



LibQUAL⁺
2019 Survey

McGill University Library

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2019 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 2018, there have been 3,161 institutional surveys implemented across 1,390 institutions in 35 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 2019 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

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

Service Adequacy

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

Service Superiority

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

Radar Charts

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

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

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

How to read a radar chart

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

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

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

Data Screening

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

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

LibQUAL+ Analytics

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

LibQUAL+ Norms

LibQUAL+ norms are available in the appendix of the following conference paper:

http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce_Thompson_pp52-60_.pdf

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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. \$):	\$33,284,704
Personnel - professional staff, FTE:	97
Personnel - support staff, FTE:	77
Total library materials expenditures (in U.S. \$):	19,189,962
Total salaries and wages for professional staff (in U.S. \$):	12,036,394

1.5 Contact Information for McGill University Library

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

Name:	Giovanna Badia
Title:	
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Email:	giovanna.badia@mcgill.ca

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 <i>(by Language)</i>
English (American)	Count	999	999
	<i>% of Protocol</i>	91.90%	91.90%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	91.90	91.90
French (Canada)	Count	88	88
	<i>% of Protocol</i>	8.10%	8.10%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	8.10	8.10
Total <i>(by Survey Protocol)</i>	Count	1,087	1,087
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00

2 Demographic Summary for McGill University Library

2.1 Respondents by User Group

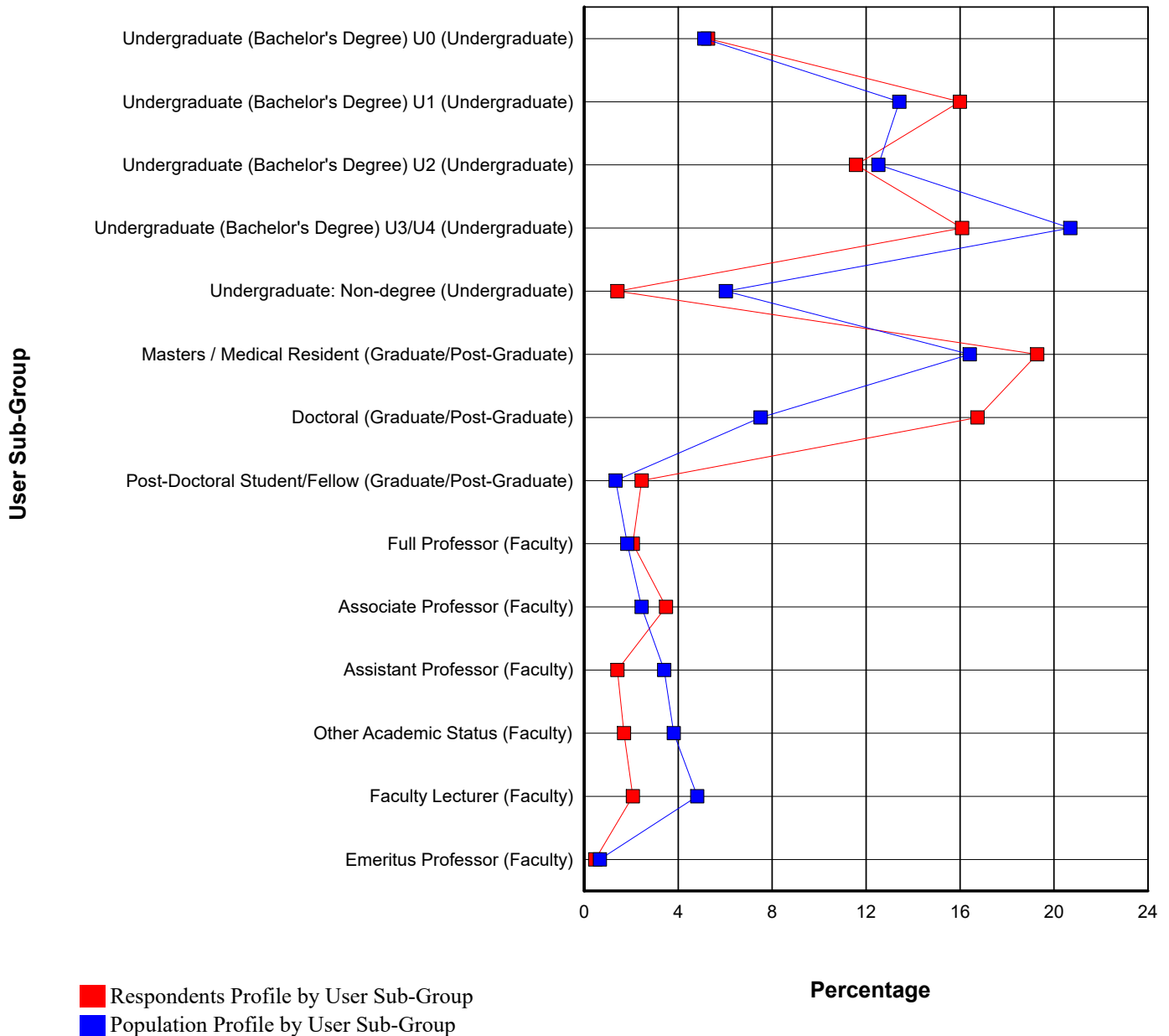
User Group	Respondent n	Respondent %
Undergraduate		
Undergraduate (Bachelor's Degree) U0	56	5.15%
Undergraduate (Bachelor's Degree) U1	170	15.64%
Undergraduate (Bachelor's Degree) U2	123	11.32%
Undergraduate (Bachelor's Degree) U3/U4	171	15.73%
Undergraduate: Non-degree	15	1.38%
Sub Total:	535	49.22%
Graduate/Post-Graduate		
Masters / Medical Resident	205	18.86%
Doctoral	178	16.38%
Post-Doctoral Student/Fellow	26	2.39%
Sub Total:	409	37.63%
Faculty		
Full Professor	22	2.02%
Associate Professor	37	3.40%
Assistant Professor	15	1.38%
Other Academic Status	18	1.66%
Faculty Lecturer	22	2.02%
Emeritus Professor	5	0.46%
Sub Total:	119	10.95%
Librarian or Library Staff		
Librarian or Library Staff	13	1.20%
Sub Total:	13	1.20%
Staff		
Research Staff	3	0.28%
University / Hospital Staff	8	0.74%
Sub Total:	11	1.01%
Total:	1,087	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.*



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
Undergraduate (Bachelor's Degree) U0 (Undergraduate)	2,442	5.11	56	5.27	-0.16
Undergraduate (Bachelor's Degree) U1 (Undergraduate)	6,409	13.42	170	15.99	-2.58
Undergraduate (Bachelor's Degree) U2 (Undergraduate)	5,983	12.52	123	11.57	0.95
Undergraduate (Bachelor's Degree) U3/U4 (Undergraduate)	9,886	20.69	171	16.09	4.61
Undergraduate: Non-degree (Undergraduate)	2,881	6.03	15	1.41	4.62
Masters / Medical Resident (Graduate/Post-Graduate)	7,841	16.41	205	19.29	-2.87
Doctoral (Graduate/Post-Graduate)	3,590	7.51	178	16.75	-9.23
Post-Doctoral Student/Fellow (Graduate/Post-Graduate)	638	1.34	26	2.45	-1.11
Full Professor (Faculty)	875	1.83	22	2.07	-0.24
Associate Professor (Faculty)	1,166	2.44	37	3.48	-1.04
Assistant Professor (Faculty)	1,626	3.40	15	1.41	1.99
Other Academic Status (Faculty)	1,821	3.81	18	1.69	2.12
Faculty Lecturer (Faculty)	2,298	4.81	22	2.07	2.74
Emeritus Professor (Faculty)	318	0.67	5	0.47	0.20
Total:	47,774	100.00	1,063	100.00	0.00

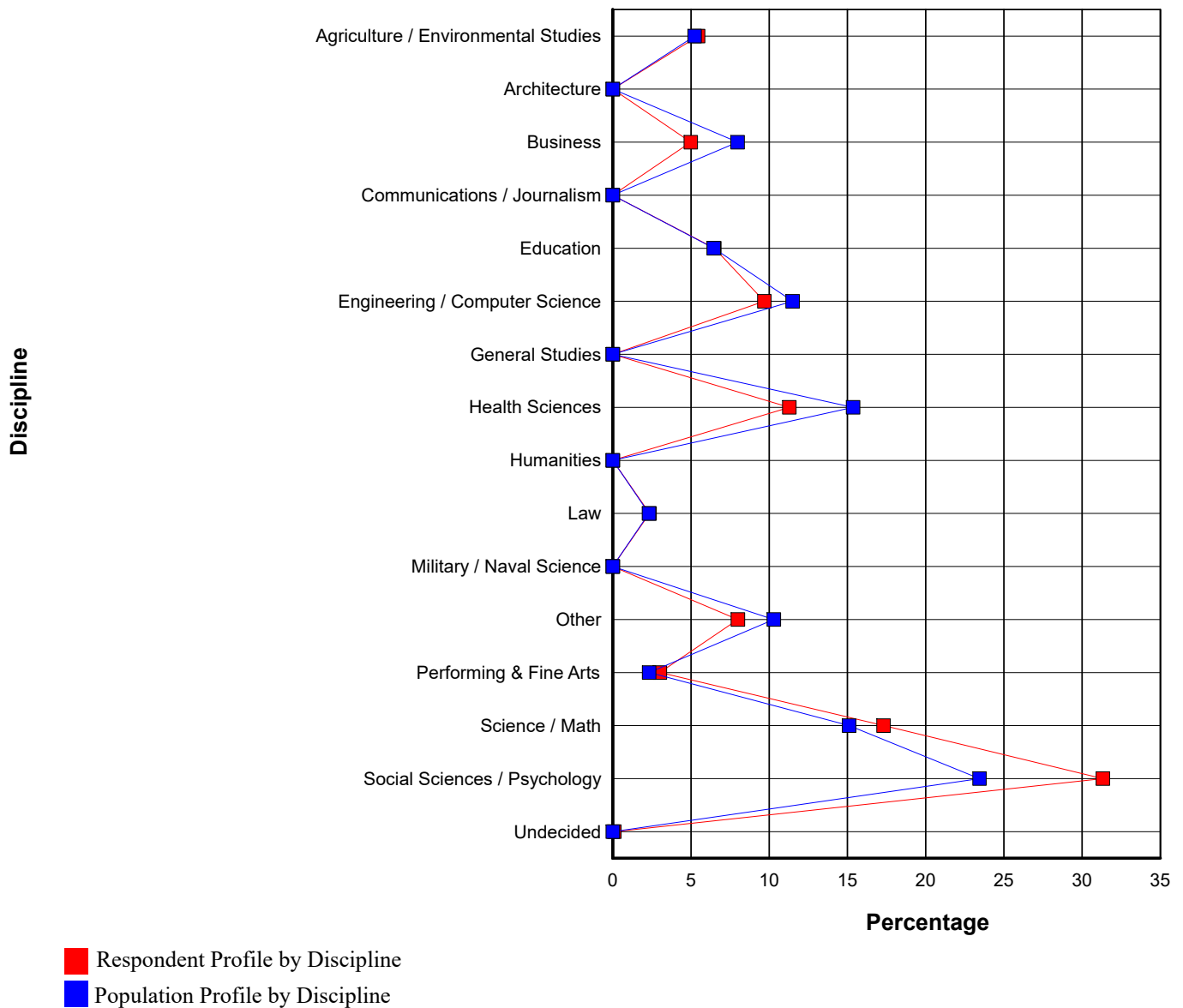
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

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

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

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



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
Agriculture / Environmental Studies	2,184	5.23	58	5.46	-0.22
Architecture	0	0.00	0	0.00	0.00
Business	3,331	7.98	53	4.99	2.99
Communications / Journalism	0	0.00	0	0.00	0.00
Education	2,693	6.45	69	6.49	-0.04
Engineering / Computer Science	4,800	11.50	103	9.69	1.81
General Studies	0	0.00	0	0.00	0.00
Health Sciences	6,413	15.36	120	11.29	4.07
Humanities	0	0.00	0	0.00	0.00
Law	966	2.31	25	2.35	-0.04
Military / Naval Science	0	0.00	0	0.00	0.00
Other	4,297	10.29	85	8.00	2.30
Performing & Fine Arts	971	2.33	32	3.01	-0.68
Science / Math	6,305	15.10	184	17.31	-2.21
Social Sciences / Psychology	9,786	23.44	333	31.33	-7.88
Undecided	0	0.00	1	0.09	-0.09
Total:	41,746	100.00	1,063	100.00	0.00

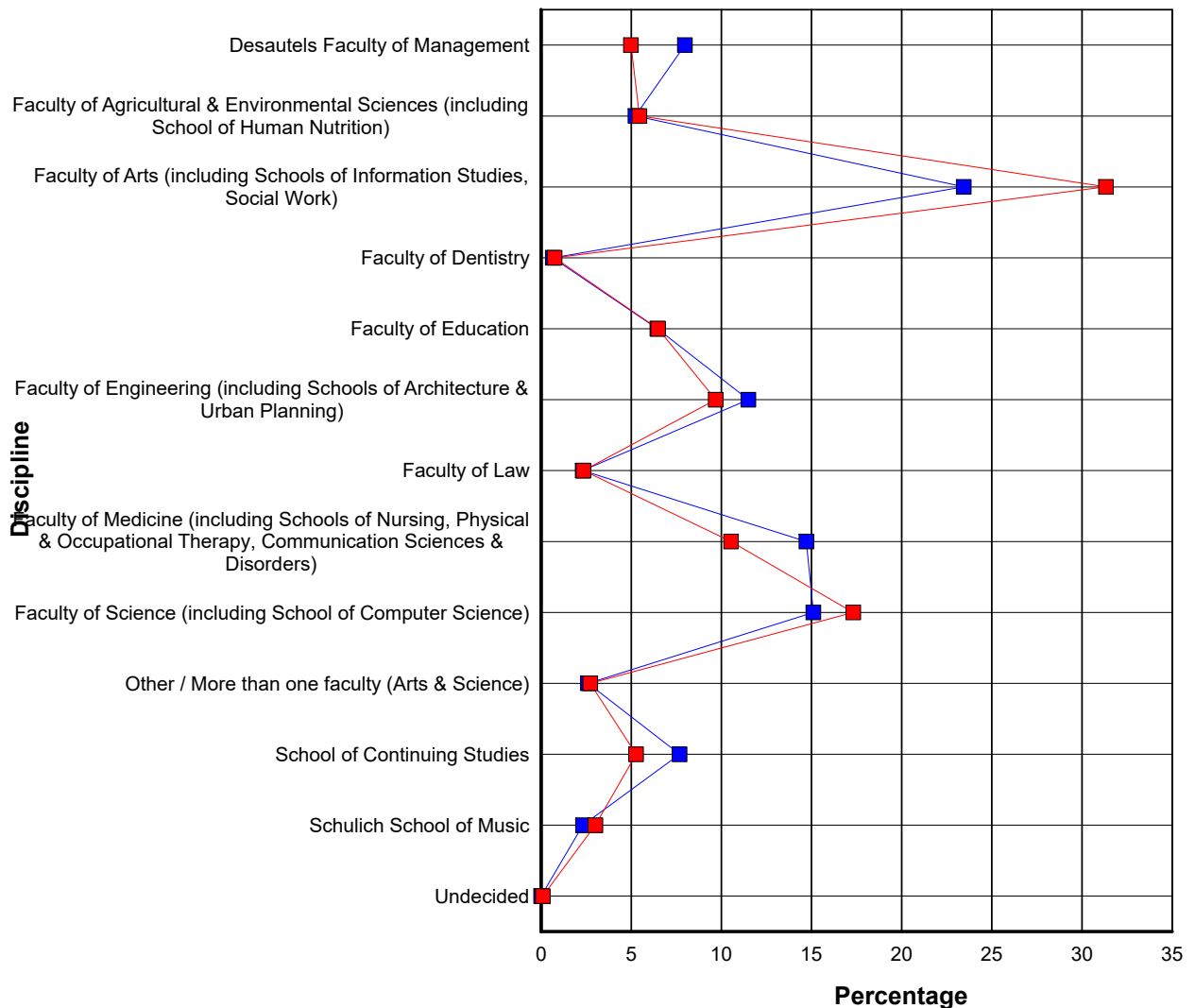
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: None
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

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

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

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



- 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	3,331	7.98	53	4.99	2.99
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	2,184	5.23	58	5.46	-0.22
Faculty of Arts (including Schools of Information Studies, Social Work)	9,786	23.44	333	31.33	-7.88
Faculty of Dentistry	272	0.65	8	0.75	-0.10
Faculty of Education	2,693	6.45	69	6.49	-0.04
Faculty of Engineering (including Schools of Architecture & Urban Planning)	4,800	11.50	103	9.69	1.81
Faculty of Law	966	2.31	25	2.35	-0.04
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	6,141	14.71	112	10.54	4.17
Faculty of Science (including School of Computer Science)	6,305	15.10	184	17.31	-2.21
Other / More than one faculty (Arts & Science)	1,088	2.61	29	2.73	-0.12
School of Continuing Studies	3,209	7.69	56	5.27	2.42
Schulich School of Music	971	2.33	32	3.01	-0.68
Undecided	0	0.00	1	0.09	-0.09
Total:	41,746	100.00	1,063	100.00	0.00

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

2.5 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	460	42.87
23 - 30	333	31.03
31 - 45	169	15.75
46 - 65	88	8.20
Over 65	18	1.68
Under 18	5	0.47
Total:	1,073	100.00

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	23	2.16
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	624	58.48
I only use the library remotely	62	5.81
Islamic Studies Library	14	1.31
Macdonald Campus Library	54	5.06
Marvin Duchow Music Library	43	4.03
Nahum Gelber Law Library	32	3.00
Osler Library of the History of Medicine	10	0.94
Schulich Library of Physical Sciences, Life Sciences, and Engineering	205	19.21
Total:	1,067	100.00

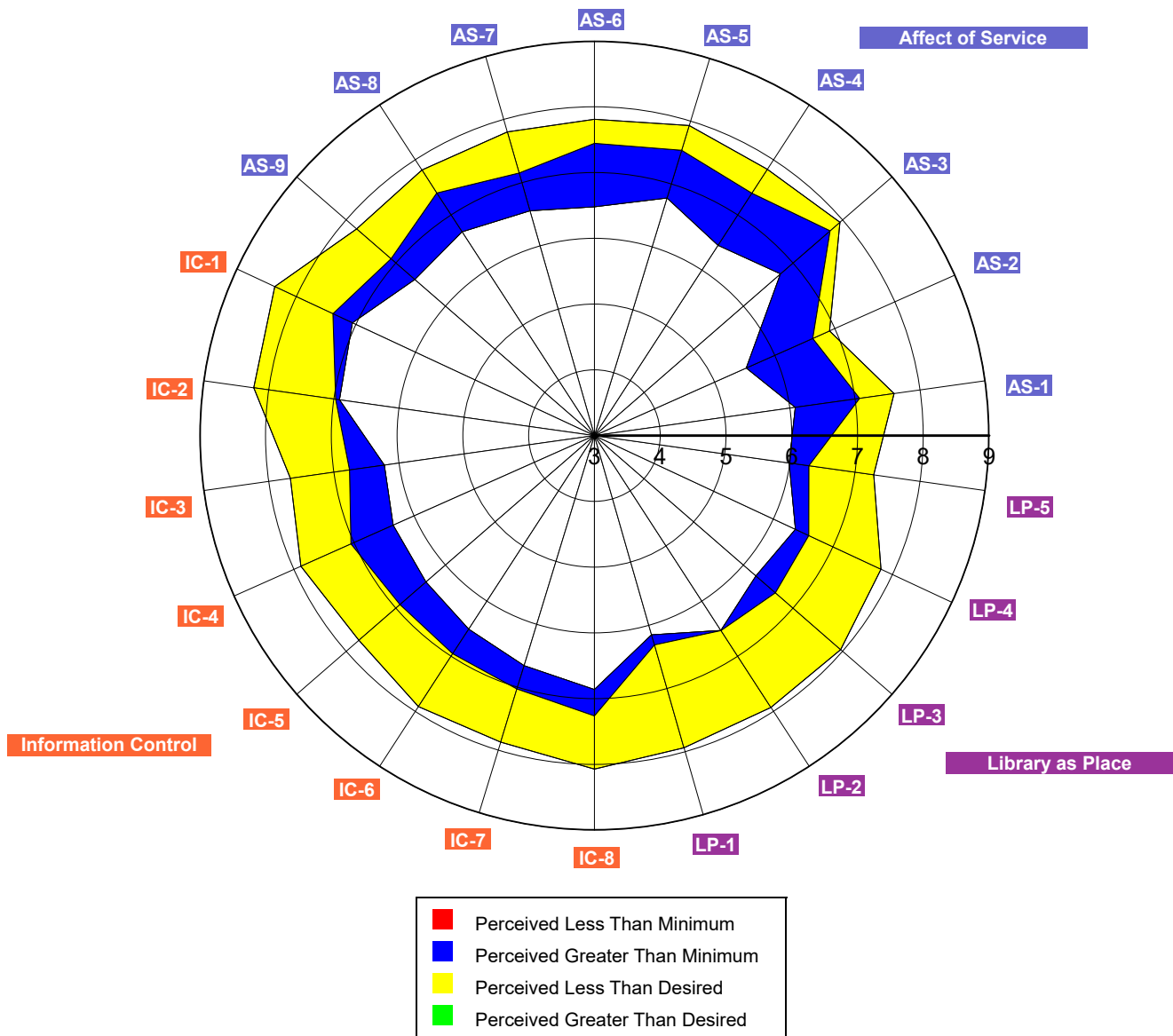
3. Survey Item Summary for McGill University Library

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.)



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.08	7.60	7.07	0.99	-0.53	178
AS-2	Giving users individual attention	5.53	6.91	6.63	1.11	-0.28	254
AS-3	Employees who are consistently courteous	6.75	7.95	7.75	1.00	-0.20	262
AS-4	Readiness to respond to users' questions	6.45	7.83	7.40	0.94	-0.43	234
AS-5	Employees who have the knowledge to answer user questions	6.78	7.93	7.54	0.76	-0.39	264
AS-6	Employees who deal with users in a caring fashion	6.48	7.81	7.45	0.97	-0.36	991
AS-7	Employees who understand the needs of their users	6.56	7.81	7.16	0.60	-0.65	231
AS-8	Willingness to help users	6.70	7.82	7.40	0.71	-0.41	217
AS-9	Dependability in handling users' service problems	6.62	7.79	7.10	0.48	-0.69	182
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.06	8.36	7.39	0.33	-0.98	251
IC-2	A library Web site enabling me to locate information on my own	6.92	8.23	6.97	0.06	-1.26	347
IC-3	The printed library materials I need for my work	6.23	7.67	6.76	0.53	-0.91	243
IC-4	The electronic information resources I need	6.35	7.89	7.05	0.70	-0.83	1,042
IC-5	Modern equipment that lets me easily access needed information	6.39	7.75	6.92	0.53	-0.83	310
IC-6	Easy-to-use access tools that allow me to find things on my own	6.51	7.91	6.96	0.45	-0.96	322
IC-7	Making information easily accessible for independent use	6.66	7.87	7.03	0.37	-0.84	294
IC-8	Print and/or electronic journal collections I require for my work	6.86	8.07	7.26	0.40	-0.81	238
Library as Place							
LP-1	Library space that inspires study and learning	6.15	7.94	6.31	0.16	-1.63	1,023
LP-2	Quiet space for individual activities	6.53	7.93	6.54	0.00	-1.39	278
LP-3	A comfortable and inviting location	6.25	7.96	6.65	0.39	-1.32	260
LP-4	A getaway for study, learning, or research	6.37	7.81	6.60	0.22	-1.21	233
LP-5	Community space for group learning and group study	5.99	7.29	6.29	0.30	-1.00	228
Overall:		6.44	7.85	6.99	0.55	-0.87	1,074

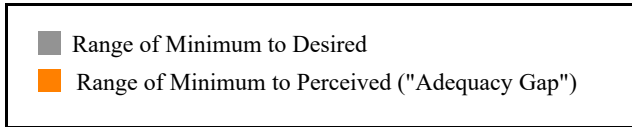
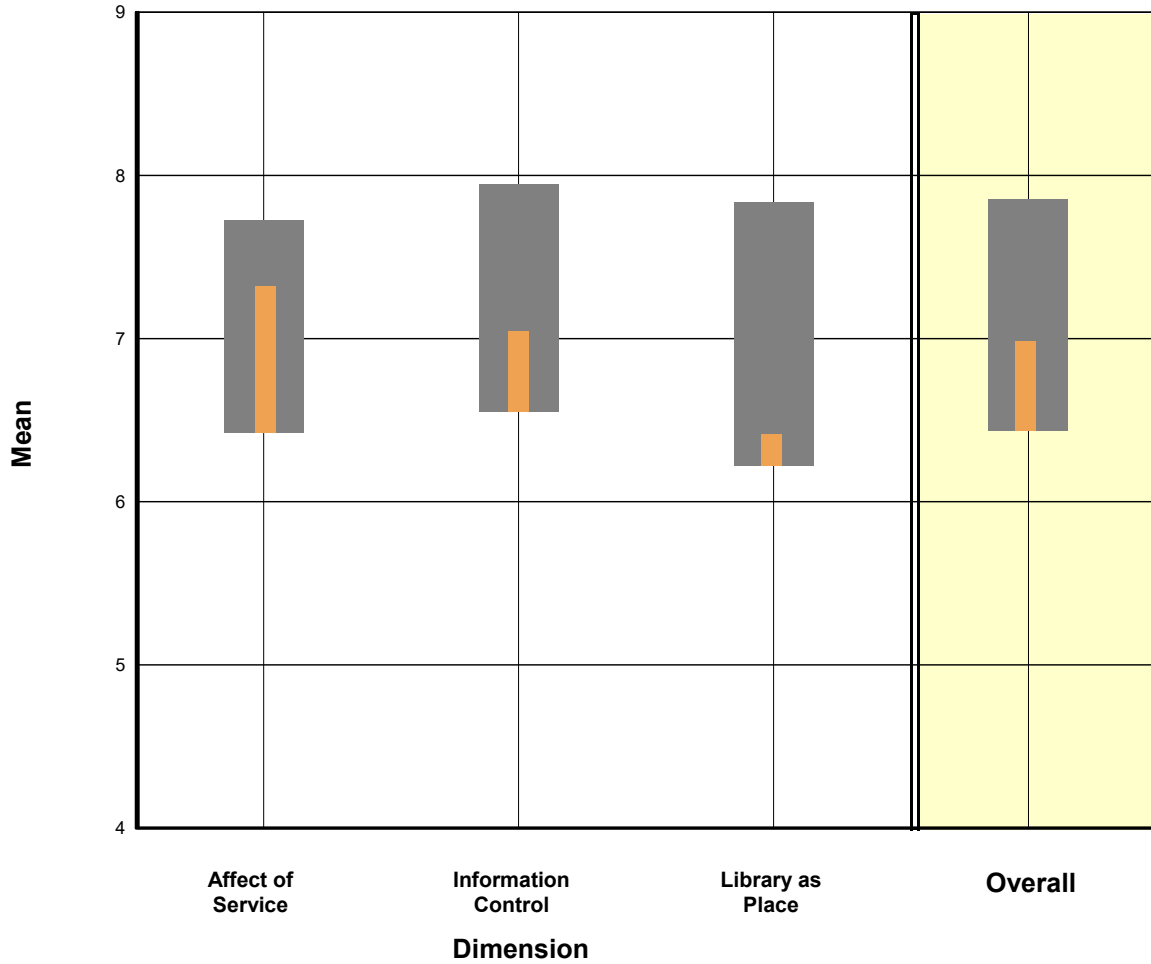
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: None
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.05	1.66	1.70	2.14	1.99	178
AS-2	Giving users individual attention	2.05	1.92	1.78	1.84	1.78	254
AS-3	Employees who are consistently courteous	1.74	1.27	1.39	1.89	1.60	262
AS-4	Readiness to respond to users' questions	1.93	1.47	1.62	1.77	1.55	234
AS-5	Employees who have the knowledge to answer user questions	1.80	1.34	1.40	1.62	1.35	264
AS-6	Employees who deal with users in a caring fashion	1.82	1.45	1.52	1.87	1.64	991
AS-7	Employees who understand the needs of their users	1.70	1.46	1.61	1.81	1.70	231
AS-8	Willingness to help users	1.63	1.32	1.53	1.63	1.46	217
AS-9	Dependability in handling users' service problems	1.69	1.38	1.53	1.60	1.55	182
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	1.18	1.50	1.75	1.56	251
IC-2	A library Web site enabling me to locate information on my own	1.67	1.27	1.66	2.18	1.90	347
IC-3	The printed library materials I need for my work	2.06	1.54	1.74	2.20	1.87	243
IC-4	The electronic information resources I need	1.74	1.46	1.44	1.85	1.66	1,042
IC-5	Modern equipment that lets me easily access needed information	1.78	1.42	1.41	1.73	1.46	310
IC-6	Easy-to-use access tools that allow me to find things on my own	1.65	1.23	1.43	1.73	1.62	322
IC-7	Making information easily accessible for independent use	1.60	1.31	1.34	1.61	1.47	294
IC-8	Print and/or electronic journal collections I require for my work	1.82	1.42	1.40	1.78	1.59	238
Library as Place							
LP-1	Library space that inspires study and learning	1.83	1.48	1.76	2.27	2.19	1,023
LP-2	Quiet space for individual activities	1.87	1.65	1.85	2.55	2.39	278
LP-3	A comfortable and inviting location	1.96	1.56	1.82	2.43	2.24	260
LP-4	A getaway for study, learning, or research	1.70	1.45	1.63	1.74	1.81	233
LP-5	Community space for group learning and group study	1.85	1.83	1.72	2.28	2.48	228
Overall:		1.31	0.97	1.12	1.38	1.20	1,074

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

3.2 Core Question Dimensions Summary

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.42	7.73	7.32	0.90	-0.40	1,038
Information Control	6.55	7.94	7.04	0.49	-0.90	1,071
Library as Place	6.22	7.84	6.42	0.19	-1.42	1,038
Overall	6.44	7.85	6.99	0.55	-0.87	1,074

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	1.66	1.28	1.39	1.59	1.39	1,038
Information Control	1.46	1.13	1.22	1.55	1.34	1,071
Library as Place	1.66	1.41	1.61	2.06	1.99	1,038
Overall	1.31	0.97	1.12	1.38	1.20	1,074

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	6.94	8.04	6.86	-0.09	-1.18	207
Library staff teaching me how to find information	6.15	7.39	7.34	1.19	-0.05	189
Space for students to study and work in groups	6.15	7.67	6.19	0.04	-1.48	174
Space that facilitates quiet study	6.71	8.10	6.77	0.06	-1.33	184
Using the library for research	7.01	8.02	7.23	0.22	-0.79	221

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	1.69	1.37	1.81	2.37	2.07	207
Library staff teaching me how to find information	2.23	2.02	1.63	2.22	2.06	189
Space for students to study and work in groups	1.81	1.68	1.64	2.26	2.34	174
Space that facilitates quiet study	1.73	1.36	1.64	2.25	2.06	184
Using the library for research	1.66	1.46	1.49	1.67	1.53	221

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.	7.72	1.30	549
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.17	1.45	525
How would you rate the overall quality of the service provided by the library?	7.33	1.24	1,074

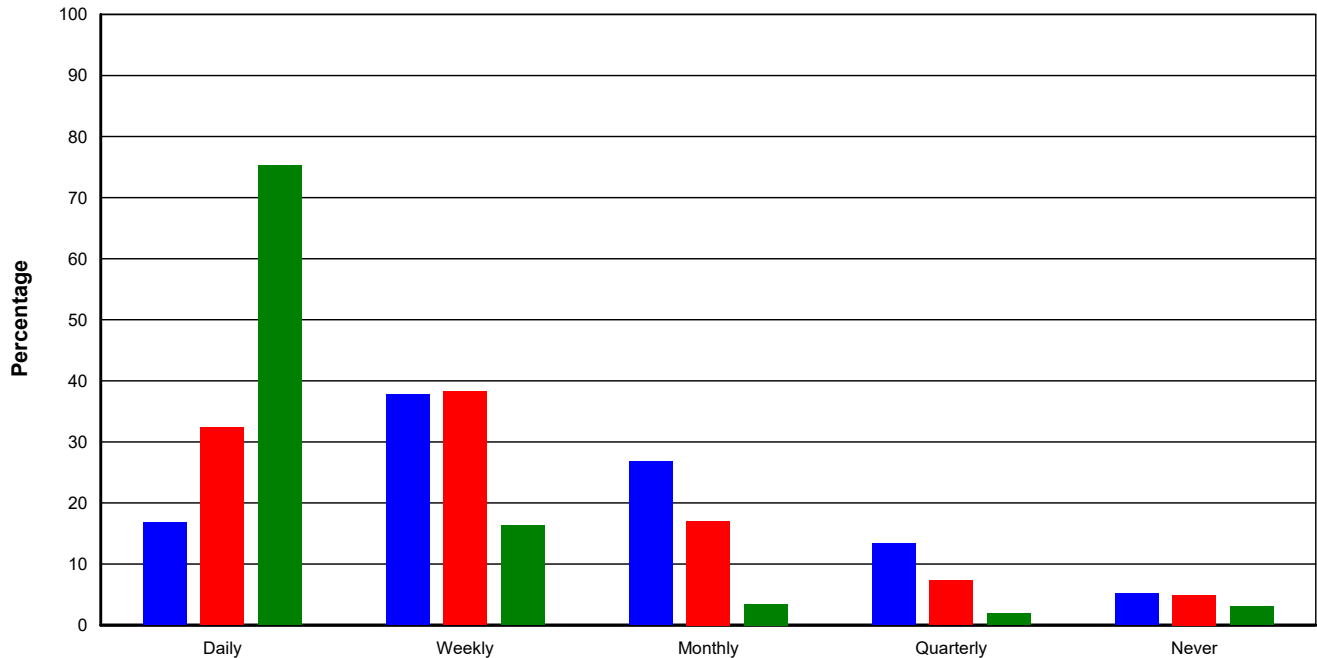
3.5 Information Literacy Outcomes Questions Summary

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.	6.57	1.73	320
The library aids my advancement in my academic discipline or work.	7.49	1.52	468
The library enables me to be more efficient in my academic pursuits or work.	7.37	1.54	493
The library helps me distinguish between trustworthy and untrustworthy information.	6.52	1.78	507
The library provides me with the information skills I need in my work or study.	6.96	1.44	360

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?	180 16.76%	406 37.80%	288 26.82%	144 13.41%	56 5.21%	1,074 100.00%
How often do you access library resources through a library Web page?	347 32.34%	411 38.30%	183 17.05%	79 7.36%	53 4.94%	1,073 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	807 75.28%	175 16.32%	37 3.45%	20 1.87%	33 3.08%	1,072 100.00%

3.7 Special Question Summary

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

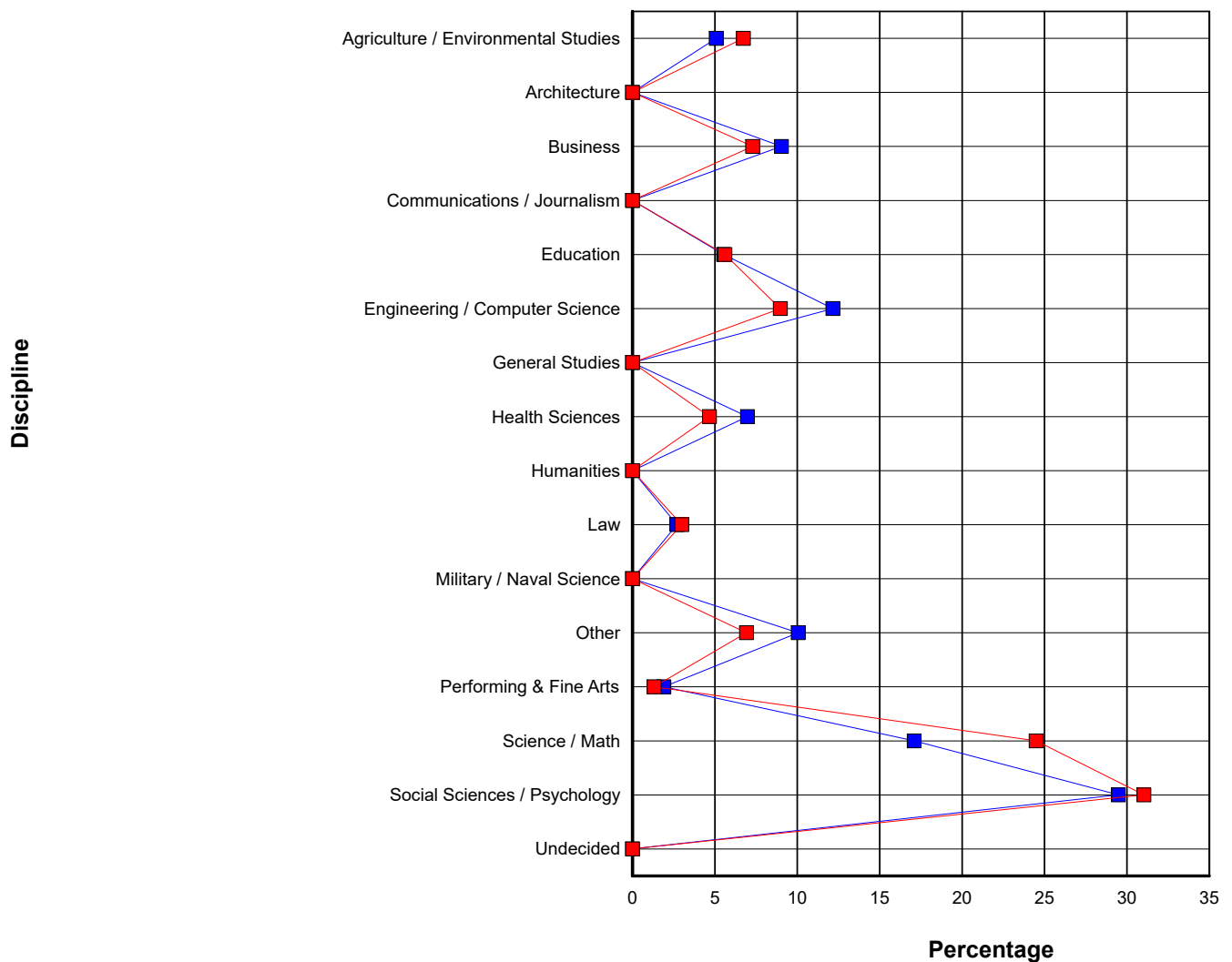
4 Undergraduate Summary for McGill University Library

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).



- Respondent Profile by Discipline
- Population Profile by Discipline

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

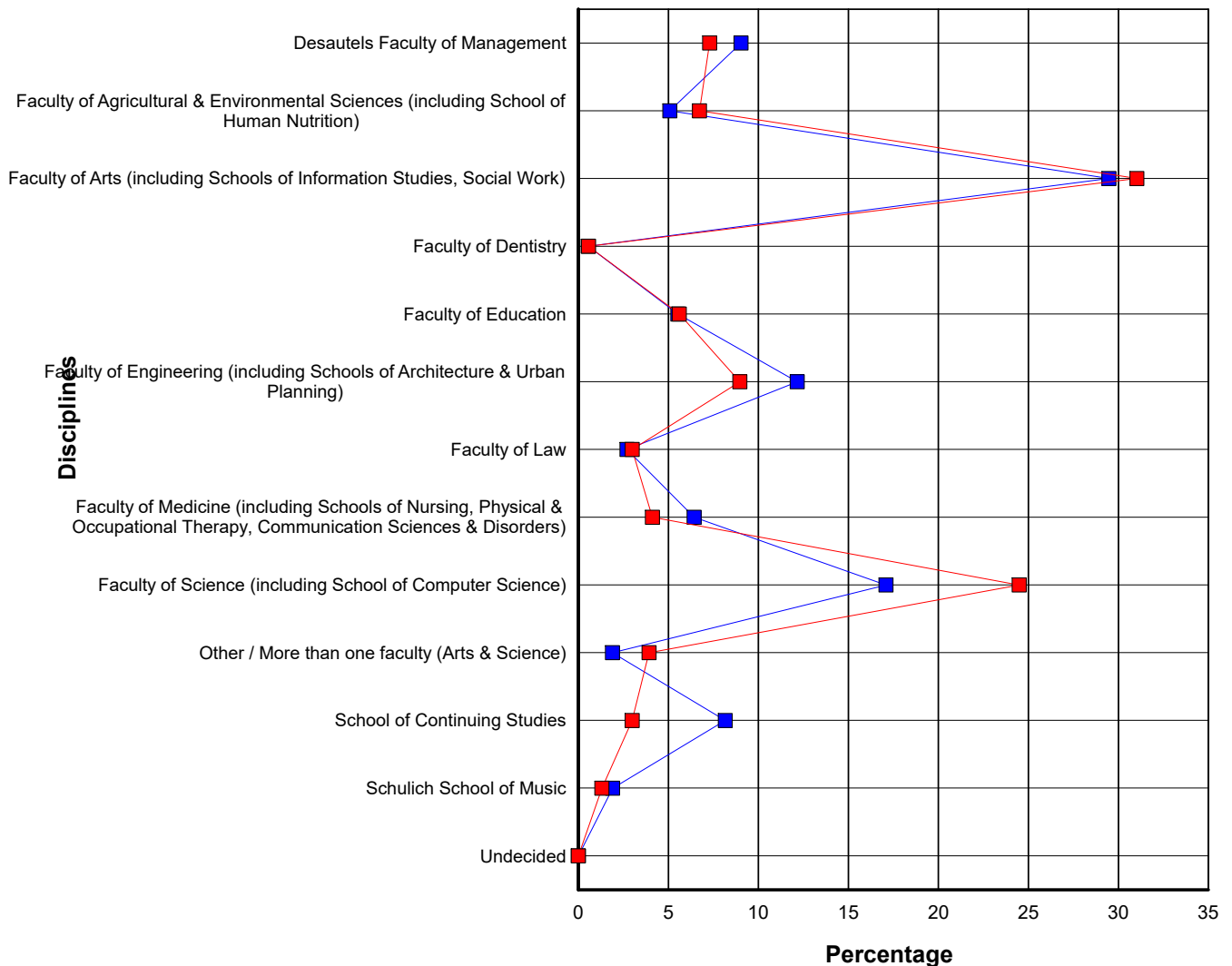
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	1,421	5.08	36	6.73	-1.65
Architecture	0	0.00	0	0.00	0.00
Business	2,527	9.04	39	7.29	1.75
Communications / Journalism	0	0.00	0	0.00	0.00
Education	1,545	5.52	30	5.61	-0.08
Engineering / Computer Science	3,401	12.16	48	8.97	3.19
General Studies	0	0.00	0	0.00	0.00
Health Sciences	1,951	6.98	25	4.67	2.30
Humanities	0	0.00	0	0.00	0.00
Law	755	2.70	16	2.99	-0.29
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,812	10.05	37	6.92	3.14
Performing & Fine Arts	532	1.90	7	1.31	0.59
Science / Math	4,780	17.09	131	24.49	-7.39
Social Sciences / Psychology	8,243	29.47	166	31.03	-1.55
Undecided	0	0.00	0	0.00	0.00
Total:	27,967	100.00	535	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).



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Desautels Faculty of Management	2,527	9.04	39	7.29	1.75
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	1,421	5.08	36	6.73	-1.65
Faculty of Arts (including Schools of Information Studies, Social Work)	8,243	29.47	166	31.03	-1.55
Faculty of Dentistry	153	0.55	3	0.56	-0.01
Faculty of Education	1,545	5.52	30	5.61	-0.08
Faculty of Engineering (including Schools of Architecture & Urban Planning)	3,401	12.16	48	8.97	3.19
Faculty of Law	755	2.70	16	2.99	-0.29
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	1,798	6.43	22	4.11	2.32
Faculty of Science (including School of Computer Science)	4,780	17.09	131	24.49	-7.39
Other / More than one faculty (Arts & Science)	530	1.90	21	3.93	-2.03
School of Continuing Studies	2,282	8.16	16	2.99	5.17
Schulich School of Music	532	1.90	7	1.31	0.59
Undecided	0	0.00	0	0.00	0.00
Total:	27,967	100.00	535	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 Age:

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

Age:	Respondents n	Respondents %
18 - 22	434	81.12
23 - 30	77	14.39
31 - 45	14	2.62
46 - 65	5	0.93
Over 65	0	0.00
Under 18	5	0.93
Total:	535	100.00

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

The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	15	2.81
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	292	54.78
I only use the library remotely	17	3.19
Islamic Studies Library	11	2.06
Macdonald Campus Library	29	5.44
Marvin Duchow Music Library	15	2.81
Nahum Gelber Law Library	18	3.38
Osler Library of the History of Medicine	5	0.94
Schulich Library of Physical Sciences, Life Sciences, and Engineering	131	24.58
Total:	533	100.00

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

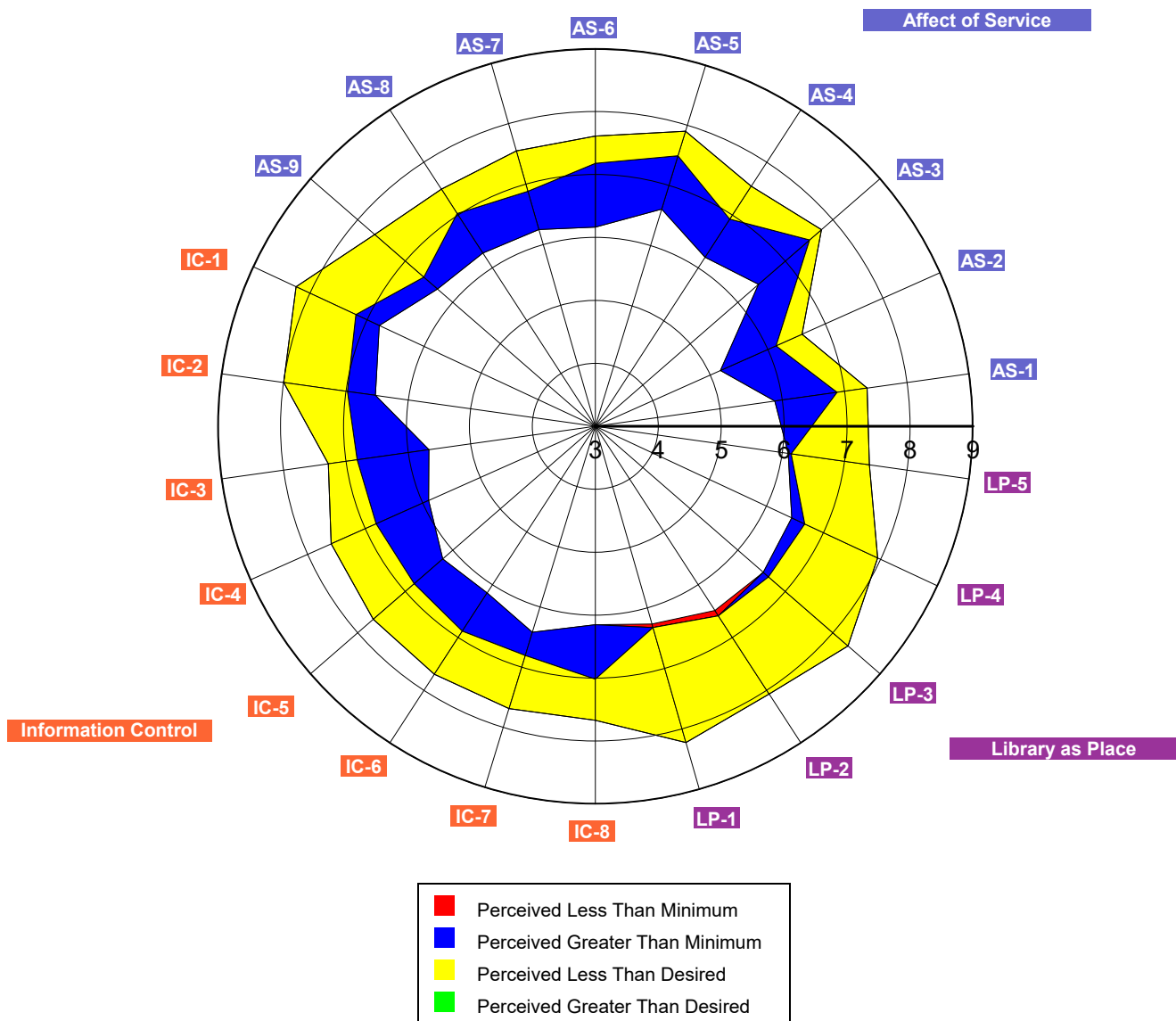
User Group: Undergraduate

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	5.88	7.36	6.88	1.00	-0.48	83
AS-2	Giving users individual attention	5.18	6.60	6.15	0.97	-0.45	124
AS-3	Employees who are consistently courteous	6.44	7.76	7.51	1.07	-0.25	121
AS-4	Readiness to respond to users' questions	6.20	7.55	6.92	0.72	-0.63	104
AS-5	Employees who have the knowledge to answer user questions	6.61	7.90	7.49	0.89	-0.41	132
AS-6	Employees who deal with users in a caring fashion	6.16	7.61	7.18	1.01	-0.43	477
AS-7	Employees who understand the needs of their users	6.25	7.55	6.88	0.63	-0.67	111
AS-8	Willingness to help users	6.28	7.49	7.03	0.75	-0.46	100
AS-9	Dependability in handling users' service problems	6.32	7.64	6.61	0.29	-1.03	90
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.79	8.24	7.20	0.41	-1.05	131
IC-2	A library Web site enabling me to locate information on my own	6.53	8.00	6.98	0.45	-1.02	172
IC-3	The printed library materials I need for my work	5.67	7.28	6.82	1.15	-0.46	106
IC-4	The electronic information resources I need	5.90	7.59	6.81	0.91	-0.78	513
IC-5	Modern equipment that lets me easily access needed information	6.21	7.67	6.81	0.60	-0.86	150
IC-6	Easy-to-use access tools that allow me to find things on my own	6.16	7.69	6.88	0.72	-0.81	167
IC-7	Making information easily accessible for independent use	6.42	7.69	6.81	0.39	-0.88	145
IC-8	Print and/or electronic journal collections I require for my work	6.15	7.67	7.02	0.87	-0.65	106
Library as Place							
LP-1	Library space that inspires study and learning	6.33	8.23	6.27	-0.06	-1.96	531
LP-2	Quiet space for individual activities	6.59	8.07	6.49	-0.10	-1.58	156
LP-3	A comfortable and inviting location	6.54	8.32	6.65	0.11	-1.67	125
LP-4	A getaway for study, learning, or research	6.45	7.95	6.67	0.23	-1.28	119
LP-5	Community space for group learning and group study	6.10	7.40	6.14	0.05	-1.25	126
Overall:		6.21	7.76	6.79	0.58	-0.97	535

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

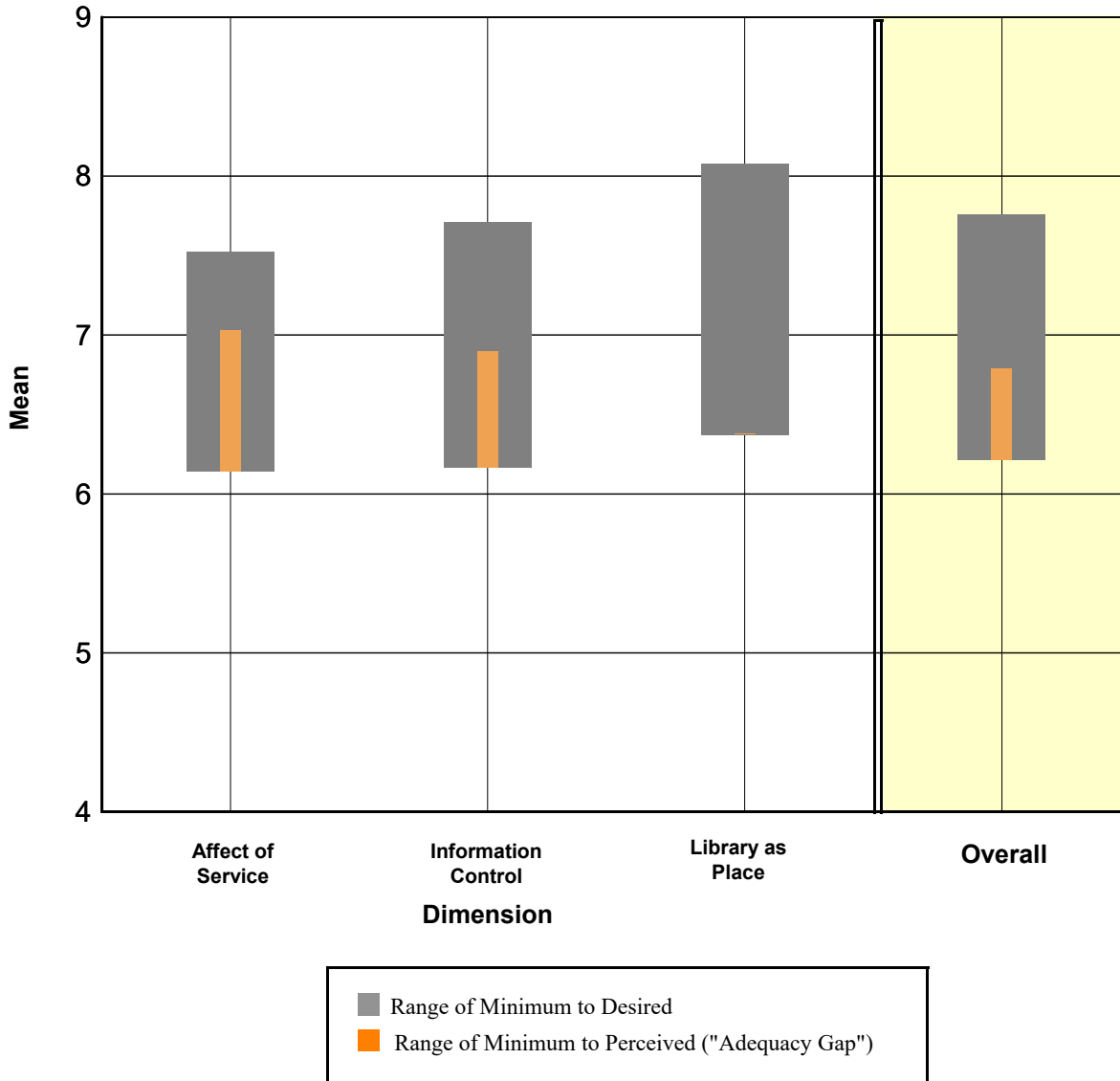
User Group: Undergraduate

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	2.09	1.78	1.64	1.75	1.86	83
AS-2	Giving users individual attention	2.06	1.85	1.75	1.67	1.76	124
AS-3	Employees who are consistently courteous	1.82	1.32	1.50	1.98	1.72	121
AS-4	Readiness to respond to users' questions	1.94	1.53	1.84	1.65	1.55	104
AS-5	Employees who have the knowledge to answer user questions	1.73	1.34	1.34	1.56	1.39	132
AS-6	Employees who deal with users in a caring fashion	1.89	1.55	1.63	1.93	1.72	477
AS-7	Employees who understand the needs of their users	1.74	1.55	1.70	1.93	1.84	111
AS-8	Willingness to help users	1.78	1.50	1.63	1.73	1.61	100
AS-9	Dependability in handling users' service problems	1.72	1.53	1.58	1.76	1.65	90
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	1.22	1.56	1.61	1.49	131
IC-2	A library Web site enabling me to locate information on my own	1.68	1.38	1.45	1.79	1.67	172
IC-3	The printed library materials I need for my work	2.33	1.68	1.66	1.91	1.65	106
IC-4	The electronic information resources I need	1.78	1.62	1.50	1.87	1.73	513
IC-5	Modern equipment that lets me easily access needed information	1.68	1.29	1.38	1.63	1.42	150
IC-6	Easy-to-use access tools that allow me to find things on my own	1.57	1.27	1.40	1.65	1.59	167
IC-7	Making information easily accessible for independent use	1.58	1.28	1.46	1.52	1.56	145
IC-8	Print and/or electronic journal collections I require for my work	2.05	1.71	1.51	1.86	1.64	106
Library as Place							
LP-1	Library space that inspires study and learning	1.67	1.10	1.75	2.09	1.94	531
LP-2	Quiet space for individual activities	1.72	1.44	1.83	2.38	2.35	156
LP-3	A comfortable and inviting location	1.84	0.99	1.82	2.42	1.93	125
LP-4	A getaway for study, learning, or research	1.60	1.18	1.62	1.69	1.67	119
LP-5	Community space for group learning and group study	1.82	1.75	1.72	2.24	2.46	126
Overall:		1.31	0.94	1.15	1.33	1.17	535

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

4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.14	7.53	7.03	0.88	-0.50	507
Information Control	6.16	7.71	6.90	0.73	-0.81	533
Library as Place	6.37	8.08	6.38	0	-1.70	535
Overall	6.21	7.76	6.79	0.58	-0.97	535

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.69	1.35	1.47	1.58	1.41	507
Information Control	1.47	1.17	1.22	1.44	1.28	533
Library as Place	1.50	1.05	1.59	1.91	1.79	535
Overall	1.31	0.94	1.15	1.33	1.17	535

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	6.56	7.75	6.85	0.29	-0.89	95
Library staff teaching me how to find information	6.03	7.17	7.17	1.14	0	88
Space for students to study and work in groups	6.17	7.85	6.00	-0.17	-1.85	100
Space that facilitates quiet study	6.81	8.09	6.76	-0.05	-1.33	100
Using the library for research	6.68	7.83	7.16	0.49	-0.67	111

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	1.73	1.52	1.62	2.07	1.88	95
Library staff teaching me how to find information	2.26	1.98	1.81	2.16	1.99	88
Space for students to study and work in groups	1.73	1.69	1.61	2.23	2.36	100
Space that facilitates quiet study	1.73	1.33	1.55	2.16	2.04	100
Using the library for research	1.75	1.52	1.41	1.57	1.49	111

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Undergraduate

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.	7.53	1.36	272
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	1.54	263
How would you rate the overall quality of the service provided by the library?	7.12	1.30	535

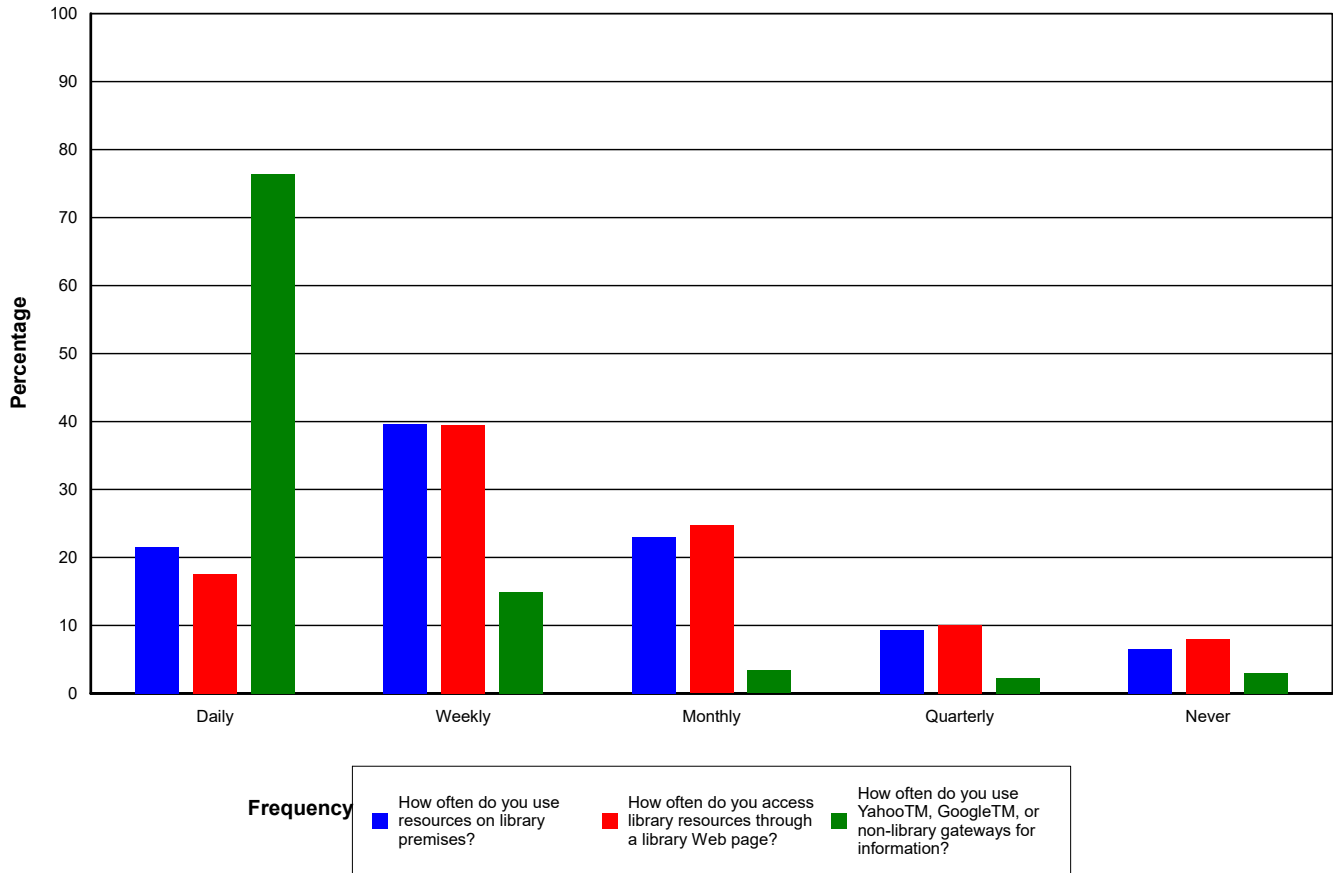
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.19	1.67	157
The library aids my advancement in my academic discipline or work.	7.28	1.59	225
The library enables me to be more efficient in my academic pursuits or work.	7.36	1.47	243
The library helps me distinguish between trustworthy and untrustworthy information.	6.47	1.77	257
The library provides me with the information skills I need in my work or study.	6.81	1.47	188

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?	115 21.50%	212 39.63%	123 22.99%	50 9.35%	35 6.54%	535 100.00%
How often do you access library resources through a library Web page?	94 17.60%	211 39.51%	132 24.72%	54 10.11%	43 8.05%	534 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	408 76.40%	80 14.98%	18 3.37%	12 2.25%	16 3.00%	534 100.00%

4.8 Special Question Summary for Undergraduate

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

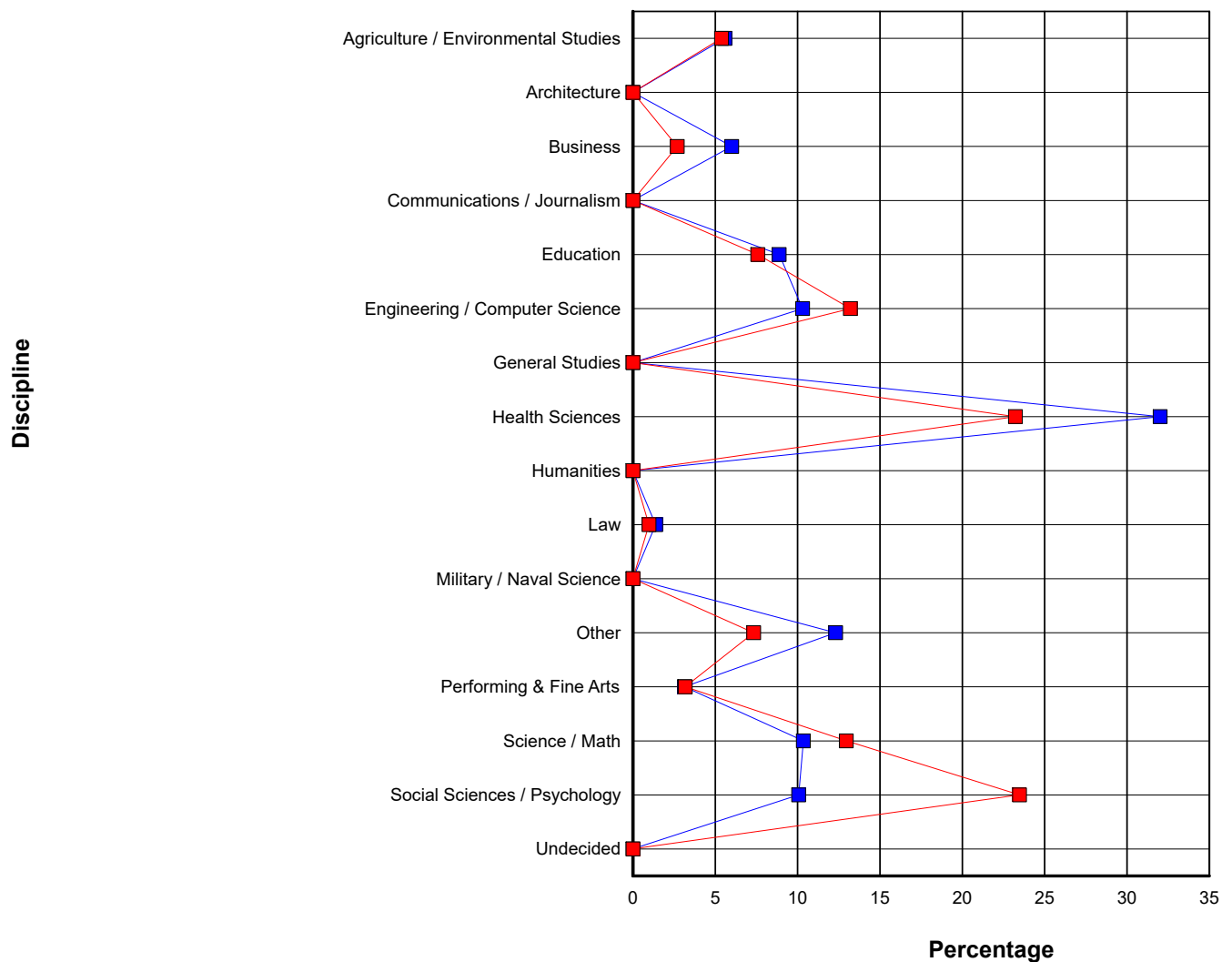
5 Graduate/Post-Graduate Summary for McGill University Library

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).



- Respondent Profile by Discipline
- Population Profile by Discipline

Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: None
 User Group: Graduate/Post-Graduate

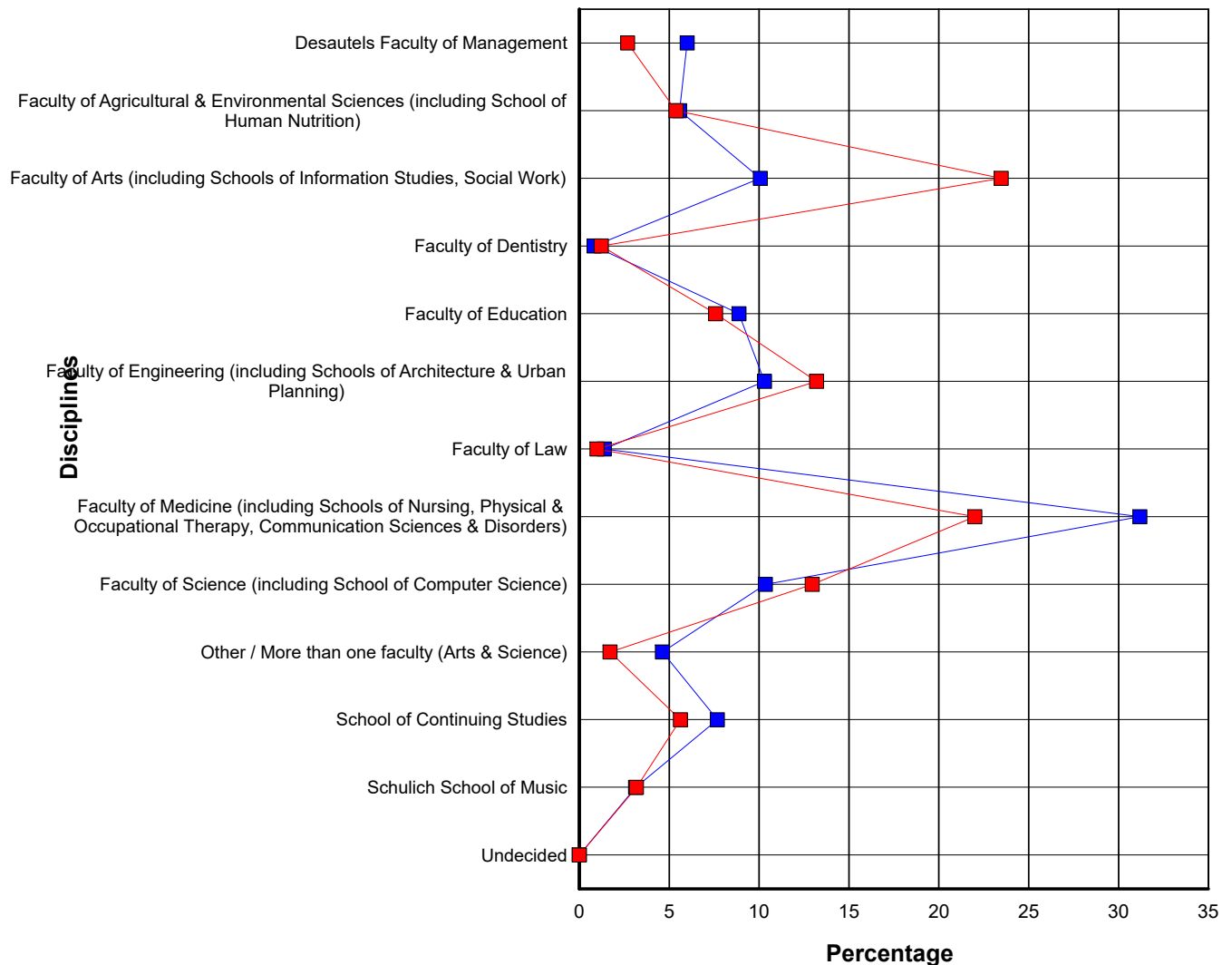
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	673	5.58	22	5.38	0.20
Architecture	0	0.00	0	0.00	0.00
Business	724	6.00	11	2.69	3.31
Communications / Journalism	0	0.00	0	0.00	0.00
Education	1,072	8.88	31	7.58	1.30
Engineering / Computer Science	1,243	10.30	54	13.20	-2.90
General Studies	0	0.00	0	0.00	0.00
Health Sciences	3,863	32.01	95	23.23	8.78
Humanities	0	0.00	0	0.00	0.00
Law	167	1.38	4	0.98	0.41
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,485	12.30	30	7.33	4.97
Performing & Fine Arts	378	3.13	13	3.18	-0.05
Science / Math	1,249	10.35	53	12.96	-2.61
Social Sciences / Psychology	1,215	10.07	96	23.47	-13.40
Undecided	0	0.00	0	0.00	0.00
Total:	12,069	100.00	409	100.00	0.00

Language: English (American), French (Canada)
Institution Type: College or University
Consortium: None
User Group: Graduate/Post-Graduate

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

Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: None
 User Group: Graduate/Post-Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Desautels Faculty of Management	724	6.00	11	2.69	3.31
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	673	5.58	22	5.38	0.20
Faculty of Arts (including Schools of Information Studies, Social Work)	1,215	10.07	96	23.47	-13.40
Faculty of Dentistry	99	0.82	5	1.22	-0.40
Faculty of Education	1,072	8.88	31	7.58	1.30
Faculty of Engineering (including Schools of Architecture & Urban Planning)	1,243	10.30	54	13.20	-2.90
Faculty of Law	167	1.38	4	0.98	0.41
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	3,764	31.19	90	22.00	9.18
Faculty of Science (including School of Computer Science)	1,249	10.35	53	12.96	-2.61
Other / More than one faculty (Arts & Science)	558	4.62	7	1.71	2.91
School of Continuing Studies	927	7.68	23	5.62	2.06
Schulich School of Music	378	3.13	13	3.18	-0.05
Undecided	0	0.00	0	0.00	0.00
Total:	12,069	100.00	409	100.00	0.00

Language: English (American), French (Canada)
Institution Type: College or University
Consortium: None
User Group: Graduate/Post-Graduate

5.1.3 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	26	6.36
23 - 30	252	61.61
31 - 45	116	28.36
46 - 65	14	3.42
Over 65	1	0.24
Under 18	0	0.00
Total:	409	100.00

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

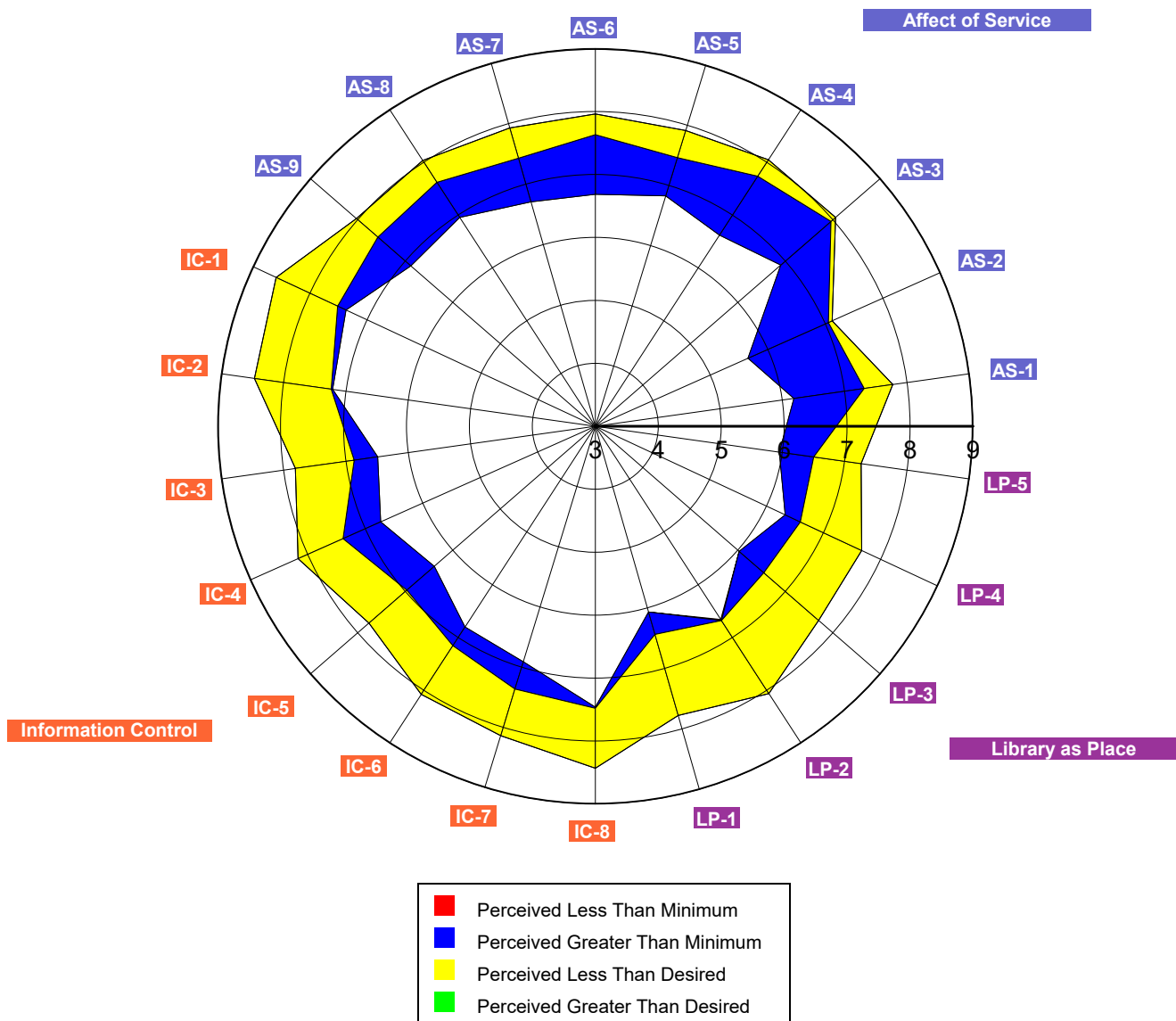
The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	8	1.98
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	232	57.28
I only use the library remotely	40	9.88
Islamic Studies Library	3	0.74
Macdonald Campus Library	24	5.93
Marvin Duchow Music Library	14	3.46
Nahum Gelber Law Library	7	1.73
Osler Library of the History of Medicine	5	1.23
Schulich Library of Physical Sciences, Life Sciences, and Engineering	72	17.78
Total:	405	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	6.19	7.77	7.31	1.13	-0.46	70
AS-2	Giving users individual attention	5.66	7.12	7.05	1.40	-0.06	93
AS-3	Employees who are consistently courteous	6.90	8.06	7.96	1.06	-0.10	104
AS-4	Readiness to respond to users' questions	6.62	8.05	7.74	1.12	-0.31	103
AS-5	Employees who have the knowledge to answer user questions	6.83	7.91	7.46	0.63	-0.45	104
AS-6	Employees who deal with users in a caring fashion	6.69	7.96	7.63	0.95	-0.33	385
AS-7	Employees who understand the needs of their users	6.71	7.93	7.43	0.72	-0.50	86
AS-8	Willingness to help users	6.96	8.03	7.62	0.67	-0.41	90
AS-9	Dependability in handling users' service problems	6.88	8.03	7.58	0.70	-0.45	69
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.37	8.60	7.52	0.15	-1.08	89
IC-2	A library Web site enabling me to locate information on my own	7.21	8.47	7.24	0.02	-1.23	126
IC-3	The printed library materials I need for my work	6.49	7.81	6.87	0.38	-0.94	106
IC-4	The electronic information resources I need	6.73	8.17	7.39	0.66	-0.78	400
IC-5	Modern equipment that lets me easily access needed information	6.39	7.77	6.97	0.58	-0.80	128
IC-6	Easy-to-use access tools that allow me to find things on my own	6.80	8.08	7.16	0.35	-0.92	116
IC-7	Making information easily accessible for independent use	6.91	8.14	7.37	0.45	-0.77	115
IC-8	Print and/or electronic journal collections I require for my work	7.46	8.43	7.48	0.02	-0.95	104
Library as Place							
LP-1	Library space that inspires study and learning	6.07	7.78	6.44	0.37	-1.34	386
LP-2	Quiet space for individual activities	6.68	8.06	6.66	-0.02	-1.40	94
LP-3	A comfortable and inviting location	6.03	7.70	6.55	0.52	-1.15	104
LP-4	A getaway for study, learning, or research	6.33	7.67	6.60	0.27	-1.07	94
LP-5	Community space for group learning and group study	5.95	7.26	6.51	0.55	-0.76	87
Overall:		6.62	7.97	7.20	0.59	-0.76	409

Language: English (American), French (Canada)

Institution Type: College or University

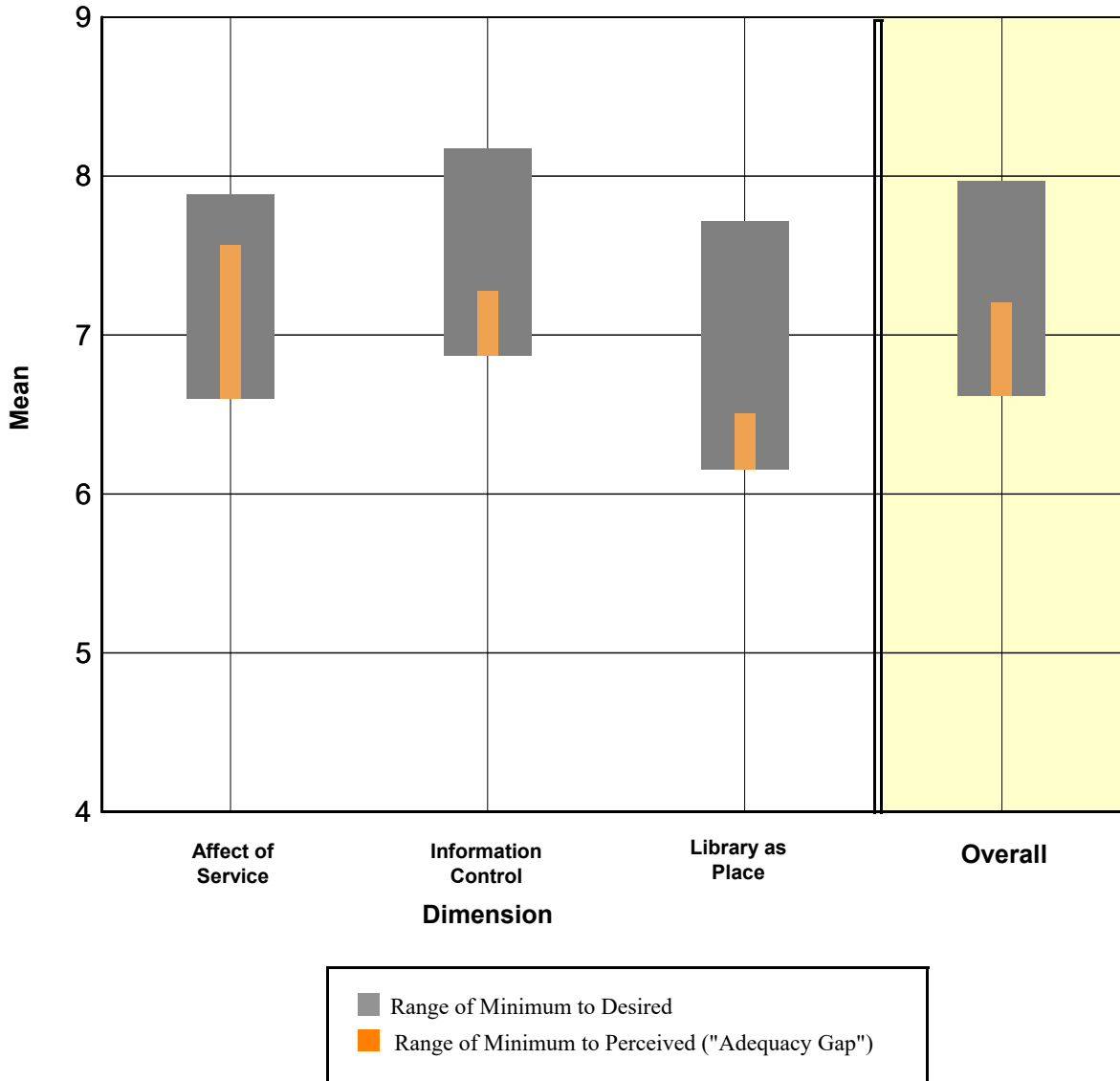
Consortium: None

User Group: Graduate/Post-Graduate

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	1.80	1.31	1.71	2.36	1.97	70
AS-2	Giving users individual attention	1.99	1.99	1.67	1.91	1.71	93
AS-3	Employees who are consistently courteous	1.67	1.21	1.28	1.83	1.40	104
AS-4	Readiness to respond to users' questions	1.86	1.28	1.33	1.76	1.36	103
AS-5	Employees who have the knowledge to answer user questions	1.95	1.46	1.56	1.73	1.39	104
AS-6	Employees who deal with users in a caring fashion	1.70	1.30	1.40	1.80	1.48	385
AS-7	Employees who understand the needs of their users	1.66	1.38	1.35	1.66	1.52	86
AS-8	Willingness to help users	1.38	1.12	1.44	1.53	1.31	90
AS-9	Dependability in handling users' service problems	1.56	0.95	1.26	1.47	1.35	69
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.46	0.81	1.49	1.74	1.41	89
IC-2	A library Web site enabling me to locate information on my own	1.51	0.99	1.73	2.16	1.68	126
IC-3	The printed library materials I need for my work	1.76	1.45	1.75	2.10	1.77	106
IC-4	The electronic information resources I need	1.55	1.16	1.26	1.65	1.40	400
IC-5	Modern equipment that lets me easily access needed information	1.89	1.59	1.50	1.83	1.49	128
IC-6	Easy-to-use access tools that allow me to find things on my own	1.65	1.18	1.41	1.67	1.52	116
IC-7	Making information easily accessible for independent use	1.50	1.10	1.14	1.62	1.30	115
IC-8	Print and/or electronic journal collections I require for my work	1.42	0.83	1.36	1.70	1.48	104
Library as Place							
LP-1	Library space that inspires study and learning	1.86	1.53	1.70	2.19	2.16	386
LP-2	Quiet space for individual activities	1.83	1.41	1.80	2.51	2.08	94
LP-3	A comfortable and inviting location	1.99	1.84	1.83	2.22	2.19	104
LP-4	A getaway for study, learning, or research	1.74	1.72	1.70	1.61	1.99	94
LP-5	Community space for group learning and group study	1.90	1.88	1.66	2.37	2.51	87
Overall:		1.25	0.91	1.04	1.34	1.07	409

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	6.60	7.89	7.57	0.96	-0.32	401
Information Control	6.87	8.17	7.27	0.40	-0.90	408
Library as Place	6.16	7.71	6.51	0.35	-1.21	394
Overall	6.62	7.97	7.20	0.59	-0.76	409

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	1.59	1.15	1.25	1.60	1.25	401
Information Control	1.31	0.95	1.17	1.47	1.17	408
Library as Place	1.71	1.50	1.58	2.00	1.98	394
Overall	1.25	0.91	1.04	1.34	1.07	409

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	7.14	8.26	7.10	-0.03	-1.16	87
Library staff teaching me how to find information	6.18	7.74	7.43	1.26	-0.31	74
Space for students to study and work in groups	6.34	7.56	6.40	0.06	-1.16	62
Space that facilitates quiet study	6.64	8.22	6.91	0.27	-1.31	67
Using the library for research	7.33	8.14	7.35	0.02	-0.79	85

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	1.68	1.15	1.83	2.43	1.94	87
Library staff teaching me how to find information	2.18	1.84	1.46	2.26	1.95	74
Space for students to study and work in groups	1.75	1.57	1.65	2.04	2.14	62
Space that facilitates quiet study	1.53	1.10	1.72	2.22	1.94	67
Using the library for research	1.49	1.47	1.54	1.50	1.40	85

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.	7.89	1.21	204
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.36	1.31	205
How would you rate the overall quality of the service provided by the library?	7.58	1.09	409

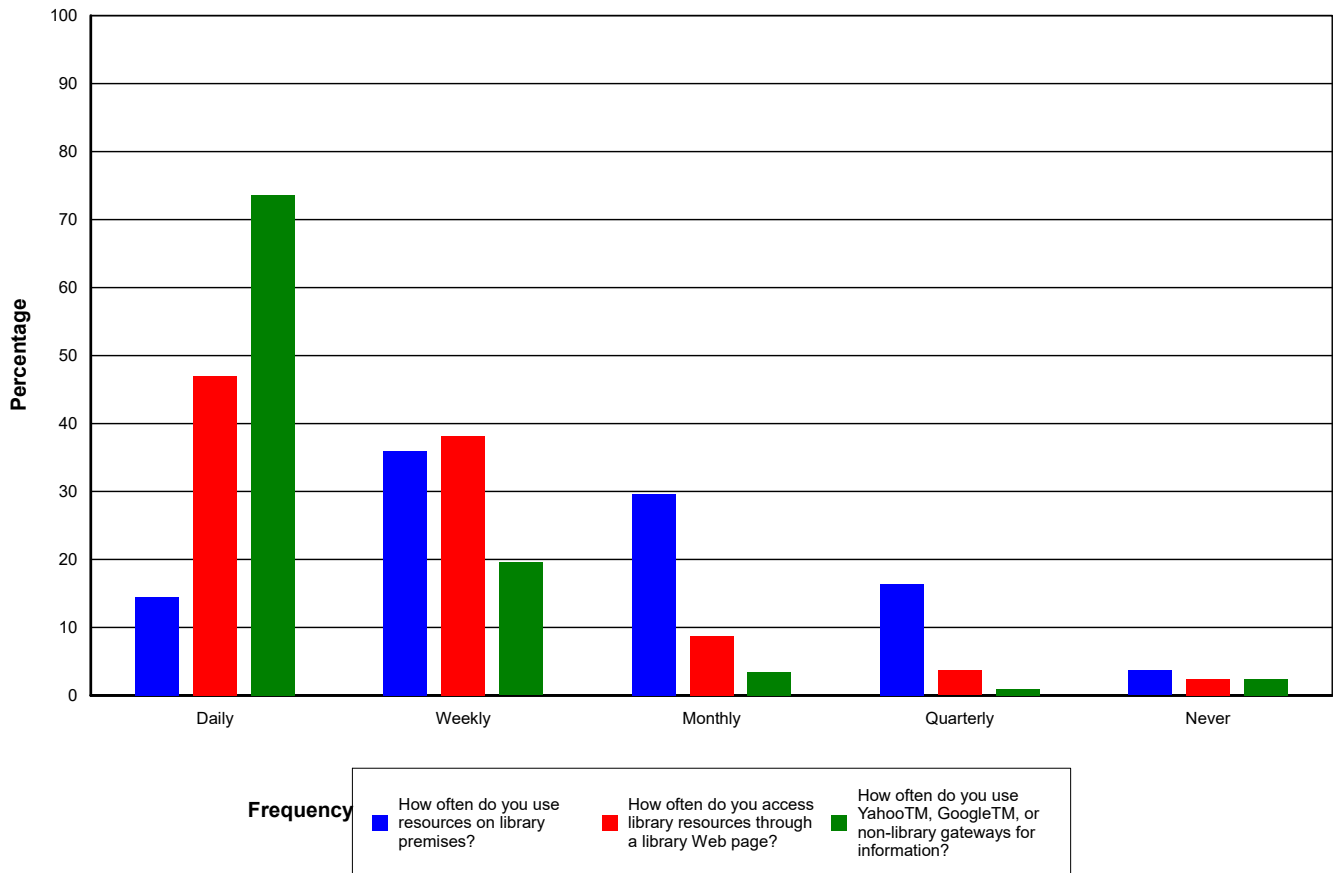
5.6 Information Literacy Outcomes Questions Summary for Graduate/Post-Graduate

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.	6.94	1.80	125
The library aids my advancement in my academic discipline or work.	7.73	1.41	173
The library enables me to be more efficient in my academic pursuits or work.	7.41	1.52	184
The library helps me distinguish between trustworthy and untrustworthy information.	6.61	1.69	200
The library provides me with the information skills I need in my work or study.	7.26	1.28	136

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?	59 14.43%	147 35.94%	121 29.58%	67 16.38%	15 3.67%	409 100.00%
How often do you access library resources through a library Web page?	192 46.94%	156 38.14%	36 8.80%	15 3.67%	10 2.44%	409 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	301 73.59%	80 19.56%	14 3.42%	4 0.98%	10 2.44%	409 100.00%

5.8 Special Question Summary for Graduate/Post-Graduate

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

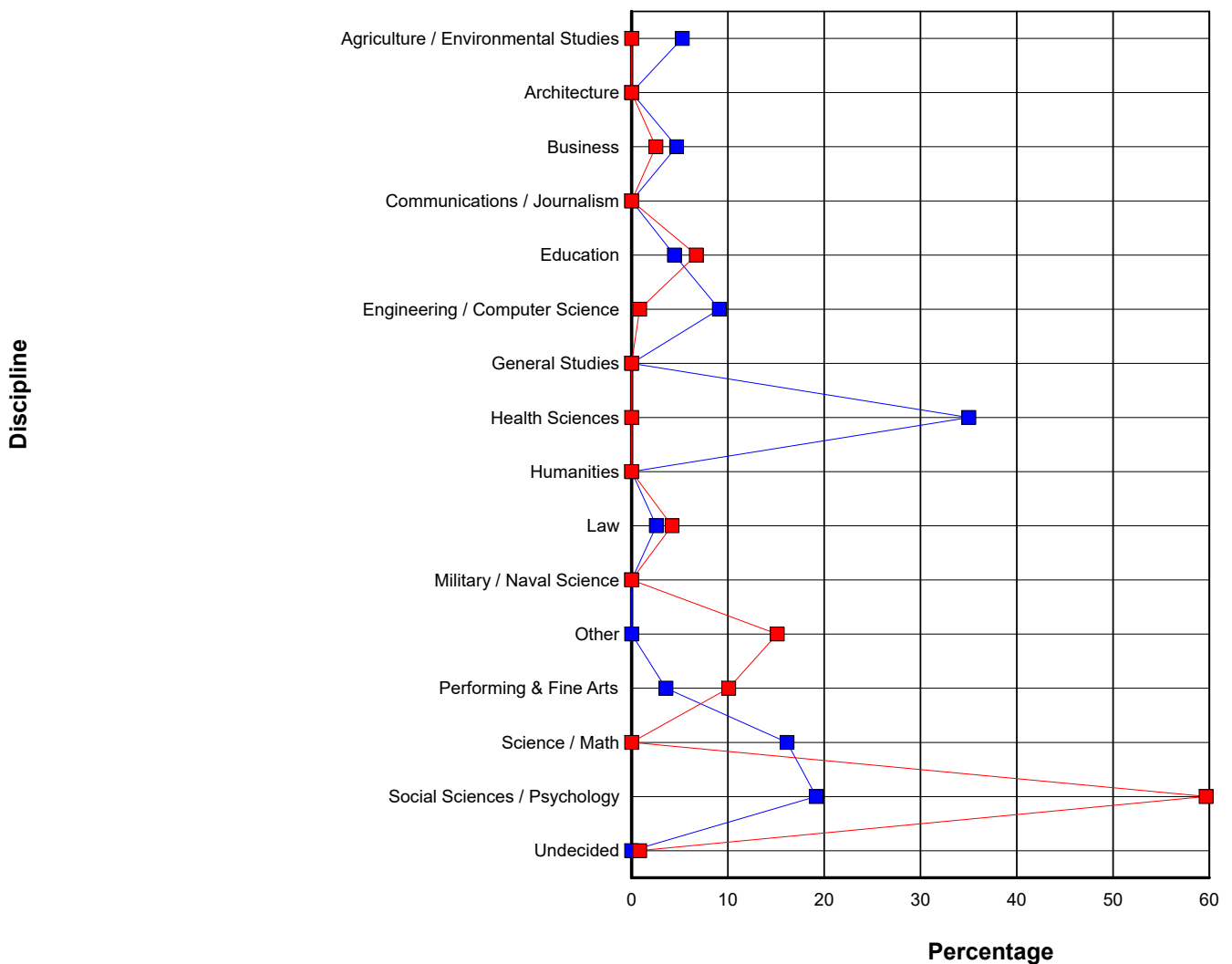
6 Faculty Summary for McGill University Library

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).



- Respondent Profile by Discipline
- Population Profile by Discipline

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

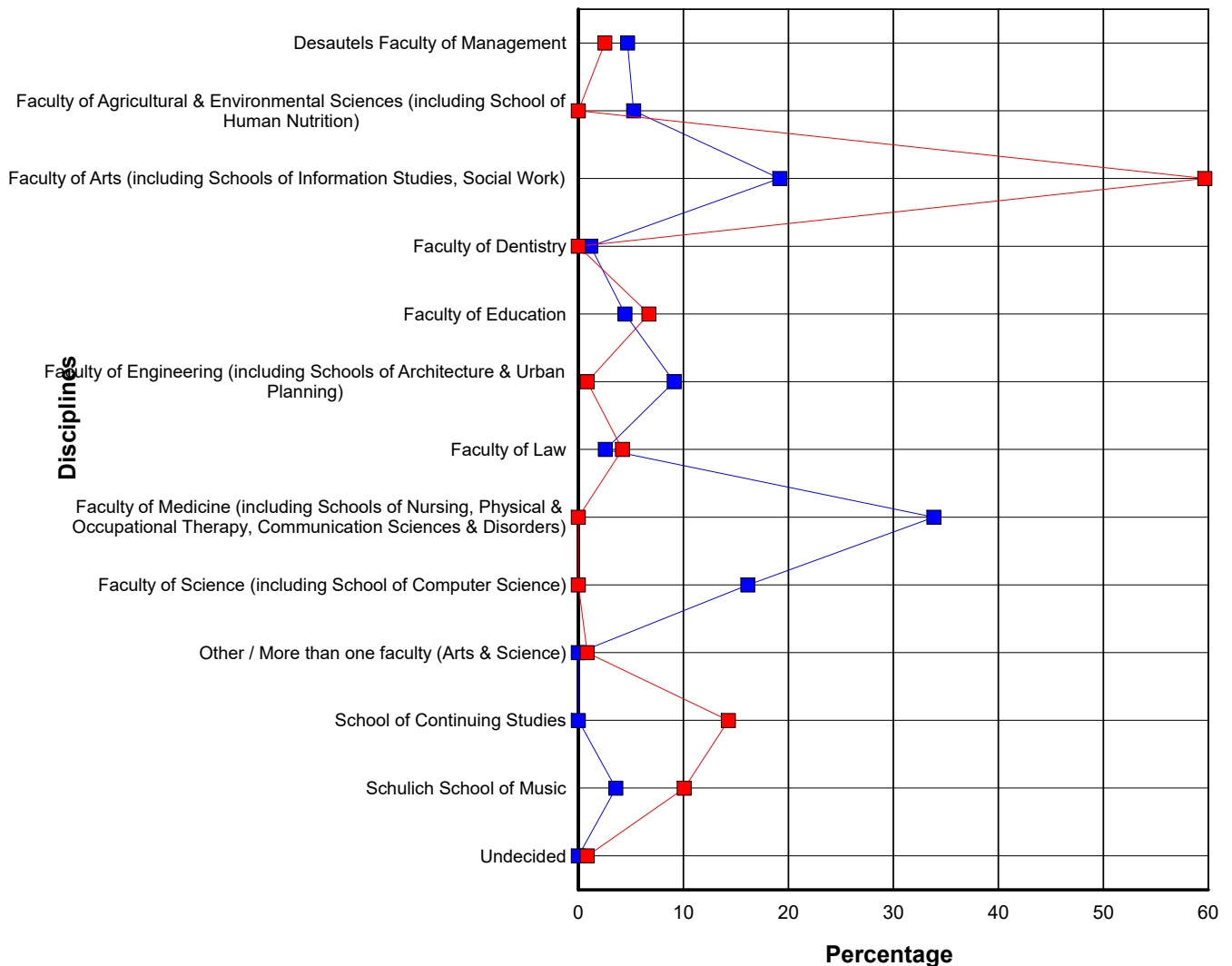
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	90	5.26	0	0.00	5.26
Architecture	0	0.00	0	0.00	0.00
Business	80	4.68	3	2.52	2.16
Communications / Journalism	0	0.00	0	0.00	0.00
Education	76	4.44	8	6.72	-2.28
Engineering / Computer Science	156	9.12	1	0.84	8.28
General Studies	0	0.00	0	0.00	0.00
Health Sciences	599	35.03	0	0.00	35.03
Humanities	0	0.00	0	0.00	0.00
Law	44	2.57	5	4.20	-1.63
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	18	15.13	-15.13
Performing & Fine Arts	61	3.57	12	10.08	-6.52
Science / Math	276	16.14	0	0.00	16.14
Social Sciences / Psychology	328	19.18	71	59.66	-40.48
Undecided	0	0.00	1	0.84	-0.84
Total:	1,710	100.00	119	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).



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Desautels Faculty of Management	80	4.68	3	2.52	2.16
Faculty of Agricultural & Environmental Sciences (including School of Human Nutrition)	90	5.26	0	0.00	5.26
Faculty of Arts (including Schools of Information Studies, Social Work)	328	19.18	71	59.66	-40.48
Faculty of Dentistry	20	1.17	0	0.00	1.17
Faculty of Education	76	4.44	8	6.72	-2.28
Faculty of Engineering (including Schools of Architecture & Urban Planning)	156	9.12	1	0.84	8.28
Faculty of Law	44	2.57	5	4.20	-1.63
Faculty of Medicine (including Schools of Nursing, Physical & Occupational Therapy, Communication Sciences & Disorders)	579	33.86	0	0.00	33.86
Faculty of Science (including School of Computer Science)	276	16.14	0	0.00	16.14
Other / More than one faculty (Arts & Science)	0	0.00	1	0.84	-0.84
School of Continuing Studies	0	0.00	17	14.29	-14.29
Schulich School of Music	61	3.57	12	10.08	-6.52
Undecided	0	0.00	1	0.84	-0.84
Total:	1,710	100.00	119	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 Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	2	1.69
31 - 45	33	27.97
46 - 65	66	55.93
Over 65	17	14.41
Under 18	0	0.00
Total:	118	100.00

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

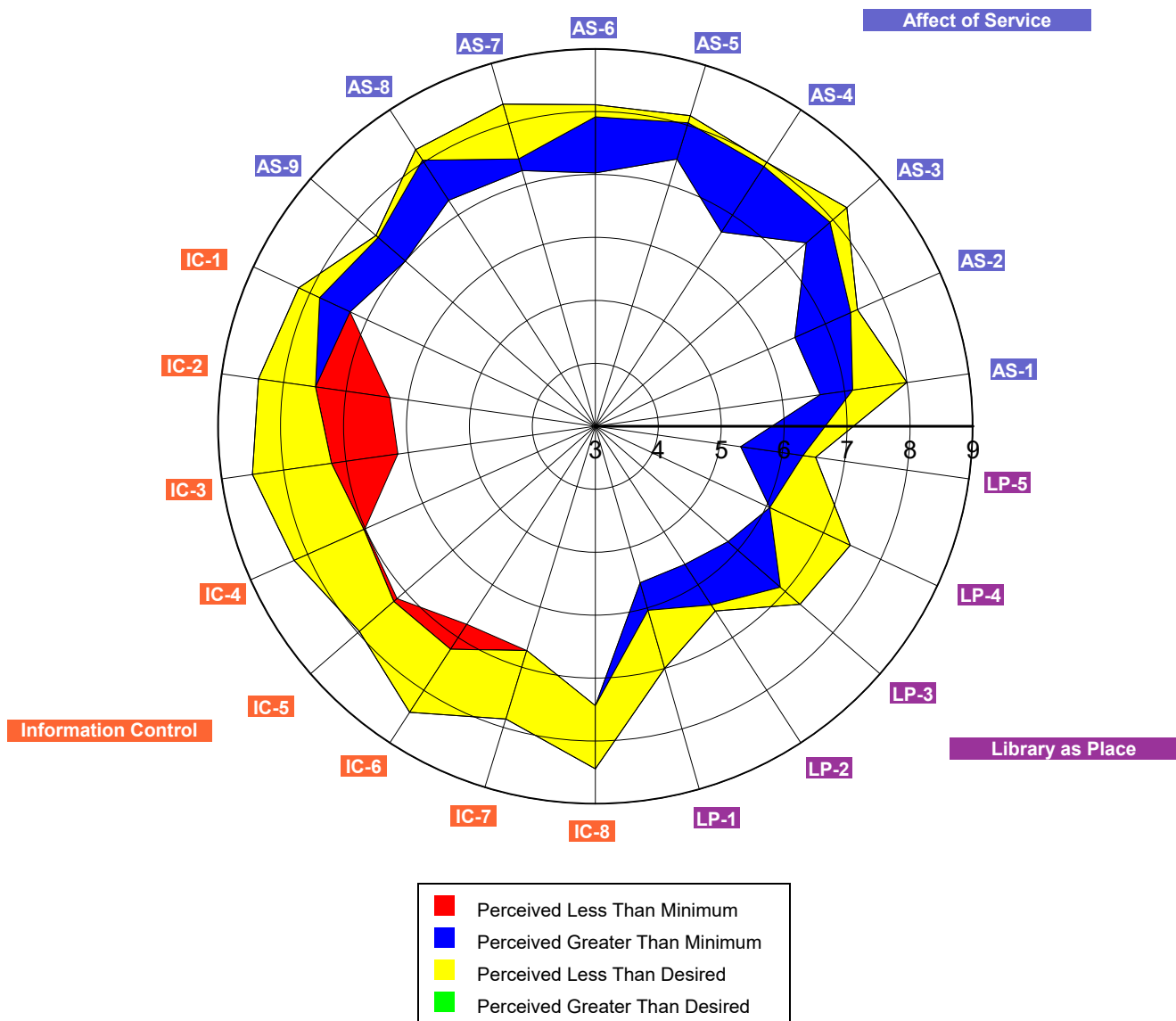
The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	0	0.00
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	93	78.81
I only use the library remotely	4	3.39
Islamic Studies Library	0	0.00
Macdonald Campus Library	1	0.85
Marvin Duchow Music Library	12	10.17
Nahum Gelber Law Library	6	5.08
Osler Library of the History of Medicine	0	0.00
Schulich Library of Physical Sciences, Life Sciences, and Engineering	2	1.69
Total:	118	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.)



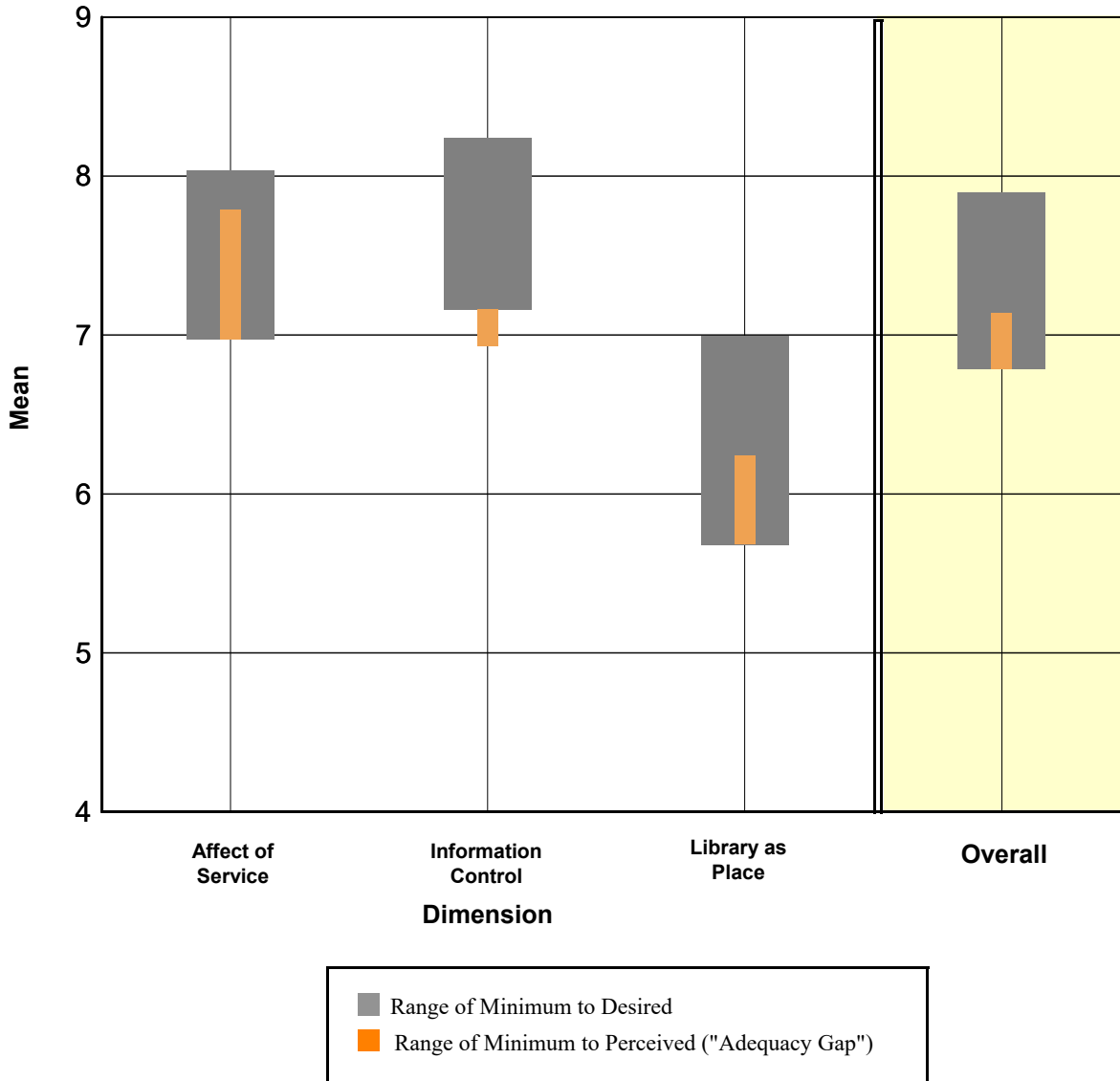
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: None
 User Group: Faculty

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	8.00	7.13	0.52	-0.87	23
AS-2	Giving users individual attention	6.47	7.56	7.44	0.97	-0.12	34
AS-3	Employees who are consistently courteous	7.44	8.29	7.94	0.50	-0.35	34
AS-4	Readiness to respond to users' questions	6.68	8.00	7.92	1.24	-0.08	25
AS-5	Employees who have the knowledge to answer user questions	7.44	8.16	8.04	0.60	-0.12	25
AS-6	Employees who deal with users in a caring fashion	7.03	8.11	7.92	0.89	-0.19	119
AS-7	Employees who understand the needs of their users	7.23	8.32	7.42	0.19	-0.90	31
AS-8	Willingness to help users	7.28	8.24	8.04	0.76	-0.20	25
AS-9	Dependability in handling users' service problems	7.00	7.62	7.57	0.57	-0.05	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.30	8.20	7.83	0.53	-0.37	30
IC-2	A library Web site enabling me to locate information on my own	7.49	8.40	6.30	-1.19	-2.11	47
IC-3	The printed library materials I need for my work	7.23	8.50	6.17	-1.07	-2.33	30
IC-4	The electronic information resources I need	7.03	8.24	7.01	-0.02	-1.23	118
IC-5	Modern equipment that lets me easily access needed information	7.24	7.97	7.17	-0.07	-0.79	29
IC-6	Easy-to-use access tools that allow me to find things on my own	7.22	8.42	6.75	-0.47	-1.67	36
IC-7	Making information easily accessible for independent use	6.72	7.86	6.72	0.00	-1.14	29
IC-8	Print and/or electronic journal collections I require for my work	7.44	8.44	7.44	0.00	-1.00	25
Library as Place							
LP-1	Library space that inspires study and learning	5.59	7.00	6.04	0.45	-0.96	99
LP-2	Quiet space for individual activities	5.62	6.50	6.38	0.77	-0.12	26
LP-3	A comfortable and inviting location	5.79	7.31	6.90	1.10	-0.41	29
LP-4	A getaway for study, learning, or research	6.06	7.47	6.06	0.00	-1.41	17
LP-5	Community space for group learning and group study	5.33	6.53	6.33	1.00	-0.20	15
Overall:		6.79	7.90	7.14	0.35	-0.76	119

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	2.54	2.13	1.71	2.74	2.44	23
AS-2	Giving users individual attention	1.99	1.83	1.42	2.07	1.95	34
AS-3	Employees who are consistently courteous	1.42	1.22	1.15	1.78	1.79	34
AS-4	Readiness to respond to users' questions	2.15	1.85	1.22	2.28	2.18	25
AS-5	Employees who have the knowledge to answer user questions	1.45	0.75	0.93	1.50	0.97	25
AS-6	Employees who deal with users in a caring fashion	1.71	1.41	1.23	1.86	1.81	119
AS-7	Employees who understand the needs of their users	1.45	1.19	1.69	1.64	1.66	31
AS-8	Willingness to help users	1.43	0.88	1.02	1.61	1.41	25
AS-9	Dependability in handling users' service problems	1.87	1.80	1.57	1.29	1.47	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.17	1.75	1.09	2.34	2.13	30
IC-2	A library Web site enabling me to locate information on my own	1.78	1.42	2.02	2.91	2.83	47
IC-3	The printed library materials I need for my work	1.45	0.78	1.97	2.66	2.28	30
IC-4	The electronic information resources I need	1.64	1.34	1.53	2.25	2.06	118
IC-5	Modern equipment that lets me easily access needed information	1.57	1.32	1.14	1.81	1.68	29
IC-6	Easy-to-use access tools that allow me to find things on my own	1.69	0.97	1.65	2.02	1.97	36
IC-7	Making information easily accessible for independent use	2.02	1.88	1.22	2.07	1.51	29
IC-8	Print and/or electronic journal collections I require for my work	1.16	1.12	1.00	1.35	1.35	25
Library as Place							
LP-1	Library space that inspires study and learning	2.31	2.39	1.99	3.21	3.10	99
LP-2	Quiet space for individual activities	2.64	2.72	2.19	3.60	3.27	26
LP-3	A comfortable and inviting location	2.19	2.11	1.86	3.07	3.25	29
LP-4	A getaway for study, learning, or research	2.19	1.50	1.20	2.50	1.91	17
LP-5	Community space for group learning and group study	1.84	2.13	2.02	1.93	2.31	15
Overall:		1.38	1.26	1.08	1.68	1.64	119

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	6.97	8.04	7.79	0.82	-0.25	119
Information Control	7.16	8.24	6.93	-0.23	-1.31	119
Library as Place	5.68	7.00	6.24	0.56	-0.75	102
Overall	6.79	7.90	7.14	0.35	-0.76	119

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	1.55	1.34	1.15	1.67	1.67	119
Information Control	1.48	1.22	1.33	2.03	1.91	119
Library as Place	2.10	2.16	1.83	2.80	2.73	102
Overall	1.38	1.26	1.08	1.68	1.64	119

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	7.67	8.33	6.08	-1.58	-2.25	24
Library staff teaching me how to find information	6.38	6.96	7.67	1.29	0.71	24
Space for students to study and work in groups	5.00	6.75	6.67	1.67	-0.08	12
Space that facilitates quiet study	6.07	7.47	6.00	-0.07	-1.47	15
Using the library for research	7.42	8.46	7.13	-0.29	-1.33	24

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	1.20	1.34	2.22	2.60	2.77	24
Library staff teaching me how to find information	2.46	2.61	1.43	2.46	2.54	24
Space for students to study and work in groups	2.49	1.96	1.61	2.99	2.50	12
Space that facilitates quiet study	2.40	2.33	1.77	3.13	2.90	15
Using the library for research	1.53	0.98	1.68	2.40	2.08	24

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Faculty

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.	7.93	1.25	67
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.27	1.47	52
How would you rate the overall quality of the service provided by the library?	7.47	1.33	119

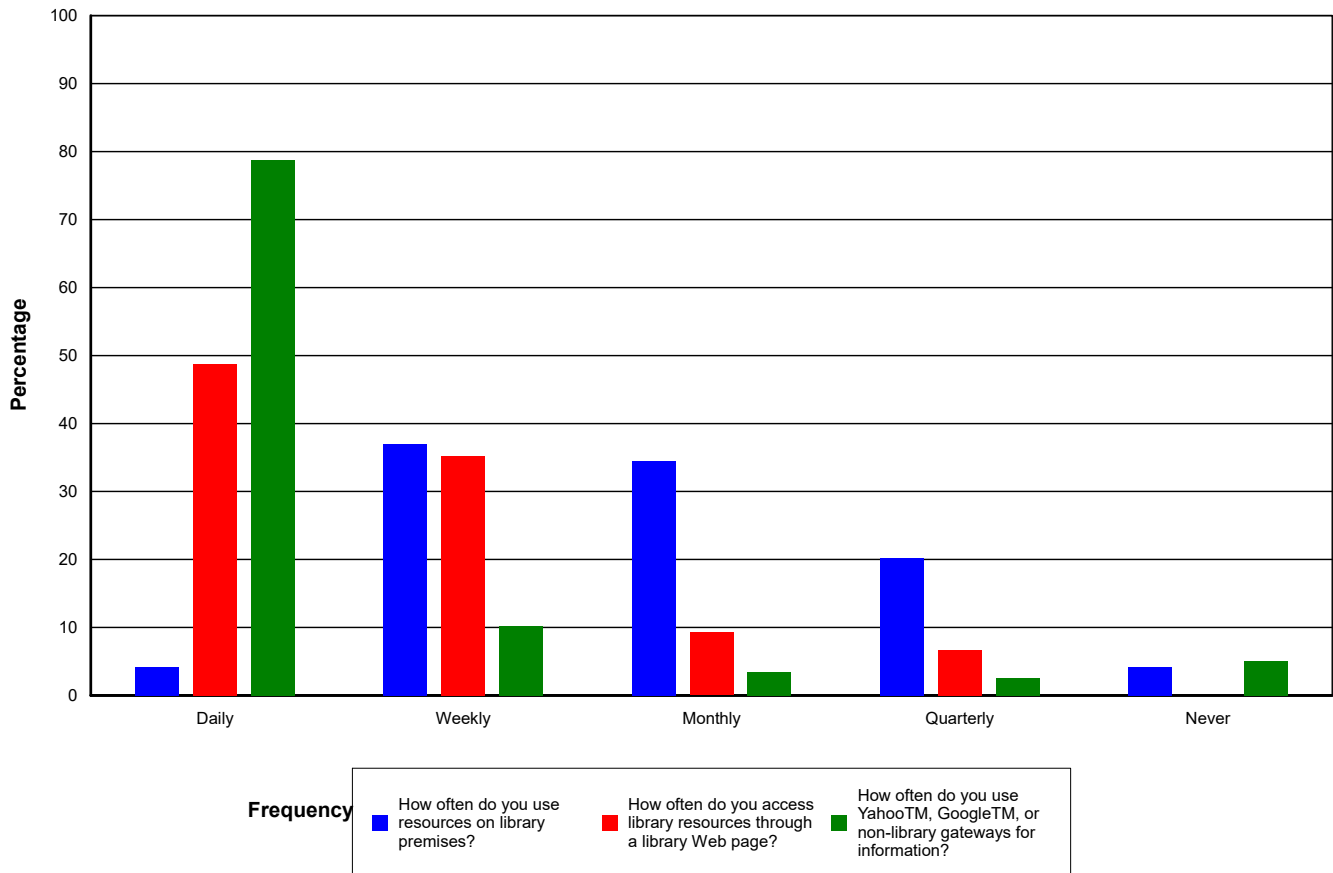
6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.91	1.42	33
The library aids my advancement in my academic discipline or work.	7.54	1.46	63
The library enables me to be more efficient in my academic pursuits or work.	7.23	1.88	61
The library helps me distinguish between trustworthy and untrustworthy information.	6.41	2.16	46
The library provides me with the information skills I need in my work or study.	6.66	1.57	35

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?	5 4.20%	44 36.97%	41 34.45%	24 20.17%	5 4.20%	119 100.00%
How often do you access library resources through a library Web page?	58 48.74%	42 35.29%	11 9.24%	8 6.72%	0 0%	119 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	93 78.81%	12 10.17%	4 3.39%	3 2.54%	6 5.08%	118 100.00%

6.8 Special Question Summary for Faculty

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

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 Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	0	0.00
31 - 45	6	46.15
46 - 65	6	46.15
Over 65	1	7.69
Under 18	0	0.00
Total:	13	100.00

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

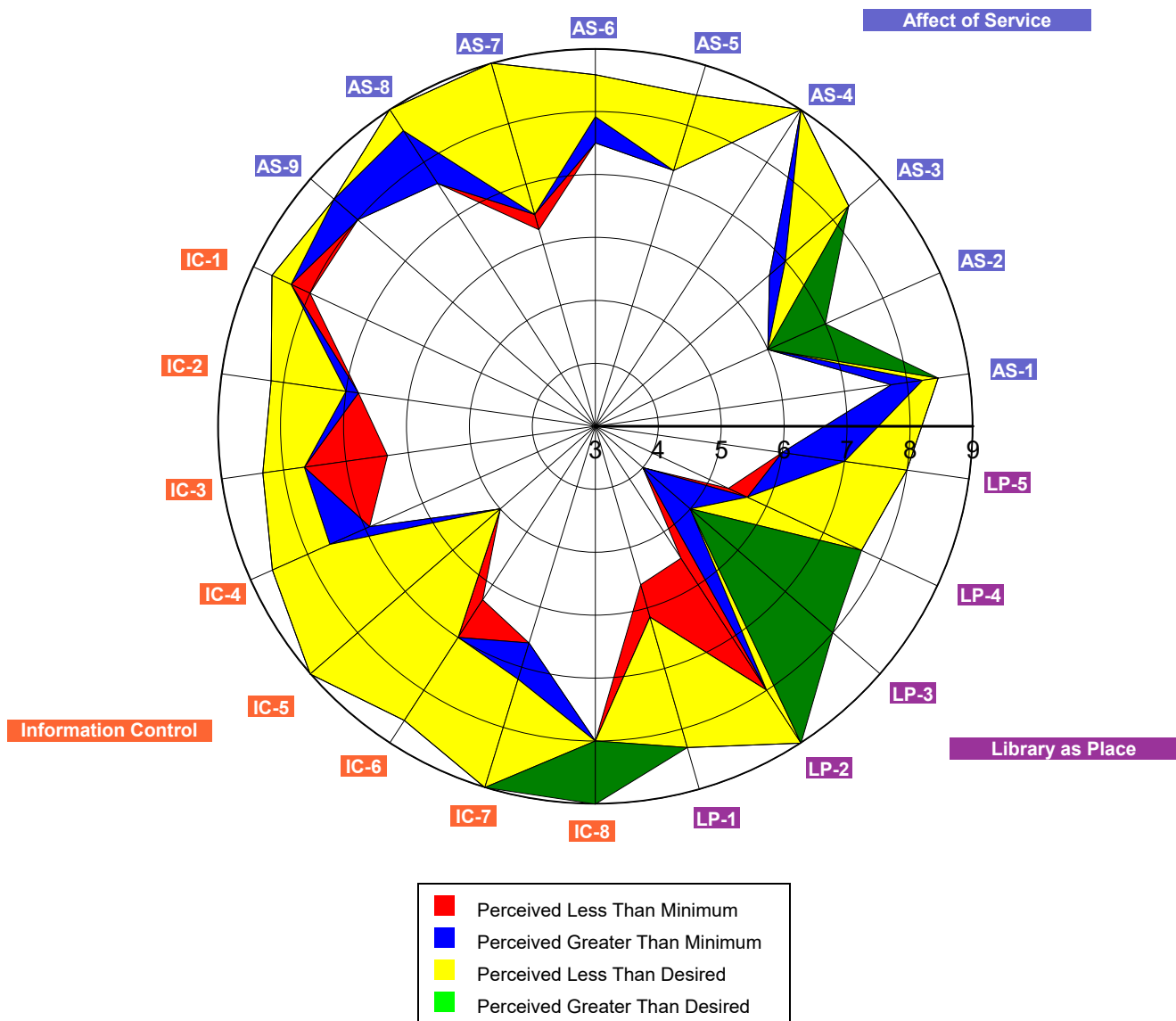
The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	0	0.00
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	8	61.54
I only use the library remotely	1	7.69
Islamic Studies Library	0	0.00
Macdonald Campus Library	0	0.00
Marvin Duchow Music Library	1	7.69
Nahum Gelber Law Library	1	7.69
Osler Library of the History of Medicine	1	7.69
Schulich Library of Physical Sciences, Life Sciences, and Engineering	1	7.69
Total:	13	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	7.75	8.50	8.25	0.50	-0.25	4
AS-2	Giving users individual attention	6.00	6.00	7.00	1.00	1.00	1
AS-3	Employees who are consistently courteous	6.67	8.33	7.00	0.33	-1.33	3
AS-4	Readiness to respond to users' questions	9.00	9.00	9.00	0.00	0.00	1
AS-5	Employees who have the knowledge to answer user questions	7.25	8.50	7.25	0.00	-1.25	4
AS-6	Employees who deal with users in a caring fashion	7.50	8.58	7.92	0.42	-0.67	12
AS-7	Employees who understand the needs of their users	6.50	9.00	6.25	-0.25	-2.75	4
AS-8	Willingness to help users	7.60	9.00	8.60	1.00	-0.40	5
AS-9	Dependability in handling users' service problems	8.00	8.50	8.50	0.50	0.00	2
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.33	8.67	8.00	-0.33	-0.67	3
IC-2	A library Web site enabling me to locate information on my own	6.80	8.20	7.00	0.20	-1.20	5
IC-3	The printed library materials I need for my work	7.67	8.33	6.33	-1.33	-2.00	3
IC-4	The electronic information resources I need	6.92	8.62	7.62	0.69	-1.00	13
IC-5	Modern equipment that lets me easily access needed information	5.00	9.00	5.00	0.00	-4.00	1
IC-6	Easy-to-use access tools that allow me to find things on my own	7.00	8.57	6.29	-0.71	-2.29	7
IC-7	Making information easily accessible for independent use	6.60	9.00	7.20	0.60	-1.80	5
IC-8	Print and/or electronic journal collections I require for my work	8.00	8.00	9.00	1.00	1.00	2
Library as Place							
LP-1	Library space that inspires study and learning	6.15	8.31	5.62	-0.54	-2.69	13
LP-2	Quiet space for individual activities	8.00	9.00	5.50	-2.50	-3.50	2
LP-3	A comfortable and inviting location	4.00	5.00	8.00	4.00	3.00	2
LP-4	A getaway for study, learning, or research	5.67	7.67	5.33	-0.33	-2.33	3
LP-5	Community space for group learning and group study	6.00	8.00	7.00	1.00	-1.00	6
Overall:		6.91	8.40	7.11	0.20	-1.30	13

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

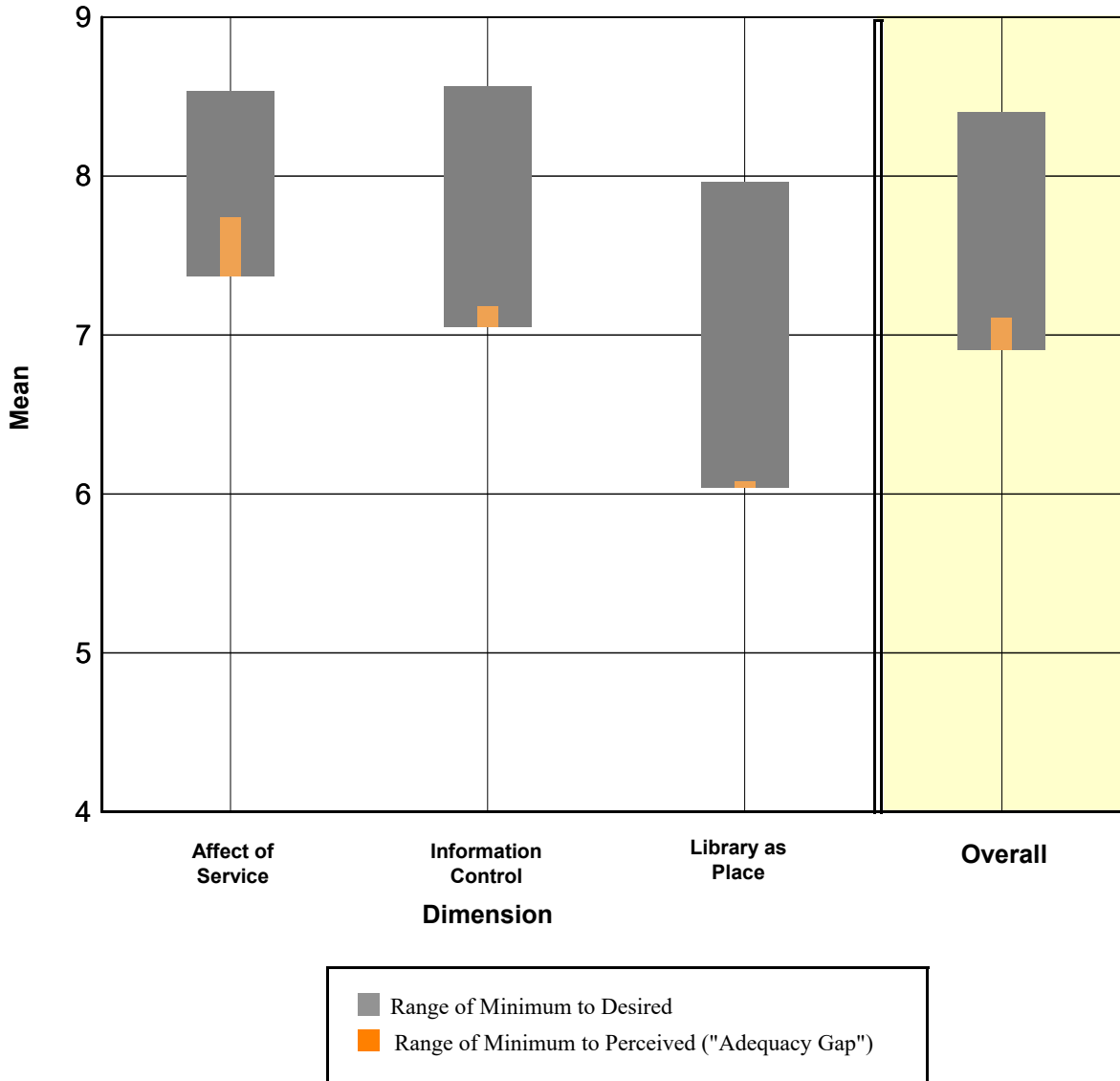
User Group: Librarian or Library Staff

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	0.96	0.58	0.96	1.00	1.26	4
AS-2	Giving users individual attention						1
AS-3	Employees who are consistently courteous	0.58	1.15	0	0.58	1.15	3
AS-4	Readiness to respond to users' questions						1
AS-5	Employees who have the knowledge to answer user questions	0.96	1.00	1.26	1.41	1.50	4
AS-6	Employees who deal with users in a caring fashion	1.24	0.79	1.08	1.24	1.15	12
AS-7	Employees who understand the needs of their users	1.29	0	2.63	3.10	2.63	4
AS-8	Willingness to help users	1.67	0	0.89	1.73	0.89	5
AS-9	Dependability in handling users' service problems	1.41	0.71	0.71	2.12	1.41	2
Information Control							
IC-1	Making electronic resources accessible from my home or office	0.58	0.58	1.00	0.58	0.58	3
IC-2	A library Web site enabling me to locate information on my own	1.30	0.45	1.73	1.30	1.64	5
IC-3	The printed library materials I need for my work	2.31	1.15	0.58	2.08	1.00	3
IC-4	The electronic information resources I need	0.76	0.65	1.04	1.49	1.29	13
IC-5	Modern equipment that lets me easily access needed information						1
IC-6	Easy-to-use access tools that allow me to find things on my own	1.63	0.79	2.56	2.56	2.81	7
IC-7	Making information easily accessible for independent use	1.14	0	1.48	2.19	1.48	5
IC-8	Print and/or electronic journal collections I require for my work	1.41	1.41	0	1.41	1.41	2
Library as Place							
LP-1	Library space that inspires study and learning	2.08	0.85	1.61	2.60	1.89	13
LP-2	Quiet space for individual activities	1.41	0	2.12	0.71	2.12	2
LP-3	A comfortable and inviting location	4.24	4.24	0	4.24	4.24	2
LP-4	A getaway for study, learning, or research	1.15	2.31	1.53	2.08	3.79	3
LP-5	Community space for group learning and group study	1.10	0.89	0.89	1.41	1.55	6
Overall:		0.99	0.48	0.98	1.21	1.26	13

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

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	7.37	8.54	7.74	0.37	-0.79	13
Information Control	7.05	8.56	7.18	0.13	-1.38	13
Library as Place	6.04	7.96	6.08	0.04	-1.88	13
Overall	6.91	8.40	7.11	0.20	-1.30	13

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	1.19	0.74	1.11	1.28	1.27	13
Information Control	1.10	0.39	1.21	1.43	1.38	13
Library as Place	1.88	1.07	1.48	2.47	2.17	13
Overall	0.99	0.48	0.98	1.21	1.26	13

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	6.80	8.20	5.80	-1.00	-2.40	5
Library staff teaching me how to find information						0
Space for students to study and work in groups	7.00	7.50	5.00	-2.00	-2.50	2
Space that facilitates quiet study	8.00	8.50	6.50	-1.50	-2.00	2
Using the library for research	8.00	8.67	7.67	-0.33	-1.00	3

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	2.17	0.84	1.10	1.41	0.55	5
Library staff teaching me how to find information						0
Space for students to study and work in groups	1.41	2.12	1.41	2.83	3.54	2
Space that facilitates quiet study	0	0.71	2.12	2.12	2.83	2
Using the library for research	1.00	0.58	1.53	0.58	1.73	3

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.	9.00	0	2
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.09	1.30	11
How would you rate the overall quality of the service provided by the library?	7.54	1.45	13

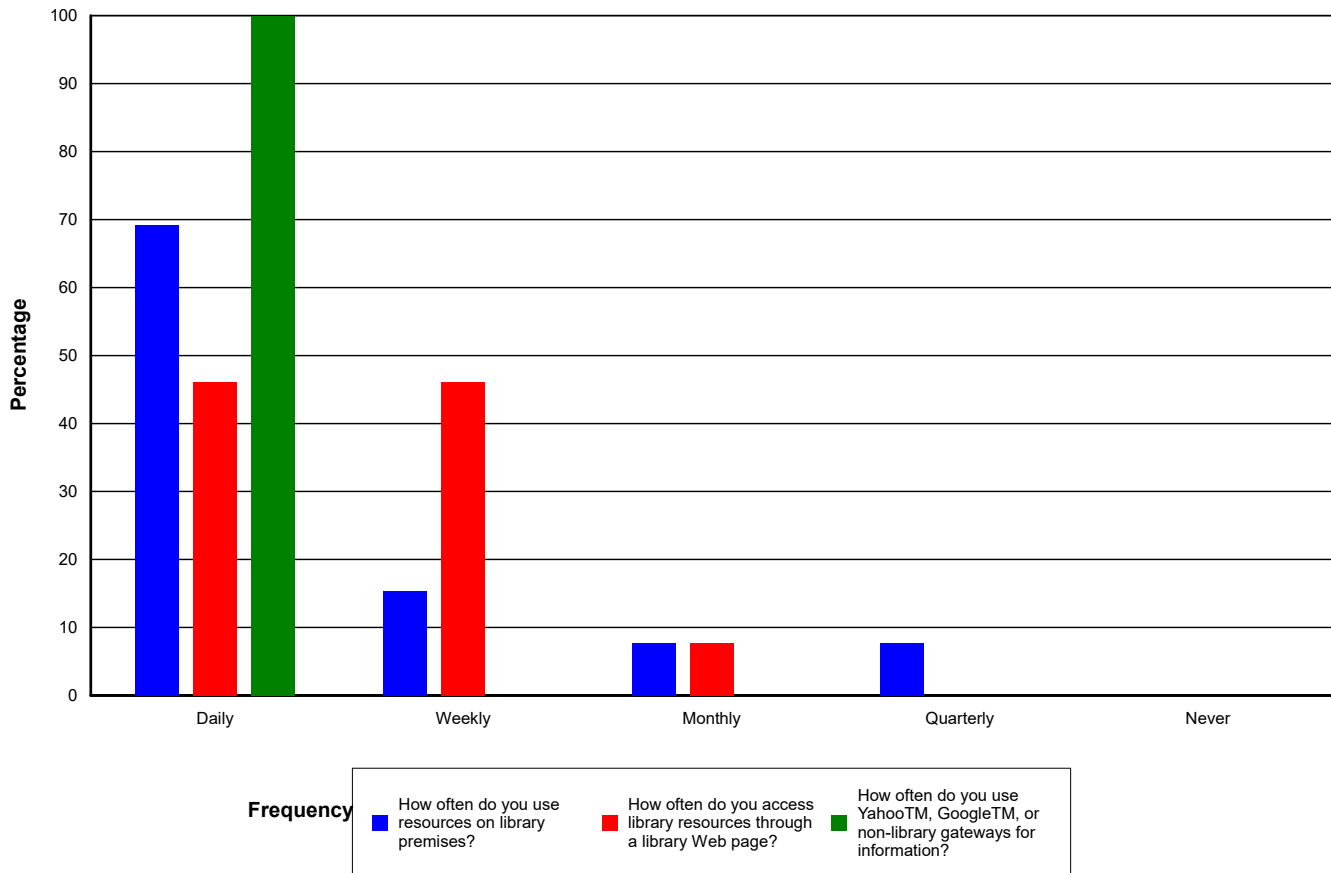
7.6 Information Literacy Outcomes Questions Summary for Librarian or Library Staff

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.	8.00	1.00	3
The library aids my advancement in my academic discipline or work.	8.00	1.15	4
The library enables me to be more efficient in my academic pursuits or work.	6.60	1.14	5
The library helps me distinguish between trustworthy and untrustworthy information.	6.57	1.51	7
The library provides me with the information skills I need in my work or study.	7.14	1.86	7

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?	9 69.23%	2 15.38%	1 7.69%	1 7.69%	0 0 %	13 100.00%
How often do you access library resources through a library Web page?	6 46.15%	6 46.15%	1 7.69%	0 0 %	0 0 %	13 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	13 100.00%	0 0 %	0 0 %	0 0 %	0 0 %	13 100.00%

7.8 Special Question Summary for Librarian or Library Staff

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

8 Staff Summary for McGill University Library

8.1 Demographic Summary for Staff

8.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	2	18.18
31 - 45	6	54.55
46 - 65	3	27.27
Over 65	0	0.00
Under 18	0	0.00
Total:	11	100.00

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

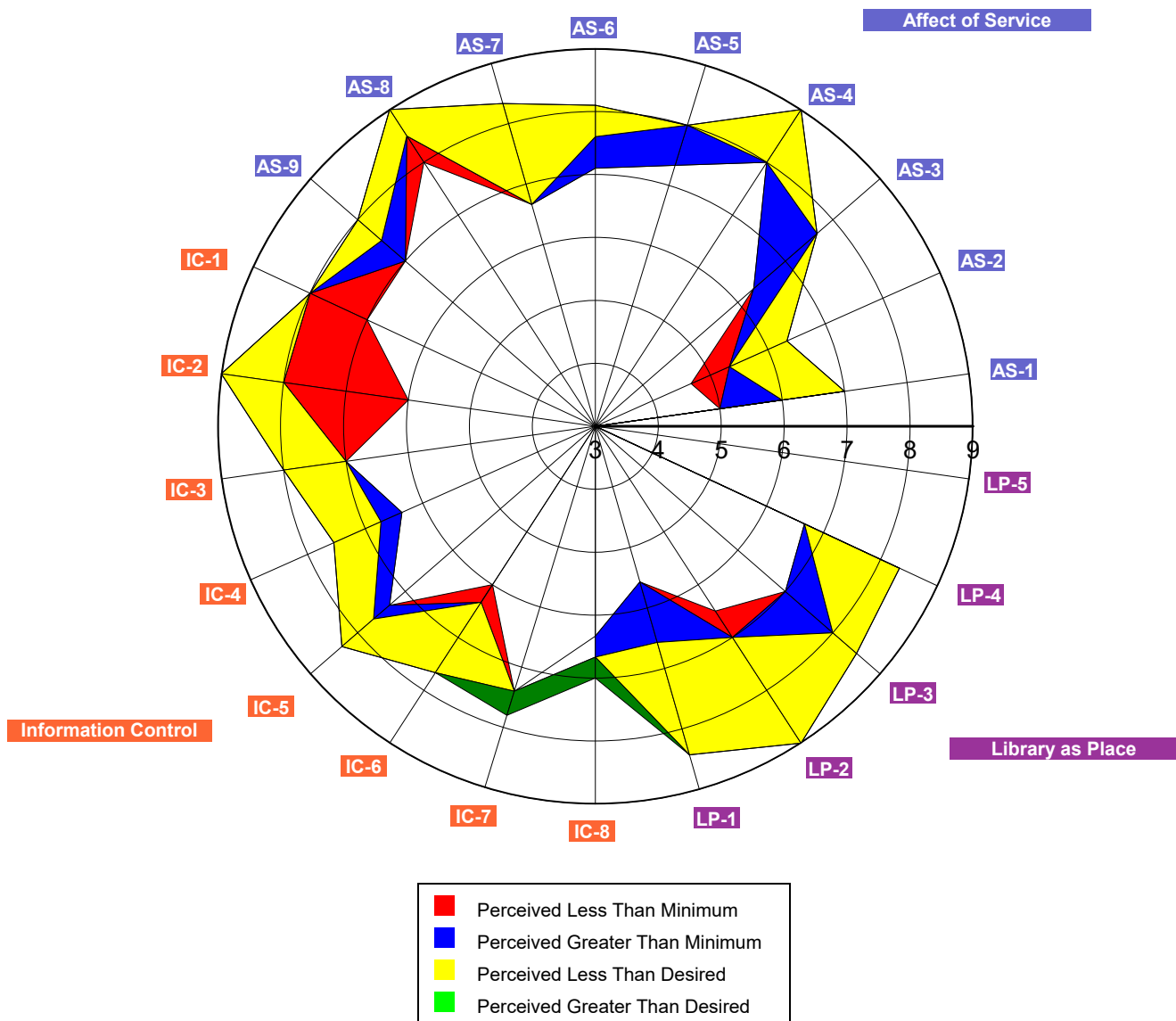
The library that you use most often:	Respondents n	Respondents %
Birks Reading Room	0	0.00
Humanities & Social Sciences Library (McLennan-Redpath Buildings)	7	63.64
I only use the library remotely	1	9.09
Islamic Studies Library	0	0.00
Macdonald Campus Library	0	0.00
Marvin Duchow Music Library	2	18.18
Nahum Gelber Law Library	1	9.09
Osler Library of the History of Medicine	0	0.00
Schulich Library of Physical Sciences, Life Sciences, and Engineering	0	0.00
Total:	11	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	5.00	7.00	6.00	1.00	-1.00	2
AS-2	Giving users individual attention	5.33	6.33	4.67	-0.67	-1.67	3
AS-3	Employees who are consistently courteous	6.33	7.67	7.67	1.33	0.00	3
AS-4	Readiness to respond to users' questions	8.00	9.00	8.00	0.00	-1.00	2
AS-5	Employees who have the knowledge to answer user questions	7.33	8.00	8.00	0.67	0.00	3
AS-6	Employees who deal with users in a caring fashion	7.10	8.10	7.60	0.50	-0.50	10
AS-7	Employees who understand the needs of their users	6.67	8.33	6.67	0.00	-1.67	3
AS-8	Willingness to help users	8.50	9.00	8.00	-0.50	-1.00	2
AS-9	Dependability in handling users' service problems	7.00	8.00	7.50	0.50	-0.50	2
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.00	8.00	7.00	-1.00	-1.00	1
IC-2	A library Web site enabling me to locate information on my own	8.00	9.00	6.00	-2.00	-3.00	2
IC-3	The printed library materials I need for my work	7.00	8.00	7.00	0.00	-1.00	1
IC-4	The electronic information resources I need	6.36	7.55	6.73	0.36	-0.82	11
IC-5	Modern equipment that lets me easily access needed information	7.33	8.33	7.67	0.33	-0.67	3
IC-6	Easy-to-use access tools that allow me to find things on my own	6.33	7.67	6.00	-0.33	-1.67	3
IC-7	Making information easily accessible for independent use	7.40	7.20	7.60	0.20	0.40	5
IC-8	Print and/or electronic journal collections I require for my work	6.33	6.67	7.00	0.67	0.33	3
Library as Place							
LP-1	Library space that inspires study and learning	5.57	8.43	6.57	1.00	-1.86	7
LP-2	Quiet space for individual activities	7.00	9.00	6.50	-0.50	-2.50	2
LP-3	A comfortable and inviting location	7.00	8.50	8.00	1.00	-0.50	2
LP-4	A getaway for study, learning, or research	6.67	8.33	6.67	0.00	-1.67	3
LP-5	Community space for group learning and group study						0
Overall:		6.72	7.90	6.95	0.23	-0.95	11

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

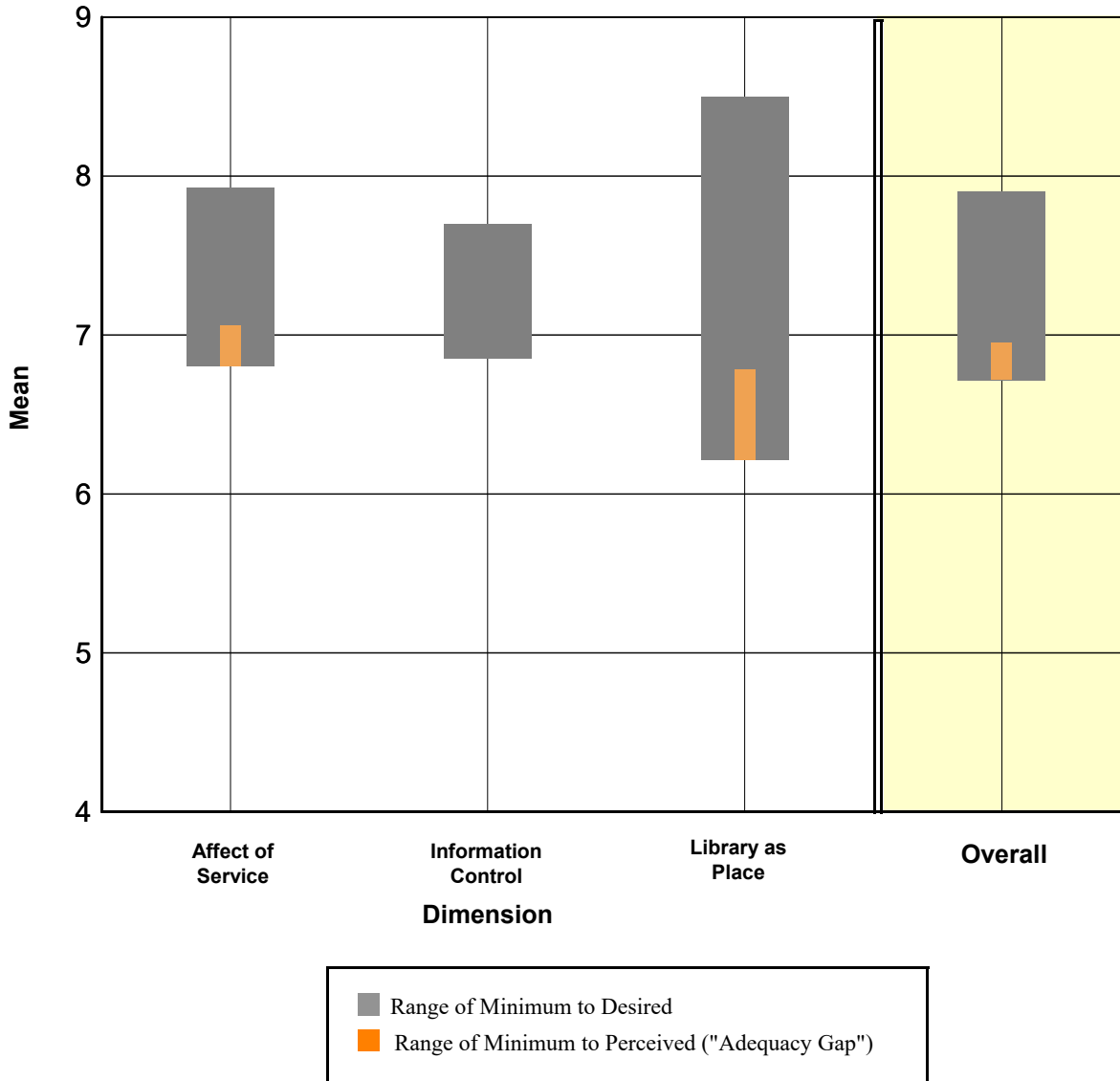
User Group: Staff

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	2.83	0	4.24	1.41	4.24	2
AS-2	Giving users individual attention	1.53	1.15	3.21	3.06	2.08	3
AS-3	Employees who are consistently courteous	2.31	1.15	1.53	1.53	1.00	3
AS-4	Readiness to respond to users' questions	1.41	0	1.41	0	1.41	2
AS-5	Employees who have the knowledge to answer user questions	1.53	1.00	1.00	1.15	0	3
AS-6	Employees who deal with users in a caring fashion	1.60	1.29	1.26	1.51	1.84	10
AS-7	Employees who understand the needs of their users	2.08	1.15	3.21	3.61	2.08	3
AS-8	Willingness to help users	0.71	0	1.41	0.71	1.41	2
AS-9	Dependability in handling users' service problems	0	1.41	0.71	0.71	2.12	2
Information Control							
IC-1	Making electronic resources accessible from my home or office						1
IC-2	A library Web site enabling me to locate information on my own	1.41	0	1.41	2.83	1.41	2
IC-3	The printed library materials I need for my work						1
IC-4	The electronic information resources I need	1.63	2.11	1.10	1.03	1.89	11
IC-5	Modern equipment that lets me easily access needed information	1.53	1.15	1.15	0.58	1.15	3
IC-6	Easy-to-use access tools that allow me to find things on my own	1.15	1.15	1.00	0.58	0.58	3
IC-7	Making information easily accessible for independent use	0.55	1.92	0.89	0.84	1.95	5
IC-8	Print and/or electronic journal collections I require for my work	1.53	4.04	1.00	1.15	4.16	3
Library as Place							
LP-1	Library space that inspires study and learning	2.44	0.79	1.62	2.71	1.57	7
LP-2	Quiet space for individual activities	0	0	0.71	0.71	0.71	2
LP-3	A comfortable and inviting location	2.83	0.71	1.41	1.41	0.71	2
LP-4	A getaway for study, learning, or research	1.53	1.15	2.31	3.00	1.15	3
LP-5	Community space for group learning and group study						0
Overall:		1.20	1.02	1.10	0.94	0.85	11

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

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	6.80	7.92	7.06	0.26	-0.86	11
Information Control	6.85	7.70	6.85	0	-0.85	11
Library as Place	6.21	8.50	6.79	0.57	-1.71	7
Overall	6.72	7.90	6.95	0.23	-0.95	11

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	1.38	0.83	1.76	1.33	1.54	11
Information Control	1.19	1.74	0.89	1.13	1.85	11
Library as Place	1.82	0.50	1.58	2.15	1.22	7
Overall	1.20	1.02	1.10	0.94	0.85	11

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	9.00	9.00	4.00	-5.00	-5.00	1
Library staff teaching me how to find information	7.00	8.67	7.33	0.33	-1.33	3
Space for students to study and work in groups						0
Space that facilitates quiet study	8.50	9.00	8.00	-0.50	-1.00	2
Using the library for research	7.00	9.00	7.00	0	-2.00	1

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
Library staff teaching me how to find information	0	0.58	1.53	1.53	1.53	3
Space for students to study and work in groups						0
Space that facilitates quiet study	0.71	0	1.41	0.71	1.41	2
Using the library for research						1

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: None

User Group: Staff

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.	7.83	0.75	6
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.40	1.52	5
How would you rate the overall quality of the service provided by the library?	7.18	1.40	11

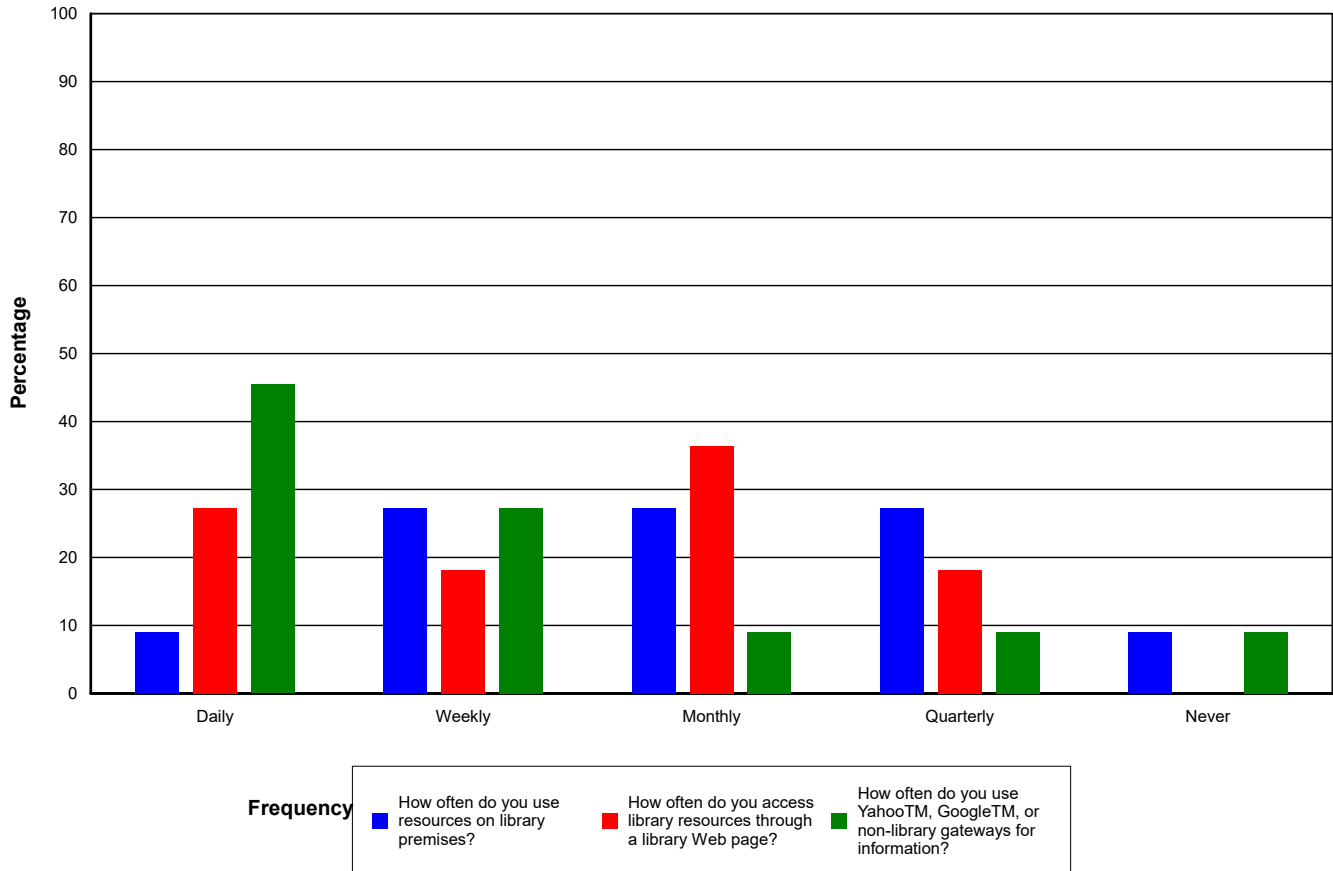
8.6 Information Literacy Outcomes Questions Summary for Staff

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.	7.00	1.58	5
The library aids my advancement in my academic discipline or work.	7.29	1.25	7
The library enables me to be more efficient in my academic pursuits or work.	7.40	0.55	5
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	2.16	4
The library provides me with the information skills I need in my work or study.	4.00		1

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?	1 9.09%	3 27.27%	3 27.27%	3 27.27%	1 9.09%	11 100.00%
How often do you access library resources through a library Web page?	3 27.27%	2 18.18%	4 36.36%	2 18.18%	0 0%	11 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	5 45.45%	3 27.27%	1 9.09%	1 9.09%	1 9.09%	11 100.00%

8.8 Special Question Summary for Staff

This section summarizes results of questions unique to this library's survey. The tables and charts display the number and percentages of respondents and related useful statistics for these questions.

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

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

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

LibQUAL+ 2001 Dimensions

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

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

LibQUAL+ 2002 and 2003 Dimensions

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

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

LibQUAL+ 2004 - 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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