



**LibQUAL<sup>+</sup>**  
*2025 Survey*

**York University Libraries**

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# 1 Introduction

## 1.1 LibQUAL: Defining and Promoting Library Service Quality

This notebook contains information from the 2024 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 1,350 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 2024, there have been 3,429 institutional surveys implemented across 1,353 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 2025 iteration of the LibQUAL survey will be available to project participants online in the Data Repository via the LibQUAL survey management site:

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

## 1.3 Interpreting Your Data

### Means

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

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

### Standard Deviation

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

### Service Adequacy

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

### Service Superiority

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

### Radar Charts

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

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

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

### How to read a radar chart

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

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

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

### Data Screening

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

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

### LibQUAL Analytics

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

### LibQUAL Norms

LibQUAL norms are available in the following conference paper:

[http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce\\_Thompson\\_pp52-60\\_.pdf](http://arizona.openrepository.com/arizona/bitstream/10150/106442/1/08.Bruce_Thompson_pp52-60_.pdf)

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## 1.4 Library Statistics for York University Libraries

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.*

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Total library expenditures (in U.S. \$):	<b>\$22,736,134</b>
Personnel - professional staff, FTE:	<b>57</b>
Personnel - support staff, FTE:	<b>64</b>
Total library materials expenditures (in U.S. \$):	<b>11,549,045</b>
Total salaries and wages for professional staff (in U.S. \$):	<b>9,631,725</b>

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## 1.5 Contact Information for York University Libraries

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

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## 1.6 Survey Protocol and Language for York University Libraries

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

		Lite	Total <i>(by Language)</i>
<b>English (American)</b>	Count	1,493	<b>1,493</b>
	<i>% of Protocol</i>	99.27%	99.27%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	99.27	99.27
<b>French (Canada)</b>	Count	11	<b>11</b>
	<i>% of Protocol</i>	0.73%	0.73%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	0.73	0.73
<b>Total <i>(by Survey Protocol)</i></b>	Count	<b>1,504</b>	<b>1,504</b>
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00

## 2 Demographic Summary for York University Libraries

### 2.1 Respondents by User Group

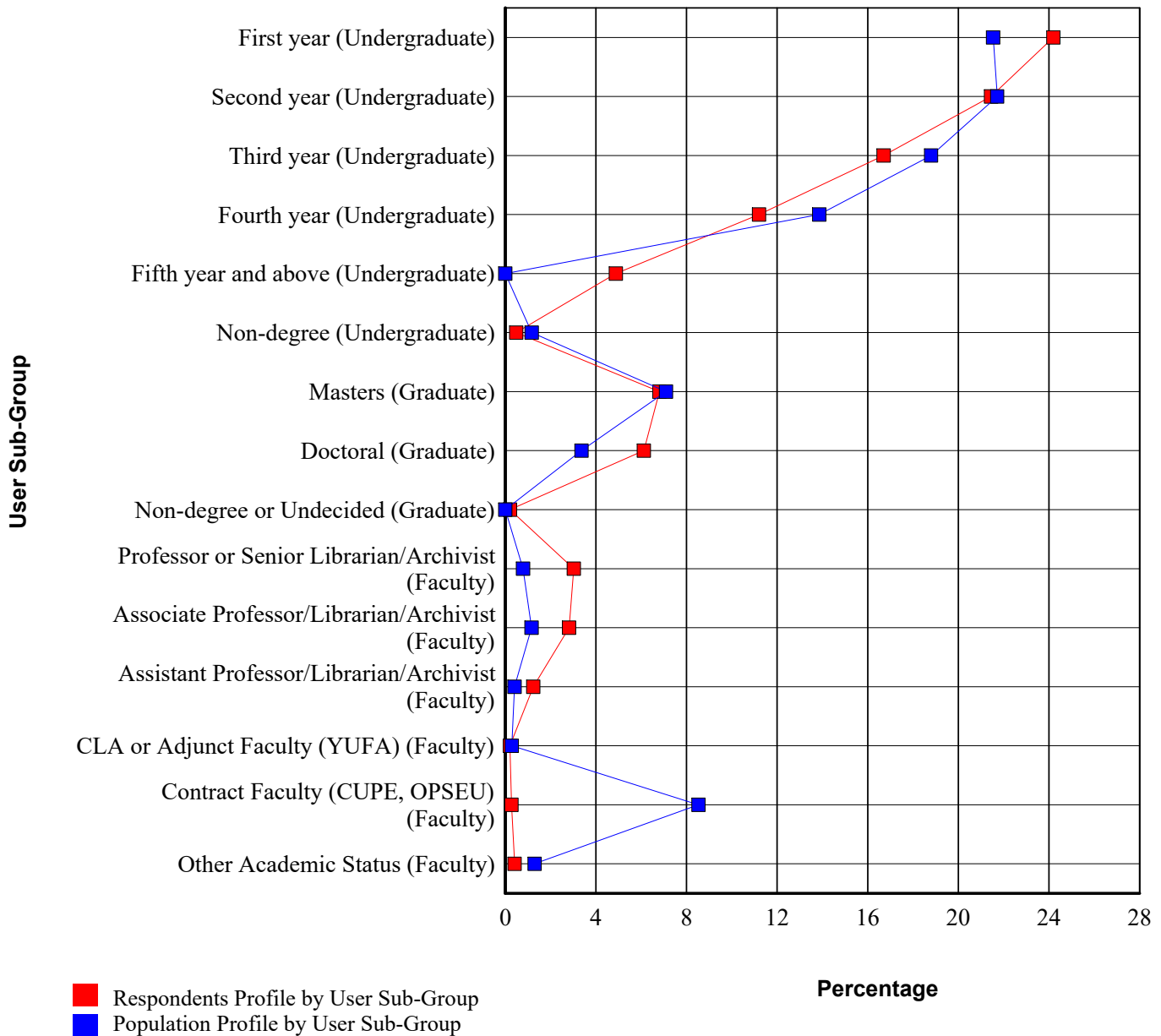
User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	352	23.40%
Second year	312	20.74%
Third year	243	16.16%
Fourth year	163	10.84%
Fifth year and above	71	4.72%
Non-degree	7	0.47%
<b>Sub Total:</b>	<b>1,148</b>	<b>76.33%</b>
<b>Graduate</b>		
Masters	99	6.58%
Doctoral	89	5.92%
Non-degree or Undecided	3	0.20%
<b>Sub Total:</b>	<b>191</b>	<b>12.70%</b>
<b>Faculty</b>		
Professor or Senior Librarian/Archivist	44	2.93%
Associate Professor/Librarian/Archivist	41	2.73%
Assistant Professor/Librarian/Archivist	18	1.20%
CLA or Adjunct Faculty (YUFA)	3	0.20%
Contract Faculty (CUPE, OPSEU)	4	0.27%
Other Academic Status	6	0.40%
<b>Sub Total:</b>	<b>116</b>	<b>7.71%</b>
<b>Library Staff</b>		
Library Staff	27	1.80%
<b>Sub Total:</b>	<b>27</b>	<b>1.80%</b>
<b>Staff</b>		
Research Staff	6	0.40%
Other Staff Positions	16	1.06%
<b>Sub Total:</b>	<b>22</b>	<b>1.46%</b>
<b>Total:</b>	<b>1,504</b>	<b>100.00%</b>

## 2.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	13,072	21.54	352	24.19	-2.65
Second year (Undergraduate)	13,181	21.72	312	21.44	0.27
Third year (Undergraduate)	11,409	18.80	243	16.70	2.10
Fourth year (Undergraduate)	8,412	13.86	163	11.20	2.66
Fifth year and above (Undergraduate)	0	0.00	71	4.88	-4.88
Non-degree (Undergraduate)	708	1.17	7	0.48	0.69
Masters (Graduate)	4,307	7.10	99	6.80	0.29
Doctoral (Graduate)	2,042	3.36	89	6.12	-2.75
Non-degree or Undecided (Graduate)	0	0.00	3	0.21	-0.21
Professor or Senior Librarian/Archivist (Faculty)	476	0.78	44	3.02	-2.24
Associate Professor/Librarian/Archivist (Faculty)	704	1.16	41	2.82	-1.66
Assistant Professor/Librarian/Archivist (Faculty)	248	0.41	18	1.24	-0.83
CLA or Adjunct Faculty (YUFA) (Faculty)	174	0.29	3	0.21	0.08
Contract Faculty (CUPE, OPSEU) (Faculty)	5,174	8.53	4	0.27	8.25
Other Academic Status (Faculty)	785	1.29	6	0.41	0.88
<b>Total:</b>	<b>60,692</b>	<b>100.00</b>	<b>1,455</b>	<b>100.00</b>	<b>0.00</b>

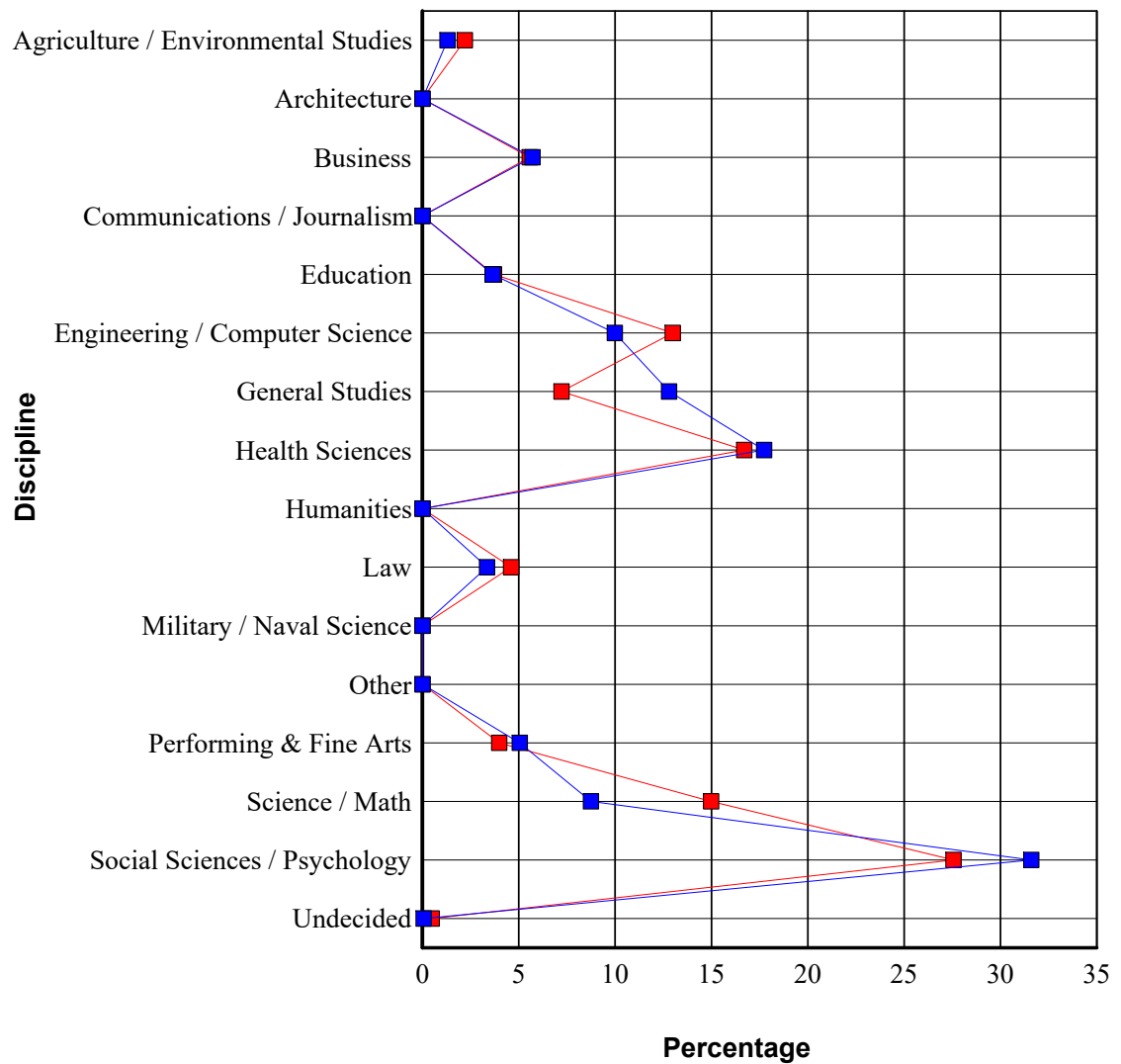
Language: English (American), French (Canada)  
Institution Type: College or University  
Consortium: LibQUAL Canada  
User Group: All (Excluding Library Staff, Staff)

### 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)

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	809	1.30	32	2.20	-0.90
Architecture	0	0.00	0	0.00	0.00
Business	3,547	5.71	81	5.57	0.15
Communications / Journalism	0	0.00	0	0.00	0.00
Education	2,263	3.64	54	3.71	-0.07
Engineering / Computer Science	6,200	9.99	189	12.99	-3.00
General Studies	7,950	12.80	105	7.22	5.59
Health Sciences	11,013	17.74	243	16.70	1.04
Humanities	0	0.00	0	0.00	0.00
Law	2,081	3.35	67	4.60	-1.25
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Performing & Fine Arts	3,135	5.05	58	3.99	1.06
Science / Math	5,431	8.75	218	14.98	-6.24
Social Sciences / Psychology	19,622	31.60	401	27.56	4.04
Undecided	39	0.06	7	0.48	-0.42
<b>Total:</b>	<b>62,090</b>	<b>100.00</b>	<b>1,455</b>	<b>100.00</b>	<b>0.00</b>

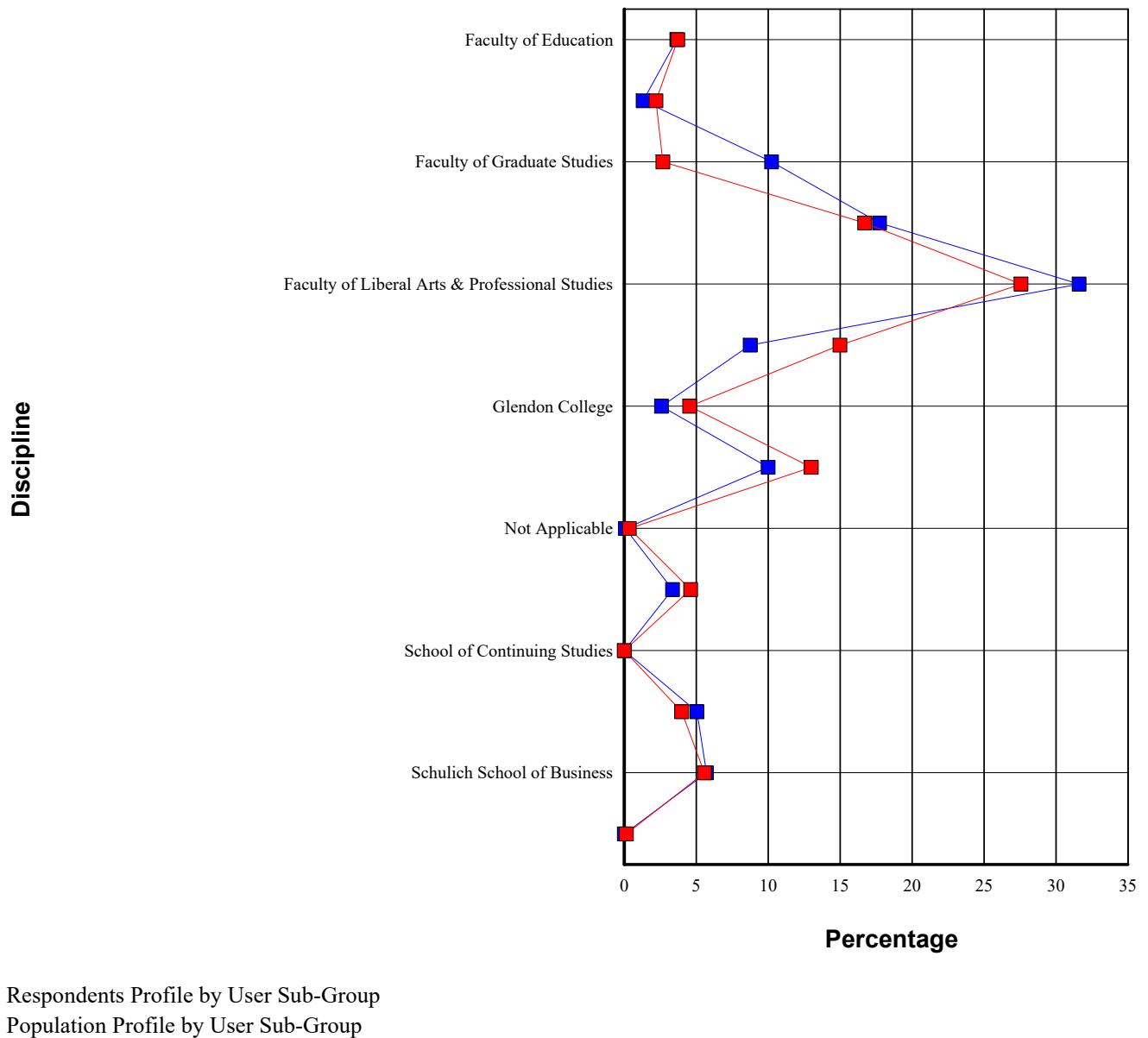
Language: English (American), French (Canada)  
Institution Type: College or University  
Consortium: LibQUAL Canada  
User Group: All (Excluding Library Staff, Staff)

## 2.4 Population and Respondents by Customized Discipline

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

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

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



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Faculty of Education	2,263	3.64	54	3.71	-0.07
Faculty of Environmental & Urban Change	809	1.30	32	2.20	-0.90
Faculty of Graduate Studies	6,349	10.23	39	2.68	7.55
Faculty of Health	11,013	17.74	243	16.70	1.04
Faculty of Liberal Arts & Professional Studies	19,622	31.60	401	27.56	4.04
Faculty of Science	5,431	8.75	218	14.98	-6.24
Glendon College	1,601	2.58	66	4.54	-1.96
Lassonde School of Engineering	6,200	9.99	189	12.99	-3.00
Not Applicable	39	0.06	5	0.34	-0.28
Osgoode Hall Law School	2,081	3.35	67	4.60	-1.25
School of Continuing Studies	0	0.00	0	0.00	0.00
School of the Arts, Media, Performance & Design	3,135	5.05	58	3.99	1.06
Schulich School of Business	3,547	5.71	81	5.57	0.15
Undecided	0	0.00	2	0.14	-0.14
<b>Total:</b>	<b>62,090</b>	<b>100.00</b>	<b>1,455</b>	<b>100.00</b>	<b>0.00</b>

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

## 2.5 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	864	58.54
23 - 30	314	21.27
31 - 45	139	9.42
46 - 65	125	8.47
Over 65	28	1.90
Under 18	6	0.41
<b>Total:</b>	<b>1,476</b>	<b>100.00</b>

## 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 %
Law Library	76	5.16
Leslie Frost Library	59	4.00
Markham Library	34	2.31
Peter F. Bronfman Business Library	100	6.78
Scott Library	993	67.37
Steacie Science & Engineering Library	184	12.48
Unsure	28	1.90
<b>Total:</b>	<b>1,474</b>	<b>100.00</b>

## 2.7 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	139	9.44
Full-time	48,127	79.30	1,269	86.21
Part-time	12,565	20.70	64	4.35
<b>Total:</b>	<b>60,692</b>	<b>100.00</b>	<b>1,472</b>	<b>100.00</b>

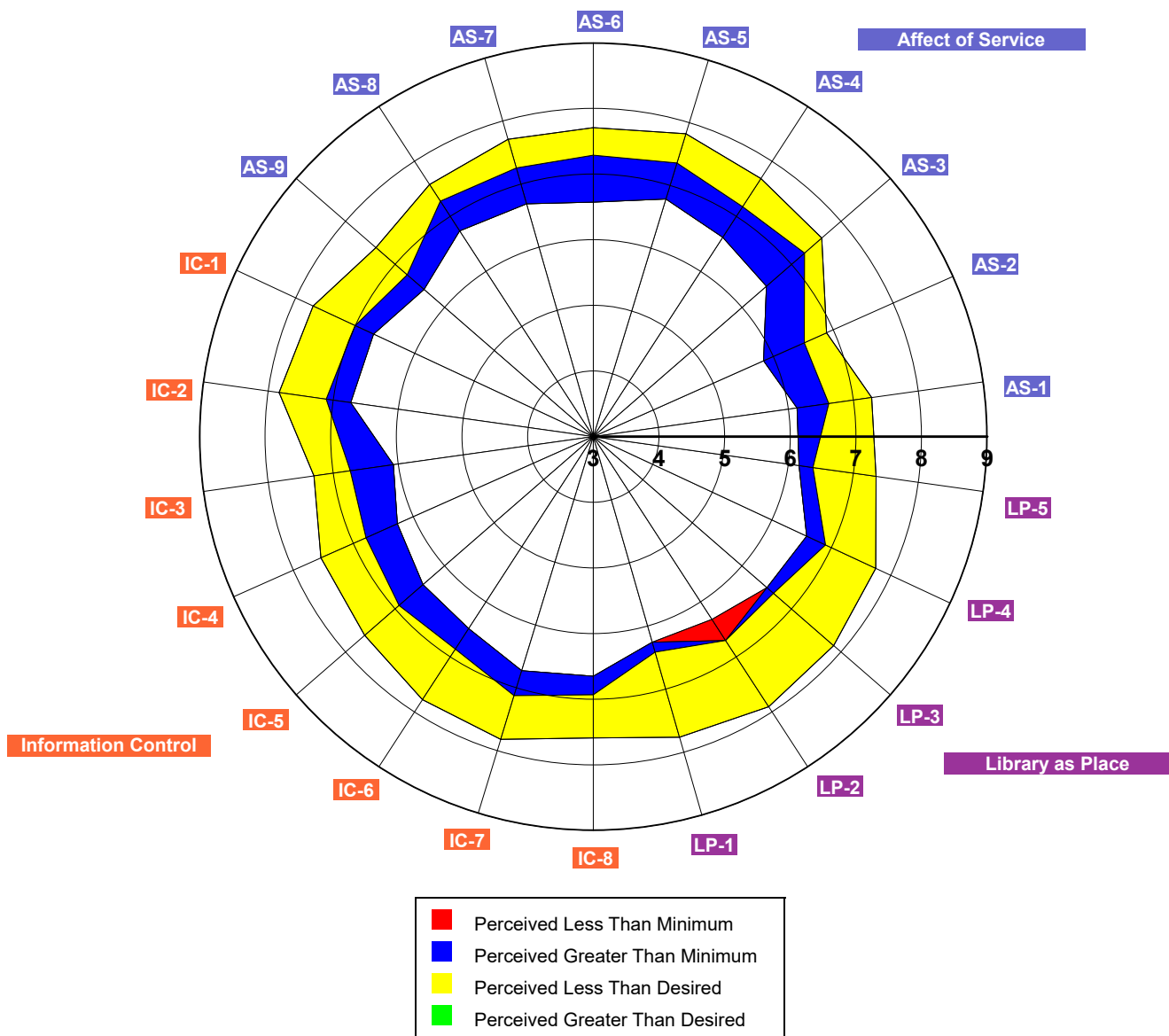
### 3. Survey Item Summary for York University Libraries

#### 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)

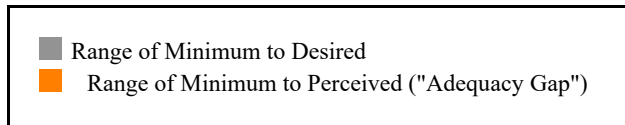
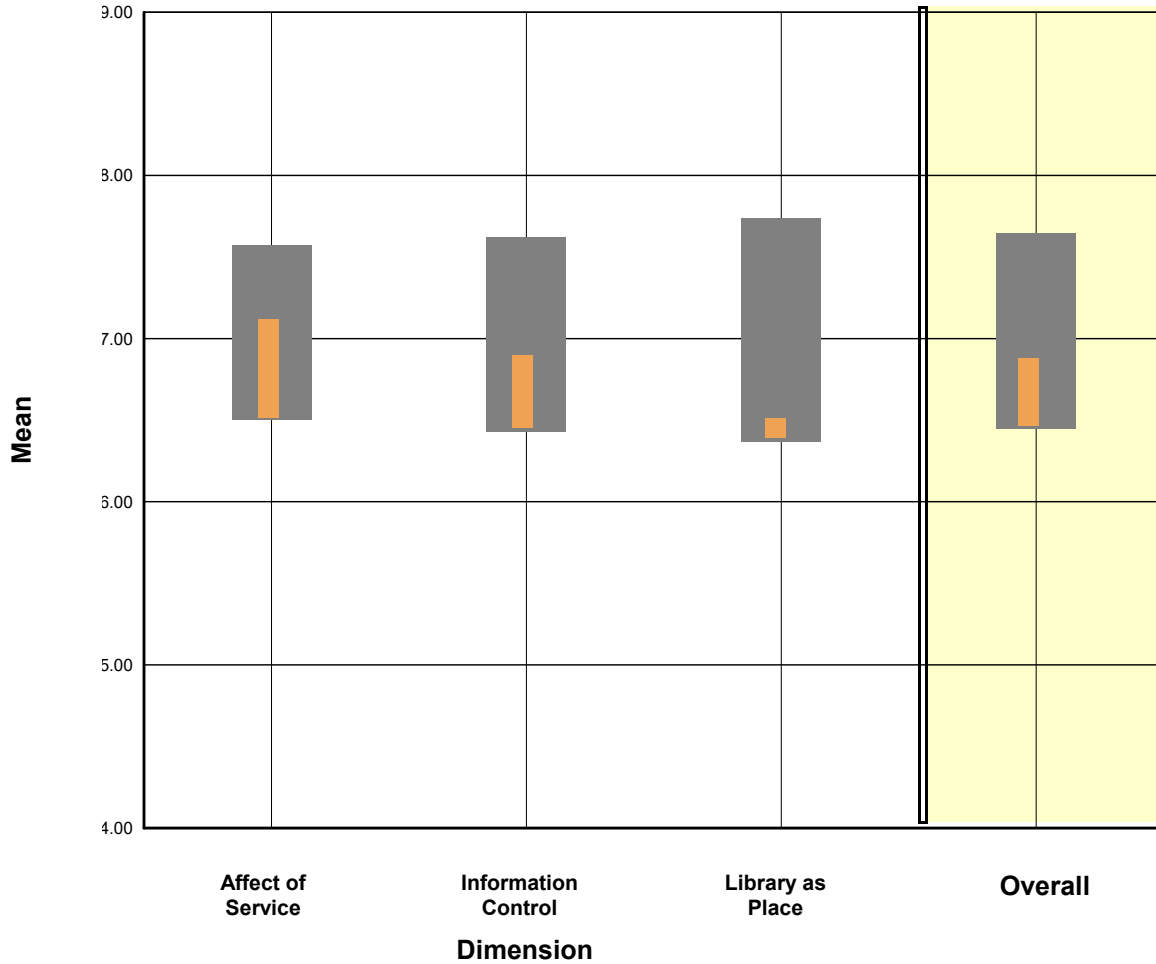
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.14	7.28	6.62	0.49	-0.66	244
AS-2	Giving users individual attention	5.84	6.89	6.52	0.68	-0.37	328
AS-3	Employees who are consistently courteous	6.49	7.61	7.27	0.77	-0.35	346
AS-4	Readiness to respond to users' questions	6.62	7.69	7.18	0.56	-0.51	342
AS-5	Employees who have the knowledge to answer user questions	6.79	7.82	7.36	0.57	-0.47	365
AS-6	Employees who deal with users in a caring fashion	6.57	7.71	7.29	0.71	-0.42	1,370
AS-7	Employees who understand the needs of their users	6.69	7.71	7.26	0.57	-0.46	380
AS-8	Willingness to help users	6.74	7.58	7.28	0.54	-0.30	382
AS-9	Dependability in handling users' service problems	6.42	7.39	6.76	0.34	-0.63	278
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.69	7.71	7.00	0.31	-0.71	304
IC-2	A library Web site enabling me to locate information on my own	6.73	7.83	7.11	0.38	-0.72	421
IC-3	The printed library materials I need for my work	6.07	7.30	6.74	0.66	-0.56	361
IC-4	The electronic information resources I need	6.27	7.54	6.79	0.52	-0.75	1,414
IC-5	Modern equipment that lets me easily access needed information	6.44	7.62	6.92	0.48	-0.69	442
IC-6	Easy-to-use access tools that allow me to find things on my own	6.49	7.78	6.86	0.37	-0.92	502
IC-7	Making information easily accessible for independent use	6.73	7.82	7.13	0.40	-0.69	431
IC-8	Print and/or electronic journal collections I require for my work	6.65	7.59	6.93	0.28	-0.66	317
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.26	7.76	6.42	0.16	-1.35	1,412
LP-2	Quiet space for individual activities	6.70	7.91	6.32	-0.38	-1.59	310
LP-3	A comfortable and inviting location	6.51	7.85	6.64	0.13	-1.22	353
LP-4	A getaway for study, learning, or research	6.59	7.75	6.91	0.32	-0.84	358
LP-5	Community space for group learning and group study	6.17	7.35	6.38	0.21	-0.97	369
<b>Overall:</b>		6.45	7.65	6.88	0.43	-0.77	1,477

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.12	1.77	1.96	1.82	1.73	244
AS-2	Giving users individual attention	2.07	1.82	1.90	2.02	1.87	328
AS-3	Employees who are consistently courteous	1.92	1.56	1.74	1.85	1.73	346
AS-4	Readiness to respond to users' questions	1.91	1.46	1.61	1.82	1.61	342
AS-5	Employees who have the knowledge to answer user questions	1.80	1.37	1.58	1.61	1.58	365
AS-6	Employees who deal with users in a caring fashion	1.92	1.52	1.67	1.86	1.66	1,370
AS-7	Employees who understand the needs of their users	1.74	1.47	1.63	1.63	1.47	380
AS-8	Willingness to help users	1.81	1.61	1.58	1.78	1.56	382
AS-9	Dependability in handling users' service problems	1.92	1.76	1.74	1.73	1.81	278
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.93	1.69	1.72	1.79	1.66	304
IC-2	A library Web site enabling me to locate information on my own	1.86	1.46	1.62	1.81	1.56	421
IC-3	The printed library materials I need for my work	2.20	1.85	1.83	2.14	1.77	361
IC-4	The electronic information resources I need	1.95	1.68	1.65	1.84	1.78	1,414
IC-5	Modern equipment that lets me easily access needed information	1.83	1.55	1.67	1.84	1.70	442
IC-6	Easy-to-use access tools that allow me to find things on my own	1.85	1.45	1.68	1.72	1.67	502
IC-7	Making information easily accessible for independent use	1.72	1.38	1.52	1.62	1.48	431
IC-8	Print and/or electronic journal collections I require for my work	1.95	1.76	1.65	1.75	1.78	317
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.91	1.65	1.90	2.13	2.14	1,412
LP-2	Quiet space for individual activities	2.03	1.70	2.07	2.51	2.30	310
LP-3	A comfortable and inviting location	1.83	1.45	1.87	2.06	2.05	353
LP-4	A getaway for study, learning, or research	1.81	1.52	1.69	1.70	1.71	358
LP-5	Community space for group learning and group study	2.08	1.85	1.98	2.19	2.21	369
<b>Overall:</b>		1.49	1.16	1.32	1.37	1.26	1,477

### 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.



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

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	6.50	7.57	7.13	0.63	-0.44	1,438
Information Control	6.43	7.62	6.90	0.47	-0.73	1,473
Library as Place	6.37	7.74	6.49	0.13	-1.25	1,432
<b>Overall</b>	6.45	7.65	6.88	0.43	-0.77	1,477

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	1.71	1.36	1.50	1.57	1.39	1,438
Information Control	1.63	1.32	1.41	1.48	1.37	1,473
Library as Place	1.74	1.47	1.74	1.90	1.89	1,432
<b>Overall</b>	1.49	1.16	1.32	1.37	1.26	1,477

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: All (Excluding Library Staff)

### 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
A secure and safe place	7.19	8.13	6.86	-0.34	-1.27	349
Availability of chat hours to help me with library-related questions	6.12	7.22	6.84	0.73	-0.38	284
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	5.68	6.80	6.37	0.69	-0.43	241
The Library as a social place to connect with friends, classmates, or colleagues	5.73	6.73	6.39	0.66	-0.34	360

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
A secure and safe place	1.81	1.47	1.93	2.16	2.07	349
Availability of chat hours to help me with library-related questions	2.17	1.93	1.79	1.96	1.76	284
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	2.37	2.23	2.03	2.25	2.45	241
The Library as a social place to connect with friends, classmates, or colleagues	2.28	2.16	2.00	1.98	2.08	360

### 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.	7.50	1.61	724
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.09	1.62	751
How would you rate the overall quality of the service provided by the library?	7.20	1.54	1,476

### 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.	6.45	1.93	412
The library aids my advancement in my academic discipline or work.	7.21	1.71	683
The library enables me to be more efficient in my academic pursuits or work.	7.35	1.63	687
The library helps me distinguish between trustworthy and untrustworthy information.	6.69	1.80	716
The library provides me with the information skills I need in my work or study.	6.93	1.65	454

Language: English (American), French (Canada)

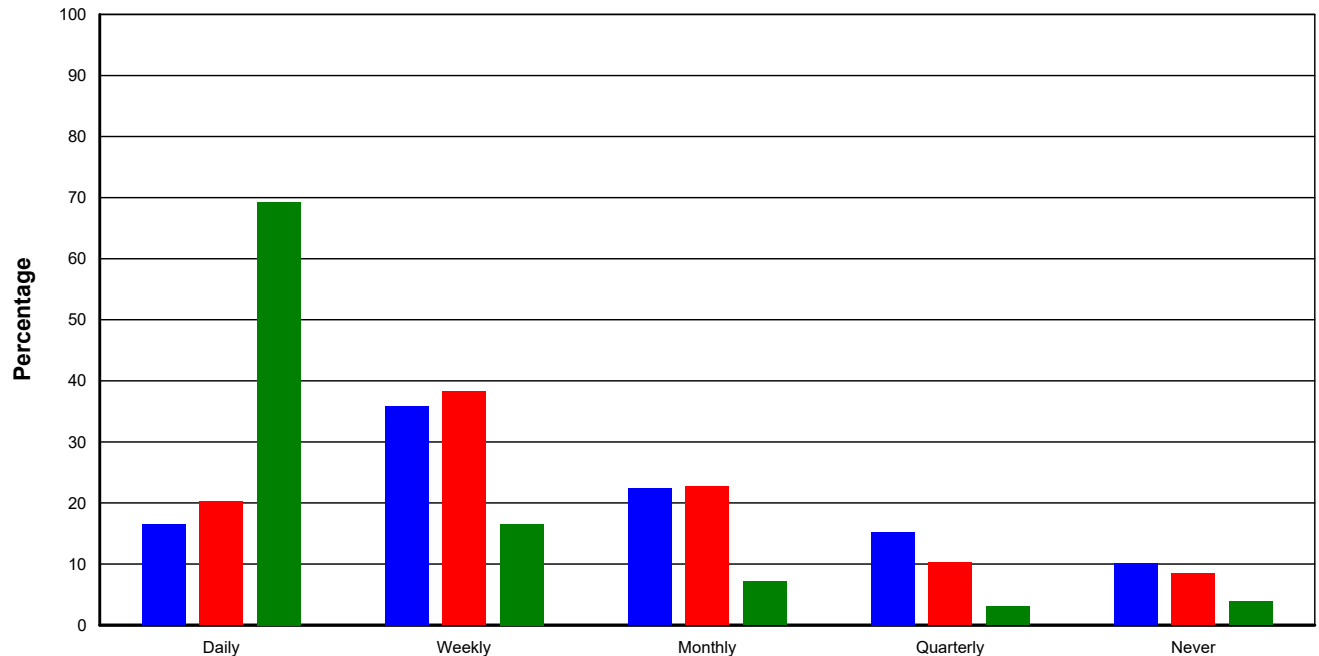
Institution Type: College or University

Consortium: LibQUAL Canada

User Group: All (Excluding Library Staff)

### 3.6 Library Use Summary

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



**Frequency**

- How often do you use resources on library premises?
- How often do you access library resources through a library Web page?
- How often do you use Yahoo™, Google™, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	243 16.45%	530 35.88%	330 22.34%	225 15.23%	149 10.09%	1,477 100.00%
How often do you access library resources through a library Web page?	299 20.26%	565 38.28%	335 22.70%	152 10.30%	125 8.47%	1,476 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,023 69.26%	245 16.59%	106 7.18%	45 3.05%	58 3.93%	1,477 100.00%

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

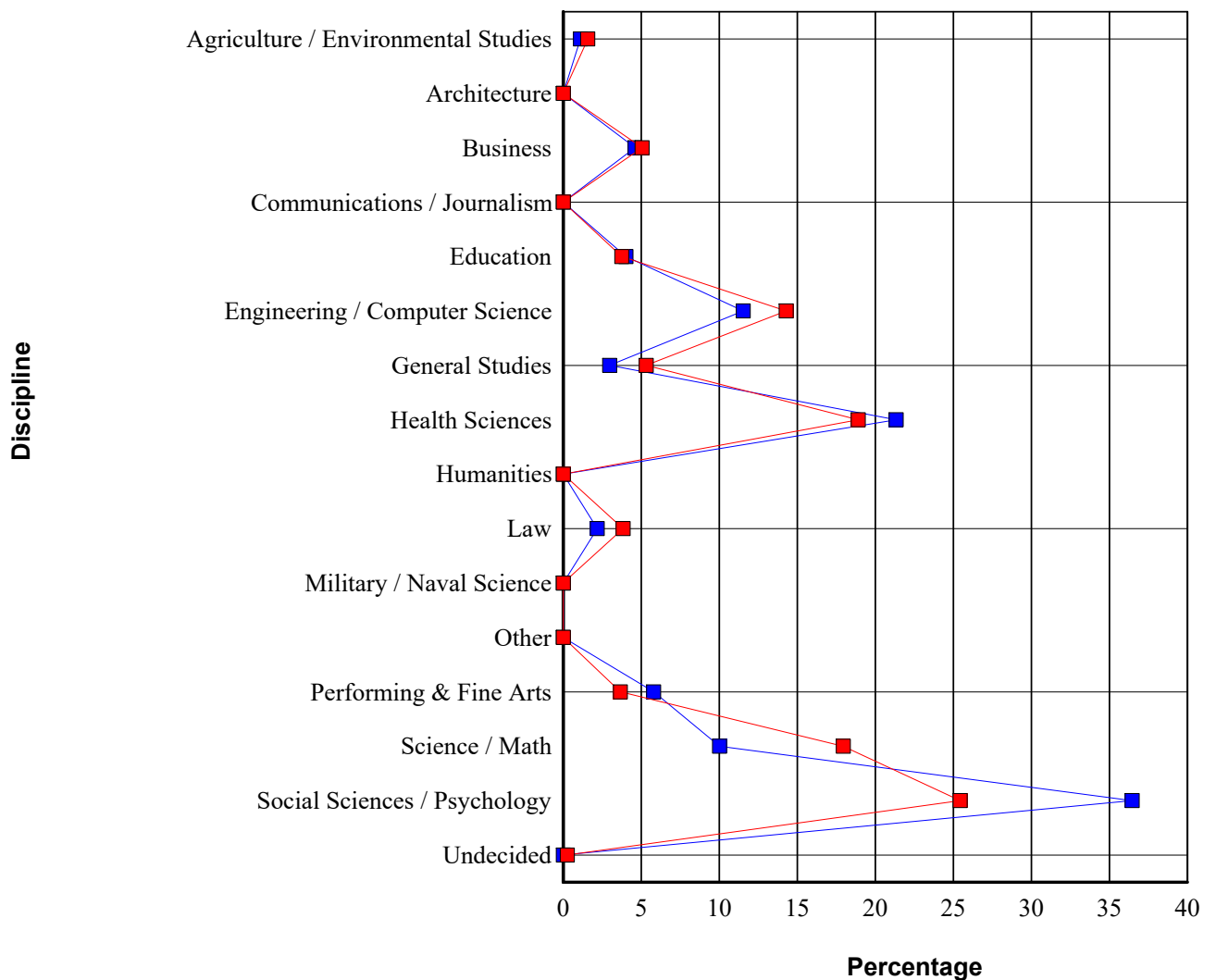
## 4 Undergraduate Summary for York University Libraries

### 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

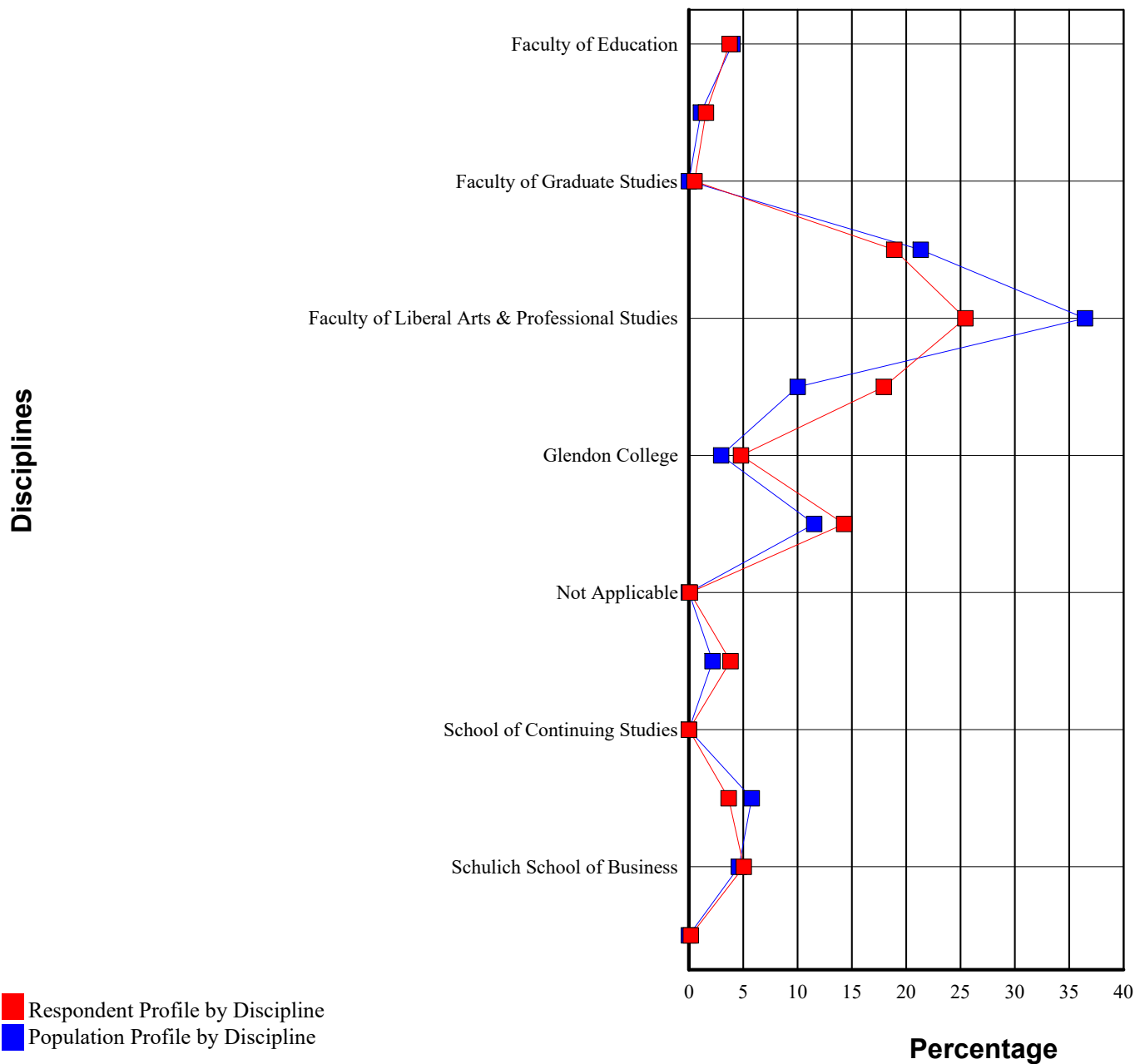
<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	516	1.10	18	1.57	-0.46
Architecture	0	0.00	0	0.00	0.00
Business	2,152	4.60	58	5.05	-0.45
Communications / Journalism	0	0.00	0	0.00	0.00
Education	1,879	4.02	43	3.75	0.27
Engineering / Computer Science	5,395	11.53	164	14.29	-2.75
General Studies	1,391	2.97	61	5.31	-2.34
Health Sciences	9,980	21.33	217	18.90	2.43
Humanities	0	0.00	0	0.00	0.00
Law	1,019	2.18	44	3.83	-1.65
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Performing & Fine Arts	2,709	5.79	42	3.66	2.13
Science / Math	4,685	10.01	206	17.94	-7.93
Social Sciences / Psychology	17,056	36.46	292	25.44	11.02
Undecided	0	0.00	3	0.26	-0.26
<b>Total:</b>	<b>46,782</b>	<b>100.00</b>	<b>1,148</b>	<b>100.00</b>	<b>0.00</b>

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

### 4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Faculty of Education	1,879	4.02	43	3.75	0.27
Faculty of Environmental & Urban Change	516	1.10	18	1.57	-0.46
Faculty of Graduate Studies	0	0.00	6	0.52	-0.52
Faculty of Health	9,980	21.33	217	18.90	2.43
Faculty of Liberal Arts & Professional Studies	17,056	36.46	292	25.44	11.02
Faculty of Science	4,685	10.01	206	17.94	-7.93
Glendon College	1,391	2.97	55	4.79	-1.82
Lassonde School of Engineering	5,395	11.53	164	14.29	-2.75
Not Applicable	0	0.00	1	0.09	-0.09
Osgoode Hall Law School	1,019	2.18	44	3.83	-1.65
School of Continuing Studies	0	0.00	0	0.00	0.00
School of the Arts, Media, Performance & Design	2,709	5.79	42	3.66	2.13
Schulich School of Business	2,152	4.60	58	5.05	-0.45
Undecided	0	0.00	2	0.17	-0.17
<b>Total:</b>	<b>46,782</b>	<b>100.00</b>	<b>1,148</b>	<b>100.00</b>	<b>0.00</b>

#### 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	852	74.28
23 - 30	211	18.40
31 - 45	48	4.18
46 - 65	22	1.92
Over 65	8	0.70
Under 18	6	0.52
<b>Total:</b>	<b>1,147</b>	<b>100.00</b>

#### 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 %
Law Library	50	4.36
Leslie Frost Library	45	3.93
Markham Library	31	2.71
Peter F. Bronfman Business Library	81	7.07
Scott Library	770	67.19
Steacie Science & Engineering Library	148	12.91
Unsure	21	1.83
<b>Total:</b>	<b>1,146</b>	<b>100.00</b>

#### 4.1.5 Respondent Profile by Full or part-time student?

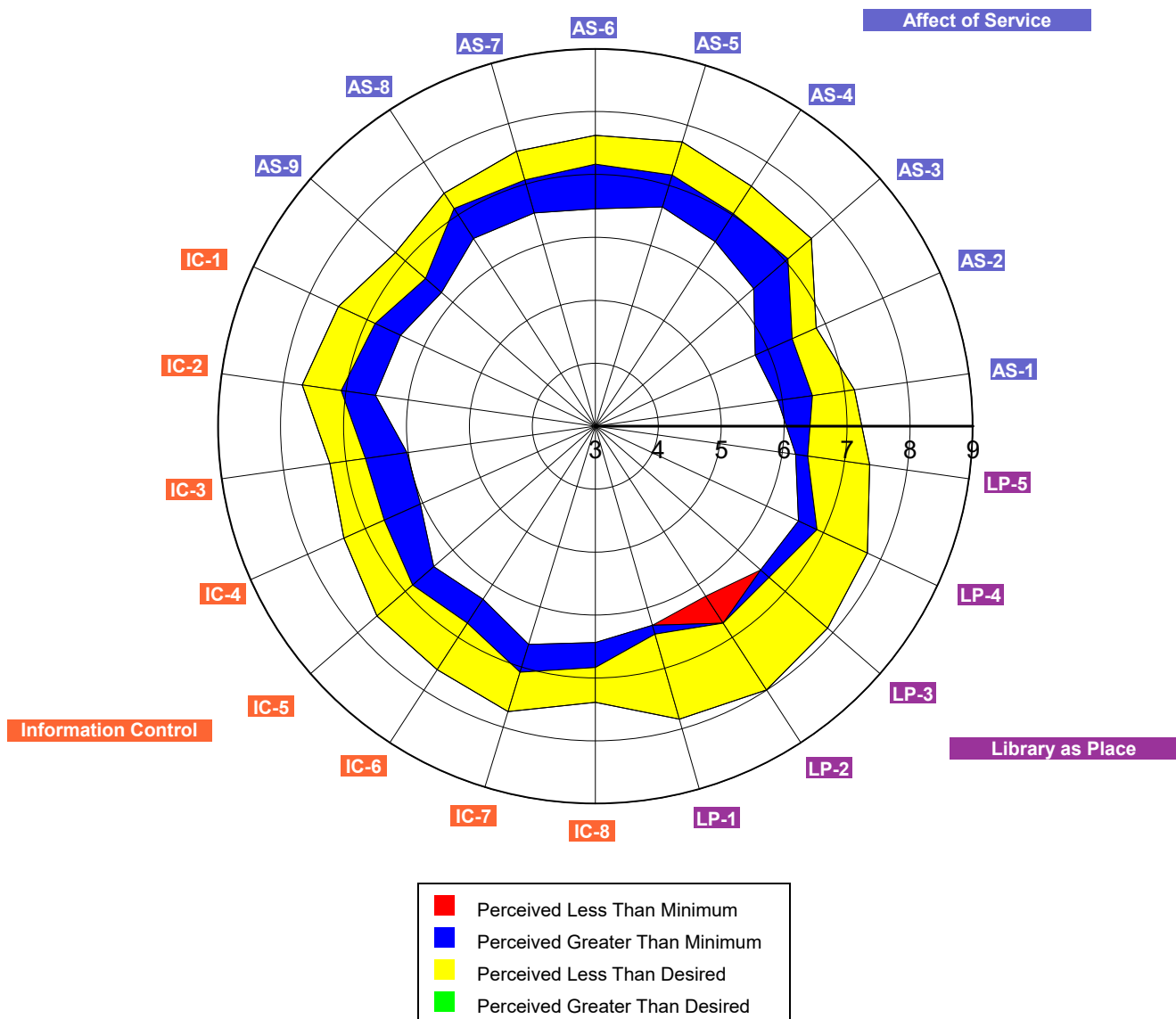
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	6	0.52
Full-time	40,905	87.44	1,092	95.37
Part-time	5,877	12.56	47	4.10
<b>Total:</b>	<b>46,782</b>	<b>100.00</b>	<b>1,145</b>	<b>100.00</b>

## 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.)



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
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.93	7.16	6.48	0.55	-0.67	190
AS-2	Giving users individual attention	5.78	6.84	6.42	0.64	-0.42	257
AS-3	Employees who are consistently courteous	6.33	7.55	7.06	0.72	-0.49	272
AS-4	Readiness to respond to users' questions	6.50	7.55	7.03	0.53	-0.52	268
AS-5	Employees who have the knowledge to answer user questions	6.64	7.72	7.17	0.53	-0.55	275
AS-6	Employees who deal with users in a caring fashion	6.45	7.62	7.16	0.71	-0.46	1,055
AS-7	Employees who understand the needs of their users	6.53	7.54	7.07	0.54	-0.47	287
AS-8	Willingness to help users	6.56	7.41	7.12	0.57	-0.29	298
AS-9	Dependability in handling users' service problems	6.24	7.21	6.58	0.34	-0.63	219
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.41	7.50	6.86	0.45	-0.64	229
IC-2	A library Web site enabling me to locate information on my own	6.53	7.70	7.08	0.55	-0.63	328
IC-3	The printed library materials I need for my work	6.02	7.26	6.69	0.67	-0.57	276
IC-4	The electronic information resources I need	6.04	7.37	6.67	0.63	-0.70	1,092
IC-5	Modern equipment that lets me easily access needed information	6.40	7.60	6.85	0.44	-0.75	358
IC-6	Easy-to-use access tools that allow me to find things on my own	6.28	7.61	6.73	0.45	-0.88	385
IC-7	Making information easily accessible for independent use	6.63	7.74	7.09	0.46	-0.65	339
IC-8	Print and/or electronic journal collections I require for my work	6.44	7.39	6.83	0.40	-0.55	240
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.29	7.84	6.44	0.15	-1.41	1,135
LP-2	Quiet space for individual activities	6.73	8.00	6.22	-0.51	-1.78	249
LP-3	A comfortable and inviting location	6.48	7.89	6.66	0.18	-1.23	282
LP-4	A getaway for study, learning, or research	6.56	7.77	6.89	0.32	-0.88	281
LP-5	Community space for group learning and group study	6.21	7.40	6.41	0.19	-0.99	308
<b>Overall:</b>		6.33	7.57	6.78	0.45	-0.79	1,148

Language: English (American), French (Canada)

Institution Type: College or University

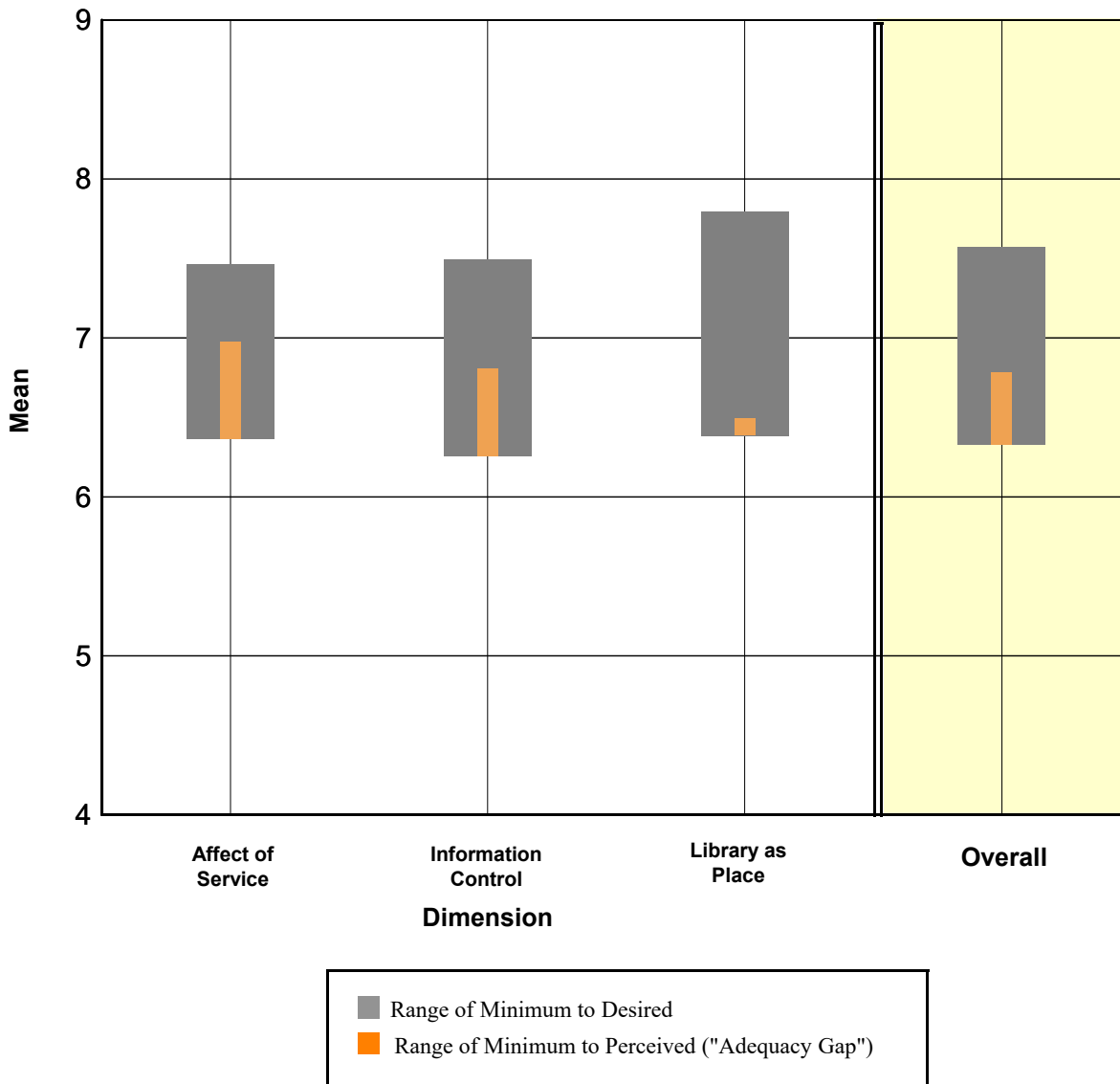
Consortium: LibQUAL Canada

User Group: Undergraduate

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.15	1.81	1.94	1.89	1.77	190
AS-2	Giving users individual attention	2.06	1.81	1.89	2.04	1.86	257
AS-3	Employees who are consistently courteous	1.91	1.59	1.78	1.88	1.81	272
AS-4	Readiness to respond to users' questions	1.97	1.54	1.62	1.90	1.61	268
AS-5	Employees who have the knowledge to answer user questions	1.88	1.39	1.66	1.66	1.65	275
AS-6	Employees who deal with users in a caring fashion	1.94	1.57	1.70	1.89	1.68	1,055
AS-7	Employees who understand the needs of their users	1.76	1.55	1.67	1.56	1.46	287
AS-8	Willingness to help users	1.84	1.66	1.62	1.79	1.53	298
AS-9	Dependability in handling users' service problems	1.96	1.85	1.78	1.79	1.96	219
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.97	1.80	1.75	1.77	1.60	229
IC-2	A library Web site enabling me to locate information on my own	1.91	1.50	1.65	1.76	1.54	328
IC-3	The printed library materials I need for my work	2.22	1.86	1.86	2.13	1.73	276
IC-4	The electronic information resources I need	1.99	1.74	1.69	1.86	1.80	1,092
IC-5	Modern equipment that lets me easily access needed information	1.86	1.54	1.71	1.85	1.71	358
IC-6	Easy-to-use access tools that allow me to find things on my own	1.85	1.53	1.73	1.73	1.73	385
IC-7	Making information easily accessible for independent use	1.76	1.45	1.54	1.64	1.50	339
IC-8	Print and/or electronic journal collections I require for my work	1.97	1.82	1.72	1.78	1.81	240
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.88	1.56	1.88	2.06	2.03	1,135
LP-2	Quiet space for individual activities	2.06	1.64	2.13	2.59	2.24	249
LP-3	A comfortable and inviting location	1.87	1.39	1.91	2.07	2.04	282
LP-4	A getaway for study, learning, or research	1.81	1.49	1.73	1.69	1.69	281
LP-5	Community space for group learning and group study	2.01	1.77	1.97	2.11	2.12	308
<b>Overall:</b>		1.53	1.21	1.35	1.39	1.27	1,148

### 4.3 Core Question Dimensions Summary for Undergraduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.36	7.46	6.97	0.61	-0.49	1,113
Information Control	6.25	7.49	6.81	0.55	-0.68	1,145
Library as Place	6.39	7.80	6.49	0.10	-1.30	1,142
<b>Overall</b>	6.33	7.57	6.78	0.45	-0.79	1,148

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	1.73	1.40	1.51	1.59	1.41	1,113
Information Control	1.66	1.38	1.44	1.48	1.38	1,145
Library as Place	1.73	1.41	1.74	1.87	1.81	1,142
<b>Overall</b>	1.53	1.21	1.35	1.39	1.27	1,148

## 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
A secure and safe place	7.06	8.08	6.71	-0.35	-1.38	272
Availability of chat hours to help me with library-related questions	6.09	7.21	6.82	0.73	-0.39	225
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	5.78	6.86	6.37	0.59	-0.49	195
The Library as a social place to connect with friends, classmates, or colleagues	5.89	6.89	6.49	0.60	-0.40	302

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
A secure and safe place	1.83	1.51	1.96	2.26	2.15	272
Availability of chat hours to help me with library-related questions	2.21	1.89	1.82	1.96	1.67	225
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	2.30	2.11	2.07	2.13	2.38	195
The Library as a social place to connect with friends, classmates, or colleagues	2.21	2.02	1.95	2.01	2.07	302

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Undergraduate

## 4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.36	1.65	557
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.99	1.66	590
How would you rate the overall quality of the service provided by the library?	7.09	1.58	1,148

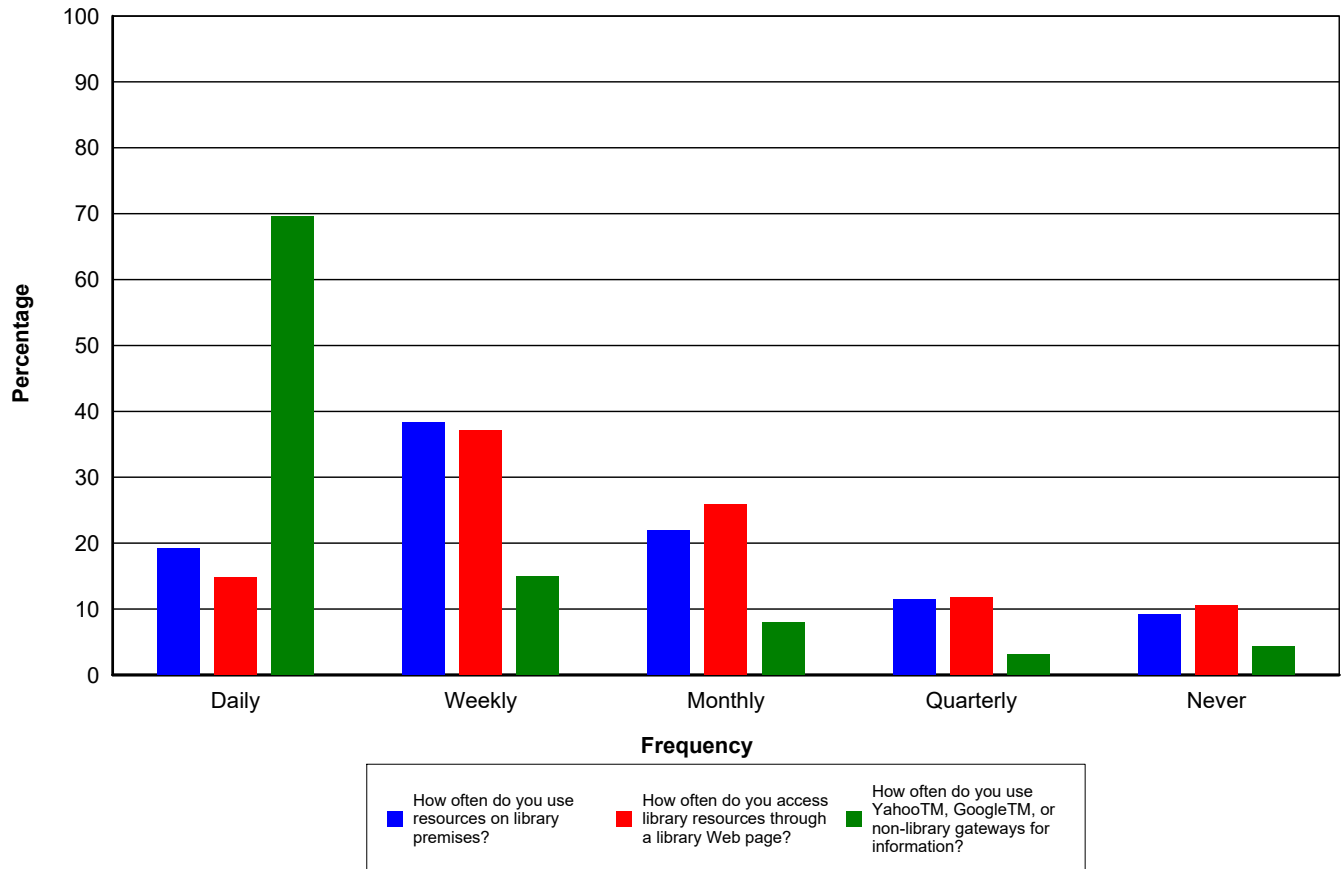
## 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.40	1.89	306
The library aids my advancement in my academic discipline or work.	7.12	1.72	535
The library enables me to be more efficient in my academic pursuits or work.	7.26	1.67	547
The library helps me distinguish between trustworthy and untrustworthy information.	6.62	1.82	557
The library provides me with the information skills I need in my work or study.	6.83	1.72	351

### 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?	221 19.25%	440 38.33%	251 21.86%	131 11.41%	105 9.15%	1,148 100.00%
How often do you access library resources through a library Web page?	169 14.73%	425 37.05%	297 25.89%	135 11.77%	121 10.55%	1,147 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	799 69.60%	172 14.98%	92 8.01%	36 3.14%	49 4.27%	1,148 100.00%

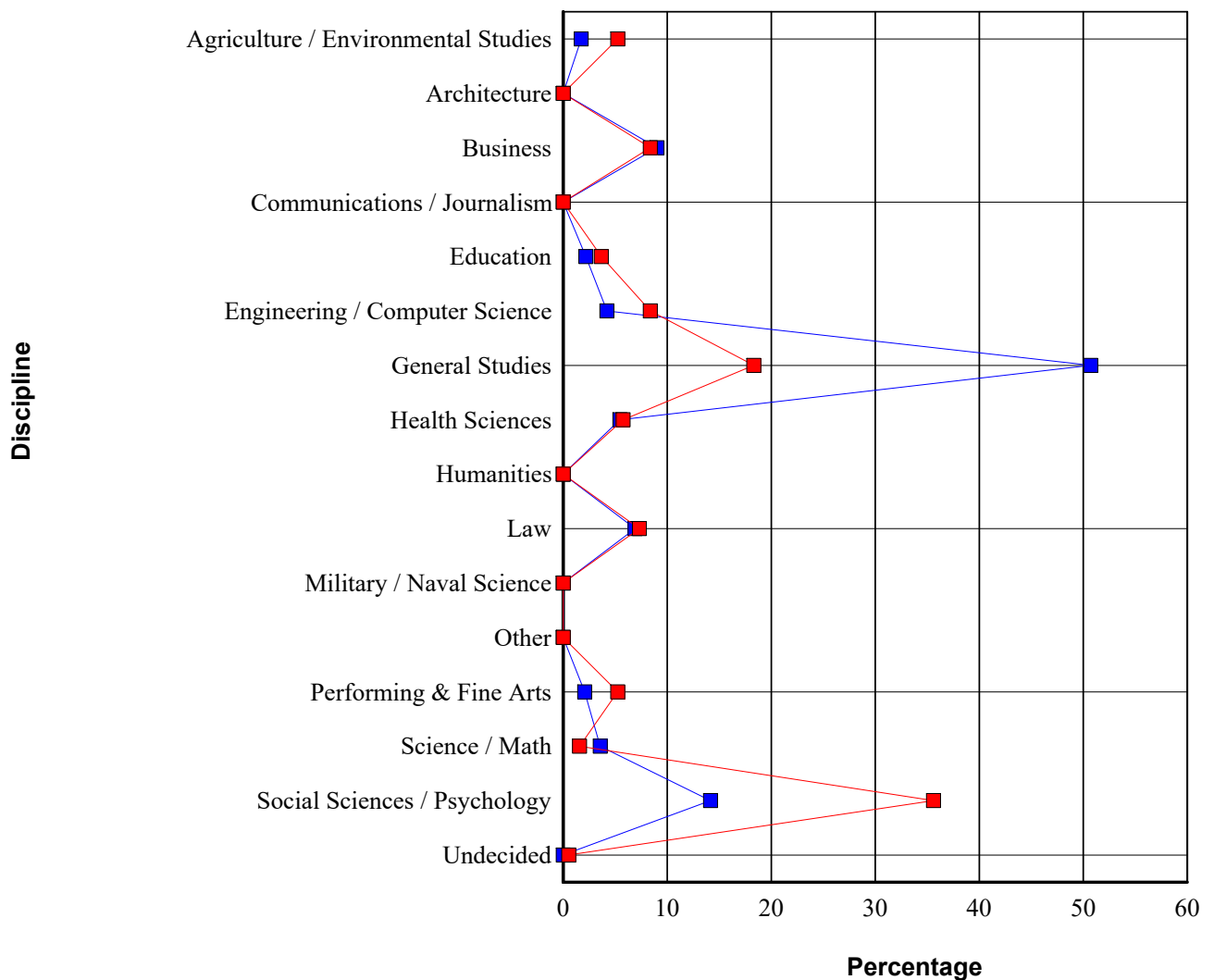
## 5 Graduate Summary for York University Libraries

### 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

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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	220	1.73	10	5.24	-3.50
Architecture	0	0.00	0	0.00	0.00
Business	1,145	9.02	16	8.38	0.64
Communications / Journalism	0	0.00	0	0.00	0.00
Education	276	2.17	7	3.66	-1.49
Engineering / Computer Science	534	4.21	16	8.38	-4.17
General Studies	6,441	50.72	35	18.32	32.40
Health Sciences	692	5.45	11	5.76	-0.31
Humanities	0	0.00	0	0.00	0.00
Law	878	6.91	14	7.33	-0.42
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Performing & Fine Arts	262	2.06	10	5.24	-3.17
Science / Math	452	3.56	3	1.57	1.99
Social Sciences / Psychology	1,798	14.16	68	35.60	-21.44
Undecided	0	0.00	1	0.52	-0.52
<b>Total:</b>	<b>12,698</b>	<b>100.00</b>	<b>191</b>	<b>100.00</b>	<b>0.00</b>

Language: English (American), French (Canada)

Institution Type: College or University

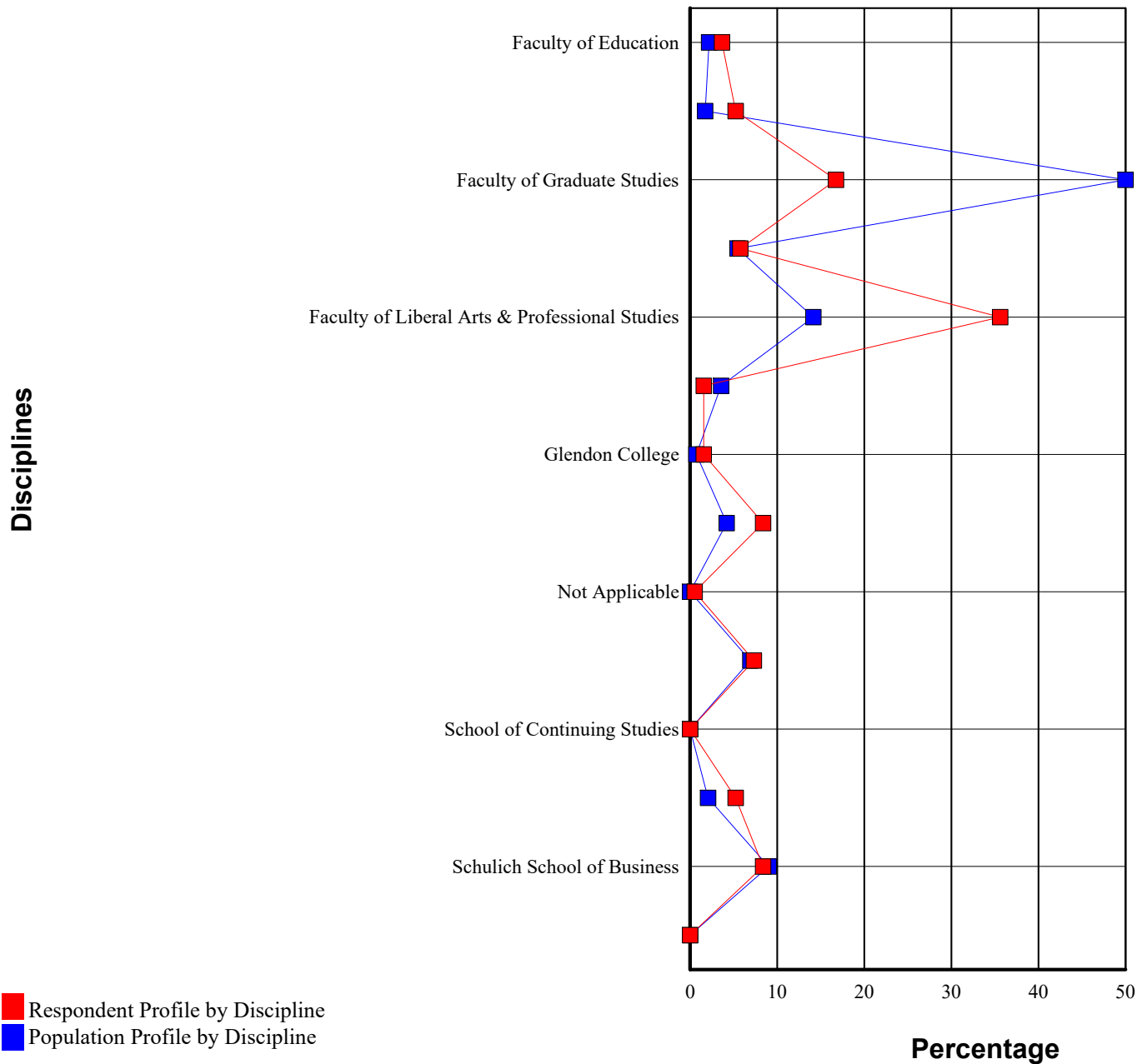
Consortium: LibQUAL Canada

User Group: Graduate

### 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).



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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Faculty of Education	276	2.17	7	3.66	-1.49
Faculty of Environmental & Urban Change	220	1.73	10	5.24	-3.50
Faculty of Graduate Studies	6,349	50.00	32	16.75	33.25
Faculty of Health	692	5.45	11	5.76	-0.31
Faculty of Liberal Arts & Professional Studies	1,798	14.16	68	35.60	-21.44
Faculty of Science	452	3.56	3	1.57	1.99
Glendon College	92	0.72	3	1.57	-0.85
Lassonde School of Engineering	534	4.21	16	8.38	-4.17
Not Applicable	0	0.00	1	0.52	-0.52
Osgoode Hall Law School	878	6.91	14	7.33	-0.42
School of Continuing Studies	0	0.00	0	0.00	0.00
School of the Arts, Media, Performance & Design	262	2.06	10	5.24	-3.17
Schulich School of Business	1,145	9.02	16	8.38	0.64
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>12,698</b>	<b>100.00</b>	<b>191</b>	<b>100.00</b>	<b>0.00</b>

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Graduate

### 5.1.3 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	11	5.76
23 - 30	101	52.88
31 - 45	61	31.94
46 - 65	13	6.81
Over 65	5	2.62
Under 18	0	0.00
<b>Total:</b>	<b>191</b>	<b>100.00</b>

### 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 %
Law Library	16	8.38
Leslie Frost Library	6	3.14
Markham Library	3	1.57
Peter F. Bronfman Business Library	13	6.81
Scott Library	135	70.68
Steacie Science & Engineering Library	13	6.81
Unsure	5	2.62
<b>Total:</b>	<b>191</b>	<b>100.00</b>

### 5.1.5 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	0	0.00
Full-time	4,651	73.26	175	91.62
Part-time	1,698	26.74	16	8.38
<b>Total:</b>	<b>6,349</b>	<b>100.00</b>	<b>191</b>	<b>100.00</b>

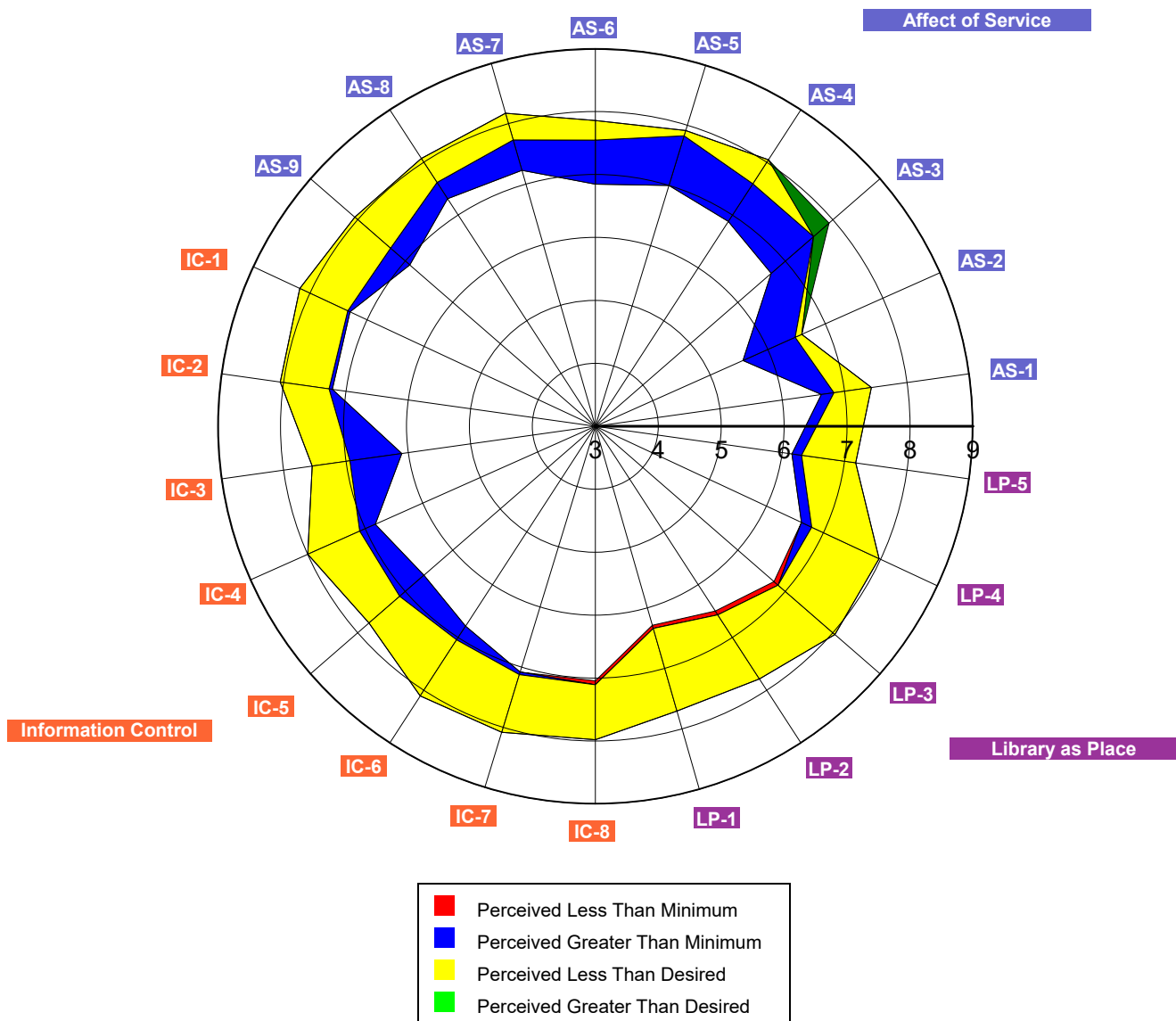
Language: English (American), French (Canada)  
 Institution Type: College or University  
 Consortium: LibQUAL Canada  
 User Group: Graduate

## 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.)

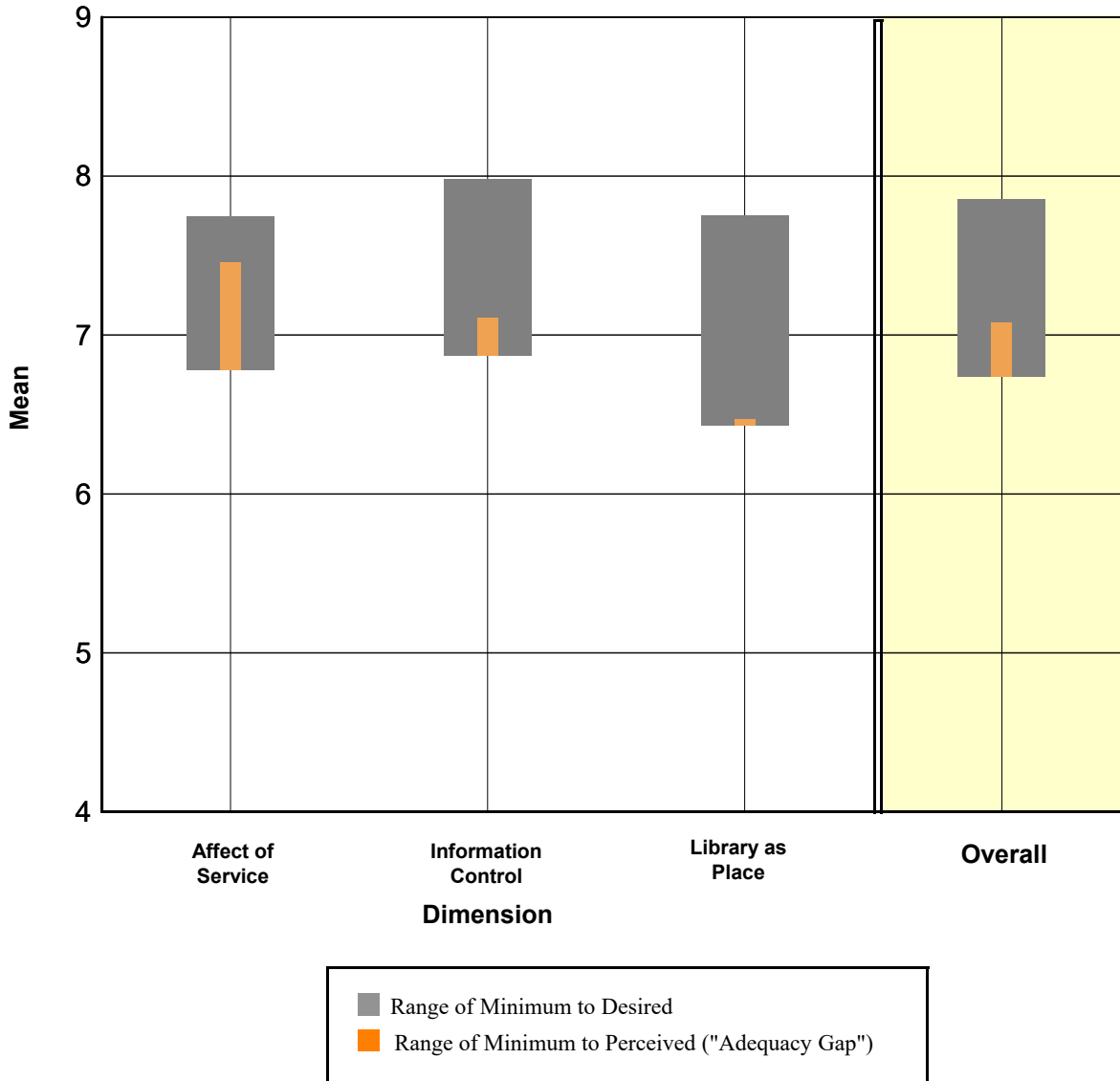


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.63	7.43	6.83	0.20	-0.60	35
AS-2	Giving users individual attention	5.57	6.59	6.48	0.91	-0.11	44
AS-3	Employees who are consistently courteous	6.70	7.59	7.92	1.22	0.32	37
AS-4	Readiness to respond to users' questions	6.88	8.05	7.60	0.71	-0.45	42
AS-5	Employees who have the knowledge to answer user questions	7.00	7.91	7.83	0.83	-0.09	46
AS-6	Employees who deal with users in a caring fashion	6.85	7.86	7.55	0.70	-0.31	181
AS-7	Employees who understand the needs of their users	7.23	8.17	7.73	0.50	-0.44	52
AS-8	Willingness to help users	7.31	8.07	7.62	0.31	-0.45	55
AS-9	Dependability in handling users' service problems	6.91	8.06	7.31	0.41	-0.75	32
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.30	8.18	7.34	0.04	-0.84	50
IC-2	A library Web site enabling me to locate information on my own	7.22	8.05	7.27	0.05	-0.78	55
IC-3	The printed library materials I need for my work	6.10	7.54	6.94	0.83	-0.60	48
IC-4	The electronic information resources I need	6.83	8.00	7.10	0.27	-0.90	185
IC-5	Modern equipment that lets me easily access needed information	6.61	7.76	7.12	0.51	-0.65	51
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	8.11	7.05	0.26	-1.06	65
IC-7	Making information easily accessible for independent use	7.08	8.08	7.13	0.04	-0.96	48
IC-8	Print and/or electronic journal collections I require for my work	7.11	7.98	7.04	-0.06	-0.94	47
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.34	7.71	6.29	-0.05	-1.42	177
LP-2	Quiet space for individual activities	6.57	7.79	6.50	-0.07	-1.29	42
LP-3	A comfortable and inviting location	6.85	8.04	6.76	-0.09	-1.28	46
LP-4	A getaway for study, learning, or research	6.62	7.97	6.79	0.18	-1.18	39
LP-5	Community space for group learning and group study	6.16	7.18	6.31	0.16	-0.87	45
<b>Overall:</b>		6.74	7.85	7.08	0.34	-0.77	191

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.00	1.69	2.26	1.47	1.68	35
AS-2	Giving users individual attention	2.06	1.96	2.04	2.13	2.29	44
AS-3	Employees who are consistently courteous	1.88	1.38	1.30	2.12	1.65	37
AS-4	Readiness to respond to users' questions	1.58	1.10	1.43	1.66	1.64	42
AS-5	Employees who have the knowledge to answer user questions	1.63	1.56	1.18	1.60	1.46	46
AS-6	Employees who deal with users in a caring fashion	1.75	1.35	1.60	1.81	1.60	181
AS-7	Employees who understand the needs of their users	1.35	1.04	1.30	1.61	1.36	52
AS-8	Willingness to help users	1.45	1.26	1.37	1.61	1.60	55
AS-9	Dependability in handling users' service problems	1.73	1.08	1.28	1.72	1.19	32
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.56	1.26	1.55	1.71	1.92	50
IC-2	A library Web site enabling me to locate information on my own	1.69	1.43	1.63	2.10	1.69	55
IC-3	The printed library materials I need for my work	1.98	1.56	1.58	2.11	1.80	48
IC-4	The electronic information resources I need	1.74	1.49	1.53	1.71	1.85	185
IC-5	Modern equipment that lets me easily access needed information	1.61	1.57	1.66	1.79	1.71	51
IC-6	Easy-to-use access tools that allow me to find things on my own	1.76	1.12	1.63	1.67	1.56	65
IC-7	Making information easily accessible for independent use	1.58	1.01	1.48	1.60	1.46	48
IC-8	Print and/or electronic journal collections I require for my work	2.00	1.67	1.46	1.81	1.96	47
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.86	1.56	2.03	2.22	2.32	177
LP-2	Quiet space for individual activities	1.78	1.60	1.80	2.06	2.09	42
LP-3	A comfortable and inviting location	1.52	1.19	1.61	2.03	2.05	46
LP-4	A getaway for study, learning, or research	1.41	1.20	1.64	1.52	1.43	39
LP-5	Community space for group learning and group study	2.46	2.05	2.05	2.75	2.65	45
<b>Overall:</b>		1.30	0.94	1.26	1.37	1.33	191

### 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.



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	6.78	7.75	7.46	0.68	-0.29	188
Information Control	6.87	7.98	7.11	0.24	-0.87	190
Library as Place	6.43	7.75	6.47	0.04	-1.28	182
<b>Overall</b>	6.74	7.85	7.08	0.34	-0.77	191

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.55	1.22	1.42	1.54	1.42	188
Information Control	1.45	1.07	1.34	1.46	1.40	190
Library as Place	1.64	1.36	1.75	1.91	2.00	182
<b>Overall</b>	1.30	0.94	1.26	1.37	1.33	191

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
A secure and safe place	7.55	8.11	7.28	-0.28	-0.83	47
Availability of chat hours to help me with library-related questions	6.30	7.45	7.06	0.76	-0.39	33
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	5.68	6.94	6.03	0.35	-0.90	31
The Library as a social place to connect with friends, classmates, or colleagues	5.17	6.05	5.98	0.80	-0.07	41

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
A secure and safe place	1.80	1.58	1.72	1.70	1.67	47
Availability of chat hours to help me with library-related questions	1.91	1.95	1.64	1.68	1.71	33
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	2.51	2.41	2.02	2.69	2.56	31
The Library as a social place to connect with friends, classmates, or colleagues	2.46	2.58	2.04	1.86	2.21	41

## 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.	7.66	1.59	102
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.46	1.38	89
How would you rate the overall quality of the service provided by the library?	7.50	1.47	191

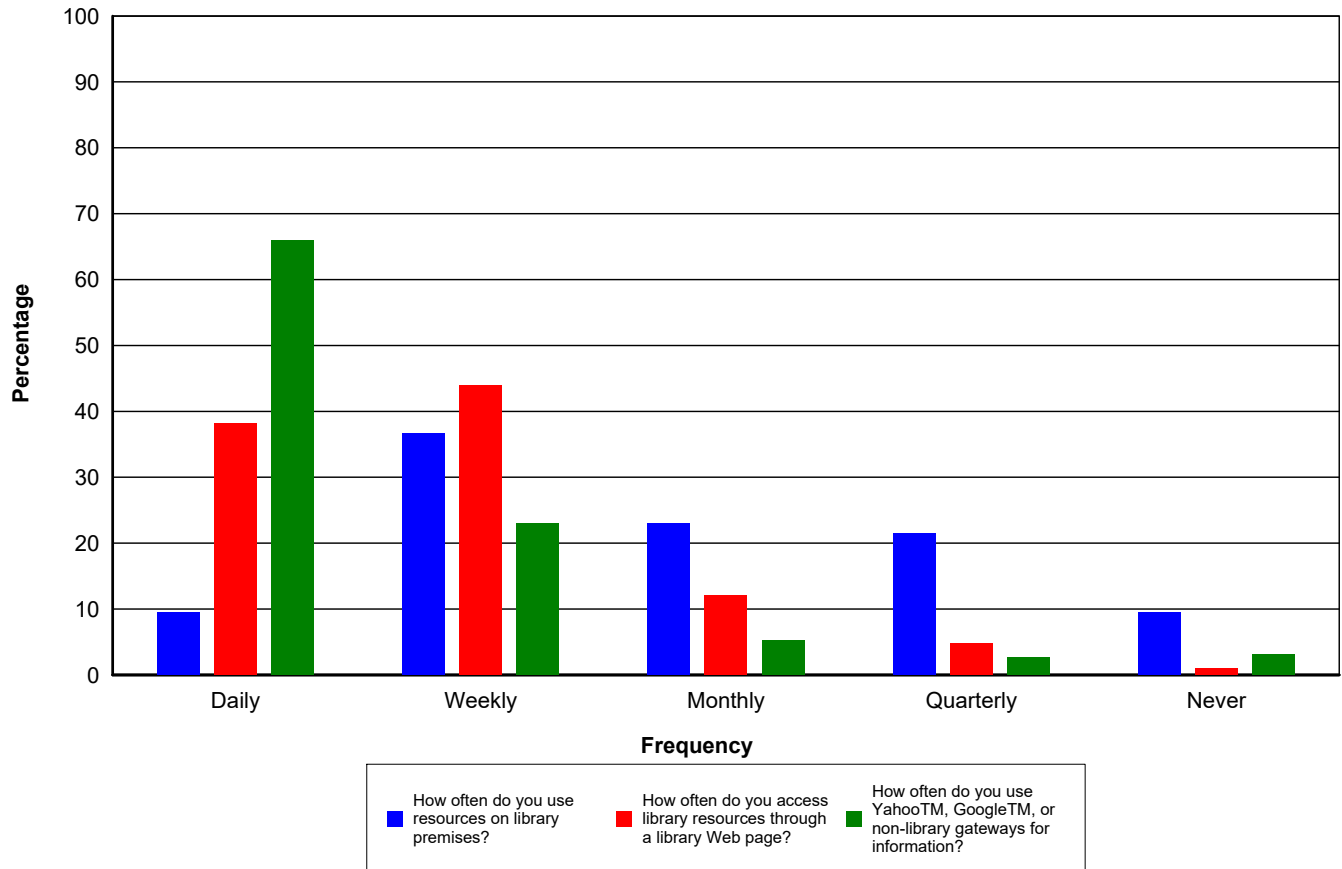
## 5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	6.52	2.02	64
The library aids my advancement in my academic discipline or work.	7.39	1.70	92
The library enables me to be more efficient in my academic pursuits or work.	7.49	1.66	80
The library helps me distinguish between trustworthy and untrustworthy information.	6.94	1.64	84
The library provides me with the information skills I need in my work or study.	7.37	1.22	62

## 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?	18 9.42%	70 36.65%	44 23.04%	41 21.47%	18 9.42%	191 100.00%
How often do you access library resources through a library Web page?	73 38.22%	84 43.98%	23 12.04%	9 4.71%	2 1.05%	191 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	126 65.97%	44 23.04%	10 5.24%	5 2.62%	6 3.14%	191 100.00%

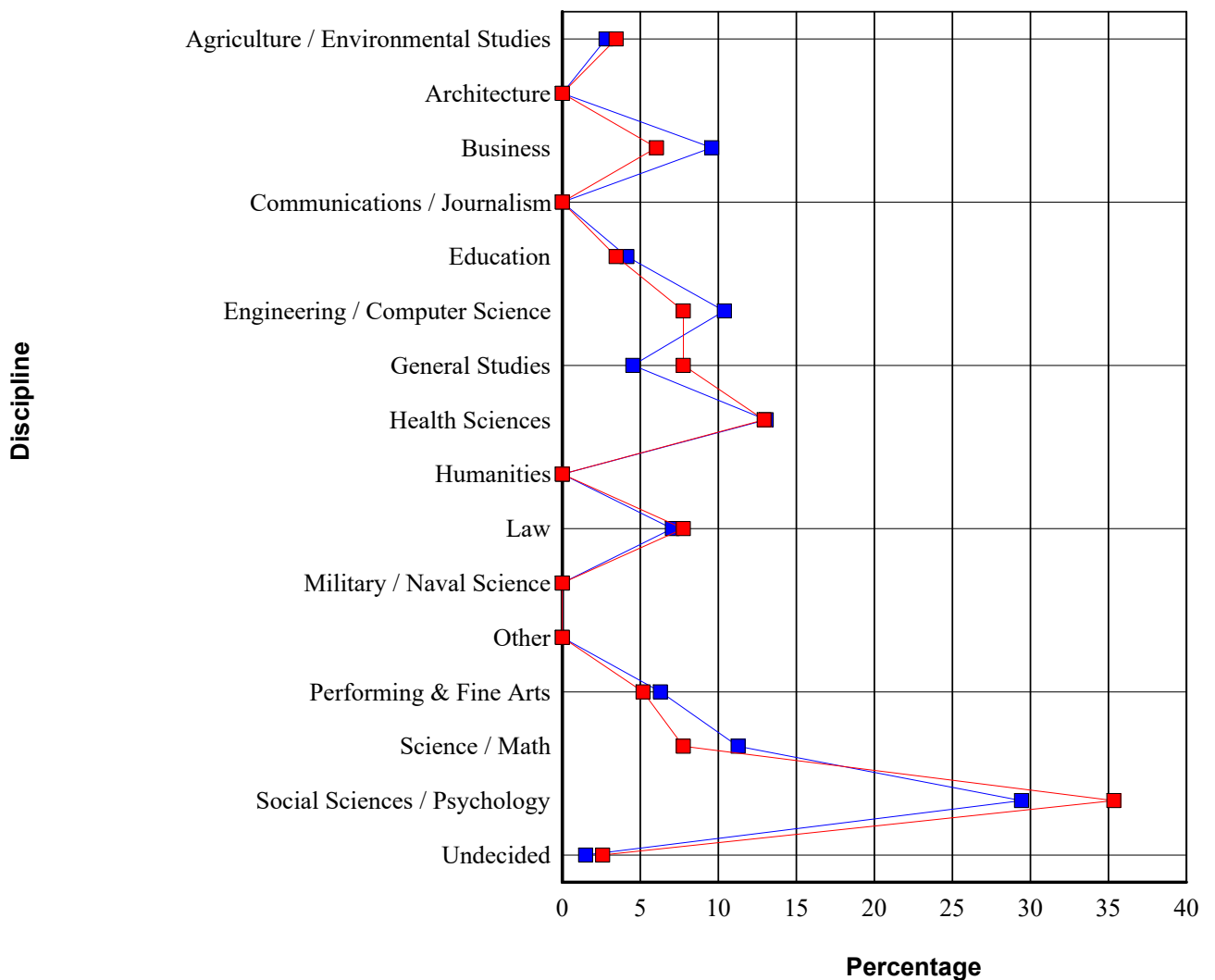
## 6 Faculty Summary for York University Libraries

### 6.1 Demographic Summary for Faculty

#### 6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

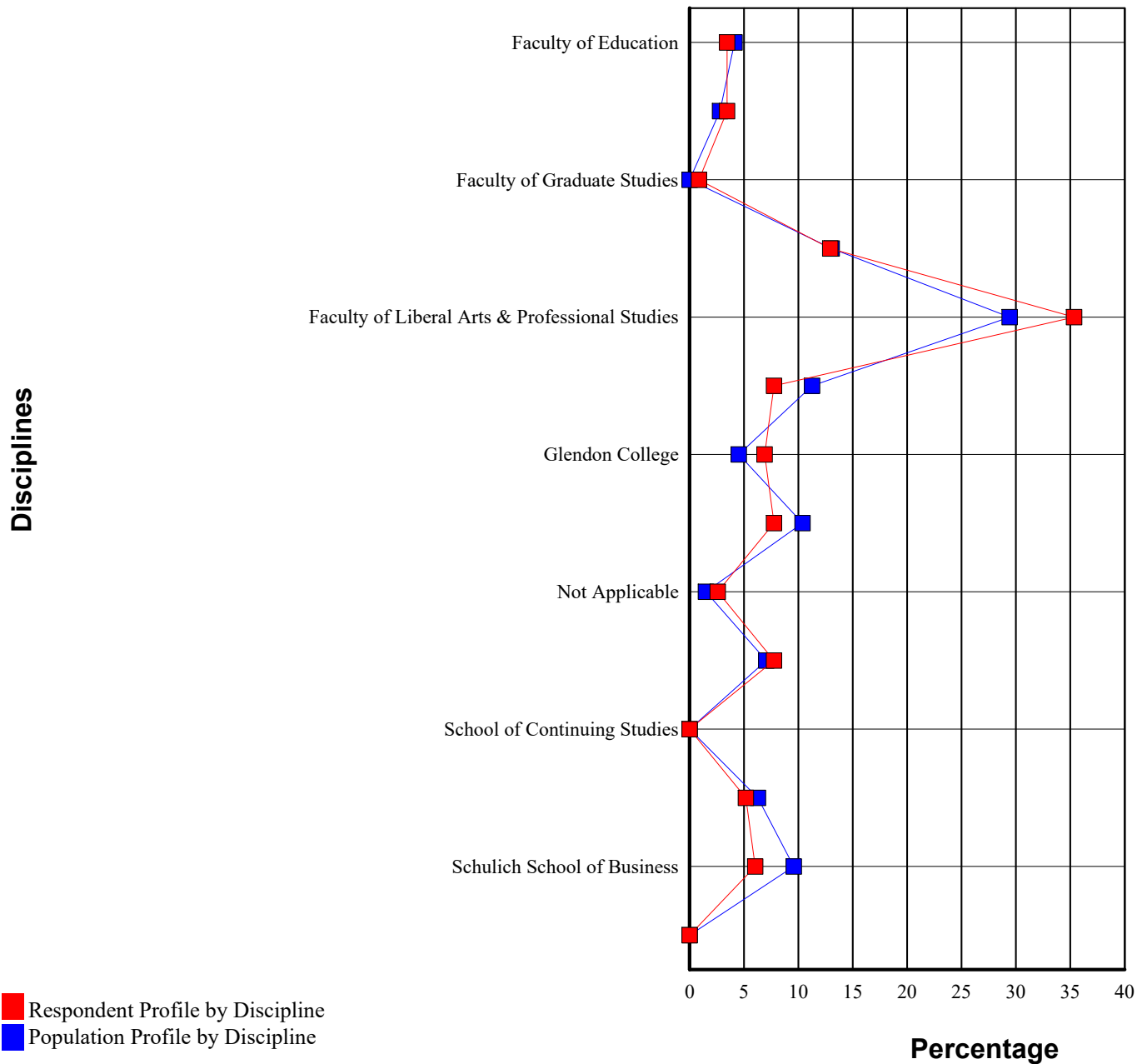
Language: English (American), French (Canada)  
 Institution Type: College or University  
 Consortium: LibQUAL Canada  
 User Group: Faculty

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	73	2.80	4	3.45	-0.65
Architecture	0	0.00	0	0.00	0.00
Business	250	9.58	7	6.03	3.54
Communications / Journalism	0	0.00	0	0.00	0.00
Education	108	4.14	4	3.45	0.69
Engineering / Computer Science	271	10.38	9	7.76	2.62
General Studies	118	4.52	9	7.76	-3.24
Health Sciences	341	13.07	15	12.93	0.13
Humanities	0	0.00	0	0.00	0.00
Law	184	7.05	9	7.76	-0.71
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	0	0.00	0.00
Performing & Fine Arts	164	6.28	6	5.17	1.11
Science / Math	294	11.26	9	7.76	3.51
Social Sciences / Psychology	768	29.43	41	35.34	-5.92
Undecided	39	1.49	3	2.59	-1.09
<b>Total:</b>	<b>2,610</b>	<b>100.00</b>	<b>116</b>	<b>100.00</b>	<b>0.00</b>

### 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).



<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Faculty of Education	108	4.14	4	3.45	0.69
Faculty of Environmental & Urban Change	73	2.80	4	3.45	-0.65
Faculty of Graduate Studies	0	0.00	1	0.86	-0.86
Faculty of Health	341	13.07	15	12.93	0.13
Faculty of Liberal Arts & Professional Studies	768	29.43	41	35.34	-5.92
Faculty of Science	294	11.26	9	7.76	3.51
Glendon College	118	4.52	8	6.90	-2.38
Lassonde School of Engineering	271	10.38	9	7.76	2.62
Not Applicable	39	1.49	3	2.59	-1.09
Osgoode Hall Law School	184	7.05	9	7.76	-0.71
School of Continuing Studies	0	0.00	0	0.00	0.00
School of the Arts, Media, Performance & Design	164	6.28	6	5.17	1.11
Schulich School of Business	250	9.58	7	6.03	3.54
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>2,610</b>	<b>100.00</b>	<b>116</b>	<b>100.00</b>	<b>0.00</b>

### 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	1	0.86
23 - 30	1	0.86
31 - 45	22	18.97
46 - 65	77	66.38
Over 65	15	12.93
Under 18	0	0.00
<b>Total:</b>	<b>116</b>	<b>100.00</b>

### 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 %
Law Library	10	8.70
Leslie Frost Library	7	6.09
Markham Library	0	0.00
Peter F. Bronfman Business Library	6	5.22
Scott Library	71	61.74
Steacie Science & Engineering Library	21	18.26
Unsure	0	0.00
<b>Total:</b>	<b>115</b>	<b>100.00</b>

### 6.1.5 Respondent Profile by Full or part-time student?

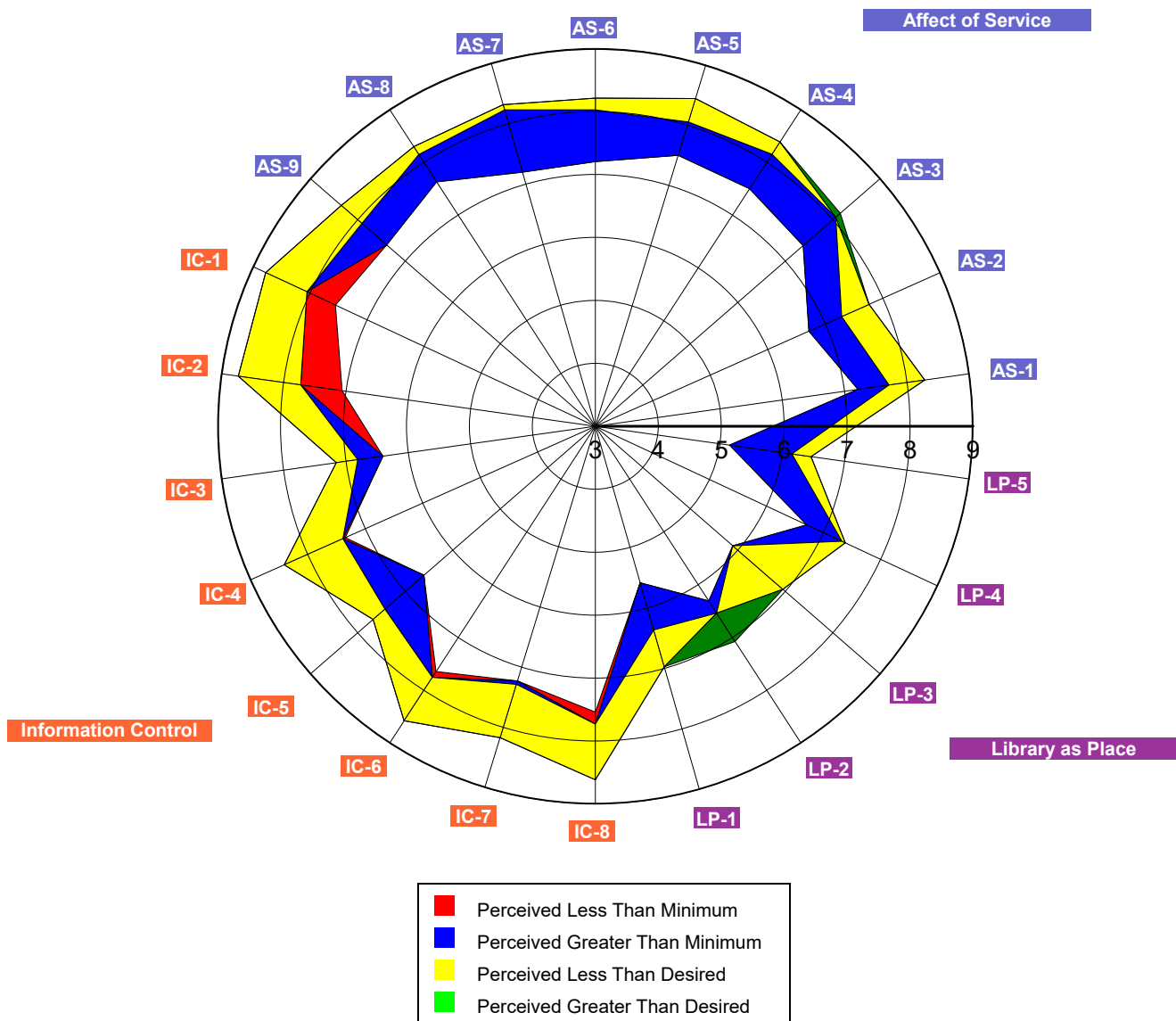
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	111	97.37
Full-time	2,571	34.00	2	1.75
Part-time	4,990	66.00	1	0.88
<b>Total:</b>	<b>7,561</b>	<b>100.00</b>	<b>114</b>	<b>100.00</b>

## 6.2 Core Questions Summary for Faculty

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	7.21	8.29	7.71	0.50	-0.57	14
AS-2	Giving users individual attention	6.71	7.76	7.29	0.57	-0.48	21
AS-3	Employees who are consistently courteous	7.38	8.06	8.16	0.78	0.09	32
AS-4	Readiness to respond to users' questions	7.50	8.38	8.15	0.65	-0.23	26
AS-5	Employees who have the knowledge to answer user questions	7.50	8.44	8.06	0.56	-0.39	36
AS-6	Employees who deal with users in a caring fashion	7.20	8.21	8.03	0.82	-0.19	113
AS-7	Employees who understand the needs of their users	7.20	8.31	8.23	1.03	-0.09	35
AS-8	Willingness to help users	7.63	8.30	8.15	0.52	-0.15	27
AS-9	Dependability in handling users' service problems	7.39	8.35	7.91	0.52	-0.43	23
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	8.06	8.78	7.56	-0.50	-1.22	18
IC-2	A library Web site enabling me to locate information on my own	7.73	8.73	7.06	-0.67	-1.67	33
IC-3	The printed library materials I need for my work	6.41	7.16	6.81	0.41	-0.34	32
IC-4	The electronic information resources I need	7.39	8.41	7.35	-0.04	-1.06	115
IC-5	Modern equipment that lets me easily access needed information	6.61	7.68	7.43	0.82	-0.25	28
IC-6	Easy-to-use access tools that allow me to find things on my own	7.76	8.58	7.64	-0.11	-0.93	45
IC-7	Making information easily accessible for independent use	7.23	8.17	7.29	0.06	-0.89	35
IC-8	Print and/or electronic journal collections I require for my work	7.73	8.62	7.54	-0.19	-1.08	26
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	5.59	6.98	6.37	0.78	-0.61	82
LP-2	Quiet space for individual activities	6.31	6.54	7.08	0.77	0.54	13
LP-3	A comfortable and inviting location	5.89	6.95	5.89	0.00	-1.05	19
LP-4	A getaway for study, learning, or research	6.71	7.38	7.32	0.62	-0.06	34
LP-5	Community space for group learning and group study	5.15	6.46	6.15	1.00	-0.31	13
<b>Overall:</b>		7.05	8.03	7.46	0.40	-0.57	116

Language: English (American), French (Canada)

Institution Type: College or University

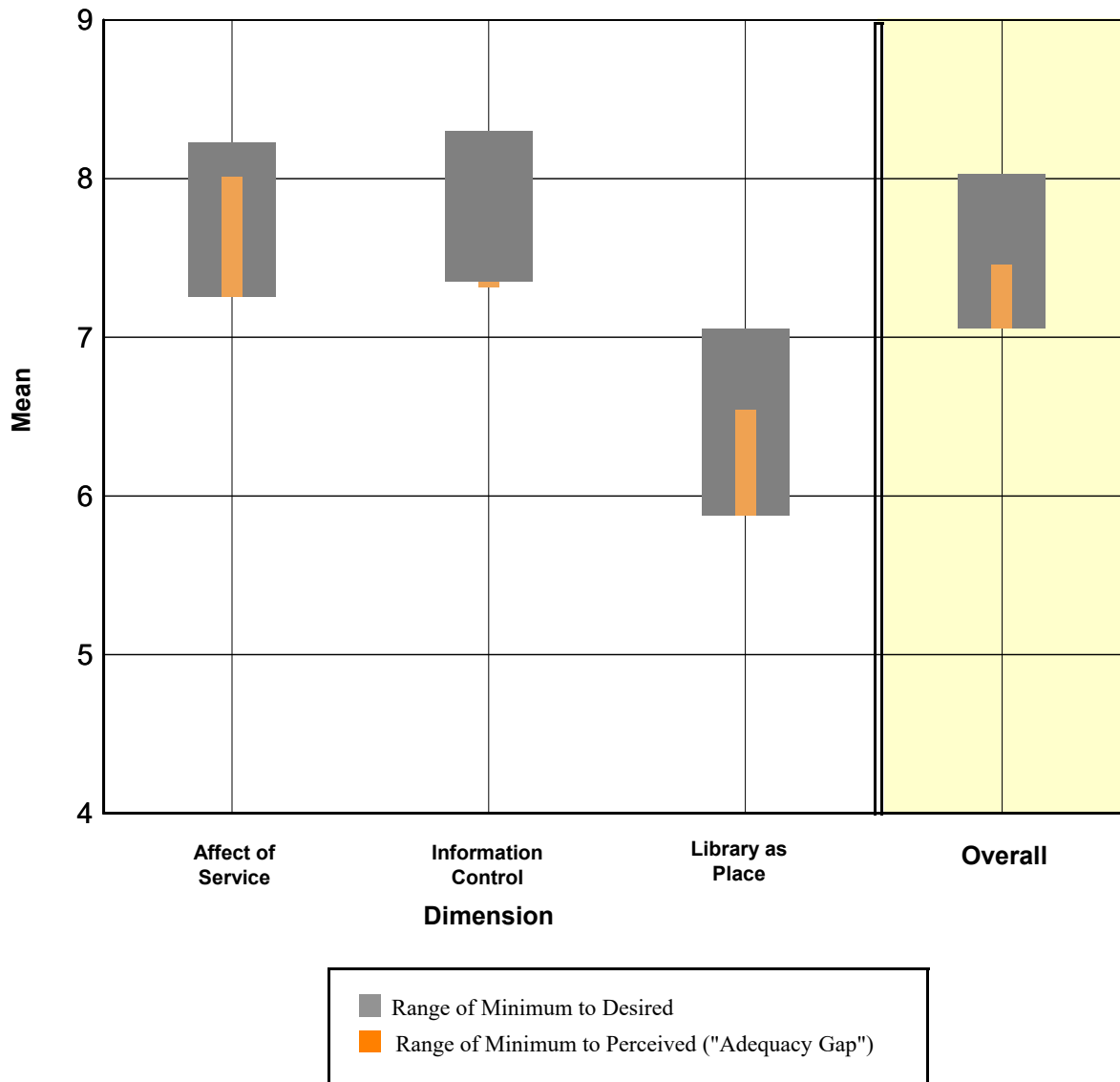
Consortium: LibQUAL Canada

User Group: Faculty

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.48	0.99	1.07	1.09	1.09	14
AS-2	Giving users individual attention	1.93	1.37	1.59	1.40	1.12	21
AS-3	Employees who are consistently courteous	1.95	1.54	1.51	1.26	0.73	32
AS-4	Readiness to respond to users' questions	1.39	0.85	1.01	1.23	1.07	26
AS-5	Employees who have the knowledge to answer user questions	1.18	0.77	1.12	1.32	1.25	36
AS-6	Employees who deal with users in a caring fashion	1.76	1.22	1.19	1.74	1.50	113
AS-7	Employees who understand the needs of their users	1.91	1.16	0.88	1.81	1.27	35
AS-8	Willingness to help users	1.69	1.44	1.06	1.91	1.81	27
AS-9	Dependability in handling users' service problems	1.08	0.65	1.04	0.99	0.84	23
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.21	0.43	1.29	1.47	1.31	18
IC-2	A library Web site enabling me to locate information on my own	1.18	0.67	1.48	1.55	1.38	33
IC-3	The printed library materials I need for my work	2.41	2.20	2.05	2.45	2.18	32
IC-4	The electronic information resources I need	1.35	1.04	1.38	1.70	1.51	115
IC-5	Modern equipment that lets me easily access needed information	1.99	1.66	1.07	1.81	1.48	28
IC-6	Easy-to-use access tools that allow me to find things on my own	1.35	0.72	1.03	1.64	1.29	45
IC-7	Making information easily accessible for independent use	1.35	1.12	1.36	1.26	1.32	35
IC-8	Print and/or electronic journal collections I require for my work	1.00	0.57	1.10	1.17	1.16	26
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.32	2.52	1.84	2.66	2.84	82
LP-2	Quiet space for individual activities	2.25	2.73	1.38	2.09	3.10	13
LP-3	A comfortable and inviting location	2.02	2.39	1.94	2.26	2.53	19
LP-4	A getaway for study, learning, or research	2.30	2.00	1.17	1.94	2.00	34
LP-5	Community space for group learning and group study	2.44	2.90	1.95	2.00	2.63	13
<b>Overall:</b>		1.19	0.86	0.93	1.21	1.12	116

### 6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.26	8.23	8.01	0.76	-0.22	115
Information Control	7.35	8.30	7.32	-0.03	-0.98	116
Library as Place	5.88	7.05	6.54	0.66	-0.51	88
<b>Overall</b>	7.05	8.03	7.46	0.40	-0.57	116

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	1.46	0.88	0.94	1.32	1.05	115
Information Control	1.17	0.82	1.14	1.40	1.26	116
Library as Place	2.15	2.17	1.66	2.25	2.39	88
<b>Overall</b>	1.19	0.86	0.93	1.21	1.12	116

## 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
A secure and safe place	8.05	8.68	7.73	-0.32	-0.95	22
Availability of chat hours to help me with library-related questions	6.21	6.96	6.83	0.63	-0.13	24
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	3.92	5.17	6.92	3.00	1.75	12
The Library as a social place to connect with friends, classmates, or colleagues	3.86	4.93	5.21	1.36	0.29	14

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
A secure and safe place	1.21	0.72	1.42	1.17	1.25	22
Availability of chat hours to help me with library-related questions	2.17	2.33	1.61	2.36	2.46	24
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	2.78	3.30	1.44	2.04	2.70	12
The Library as a social place to connect with friends, classmates, or colleagues	2.41	2.87	2.42	1.50	1.82	14

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Faculty

## 6.5 General Satisfaction Questions Summary for Faculty

This table displays the mean score and standard deviation for each of the general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the general satisfaction questions on the LibQUAL survey, in which respondents rated their levels of general satisfaction on a scale from 1 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	60
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.58	1.29	55
How would you rate the overall quality of the service provided by the library?	7.82	0.99	115

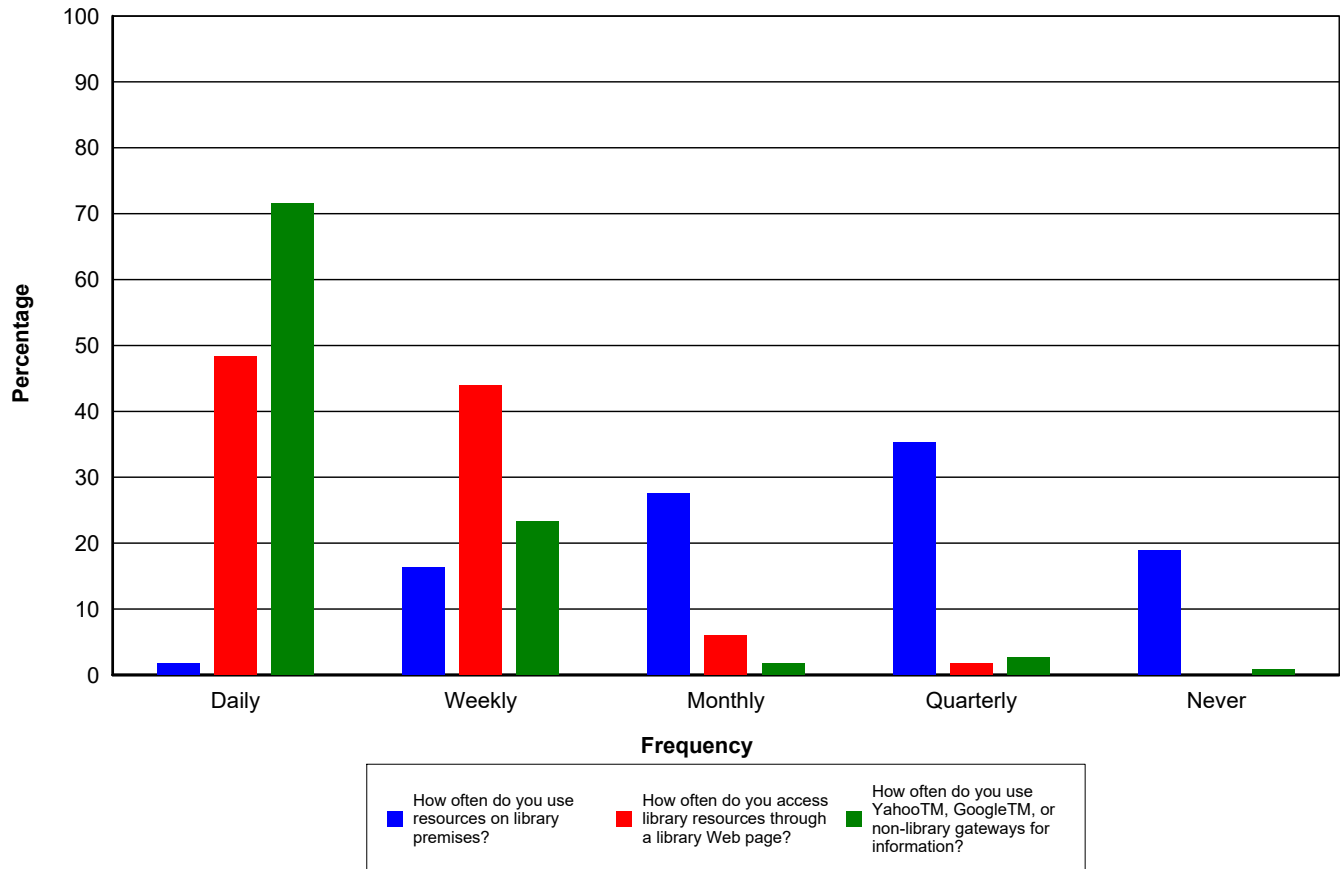
## 6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.81	2.08	37
The library aids my advancement in my academic discipline or work.	7.82	1.42	50
The library enables me to be more efficient in my academic pursuits or work.	8.10	1.02	51
The library helps me distinguish between trustworthy and untrustworthy information.	7.05	1.80	61
The library provides me with the information skills I need in my work or study.	7.26	1.44	31

## 6.7 Library Use Summary for Faculty

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	2 1.72%	19 16.38%	32 27.59%	41 35.34%	22 18.97%	116 100.00%
How often do you access library resources through a library Web page?	56 48.28%	51 43.97%	7 6.03%	2 1.72%	0 0 %	116 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	83 71.55%	27 23.28%	2 1.72%	3 2.59%	1 0.86%	116 100.00%

## 7 Library Staff Summary for York University Libraries

### 7.1 Demographic Summary for Library Staff

#### 7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	1	3.70
23 - 30	4	14.81
31 - 45	9	33.33
46 - 65	13	48.15
Over 65	0	0.00
Under 18	0	0.00
<b>Total:</b>	<b>27</b>	<b>100.00</b>

#### 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 %
Law Library	5	18.52
Leslie Frost Library	1	3.70
Markham Library	0	0.00
Peter F. Bronfman Business Library	3	11.11
Scott Library	17	62.96
Steacie Science & Engineering Library	1	3.70
Unsure	0	0.00
<b>Total:</b>	<b>27</b>	<b>100.00</b>

### 7.1.3 Respondent Profile by Full or part-time student?

<b>Full or part-time student?</b>	<b>Respondents n</b>	<b>Respondents %</b>
Does not apply / NA	26	96.30
Full-time	1	3.70
Part-time	0	0.00
<b>Total:</b>	<b>27</b>	<b>100.00</b>

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

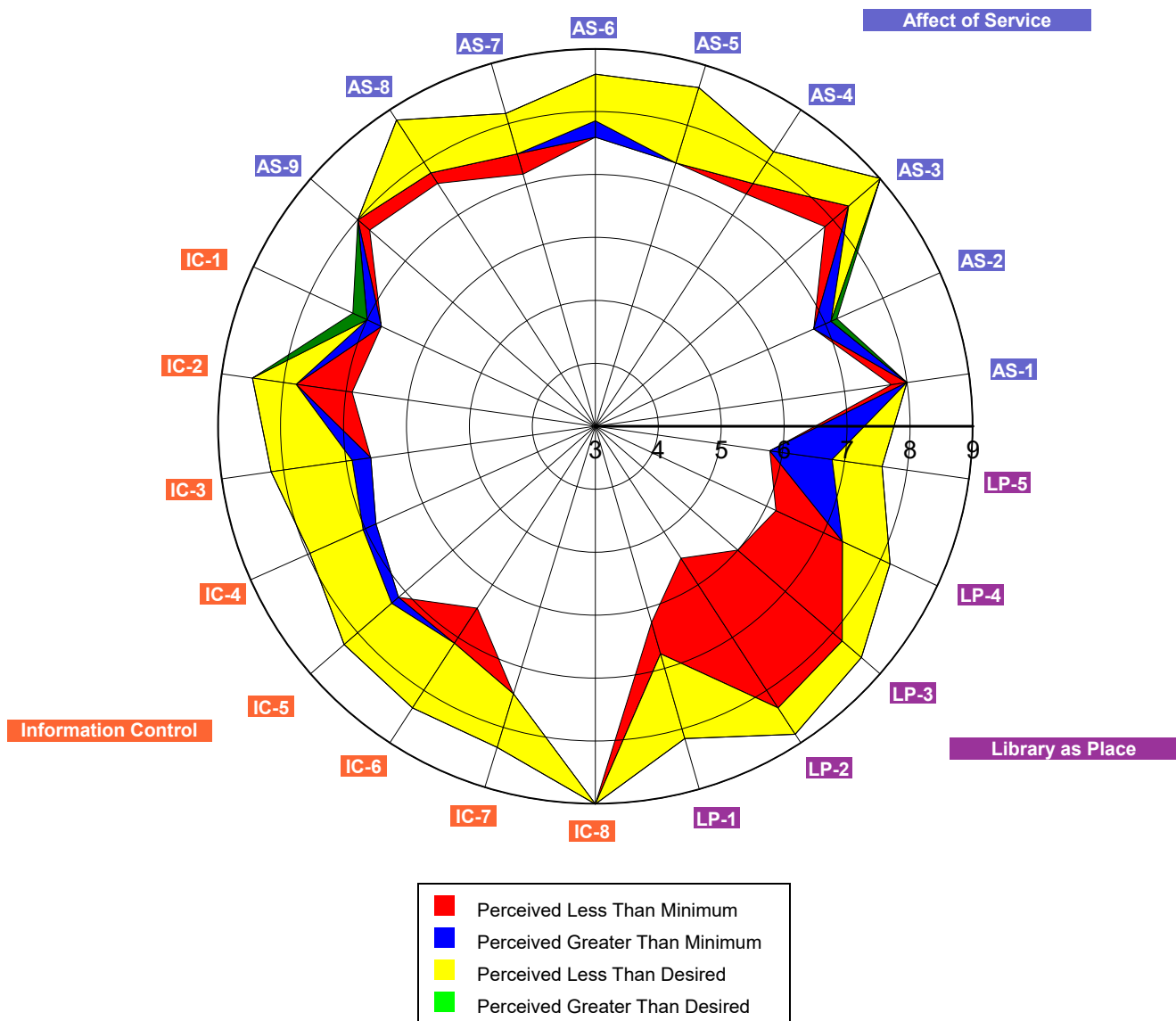
User Group: Library Staff

## 7.2 Core Questions Summary for Library Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	8.00	8.00	7.75	-0.25	-0.25	4
AS-2	Giving users individual attention	6.80	7.10	7.20	0.40	0.10	10
AS-3	Employees who are consistently courteous	8.33	9.00	7.83	-0.50	-1.17	6
AS-4	Readiness to respond to users' questions	7.60	8.20	7.40	-0.20	-0.80	5
AS-5	Employees who have the knowledge to answer user questions	7.38	8.63	7.38	0.00	-1.25	8
AS-6	Employees who deal with users in a caring fashion	7.59	8.59	7.85	0.26	-0.74	27
AS-7	Employees who understand the needs of their users	7.50	8.17	7.17	-0.33	-1.00	6
AS-8	Willingness to help users	7.80	8.80	7.60	-0.20	-1.20	10
AS-9	Dependability in handling users' service problems	8.00	7.75	7.75	-0.25	0.00	4
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.75	7.00	7.25	0.50	0.25	4
IC-2	A library Web site enabling me to locate information on my own	7.80	8.50	6.90	-0.90	-1.60	10
IC-3	The printed library materials I need for my work	6.60	8.20	6.90	0.30	-1.30	10
IC-4	The electronic information resources I need	6.81	7.96	7.04	0.22	-0.93	27
IC-5	Modern equipment that lets me easily access needed information	7.14	8.29	7.29	0.14	-1.00	7
IC-6	Easy-to-use access tools that allow me to find things on my own	7.11	8.33	6.44	-0.67	-1.89	9
IC-7	Making information easily accessible for independent use	7.44	8.33	7.44	0.00	-0.89	9
IC-8	Print and/or electronic journal collections I require for my work	9.00	9.00	9.00	0.00	0.00	2
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.76	8.16	6.24	-0.52	-1.92	25
LP-2	Quiet space for individual activities	8.33	8.83	5.50	-2.83	-3.33	6
LP-3	A comfortable and inviting location	8.20	8.60	6.00	-2.20	-2.60	5
LP-4	A getaway for study, learning, or research	7.33	8.17	6.17	-1.17	-2.00	6
LP-5	Community space for group learning and group study	5.80	7.60	6.80	1.00	-0.80	5
<b>Overall:</b>		7.27	8.22	7.08	-0.19	-1.14	27

Language: English (American), French (Canada)

Institution Type: College or University

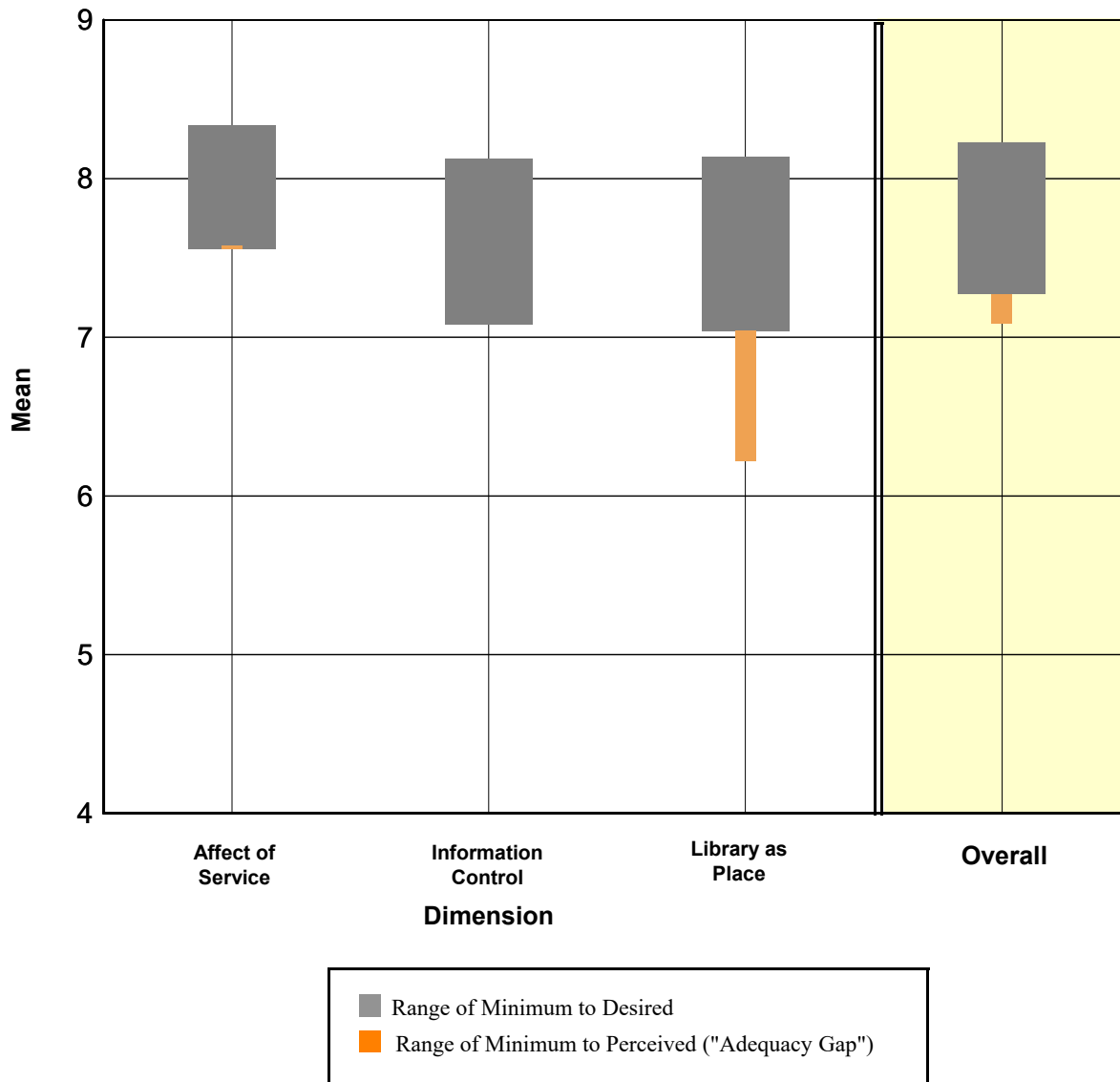
Consortium: LibQUAL Canada

User Group: Library Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.41	1.15	1.50	1.26	0.50	4
AS-2	Giving users individual attention	1.32	1.45	1.69	1.43	1.60	10
AS-3	Employees who are consistently courteous	0.82	0	1.33	1.52	1.33	6
AS-4	Readiness to respond to users' questions	0.89	0.84	1.14	1.48	0.84	5
AS-5	Employees who have the knowledge to answer user questions	1.41	0.74	1.69	2.00	1.04	8
AS-6	Employees who deal with users in a caring fashion	1.34	0.64	1.23	1.38	1.23	27
AS-7	Employees who understand the needs of their users	1.05	0.75	1.47	1.75	1.26	6
AS-8	Willingness to help users	1.40	0.42	1.84	2.25	1.93	10
AS-9	Dependability in handling users' service problems	1.15	1.50	1.89	1.71	2.16	4
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	0.96	1.41	0.50	0.58	1.26	4
IC-2	A library Web site enabling me to locate information on my own	1.03	0.71	1.45	1.37	1.35	10
IC-3	The printed library materials I need for my work	1.17	1.14	0.99	1.95	1.64	10
IC-4	The electronic information resources I need	1.66	1.65	1.89	2.62	2.56	27
IC-5	Modern equipment that lets me easily access needed information	1.35	0.76	1.60	2.34	1.91	7
IC-6	Easy-to-use access tools that allow me to find things on my own	1.45	1.32	1.13	1.94	1.17	9
IC-7	Making information easily accessible for independent use	1.51	1.12	1.13	1.50	0.93	9
IC-8	Print and/or electronic journal collections I require for my work	0	0	0	0	0	2
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.56	1.11	2.09	1.87	2.08	25
LP-2	Quiet space for individual activities	0.82	0.41	2.59	2.14	2.58	6
LP-3	A comfortable and inviting location	1.30	0.55	1.41	2.17	1.52	5
LP-4	A getaway for study, learning, or research	1.03	0.75	2.14	2.14	2.53	6
LP-5	Community space for group learning and group study	2.28	1.95	1.64	2.12	1.92	5
<b>Overall:</b>		0.99	0.67	1.07	1.20	1.10	27

### 7.3 Core Question Dimensions Summary for Library Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.56	8.33	7.58	0.02	-0.75	27
Information Control	7.08	8.12	7.08	0	-1.04	27
Library as Place	7.04	8.14	6.22	-0.82	-1.92	25
<b>Overall</b>	7.27	8.22	7.08	-0.19	-1.14	27

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	1.14	0.73	1.13	1.34	1.10	27
Information Control	1.11	0.97	1.01	1.34	1.26	27
Library as Place	1.38	1.02	1.91	1.99	2.06	25
<b>Overall</b>	0.99	0.67	1.07	1.20	1.10	27

## 7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	8.67	8.67	5.50	-3.17	-3.17	6
Availability of chat hours to help me with library-related questions	6.40	7.80	7.00	0.60	-0.80	5
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	6.80	7.80	6.80	0	-1.00	5
The Library as a social place to connect with friends, classmates, or colleagues	4.33	6.17	5.33	1.00	-0.83	6

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
A secure and safe place	0.52	0.82	1.97	2.04	2.71	6
Availability of chat hours to help me with library-related questions	1.52	1.79	1.58	1.34	1.92	5
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	1.79	1.30	0.45	1.58	1.00	5
The Library as a social place to connect with friends, classmates, or colleagues	2.07	2.99	2.07	3.10	3.25	6

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Library Staff

## 7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.23	0.83	13
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.29	1.59	14
How would you rate the overall quality of the service provided by the library?	7.56	1.12	27

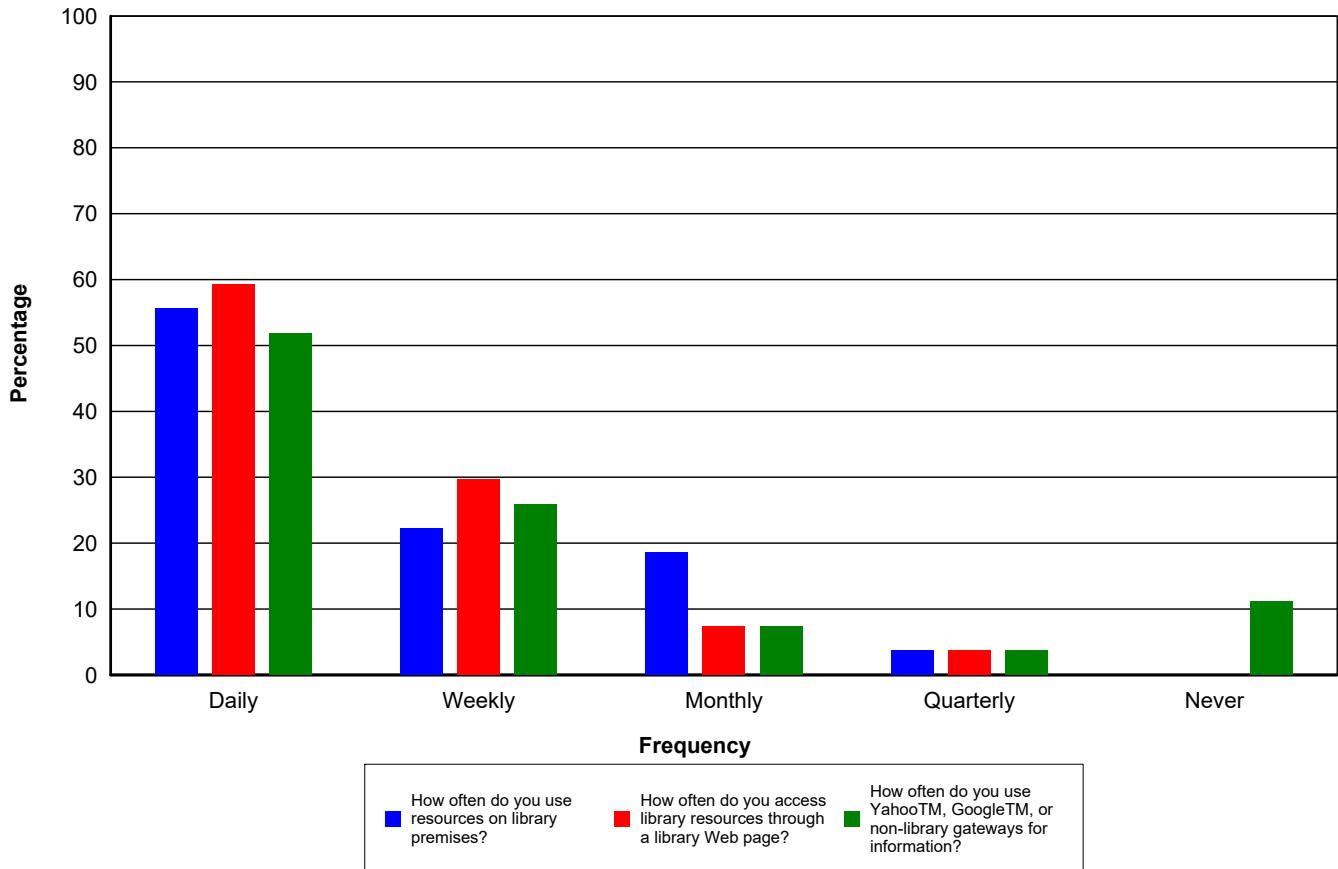
## 7.6 Information Literacy Outcomes Questions Summary for Library Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL survey, in which respondents rated their levels of general satisfaction on a scale from 1 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.	7.50	1.52	6
The library aids my advancement in my academic discipline or work.	7.90	0.74	10
The library enables me to be more efficient in my academic pursuits or work.	7.22	0.97	9
The library helps me distinguish between trustworthy and untrustworthy information.	7.47	1.59	17
The library provides me with the information skills I need in my work or study.	7.67	1.61	12

## 7.7 Library Use Summary for Library Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	15 55.56%	6 22.22%	5 18.52%	1 3.70%	0 0 %	27 100.00%
How often do you access library resources through a library Web page?	16 59.26%	8 29.63%	2 7.41%	1 3.70%	0 0 %	27 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	14 51.85%	7 25.93%	2 7.41%	1 3.70%	3 11.11%	27 100.00%

## 8 Staff Summary for York University Libraries

### 8.1 Demographic Summary for Staff

#### 8.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	1	4.55
31 - 45	8	36.36
46 - 65	13	59.09
Over 65	0	0.00
Under 18	0	0.00
<b>Total:</b>	<b>22</b>	<b>100.00</b>

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

The library that you use most often:	Respondents n	Respondents %
Law Library	0	0.00
Leslie Frost Library	1	4.55
Markham Library	0	0.00
Peter F. Bronfman Business Library	0	0.00
Scott Library	17	77.27
Steacie Science & Engineering Library	2	9.09
Unsure	2	9.09
<b>Total:</b>	<b>22</b>	<b>100.00</b>

### 8.1.3 Respondent Profile by Full or part-time student?

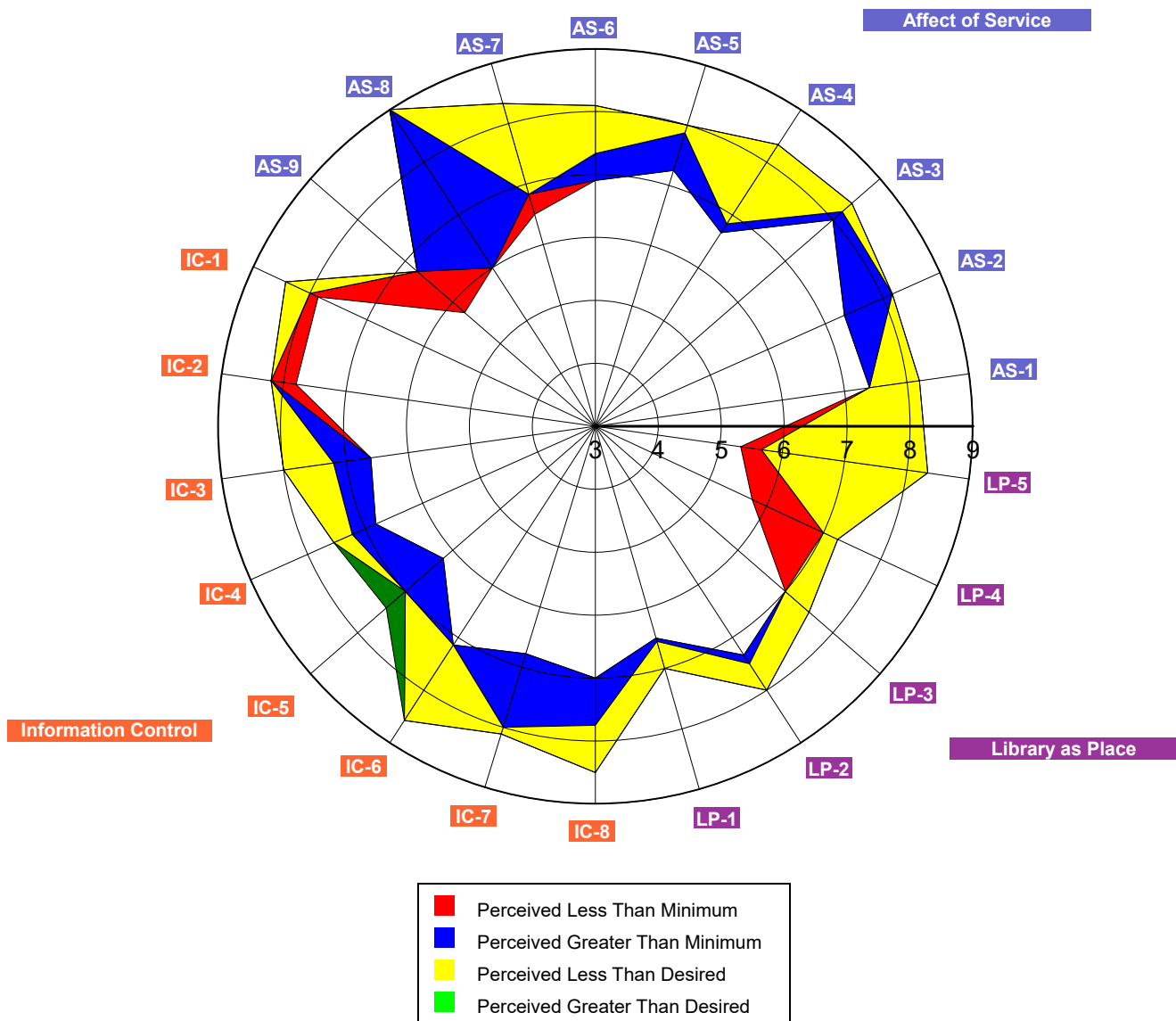
<b>Full or part-time student?</b>	<b>Respondents n</b>	<b>Respondents %</b>
Does not apply / NA	22	100.00
Full-time	0	0.00
Part-time	0	0.00
<b>Total:</b>	<b>22</b>	<b>100.00</b>

## 8.2 Core Questions Summary for Staff

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

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

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



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

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	7.40	8.20	7.40	0.00	-0.80	5
AS-2	Giving users individual attention	7.33	8.17	8.17	0.83	0.00	6
AS-3	Employees who are consistently courteous	8.00	8.40	8.20	0.20	-0.20	5
AS-4	Readiness to respond to users' questions	6.67	8.33	6.83	0.17	-1.50	6
AS-5	Employees who have the knowledge to answer user questions	7.25	8.00	7.88	0.63	-0.13	8
AS-6	Employees who deal with users in a caring fashion	6.90	8.10	7.33	0.43	-0.76	21
AS-7	Employees who understand the needs of their users	6.83	8.33	6.50	-0.33	-1.83	6
AS-8	Willingness to help users	6.00	9.00	9.00	3.00	0.00	2
AS-9	Dependability in handling users' service problems	6.75	6.50	5.75	-1.00	-0.75	4
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	8.00	8.43	7.86	-0.14	-0.57	7
IC-2	A library Web site enabling me to locate information on my own	8.20	8.20	7.80	-0.40	-0.40	5
IC-3	The printed library materials I need for my work	6.60	8.00	7.20	0.60	-0.80	5
IC-4	The electronic information resources I need	6.82	7.55	7.23	0.41	-0.32	22
IC-5	Modern equipment that lets me easily access needed information	6.20	7.00	7.40	1.20	0.40	5
IC-6	Easy-to-use access tools that allow me to find things on my own	7.14	8.57	7.14	0.00	-1.43	7
IC-7	Making information easily accessible for independent use	6.78	8.11	8.00	1.22	-0.11	9
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.50	7.75	0.75	-0.75	4
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.50	7.00	6.56	0.06	-0.44	18
LP-2	Quiet space for individual activities	7.33	8.00	7.50	0.17	-0.50	6
LP-3	A comfortable and inviting location	7.00	7.50	7.00	0.00	-0.50	6
LP-4	A getaway for study, learning, or research	7.00	7.25	5.75	-1.25	-1.50	4
LP-5	Community space for group learning and group study	5.67	8.33	5.33	-0.33	-3.00	3
<b>Overall:</b>		6.98	7.90	7.25	0.28	-0.65	22

Language: English (American), French (Canada)

Institution Type: College or University

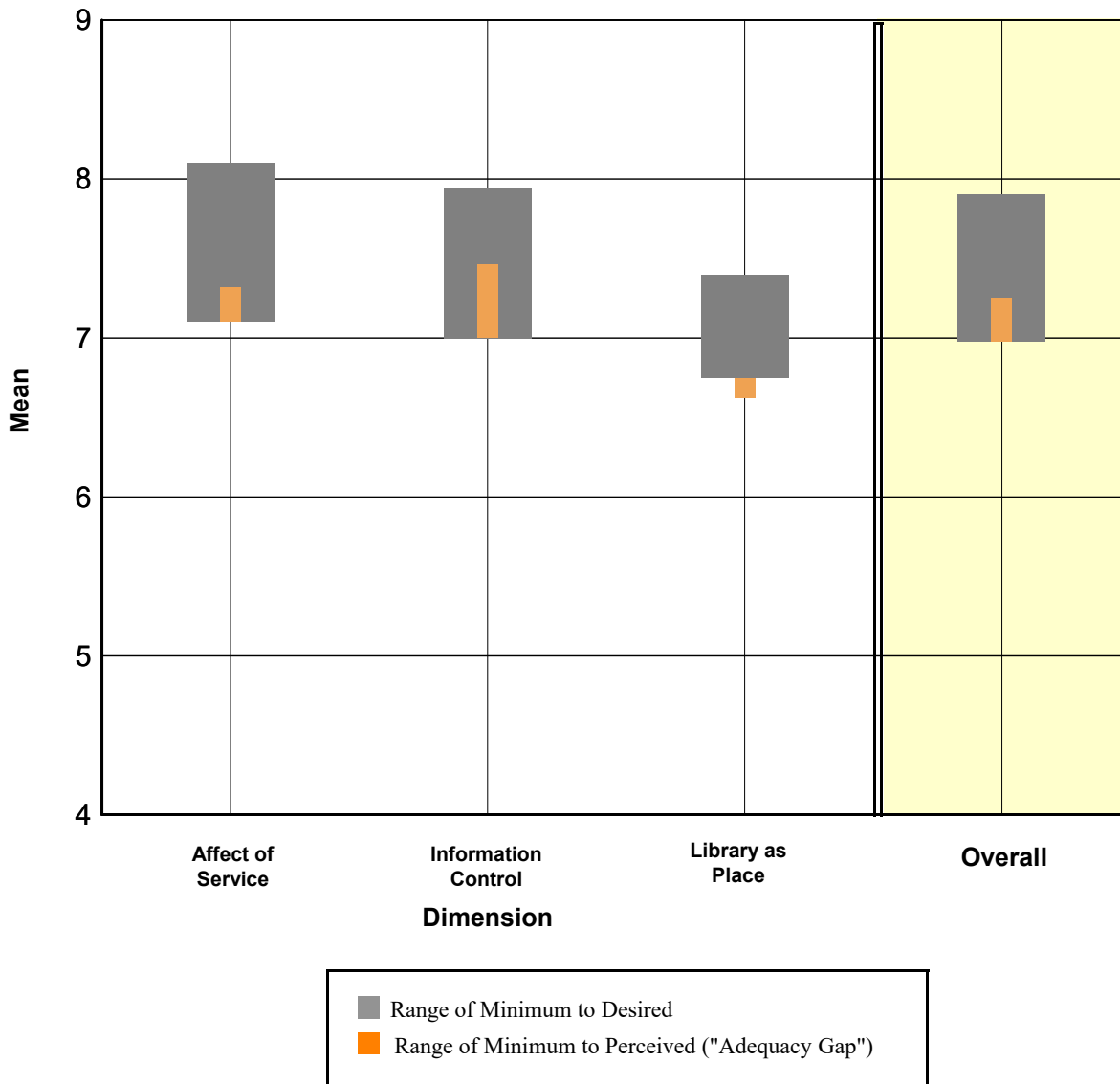
Consortium: LibQUAL Canada

User Group: Staff

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	2.07	1.10	1.67	3.08	2.28	5
AS-2	Giving users individual attention	1.86	0.98	0.98	2.40	1.26	6
AS-3	Employees who are consistently courteous	0.71	0.55	0.84	0.84	0.84	5
AS-4	Readiness to respond to users' questions	2.50	0.82	2.64	1.94	3.15	6
AS-5	Employees who have the knowledge to answer user questions	1.04	1.07	0.83	1.06	0.64	8
AS-6	Employees who deal with users in a caring fashion	1.97	1.09	1.98	1.83	1.95	21
AS-7	Employees who understand the needs of their users	1.47	0.82	2.59	3.44	2.79	6
AS-8	Willingness to help users	1.41	0	0	1.41	0	2
AS-9	Dependability in handling users' service problems	3.20	3.00	2.63	0.82	0.96	4
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.83	0.79	2.19	3.18	2.51	7
IC-2	A library Web site enabling me to locate information on my own	0.84	0.84	0.84	0.55	0.55	5
IC-3	The printed library materials I need for my work	1.67	1.41	0.84	0.89	1.48	5
IC-4	The electronic information resources I need	1.37	1.06	1.02	1.71	1.32	22
IC-5	Modern equipment that lets me easily access needed information	0.84	1.73	1.14	1.64	2.07	5
IC-6	Easy-to-use access tools that allow me to find things on my own	1.35	0.53	1.07	1.63	1.13	7
IC-7	Making information easily accessible for independent use	1.79	0.93	1.32	2.17	1.36	9
IC-8	Print and/or electronic journal collections I require for my work	2.16	0.58	0.96	1.71	0.96	4
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.69	2.09	1.95	1.83	2.50	18
LP-2	Quiet space for individual activities	2.07	1.26	2.07	2.64	1.97	6
LP-3	A comfortable and inviting location	0.89	1.05	1.26	1.41	1.38	6
LP-4	A getaway for study, learning, or research	0.82	1.71	2.63	2.22	1.73	4
LP-5	Community space for group learning and group study	1.15	0.58	2.52	1.53	2.65	3
<b>Overall:</b>		1.23	0.81	1.31	1.67	1.25	22

### 8.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.10	8.10	7.32	0.22	-0.78	22
Information Control	7.00	7.95	7.46	0.46	-0.48	22
Library as Place	6.75	7.40	6.63	-0.13	-0.78	20
<b>Overall</b>	6.98	7.90	7.25	0.28	-0.65	22

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	1.72	0.79	1.85	1.97	1.63	22
Information Control	1.25	0.77	1.02	1.55	1.17	22
Library as Place	1.32	1.38	1.78	1.80	1.75	20
<b>Overall</b>	1.23	0.81	1.31	1.67	1.25	22

## 8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	7.38	8.38	7.25	-0.13	-1.13	8
Availability of chat hours to help me with library-related questions	5.00	8.00	6.00	1.00	-2.00	2
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	6.00	7.67	7.33	1.33	-0.33	3
The Library as a social place to connect with friends, classmates, or colleagues	5.33	7.33	7.00	1.67	-0.33	3

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A secure and safe place	1.60	0.74	2.60	3.40	3.00	8
Availability of chat hours to help me with library-related questions	0	0	2.83	2.83	2.83	2
Providing access to media creation tools in order to support my work (e.g., cameras, podcast booths, sewing machines, 3D printing)	1.00	1.53	0.58	0.58	1.53	3
The Library as a social place to connect with friends, classmates, or colleagues	1.53	0.58	2.00	2.08	2.52	3

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Staff

## 8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.00	1.00	5
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.06	1.82	17
How would you rate the overall quality of the service provided by the library?	7.55	1.34	22

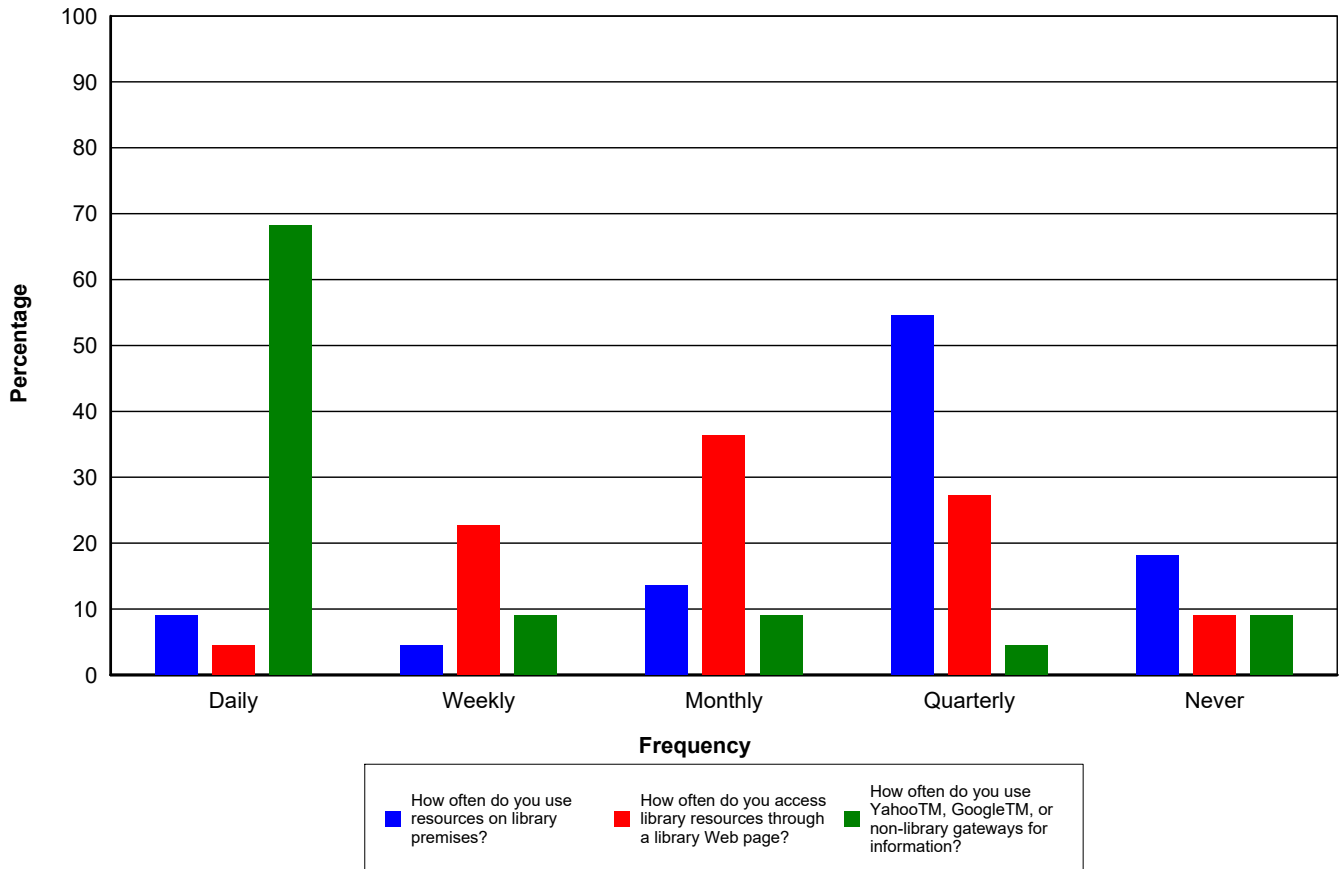
## 8.6 Information Literacy Outcomes Questions Summary for Staff

This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL survey, in which respondents rated their levels of general satisfaction on a scale from 1 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.	6.40	1.52	5
The library aids my advancement in my academic discipline or work.	7.67	1.21	6
The library enables me to be more efficient in my academic pursuits or work.	7.89	0.93	9
The library helps me distinguish between trustworthy and untrustworthy information.	6.71	1.68	14
The library provides me with the information skills I need in my work or study.	6.60	1.84	10

## 8.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	2 9.09%	1 4.55%	3 13.64%	12 54.55%	4 18.18%	22 100.00%
How often do you access library resources through a library Web page?	1 4.55%	5 22.73%	8 36.36%	6 27.27%	2 9.09%	22 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	15 68.18%	2 9.09%	2 9.09%	1 4.55%	2 9.09%	22 100.00%

## 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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