



LibQUAL⁺
2018 Survey

McGill University Library

Association of Research Libraries / Texas A&M University

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2018 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

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

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

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

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries—some through various consortia, others as independent participants. Through 2017, there have been 3,085 institutional surveys implemented across 1,383 institutions in 34 countries, 19 language translations, and over 2.8 million respondents. About 37% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

1.2 Web Access to Data

Data summaries from the 2018 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

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

Service Adequacy

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

Service Superiority

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

Radar Charts

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

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

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

How to read a radar chart

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

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

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

Data Screening

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

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

LibQUAL+ Analytics

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

LibQUAL+ Norms

LibQUAL+ norms are available online at:

<http://www.libqual.org/resources/norms_tables>

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1.4 Library Statistics for McGill University Library

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

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

Total library expenditures (in U.S. \$):	\$30,612,400
Personnel - professional staff, FTE:	88
Personnel - support staff, FTE:	79
Total library materials expenditures (in U.S. \$):	16,609,234
Total salaries and wages for professional staff (in U.S. \$):	0

1.5 Contact Information for McGill University Library

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

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1.6 Survey Protocol and Language for McGill University Library

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

		Lite	Total (by Language)
English (American)	Count	959	959
	% of Protocol	92.39%	92.39%
	% of Language	100.00%	100.00%
	% of Total Cases	92.39	92.39
French (Canada)	Count	79	79
	% of Protocol	7.61%	7.61%
	% of Language	100.00%	100.00%
	% of Total Cases	7.61	7.61
Total (by Survey Protocol)	Count	1,038	1,038
	% of Protocol	100.00%	100.00%
	% of Language	100.00%	100.00%
	% of Total Cases	100.00	100.00

2 Demographic Summary for McGill University Library

2.1 Respondents by User Group

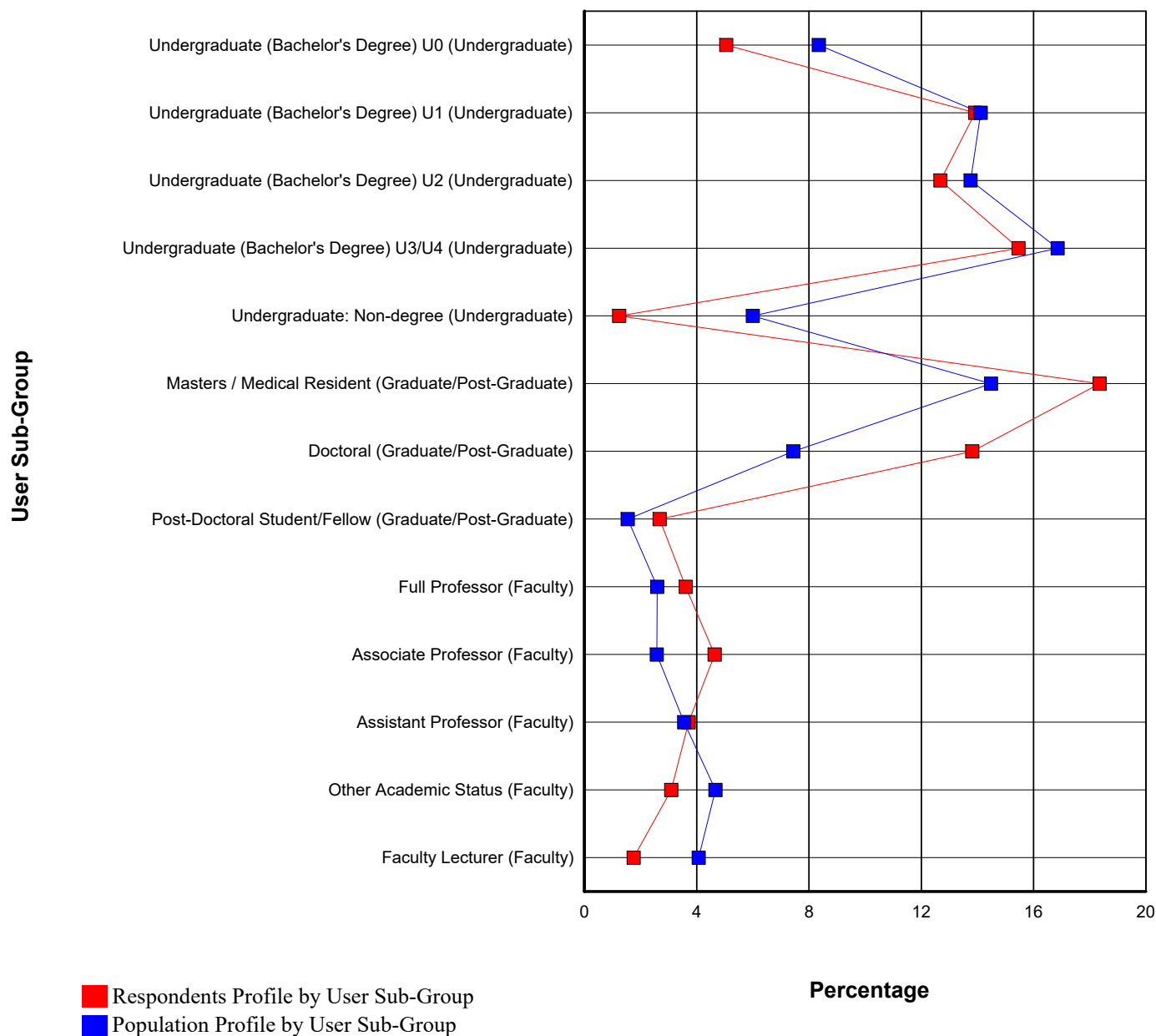
User Group	Respondent n	Respondent %
Undergraduate		
Undergraduate (Bachelor's Degree) U0	49	4.72%
Undergraduate (Bachelor's Degree) U1	135	13.01%
Undergraduate (Bachelor's Degree) U2	123	11.85%
Undergraduate (Bachelor's Degree) U3/U4	150	14.45%
Undergraduate: Non-degree	12	1.16%
Sub Total:	469	45.18%
Graduate/Post-Graduate		
Masters / Medical Resident	178	17.15%
Doctoral	134	12.91%
Post-Doctoral Student/Fellow	26	2.50%
Sub Total:	338	32.56%
Faculty		
Full Professor	35	3.37%
Associate Professor	45	4.34%
Assistant Professor	36	3.47%
Other Academic Status	30	2.89%
Faculty Lecturer	17	1.64%
Sub Total:	163	15.70%
Librarian or Library Staff		
Librarian or Library Staff	10	0.96%
Sub Total:	10	0.96%
Staff		
Research Staff	37	3.56%
University / Hospital Staff	21	2.02%
Sub Total:	58	5.59%
Total:	1,038	100.00%

2.2 Population and Respondents by User Sub-Group

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

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

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



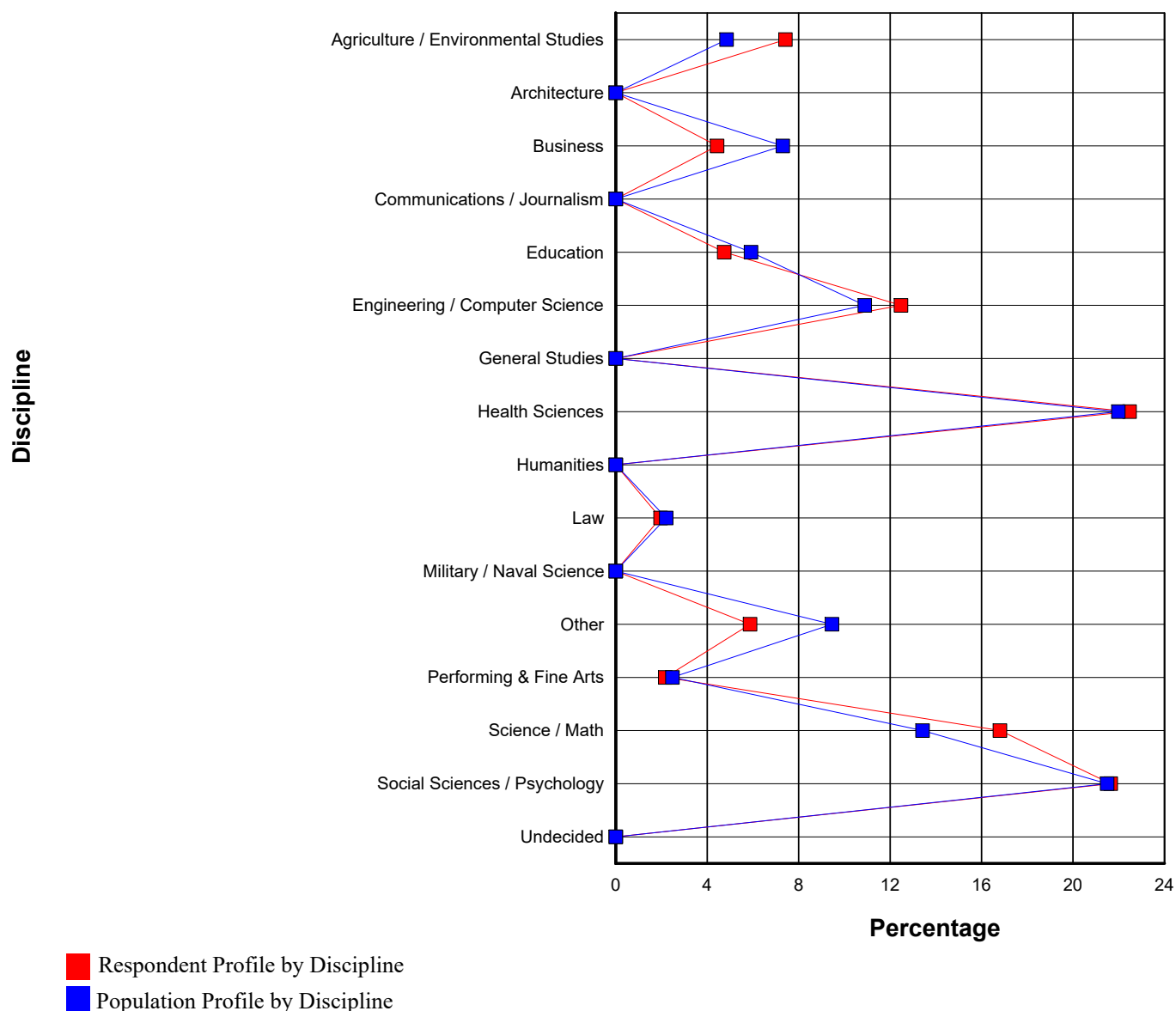
User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
Undergraduate (Bachelor's Degree) U0 (Undergraduate)	3,839	8.35	49	5.05	3.30
Undergraduate (Bachelor's Degree) U1 (Undergraduate)	6,490	14.12	135	13.92	0.20
Undergraduate (Bachelor's Degree) U2 (Undergraduate)	6,325	13.76	123	12.68	1.08
Undergraduate (Bachelor's Degree) U3/U4 (Undergraduate)	7,750	16.86	150	15.46	1.39
Undergraduate: Non-degree (Undergraduate)	2,757	6.00	12	1.24	4.76
Masters / Medical Resident (Graduate/Post-Graduate)	6,659	14.48	178	18.35	-3.87
Doctoral (Graduate/Post-Graduate)	3,421	7.44	134	13.81	-6.37
Post-Doctoral Student/Fellow (Graduate/Post-Graduate)	709	1.54	26	2.68	-1.14
Full Professor (Faculty)	1,193	2.59	35	3.61	-1.01
Associate Professor (Faculty)	1,185	2.58	45	4.64	-2.06
Assistant Professor (Faculty)	1,633	3.55	36	3.71	-0.16
Other Academic Status (Faculty)	2,146	4.67	30	3.09	1.57
Faculty Lecturer (Faculty)	1,871	4.07	17	1.75	2.32
Total:	45,978	100.00	970	100.00	0.00

2.3 Population and Respondents by Standard Discipline

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

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

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



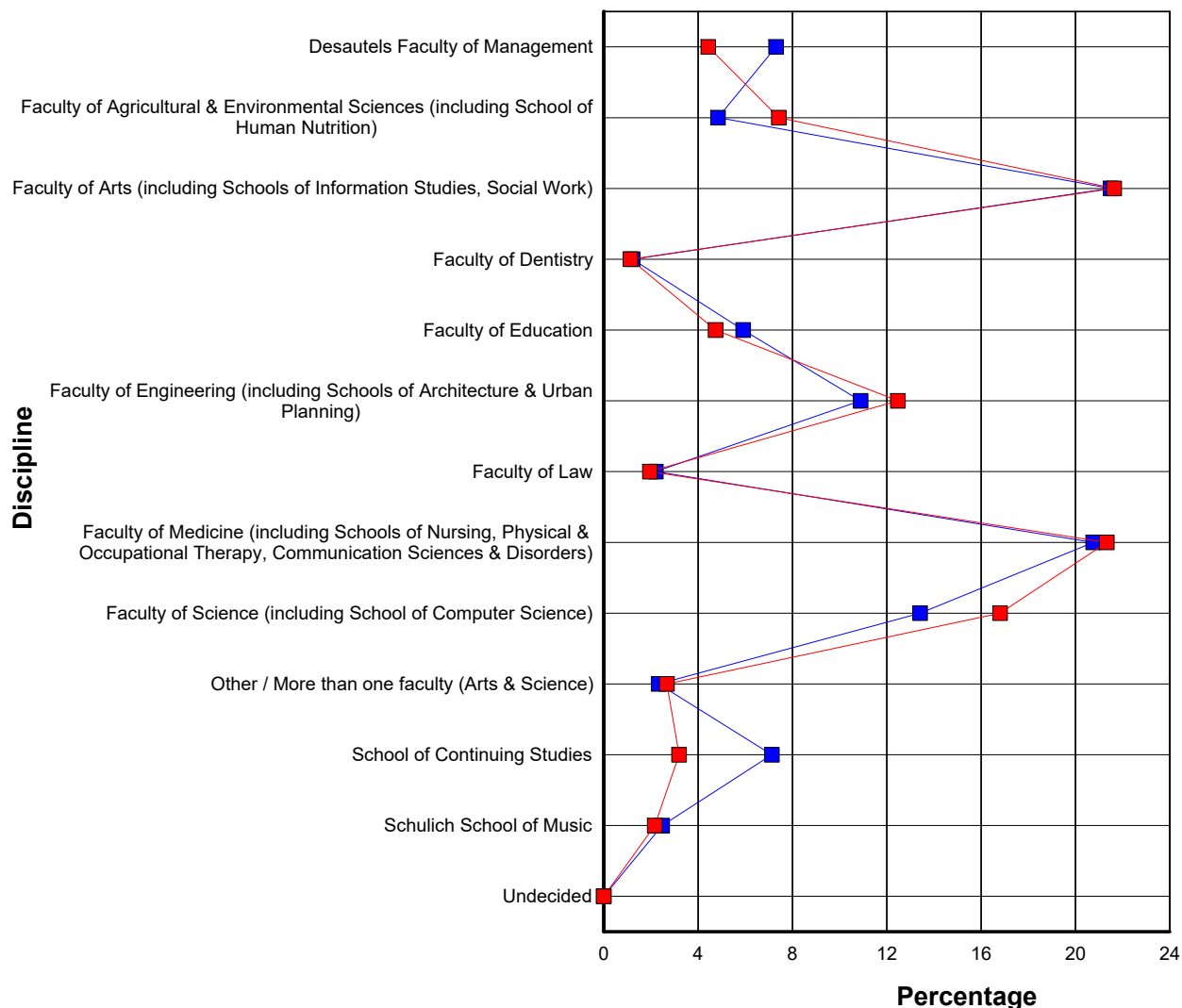
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	2,229	4.85	72	7.42	-2.57
Architecture	0	0.00	0	0.00	0.00
Business	3,360	7.31	43	4.43	2.87
Communications / Journalism	0	0.00	0	0.00	0.00
Education	2,720	5.92	46	4.74	1.17
Engineering / Computer Science	5,008	10.89	121	12.47	-1.58
General Studies	0	0.00	0	0.00	0.00
Health Sciences	10,107	21.98	218	22.47	-0.49
Humanities	0	0.00	0	0.00	0.00
Law	1,015	2.21	19	1.96	0.25
Military / Naval Science	0	0.00	0	0.00	0.00
Other	4,349	9.46	57	5.88	3.58
Performing & Fine Arts	1,139	2.48	21	2.16	0.31
Science / Math	6,169	13.42	163	16.80	-3.39
Social Sciences / Psychology	9,882	21.49	210	21.65	-0.16
Undecided	0	0.00	0	0.00	0.00
Total:	45,978	100.00	970	100.00	0.00

2.4 Population and Respondents by Customized Discipline

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

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

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



- Respondents Profile by User Sub-Group
- Population Profile by User Sub-Group

Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: None
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Desautels Faculty of Management	3,360	7.31	43	4.43	2.87
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	2,229	4.85	72	7.42	-2.57
Faculty of Arts (including Schools of Information Studies, Social Work)	9,882	21.49	210	21.65	-0.16
Faculty of Dentistry	562	1.22	11	1.13	0.09
Faculty of Education	2,720	5.92	46	4.74	1.17
Faculty of Engineering (including Schools of Architecture & Urban Planning)	5,008	10.89	121	12.47	-1.58
Faculty of Law	1,015	2.21	19	1.96	0.25
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	9,545	20.76	207	21.34	-0.58
Faculty of Science (including School of Computer Science)	6,169	13.42	163	16.80	-3.39
Other / More than one faculty (Arts & Science)	1,071	2.33	26	2.68	-0.35
School of Continuing Studies	3,278	7.13	31	3.20	3.93
Schulich School of Music	1,139	2.48	21	2.16	0.31
Undecided	0	0.00	0	0.00	0.00
Total:	45,978	100.00	970	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	11	1.08
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	476	46.53
Islamic Studies Library	8	0.78
Nahum Gelber Law Library	34	3.32
Macdonald Campus Library	71	6.94
Marvin Duchow Music Library	30	2.93
Osler Library of the History of Medicine	44	4.30
Schulich Library of Physical Sciences, Life Sciences, and Engineering	228	22.29
I only use the library remotely	121	11.83
Total:	1,023	100.00

2.6 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	3	0.29
18 - 22	398	38.72
23 - 30	280	27.24
31 - 45	208	20.23
46 - 65	104	10.12
Over 65	35	3.40
Total:	1,028	100.00

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

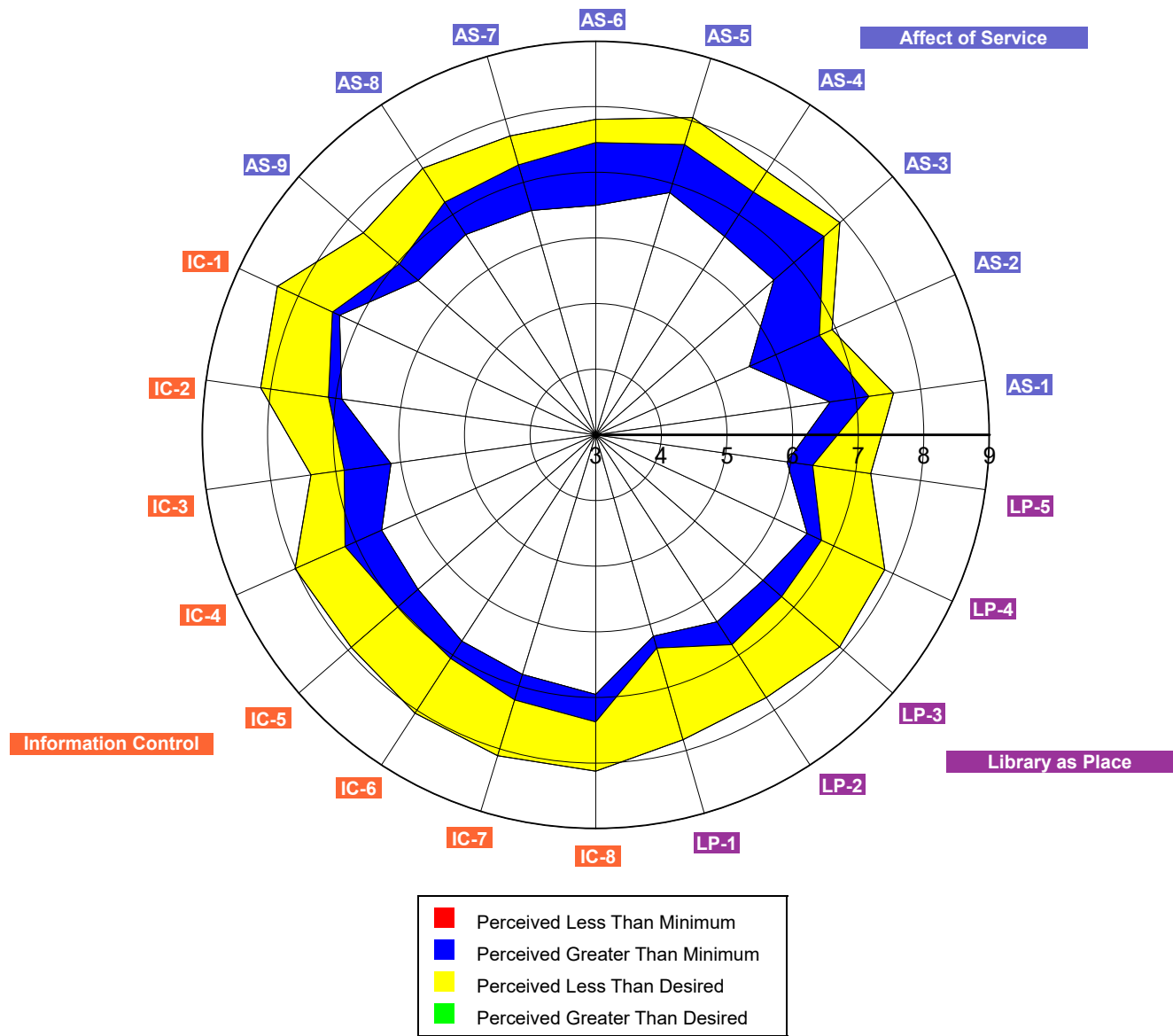
3. Survey Item Summary for McGill University Library

3.1 Core Questions Summary

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

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

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

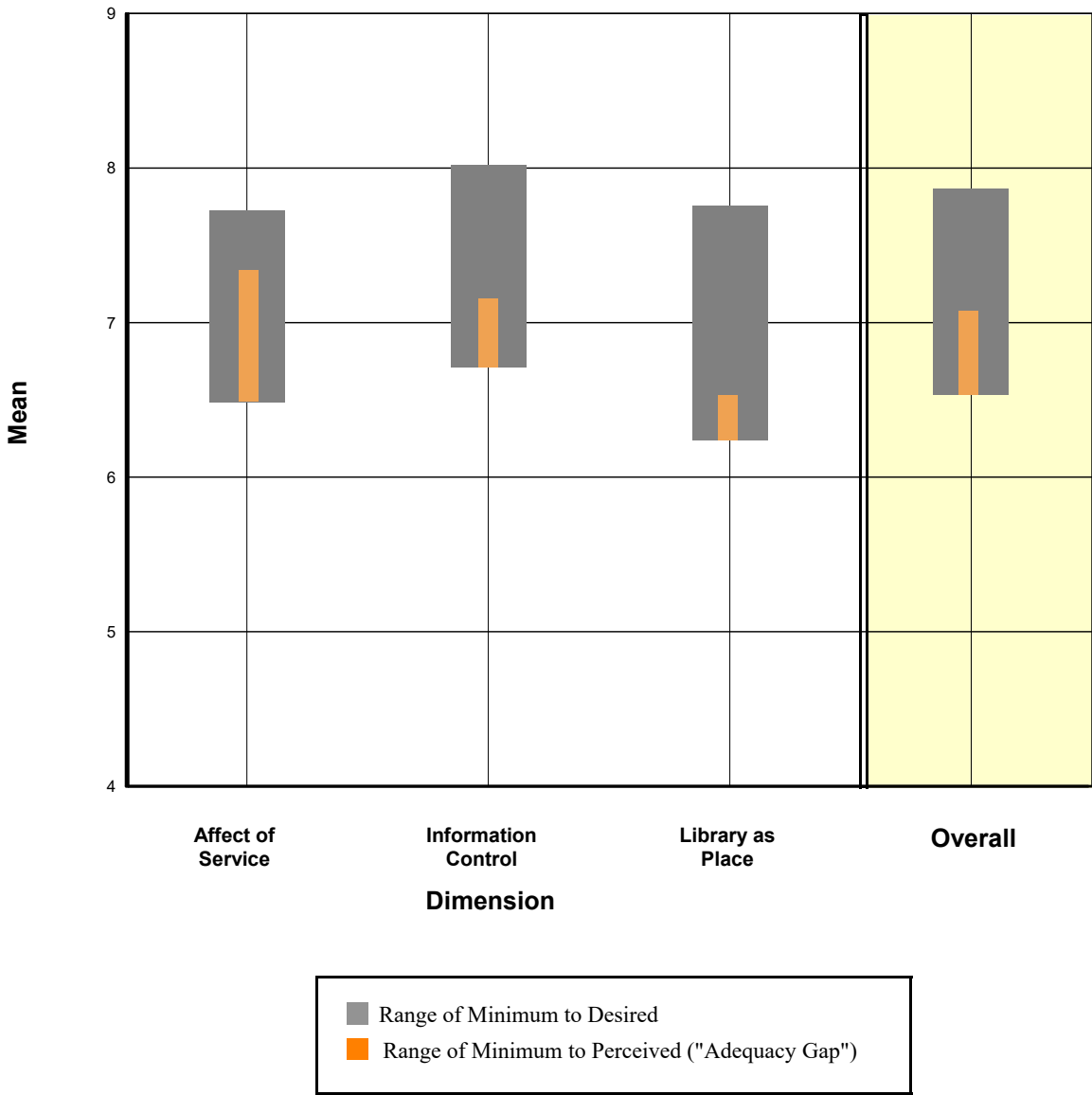


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.61	7.58	7.21	0.60	-0.38	194
AS-2	Giving users individual attention	5.56	6.94	6.73	1.17	-0.21	238
AS-3	Employees who are consistently courteous	6.60	7.93	7.61	1.01	-0.32	257
AS-4	Readiness to respond to users' questions	6.61	7.79	7.41	0.81	-0.38	223
AS-5	Employees who have the knowledge to answer user questions	6.86	8.05	7.63	0.76	-0.43	238
AS-6	Employees who deal with users in a caring fashion	6.50	7.81	7.45	0.96	-0.35	932
AS-7	Employees who understand the needs of their users	6.56	7.74	7.28	0.72	-0.46	237
AS-8	Willingness to help users	6.64	7.84	7.23	0.59	-0.61	228
AS-9	Dependability in handling users' service problems	6.59	7.69	6.97	0.38	-0.73	160
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.31	8.35	7.43	0.12	-0.92	252
IC-2	A library Web site enabling me to locate information on my own	6.91	8.16	7.11	0.20	-1.04	320
IC-3	The printed library materials I need for my work	6.15	7.38	6.87	0.72	-0.51	249
IC-4	The electronic information resources I need	6.57	8.01	7.18	0.61	-0.83	1,002
IC-5	Modern equipment that lets me easily access needed information	6.59	7.94	6.99	0.40	-0.94	299
IC-6	Easy-to-use access tools that allow me to find things on my own	6.75	8.05	7.06	0.32	-0.99	311
IC-7	Making information easily accessible for independent use	6.82	8.11	7.22	0.41	-0.89	286
IC-8	Print and/or electronic journal collections I require for my work	6.95	8.12	7.37	0.42	-0.75	220
Library as Place							
LP-1	Library space that inspires study and learning	6.19	7.83	6.38	0.19	-1.45	956
LP-2	Quiet space for individual activities	6.40	7.77	6.81	0.41	-0.96	234
LP-3	A comfortable and inviting location	6.38	7.93	6.76	0.38	-1.17	254
LP-4	A getaway for study, learning, or research	6.56	7.86	6.80	0.24	-1.06	237
LP-5	Community space for group learning and group study	5.94	7.23	6.34	0.40	-0.89	215
Overall:		6.53	7.87	7.07	0.54	-0.79	1,028

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.78	1.61	1.72	1.91	1.78	194
AS-2	Giving users individual attention	2.10	1.85	1.65	1.97	1.84	238
AS-3	Employees who are consistently courteous	1.83	1.38	1.39	1.81	1.54	257
AS-4	Readiness to respond to users' questions	1.67	1.30	1.46	1.53	1.37	223
AS-5	Employees who have the knowledge to answer user questions	1.70	1.27	1.34	1.70	1.33	238
AS-6	Employees who deal with users in a caring fashion	1.80	1.45	1.50	1.85	1.58	932
AS-7	Employees who understand the needs of their users	1.53	1.40	1.46	1.50	1.30	237
AS-8	Willingness to help users	1.63	1.25	1.44	1.76	1.50	228
AS-9	Dependability in handling users' service problems	1.52	1.31	1.39	1.80	1.53	160
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.47	1.04	1.49	1.64	1.49	252
IC-2	A library Web site enabling me to locate information on my own	1.68	1.28	1.55	1.92	1.68	320
IC-3	The printed library materials I need for my work	2.09	2.00	1.61	2.05	1.98	249
IC-4	The electronic information resources I need	1.71	1.35	1.47	1.73	1.52	1,002
IC-5	Modern equipment that lets me easily access needed information	1.61	1.36	1.39	1.76	1.61	299
IC-6	Easy-to-use access tools that allow me to find things on my own	1.61	1.16	1.44	1.66	1.48	311
IC-7	Making information easily accessible for independent use	1.57	1.12	1.33	1.61	1.36	286
IC-8	Print and/or electronic journal collections I require for my work	1.87	1.35	1.30	1.72	1.33	220
Library as Place							
LP-1	Library space that inspires study and learning	1.88	1.73	1.75	2.21	2.20	956
LP-2	Quiet space for individual activities	2.03	1.76	1.76	2.47	2.30	234
LP-3	A comfortable and inviting location	1.83	1.41	1.50	1.96	1.81	254
LP-4	A getaway for study, learning, or research	1.83	1.56	1.78	1.95	1.74	237
LP-5	Community space for group learning and group study	1.96	1.98	1.66	2.17	2.25	215
Overall:		1.30	1.00	1.10	1.35	1.14	1,028

3.2 Core Question Dimensions Summary

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.49	7.73	7.34	0.85	-0.39	991
Information Control	6.71	8.02	7.15	0.44	-0.87	1,026
Library as Place	6.24	7.75	6.53	0.29	-1.22	983
Overall	6.53	7.87	7.07	0.54	-0.79	1,028

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.60	1.27	1.32	1.57	1.33	991
Information Control	1.41	1.03	1.19	1.45	1.22	1,026
Library as Place	1.73	1.58	1.55	1.94	1.90	983
Overall	1.30	1.00	1.10	1.35	1.14	1,028

3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
An online catalog that is user-friendly for finding materials	7.00	8.27	6.90	-0.10	-1.36	199
Library staff teaching me how to find information	6.37	7.46	7.45	1.08	-0.02	168
Space for students to study and work in groups	6.26	7.67	6.55	0.30	-1.11	183
Space that facilitates quiet study	6.70	7.89	6.93	0.23	-0.96	202
Using the library for research	6.89	7.97	7.24	0.35	-0.73	174

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
An online catalog that is user-friendly for finding materials	1.60	1.22	1.60	1.98	1.82	199
Library staff teaching me how to find information	1.98	1.82	1.65	1.72	1.74	168
Space for students to study and work in groups	2.05	1.80	1.76	2.62	2.52	183
Space that facilitates quiet study	1.94	1.64	1.75	2.36	2.15	202
Using the library for research	1.90	1.53	1.45	1.83	1.59	174

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.80	1.26	519
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.24	1.49	507
How would you rate the overall quality of the service provided by the library?	7.44	1.20	1,027

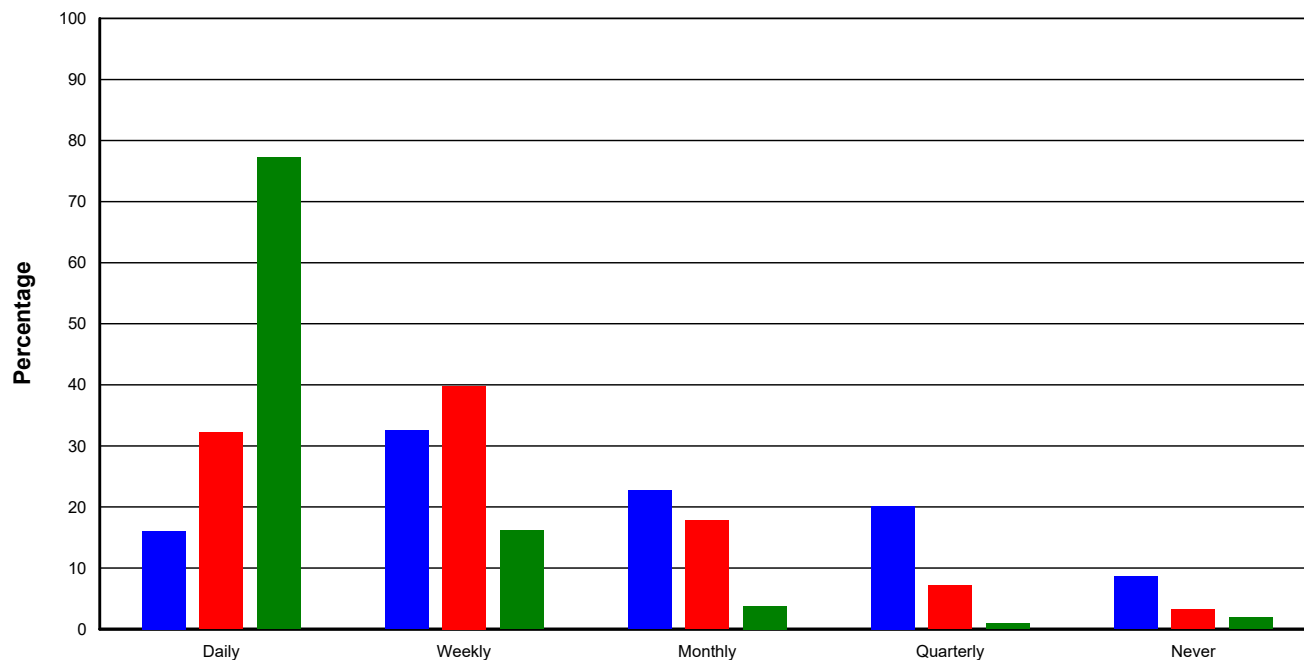
3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.64	1.80	337
The library aids my advancement in my academic discipline or work.	7.55	1.43	473
The library enables me to be more efficient in my academic pursuits or work.	7.34	1.59	459
The library helps me distinguish between trustworthy and untrustworthy information.	6.44	1.84	464
The library provides me with the information skills I need in my work or study.	7.04	1.59	321

3.6 Library Use Summary

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



Frequency

How often do you use resources on library premises?

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

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	165 16.07%	334 32.52%	233 22.69%	207 20.16%	88 8.57%	1,027 100.00%
How often do you access library resources through a library Web page?	330 32.13%	409 39.82%	182 17.72%	73 7.11%	33 3.21%	1,027 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	793 77.22%	166 16.16%	39 3.80%	10 0.97%	19 1.85%	1,027 100.00%

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: All (Excluding Library Staff)

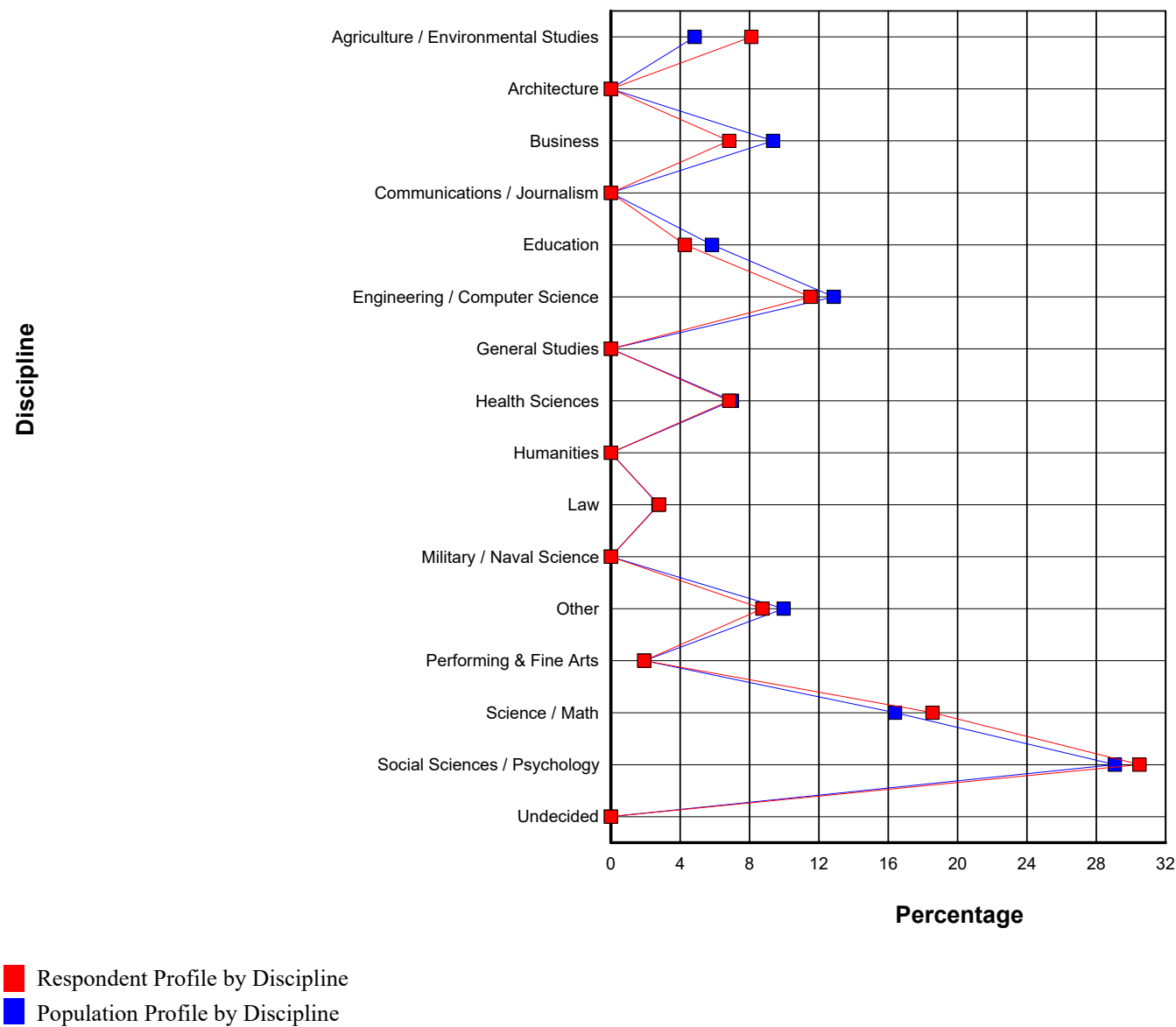
4 Undergraduate Summary for McGill University Library

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,314	4.84	38	8.10	-3.26
Architecture	0	0.00	0	0.00	0.00
Business	2,541	9.36	32	6.82	2.53
Communications / Journalism	0	0.00	0	0.00	0.00
Education	1,585	5.84	20	4.26	1.57
Engineering / Computer Science	3,494	12.86	54	11.51	1.35
General Studies	0	0.00	0	0.00	0.00
Health Sciences	1,898	6.99	32	6.82	0.16
Humanities	0	0.00	0	0.00	0.00
Law	746	2.75	13	2.77	-0.03
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,707	9.97	41	8.74	1.22
Performing & Fine Arts	527	1.94	9	1.92	0.02
Science / Math	4,452	16.39	87	18.55	-2.16
Social Sciences / Psychology	7,897	29.07	143	30.49	-1.42
Undecided	0	0.00	0	0.00	0.00
Total:	27,161	100.00	469	100.00	0.00

Language: English (American), French (Canada)

Institution Type: College or University

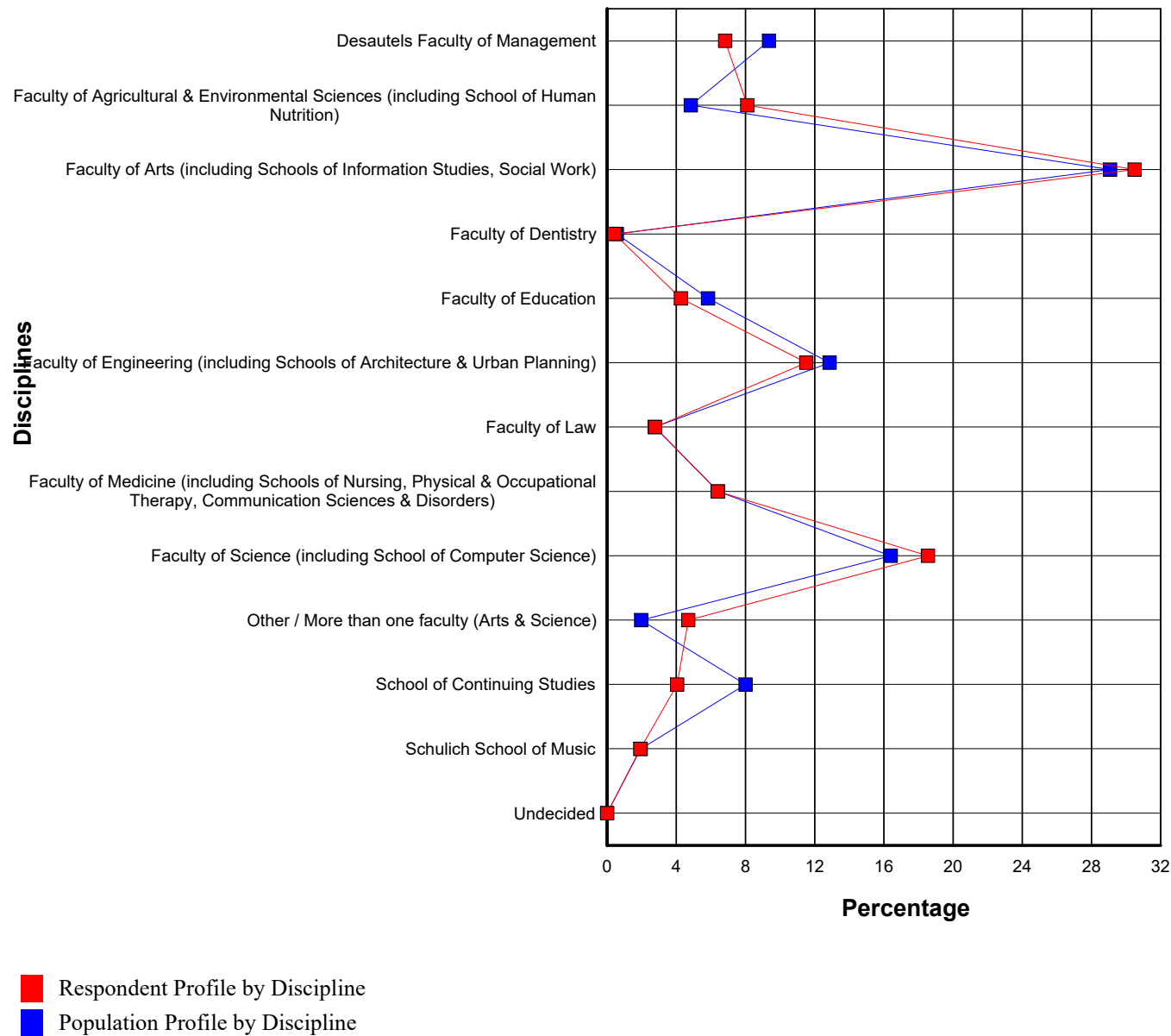
Consortium: None

User Group: Undergraduate

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Desautels Faculty of Management	2,541	9.36	32	6.82	2.53
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	1,314	4.84	38	8.10	-3.26
Faculty of Arts (including Schools of Information Studies, Social Work)	7,897	29.07	143	30.49	-1.42
Faculty of Dentistry	154	0.57	2	0.43	0.14
Faculty of Education	1,585	5.84	20	4.26	1.57
Faculty of Engineering (including Schools of Architecture & Urban Planning)	3,494	12.86	54	11.51	1.35
Faculty of Law	746	2.75	13	2.77	-0.03
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	1,744	6.42	30	6.40	0.02
Faculty of Science (including School of Computer Science)	4,452	16.39	87	18.55	-2.16
Other / More than one faculty (Arts & Science)	533	1.96	22	4.69	-2.73
School of Continuing Studies	2,174	8.00	19	4.05	3.95
Schulich School of Music	527	1.94	9	1.92	0.02
Undecided	0	0.00	0	0.00	0.00
Total:	27,161	100.00	469	100.00	0.00

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Undergraduate

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	8	1.71
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	256	54.82
Islamic Studies Library	3	0.64
Nahum Gelber Law Library	23	4.93
Macdonald Campus Library	35	7.49
Marvin Duchow Music Library	16	3.43
Osler Library of the History of Medicine	8	1.71
Schulich Library of Physical Sciences, Life Sciences, and Engineering	102	21.84
I only use the library remotely	16	3.43
Total:	467	100.00

4.1.4 Respondent Profile by Age:

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

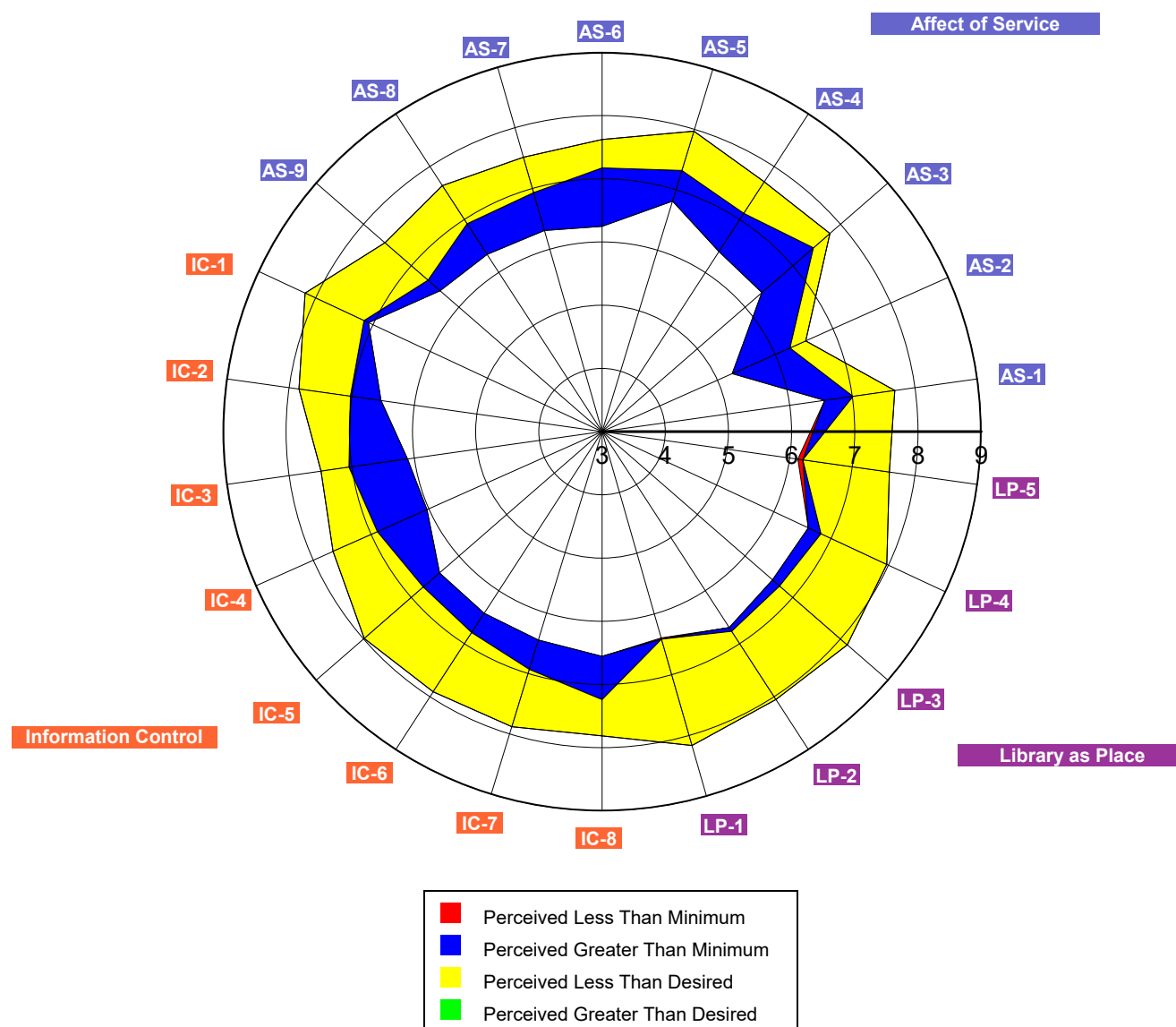
Age:	Respondents n	Respondents %
Under 18	3	0.64
18 - 22	381	81.24
23 - 30	57	12.15
31 - 45	24	5.12
46 - 65	4	0.85
Over 65	0	0.00
Total:	469	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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

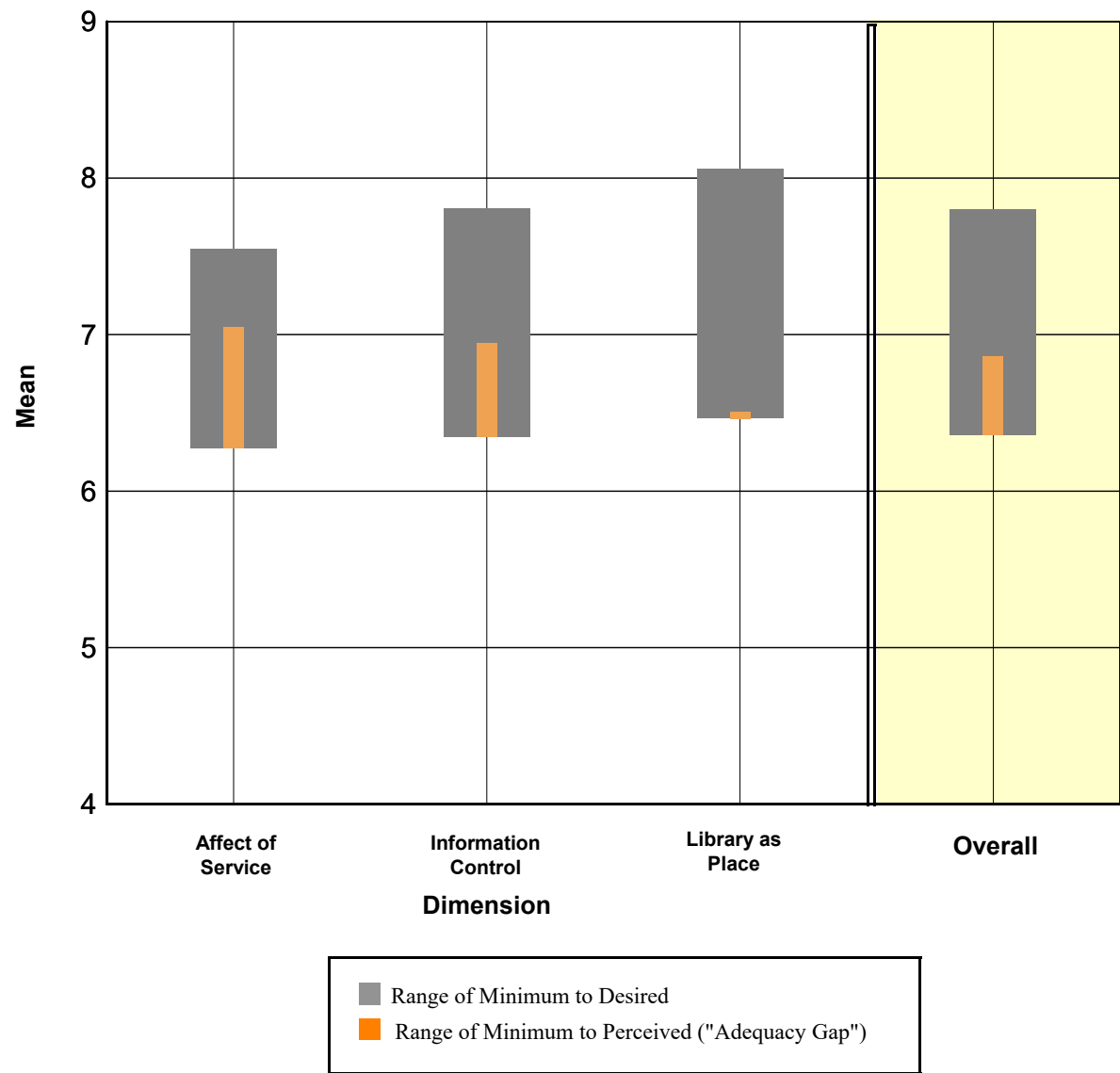


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.56	7.68	7.01	0.45	-0.67	84
AS-2	Giving users individual attention	5.25	6.53	6.25	1.00	-0.27	102
AS-3	Employees who are consistently courteous	6.35	7.78	7.43	1.08	-0.35	113
AS-4	Readiness to respond to users' questions	6.40	7.71	7.12	0.72	-0.59	101
AS-5	Employees who have the knowledge to answer user questions	6.81	7.97	7.32	0.51	-0.65	97
AS-6	Employees who deal with users in a caring fashion	6.25	7.62	7.17	0.92	-0.45	419
AS-7	Employees who understand the needs of their users	6.31	7.51	6.93	0.62	-0.58	103
AS-8	Willingness to help users	6.34	7.64	6.92	0.58	-0.72	114
AS-9	Dependability in handling users' service problems	6.40	7.55	6.65	0.25	-0.90	83
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.08	8.18	7.16	0.08	-1.03	114
IC-2	A library Web site enabling me to locate information on my own	6.53	7.84	7.02	0.49	-0.82	135
IC-3	The printed library materials I need for my work	6.11	7.49	7.05	0.94	-0.45	110
IC-4	The electronic information resources I need	6.03	7.66	6.89	0.86	-0.77	452
IC-5	Modern equipment that lets me easily access needed information	6.41	7.99	6.75	0.34	-1.24	147
IC-6	Easy-to-use access tools that allow me to find things on my own	6.43	7.91	6.79	0.36	-1.12	129
IC-7	Making information easily accessible for independent use	6.45	7.88	6.93	0.49	-0.95	136
IC-8	Print and/or electronic journal collections I require for my work	6.56	7.81	7.24	0.68	-0.57	117
Library as Place							
LP-1	Library space that inspires study and learning	6.42	8.16	6.40	-0.02	-1.77	468
LP-2	Quiet space for individual activities	6.70	8.05	6.77	0.07	-1.29	112
LP-3	A comfortable and inviting location	6.58	8.14	6.73	0.15	-1.42	120
LP-4	A getaway for study, learning, or research	6.60	7.97	6.82	0.22	-1.15	108
LP-5	Community space for group learning and group study	6.21	7.59	6.13	-0.08	-1.46	115
Overall:		6.36	7.80	6.86	0.51	-0.93	469

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.72	1.38	1.77	1.89	1.71	84
AS-2	Giving users individual attention	2.21	1.98	1.79	1.93	1.90	102
AS-3	Employees who are consistently courteous	1.83	1.37	1.53	1.84	1.59	113
AS-4	Readiness to respond to users' questions	1.58	1.29	1.61	1.64	1.58	101
AS-5	Employees who have the knowledge to answer user questions	1.74	1.37	1.48	1.77	1.46	97
AS-6	Employees who deal with users in a caring fashion	1.81	1.52	1.59	1.88	1.59	419
AS-7	Employees who understand the needs of their users	1.74	1.58	1.71	1.73	1.45	103
AS-8	Willingness to help users	1.64	1.34	1.42	1.73	1.54	114
AS-9	Dependability in handling users' service problems	1.50	1.41	1.43	1.86	1.75	83
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.54	1.25	1.66	1.78	1.70	114
IC-2	A library Web site enabling me to locate information on my own	1.67	1.46	1.57	1.79	1.69	135
IC-3	The printed library materials I need for my work	1.95	1.89	1.52	1.62	1.60	110
IC-4	The electronic information resources I need	1.76	1.54	1.53	1.79	1.71	452
IC-5	Modern equipment that lets me easily access needed information	1.58	1.25	1.46	1.86	1.64	147
IC-6	Easy-to-use access tools that allow me to find things on my own	1.65	1.27	1.52	1.84	1.52	129
IC-7	Making information easily accessible for independent use	1.57	1.23	1.36	1.61	1.48	136
IC-8	Print and/or electronic journal collections I require for my work	2.04	1.55	1.36	1.81	1.37	117
Library as Place							
LP-1	Library space that inspires study and learning	1.62	1.27	1.70	2.02	1.88	468
LP-2	Quiet space for individual activities	1.68	1.30	1.82	2.22	2.08	112
LP-3	A comfortable and inviting location	1.61	1.16	1.55	1.83	1.79	120
LP-4	A getaway for study, learning, or research	1.62	1.28	1.75	1.85	1.77	108
LP-5	Community space for group learning and group study	1.78	1.71	1.74	2.07	2.15	115
Overall:		1.27	0.99	1.12	1.33	1.12	469

4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.27	7.54	7.05	0.77	-0.50	450
Information Control	6.35	7.81	6.94	0.60	-0.86	469
Library as Place	6.46	8.06	6.51	0.04	-1.55	469
Overall	6.36	7.80	6.86	0.51	-0.93	469

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.60	1.33	1.41	1.60	1.38	450
Information Control	1.43	1.13	1.20	1.45	1.28	469
Library as Place	1.43	1.16	1.53	1.78	1.68	469
Overall	1.27	0.99	1.12	1.33	1.12	469

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Undergraduate

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
An online catalog that is user-friendly for finding materials	6.70	8.14	6.85	0.15	-1.29	87
Library staff teaching me how to find information	6.21	7.54	7.18	0.98	-0.36	87
Space for students to study and work in groups	6.62	7.91	6.42	-0.20	-1.49	86
Space that facilitates quiet study	6.88	8.06	7.03	0.15	-1.03	98
Using the library for research	6.59	7.76	6.95	0.35	-0.81	74

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
An online catalog that is user-friendly for finding materials	1.66	1.35	1.62	2.08	1.78	87
Library staff teaching me how to find information	1.82	1.57	1.65	1.80	1.66	87
Space for students to study and work in groups	1.76	1.55	1.85	2.59	2.44	86
Space that facilitates quiet study	1.83	1.50	1.77	2.18	2.10	98
Using the library for research	1.68	1.51	1.45	1.72	1.60	74

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.62	1.38	239
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.04	1.53	229
How would you rate the overall quality of the service provided by the library?	7.26	1.27	468

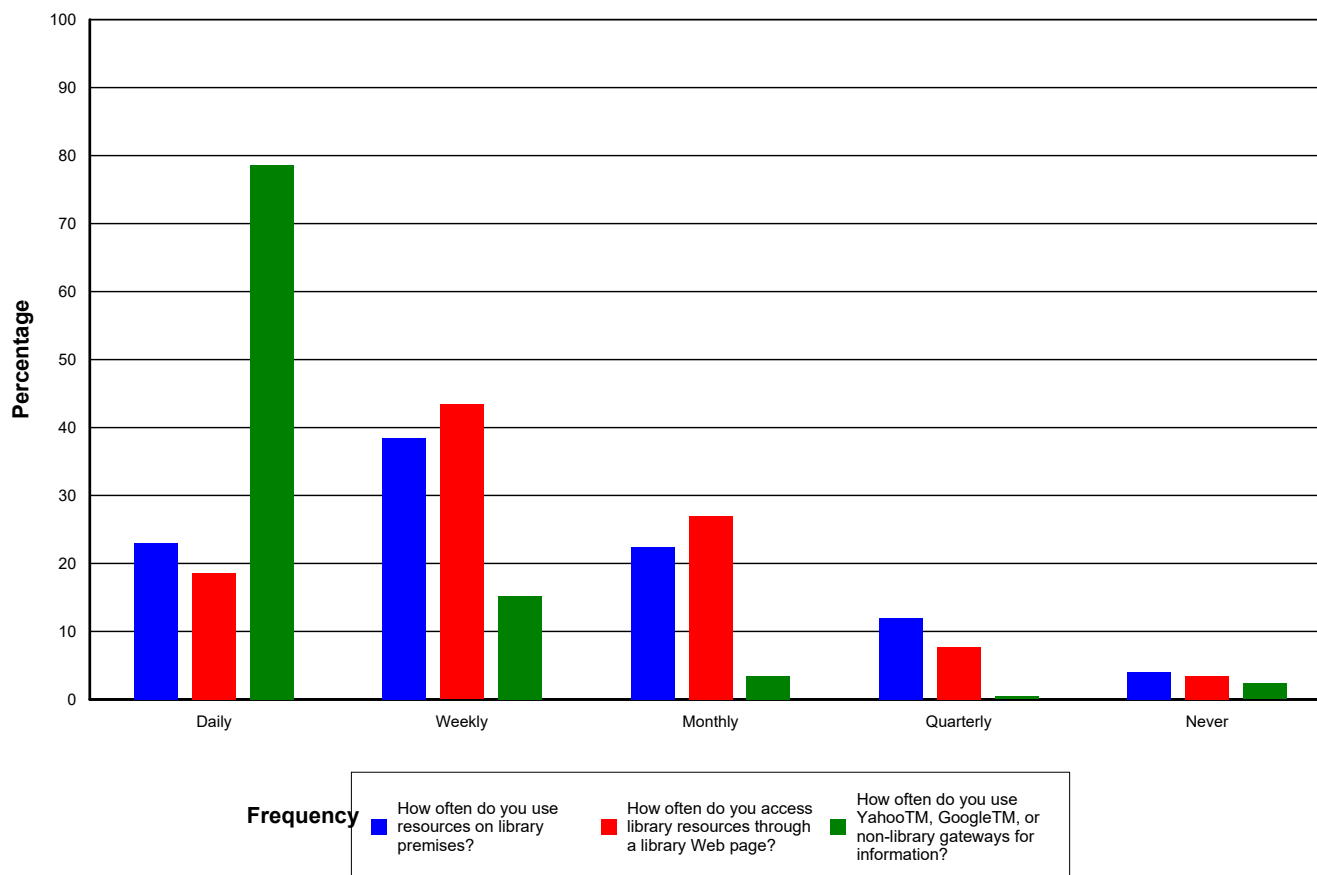
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.22	1.80	158
The library aids my advancement in my academic discipline or work.	7.31	1.46	217
The library enables me to be more efficient in my academic pursuits or work.	7.37	1.52	195
The library helps me distinguish between trustworthy and untrustworthy information.	6.68	1.72	218
The library provides me with the information skills I need in my work or study.	6.79	1.75	148

4.7 Library Use Summary for Undergraduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	108 23.08%	180 38.46%	105 22.44%	56 11.97%	19 4.06%	468 100.00%
How often do you access library resources through a library Web page?	87 18.59%	203 43.38%	126 26.92%	36 7.69%	16 3.42%	468 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	368 78.63%	71 15.17%	16 3.42%	2 0.43%	11 2.35%	468 100.00%

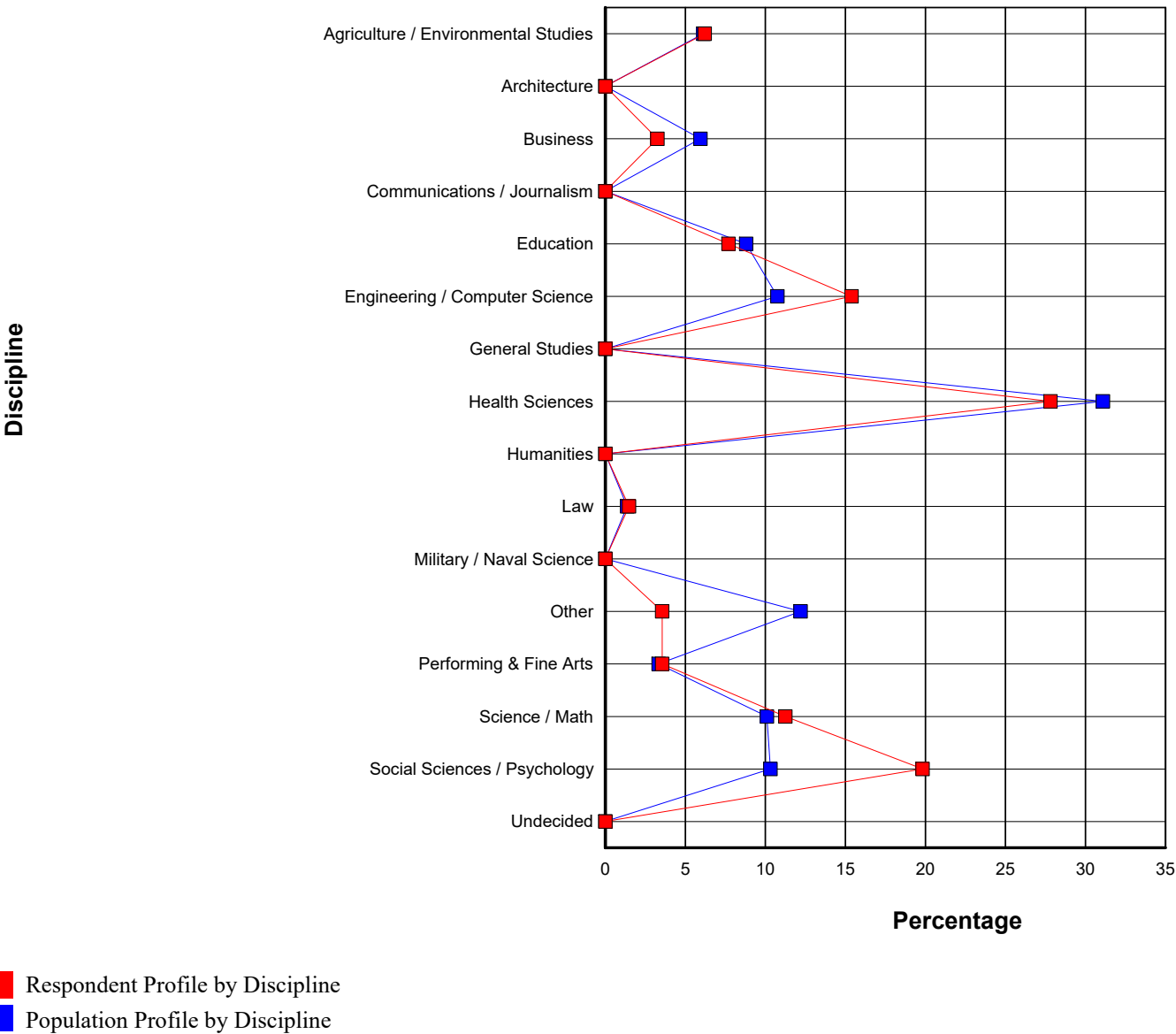
5 Graduate/Post-Graduate Summary for McGill University Library

5.1 Demographic Summary for Graduate/Post-Graduate

5.1.1 Population and Respondent Profiles for Graduate/Post-Graduate by Standard Discipline

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

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

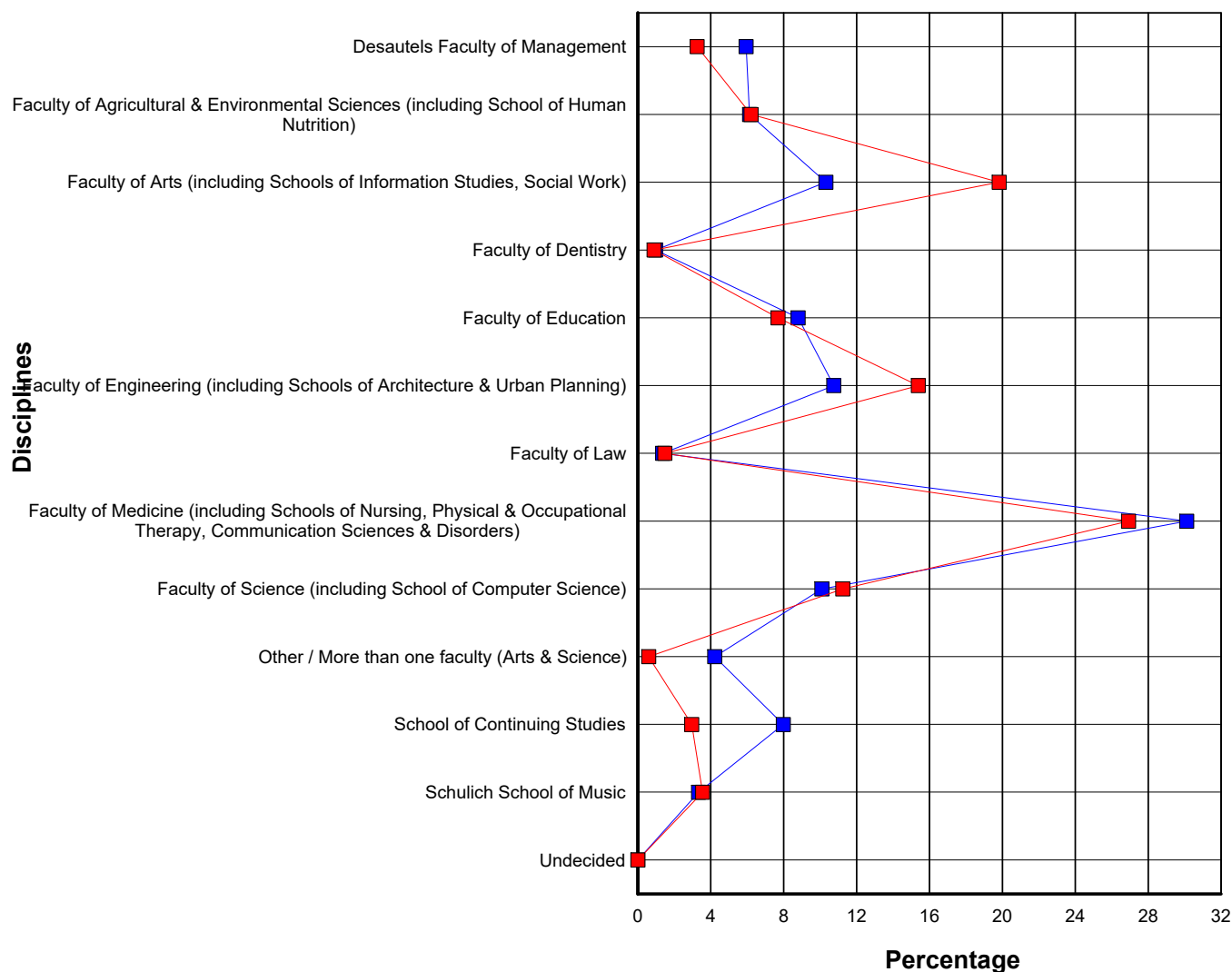


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	661	6.13	21	6.21	-0.09
Architecture	0	0.00	0	0.00	0.00
Business	641	5.94	11	3.25	2.69
Communications / Journalism	0	0.00	0	0.00	0.00
Education	949	8.80	26	7.69	1.10
Engineering / Computer Science	1,160	10.75	52	15.38	-4.63
General Studies	0	0.00	0	0.00	0.00
Health Sciences	3,354	31.09	94	27.81	3.28
Humanities	0	0.00	0	0.00	0.00
Law	147	1.36	5	1.48	-0.12
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,316	12.20	12	3.55	8.65
Performing & Fine Arts	359	3.33	12	3.55	-0.22
Science / Math	1,089	10.09	38	11.24	-1.15
Social Sciences / Psychology	1,113	10.32	67	19.82	-9.51
Undecided	0	0.00	0	0.00	0.00
Total:	10,789	100.00	338	100.00	0.00

5.1.2 Population and Respondent Profiles for Graduate/Post-Graduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Desautels Faculty of Management	641	5.94	11	3.25	2.69
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	661	6.13	21	6.21	-0.09
Faculty of Arts (including Schools of Information Studies, Social Work)	1,113	10.32	67	19.82	-9.51
Faculty of Dentistry	105	0.97	3	0.89	0.09
Faculty of Education	949	8.80	26	7.69	1.10
Faculty of Engineering (including Schools of Architecture & Urban Planning)	1,160	10.75	52	15.38	-4.63
Faculty of Law	147	1.36	5	1.48	-0.12
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	3,249	30.11	91	26.92	3.19
Faculty of Science (including School of Computer Science)	1,089	10.09	38	11.24	-1.15
Other / More than one faculty (Arts & Science)	455	4.22	2	0.59	3.63
School of Continuing Studies	861	7.98	10	2.96	5.02
Schulich School of Music	359	3.33	12	3.55	-0.22
Undecided	0	0.00	0	0.00	0.00
Total:	10,789	100.00	338	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	3	0.89
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	170	50.30
Islamic Studies Library	4	1.18
Nahum Gelber Law Library	9	2.66
Macdonald Campus Library	21	6.21
Marvin Duchow Music Library	12	3.55
Osler Library of the History of Medicine	17	5.03
Schulich Library of Physical Sciences, Life Sciences, and Engineering	71	21.01
I only use the library remotely	31	9.17
Total:	338	100.00

5.1.4 Respondent Profile by Age:

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

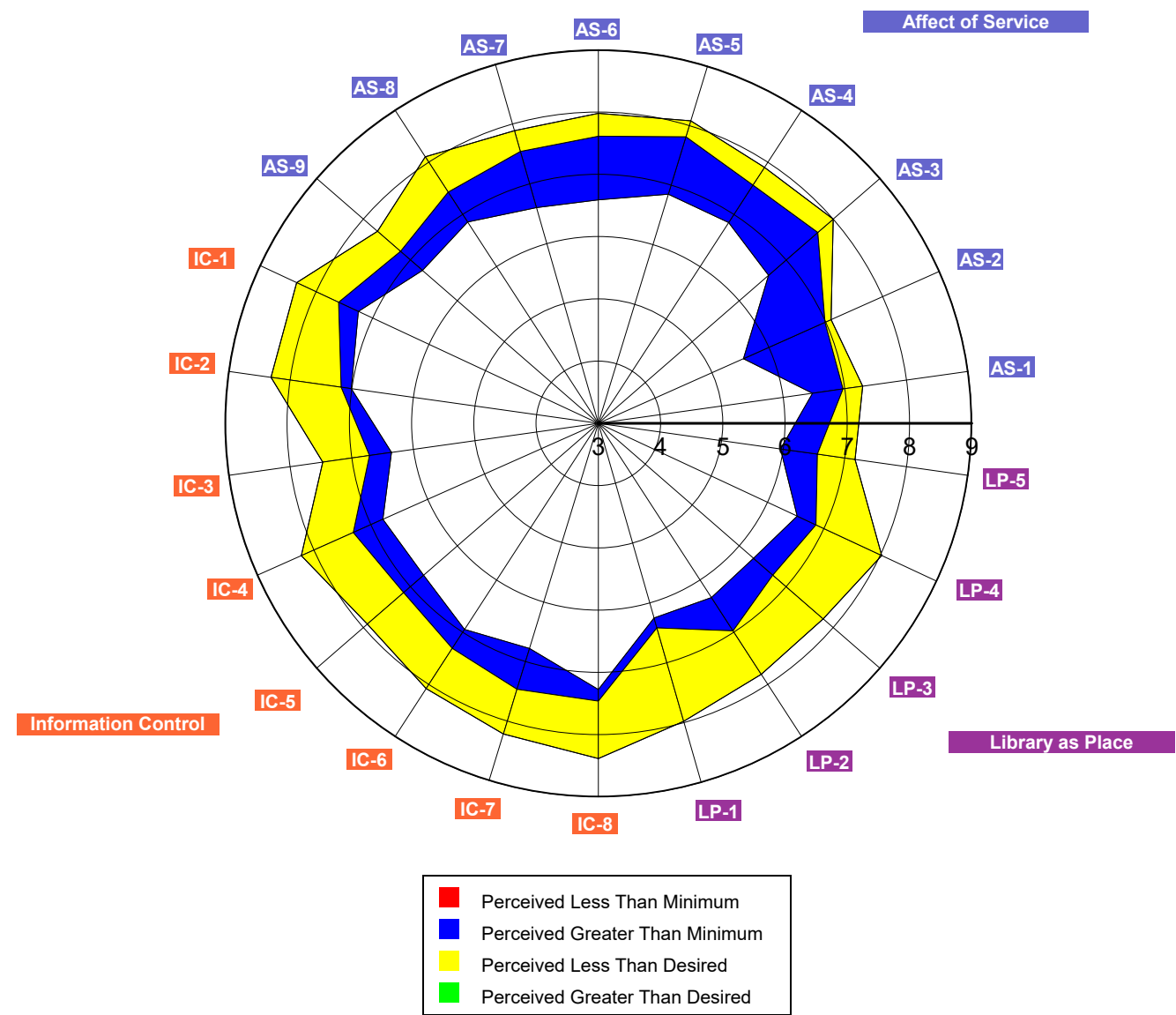
Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	17	5.03
23 - 30	208	61.54
31 - 45	101	29.88
46 - 65	12	3.55
Over 65	0	0.00
Total:	338	100.00

5.2 Core Questions Summary for Graduate/Post-Graduate

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

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

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

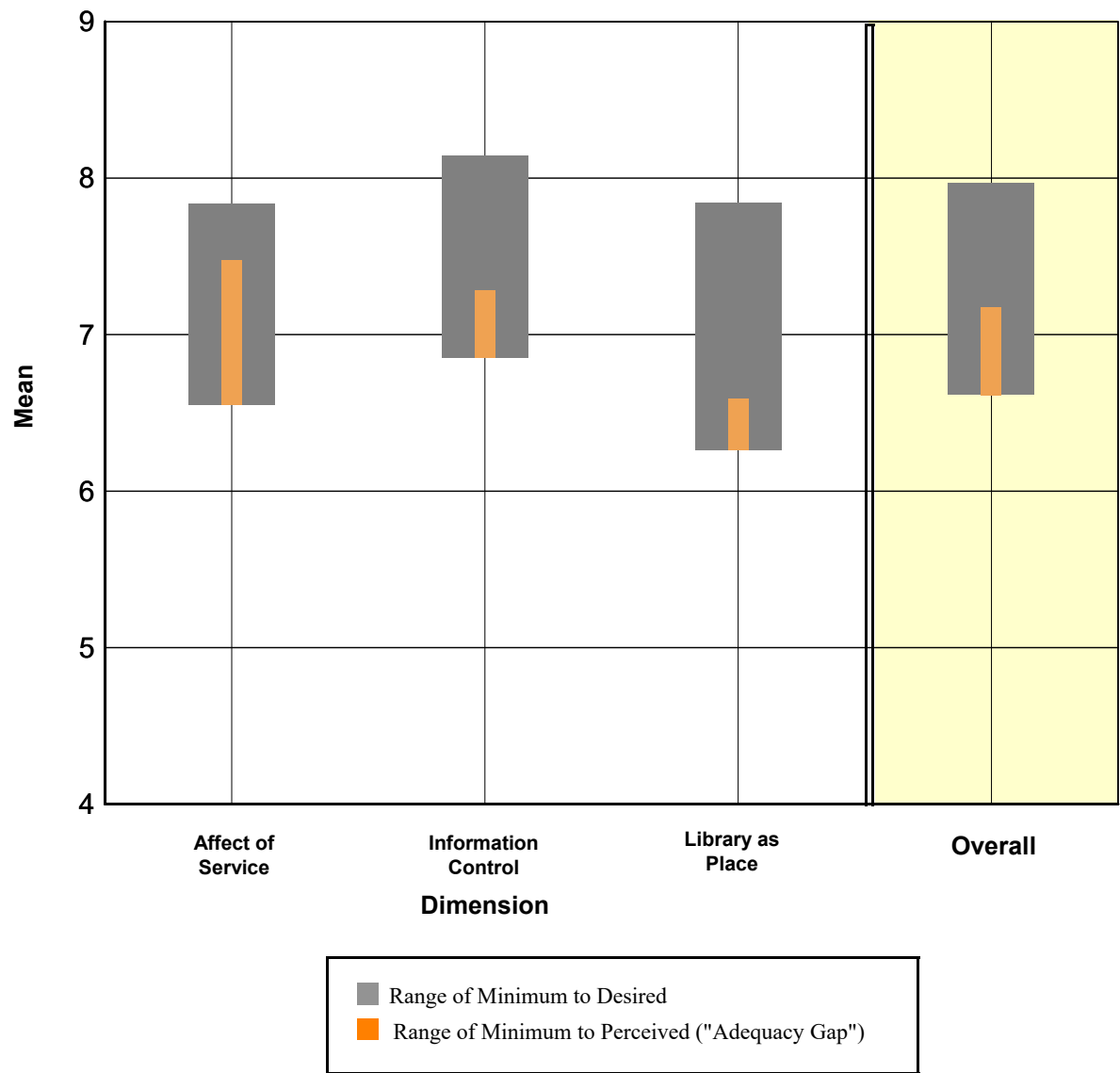


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.48	7.29	6.97	0.49	-0.32	69
AS-2	Giving users individual attention	5.55	7.09	6.99	1.44	-0.11	85
AS-3	Employees who are consistently courteous	6.63	8.00	7.68	1.05	-0.33	80
AS-4	Readiness to respond to users' questions	6.85	7.90	7.56	0.72	-0.34	71
AS-5	Employees who have the knowledge to answer user questions	6.85	8.08	7.81	0.97	-0.27	86
AS-6	Employees who deal with users in a caring fashion	6.59	7.98	7.61	1.02	-0.37	319
AS-7	Employees who understand the needs of their users	6.60	7.89	7.54	0.94	-0.35	81
AS-8	Willingness to help users	6.86	8.10	7.43	0.57	-0.68	77
AS-9	Dependability in handling users' service problems	6.74	7.70	7.21	0.47	-0.49	47
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.26	8.35	7.60	0.35	-0.74	86
IC-2	A library Web site enabling me to locate information on my own	7.01	8.31	7.17	0.17	-1.14	109
IC-3	The printed library materials I need for my work	6.36	7.47	6.71	0.36	-0.76	87
IC-4	The electronic information resources I need	6.79	8.22	7.31	0.52	-0.91	336
IC-5	Modern equipment that lets me easily access needed information	6.72	7.92	7.15	0.43	-0.77	96
IC-6	Easy-to-use access tools that allow me to find things on my own	6.95	8.08	7.31	0.36	-0.77	113
IC-7	Making information easily accessible for independent use	6.78	8.22	7.47	0.68	-0.75	92
IC-8	Print and/or electronic journal collections I require for my work	7.28	8.38	7.46	0.18	-0.92	65
Library as Place							
LP-1	Library space that inspires study and learning	6.25	7.98	6.42	0.17	-1.56	321
LP-2	Quiet space for individual activities	6.34	7.81	6.98	0.64	-0.83	83
LP-3	A comfortable and inviting location	6.31	7.79	6.72	0.41	-1.07	85
LP-4	A getaway for study, learning, or research	6.53	8.03	6.86	0.33	-1.17	78
LP-5	Community space for group learning and group study	5.96	7.17	6.56	0.60	-0.61	72
Overall:		6.61	7.97	7.18	0.56	-0.79	338

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.86	1.74	1.82	2.06	1.93	69
AS-2	Giving users individual attention	1.95	1.56	1.48	1.87	1.64	85
AS-3	Employees who are consistently courteous	1.75	1.23	1.37	1.75	1.36	80
AS-4	Readiness to respond to users' questions	1.71	1.22	1.33	1.35	0.98	71
AS-5	Employees who have the knowledge to answer user questions	1.68	1.25	1.34	1.58	1.30	86
AS-6	Employees who deal with users in a caring fashion	1.74	1.21	1.43	1.88	1.51	319
AS-7	Employees who understand the needs of their users	1.34	1.23	1.14	1.40	1.29	81
AS-8	Willingness to help users	1.47	1.03	1.47	1.80	1.39	77
AS-9	Dependability in handling users' service problems	1.58	1.25	1.38	1.79	1.35	47
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.47	0.88	1.34	1.64	1.32	86
IC-2	A library Web site enabling me to locate information on my own	1.62	1.05	1.55	2.11	1.71	109
IC-3	The printed library materials I need for my work	2.16	1.99	1.53	2.12	2.05	87
IC-4	The electronic information resources I need	1.53	1.14	1.44	1.62	1.28	336
IC-5	Modern equipment that lets me easily access needed information	1.48	1.39	1.33	1.53	1.50	96
IC-6	Easy-to-use access tools that allow me to find things on my own	1.66	1.15	1.50	1.59	1.49	113
IC-7	Making information easily accessible for independent use	1.56	1.01	1.29	1.56	1.26	92
IC-8	Print and/or electronic journal collections I require for my work	1.44	1.10	1.17	1.51	1.22	65
Library as Place							
LP-1	Library space that inspires study and learning	1.78	1.34	1.78	2.17	2.10	321
LP-2	Quiet space for individual activities	1.98	1.63	1.62	2.38	2.13	83
LP-3	A comfortable and inviting location	1.96	1.43	1.48	1.85	1.71	85
LP-4	A getaway for study, learning, or research	1.91	1.39	1.70	2.31	1.87	78
LP-5	Community space for group learning and group study	1.90	1.88	1.54	1.99	1.90	72
Overall:		1.29	0.89	1.10	1.35	1.09	338

5.3 Core Question Dimensions Summary for Graduate/Post-Graduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.55	7.83	7.47	0.92	-0.36	326
Information Control	6.85	8.14	7.28	0.43	-0.86	338
Library as Place	6.26	7.84	6.59	0.33	-1.25	325
Overall	6.61	7.97	7.18	0.56	-0.79	338

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.53	1.11	1.26	1.55	1.25	326
Information Control	1.31	0.93	1.20	1.41	1.16	338
Library as Place	1.69	1.29	1.50	1.92	1.76	325
Overall	1.29	0.89	1.10	1.35	1.09	338

5.4 Local Question Summary for Graduate/Post-Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
An online catalog that is user-friendly for finding materials	7.13	8.34	7.29	0.16	-1.05	62
Library staff teaching me how to find information	6.54	7.52	7.64	1.10	0.12	50
Space for students to study and work in groups	6.32	7.63	6.51	0.19	-1.12	73
Space that facilitates quiet study	6.38	7.76	6.71	0.33	-1.05	66
Using the library for research	7.07	8.09	7.37	0.29	-0.72	68

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
An online catalog that is user-friendly for finding materials	1.49	1.01	1.40	1.72	1.68	62
Library staff teaching me how to find information	2.14	1.89	1.71	1.50	1.45	50
Space for students to study and work in groups	1.88	1.79	1.66	2.26	2.39	73
Space that facilitates quiet study	1.95	1.65	1.73	2.57	2.19	66
Using the library for research	2.10	1.54	1.62	1.94	1.66	68

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Graduate/Post-Graduate

5.5 General Satisfaction Questions Summary for Graduate/Post-Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.86	1.16	173
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.39	1.51	165
How would you rate the overall quality of the service provided by the library?	7.51	1.17	338

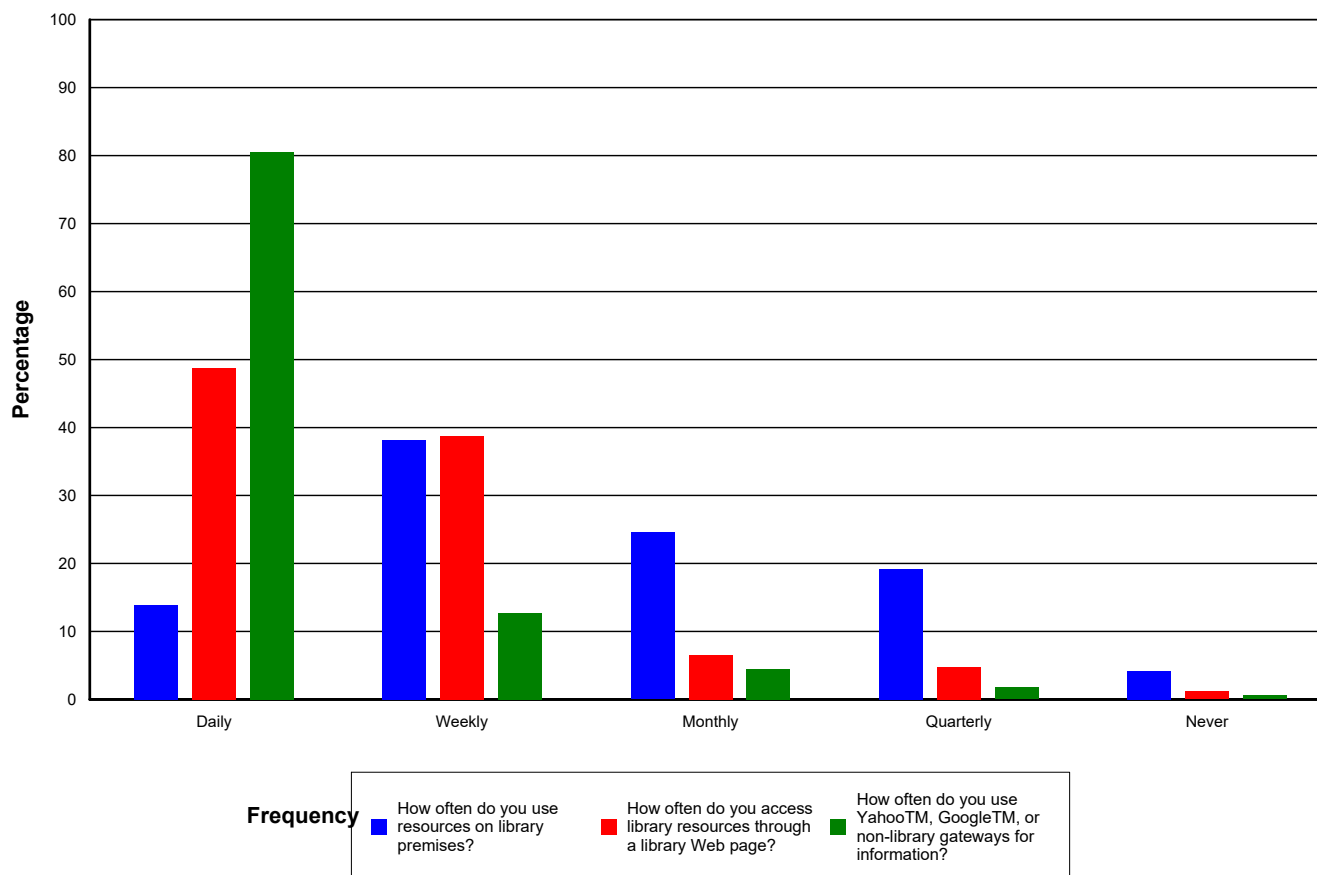
5.6 Information Literacy Outcomes Questions Summary for Graduate/Post-Graduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.88	1.71	109
The library aids my advancement in my academic discipline or work.	7.81	1.23	154
The library enables me to be more efficient in my academic pursuits or work.	7.28	1.59	157
The library helps me distinguish between trustworthy and untrustworthy information.	6.15	1.86	144
The library provides me with the information skills I need in my work or study.	7.32	1.45	112

5.7 Library Use Summary for Graduate/Post-Graduate

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	47 13.91%	129 38.17%	83 24.56%	65 19.23%	14 4.14%	338 100.00%
How often do you access library resources through a library Web page?	165 48.82%	131 38.76%	22 6.51%	16 4.73%	4 1.18%	338 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	272 80.47%	43 12.72%	15 4.44%	6 1.78%	2 0.59%	338 100.00%

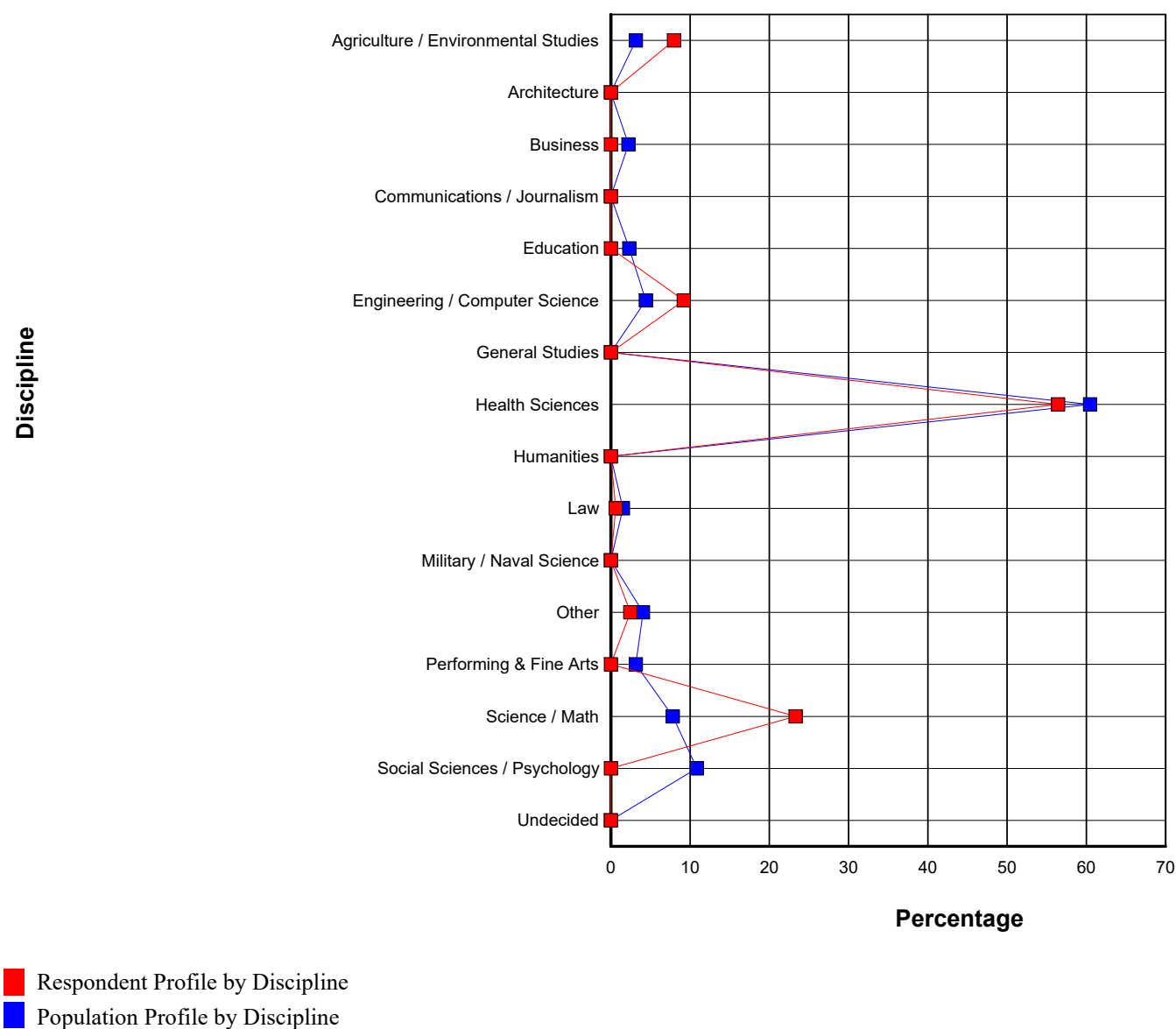
6 Faculty Summary for McGill University Library

6.1 Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



Language: English (American), French (Canada)
Institution Type: College or University
Consortium: None
User Group: Faculty

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	254	3.16	13	7.98	-4.81
Architecture	0	0.00	0	0.00	0.00
Business	178	2.22	0	0.00	2.22
Communications / Journalism	0	0.00	0	0.00	0.00
Education	186	2.32	0	0.00	2.32
Engineering / Computer Science	354	4.41	15	9.20	-4.79
General Studies	0	0.00	0	0.00	0.00
Health Sciences	4,855	60.48	92	56.44	4.03
Humanities	0	0.00	0	0.00	0.00
Law	122	1.52	1	0.61	0.91
Military / Naval Science	0	0.00	0	0.00	0.00
Other	326	4.06	4	2.45	1.61
Performing & Fine Arts	253	3.15	0	0.00	3.15
Science / Math	628	7.82	38	23.31	-15.49
Social Sciences / Psychology	872	10.86	0	0.00	10.86
Undecided	0	0.00	0	0.00	0.00
Total:	8,028	100.00	163	100.00	0.00

Language: English (American), French (Canada)

Institution Type: College or University

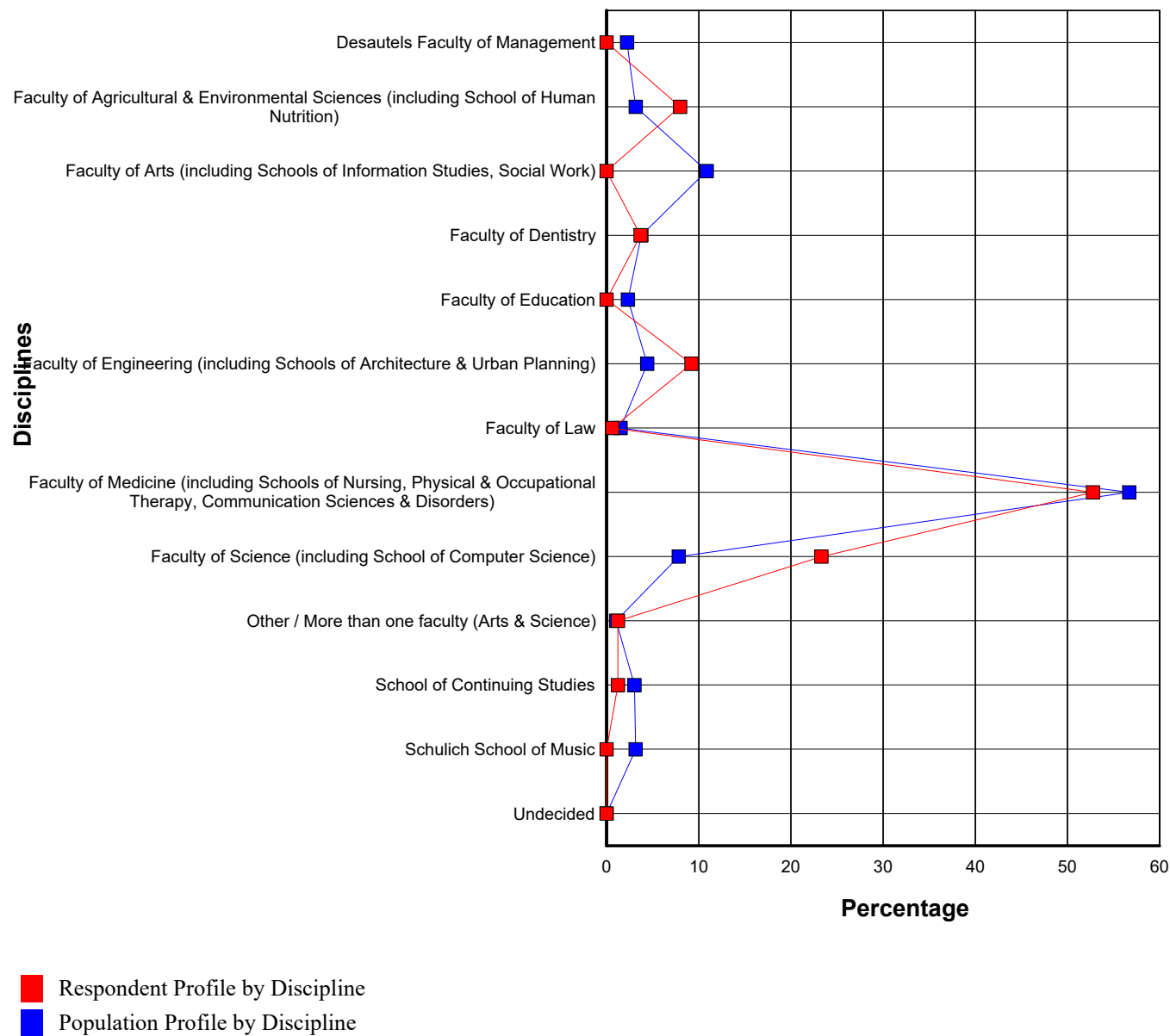
Consortium: None

User Group: Faculty

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Desautels Faculty of Management	178	2.22	0	0.00	2.22
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	254	3.16	13	7.98	-4.81
Faculty of Arts (including Schools of Information Studies, Social Work)	872	10.86	0	0.00	10.86
Faculty of Dentistry	303	3.77	6	3.68	0.09
Faculty of Education	186	2.32	0	0.00	2.32
Faculty of Engineering (including Schools of Architecture & Urban Planning)	354	4.41	15	9.20	-4.79
Faculty of Law	122	1.52	1	0.61	0.91
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	4,552	56.70	86	52.76	3.94
Faculty of Science (including School of Computer Science)	628	7.82	38	23.31	-15.49
Other / More than one faculty (Arts & Science)	83	1.03	2	1.23	-0.19
School of Continuing Studies	243	3.03	2	1.23	1.80
Schulich School of Music	253	3.15	0	0.00	3.15
Undecided	0	0.00	0	0.00	0.00
Total:	8,028	100.00	163	100.00	0.00

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Faculty

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	0	0.00
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	26	16.15
Islamic Studies Library	1	0.62
Nahum Gelber Law Library	1	0.62
Macdonald Campus Library	11	6.83
Marvin Duchow Music Library	2	1.24
Osler Library of the History of Medicine	14	8.70
Schulich Library of Physical Sciences, Life Sciences, and Engineering	47	29.19
I only use the library remotely	59	36.65
Total:	161	100.00

6.1.4 Respondent Profile by Age:

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

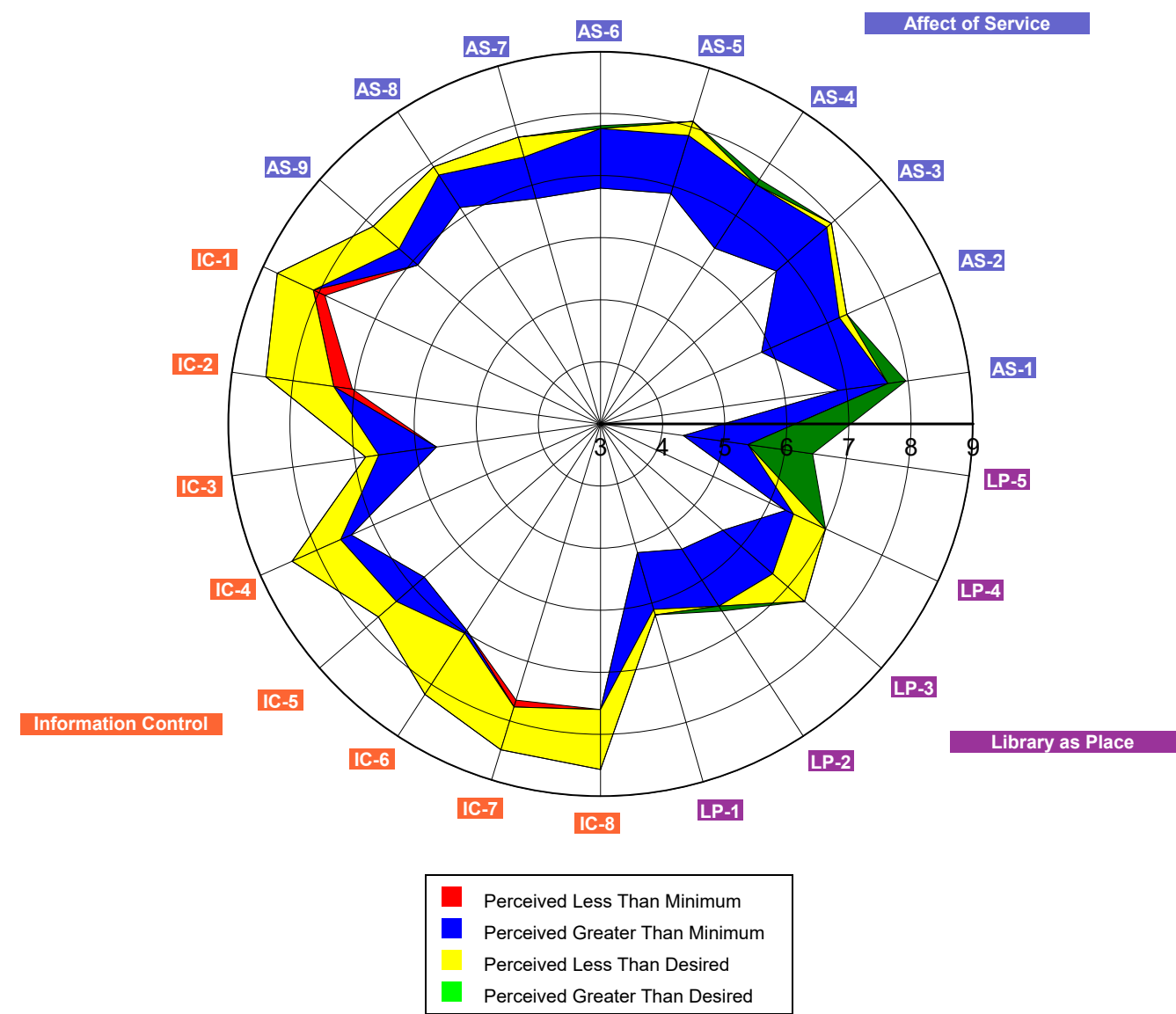
Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	5	3.07
31 - 45	51	31.29
46 - 65	72	44.17
Over 65	35	21.47
Total:	163	100.00

6.2 Core Questions Summary for Faculty

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

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

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



ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.87	7.68	7.97	1.10	0.29	31
AS-2	Giving users individual attention	5.84	7.34	7.21	1.37	-0.13	38
AS-3	Employees who are consistently courteous	6.76	7.93	7.83	1.07	-0.10	41
AS-4	Readiness to respond to users' questions	6.38	7.60	7.70	1.33	0.10	40
AS-5	Employees who have the knowledge to answer user questions	6.88	8.10	7.86	0.98	-0.24	42
AS-6	Employees who deal with users in a caring fashion	6.80	7.76	7.81	1.01	0.05	144
AS-7	Employees who understand the needs of their users	6.78	7.81	7.47	0.69	-0.33	36
AS-8	Willingness to help users	7.16	7.94	7.78	0.63	-0.16	32
AS-9	Dependability in handling users' service problems	6.90	7.85	7.30	0.40	-0.55	20
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.10	8.74	7.90	-0.21	-0.85	39
IC-2	A library Web site enabling me to locate information on my own	7.34	8.44	7.03	-0.31	-1.41	59
IC-3	The printed library materials I need for my work	5.67	6.82	6.61	0.94	-0.21	33
IC-4	The electronic information resources I need	7.39	8.44	7.58	0.19	-0.86	160
IC-5	Modern equipment that lets me easily access needed information	6.76	7.74	7.36	0.60	-0.38	42
IC-6	Easy-to-use access tools that allow me to find things on my own	6.96	8.19	7.02	0.06	-1.17	52
IC-7	Making information easily accessible for independent use	7.77	8.49	7.65	-0.12	-0.84	43
IC-8	Print and/or electronic journal collections I require for my work	7.60	8.57	7.60	0.00	-0.97	30
Library as Place							
LP-1	Library space that inspires study and learning	5.16	6.20	6.11	0.95	-0.09	121
LP-2	Quiet space for individual activities	5.41	6.50	6.59	1.19	0.09	32
LP-3	A comfortable and inviting location	5.61	7.35	6.68	1.06	-0.68	31
LP-4	A getaway for study, learning, or research	6.30	7.00	6.43	0.14	-0.57	37
LP-5	Community space for group learning and group study	4.35	5.40	6.45	2.10	1.05	20
Overall:		6.67	7.74	7.32	0.65	-0.42	163

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.96	1.97	1.22	1.76	1.72	31
AS-2	Giving users individual attention	2.14	2.04	1.36	2.32	2.20	38
AS-3	Employees who are consistently courteous	2.05	1.81	1.28	1.98	1.89	41
AS-4	Readiness to respond to users' questions	1.86	1.52	1.24	1.56	1.39	40
AS-5	Employees who have the knowledge to answer user questions	1.82	1.14	0.81	1.73	1.08	42
AS-6	Employees who deal with users in a caring fashion	1.88	1.76	1.25	1.83	1.77	144
AS-7	Employees who understand the needs of their users	1.35	1.24	1.25	1.17	1.01	36
AS-8	Willingness to help users	1.83	1.27	1.24	1.90	1.59	32
AS-9	Dependability in handling users' service problems	1.59	1.18	1.13	1.79	1.10	20
Information Control							
IC-1	Making electronic resources accessible from my home or office	0.97	0.59	1.12	1.26	1.11	39
IC-2	A library Web site enabling me to locate information on my own	1.78	1.26	1.65	1.97	1.70	59
IC-3	The printed library materials I need for my work	2.47	2.39	2.21	3.04	2.90	33
IC-4	The electronic information resources I need	1.55	1.04	1.32	1.78	1.49	160
IC-5	Modern equipment that lets me easily access needed information	1.96	1.74	1.25	1.95	1.65	42
IC-6	Easy-to-use access tools that allow me to find things on my own	1.52	0.95	1.09	1.56	1.38	52
IC-7	Making information easily accessible for independent use	1.25	0.91	1.07	1.38	1.04	43
IC-8	Print and/or electronic journal collections I require for my work	1.83	0.77	1.40	1.84	1.40	30
Library as Place							
LP-1	Library space that inspires study and learning	2.58	2.87	1.95	2.87	3.09	121
LP-2	Quiet space for individual activities	2.76	2.84	1.90	3.12	3.04	32
LP-3	A comfortable and inviting location	2.09	2.04	1.47	2.49	2.23	31
LP-4	A getaway for study, learning, or research	2.28	2.43	2.14	1.62	1.46	37
LP-5	Community space for group learning and group study	2.70	3.02	1.57	2.63	2.93	20
Overall:		1.43	1.23	0.99	1.45	1.27	163

Language: English (American), French (Canada)

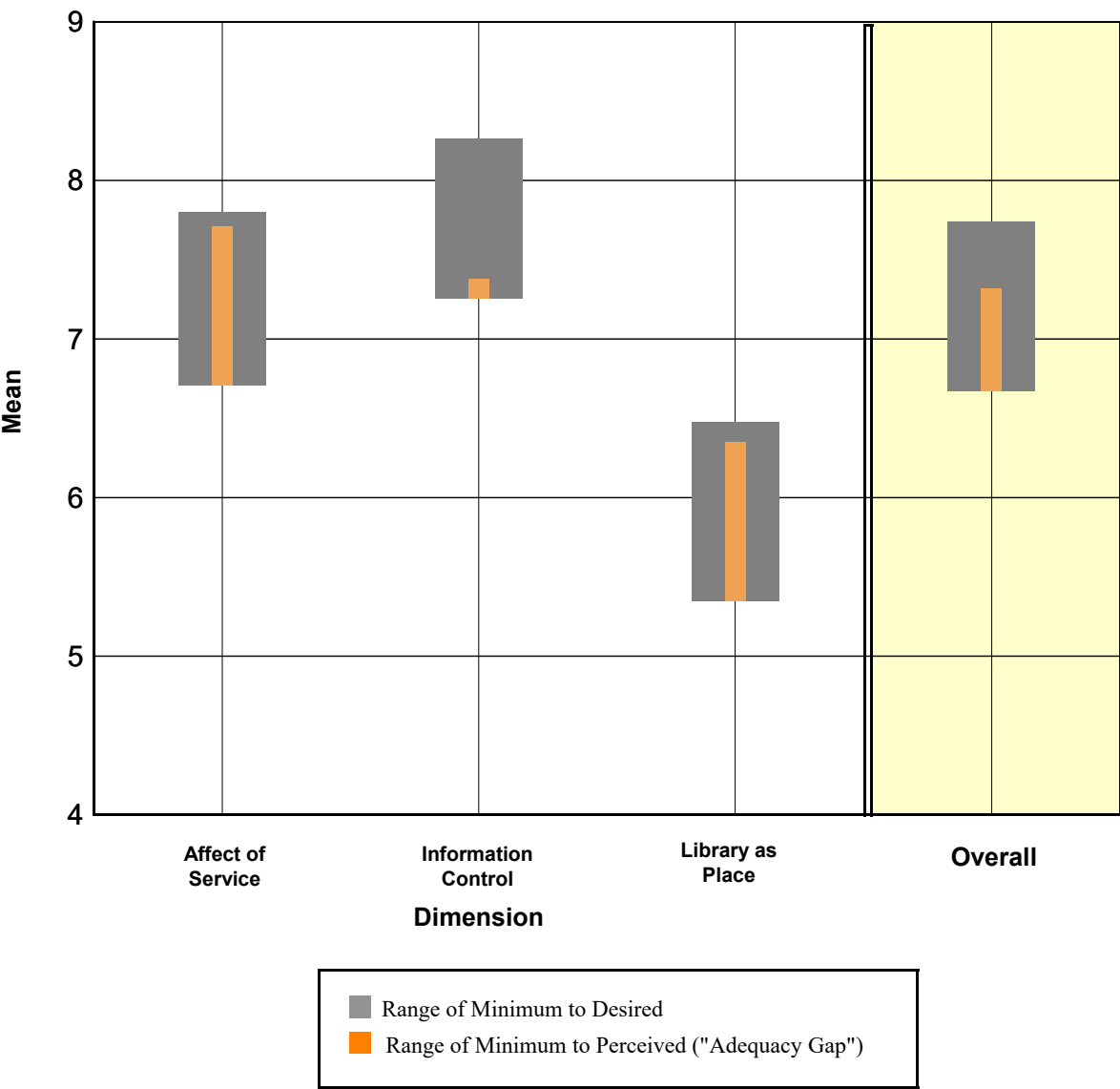
Institution Type: College or University

Consortium: None

User Group: Faculty

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.71	7.80	7.71	1.00	-0.09	159
Information Control	7.26	8.27	7.38	0.12	-0.89	162
Library as Place	5.35	6.48	6.35	1.00	-0.13	137
Overall	6.67	7.74	7.32	0.65	-0.42	163

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.74	1.46	1.05	1.62	1.40	159
Information Control	1.41	0.90	1.16	1.57	1.23	162
Library as Place	2.34	2.56	1.72	2.39	2.53	137
Overall	1.43	1.23	0.99	1.45	1.27	163

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Faculty

6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
An online catalog that is user-friendly for finding materials	7.28	8.35	6.50	-0.78	-1.85	40
Library staff teaching me how to find information	6.35	7.00	7.85	1.50	0.85	26
Space for students to study and work in groups	4.24	6.53	7.06	2.82	0.53	17
Space that facilitates quiet study	6.48	7.36	6.68	0.20	-0.68	25
Using the library for research	7.43	8.13	7.65	0.22	-0.48	23

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
An online catalog that is user-friendly for finding materials	1.69	1.37	1.63	1.82	1.94	40
Library staff teaching me how to find information	2.23	2.51	1.52	1.92	2.33	26
Space for students to study and work in groups	2.99	2.76	1.89	3.09	3.24	17
Space that facilitates quiet study	2.52	2.27	2.01	2.96	2.64	25
Using the library for research	1.85	1.71	0.98	1.95	1.62	23

6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.15	1.06	75
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.44	1.43	87
How would you rate the overall quality of the service provided by the library?	7.73	1.05	163

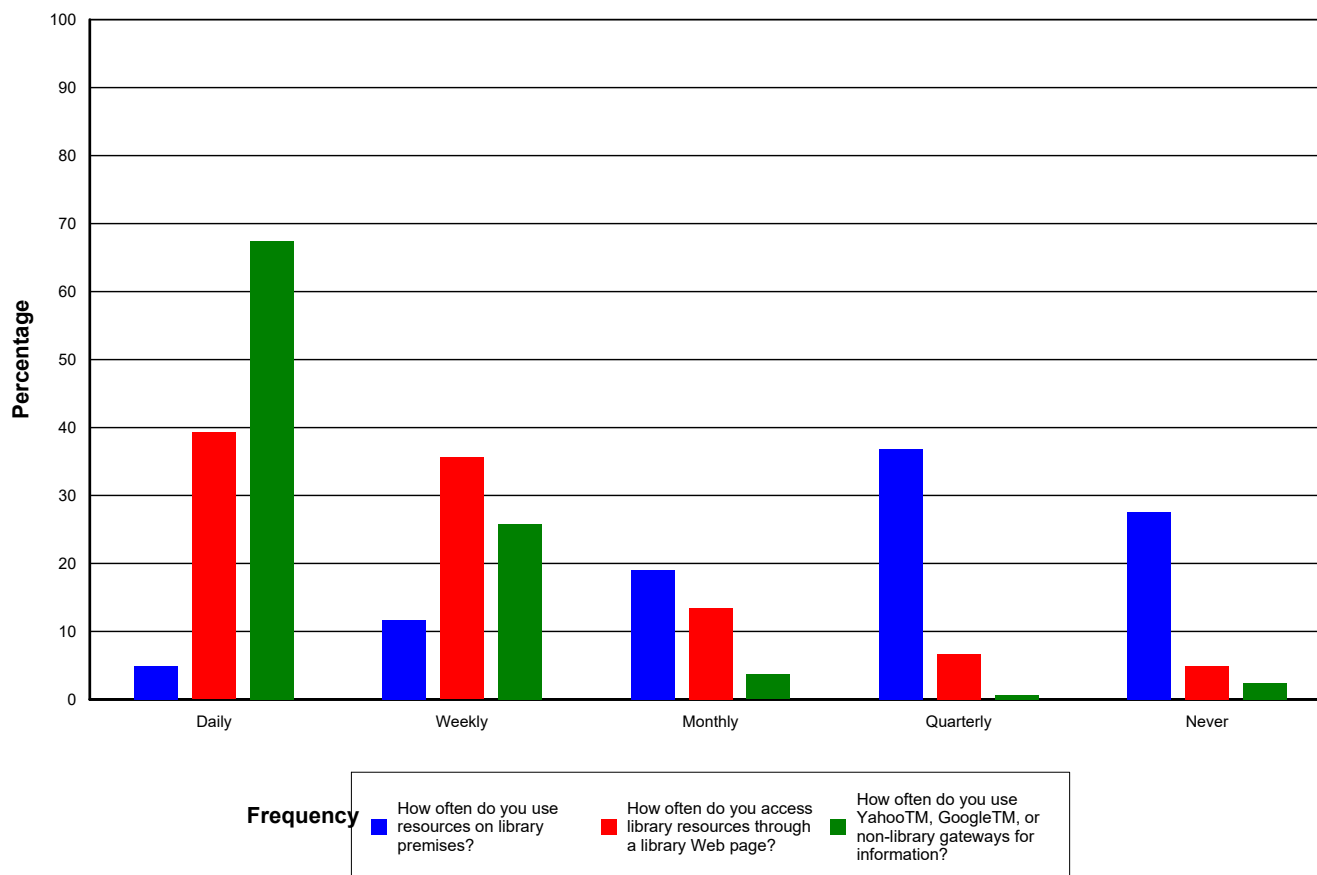
6.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.30	1.72	44
The library aids my advancement in my academic discipline or work.	7.73	1.68	79
The library enables me to be more efficient in my academic pursuits or work.	7.46	1.79	78
The library helps me distinguish between trustworthy and untrustworthy information.	6.27	2.04	78
The library provides me with the information skills I need in my work or study.	6.96	1.32	47

6.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	8 4.91%	19 11.66%	31 19.02%	60 36.81%	45 27.61%	163 100.00%
How often do you access library resources through a library Web page?	64 39.26%	58 35.58%	22 13.50%	11 6.75%	8 4.91%	163 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	110 67.48%	42 25.77%	6 3.68%	1 0.61%	4 2.45%	163 100.00%

7 Librarian or Library Staff Summary for McGill University Library

7.1 Demographic Summary for Librarian or Library Staff

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	0	0.00
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	9	90.00
Islamic Studies Library	0	0.00
Nahum Gelber Law Library	0	0.00
Macdonald Campus Library	0	0.00
Marvin Duchow Music Library	0	0.00
Osler Library of the History of Medicine	0	0.00
Schulich Library of Physical Sciences, Life Sciences, and Engineering	1	10.00
I only use the library remotely	0	0.00
Total:	10	100.00

7.1.2 Respondent Profile by Age:

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

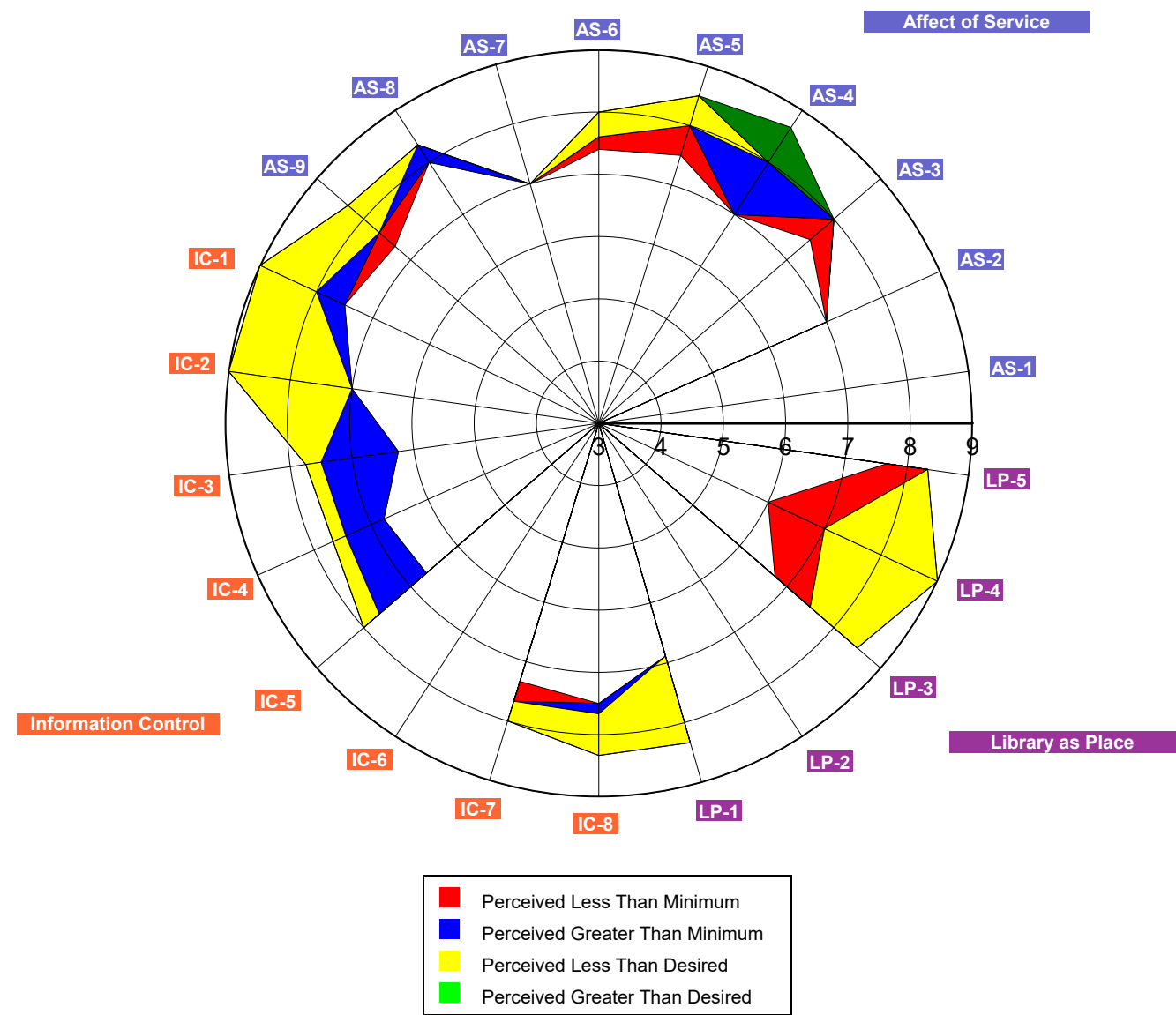
Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	3	30.00
31 - 45	4	40.00
46 - 65	2	20.00
Over 65	1	10.00
Total:	10	100.00

7.2 Core Questions Summary for Librarian or 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: Affect of Service, Information Control, and Library as Place.

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

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

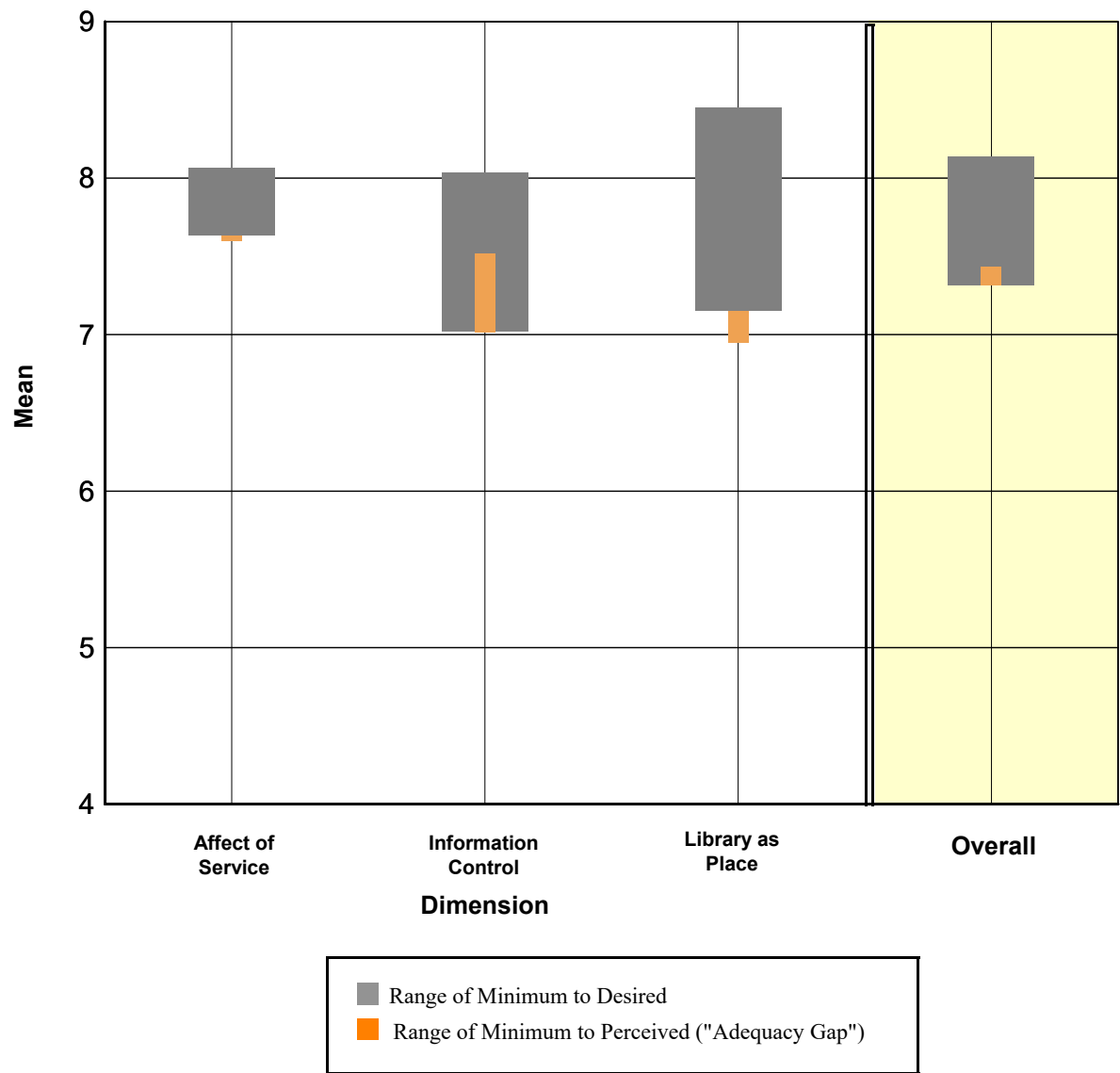


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users						0
AS-2	Giving users individual attention	7.00	7.00	7.00	0.00	0.00	1
AS-3	Employees who are consistently courteous	8.00	8.00	7.50	-0.50	-0.50	2
AS-4	Readiness to respond to users' questions	7.00	8.00	8.67	1.67	0.67	3
AS-5	Employees who have the knowledge to answer user questions	8.00	8.50	7.50	-0.50	-1.00	2
AS-6	Employees who deal with users in a caring fashion	7.60	8.00	7.40	-0.20	-0.60	10
AS-7	Employees who understand the needs of their users	7.00	7.00	7.00	0.00	0.00	1
AS-8	Willingness to help users	8.00	8.33	8.33	0.33	0.00	3
AS-9	Dependability in handling users' service problems	7.67	8.33	7.33	-0.33	-1.00	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.50	9.00	8.00	0.50	-1.00	2
IC-2	A library Web site enabling me to locate information on my own	7.00	9.00	7.00	0.00	-2.00	1
IC-3	The printed library materials I need for my work	6.25	7.75	7.50	1.25	-0.25	4
IC-4	The electronic information resources I need	6.78	7.67	7.44	0.67	-0.22	9
IC-5	Modern equipment that lets me easily access needed information	6.67	8.00	7.67	1.00	-0.33	3
IC-6	Easy-to-use access tools that allow me to find things on my own						0
IC-7	Making information easily accessible for independent use	7.67	8.00	7.33	-0.33	-0.67	3
IC-8	Print and/or electronic journal collections I require for my work	7.50	8.33	7.67	0.17	-0.67	6
Library as Place							
LP-1	Library space that inspires study and learning	6.89	8.33	6.89	0.00	-1.44	9
LP-2	Quiet space for individual activities						0
LP-3	A comfortable and inviting location	7.50	8.50	6.75	-0.75	-1.75	4
LP-4	A getaway for study, learning, or research	7.00	9.00	6.00	-1.00	-3.00	1
LP-5	Community space for group learning and group study	8.33	8.00	7.67	-0.67	-0.33	3
Overall:		7.31	8.14	7.43	0.12	-0.71	10

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users						0
AS-2	Giving users individual attention						1
AS-3	Employees who are consistently courteous	1.41	1.41	0.71	2.12	2.12	2
AS-4	Readiness to respond to users' questions	0	1.00	0.58	0.58	0.58	3
AS-5	Employees who have the knowledge to answer user questions	1.41	0.71	0.71	0.71	1.41	2
AS-6	Employees who deal with users in a caring fashion	1.07	0.82	1.07	1.03	1.07	10
AS-7	Employees who understand the needs of their users						1
AS-8	Willingness to help users	1.00	0.58	1.15	1.53	1.00	3
AS-9	Dependability in handling users' service problems	0.82	0.82	1.21	1.51	1.55	6
Information Control							
IC-1	Making electronic resources accessible from my home or office	0.71	0	1.41	0.71	1.41	2
IC-2	A library Web site enabling me to locate information on my own						1
IC-3	The printed library materials I need for my work	0.96	0.96	1.29	1.26	1.89	4
IC-4	The electronic information resources I need	0.83	1.12	0.88	1.41	1.48	9
IC-5	Modern equipment that lets me easily access needed information	1.53	1.00	0.58	1.00	1.53	3
IC-6	Easy-to-use access tools that allow me to find things on my own						0
IC-7	Making information easily accessible for independent use	0.58	0	1.15	1.53	1.15	3
IC-8	Print and/or electronic journal collections I require for my work	1.05	0.82	0.52	1.17	1.21	6
Library as Place							
LP-1	Library space that inspires study and learning	1.17	0.87	0.78	1.32	1.33	9
LP-2	Quiet space for individual activities						0
LP-3	A comfortable and inviting location	0.58	1.00	1.71	1.26	1.26	4
LP-4	A getaway for study, learning, or research						1
LP-5	Community space for group learning and group study	1.15	1.00	0.58	0.58	0.58	3
Overall:		0.67	0.64	0.53	0.80	0.76	10

7.3 Core Question Dimensions Summary for Librarian or Library Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.63	8.07	7.60	-0.03	-0.47	10
Information Control	7.02	8.03	7.52	0.50	-0.52	10
Library as Place	7.15	8.45	6.95	-0.20	-1.50	10
Overall	7.31	8.14	7.43	0.12	-0.71	10

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	0.67	0.84	0.90	1.05	1.10	10
Information Control	0.79	0.69	0.76	1.09	1.11	10
Library as Place	1.33	0.72	0.76	1.09	1.11	10
Overall	0.67	0.64	0.53	0.80	0.76	10

7.4 Local Question Summary for Librarian or Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
An online catalog that is user-friendly for finding materials	7.33	8.33	7.00	-0.33	-1.33	3
Library staff teaching me how to find information	8.00	8.00	7.00	-1.00	-1.00	2
Space for students to study and work in groups						0
Space that facilitates quiet study	7.00	7.00	8.00	1.00	1.00	1
Using the library for research	8.50	8.00	8.00	-0.50	0	2

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
An online catalog that is user-friendly for finding materials	1.53	0.58	1.00	2.52	1.53	3
Library staff teaching me how to find information	1.41	1.41	0	1.41	1.41	2
Space for students to study and work in groups						0
Space that facilitates quiet study						1
Using the library for research	0.71	1.41	0	0.71	1.41	2

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Librarian or Library Staff

7.5 General Satisfaction Questions Summary for Librarian or Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.20	0.45	5
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.80	1.79	5
How would you rate the overall quality of the service provided by the library?	7.70	0.48	10

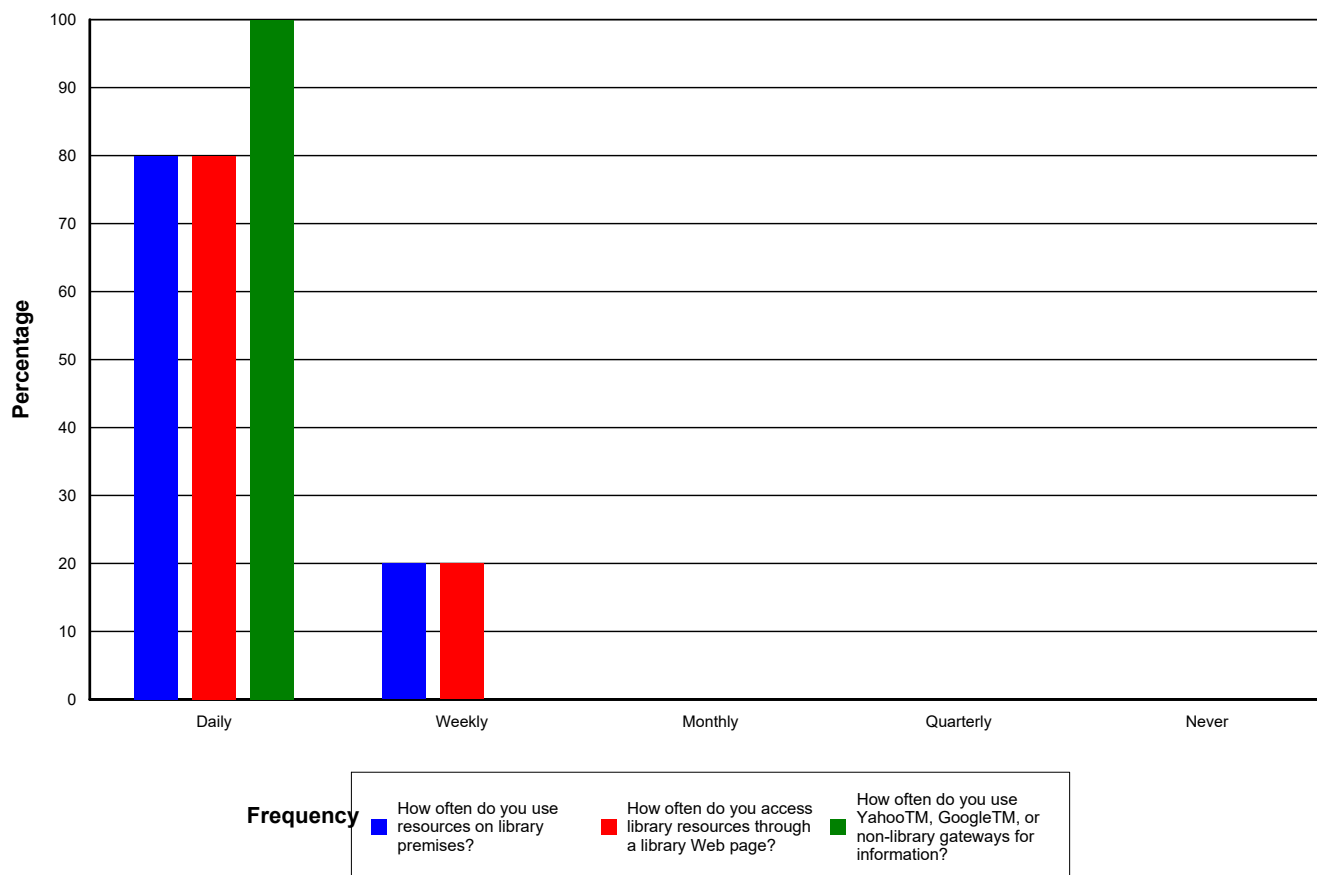
7.6 Information Literacy Outcomes Questions Summary for Librarian or Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.80	1.79	5
The library aids my advancement in my academic discipline or work.	7.00	2.00	5
The library enables me to be more efficient in my academic pursuits or work.	7.80	1.10	5
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	0.82	4
The library provides me with the information skills I need in my work or study.	8.00		1

7.7 Library Use Summary for Librarian or Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	8 80.00%	2 20.00%	0 0 %	0 0 %	0 0 %	10 100.00%
How often do you access library resources through a library Web page?	8 80.00%	2 20.00%	0 0 %	0 0 %	0 0 %	10 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	10 100.00%	0 0 %	0 0 %	0 0 %	0 0 %	10 100.00%

8 Staff Summary for McGill University Library

8.1 Demographic Summary for Staff

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	0	0.00
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	24	42.11
Islamic Studies Library	0	0.00
Nahum Gelber Law Library	1	1.75
Macdonald Campus Library	4	7.02
Marvin Duchow Music Library	0	0.00
Osler Library of the History of Medicine	5	8.77
Schulich Library of Physical Sciences, Life Sciences, and Engineering	8	14.04
I only use the library remotely	15	26.32
Total:	57	100.00

8.1.2 Respondent Profile by Age:

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

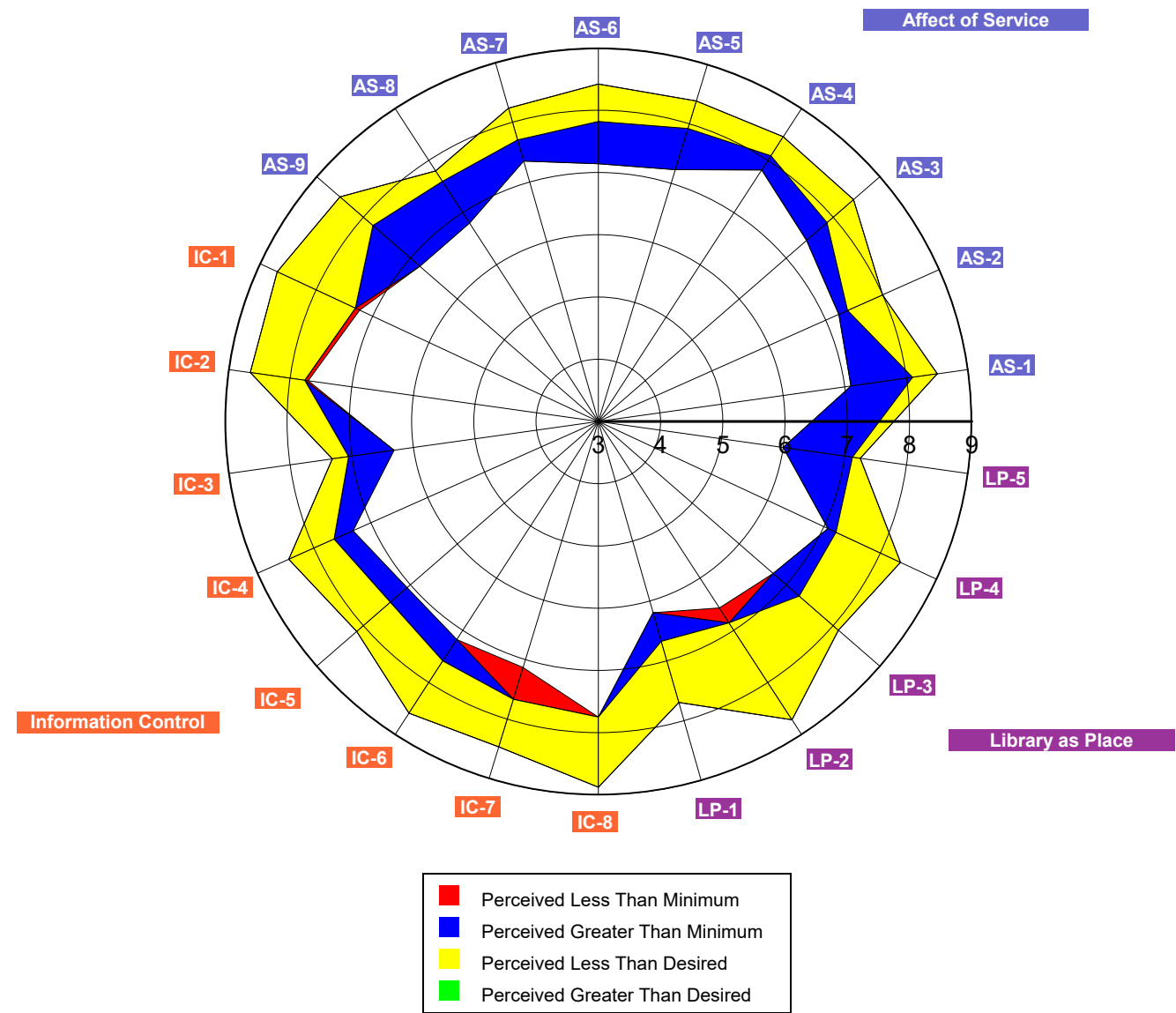
Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	10	17.24
31 - 45	32	55.17
46 - 65	16	27.59
Over 65	0	0.00
Total:	58	100.00

8.2 Core Questions Summary for Staff

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

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

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

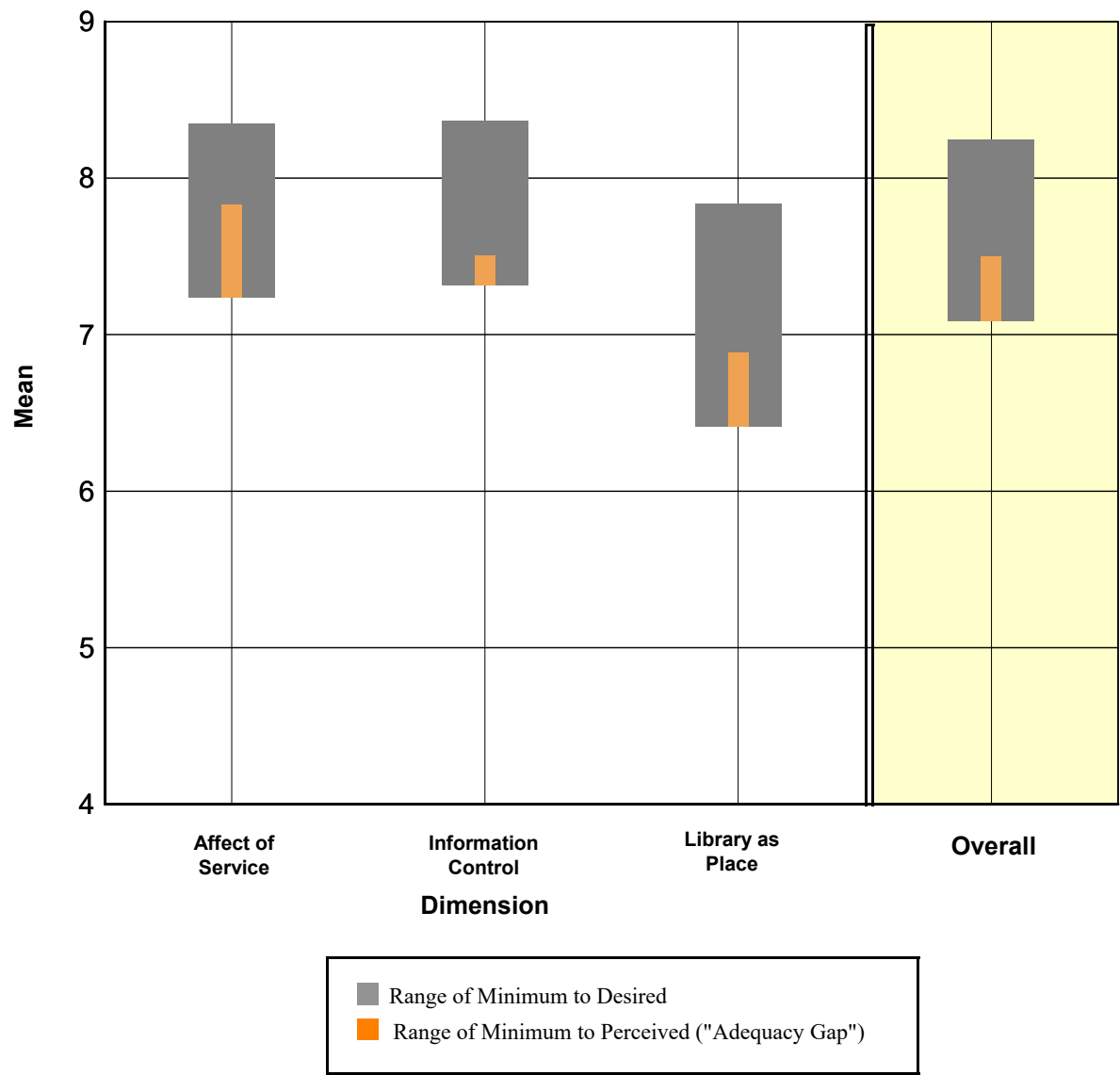


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.10	8.50	8.10	1.00	-0.40	10
AS-2	Giving users individual attention	7.23	8.00	7.38	0.15	-0.62	13
AS-3	Employees who are consistently courteous	7.43	8.43	7.87	0.43	-0.57	23
AS-4	Readiness to respond to users' questions	7.82	8.45	8.09	0.27	-0.36	11
AS-5	Employees who have the knowledge to answer user questions	7.23	8.38	7.92	0.69	-0.46	13
AS-6	Employees who deal with users in a caring fashion	7.14	8.42	7.82	0.68	-0.60	50
AS-7	Employees who understand the needs of their users	7.35	8.24	7.71	0.35	-0.53	17
AS-8	Willingness to help users	6.80	7.80	7.60	0.80	-0.20	5
AS-9	Dependability in handling users' service problems	6.80	8.50	7.80	1.00	-0.70	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.31	8.69	7.23	-0.08	-1.46	13
IC-2	A library Web site enabling me to locate information on my own	7.76	8.65	7.71	-0.06	-0.94	17
IC-3	The printed library materials I need for my work	6.32	7.32	7.05	0.74	-0.26	19
IC-4	The electronic information resources I need	7.31	8.44	7.65	0.33	-0.80	54
IC-5	Modern equipment that lets me easily access needed information	7.07	8.14	7.43	0.36	-0.71	14
IC-6	Easy-to-use access tools that allow me to find things on my own	7.18	8.59	7.59	0.41	-1.00	17
IC-7	Making information easily accessible for independent use	7.67	8.47	7.13	-0.53	-1.33	15
IC-8	Print and/or electronic journal collections I require for my work	7.75	8.88	7.75	0.00	-1.13	8
Library as Place							
LP-1	Library space that inspires study and learning	6.20	7.70	6.67	0.48	-1.02	46
LP-2	Quiet space for individual activities	6.86	8.71	6.57	-0.29	-2.14	7
LP-3	A comfortable and inviting location	6.72	8.11	7.28	0.56	-0.83	18
LP-4	A getaway for study, learning, or research	7.07	8.36	7.21	0.14	-1.14	14
LP-5	Community space for group learning and group study	6.00	7.25	7.13	1.13	-0.13	8
Overall:		7.09	8.24	7.50	0.41	-0.74	58

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.20	0.71	0.88	1.15	0.84	10
AS-2	Giving users individual attention	1.30	0.91	1.39	1.52	1.61	13
AS-3	Employees who are consistently courteous	1.47	0.95	0.81	1.50	1.20	23
AS-4	Readiness to respond to users' questions	0.75	0.69	0.94	0.90	1.03	11
AS-5	Employees who have the knowledge to answer user questions	1.24	1.04	1.19	1.75	1.20	13
AS-6	Employees who deal with users in a caring fashion	1.57	0.84	1.34	1.58	1.25	50
AS-7	Employees who understand the needs of their users	1.06	1.03	1.16	0.79	0.94	17
AS-8	Willingness to help users	1.48	1.64	1.14	1.30	1.48	5
AS-9	Dependability in handling users' service problems	1.32	0.71	0.92	1.41	1.06	10
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.32	0.63	1.48	1.19	1.51	13
IC-2	A library Web site enabling me to locate information on my own	1.15	0.61	0.92	1.09	0.97	17
IC-3	The printed library materials I need for my work	1.89	1.97	1.22	1.73	1.66	19
IC-4	The electronic information resources I need	1.27	0.74	0.99	1.36	1.20	54
IC-5	Modern equipment that lets me easily access needed information	1.49	1.10	0.94	1.50	1.44	14
IC-6	Easy-to-use access tools that allow me to find things on my own	0.81	0.62	0.80	0.80	1.17	17
IC-7	Making information easily accessible for independent use	0.98	0.74	1.55	1.85	1.54	15
IC-8	Print and/or electronic journal collections I require for my work	0.89	0.35	1.04	0.93	1.25	8
Library as Place							
LP-1	Library space that inspires study and learning	1.96	1.98	1.58	1.89	1.78	46
LP-2	Quiet space for individual activities	2.73	0.49	2.07	3.40	2.27	7
LP-3	A comfortable and inviting location	1.96	1.23	1.27	2.12	1.42	18
LP-4	A getaway for study, learning, or research	1.69	0.74	1.31	1.56	1.29	14
LP-5	Community space for group learning and group study	0.76	0.71	1.55	1.46	1.73	8
Overall:		0.99	0.74	0.87	1.14	1.03	58

8.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.24	8.35	7.83	0.59	-0.52	56
Information Control	7.32	8.37	7.51	0.19	-0.86	57
Library as Place	6.41	7.84	6.88	0.47	-0.95	52
Overall	7.09	8.24	7.50	0.41	-0.74	58

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.16	0.81	0.96	1.23	1.02	56
Information Control	1.00	0.74	0.91	1.16	1.09	57
Library as Place	1.84	1.60	1.47	1.79	1.50	52
Overall	0.99	0.74	0.87	1.14	1.03	58

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Staff

8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
An online catalog that is user-friendly for finding materials	7.70	8.60	6.60	-1.10	-2.00	10
Library staff teaching me how to find information	7.60	8.00	8.00	0.40	0	5
Space for students to study and work in groups	6.14	7.86	7.43	1.29	-0.43	7
Space that facilitates quiet study	7.38	8.31	7.77	0.38	-0.54	13
Using the library for research	6.44	8.33	7.56	1.11	-0.78	9

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
An online catalog that is user-friendly for finding materials	0.82	0.52	2.07	2.42	2.21	10
Library staff teaching me how to find information	1.34	1.00	1.00	0.89	0	5
Space for students to study and work in groups	1.95	1.21	0.98	1.70	1.27	7
Space that facilitates quiet study	1.04	0.75	0.73	1.39	1.13	13
Using the library for research	1.88	1.00	0.53	1.62	0.97	9

8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.09	1.03	32
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.38	0.94	26
How would you rate the overall quality of the service provided by the library?	7.67	1.03	58

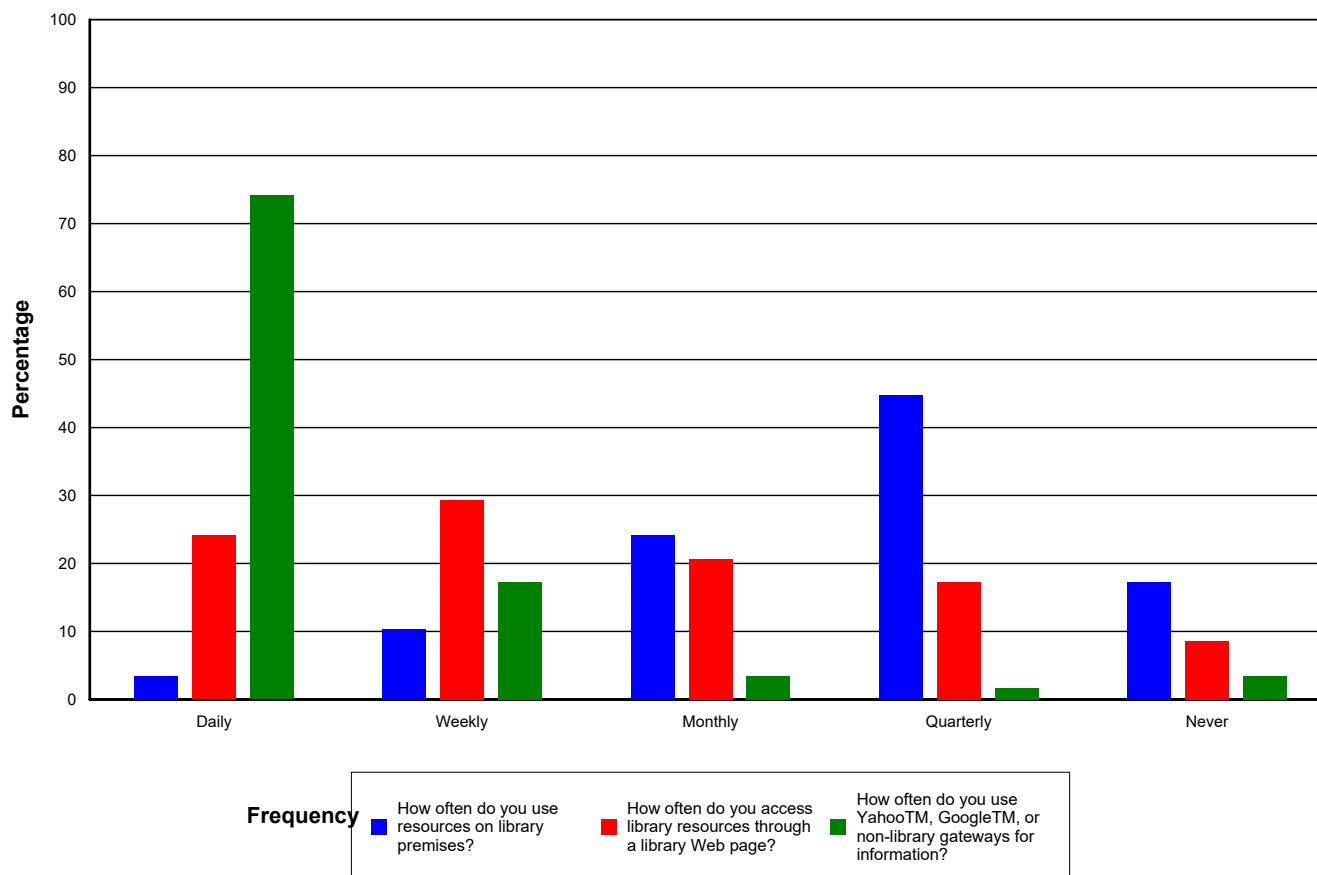
8.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.04	1.78	26
The library aids my advancement in my academic discipline or work.	7.48	1.24	23
The library enables me to be more efficient in my academic pursuits or work.	7.14	1.57	29
The library helps me distinguish between trustworthy and untrustworthy information.	6.46	1.96	24
The library provides me with the information skills I need in my work or study.	7.64	1.34	14

8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	2 3.45%	6 10.34%	14 24.14%	26 44.83%	10 17.24%	58 100.00%
How often do you access library resources through a library Web page?	14 24.14%	17 29.31%	12 20.69%	10 17.24%	5 8.62%	58 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	43 74.14%	10 17.24%	2 3.45%	1 1.72%	2 3.45%	58 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

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

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

LibQUAL+ 2001 Dimensions

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

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

LibQUAL+ 2002 and 2003 Dimensions

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

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

LibQUAL+ 2004 - Present Dimensions

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

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

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

Affect of Service

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

Information Control

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

Library as Place

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



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