

# 2015 Survey

## Valdosta State University

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This notebook contains information from the 2015 administration of the LibQUAL+® protocol. The material on the following pages is drawn from the analysis of responses from the participating institutions collected in 2015.

The LibQUAL+® project requires the skills of a dedicated group. We would like to thank several alumni members of the LibQUAL+® team for their key roles in the development of this service. From Texas A&M University, the qualitative leadership of Yvonna Lincoln has been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative in the early years. From the Association of Research Libraries, we are appreciative of contributions made by Consuella Askew, MaShana Davis, David Green, Richard Groves, Kaylyn Groves, Amy Hostetler, Christina Justh, Mary Jackson, Jonathan Sousa, and Benny Yu.

A New Measures initiative of this scope is possible only as the collaborative effort of many libraries. To the directors and liaisons at all participating libraries goes our largest measure of gratitude. Without your commitment,

## 1.2 LibQUAL+®: A Project from StatsQUAL®

I would personally like to say a word about the development of LibQUAL+® over the last few years and to thank the people that have been involved in this effort. LibQUAL+® would not have been possible without the many

LibQUAL+® 2011 Survey Highlights

<[http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2011\\_Full.pdf](http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2011_Full.pdf)>

<[http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2011\\_Full\\_Supplement.pdf](http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2011_Full_Supplement.pdf)>

LibQUAL+® 2010 Survey Highlights

<[http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2010\\_Full.pdf](http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2010_Full.pdf)>

<[http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2010\\_Full\\_Supplement.pdf](http://www.libqual.org/documents/LibQual/publications/LibQUALHighlights2010_Full_Supplement.pdf)>

LibQUAL+® 2009 Survey Highlights

<[http://www.libqual.org/documents/admin/LibQUALHighlights2009\\_Full.pdf](http://www.libqual.org/documents/admin/LibQUALHighlights2009_Full.pdf)>

<[http://www.libqual.org/documents/admin/LibQUALHighlights2009\\_Full\\_Supplement.pdf](http://www.libqual.org/documents/admin/LibQUALHighlights2009_Full_Supplement.pdf)>

LibQUAL+® 2008 Survey Highlights

<[http://www.libqual.org/documents/admin/LibQUALHighlights2008\\_Full1.pdf](http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full1.pdf)>

<[http://www.libqual.org/documents/admin/LibQUALHighlights2008\\_Full\\_Supplement1.pdf](http://www.libqual.org/documents/admin/LibQUALHighlights2008_Full_Supplement1.pdf)>

libraries utilizing it successfully in the years to come. I look forward to your continuing active involvement in helping us understand the many ways we can improve library services.

With warm regards,

Martha Kyrillidou, PhD  
Senior Director, ARL Statistics and Service Quality Programs  
Association of Research Libraries

## 1.3 LibQUAL+®: Defining and Promoting Library Service Quality

### What is LibQUAL+®?

LibQUAL+® is a suite of services 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 program's centerpiece is a rigorously tested Web-based survey paired with training 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

Since 2000, more than 1,343 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. LibQUAL+® has expanded internationally, with participating institutions in Africa, Asia, Australia and Europe. It has been translated into a number of languages, including Arabic, Afrikaans, Chinese (Traditional), Danish, Dutch, Finnish, French, German, Greek, Hebrew, Japanese, Korean, Norwegian, Spanish, Swedish, and Welsh. The growing LibQUAL+® community of participants and its extensive dataset are rich resources for improving library services.

### How will LibQUAL+® benefit your library?

Library administrators have successfully used LibQUAL+® data to identify best practices, analyze deficits, and effectively allocate resources. Benefits to participating institutions include:

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed for LibQUAL+® participants
- Access to an online library LibQUAL+® research articles
- The opportunity to become part of a community interested in developing excellence in library services

LibQUAL+® gives your library users a chance to tell you where your services need improvement so you can respond to and better manage their expectations. You can improve services that better meet your users' expectations by comparing your library's data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users.

### How is the LibQUAL+® survey conducted?

Conducting the LibQUAL+® survey requires little technical expertise on your part. Use our online Management Center to set up and track the progress of your survey. You invite your users to take the survey by distributing the URL for your library's Web form via e-mail or posting a link to your survey on the library's Web site. Respondents complete the survey form and their answers are sent to the LibQUAL+® database. The data are analyzed and presented to you in reports describing your users' minimum, perceived, and minimum expectations of service.

### What are the origins of the LibQUAL+® survey?

assessing service quality in the private sector. The Texas A&M University Libraries and other libraries used modified SERVQUAL instruments for several years; those applications revealed the need for a newly adapted tool that would serve the particular requirements of libraries, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine LibQUAL+®. This effort was supported in part by a three-year grant from the Department of Education's Fund for the Improvement of Post-Secondary Education (FIPSE).



## 1.4 Web Access to Data

Data summaries from the 2015 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>>**

## 1.5 Explanation of Charts and Tables

A working knowledge of how to read and derive relevant information from the tables and charts used in your LibQUAL+® results notebook is essential. In addition to the explanatory text below you can find a self-paced tutorial on the project web site at:

[<http://www.libqual.org/about/about\\_survey/tools>](http://www.libqual.org/about/about_survey/tools)

Both the online tutorial and the text below are designed to help you understand your survey results and present and explain those results to others at your library.

### Radar Charts

Radar charts are commonly used throughout the following pages to display both aggregate results and results from individual institutions. Basic information about radar charts is outlined below, and additional descriptive information is included throughout this notebook.

#### What is a radar chart?

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 quality 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.

### Means

item on the LibQUAL+® survey. Means are also provided for the general satisfaction and information literacy outcomes questions.

### Standard Deviation

Standard deviation is a measure of the spread of data around their mean. The standard deviation (SD) 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.

In this notebook, standard deviations are provided for means presented in the tables. In a very real sense, the SD indicates how well a given numerical mean does at representing all the data. If the SD of the scores about a given mean was zero, the mean perfectly represents scores, and all the scores and the mean are all identical!

### 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 mean and standard deviations are provided for service adequacy gap scores on each item of the survey, as well as 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 mean and standard deviations are provided for service superiority gap scores on each item of the survey, as well as 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.

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

In consortia notebooks, institution type summaries are not shown if there is only one library for an institution type. Individual library notebooks are produced separately for each participant.

## 1.6 A Few Words about LibQUAL+® 2015

Libraries today confront escalating pressure to demonstrate value and impact. As Cullen (2001) has noted,

Academic libraries are currently facing their greatest challenge since the explosion in tertiary education and academic publishing which began after World War II. [T]he emergence of the virtual university, supported by the virtual library, calls into question many of our basic assumptions about the role of the academic library, and the security of its future. Retaining and growing their customer base, and focusing more energy on meeting their customer expectations is the only way for academic libraries to survive in this volatile environment. (pp. 662-663)

Today, "A measure of library quality based solely on collections has become obsolete" (Nitecki, 1996, p. 181). These considerations have prompted the Association of Research Libraries (ARL) to sponsor a number of "New Measures" initiatives. The New Measures efforts represent a collective determination on the part of the ARL membership to augment the collection-count and fiscal input measures that comprise the ARL Index and ARL Statistics, to date the most consistently collected statistics for research libraries, with outcome measures such as assessments of service quality and satisfaction. One New Measures Initiative is the LibQUAL+® service (Cook, Heath & B. Thompson, 2002, 2003; Heath, Cook, Kyrrillidou & Thompson, 2002; Kyrrillidou & Cook, 2008; Kyrrillidou, Cook, & Rao, 2008; Thompson, Cook & Heath, 2003; Thompson, Cook & Thompson, 2002; Thompson, Kyrrillidou & Cook, 2007a, 2007b, 2008).

Within a service-quality assessment model, "only customer judge quality; all other judgments are essentially irrelevant" (Zeithaml, Parasuraman, Berry, 1990, p. 6). LibQUAL+® was modeled on the 22-item SERVQUAL tool developed by Parasuraman, Berry and Zeithaml (Parasuraman, Berry & Zeithaml, 1991). However, SERVQUAL has been shown to measure some issues not particularly relevant in libraries, and to not measure some issues of considerable interest to library users.

The final 22 LibQUAL+® items were developed through several iterations of studies involving a larger pool of 56 items. The selection of items employed in the LibQUAL+® survey has been grounded in the users' perspective as revealed in a series of qualitative studies involving a larger pool of items. The items were identified following qualitative research interviews with student and faculty library users at several different universities (Cook, 2002a; Cook & Heath, 2001).

LibQUAL+® is not just a list of 22 standardized items. First, LibQUAL+® offers libraries the ability to select five optional local service quality assessment items. Second, the survey includes a comments box soliciting open-ended user views. Almost half of the people responding to the LibQUAL+® survey provide valuable feedback through the comments box. These open-ended comments are helpful not only (a) understanding why users provide certain ratings, but also (b) understanding what policy changes users suggest, because users feel the obligation to be constructive. Participating libraries are finding the real-time access to user comments one of the most useful devices in challenging library administrators to think outside the box and develop innovative ways for improving library services.

LibQUAL+® is one of 11 ways of listening to users, called a total market survey. As Berry (1995) explained,

When well designed and executed, total market surveys provide a range of information unmatched by any other method... A critical facet of total market surveys (and the reason for using the word 'total') is the measurement of competitors' service quality. This [also] requires using non-customers in the sample to rate the service of their suppliers. (p. 37)

Although (a) measuring perceptions of both users and non-users (b) collecting perceptions data with regard to peer institutions can provide important insights, Berry recommended using multiple listening methods and emphasized that "Ongoing data collection... is a necessity. In addition, transactional surveys, total market surveys, and employee research should always be included" (Berry, 1995, p. 54).

**LibQUAL+® Lite**

## Data Screening

The 22 LibQUAL+® core items measure perceptions of service quality, as well as three sub-dimensions of perceived library quality: (a) *Service Affect* (9 items, such as "willingness to help users"); (b) *Information Control* (8 items, such as "a library Web site enabling me to locate information on my own" and "print and/or electronic journal collections I require for my work"); and (c) *Library as Place* (5 items, such as "a getaway for study, learning, or research").

However, as happens in any survey, some users provided incomplete data, inconsistent data, or both. In compiling the summary data reported here, several criteria were used to determine which respondents to omit from these analyses.

**1. Complete Data.** The Web software that presents the core items asks visitors whether a given user has completed all items. On each of these items, in order to submit the survey successfully, users must provide a rating of (a)

A total market survey administered to more than 100,000 users, as was LibQUAL+® in 2004 and 2005, affords the

For example, given inadequacy in records at schools, we are not sure how many e-mail addresses for users are accurate. And we do not know how many messages to invite participation were actually opened. In other words, what we know for LibQUAL+® is the "lower-bound estimate" of response rates.

For example, if 200 out of 800 solicitations result in completed surveys, we know that the response rate is at least 25 percent. But because we are not sure whether 800 addresses were correct or that 800 e-mail messages were opened, we are not sure that 800 is the correct denominator. The response rate involving only correct e-mail addresses might be 35 or 45 percent. We don't know the exact response rate.

**Representativeness Versus Response Rate.** If 100 percent of the 800 people we randomly selected to complete our survey did so, then we can be assured that the results are representative of all users. But if only 25 percent of the 800 users complete the survey, the representativeness result is not assured. Nor is unrepresentativeness assured.

Representativeness is actually a matter of degree. And institutions each with 25 percent response rates may have data with different degrees of representativeness.

We can never be sure about how representative our data is as not everyone completes the survey. But we can at least address this concern by comparing the demographic profiles of survey completers with the population (Thompson, 2000). At which university below would we be more confident that LibQUAL+® results were reasonably representative?

<b>Alpha University</b>	
Completers (n=200 / 800)	Population (N=16,000)



analysis) . It provides a one-stop dynamic shop to actively analyze results and benchmark with other institutions.

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## 1.7 Library Statistics for Valdosta State 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 Statistics*: <<http://www.arl.org/stats/>>.

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

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Total library expenditures (in U.S. \$):	<b>\$3,690,250</b>
Personnel - professional staff, FTE:	<b>26</b>
Personnel - support staff, FTE:	<b>20</b>
Total library materials expenditures (in U.S. \$):	<b>1,515,908</b>
Total salaries and wages for professional staff (in U.S. \$):	<b>1,901,086</b>

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## 1.8 Contact Information for Valdosta State University

The person below served as the institution's primary LibQUAL+® liaison

## 1.9 Survey Protocol and Language for Valdosta State University

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

		<b>Lite</b>	<b>Total</b> <i>(by Language)</i>
<b>English (American)</b>	<b>Count</b>	683	683
	<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
<b>Total</b> <i>(by Survey Protocol)</i>	<b>Count</b>	683	683
	<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 Valdosta State University

### 2.1 Respondents by User Group





## 2.2 Population and Respondents by User Sub-Group





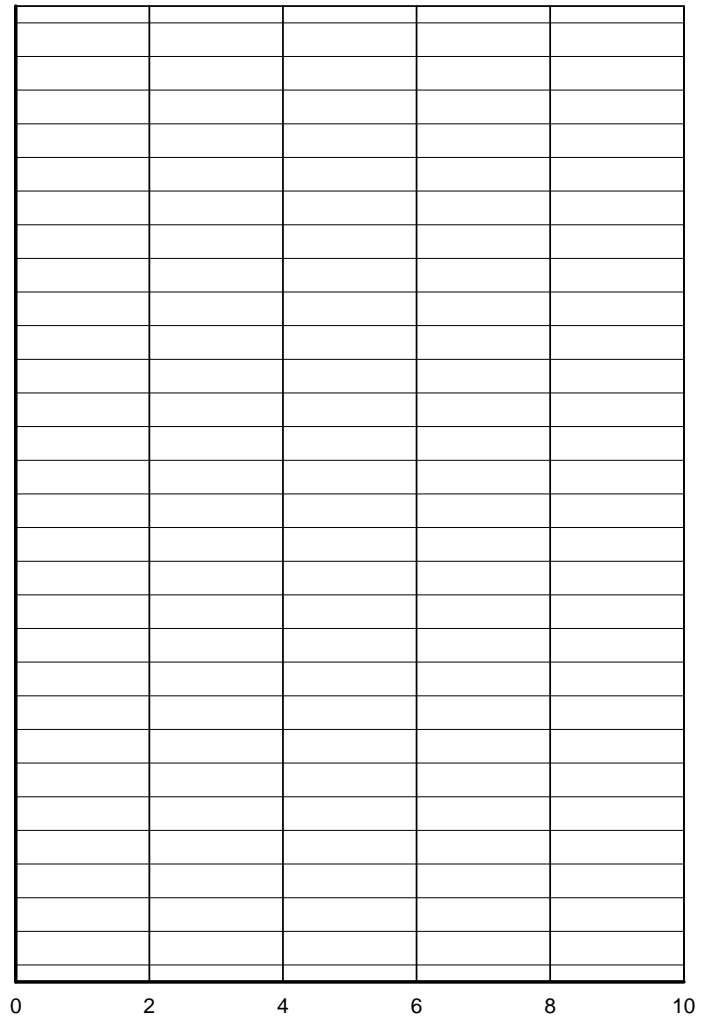


## 2.4 Population and Respondents by Customized Discipline

The chart and table below show a breakdown of survey respondents by discipline, 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 by 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

<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Accounting and Finance	0	0.00	27	4.29	-4.29
Adult and Career Education	0	0.00	14	2.22	-2.22
Art	0	0.00	27	4.29	-4.29
Biology	0	0.00	37	5.87	-5.87
Chemistry	0	0.00	20	3.17	-3.17
Communication Arts	0	0.00	28	4.44	-4.44
Curriculum, Leadership and Technology	0	0.00	27	4.29	-4.29
Early Childhood and Reading Education	0	0.00	21	3.33	-3.33
English	0	0.00	20	3.17	-3.17
General Studies	0	0.00	6	0.95	-0.95
History	0	0.00	25	3.97	-3.97
Kinesiology and Physical Education	0	0.00	11	1.75	-1.75
Library and Information Science	0	0.00	30	4.76	-4.76
Management	0	0.00	21	3.33	-3.33
Marketing and Economics	0	0.00	16	2.54	-2.54
Mathematics and Computer Science	0	0.00	26	4.13	-4.13
Middle Grades and Secondary Education	0	0.00	17	2.70	-2.70
Modern and Classical Languages	0	0.00	10	1.59	-1.59
Music	0	0.00	7	1.11	-1.11
Nursing	0	0.00	49	7.78	-7.78
Other	0	0.00	60	9.52	-9.52
Philosophy and Religious Studies	0	0.00	3	0.48	-0.48
Physics, Astronomy, and Geosciences	0	0.00	9	1.43	-1.43
Political Science	0	0.00	18	2.86	-2.86
Psychology and Counseling	0	0.00	43	6.83	-6.83
Social Work	0	0.00	4	0.63	-0.63
Sociology, Anthropology & Criminal Justice	0	0.00	19	3.02	-3.02
Special Education and Communication Disorders	0	0.00	24	3.81	-3.81
Undecided	0	0.00	11	1.75	-1.75
<b>Total:</b>	<b>0</b>	<b>100.00</b>	<b>630</b>	<b>100.00</b>	<b>0.00</b>

Language: English (American)

Institution Type: College or University

Consortium: Georgia Consortium

User Group: All (Excluding Library Staff, Staff)



### 3. Survey Item Summary for Valdosta State University

#### 3.1 Core Questions Summary

This radar chart shows the aggregate results of the core survey questions. Each line represents one question. A code to identify each question is displayed at the end 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





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	1.87	1.61	1.87	1.88	1.96	145
AS-2	Giving users individual attention	2.09	1.71	1.62	1.87	1.67	183
AS-3	Employees who are consistently courteous	2.03	1.51	1.56	1.81	1.68	173
AS-4	Readiness to respond to user questions	1.67	1.02	1.52	1.75	1.57	143
AS-5	Employees who have the knowledge to answer user questions	1.74	1.35	1.36	1.96	1.61	160
AS-6	Employees who deal with users in a caring fashion	1.86	1.38	1.52	1.84	1.59	644
AS-7	Employees who understand the needs of their users	2.01	1.52	1.54	1.82	1.60	167
AS-8	Willingness to help users	1.95	1.49	1.48	1.91	1.64	144
AS-9	Dependability in handling users' service problems	1.81	1.29	1.56	1.91	1.60	144
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.87	1.52	1.66	1.84	1.68	169
IC-2	A library Web site enabling me to locate information on my own	2.03	1.57	1.78	1.93	1.68	204
IC-3	The printed library materials used for my work	2.14	1.71	1.74	2.14	1.80	151
IC-4	The electronic information resources I need	1.87	1.62	1.54	1.88	1.75	643
IC-5	Modern equipment that lets me easily access needed information	1.84	1.33	1.42	1.82	1.76	179
IC-6	Easy-to-use access tools that allow me to find things on my own	1.69	1.23	1.55	1.97	1.79	215
IC-7	Making information easily accessible for independent use	1.83	1.44	1.53	1.77	1.60	180
IC-8	Print and/or electronic journal collections I require for my work	1.93	1.65	1.63	2.21	2.02	165
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.00	1.64	1.79	2.17	2.18	617
LP-2	Quiet space for individual activities	2.01	1.71	1.71	2.26	2.11	179
LP-3	A comfortable and inviting location	1.84	1.23	1.85	1.94	1.88	165
LP-4	A getaway for study, learning, or research	1.91	1.51	1.67	2.10	1.84	137
LP-5	Community space for group learning and group study	2.04	1.86	1.83	2.52	2.26	133
<b>Overall:</b>		1.54	1.11	1.24	1.49	1.29	660

Language: English (American)

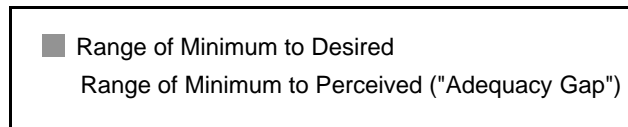
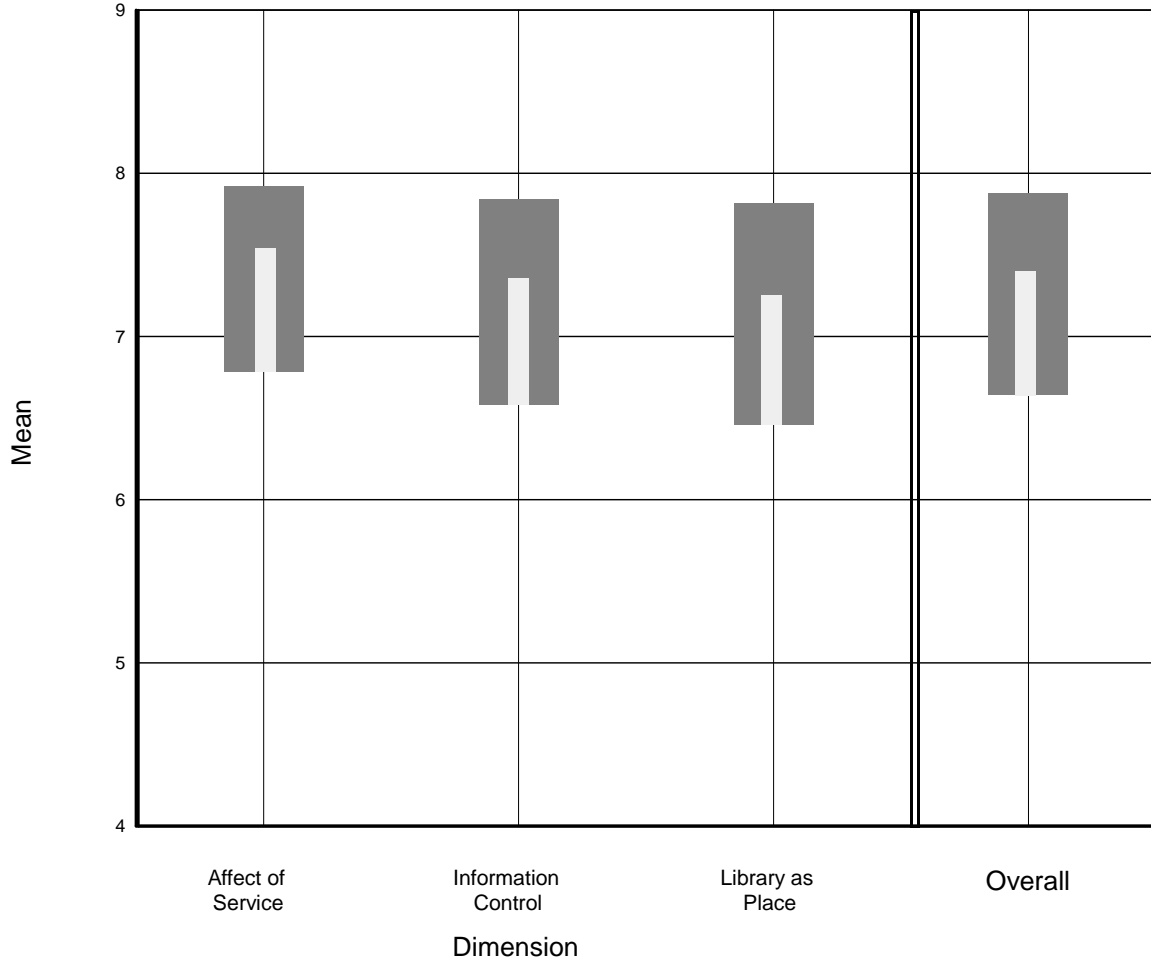
Institution Type: College or University

Consortium: Georgia Consortium

User Group: All (Excluding Library Staff)

### 3.2 Core Question Dimensions Summary

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



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### 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	7.79	8.49	7.88	0.09	-0.61	110
Ability to navigate library Web pages easily	6.93	8.16	7.42	0.48	-0.75	122
Adequate hours of service	7.07	8.04	7.66	0.59	-0.38	128
Library orientations / instruction sessions	5.74	6.99	7.23	1.48	0.23	120
Ready access to computers / Internet / software	6.76	7.95	7.44	0.68	-0.51	133

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.

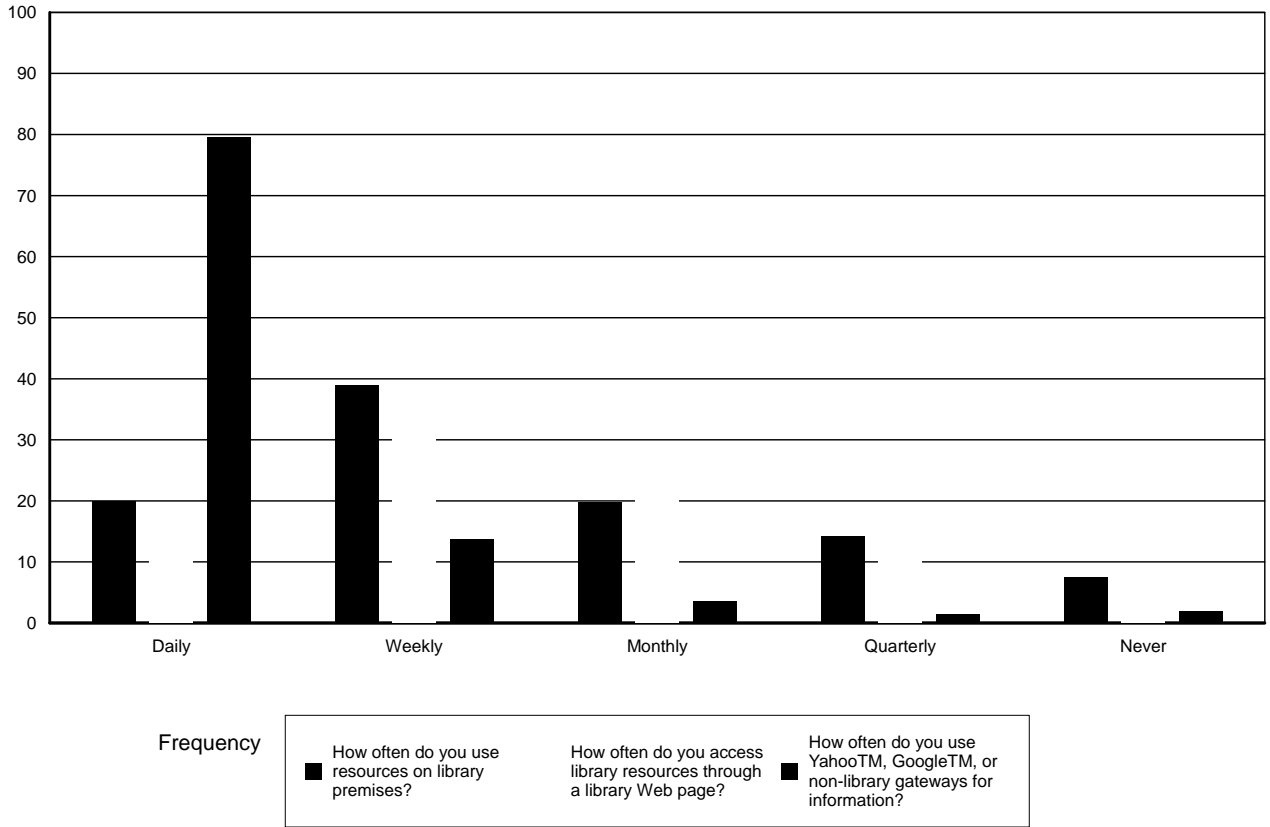
Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A secure and safe place	1.59	1.03	1.45	1.76	1.59	110
Ability to navigate library Web pages easily	1.88	1.22	1.74	1.93	1.91	122
Adequate hours of service	1.72	1.23	1.67	2.07	1.69	128
Library orientations / instruction sessions	2.41	2.13	1.83	2.16	2.15	120
Ready access to computers / Internet / software	2.13	1.59	1.69	2.42	2.14	133

### 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 Satisfac

### 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.



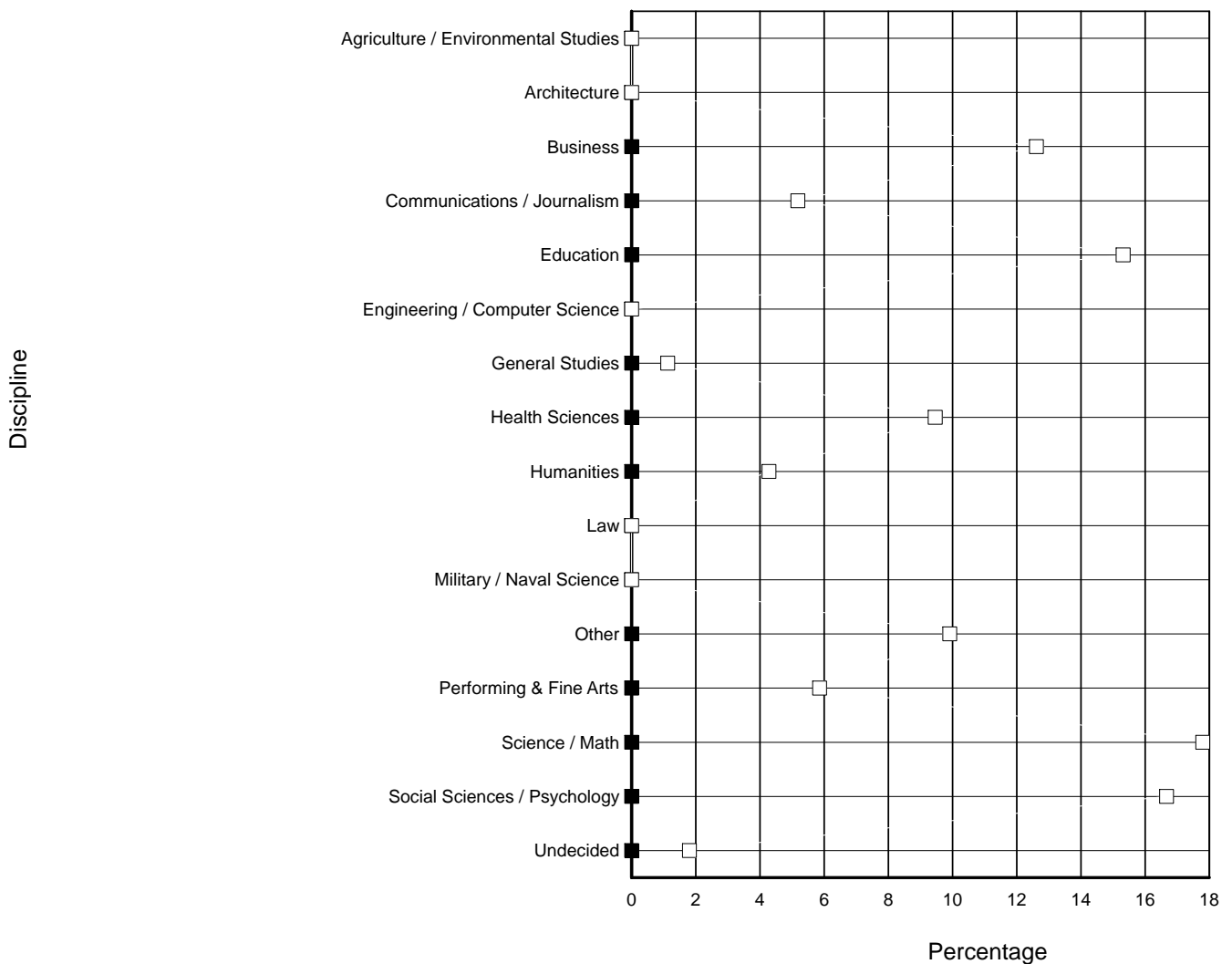
## 4 Undergraduate Summary for Valdosta State University

### 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, 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 Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Respondent Profile by Discipline

Population Profile by Discipline

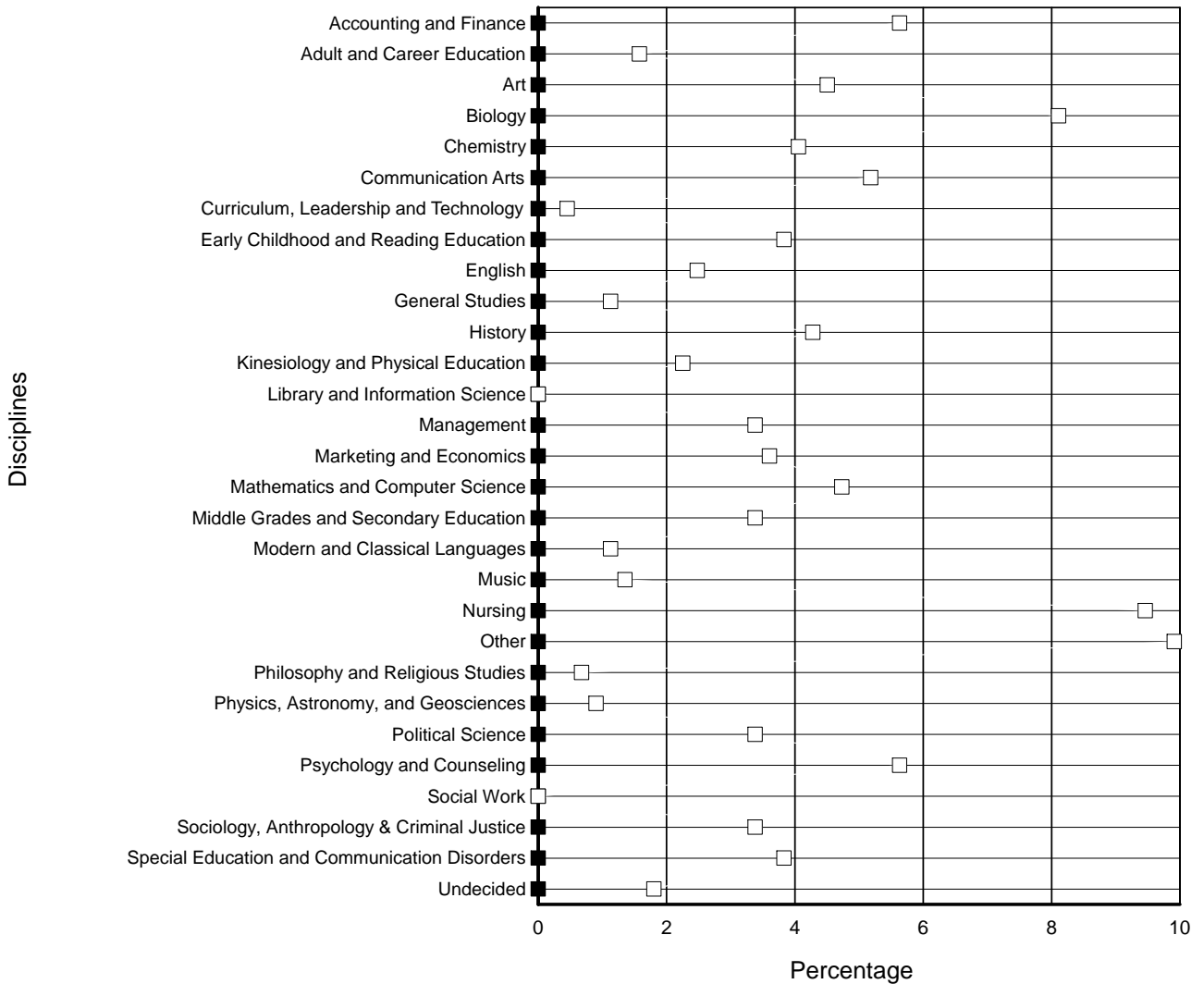


<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	0	0.00	56	12.61	-12.61
Communications / Journalism	0	0.00	23	5.18	-5.18
Education	0	0.00	68	15.32	-15.32
Engineering / Computer Science	0	0.00	0	0.00	0.00
General Studies	0	0.00	5	1.13	-1.13
Health Sciences	0	0.00	42	9.46	-9.46
Humanities	0	0.00	19	4.28	-4.28
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	44	9.91	-9.91
Performing & Fine Arts	0	0.00	26	5.86	-5.86
Science / Math	0	0.00	79	17.79	-17.79
Social Sciences / Psychology	0	0.00	74	16.67	-16.67
Undecided	0	0.00	8	1.80	-1.80
<b>Total:</b>	<b>0</b>	<b>100.00</b>	<b>444</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 breakdown percentage for each discipline, for the general population (N) and for survey respondents (n).



#### Respondent Profile by Discipline

■ Population Profile by Discipline



### 4.1.3 Respondent Profile by Age:

This table shows a breakdown of survey respondents by age, with 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	2	0.45
18 - 22	337	75.90
23 - 30	73	16.44
31 - 45	27	6.08
46 - 65	4	0.90
Over 65	1	0.23
<b>Total:</b>	<b>444</b>	<b>100.00</b>

### 4.1.4 Respondent Profile by Sex:

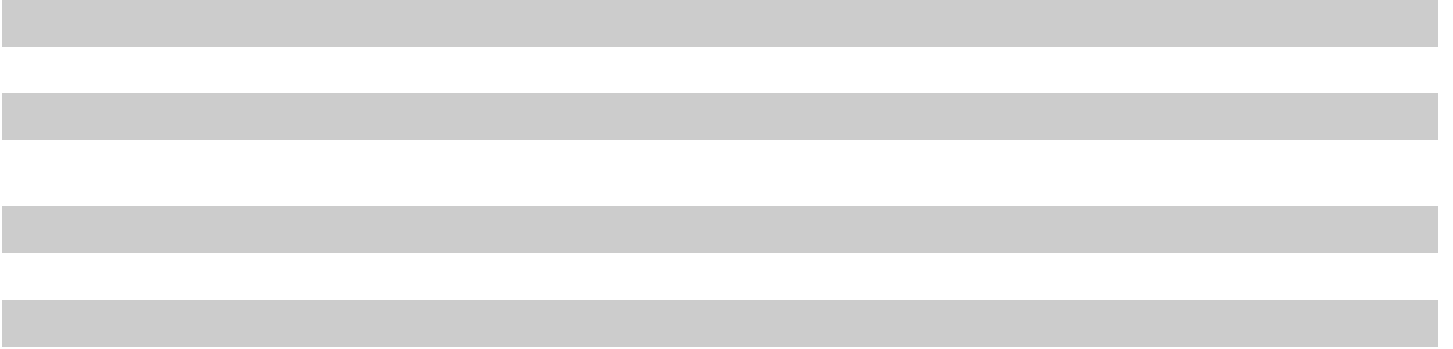
The table below shows a breakdown of survey respondents, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*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.

Sex:	Population N	Population %	Respondents n	Respondents %
Female	4,984	58.97	309	69.59
Male	3,468	41.03	135	30.41
<b>Total:</b>			<b>444</b>	<b>100.00</b>



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	6.33	7.48	7.00	0.67	-0.48	96
AS-2	Giving users individual attention	5.86	7.30	7.24	1.38	-0.06	125
AS-3	Employees who are consistently courteous	6.73	7.79	7.73	1.00	-0.06	119
AS-4	Readiness to respond to users' questions	7.07	8.17	7.69	0.61	-0.48	96
AS-5	Employees who have the knowledge to answer user questions	6.87	7.99	7.72	0.84	-0.27	103
AS-6	Employees who deal with users in a caring fashion	6.72	7.93	7.50	0.79	-0.43	434
AS-7	Employees who understand the needs of their users	6.66	7.85	7.61	0.95	-0.24	113
AS-8	Willingness to help users	6.69	7.96	7.71	1.02	-0.25	97
AS-9	Dependability in handling users' service problems	6.50	7.89	7.29	0.79	-0.61	94
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	6.58	7.75	7.34	0.76	-0.41	115
IC-2	A library Web site enabling me to locate information on my own	6.33	7.61	7.39	1.07	-0.21	132
IC-3	The printed library materials I need for my work	6.70	7.69	7.56	0.86	-0.13	100
IC-4	The electronic information resources I need	6.07	7.54	7.32	1.25	-0.22	431
IC-5	Modern equipment that lets me easily access needed information	6.90	8.13	7.60	0.70	-0.53	132
IC-6	Easy-to-use access tools that allow me to find things on my own	6.67	8.00	7.37	0.70	-0.63	142
IC-7	Making information easily accessible for independent use	6.50	7.86	7.35	0.85	-0.51	121
IC-8	Print and/or electronic journal collections I require for my work	6.39	7.88	7.49	1.10	-0.39	110
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.39	7.98	7.29	0.90	-0.69	439
LP-2	Quiet space for individual activities	6.77	7.95	7.42	0.65	-0.53	129
LP-3	A comfortable and inviting location	6.75	8.12	7.35	0.60	-0.77	117
LP-4	A getaway for study, learning, or research	6.89	7.97	7.76	0.87	-0.21	92
LP-5	Community space for group learning and group study	6.37	7.78	7.13	0.76	-0.65	94
<b>Overall:</b>		6.51	7.83	7.40	0.89	-0.42	444



### 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 (service adequacy gap) for each dimension of library service quality.





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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.60	7.81	7.48	0.87	-0.34	441
Information Control	6.40	7.74	7.38	0.98	-0.35	442
Library as Place	6.55	7.97	7.34	0.79	-0.63	442
<b>Overall</b>	6.51	7.83	7.40	0.89	-0.42	444

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	1.76	1.34	1.43	1.66	1.45	441
Information Control	1.66	1.32	1.30	1.52	1.37	442
Library as Place	1.79	1.31	1.61	1.94	1.83	442
<b>Overall</b>	1.60	1.18	1.26	1.49	1.29	444

#### 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	7.91	8.57	7.84		-0.73	74
Ability to navigate library Web pages easily	6.89	8.02	7.54	0.64	-0.49	84
Adequate hours of service	7.00	8.12	7.85	0.85	-0.27	85
Library orientations / instruction sessions	5.54	6.90	7.04	1.50	0.13	84
Ready access to computers / Internet / software	6.68	7.91	7.49	0.81	-0.41	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	1.52	0.89	1.50	1.78	1.65	74
Ability to navigate library Web pages easily	1.99	1.34	1.78	1.95	1.90	84
Adequate hours of service	1.75	1.16	1.52	1.86	1.45	85
Library orientations / instruction sessions	2.50	2.18	1.90	2.12	2.24	84
Ready access to computers / Internet / software	2.26	1.71	1.70	2.45	2.13	95

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 general satisfaction questions on the







### 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, 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 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 overall percentage for each discipline, for the general population (N) and for survey respondents (n).



Respondent Profile by Discipline

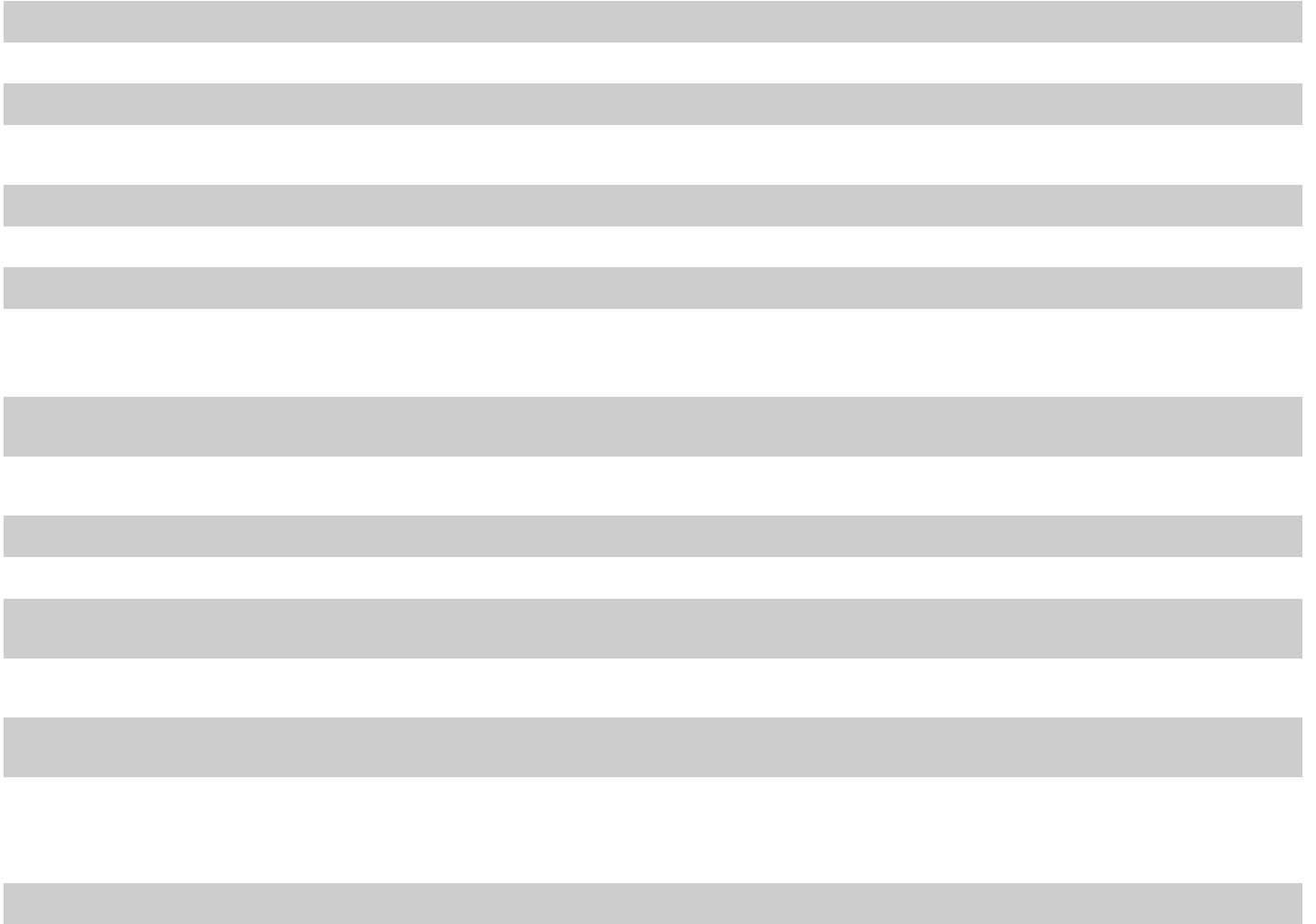
■ Population Profile by Discipline











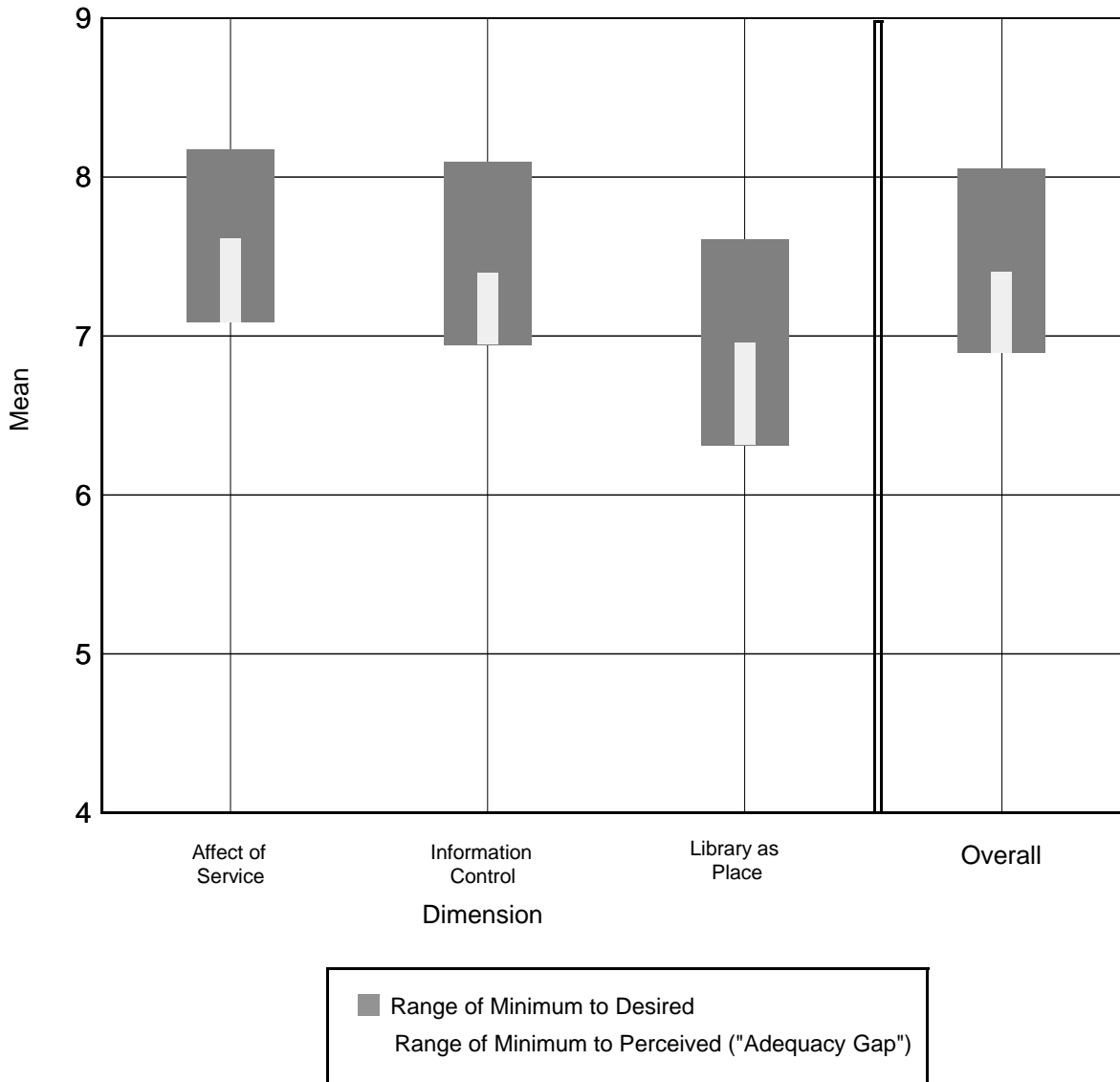
|



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	1.85	1.41	1.97	2.21	2.08	26
AS-2	Giving users individual attention	1.76	1.44	1.48	1.59	1.57	32
AS-3	Employees who are consistently courteous	1.82	0.78	1.72	1.89	1.94	23
AS-4	Readiness to respond to users' questions	1.42	0.78	1.56	2.30	1.78	18
AS-5	Employees who have the knowledge to answer user questions	1.64	1.21	1.43	1.91	1.26	25
AS-6	Employees who deal with users in a caring fashion	1.88	1.17	1.56	1.87	1.60	104
AS-7	Employees who understand the needs of their users	2.15	1.84	1.86	1.81	1.26	29
AS-8	Willingness to help users	1.50	1.23	1.17	1.77	1.75	27
AS-9	Dependability in handling users' service problems	1.53	1.16	1.29	1.40	1.05	29
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	1.85	1.59	1.47	1.58	1.64	31
IC-2	A library Web site enabling me to locate information on my own	1.97	1.26	1.75	2.07	1.82	36
IC-3	The printed library materials I need for my work	2.22	1.68	1.63	2.42	1.92	19
IC-4	The electronic information resources I need	1.81	1.32	1.52	1.88	1.69	109
IC-5	Modern equipment that lets me easily access needed information	1.45	1.39	1.46	0.86	1.17	16
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.18	1.79	2.16	2.13	35
IC-7	Making information easily accessible for independent use	2.06	1.66	1.73	1.55	0.97	35
IC-8	Print and/or electronic journal collections I require for my work	1.40	1.07	1.37	1.86	1.71	37
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.00	1.94	2.02	2.47	2.54	87
LP-2	Quiet space for individual activities	2.12	1.70	1.87	1.90	1.58	26
LP-3	A comfortable and inviting location	1.56	0.69	2.18	2.36	2.36	19
LP-4	A getaway for study, learning, or research	1.67	1.71	1.51	1.77	1.61	19
LP-5	Community space for group learning and group study	2.06	1.84	1.79	2.32	1.96	24
<b>Overall:</b>		1.49	0.98	1.29	1.53	1.32	109

### 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 (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



## 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	7.42	8.50	8.00	0.58	-0.50	12
Ability to navigate library Web pages easily	6.75	8.35	7.30	0.55	-1.05	20
Adequate hours of service	7.60	8.00	7.00		-1.00	20
Library orientations / instruction sessions	6.30	7.15	7.80	1.50	0.65	20
Ready access to computers / Internet / software	7.00	8.23	7.45	0.45	-0.77	22

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

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## 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 which I am treated at the library.	7.67	1.43	57
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.62	1.72	52
How would you rate the overall quality of the service provided by the library?	7.73	1.23	109

## 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.	7.03	1.54	40
The library aids my advancement in my academic discipline or work.	7.92	1.28	60
The library enables me to be more efficient in my academic pursuits or work.	7.88	1.26	50
The library helps me distinguish between trustworthy and untrustworthy information.	7.26	1.80	39
The library provides me with the information I need in my work or study.	7.17	1.67	29











<b>Discipline</b>	<b>Population N</b>	<b>Population %</b>	<b>Respondents n</b>	<b>Respondents %</b>	<b>%N - %n</b>
Accounting and Finance	0	0.00	0	0.00	0.00
Adult and Career Education	0	0.00	1	1.30	-1.30
Art	0	0.00	7	9.09	-9.09
Biology	0	0.00	0	0.00	0.00
Chemistry	0	0.00	2	2.60	-2.60
Communication Arts	0	0.00	2	2.60	-2.60
Curriculum, Leadership and Technology	0	0.00	5	6.49	-6.49
Early Childhood and Reading Education	0	0.00	3	3.90	-3.90
English	0	0.00	8	10.39	-10.39
General Studies	0	0.00	1	1.30	-1.30
History	0	0.00	2	2.60	-2.60
Kinesiology and Physical Education	0	0.00	0	0.00	0.00
Library and Information Science	0	0.00	4	5.19	-5.19
Management	0	0.00	4	5.19	-5.19
Marketing and Economics	0	0.00	0	0.00	0.00
Mathematics and Computer Science	0	0.00	4	5.19	-5.19
Middle Grades and Secondary Education	0	0.00	1	1.30	-1.30
Modern and Classical Languages	0	0.00	5	6.49	-6.49
Music	0	0.00	1	1.30	-1.30
Nursing	0	0.00	5	6.49	-6.49
Other	0	0.00	5	6.49	-6.49
Philosophy and Religious Studies	0	0.00	0	0.00	0.00
Physics, Astronomy, and Geosciences	0	0.00	5	6.49	-6.49
Political Science	0	0.00	1	1.30	-1.30
Psychology and Counseling	0	0.00	4	5.19	-5.19
Social Work	0	0.00	0	0.00	0.00
Sociology, Anthropology & Criminal Justice	0	0.00	4	5.19	-5.19
Special Education and Communication Disorders	0	0.00	1	1.30	-1.30
Undecided	0	0.00	2	2.60	-2.60
<b>Total:</b>	<b>0</b>	<b>100.00</b>	<b>77</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, with 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	0	0.00
23 - 30	3	3.90
31 - 45	29	37.66
46 - 65	40	51.95
Over 65	5	6.49
<b>Total:</b>	<b>77</b>	<b>100.00</b>

### 6.1.4 Respondent Profile by Sex:

The table below shows a breakdown of survey respondents, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*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.

Sex:	Population N	Population %	Respondents n	Respondents %
Female	318	50.16	51	66.23
Male	316	49.84	26	33.77
<b>Total:</b>	<b>634</b>	<b>100.00</b>	<b>77</b>	<b>100.00</b>

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

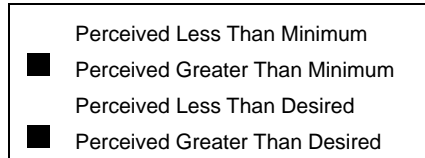
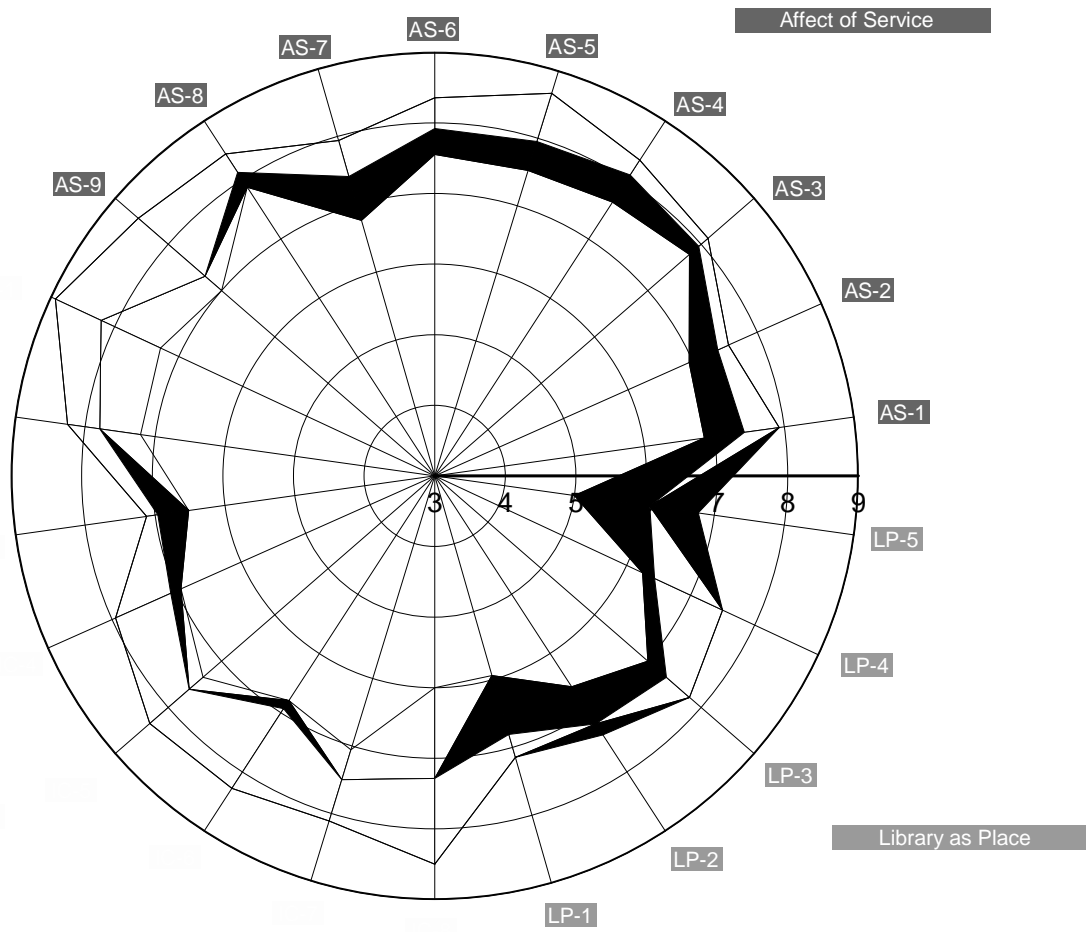
Full or part-time student?	Population N	Population %	Respondents n	Respondents %

## 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 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 inadequacy 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.)



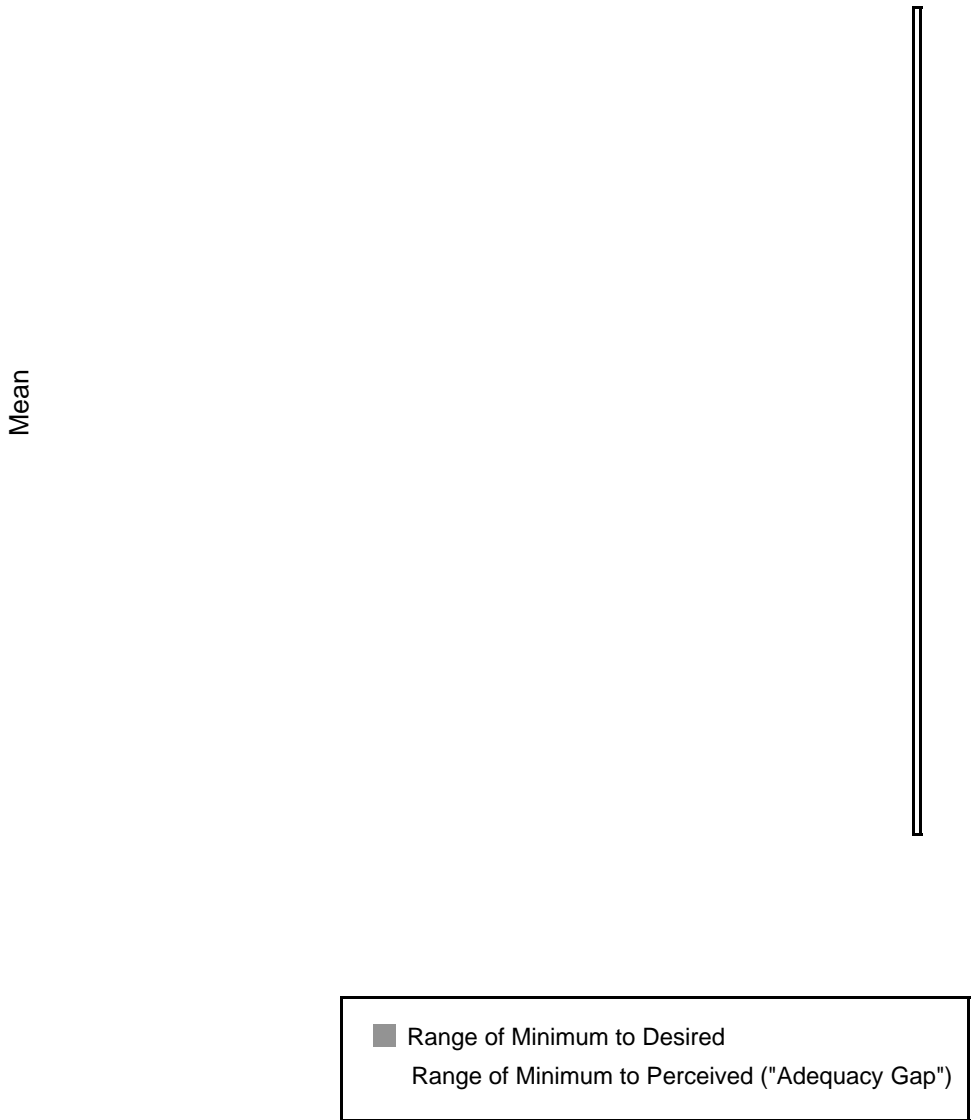




ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	1.83	1.07	1.70	1.60	1.87	14
AS-2	Giving users individual attention	1.86	1.46	1.14	1.98	1.58	18
AS-3	Employees who are consistently courteous	1.51	1.22	1.15	1.19	1.07	23
AS-4	Readiness to respond to users' questions	1.35	0.82	1.02	1.44	0.94	24
AS-5	Employees who have the knowledge to answer user questions	1.40	0.66	1.07	0.98	1.06	21
AS-6	Employees who deal with users in a caring fashion	1.47	0.95	1.08	1.56	1.30	76
AS-7	Employees who understand the needs of their users	1.82	1.34	1.46	1.27	1.97	17
AS-8	Willingness to help users	1.20	0.81	1.41	1.88	1.58	16
AS-9	Dependability in handling users' service problems	1.35	0.63	1.51	1.78	1.50	16
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	0.80	0.27	1.64	1.94	1.74	14
IC-2	A library Web site enabling me to locate information on my own	1.38	1.07	1.50	1.79	1.81	24
IC-3	The printed library materials I need for my work	1.92	1.92	1.57	2.38	2.46	25
IC-4	The electronic information resources I need	1.65	1.31	1.63	2.02	1.82	76
IC-5	Modern equipment that lets me easily access needed information	1.50	1.03	1.53	1.54	1.62	23
IC-6	Easy-to-use access tools that allow me to find things on my own	1.47	0.88	1.36	1.83	1.61	29
IC-7	Making information easily accessible for independent use	1.47	1.08	1.66	1.34	1.59	18
IC-8	Print and/or electronic journal collections I require for my work	1.59	0.94	2.35	2.95	2.65	14
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	2.00	1.88	1.77	2.41	2.55	68
LP-2	Quiet space for individual activities	2.28	2.29	1.26	2.66	2.59	16
LP-3	A comfortable and inviting location	1.68	1.41	1.53	1.30	0.90	23
LP-4	A getaway for study, learning, or research	1.73	1.75	1.63	1.80	2.17	16
LP-5	Community space for group learning and group study	2.27	2.25	1.48	2.55	2.66	13
<b>Overall:</b>		1.22	0.79	1.09	1.28	1.24	77

### 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 (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	7.43	8.24	7.78	0.35	-0.47	77
Information Control	7.21	8.10	7.06	-0.14	-1.03	77
Library as Place	6.16	7.19	6.96	0.80	-0.23	71
<b>Overall</b>	7.06	7.96	7.31	0.25	-0.65	77

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	1.31	0.83	1.07	1.30	1.19	77
Information Control	1.24	0.87	1.36	1.54	1.55	77
Library as Place	1.94	1.75	1.53	2.18	2.14	71
<b>Overall</b>	1.22	0.79	1.09	1.28	1.24	77

## 6.4 Local Question Summary for Faculty

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	7.80	8.25	7.90	0.10	-0.35	20
Ability to navigate library Web pages easily	7.17	8.50	7.00	-0.17	-1.50	12
Adequate hours of service	6.82	7.88	7.41	0.59	-0.47	17
Library orientations / instruction sessions	5.85	7.08	7.69	1.85	0.62	13
Ready access to computers / Internet / software	7.44	7.89	6.78		-1.11	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
A secure and safe place	1.47	1.16	1.37	1.71	1.73	20
Ability to navigate library Web pages easily	1.03	0.52	1.41	1.34	1.51	12
Adequate hours of service	1.55	1.27	1.73	2.35	2.12	17
Library orientations / instruction sessions	2.23	2.43	1.38	2.70	2.60	13
Ready access to computers / Internet / software	1.74	0.93	1.39	1.41	1.45	9

## 6.5 General Satisfaction Questions Summary for Faculty

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way which I am treated at the library.	8.36	0.78	44
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	6.73	1.72	33
How would you rate the overall quality of the service provided by the library?	7.65	1.20	77

## 6.6 Information Literacy Outcomes Questions Summary for Faculty

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.00	1.79	21
The library aids my advancement in my academic discipline or work.	6.84	1.72	25
The library enables me to be more efficient in my academic pursuits or work.	7.24	1.71	42
The library helps me distinguish between trustworthy and untrustworthy information.	6.90	1.69	41
The library provides me with the information I need in my work or study.	7.24	1.48	25





## 7.2 Core Questions Summary for Library Staff

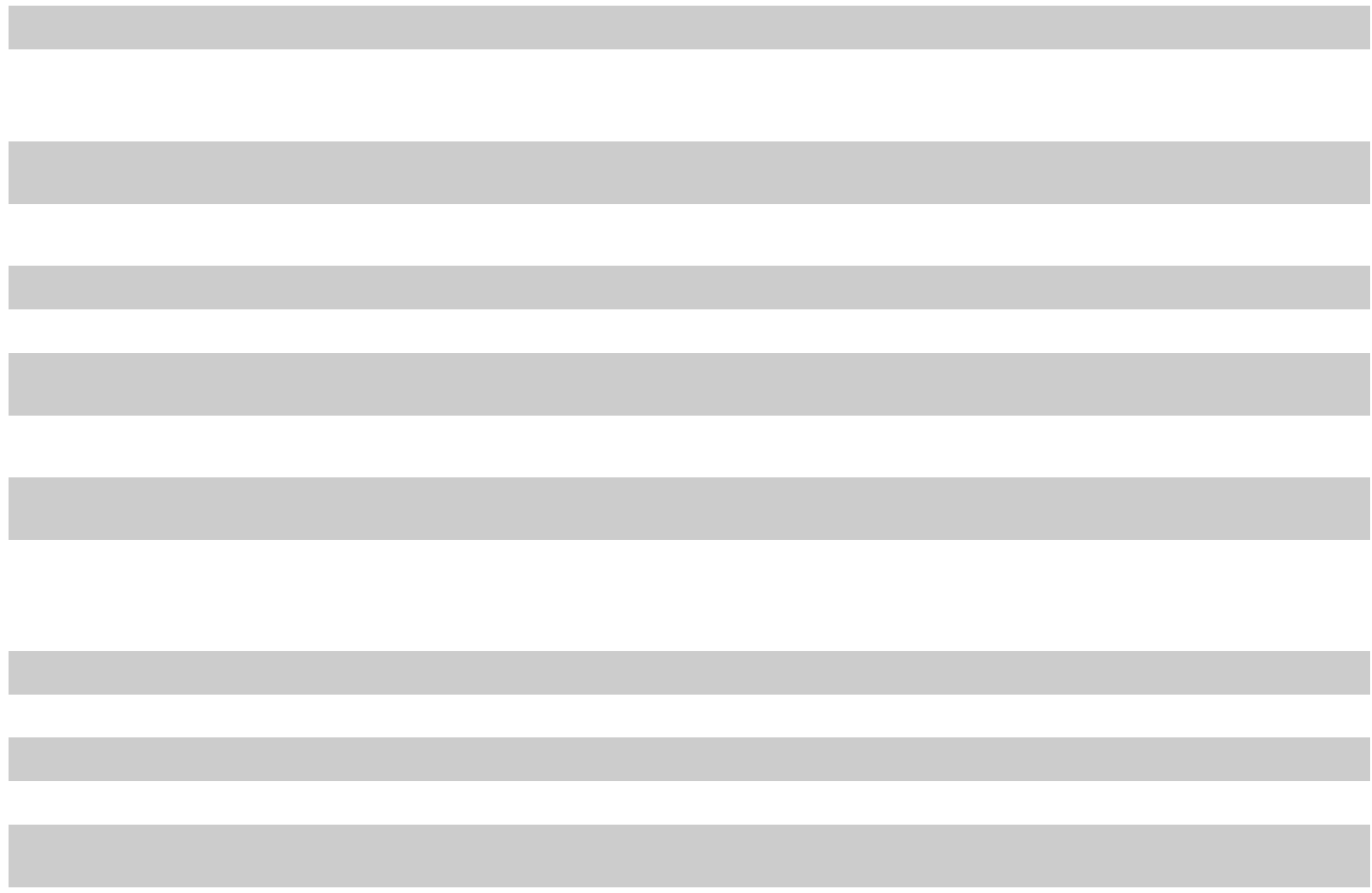
This radar chart shows the aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on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

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service inadequacy 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



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	6.00	8.10	6.70	0.70	-1.40	10
AS-2	Giving users individual attention	5.80	7.20	7.40	1.60	0.20	5
AS-3	Employees who are consistently courteous	6.75	7.75	7.50	0.75	-0.25	4
AS-4	Readiness to respond to users' questions	6.88	8.25	7.75	0.88	-0.50	8
AS-5	Employees who have the knowledge to answer user questions	7.80	8.60	7.20		-1.40	5
AS-6	Employees who deal with	7.17	8.48	7.65	0.48	-0.83	23





On the chart below, scores for each dime

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	8.25	7.41	0.61	-0.84	23
Information Control	6.91	8.09	7.02	0.12	-1.07	23
Library as Place	6.30	7.70	6.61	0.30	-1.09	23
<b>Overall</b>	6.72	8.05	7.07	0.35	-0.98	23

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.69	0.85	1.63	1.03	1.78	23
Information Control	1.37	0.91	1.63	1.78	1.75	23
Library as Place	1.54	1.28	2.08	2.14	2.34	23
<b>Overall</b>	1.37	0.87	1.60	1.39	1.76	23

## 7.4 Local Question Summary for Library Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	6.67	8.67	7.33	0.67	-1.33	3
Ability to navigate library Web pages easily	6.71	8.14	6.86	0.14	-1.29	7
Adequate hours of service	7.00	8.00	8.00	1.00	0	2
Library orientations / instruction sessions	5.71	8.00	6.29	0.57	-1.71	7
Ready access to computers / Internet / software	7.50	8.00	8.00	0.50	0	4

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A secure and safe place	0.58	0.58	1.15	1.53	1.53	3
Ability to navigate library Web pages easily	1.70	1.07	1.46	1.21	0.95	7
Adequate hours of service						2

## 7.5 General Satisfaction Questions Summary for Library Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way which I am treated at the library.	8.18	0.87	11
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.42	2.15	12
How would you rate the overall quality of the service provided by the library?	7.74	1.66	23

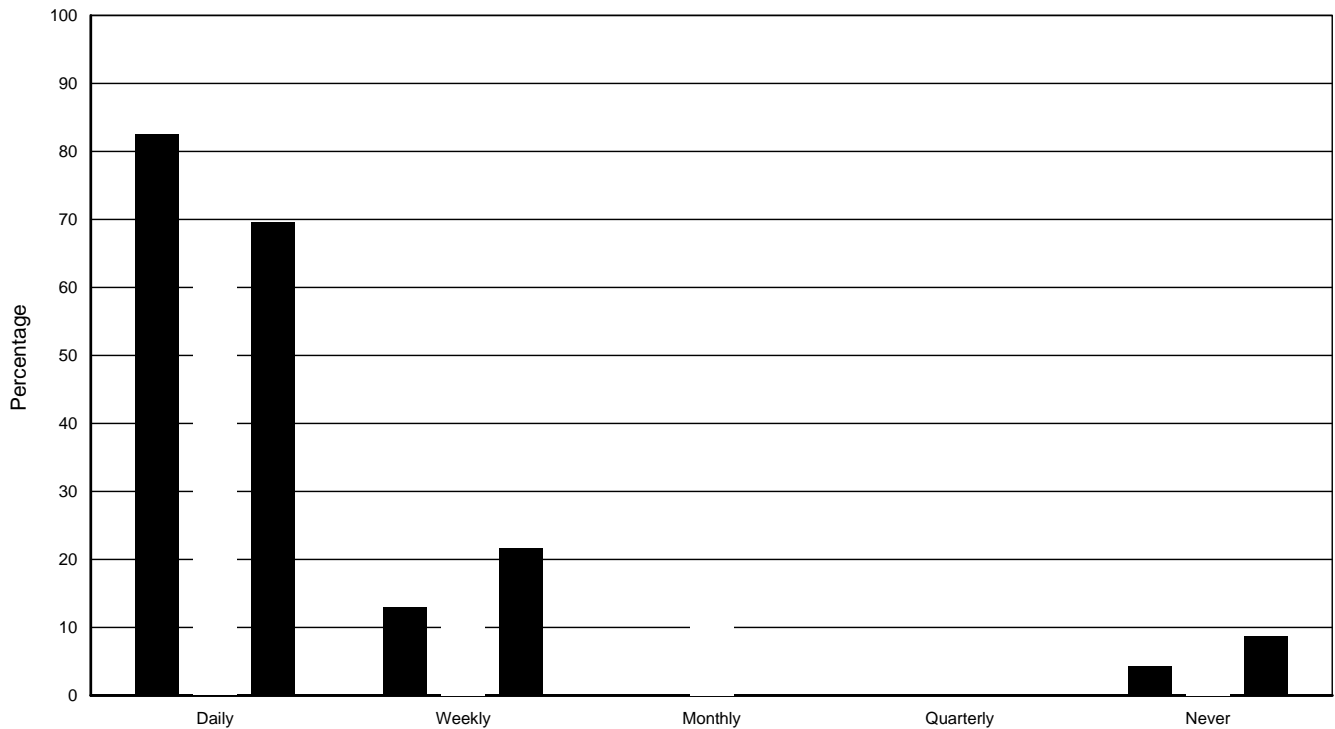
## 7.6 Information Literacy Outcomes Questions Summary for Library Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	7.50	0.71	2
The library my advancement in my academic discipline or work.	7.86	1.07	7
The library enables me to be more efficient in my academic pursuits or work.	7.80	1.23	10
The library helps me distinguish between trustworthy and untrustworthy information.	7.14	2.57	14
The library provides me with the information I need in my work or study.	7.69	2.14	13

### 7.7 Library Use Summary for Library Staff

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



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?

		Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	19 82.6%	3 13.04%	0 0 %	1 4.35%	23 100.00%
How often do you access library resources through a library Web page?	14 60.87%	4 17.39%	4 17.39%	1 4.35%	23 100.00%
How often do you use Yahoo™, Google™, or non-library gateways for information?	16 69.57%	5 21.74%	0 0 %	2 8.70%	23 100.00%

## 8 Staff Summary for Valdosta State University

### 8.1 Demographic Summary for Staff

#### 8.1.1 Respondent Profile by Age:

This table shows a breakdown of survey respondents by age, with 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	0	0.00
23 - 30	9	30.00
31 - 45	10	33.33
46 - 65	10	33.33
Over 65	1	3.33
<b>Total:</b>	<b>30</b>	<b>100.00</b>

#### 8.1.2 Respondent Profile by Sex:

The table below shows a breakdown of survey respondents, based on user responses to the demographic questions and the demographic data provided by institutions in the online Representativeness section\*. The number and percentage for each sex are given for the general population and for survey respondents.

\*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.

Sex:	Respondents n	Respondents %
Female	23	76.67
Male	7	23.33
<b>Total:</b>	<b>30</b>	<b>100.00</b>

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

Full or part-time student?	Respondents n	Respondents %
Full-time	2	6.67
Part-time	6	20.00
Does not apply / NA	22	73.33
<b>Total:</b>	<b>30</b>	<b>100.00</b>

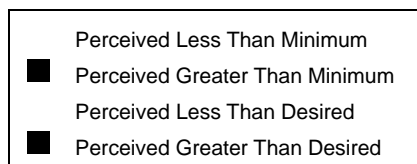
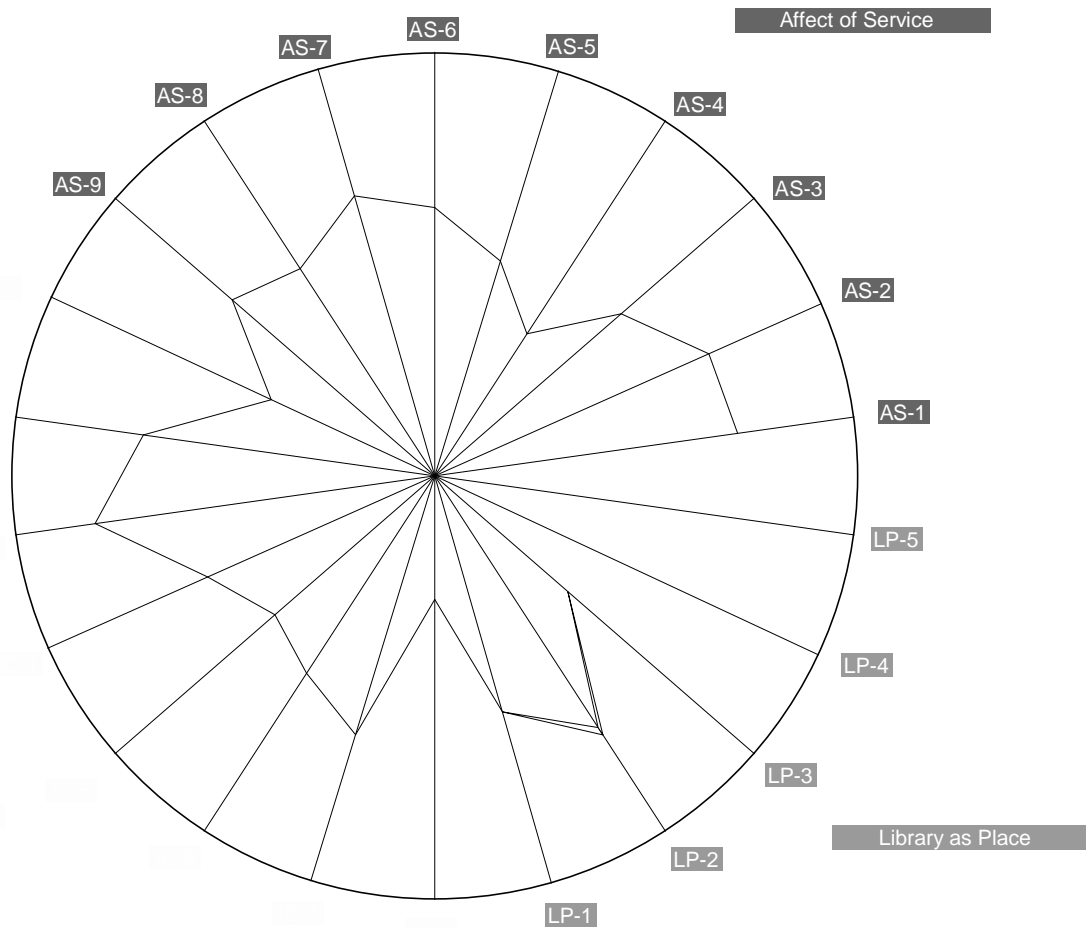


## 8.2 Core Questions Summary for Staff

This radar chart shows the aggregated 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 throughout the survey, on this 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 are plotted, and the resulting "gaps" between the three levels (representing inadequacy 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.)

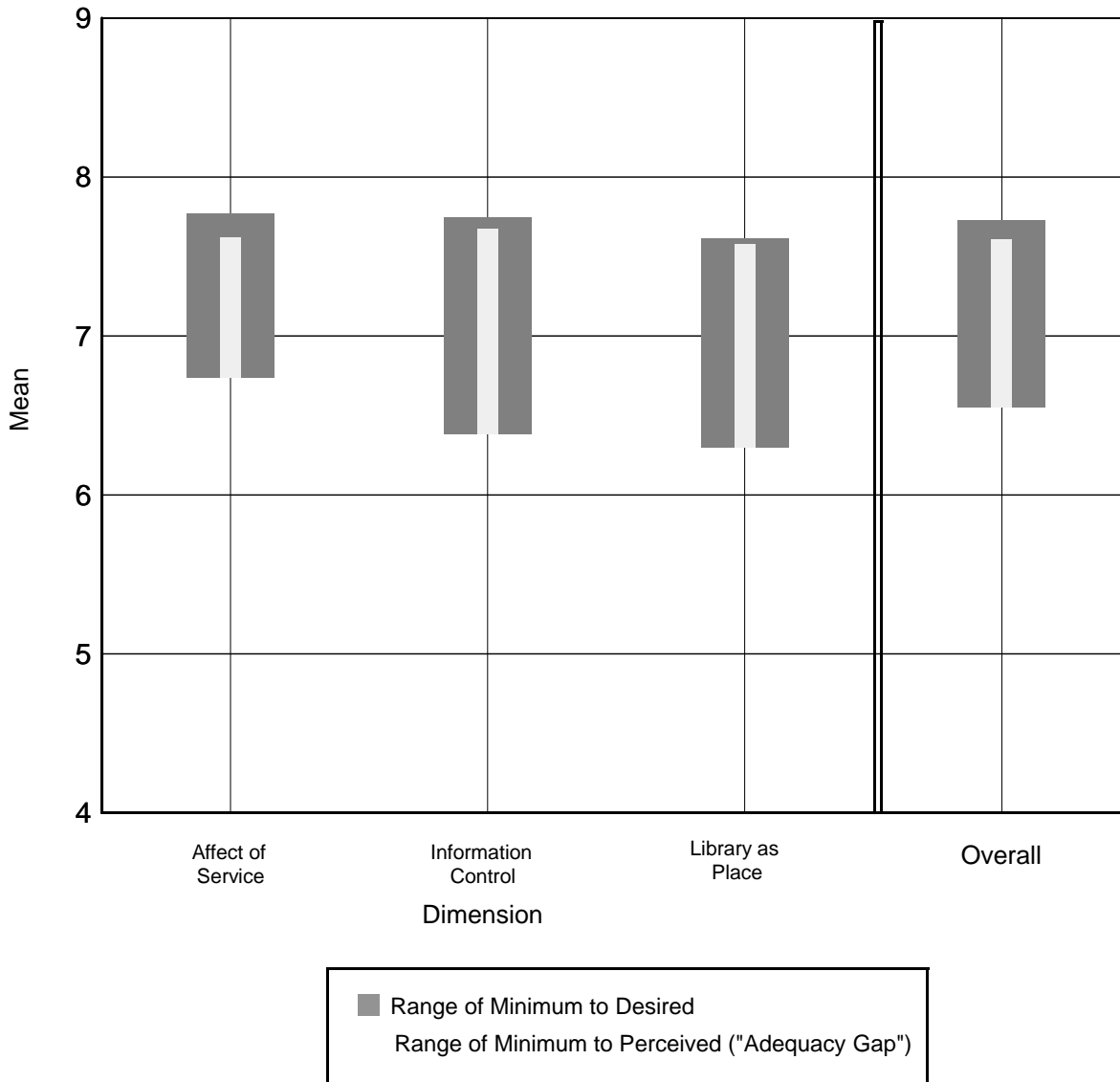


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
<b>Affect of Service</b>							
AS-1	Employees who instill confidence in users	7.33	8.11	7.44	0.11	-0.67	9
AS-2	Giving users individual attention	7.25	8.00	7.50	0.25	-0.50	8
AS-3	Employees who are consistently courteous	6.50	8.00	7.75	1.25	-0.25	8
AS-4	Readiness to respond to users' questions	5.40	8.40	7.20	1.80	-1.20	5
AS-5	Employees who have the knowledge to answer user questions	6.18	7.27	8.09	1.91	0.82	11
AS-6	Employees who deal with users in a caring fashion	6.80	7.93	7.57	0.77	-0.37	30
AS-7	Employees who understand the needs of their users	7.13	7.25	8.00	0.88	0.75	8
AS-8	Willingness to help users	6.50	7.50	7.00	0.50	-0.50	4
AS-9	Dependability in handling users' service problems	6.80	7.40	8.20	1.40	0.80	5
<b>Information Control</b>							
IC-1	Making electronic resources accessible from my home or office	5.56	7.33	7.22	1.67	-0.11	9
IC-2	A library Web site enabling me to locate information on my own	7.17	8.33	7.58	0.42	-0.75	12
IC-3	The printed library materials I need for my work	7.86	8.29	8.43	0.57	0.14	7
IC-4	The electronic information resources I need	6.52	7.74	7.67	1.15	-0.07	27
IC-5	Modern equipment that lets me easily access needed information	6.00	7.25	7.63	1.63	0.38	8
IC-6	Easy-to-use access tools that allow me to find things on my own	6.33	8.00	7.89	1.56	-0.11	9
IC-7	Making information easily accessible for independent use	6.83	8.67	7.83	1.00	-0.83	6
IC-8	Print and/or electronic journal collections I require for my work	4.75	6.25	7.75	3.00	1.50	4
<b>Library as Place</b>							
LP-1	Library space that inspires study and learning	6.48	7.65	7.70	1.22	0.04	23
LP-2	Quiet space for individual activities	7.38	7.75	7.25		-0.50	8
LP-3	A comfortable and inviting location	5.50	7.83	8.00	2.50	0.17	6
LP-4	A getaway for study, learning, or research	6.40	7.80	7.60	1.20	-0.20	10
LP-5	Community space for group learning and group study	5.50	6.00	7.00	1.50	1.00	2
<b>Overall:</b>		6.55	7.73	7.61	1.06	-0.12	30



### 8.3 Core Question Dimensions Summary for Staff

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





## 8.4 Local Question Summary for Staff

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

Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
A secure and safe place	6.75	8.25	8.25	1.50	0	4
Ability to navigate library Web pages easily	7.67	8.83	7.00	-0.67	-1.83	6
Adequate hours of service	7.00	7.50	8.00	1.00	0.50	6
Library orientations / instruction sessions	7.33	8.00	6.67	-0.67	-1.33	3
Ready access to computers / Internet / software	6.14	7.71	7.43	1.29	-0.29	7

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	1.50	0.96	1.91	1.63	4
Ability to navigate library Web pages easily	1.21	0.41	1.41	1.97	1.47	6
Adequate hours of service	1.67	1.05	0.63	1.55	0.84	6
Library orientations / instruction sessions	2.08	1.73	3.21	4.04	1.53	3
Ready access to computers / Internet / software	1.86	1.50	1.27	1.98	2.06	7

## 8.5 General Satisfaction Questions Summary for Staff

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way which I am treated at the library.	7.39	1.50	18
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	8.08	1.08	12
How would you rate the overall quality of the service provided by the library?	7.80	1.19	30

## 8.6 Information Literacy Outcomes Questions Summary for Staff

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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.00	1.07	8
The library aids my advancement in my academic discipline or work.	7.63	1.67	16
The library enables me to be more efficient in my academic pursuits or work.	7.44	1.41	16
The library helps me distinguish between trustworthy and untrustworthy information.	7.00	2.00	9
The library provides me with the information I need in my work or study.	7.09	1.70	11

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



## Appendix A: LibQUAL+® Dimensions

LibQUAL+® measures dimensions of perceived library quality--that is, each survey question is part of a broad 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); 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 tuned 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 40 questions, measured eight separate dimensions:

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

- x Service Affect (nine items, such as "willingness to help users")
- x Library as Place (five items, such as "a haven for quiet and solitude")
- x Personal Control (six items, such as "website enabling me to locate information on my own"), and
- x 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:

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

### LibQUAL+® 2004 - Present Dimensions

After the 2003 survey was completed, factor and reliability analyses were conducted to determine the most appropriate number of dimensions to use in the survey. The results of these analyses are presented in the following table.

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 help 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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