

LibQUAL+ User Survey

21 Oct – 22 Nov 2019

Pao Yue-kong Library

The Hong Kong Polytechnic University

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1. Executive Summary

- In keeping with our commitment to continual assessment and service improvement, PolyU Library participated in the joint issue of the 2019 LibQUAL+ survey. LibQUAL+ is a web-based survey offered by the Association of Research Libraries (ARL) that helps libraries assess and improve library services and measures library users' minimum, perceived, and desired levels of service quality across three dimensions: Affect of Service, Information Control, and Library as Place. The survey was issued from 21 October to 22 November 2019, garnering a total of 2,062 valid responses, of which over one-third were accompanied by additional written comments.
- **Library as Place (LP):** According to our users, the physical library is the most pivotal service provided by PolyU Library, with the Library as Place (LP) dimension receiving the highest scores in the minimum, perceived and desired levels. The raw perception of this dimension of Library performance saw the most rapid increase over time (+0.19 since 2015), reflecting the success of our efforts in revitalizing library space. Although users regarded LP as the best performing dimension, they also expressed high expectations for this dimension, leaving room for our Library to further improve our performance and meet evolving user needs.
- **Information Control (IC):** The availability of relevant and up-to-date information sources remains a top priority for academic staff and postgraduates who have advanced research needs. Over a decade, collection development at the Library has been guided by an e-preferred policy to prioritize the acquisition of electronic resources. The outcomes of our development of the library collection has been positive, as reflected in the steady improvement in the overall raw perception (+0.10) in the Information Control (IC) dimension -- and relatively small gap below desired expectation (+0.23) -- when compared with 2015 data.
- **Affect of Service (AS):** Ongoing professional development and training help equip our staff with the knowledge and attributes to provide top quality customer services. Affect of Service (AS) has been rated by the PolyU community as the dimension which most closely meets their expectations. This was reflected in the AS score, with the highest gap over minimum acceptable level (0.93) and smallest gap below desired expectation (-0.14).
- **Information Literacy:** Survey respondents were positive about our continued efforts in equipping students with the information literacy skills that are critical to their academic success. The scores of all aspects in information literacy outcomes have seen a modest, but steady, increase since 2011, with the exception of the provision of information skills which saw a slight drop in 2019.
- **General satisfaction:** Our users reported a steady increase in all satisfaction ratings over time. The questions about general satisfaction pertained to three areas: how users are treated, the level of support provided, and the overall quality of Library service. The results indicated that postgraduates (average score=7.55) and academic staff (7.52) were overall more satisfied than undergraduates (7.09).

2. LibQUAL+ Survey

As the Library plans for the future, it is critical that we understand and act upon our users' expectations in order to provide the highest-quality library services possible.

From 21 October to 22 November 2019, the PolyU Library conducted the LibQUAL+ survey, an international web-based survey administered by the Association of Research Libraries (ARL) in the United States. This survey instrument has been adopted by 1300+ libraries around the world. This was the third time we partook in the LibQUAL+ assessment, after 2011 and 2015.

The survey results allow our services to be benchmarked locally against peer institutions, namely the six participating JULAC Libraries¹, and internationally against other library consortia worldwide.

In the first part of the survey, 22 core questions were asked to measure the user perceptions and to help identify gaps in service quality for services provided by our Library.

The core questions are classified into three dimensions:

- Affect of Service (AS), which measures user interaction with and helpfulness of Library staff;
- Information Control (IC), which measures access to and provision of physical and electronic resources;
- Library as Place (LP), which measures physical environment for individual study, group work, and inspiration.

In addition to the core questions, the survey also asked questions related to additional areas. These are respondents' satisfaction with services, information literacy outcomes, frequency of library use, and lastly, the open-ended questions to which respondents could provide their written comments.

For more information about LibQUAL+, please visit <https://www.libqual.org/home>.

¹ Six UGC funded university libraries in JULAC consortium conducted the LibQUAL Survey in 2019, including The Chinese University of Hong Kong, The Education University of Hong Kong, Hong Kong Baptist University, The Hong Kong Polytechnic University, The Hong Kong University of Technology, Lingnan University, and The University of Hong Kong.

3. Profile of Respondents

The 2019 LibQUAL+ survey garnered 2,062 valid responses, slightly higher than the number of responses in the 2015 survey which received 2,019 responses.

3.1 Respondents by User Group

Among the valid respondents, a strong majority were undergraduates (58.39%). Just over a quarter of respondents were postgraduates (27.01%), with academic staff (6.3%) and staff (8.29%) comprising the remainder of respondents. The table below shows the detailed breakdown of respondents by user group.












Table 3.1. Respondents by User Group

User Group	Count	%
Undergraduate	1204	58.39%
First year	326	15.81%
Second year	260	12.61%
Third year	303	14.69%
Fourth year	280	13.58%
Fifth year and above	26	1.26%
Non-degree	9	0.44%
Postgraduate	557	27.01%
Doctoral Research degree	163	7.90%
Research Masters degree	15	0.73%
Taught Masters degree	379	18.38%
Academic Staff	130	6.30%
Lecturer	15	0.73%
Other Academic Status	28	1.36%
Professor	11	0.53%
Reader	2	0.10%
Research Staff	71	3.44%
Senior / Principal Lecturer	3	0.15%
Staff	171	8.29%
Administrative or Academic Related Staff	80	3.88%
General Grade Staff	85	4.12%
Professional Staff	2	0.10%
Support Staff	4	0.19%
Grand Total	2062	100.00%

3.2 Respondents by Discipline

The top four disciplines accounted for 66% of the survey respondents: Engineering (20.47%), Business (16.49%), Health Sciences (16.25%), and Construction and Environment (13.14%). A minority of respondents (148 respondents or 7.18%) were from other administrative and supporting units.




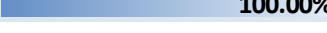
Table 3.2. Respondents by Discipline

Discipline	Count		%
Applied Sciences and Textile	182		8.83%
Business	340		16.49%
Construction and Environment	271		13.14%
Design	52		2.52%
Engineering	422		20.47%
Health Sciences	335		16.25%
Hotel and Tourism Management	72		3.49%
Humanities	153		7.42%
Social Sciences	87		4.22%
Other	148		7.18%
Grand Total	2062		100.00%

3.3 Respondents by Mode of Study

Of all the respondents, 78.61% were either studying or working full-time at PolyU, while 8.44% of respondents were studying or employed part-time. A minority of respondents (12.95%) indicated the full-time or part-time mode did not apply.

Table 3.3. Respondents by Full-time/Part-time Mode

Mode	Count		%
Full-time	1621		78.61%
Part-time	174		8.44%
Does not apply / NA	267		12.95%
Grand Total	2062		100.00%

4. Core Survey Questions

Survey respondents were asked to give their ratings in 22 core survey questions that were classified in one of the three dimensions below:

- **Affect of Service (AS)** – user interaction with and helpfulness of Library staff.
- **Information Control (IC)** - access to and provision of physical and electronic resources.
- **Library as Place (LP)** - physical environment for individual study, group work, and inspiration.

For each core question, the respondents could provide three scores on a 9-point Likert scale (1=lowest, 9-highest):

- **Minimum** - the minimum level of service that our users find it acceptable.
- **Perceived** - the level of service our users believe the PolyU Library currently provides.
- **Desired** - the level of service our users personally want to receive.

Based on these three scores, two gap scores could also be derived for each question to better understand the extent to which the Library performance meets user expectations of that service.

- **Adequacy Gap** = Perceived Score – Minimum Score. An indicator of the extent to which our Library is meeting the minimum acceptable level of performance.
- **Superiority Gap** = Desired Score – Perceived Score. An indicator to show the extent to which our Library is exceeding the desired expectation of our users. A more negative number indicates there is more room for improvement.

The following sections present the core survey question results of all users, undergraduate students, postgraduate students, and academic staff.

4.1 Core Survey Questions - Result (All Users)

Mean Score of Core Questions

The table shows the mean score of minimum, perceived, desired level of the service quality, as well as the adequacy and superiority gap of the 22 questions asked. In each column, the top 5 aspects are highlighted in blue, while the bottom 5, in brown.

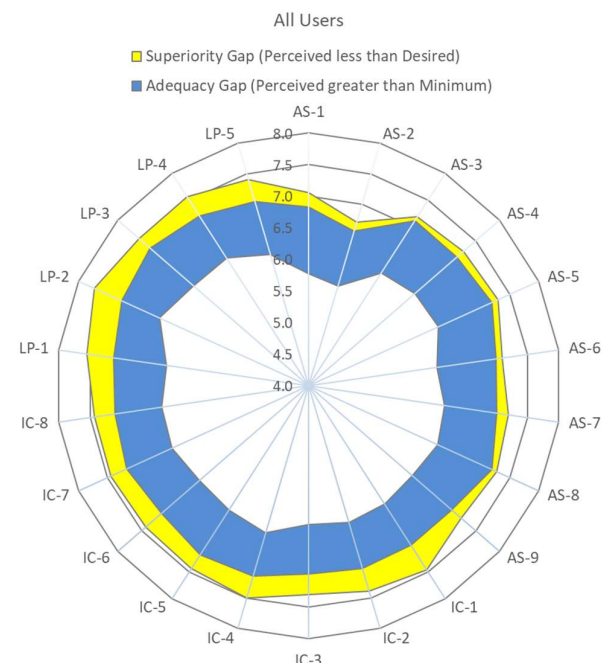
Table 4.1A. Core Question Summary (All Users)

Code	Core Questions	Minimum	Perceived	Desired	Adequacy	Superiority
AS-1	Library staff who instill confidence in users	5.77	6.83	7.06	1.06	-0.23
AS-2	Giving users individual attention	5.64	6.55	6.70	0.91	-0.15
AS-3	Library staff who are consistently courteous	6.12	7.11	7.18	0.99	-0.07
AS-4	Readiness to respond to users enquiries	6.23	7.11	7.24	0.88	-0.14
AS-5	Library staff who have the knowledge to answer user questions	6.26	7.19	7.29	0.93	-0.11
AS-6	Library staff who deal with users in a caring fashion	6.05	6.99	7.10	0.94	-0.10
AS-7	Library staff who understand the needs of their users	6.17	7.01	7.20	0.84	-0.19
AS-8	Willingness to help users	6.25	7.19	7.27	0.94	-0.08
AS-9	Dependability in handling users service problems	6.17	6.99	7.20	0.82	-0.21
IC-1	Making electronic resources accessible from my home or office	6.22	7.00	7.46	0.78	-0.46
IC-2	A library Web site enabling me to locate information on my own	6.25	7.00	7.38	0.75	-0.38
IC-3	The printed library materials I need for my work	6.19	6.97	7.31	0.78	-0.33
IC-4	The electronic information resources I need	6.42	7.13	7.50	0.71	-0.37
IC-5	Modern equipment that lets me easily access needed information	6.34	7.18	7.43	0.84	-0.25
IC-6	Easy-to-use access tools that allow me to find things on my own	6.28	7.09	7.42	0.80	-0.33
IC-7	Making information easily accessible for independent use	6.38	7.17	7.45	0.78	-0.28
IC-8	Print and/or electronic journal collections I require for my work	6.35	7.09	7.43	0.74	-0.34
LP-1	Library space that inspires study and learning	6.28	7.12	7.55	0.84	-0.43
LP-2	Quiet space for individual work	6.60	7.25	7.73	0.65	-0.48
LP-3	A comfortable and inviting location	6.42	7.32	7.56	0.90	-0.24
LP-4	A haven for study, learning, or research	6.41	7.20	7.55	0.80	-0.35
LP-5	Space for group learning and group study	6.17	7.04	7.40	0.86	-0.37
Overall		6.22	7.07	7.34	0.84	-0.27

Radar Chart

This radar chart gives the visual representation for the core survey questions. Refer to the question of each code in Table 4.1A.

Chart 4.1B. Radar Chart (All Users)



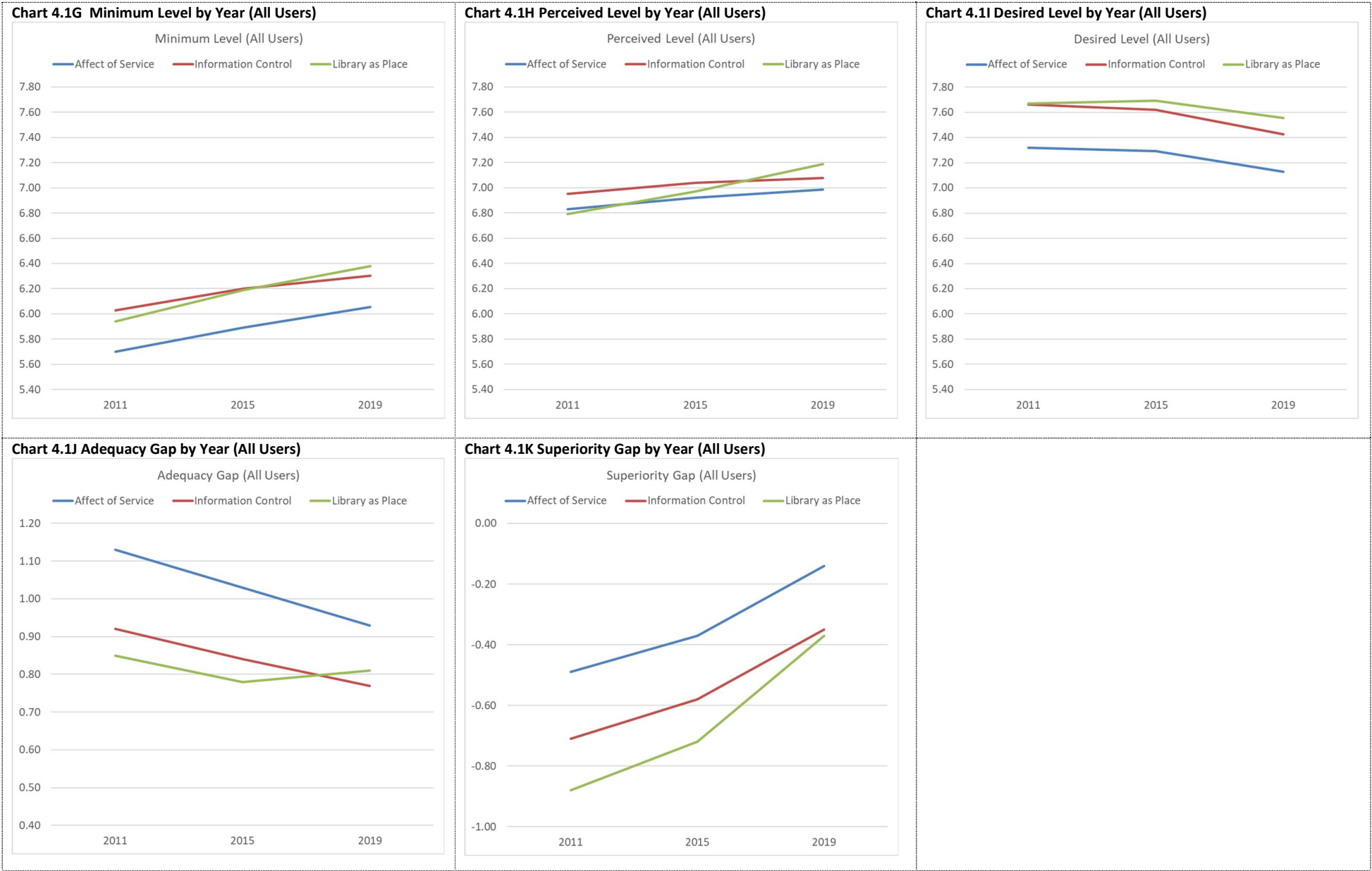
Top 5

Below are the top five aspects based on perceived level, desired level, as well as adequacy and superiority gap.

Table 4.1C. Top 5 - Perceived Level Which aspects our users identified we are doing well		Table 4.1D. Top 5 - Desired Level Which aspects our users identified they want the most		Table 4.1E. Top 5 - Adequacy Gap Which aspects our users identified are most above the minimum requirement		Table 4.1F. Top 5 - Superiority Gap Which aspects our users identified we need to improve the most	
1	LP-3 A comfortable and inviting location (7.32)	1	LP-2 Quiet space for individual work (7.73)	1	AS-1 Library staff who instill confidence in users (1.06)	1	LP-2 Quiet space for individual work (-0.48)
2	LP-2 Quiet space for individual work (7.25)	2	LP-3 A comfortable and inviting location (7.56)	2	AS-3 Library staff who are consistently courteous (0.99)	2	IC-1 Making electronic resources accessible from my home or office (-0.46)
3	LP-4 A haven for study, learning, or research (7.20)	3	LP-4 A haven for study, learning, or research (7.55)	3	AS-6 Library staff who deal with users in a caring fashion (0.94)	3	LP-1 Library space that inspires study and learning (-0.43)
4	AS-8 Willingness to help users (7.19)	4	LP-1 Library space that inspires study and learning (7.55)	4	AS-8 Willingness to help users (0.94)	4	IC-2 A library Web site enabling me to locate information on my own (-0.38)
5	AS-5 Library staff who have the knowledge to answer user questions (7.19)	5	IC-4 The electronic information resources I need (7.50)	5	AS-5 Library staff who have the knowledge to answer user questions (0.93)	5	LP-5 Space for group learning and group study (-0.37)

Trend of Core Question Dimensions (All Users)

The 22 core questions are divided into 3 dimensions: Affect of Service, Information Control, and Library as Place. The charts below plots the mean scores of minimum, perceived, desired level of service quality, as well as the adequacy and superiority gap of the 3 dimensions as we conducted the LibQUAL+ survey in 2011, 2015 and 2019.



4.2 Core Survey Questions - Result (Undergraduate)

Mean Score of Core Questions

The table shows the mean score of minimum, perceived, desired level of the service quality, as well as the adequacy and superiority gap of the 22 questions asked. In each column, the top 5 aspects are highlighted in blue, while the bottom 5, in brown.

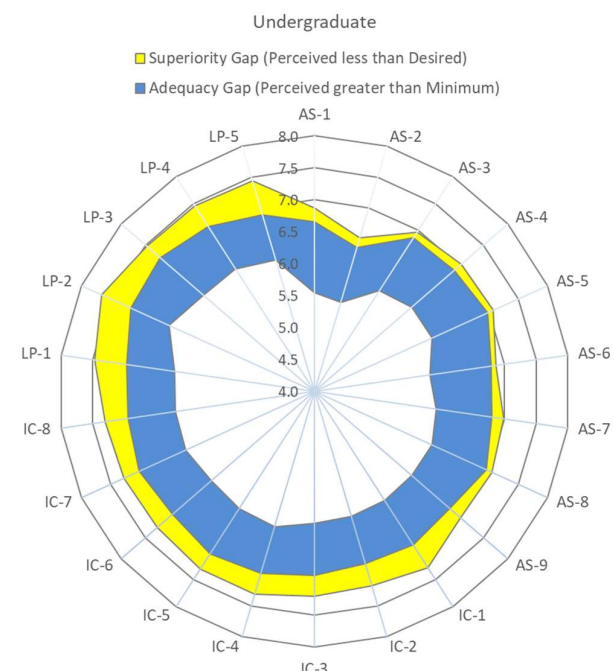
Table 4.2A. Core Question Summary (Undergraduate)

Code	Core Questions	Minimum	Perceived	Desired	Adequacy	Superiority
AS-1	Library staff who instill confidence in users	5.55	6.66	6.87	1.11	-0.21
AS-2	Giving users individual attention	5.46	6.34	6.51	0.89	-0.16
AS-3	Library staff who are consistently courteous	5.88	6.86	6.97	0.99	-0.10
AS-4	Readiness to respond to users enquiries	6.02	6.89	7.04	0.87	-0.15
AS-5	Library staff who have the knowledge to answer user questions	6.02	6.97	7.07	0.95	-0.10
AS-6	Library staff who deal with users in a caring fashion	5.82	6.79	6.87	0.97	-0.08
AS-7	Library staff who understand the needs of their users	5.92	6.81	6.98	0.88	-0.18
AS-8	Willingness to help users	6.02	6.95	7.05	0.93	-0.10
AS-9	Dependability in handling users service problems	6.01	6.79	7.02	0.78	-0.23
IC-1	Making electronic resources accessible from my home or office	6.03	6.86	7.28	0.83	-0.42
IC-2	A library Web site enabling me to locate information on my own	6.03	6.80	7.17	0.77	-0.36
IC-3	The printed library materials I need for my work	6.06	6.88	7.21	0.81	-0.33
IC-4	The electronic information resources I need	6.20	6.96	7.30	0.76	-0.34
IC-5	Modern equipment that lets me easily access needed information	6.17	7.02	7.30	0.84	-0.28
IC-6	Easy-to-use access tools that allow me to find things on my own	6.13	6.94	7.25	0.81	-0.31
IC-7	Making information easily accessible for independent use	6.21	7.01	7.27	0.79	-0.26
IC-8	Print and/or electronic journal collections I require for my work	6.20	6.95	7.30	0.75	-0.36
LP-1	Library space that inspires study and learning	6.21	6.97	7.47	0.76	-0.51
LP-2	Quiet space for individual work	6.50	7.15	7.65	0.65	-0.50
LP-3	A comfortable and inviting location	6.30	7.19	7.47	0.89	-0.28
LP-4	A haven for study, learning, or research	6.28	7.07	7.46	0.79	-0.38
LP-5	Space for group learning and group study	6.15	6.89	7.44	0.74	-0.55
Overall		6.06	6.90	7.19	0.84	-0.29

Radar Chart

This radar chart gives the visual representation for the core survey questions. Refer to the question of each code in Table 4.2A.

Chart 4.2B. Radar Chart (Undergraduate)



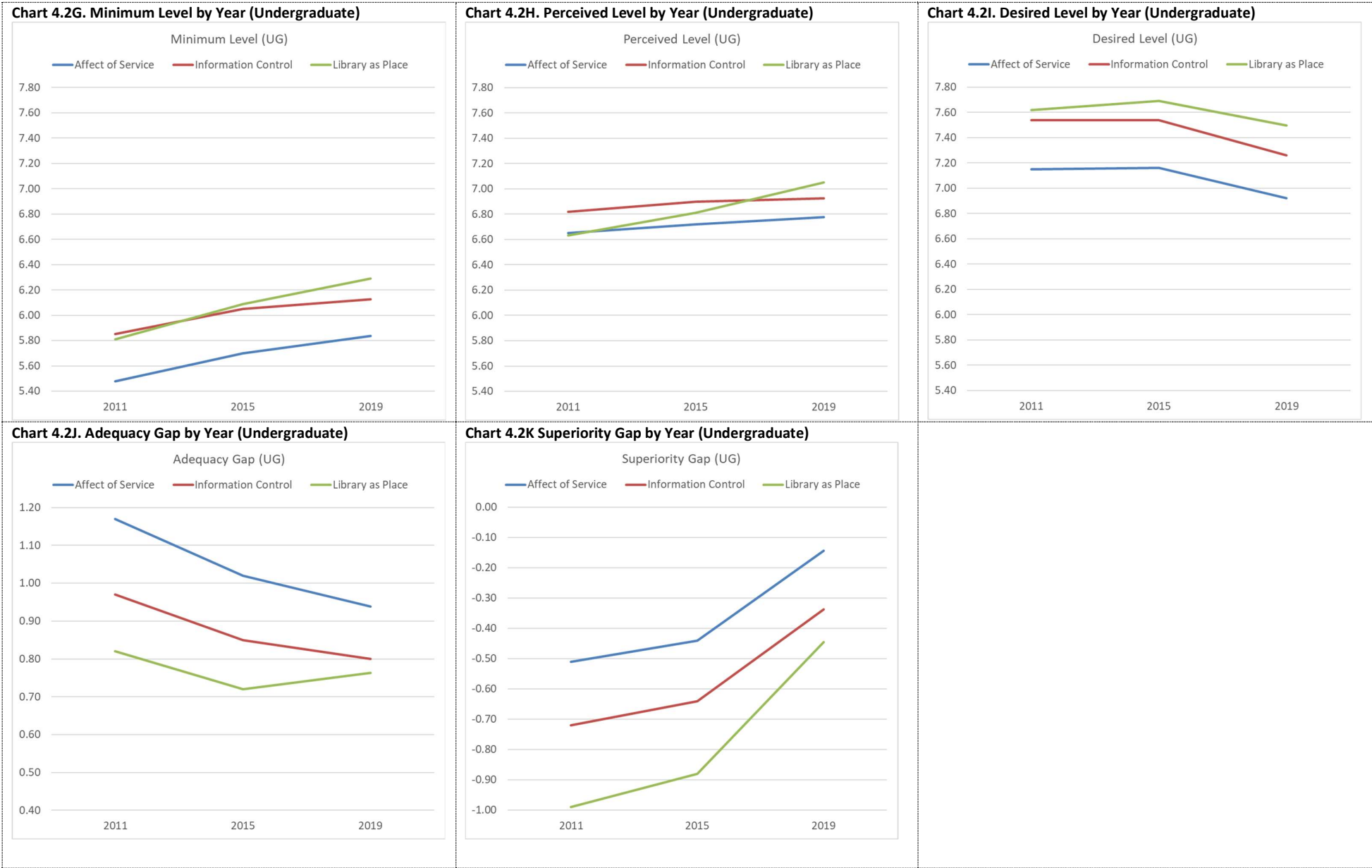
Top 5

Below are the top five aspects based on perceived level, desired level, as well as adequacy and superiority gap.

Table 4.2C. Top 5 - Perceived Level Which aspects our users identified we are doing well	Table 4.2D. Top 5 - Desired Level Which aspects our users identified they want the most	Table 4.2E. Top 5 - Adequacy Gap Which aspects our users identified are most above the minimum requirement	Table 4.2F. Top 5 - Superiority Gap Which aspects our users identified we need to improve the most
1 LP-3 A comfortable and inviting location (7.19)	1 LP-2 Quiet space for individual work (7.65)	1 AS-1 Library staff who instill confidence in users (1.11)	1 LP-5 Space for group learning and group study (-0.55)
2 LP-2 Quiet space for individual work (7.15)	2 LP-1 Library space that inspires study and learning (7.47)	2 AS-3 Library staff who are consistently courteous (0.99)	2 LP-1 Library space that inspires study and learning (-0.51)
3 LP-4 A haven for study, learning, or research (7.07)	3 LP-3 A comfortable and inviting location (7.47)	3 AS-6 Library staff who deal with users in a caring fashion (0.97)	3 LP-2 Quiet space for individual work (-0.50)
4 IC-5 Modern equipment that lets me easily access needed information (7.02)	4 LP-4 A haven for study, learning, or research (7.46)	4 AS-5 Library staff who have the knowledge to answer user questions (0.95)	4 IC-1 Making electronic resources accessible from my home or office (-0.42)
5 IC-7 Making information easily accessible for independent use (7.01)	5 LP-5 Space for group learning and group study (7.44)	5 AS-8 Willingness to help users (0.93)	5 LP-4 A haven for study, learning, or research (-0.38)

Trend of Core Question Dimensions (Undergraduate)

The 22 core questions are divided into 3 dimensions: Affect of Service, Information Control, and Library as Place. The charts below plots the mean scores of minimum, perceived, desired level of service quality, as well as the adequacy and superiority gap of the 3 dimensions as we conducted the LibQUAL+ survey in 2011, 2015 and 2019.



4.3 Core Survey Questions - Result (Postgraduate)

Mean Score of Core Questions

The table shows the mean score of minimum, perceived, desired level of the service quality, as well as the adequacy and superiority gap of the 22 questions asked. In each column, the top 5 aspects are highlighted in blue, while the bottom 5, in brown.

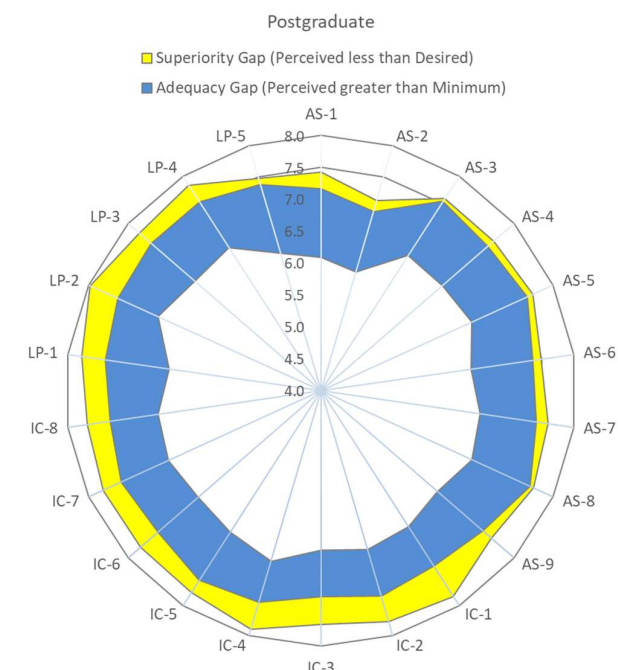
Table 4.3A. Core Question Summary (Postgraduate)

Code	Core Questions	Minimum	Perceived	Desired	Adequacy	Superiority
AS-1	Library staff who instill confidence in users	6.09	7.17	7.43	1.08	-0.26
AS-2	Giving users individual attention	5.95	6.93	7.11	0.98	-0.18
AS-3	Library staff who are consistently courteous	6.53	7.53	7.59	1.00	-0.06
AS-4	Readiness to respond to users enquiries	6.52	7.46	7.58	0.94	-0.13
AS-5	Library staff who have the knowledge to answer user questions	6.59	7.55	7.65	0.96	-0.10
AS-6	Library staff who deal with users in a caring fashion	6.38	7.35	7.48	0.97	-0.14
AS-7	Library staff who understand the needs of their users	6.51	7.40	7.59	0.89	-0.19
AS-8	Willingness to help users	6.60	7.61	7.66	1.01	-0.05
AS-9	Dependability in handling users service problems	6.41	7.35	7.53	0.94	-0.18
IC-1	Making electronic resources accessible from my home or office	6.53	7.27	7.83	0.73	-0.56
IC-2	A library Web site enabling me to locate information on my own	6.59	7.35	7.77	0.77	-0.41
IC-3	The printed library materials I need for my work	6.50	7.23	7.66	0.73	-0.44
IC-4	The electronic information resources I need	6.78	7.45	7.89	0.66	-0.45
IC-5	Modern equipment that lets me easily access needed information	6.63	7.53	7.76	0.90	-0.23
IC-6	Easy-to-use access tools that allow me to find things on my own	6.55	7.38	7.74	0.83	-0.36
IC-7	Making information easily accessible for independent use	6.63	7.44	7.75	0.81	-0.31
IC-8	Print and/or electronic journal collections I require for my work	6.58	7.34	7.69	0.76	-0.35
LP-1	Library space that inspires study and learning	6.41	7.41	7.79	1.01	-0.37
LP-2	Quiet space for individual work	6.81	7.50	7.97	0.69	-0.48
LP-3	A comfortable and inviting location	6.62	7.52	7.77	0.90	-0.25
LP-4	A haven for study, learning, or research	6.67	7.52	7.83	0.85	-0.31
LP-5	Space for group learning and group study	6.24	7.37	7.47	1.12	-0.11
Overall		6.50	7.39	7.66	0.89	-0.27

Radar Chart

This radar chart gives the visual representation for the core survey questions. Refer to the question of each code in Table 4.3A.

Chart 4.3B. Radar Chart (Postgraduate)



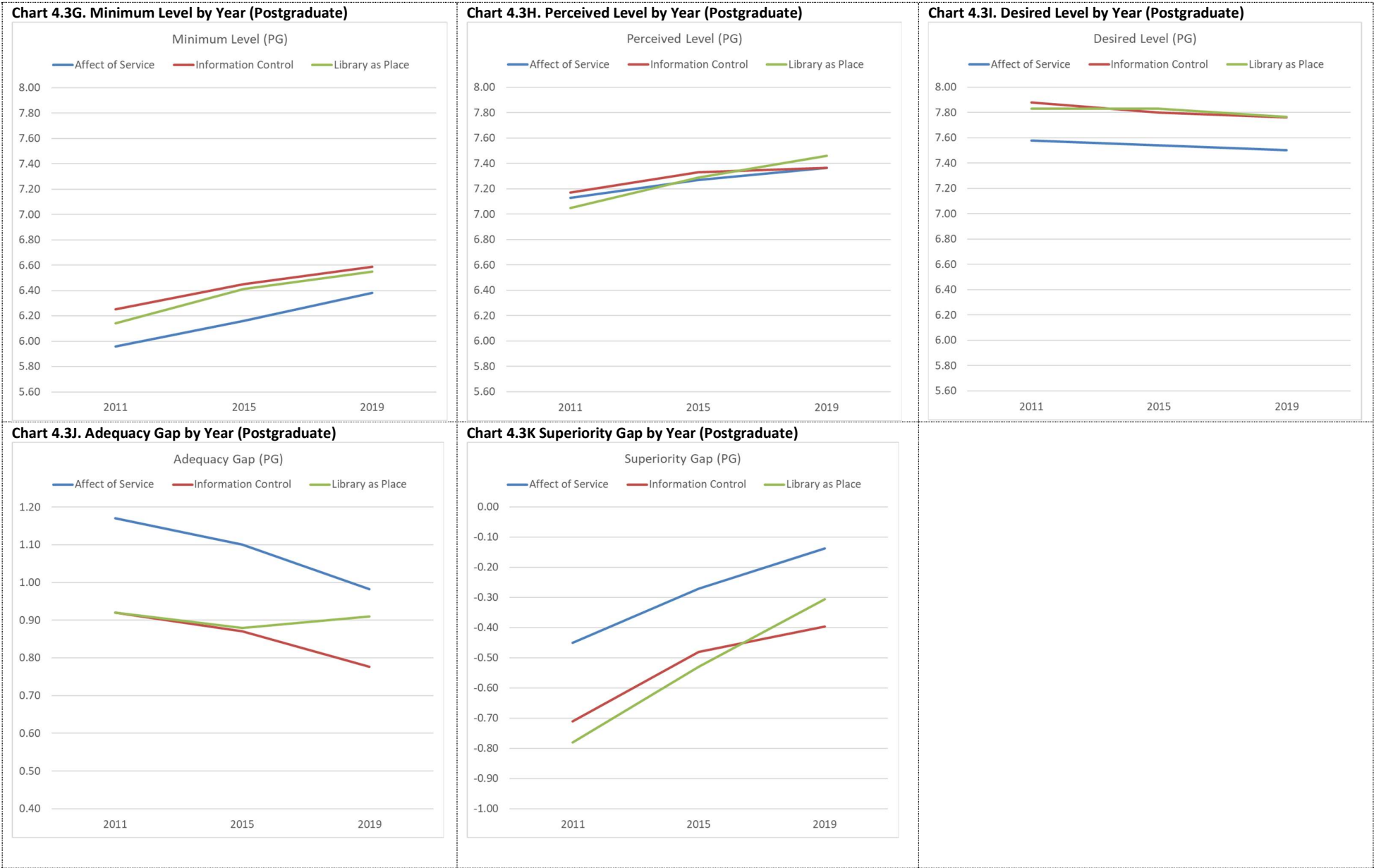
Top 5

Below are the top five aspects based on perceived level, desired level, as well as adequacy and superiority gap.

Table 4.3C. Top 5 - Perceived Level Which aspects our users identified we are doing well	Table 4.3D. Top 5 - Desired Level Which aspects our users identified they want the most	Table 4.3E. Top 5 - Adequacy Gap Which aspects our users identified are most above the minimum requirement	Table 4.3F. Top 5 - Superiority Gap Which aspects our users identified we need to improve the most
1 AS-8 Willingness to help users (7.61)	1 LP-2 Quiet space for individual work (7.97)	1 LP-5 Space for group learning and group study (1.12)	1 IC-1 Making electronic resources accessible from my home or office (-0.56)
2 AS-5 Library staff who have the knowledge to answer user questions (7.55)	2 IC-4 The electronic information resources I need (7.89)	2 AS-1 Library staff who instill confidence in users (1.08)	2 LP-2 Quiet space for individual work (-0.48)
3 IC-5 Modern equipment that lets me easily access needed information (7.53)	3 LP-4 A haven for study, learning, or research (7.83)	3 AS-8 Willingness to help users (1.01)	3 IC-4 The electronic information resources I need (-0.45)
4 AS-3 Library staff who are consistently courteous (7.53)	4 IC-1 Making electronic resources accessible from my home or office (7.83)	4 LP-1 Library space that inspires study and learning (1.01)	4 IC-3 The printed library materials I need for my work (-0.44)
5 LP-3 A comfortable and inviting location (7.52)	5 LP-1 Library space that inspires study and learning (7.79)	5 AS-3 Library staff who are consistently courteous (1.00)	5 IC-2 A library Web site enabling me to locate information on my own (-0.41)

Trend of Core Question Dimensions (Postgraduate)

The 22 core questions are divided into 3 dimensions: Affect of Service, Information Control, and Library as Place. The charts below plots the mean scores of minimum, perceived, desired level of service quality, as well as the adequacy and superiority gap of the 3 dimensions as we conducted the LibQUAL+ survey in 2011, 2015 and 2019.



4.4 Core Survey Questions - Result (Academic Staff)

Mean Score of Core Questions

The table shows the mean score of minimum, perceived, desired level of the service quality, as well as the adequacy and superiority gap of the 22 questions asked. In each column, the top 5 aspects are highlighted in blue, while the bottom 5, in brown.

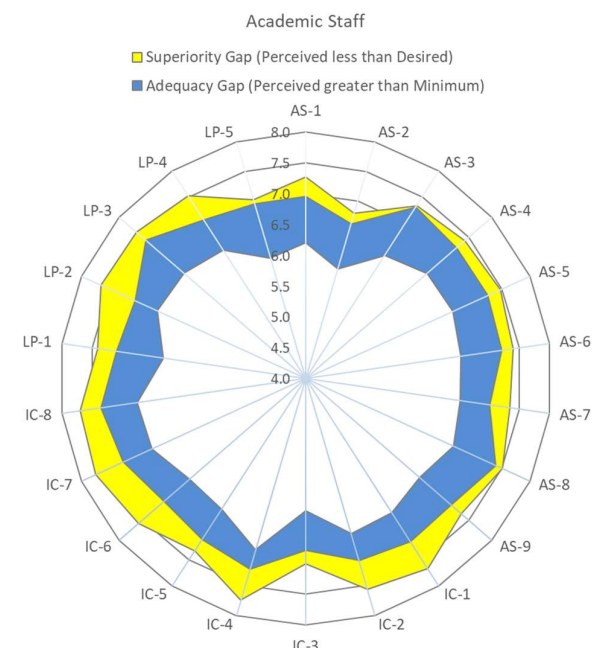
Table 4.4A. Core Question Summary (Academic Staff)

Code	Core Questions	Minimum	Perceived	Desired	Adequacy	Superiority
AS-1	Library staff who instill confidence in users	6.20	6.95	7.27	0.75	-0.32
AS-2	Giving users individual attention	5.85	6.62	6.79	0.77	-0.18
AS-3	Library staff who are consistently courteous	6.38	7.30	7.34	0.93	-0.03
AS-4	Readiness to respond to users enquiries	6.60	7.24	7.42	0.63	-0.18
AS-5	Library staff who have the knowledge to answer user questions	6.63	7.25	7.47	0.62	-0.22
AS-6	Library staff who deal with users in a caring fashion	6.54	7.21	7.40	0.67	-0.18
AS-7	Library staff who understand the needs of their users	6.53	7.02	7.35	0.49	-0.33
AS-8	Willingness to help users	6.63	7.39	7.51	0.76	-0.12
AS-9	Dependability in handling users service problems	6.45	7.13	7.34	0.68	-0.22
IC-1	Making electronic resources accessible from my home or office	6.59	7.14	7.66	0.55	-0.52
IC-2	A library Web site enabling me to locate information on my own	6.62	7.08	7.57	0.46	-0.49
IC-3	The printed library materials I need for my work	6.14	6.79	7.01	0.65	-0.22
IC-4	The electronic information resources I need	6.89	7.22	7.75	0.33	-0.52
IC-5	Modern equipment that lets me easily access needed information	6.52	7.11	7.33	0.59	-0.22
IC-6	Easy-to-use access tools that allow me to find things on my own	6.49	7.05	7.59	0.56	-0.54
IC-7	Making information easily accessible for independent use	6.74	7.26	7.75	0.51	-0.50
IC-8	Print and/or electronic journal collections I require for my work	6.76	7.36	7.69	0.60	-0.34
LP-1	Library space that inspires study and learning	6.33	7.11	7.42	0.78	-0.31
LP-2	Quiet space for individual work	6.65	7.04	7.65	0.39	-0.61
LP-3	A comfortable and inviting location	6.61	7.43	7.63	0.82	-0.20
LP-4	A haven for study, learning, or research	6.47	7.06	7.52	0.59	-0.46
LP-5	Space for group learning and group study	6.04	6.95	7.02	0.91	-0.07
Overall		6.51	7.13	7.45	0.62	-0.32

Radar Chart

This radar chart gives the visual representation for the core survey questions. Refer to the question of each code in Table 4.4A.

Chart 4.4B. Radar Chart (Academic Staff)



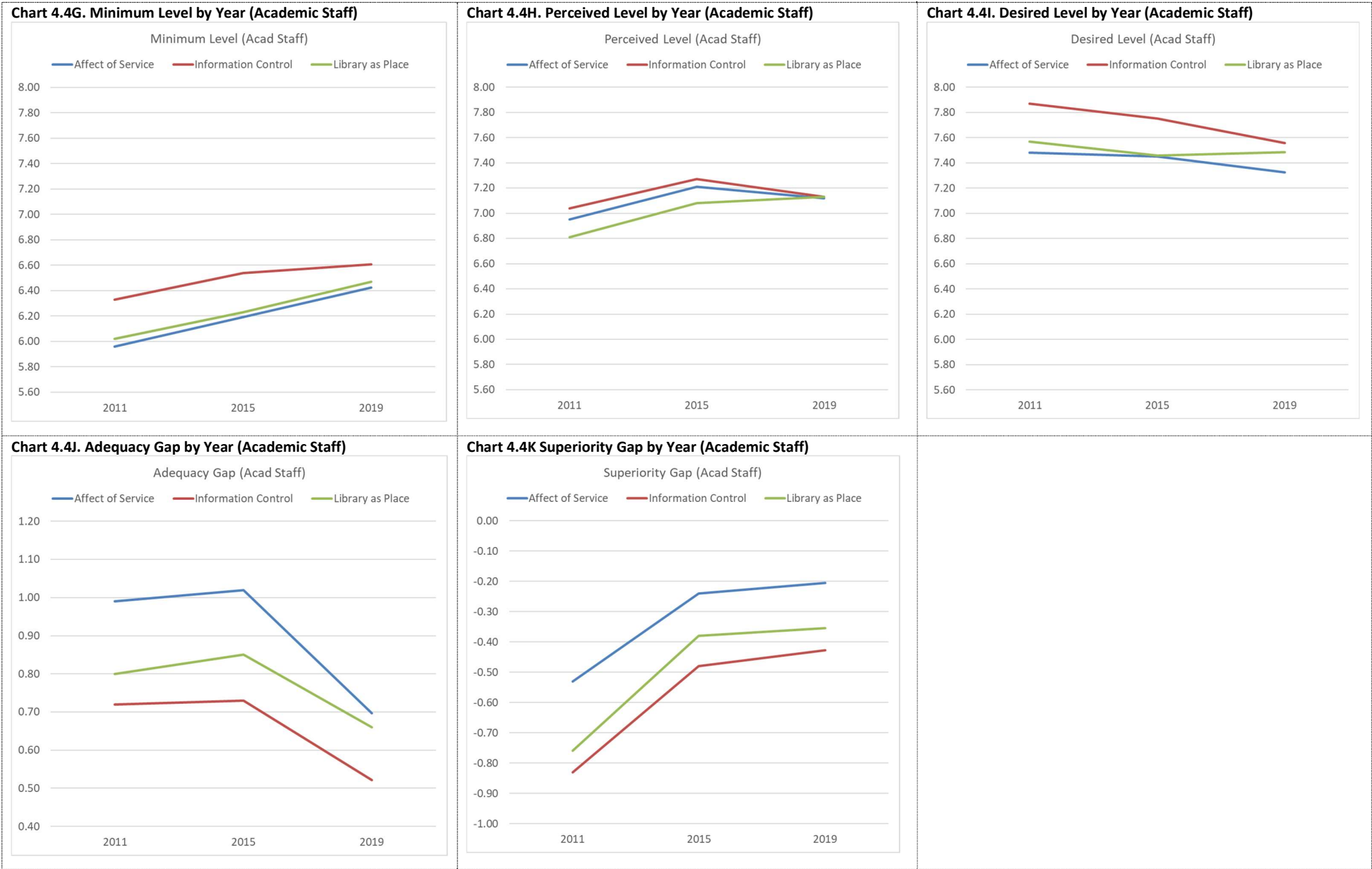
Top 5

Below are the top five aspects based on perceived level, desired level, as well as adequacy and superiority gap.

Table 4.4C. Top 5 - Perceived Level Which aspects our users identified we are doing well		Table 4.4D. Top 5 - Desired Level Which aspects our users identified they want the most		Table 4.4E. Top 5 - Adequacy Gap Which aspects our users identified are most above the minimum requirement		Table 4.4F. Top 5 - Superiority Gap Which aspects our users identified we need to improve the most	
1	LP-3 A comfortable and inviting location (7.43)	1	IC-7 Making information easily accessible for independent use (7.75)	1	AS-3 Library staff who are consistently courteous (0.93)	1	LP-2 Quiet space for individual work (-0.61)
2	AS-8 Willingness to help users (7.39)	2	IC-4 The electronic information resources I need (7.75)	2	LP-5 Space for group learning and group study (0.91)	2	IC-6 Easy-to-use access tools that allow me to find things on my own (-0.54)
3	IC-8 Print and/or electronic journal collections I require for my work (7.36)	3	IC-8 Print and/or electronic journal collections I require for my work (7.69)	3	LP-3 A comfortable and inviting location (0.82)	3	IC-1 Making electronic resources accessible from my home or office (-0.52)
4	AS-3 Library staff who are consistently courteous (7.30)	4	IC-1 Making electronic resources accessible from my home or office (7.66)	4	LP-1 Library space that inspires study and learning (0.78)	4	IC-4 The electronic information resources I need (-0.52)
5	IC-7 Making information easily accessible for independent use (7.26)	5	LP-2 Quiet space for individual work (7.65)	5	AS-2 Giving users individual attention (0.77)	5	IC-7 Making information easily accessible for independent use (-0.50)

Trend of Core Question Dimensions (Academic Staff)

The 22 core questions are divided into 3 dimensions: Affect of Service, Information Control, and Library as Place. The charts below plots the mean scores of minimum, perceived, desired level of service quality, as well as the adequacy and superiority gap of the 3 dimensions as we conducted the LibQUAL+ survey in 2011, 2015 and 2019.



4.5 Discussion of Core Survey Question Result

1. A closer look at key indicators

Minimum Level

The minimum level of service indicates the baseline level of service that our users find acceptable. Over the years, the scores across the three dimensions have risen steadily (see Chart 4.1G). Generally speaking, Library as Place received the highest minimum score (6.38), followed by Information Control (6.30) and Affect of Service (6.06). Of all the user groups, academic staff (6.51) and postgraduates (6.50) set a higher minimum expectation than did undergraduates (6.06).

Perceived Level

The perceived level of service reflects the actual level at which our users believe the Library is performing. The scores of all three dimensions have seen an upward trend since the 2011 survey (see Chart 4.1H), reflecting an overall improvement in perceptions of service quality over time. Between 2015 and 2019, Library as Place (7.19) experienced the greatest increase at 3%, overtaking Information Control (7.08) and Affect of Service (6.99) as the best performing dimension. Among user groups, postgraduates (7.39) reported the highest overall perceived levels of service, followed by academic staff (7.13) and undergraduates (6.90).

Desired Level

The desired level of service measures the relative importance our users place on dimensions of Library services. When compared with 2015, the scores across all three dimensions have seen a slight decline by 1.7%-2.6%, while maintaining relatively high scores (see Chart 4.1I). Library as Place (7.56) was regarded the most important service dimension by our users, followed by Information Control (7.42) and Affect of Service (7.13). Postgraduates (7.66) gave the highest scores for overall desired service levels, followed by academic staff (7.45) and undergraduates (7.19).

Superiority Gap

The superiority gap is calculated by subtracting the desired level from the perceived level, which usually generates a negative value. The narrower the gap, the closer our services approaches the level expected by users. Overall, Affect of Service recorded the smallest superiority gap (-0.14), followed by Information Control (-0.35) and Library as Place (-0.37). Undergraduates, postgraduates, and academic staff reported superiority gaps at similar levels at -0.29, -0.27 and -0.32 respectively.

It is encouraging to see that the superiority gaps of all 3 dimensions have narrowed considerably over time. Between 2015 and 2019, Library as Place saw the most significant improvement of +0.37, followed by Information Control (+0.23) and Affect of Service (+0.23). A gap value approaching zero indicates the Library is more capable to meet desired levels of service.

Adequacy Gap

The adequacy gap is calculated by subtracting the minimum level of services from the perceived level of service. The larger the positive gap, the bigger the buffer to service shortfall. In Chart 4.1J, the Library received positive scores in all dimensions in 2019: Affect of Service (0.93), Information Control (0.77) and Library as Place (0.81), indicating our services all perform above minimal acceptable levels. Across the user groups, the overall adequacy gaps for postgraduates (0.89) and undergraduates (0.84) were higher than that of academic staff (0.62).

In comparison to 2015, two out of three dimensions had seen a decline in overall adequacy gaps: Information Control (-0.07) and Affect of Service (-0.10). A small positive increment was observed

in Library as Place (+0.04). Given the increase of perceived level, the declines could well be attributed to the rising minimal requirement from our users.

2. A closer look at three main dimensions

Library as Place (LP)

The Library as Place (LP) questions asked users to rate the extent to which the physical Library spaces, both in individual and group setting, served their needs for study, learning, and research.

Since 2015, the Library has invested significant resources in revitalizing our study spaces. In 2017, the Library launched the technology-rich i-Space to inspire creativity through collaboration, with a variety of collaborative, technology-supported workspaces. A year after in 2018, the newly renovated south wings of 4/F and 5/F were re-opened to provide diversified reading and individual study spaces in a conducive, modern learning environment. The impact of these revitalization efforts are reflected in an LP score that saw the highest overall perception (7.19) and biggest improvement in superiority gap (+0.37) among the three dimensions.

Among the users, undergraduates were most concerned with the service quality of the Library as Place dimension. As seen in Chart 4.2G-K, undergraduates rated LP higher than the other two dimensions across all levels (minimum, perceived, and desired levels). While undergraduates regarded LP as the best performing dimension, they also came with high expectations about the Library as Place. There is room for our Library to further improve in order to meet the space needs of this demanding and frequent library user.

Overall, our users found the Library's "comfortable and inviting location" as the most favorable aspect of the Library, as reflected in its highest scores across perceived level, adequacy and superiority gaps (see Table 4.1C-F). Both undergraduates and academic staff were particularly satisfied as they rated this aspect as top 1 in the perceived level of service (see Table 4.2C and 4.4C).

"Quiet space for individual work" was the most important to all three user groups (high minimum and desired scores). Even though they have already rated it fairly well in the raw perception, their high priority set in this aspect led to a narrow adequacy gap and wide negative superiority gap (see Table 4.2A, 4.3A and 4.4A).

Within LP aspects, all three user groups gave the lowest perceived score on "space for group learning and group study". As undergraduates are often required to work collaboratively for their coursework, their high desired score on this aspect led to the biggest gap below desired expectation (see Table 4.2F). However, postgraduates and academic staff were on the other ends, as they do not utilize the group discussion areas in Library as often as undergraduates do, their ratings on this aspect were closest to the desired expectations (see Table 4.3A and 4.4A).

Information Control (IC)

The Information Control (IC) questions focused on the availability of the information resources needed for work and the tools used to access them. Over the past decade, the Library has operated on an e-preferred policy to facilitate the acquisition of electronic resources. The outcomes, as indicated in scores for the IC dimension, are positive. All user groups observed a steady service enhancement in the IC dimension, as reflected in the improvement of both raw perception and the superiority gap since 2011, with one exception on faculty's perceived score dropped in 2015-19.

As the daily work of postgraduates and academic staff is more research oriented, both user groups rated information resources as their highest priorities (both minimum and desired expectations),

as well as largest gaps below desired level of service. As seen in the top 5 table of superiority gap, IC aspects occupied 4 out of 5 positions for postgraduates and academic staff.

Of all the IC questions, overall our users found the top three aspects needing improvement the most (largest superiority gap and smallest adequacy gap) were: "making electronic resources accessible from my home or office", "a library web site enabling me to locate information on my own" and "the electronic information resources I need".

Compared with two student groups, academic staff were more concerned with "making information easily accessible for independent use" and "print and/or electronic journal collections required for work", as both aspects consistently stayed in top 5 tables across minimum, perceived and desired levels.

As our Library has continued to upgrade our IT equipment provision including computers and digital tools, our effort was recognized by undergraduates and postgraduates as "modern equipment that lets me easily access needed information" received the highest perceived score (UG:7.02, PG:7.53) and smallest negative superiority gap (UG: -0.28, PG: -0.23) among overall IC aspects.

Affect of Service (AS)

The Affect of Service (AS) questions concerned user interaction with, as well as helpfulness and competency of, our Library's staff. With the commitment to provide user-oriented services, our Library staff have constantly acquired new knowledge and up-to-dated skills to provide quality customer services for PolyU community. Our effort was recognized, as we observed a moderate improvement in AS dimension over time. Across all the user groups, the perceived score have risen and the gap below desired expectation have been narrowed since 2011, with one exception on the raw perception of academic staff declined in 2015-19, similar to the pattern of IC dimension.

Compared with other dimensions, our users found the Library was the most capable of meeting their expectations in AS dimension, as reflected in its highest gap over minimum acceptable level (0.93) and smallest gap below desired expectation (-0.14). Postgraduates' overall perception (7.36) on AS dimension was far higher than undergraduates (6.78), where academic staff (7.12) falling in between. In terms of adequacy and superiority gaps, both undergraduates and postgraduates rated higher on AS dimension than academic staff did.

Among the 22 survey questions, our users rated gave high overall ratings in their perception, adequacy and superiority gaps on Library staff, with their "willingness to help users", "who have the knowledge to answer user questions", and "who are consistently courteous. On the other hand, they were least concerned about Library staff "who instill confidence in them", "giving them individual attention" as these two aspects received the lowest minimum, perceived and desired scores.

5. Satisfaction

Survey respondents gave their ratings to three general satisfaction questions pertaining to how they are treated, the level of support provided, and overall quality of Library service. The following table shows the mean scores based on a scale from 1-9 (1=lowest, 9=highest). The results indicated that postgraduates (average score=7.55) and academic staff (7.52) were more satisfied with library services than were undergraduates (7.09).

Table 5.1. Satisfaction by User Group (2019)

Questions	UG	PG	Acad Staff	All Users
In general, I am satisfied with the way in which I am treated at the library.	7.09	7.57	7.55	7.26
In general, I am satisfied with library support for my learning, research, and/or teaching needs.'	7.05	7.54	7.53	7.21
How would you rate the overall quality of the service provided by the library?	7.13	7.54	7.48	7.27

The chart below shows the overall satisfaction ratings by year. It is encouraging to see a steady improvement in satisfaction ratings across all three aspects over time.

Chart 5.2. Satisfaction by Year (All Users)



6. Information Literacy Outcomes

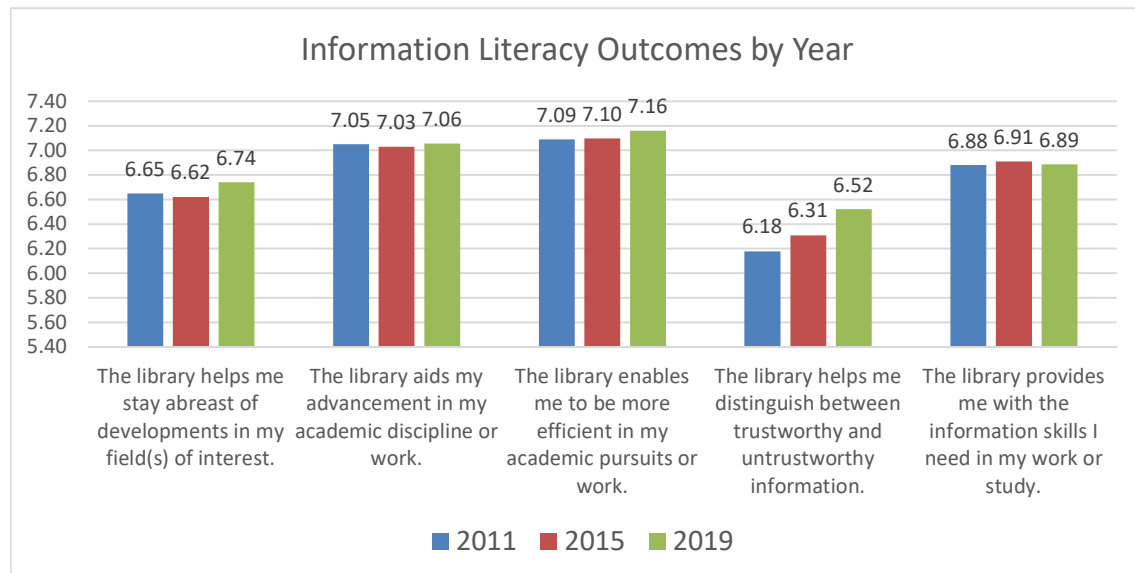
There were five questions on information literacy in which respondents were asked to give their ratings on a scale from 1-9 (1=lowest, 9=highest). As seen in other dimensions, postgraduates (average score=7.16) recorded the highest score, followed by academic staff (6.94) and undergraduates (6.76).

Table 6.1. Information Literacy Outcomes by User Group (2019)

Question	UG	PG	Aca Staff	All Users
The library helps me stay abreast of developments in my field(s) of interest.	6.57	7.05	6.95	6.74
The library aids my advancement in my academic discipline or work.	6.92	7.37	7.22	7.06
The library enables me to be more efficient in my academic pursuits or work.	7.05	7.48	7.28	7.16
The library helps me distinguish between trustworthy and untrustworthy information.	6.49	6.67	6.35	6.52
The library provides me with the information skills I need in my work or study.	6.74	7.23	6.88	6.89

The chart below indicates that all aspects of information literacy outcomes have shown a modest improvement over time, excepting the provision of information skills which saw a slight drop in 2019. Our continued efforts in strengthening the information literacy instruction through both open enrollment and course- and curriculum-embedded workshops and seminars, as well as through the development of online learning objects and open online courses, were well perceived.

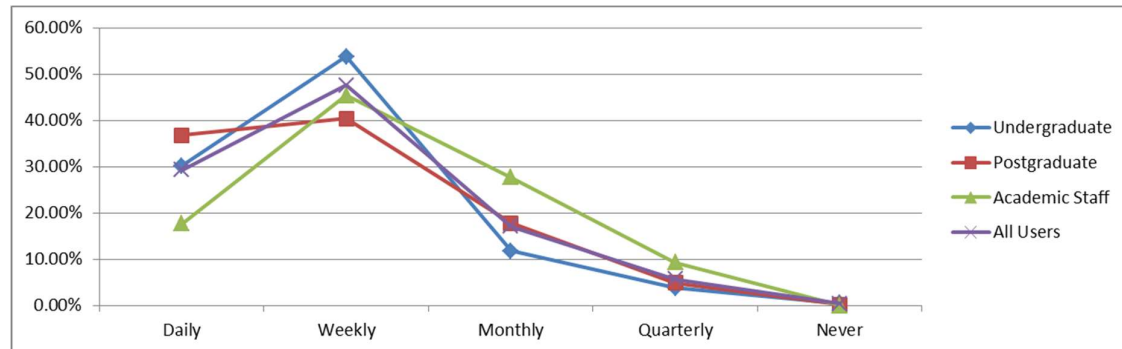
Chart 6.2. Information Literacy Outcomes by Year (All Users)



7. Frequency of Library Use

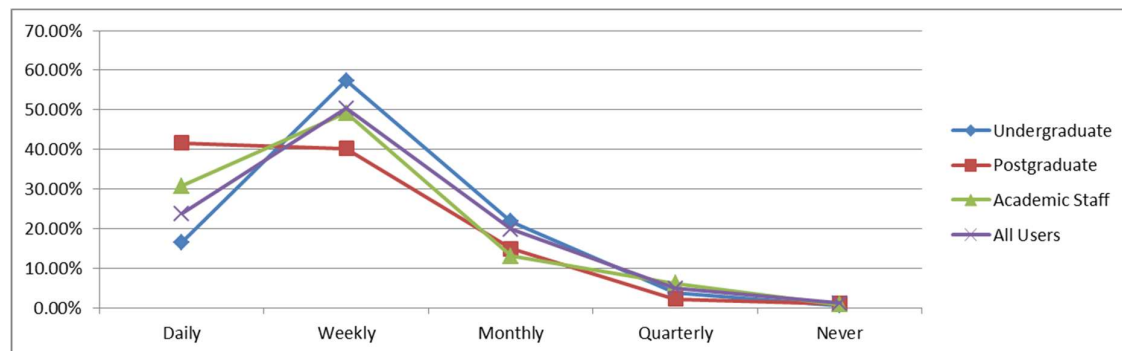
When asked about their frequency of library use, both student groups reported more frequent use of the library than did academic staff. 84% of undergraduates and 77% of postgraduates expressed that they used the resources in the physical library on a daily or weekly basis, compared with 63% of academic staff who used the physical library at this frequency.

Chart 7.1 Frequency of Use of Resource in Library Premises by User Group



The use group who most frequently accessed online Library resources were postgraduates and academic staff. Daily or weekly use of online library resources was reported by 82% of postgraduates and 80% of academic staff, followed by 74% of undergraduates.

Chart 7.2 Frequency of Use of Electronic Resources through Library Website

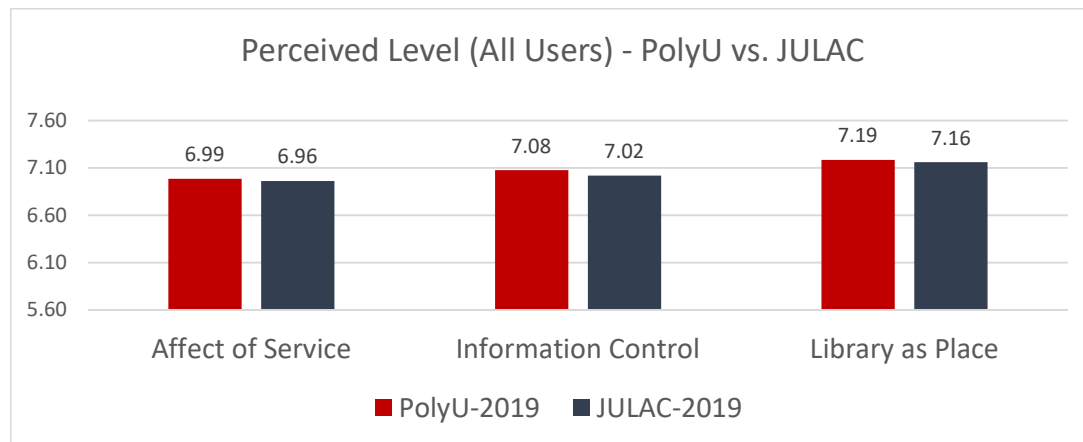


8. Benchmarking with JULAC Libraries

The PolyU LibQUAL+ Survey, conducted from 21 October to 22 November 2019, coincided with a series of protests, confrontation, disruptions and escalating violence in Hong Kong. Due to safety risks posed to students and staff, early suspension of MTR services, and cancellation of evening classes announced by the University, the Library was closed early by 30 minutes to 4 hours on nineteen weekdays, and ten weekends from 4 October to 10 November. It was also closed for the whole day on two week days in October 2019 due to spiraling violence. Most importantly, the siege of the University from 11 – 28 November by protestors caused severe damages to the facilities of the University, in particular, the Library, which remained closed until 13 January 2020 with restoration works still in progress.

During the 32 days' survey period, the Library (and the University) was closed for 12 days. It is anticipated that the prolonged closure would have a negative impact not only on the response rate, but also respondents' perception on the performance of the Library. The survey results, however, indicated that users' perception on the performance of the PolyU Library was very close to the JULAC average. The perceived scores of the Library under Information Control, Affect of Service and Library as Place were above the JULAC average by 0.4% to 0.8%. The number of respondents at 2,062 is also very close to the 2015's number at 2,109. For details, please refer to the full LibQUAL+ Report for JULAC.

Chart 8.1. Perceived Level of Service Comparison (PolyU vs. JULAC) in 2019



9. Responses to Written Comment

All participants were invited to provide written comments on Library services prior to the end of the survey. A total of 776 comments were received, and responses were coded and classified. The table below summarizes key user comments and the Library's response in terms of actions (taken or planned) to address the evolving needs of our users.

What Users asked for / opined	What the Library Has Done or Plans to Do
Cleaner toilets	The Library will monitor and keep close contact with the Facilities Management Office to maintain the good hygiene of all toilets in Library.
More female toilets	After the partial completion of phase 1 of the Library Extension and Revitalization Project by Sep 2021, more female toilets will be added on G/F, 1/F, and 3/F. Toilets will also be available within the new overnight study space on 1/F North Wing.
More group discussion and quiet study space	After the completion of phase 1 of the Library Extension and Revitalization Project by mid-2022, the new extension of 6/F will open for use. It will provide new group study space and facilities, and around 300 quiet study seats. Group rooms will be increased by 30%.
Better ventilation and temperature control of air-conditioning	The air-conditioning system of Library will be upgraded by the end of the Library Extension and Revitalization Project. Fresh air supply and temperature control will be improved.
Flexibility to stay continuously in the overnight study space at Library closing, without needing to leave and re-enter the premises.	After Library closes, the overnight study space is restricted for access by PolyU students and staff only. Other types of Library users are not allowed to stay after Library closes. Library will coordinate with the University's Facilities Management Office to ensure efficient and smooth re-entry by eligible users.
More print books, e-books, e-journals and databases	Currently, the Library provides seamless online access to 3,382,000 e-books, 169,600 e-journals, and 440 databases. In 2019, over 30,000 e-journals and over 10,800 print books were added to the collections to support research, teaching and learning. The Library closely monitors the usage of electronic and print materials to ensure that the collection budget is invested in a well-used, up-to-date collection. Users are welcome to make recommendations for book, e-book, and audio-visual materials via the Library Homepage (https://www.lib.polyu.edu.hk/services/eforms#suggest-a-purchase). The Library reviews all user recommendations and makes purchases based on collection development policies and budgetary allowances.

More e-textbooks	In 2019, over hundred of e-textbooks are subscribed, which are multi-user access and perfectly serve heavy demand of users. In addition, the Library takes initiative to buy extra concurrent user license for heavily used e-books and/or move book copies to Reserve Collection to meet high demand of users.
Promoting Library collections	Over the past years, the Library has increased the purchase of popular, bestselling, and award-winning books, e-books, and audio-visual materials for reading enjoyment. Regular book exhibitions help promote the library collections, including the PolyU Reads leisure reading collection.
Appreciation for Library Collection	It is encouraging to learn that users find Library collection sufficient to their learning including books and online resources. The Library makes our best effort to enrich the collection to support the teaching, learning, and research needs of PolyU community.
More workshops to be conducted in the evenings or weekends	The Library has launched 2 online courses on LEARN@PolyU, "Library Resources and Services for Postgraduates" and "Using EndNote (Part I: Essential Features)". All PolyU staff and Students are eligible to enroll in these self-paced, open online courses.
More online resources such as online guides.	The Library plans to put together more such online courses and more online library guides as a complement to face-to-face open and course-embedded library workshops.
More loanable notebook computers and up-to-date computers	We are committed to providing up-to-date computers and loanable notebooks to our users. This year, we will increase the number of loanable notebook computers and upgrade our existing set of computers.
Replacement of old printers and enhance colour printing service	To facilitate access our colour printing services, colour printers have been installed on each floor of the Library. This year, we will replace 5 old printers with the latest printer model.
More flexible timeslot for iBooking	To meet the needs of a variety of users, bookable sessions for the Research Carrels are of variable duration. Session durations ranger from 2-hour sessions to the longer 8-hour session, each suited to different type of users. More information can be found on the Library website. https://www.lib.polyu.edu.hk/services/it-support/ibooking/carrels-rec