



LibQUAL⁺
2017 Survey

Concordia University Libraries

Association of Research Libraries / Texas A&M University

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1 Introduction

1.1 LibQUAL+: Defining and Promoting Library Service Quality

This notebook contains information from the 2017 administration of the LibQUAL+ protocol and provides background information in addition to suggestions for interpreting the data.

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

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

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

Since 2000, more than 1,300 libraries have participated in LibQUAL+, including college and university libraries, community college libraries, health sciences libraries, academic law libraries, and public libraries---some through various consortia, others as independent participants. Through 2016, there have been 3,004 institutional surveys implemented across 1,361 institutions in 34 countries, 19 language translations, and over 2.8 million respondents. About 37% of the users who respond to the survey provide rich comments about the ways they use their libraries. The growing LibQUAL+ community of participants and its extensive dataset are rich resources for improving library services.

1.2 Web Access to Data

Data summaries from the 2017 iteration of the LibQUAL+ survey will be available to project participants online in the Data Repository via the LibQUAL+ survey management site:

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

1.3 Interpreting Your Data

Means

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

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

Standard Deviation

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

Service Adequacy

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

Service Superiority

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

Radar Charts

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

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

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

How to read a radar chart

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

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

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

Data Screening

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

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

LibQUAL+ Analytics

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

LibQUAL+ Norms

LibQUAL+ norms are available online at:

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

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1.4 Library Statistics for Concordia University Libraries

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

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

Total library expenditures (in U.S. \$):	\$17,308,786
Personnel - professional staff, FTE:	48
Personnel - support staff, FTE:	68
Total library materials expenditures (in U.S. \$):	6,748,224
Total salaries and wages for professional staff (in U.S. \$):	4,058,409

1.5 Contact Information for Concordia University Libraries

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

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Email:	katharine.hall@concordia.ca

1.6 Survey Protocol and Language for Concordia University Libraries

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

		Lite	Total (by Language)
English (American)	Count	1,315	1,315
	<i>% of Protocol</i>	94.88%	94.88%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	94.88	94.88
French (Canada)	Count	71	71
	<i>% of Protocol</i>	5.12%	5.12%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	5.12	5.12
Total (by Survey Protocol)	Count	1,386	1,386
	<i>% of Protocol</i>	100.00%	100.00%
	<i>% of Language</i>	100.00%	100.00%
	<i>% of Total Cases</i>	100.00	100.00

2 Demographic Summary for Concordia University Libraries

2.1 Respondents by User Group

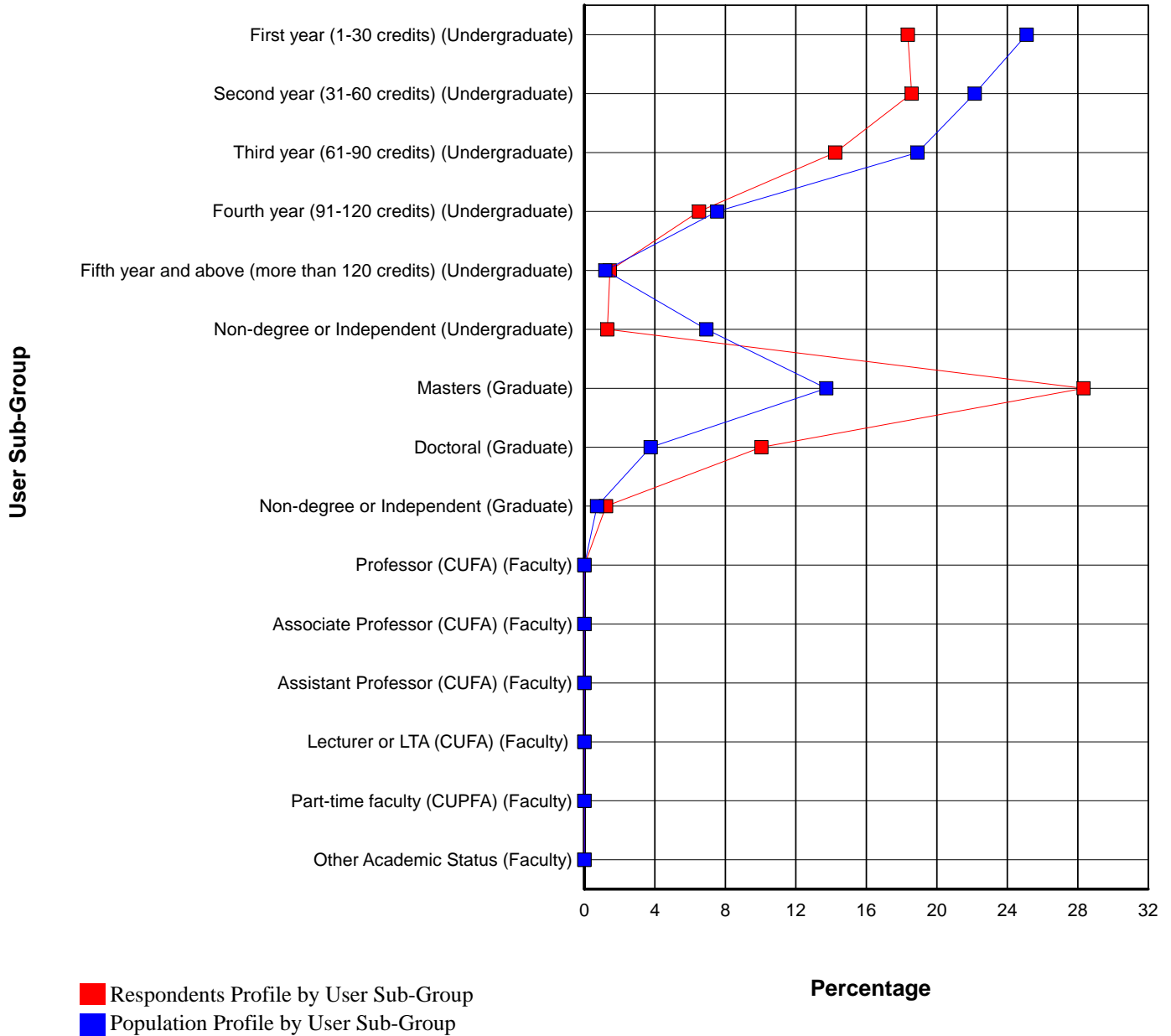
User Group	Respondent n	Respondent %
Undergraduate		
First year (1-30 credits)	254	18.33%
Second year (31-60 credits)	257	18.54%
Third year (61-90 credits)	197	14.21%
Fourth year (91-120 credits)	90	6.49%
Fifth year and above (more than 120 credits)	20	1.44%
Non-degree or Independent	18	1.30%
Sub Total:	836	60.32%
Graduate		
Masters	392	28.28%
Doctoral	139	10.03%
Non-degree or Independent	17	1.23%
Sub Total:	548	39.54%
Faculty		
Professor (CUFA)	0	0.00%
Associate Professor (CUFA)	0	0.00%
Assistant Professor (CUFA)	0	0.00%
Lecturer or LTA (CUFA)	0	0.00%
Part-time faculty (CUPFA)	0	0.00%
Other Academic Status	0	0.00%
Sub Total:	0	0.00%
Staff		
Research Staff	0	0.00%
Other	2	0.14%
Sub Total:	2	0.14%
Total:	1,386	100.00%

2.2 Population and Respondents by User Sub-Group

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

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

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



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

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (1-30 credits) (Undergraduate)	9,589	25.10	254	18.35	6.74
Second year (31-60 credits) (Undergraduate)	8,464	22.15	257	18.57	3.58
Third year (61-90 credits) (Undergraduate)	7,222	18.90	197	14.23	4.67
Fourth year (91-120 credits) (Undergraduate)	2,880	7.54	90	6.50	1.03
Fifth year and above (more than 120 credits) (Undergraduate)	453	1.19	20	1.45	-0.26
Non-degree or Independent (Undergraduate)	2,645	6.92	18	1.30	5.62
Masters (Graduate)	5,246	13.73	392	28.32	-14.59
Doctoral (Graduate)	1,437	3.76	139	10.04	-6.28
Non-degree or Independent (Graduate)	274	0.72	17	1.23	-0.51
Professor (CUFA) (Faculty)	0	0.00	0	0.00	0.00
Associate Professor (CUFA) (Faculty)	0	0.00	0	0.00	0.00
Assistant Professor (CUFA) (Faculty)	0	0.00	0	0.00	0.00
Lecturer or LTA (CUFA) (Faculty)	0	0.00	0	0.00	0.00
Part-time faculty (CUPFA) (Faculty)	0	0.00	0	0.00	0.00
Other Academic Status (Faculty)	0	0.00	0	0.00	0.00
Total:	38,210	100.00	1,384	100.00	0.00

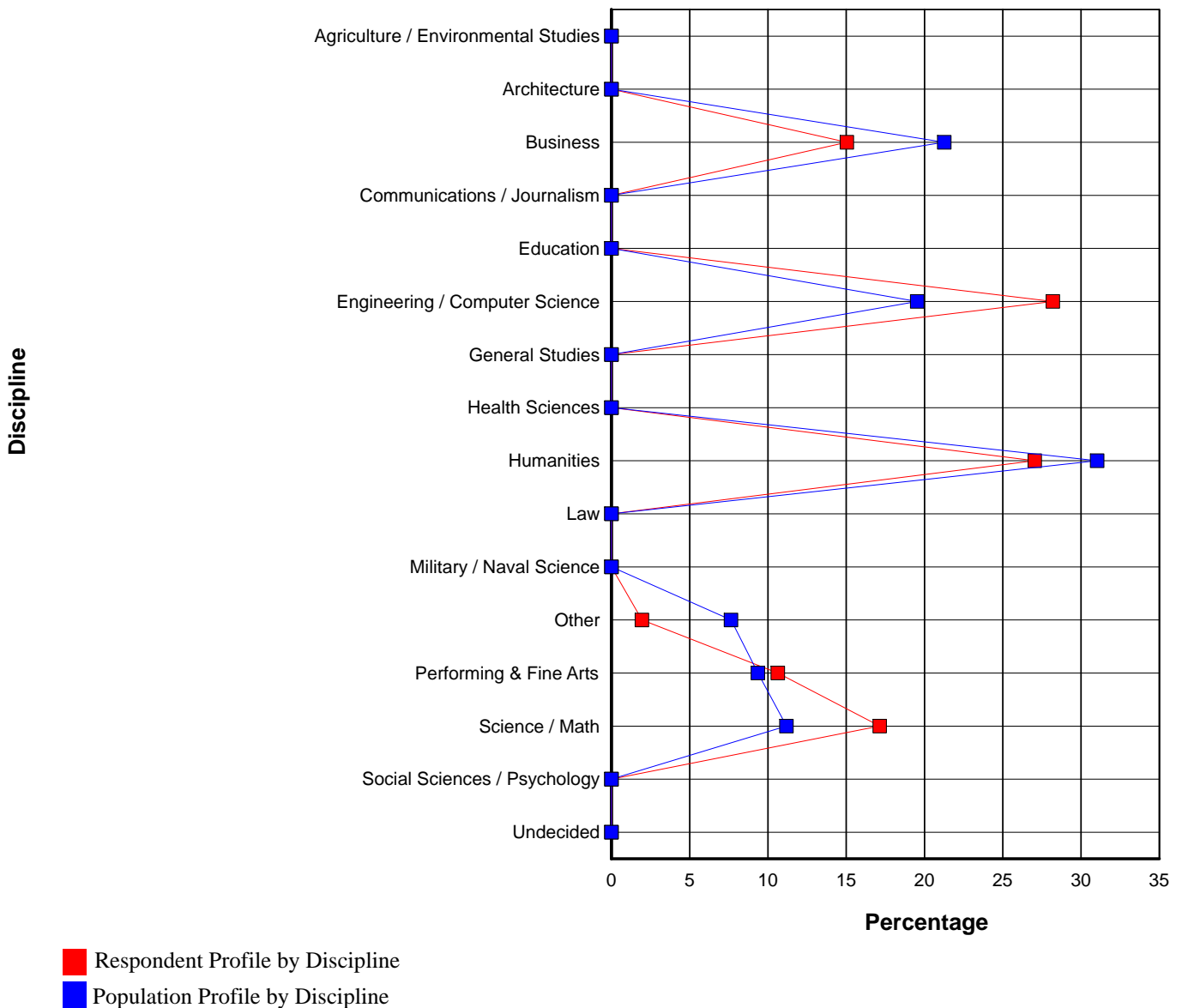
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: LibQUAL Canada
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

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

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

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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	8,123	21.26	208	15.04	6.22
Communications / Journalism	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering / Computer Science	7,464	19.53	390	28.20	-8.67
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	11,855	31.03	374	27.04	3.98
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,919	7.64	27	1.95	5.69
Performing & Fine Arts	3,576	9.36	147	10.63	-1.27
Science / Math	4,273	11.18	237	17.14	-5.95
Social Sciences / Psychology	0	0.00	0	0.00	0.00
Undecided	0	0.00	0	0.00	0.00
Total:	38,210	100.00	1,383	100.00	0.00

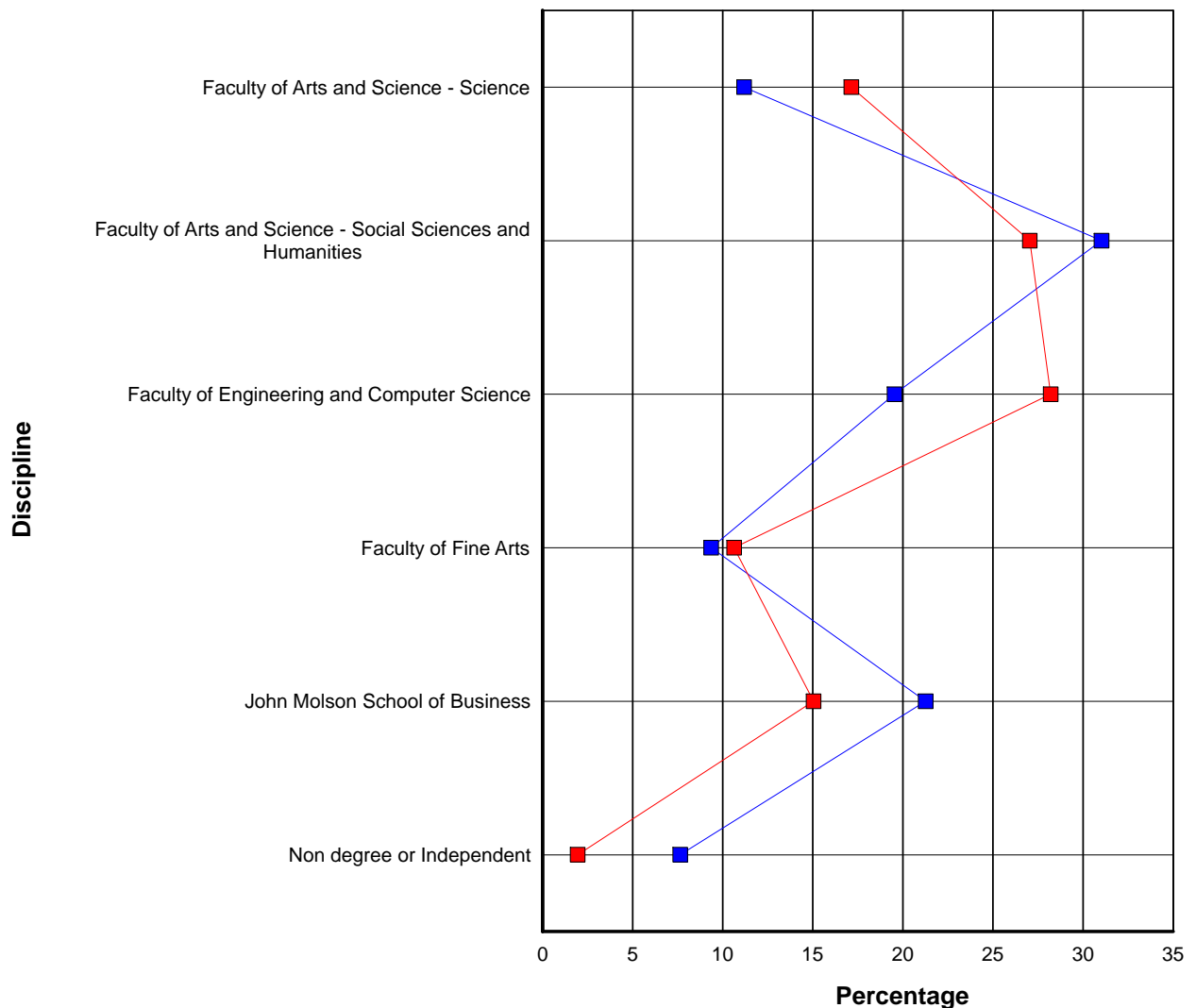
Language: English (American), French (Canada)
Institution Type: College or University
Consortium: LibQUAL Canada
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

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

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

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



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

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Faculty of Arts and Science - Science	4,273	11.18	237	17.14	-5.95
Faculty of Arts and Science - Social Sciences and Humanities	11,855	31.03	374	27.04	3.98
Faculty of Engineering and Computer Science	7,464	19.53	390	28.20	-8.67
Faculty of Fine Arts	3,576	9.36	147	10.63	-1.27
John Molson School of Business	8,123	21.26	208	15.04	6.22
Non degree or Independent	2,919	7.64	27	1.95	5.69
Total:	38,210	100.00	1,383	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Vanier Library (Loyola Campus)	227	16.40
Webster Library (Downtown Campus)	1,157	83.60
Total:	1,384	100.00

2.6 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	3	0.22
18 - 22	482	34.78
23 - 30	631	45.53
31 - 45	223	16.09
46 - 65	43	3.10
Over 65	4	0.29
Total:	1,386	100.00

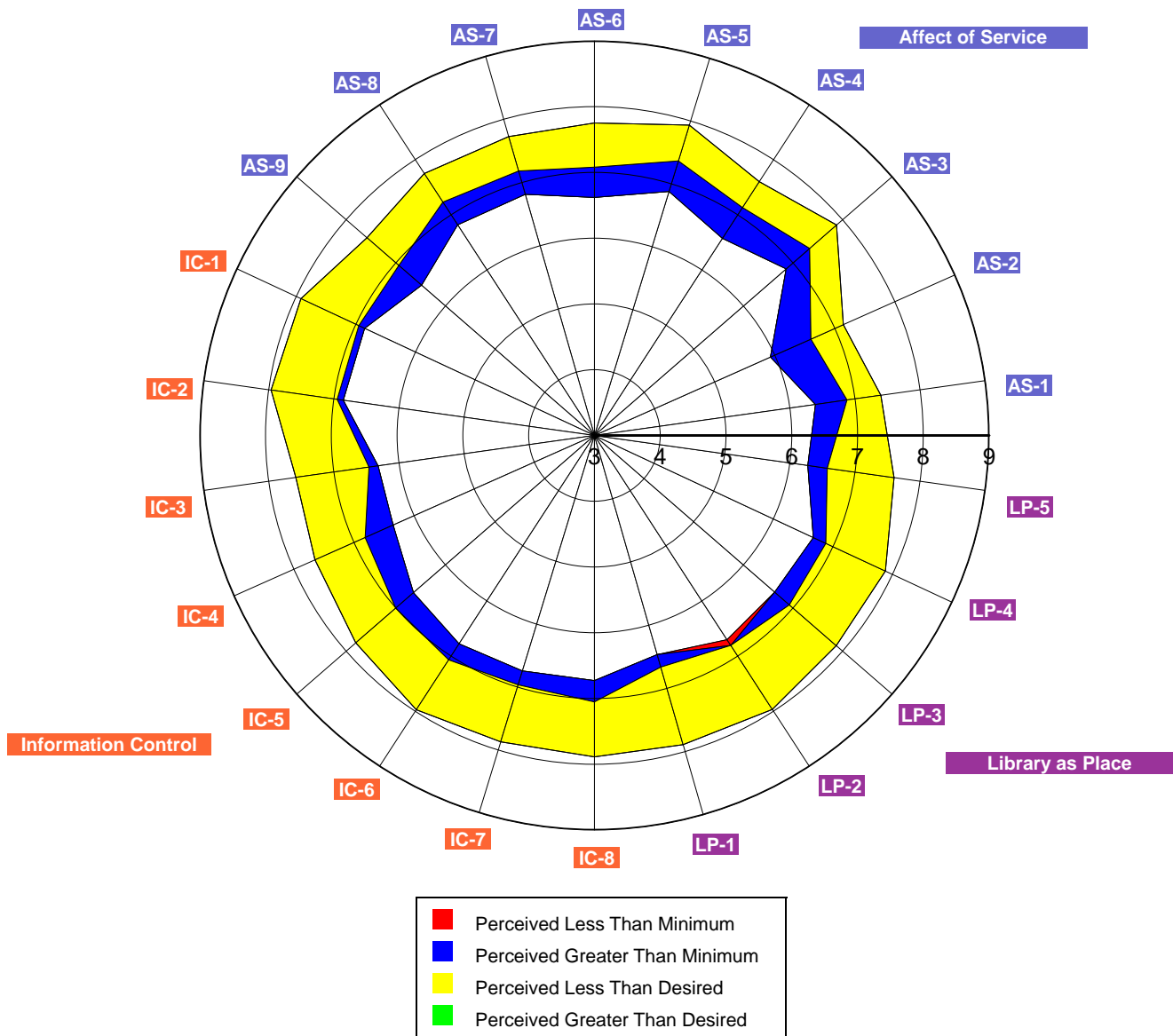
3. Survey Item Summary for Concordia University Libraries

3.1 Core Questions Summary

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

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

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

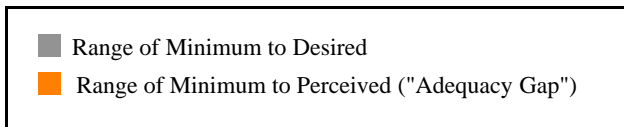
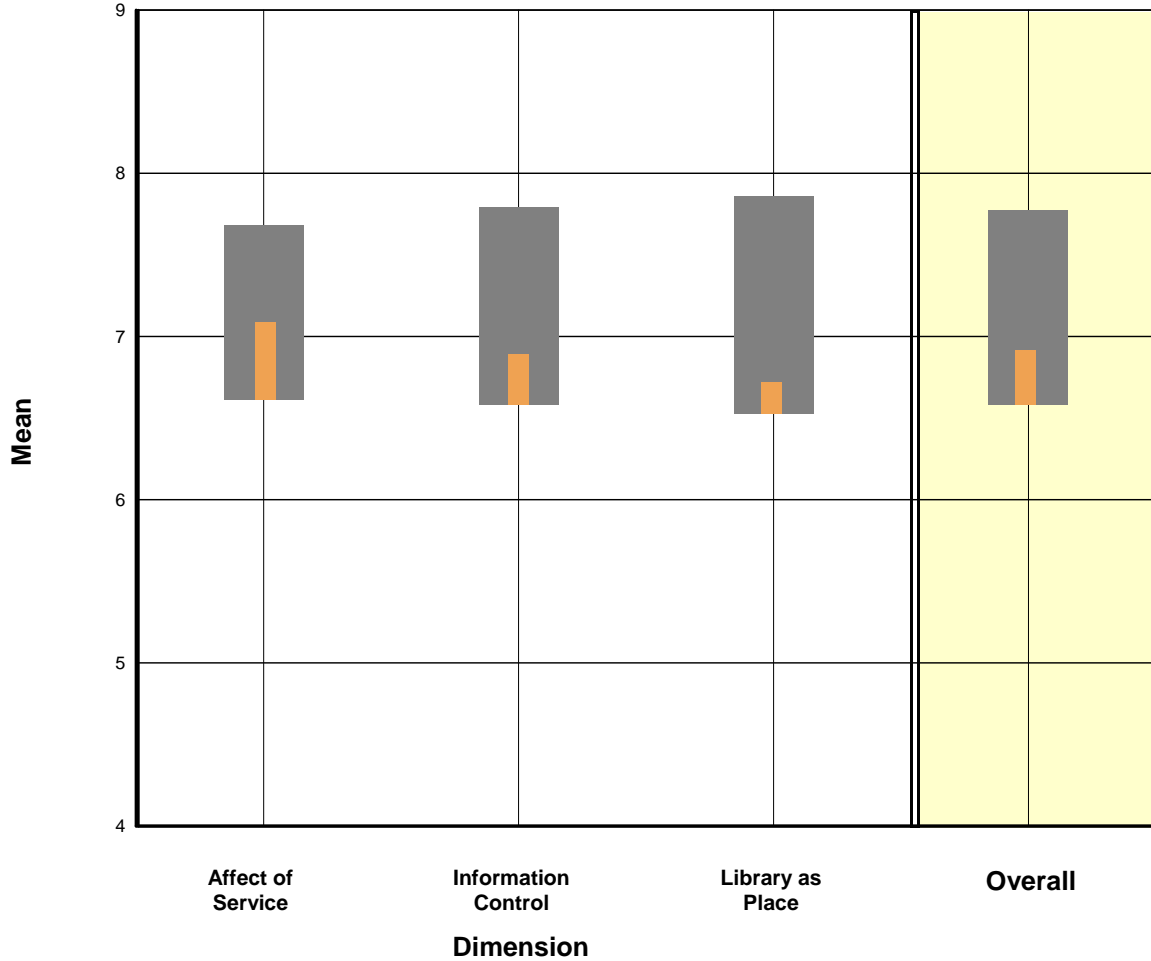


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.40	7.40	6.88	0.48	-0.52	291
AS-2	Giving users individual attention	5.93	7.14	6.60	0.67	-0.54	288
AS-3	Employees who are consistently courteous	6.86	7.88	7.34	0.47	-0.54	347
AS-4	Readiness to respond to users' questions	6.58	7.60	7.13	0.56	-0.47	328
AS-5	Employees who have the knowledge to answer user questions	6.88	7.94	7.37	0.49	-0.57	270
AS-6	Employees who deal with users in a caring fashion	6.62	7.75	7.08	0.46	-0.67	1,315
AS-7	Employees who understand the needs of their users	6.82	7.73	7.18	0.37	-0.54	303
AS-8	Willingness to help users	6.82	7.75	7.23	0.41	-0.52	372
AS-9	Dependability in handling users' service problems	6.48	7.58	6.94	0.46	-0.64	273
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.86	7.92	6.95	0.10	-0.97	332
IC-2	A library Web site enabling me to locate information on my own	6.86	7.96	6.95	0.10	-1.01	389
IC-3	The printed library materials I need for my work	6.32	7.58	6.46	0.14	-1.12	375
IC-4	The electronic information resources I need	6.35	7.65	6.82	0.47	-0.83	1,341
IC-5	Modern equipment that lets me easily access needed information	6.65	7.81	7.00	0.36	-0.80	415
IC-6	Easy-to-use access tools that allow me to find things on my own	6.78	7.97	7.07	0.29	-0.91	349
IC-7	Making information easily accessible for independent use	6.74	7.87	6.97	0.22	-0.91	457
IC-8	Print and/or electronic journal collections I require for my work	6.73	7.89	7.05	0.32	-0.84	305
Library as Place							
LP-1	Library space that inspires study and learning	6.47	7.89	6.66	0.20	-1.23	1,356
LP-2	Quiet space for individual activities	6.81	7.97	6.70	-0.10	-1.26	337
LP-3	A comfortable and inviting location	6.63	7.87	6.93	0.29	-0.95	340
LP-4	A getaway for study, learning, or research	6.67	7.88	6.88	0.21	-1.00	319
LP-5	Community space for group learning and group study	6.28	7.60	6.58	0.30	-1.02	328
Overall:		6.58	7.77	6.91	0.33	-0.86	1,386

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.91	1.55	1.69	1.76	1.69	291
AS-2	Giving users individual attention	2.04	1.67	1.76	1.97	2.05	288
AS-3	Employees who are consistently courteous	1.59	1.27	1.52	1.66	1.46	347
AS-4	Readiness to respond to users' questions	1.64	1.52	1.42	1.42	1.35	328
AS-5	Employees who have the knowledge to answer user questions	1.63	1.25	1.53	1.64	1.33	270
AS-6	Employees who deal with users in a caring fashion	1.80	1.42	1.67	1.80	1.68	1,315
AS-7	Employees who understand the needs of their users	1.64	1.40	1.52	1.49	1.29	303
AS-8	Willingness to help users	1.68	1.33	1.52	1.59	1.50	372
AS-9	Dependability in handling users' service problems	1.73	1.57	1.57	1.72	1.58	273
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.41	1.67	1.69	1.70	332
IC-2	A library Web site enabling me to locate information on my own	1.60	1.28	1.72	1.82	1.70	389
IC-3	The printed library materials I need for my work	1.86	1.58	1.86	2.22	2.10	375
IC-4	The electronic information resources I need	1.71	1.49	1.55	1.82	1.76	1,341
IC-5	Modern equipment that lets me easily access needed information	1.68	1.42	1.55	1.82	1.75	415
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	1.17	1.51	1.73	1.58	349
IC-7	Making information easily accessible for independent use	1.57	1.30	1.50	1.58	1.48	457
IC-8	Print and/or electronic journal collections I require for my work	1.67	1.37	1.58	1.74	1.63	305
Library as Place							
LP-1	Library space that inspires study and learning	1.81	1.50	1.82	2.11	2.04	1,356
LP-2	Quiet space for individual activities	1.84	1.50	1.98	2.31	2.28	337
LP-3	A comfortable and inviting location	1.79	1.50	1.81	1.94	1.98	340
LP-4	A getaway for study, learning, or research	1.76	1.46	1.69	1.96	1.88	319
LP-5	Community space for group learning and group study	2.05	1.84	1.84	2.19	2.16	328
Overall:		1.32	1.03	1.20	1.34	1.20	1,386

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	6.61	7.68	7.09	0.48	-0.59	1,360
Information Control	6.58	7.79	6.89	0.31	-0.90	1,385
Library as Place	6.53	7.86	6.72	0.19	-1.14	1,369
Overall	6.58	7.77	6.91	0.33	-0.86	1,386

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	1.57	1.24	1.40	1.46	1.34	1,360
Information Control	1.40	1.14	1.33	1.47	1.37	1,385
Library as Place	1.65	1.37	1.67	1.88	1.84	1,369
Overall	1.32	1.03	1.20	1.34	1.20	1,386

3.3 Local Question Summary

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	7.40	8.14	7.45	0.05	-0.69	288
Ability to navigate library Web pages easily	6.82	7.85	6.75	-0.06	-1.10	282
Adequate hours of service	7.26	8.07	7.91	0.65	-0.16	272
Ease and timeliness in getting materials from other libraries	6.56	7.65	6.99	0.43	-0.66	190
Making me aware of library resources and services	6.44	7.52	6.76	0.31	-0.76	252

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A secure and safe place	1.73	1.36	1.65	1.81	1.69	288
Ability to navigate library Web pages easily	1.66	1.43	1.75	2.06	1.92	282
Adequate hours of service	1.56	1.19	1.37	1.61	1.23	272
Ease and timeliness in getting materials from other libraries	1.73	1.50	1.52	1.72	1.44	190
Making me aware of library resources and services	1.89	1.45	1.68	2.02	1.85	252

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 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.39	1.49	687
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	1.59	699
How would you rate the overall quality of the service provided by the library?	7.12	1.37	1,386

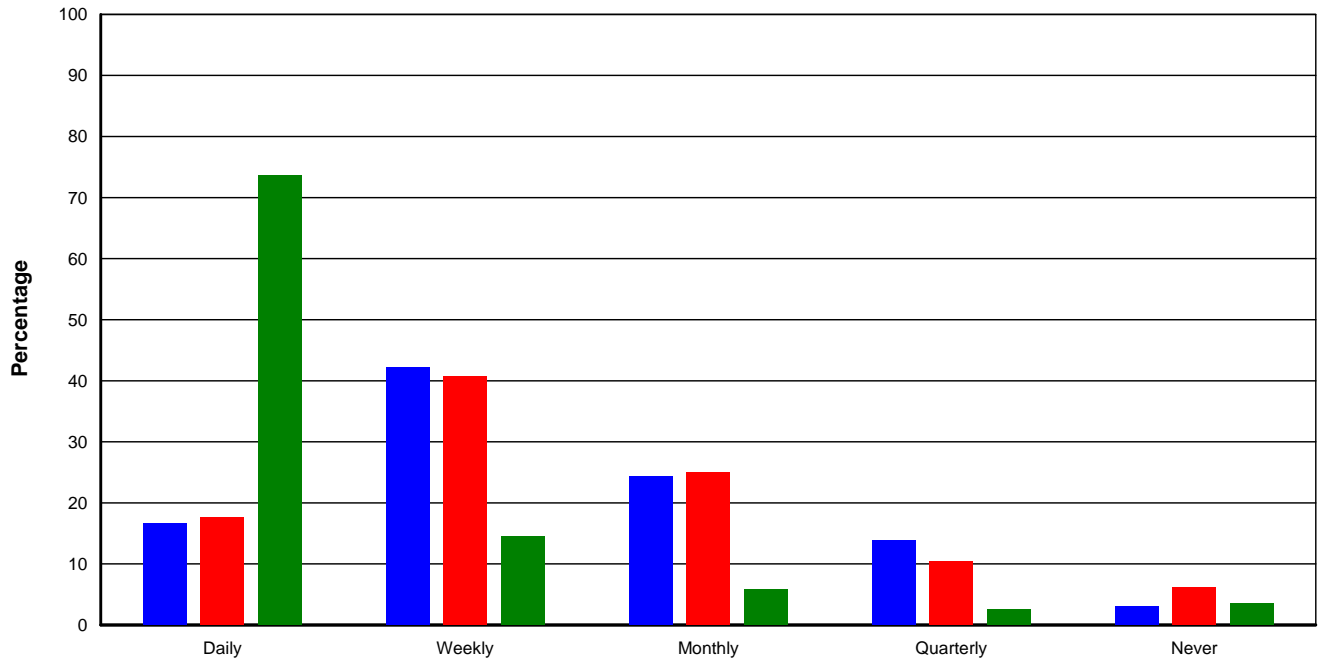
3.5 Information Literacy Outcomes Questions Summary

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.38	1.88	444
The library aids my advancement in my academic discipline or work.	7.07	1.57	654
The library enables me to be more efficient in my academic pursuits or work.	7.11	1.69	639
The library helps me distinguish between trustworthy and untrustworthy information.	6.54	1.81	605
The library provides me with the information skills I need in my work or study.	6.89	1.53	430

3.6 Library Use Summary

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



Frequency

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	230 16.59%	584 42.14%	337 24.31%	193 13.92%	42 3.03%	1,386 100.00%
How often do you access library resources through a library Web page?	245 17.68%	565 40.76%	346 24.96%	144 10.39%	86 6.20%	1,386 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	1,021 73.67%	200 14.43%	81 5.84%	36 2.60%	48 3.46%	1,386 100.00%

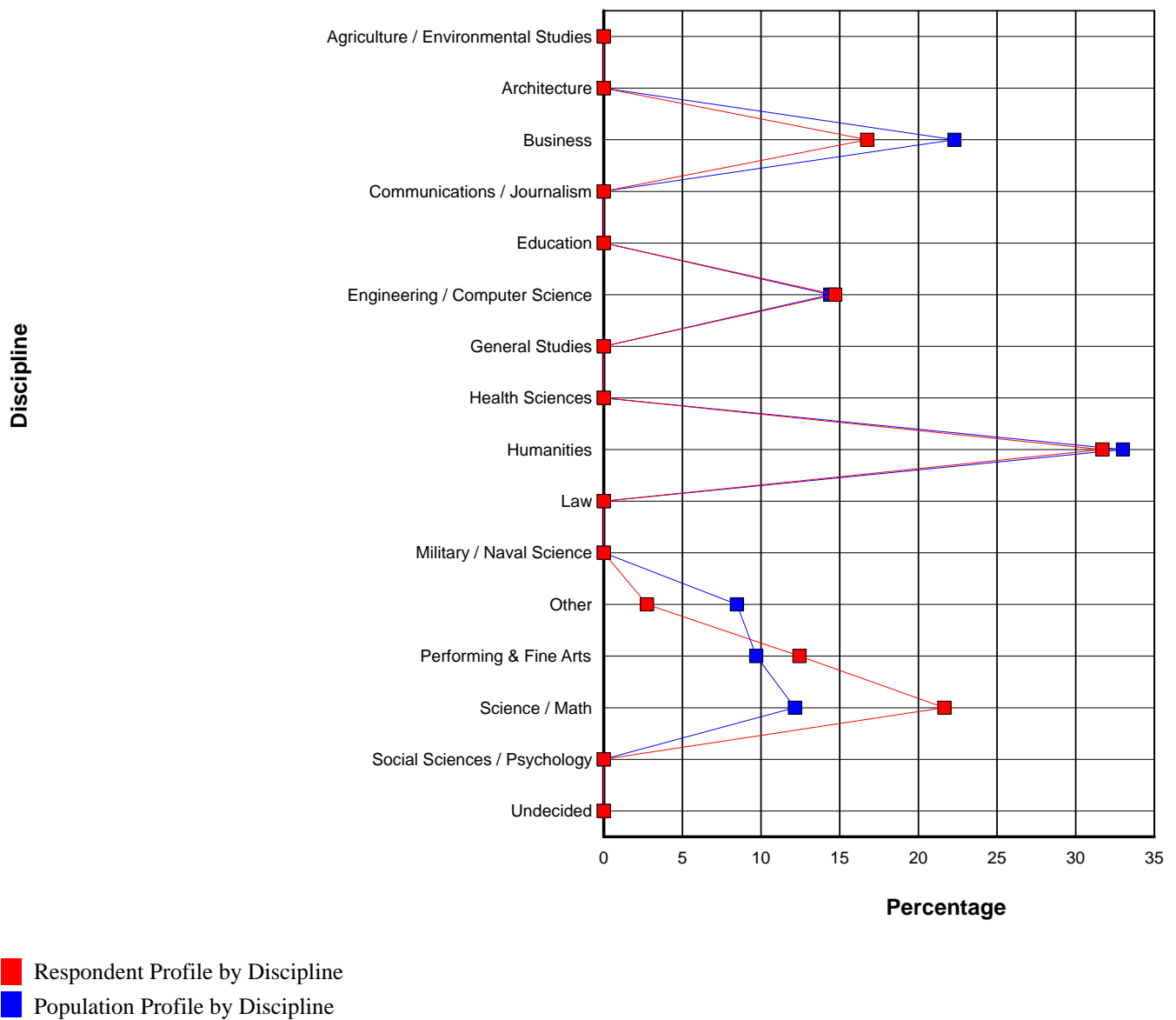
4 Undergraduate Summary for Concordia University Libraries

4.1 Demographic Summary for Undergraduate

4.1.1 Population and Respondent Profiles for Undergraduate by Standard Discipline

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

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



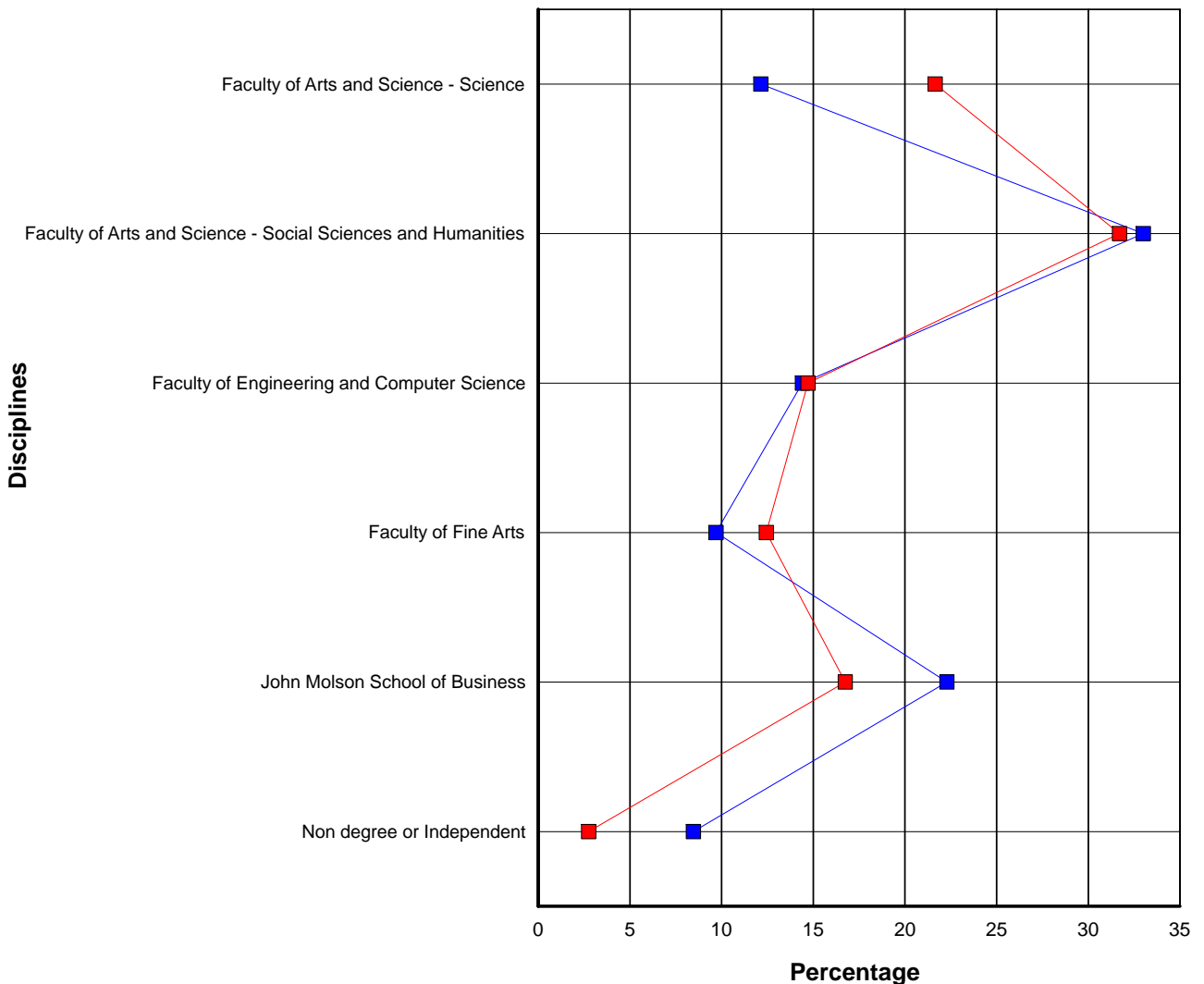
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: LibQUAL Canada
 User Group: Undergraduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	6,966	22.29	140	16.75	5.54
Communications / Journalism	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering / Computer Science	4,502	14.41	123	14.71	-0.31
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	10,314	33.00	265	31.70	1.30
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	2,645	8.46	23	2.75	5.71
Performing & Fine Arts	3,030	9.70	104	12.44	-2.75
Science / Math	3,796	12.15	181	21.65	-9.50
Social Sciences / Psychology	0	0.00	0	0.00	0.00
Undecided	0	0.00	0	0.00	0.00
Total:	31,253	100.00	836	100.00	0.00

4.1.2 Population and Respondent Profiles for Undergraduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Faculty of Arts and Science - Science	3,796	12.15	181	21.65	-9.50
Faculty of Arts and Science - Social Sciences and Humanities	10,314	33.00	265	31.70	1.30
Faculty of Engineering and Computer Science	4,502	14.41	123	14.71	-0.31
Faculty of Fine Arts	3,030	9.70	104	12.44	-2.75
John Molson School of Business	6,966	22.29	140	16.75	5.54
Non degree or Independent	2,645	8.46	23	2.75	5.71
Total:	31,253	100.00	836	100.00	0.00

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Undergraduate

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

The library that you use most often:	Respondents n	Respondents %
Vanier Library (Loyola Campus)	174	20.86
Webster Library (Downtown Campus)	660	79.14
Total:	834	100.00

4.1.4 Respondent Profile by Age:

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

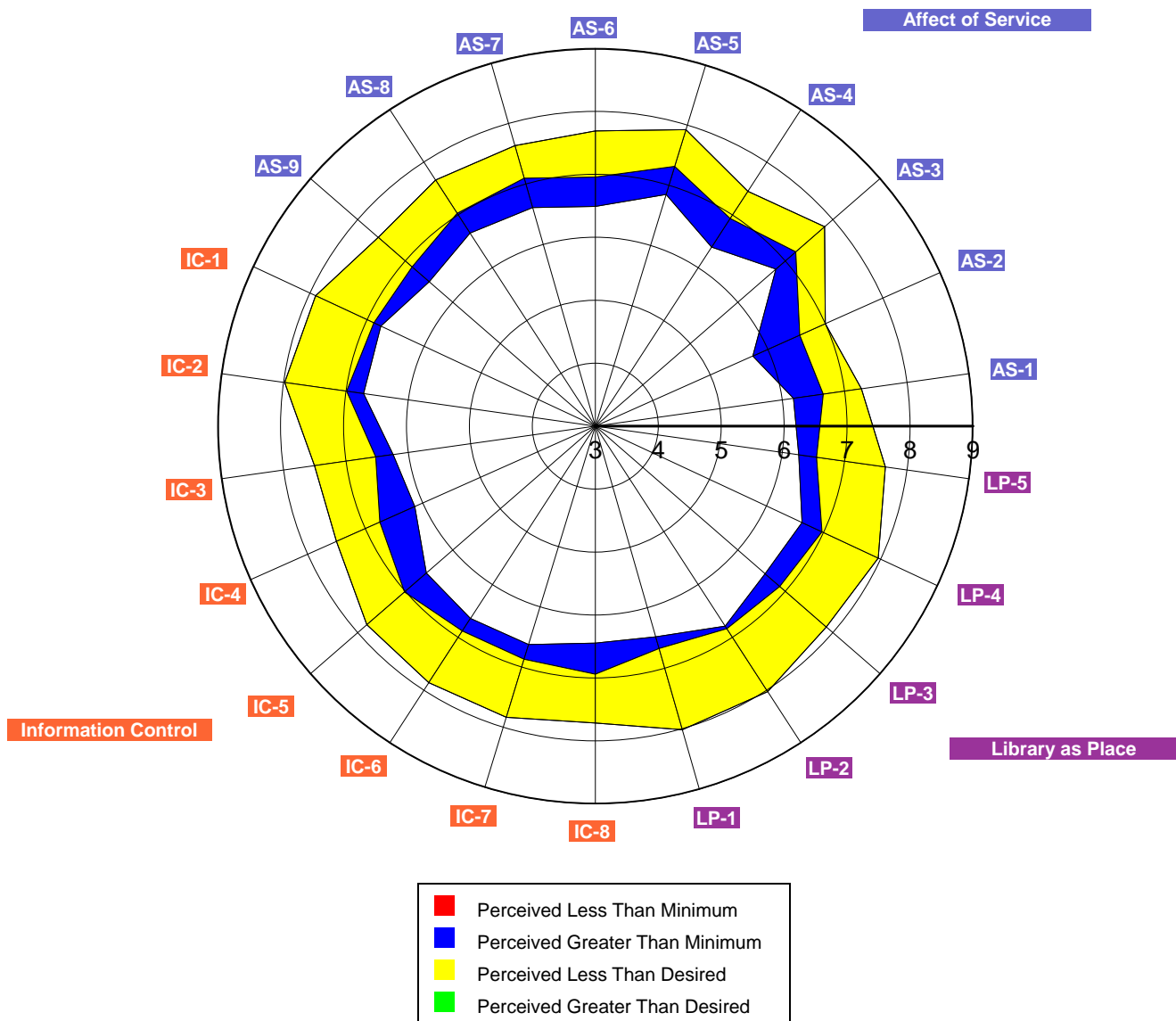
Age:	Respondents n	Respondents %
Under 18	3	0.36
18 - 22	463	55.38
23 - 30	296	35.41
31 - 45	54	6.46
46 - 65	17	2.03
Over 65	3	0.36
Total:	836	100.00

4.2 Core Questions Summary for Undergraduate

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

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

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



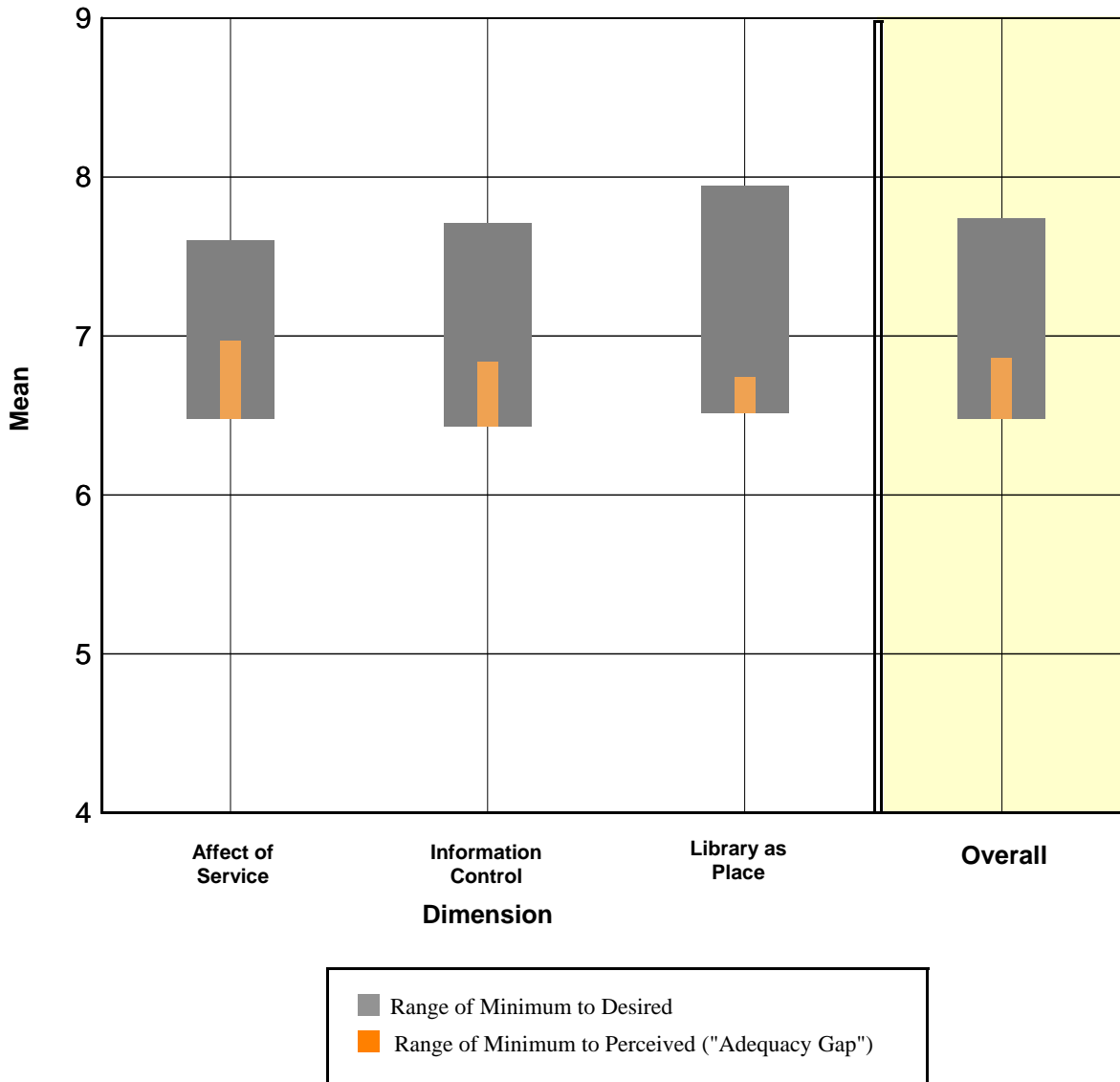
ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.18	7.27	6.66	0.48	-0.61	178
AS-2	Giving users individual attention	5.74	7.00	6.56	0.82	-0.44	176
AS-3	Employees who are consistently courteous	6.80	7.83	7.22	0.42	-0.61	209
AS-4	Readiness to respond to users' questions	6.39	7.45	6.93	0.54	-0.51	181
AS-5	Employees who have the knowledge to answer user questions	6.85	7.92	7.31	0.47	-0.61	159
AS-6	Employees who deal with users in a caring fashion	6.49	7.69	6.96	0.47	-0.73	788
AS-7	Employees who understand the needs of their users	6.61	7.63	7.10	0.48	-0.54	186
AS-8	Willingness to help users	6.66	7.66	7.03	0.38	-0.63	224
AS-9	Dependability in handling users' service problems	6.50	7.57	6.86	0.36	-0.71	153
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.76	7.90	6.88	0.12	-1.02	205
IC-2	A library Web site enabling me to locate information on my own	6.72	7.98	6.99	0.27	-0.99	228
IC-3	The printed library materials I need for my work	6.25	7.50	6.52	0.28	-0.98	212
IC-4	The electronic information resources I need	6.14	7.50	6.75	0.61	-0.75	799
IC-5	Modern equipment that lets me easily access needed information	6.56	7.81	7.02	0.46	-0.79	246
IC-6	Easy-to-use access tools that allow me to find things on my own	6.64	7.86	6.88	0.24	-0.98	227
IC-7	Making information easily accessible for independent use	6.63	7.84	6.87	0.24	-0.96	283
IC-8	Print and/or electronic journal collections I require for my work	6.45	7.72	6.94	0.49	-0.77	172
Library as Place							
LP-1	Library space that inspires study and learning	6.48	8.02	6.68	0.19	-1.34	824
LP-2	Quiet space for individual activities	6.79	8.03	6.84	0.05	-1.19	203
LP-3	A comfortable and inviting location	6.58	7.86	6.88	0.31	-0.98	205
LP-4	A getaway for study, learning, or research	6.62	7.96	6.97	0.35	-0.98	197
LP-5	Community space for group learning and group study	6.27	7.65	6.55	0.29	-1.10	196
Overall:		6.47	7.74	6.86	0.39	-0.88	836

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

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	2.02	1.63	1.79	1.83	1.76	178
AS-2	Giving users individual attention	2.10	1.78	1.74	1.93	2.16	176
AS-3	Employees who are consistently courteous	1.63	1.34	1.63	1.68	1.49	209
AS-4	Readiness to respond to users' questions	1.63	1.51	1.40	1.50	1.34	181
AS-5	Employees who have the knowledge to answer user questions	1.58	1.18	1.53	1.69	1.36	159
AS-6	Employees who deal with users in a caring fashion	1.80	1.42	1.67	1.81	1.70	788
AS-7	Employees who understand the needs of their users	1.65	1.39	1.53	1.50	1.28	186
AS-8	Willingness to help users	1.57	1.30	1.52	1.45	1.43	224
AS-9	Dependability in handling users' service problems	1.65	1.54	1.50	1.74	1.58	153
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.69	1.40	1.66	1.68	1.64	205
IC-2	A library Web site enabling me to locate information on my own	1.66	1.29	1.75	1.83	1.74	228
IC-3	The printed library materials I need for my work	1.88	1.64	1.75	1.96	2.01	212
IC-4	The electronic information resources I need	1.72	1.49	1.52	1.76	1.73	799
IC-5	Modern equipment that lets me easily access needed information	1.69	1.42	1.51	1.79	1.76	246
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.23	1.54	1.67	1.64	227
IC-7	Making information easily accessible for independent use	1.60	1.29	1.48	1.69	1.55	283
IC-8	Print and/or electronic journal collections I require for my work	1.66	1.43	1.55	1.81	1.68	172
Library as Place							
LP-1	Library space that inspires study and learning	1.73	1.31	1.75	2.04	1.93	824
LP-2	Quiet space for individual activities	1.86	1.41	1.93	2.24	2.20	203
LP-3	A comfortable and inviting location	1.78	1.47	1.82	1.97	1.94	205
LP-4	A getaway for study, learning, or research	1.66	1.30	1.51	1.86	1.77	197
LP-5	Community space for group learning and group study	2.01	1.84	1.83	2.26	2.26	196
Overall:		1.30	1.00	1.16	1.31	1.16	836

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	6.48	7.60	6.97	0.49	-0.63	818
Information Control	6.43	7.71	6.84	0.41	-0.87	835
Library as Place	6.51	7.94	6.74	0.23	-1.20	831
Overall	6.47	7.74	6.86	0.39	-0.88	836

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	1.58	1.24	1.39	1.47	1.34	818
Information Control	1.40	1.14	1.29	1.43	1.34	835
Library as Place	1.60	1.25	1.61	1.83	1.77	831
Overall	1.30	1.00	1.16	1.31	1.16	836

Language: English (American), French (Canada)

Institution Type: College or University

Consortium: LibQUAL Canada

User Group: Undergraduate

4.4 Local Question Summary for Undergraduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	7.42	8.16	7.45	0.03	-0.71	170
Ability to navigate library Web pages easily	6.62	7.76	6.60	-0.02	-1.17	173
Adequate hours of service	7.29	8.09	8.02	0.74	-0.07	161
Ease and timeliness in getting materials from other libraries	6.29	7.50	6.80	0.51	-0.70	110
Making me aware of library resources and services	6.29	7.41	6.68	0.39	-0.73	157

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A secure and safe place	1.74	1.45	1.66	1.81	1.76	170
Ability to navigate library Web pages easily	1.64	1.44	1.84	2.15	2.03	173
Adequate hours of service	1.59	1.12	1.23	1.43	1.05	161
Ease and timeliness in getting materials from other libraries	1.82	1.57	1.53	1.79	1.53	110
Making me aware of library resources and services	2.00	1.48	1.69	2.02	1.88	157

4.5 General Satisfaction Questions Summary for Undergraduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.40	1.50	413
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.00	1.59	423
How would you rate the overall quality of the service provided by the library?	7.10	1.38	836

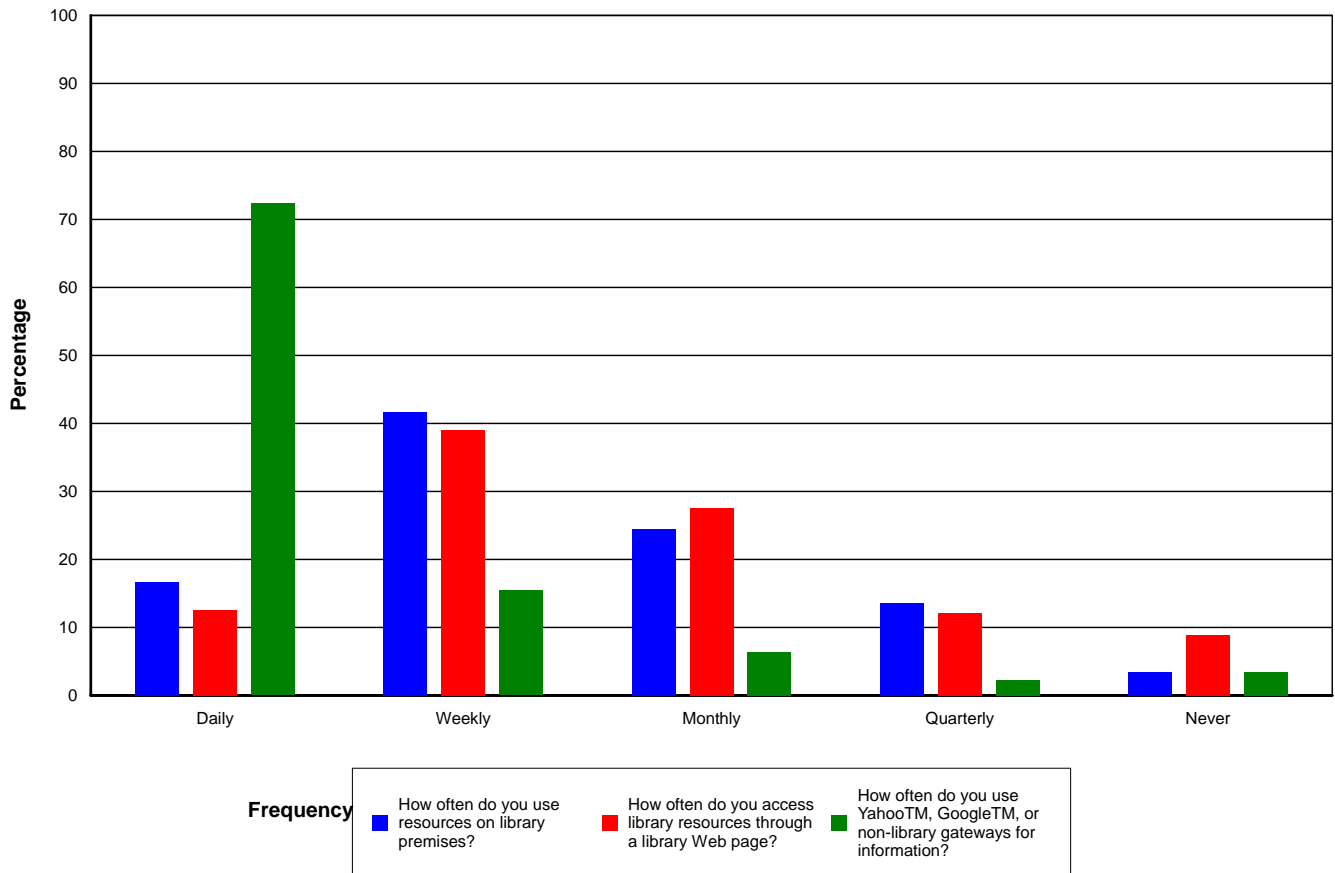
4.6 Information Literacy Outcomes Questions Summary for Undergraduate

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.29	1.90	263
The library aids my advancement in my academic discipline or work.	7.04	1.65	398
The library enables me to be more efficient in my academic pursuits or work.	7.11	1.70	380
The library helps me distinguish between trustworthy and untrustworthy information.	6.55	1.81	367
The library provides me with the information skills I need in my work or study.	6.94	1.54	264

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?	139 16.63%	349 41.75%	205 24.52%	114 13.64%	29 3.47%	836 100.00%
How often do you access library resources through a library Web page?	105 12.56%	326 39.00%	230 27.51%	101 12.08%	74 8.85%	836 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	605 72.37%	129 15.43%	54 6.46%	19 2.27%	29 3.47%	836 100.00%

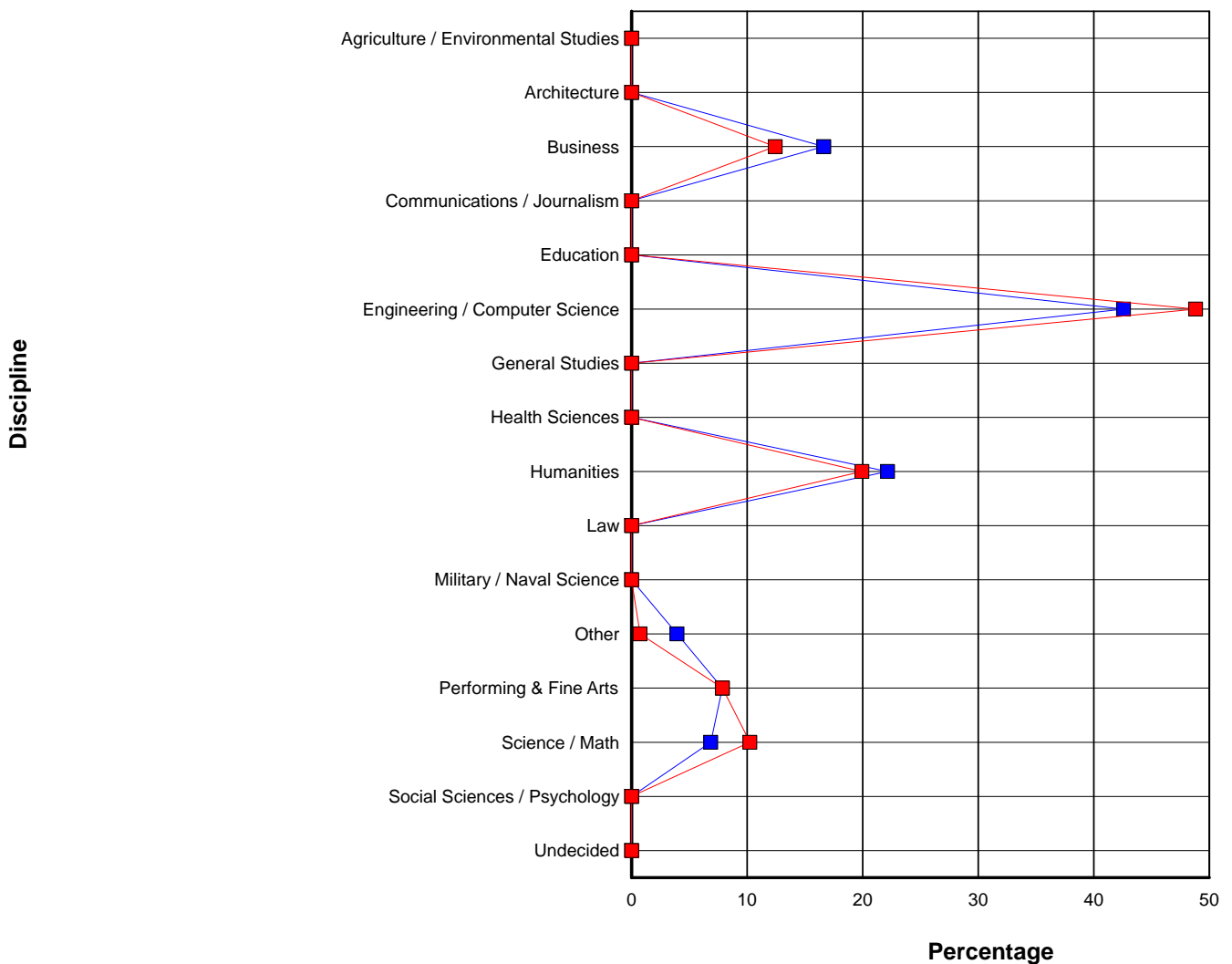
5 Graduate Summary for Concordia University Libraries

5.1 Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

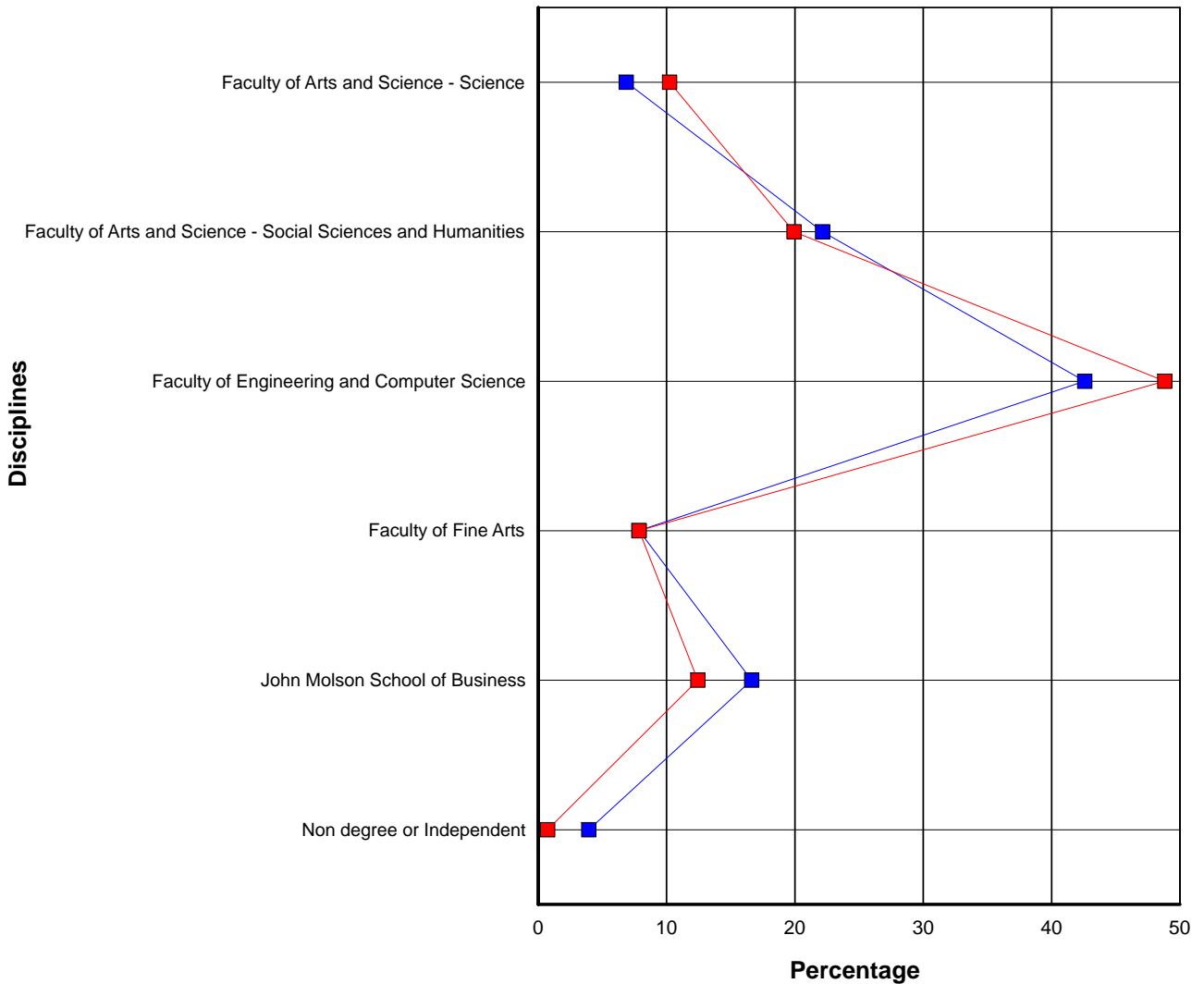
Language: English (American), French (Canada)
 Institution Type: College or University
 Consortium: LibQUAL Canada
 User Group: Graduate

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	1,157	16.63	68	12.43	4.20
Communications / Journalism	0	0.00	0	0.00	0.00
Education	0	0.00	0	0.00	0.00
Engineering / Computer Science	2,962	42.58	267	48.81	-6.24
General Studies	0	0.00	0	0.00	0.00
Health Sciences	0	0.00	0	0.00	0.00
Humanities	1,541	22.15	109	19.93	2.22
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	274	3.94	4	0.73	3.21
Performing & Fine Arts	546	7.85	43	7.86	-0.01
Science / Math	477	6.86	56	10.24	-3.38
Social Sciences / Psychology	0	0.00	0	0.00	0.00
Undecided	0	0.00	0	0.00	0.00
Total:	6,957	100.00	547	100.00	0.00

5.1.2 Population and Respondent Profiles for Graduate by Customized Discipline

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

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



- Respondent Profile by Discipline
- Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Faculty of Arts and Science - Science	477	6.86	56	10.24	-3.38
Faculty of Arts and Science - Social Sciences and Humanities	1,541	22.15	109	19.93	2.22
Faculty of Engineering and Computer Science	2,962	42.58	267	48.81	-6.24
Faculty of Fine Arts	546	7.85	43	7.86	-0.01
John Molson School of Business	1,157	16.63	68	12.43	4.20
Non degree or Independent	274	3.94	4	0.73	3.21
Total:	6,957	100.00	547	100.00	0.00

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

The library that you use most often:	Respondents n	Respondents %
Vanier Library (Loyola Campus)	53	9.67
Webster Library (Downtown Campus)	495	90.33
Total:	548	100.00

5.1.4 Respondent Profile by Age:

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

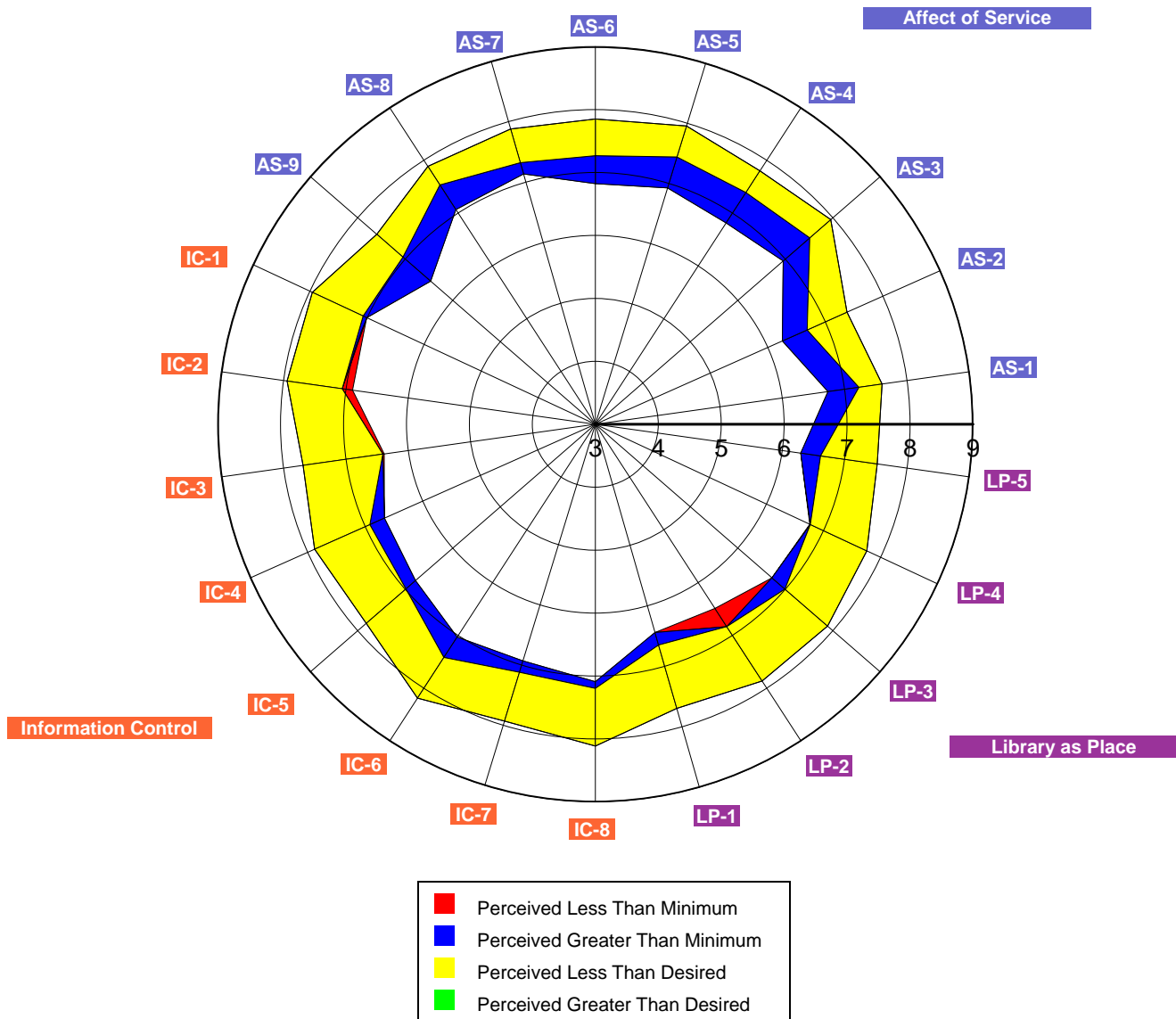
Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	19	3.47
23 - 30	333	60.77
31 - 45	169	30.84
46 - 65	26	4.74
Over 65	1	0.18
Total:	548	100.00

5.2 Core Questions Summary for Graduate

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

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

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

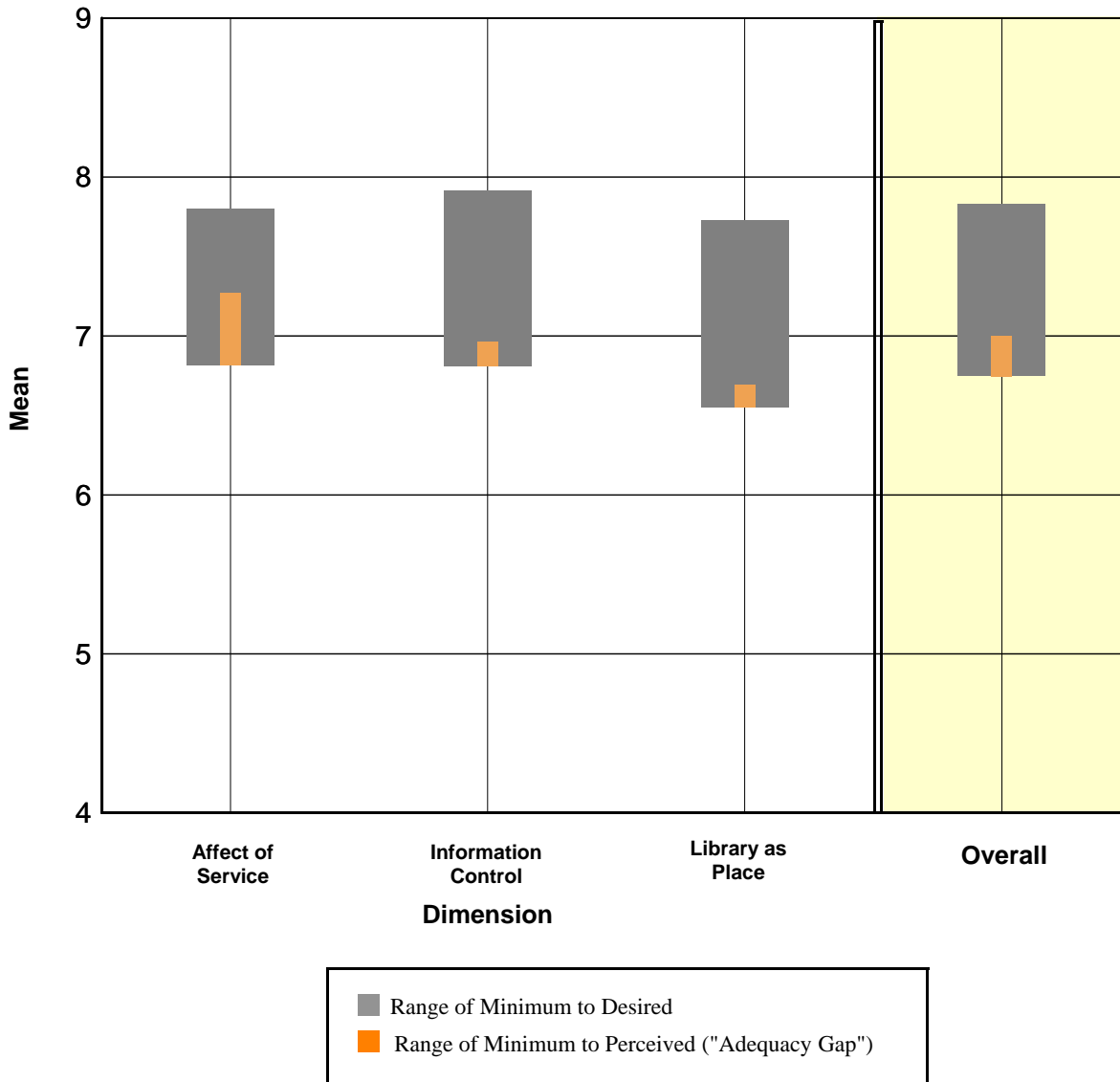


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.73	7.60	7.23	0.50	-0.37	113
AS-2	Giving users individual attention	6.25	7.38	6.68	0.43	-0.69	111
AS-3	Employees who are consistently courteous	6.96	7.96	7.51	0.56	-0.44	138
AS-4	Readiness to respond to users' questions	6.82	7.80	7.39	0.58	-0.41	146
AS-5	Employees who have the knowledge to answer user questions	6.93	7.95	7.44	0.51	-0.51	111
AS-6	Employees who deal with users in a caring fashion	6.82	7.85	7.27	0.44	-0.58	525
AS-7	Employees who understand the needs of their users	7.14	7.88	7.32	0.19	-0.56	117
AS-8	Willingness to help users	7.07	7.89	7.53	0.47	-0.35	148
AS-9	Dependability in handling users' service problems	6.47	7.60	7.05	0.58	-0.55	120
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.01	7.96	7.07	0.06	-0.89	127
IC-2	A library Web site enabling me to locate information on my own	7.06	7.94	6.89	-0.17	-1.05	160
IC-3	The printed library materials I need for my work	6.41	7.69	6.39	-0.02	-1.30	161
IC-4	The electronic information resources I need	6.67	7.88	6.92	0.25	-0.96	540
IC-5	Modern equipment that lets me easily access needed information	6.79	7.82	6.99	0.20	-0.83	168
IC-6	Easy-to-use access tools that allow me to find things on my own	7.03	8.19	7.42	0.39	-0.77	122
IC-7	Making information easily accessible for independent use	6.93	7.93	7.12	0.19	-0.81	174
IC-8	Print and/or electronic journal collections I require for my work	7.09	8.11	7.20	0.11	-0.92	133
Library as Place							
LP-1	Library space that inspires study and learning	6.44	7.70	6.65	0.21	-1.05	530
LP-2	Quiet space for individual activities	6.83	7.86	6.49	-0.35	-1.38	133
LP-3	A comfortable and inviting location	6.72	7.89	6.99	0.27	-0.90	135
LP-4	A getaway for study, learning, or research	6.77	7.76	6.76	-0.01	-1.00	121
LP-5	Community space for group learning and group study	6.30	7.52	6.61	0.32	-0.91	132
Overall:		6.75	7.83	7.00	0.25	-0.83	548

ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.67	1.41	1.46	1.64	1.57	113
AS-2	Giving users individual attention	1.92	1.47	1.81	2.03	1.88	111
AS-3	Employees who are consistently courteous	1.53	1.16	1.33	1.64	1.43	138
AS-4	Readiness to respond to users' questions	1.63	1.52	1.41	1.33	1.35	146
AS-5	Employees who have the knowledge to answer user questions	1.69	1.34	1.52	1.58	1.28	111
AS-6	Employees who deal with users in a caring fashion	1.79	1.42	1.65	1.80	1.64	525
AS-7	Employees who understand the needs of their users	1.58	1.40	1.51	1.46	1.30	117
AS-8	Willingness to help users	1.81	1.37	1.47	1.79	1.60	148
AS-9	Dependability in handling users' service problems	1.83	1.62	1.65	1.70	1.57	120
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.65	1.42	1.70	1.70	1.79	127
IC-2	A library Web site enabling me to locate information on my own	1.50	1.26	1.69	1.79	1.66	160
IC-3	The printed library materials I need for my work	1.84	1.52	2.00	2.51	2.22	161
IC-4	The electronic information resources I need	1.65	1.45	1.59	1.90	1.80	540
IC-5	Modern equipment that lets me easily access needed information	1.66	1.41	1.60	1.87	1.75	168
IC-6	Easy-to-use access tools that allow me to find things on my own	1.61	1.02	1.40	1.84	1.46	122
IC-7	Making information easily accessible for independent use	1.51	1.33	1.52	1.40	1.36	174
IC-8	Print and/or electronic journal collections I require for my work	1.62	1.25	1.60	1.62	1.57	133
Library as Place							
LP-1	Library space that inspires study and learning	1.93	1.73	1.92	2.21	2.20	530
LP-2	Quiet space for individual activities	1.81	1.64	2.06	2.40	2.39	133
LP-3	A comfortable and inviting location	1.82	1.55	1.80	1.91	2.04	135
LP-4	A getaway for study, learning, or research	1.91	1.68	1.94	2.11	2.05	121
LP-5	Community space for group learning and group study	2.11	1.84	1.86	2.10	2.01	132
Overall:		1.34	1.08	1.26	1.39	1.26	548

5.3 Core Question Dimensions Summary for Graduate

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



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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.82	7.80	7.27	0.46	-0.53	540
Information Control	6.81	7.92	6.96	0.15	-0.95	548
Library as Place	6.55	7.73	6.69	0.14	-1.04	536
Overall	6.75	7.83	7.00	0.25	-0.83	548

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	1.54	1.23	1.39	1.46	1.35	540
Information Control	1.38	1.13	1.40	1.53	1.41	548
Library as Place	1.74	1.53	1.76	1.95	1.95	536
Overall	1.34	1.08	1.26	1.39	1.26	548

5.4 Local Question Summary for Graduate

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	7.37	8.12	7.45	0.08	-0.67	118
Ability to navigate library Web pages easily	7.13	8.00	7.00	-0.13	-1.00	109
Adequate hours of service	7.22	8.03	7.74	0.52	-0.29	110
Ease and timeliness in getting materials from other libraries	6.95	7.87	7.27	0.32	-0.61	79
Making me aware of library resources and services	6.71	7.69	6.88	0.18	-0.81	95

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A secure and safe place	1.71	1.21	1.64	1.81	1.60	118
Ability to navigate library Web pages easily	1.66	1.40	1.58	1.90	1.73	109
Adequate hours of service	1.53	1.30	1.54	1.86	1.46	110
Ease and timeliness in getting materials from other libraries	1.54	1.39	1.48	1.65	1.32	79
Making me aware of library resources and services	1.66	1.38	1.67	2.02	1.81	95

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 1-9.

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.38	1.46	273
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.01	1.59	275
How would you rate the overall quality of the service provided by the library?	7.16	1.35	548

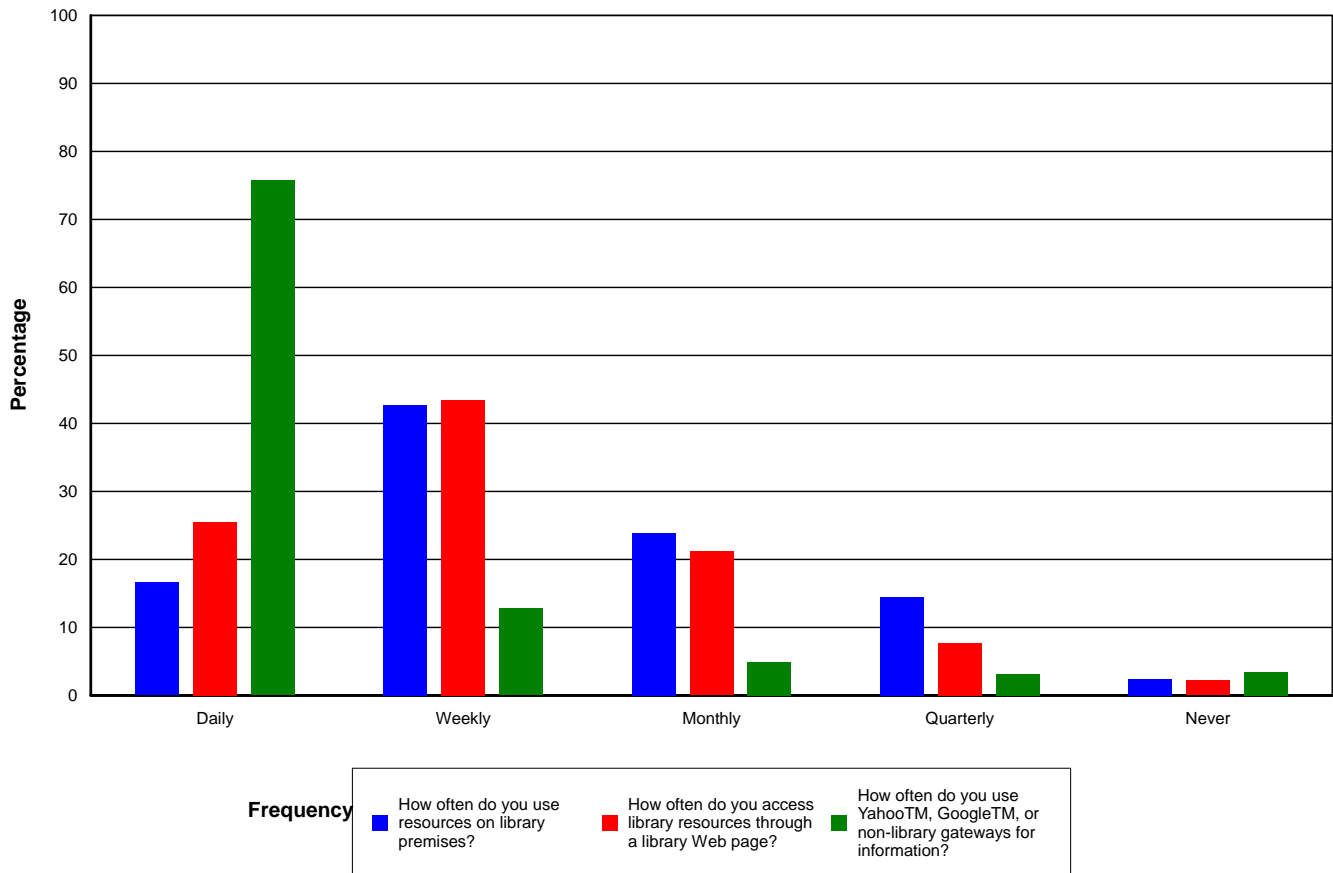
5.6 Information Literacy Outcomes Questions Summary for Graduate

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 1-9 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.	6.54	1.83	180
The library aids my advancement in my academic discipline or work.	7.14	1.43	255
The library enables me to be more efficient in my academic pursuits or work.	7.12	1.70	258
The library helps me distinguish between trustworthy and untrustworthy information.	6.53	1.81	238
The library provides me with the information skills I need in my work or study.	6.82	1.52	165

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?	91 16.61%	234 42.70%	131 23.91%	79 14.42%	13 2.37%	548 100.00%
How often do you access library resources through a library Web page?	140 25.55%	238 43.43%	116 21.17%	42 7.66%	12 2.19%	548 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	415 75.73%	70 12.77%	27 4.93%	17 3.10%	19 3.47%	548 100.00%

Appendix A: LibQUAL+® Dimensions

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

LibQUAL+ 2000 Dimensions

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

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

LibQUAL+ 2001 Dimensions

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

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

LibQUAL+ 2002 and 2003 Dimensions

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

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

LibQUAL+ 2004 - Present Dimensions

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

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

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

Affect of Service

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

Information Control

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

Library as Place

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



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