

# Saudi University Library Websites: A Quantitative Analysis of the Contents

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## Abstract

**Purpose** - The aim of this study is to carry out the content analysis of websites of Saudi Arabian university libraries from both public and private sectors. Another underlying objective is to understand and analyze the strengths and weaknesses of their services in the context of emerging needs of digital native.

**Design/methodology/approach** - This is a quantitative study carried out with a self-completion checklist of Saudi Arabia based 83 library website contents under nine major categories.

**Findings** - The results of study revealed a good number of web presence of the Saudi university libraries. The content coverage varies among the websites, few as excellent and others as poor. It is evident that Saudi university library websites are on their elementary phase of development if compared with their counterparts in developed and selected developing world.

**Research limitations** - This research only includes main/central library websites of Saudi Arabian universities and thus excludes other departmental or branch libraries.

**Practical implications** - This study explores strengths and weaknesses of the Saudi university library websites. The results are useful for the stakeholders to improve their websites to better serve their user community.

**Originality/value** - This study is first of its nature with perspective of (a) international web visibility of Saudi Arabia university library websites, and (b) comparing the required standards used by other higher education institutions in the region.

**Paper type** – Research

**Keywords** - Academic library websites; OPACs; Web 2.0; Content analysis; Widgets; Saudi Arabia; University libraries; Digital natives.

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## Introduction

The Internet and web technologies created a new and unprecedented environment to governments, businesses, educational institutions, and individuals enabling them to webcast any information using multimedia tools (Lee & Teh, 2001). Websites are commonly used platform for any academic library. All the information, resources and services are woven around websites. Printed resources are mostly in use but the electronic resources are greatly in use by both the library professional and patrons since the arrival of handheld devices. Developing library website has become a common practice across the globe by the Higher Education Institutions (HEIs). Even if not a complete website, a static page consisting introduction about the library is available on the institutional websites. Websites consist of related web pages, images, video or other digital assets under a common uniform resource locator (URL), often comprising only the domain name, or the IP address, and root path in an Internet protocol based network (Kannappanavar, Jayaprakash, & Bachalapur, 2011). Websites are new face of today's library reference desks. In different studies, researchers gave many names to library websites i.e. face of library, windows to e-services, public face of library, virtual entrance, and a gateway to library (Aharony, 2012; Kaur & Singh, 2011; Mahmood & Richardson Jr, 2011; poll, 2007; Qutab & Mahmood, 2009). Whatever title is given, websites have become the most essential tool for the library existence in today's world.

## Objectives of the Study

This study aims to:

- i. identify the presence of public and private university library websites in Saudi Arabia (SA).
- ii. appraise the current state of the university websites in SA.
- iii. investigate the content strengths and weaknesses of these website.

## Literature Review

There were many studies conducted on academic library websites content analysis around the globe. Some of these studies were limited to a single library website or a group of similar libraries. A quantitative and

qualitative analysis of academic library websites of Malaysia reported the stage of infancy in terms of contents and website design (Lee & Teh, 2001). The contents' analysis of university websites was conducted to review visibly uneven levels of library website contents of Pakistan during 2009 (Qutab & Mahmood, 2009). The benefits of developing library portals are: ease of searching multiple resources at single interface, simplified authentication i.e. reducing the barriers of multiple logs-on, unified presentation of quality resources, and personalization i.e. customization according to individual preferences (Cox, 2003). The library portals' study defined them as a personalized, customized and integrated information service to aggregate all kinds of library resources and services through a single access and management point for users (Masrek, Jamaludin, & Mukhtar, 2010). Another study of contents of academic library Websites in Rajasthan, India described them at better stage of designing and content strengths in 2010 (Pareek & Gupta, 2013). American academic library websites were reported as a wide difference in contents and design over 10 years from 2000-2010. They were viewed as becoming much sophisticated in design during 2010 than 2000 (Aharony, 2012). Academic library website development especially online catalogs became foremost priority in early internet age. Early 21<sup>st</sup> century research in LIS around the globe focused on Library OPACs' and their availability. Luong and Liew (2009) evaluated academic library OPACs of New Zealand. Mahmood (2008) studied library OPACs of Pakistan and enlisted their features. Wells (2007) viewed OPAC as one of the most desired web-based services by libraries.

Another research analyzed library home pages and considered them as most important part of the library website, describing them as face of the library. Authors stated that a well-designed home page leads the user to right resources. Although, there is visible difference of the home page presentation, design and contents among American, European and Asian countries' library website (Limoni, Ghiasi, & Razavi, 2012). Libraries are frequently using Web 2.0 tools for building a rapid communication with users. Web 2.0 integration into academic library websites was studied and concluded that these technologies provide potential benefits to academic libraries, and the role of librarians as facilitators of knowledge sharing, collaboration, and communication is becoming significant in the Web 2.0 environment (Lwoga, 2014; Raward, 2001). Another study that explained the use of widgets on the library websites claimed that chat and IM provide opportunity to communicate and respond to users 24/7 (Meier, 2008). Libraries use chat from bulletin board systems to enterprise virtual reference software but it has been

truly 'live' in recent past through the development of web applications and widgets which enable the chat interface directly within the web browser.

In recent years, academic library websites provide better and higher quality scholarly information than previous years, however, they face a competition in the area of user preferences. The massive growth of internet sources, new searching and sharing tools seem to provide users with power, ease and fun in information seeking (Aharony, 2012). Despite the various studies on website content analysis worldwide, still there is no comprehensive study that explains the status of university library websites in Saudi Arabia or Gulf countries. Saudi Arabia is one of the top technology adopting countries within their cultural and social context with an active community in virtual world since the availability of world's best technology in Arabic language and its cost affordability.

### **Higher Education in Saudi Arabia**

The higher education system in Saudi Arab is similar to the educational system of the United States of America. However, the patterns and procedures of these educational systems have been adopted in accordance with Islamic systems, traditions and customs. Since 1975, the Ministry of Higher Education become a separate entity from Ministry of Education, with the purpose of dealing exclusively with higher education (Ministry of Higher Education, 2015). The Higher Education Council, Saudi Arabia (SA), is responsible for: directing university education in accordance with policy, supervising the development of university education in all sectors, coordinating among universities especially in the field of scientific departments and degrees, encouraging research, formulating rules and regulations for compliance by all institutions of higher learning.

### **University Libraries in Saudi Arabia**

Higher education in Saudi Arabia has undergone a tremendous changes and growth over the last five decades. Consequently, a number of public and private sector universities has increased with more developed infrastructures, advanced teaching techniques, research and development resources, and main focus on the higher education. To produce quality graduates, national, regional and global accreditation standards were adapted to make local education at par with international

standards. This adaptability of change and development especially addition of online resources and their access to all Higher Education Institutions (HEIs) has also affected their libraries accordingly. First ever library consortia in Saudi Arabia “The Saudi Digital Library (SDL)” was introduced to share and support the teaching and research by providing access to international digital resources for all public sector universities. SDL also serves as a platform of the Saudi universities to negotiate with database publishers and Integrated Library System (ILS) providers to watch the interests of member universities. Such impactful initiative together with a series of successful implementations resulted in a handsome number of research articles produced by the local graduates and faculty. This output enabled Saudi HEIs to introduce new academic and research collaboration. Libraries, being active part of HEIs, emerge as main players in digital scholarship support, its conservation and sharing through institutional repositories. Standardized ILS, user-centered web presence, remote access option, and knowledgebase discovery tools entail salient features of Saudi university libraries in the virtual world.

## **Methodology**

This study is conducted as a survey of university websites with a self-completion checklist. In first phase, university library websites were identified from the list of public and private sector HEIs as provided by the Saudi Higher Education Ministry website. There are 29 public universities and 27 private universities and Higher Education Colleges in SA (<http://www.mohe.gov.sa/en/studyinside/Pages/default.aspx>). During initial visit of the websites, it was revealed that all public HEIs (Pu) do have the library webpages (100%) but only 13 (48%) private sector HEI’s (Pr) have library web pages. Survey checklist was developed with help of literature review, contents of some internationally ranked university library websites and preliminary survey of Saudi university websites. To compare the currency of library services contents and websites tools, some famous library website were selected through literature search. Review of these current and trendy universities library websites helped to add new era’s contents into the checklist e.g. library guides, widgets, designs, use of famous vocabulary for access points, focusing user generated contents harnessing etc.

Based on the review of the literature, a checklist of 83 library website contents under nine (9) major categories is developed to do the analysis of the websites. Major categories were web site description;

accessibility and navigation; currency; website aids and tools; language and translation; library general information; library services; OPAC, e-resources and Web 2.0, Widgets and LibGuides. Since all the HEI's websites of SA are mainly in Arabic, therefore the content analysis was done simultaneously in both languages the Arabic and English, to identify the similarity or differences of the contents.

## **Findings**

Websites are gateways to resources and services of libraries. They have comprehensive contents, descriptive details, and quick navigation to information, intelligent hyperlinking, use of visuals and the effective design ensuring swift use of the resources. However checklist helped in ranking the website on point basis as shown in (Appendix 1) despite the fact that user expectation about the library services website varies and depends on his/her high school education also i.e. some schools in Saudi Arabia have multilingual skills courses including Arabic and English.

## **Site Description**

All library websites of Saudi universities have banners as page headers and graphics throughout webpages. Although, due to large size of the banners, often it is required to load and scroll down to view the contents. Another study indicated similar results, poor use of graphics at academic library websites in US during 2000 and good visuals and graphics on same websites during 2010 (Aharony, 2012). However with the provision new website development tools, multiple hosting options, limited size free web hosting, availability of open source softwares and free website template are gradually contributing to betterment of robust university libraries websites.

## **Accessibility, Navigation and Currency**

It was revealed from the survey that all the HEI's library webpages' link was on homepage of HEI. Library webpages are mostly within three clicks from the HEI home page (Pu = 84%, Pr = 77 %) However, the tendency of finding library under "library" title was less in practice. Only 11 public sector HEI (Pu = 38 %) and 7 private sector HEI (Pr = 54%) have the "library" link on their home page. The public HEI's library links are enlisted under 'Deanships' and 'Deanship of Library Affairs'.

**Table 1.** *Accessibility, Navigation, and Currency (n=29 Public, 13 Private HEIs)*

Item	Public		Private	
	#	%	#	%
Library link on parent organization website homepage	29	100	13	100
Library webpage not more than three clicks from HEI homepage	28	96	10	77
Info about library under "Library" title	11	38	7	54
Info about library under "Deanship of Library affairs"	22	76	-	-
Info about library under different headings	5	17	6	46
HEI home link on every page of library webpages	23	79	9	69
Library home link on every page of HEI website	14	48	7	54
Website header banner	29	100	13	100
Use of graphics	21	72	10	77
Copyright information	22	76	10	77
Updating information	10	34	3	23
Under construction (few pages)	8	27	-	-

Other access points were academics, direct link, facilities, student's facilities, research, about us, and expanding knowledge. The HEI homepage links were present on most of library websites, although the library links on every page of the institutional website was not common. A major consideration in the design of academic library websites is the multiplicity of users and information needs that exist in the university environment. A library website requires an interface that can accommodate different needs, scholarly disciplines and capabilities of various and varied users within institution. The primary users within the university environment are not only academic staff, but also the librarians, administrative staff and students. The secondary user population comes from other academic institutions both nationally and internationally as well as from the wider population (Raward, 2001).

The currency of website contents is an important feature. It can be checked with the copyright date and updating information provided by the websites. A good number of website present their copyright dates.

However, updating information is given by rather less number of websites. It was also noted that some websites were going through their beta versions or were under construction, therefore, no such information is stated at all on the other hand navigation or redirection to old website is missing some times .

### Website Aids and Tools

Mobile based web platform is the latest technology that is driving the users' community. Due to development of new technologies such as Apple, Android, users now have access to thousands of applications and apps (Cutshall, Bandy, & Blake, 2011). Similarly, users expect the library resources and services accessible via their handheld devices through mobile library websites (Kaur & Singh, 2011). The result of the study shows that website aids and tools including links to help users finding information within website e.g. site search, FAQs, site map, and so on. Some Saudi university library websites have provided these interactive aids to seek user feedback for service improvement. However, the provision of these aids including social media forums become one of the sources to benefit from users suggestions. These suggestions are analyzed by library social media team to harness the user-generated contents. They are also used in library annual report (see Table 2).

**Table 2.** Website Aids and Tools (n=29 Public, 13 Private HEIs)

Item	Public		Private	
	#	%	#	%
Feedback link	12	41	5	38
Site search	10	34	7	54
Frequently asked questions	6	20	3	23
Site map	9	31	2	15
Webmaster link	8	27	3	23
Website mobile app	6	21	1	8
User Opinion Polls	6	21	1	8



### Library General Information

Library general information covers the library's administrative and operational functions. Nearly all the previous studies on library website content analysis studied the library's information on websites.

**Table 3.** *Library General Information (n=29 Public, 13 Private HEIs)*

Item	Public		Private	
	#	%	#	%
Library's Dean/ Chief's message	21	72	5	38
Library introduction	21	72	8	62
Library mission statement or objectives of library	22	75	8	62
Library policies & procedures	21	72	8	62
Library collections	15	52	10	77
Library committees	18	62	2	15
Membership information	17	58	5	38
Library branches	19	41	3	23
Library services	21	72	10	77
Annual reports/statistics	10	34	3	23
Chat with librarian	5	17	2	15
Hours of operation	19	65	10	77
Institutional repository	9	31	-	-
Instructions or tutorials about library use	13	44	4	31
Library department	15	52	3	23
Mailto facility to librarian/staff / staff directory	24	83	8	62
Newsletter	1	3.4	1	8
Ongoing / upcoming events	12	41	-	-
Floor plan, library map, video	4	14	1	8
Press release	10	34	1	8

This part is important for the accreditation agencies (local and international), peer organizations, users and LIS community. It is revealed that this section is strongest and structured in HEI library websites of Saudi Arabia. All the public library HEI websites show similar structure and contents e.g. message from the dean of library affairs, library introduction, mission statement, policies and produces, information about library committees, branch libraries, library services, library resources, annual reports, operational hours, library tutorials and library staff contacts. Library departments includes acquisition department, technical section, quality session, information literacy program, patron services, system department, administration and Finance, public relations unit, manuscript unit, gifts and exchange unit (see Table 3).

A couple of websites also describe the classification tools used by them. Some websites provide chat with librarian facility, library press release/ news, library newsletter, ongoing events, institutional repository, floor plan and important downloads. However, the private HEI's library websites were less inclined to provide this level information.



Figure 1. Alfaisal University Library Portal (Private)

## Language and Translation

Arabic is the official language of Saudi Arabia. All the public and private HEI library websites are in both English and Arabic. King Abdul

Aziz university website is also in French and Spanish. The researchers viewed both English and Arabic pages to evaluate the contents in either language. It is discovered that at some points there is difference of contents among English and Arabic webpages.

## Library Services

Services sections on the websites ranges from the text only to the hyperlinked pages for example some website with fill in page on website and some have link to external source or tool to do the same. It may cover the information or downloads There are online forms for information search request, ‘ask a librarian’, photocopy request form, library news alters, event calendars, new arrival lists, links to reference and research materials (other than institutional subscriptions), purchase request, library friends and book vendors links. On the other hand, private HEI’s library websites show little of library services information specially history, vision, mission, and head of unit message. There is another trends found on these website that they use more image with bigger size rather than contents and their choice of social media forum are comparatively different from public HEIs. (See Table 4 & Figure 1 & 2).

**Table 4.** Library Services / Technical Services (n=29 Public, 13 Private HEIs)

Item	Public		Private	
	#	%	#	%
Information search request	11	38	3	23
Purchase suggestions	16	55	1	8
“Ask a librarian”	8	27	3	23
Request a photocopy	10	34	2	15
Library Friends	5	17	-	-
Library “news alerts”	17	59	5	38
Library events calendar	14	48	2	15
New-arrival section	11	37	2	15
Book vendors links	3	10	-	-

## OPAC and E-resources

This study revealed that 21 (72%) public HEI libraries and 6 private HEI libraries (46%) provide access to their catalogues on their

homepage. The catalogues provide basic and advance search option, customized login for users, options to renew and reserve materials, new arrivals and purchase requests. Out of 29 OPACs only two institutions were using KOHA while all others were using SYMPHONY by SirsiDynix. It is therefore established that the OPAC searching options and features were same on 27 (93%) libraries websites. A very few libraries provide links to catalogues of other Saudi libraries as well as few international libraries like Library of Congress and British Library.

Online Public Access Catalog (OPAC) and e-resource portals are main and foremost resource of library knowledge discovery in the ICT age (Table 5). None of the advanced library websites in the world are without them. The user prefers a library website with a homepage directing them to the books, electronic resources including bourn digital or digitized, service librarians and internet resources (Limoni et al., 2012). Although, there are many alternative to information-gathering technologies in libraries but still OPAC is the Centre of library services (Wells, 2007).

**Table 5.** *OPAC & E-resources (n=29 Public, 13 Private HEIs)*

Item	Public		Private	
	#	%	#	%
OPAC	21	72	6	46
Links to other libraries online catalogues	6	20	3	23
Pass word protected e-resources	20	69	11	85
Access to list of e-resources without password	5	17	5	38
British Library Document Delivery	2	7	-	-
Saudi Digital Library	16	55	1	8
Internal sources	5	17	1	8
Links to manuals for e-resources	3	10	3	23
Links to search engines	3	10	3	23
Other databases	4	13	3	23
Professional journals/literature	1	3.4	3	23
Professional organizations	1	3.4	2	15
Reference tools list	2	7	3	23
Other reference sources (style guides, dictionaries etc.)	3	10	4	31
Library Research	2	7	1	8

E-resources have no substitute in present age. Saudi Digital Library (SDL) is a consortium for the public Higher Education Institutions (HEIs) to acquire and negotiate for the e-resources in SA. Many HEIs have also subscribed the databases other than provided by SDL. It was

revealed from the analysis of the library websites that most of the HEI have e-resources. However, they could not be reviewed as they were password protected. Only few HEI's libraries provided access to the list of e-resources. Some libraries websites also provide lists of free and open access online resources.

These resources include lists of search engines, professional and technical organizations, open access databases, reference tools and resources. It was found that trend to put a list of free and open access online resources is at infancy in Saudi library websites. It is possible that on the password protected webpages these links were present but cannot be analysis due to limited access. Although, most libraries in Saudi Arabia are using web discovery tools SUMMON for metadata search and access however lists of open access online resources are not discoverable through these search engine. In some libraries website this is in practice as "beyond the SUMMON" Search same as OCLC WorldCat help in locating resources metadata through their members libraries. A couple of websites also provide lists and links to the research conducted by library staff or about their library under heading of "library research". Digital scholarship services and their conservation is also one of emerging trends found on library website however open sources softwares are in trend and practice so they are still linked as external page to main website. DSpace is becoming more common in Saudi university libraries.

## **Web 2.0, Widgets and LibGuides**

It is age of digital social networking especially the 'born digital' generation is more active and current in virtual world than physical environment. Libraries have already included many Web 2.0 applications in their websites (Mahmood & Richardson Jr, 2011). The Web 2.0 comprises a number of tools and technologies, ranging from wikis, blogs, and syndication feeds to social and virtual networking, however the use of RSS feed is most common among libraries (Lwoga, 2014).

This part of the questionnaire evaluated the Saudi HEI's libraries' presence on the Web 2.0. It was revealed that most of libraries were using Facebook, followed by Twitter, YouTube, Google + and RSS Feed. A couple of websites also directs to the LinkedIn, Digg and institutional forums links. Online tutorials were found on websites. Quick Response Code (QR codes) are also common on websites for the users with smart devices. Four (14%) public HEI's library websites provide their QR codes (Table 6).

**Table 6.** *Web 2.0, Widgets and LibGuides (n=29 Public, 13 Private HEIs)*

Items	Public		Private	
	#	%	#	%
RSS feed	3	10	-	-
Twitter	13	44	2	15
Facebook	13	44	3	23
Google +	6	21	2	15
YouTube	6	21	3	23
Digg	1	3.4	-	-
LinkedIn	2	7	1	8
Forum	3	10	-	-
Tutorials	7	24	2	15
QR Code	4	14	-	-
LibGuides	1	3.4	1	8

Library guides are the most important tool of today's library websites to engage user with specialized subject oriented contents support. Either these guides are simply as pdf and tutorials or Content Management and Curation System Platform such as Spring Share, LibGuides, and CMS. It was revealed that only one public HEI and one private HEI have developed CMS based LibGuides by acquiring Spring Share Library guides solution. However there are some open sources options are also available yet has to be explored such as subject plus.

### Special Features

During this study some special features comes into account which were not covered under checklist.

- King Abdul Aziz University's library (Pu) website provide access to their World Digital Library (WDL) link, institutional forum, special needs collection and an option to praise the library services.
- King Faisal University library (Pu) website is more likely a portal. It also provides live coverage to their circulation desk.
- Yanbu University's library (Pu) website provide library emergency exit plan, list of softwares and hard wards available in the library and question of the month.

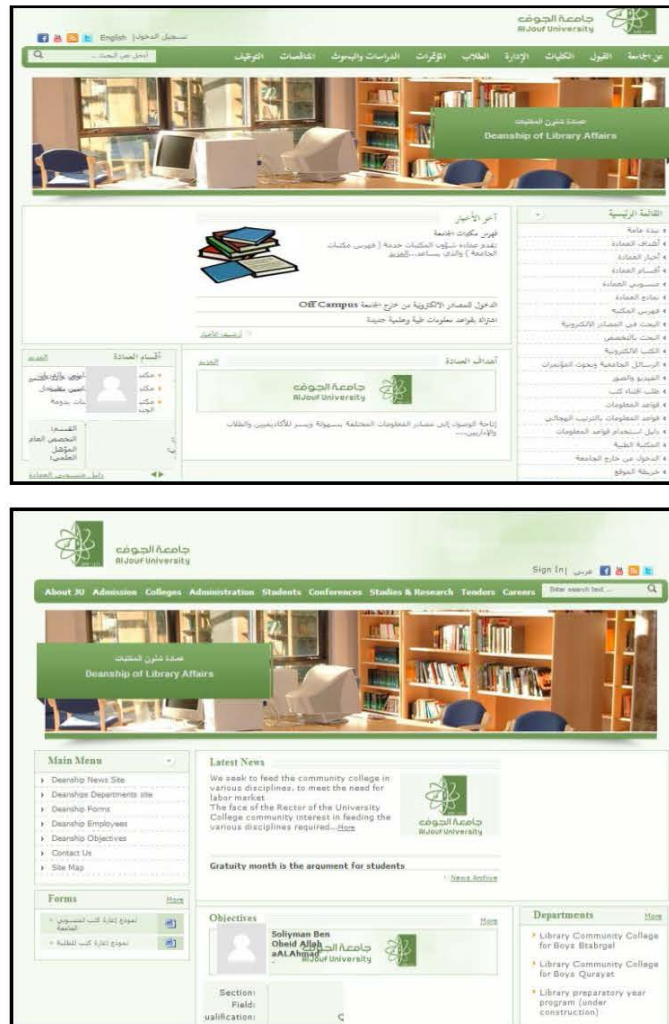


Figure 2. Difference of contents on Arabic and English webpages

- Imam Abdulrahman bin Faisal University (formally University of Dammam) library website (Pu) provides information about ILRC and liaison librarians program, detailed pages of branch libraries and citation resources.
- University of Dammam, Prince Sultan University and Almajmaah University's libraries (Pu) websites provide details of all the information.

- Jazan University, Princess Nora bint Abdulrahman University and Almajmaah University's libraries (Pu) provide open access to their video library, picture library and audio libraries.
- Almajmaah University's library (Pu) website holds an online survey to ensure the library services quality, Flickr account, brochures and Deanship of library affair's logo.
- Alfaisal University's library (Pr) website was only among private HEI's website to be detailed and interactive. It also has LibGuides CMS page link and it's structured as website 'portal'.

## Conclusion

This study was first of its nature in Saudi Arabia. It reveals that the HEI's libraries websites are at infancy age of designing and in content extends. All the public sector HEI's libraries websites present information in similar format while may vary in level of the details. The information of library can be found under 'Deanship of Library Affairs'. This practice is different to international trends of providing direct link to the library however, it is commonly known practice among Saudi HEIs website structure.

Private sector HEI's library websites, apart from couple of cases, are out dated and old fashioned. There were many cases where only one static page was dedicated to the library information under facilities or resources' heading. E-resources are the strongest part of the library websites. Most of the website indicates presence of the e-resources within institutions. However, due to restricted access to e-resources' pages, these couldn't analyzed under this study. However, from personal experience of the researchers, it is known that the Saudi universities are acquiring lots of reputed databases across the range of subjects, including discovery tools like SUMMON with Off-campus access option to users through tools like EZProxy. Under-study websites were good in graphics but few were excellent in the selection of their color schemes and arrangement of texts. It was also apparent that many websites or parts of websites were in beta version or under construction. This indicates that these websites are going through continuous update process. Mainly all the websites were in Arabic but the English version was available. However, it was noticed that on few websites, the contents were different in both languages (see image 3). Interactive widgets like Web 2.0, and smart phone apps were also available on few websites. Social media forums like Facebook, Twitter and Google+



were most famous among the Saudi library websites. Online chat, email and message to librarian, facility was also observed in some websites. Overall few of the websites were quite good in contents and design while others were poor.

This study also revealed the quality and relevance of the Saudi HEI's library websites and information about available library services, their contents and designing, strengths and weakness. The Saudi young generation is a good user of ICT, active in virtual social world, familiar with big data emerging tools, confident in application of information retrieval, tagging and sharing. Therefore, the library websites have an ample opportunity to attract emerging virtual community of young Saudis in competition to other service providers by adapting emerging socio-virtual platforms and tools, where they are mostly found. It is also a considerable fact every Saudi national is eligible to access any academic, special, public or national library without membership as per kingdom law however some services needs to be requested as per serving library certain rules for example to get book from university of Dammam library they have to deposit 500 SR (approximately 133 US Dollar) refundable security for book borrowing but they on the other hand scanning and guest internet services are free. However responding to various needs of local and expat academic community users, national peers and international scholarly community the Saudi academic library websites need to be more elaborative, multilingual and open to information sharing especially of the e-resources. Even a national level of e-resources ILL under umbrella of SDL members can be a good initiatives. Collectively, the adoption of technology in Saudi Arabia is at its zest now on the other hand Saudi academic institutions especially HEIs are working hard towards excellence in academia, research and sustaining the adapted international academic standards.

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## Appendix 1

*Table A1. HEI's Library Website Ranking*

#	HEI	Status	URL	Points	Rank
1	King Saud University	Public	<a href="http://library.ksu.edu.sa/en/">http://library.ksu.edu.sa/en/</a>	74	1
2	University of Dammam/Imam Abdulrahman bin Faisal University	Public	<a href="http://www.uod.edu.sa/DU/en/deanship/library_affairs/index.htm">www.uod.edu.sa/DU/en/deanship/library_affairs/index.htm</a>	69	2
3	Alfaisal University	Private	<a href="http://lib.alfaisal.edu/">http://lib.alfaisal.edu/</a>	69	2
4	King Abdulaziz University	Public	<a href="http://library.kau.edu.sa/Default.aspx?Site_ID=212&amp;Lng=EN">http://library.kau.edu.sa/Default.aspx?Site_ID=212&amp;Lng=EN</a>	68	3
5	King Abdulaziz University of science and technology	Public	<a href="http://www.kaust.edu.sa/kaust-library.html">www.kaust.edu.sa/kaust-library.html</a>	67	4
6	Almajmaah University	Public	<a href="http://www.mu.edu.sa/en/deanships/deanship-library-affairs">www.mu.edu.sa/en/deanships/deanship-library-affairs</a>	65	5
7	Prince Sultan University	Private	<a href="http://info.psu.edu.sa/psu/library/index.asp">http://info.psu.edu.sa/psu/library/index.asp</a>	63	6
8	King Fahd University of Petroleum and Minerals	Public	<a href="http://library.kfupm.edu.sa/">http://library.kfupm.edu.sa/</a>	61	7

9	Al Jouf University	Public	<a href="http://www.ju.edu.sa/endeanship/s/lib/pages/default.aspx">www.ju.edu.sa/endeanship/s/lib/pages/default.aspx</a>	57	8
10	Yanbu University College	Private	<a href="http://www.yuc.edu.sa/index.php/library-homepage1">www.yuc.edu.sa/index.php/library-homepage1</a>	56	9
11	Umm Al-Qura University	Public	<a href="http://uqu.edu.sa/lib/en#">http://uqu.edu.sa/lib/en#</a>	55	10
12	Qassim University	Public	<a href="http://www.library.qu.edu.sa/en/Pages/default.aspx">www.library.qu.edu.sa/en/Pages/default.aspx</a>	54	11
13	Taibah University	Public	<a href="http://www.ac-knowledge.net/taibah/">www.ac-knowledge.net/taibah/</a>	52	12
14	Princess Nora bint Abdulrahman University	Public	<a href="http://www.pnu.edu.sa/ar/Deanships/Libraries/Pages/Home.aspx">www.pnu.edu.sa/ar/Deanships/Libraries/Pages/Home.aspx</a>	51	13
15	King Khalid University	Public	<a href="http://lib.kku.edu.sa/">http://lib.kku.edu.sa/</a>	50	14
16	Prince Sattam Bin AbdulAziz University	Public	<a href="http://www.psau.edu.sa/">www.psau.edu.sa/</a>	48	15
17	King Faisal University	Public	<a href="http://www.kfu.edu.sa/en/Deans/Library/Pages/Home-new.aspx">www.kfu.edu.sa/en/Deans/Library/Pages/Home-new.aspx</a>	45	16
18	Prince Mohammad Bin Fahd University	Private	<a href="http://www.pmu.edu.sa/Resources_Services/LRC_Library.aspx">www.pmu.edu.sa/Resources_Services/LRC_Library.aspx</a>	42	17
19	Islamic University	Public	<a href="http://www.iu.edu.sa/endeanship/s/LibraryAffairs/Pages/default.aspx">www.iu.edu.sa/endeanship/s/LibraryAffairs/Pages/default.aspx</a>	40	18
20	Jazan University	Public	<a href="http://deanships.jazanu.edu.sa/lib/Pages/Default.aspx">http://deanships.jazanu.edu.sa/lib/Pages/Default.aspx</a>	33	19
21	University of Business Administration	Private	<a href="http://www.ubt.edu.sa/Library/About-the-Library">www.ubt.edu.sa/Library/About-the-Library</a>	32	20
22	Najran University	Public	<a href="http://portal.nu.edu.sa/web/deanship-of-libraries-affairs">http://portal.nu.edu.sa/web/deanship-of-libraries-affairs</a>	32	21
23	Dar Al-Hekma College	Private	<a href="http://sisweb.daralhekma.edu.sa:7779/portal/page?_pageid=357,142660&amp;_dad=portal&amp;_schema=PORTAL">http://sisweb.daralhekma.edu.sa:7779/portal/page?_pageid=357,142660&amp;_dad=portal&amp;_schema=PORTAL</a>	31	22
24	Northern Borders University	Public	<a href="http://www.nbu.edu.sa/Pages/default.aspx">www.nbu.edu.sa/Pages/default.aspx</a>	30	23
25	University of Tabuk	Public	<a href="http://www.ut.edu.sa/web/e-services/libraray">www.ut.edu.sa/web/e-services/libraray</a>	29	24
26	Taif University	Public	<a href="http://deanships.tu.edu.sa/en/DOL/Pages/default.aspx">http://deanships.tu.edu.sa/en/DOL/Pages/default.aspx</a>	28	25

27	Al Yamamah University	Private	<a href="http://yu.edu.sa/library/">http://yu.edu.sa/library/</a>	27	26
28	Buraydah College for Applied Medical Sciences	Private	<a href="http://www.bpc-portal.com/lib">http://www.bpc-portal.com/lib</a>	23	27
29	Shagra University	Public	<a href="http://www.su.edu.sa/English/Pages/default.aspx">www.su.edu.sa/English/Pages/default.aspx</a>	22	28
30	Al Baha University	Public	<a href="http://portal.bu.edu.sa/web/14807978/home">http://portal.bu.edu.sa/web/14807978/home</a>	21	29
31	Riyadh College of Dentistry and Pharmacy	Private	<a href="http://www.riyadh.edu.sa/page.php?PageName=Library">www.riyadh.edu.sa/page.php?PageName=Library</a>	20	30
32	Naif Arab University of Security Sciences	Public	<a href="http://www.nauss.edu.sa/en/Pages/Home.aspx">www.nauss.edu.sa/en/Pages/Home.aspx</a>	19	31
33	University of Jeddah	Public	<a href="http://www.seu.edu.sa/sites/ar/Pages/main.aspx">www.seu.edu.sa/sites/ar/Pages/main.aspx</a>	17	32
34	Dar Al Uloom University	Private	<a href="http://dau.edu.sa/en/centers/lrc/what-we-do">http://dau.edu.sa/en/centers/lrc/what-we-do</a>	16	33
35	Prince Sultan University for Tourism and Business	Private	<a href="http://www.pscj.edu.sa/AboutPS/CJ/Library.aspx">www.pscj.edu.sa/AboutPS/CJ/Library.aspx</a>	15	34
36	Salman Bin Abdulaziz University	Public	<a href="http://www.sau.edu.sa/en/emada/251">www.sau.edu.sa/en/emada/251</a>	15	35
37	King Saud bin Abdulaziz University for Health Sciences	Public	<a href="http://www.ksauhs.edu.sa/English/Research/Pages/HealthSciencesLibrary.aspx">www.ksauhs.edu.sa/English/Research/Pages/HealthSciencesLibrary.aspx</a>	11	36
38	Almarifah College for Science and Technology	Private	<a href="http://www.mcst.edu.sa/">www.mcst.edu.sa/</a>	6	37
39	The Saudi Electronic University	Public	<a href="http://www.seu.edu.sa/sites/ar/Pages/main.aspx">www.seu.edu.sa/sites/ar/Pages/main.aspx</a>	6	37
40	University College of Jubail	Private	<a href="http://www.ucj.edu.sa/en/eservices/Pages/Library.aspx">www.ucj.edu.sa/en/eservices/Pages/Library.aspx</a>	5	38
41	Al-Imam Mohammad Ibn Saud Islamic University	Public	<a href="http://www.imamu.edu.sa/en/libraries/Pages/default.aspx">www.imamu.edu.sa/en/libraries/Pages/default.aspx</a>	5	38
42	University of Ha'il	Public	<a href="http://uohapp.uoh.edu.sa/eserv/e-services/index.htm">http://uohapp.uoh.edu.sa/eserv/e-services/index.htm</a>	3	39
43	University of Hafarubatin	Public	<a href="http://www.uohb.edu.sa/portal/en">www.uohb.edu.sa/portal/en</a>	1	40