STUDENT EXPERIENCE SUB-COMMITTEE

Communication Title: Library Survey Additional Report Relating to Queen’s Campus

Purpose of Communication:

At the request of the Student Experience Sub-Committee, which felt that there would be value in exploring student satisfaction and feedback in relation to the Queen’s Campus Library specifically, a short report, as a follow-up to the main Library Survey report presented to the Sub-Committee in April 2016, indicates levels and issues of satisfaction and dissatisfaction with the library services provided to service users at Queen’s Campus.

Notably, there are issues of dissatisfaction from students about the size and provision of facilities in the Queen’s Campus Library, a perceived lack of parity in library services across Durham and Stockton, and some dissatisfaction about access to information resources at Queen’s Campus. For these issues to be addressed, it will be important that student and staff academic disciplines relocating from Stockton to Durham are provided with a sufficient number and range of library study spaces at Durham to meet their needs. There may be knock-on benefits from the relocation with regard to PR for the University Library service once its students must no longer rely upon a library as small as the Queen’s Campus Library which is situated three quarters of an hour’s travel away from the other and major elements within the University Library service.

Consultation to Date:

Planning and rationale for the Library Survey 2015 was communicated throughout last year to Library staff, Durham Students’ Union, Library service users, Library Steering Group, and Library Users’ Committee. Initial findings were also shared and discussed with the LibQUAL+ Project Group, chaired by the author of this Report, and the University Library’s Communication and Marketing Group, of which he is a member. Comments have been discussed with academic departments via SSCCs and/or similar meetings. Key findings and the Library’s responses have been displayed via pull-up banners in the Library and with Library Steering Group in March 2016; specific findings relating to IT have been shared with CIS, specific findings relating to catering, food, and drink issues with Catering Services, and both those departments are working on responses and actions. The author’s full report on the Library Survey was presented to both the Learning Resources Management Group in March 2016 and to the Student Experience Sub-Committee in April 2016.

Action Requested:

Ratification from SESC of key findings in this Report; and suggestions for further consideration by the University Library.
Deadline for Action/Response Required:

Comments and suggestions may be emailed to the author of this Report by 31 December 2016, individually by Sub-Committee members or collectively by its Chair, in advance of the Library’s Epiphany Term round of Library Users’ Committee and Library Steering Group committee meetings.

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Durham University Library and Heritage Collections
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LIBRARY SURVEY ADDITIONAL REPORT RELATING TO QUEEN’S CAMPUS

1. Introduction:

1.1 Initial findings from our Library Survey, which ran November/December 2015, indicate that the University Library and Heritage Collections received 1,959 (2013: 2,114) completed, valid survey returns, representing around 9.78% of the total Durham University profile of current students and staff, breaking down as follows (figures for a similar Library Survey of 2013 are given in parentheses):

- 1,072 undergraduates (2013: 1,222)
- 478 postgraduates (2013: 492)
- 232 academics (2013: 235)
- 121 managerial, support, and other non-academic staff (2013: 114)
- 56 University Library and Heritage Collections colleagues (2013: 51)

1.2 Respondents answered 22 core questions, nine broadly relating to customer service, eight to collections and access to information resources, and five to our physical library buildings and space. In addition they answered five questions, selected by the Library from a possible list of over one hundred, on areas of interest for the Library at a local level, as well as five new questions, devised by the author of this Report in consultation with LIBER (Association of European Research Libraries), answered by respondents from Durham, the first library in a consortium of European research libraries likewise posing these questions to its service users throughout the course of 2016.

1.3 Respondents answered the question which of the libraries within Durham University Library & Heritage Collections they used most often, breaking down as follows:

- Bill Bryson Library: 87.33% (2013: 87.75%)
- **Queen’s Campus Library, Stockton: 8.11% (2013: 8.12%)**
- Leazes Road Library: 1.80% (2013: 2.63%)
- Business School Library (DUBS): 1.38% (2013: 0.68%)
- Palace Green Library: 1.38% (2013: 0.83%)
2. Queen’s Campus Issues:

2.1 809 respondents, or 41.30% of the total number, provided free-text comments. 61 of those respondents (7.54% of those providing free-text comments) cited Queen’s Campus Library as the library they use the most often. Almost all comments from Queen’s Campus-based service users emanate from students. Analysis of these comments indicates there are four main areas on which Queen’s Campus service users provide free-text feedback:

- Library environment (including physical space, noise, and PC provision)
- Parity, or almost always lack of, of library services across Durham and Stockton
- Information resources provision
- Queen’s Campus Library staff

2.2 It is apparent that catering facilities, or the paucity of them, do not exercise Queen’s Campus service users; this is primarily a Durham (Lower Mountjoy) issue. But the small size of the physical library at Queen’s Campus, and the perceived lack of equity therefore with which students are treated (insofar as comparative library facilities and resources at Durham are concerned) dominate the comments. In particular, it is noted that a library the small size of Queen’s Campus can mean negative PR, irrespective of the study space per student ratio. One comment is especially telling: ‘On open days, applicants ask “is this it?” and compare to better libraries at the other universities they have visited.’ Despite the praise that the customer service draws, there may be a perception that Durham University students who come to Queen’s Campus are short-changed with respect to library provision.

2.3 Given the developments at the Queen’s Campus, with the imminent move of academic and support services from Stockton to Durham, dissatisfaction expressed via the Survey with the size of the physical library, the number of study spaces, and the resources available at Queen’s Campus strengthens the rationale for that relocation. This is predicated of course on the aspiration that there will be at Durham sufficient (and certainly more than Queen’s Campus’s) study spaces for the students (and staff) of the former Queen’s Campus-based disciplines, and availability on a greater scale of the resources they require for their studies and researches to hand in any physical library that serves their needs in Durham.

3. Queen’s Campus Results compared with the Total Picture from the Survey:

3.1 The nature of the Library Survey allows for comparison of Queen’s Campus results with those of the entire University Library service, although there is scope for only partial disaggregation of Queen’s Campus responses. However, the results for Medicine, Pharmacy & Health service users are a good proxy for those of Queen’s Campus service users generally, due to the overwhelming number of Medicine, Pharmacy & Health respondents (93.55%) who cite Queen’s Campus Library as the library they most frequently use.

3.2 There are four more discipline areas where Queen’s Campus students and staff make up a sizeable number of respondents in those respective disciplines. For reasons of completeness, results are given below for those four as well. However, in all four of those cases, the percentage of Queen’s Campus respondents is too low to enable those responses to be largely indicative of a Queen’s Campus response, and in the case of the Foundation Centre, the number of responses is too small for results from that discipline to be statistically significant:
• Medicine, Pharmacy & Health – 93.55% of respondents based at Queen’s Campus
• Foundation Centre – 33.33% of respondents based at Queen’s Campus
• Psychology – 27.59% of respondents based at Queen’s Campus
• Education – 26.56% of respondents based at Queen’s Campus
• Economics, Finance & Business – 23.04% of respondents based at Queen’s Campus

3.3 In particular, the ‘thermometer charts’ for the University Library in its entirety and for Medicine, Pharmacy & Health can be compared to indicate the impact which the distinctness of the Queen’s Campus Library from the University Library has on student satisfaction with library provision at Stockton. The thermometer charts visually display the extent of the gap between service users’ perceptions of the service they are currently receiving and the level of service they would desire to receive across all the 22 core question areas of the Library Survey, organised into three groups: Customer Service, Collections and Access to Information Resources, and Physical Library Buildings and Space. Whilst for the University Library in its entirety, the gap – the ‘adequacy gap’ – between perceived and desired level of service is largest for Information Resources, at Queen’s Campus (using Medicine, Pharmacy & Health as a proxy), it is clearly the Physical Library where the gap is greatest between the level of service delivered and the level of service desired. The free-text comments from Queen’s Campus-based service users corroborate the assumption from the data that the small size of the Queen’s Campus Library, with its limited space for study rooms and physical collections, results in physical buildings and space being the area of greatest concern to Queen’s Campus-based service users.

3.4 Areas of principal concern to Queen’s Campus Library service users may perhaps be extrapolated. Most of these relate to Physical Library Buildings and Space. Six of the ten listed below are in that category. Those that do not include also ones relating to physical information resources – i.e. principally the printed physical collection available at the Queen’s Campus Library – and to the Library’s up-to-date equipment provision at Queen’s Campus.

3.5 The Survey is suggesting what currently seems of most importance, interest, or concern to our service users at Queen’s Campus. The Library, for Queen’s Campus-based students, is least often meeting or exceeding our service users’ minimum expectations with regard to:

1. A haven for study, learning, or research
2. The printed library materials I need for my work
3. Quiet space for individual work
4. Library space that inspires study and learning
5. Modern equipment that lets me easily access needed information

3.6 Similarly, we are least exceeding desired expectations of our Queen’s Campus-based service users in relation to:

1. A haven for study, learning, or research
2. Library space that inspires study and learning
3. Space for group learning and group study
4. Making electronic resources accessible from my home or office
5. Making information easily accessible for independent use

3.7 These are at wide variance from the comparable set of results for the University Library & Heritage Collections overall, where all ten of the corresponding areas of greatest concern are in the Collections and Access to Information Resources category. For the
University Library, then, this may indicate the Queen’s Campus difference. Student Experience Sub-Committee is referred to this author’s full report on the Library Survey considered by them in April, but a reminder of the overall picture for the University Library is given below to enable a comparison with Queen’s Campus.

### 22 Core Questions Arranged According to Category:
(Key to 'Spider Web Diagrams' Throughout the Report)

<table>
<thead>
<tr>
<th>Question Text</th>
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</thead>
<tbody>
<tr>
<td><strong>Customer Service</strong></td>
</tr>
<tr>
<td>CS-1 Library staff who instill confidence in users</td>
</tr>
<tr>
<td>CS-2 Giving users individual attention</td>
</tr>
<tr>
<td>CS-3 Library staff who are consistently courteous</td>
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<tr>
<td>CS-4 Readiness to respond to users' enquiries</td>
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<td>CS-5 Library staff who have the knowledge to answer user questions</td>
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<td>CS-6 Library staff who deal with users in a caring fashion</td>
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<tr>
<td>CS-7 Library staff who understand the needs of their users</td>
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<tr>
<td>CS-8 Willingness to help users</td>
</tr>
<tr>
<td>CS-9 Dependability in handling users' service problems</td>
</tr>
<tr>
<td><strong>Collections and Access to Information Resources</strong></td>
</tr>
<tr>
<td>CA-1 Making electronic resources accessible from my home or office</td>
</tr>
<tr>
<td>CA-2 A library web site enabling me to locate information on my own</td>
</tr>
<tr>
<td>CA-3 The printed library materials I need for my work</td>
</tr>
<tr>
<td>CA-4 The electronic information resources I need</td>
</tr>
<tr>
<td>CA-5 Modern equipment that lets me easily access needed information</td>
</tr>
<tr>
<td>CA-6 Easy-to-use access tools that allow me to find things on my own</td>
</tr>
<tr>
<td>CA-7 Making information easily accessible for independent use</td>
</tr>
<tr>
<td>CA-8 Print and/or electronic journal collections I require for my work</td>
</tr>
<tr>
<td><strong>Physical Library Buildings and Space</strong></td>
</tr>
<tr>
<td>PL-1 Library space that inspires study and learning</td>
</tr>
<tr>
<td>PL-2 Quiet space for individual work</td>
</tr>
<tr>
<td>PL-3 A comfortable and inviting location</td>
</tr>
<tr>
<td>PL-4 A haven for study, learning, or research</td>
</tr>
<tr>
<td>PL-5 Space for group learning and group study</td>
</tr>
</tbody>
</table>
Core Questions Summary for All Respondents (excluding Library 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: Customer Service, Collections and Access to Information Resources, and Physical Library Buildings and Space.

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.
Please note abbreviations on this diagram:

AS = Customer Service
IC = Collections and Access to Information Resources
LP = Physical Library Buildings and Space
Core Questions Summary for Medicine, Pharmacy & Health

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.
Core Question Dimensions Summary for Medicine, Pharmacy & Health

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.

- **Customer Service**
- **Collections/Access**
- **Physical Library**
- **Overall**

**Dimension**

- Range of Minimum to Desired
- Range of Minimum to Perceived ("Adequacy Gap")
4. **Conclusion and Recommendations:**

4.1 Particular local issues at Queen’s Campus Library are being addressed, in response to free-text comments, where feasible, though appropriate consideration is given to VfM and RoI issues and the imminent relocation of Queen’s Campus disciplines to Durham.

4.2 The analysis in this Report, based primarily on free-text comments and the results of a proxy set of Queen’s Campus Library service users, has identified issues of dissatisfaction from students about the size and provision of facilities in the Queen’s Campus Library, a perceived lack of parity in library services across Durham and Stockton, and some dissatisfaction about access to information resources at Queen’s Campus. Unlike the University Library service as a whole, where the most significant levels of dissatisfaction are with Collections and Access to Information Resources, at Queen’s Campus it may be the case that the size and nature of the physical library there (and unfavourable comparisons with the size of the library facilities in Durham) mean that higher levels of dissatisfaction are experienced in relation to the building and space provision.

4.3 For these issues to be addressed, it will be important that student and staff academic disciplines relocating from Stockton to Durham are provided with a sufficient number and range of library study spaces at Durham to meet the needs of that cohort of students (and staff). There may be knock-on benefits from the relocation with regard to PR for the University Library service once its students must no longer rely upon a library as small as the Queen’s Campus Library, which is situated three quarters of an hour’s travel away from the other and major elements within the University Library service, where the overwhelming majority of physical information resources are also held.

4.4 It is heartening that satisfaction with the customer service provided by Queen’s Campus Library is recorded by respondents to the Survey.

5. **Author and Date of this Report:**

Dr Christopher Skelton-Foord  
Head of Policy and Planning  
Durham University Library and Heritage Collections  
6 xi 2016
Appendix 1: Representative Respondents’ Comments Indicative of the Main Issues:

Library environment:

- In queens campus, not enough single room study, few group study and no Double monitor computers
- The Queens Campus library could do with more computers
- it can often be very difficult to get to a PC
- Queen’s Campus Library is one of the smallest library that I have ever see for a university.
- Need more working space in the QC library
- Maybe more space, more seats are needed
- In Queen's campus library, they should have study rooms or seminar rooms that students can easily access for meeting
- The queens campus library is too small
- More computer stations would be useful
- at queens campus we need more study rooms, and most importantly – better monitoring of QUIET study areas
- Availability of the computers should be improved upon
- The library is quite small and could with some more private group study rooms
- The library is simply too small to accommodate the number of students that it does
- the library requires refurbishment, e.g.: better desks and ergonomic chairs
- I would like there to be more areas for quiet study with plugs etc for laptops
- The queen campus library most certainly requires expansion, and additional self study rooms
- The library as a space is very uninspiring and is looking quite aged

Parity, or lack of it, between Queen’s Campus and Durham:

- The most annoying is the huge difference in dealing with the students in Queens campus as compared to main campus Bill Bryson library
- I think if the university open 2 distant campus, all facilities for learning should be the same
- I would like equality across both Queens and City campus libraries
- Need a major improvement in Queen’s Campus Library and should be at least on par with the facilities in Durham Campus Library
- students are short changed compared to what Durham based students get at Bill Bryson Library
- It is my general impression that more money is invested in the Bill-Bryson library than in Queen's Campus library

Information resources provision:

- Although the university provide free travel between 2 campus but it is inconvenient to travel 3hr return travel when you need some urgent resources for deadline approaching assignment.
- many times books run out because they are on limited numbers of copies
- Library resources are essential not only to student satisfaction rates but also to research activities aiming at 4* publications
- DDS consistently excellent in making up for limitations of Durham's own collection
• Not a lot of education books compared to other courses
• I wish that when I search for a book it wasn't at Durham. I know we can request them. I just think I must be unlucky!
• There is limited access to e journals and does not make any sense considering Durham is a research university
• books are limited for my course

Queen’s Campus Library staff:

• Staff are excellent in all libraries as they have many conflicting needs and demands to cope with
• Queen's Campus Library has particularly courteous and helpful staff
• the staff are friendly and always happy to help
• The staff at Queen's campus library are always helpful
• I really like having a named librarian allocated to our school – as it provides a familiar face, easy access and helpful support
• Library staff are brilliant and very helpful

Appendix 2: All Free-Text Comments from Service Users Based at Queen’s Campus:

• I was a MSc student who is legible to use postgraduate room in Queens campus library. The space is small, the lighting of sun shine and curtains were uncomfortable, little computers for use and many undergraduate students are accessing the rooms by using the number code which can be got easily from their friend in postgraduate study. The most annoying is the huge difference in dealing with the students in Queens campus as compared to main campus Bill Bryson library. In queens campus, not enough single room study, few group study and no Double monitor computers which are all available in good numbers in Bill Bryson library. IT services and personnel in Queens campus could rarely solve the problem in spot, they are welcoming and helpful but with limited skills and knowledge, unless we have some staff from main campus who visited our queens campus library. In queens campus library, the focus is on undergraduate students as the library opening hours are suited to their schedule regardless if we are as postgraduate students we still have assignments and dissertations to perform while the undergraduates are enjoying their vacation. You will find the queens library is closed during the weekend. This is not the case for bill Bryson library. I can understand that the student numbers of main campus are more than queens campus but I think if the university open 2 distant campus, all facilities for learning should be the same. Although the university provide free travel between 2 campus but it is inconvenient to travel 3hr return travel when you need some urgent resources for deadline approaching assignment. Therefore, in last 3 months I shifted my accommodation to Durham rather than Stockton, as I need to use the library frequently in writing the dissertation. Postgraduate room in Queens campus need more supervision and improvement for healthy learning environment.
• Horrified that with the increased importance of teaching and learning the survey does not give the option of teaching fellow or senior teaching fellow and just lumps somewhere in other whilst distinguishing between all grades from lecturer to professor.
• I would like equality across both Queens and City campus libraries.
A place to buy food or coffee on weekends when you may want to study for several hours would be helpful. Cafe Aroma shuts rather early. The heating in the study room could not be turned on at reception too. It has the potential to be more inviting.

The Queens Campus library could do with more computers, during university hours 9-6, it can often be very difficult to get to a PC. However the loanable laptop service is fantastic and very useful, this should definitely be maintained.

Queen's Campus Library is one of the smallest library that I have ever see for a university. There are hours that is full and you cannot find a place to sit that fits you and many times books run out because they are on limited numbers of copies

The libraries are always too busy. Also, they are often too hot and stuffy. I prefer the Queens Campus Library to Bill Bryson. In Bill Bryson it is almost impossible to find a free computer and in exam season it is almost impossible to find two seats together if you want to study with a partner because it is so busy. Also, the I really like the layout and atmosphere of the Queens Campus Library, it feels more relaxed and therefore is easier to work in.

Need more working space in the QC library, apart from that the service is exemplary as expected

It can be noisy when the wind blow outside. The windows may cloud change to defend this noise

They're excellent. However, an easier way to access copyright information and some way of monitoring 'silent' areas of parts of the library at times, wouldn't go a miss.

Maybe more space, more seats are needed and also the library environment itself, could make it more friendly environment. The separation between study area and working area should be clearly indicated. In Queen's campus library, they should have study rooms or seminar rooms that students can easily access for meeting. Or any small cafe nearby or common room where student can get to eat while studying and don't want to go back home when Aroma cafe close. Some students now have brought their food in the library and it disturbs other people while they're studying.

The queens campus library is too small. Not much place to study and gets loud and distracting.

Staff are excellent in all libraries as they have many conflicting needs and demands to cope with and queues as well as phone calls to deal with all at the same time. Yet they always manage to be pleasant and helpful

Need a major improvement in Queen's Campus Library and should be at least on par with the facilities in Durham Campus Library.

More computer stations would be useful as it is very hard to get a computer in busy periods of the day and especially during assignment and exam periods.

Invaluable research support from [staff]

Overall I'm very happy with the services that are provided.

If I could change something, I would like to be allowed to eat and drink in the group study rooms.

I think all of the libraries at Durham University offer an excellent service to its customers. Queen's Campus Library has particularly courteous and helpful staff.

Very good

The lights that don't work in the study be area should be replaced.

The library as a whole is very well run, however it would be even better if there was the ability to request journals from the bill Bryson archives to Queens as this is often a long trip for a very small document.

1) I am deeply concerned about the effect the recent cuts to the Library's budget will have on the provision of library resources both for teaching and for research. I understood that these will be recurring cuts which is even more worrying. Library
resources are essential not only to student satisfaction rates but also to research activities aiming at 4* publications.

2) Although I appreciate the recent updates to work space at Queen’s Campus library, I do believe that our students are short changed compared to what Durham based students get at Bill Bryson Library. These differences are clearly reflected in the results of the recent National Student Survey.

- Please do 24/7 library again this year
- Everything that I use in the Queen’s Campus library is always ideal for what I need. I also use the computer systems in the Wolfson building as it provides a quieter environment to work within.
- The resources in the library are very up to date and the staff are friendly and always happy to help, Thank you!!
- Overall the library and staff are great, staff are always welcoming and friendly. However, at queens campus we need more study rooms, and most importantly - better monitoring of QUIET study areas, i.e. staff need to ensure that these areas are silent! Also, if you've forgotten your campus card, you should at least be able to use the printers. Plus, it would really help if the printers always had ink and paper!!
- Very good service, meets the needs of student especially around summative season and exam season when its open for 24 hours!
- Availability of the computers should be improved upon. Also, more software should be available on the computers, for example serif draw plus.
- I really like the idea of silent study area.
- The library is quite small and could with some more private group study rooms
- DDS consistently excellent in making up for limitations of Durham’s own collection.
- Good service provided in the library
- Great library but sometimes unsure where to find things.
- The staff at Queen’s campus library are always helpful.
- When books are recalled and the return date is brought forward is not ideal. Especially during university holidays.
- The cost of late returns is very expensive even if is only 1 day.
- Not a lot of education books compared to other courses.
- I really like having a named librarian allocated to our school – as it provides a familiar face, easy access and helpful support.
- I wish that when I search for a book it wasn't at Durham. I know we can request them. I just think I must be unlucky!
- more flexible opening hours even if its not exam period
- The library is simply too small to accommodate the number of students that it does.
- excellent and nice facilities to study at.
- Would be better if publications and journals etc could also be reserved to Queens campus library from Durham
- Library staff are brilliant and very helpful. I like the cleanliness aspect but the library requires refurbishment, e.g.: better desks and ergonomic chairs. Also please fix water fountains in the library. Thank you.
- Great service provided by the staff who are really friendly and happy to help at any time. Great facilities with plenty of computers and printers. Very much satisfied with the library experience.
- From my experience the library at Queen's Campus is well-equipped with a welcoming atmosphere and helpful staff, providing a quiet and comfortable place to work.
- I would like there to be more areas for quiet study with plugs etc for laptops. I feel that a lot of space is taken up with computers, and obviously you cannot do much work with a computer in the way. Comfy chairs and well equipped (charging for
laptops etc) working areas would make the library a much better place to work in. The online library works very well and is simple to use.

- There is limited access to e journals and does not make any sense considering Durham is a research university. For example, I was trying to get access to higher education quarterly journal and was disappointed to find out that it is not readily subscribed by the university. I was from UEA and would think they have better access and services than Durham. The search of books in the catalogue was also disappointing as the results from the search is not always accurate and straight forward.

- Very good service and up to date. Am very impressed.

- All staffs member are very helpful and giving their service in friendly way. They are ready to answer any of your question anytime. They are willing to help.

- The print fee is too expensive.

- There isn't enough policing of the quiet areas. So often people are sat talking in the silent zones and nothing is done about it.

- In my opinion, electronic sources should be increased for business and accounting students. Other than that, Queen's Campus is a good place to study and do necessary work.

- Staff are extremely helpful, space is limited and books are limited for my course.

- Queens would be more beneficial if noise was kept to a minimum where the computers are it gets rowdy often. Also it would be more beneficial if it were 24 hours.

- The queen campus library most certainly requires expansion, and additional self study rooms.

- There needs to be more computers in the queens campus library as people always reserve these.

- The online resources surrounding primary education could be broadened. Also copies of the books for education that are in main campus could also have copies in Queens instead of having to request and wait.

- While I understand there are fewer users in the Queen's Campus library, I would like to see longer opening hours (past midnight).

- IT services in Bill Bryson have been incredibly helpful.

- It is my general impression that more money is invested in the Bill-Bryson library than in Queen’s Campus library, and we had students' feedback corroborating this. In future, this may pose problems with the student cohort at Queen's growing at a higher speed than the study space provided.

- Library staff are very helpful but database is very difficult to use esp. for access to papers. Athens password would be so much easier as all students find their articles through Google and then have to search for the specific article to see if it's in the library database.

- The library as a space is very uninspiring and is looking quite aged, it is in need of redeveloping. On open days, applicants ask "is this it?" and compare to better libraries at the other universities they have visited.

- Opening hours at the weekends could be longer.
Appendix 3:
Charts for: Foundation Centre; Psychology; Education; and Economics, Finance & Business

Core Questions Summary for Foundation Centre

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.
Core Question Dimensions Summary for Foundation Centre

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.
Core Questions Summary for Psychology

This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code is used to identify each question is displayed at the outer point of each axis. While questions for each dimension of 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.
Core Question Dimensions Summary for Psychology

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.
Core Questions Summary for Education

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.
Core Question Dimensions Summary for Education

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.
Core Questions Summary for Economics, Finance & Business

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