LibQUAL+®

2023 Survey

University of Ottawa

1 Introduction

1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2023 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 2022, there have been 3,354 institutional surveys implemented across 1,349 institutions in 37 countries, 20 language translations, and over 3 million respondents. About 38% 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 2023 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 int he 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 University of Ottawa

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. $):	**$19,925,596**
Total library expenditures (in U.S. $):	**$19,925,596**
Personnel - professional staff, FTE:	**65**
Personnel - support staff, FTE:	**76**
Total library materials expenditures (in U.S. $):	**13,943,899**
Total salaries and wages for professional staff (in U.S. $):	**5,981,697**
Total salaries and wages for professional staff (in U.S. $):	**5,981,697**

1.5   Contact Information for University of Ottawa

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

Name:	**Katrine Mallan**
Title:	
Address:	**University of Ottawa Library** **65 University Private** **Ottawa, Ontario K1N6N5** **Canada**
Phone:	
Email:	**kmallan@uottawa.ca**

1.6   Survey Protocol and Language for University of Ottawa

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

		Long	Lite	Total (by Language)
English (American)	Count	112	849	**961**
	% of Protocol	*68.29%*	*66.96%*	*67.11%*
	% of Language	*11.65%*	*88.35%*	*100.00%*
	% of Total Cases	*7.82*	*59.29*	*67.11*
French (Canada)	Count	52	419	**471**
	% of Protocol	*31.71%*	*33.04%*	*32.89%*
	% of Language	*11.04%*	*88.96%*	*100.00%*
	% of Total Cases	*3.63*	*29.26*	*32.89*
Total *(by Survey Protocol)*	Count	**164**	**1,268**	**1,432**
	% of Protocol	*100.00%*	*100.00%*	*100.00%*
	% of Language	*11.45%*	*88.55%*	*100.00%*
	% of Total Cases	*11.45*	*88.55*	*100.00*

2   Demographic Summary for University of Ottawa

2.1   Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	262	18.30%
Second year	223	15.57%
Third year	204	14.25%
Fourth year	161	11.24%
Fifth year and above	45	3.14%
Non-degree	4	0.28%
Sub Total:	899	62.78%
Graduate		
Masters	199	13.90%
Doctoral	124	8.66%
Postdoctoral Fellow	18	1.26%
Non-degree or Undecided	2	0.14%
Sub Total:	343	23.95%
Faculty		
Professor	73	5.10%
Associate Professor	47	3.28%
Assistant Professor	20	1.40%
Lecturer	17	1.19%
Adjunct Faculty	11	0.77%
Other Academic Status	13	0.91%
Sub Total:	181	12.64%
Staff		
Research Staff	5	0.35%
Other Staff Positions	4	0.28%
Sub Total:	9	0.63%
Total:	**1,432**	**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.

■ Respondents Profile by User Sub-Group
■ Population Profile by User Sub-Group
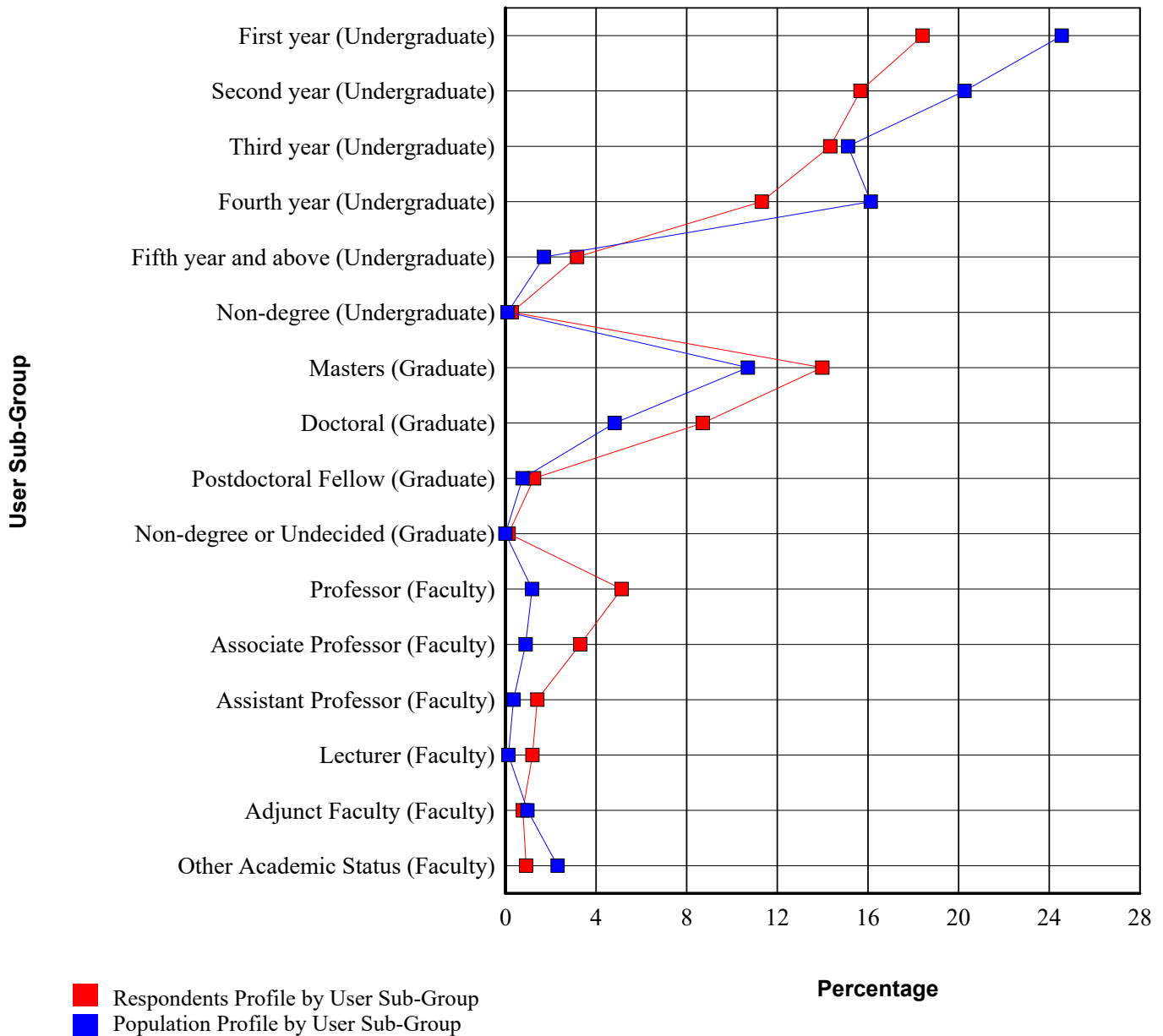
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: LibQUAL Canada
User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N – %n
First year (Undergraduate)	12,577	24.56	262	18.41	6.15
Second year (Undergraduate)	10,377	20.26	223	15.67	4.59
Third year (Undergraduate)	7,744	15.12	204	14.34	0.79
Fourth year (Undergraduate)	8,258	16.13	161	11.31	4.81
Fifth year and above (Undergraduate)	872	1.70	45	3.16	-1.46
Non-degree (Undergraduate)	51	0.10	4	0.28	-0.18
Masters (Graduate)	5,480	10.70	199	13.98	-3.28
Doctoral (Graduate)	2,470	4.82	124	8.71	-3.89
Postdoctoral Fellow (Graduate)	389	0.76	18	1.26	-0.51
Non-degree or Undecided (Graduate)	0	0.00	2	0.14	-0.14
Professor (Faculty)	603	1.18	73	5.13	-3.95
Associate Professor (Faculty)	457	0.89	47	3.30	-2.41
Assistant Professor (Faculty)	186	0.36	20	1.41	-1.04
Lecturer (Faculty)	69	0.13	17	1.19	-1.06
Adjunct Faculty (Faculty)	499	0.97	11	0.77	0.20
Other Academic Status (Faculty)	1,179	2.30	13	0.91	1.39
Total:	**51,211**	**100.00**	**1,423**	**100.00**	**0.00**

Language: **English (American), French (Canada)**
Institution Type: **College or University**
Consortium: **LibQUAL Canada**
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.

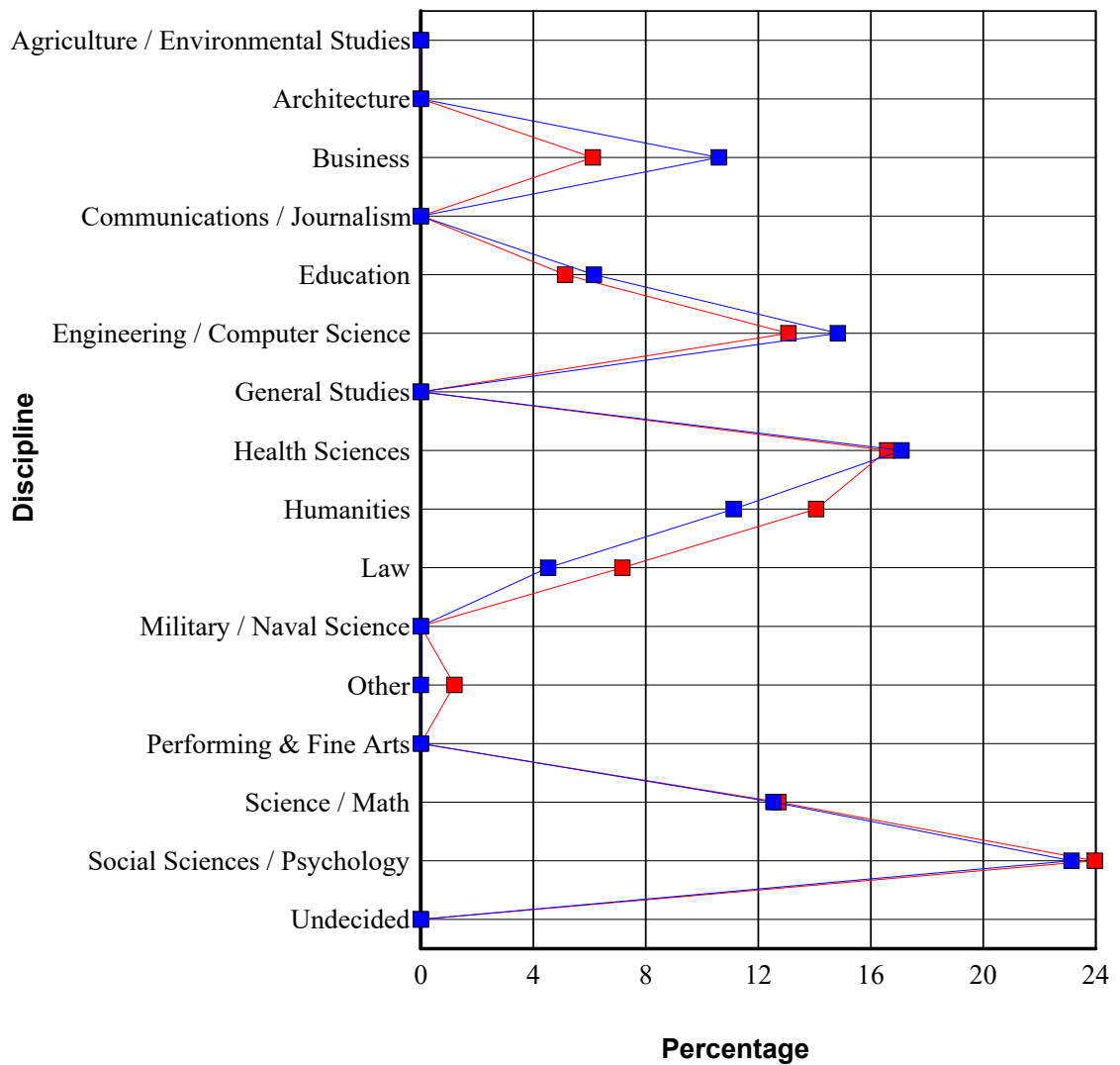Respondent Profile by Discipline
Population Profile by Discipline

Language: English (American), French (Canada)
Institution Type: College or University
Consortium: LibQUAL Canada
User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	5,190	10.60	87	6.11	4.48
Communications / Journalism	0	0.00	0	0.00	0.00
Education	3,015	6.15	73	5.13	1.02
Engineering / Computer Science	7,264	14.83	186	13.07	1.76
General Studies	0	0.00	0	0.00	0.00
Health Sciences	8,371	17.09	236	16.58	0.50
Humanities	5,451	11.13	200	14.05	-2.93
Law	2,218	4.53	102	7.17	-2.64
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	17	1.19	-1.19
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	6,142	12.54	181	12.72	-0.18
Social Sciences / Psychology	11,334	23.14	341	23.96	-0.83
Undecided	0	0.00	0	0.00	0.00
Total:	**48,985**	**100.00**	**1,423**	**100.00**	**0.00**

2.4   Population and Respondents by Customized Discipline

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

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

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

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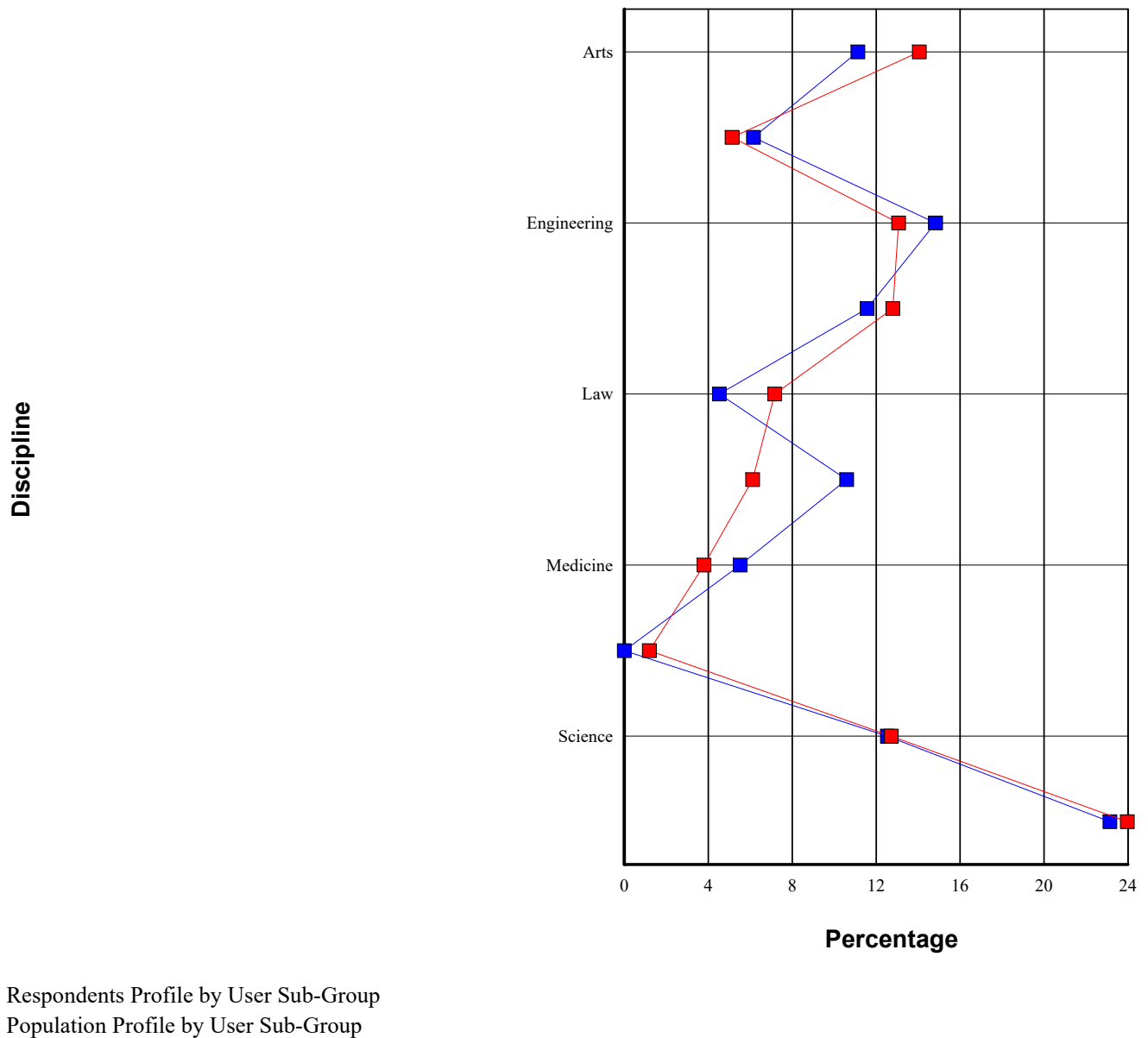■ Population Profile by User Sub-Group

Language: **English (American), French (Canada)**
Institution Type: **College or University**
Consortium: **LibQUAL Canada**
User Group: **All (Excluding Library Staff, Staff)**

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Arts	5,451	11.13	200	14.05	-2.93
Education	3,015	6.15	73	5.13	1.02
Engineering	7,264	14.83	186	13.07	1.76
Health Sciences	5,667	11.57	182	12.79	-1.22
Law	2,218	4.53	102	7.17	-2.64
Management	5,190	10.60	87	6.11	4.48
Medicine	2,704	5.52	54	3.79	1.73
Other	0	0.00	17	1.19	-1.19
Science	6,142	12.54	181	12.72	-0.18
Social Sciences	11,334	23.14	341	23.96	-0.83
Total:	**48,985**	**100.00**	**1,423**	**100.00**	**0.00**

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	729	50.94
23 - 30	359	25.09
31 - 45	168	11.74
46 - 65	148	10.34
Over 65	15	1.05
Under 18	12	0.84
Total:	**1,431**	**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 %
Archives and Special Collections	5	0.35
Brian Dickson Law Library	121	8.47
Health Sciences Library	106	7.42
Learning Crossroads (CRX)	82	5.74
Management Library	22	1.54
Morisset Library (Arts and Science)	1,007	70.52
Other	59	4.13
Social Sciences Library	26	1.82
Total:	**1,428**	**100.00**

2.7   Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	189	13.29
Full-time	1,166	82.00
Part-time	67	4.71
Total:	**1,422**	**100.00**

3. Survey Item Summary for University of Ottawa

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: LibQUAL Canada
User Group: All (Excluding Library Staff)

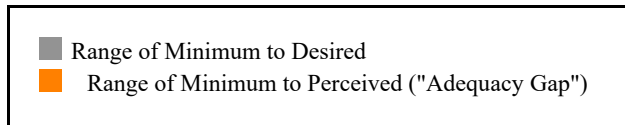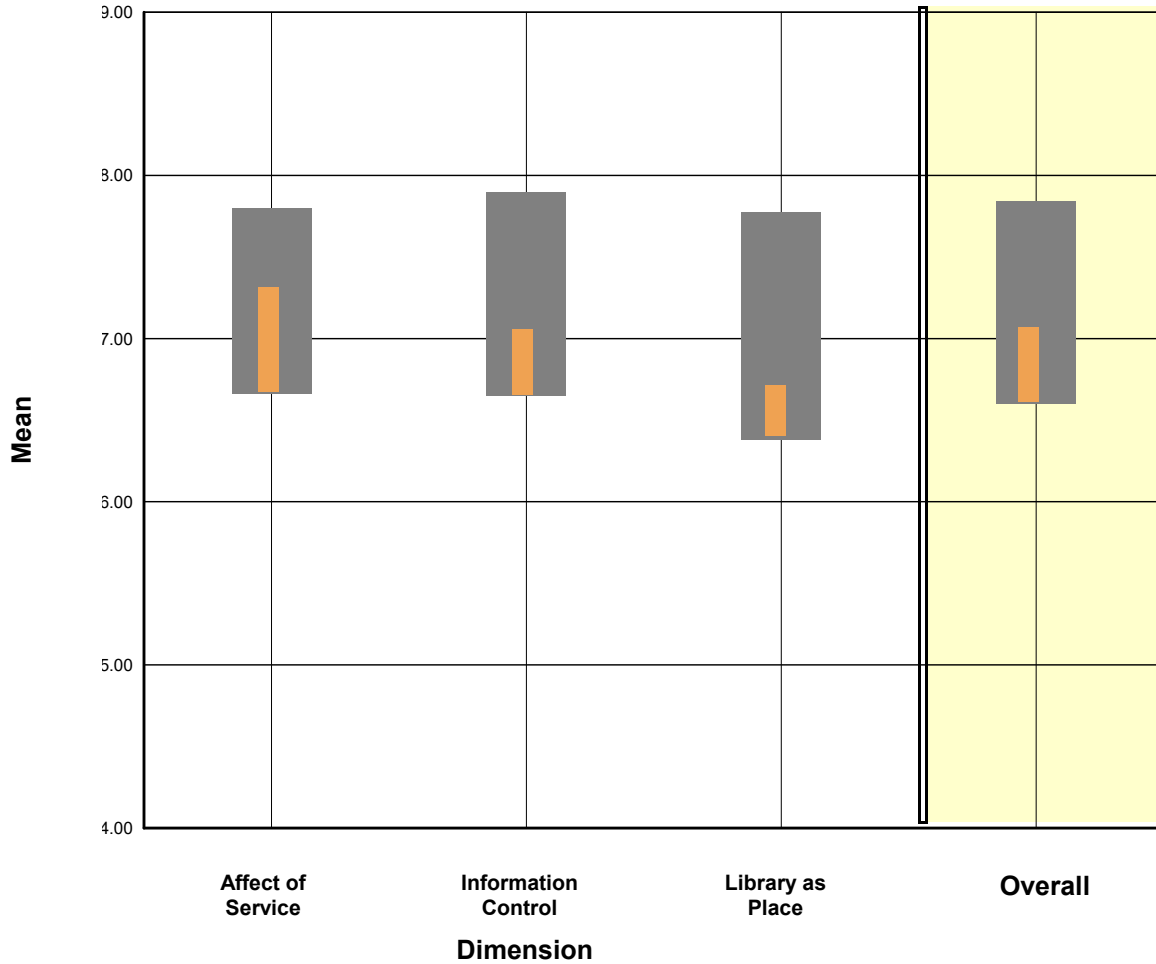| ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.43	7.62	7.13	0.71	-0.49	414
AS-2	Giving users individual attention	6.00	7.17	6.53	0.53	-0.64	459
AS-3	Employees who are consistently courteous	7.03	7.99	7.70	0.67	-0.29	435
AS-4	Readiness to respond to users' questions	6.64	7.77	7.21	0.57	-0.55	431
AS-5	Employees who have the knowledge to answer user questions	6.91	7.97	7.45	0.53	-0.52	464
AS-6	Employees who deal with users in a caring fashion	6.71	7.92	7.50	0.79	-0.43	1,321
AS-7	Employees who understand the needs of their users	6.80	7.87	7.44	0.64	-0.42	431
AS-8	Willingness to help users	6.74	7.80	7.45	0.71	-0.35	416
AS-9	Dependability in handling users' service problems	6.70	7.80	7.14	0.44	-0.66	360
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.92	8.05	7.24	0.32	-0.81	460
IC-2	A library Web site enabling me to locate information on my own	6.94	8.16	7.12	0.19	-1.03	578
IC-3	The printed library materials I need for my work	6.32	7.64	6.80	0.47	-0.84	381
IC-4	The electronic information resources I need	6.50	7.84	7.11	0.60	-0.73	1,369
IC-5	Modern equipment that lets me easily access needed information	6.63	7.82	6.84	0.20	-0.98	504
IC-6	Easy-to-use access tools that allow me to find things on my own	6.75	7.97	6.92	0.18	-1.04	539
IC-7	Making information easily accessible for independent use	6.82	7.98	7.16	0.34	-0.82	498
IC-8	Print and/or electronic journal collections I require for my work	6.84	7.96	7.15	0.31	-0.81	432
Library as Place							
LP-1	Library space that inspires study and learning	6.25	7.77	6.53	0.28	-1.23	1,321
LP-2	Quiet space for individual activities	6.83	8.03	7.09	0.26	-0.94	439
LP-3	A comfortable and inviting location	6.56	7.86	6.70	0.14	-1.16	465
LP-4	A getaway for study, learning, or research	6.47	7.83	6.92	0.44	-0.91	443
LP-5	Community space for group learning and group study	6.36	7.68	6.81	0.45	-0.87	414
Overall:		6.60	7.84	7.07	0.47	-0.77	1,432

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	1.95	1.55	1.71	1.78	1.60	414
AS-2	Giving users individual attention	2.05	1.69	1.94	1.70	1.61	459
AS-3	Employees who are consistently courteous	1.73	1.32	1.47	1.63	1.44	435
AS-4	Readiness to respond to users' questions	1.74	1.35	1.60	1.72	1.52	431
AS-5	Employees who have the knowledge to answer user questions	1.67	1.24	1.47	1.54	1.32	464
AS-6	Employees who deal with users in a caring fashion	1.76	1.29	1.51	1.72	1.48	1,321
AS-7	Employees who understand the needs of their users	1.72	1.31	1.37	1.61	1.38	431
AS-8	Willingness to help users	1.80	1.36	1.40	1.63	1.33	416
AS-9	Dependability in handling users' service problems	1.68	1.36	1.60	1.79	1.72	360
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.79	1.27	1.68	1.89	1.68	460
IC-2	A library Web site enabling me to locate information on my own	1.66	1.20	1.70	1.91	1.77	578
IC-3	The printed library materials I need for my work	1.94	1.62	1.83	1.94	1.86	381
IC-4	The electronic information resources I need	1.83	1.44	1.51	1.77	1.59	1,369
IC-5	Modern equipment that lets me easily access needed information	1.70	1.33	1.71	1.85	1.75	504
IC-6	Easy-to-use access tools that allow me to find things on my own	1.71	1.25	1.64	1.85	1.74	539
IC-7	Making information easily accessible for independent use	1.71	1.17	1.47	1.76	1.53	498
IC-8	Print and/or electronic journal collections I require for my work	1.82	1.49	1.62	1.80	1.71	432
Library as Place							
LP-1	Library space that inspires study and learning	1.89	1.55	1.91	2.12	2.14	1,321
LP-2	Quiet space for individual activities	1.81	1.35	1.79	2.07	1.91	439
LP-3	A comfortable and inviting location	1.79	1.45	1.95	2.02	1.99	465
LP-4	A getaway for study, learning, or research	1.87	1.52	1.77	1.97	1.84	443
LP-5	Community space for group learning and group study	1.96	1.59	1.89	2.21	2.25	414
Overall:		1.41	0.98	1.22	1.33	1.16	1,432

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.

| ■ | Range of Minimum to Desired |
| ■ | Range of Minimum to Perceived ("Adequacy Gap") |

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	6.66	7.80	7.33	0.67	-0.47	1,391
Information Control	6.65	7.90	7.06	0.42	-0.83	1,429
Library as Place	6.38	7.78	6.70	0.32	-1.07	1,354
Overall	6.60	7.84	7.07	0.47	-0.77	1,432

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	1.18	1.38	1.44	1.23	1,391
Information Control	1.53	1.11	1.30	1.48	1.32	1,429
Library as Place	1.70	1.36	1.67	1.86	1.84	1,354
Overall	1.41	0.98	1.22	1.33	1.16	1,432

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
Ability to navigate library Web pages easily	6.90	8.05	6.84	-0.05	-1.20	403
An online catalog that is user-friendly for finding materials	6.82	8.04	6.95	0.13	-1.09	394
Availability of online help when using my library's electronic resources	6.34	7.57	6.73	0.38	-0.84	337
Helpful online guides and tutorials	6.23	7.47	6.76	0.53	-0.71	347
Library keeping me informed about all of its services	6.08	7.18	6.41	0.34	-0.77	407

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
Ability to navigate library Web pages easily	1.64	1.21	1.70	1.97	1.83	403
An online catalog that is user-friendly for finding materials	1.73	1.32	1.70	1.86	1.71	394
Availability of online help when using my library's electronic resources	1.94	1.54	1.79	1.94	1.78	337
Helpful online guides and tutorials	2.03	1.63	1.82	1.97	1.84	347
Library keeping me informed about all of its services	2.01	1.74	2.01	2.02	2.06	407

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.73	1.35	786
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.24	1.54	810
How would you rate the overall quality of the service provided by the library?	7.37	1.26	1,432

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 to 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.	6.51	1.86	573
The library aids my advancement in my academic discipline or work.	7.34	1.57	739
The library enables me to be more efficient in my academic pursuits or work.	7.24	1.58	743
The library helps me distinguish between trustworthy and untrustworthy information.	6.84	1.80	718
The library provides me with the information skills I need in my work or study.	6.90	1.67	583

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.
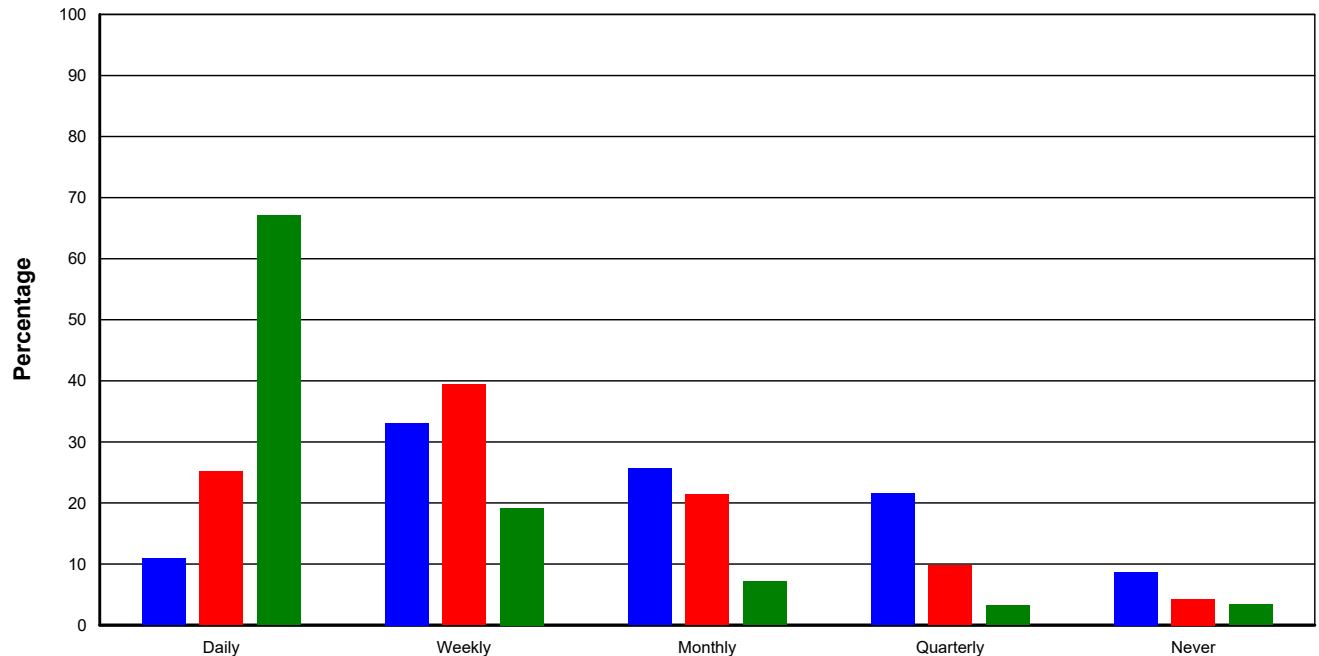
Frequency

- 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 YahooTM, GoogleTM, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	156	474	368	309	125	1,432
	10.89%	33.10%	25.70%	21.58%	8.73%	100.00%
How often do you access library resources through a library Web page?	361	565	306	139	61	1,432
	25.21%	39.46%	21.37%	9.71%	4.26%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	960	275	102	47	48	1,432
	67.04%	19.20%	7.12%	3.28%	3.35%	100.00%

4   Undergraduate Summary for University of Ottawa

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: LibQUAL Canada
User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	4,787	12.07	65	7.23	4.84
Communications / Journalism	0	0.00	0	0.00	0.00
Education	1,806	4.55	34	3.78	0.77
Engineering / Computer Science	4,871	12.28	98	10.90	1.38
General Studies	0	0.00	0	0.00	0.00
Health Sciences	6,736	16.99	145	16.13	0.86
Humanities	4,500	11.35	115	12.79	-1.44
Law	1,870	4.72	58	6.45	-1.74
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	6	0.67	-0.67
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	5,367	13.53	138	15.35	-1.82
Social Sciences / Psychology	9,718	24.51	240	26.70	-2.19
Undecided	0	0.00	0	0.00	0.00
Total:	**39,655**	**100.00**	**899**	**100.00**	**0.00**

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
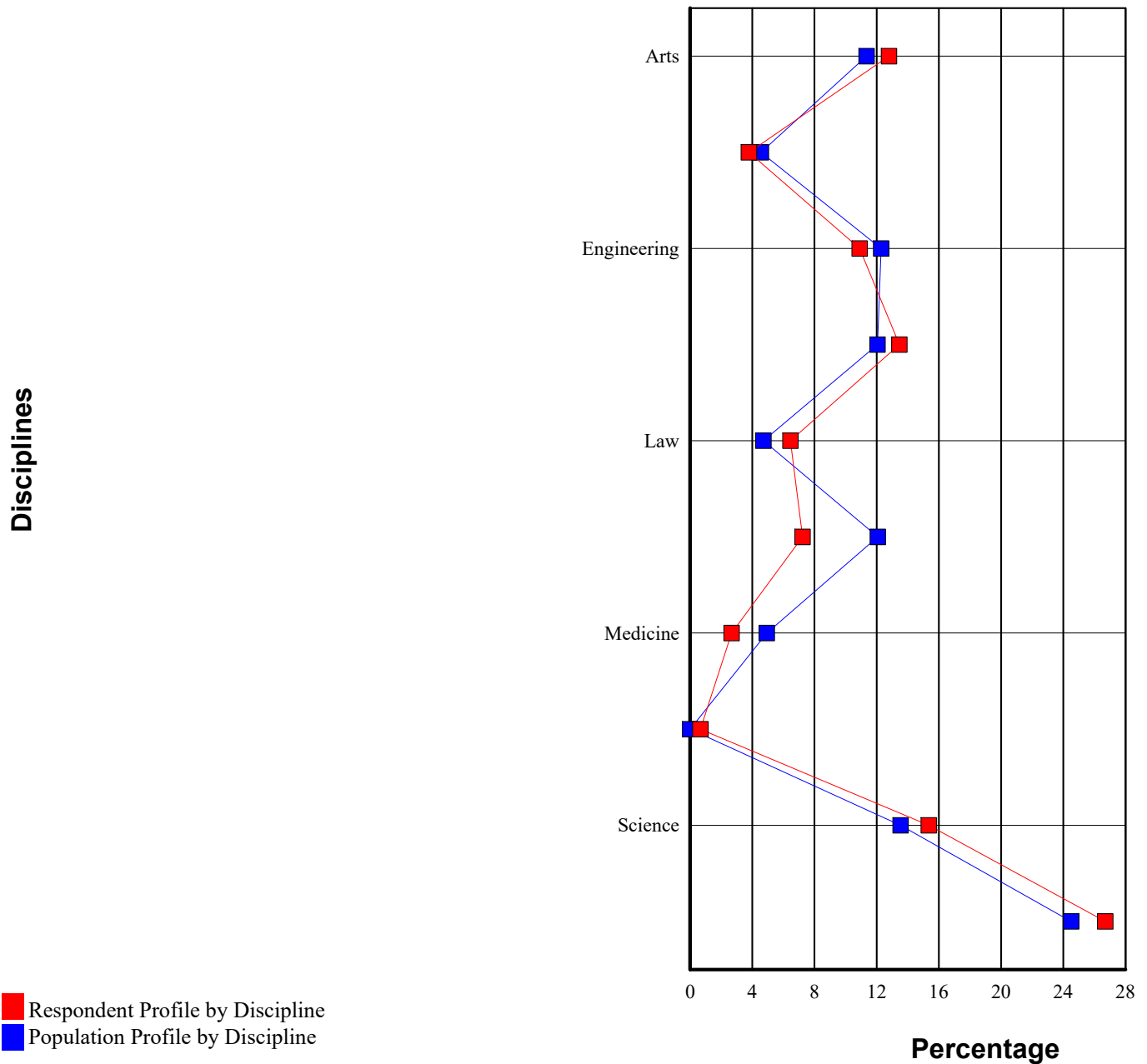■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Arts	4,500	11.35	115	12.79	-1.44
Education	1,806	4.55	34	3.78	0.77
Engineering	4,871	12.28	98	10.90	1.38
Health Sciences	4,780	12.05	121	13.46	-1.41
Law	1,870	4.72	58	6.45	-1.74
Management	4,787	12.07	65	7.23	4.84
Medicine	1,956	4.93	24	2.67	2.26
Other	0	0.00	6	0.67	-0.67
Science	5,367	13.53	138	15.35	-1.82
Social Sciences	9,718	24.51	240	26.70	-2.19
Total:	**39,655**	**100.00**	**899**	**100.00**	**0.00**

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	701	77.98
23 - 30	148	16.46
31 - 45	32	3.56
46 - 65	6	0.67
Over 65	0	0.00
Under 18	12	1.33
Total:	**899**	**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 %
Archives and Special Collections	5	0.56
Brian Dickson Law Library	76	8.47
Health Sciences Library	41	4.57
Learning Crossroads (CRX)	71	7.92
Management Library	12	1.34
Morisset Library (Arts and Science)	646	72.02
Other	28	3.12
Social Sciences Library	18	2.01
Total:	**897**	**100.00**

4.1.5 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	2	0.22
Full-time	856	95.54
Part-time	38	4.24
Total:	**896**	**100.00**

4.2   Core Questions Summary for Undergraduate

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

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

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

Legend:
- Perceived Less Than Minimum (red)
- Perceived Greater Than Minimum (blue)
- Perceived Less Than Desired (yellow)
- Perceived Greater Than Desired (green)

Language: English (American), French (Canada)
Institution Type: College or University
Consortium: LibQUAL Canada
User Group: Undergraduate

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	6.15	7.43	7.00	0.85	-0.44	260
AS-2	Giving users individual attention	5.68	6.92	6.29	0.60	-0.63	285
AS-3	Employees who are consistently courteous	6.84	7.83	7.53	0.69	-0.30	274
AS-4	Readiness to respond to users' questions	6.45	7.62	7.04	0.59	-0.58	267
AS-5	Employees who have the knowledge to answer user questions	6.68	7.81	7.31	0.63	-0.50	287
AS-6	Employees who deal with users in a caring fashion	6.48	7.80	7.38	0.90	-0.43	820
AS-7	Employees who understand the needs of their users	6.54	7.74	7.34	0.80	-0.40	256
AS-8	Willingness to help users	6.47	7.65	7.29	0.82	-0.35	274
AS-9	Dependability in handling users' service problems	6.42	7.61	6.98	0.57	-0.63	212
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.54	7.81	7.10	0.56	-0.70	288
IC-2	A library Web site enabling me to locate information on my own	6.73	8.08	7.20	0.47	-0.88	359
IC-3	The printed library materials I need for my work	6.20	7.57	6.77	0.56	-0.81	247
IC-4	The electronic information resources I need	6.15	7.62	6.99	0.84	-0.63	859
IC-5	Modern equipment that lets me easily access needed information	6.49	7.77	6.80	0.30	-0.98	328
IC-6	Easy-to-use access tools that allow me to find things on my own	6.41	7.79	6.80	0.39	-0.99	336
IC-7	Making information easily accessible for independent use	6.53	7.84	7.06	0.53	-0.78	313
IC-8	Print and/or electronic journal collections I require for my work	6.47	7.73	7.04	0.57	-0.68	251
Library as Place							
LP-1	Library space that inspires study and learning	6.18	7.85	6.55	0.37	-1.30	882
LP-2	Quiet space for individual activities	6.91	8.11	7.24	0.32	-0.87	299
LP-3	A comfortable and inviting location	6.59	7.95	6.76	0.17	-1.19	296
LP-4	A getaway for study, learning, or research	6.37	7.93	6.95	0.59	-0.98	298
LP-5	Community space for group learning and group study	6.39	7.84	6.82	0.42	-1.02	278
Overall:		6.38	7.75	6.98	0.61	-0.76	899

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	1.68	1.73	1.84	1.66	260
AS-2	Giving users individual attention	2.10	1.79	1.98	1.72	1.68	285
AS-3	Employees who are consistently courteous	1.78	1.39	1.46	1.55	1.43	274
AS-4	Readiness to respond to users' questions	1.76	1.43	1.60	1.72	1.59	267
AS-5	Employees who have the knowledge to answer user questions	1.70	1.32	1.50	1.59	1.36	287
AS-6	Employees who deal with users in a caring fashion	1.82	1.35	1.56	1.77	1.55	820
AS-7	Employees who understand the needs of their users	1.76	1.33	1.38	1.65	1.38	256
AS-8	Willingness to help users	1.85	1.43	1.40	1.67	1.39	274
AS-9	Dependability in handling users' service problems	1.69	1.40	1.60	1.85	1.69	212
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.81	1.42	1.73	1.83	1.70	288
IC-2	A library Web site enabling me to locate information on my own	1.71	1.22	1.65	1.83	1.68	359
IC-3	The printed library materials I need for my work	1.97	1.58	1.79	1.95	1.86	247
IC-4	The electronic information resources I need	1.85	1.54	1.53	1.77	1.63	859
IC-5	Modern equipment that lets me easily access needed information	1.64	1.29	1.70	1.94	1.78	328
IC-6	Easy-to-use access tools that allow me to find things on my own	1.72	1.31	1.66	1.88	1.79	336
IC-7	Making information easily accessible for independent use	1.73	1.24	1.50	1.77	1.57	313
IC-8	Print and/or electronic journal collections I require for my work	1.99	1.66	1.78	1.95	1.86	251
Library as Place							
LP-1	Library space that inspires study and learning	1.81	1.39	1.90	2.12	2.12	882
LP-2	Quiet space for individual activities	1.72	1.27	1.74	2.03	1.81	299
LP-3	A comfortable and inviting location	1.70	1.32	1.90	2.09	2.02	296
LP-4	A getaway for study, learning, or research	1.77	1.34	1.80	2.00	1.85	298
LP-5	Community space for group learning and group study	1.92	1.40	1.94	2.23	2.10	278
Overall:		1.41	0.99	1.21	1.34	1.17	899

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.

Legend:
- Range of Minimum to Desired
- Range of Minimum to Perceived ("Adequacy Gap")

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	6.43	7.65	7.19	0.76	-0.46	865
Information Control	6.34	7.73	6.98	0.63	-0.75	897
Library as Place	6.36	7.90	6.75	0.39	-1.15	891
Overall	6.38	7.75	6.98	0.61	-0.76	899

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	1.62	1.24	1.38	1.45	1.26	865
Information Control	1.52	1.15	1.30	1.48	1.33	897
Library as Place	1.60	1.17	1.65	1.86	1.80	891
Overall	1.41	0.99	1.21	1.34	1.17	899

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
Ability to navigate library Web pages easily	6.73	7.92	6.89	0.16	-1.03	247
An online catalog that is user-friendly for finding materials	6.48	7.88	6.88	0.40	-1.00	248
Availability of online help when using my library's electronic resources	6.18	7.52	6.63	0.45	-0.89	208
Helpful online guides and tutorials	6.10	7.45	6.61	0.52	-0.84	217
Library keeping me informed about all of its services	5.83	7.07	6.43	0.59	-0.65	260

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
Ability to navigate library Web pages easily	1.61	1.24	1.59	1.73	1.66	247
An online catalog that is user-friendly for finding materials	1.74	1.37	1.64	1.81	1.61	248
Availability of online help when using my library's electronic resources	1.98	1.59	1.71	1.93	1.79	208
Helpful online guides and tutorials	2.01	1.55	1.87	1.99	1.84	217
Library keeping me informed about all of its services	2.09	1.71	2.07	2.16	2.15	260

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 to 9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.65	1.37	491
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.16	1.52	510
How would you rate the overall quality of the service provided by the library?	7.26	1.26	899

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 to 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.	6.34	1.81	356
The library aids my advancement in my academic discipline or work.	7.17	1.61	466
The library enables me to be more efficient in my academic pursuits or work.	7.16	1.58	465
The library helps me distinguish between trustworthy and untrustworthy information.	6.96	1.69	447
The library provides me with the information skills I need in my work or study.	6.80	1.65	370

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?	114 12.68%	327 36.37%	239 26.59%	162 18.02%	57 6.34%	899 100.00%
How often do you access library resources through a library Web page?	146 16.24%	358 39.82%	236 26.25%	109 12.12%	50 5.56%	899 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	606 67.41%	161 17.91%	71 7.90%	31 3.45%	30 3.34%	899 100.00%

5   Graduate Summary for University of Ottawa

5.1   Demographic Summary for Graduate

5.1.1   Population and Respondent Profiles for 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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	317	3.92	14	4.08	-0.17
Communications / Journalism	0	0.00	0	0.00	0.00
Education	1,152	14.23	26	7.58	6.65
Engineering / Computer Science	2,260	27.92	82	23.91	4.01
General Studies	0	0.00	0	0.00	0.00
Health Sciences	1,396	17.24	61	17.78	-0.54
Humanities	751	9.28	45	13.12	-3.84
Law	237	2.93	20	5.83	-2.90
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	7	2.04	-2.04
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	622	7.68	28	8.16	-0.48
Social Sciences / Psychology	1,361	16.81	60	17.49	-0.68
Undecided	0	0.00	0	0.00	0.00
Total:	**8,096**	**100.00**	**343**	**100.00**	**0.00**

5.1.2 Population and Respondent Profiles for 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).
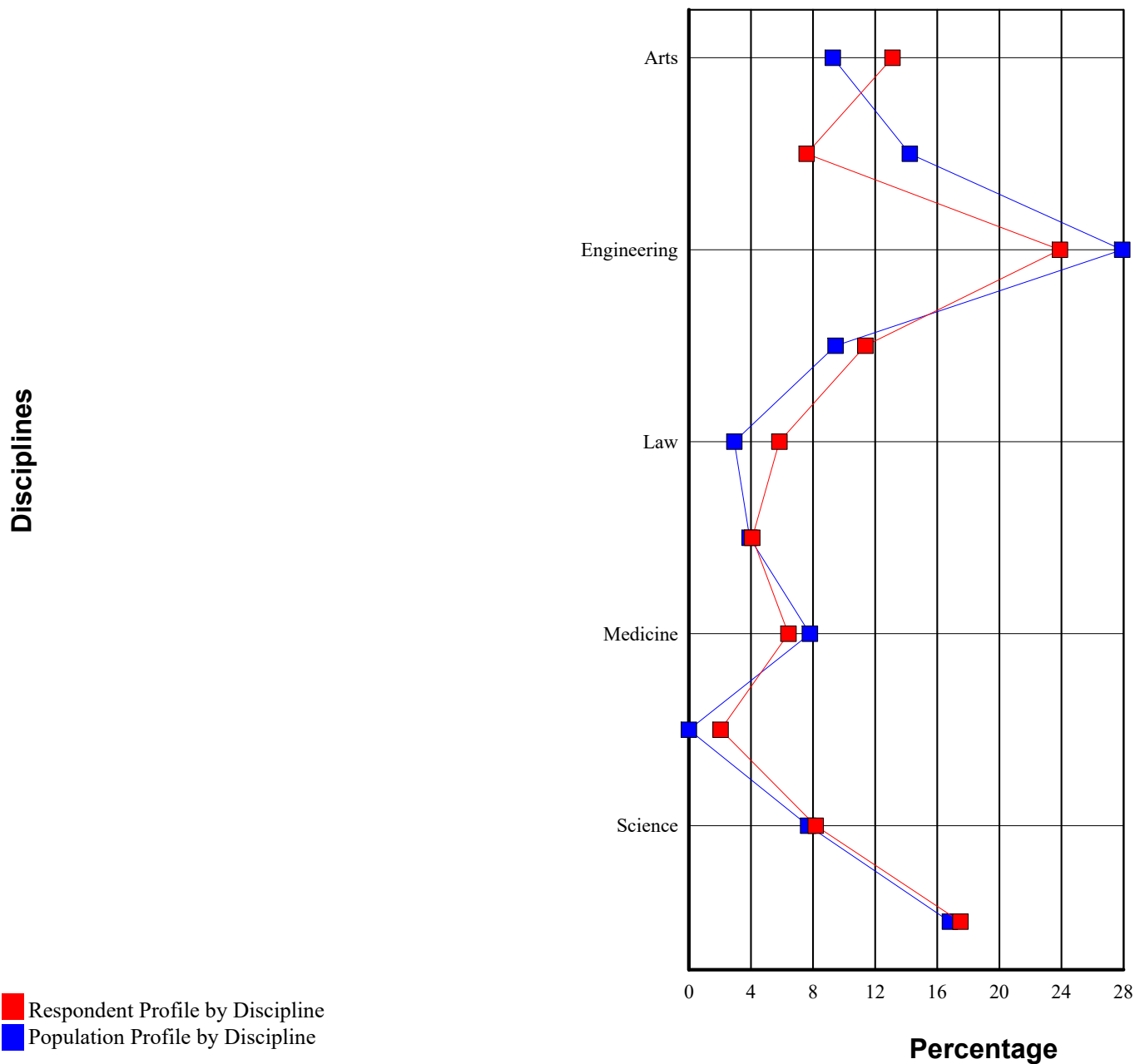
Disciplines

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Percentage

Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Arts	751	9.28	45	13.12	-3.84
Education	1,152	14.23	26	7.58	6.65
Engineering	2,260	27.92	82	23.91	4.01
Health Sciences	765	9.45	39	11.37	-1.92
Law	237	2.93	20	5.83	-2.90
Management	317	3.92	14	4.08	-0.17
Medicine	631	7.79	22	6.41	1.38
Other	0	0.00	7	2.04	-2.04
Science	622	7.68	28	8.16	-0.48
Social Sciences	1,361	16.81	60	17.49	-0.68
Total:	**8,096**	**100.00**	**343**	**100.00**	**0.00**

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	27	7.87
23 - 30	208	60.64
31 - 45	96	27.99
46 - 65	11	3.21
Over 65	1	0.29
Under 18	0	0.00
Total:	**343**	**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 %
Archives and Special Collections	0	0.00
Brian Dickson Law Library	20	5.85
Health Sciences Library	43	12.57
Learning Crossroads (CRX)	7	2.05
Management Library	4	1.17
Morisset Library (Arts and Science)	239	69.88
Other	21	6.14
Social Sciences Library	8	2.34
Total:	**342**	**100.00**

5.1.5 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	9	2.62
Full-time	306	89.21
Part-time	28	8.16
Total:	**343**	**100.00**

5.2 Core Questions Summary for 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.)

Legend:
- Perceived Less Than Minimum (red)
- Perceived Greater Than Minimum (blue)
- Perceived Less Than Desired (yellow)
- Perceived Greater Than Desired (green)

Language: English (American), French (Canada)
Institution Type: College or University
Consortium: LibQUAL Canada
User Group: Graduate

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	6.72	7.89	7.32	0.61	-0.57	102
AS-2	Giving users individual attention	6.20	7.46	6.73	0.53	-0.73	114
AS-3	Employees who are consistently courteous	7.21	8.19	8.00	0.79	-0.19	106
AS-4	Readiness to respond to users' questions	6.76	7.97	7.53	0.76	-0.44	97
AS-5	Employees who have the knowledge to answer user questions	7.10	8.16	7.74	0.63	-0.42	106
AS-6	Employees who deal with users in a caring fashion	6.96	8.05	7.75	0.80	-0.30	318
AS-7	Employees who understand the needs of their users	6.95	7.85	7.56	0.60	-0.29	106
AS-8	Willingness to help users	7.00	7.95	7.63	0.63	-0.32	87
AS-9	Dependability in handling users' service problems	6.91	7.96	7.44	0.52	-0.52	101
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.28	8.39	7.56	0.28	-0.83	111
IC-2	A library Web site enabling me to locate information on my own	7.13	8.18	7.17	0.05	-1.01	150
IC-3	The printed library materials I need for my work	6.60	7.84	7.19	0.59	-0.65	83
IC-4	The electronic information resources I need	6.83	8.08	7.35	0.52	-0.72	326
IC-5	Modern equipment that lets me easily access needed information	6.83	7.91	6.94	0.11	-0.97	120
IC-6	Easy-to-use access tools that allow me to find things on my own	7.07	8.15	7.28	0.21	-0.87	128
IC-7	Making information easily accessible for independent use	7.10	8.12	7.31	0.21	-0.81	116
IC-8	Print and/or electronic journal collections I require for my work	7.20	8.15	7.30	0.10	-0.86	111
Library as Place							
LP-1	Library space that inspires study and learning	6.56	7.86	6.73	0.17	-1.13	301
LP-2	Quiet space for individual activities	6.81	8.02	6.88	0.07	-1.14	100
LP-3	A comfortable and inviting location	6.69	7.99	6.91	0.22	-1.08	122
LP-4	A getaway for study, learning, or research	6.80	7.75	7.14	0.34	-0.61	97
LP-5	Community space for group learning and group study	6.53	7.63	6.91	0.39	-0.72	93
Overall:		6.87	7.98	7.30	0.43	-0.68	343

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	1.77	1.32	1.65	1.50	1.57	102
AS-2	Giving users individual attention	2.00	1.50	1.91	1.59	1.54	114
AS-3	Employees who are consistently courteous	1.63	1.16	1.45	1.77	1.47	106
AS-4	Readiness to respond to users' questions	1.68	1.14	1.52	1.68	1.45	97
AS-5	Employees who have the knowledge to answer user questions	1.59	0.99	1.30	1.49	1.26	106
AS-6	Employees who deal with users in a caring fashion	1.71	1.19	1.40	1.66	1.31	318
AS-7	Employees who understand the needs of their users	1.73	1.41	1.40	1.66	1.55	106
AS-8	Willingness to help users	1.73	1.27	1.46	1.67	1.28	87
AS-9	Dependability in handling users' service problems	1.72	1.34	1.53	1.71	1.75	101
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.62	0.87	1.57	1.97	1.66	111
IC-2	A library Web site enabling me to locate information on my own	1.50	1.14	1.68	1.79	1.82	150
IC-3	The printed library materials I need for my work	1.73	1.60	1.88	1.71	1.73	83
IC-4	The electronic information resources I need	1.66	1.23	1.46	1.68	1.53	326
IC-5	Modern equipment that lets me easily access needed information	1.82	1.42	1.83	1.76	1.82	120
IC-6	Easy-to-use access tools that allow me to find things on my own	1.67	1.20	1.53	1.55	1.63	128
IC-7	Making information easily accessible for independent use	1.68	1.01	1.51	1.88	1.55	116
IC-8	Print and/or electronic journal collections I require for my work	1.46	1.22	1.37	1.48	1.45	111
Library as Place							
LP-1	Library space that inspires study and learning	1.86	1.47	1.84	1.83	1.92	301
LP-2	Quiet space for individual activities	1.74	1.20	1.84	1.96	2.05	100
LP-3	A comfortable and inviting location	1.84	1.22	1.84	1.80	1.80	122
LP-4	A getaway for study, learning, or research	1.85	1.51	1.59	1.59	1.50	97
LP-5	Community space for group learning and group study	1.93	1.63	1.77	2.20	2.39	93
Overall:		1.38	0.91	1.20	1.26	1.15	343

5.3 Core Question Dimensions Summary for 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.

Legend:
- Range of Minimum to Desired
- Range of Minimum to Perceived ("Adequacy Gap")

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	6.88	7.95	7.57	0.69	-0.38	337
Information Control	6.98	8.09	7.30	0.32	-0.79	343
Library as Place	6.61	7.79	6.85	0.24	-0.94	319
Overall	6.87	7.98	7.30	0.43	-0.68	343

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	1.56	1.05	1.33	1.43	1.18	337
Information Control	1.45	1.04	1.28	1.38	1.30	343
Library as Place	1.67	1.32	1.59	1.62	1.69	319
Overall	1.38	0.91	1.20	1.26	1.15	343

Language: English (American), French (Canada)
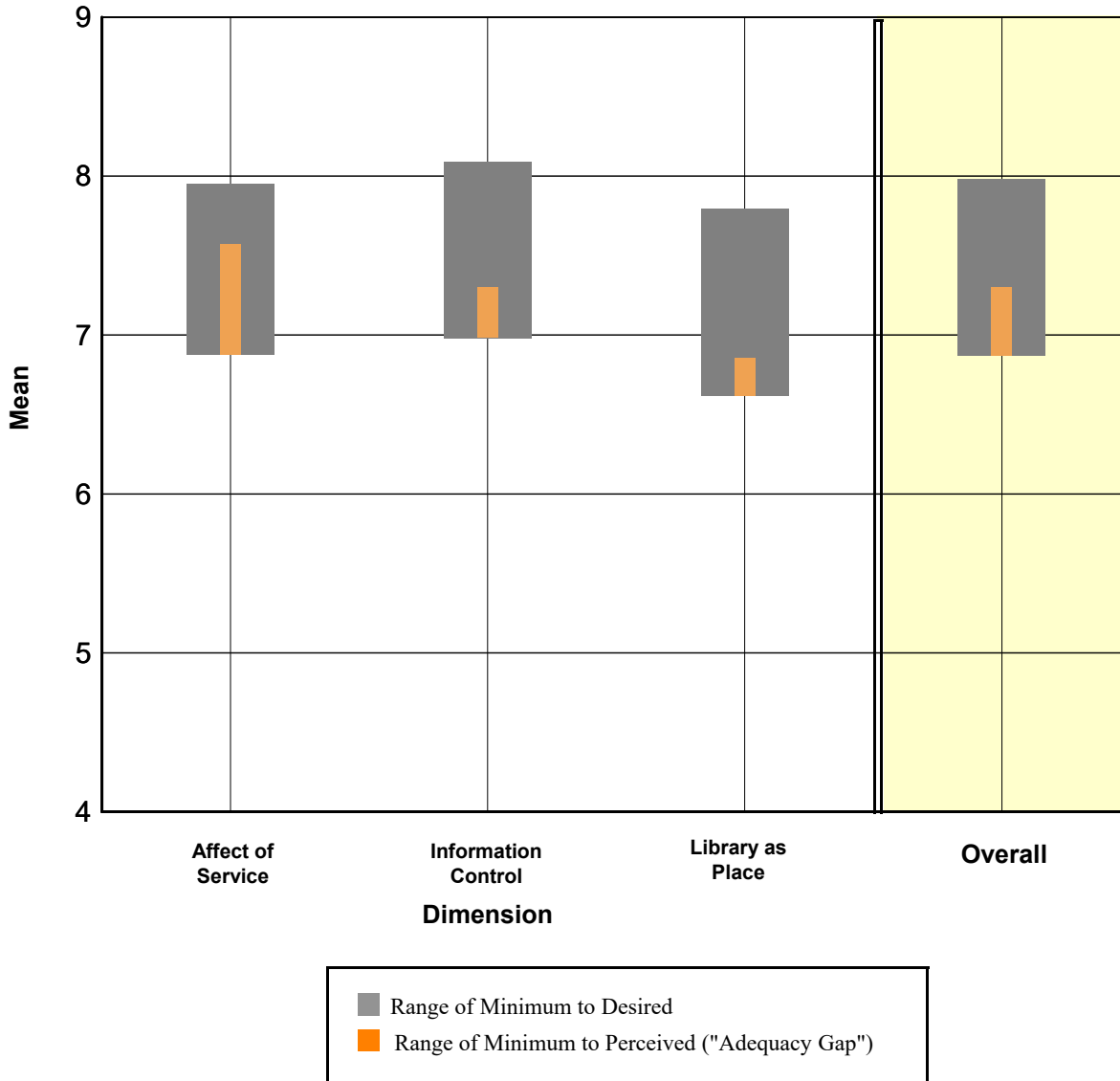Institution Type: College or University
Consortium: LibQUAL Canada
User Group: Graduate

5.4 Local Question Summary for 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
Ability to navigate library Web pages easily	6.83	8.13	7.00	0.17	-1.13	96
An online catalog that is user-friendly for finding materials	7.18	8.24	7.17	-0.01	-1.07	94
Availability of online help when using my library's electronic resources	6.48	7.48	6.99	0.51	-0.49	82
Helpful online guides and tutorials	6.51	7.59	7.17	0.66	-0.41	92
Library keeping me informed about all of its services	6.47	7.53	6.68	0.21	-0.85	94

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
Ability to navigate library Web pages easily	1.76	1.17	1.90	2.09	1.98	96
An online catalog that is user-friendly for finding materials	1.57	1.12	1.85	1.94	1.96	94
Availability of online help when using my library's electronic resources	1.89	1.50	1.86	1.85	1.70	82
Helpful online guides and tutorials	1.85	1.50	1.61	1.87	1.69	92
Library keeping me informed about all of its services	1.76	1.70	1.87	1.47	1.79	94

5.5   General Satisfaction Questions Summary for 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 to 9.

| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.84	1.33	198
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.39	1.58	184
How would you rate the overall quality of the service provided by the library?	7.59	1.18	343

5.6   Information Literacy Outcomes Questions Summary for 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 to 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.	6.73	1.86	128
The library aids my advancement in my academic discipline or work.	7.61	1.35	179
The library enables me to be more efficient in my academic pursuits or work.	7.34	1.57	183
The library helps me distinguish between trustworthy and untrustworthy information.	6.84	1.84	177
The library provides me with the information skills I need in my work or study.	7.28	1.60	136

5.7   Library Use Summary for 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.
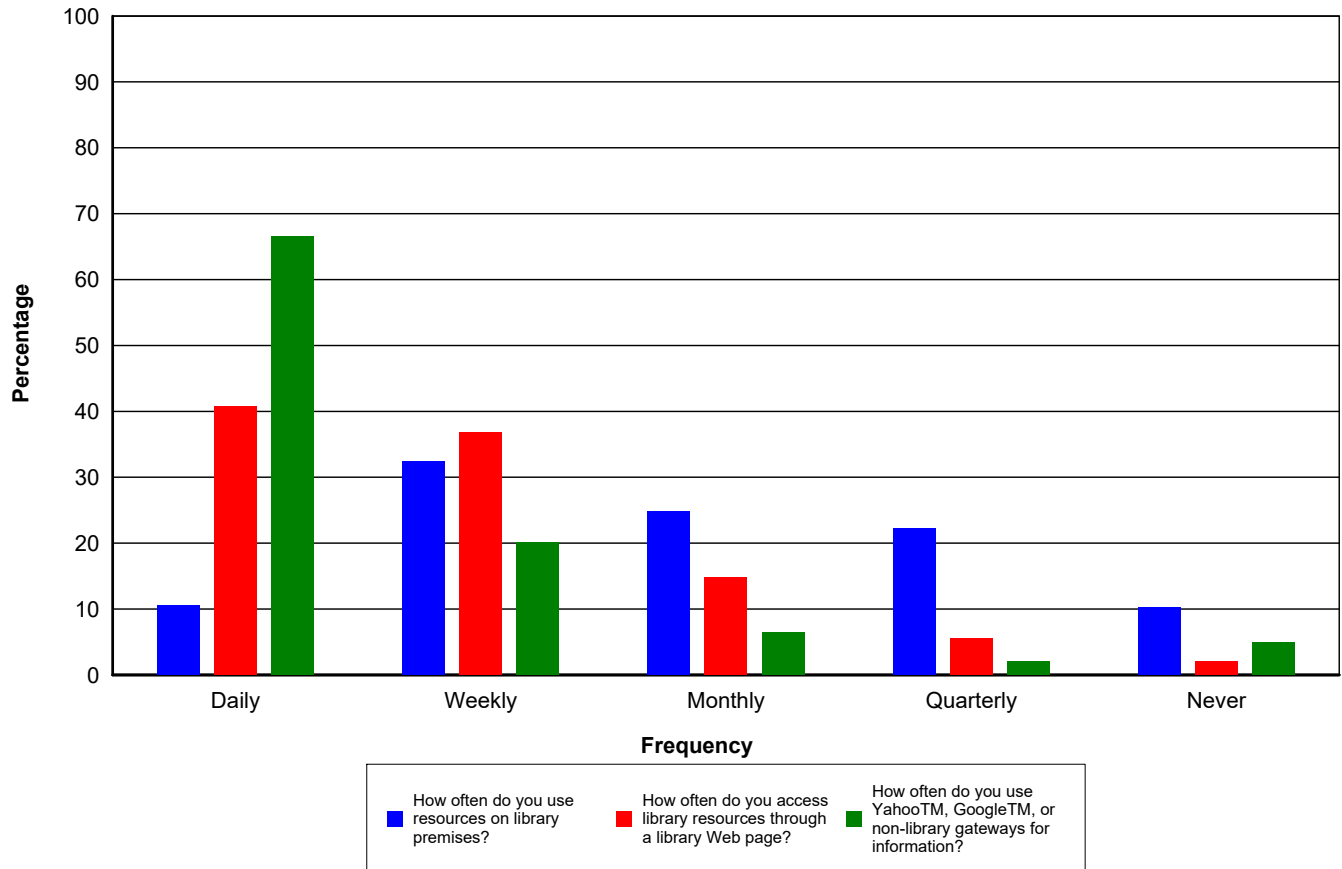
	Daily	**Weekly**	**Monthly**	**Quarterly**	**Never**	**n/%**
How often do you use resources on library premises?	36 10.50%	111 32.36%	85 24.78%	76 22.16%	35 10.20%	343 100.00%
How often do you access library resources through a library Web page?	140 40.82%	126 36.73%	51 14.87%	19 5.54%	7 2.04%	343 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	228 66.47%	69 20.12%	22 6.41%	7 2.04%	17 4.96%	343 100.00%

6 Faculty Summary for University of Ottawa

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	86	6.97	8	4.42	2.55
Communications / Journalism	0	0.00	0	0.00	0.00
Education	57	4.62	13	7.18	-2.56
Engineering / Computer Science	133	10.78	6	3.31	7.46
General Studies	0	0.00	0	0.00	0.00
Health Sciences	239	19.37	30	16.57	2.79
Humanities	200	16.21	40	22.10	-5.89
Law	111	9.00	24	13.26	-4.26
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	4	2.21	-2.21
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	153	12.40	15	8.29	4.11
Social Sciences / Psychology	255	20.66	41	22.65	-1.99
Undecided	0	0.00	0	0.00	0.00
Total:	**1,234**	**100.00**	**181**	**100.00**	**0.00**

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).
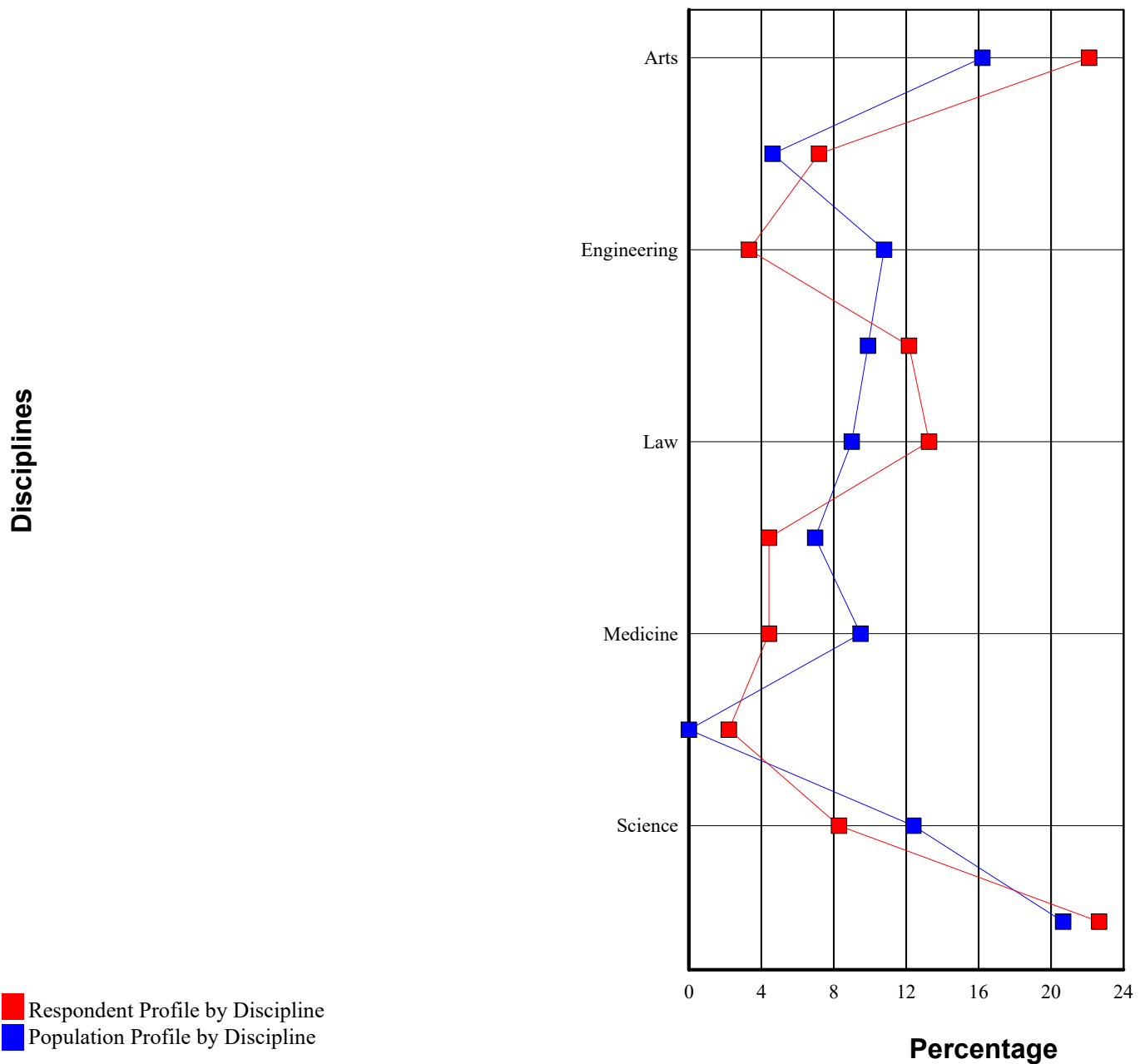

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Arts	200	16.21	40	22.10	-5.89
Education	57	4.62	13	7.18	-2.56
Engineering	133	10.78	6	3.31	7.46
Health Sciences	122	9.89	22	12.15	-2.27
Law	111	9.00	24	13.26	-4.26
Management	86	6.97	8	4.42	2.55
Medicine	117	9.48	8	4.42	5.06
Other	0	0.00	4	2.21	-2.21
Science	153	12.40	15	8.29	4.11
Social Sciences	255	20.66	41	22.65	-1.99
Total:	**1,234**	**100.00**	**181**	**100.00**	**0.00**

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	3	1.67
31 - 45	36	20.00
46 - 65	127	70.56
Over 65	14	7.78
Under 18	0	0.00
Total:	**180**	**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 %
Archives and Special Collections	0	0.00
Brian Dickson Law Library	24	13.33
Health Sciences Library	20	11.11
Learning Crossroads (CRX)	4	2.22
Management Library	6	3.33
Morisset Library (Arts and Science)	118	65.56
Other	8	4.44
Social Sciences Library	0	0.00
Total:	**180**	**100.00**

6.1.5 Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	171	98.28
Full-time	2	1.15
Part-time	1	0.57
Total:	**174**	**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.)

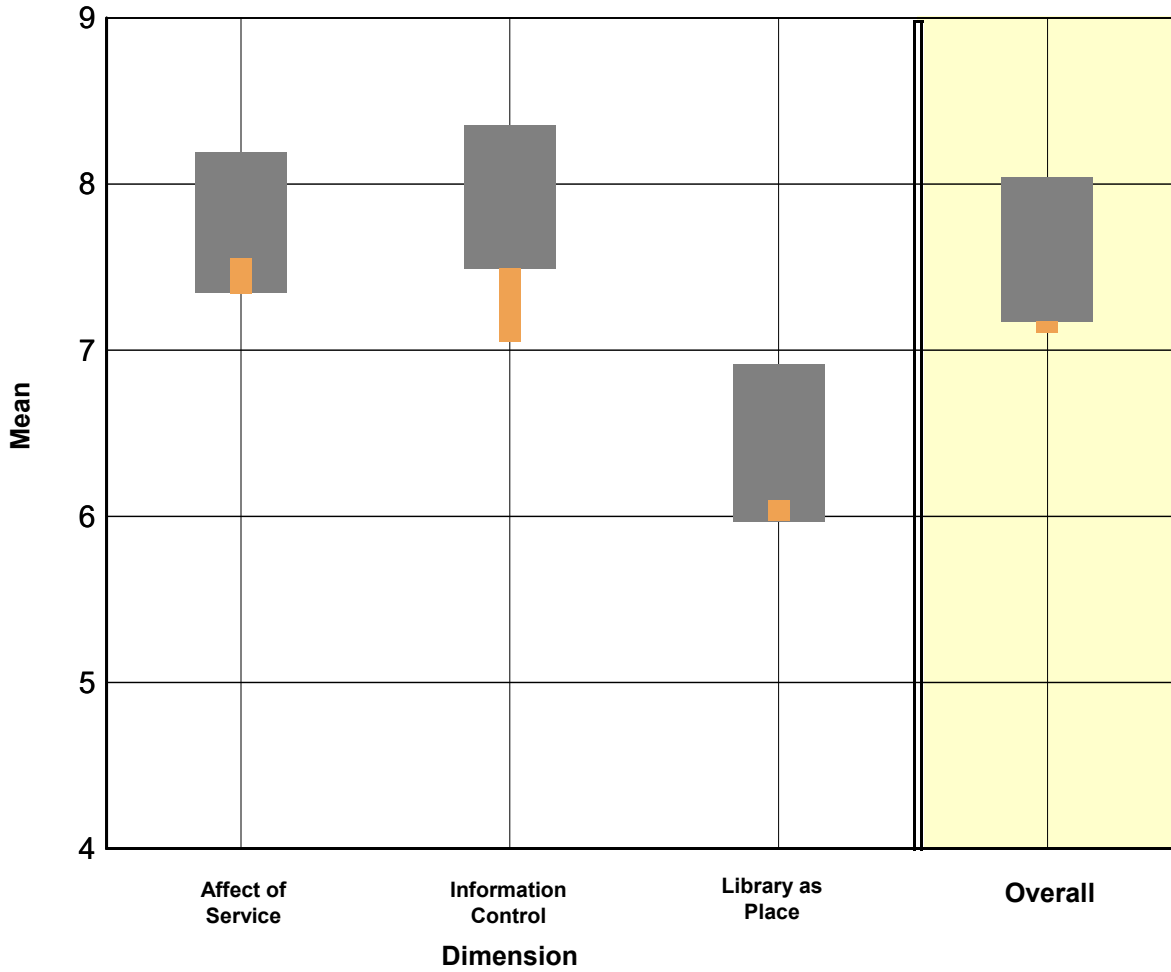| | Perceived Less Than Minimum |
	Perceived Greater Than Minimum
	Perceived Less Than Desired
	Perceived Greater Than Desired

Language: English (American), French (Canada)
Institution Type: College or University
Consortium: LibQUAL Canada
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	7.27	8.02	7.45	0.18	-0.57	51
AS-2	Giving users individual attention	7.11	7.82	7.33	0.23	-0.49	57
AS-3	Employees who are consistently courteous	7.64	8.40	8.00	0.36	-0.40	53
AS-4	Readiness to respond to users' questions	7.23	8.06	7.45	0.22	-0.62	65
AS-5	Employees who have the knowledge to answer user questions	7.55	8.33	7.55	0.00	-0.78	69
AS-6	Employees who deal with users in a caring fashion	7.28	8.19	7.57	0.28	-0.63	176
AS-7	Employees who understand the needs of their users	7.60	8.34	7.64	0.04	-0.70	67
AS-8	Willingness to help users	7.67	8.31	7.94	0.27	-0.37	51
AS-9	Dependability in handling users' service problems	7.60	8.26	7.42	-0.19	-0.84	43
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.07	8.63	7.35	-0.72	-1.28	57
IC-2	A library Web site enabling me to locate information on my own	7.55	8.49	6.60	-0.96	-1.90	67
IC-3	The printed library materials I need for my work	6.48	7.71	6.29	-0.19	-1.42	48
IC-4	The electronic information resources I need	7.55	8.46	7.21	-0.34	-1.25	177
IC-5	Modern equipment that lets me easily access needed information	7.07	7.89	6.85	-0.22	-1.04	55
IC-6	Easy-to-use access tools that allow me to find things on my own	7.74	8.43	6.85	-0.89	-1.58	72
IC-7	Making information easily accessible for independent use	7.63	8.40	7.35	-0.28	-1.04	68
IC-8	Print and/or electronic journal collections I require for my work	7.67	8.50	7.27	-0.41	-1.23	64
Library as Place							
LP-1	Library space that inspires study and learning	5.96	7.00	6.00	0.04	-1.00	131
LP-2	Quiet space for individual activities	6.27	7.43	6.49	0.22	-0.95	37
LP-3	A comfortable and inviting location	5.96	6.93	5.74	-0.22	-1.20	46
LP-4	A getaway for study, learning, or research	6.51	7.32	6.26	-0.26	-1.06	47
LP-5	Community space for group learning and group study	5.95	6.59	6.67	0.72	0.08	39
Overall:		7.17	8.04	7.10	-0.07	-0.94	181

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	1.43	1.10	1.75	1.88	1.37	51
AS-2	Giving users individual attention	1.33	1.20	1.52	1.79	1.44	57
AS-3	Employees who are consistently courteous	1.51	1.08	1.47	1.80	1.47	53
AS-4	Readiness to respond to users' questions	1.64	1.24	1.64	1.78	1.33	65
AS-5	Employees who have the knowledge to answer user questions	1.48	1.17	1.57	1.28	1.25	69
AS-6	Employees who deal with users in a caring fashion	1.36	1.09	1.44	1.52	1.41	176
AS-7	Employees who understand the needs of their users	1.27	0.96	1.28	1.25	1.07	67
AS-8	Willingness to help users	1.23	1.01	1.19	1.30	1.11	51
AS-9	Dependability in handling users' service problems	1.16	0.98	1.45	1.37	1.46	43
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.33	0.70	1.61	1.54	1.56	57
IC-2	A library Web site enabling me to locate information on my own	1.54	1.20	1.93	2.19	1.91	67
IC-3	The printed library materials I need for my work	2.04	1.77	1.77	2.20	2.00	48
IC-4	The electronic information resources I need	1.46	0.95	1.45	1.61	1.40	177
IC-5	Modern equipment that lets me easily access needed information	1.68	1.40	1.52	1.42	1.43	55
IC-6	Easy-to-use access tools that allow me to find things on my own	1.24	0.90	1.67	1.87	1.63	72
IC-7	Making information easily accessible for independent use	1.27	0.93	1.28	1.29	1.26	68
IC-8	Print and/or electronic journal collections I require for my work	1.22	0.99	1.35	1.52	1.47	64
Library as Place							
LP-1	Library space that inspires study and learning	2.37	2.33	1.99	2.61	2.73	131
LP-2	Quiet space for individual activities	2.56	2.09	1.92	2.72	2.34	37
LP-3	A comfortable and inviting location	2.14	2.25	2.31	2.22	2.36	46
LP-4	A getaway for study, learning, or research	2.41	2.31	1.85	2.33	2.30	47
LP-5	Community space for group learning and group study	2.18	2.29	1.66	2.21	2.52	39
Overall:		1.20	0.95	1.27	1.26	1.14	181

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.

| Range of Minimum to Desired |
| Range of Minimum to Perceived ("Adequacy Gap") |

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	7.34	8.19	7.55	0.21	-0.64	180
Information Control	7.49	8.36	7.05	-0.44	-1.31	181
Library as Place	5.97	6.92	6.10	0.13	-0.82	137
Overall	7.17	8.04	7.10	-0.07	-0.94	181

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	1.24	1.00	1.42	1.36	1.18	180
Information Control	1.23	0.87	1.31	1.30	1.22	181
Library as Place	2.22	2.12	1.85	2.30	2.33	137
Overall	1.20	0.95	1.27	1.26	1.14	181

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
Ability to navigate library Web pages easily	7.64	8.43	6.29	-1.36	-2.14	56
An online catalog that is user-friendly for finding materials	7.84	8.43	6.88	-0.96	-1.55	51
Availability of online help when using my library's electronic resources	6.93	8.00	6.70	-0.23	-1.30	44
Helpful online guides and tutorials	6.30	7.24	6.57	0.27	-0.68	37
Library keeping me informed about all of its services	6.55	7.06	5.86	-0.69	-1.20	51

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
Ability to navigate library Web pages easily	1.33	1.08	1.80	2.31	2.06	56
An online catalog that is user-friendly for finding materials	1.42	1.30	1.75	1.56	1.65	51
Availability of online help when using my library's electronic resources	1.76	1.31	2.06	2.10	1.85	44
Helpful online guides and tutorials	2.49	2.27	1.85	2.09	2.11	37
Library keeping me informed about all of its services	1.86	1.94	1.89	1.88	2.04	51

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 to 9.

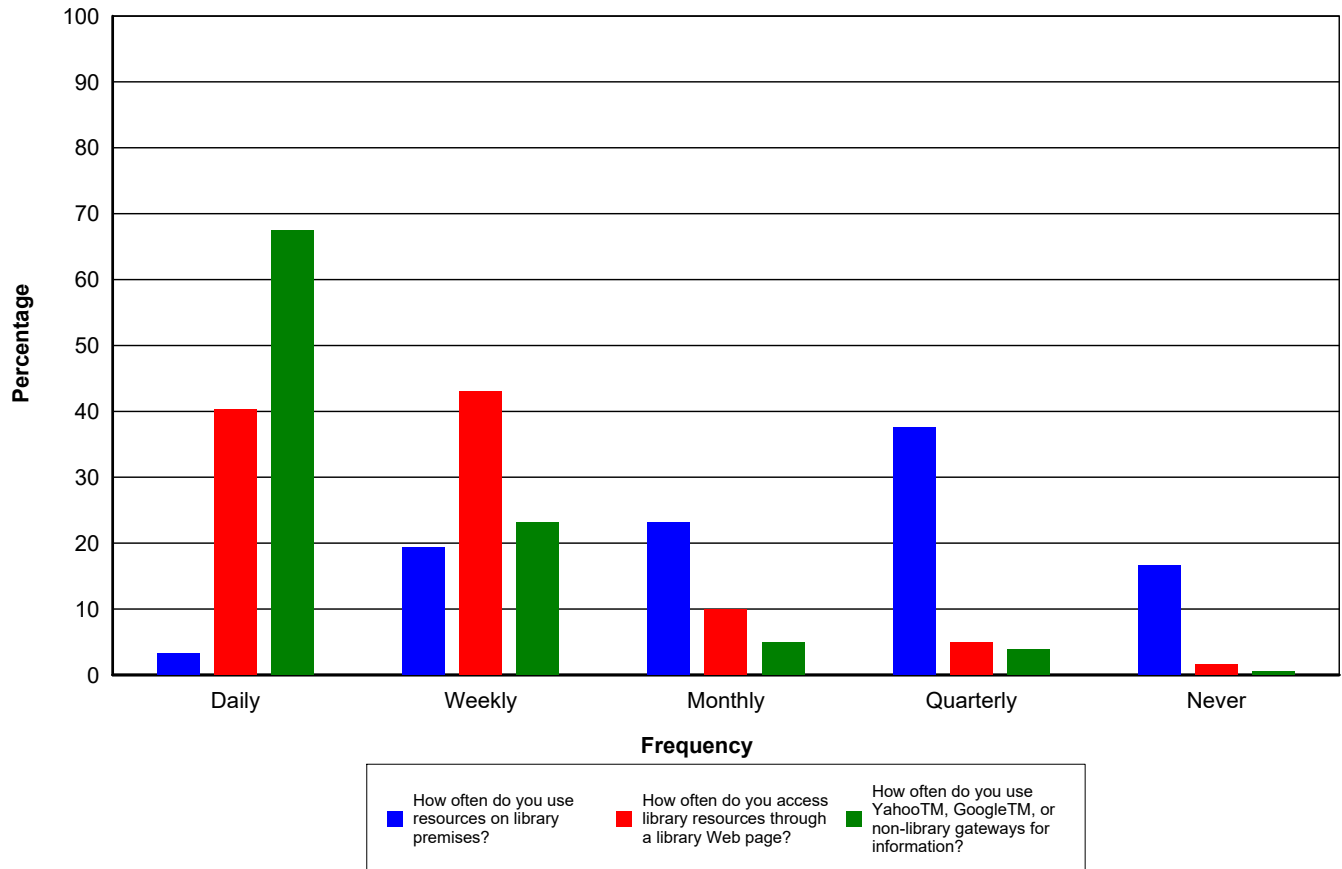| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.88	1.32	92
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.32	1.55	111
How would you rate the overall quality of the service provided by the library?	7.48	1.35	181

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 to 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.	6.93	2.03	84
The library aids my advancement in my academic discipline or work.	7.71	1.64	87
The library enables me to be more efficient in my academic pursuits or work.	7.43	1.59	91
The library helps me distinguish between trustworthy and untrustworthy information.	6.27	2.16	90
The library provides me with the information skills I need in my work or study.	6.75	1.78	76

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.

Legend:
- 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 YahooTM, GoogleTM, or non-library gateways for information?

	Daily	**Weekly**	**Monthly**	**Quarterly**	**Never**	**n/%**
How often do you use resources on library premises?	6 3.31%	35 19.34%	42 23.20%	68 37.57%	30 16.57%	181 100.00%
How often do you access library resources through a library Web page?	73 40.33%	78 43.09%	18 9.94%	9 4.97%	3 1.66%	181 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	122 67.40%	42 23.20%	9 4.97%	7 3.87%	1 0.55%	181 100.00%

7   Staff Summary for University of Ottawa

7.1   Demographic Summary for 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	1	11.11
23 - 30	0	0.00
31 - 45	4	44.44
46 - 65	4	44.44
Over 65	0	0.00
Under 18	0	0.00
Total:	**9**	**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 %
Archives and Special Collections	0	0.00
Brian Dickson Law Library	1	11.11
Health Sciences Library	2	22.22
Learning Crossroads (CRX)	0	0.00
Management Library	0	0.00
Morisset Library (Arts and Science)	4	44.44
Other	2	22.22
Social Sciences Library	0	0.00
Total:	**9**	**100.00**

7.1.3　Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	7	77.78
Full-time	2	22.22
Part-time	0	0.00
Total:	**9**	**100.00**

7.2   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.)
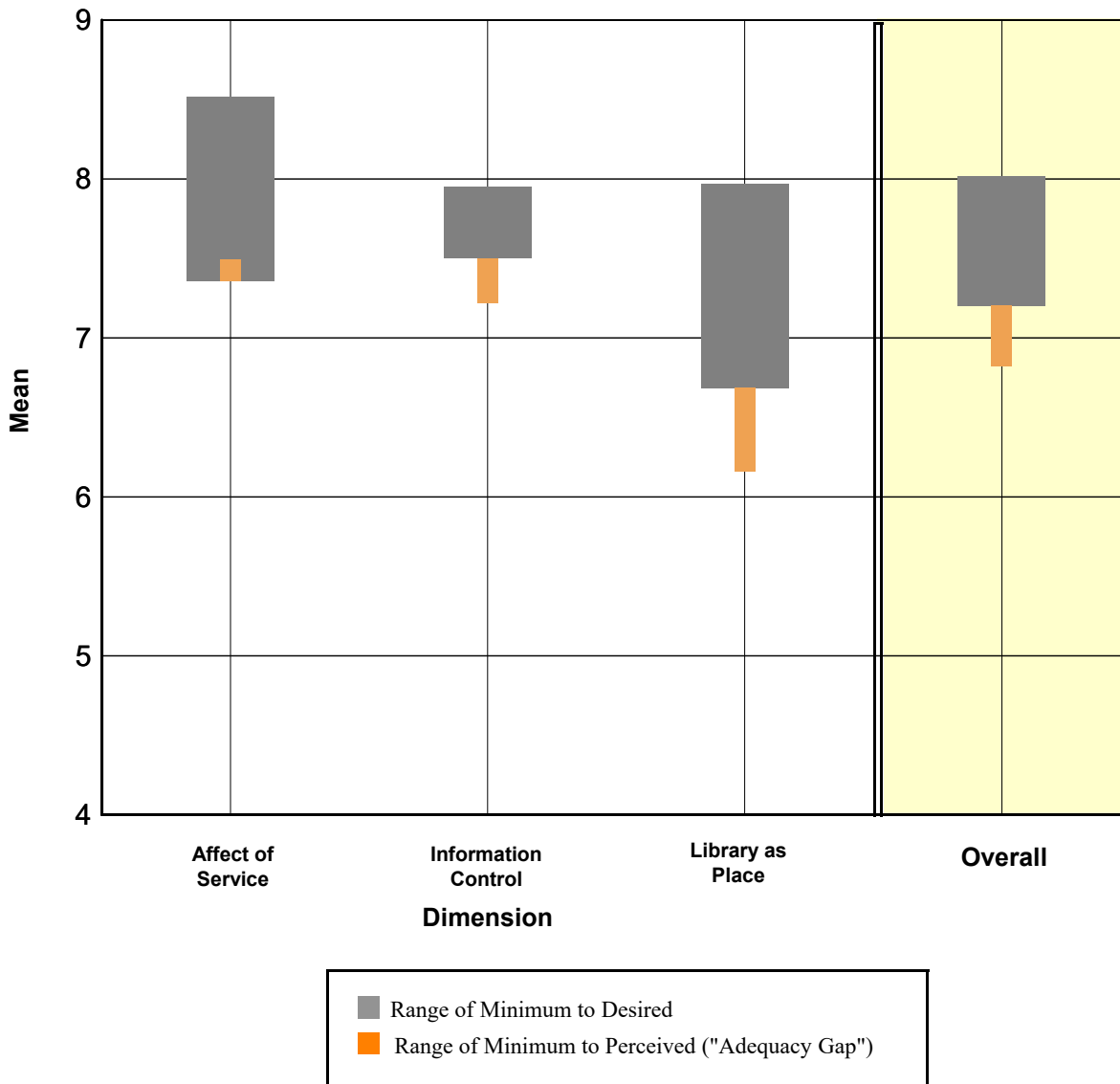

🟥	Perceived Less Than Minimum
🟦	Perceived Greater Than Minimum
🟨	Perceived Less Than Desired
🟩	Perceived Greater Than Desired

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	8.00	7.00	2.00	-1.00	1
AS-2	Giving users individual attention	7.00	8.00	7.00	0.00	-1.00	3
AS-3	Employees who are consistently courteous	6.50	8.00	7.50	1.00	-0.50	2
AS-4	Readiness to respond to users' questions	7.00	8.00	7.50	0.50	-0.50	2
AS-5	Employees who have the knowledge to answer user questions	8.00	8.50	8.00	0.00	-0.50	2
AS-6	Employees who deal with users in a caring fashion	6.86	8.71	7.57	0.71	-1.14	7
AS-7	Employees who understand the needs of their users	6.00	8.50	7.50	1.50	-1.00	2
AS-8	Willingness to help users	7.50	8.50	7.75	0.25	-0.75	4
AS-9	Dependability in handling users' service problems	6.75	8.75	5.50	-1.25	-3.25	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.00	8.00	6.75	-1.25	-1.25	4
IC-2	A library Web site enabling me to locate information on my own	8.50	9.00	7.50	-1.00	-1.50	2
IC-3	The printed library materials I need for my work	6.00	6.33	6.33	0.33	0.00	3
IC-4	The electronic information resources I need	7.86	8.00	7.71	-0.14	-0.29	7
IC-5	Modern equipment that lets me easily access needed information	5.00	7.00	6.00	1.00	-1.00	1
IC-6	Easy-to-use access tools that allow me to find things on my own	7.00	8.67	7.33	0.33	-1.33	3
IC-7	Making information easily accessible for independent use	9.00	9.00	8.00	-1.00	-1.00	1
IC-8	Print and/or electronic journal collections I require for my work	6.83	8.17	7.33	0.50	-0.83	6
Library as Place							
LP-1	Library space that inspires study and learning	7.29	7.57	6.00	-1.29	-1.57	7
LP-2	Quiet space for individual activities	6.67	8.00	7.33	0.67	-0.67	3
LP-3	A comfortable and inviting location	8.00	9.00	8.00	0.00	-1.00	1
LP-4	A getaway for study, learning, or research	5.00	7.00	6.00	1.00	-1.00	1
LP-5	Community space for group learning and group study	4.50	8.25	5.25	0.75	-3.00	4
Overall:		7.20	8.02	6.82	-0.38	-1.19	9

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
AS-2	Giving users individual attention	2.00	1.00	1.73	1.00	1.00	3
AS-3	Employees who are consistently courteous	2.12	1.41	2.12	0	0.71	2
AS-4	Readiness to respond to users' questions	0	1.41	0.71	0.71	0.71	2
AS-5	Employees who have the knowledge to answer user questions	1.41	0.71	1.41	0	0.71	2
AS-6	Employees who deal with users in a caring fashion	1.57	0.49	1.13	0.95	1.07	7
AS-7	Employees who understand the needs of their users	0	0.71	0.71	0.71	0	2
AS-8	Willingness to help users	1.00	0.58	0.96	0.50	0.96	4
AS-9	Dependability in handling users' service problems	0.96	0.50	3.32	2.99	3.30	4
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.15	1.41	1.50	2.63	1.89	4
IC-2	A library Web site enabling me to locate information on my own	0.71	0	0.71	1.41	0.71	2
IC-3	The printed library materials I need for my work	3.00	2.31	2.52	0.58	1.00	3
IC-4	The electronic information resources I need	1.46	1.41	1.38	1.86	0.95	7
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	1.73	0.58	0.58	1.53	0.58	3
IC-7	Making information easily accessible for independent use						1
IC-8	Print and/or electronic journal collections I require for my work	1.94	1.60	1.37	1.05	0.98	6
Library as Place							
LP-1	Library space that inspires study and learning	1.70	2.94	2.89	3.30	1.81	7
LP-2	Quiet space for individual activities	2.08	1.00	1.53	0.58	0.58	3
LP-3	A comfortable and inviting location						1
LP-4	A getaway for study, learning, or research						1
LP-5	Community space for group learning and group study	2.38	0.96	2.99	0.96	3.74	4
Overall:		1.31	1.09	1.48	1.25	1.22	9

7.3 Core Question Dimensions Summary for Staff

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.36	8.52	7.49	0.14	-1.02	9
Information Control	7.50	7.95	7.22	-0.28	-0.73	8
Library as Place	6.69	7.97	6.16	-0.53	-1.81	7
Overall	7.20	8.02	6.82	-0.38	-1.19	9

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	1.21	0.71	1.33	1.00	1.25	9
Information Control	1.43	1.36	1.06	1.35	1.06	8
Library as Place	1.65	1.45	2.56	1.87	1.48	7
Overall	1.31	1.09	1.48	1.25	1.22	9

7.4 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
Ability to navigate library Web pages easily	8.25	8.75	8.00	-0.25	-0.75	4
An online catalog that is user-friendly for finding materials	7.00	8.00	8.00	1.00	0	1
Availability of online help when using my library's electronic resources	5.67	7.33	6.67	1.00	-0.67	3
Helpful online guides and tutorials	8.00	9.00	8.00	0	-1.00	1
Library keeping me informed about all of its services	7.00	8.00	6.00	-1.00	-2.00	2

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Ability to navigate library Web pages easily	0.96	0.50	0.82	0.50	0.96	4
An online catalog that is user-friendly for finding materials						1
Availability of online help when using my library's electronic resources	0.58	1.53	1.15	1.00	0.58	3
Helpful online guides and tutorials						1
Library keeping me informed about all of its services	1.41	1.41	1.41	0	0	2

7.5   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 to 9.

| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.40	0.89	5
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	0.71	5
How would you rate the overall quality of the service provided by the library?	7.78	1.09	9

7.6   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 to 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.	6.00	0.71	5
The library aids my advancement in my academic discipline or work.	7.43	1.62	7
The library enables me to be more efficient in my academic pursuits or work.	7.25	1.50	4
The library helps me distinguish between trustworthy and untrustworthy information.	7.25	1.26	4
The library provides me with the information skills I need in my work or study.	5.00		1

7.7   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.
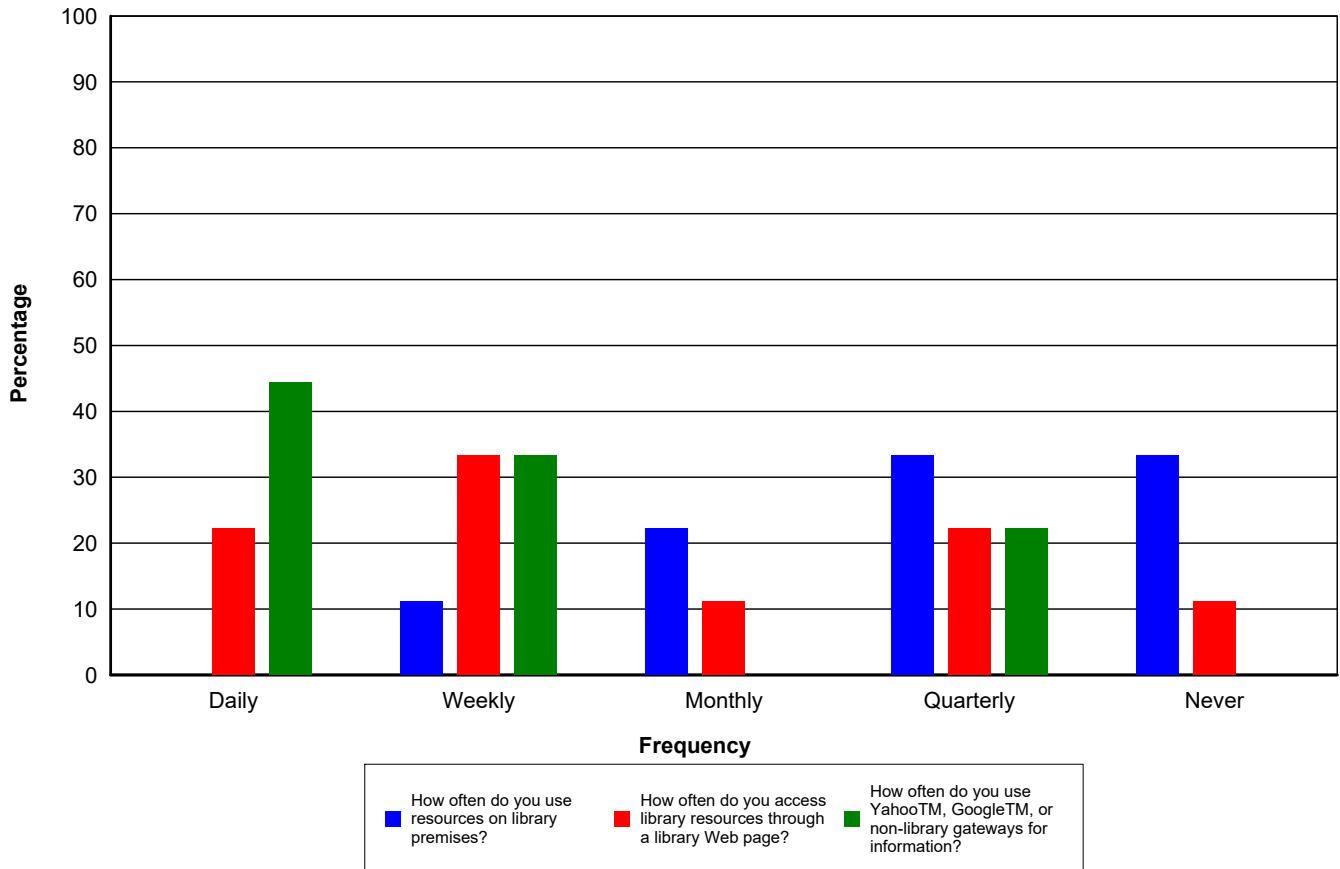
	Daily	**Weekly**	**Monthly**	**Quarterly**	**Never**	**n/%**
How often do you use resources on library premises?	0 0 %	1 11.11%	2 22.22%	3 33.33%	3 33.33%	9 100.00%
How often do you access library resources through a library Web page?	2 22.22%	3 33.33%	1 11.11%	2 22.22%	1 11.11%	9 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	4 44.44%	3 33.33%	0 0 %	2 22.22%	0 0 %	9 100.00%

Appendix A: LibQUAL Dimensions

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