



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

**Laurentian University**

Association of Research Libraries

1025 Connecticut Ave, NW Suite 1200

Washington, DC 20036

Phone 202-296-2296

Fax 202-872-0884

<http://www.libqual.org>

© 2025 Association of Research Libraries

# 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)>

## Selected Bibliography

- Begay, Wendy, Daniel R. Lee, Jim Martin, and Michael Ray. "Quantifying Qualitative Data: Using LibQUAL+(TM) Comments for Library-Wide Planning Activities at the University of Arizona." *Journal of Library Administration* 40, no. 3/4 (2004): 111–120.
- Berry, L.L. *On Great Service: A Framework For Action*. New York: The Free Press, 1995.
- Bradford, Dennis W. and Tim Bower. "Using Content Analysis Software to Analyze Survey Comments." *Portal: Libraries and the Academy* 8, no. 4 (2008): 423–437.
- Cabrerizo, Francisco J., Ignacio J. Pérez, Javier López-Gijón, Enrique Herrera-Viedma, An Extended LibQUAL+ Model Based on Fuzzy Linguistic Information. *Modeling Decisions for Artificial Intelligence Lecture Notes in Computer Science* 2012: 90–101.
- Calvert, Philip, J. *Assessing the Effectiveness and Quality of Libraries*. Ph.D. Thesis, Victoria University of Wellington, 2008.
- Cook, Colleen C., Fred Heath, and Bruce Thompson. "LibQUAL+™ from the UK Perspective." *5th Northumbria International Conference Proceedings*, Durham, UK, July, 2003.
- Cook, Colleen C. (Guest Ed.). "Library Decision-Makers Speak to Their Uses of Their LibQUAL+™ Data: Some LibQUAL+™ Case Studies." *Performance Measurement and Metrics*, 3 (2002b).
- Cook, Colleen C. "A Mixed-Methods Approach to the Identification and Measurement of Academic Library Service Quality Constructs: LibQUAL+™." (PhD diss., Texas A&M University, 2001) *Dissertation Abstracts International*, 62 (2002A): 2295A (University Microfilms No. AAT3020024).
- Cook, Colleen C., and Fred Heath. "Users' Perceptions of Library Service Quality: A 'LibQUAL+™' Qualitative Study." *Library Trends*, 49 (2001): 548–84.
- Cook, Colleen C., Fred Heath, and Bruce Thompson. "'Zones of tolerance' in Perceptions of Library Service Quality: A LibQUAL+™ Study." *portal: Libraries and the Academy*, 3 (2003): 113–123.
- Cook, Colleen C., Fred Heath and Bruce Thompson. "Score Norms for Improving Library Service Quality: A LibQUAL+™ Study." *portal: Libraries and the Academy*, 2 (2002): 13–26.
- Cook, Colleen C., Fred Heath, and Russell L. Thompson. "A Meta-Analysis of Response Rates in Web- or Internet-based Surveys." *Educational and Psychological Measurement*, 60 (2000): 821–36.
- Cook, Colleen C., and Bruce Thompson. "Psychometric Properties of Scores from the Web-based LibQUAL+™ Study of Perceptions of Library Service Quality." *Library Trends*, 49 (2001): 585–604.
- Cook, C., Bruce Thompson, and Martha Kyrrilidou. (2010, May). Does using item sampling methods in library service quality assessment affect score norms?: A LibQUAL+® Lite study. <[http://libqual.org/documents/LibQual/publications/lq\\_gr\\_3.pdf](http://libqual.org/documents/LibQual/publications/lq_gr_3.pdf)>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Cullen, Rowena. "Perspectives on User Satisfaction Surveys." *Library Trends*, 49 (2002): 662–86.
- Detlor, Brian and Kathy Ball. "Getting more value from the LibQUAL+ survey: The merits of qualitative analysis and importance-satisfaction matrices in assessing library patron comments." *College and Research Libraries*, 76 (2015): 796–810.
- Fagan, Jodi Condit. "The dimensions of library service quality: A confirmatory factor analysis of the LibQUAL+ model."

*Library & Information Science Research* 36, no. 1 (2014): 36–48.

Greenwood, Judy T., Alex P. Watson, and Melissa Dennis. “Ten Years of LibQual: A Study of Qualitative and Quantitative Survey Results at the University of Mississippi 2001–2010.” *The Journal of Academic Librarianship* 37, no. 4 (2011): 312–318.

Guidry, Julie Anna. “LibQUAL+(TM) spring 2001 comments: a qualitative analysis using Atlas.ti .” *Performance Measurement and Metrics* 3, no. 2 (2002): 100–107.

Heath, F., Martha Kyrillidou. and Consuella A. Askew (Guest Eds.). “Libraries Report on Their LibQUAL+® Findings: From Data to Action.” *Journal of Library Administration* 40 (3/4) (2004).

Heath, F., Colleen C. Cook, Martha Kyrillidou, and Bruce Thompson. “ARL Index and Other Validity Correlates of LibQUAL+™ Scores.” *portal: Libraries and the Academy*, 2 (2002): 27–42.

Jones, Sherri and Kayongo, Jessica. “Identifying Student and Faculty Needs through LibQUAL+™: An Analysis of Qualitative Survey Comments.” *College & Research Libraries* 69, no. 6 (2008): 493–509.

Kieftenbeld, Vincent and Prathiba Natesan. “Examining the measurement and structural invariance of LibQUAL+® across user groups.” *Library & Information Science Research* 35, no. 2 (2013): 143–150.

Kyrillidou, M. The Globalization of Library Assessment and the Role of LibQUAL+®. From Library Science to Information Science: Studies in Honor of G. Kakouri (Athens, Greece: Tipothito-Giorgos Dardanos, 2005). [In Greek]

Kyrillidou, Martha. “Library Assessment As A Collaborative Enterprise.” *Resource Sharing and Information Networks*, 18 ½ (2005–2006): 73–87.

Kyrillidou, Martha. (2006). “Measuring Library Service Quality: A Perceived Outcome for Libraries. This chapter appears in *Revisiting Outcomes Assessment in Higher Education*. Edited by Peter Hernon, Robert E. Dugan, and Candy Schwartz (Westport, CT: Library Unlimited, 2006): 351–66.

Kyrillidou, Martha. (Guest Ed.). “LibQUAL+® and Beyond: Library assessment with a focus on library improvement.” *Performance Measurement and Metrics*, 9 (3) (2008).

Kyrillidou, M. “Item Sampling in Service Quality Assessment Surveys to Improve Response Rates and Reduce Respondent Burden: The “LibQUAL+® Lite” Randomized Control Trial (RCT)” (PhD diss., University of Illinois at Urbana-Champaign, 2009). <[https://www.ideals.illinois.edu/bitstream/handle/2142/14570/Kyrillidou\\_Martha.pdf?sequence=3](https://www.ideals.illinois.edu/bitstream/handle/2142/14570/Kyrillidou_Martha.pdf?sequence=3)>

Kyrillidou, Martha and Colleen C. Cook. “The evolution of measurement and evaluation of libraries: a perspective from the Association of Research Libraries.” *Library Trends* 56 (4) (Spring 2008): 888–909.

Kyrillidou, Martha and Colleen C. Cook and S. Shyam Sunder Rao. “Measuring the Quality of Library Service through LibQUAL+®.” In *Academic Library Research: Perspectives and Current Trends*. Edited by Marie L. Radford and Pamela Snelson (Chicago, IL: ACRL/ALA, 2008): 253–301.

Kyrillidou, M., Terry Olshen, Fred Heath, Claude Bonnelly, and Jean-Pierre Côte. “Cross-Cultural Implementation of LibQUAL+™: the French Language Experience.” *5th Northumbria International Conference Proceedings* (Durham, UK, 2003): 193–99.

Kyrillidou, M., Colleen Cook. and Bruce Thompson. (2010, May). Does using item sampling methods in library service quality assessment affect zone of tolerance boundaries?: A LibQUAL+® Lite study <[http://libqual.org/documents/LibQual/publications/lq\\_gr\\_2.pdf](http://libqual.org/documents/LibQual/publications/lq_gr_2.pdf)>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.



- Kyrillidou, M. and Mark Young. *ARL Statistics 2003–04*. Washington, DC: Association of Research Libraries, 2005.
- Lane, Forrest C., Baaska Anderson, Hector F. Ponce and Prathiba Natesan. “Factorial Invariance of LibQUAL+® as a Measure of Library Service Quality Over Time.” *Library & Information Science Research* 34, no. 1 (2012): 22–30.
- Miller, Kathleen. *Service Quality in Academic Libraries: An Analysis of LibQUAL+™ Scores and Institutional Characteristics*. Ed.D. Dissertation, University of Central Florida, 2008.
- Nitecki, D.A. “Changing the Concept and Measure of Service Quality in Academic Libraries.” *The Journal of Academic Librarianship*, 22 (1996): 181–90.
- Parasuraman, A., Leonard Berry, and Valerie Zeithaml. “Refinement and Reassessment of the SERVQUAL Scale” *Journal of Retailing*, 67 (1991): 420–50.
- Thompson, B. “Representativeness Versus Response Rate: It Ain't the Response Rate!” Paper presented at the Association of Research Libraries (ARL) Measuring Service Quality Symposium on the New Culture of Assessment: Measuring Service Quality, Washington, DC, October 2002.
- Thompson, B., Colleen C. Cook, and Fred Heath. “The LibQUAL+™ Gap Measurement Model: The Bad, the Ugly, and the Good of Gap Measurement.” *Performance Measurement and Metrics*, 1 (2002): 165–78.
- Thompson, B., Colleen C. Cook, and Fred Heath. “Structure of Perceptions of Service Quality in Libraries: A LibQUAL+™ Study.” *Structural Equation Modeling*, 10 (2003): 456–464.
- Thompson, B., Colleen C. Cook, and Russell L. Thompson. “Reliability and Structure of LibQUAL+™ Scores: Measuring Perceived Library Service Quality.” *portal: Libraries and the Academy*, 2 (2002): 3–12.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. (2005). “Concurrent validity of LibQUAL+® scores: What do LibQUAL+® scores measure?” *Journal of Academic Librarianship*, 31: 517–22.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. “Using Localized Survey Items to Augment Standardized Benchmarking Measures: A LibQUAL+® Study.” *portal: Libraries and the Academy*, 6(2) (2006): 219–30.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. “Stability of Library Service Quality Benchmarking Norms Across Time and Cohorts: A LibQUAL+® Study.” Paper presented at the Asia-Pacific Conference of Library and Information Education and Practice (A-LIEP), Singapore, April 3–4, 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. “How Can You Evaluate the Integrity of Your Library Assessment Data: Intercontinental LibQUAL+® Analysis Used as Concrete Heuristic Examples.” Paper presented at the Library Assessment Conference: Building Effective, Sustainable, and Practical Assessment, Charlottesville, VA, August 4–6, 2006.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. “On-premises Library versus Google™-Like Information Gateway Usage Patterns: A LibQUAL+® Study.” *portal: Libraries and the Academy* 7 (4) (Oct 2007a): 463–480.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. “User library service expectations in health science vs. other settings: a LibQUAL+® Study.” *Health Information and Libraries Journal* 24 (8) Supplement 1, (Dec 2007b): 38–45.
- Thompson, B., Colleen C. Cook, and Martha Kyrillidou. “Library Users Service Desires: a LibQUAL+® Study.” *Library Quarterly* 78 (1) (Jan 2008): 1–18.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. “Item sampling in service quality assessment surveys to improve response rates and reduce respondent burden: The ‘LibQUAL+® Lite’ example.” *Performance Measurement & Metrics*, 10 (1) (2009): 6–16.

- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Equating scores on Lite and long library user survey forms: The LibQUAL+® Lite randomized control trials." *Performance Measurement & Metrics*, 10 (3) (2009): 212–219.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. (2010, May). "Does using item sampling methods in library service quality assessment compromise data integrity?: A LibQUAL+® Lite study." <[http://libqual.org/documents/LibQual/publications/lq\\_gr\\_1.pdf](http://libqual.org/documents/LibQual/publications/lq_gr_1.pdf)>. Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.
- Thompson, B., Martha Kyrillidou, and Colleen Cook. "Does using item sampling methods in library service quality assessment compromise data integrity or zone of tolerance interpretation?: A LibQUAL+® Lite Study." 2010 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment. Baltimore MD, October 25–27, 2010. (Washington DC: Association of Research Libraries, 2011).
- Town, S., and Martha Kyrillidou. "Developing a Values Scorecard." *Performance Measurement and Metrics* 14 (1) (2013): 1–16.
- Voorbij, H.. "The use of LibQUAL+ by European research libraries," *Performance Measurement and Metrics*, Vol. 13 Iss: 3 (2012): 154–168.
- Zeithaml, Valerie, A. Parasuraman, and Leonard L. Berry. *Delivering Quality Service: Balancing Customer Perceptions and Expectations*. New York: Free Press, 1990.

## 1.4 Library Statistics for Laurentian University

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

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

---

Total library expenditures (in U.S. \$):	<b>\$4,230,887</b>
Personnel - professional staff, FTE:	<b>5</b>
Personnel - support staff, FTE:	<b>6</b>
Total library materials expenditures (in U.S. \$):	<b>2,118,903</b>
Total salaries and wages for professional staff (in U.S. \$):	<b>861,789</b>

---

## 1.5 Contact Information for Laurentian University

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

---

Name:	<b>Dan Scott</b>
Title:	
Address:	<b>J.N. Desmarais Library Laurentian University 935 Ramsey Lake Road Sudbury, Ontario P3E 2C6 Canada</b>
Phone:	<b>705-675-1151 x3315</b>
Email:	<b>dscott@laurentian.ca</b>

---

## 1.6 Survey Protocol and Language for Laurentian University

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

		Long	Lite	Total (by Language)
<b>English (American)</b>	Count	188	104	<b>292</b>
	% of Protocol	89.95%	94.55%	91.54%
	% of Language	64.38%	35.62%	100.00%
	% of Total Cases	58.93	32.60	91.54
<b>French (Canada)</b>	Count	21	6	<b>27</b>
	% of Protocol	10.05%	5.45%	8.46%
	% of Language	77.78%	22.22%	100.00%
	% of Total Cases	6.58	1.88	8.46
<b>Total (by Survey Protocol)</b>	Count	<b>209</b>	<b>110</b>	<b>319</b>
	% of Protocol	100.00%	100.00%	100.00%
	% of Language	65.52%	34.48%	100.00%
	% of Total Cases	65.52	34.48	100.00

## 2 Demographic Summary for Laurentian University

### 2.1 Respondents by User Group

User Group	Respondent n	Respondent %
<b>Undergraduate</b>		
First year	65	20.38%
Second year	43	13.48%
Third year	30	9.40%
Fourth year	36	11.29%
Fifth year and above	4	1.25%
Non-degree	2	0.63%
<b>Sub Total:</b>	180	56.43%
<b>Graduate</b>		
Masters	97	30.41%
Doctoral	14	4.39%
Non-degree or Undecided	0	0.00%
<b>Sub Total:</b>	111	34.80%
<b>Faculty</b>		
Full Professor	10	3.13%
Associate Professor	5	1.57%
Assistant Professor	2	0.63%
Lecturer	1	0.31%
Adjunct Faculty	0	0.00%
Sessional	1	0.31%
General Librarian	0	0.00%
Assistant Librarian	0	0.00%
Associate Librarian	0	0.00%
Full Librarian	0	0.00%
Master Lecturer	0	0.00%
<b>Sub Total:</b>	19	5.96%
<b>Library Staff</b>		
Manager	0	0.00%
University Librarian	0	0.00%
Access & User Services	0	0.00%
Systems	0	0.00%
Technical Services	0	0.00%
Other	1	0.31%
<b>Sub Total:</b>	1	0.31%
<b>Staff</b>		
Research Staff	0	0.00%
Other Staff Positions	8	2.51%

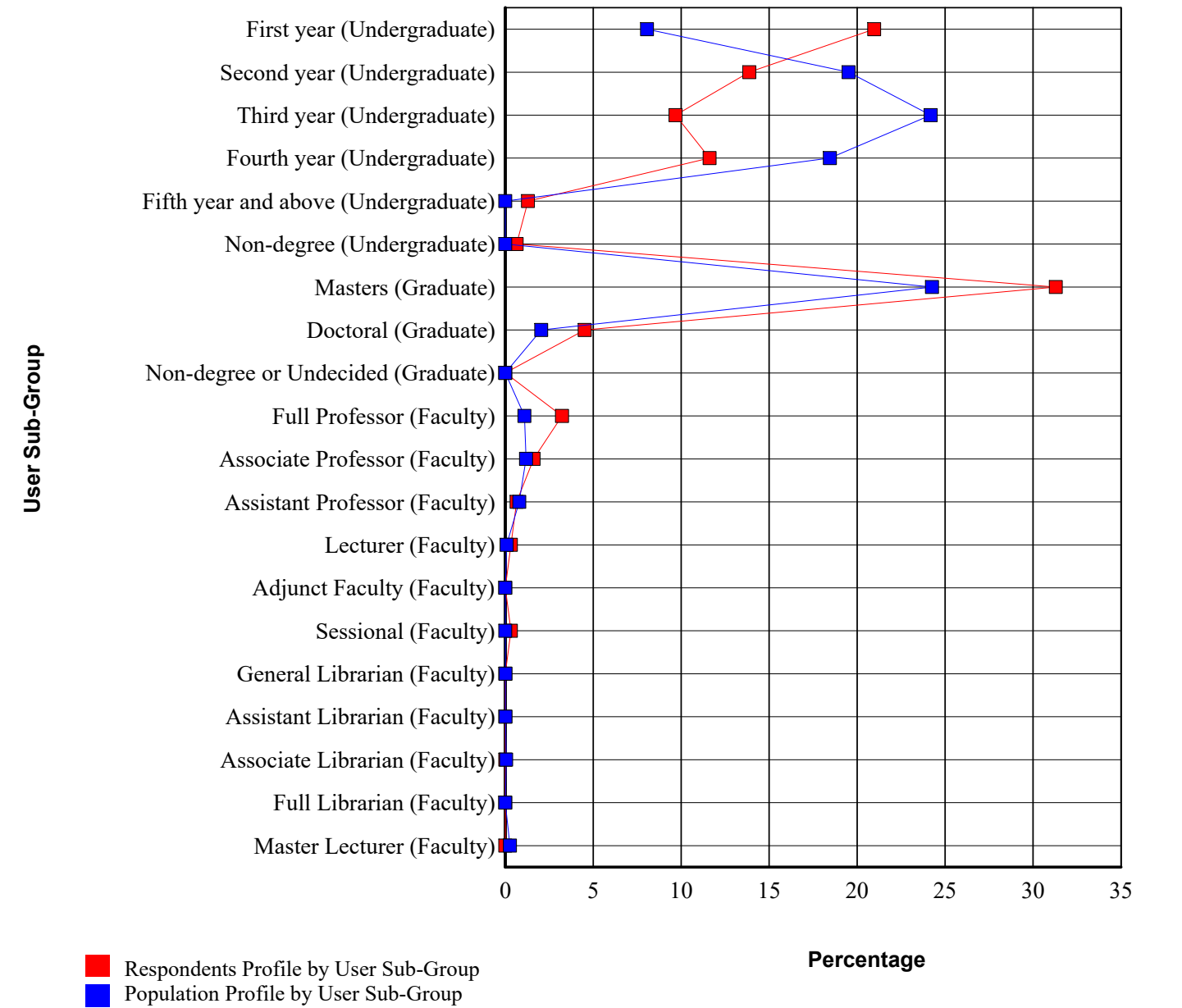
	<b>Sub Total:</b>	8	2.51%
<b>Total:</b>		<b>319</b>	<b>100.00%</b>

## 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.*



User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	606	8.06	65	20.97	-12.91
Second year (Undergraduate)	1,468	19.51	43	13.87	5.64
Third year (Undergraduate)	1,819	24.18	30	9.68	14.50
Fourth year (Undergraduate)	1,388	18.45	36	11.61	6.84
Fifth year and above (Undergraduate)	0	0.00	4	1.29	-1.29
Non-degree (Undergraduate)	0	0.00	2	0.65	-0.65
Masters (Graduate)	1,825	24.26	97	31.29	-7.03
Doctoral (Graduate)	154	2.05	14	4.52	-2.47
Non-degree or Undecided (Graduate)	0	0.00	0	0.00	0.00
Full Professor (Faculty)	82	1.09	10	3.23	-2.14
Associate Professor (Faculty)	89	1.18	5	1.61	-0.43
Assistant Professor (Faculty)	60	0.80	2	0.65	0.15
Lecturer (Faculty)	6	0.08	1	0.32	-0.24
Adjunct Faculty (Faculty)	0	0.00	0	0.00	0.00
Sessional (Faculty)	0	0.00	1	0.32	-0.32
General Librarian (Faculty)	1	0.01	0	0.00	0.01
Assistant Librarian (Faculty)	1	0.01	0	0.00	0.01
Associate Librarian (Faculty)	4	0.05	0	0.00	0.05
Full Librarian (Faculty)	0	0.00	0	0.00	0.00
Master Lecturer (Faculty)	20	0.27	0	0.00	0.27
<b>Total:</b>	<b>7,523</b>	<b>100.00</b>	<b>310</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)

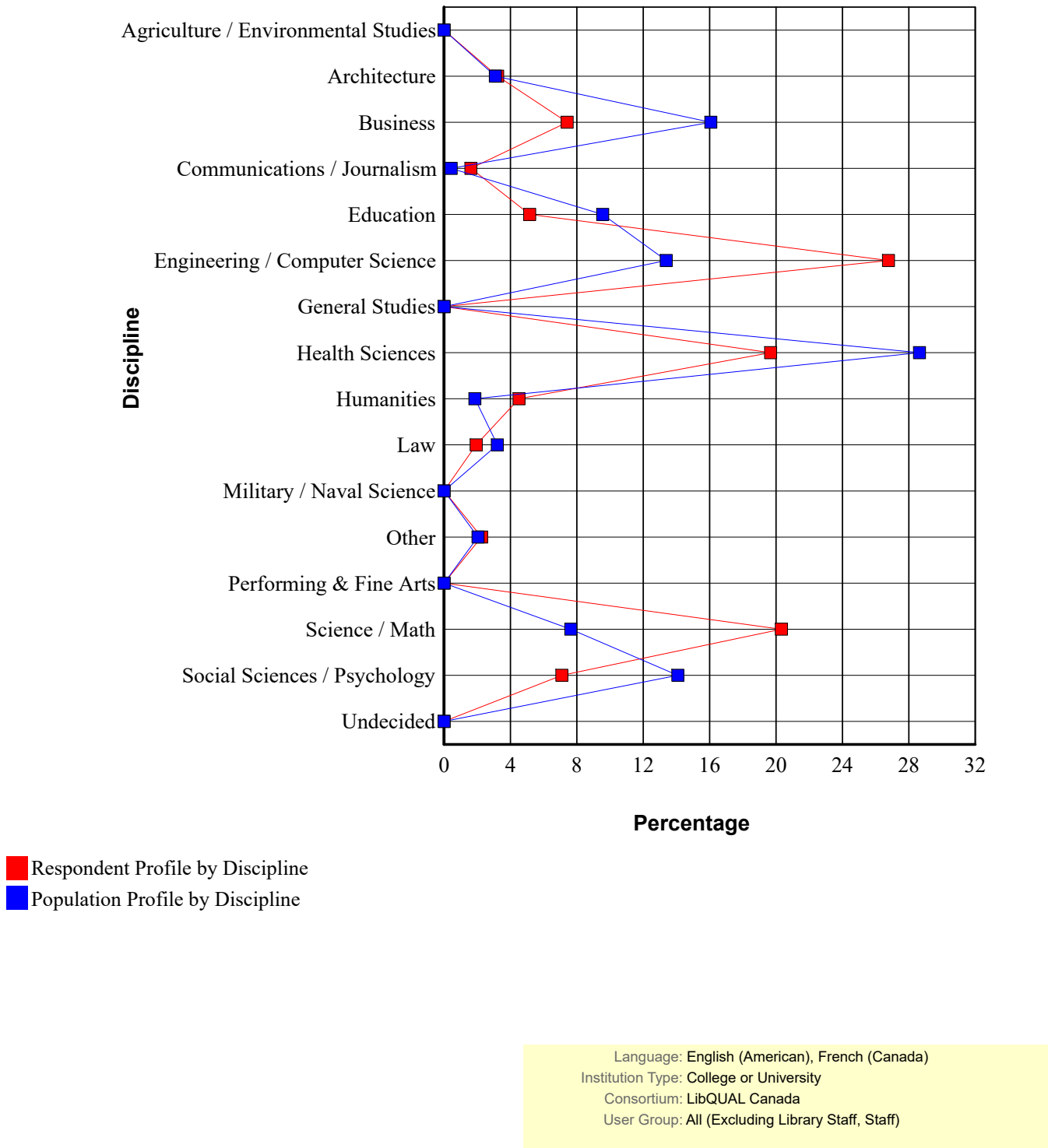


2.3 Population and Respondents by Standard Discipline

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.*



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	254	3.09	10	3.23	-0.14
Business	1,322	16.07	23	7.42	8.65
Communications / Journalism	35	0.43	5	1.61	-1.19
Education	786	9.56	16	5.16	4.39
Engineering / Computer Science	1,101	13.39	83	26.77	-13.39
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,356	28.64	61	19.68	8.97
Humanities	153	1.86	14	4.52	-2.66
Law	264	3.21	6	1.94	1.27
Military / Naval Science	0	0.00	0	0.00	0.00
Other	168	2.04	7	2.26	-0.22
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	628	7.64	63	20.32	-12.69
Social Sciences / Psychology	1,158	14.08	22	7.10	6.98
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>8,225</b>	<b>100.00</b>	<b>310</b>	<b>100.00</b>	<b>0.00</b>

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

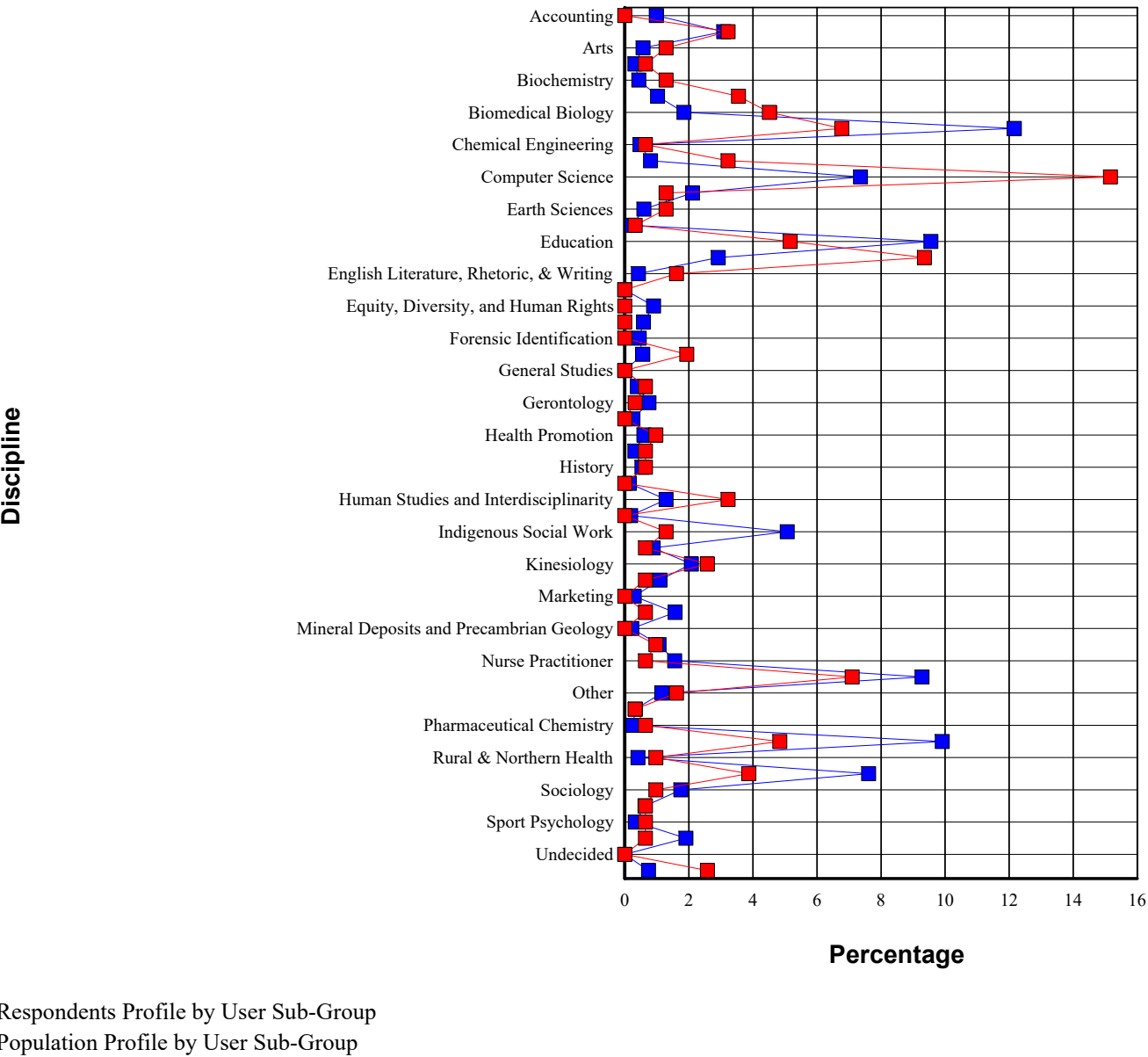
User Group: All (Excluding Library Staff, Staff)

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)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	81	0.98	0	0.00	0.98
Architecture	254	3.09	10	3.23	-0.14
Arts	47	0.57	4	1.29	-0.72
Behavioural Neuroscience	26	0.32	2	0.65	-0.33
Biochemistry	36	0.44	4	1.29	-0.85
Biology	84	1.02	11	3.55	-2.53
Biomedical Biology	152	1.85	14	4.52	-2.67
Business Administration	1,000	12.16	21	6.77	5.38
Chemical Engineering	39	0.47	2	0.65	-0.17
Chemical Science	66	0.80	10	3.23	-2.42
Computer Science	605	7.36	47	15.16	-7.81
Criminology	174	2.12	4	1.29	0.83
Earth Sciences	49	0.60	4	1.29	-0.69
Economics	19	0.23	1	0.32	-0.09
Education	786	9.56	16	5.16	4.39
Engineering Science	240	2.92	29	9.35	-6.44
English Literature, Rhetoric, & Writing	35	0.43	5	1.61	-1.19
Environmental Studies	0	0.00	0	0.00	0.00
Equity, Diversity, and Human Rights	74	0.90	0	0.00	0.90
Finance	48	0.58	0	0.00	0.58
Forensic Identification	37	0.45	0	0.00	0.45
Forensic Science	46	0.56	6	1.94	-1.38
General Studies	0	0.00	0	0.00	0.00
Geology	32	0.39	2	0.65	-0.26
Gerontology	62	0.75	1	0.32	0.43
Health Administration	21	0.26	0	0.00	0.26
Health Promotion	49	0.60	3	0.97	-0.37
Health Sciences	26	0.32	2	0.65	-0.33
History	44	0.53	2	0.65	-0.11
Human Resource Management	12	0.15	0	0.00	0.15
Human Studies and Interdisciplinarity	106	1.29	10	3.23	-1.94
Indigenous Relations	15	0.18	0	0.00	0.18
Indigenous Social Work	417	5.07	4	1.29	3.78
Interdisciplinary	73	0.89	2	0.65	0.24
Kinesiology	171	2.08	8	2.58	-0.50
Law & Justice	90	1.09	2	0.65	0.45

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: All (Excluding Library Staff, Staff)

Marketing	24	0.29	0	0.00	0.29
Mechanical Engineering	129	1.57	2	0.65	0.92
Mineral Deposits and Precambrian Geology	18	0.22	0	0.00	0.22
Mining Engineering	88	1.07	3	0.97	0.10
Nurse Practitioner	128	1.56	2	0.65	0.91
Nursing	763	9.28	22	7.10	2.18
Other	95	1.16	5	1.61	-0.46
Outdoor Adventure Leadership	27	0.33	1	0.32	0.01
Pharmaceutical Chemistry	21	0.26	2	0.65	-0.39
Psychology	815	9.91	15	4.84	5.07
Rural & Northern Health	34	0.41	3	0.97	-0.55
Social Work	626	7.61	12	3.87	3.74
Sociology	144	1.75	3	0.97	0.78
Speech Language Pathology	52	0.63	2	0.65	-0.01
Sport Psychology	27	0.33	2	0.65	-0.32
Sports Administration	157	1.91	2	0.65	1.26
Undecided	0	0.00	0	0.00	0.00
Zoology	61	0.74	8	2.58	-1.84
<b>Total:</b>	<b>8,225</b>	<b>100.00</b>	<b>310</b>	<b>100.00</b>	<b>0.00</b>

## 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	135	42.45
23 - 30	92	28.93
31 - 45	63	19.81
46 - 65	25	7.86
Over 65	1	0.31
Under 18	2	0.63
<b>Total:</b>	<b>318</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 %
Architecture	17	5.40
Education Resource Centre	34	10.79
J.N. Desmarais	264	83.81
<b>Total:</b>	<b>315</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	27	8.63
Full-time	6,336	76.95	265	84.66
Part-time	1,898	23.05	21	6.71
<b>Total:</b>	<b>8,234</b>	<b>100.00</b>	<b>313</b>	<b>100.00</b>

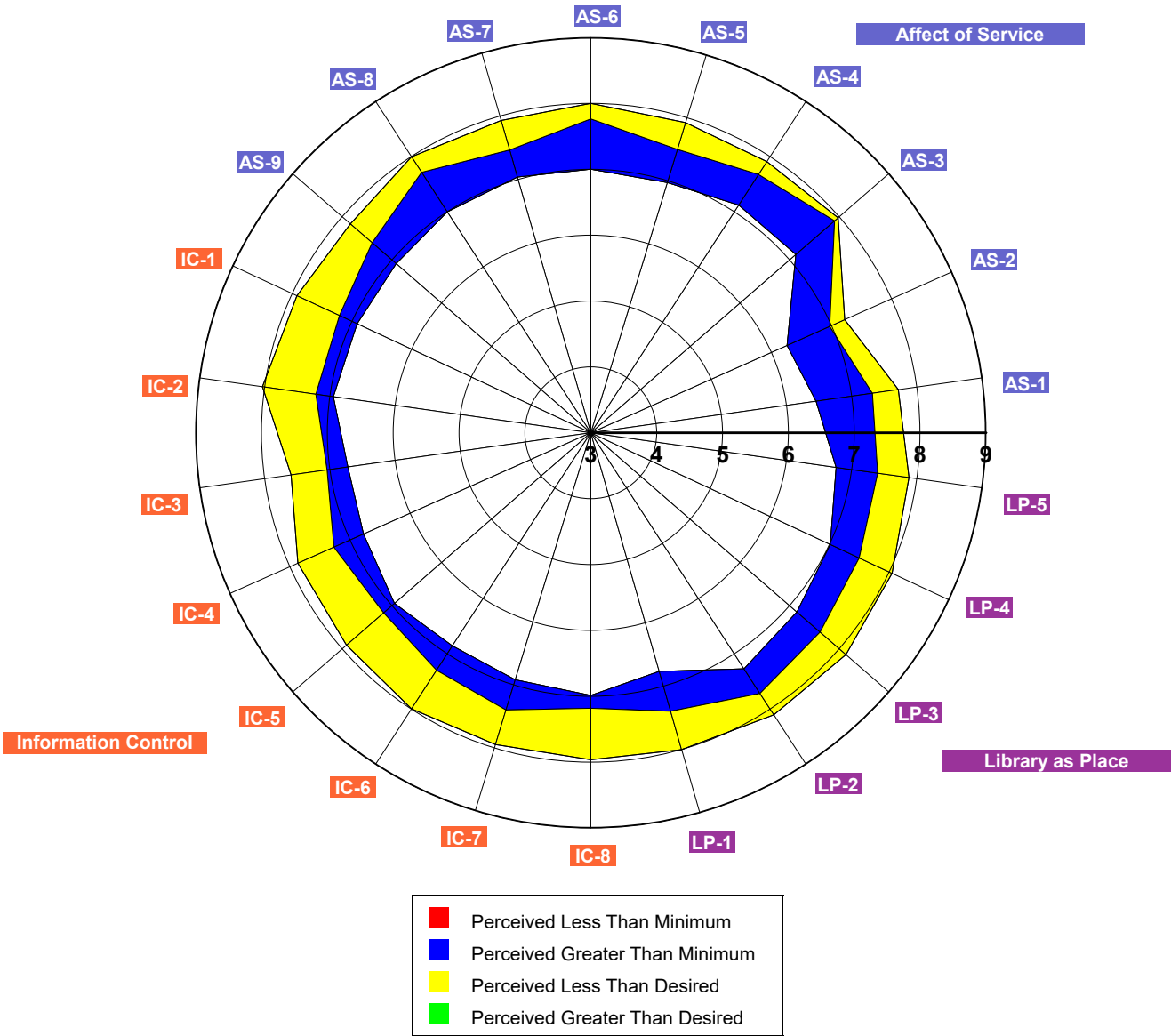
### 3. Survey Item Summary for Laurentian University

#### 3.1 Core Questions Summary

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

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

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



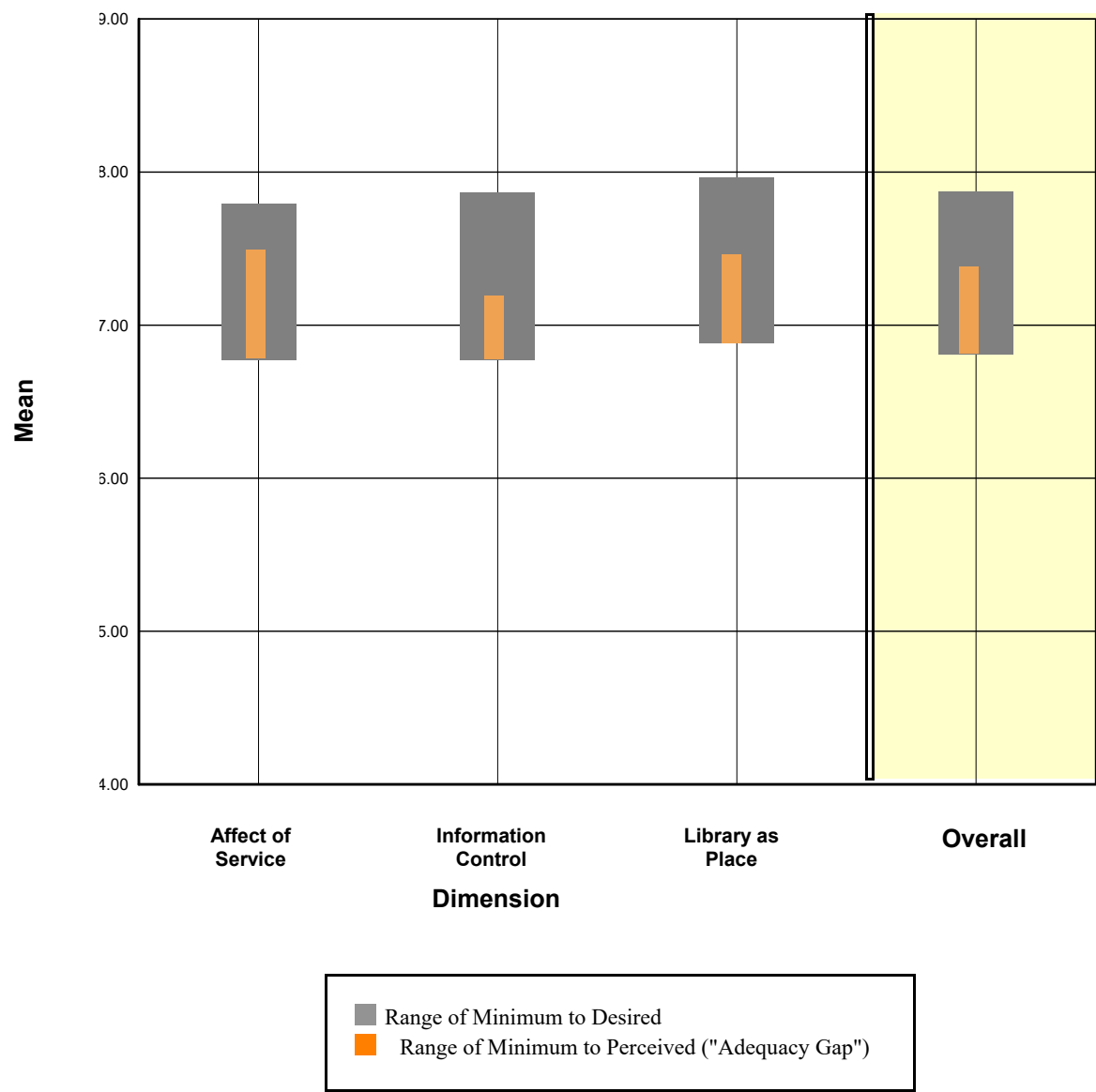
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.46	7.72	7.32	0.86	-0.40	204
AS-2	Giving users individual attention	6.26	7.22	6.97	0.71	-0.25	216
AS-3	Employees who are consistently courteous	7.13	7.98	7.91	0.78	-0.07	224
AS-4	Readiness to respond to users' questions	7.13	7.91	7.68	0.55	-0.23	232
AS-5	Employees who have the knowledge to answer user questions	6.97	7.92	7.50	0.53	-0.42	226
AS-6	Employees who deal with users in a caring fashion	7.00	8.00	7.76	0.76	-0.24	302
AS-7	Employees who understand the needs of their users	7.04	7.93	7.47	0.43	-0.46	224
AS-8	Willingness to help users	7.00	8.00	7.72	0.72	-0.28	250
AS-9	Dependability in handling users' service problems	6.92	7.84	7.40	0.48	-0.44	213
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.92	7.92	7.21	0.30	-0.71	213
IC-2	A library Web site enabling me to locate information on my own	6.95	8.04	7.22	0.27	-0.82	227
IC-3	The printed library materials I need for my work	6.73	7.60	7.05	0.32	-0.55	200
IC-4	The electronic information resources I need	6.78	7.87	7.27	0.49	-0.60	312
IC-5	Modern equipment that lets me easily access needed information	6.95	7.91	7.17	0.22	-0.75	222
IC-6	Easy-to-use access tools that allow me to find things on my own	6.86	8.00	7.30	0.44	-0.70	232
IC-7	Making information easily accessible for independent use	6.92	7.95	7.40	0.48	-0.55	255
IC-8	Print and/or electronic journal collections I require for my work	6.99	7.96	7.18	0.19	-0.78	227
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.77	8.00	7.40	0.63	-0.60	301
LP-2	Quiet space for individual activities	7.27	8.10	7.72	0.44	-0.39	212
LP-3	A comfortable and inviting location	7.15	8.13	7.61	0.47	-0.52	223
LP-4	A getaway for study, learning, or research	7.01	8.05	7.50	0.48	-0.55	225
LP-5	Community space for group learning and group study	6.76	7.88	7.40	0.64	-0.48	232
<b>Overall:</b>		6.81	7.87	7.40	0.59	-0.47	318



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	1.95	1.30	1.52	1.81	1.25	204
AS-2	Giving users individual attention	2.15	1.69	1.81	1.64	1.34	216
AS-3	Employees who are consistently courteous	1.75	1.19	1.20	1.58	1.14	224
AS-4	Readiness to respond to users' questions	1.63	1.23	1.36	1.57	1.15	232
AS-5	Employees who have the knowledge to answer user questions	1.68	1.09	1.43	1.58	1.26	226
AS-6	Employees who deal with users in a caring fashion	1.77	1.18	1.24	1.48	1.08	302
AS-7	Employees who understand the needs of their users	1.76	1.15	1.46	1.65	1.26	224
AS-8	Willingness to help users	1.82	1.27	1.34	1.57	1.13	250
AS-9	Dependability in handling users' service problems	1.75	1.20	1.52	1.57	1.26	213
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.72	1.32	1.59	1.75	1.60	213
IC-2	A library Web site enabling me to locate information on my own	1.73	1.23	1.60	1.72	1.58	227
IC-3	The printed library materials I need for my work	1.87	1.54	1.76	1.65	1.53	200
IC-4	The electronic information resources I need	1.76	1.25	1.46	1.69	1.44	312
IC-5	Modern equipment that lets me easily access needed information	1.71	1.19	1.59	1.71	1.70	222
IC-6	Easy-to-use access tools that allow me to find things on my own	1.73	1.13	1.53	1.75	1.59	232
IC-7	Making information easily accessible for independent use	1.70	1.13	1.37	1.55	1.40	255
IC-8	Print and/or electronic journal collections I require for my work	1.66	1.24	1.61	1.56	1.53	227
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.85	1.24	1.69	1.88	1.66	301
LP-2	Quiet space for individual activities	1.64	1.19	1.36	1.70	1.57	212
LP-3	A comfortable and inviting location	1.69	1.09	1.48	1.68	1.45	223
LP-4	A getaway for study, learning, or research	1.75	1.16	1.49	1.72	1.50	225
LP-5	Community space for group learning and group study	2.02	1.34	1.63	1.86	1.57	232
<b>Overall:</b>		1.50	0.92	1.13	1.29	0.99	318

### 3.2 Core Question Dimensions Summary

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.77	7.80	7.51	0.74	-0.28	316
Information Control	6.77	7.87	7.21	0.43	-0.66	318
Library as Place	6.88	7.96	7.48	0.61	-0.48	307
<b>Overall</b>	6.81	7.87	7.40	0.59	-0.47	318

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	1.61	1.09	1.20	1.38	0.97	316
Information Control	1.53	1.00	1.27	1.40	1.23	318
Library as Place	1.68	1.06	1.34	1.57	1.30	307
<b>Overall</b>	1.50	0.92	1.13	1.29	0.99	318

### 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
Adequate hours of service	7.07	7.98	7.32	0.26	-0.66	214
Efficient interlibrary loan / document delivery	7.08	7.81	7.52	0.43	-0.30	192
Making me aware of library resources and services	6.75	7.82	6.89	0.14	-0.93	222
Resources added to library collections on request	6.72	7.60	7.15	0.42	-0.45	185
Teaching me how to access, evaluate, and use information	6.56	7.70	7.15	0.59	-0.55	211

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
Adequate hours of service	1.68	1.19	1.63	1.78	1.77	214
Efficient interlibrary loan / document delivery	1.67	1.30	1.59	1.54	1.45	192
Making me aware of library resources and services	1.70	1.26	1.79	1.79	1.86	222
Resources added to library collections on request	2.06	1.52	1.67	1.89	1.69	185
Teaching me how to access, evaluate, and use information	1.88	1.41	1.63	1.67	1.39	211

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: All (Excluding Library Staff)

### 3.4 General Satisfaction Questions Summary

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.96	1.25	247
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.53	1.44	280
How would you rate the overall quality of the service provided by the library?	7.61	1.19	318

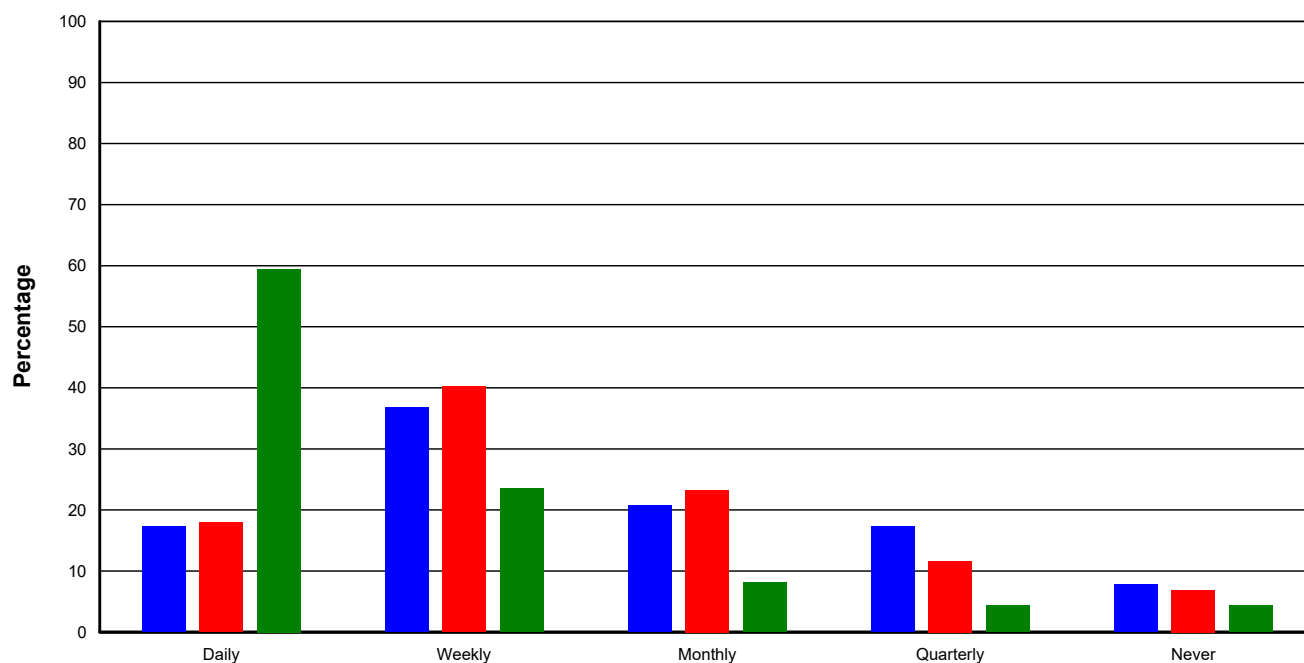
### 3.5 Information Literacy Outcomes Questions Summary

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.	6.89	1.84	232
The library aids my advancement in my academic discipline or work.	7.42	1.53	243
The library enables me to be more efficient in my academic pursuits or work.	7.59	1.53	263
The library helps me distinguish between trustworthy and untrustworthy information.	6.99	1.84	276
The library provides me with the information skills I need in my work or study.	7.02	1.72	249

### 3.6 Library Use Summary

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



#### Frequency

How often do you use resources on library premises?

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

How often do you use YahooTM, GoogleTM, or non-library gateways for information?

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	55 17.30%	117 36.79%	66 20.75%	55 17.30%	25 7.86%	318 100.00%
How often do you access library resources through a library Web page?	57 17.92%	128 40.25%	74 23.27%	37 11.64%	22 6.92%	318 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	189 59.43%	75 23.58%	26 8.18%	14 4.40%	14 4.40%	318 100.00%

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: All (Excluding Library Staff)

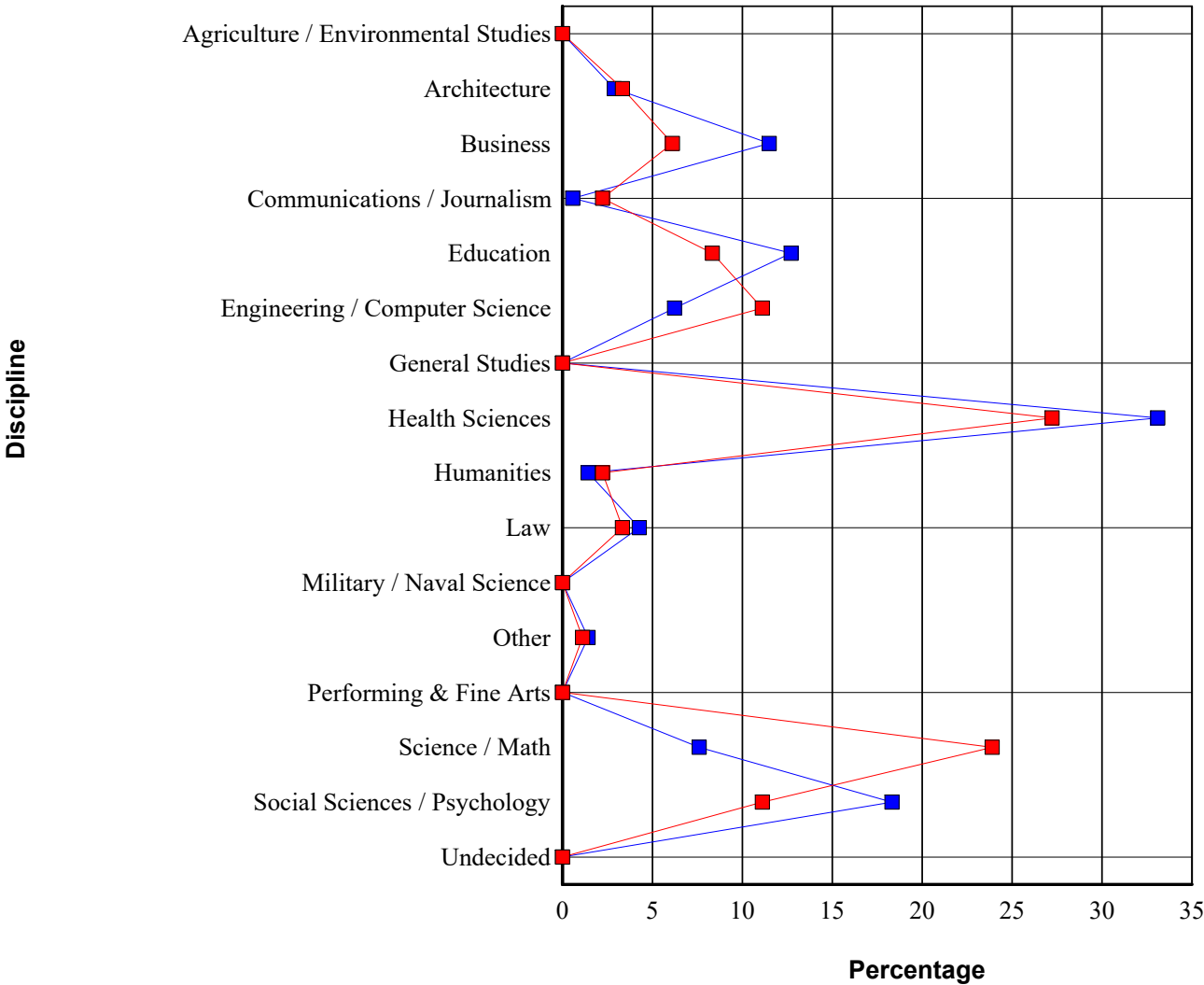
## 4 Undergraduate Summary for Laurentian University

### 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

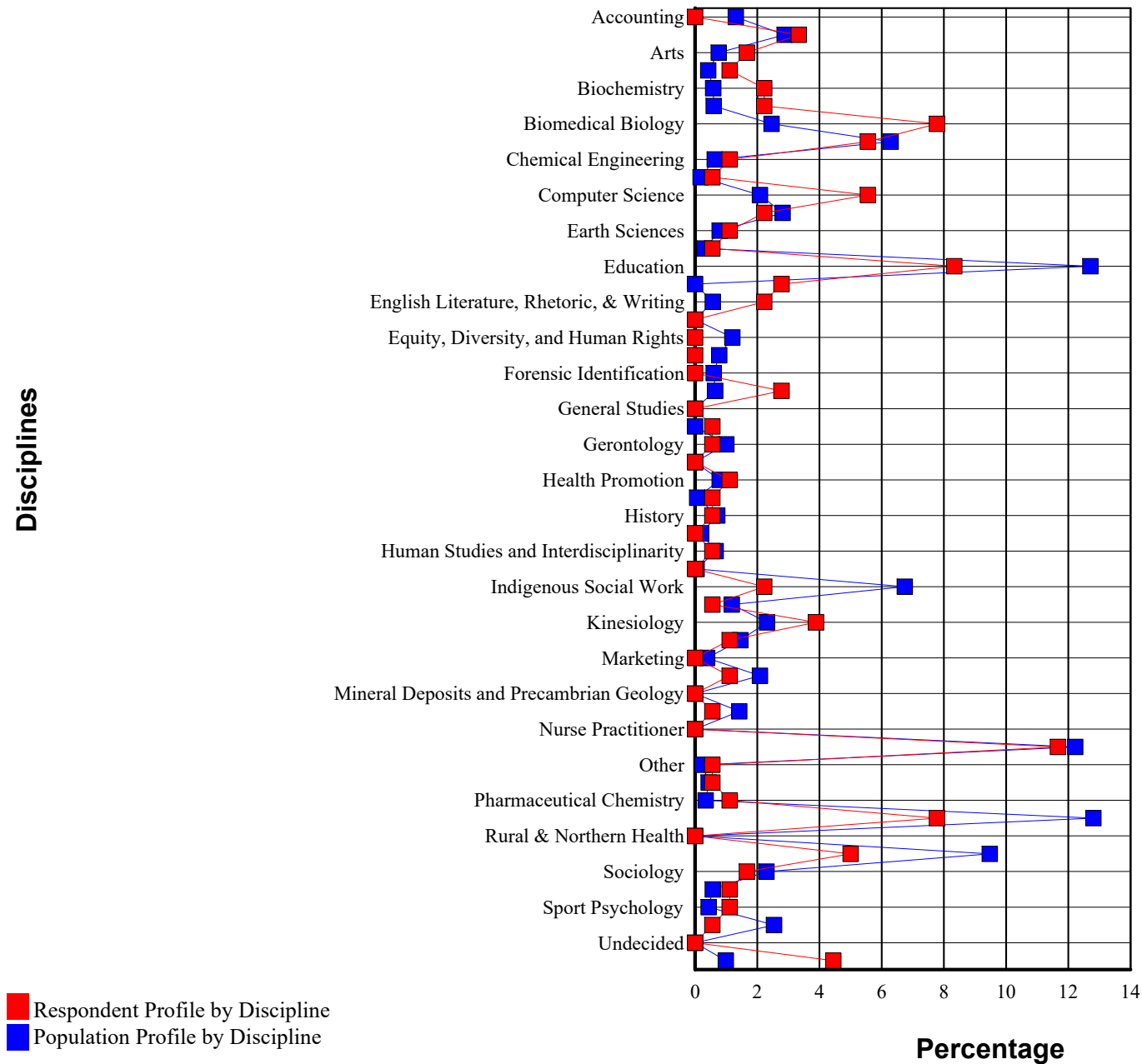
Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	178	2.88	6	3.33	-0.46
Business	711	11.50	11	6.11	5.38
Communications / Journalism	35	0.57	4	2.22	-1.66
Education	786	12.71	15	8.33	4.37
Engineering / Computer Science	385	6.22	20	11.11	-4.89
General Studies	0	0.00	0	0.00	0.00
Health Sciences	2,047	33.10	49	27.22	5.87
Humanities	88	1.42	4	2.22	-0.80
Law	264	4.27	6	3.33	0.94
Military / Naval Science	0	0.00	0	0.00	0.00
Other	88	1.42	2	1.11	0.31
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	470	7.60	43	23.89	-16.29
Social Sciences / Psychology	1,133	18.32	20	11.11	7.21
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>6,185</b>	<b>100.00</b>	<b>180</b>	<b>100.00</b>	<b>0.00</b>



4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	81	1.31	0	0.00	1.31
Architecture	178	2.88	6	3.33	-0.46
Arts	47	0.76	3	1.67	-0.91
Behavioural Neuroscience	26	0.42	2	1.11	-0.69
Biochemistry	36	0.58	4	2.22	-1.64
Biology	37	0.60	4	2.22	-1.62
Biomedical Biology	152	2.46	14	7.78	-5.32
Business Administration	389	6.29	10	5.56	0.73
Chemical Engineering	39	0.63	2	1.11	-0.48
Chemical Science	11	0.18	1	0.56	-0.38
Computer Science	129	2.09	10	5.56	-3.47
Criminology	174	2.81	4	2.22	0.59
Earth Sciences	49	0.79	2	1.11	-0.32
Economics	19	0.31	1	0.56	-0.25
Education	786	12.71	15	8.33	4.37
Engineering Science	0	0.00	5	2.78	-2.78
English Literature, Rhetoric, & Writing	35	0.57	4	2.22	-1.66
Environmental Studies	0	0.00	0	0.00	0.00
Equity, Diversity, and Human Rights	74	1.20	0	0.00	1.20
Finance	48	0.78	0	0.00	0.78
Forensic Identification	37	0.60	0	0.00	0.60
Forensic Science	40	0.65	5	2.78	-2.13
General Studies	0	0.00	0	0.00	0.00
Geology	0	0.00	1	0.56	-0.56
Gerontology	62	1.00	1	0.56	0.45
Health Administration	0	0.00	0	0.00	0.00
Health Promotion	49	0.79	2	1.11	-0.32
Health Sciences	4	0.06	1	0.56	-0.49
History	44	0.71	1	0.56	0.16
Human Resource Management	12	0.19	0	0.00	0.19
Human Studies and Interdisciplinarity	41	0.66	1	0.56	0.11
Indigenous Relations	3	0.05	0	0.00	0.05
Indigenous Social Work	417	6.74	4	2.22	4.52
Interdisciplinary	73	1.18	1	0.56	0.62
Kinesiology	143	2.31	7	3.89	-1.58

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Undergraduate

Law & Justice	90	1.46	2	1.11	0.34
Marketing	24	0.39	0	0.00	0.39
Mechanical Engineering	129	2.09	2	1.11	0.97
Mineral Deposits and Precambrian Geology	0	0.00	0	0.00	0.00
Mining Engineering	88	1.42	1	0.56	0.87
Nurse Practitioner	0	0.00	0	0.00	0.00
Nursing	756	12.22	21	11.67	0.56
Other	15	0.24	1	0.56	-0.31
Outdoor Adventure Leadership	27	0.44	1	0.56	-0.12
Pharmaceutical Chemistry	21	0.34	2	1.11	-0.77
Psychology	792	12.81	14	7.78	5.03
Rural & Northern Health	0	0.00	0	0.00	0.00
Social Work	586	9.47	9	5.00	4.47
Sociology	142	2.30	3	1.67	0.63
Speech Language Pathology	35	0.57	2	1.11	-0.55
Sport Psychology	27	0.44	2	1.11	-0.67
Sports Administration	157	2.54	1	0.56	1.98
Undecided	0	0.00	0	0.00	0.00
Zoology	61	0.99	8	4.44	-3.46
<b>Total:</b>	<b>6,185</b>	<b>100.00</b>	<b>180</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	128	71.11
23 - 30	27	15.00
31 - 45	16	8.89
46 - 65	7	3.89
Over 65	0	0.00
Under 18	2	1.11
<b>Total:</b>	<b>180</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 %
Architecture	8	4.52
Education Resource Centre	7	3.95
J.N. Desmarais	162	91.53
<b>Total:</b>	<b>177</b>	<b>100.00</b>

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

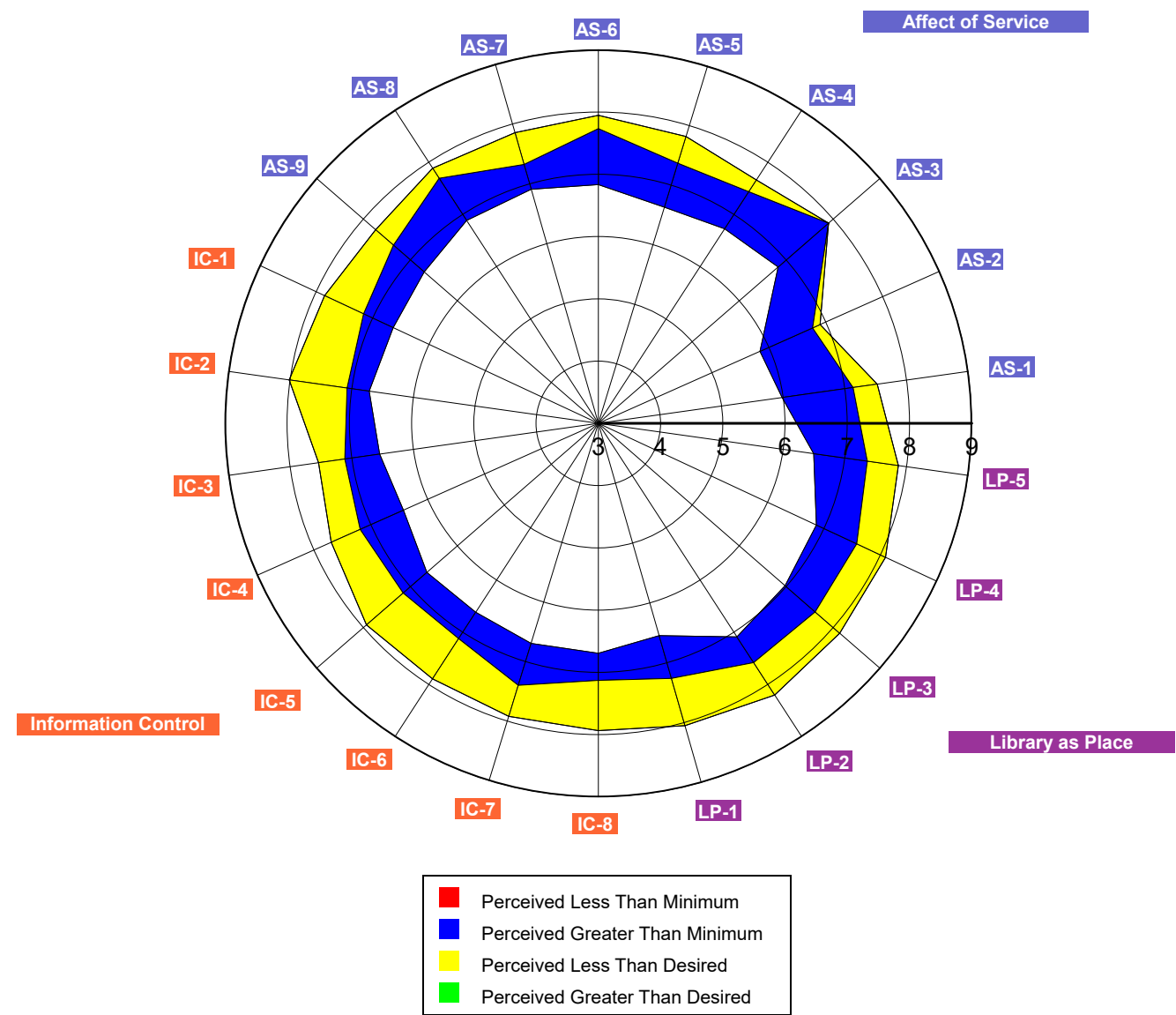
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	3	1.69
Full-time	4,625	73.94	163	91.57
Part-time	1,630	26.06	12	6.74
<b>Total:</b>	<b>6,255</b>	<b>100.00</b>	<b>178</b>	<b>100.00</b>

## 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.)

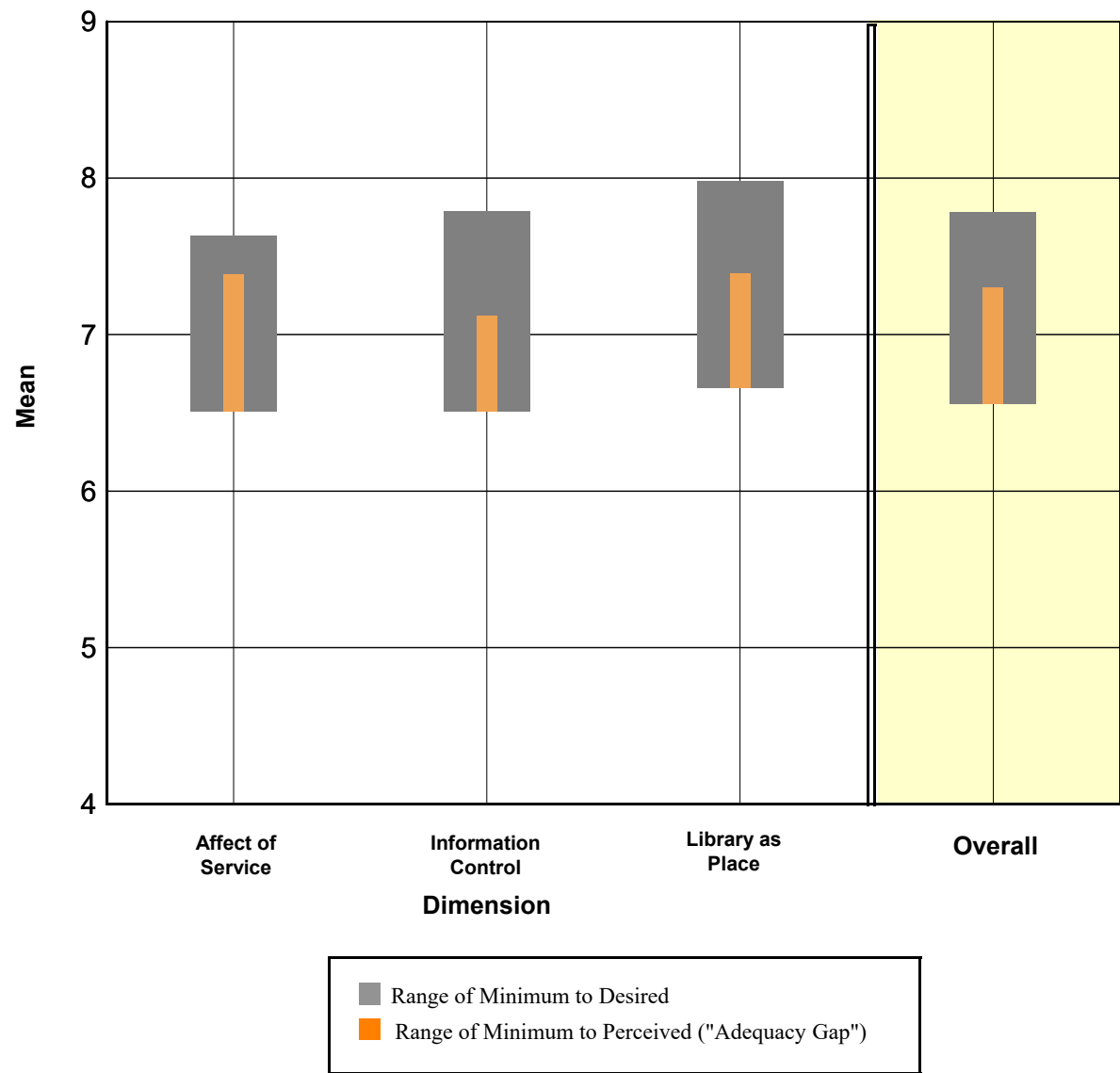


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	5.98	7.53	7.13	1.15	-0.39	112
AS-2	Giving users individual attention	5.84	6.90	6.77	0.93	-0.13	121
AS-3	Employees who are consistently courteous	6.83	7.90	7.90	1.07	0.00	123
AS-4	Readiness to respond to users' questions	6.73	7.66	7.44	0.71	-0.22	121
AS-5	Employees who have the knowledge to answer user questions	6.63	7.82	7.37	0.74	-0.45	127
AS-6	Employees who deal with users in a caring fashion	6.83	7.95	7.73	0.90	-0.21	169
AS-7	Employees who understand the needs of their users	6.91	7.86	7.33	0.41	-0.53	126
AS-8	Willingness to help users	6.89	7.89	7.70	0.81	-0.19	141
AS-9	Dependability in handling users' service problems	6.71	7.74	7.36	0.66	-0.38	116
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.64	7.85	7.16	0.53	-0.69	116
IC-2	A library Web site enabling me to locate information on my own	6.72	8.02	7.08	0.36	-0.94	128
IC-3	The printed library materials I need for my work	6.55	7.54	7.12	0.57	-0.42	104
IC-4	The electronic information resources I need	6.43	7.70	7.19	0.76	-0.51	175
IC-5	Modern equipment that lets me easily access needed information	6.65	7.93	7.15	0.50	-0.78	123
IC-6	Easy-to-use access tools that allow me to find things on my own	6.62	7.89	7.12	0.50	-0.77	131
IC-7	Making information easily accessible for independent use	6.70	7.92	7.40	0.70	-0.52	142
IC-8	Print and/or electronic journal collections I require for my work	6.69	7.94	7.13	0.44	-0.81	124
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.55	8.05	7.26	0.71	-0.79	175
LP-2	Quiet space for individual activities	7.09	8.20	7.58	0.49	-0.62	122
LP-3	A comfortable and inviting location	6.98	8.14	7.62	0.64	-0.52	123
LP-4	A getaway for study, learning, or research	6.87	8.09	7.58	0.71	-0.51	129
LP-5	Community space for group learning and group study	6.50	7.87	7.36	0.87	-0.50	137
<b>Overall:</b>		6.56	7.79	7.30	0.74	-0.48	180

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	2.11	1.39	1.61	1.94	1.30	112
AS-2	Giving users individual attention	2.28	1.75	1.84	1.82	1.35	121
AS-3	Employees who are consistently courteous	1.90	1.26	1.21	1.80	1.24	123
AS-4	Readiness to respond to users' questions	1.73	1.37	1.47	1.80	1.36	121
AS-5	Employees who have the knowledge to answer user questions	1.82	1.06	1.45	1.73	1.36	127
AS-6	Employees who deal with users in a caring fashion	1.91	1.25	1.31	1.59	1.10	169
AS-7	Employees who understand the needs of their users	1.78	1.14	1.42	1.75	1.30	126
AS-8	Willingness to help users	1.89	1.37	1.31	1.69	1.20	141
AS-9	Dependability in handling users' service problems	1.82	1.22	1.42	1.64	1.18	116
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.82	1.40	1.53	1.86	1.63	116
IC-2	A library Web site enabling me to locate information on my own	1.85	1.29	1.65	1.77	1.63	128
IC-3	The printed library materials I need for my work	1.97	1.53	1.61	1.62	1.48	104
IC-4	The electronic information resources I need	1.86	1.35	1.40	1.55	1.39	175
IC-5	Modern equipment that lets me easily access needed information	1.86	1.16	1.55	1.91	1.73	123
IC-6	Easy-to-use access tools that allow me to find things on my own	1.84	1.22	1.54	1.79	1.56	131
IC-7	Making information easily accessible for independent use	1.74	1.14	1.38	1.56	1.47	142
IC-8	Print and/or electronic journal collections I require for my work	1.85	1.34	1.71	1.58	1.59	124
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.92	1.25	1.74	2.04	1.79	175
LP-2	Quiet space for individual activities	1.75	1.05	1.52	1.83	1.62	122
LP-3	A comfortable and inviting location	1.84	1.05	1.43	1.82	1.53	123
LP-4	A getaway for study, learning, or research	1.91	1.10	1.52	1.92	1.58	129
LP-5	Community space for group learning and group study	2.15	1.33	1.74	1.96	1.69	137
<b>Overall:</b>		1.57	0.96	1.15	1.36	1.07	180

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	6.51	7.63	7.39	0.88	-0.25	178
Information Control	6.51	7.79	7.12	0.61	-0.67	180
Library as Place	6.66	7.98	7.39	0.73	-0.58	176
<b>Overall</b>	6.56	7.79	7.30	0.74	-0.48	180

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	1.68	1.16	1.24	1.48	1.06	178
Information Control	1.62	1.07	1.27	1.39	1.27	180
Library as Place	1.76	1.05	1.41	1.69	1.45	176
<b>Overall</b>	1.57	0.96	1.15	1.36	1.07	180

## 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
Adequate hours of service	6.88	8.04	7.23	0.35	-0.81	117
Efficient interlibrary loan / document delivery	6.73	7.60	7.34	0.61	-0.26	97
Making me aware of library resources and services	6.46	7.74	6.78	0.32	-0.96	127
Resources added to library collections on request	6.46	7.49	7.06	0.60	-0.43	93
Teaching me how to access, evaluate, and use information	6.24	7.59	7.01	0.76	-0.58	119

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
Adequate hours of service	1.80	1.14	1.73	2.01	1.94	117
Efficient interlibrary loan / document delivery	1.85	1.38	1.63	1.77	1.54	97
Making me aware of library resources and services	1.86	1.32	1.84	1.89	1.94	127
Resources added to library collections on request	2.21	1.54	1.73	1.69	1.76	93
Teaching me how to access, evaluate, and use information	1.95	1.39	1.65	1.78	1.52	119

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.	7.98	1.35	137
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.43	1.58	160
How would you rate the overall quality of the service provided by the library?	7.53	1.26	180

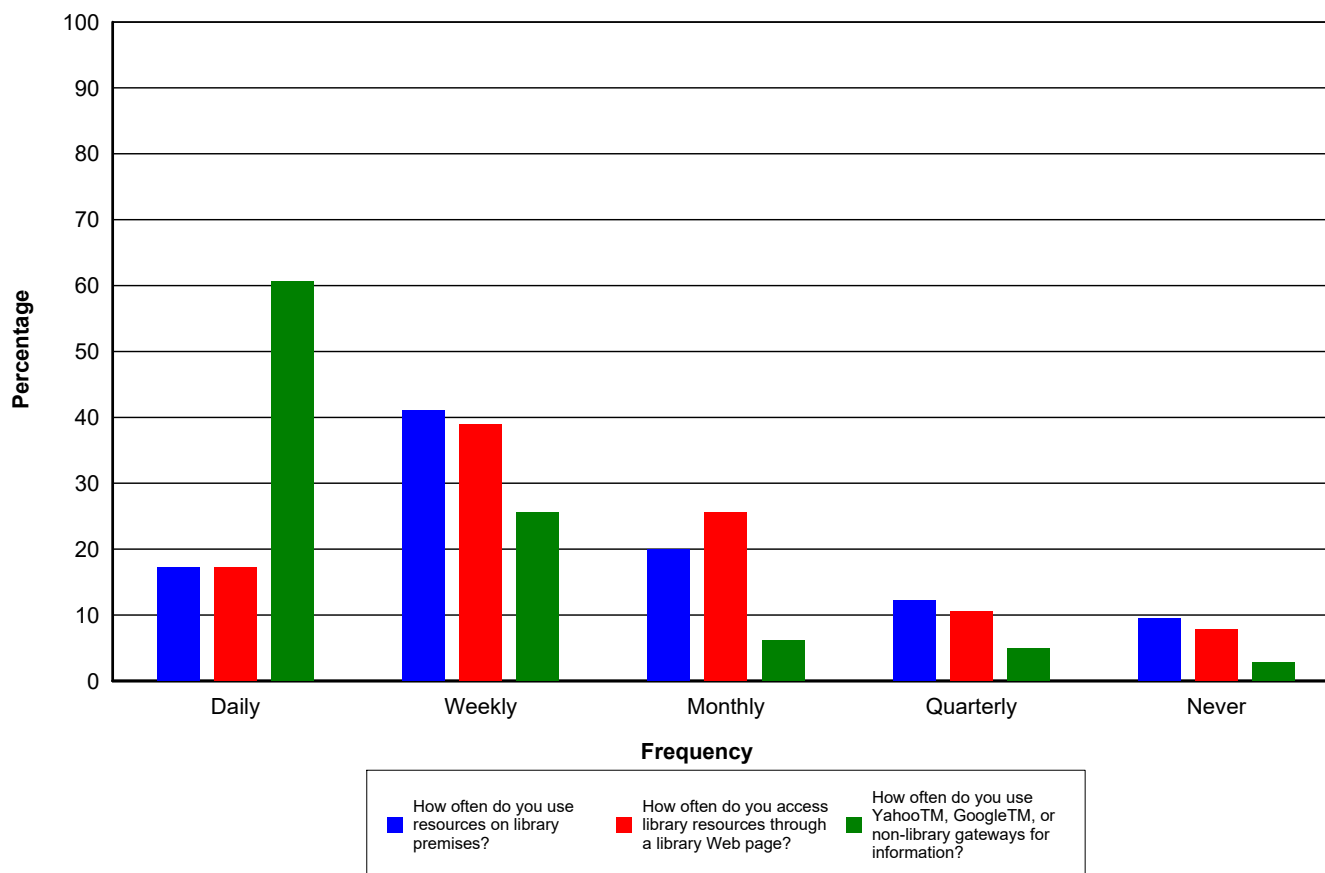
### 4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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.	6.71	1.99	129
The library aids my advancement in my academic discipline or work.	7.41	1.58	135
The library enables me to be more efficient in my academic pursuits or work.	7.65	1.62	147
The library helps me distinguish between trustworthy and untrustworthy information.	6.89	1.94	156
The library provides me with the information skills I need in my work or study.	6.96	1.74	144

## 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?	31 17.22%	74 41.11%	36 20.00%	22 12.22%	17 9.44%	180 100.00%
How often do you access library resources through a library Web page?	31 17.22%	70 38.89%	46 25.56%	19 10.56%	14 7.78%	180 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	109 60.56%	46 25.56%	11 6.11%	9 5.00%	5 2.78%	180 100.00%

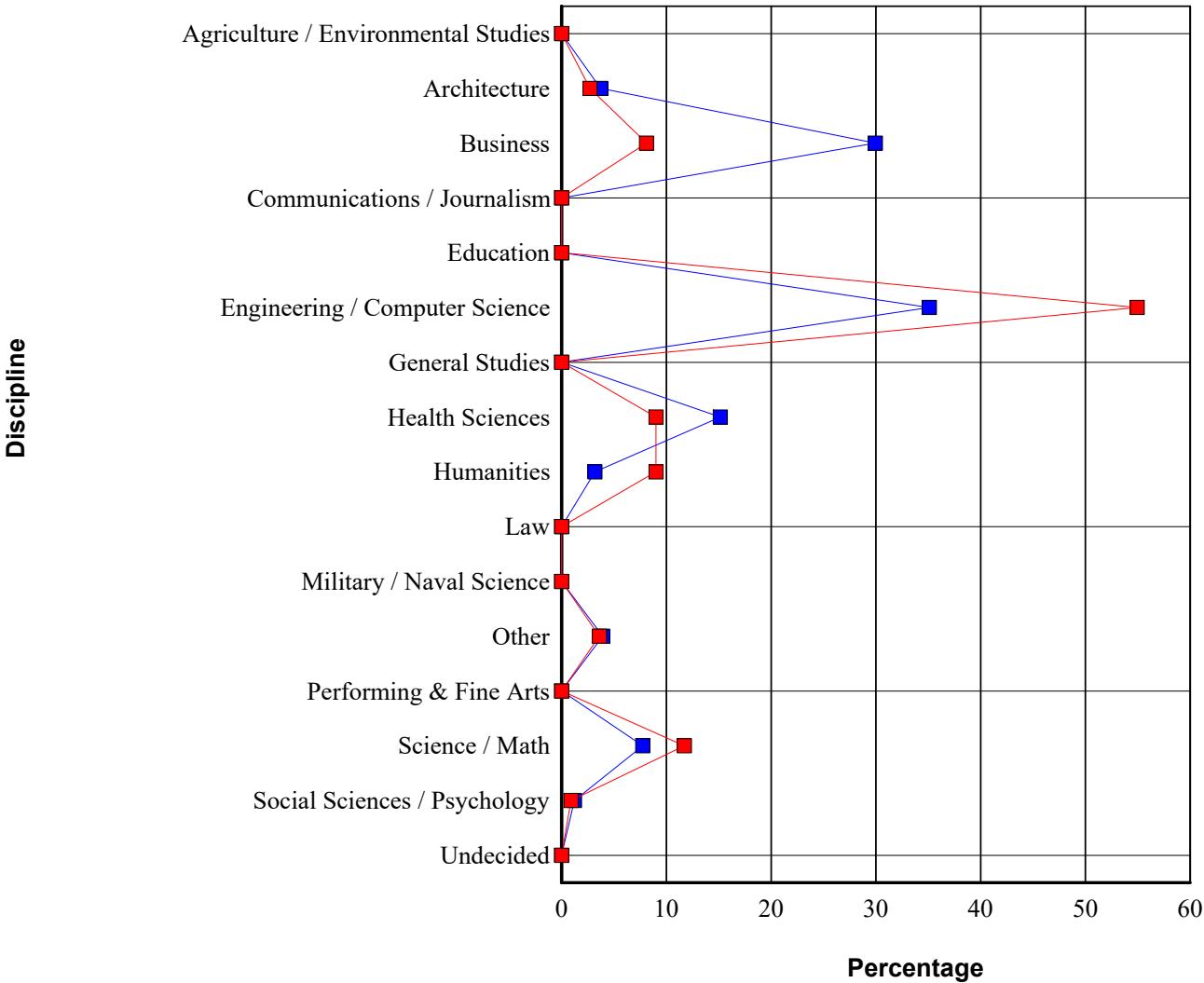
## 5 Graduate Summary for Laurentian University

### 5.1 Demographic Summary for Graduate

#### 5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	76	3.73	3	2.70	1.02
Business	611	29.95	9	8.11	21.84
Communications / Journalism	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering / Computer Science	716	35.10	61	54.95	-19.86
General Studies	0	0.00	0	0.00	0.00
Health Sciences	309	15.15	10	9.01	6.14
Humanities	65	3.19	10	9.01	-5.82
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	80	3.92	4	3.60	0.32
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	158	7.75	13	11.71	-3.97
Social Sciences / Psychology	25	1.23	1	0.90	0.32
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>2,040</b>	<b>100.00</b>	<b>111</b>	<b>100.00</b>	<b>0.00</b>

Language: English (American), French (Canada)

Institution Type: College or University

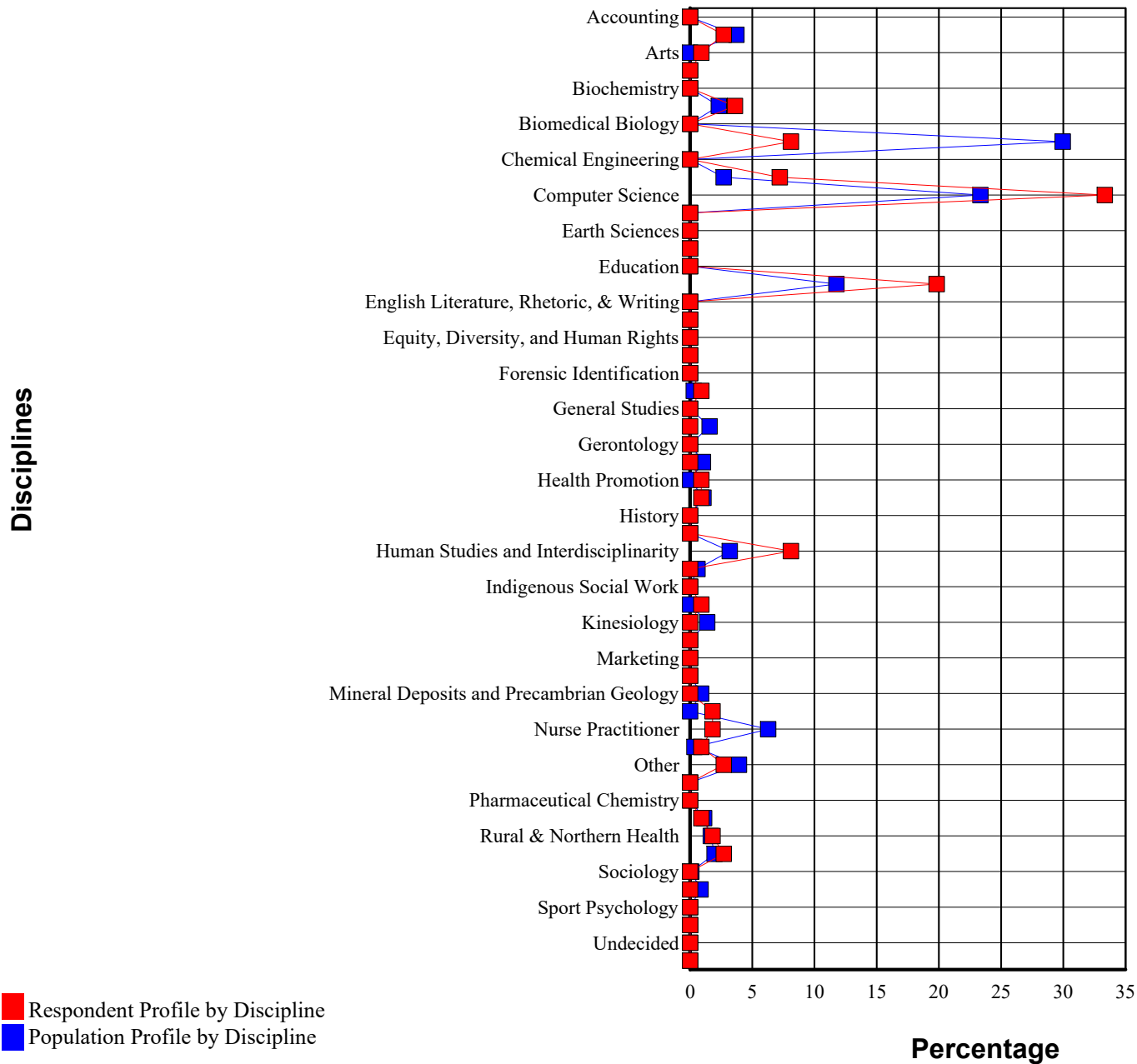
Consortium: LibQUAL Canada

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).



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	0	0.00	0	0.00	0.00
Architecture	76	3.73	3	2.70	1.02
Arts	0	0.00	1	0.90	-0.90
Behavioural Neuroscience	0	0.00	0	0.00	0.00
Biochemistry	0	0.00	0	0.00	0.00
Biology	47	2.30	4	3.60	-1.30
Biomedical Biology	0	0.00	0	0.00	0.00
Business Administration	611	29.95	9	8.11	21.84
Chemical Engineering	0	0.00	0	0.00	0.00
Chemical Science	55	2.70	8	7.21	-4.51
Computer Science	476	23.33	37	33.33	-10.00
Criminology	0	0.00	0	0.00	0.00
Earth Sciences	0	0.00	0	0.00	0.00
Economics	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering Science	240	11.76	22	19.82	-8.06
English Literature, Rhetoric, & Writing	0	0.00	0	0.00	0.00
Environmental Studies	0	0.00	0	0.00	0.00
Equity, Diversity, and Human Rights	0	0.00	0	0.00	0.00
Finance	0	0.00	0	0.00	0.00
Forensic Identification	0	0.00	0	0.00	0.00
Forensic Science	6	0.29	1	0.90	-0.61
General Studies	0	0.00	0	0.00	0.00
Geology	32	1.57	0	0.00	1.57
Gerontology	0	0.00	0	0.00	0.00
Health Administration	21	1.03	0	0.00	1.03
Health Promotion	0	0.00	1	0.90	-0.90
Health Sciences	22	1.08	1	0.90	0.18
History	0	0.00	0	0.00	0.00
Human Resource Management	0	0.00	0	0.00	0.00
Human Studies and Interdisciplinarity	65	3.19	9	8.11	-4.92
Indigenous Relations	12	0.59	0	0.00	0.59
Indigenous Social Work	0	0.00	0	0.00	0.00
Interdisciplinary	0	0.00	1	0.90	-0.90
Kinesiology	28	1.37	0	0.00	1.37

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Graduate



Law & Justice	0	0.00	0	0.00	0.00
Marketing	0	0.00	0	0.00	0.00
Mechanical Engineering	0	0.00	0	0.00	0.00
Mineral Deposits and Precambrian Geology	18	0.88	0	0.00	0.88
Mining Engineering	0	0.00	2	1.80	-1.80
Nurse Practitioner	128	6.27	2	1.80	4.47
Nursing	7	0.34	1	0.90	-0.56
Other	80	3.92	3	2.70	1.22
Outdoor Adventure Leadership	0	0.00	0	0.00	0.00
Pharmaceutical Chemistry	0	0.00	0	0.00	0.00
Psychology	23	1.13	1	0.90	0.23
Rural & Northern Health	34	1.67	2	1.80	-0.14
Social Work	40	1.96	3	2.70	-0.74
Sociology	2	0.10	0	0.00	0.10
Speech Language Pathology	17	0.83	0	0.00	0.83
Sport Psychology	0	0.00	0	0.00	0.00
Sports Administration	0	0.00	0	0.00	0.00
Undecided	0	0.00	0	0.00	0.00
Zoology	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>2,040</b>	<b>100.00</b>	<b>111</b>	<b>100.00</b>	<b>0.00</b>

### 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	7	6.31
23 - 30	62	55.86
31 - 45	39	35.14
46 - 65	3	2.70
Over 65	0	0.00
Under 18	0	0.00
<b>Total:</b>	<b>111</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 %
Architecture	7	6.31
Education Resource Centre	26	23.42
J.N. Desmarais	78	70.27
<b>Total:</b>	<b>111</b>	<b>100.00</b>

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

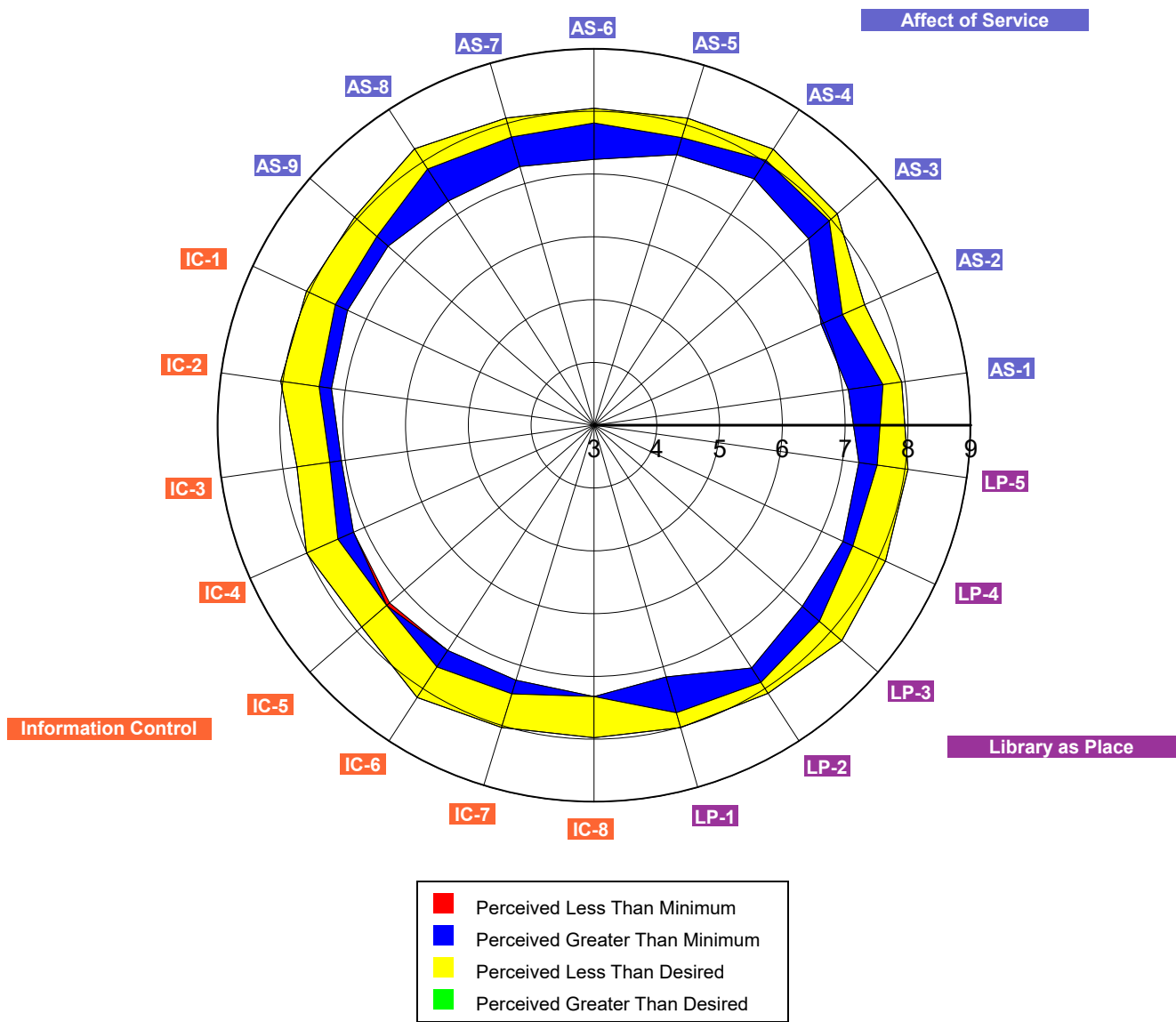
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Does not apply / NA		0.00	2	1.80
Full-time	1,711	86.46	100	90.09
Part-time	268	13.54	9	8.11
<b>Total:</b>	<b>1,979</b>	<b>100.00</b>	<b>111</b>	<b>100.00</b>

## 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.)

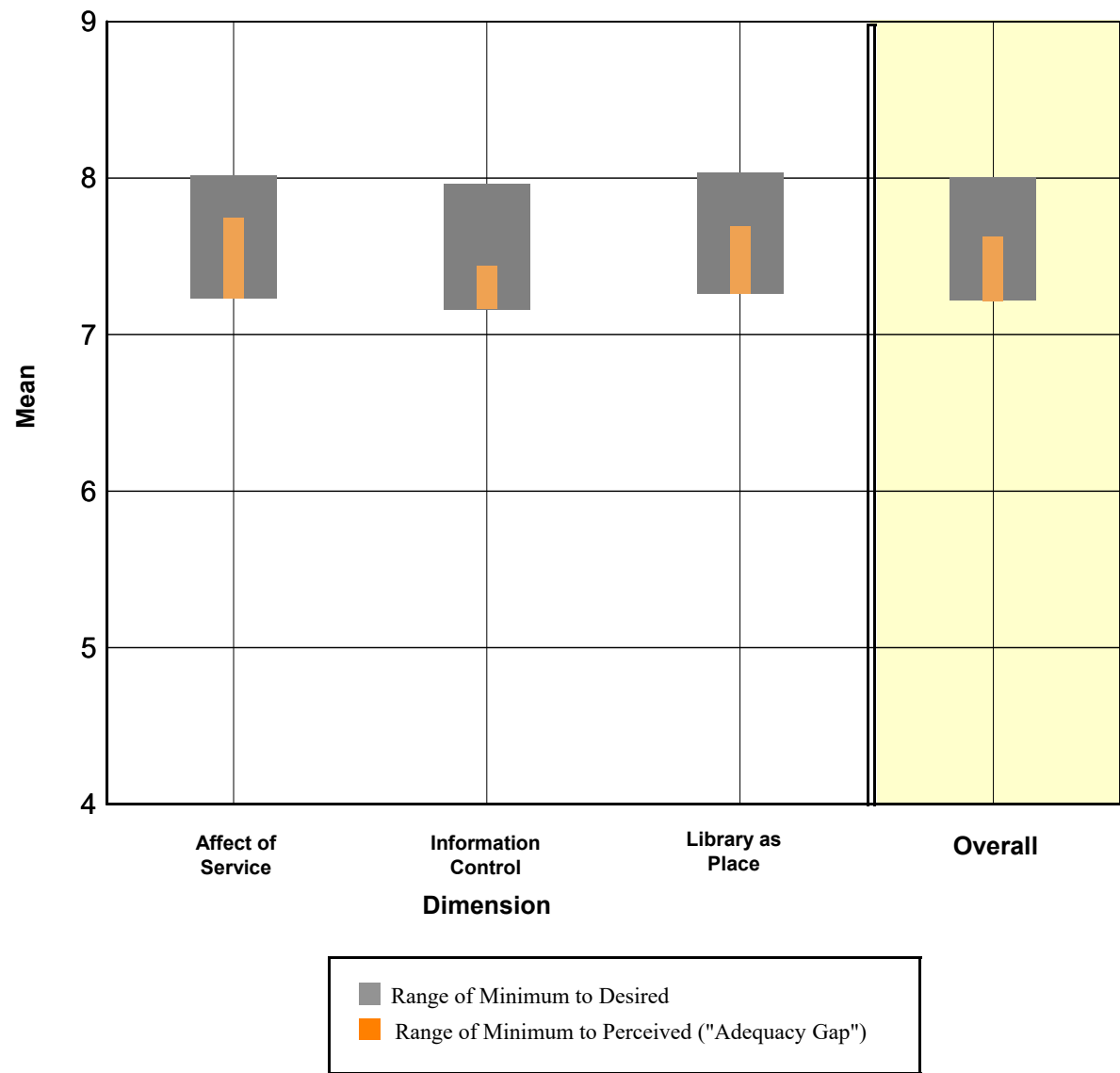


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	7.09	7.95	7.65	0.56	-0.30	77
AS-2	Giving users individual attention	6.96	7.72	7.33	0.37	-0.38	78
AS-3	Employees who are consistently courteous	7.53	8.13	7.96	0.43	-0.17	83
AS-4	Readiness to respond to users' questions	7.68	8.24	8.03	0.35	-0.21	91
AS-5	Employees who have the knowledge to answer user questions	7.51	8.11	7.79	0.28	-0.32	81
AS-6	Employees who deal with users in a caring fashion	7.23	8.05	7.81	0.58	-0.23	107
AS-7	Employees who understand the needs of their users	7.29	8.09	7.78	0.49	-0.31	80
AS-8	Willingness to help users	7.26	8.25	7.87	0.61	-0.38	89
AS-9	Dependability in handling users' service problems	7.35	8.05	7.58	0.23	-0.47	81
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.33	8.05	7.54	0.22	-0.51	79
IC-2	A library Web site enabling me to locate information on my own	7.22	8.04	7.42	0.20	-0.62	81
IC-3	The printed library materials I need for my work	7.06	7.78	7.25	0.19	-0.53	80
IC-4	The electronic information resources I need	7.19	8.01	7.46	0.27	-0.55	110
IC-5	Modern equipment that lets me easily access needed information	7.38	7.90	7.31	-0.06	-0.59	80
IC-6	Easy-to-use access tools that allow me to find things on my own	7.28	8.17	7.59	0.31	-0.58	83
IC-7	Making information easily accessible for independent use	7.25	8.03	7.47	0.23	-0.56	93
IC-8	Print and/or electronic journal collections I require for my work	7.32	7.98	7.32	0.00	-0.66	87
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	7.17	8.01	7.76	0.59	-0.25	106
LP-2	Quiet space for individual activities	7.61	8.09	7.88	0.27	-0.21	77
LP-3	A comfortable and inviting location	7.40	8.23	7.76	0.36	-0.47	83
LP-4	A getaway for study, learning, or research	7.38	8.12	7.55	0.17	-0.57	82
LP-5	Community space for group learning and group study	7.26	8.05	7.56	0.30	-0.49	81
<b>Overall:</b>		7.22	8.00	7.63	0.41	-0.38	111

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	1.58	1.12	1.18	1.50	1.06	77
AS-2	Giving users individual attention	1.72	1.42	1.58	1.20	1.30	78
AS-3	Employees who are consistently courteous	1.43	0.98	1.09	1.18	1.02	83
AS-4	Readiness to respond to users' questions	1.26	0.85	1.04	1.24	0.84	91
AS-5	Employees who have the knowledge to answer user questions	1.24	1.00	1.19	1.30	0.99	81
AS-6	Employees who deal with users in a caring fashion	1.54	0.99	1.09	1.35	1.01	107
AS-7	Employees who understand the needs of their users	1.74	1.03	1.23	1.52	1.10	80
AS-8	Willingness to help users	1.61	0.97	1.25	1.38	0.94	89
AS-9	Dependability in handling users' service problems	1.41	1.00	1.42	1.29	1.31	81
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.46	1.10	1.33	1.37	1.28	79
IC-2	A library Web site enabling me to locate information on my own	1.58	1.18	1.58	1.72	1.45	81
IC-3	The printed library materials I need for my work	1.73	1.48	1.72	1.57	1.35	80
IC-4	The electronic information resources I need	1.60	1.08	1.43	1.75	1.30	110
IC-5	Modern equipment that lets me easily access needed information	1.40	1.19	1.60	1.36	1.64	80
IC-6	Easy-to-use access tools that allow me to find things on my own	1.40	0.92	1.52	1.60	1.58	83
IC-7	Making information easily accessible for independent use	1.58	0.96	1.26	1.55	1.26	93
IC-8	Print and/or electronic journal collections I require for my work	1.33	1.13	1.37	1.34	1.29	87
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.62	1.19	1.42	1.57	1.30	106
LP-2	Quiet space for individual activities	1.24	1.03	1.11	1.27	1.13	77
LP-3	A comfortable and inviting location	1.47	0.91	1.28	1.31	1.06	83
LP-4	A getaway for study, learning, or research	1.44	0.97	1.24	1.17	1.07	82
LP-5	Community space for group learning and group study	1.60	1.17	1.31	1.49	1.25	81
<b>Overall:</b>		1.36	0.80	1.00	1.22	0.82	111

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	7.23	8.02	7.74	0.51	-0.27	111
Information Control	7.16	7.96	7.44	0.28	-0.53	111
Library as Place	7.26	8.03	7.69	0.43	-0.34	109
<b>Overall</b>	7.22	8.00	7.63	0.41	-0.38	111

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	1.40	0.85	1.00	1.21	0.79	111
Information Control	1.37	0.87	1.18	1.40	1.07	111
Library as Place	1.45	0.93	1.12	1.32	0.93	109
<b>Overall</b>	1.36	0.80	1.00	1.22	0.82	111

## 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
Adequate hours of service	7.38	7.94	7.50	0.13	-0.44	80
Efficient interlibrary loan / document delivery	7.54	8.09	7.82	0.28	-0.27	78
Making me aware of library resources and services	7.19	8.01	7.36	0.17	-0.65	77
Resources added to library collections on request	7.17	7.79	7.42	0.25	-0.38	77
Teaching me how to access, evaluate, and use information	7.17	8.05	7.55	0.38	-0.50	78

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
Adequate hours of service	1.48	1.19	1.49	1.45	1.50	80
Efficient interlibrary loan / document delivery	1.32	1.11	1.34	1.22	1.29	78
Making me aware of library resources and services	1.41	1.08	1.36	1.40	1.40	77
Resources added to library collections on request	1.68	1.31	1.35	1.67	1.27	77
Teaching me how to access, evaluate, and use information	1.54	1.10	1.38	1.60	1.20	78

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Graduate



## 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.	7.94	1.12	89
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.66	1.18	98
How would you rate the overall quality of the service provided by the library?	7.77	1.10	111

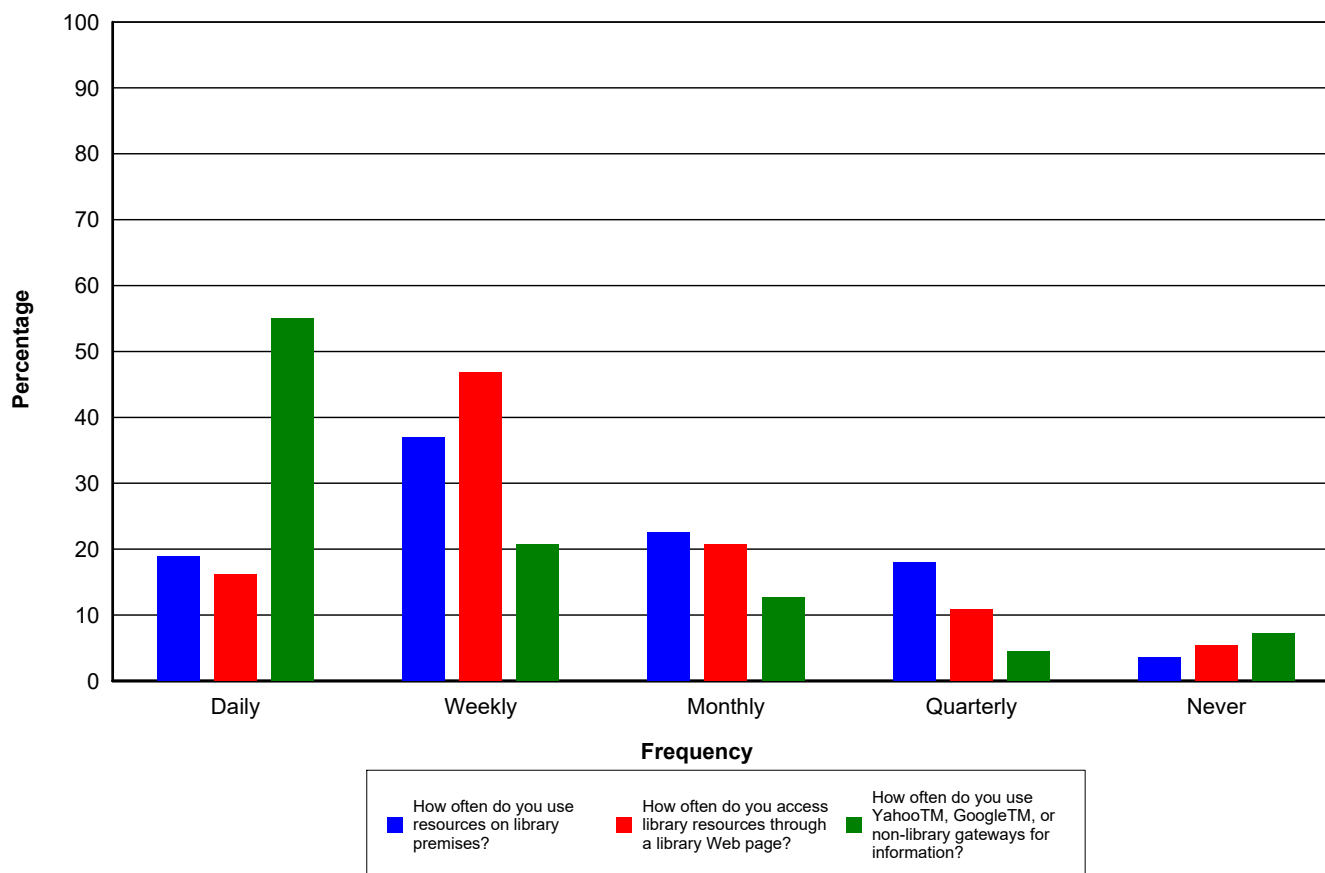
## 5.6 Information Literacy Outcomes Questions Summary for Graduate

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.	7.27	1.51	83
The library aids my advancement in my academic discipline or work.	7.60	1.36	88
The library enables me to be more efficient in my academic pursuits or work.	7.70	1.33	97
The library helps me distinguish between trustworthy and untrustworthy information.	7.33	1.50	98
The library provides me with the information skills I need in my work or study.	7.32	1.52	84

## 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?	21 18.92%	41 36.94%	25 22.52%	20 18.02%	4 3.60%	111 100.00%
How often do you access library resources through a library Web page?	18 16.22%	52 46.85%	23 20.72%	12 10.81%	6 5.41%	111 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	61 54.95%	23 20.72%	14 12.61%	5 4.50%	8 7.21%	111 100.00%

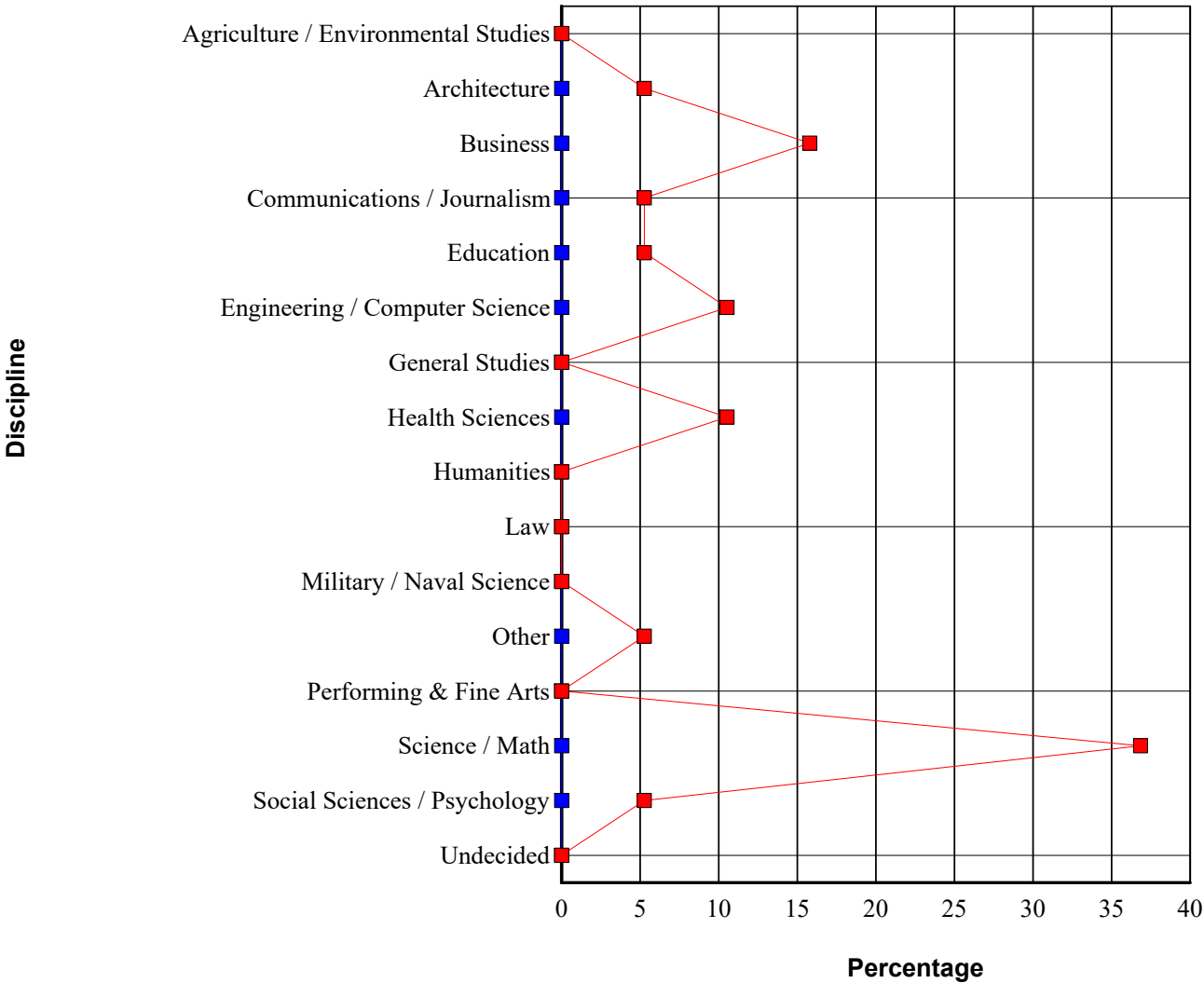
## 6 Faculty Summary for Laurentian University

### 6.1 Demographic Summary for Faculty

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

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

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



■ Respondent Profile by Discipline  
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	1	5.26	-5.26
Business	0	0.00	3	15.79	-15.79
Communications / Journalism	0	0.00	1	5.26	-5.26
Education	0	0.00	1	5.26	-5.26
Engineering / Computer Science	0	0.00	2	10.53	-10.53
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	2	10.53	-10.53
Humanities	0	0.00	0	0.00	0.00
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	1	5.26	-5.26
Performing & Fine Arts	0	0.00	0	0.00	0.00
Science / Math	0	0.00	7	36.84	-36.84
Social Sciences / Psychology	0	0.00	1	5.26	-5.26
Undecided	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>0</b>	<b>100.00</b>	<b>19</b>	<b>100.00</b>	<b>0.00</b>

Language: English (American), French (Canada)

Institution Type: College or University

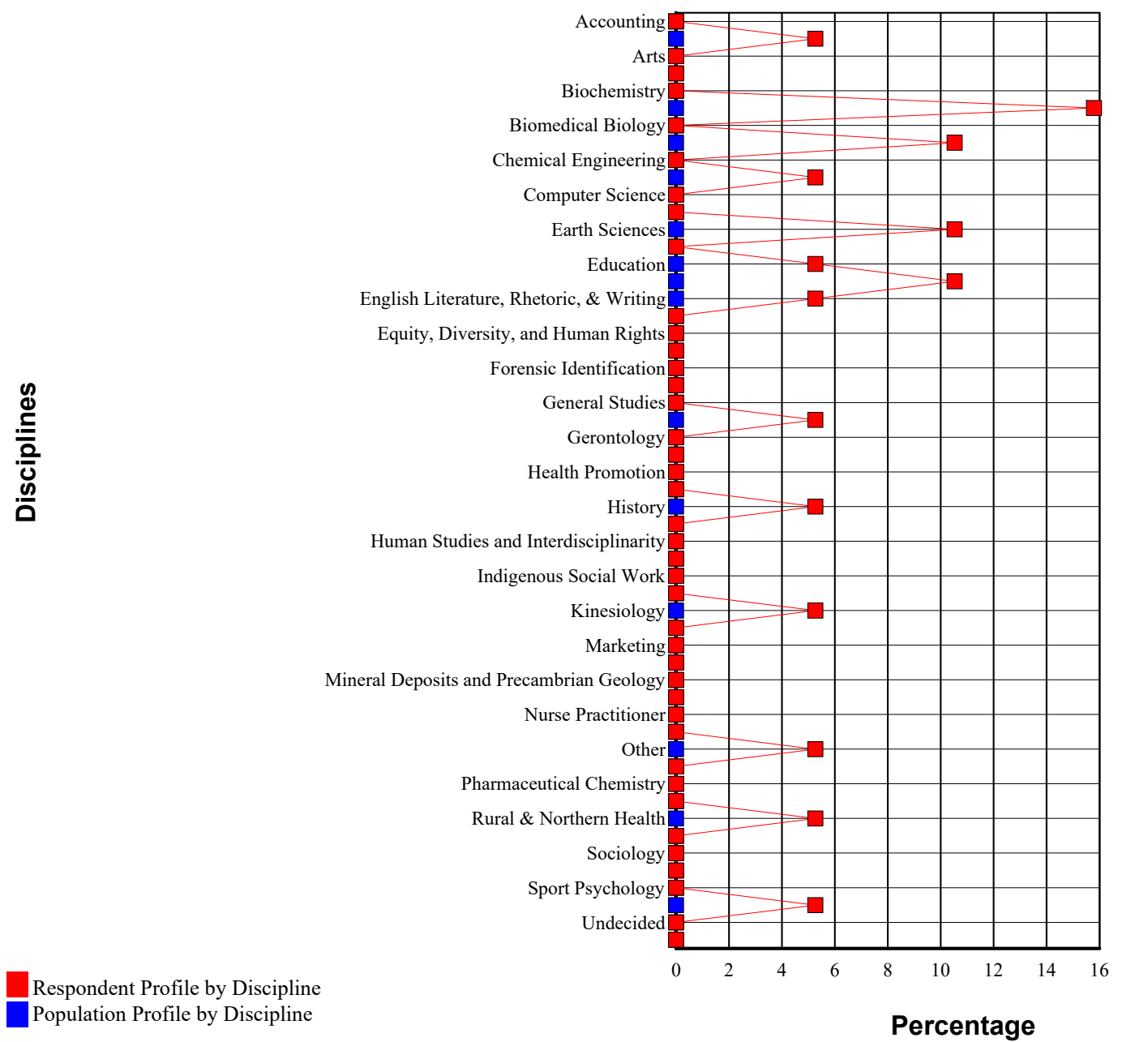
Consortium: LibQUAL Canada

User Group: Faculty

6.1.2 Population and Respondent Profiles for Faculty by Customized Discipline

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting	0	0.00	0	0.00	0.00
Architecture	0	0.00	1	5.26	-5.26
Arts	0	0.00	0	0.00	0.00
Behavioural Neuroscience	0	0.00	0	0.00	0.00
Biochemistry	0	0.00	0	0.00	0.00
Biology	0	0.00	3	15.79	-15.79
Biomedical Biology	0	0.00	0	0.00	0.00
Business Administration	0	0.00	2	10.53	-10.53
Chemical Engineering	0	0.00	0	0.00	0.00
Chemical Science	0	0.00	1	5.26	-5.26
Computer Science	0	0.00	0	0.00	0.00
Criminology	0	0.00	0	0.00	0.00
Earth Sciences	0	0.00	2	10.53	-10.53
Economics	0	0.00	0	0.00	0.00
Education	0	0.00	1	5.26	-5.26
Engineering Science	0	0.00	2	10.53	-10.53
English Literature, Rhetoric, & Writing	0	0.00	1	5.26	-5.26
Environmental Studies	0	0.00	0	0.00	0.00
Equity, Diversity, and Human Rights	0	0.00	0	0.00	0.00
Finance	0	0.00	0	0.00	0.00
Forensic Identification	0	0.00	0	0.00	0.00
Forensic Science	0	0.00	0	0.00	0.00
General Studies	0	0.00	0	0.00	0.00
Geology	0	0.00	1	5.26	-5.26
Gerontology	0	0.00	0	0.00	0.00
Health Administration	0	0.00	0	0.00	0.00
Health Promotion	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
History	0	0.00	1	5.26	-5.26
Human Resource Management	0	0.00	0	0.00	0.00
Human Studies and Interdisciplinarity	0	0.00	0	0.00	0.00
Indigenous Relations	0	0.00	0	0.00	0.00
Indigenous Social Work	0	0.00	0	0.00	0.00
Interdisciplinary	0	0.00	0	0.00	0.00
Kinesiology	0	0.00	1	5.26	-5.26

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Faculty

Law & Justice	0	0.00	0	0.00	0.00
Marketing	0	0.00	0	0.00	0.00
Mechanical Engineering	0	0.00	0	0.00	0.00
Mineral Deposits and Precambrian Geology	0	0.00	0	0.00	0.00
Mining Engineering	0	0.00	0	0.00	0.00
Nurse Practitioner	0	0.00	0	0.00	0.00
Nursing	0	0.00	0	0.00	0.00
Other	0	0.00	1	5.26	-5.26
Outdoor Adventure Leadership	0	0.00	0	0.00	0.00
Pharmaceutical Chemistry	0	0.00	0	0.00	0.00
Psychology	0	0.00	0	0.00	0.00
Rural & Northern Health	0	0.00	1	5.26	-5.26
Social Work	0	0.00	0	0.00	0.00
Sociology	0	0.00	0	0.00	0.00
Speech Language Pathology	0	0.00	0	0.00	0.00
Sport Psychology	0	0.00	0	0.00	0.00
Sports Administration	0	0.00	1	5.26	-5.26
Undecided	0	0.00	0	0.00	0.00
Zoology	0	0.00	0	0.00	0.00
<b>Total:</b>	<b>0</b>	<b>100.00</b>	<b>19</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	0	0.00
23 - 30	0	0.00
31 - 45	3	15.79
46 - 65	15	78.95
Over 65	1	5.26
Under 18	0	0.00
<b>Total:</b>	<b>19</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 %
Architecture	1	5.26
Education Resource Centre	1	5.26
J.N. Desmarais	17	89.47
<b>Total:</b>	<b>19</b>	<b>100.00</b>

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

Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	15	93.75
Full-time	1	6.25
Part-time	0	0.00
<b>Total:</b>	<b>16</b>	<b>100.00</b>

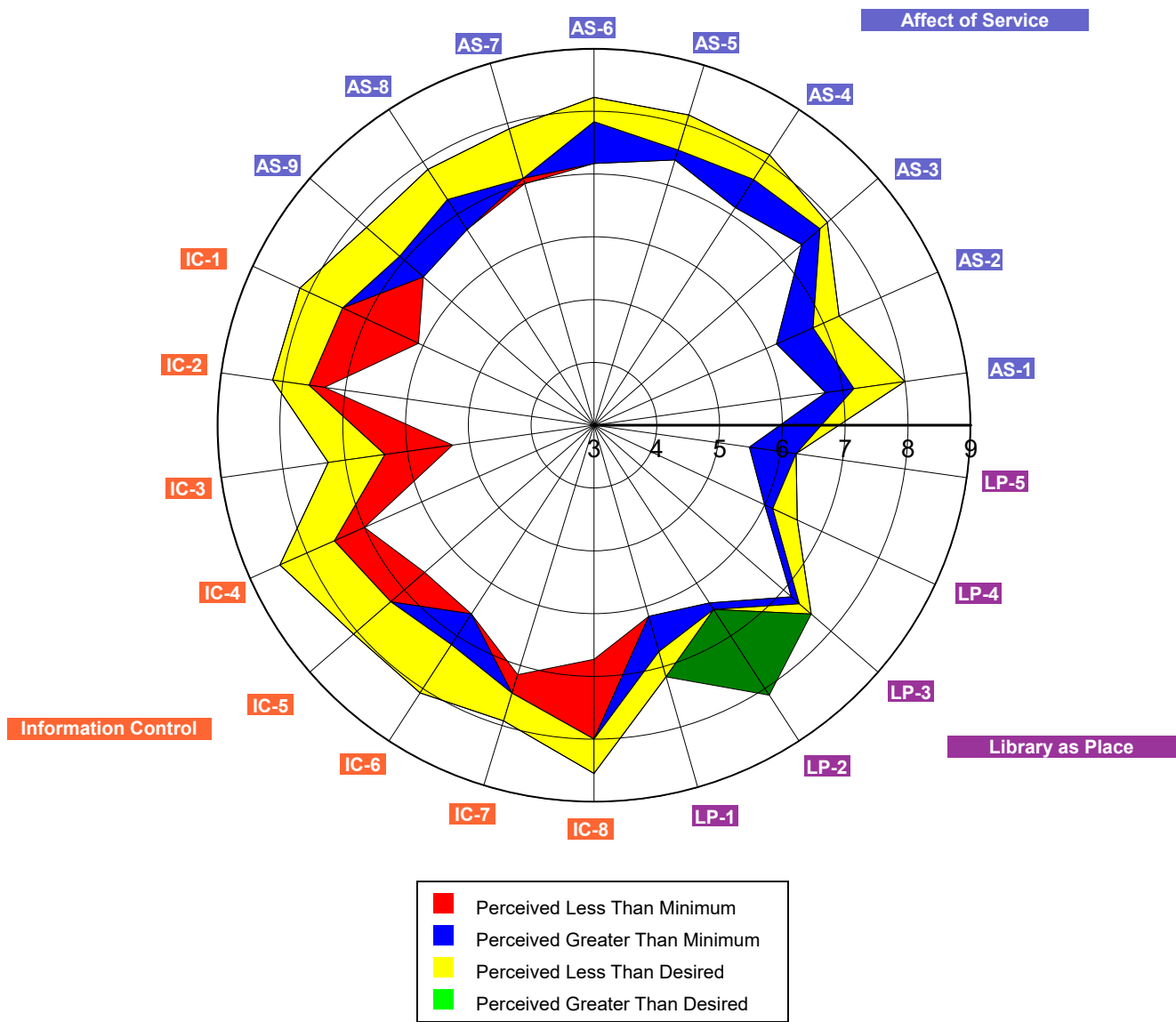


## 6.2 Core Questions Summary for Faculty

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.)

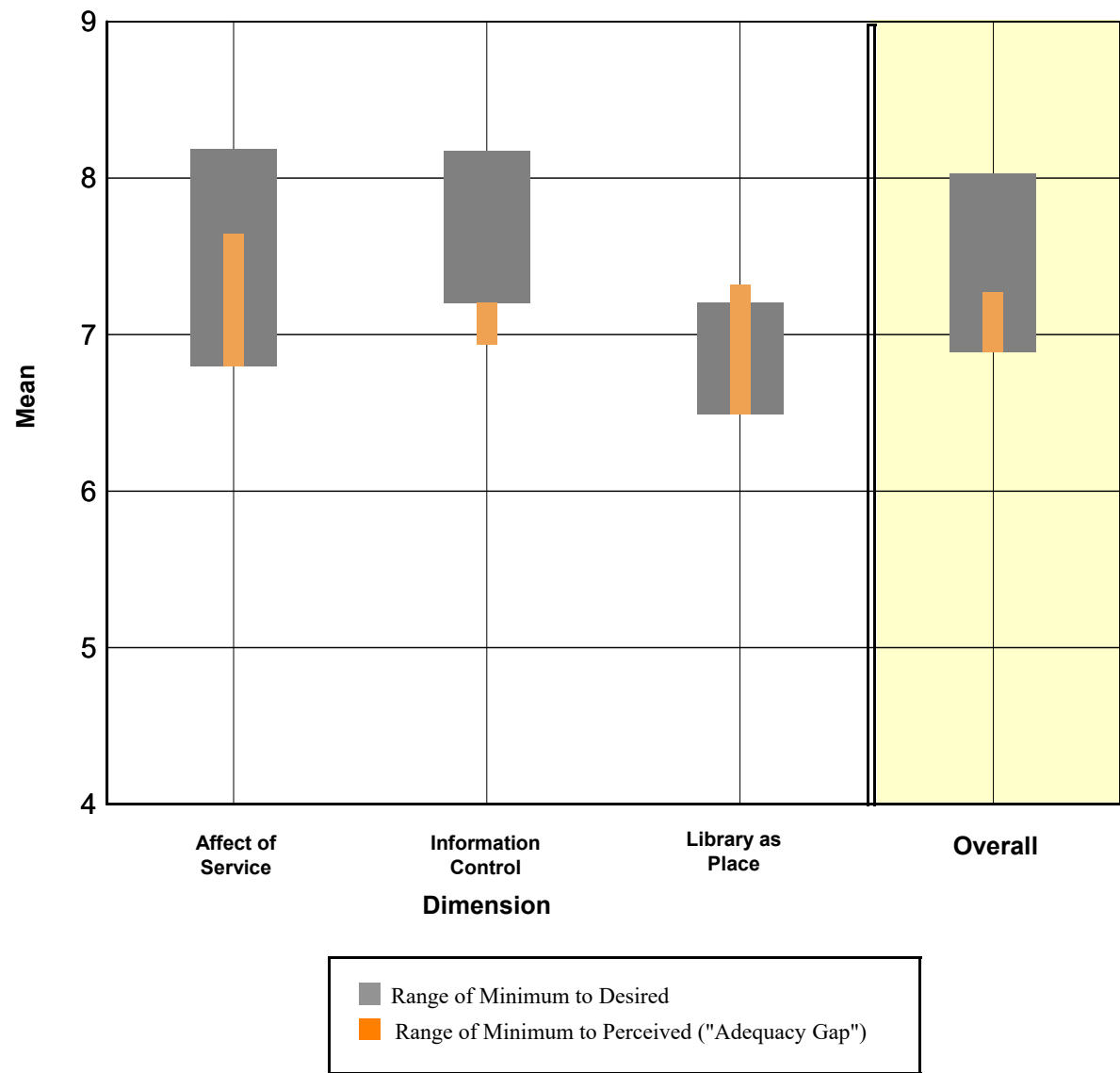


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	6.73	8.00	7.18	0.45	-0.82	11
AS-2	Giving users individual attention	6.18	7.27	6.82	0.64	-0.45	11
AS-3	Employees who are consistently courteous	7.38	7.92	7.77	0.38	-0.15	13
AS-4	Readiness to respond to users' questions	7.13	8.13	7.67	0.53	-0.47	15
AS-5	Employees who have the knowledge to answer user questions	7.42	8.17	7.58	0.17	-0.58	12
AS-6	Employees who deal with users in a caring fashion	7.17	8.22	7.83	0.67	-0.39	18
AS-7	Employees who understand the needs of their users	7.09	7.91	7.00	-0.09	-0.91	11
AS-8	Willingness to help users	6.71	7.86	7.29	0.57	-0.57	14
AS-9	Dependability in handling users' service problems	6.60	7.80	7.10	0.50	-0.70	10
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	7.42	8.17	6.08	-1.33	-2.08	12
IC-2	A library Web site enabling me to locate information on my own	7.58	8.17	7.33	-0.25	-0.83	12
IC-3	The printed library materials I need for my work	6.36	7.27	5.27	-1.09	-2.00	11
IC-4	The electronic information resources I need	7.53	8.47	7.00	-0.53	-1.47	19
IC-5	Modern equipment that lets me easily access needed information	7.29	8.07	6.57	-0.71	-1.50	14
IC-6	Easy-to-use access tools that allow me to find things on my own	6.58	8.08	7.17	0.58	-0.92	12
IC-7	Making information easily accessible for independent use	7.46	7.92	7.15	-0.31	-0.77	13
IC-8	Print and/or electronic journal collections I require for my work	8.00	8.55	6.73	-1.27	-1.82	11
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.17	7.17	6.75	0.58	-0.42	12
LP-2	Quiet space for individual activities	6.38	6.50	8.13	1.75	1.63	8
LP-3	A comfortable and inviting location	7.17	7.58	7.33	0.17	-0.25	12
LP-4	A getaway for study, learning, or research	6.00	6.57	6.14	0.14	-0.43	7
LP-5	Community space for group learning and group study	5.50	6.25	6.25	0.75	0.00	8
<b>Overall:</b>		6.89	8.03	7.27	0.38	-0.76	19

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	1.68	1.34	2.40	2.02	1.66	11
AS-2	Giving users individual attention	2.18	1.74	2.44	2.34	1.69	11
AS-3	Employees who are consistently courteous	1.76	1.50	1.54	1.33	1.14	13
AS-4	Readiness to respond to users' questions	1.64	1.19	1.45	1.55	1.13	15
AS-5	Employees who have the knowledge to answer user questions	1.44	1.34	1.93	1.27	1.73	12
AS-6	Employees who deal with users in a caring fashion	1.58	1.40	1.38	1.33	1.42	18
AS-7	Employees who understand the needs of their users	1.64	1.58	2.53	1.70	2.07	11
AS-8	Willingness to help users	2.23	1.46	1.64	1.83	1.65	14
AS-9	Dependability in handling users' service problems	2.46	1.62	2.56	2.84	1.83	10
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.31	1.19	2.50	2.31	2.43	12
IC-2	A library Web site enabling me to locate information on my own	1.24	1.19	1.44	1.60	2.12	12
IC-3	The printed library materials I need for my work	1.86	2.00	2.65	2.07	2.57	11
IC-4	The electronic information resources I need	1.35	1.07	1.97	2.09	2.01	19
IC-5	Modern equipment that lets me easily access needed information	1.38	1.27	1.79	1.44	1.83	14
IC-6	Easy-to-use access tools that allow me to find things on my own	2.23	1.31	1.53	2.35	2.19	12
IC-7	Making information easily accessible for independent use	1.61	1.75	1.52	1.18	1.54	13
IC-8	Print and/or electronic journal collections I require for my work	1.00	0.82	2.24	2.10	2.23	11
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.44	1.64	2.26	2.11	1.31	12
LP-2	Quiet space for individual activities	2.88	2.98	0.99	2.66	2.83	8
LP-3	A comfortable and inviting location	1.64	2.11	2.39	1.59	2.14	12
LP-4	A getaway for study, learning, or research	1.73	2.30	2.61	2.48	2.94	7
LP-5	Community space for group learning and group study	2.83	2.43	2.43	2.96	2.33	8
<b>Overall:</b>		1.40	1.12	1.45	1.17	1.14	19

6.3 Core Question Dimensions Summary for Faculty

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.80	8.18	7.64	0.85	-0.54	19
Information Control	7.20	8.18	6.94	-0.27	-1.24	19
Library as Place	6.49	7.21	7.32	0.83	0.11	14
<b>Overall</b>	6.89	8.03	7.27	0.38	-0.76	19

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.60	1.17	1.62	1.56	1.23	19
Information Control	1.24	1.03	1.65	1.37	1.53	19
Library as Place	2.27	1.88	1.78	1.72	1.41	14
<b>Overall</b>	1.40	1.12	1.45	1.17	1.14	19

## 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
Adequate hours of service	6.92	7.75	6.92	0	-0.83	12
Efficient interlibrary loan / document delivery	7.55	8.27	7.73	0.18	-0.55	11
Making me aware of library resources and services	7.08	7.75	5.67	-1.42	-2.08	12
Resources added to library collections on request	6.40	7.60	6.20	-0.20	-1.40	10
Teaching me how to access, evaluate, and use information	5.89	6.56	6.00	0.11	-0.56	9

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Adequate hours of service	1.56	1.66	1.51	1.65	2.04	12
Efficient interlibrary loan / document delivery	1.29	1.27	1.79	1.40	1.81	11
Making me aware of library resources and services	1.31	1.66	2.46	2.27	2.78	12
Resources added to library collections on request	2.80	2.27	2.74	4.24	3.31	10
Teaching me how to access, evaluate, and use information	2.52	2.79	2.45	0.60	1.51	9

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.	7.79	1.25	14
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.50	1.55	16
How would you rate the overall quality of the service provided by the library?	7.47	1.12	19

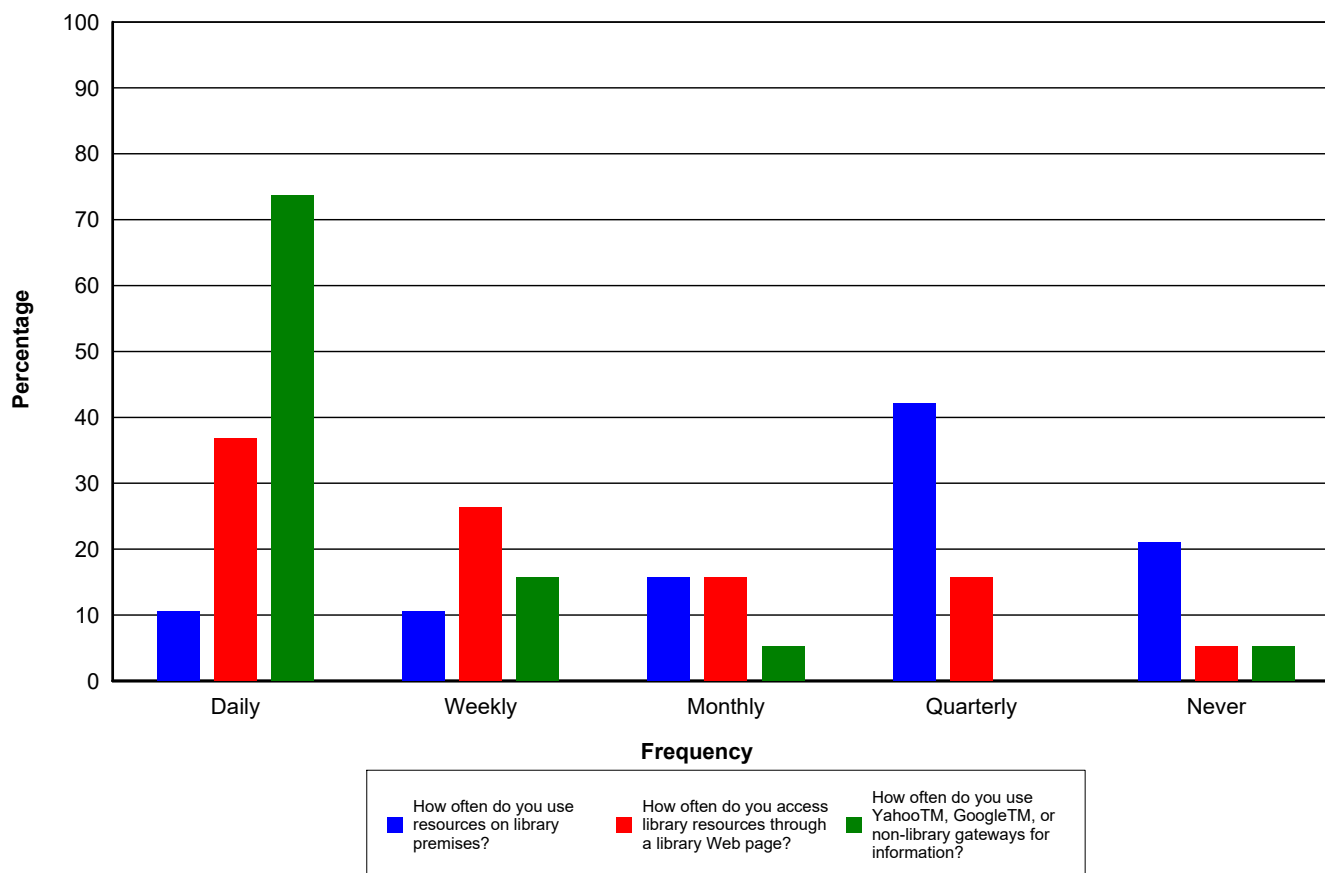
## 6.6 Information Literacy Outcomes Questions Summary for Faculty

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.	6.64	2.17	14
The library aids my advancement in my academic discipline or work.	6.77	1.96	13
The library enables me to be more efficient in my academic pursuits or work.	6.50	1.83	12
The library helps me distinguish between trustworthy and untrustworthy information.	6.06	2.38	16
The library provides me with the information skills I need in my work or study.	6.06	2.21	16

## 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 10.53%	2 10.53%	3 15.79%	8 42.11%	4 21.05%	19 100.00%
How often do you access library resources through a library Web page?	7 36.84%	5 26.32%	3 15.79%	3 15.79%	1 5.26%	19 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	14 73.68%	3 15.79%	1 5.26%	0 0 %	1 5.26%	19 100.00%



## 7 Staff Summary for Laurentian University

### 7.1 Demographic Summary for Staff

#### 7.1.1 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
18 - 22	0	0.00
23 - 30	3	37.50
31 - 45	5	62.50
46 - 65	0	0.00
Over 65	0	0.00
Under 18	0	0.00
<b>Total:</b>	<b>8</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 %
Architecture	1	12.50
Education Resource Centre	0	0.00
J.N. Desmarais	7	87.50
<b>Total:</b>	<b>8</b>	<b>100.00</b>

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

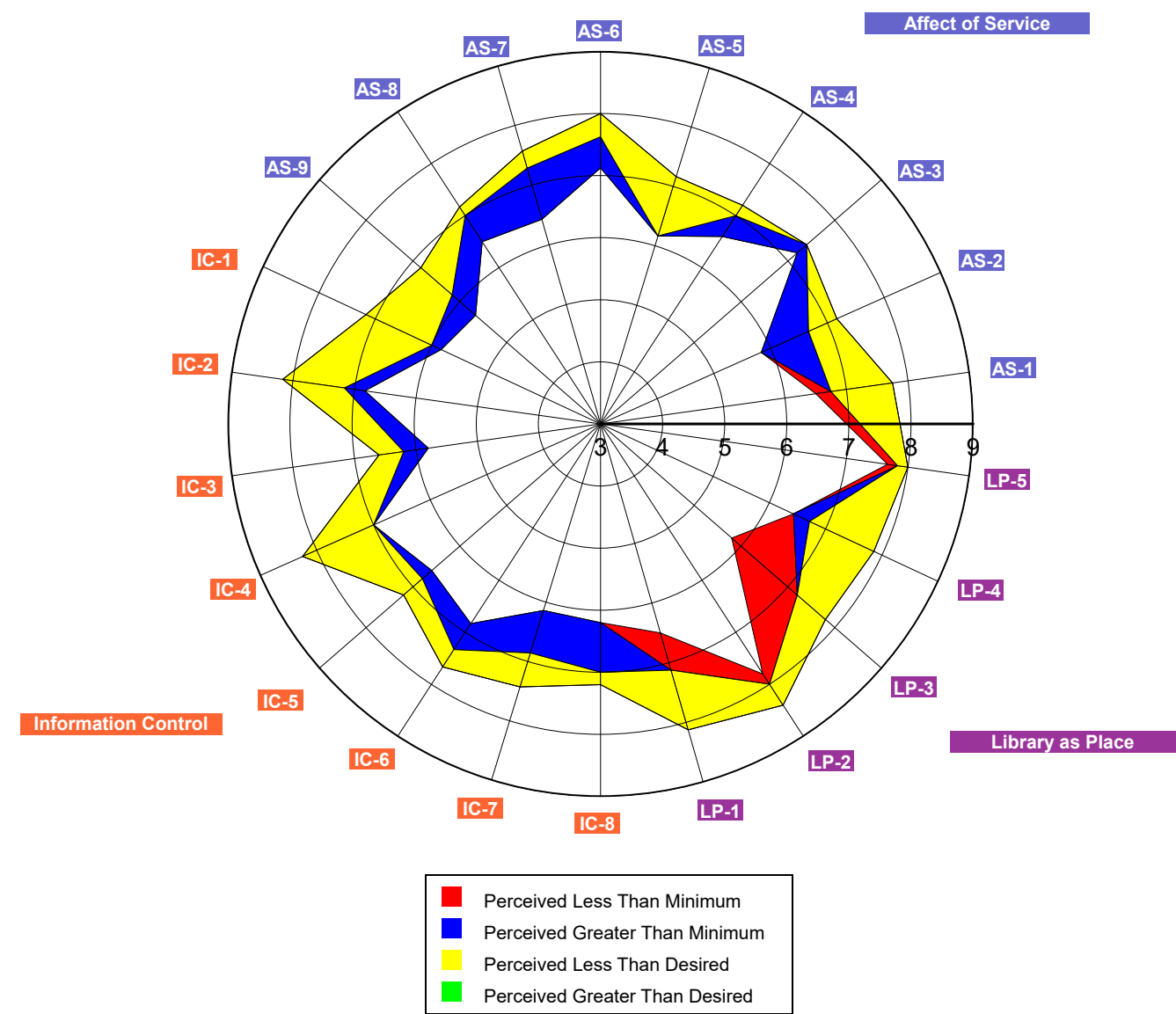
Full or part-time student?	Respondents n	Respondents %
Does not apply / NA	7	87.50
Full-time	1	12.50
Part-time	0	0.00
<b>Total:</b>	<b>8</b>	<b>100.00</b>

## 7.2 Core Questions Summary for Staff

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

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

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



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	6.75	7.75	6.50	-0.25	-1.25	4
AS-2	Giving users individual attention	5.83	7.17	6.67	0.83	-0.50	6
AS-3	Employees who are consistently courteous	7.20	7.40	7.40	0.20	0.00	5
AS-4	Readiness to respond to users' questions	6.60	7.20	7.00	0.40	-0.20	5
AS-5	Employees who have the knowledge to answer user questions	6.17	7.17	6.17	0.00	-1.00	6
AS-6	Employees who deal with users in a caring fashion	7.13	8.00	7.63	0.50	-0.38	8
AS-7	Employees who understand the needs of their users	6.43	7.57	7.29	0.86	-0.29	7
AS-8	Willingness to help users	6.50	7.17	7.00	0.50	-0.17	6
AS-9	Dependability in handling users' service problems	5.67	6.83	6.17	0.50	-0.67	6
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	5.83	7.17	6.00	0.17	-1.17	6
IC-2	A library Web site enabling me to locate information on my own	6.83	8.17	7.17	0.33	-1.00	6
IC-3	The printed library materials I need for my work	5.80	6.60	6.20	0.40	-0.40	5
IC-4	The electronic information resources I need	7.00	8.25	7.00	0.00	-1.25	8
IC-5	Modern equipment that lets me easily access needed information	6.60	7.20	6.80	0.20	-0.40	5
IC-6	Easy-to-use access tools that allow me to find things on my own	6.83	7.67	7.33	0.50	-0.33	6
IC-7	Making information easily accessible for independent use	6.14	7.43	6.86	0.71	-0.57	7
IC-8	Print and/or electronic journal collections I require for my work	6.20	7.20	7.00	0.80	-0.20	5
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	7.13	8.13	6.50	-0.63	-1.63	8
LP-2	Quiet space for individual activities	8.00	8.40	7.80	-0.20	-0.60	5
LP-3	A comfortable and inviting location	7.20	7.80	5.80	-1.40	-2.00	5
LP-4	A getaway for study, learning, or research	6.43	7.86	6.71	0.29	-1.14	7
LP-5	Community space for group learning and group study	7.83	8.00	7.67	-0.17	-0.33	6
<b>Overall:</b>		6.58	7.64	6.81	0.24	-0.83	8

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	0.96	1.50	1.29	1.89	1.89	4
AS-2	Giving users individual attention	2.40	2.32	2.42	0.98	0.55	6
AS-3	Employees who are consistently courteous	1.64	1.82	1.82	0.45	0	5
AS-4	Readiness to respond to users' questions	2.41	2.17	2.35	0.55	0.45	5
AS-5	Employees who have the knowledge to answer user questions	2.48	1.94	2.14	1.67	1.26	6
AS-6	Employees who deal with users in a caring fashion	1.64	1.41	1.41	0.53	0.92	8
AS-7	Employees who understand the needs of their users	1.81	1.81	2.06	0.90	0.49	7
AS-8	Willingness to help users	2.17	1.83	2.10	0.55	0.41	6
AS-9	Dependability in handling users' service problems	2.25	1.94	2.14	0.55	1.03	6
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	2.32	2.40	2.37	1.33	1.60	6
IC-2	A library Web site enabling me to locate information on my own	1.17	0.98	0.75	0.52	0.89	6
IC-3	The printed library materials I need for my work	1.30	1.52	1.30	0.89	0.89	5
IC-4	The electronic information resources I need	0.76	0.71	1.60	1.41	2.05	8
IC-5	Modern equipment that lets me easily access needed information	2.07	1.64	1.79	0.84	0.55	5
IC-6	Easy-to-use access tools that allow me to find things on my own	1.47	1.21	0.82	1.64	1.03	6
IC-7	Making information easily accessible for independent use	1.95	1.72	2.12	0.76	1.62	7
IC-8	Print and/or electronic journal collections I require for my work	1.30	1.10	1.41	1.30	1.79	5
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	1.25	0.35	2.33	1.77	2.56	8
LP-2	Quiet space for individual activities	0.71	0.55	1.10	1.79	1.34	5
LP-3	A comfortable and inviting location	0.84	1.10	2.28	2.51	2.35	5
LP-4	A getaway for study, learning, or research	1.51	1.86	1.60	2.29	2.48	7
LP-5	Community space for group learning and group study	0.98	0.63	1.37	1.94	1.97	6
<b>Overall:</b>		1.08	0.93	1.19	0.69	0.97	8

Language: English (American), French (Canada)

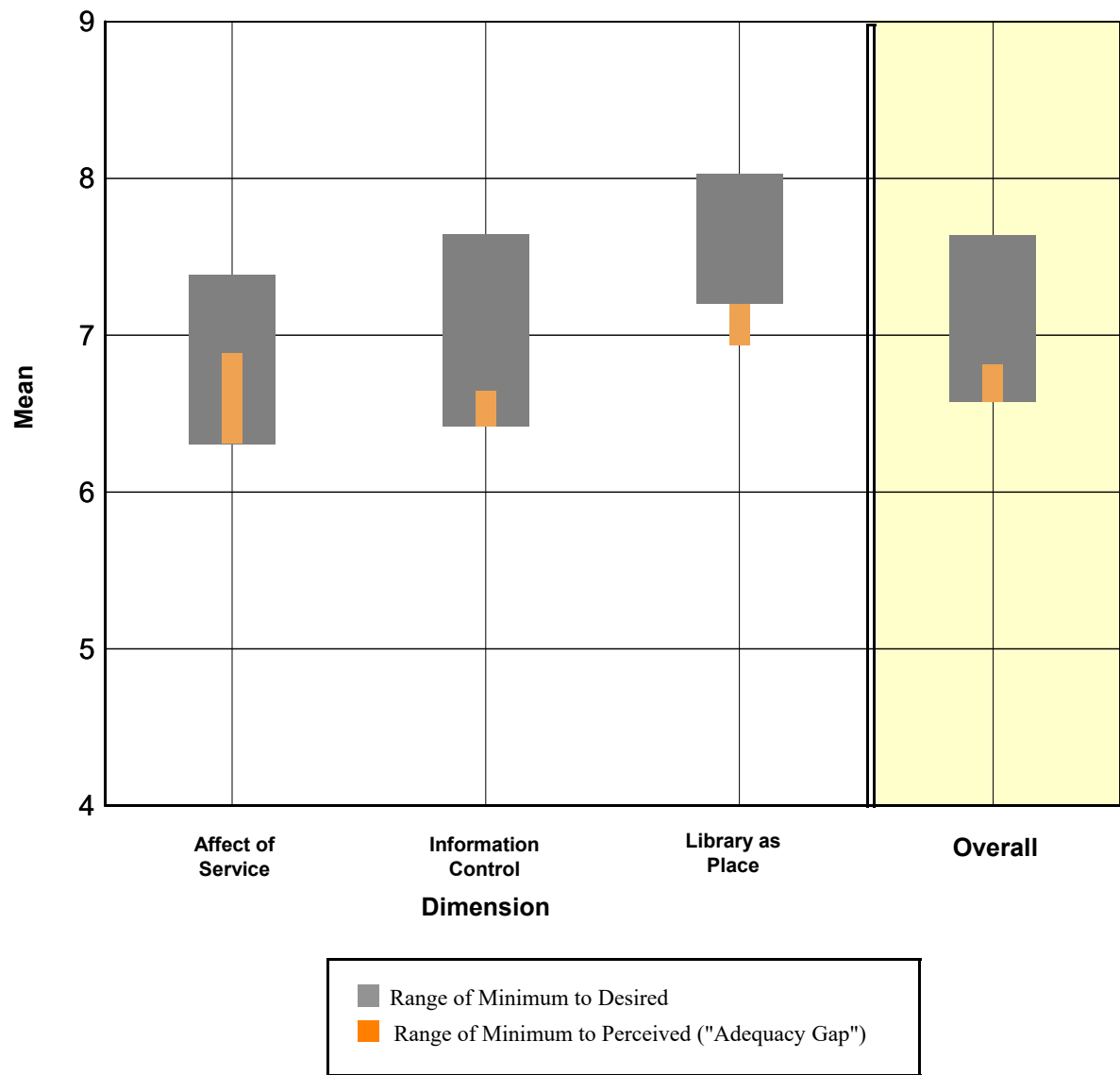
Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Staff

7.3 Core Question Dimensions Summary for Staff

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.31	7.39	6.89	0.58	-0.50	8
Information Control	6.42	7.65	6.65	0.22	-1.00	8
Library as Place	7.20	8.02	6.94	-0.26	-1.09	8
Overall	6.58	7.64	6.81	0.24	-0.83	8

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.60	1.46	1.54	0.56	0.58	8
Information Control	0.97	0.96	1.22	0.92	1.48	8
Library as Place	1.05	0.61	1.38	1.64	1.64	8
Overall	1.08	0.93	1.19	0.69	0.97	8

## 7.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Adequate hours of service	6.80	7.80	7.60	0.80	-0.20	5
Efficient interlibrary loan / document delivery	6.00	6.83	6.00	0	-0.83	6
Making me aware of library resources and services	6.50	7.17	5.67	-0.83	-1.50	6
Resources added to library collections on request	5.40	6.60	6.40	1.00	-0.20	5
Teaching me how to access, evaluate, and use information	6.00	7.00	6.40	0.40	-0.60	5

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
Adequate hours of service	1.92	1.10	1.52	0.84	0.45	5
Efficient interlibrary loan / document delivery	2.00	1.33	2.53	1.67	1.60	6
Making me aware of library resources and services	1.22	0.98	2.34	1.83	2.51	6
Resources added to library collections on request	1.95	2.07	1.82	1.22	1.48	5
Teaching me how to access, evaluate, and use information	2.00	1.41	1.34	1.14	0.89	5

## 7.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.29	0.76	7
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.00	0.89	6
How would you rate the overall quality of the service provided by the library?	7.50	0.76	8

## 7.6 Information Literacy Outcomes Questions Summary for Staff

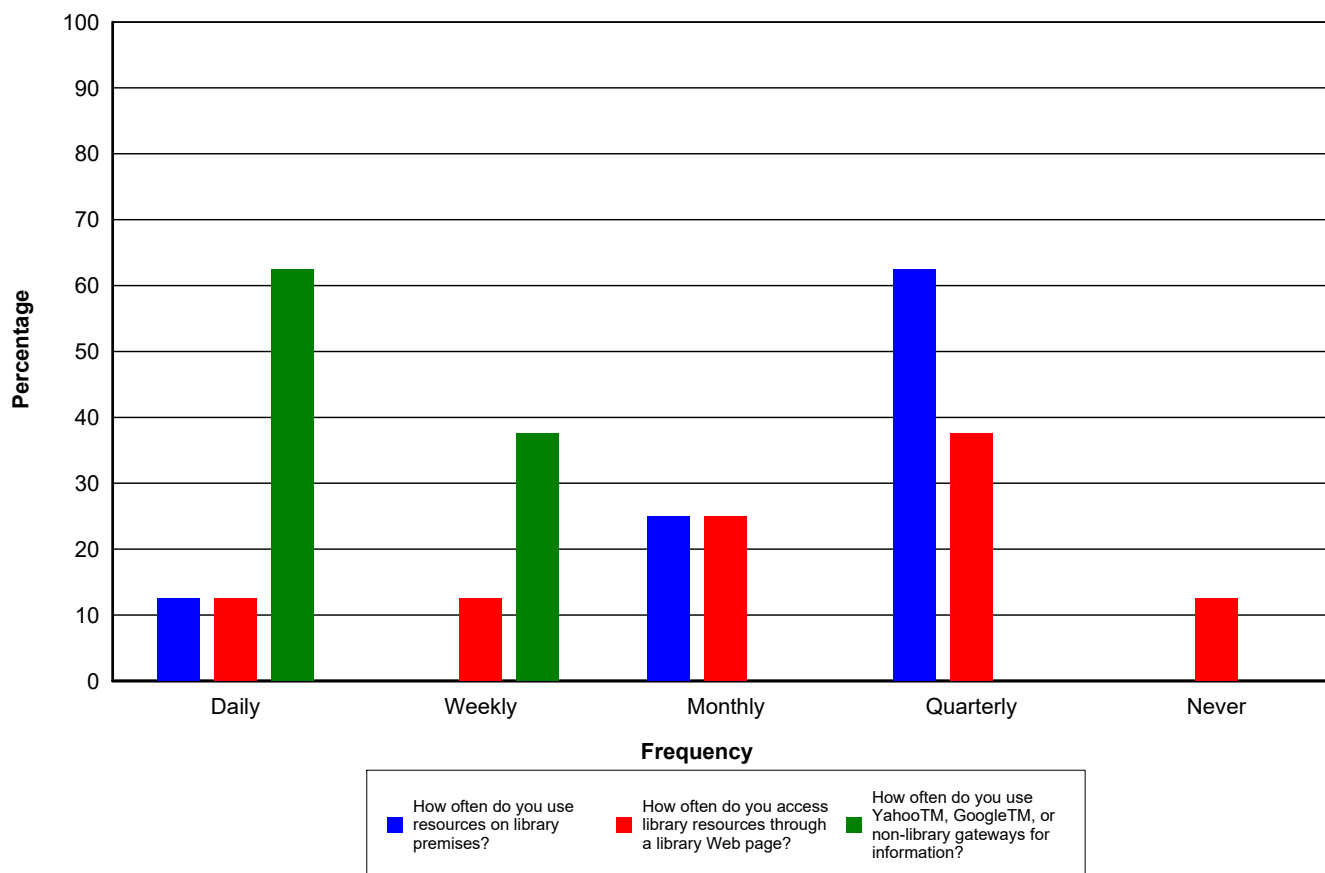
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where  $n$  is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL survey, in which respondents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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.17	1.17	6
The library aids my advancement in my academic discipline or work.	6.57	1.27	7
The library enables me to be more efficient in my academic pursuits or work.	6.57	0.79	7
The library helps me distinguish between trustworthy and untrustworthy information.	6.33	1.63	6
The library provides me with the information skills I need in my work or study.	6.60	1.52	5



## 7.7 Library Use Summary for Staff

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



	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	1 12.50%	0 0 %	2 25.00%	5 62.50%	0 0 %	8 100.00%
How often do you access library resources through a library Web page?	1 12.50%	1 12.50%	2 25.00%	3 37.50%	1 12.50%	8 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	5 62.50%	3 37.50%	0 0 %	0 0 %	0 0 %	8 100.00%

## Appendix A: LibQUAL Dimensions

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

### LibQUAL 2000 Dimensions

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

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

### LibQUAL 2001 Dimensions

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

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

### LibQUAL 2002 and 2003 Dimensions

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

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

### LibQUAL 2004 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







**1025 Connecticut Ave, NW Suite 1200  
Washington, DC 20036  
Phone 202-296-2296  
Fax 202-872-0884  
<http://www.libqual.org>**

**© Association of Research Libraries**

