Valdosta State University

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 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 *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. $):	**$3,611,018**
Personnel - professional staff, FTE:	**26**
Personnel - support staff, FTE:	**14**
Total library materials expenditures (in U.S. $):	**1,223,470**
Total salaries and wages for professional staff (in U.S. $):	**1,157,965**

1.5   Contact Information for Valdosta State University

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

Name:	**Michael Holt**
Title:	
Address:	**1500 North Patterson Street** **Valdosta, GEORGIA 31698** **United States of America**
Phone:	**229-333-5860**
Email:	**moholt@valdosta.edu**

1.6   Survey Protocol and Language for Valdosta State University

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

		Long	Lite	Total *(by Language)*
English (American)	Count *% of Protocol* *% of Language* *% of Total Cases*	49 *100.00%* *6.29%* *6.29*	730 *100.00%* *93.71%* *93.71*	**779** *100.00%* *100.00%* *100.00*
Total *(by Survey Protocol)*	Count *% of Protocol* *% of Language* *% of Total Cases*	**49** *100.00%* *6.29%* *6.29*	**730** *100.00%* *93.71%* *93.71*	**779** *100.00%* *100.00%* *100.00*

2 Demographic Summary for Valdosta State University

2.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	177	22.72%
Second year	126	16.17%
Third year	124	15.92%
Fourth year	108	13.86%
Fifth year and above	39	5.01%
Non-degree	3	0.39%
Sub Total:	577	74.07%
Graduate		
Masters	73	9.37%
Doctoral	13	1.67%
Non-degree or Undecided	2	0.26%
Sub Total:	88	11.30%
Faculty		
Professor	9	1.16%
Associate Professor	21	2.70%
Assistant Professor	17	2.18%
Lecturer	5	0.64%
Adjunct Faculty	1	0.13%
Other Academic Status	5	0.64%
Sub Total:	58	7.45%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	4	0.51%
Public Services	4	0.51%
Systems	1	0.13%
Technical Services	6	0.77%
Other	4	0.51%
Sub Total:	19	2.44%
Staff		
Research Staff	0	0.00%
Other Staff Positions	37	4.75%
Sub Total:	37	4.75%
Total:	**779**	**100.00%**

2.2   Population and Respondents by User Sub-Group

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

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

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

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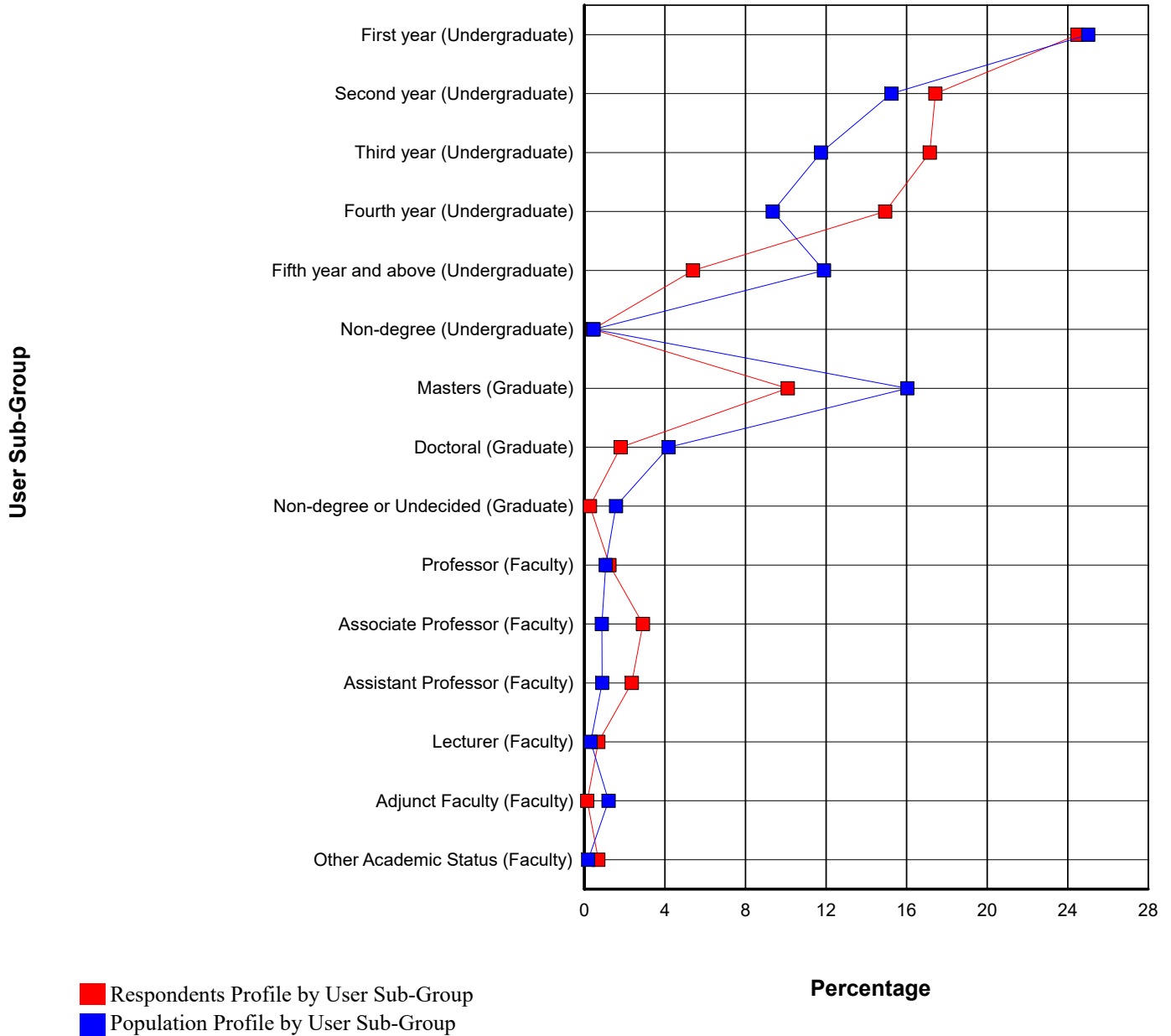
Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: All (Excluding Library Staff, Staff)

User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N – %n
First year (Undergraduate)	2,980	25.02	177	24.48	0.54
Second year (Undergraduate)	1,816	15.25	126	17.43	-2.18
Third year (Undergraduate)	1,399	11.75	124	17.15	-5.41
Fourth year (Undergraduate)	1,114	9.35	108	14.94	-5.59
Fifth year and above (Undergraduate)	1,417	11.90	39	5.39	6.50
Non-degree (Undergraduate)	54	0.45	3	0.41	0.04
Masters (Graduate)	1,910	16.04	73	10.10	5.94
Doctoral (Graduate)	498	4.18	13	1.80	2.38
Non-degree or Undecided (Graduate)	187	1.57	2	0.28	1.29
Professor (Faculty)	126	1.06	9	1.24	-0.19
Associate Professor (Faculty)	103	0.86	21	2.90	-2.04
Assistant Professor (Faculty)	105	0.88	17	2.35	-1.47
Lecturer (Faculty)	37	0.31	5	0.69	-0.38
Adjunct Faculty (Faculty)	143	1.20	1	0.14	1.06
Other Academic Status (Faculty)	22	0.18	5	0.69	-0.51
Total:	**11,911**	**100.00**	**723**	**100.00**	**0.00**

2.3   Population and Respondents by Standard Discipline

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

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

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

Respondent Profile by Discipline

Population Profile by Discipline

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	1,076	9.01	53	7.33	1.68
Communications / Journalism	533	4.46	45	6.22	-1.76
Education	1,613	13.51	96	13.28	0.23
Engineering / Computer Science	500	4.19	46	6.36	-2.17
General Studies	149	1.25	4	0.55	0.69
Health Sciences	828	6.94	61	8.44	-1.50
Humanities	238	1.99	32	4.43	-2.43
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	3,168	26.53	52	7.19	19.34
Performing & Fine Arts	323	2.71	36	4.98	-2.27
Science / Math	973	8.15	105	14.52	-6.37
Social Sciences / Psychology	1,987	16.64	175	24.20	-7.56
Undecided	551	4.62	18	2.49	2.13
Total:	**11,939**	**100.00**	**723**	**100.00**	**0.00**

2.4   Population and Respondents by Customized Discipline

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

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

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

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

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Accounting and Finance	279	2.34	14	1.94	0.40
Adult and Career Education	121	1.01	8	1.11	-0.09
African American Studies	5	0.04	0	0.00	0.04
Art	165	1.38	21	2.90	-1.52
Biology	712	5.96	84	11.62	-5.65
Chemistry	146	1.22	8	1.11	0.12
Communication Arts	247	2.07	29	4.01	-1.94
Communication Disorders	353	2.96	22	3.04	-0.09
Computer Science	307	2.57	33	4.56	-1.99
Curriculum, Leadership and Technology	264	2.21	13	1.80	0.41
Early Childhood and Reading Education	417	3.49	31	4.29	-0.79
Economics and Finance	161	1.35	3	0.41	0.93
Engineering Studies	193	1.62	13	1.80	-0.18
English	173	1.45	26	3.60	-2.15
General Studies	149	1.25	4	0.55	0.69
History	119	1.00	15	2.07	-1.08
Kinesiology and Physical Education	44	0.37	9	1.24	-0.88
Library and Information Science	250	2.09	19	2.63	-0.53
Management and Healthcare Administration	378	3.17	17	2.35	0.81
Marketing and International Business	258	2.16	19	2.63	-0.47
Marriage and Family Therapy	71	0.59	5	0.69	-0.10
Mass Media	286	2.40	16	2.21	0.18
Mathematics	79	0.66	6	0.83	-0.17
Middle Grades and Secondary Education	233	1.95	10	1.38	0.57
Modern and Classical Languages	23	0.19	4	0.55	-0.36
Music	158	1.32	15	2.07	-0.75
Nursing	828	6.94	61	8.44	-1.50
Other	3,168	26.53	52	7.19	19.34
Philosophy and Religious Studies	34	0.28	2	0.28	0.01
Physics, Astronomy, and Geosciences	36	0.30	7	0.97	-0.67
Political Science	150	1.26	24	3.32	-2.06
Psychology and Counseling	638	5.34	72	9.96	-4.61
Social Work	137	1.15	5	0.69	0.46
Sociology, Anthropology & Criminal Justice	622	5.21	35	4.84	0.37
Special Education	181	1.52	3	0.41	1.10
Undecided	551	4.62	18	2.49	2.13

Women's Studies	3	0.03	0	0.00	0.03
Total:	**11,939**	**100.00**	**723**	**100.00**	**0.00**

2.5   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	9	1.18
18 - 22	491	64.61
23 - 30	130	17.11
31 - 45	70	9.21
46 - 65	52	6.84
Over 65	8	1.05
Total:	**760**	**100.00**

2.6   Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	8,433	70.63	606	80.69
Part-time	3,506	29.37	49	6.52
Does not apply / NA		0.00	96	12.78
Total:	**11,939**	**100.00**	**751**	**100.00**

3. Survey Item Summary for Valdosta State University

3.1   Core Questions Summary

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

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

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

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

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: All (Excluding Library Staff)

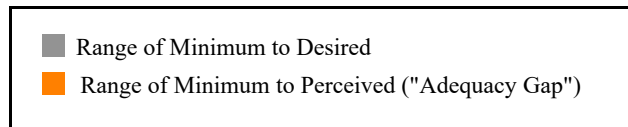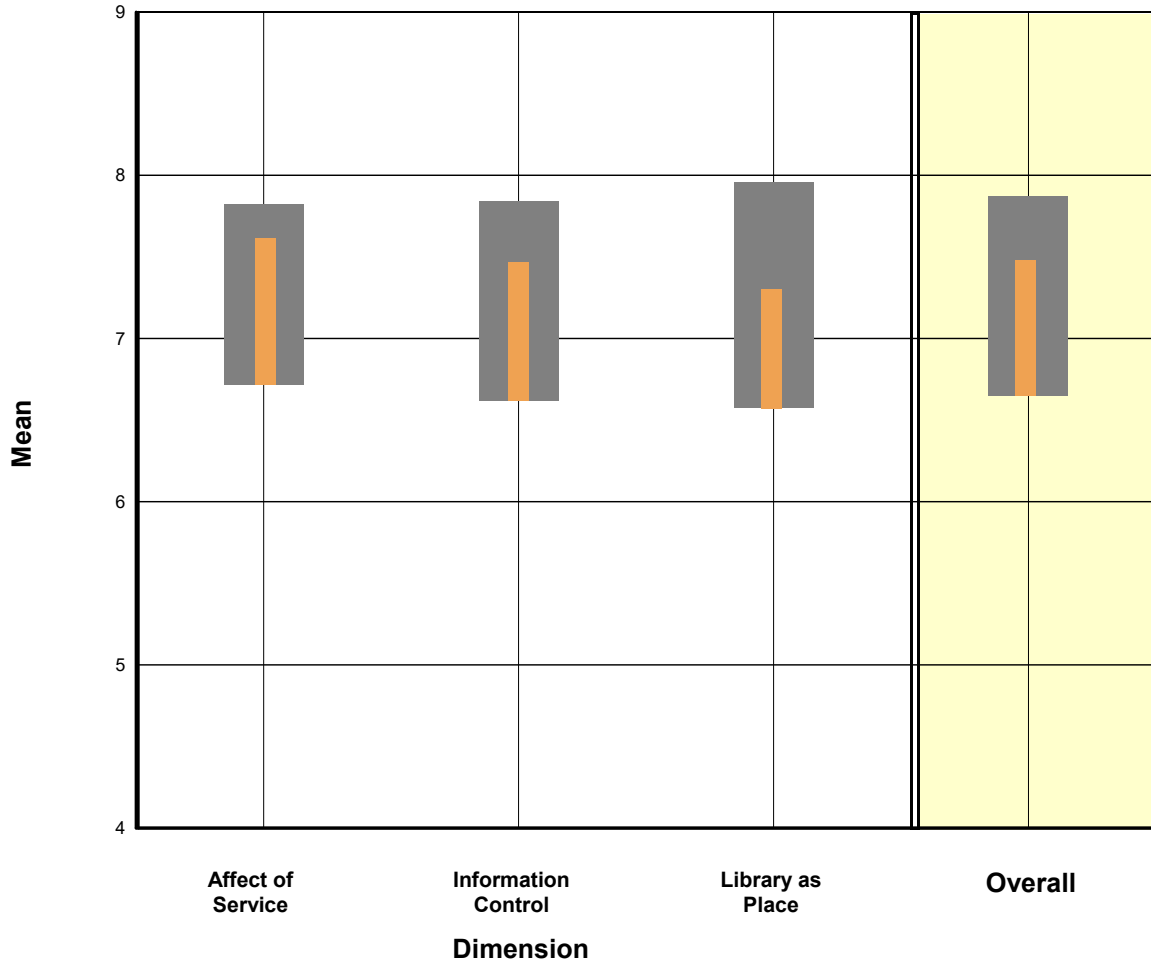| ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.40	7.53	7.36	0.96	-0.17	193
AS-2	Giving users individual attention	6.15	7.36	7.21	1.05	-0.15	208
AS-3	Employees who are consistently courteous	6.81	8.00	7.56	0.75	-0.44	218
AS-4	Readiness to respond to users' questions	6.91	7.74	7.63	0.72	-0.11	201
AS-5	Employees who have the knowledge to answer user questions	6.93	8.02	7.81	0.88	-0.21	223
AS-6	Employees who deal with users in a caring fashion	6.77	7.93	7.64	0.88	-0.28	732
AS-7	Employees who understand the needs of their users	6.69	7.76	7.65	0.96	-0.11	252
AS-8	Willingness to help users	7.05	7.92	7.76	0.71	-0.16	214
AS-9	Dependability in handling users' service problems	7.03	7.97	7.77	0.74	-0.20	205
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.54	7.81	7.32	0.78	-0.49	209
IC-2	A library Web site enabling me to locate information on my own	6.72	7.89	7.40	0.69	-0.49	239
IC-3	The printed library materials I need for my work	6.75	7.83	7.60	0.85	-0.23	228
IC-4	The electronic information resources I need	6.41	7.69	7.41	1.00	-0.28	734
IC-5	Modern equipment that lets me easily access needed information	7.05	8.12	7.62	0.58	-0.50	259
IC-6	Easy-to-use access tools that allow me to find things on my own	6.65	7.83	7.57	0.92	-0.26	251
IC-7	Making information easily accessible for independent use	6.86	8.09	7.65	0.80	-0.44	245
IC-8	Print and/or electronic journal collections I require for my work	6.75	7.85	7.40	0.64	-0.45	235
Library as Place							
LP-1	Library space that inspires study and learning	6.43	7.95	7.20	0.76	-0.75	729
LP-2	Quiet space for individual activities	6.88	8.10	7.34	0.46	-0.76	217
LP-3	A comfortable and inviting location	6.85	8.07	7.53	0.68	-0.54	209
LP-4	A getaway for study, learning, or research	6.77	8.00	7.45	0.68	-0.55	226
LP-5	Community space for group learning and group study	6.76	7.94	7.46	0.70	-0.48	209
Overall:		6.65	7.87	7.48	0.83	-0.39	760

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	2.14	1.76	1.82	2.03	1.81	193
AS-2	Giving users individual attention	2.18	1.81	1.78	1.86	1.76	208
AS-3	Employees who are consistently courteous	1.91	1.30	1.68	1.90	1.80	218
AS-4	Readiness to respond to users' questions	1.79	1.47	1.51	1.69	1.56	201
AS-5	Employees who have the knowledge to answer user questions	1.81	1.29	1.30	1.67	1.26	223
AS-6	Employees who deal with users in a caring fashion	2.00	1.51	1.56	2.00	1.68	732
AS-7	Employees who understand the needs of their users	2.02	1.41	1.43	1.96	1.45	252
AS-8	Willingness to help users	2.01	1.52	1.51	1.81	1.66	214
AS-9	Dependability in handling users' service problems	1.93	1.37	1.36	1.67	1.33	205
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.21	1.67	1.76	2.16	1.86	209
IC-2	A library Web site enabling me to locate information on my own	1.91	1.51	1.59	1.81	1.59	239
IC-3	The printed library materials I need for my work	2.04	1.41	1.58	1.85	1.54	228
IC-4	The electronic information resources I need	1.98	1.58	1.58	1.97	1.82	734
IC-5	Modern equipment that lets me easily access needed information	1.88	1.25	1.59	2.10	1.68	259
IC-6	Easy-to-use access tools that allow me to find things on my own	1.95	1.42	1.44	1.98	1.73	251
IC-7	Making information easily accessible for independent use	1.91	1.22	1.45	1.95	1.61	245
IC-8	Print and/or electronic journal collections I require for my work	2.13	1.53	1.80	2.12	1.98	235
Library as Place							
LP-1	Library space that inspires study and learning	2.07	1.48	1.87	2.17	2.00	729
LP-2	Quiet space for individual activities	2.07	1.41	1.93	2.20	2.04	217
LP-3	A comfortable and inviting location	1.88	1.29	1.70	1.73	1.67	209
LP-4	A getaway for study, learning, or research	1.93	1.34	1.74	2.26	1.85	226
LP-5	Community space for group learning and group study	2.01	1.46	1.69	1.98	1.88	209
Overall:		1.62	1.11	1.24	1.56	1.28	760

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.

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.72	7.82	7.61	0.90	-0.21	750
Information Control	6.62	7.84	7.47	0.85	-0.37	758
Library as Place	6.57	7.95	7.30	0.73	-0.65	737
Overall	6.65	7.87	7.48	0.83	-0.39	760

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	1.77	1.32	1.36	1.68	1.41	750
Information Control	1.71	1.24	1.32	1.68	1.45	758
Library as Place	1.86	1.31	1.67	1.96	1.74	737
Overall	1.62	1.11	1.24	1.56	1.28	760

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 center for intellectual stimulation	6.62	7.83	7.28	0.66	-0.55	172
A secure and safe place	7.65	8.39	8.04	0.39	-0.35	171
Ability to navigate library Web pages easily	6.89	7.78	7.30	0.41	-0.48	186
Convenient service hours	6.99	8.21	7.81	0.82	-0.41	202
Library orientations / instruction sessions	6.12	7.23	7.17	1.05	-0.06	153

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 center for intellectual stimulation	2.14	1.65	2.00	1.78	1.84	172
A secure and safe place	1.70	1.15	1.40	1.74	1.34	171
Ability to navigate library Web pages easily	1.93	1.47	1.78	1.93	1.67	186
Convenient service hours	1.92	1.25	1.55	2.29	1.75	202
Library orientations / instruction sessions	2.41	1.91	1.91	2.11	1.78	153

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.	8.07	1.37	393
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.75	1.46	416
How would you rate the overall quality of the service provided by the library?	7.81	1.36	760

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.	6.89	1.87	301
The library aids my advancement in my academic discipline or work.	7.56	1.59	332
The library enables me to be more efficient in my academic pursuits or work.	7.76	1.46	368
The library helps me distinguish between trustworthy and untrustworthy information.	7.34	1.68	359
The library provides me with the information skills I need in my work or study.	7.58	1.56	307

3.6   Library Use Summary

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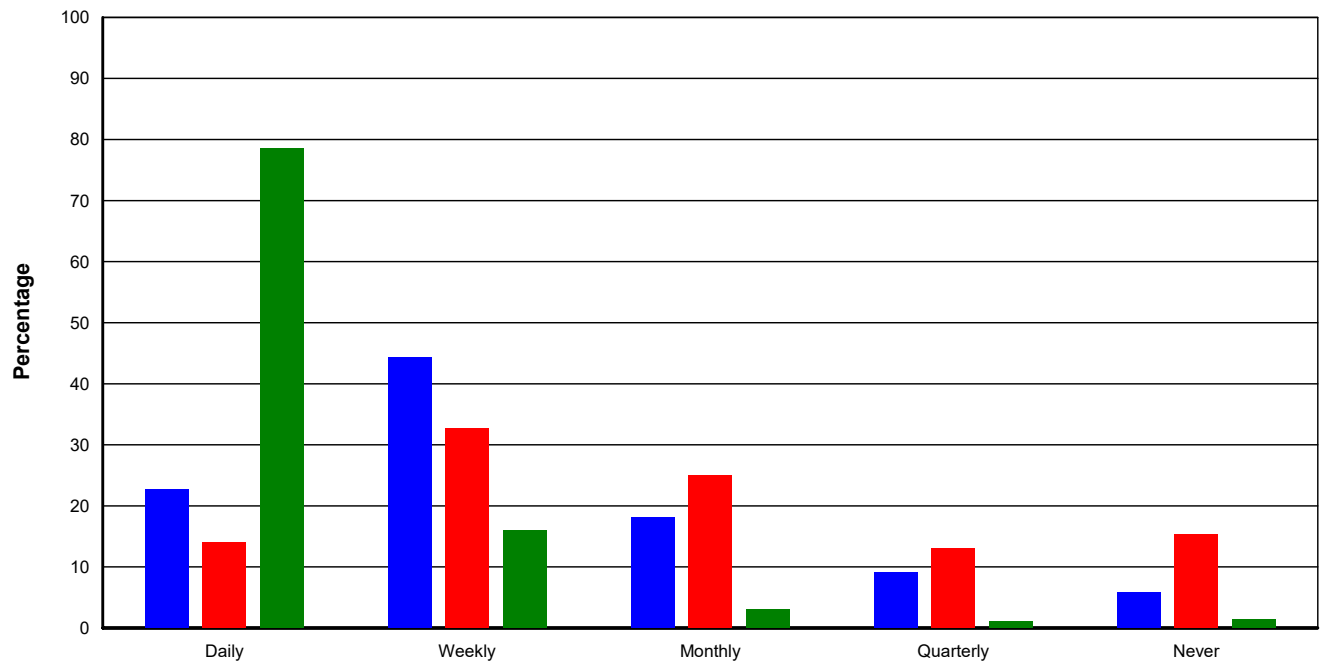
Frequency

How often do you use resources on library premises?

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

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	172	337	138	69	44	760
	22.63%	44.34%	18.16%	9.08%	5.79%	100.00%
How often do you access library resources through a library Web page?	106	248	190	99	117	760
	13.95%	32.63%	25.00%	13.03%	15.39%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	597	121	23	8	11	760
	78.55%	15.92%	3.03%	1.05%	1.45%	100.00%

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, 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)
Institution Type: College or University
Consortium: Georgia Consortium
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	1,009	11.50	51	8.84	2.66
Communications / Journalism	500	5.70	34	5.89	-0.20
Education	973	11.09	56	9.71	1.38
Engineering / Computer Science	492	5.61	44	7.63	-2.02
General Studies	147	1.67	4	0.69	0.98
Health Sciences	740	8.43	57	9.88	-1.45
Humanities	144	1.64	19	3.29	-1.65
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,968	22.42	41	7.11	15.32
Performing & Fine Arts	115	1.31	28	4.85	-3.54
Science / Math	750	8.55	99	17.16	-8.61
Social Sciences / Psychology	1,388	15.81	126	21.84	-6.02
Undecided	551	6.28	18	3.12	3.16
Total:	**8,777**	**100.00**	**577**	**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)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Undergraduate

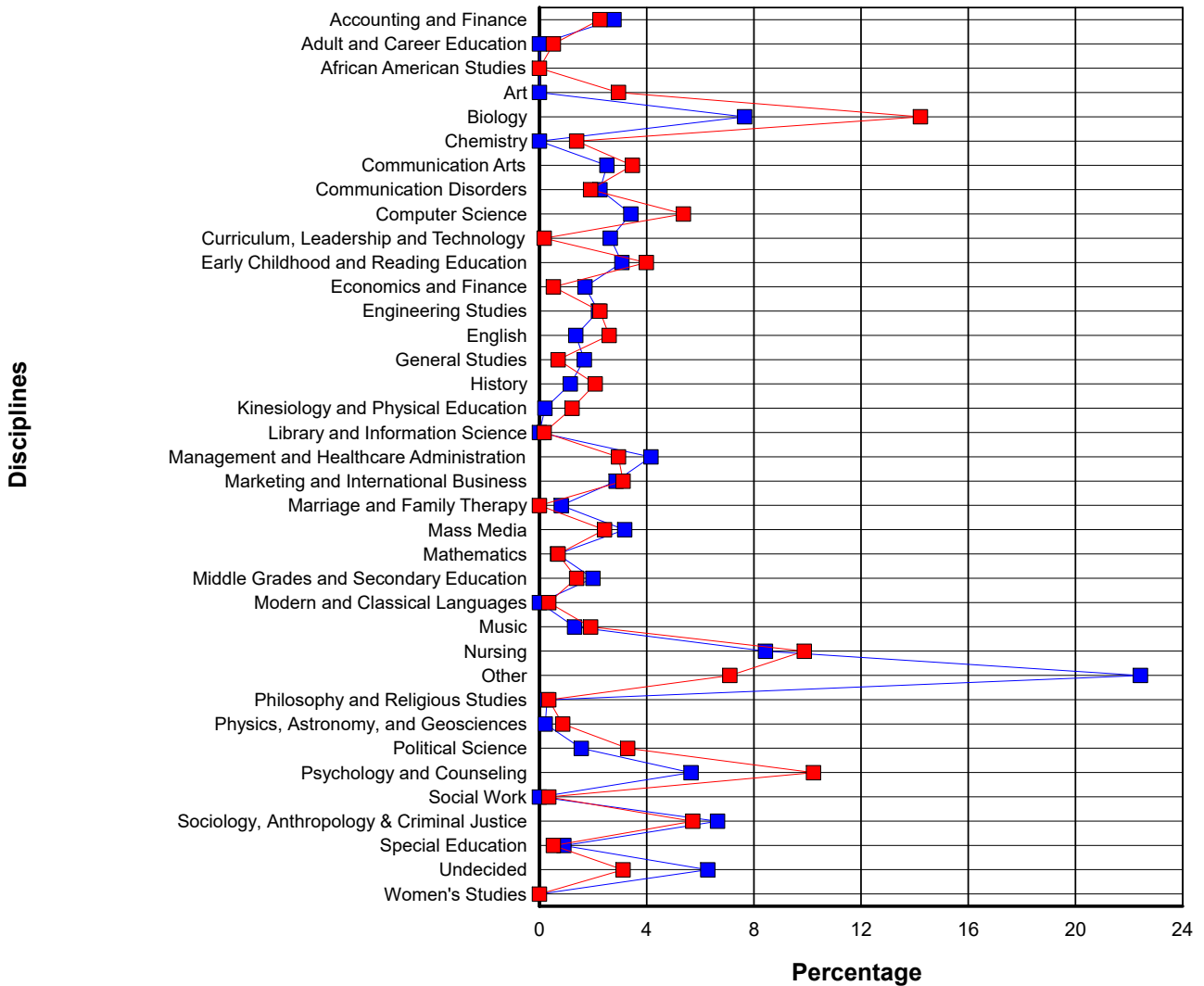| Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Accounting and Finance	244	2.78	13	2.25	0.53
Adult and Career Education	0	0.00	3	0.52	-0.52
African American Studies	0	0.00	0	0.00	0.00
Art	0	0.00	17	2.95	-2.95
Biology	672	7.66	82	14.21	-6.56
Chemistry	0	0.00	8	1.39	-1.39
Communication Arts	221	2.52	20	3.47	-0.95
Communication Disorders	198	2.26	11	1.91	0.35
Computer Science	299	3.41	31	5.37	-1.97
Curriculum, Leadership and Technology	232	2.64	1	0.17	2.47
Early Childhood and Reading Education	270	3.08	23	3.99	-0.91
Economics and Finance	149	1.70	3	0.52	1.18
Engineering Studies	193	2.20	13	2.25	-0.05
English	119	1.36	15	2.60	-1.24
General Studies	147	1.67	4	0.69	0.98
History	101	1.15	12	2.08	-0.93
Kinesiology and Physical Education	18	0.21	7	1.21	-1.01
Library and Information Science	0	0.00	1	0.17	-0.17
Management and Healthcare Administration	365	4.16	17	2.95	1.21
Marketing and International Business	251	2.86	18	3.12	-0.26
Marriage and Family Therapy	71	0.81	0	0.00	0.81
Mass Media	279	3.18	14	2.43	0.75
Mathematics	59	0.67	4	0.69	-0.02
Middle Grades and Secondary Education	175	1.99	8	1.39	0.61
Modern and Classical Languages	0	0.00	2	0.35	-0.35
Music	115	1.31	11	1.91	-0.60
Nursing	740	8.43	57	9.88	-1.45
Other	1,968	22.42	41	7.11	15.32
Philosophy and Religious Studies	25	0.28	2	0.35	-0.06
Physics, Astronomy, and Geosciences	19	0.22	5	0.87	-0.65
Political Science	137	1.56	19	3.29	-1.73
Psychology and Counseling	496	5.65	59	10.23	-4.57
Social Work	0	0.00	2	0.35	-0.35
Sociology, Anthropology & Criminal Justice	583	6.64	33	5.72	0.92
Special Education	80	0.91	3	0.52	0.39

Language: **English (American)**
Institution Type: **College or University**
Consortium: **Georgia Consortium**
User Group: **Undergraduate**

Undecided	551	6.28	18	3.12	3.16
Women's Studies	0	0.00	0	0.00	0.00
Total:	**8,777**	**100.00**	**577**	**100.00**	**0.00**

4.1.3   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	9	1.56
18 - 22	482	83.54
23 - 30	63	10.92
31 - 45	16	2.77
46 - 65	7	1.21
Over 65	0	0.00
Total:	**577**	**100.00**

4.1.4   Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	7,185	81.83	542	95.09
Part-time	1,595	18.17	18	3.16
Does not apply / NA		0.00	10	1.75
Total:	**8,780**	**100.00**	**570**	**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.)

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

Language: **English (American)**
Institution Type: **College or University**
Consortium: **Georgia Consortium**
User Group: **Undergraduate**

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.32	7.45	7.36	1.05	-0.09	154
AS-2	Giving users individual attention	6.13	7.34	7.16	1.03	-0.18	174
AS-3	Employees who are consistently courteous	6.71	7.98	7.46	0.75	-0.53	179
AS-4	Readiness to respond to users' questions	6.78	7.65	7.48	0.70	-0.17	166
AS-5	Employees who have the knowledge to answer user questions	6.88	7.89	7.77	0.89	-0.12	171
AS-6	Employees who deal with users in a caring fashion	6.63	7.83	7.53	0.90	-0.30	556
AS-7	Employees who understand the needs of their users	6.56	7.70	7.59	1.03	-0.11	196
AS-8	Willingness to help users	6.85	7.85	7.66	0.81	-0.19	169
AS-9	Dependability in handling users' service problems	6.85	7.82	7.66	0.80	-0.16	157
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.33	7.62	7.27	0.94	-0.35	167
IC-2	A library Web site enabling me to locate information on my own	6.64	7.79	7.35	0.70	-0.44	194
IC-3	The printed library materials I need for my work	6.82	7.88	7.64	0.83	-0.23	197
IC-4	The electronic information resources I need	6.27	7.56	7.40	1.13	-0.16	554
IC-5	Modern equipment that lets me easily access needed information	7.02	8.07	7.67	0.65	-0.41	201
IC-6	Easy-to-use access tools that allow me to find things on my own	6.63	7.75	7.59	0.96	-0.16	191
IC-7	Making information easily accessible for independent use	6.82	8.09	7.70	0.88	-0.39	193
IC-8	Print and/or electronic journal collections I require for my work	6.63	7.77	7.53	0.90	-0.24	186
Library as Place							
LP-1	Library space that inspires study and learning	6.47	8.02	7.26	0.78	-0.77	571
LP-2	Quiet space for individual activities	7.03	8.25	7.33	0.30	-0.92	177
LP-3	A comfortable and inviting location	6.86	8.10	7.55	0.69	-0.55	176
LP-4	A getaway for study, learning, or research	6.76	8.03	7.50	0.74	-0.53	185
LP-5	Community space for group learning and group study	6.72	7.95	7.43	0.71	-0.53	171
Overall:		6.56	7.81	7.45	0.89	-0.36	577

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	2.21	1.82	1.84	2.05	1.79	154
AS-2	Giving users individual attention	2.21	1.81	1.80	1.95	1.82	174
AS-3	Employees who are consistently courteous	2.00	1.31	1.73	1.96	1.86	179
AS-4	Readiness to respond to users' questions	1.86	1.51	1.51	1.71	1.59	166
AS-5	Employees who have the knowledge to answer user questions	1.91	1.38	1.32	1.67	1.25	171
AS-6	Employees who deal with users in a caring fashion	2.06	1.56	1.63	2.06	1.75	556
AS-7	Employees who understand the needs of their users	2.12	1.46	1.48	2.11	1.51	196
AS-8	Willingness to help users	2.11	1.58	1.59	1.92	1.79	169
AS-9	Dependability in handling users' service problems	2.01	1.43	1.40	1.66	1.33	157
Information Control							
IC-1	Making electronic resources accessible from my home or office	2.30	1.73	1.80	2.24	1.89	167
IC-2	A library Web site enabling me to locate information on my own	1.99	1.59	1.64	1.88	1.65	194
IC-3	The printed library materials I need for my work	2.07	1.39	1.61	1.88	1.53	197
IC-4	The electronic information resources I need	2.05	1.64	1.56	2.01	1.82	554
IC-5	Modern equipment that lets me easily access needed information	1.95	1.26	1.59	2.12	1.62	201
IC-6	Easy-to-use access tools that allow me to find things on my own	2.03	1.48	1.43	2.05	1.76	191
IC-7	Making information easily accessible for independent use	1.98	1.25	1.43	1.97	1.61	193
IC-8	Print and/or electronic journal collections I require for my work	2.24	1.61	1.70	2.04	1.86	186
Library as Place							
LP-1	Library space that inspires study and learning	2.05	1.38	1.86	2.13	1.95	571
LP-2	Quiet space for individual activities	2.04	1.32	2.05	2.30	2.12	177
LP-3	A comfortable and inviting location	1.85	1.24	1.64	1.57	1.61	176
LP-4	A getaway for study, learning, or research	1.94	1.28	1.71	2.19	1.73	185
LP-5	Community space for group learning and group study	2.03	1.43	1.73	2.05	1.93	171
Overall:		1.68	1.14	1.26	1.61	1.30	577

Language: **English (American)**
Institution Type: **College or University**
Consortium: **Georgia Consortium**
User Group: **Undergraduate**

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.

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	6.57	7.73	7.51	0.94	-0.22	568
Information Control	6.52	7.74	7.48	0.96	-0.26	575
Library as Place	6.60	8.02	7.34	0.74	-0.68	575
Overall	6.56	7.81	7.45	0.89	-0.36	577

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	1.84	1.36	1.39	1.73	1.46	568
Information Control	1.79	1.28	1.31	1.73	1.43	575
Library as Place	1.85	1.25	1.65	1.94	1.71	575
Overall	1.68	1.14	1.26	1.61	1.30	577

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 center for intellectual stimulation	6.60	7.77	7.19	0.60	-0.58	141
A secure and safe place	7.51	8.35	8.01	0.51	-0.33	136
Ability to navigate library Web pages easily	6.76	7.69	7.36	0.60	-0.34	154
Convenient service hours	7.02	8.23	7.72	0.70	-0.51	163
Library orientations / instruction sessions	6.24	7.36	7.22	0.98	-0.14	123

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 center for intellectual stimulation	2.21	1.73	2.09	1.80	1.89	141
A secure and safe place	1.78	1.20	1.43	1.83	1.41	136
Ability to navigate library Web pages easily	2.00	1.53	1.80	1.90	1.63	154
Convenient service hours	1.91	1.13	1.63	2.32	1.74	163
Library orientations / instruction sessions	2.39	1.84	1.91	2.13	1.71	123

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.	8.01	1.43	294
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.78	1.49	332
How would you rate the overall quality of the service provided by the library?	7.78	1.42	577

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.	7.00	1.88	232
The library aids my advancement in my academic discipline or work.	7.60	1.61	258
The library enables me to be more efficient in my academic pursuits or work.	7.83	1.44	284
The library helps me distinguish between trustworthy and untrustworthy information.	7.26	1.72	278
The library provides me with the information skills I need in my work or study.	7.59	1.57	249

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Undergraduate

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?	154	293	86	29	15	577
	26.69%	50.78%	14.90%	5.03%	2.60%	100.00%
How often do you access library resources through a library Web page?	65	180	144	77	111	577
	11.27%	31.20%	24.96%	13.34%	19.24%	100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	461	85	17	7	7	577
	79.90%	14.73%	2.95%	1.21%	1.21%	100.00%

Language: **English (American)**
Institution Type: **College or University**
Consortium: **Georgia Consortium**
User Group: **Undergraduate**

5   Graduate Summary for Valdosta State University

5.1   Demographic Summary for Graduate

5.1.1 Population and Respondent Profiles for Graduate by Standard Discipline

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

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

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
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	28	1.08	2	2.27	-1.19
Communications / Journalism	14	0.54	4	4.55	-4.01
Education	536	20.63	27	30.68	-10.05
Engineering / Computer Science	0	0.00	1	1.14	-1.14
General Studies	0	0.00	0	0.00	0.00
Health Sciences	53	2.04	1	1.14	0.90
Humanities	23	0.89	3	3.41	-2.52
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	1,129	43.46	8	9.09	34.37
Performing & Fine Arts	165	6.35	4	4.55	1.81
Science / Math	153	5.89	1	1.14	4.75
Social Sciences / Psychology	497	19.13	37	42.05	-22.92
Undecided	0	0.00	0	0.00	0.00
Total:	**2,598**	**100.00**	**88**	**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
Accounting and Finance	27	1.04	1	1.14	-0.10
Adult and Career Education	105	4.04	4	4.55	-0.50
African American Studies	0	0.00	0	0.00	0.00
Art	149	5.74	1	1.14	4.60
Biology	17	0.65	1	1.14	-0.48
Chemistry	136	5.23	0	0.00	5.23
Communication Arts	14	0.54	4	4.55	-4.01
Communication Disorders	138	5.31	9	10.23	-4.92
Computer Science	0	0.00	1	1.14	-1.14
Curriculum, Leadership and Technology	0	0.00	9	10.23	-10.23
Early Childhood and Reading Education	134	5.16	4	4.55	0.61
Economics and Finance	0	0.00	0	0.00	0.00
Engineering Studies	0	0.00	0	0.00	0.00
English	23	0.89	3	3.41	-2.52
General Studies	0	0.00	0	0.00	0.00
History	4	0.15	0	0.00	0.15
Kinesiology and Physical Education	20	0.77	1	1.14	-0.37
Library and Information Science	243	9.35	16	18.18	-8.83
Management and Healthcare Administration	0	0.00	0	0.00	0.00
Marketing and International Business	1	0.04	1	1.14	-1.10
Marriage and Family Therapy	0	0.00	3	3.41	-3.41
Mass Media	0	0.00	0	0.00	0.00
Mathematics	0	0.00	0	0.00	0.00
Middle Grades and Secondary Education	38	1.46	0	0.00	1.46
Modern and Classical Languages	0	0.00	0	0.00	0.00
Music	16	0.62	3	3.41	-2.79
Nursing	53	2.04	1	1.14	0.90
Other	1,129	43.46	8	9.09	34.37
Philosophy and Religious Studies	0	0.00	0	0.00	0.00
Physics, Astronomy, and Geosciences	0	0.00	0	0.00	0.00
Political Science	0	0.00	3	3.41	-3.41
Psychology and Counseling	112	4.31	12	13.64	-9.33
Social Work	119	4.58	3	3.41	1.17
Sociology, Anthropology & Criminal Justice	19	0.73	0	0.00	0.73
Special Education	101	3.89	0	0.00	3.89

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Graduate

Undecided	0	0.00	0	0.00	0.00
Women's Studies	0	0.00	0	0.00	0.00
Total:	**2,598**	**100.00**	**88**	**100.00**	**0.00**

5.1.3 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	9	10.23
23 - 30	49	55.68
31 - 45	23	26.14
46 - 65	7	7.95
Over 65	0	0.00
Total:	**88**	**100.00**

5.1.4 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	827	31.87	59	67.05
Part-time	1,768	68.13	26	29.55
Does not apply / NA		0.00	3	3.41
Total:	**2,595**	**100.00**	**88**	**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.)
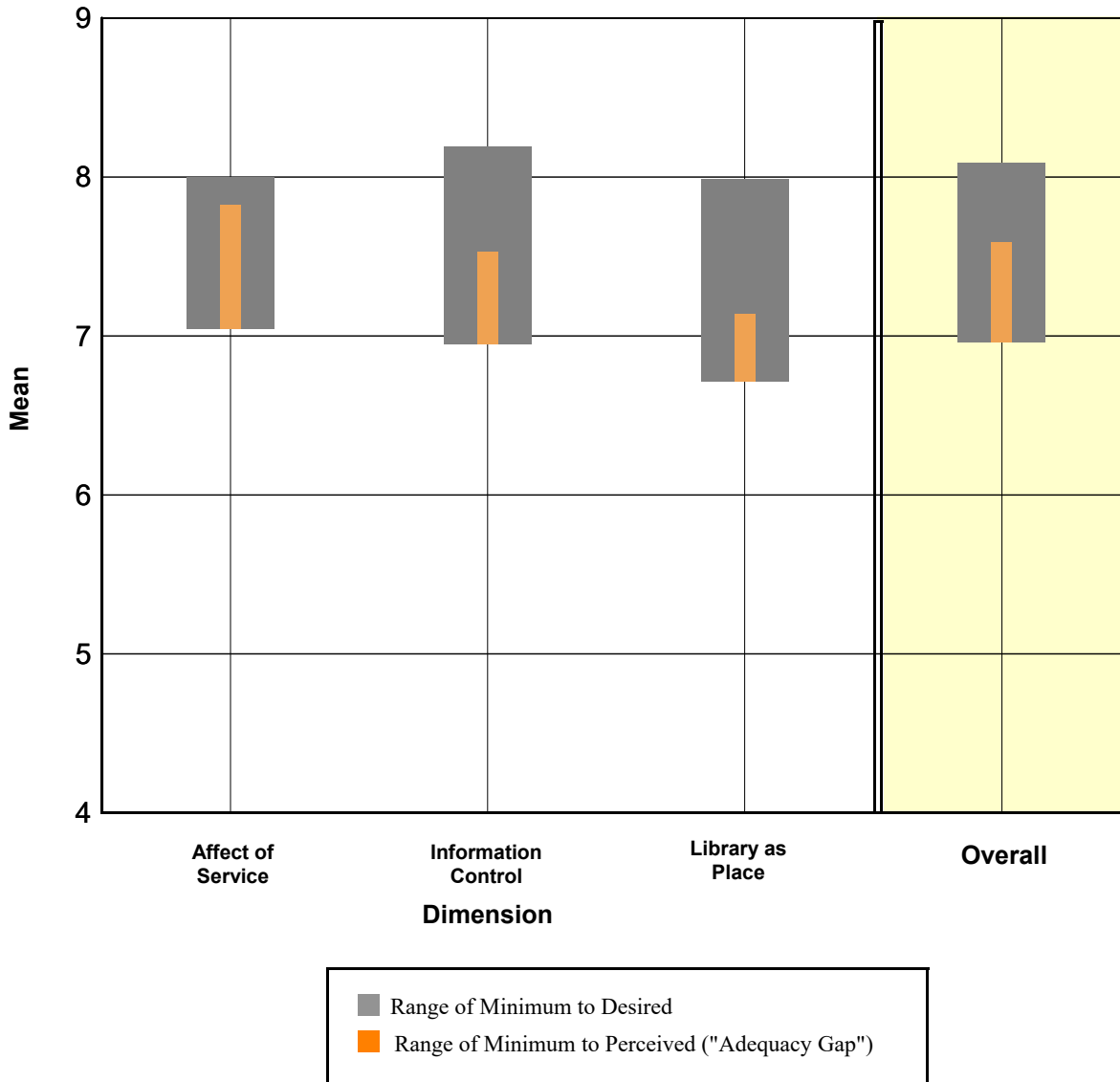

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Graduate

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.59	7.94	7.47	0.88	-0.47	17
AS-2	Giving users individual attention	5.95	7.00	7.16	1.21	0.16	19
AS-3	Employees who are consistently courteous	7.06	7.94	7.94	0.89	0.00	18
AS-4	Readiness to respond to users' questions	7.33	8.07	7.93	0.60	-0.13	15
AS-5	Employees who have the knowledge to answer user questions	7.04	8.54	8.08	1.04	-0.46	24
AS-6	Employees who deal with users in a caring fashion	7.02	8.10	7.83	0.81	-0.27	83
AS-7	Employees who understand the needs of their users	7.53	8.17	8.00	0.47	-0.17	30
AS-8	Willingness to help users	7.65	7.95	7.90	0.25	-0.05	20
AS-9	Dependability in handling users' service problems	7.57	8.19	7.95	0.38	-0.24	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.41	8.77	7.82	0.41	-0.95	22
IC-2	A library Web site enabling me to locate information on my own	6.96	8.20	7.56	0.60	-0.64	25
IC-3	The printed library materials I need for my work	5.80	7.27	7.27	1.47	0.00	15
IC-4	The electronic information resources I need	6.82	8.13	7.41	0.59	-0.72	88
IC-5	Modern equipment that lets me easily access needed information	7.64	8.56	7.72	0.08	-0.84	25
IC-6	Easy-to-use access tools that allow me to find things on my own	6.36	8.14	7.64	1.29	-0.50	28
IC-7	Making information easily accessible for independent use	7.04	8.29	7.67	0.63	-0.63	24
IC-8	Print and/or electronic journal collections I require for my work	7.33	7.90	7.05	-0.29	-0.86	21
Library as Place							
LP-1	Library space that inspires study and learning	6.56	7.99	6.92	0.35	-1.07	71
LP-2	Quiet space for individual activities	6.47	7.79	7.47	1.00	-0.32	19
LP-3	A comfortable and inviting location	6.33	8.00	7.25	0.92	-0.75	12
LP-4	A getaway for study, learning, or research	6.82	8.00	6.95	0.14	-1.05	22
LP-5	Community space for group learning and group study	7.47	8.06	7.41	-0.06	-0.65	17
Overall:		6.96	8.09	7.59	0.63	-0.49	88

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	1.58	1.14	1.46	1.93	1.59	17
AS-2	Giving users individual attention	2.27	2.08	1.89	1.44	1.57	19
AS-3	Employees who are consistently courteous	1.39	1.26	1.30	1.57	1.41	18
AS-4	Readiness to respond to users' questions	1.29	1.22	1.79	2.03	1.51	15
AS-5	Employees who have the knowledge to answer user questions	1.68	0.98	1.21	1.65	1.06	24
AS-6	Employees who deal with users in a caring fashion	1.79	1.38	1.45	1.93	1.43	83
AS-7	Employees who understand the needs of their users	1.38	1.18	1.26	1.20	1.12	30
AS-8	Willingness to help users	1.46	1.57	1.25	1.45	1.32	20
AS-9	Dependability in handling users' service problems	1.60	1.33	1.50	1.99	1.76	21
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.62	0.43	1.62	1.71	1.73	22
IC-2	A library Web site enabling me to locate information on my own	1.59	1.15	1.50	1.55	1.41	25
IC-3	The printed library materials I need for my work	1.93	1.79	1.16	1.51	1.25	15
IC-4	The electronic information resources I need	1.74	1.29	1.79	1.84	1.83	88
IC-5	Modern equipment that lets me easily access needed information	1.47	0.71	1.62	1.91	1.43	25
IC-6	Easy-to-use access tools that allow me to find things on my own	1.68	1.11	1.70	1.96	1.97	28
IC-7	Making information easily accessible for independent use	1.49	0.95	1.20	1.47	1.47	24
IC-8	Print and/or electronic journal collections I require for my work	1.11	1.09	1.86	1.71	1.98	21
Library as Place							
LP-1	Library space that inspires study and learning	2.16	1.42	2.02	2.68	2.42	71
LP-2	Quiet space for individual activities	1.87	1.40	1.22	1.60	1.42	19
LP-3	A comfortable and inviting location	2.27	0.95	1.60	2.87	1.66	12
LP-4	A getaway for study, learning, or research	1.92	1.27	2.21	2.78	2.30	22
LP-5	Community space for group learning and group study	1.62	1.30	1.62	1.39	1.73	17
Overall:		1.35	0.85	1.21	1.39	1.16	88

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.

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.05	8.00	7.83	0.78	-0.17	87
Information Control	6.95	8.19	7.53	0.58	-0.66	88
Library as Place	6.71	7.99	7.14	0.42	-0.85	73
Overall	6.96	8.09	7.59	0.63	-0.49	88

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	1.26	1.27	1.52	1.25	87
Information Control	1.34	0.86	1.35	1.42	1.35	88
Library as Place	1.80	1.09	1.76	2.19	1.94	73
Overall	1.35	0.85	1.21	1.39	1.16	88

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 center for intellectual stimulation	7.44	8.44	8.44	1.00	0	9
A secure and safe place	8.52	8.76	8.48	-0.05	-0.29	21
Ability to navigate library Web pages easily	7.50	8.00	7.11	-0.39	-0.89	18
Convenient service hours	7.67	8.67	8.17	0.50	-0.50	12
Library orientations / instruction sessions	5.00	6.13	6.47	1.47	0.33	15

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 center for intellectual stimulation	2.01	0.88	0.88	1.41	0.50	9
A secure and safe place	0.75	0.54	0.87	0.74	0.85	21
Ability to navigate library Web pages easily	1.25	1.19	1.60	1.29	1.41	18
Convenient service hours	1.56	0.65	1.19	2.20	1.31	12
Library orientations / instruction sessions	2.62	2.23	1.77	2.53	2.50	15

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.

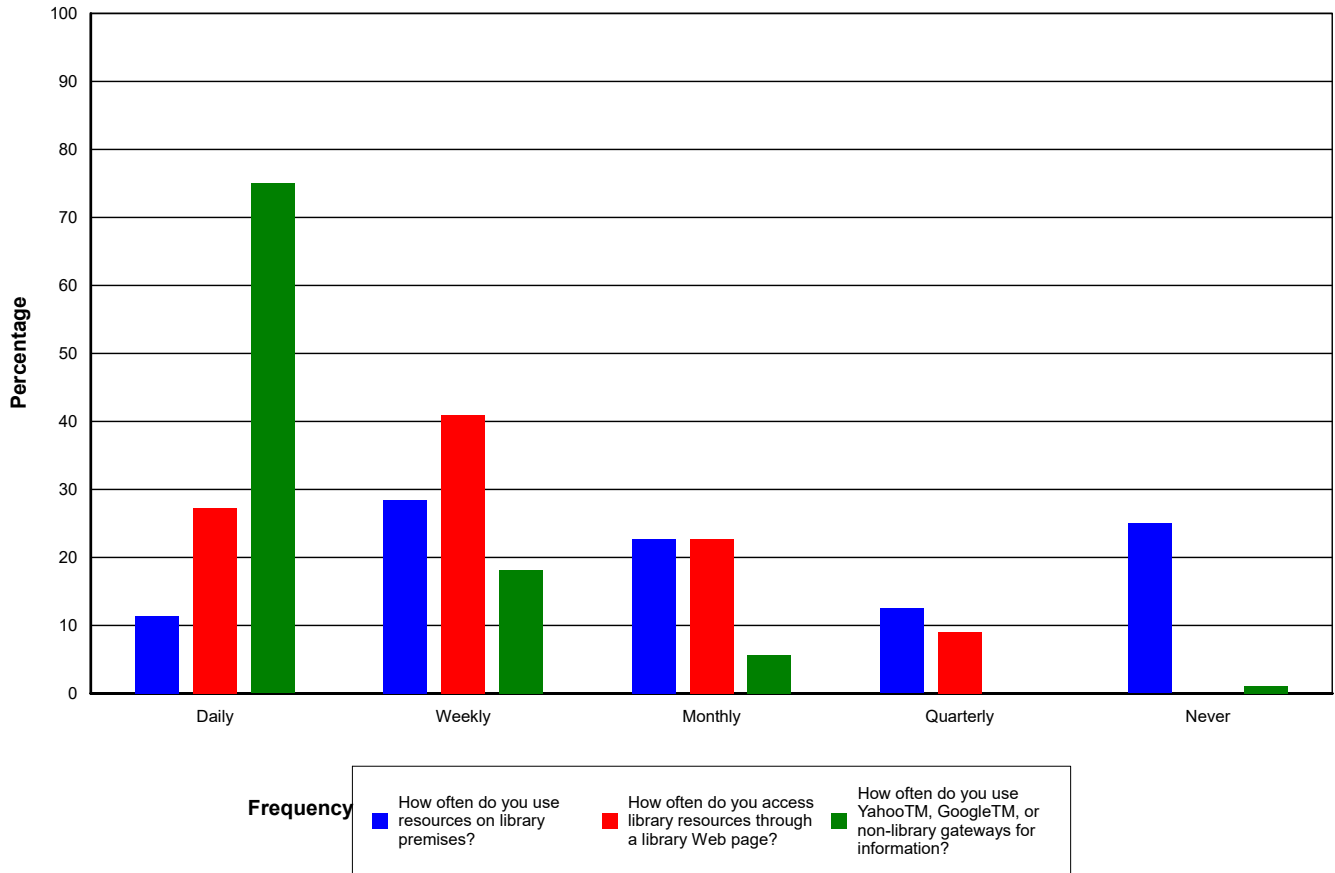| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.09	1.35	47
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.68	1.42	41
How would you rate the overall quality of the service provided by the library?	7.78	1.30	88

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.	6.51	1.76	35
The library aids my advancement in my academic discipline or work.	7.54	1.73	39
The library enables me to be more efficient in my academic pursuits or work.	7.49	1.49	41
The library helps me distinguish between trustworthy and untrustworthy information.	7.63	1.78	35
The library provides me with the information skills I need in my work or study.	8.04	1.11	26

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?	10 11.36%	25 28.41%	20 22.73%	11 12.50%	22 25.00%	88 100.00%
How often do you access library resources through a library Web page?	24 27.27%	36 40.91%	20 22.73%	8 9.09%	0 0 %	88 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	66 75.00%	16 18.18%	5 5.68%	0 0 %	1 1.14%	88 100.00%

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
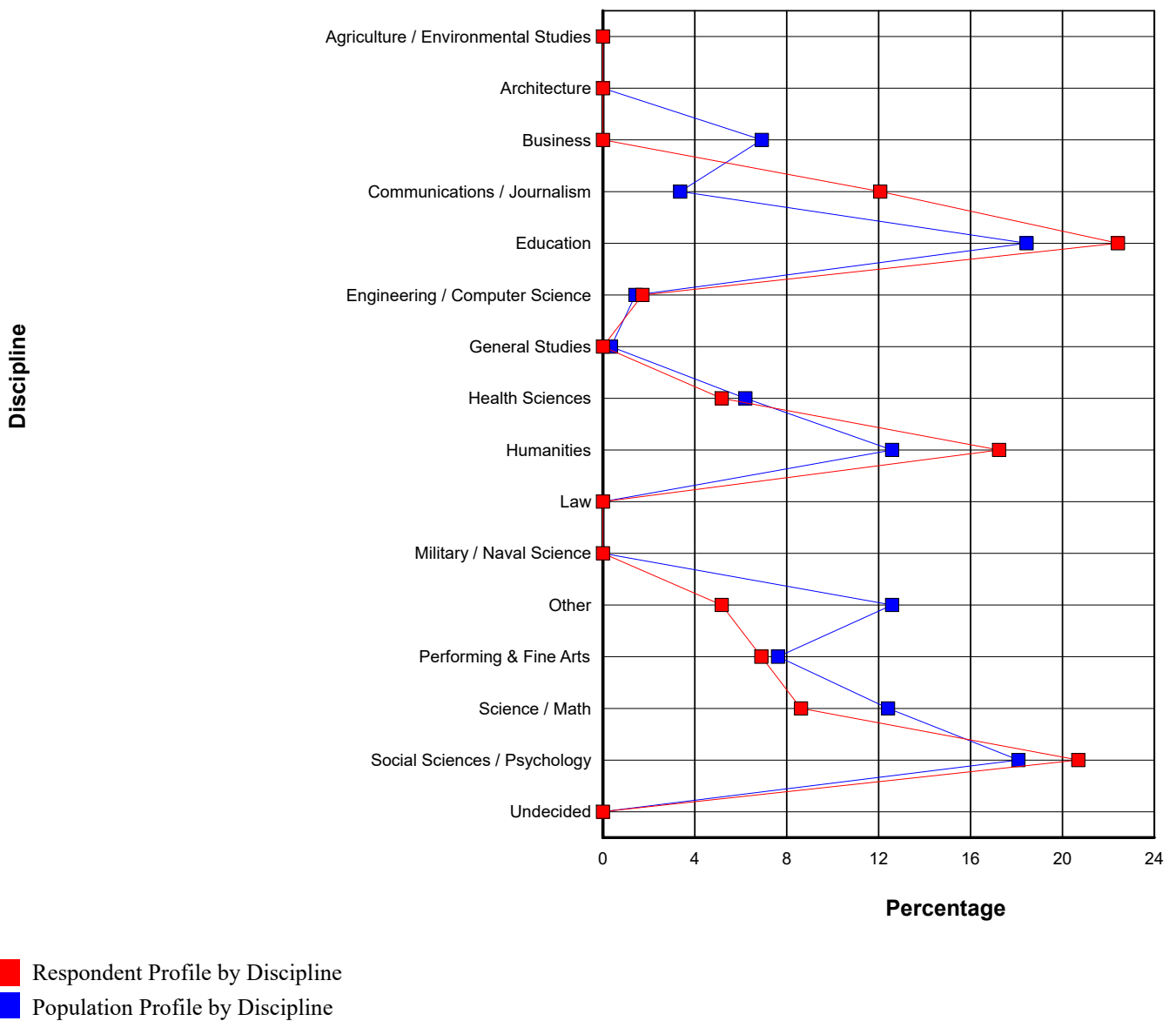User Group: Graduate

6   Faculty Summary for Valdosta State University

6.1   Demographic Summary for Faculty

6.1.1 Population and Respondent Profiles for Faculty by Standard Discipline

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

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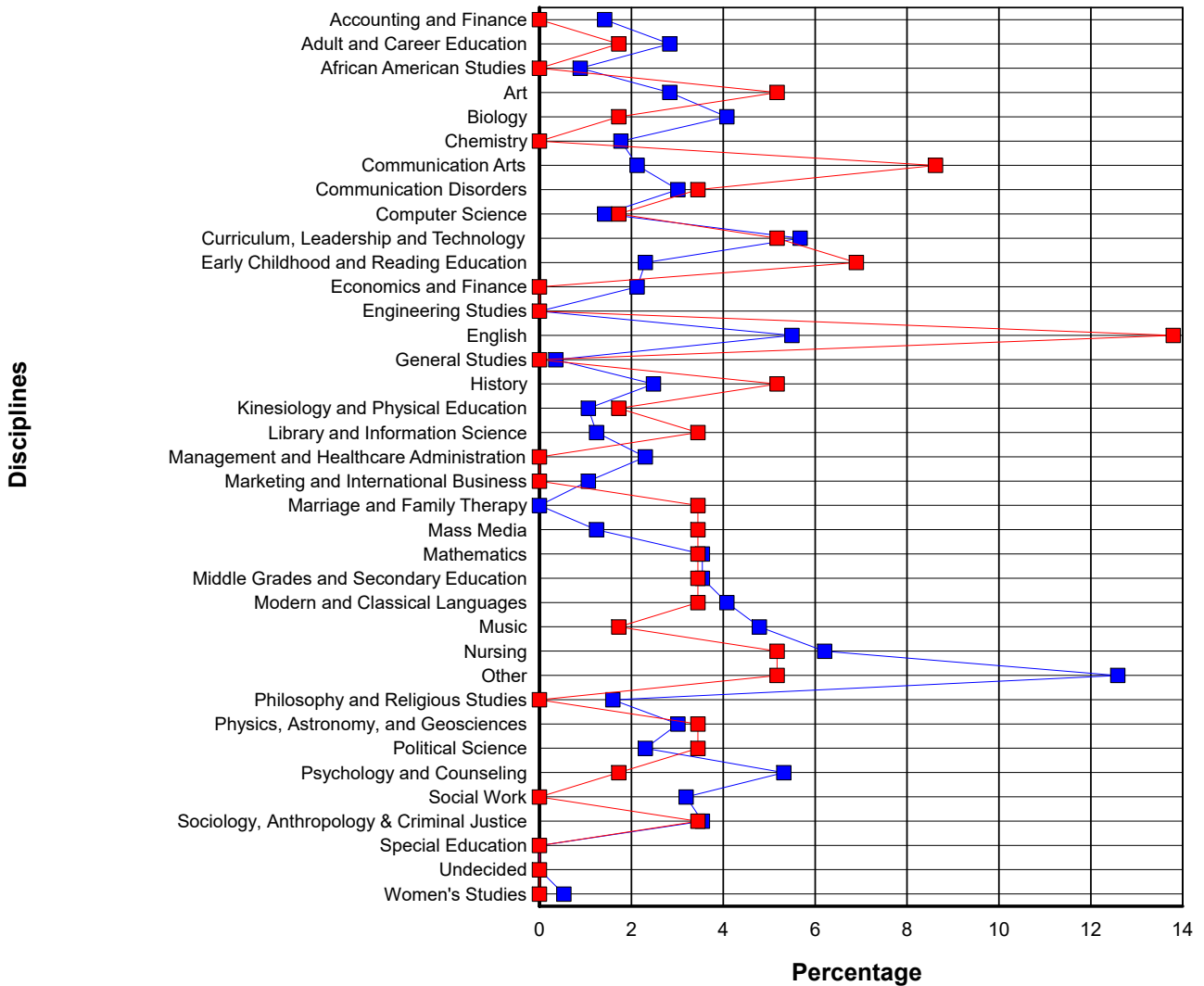

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Architecture	0	0.00	0	0.00	0.00
Business	39	6.91	0	0.00	6.91
Communications / Journalism	19	3.37	7	12.07	-8.70
Education	104	18.44	13	22.41	-3.97
Engineering / Computer Science	8	1.42	1	1.72	-0.31
General Studies	2	0.35	0	0.00	0.35
Health Sciences	35	6.21	3	5.17	1.03
Humanities	71	12.59	10	17.24	-4.65
Law	0	0.00	0	0.00	0.00
Military / Naval Science	0	0.00	0	0.00	0.00
Other	71	12.59	3	5.17	7.42
Performing & Fine Arts	43	7.62	4	6.90	0.73
Science / Math	70	12.41	5	8.62	3.79
Social Sciences / Psychology	102	18.09	12	20.69	-2.60
Undecided	0	0.00	0	0.00	0.00
Total:	**564**	**100.00**	**58**	**100.00**	**0.00**

6.1.2   Population and Respondent Profiles for Faculty by Customized Discipline

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

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

■ Respondent Profile by Discipline
■ Population Profile by Discipline

Discipline	Population N	Population %	Respondents n	Respondents %	%N – %n
Accounting and Finance	8	1.42	0	0.00	1.42
Adult and Career Education	16	2.84	1	1.72	1.11
African American Studies	5	0.89	0	0.00	0.89
Art	16	2.84	3	5.17	-2.34
Biology	23	4.08	1	1.72	2.35
Chemistry	10	1.77	0	0.00	1.77
Communication Arts	12	2.13	5	8.62	-6.49
Communication Disorders	17	3.01	2	3.45	-0.43
Computer Science	8	1.42	1	1.72	-0.31
Curriculum, Leadership and Technology	32	5.67	3	5.17	0.50
Early Childhood and Reading Education	13	2.30	4	6.90	-4.59
Economics and Finance	12	2.13	0	0.00	2.13
Engineering Studies	0	0.00	0	0.00	0.00
English	31	5.50	8	13.79	-8.30
General Studies	2	0.35	0	0.00	0.35
History	14	2.48	3	5.17	-2.69
Kinesiology and Physical Education	6	1.06	1	1.72	-0.66
Library and Information Science	7	1.24	2	3.45	-2.21
Management and Healthcare Administration	13	2.30	0	0.00	2.30
Marketing and International Business	6	1.06	0	0.00	1.06
Marriage and Family Therapy	0	0.00	2	3.45	-3.45
Mass Media	7	1.24	2	3.45	-2.21
Mathematics	20	3.55	2	3.45	0.10
Middle Grades and Secondary Education	20	3.55	2	3.45	0.10
Modern and Classical Languages	23	4.08	2	3.45	0.63
Music	27	4.79	1	1.72	3.06
Nursing	35	6.21	3	5.17	1.03
Other	71	12.59	3	5.17	7.42
Philosophy and Religious Studies	9	1.60	0	0.00	1.60
Physics, Astronomy, and Geosciences	17	3.01	2	3.45	-0.43
Political Science	13	2.30	2	3.45	-1.14
Psychology and Counseling	30	5.32	1	1.72	3.60
Social Work	18	3.19	0	0.00	3.19
Sociology, Anthropology & Criminal Justice	20	3.55	2	3.45	0.10
Special Education	0	0.00	0	0.00	0.00

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Faculty

Undecided	0	0.00	0	0.00	0.00
Women's Studies	3	0.53	0	0.00	0.53
Total:	**564**	**100.00**	**58**	**100.00**	**0.00**

6.1.3   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	0	0.00
23 - 30	4	6.90
31 - 45	18	31.03
46 - 65	28	48.28
Over 65	8	13.79
Total:	**58**	**100.00**

6.1.4   Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	421	74.65	2	3.57
Part-time	143	25.35	0	0.00
Does not apply / NA		0.00	54	96.43
Total:	**564**	**100.00**	**56**	**100.00**

6.2   Core Questions Summary for Faculty

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

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

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

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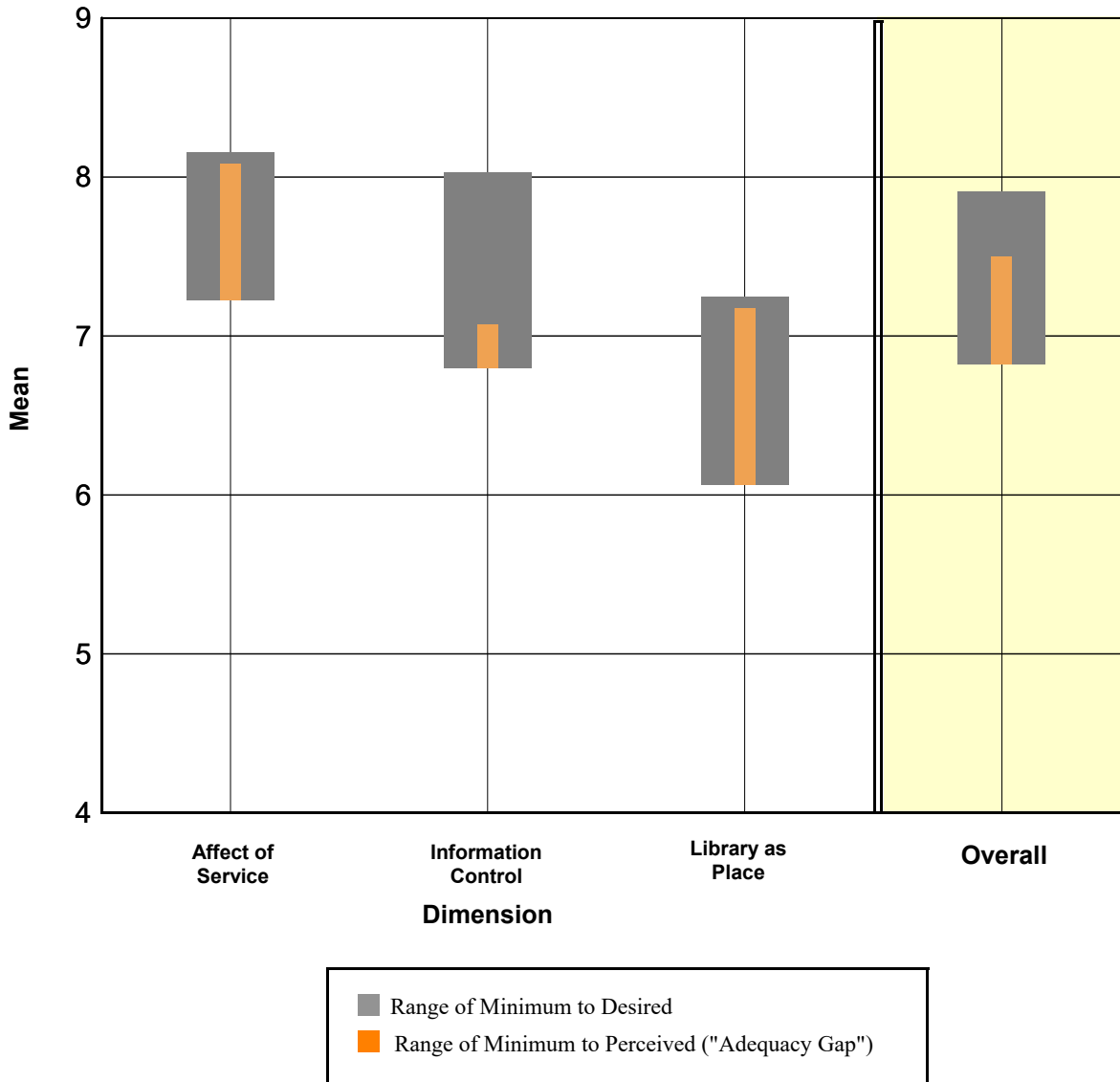- Perceived Greater Than Desired (green)

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.36	7.43	7.29	0.93	-0.14	14
AS-2	Giving users individual attention	7.44	8.67	8.11	0.67	-0.56	9
AS-3	Employees who are consistently courteous	7.50	8.00	8.17	0.67	0.17	12
AS-4	Readiness to respond to users' questions	7.58	8.42	8.58	1.00	0.17	12
AS-5	Employees who have the knowledge to answer user questions	7.13	8.20	7.67	0.53	-0.53	15
AS-6	Employees who deal with users in a caring fashion	7.27	8.14	8.32	1.05	0.18	56
AS-7	Employees who understand the needs of their users	6.50	7.61	7.44	0.94	-0.17	18
AS-8	Willingness to help users	7.87	8.33	8.27	0.40	-0.07	15
AS-9	Dependability in handling users' service problems	7.78	8.72	8.33	0.56	-0.39	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.29	8.07	6.93	-0.36	-1.14	14
IC-2	A library Web site enabling me to locate information on my own	7.08	8.69	7.69	0.62	-1.00	13
IC-3	The printed library materials I need for my work	6.44	7.44	6.89	0.44	-0.56	9
IC-4	The electronic information resources I need	6.65	7.95	7.19	0.54	-0.75	57
IC-5	Modern equipment that lets me easily access needed information	6.83	8.00	7.11	0.28	-0.89	18
IC-6	Easy-to-use access tools that allow me to find things on my own	6.89	7.74	7.16	0.26	-0.58	19
IC-7	Making information easily accessible for independent use	6.75	7.81	7.00	0.25	-0.81	16
IC-8	Print and/or electronic journal collections I require for my work	7.15	8.55	6.35	-0.80	-2.20	20
Library as Place							
LP-1	Library space that inspires study and learning	5.83	7.10	7.00	1.17	-0.10	52
LP-2	Quiet space for individual activities	5.62	6.62	7.08	1.46	0.46	13
LP-3	A comfortable and inviting location	7.69	8.62	8.38	0.69	-0.23	13
LP-4	A getaway for study, learning, or research	6.18	7.18	7.00	0.82	-0.18	11
LP-5	Community space for group learning and group study	6.00	7.18	7.45	1.45	0.27	11
Overall:		6.82	7.91	7.50	0.68	-0.41	58

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	2.06	1.86	1.21	1.96	14
AS-2	Giving users individual attention	1.24	0.50	1.36	1.00	1.42	9
AS-3	Employees who are consistently courteous	1.38	1.48	1.27	1.37	0.94	12
AS-4	Readiness to respond to users' questions	1.24	0.90	0.79	1.35	0.72	12
AS-5	Employees who have the knowledge to answer user questions	1.36	0.77	1.35	1.81	1.64	15
AS-6	Employees who deal with users in a caring fashion	1.83	1.46	0.86	1.70	1.42	56
AS-7	Employees who understand the needs of their users	1.42	1.29	1.04	1.39	1.50	18
AS-8	Willingness to help users	1.25	1.05	1.10	0.91	0.59	15
AS-9	Dependability in handling users' service problems	1.44	0.57	0.84	1.29	0.85	18
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.64	1.77	1.44	1.69	1.51	14
IC-2	A library Web site enabling me to locate information on my own	1.26	0.48	1.18	1.39	1.41	13
IC-3	The printed library materials I need for my work	1.51	1.01	1.69	1.33	1.59	9
IC-4	The electronic information resources I need	1.78	1.49	1.57	1.69	1.77	57
IC-5	Modern equipment that lets me easily access needed information	2.01	1.91	1.60	2.59	2.61	18
IC-6	Easy-to-use access tools that allow me to find things on my own	1.56	1.41	1.34	1.56	1.35	19
IC-7	Making information easily accessible for independent use	1.81	1.52	1.83	1.98	1.64	16
IC-8	Print and/or electronic journal collections I require for my work	1.98	1.00	2.48	2.63	2.35	20
Library as Place							
LP-1	Library space that inspires study and learning	2.20	2.14	1.76	1.78	1.88	52
LP-2	Quiet space for individual activities	2.40	1.94	1.50	1.66	1.81	13
LP-3	A comfortable and inviting location	1.55	0.87	1.45	2.32	1.79	13
LP-4	A getaway for study, learning, or research	2.36	2.40	1.41	2.64	2.99	11
LP-5	Community space for group learning and group study	2.37	2.36	1.57	1.37	1.56	11
Overall:		1.41	1.21	1.12	1.23	1.26	58

6.3   Core Question Dimensions Summary for Faculty

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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.22	8.16	8.08	0.86	-0.07	58
Information Control	6.80	8.03	7.07	0.28	-0.96	58
Library as Place	6.06	7.25	7.18	1.11	-0.07	54
Overall	6.82	7.91	7.50	0.68	-0.41	58

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	1.43	1.16	1.01	1.24	1.10	58
Information Control	1.60	1.36	1.40	1.55	1.67	58
Library as Place	2.05	1.88	1.59	1.79	1.76	54
Overall	1.41	1.21	1.12	1.23	1.26	58

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 center for intellectual stimulation	6.46	7.85	7.23	0.77	-0.62	13
A secure and safe place	8.00	8.60	7.90	-0.10	-0.70	10
Ability to navigate library Web pages easily	7.75	8.50	6.50	-1.25	-2.00	8
Convenient service hours	6.13	7.67	8.00	1.87	0.33	15
Library orientations / instruction sessions	6.70	7.20	7.60	0.90	0.40	10

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 center for intellectual stimulation	1.94	1.46	1.48	1.92	1.80	13
A secure and safe place	1.33	0.52	1.45	1.97	1.42	10
Ability to navigate library Web pages easily	1.28	0.76	1.77	1.98	2.00	8
Convenient service hours	2.07	2.09	1.00	2.29	2.41	15
Library orientations / instruction sessions	2.26	2.20	2.32	1.37	1.71	10

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 in which I am treated at the library.	8.35	0.88	31
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.48	1.42	27
How would you rate the overall quality of the service provided by the library?	7.95	1.07	58

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	1.62	23
The library aids my advancement in my academic discipline or work.	7.20	1.12	25
The library enables me to be more efficient in my academic pursuits or work.	7.73	1.24	22
The library helps me distinguish between trustworthy and untrustworthy information.	7.58	1.35	24
The library provides me with the information skills I need in my work or study.	6.82	1.89	22

6.7   Library Use Summary for Faculty

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo™ and Google™. Bars represent the frequency with which respondents report using these resources: Daily, Weekly, Monthly, Quarterly, or Never. The table below the chart displays the number and percentage of respondents who selected each option.
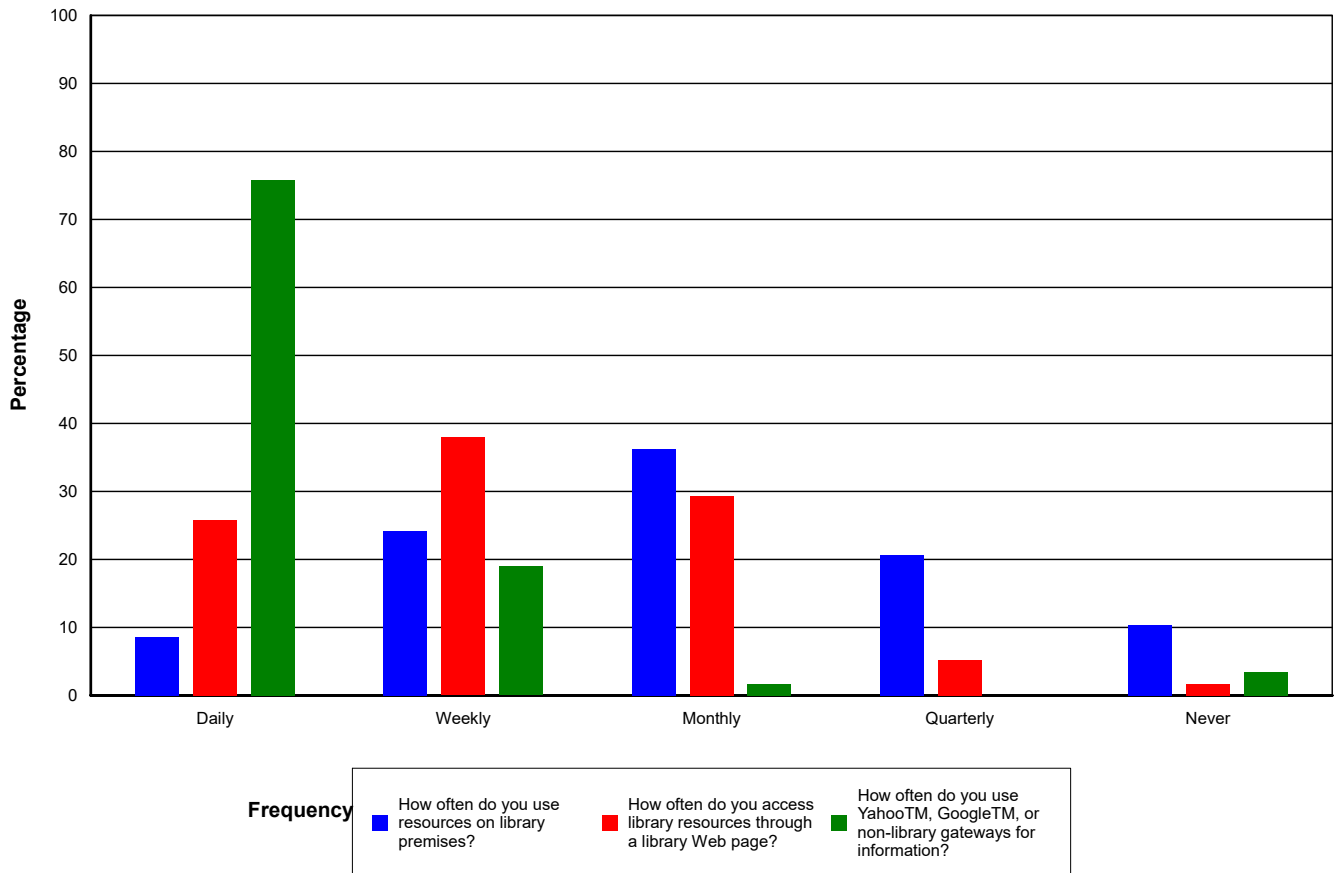
	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	5 8.62%	14 24.14%	21 36.21%	12 20.69%	6 10.34%	58 100.00%
How often do you access library resources through a library Web page?	15 25.86%	22 37.93%	17 29.31%	3 5.17%	1 1.72%	58 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	44 75.86%	11 18.97%	1 1.72%	0 0 %	2 3.45%	58 100.00%

7   Library Staff Summary for Valdosta State University

7.1   Demographic Summary for Library Staff

7.1.1   Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	5.26
23 - 30	4	21.05
31 - 45	7	36.84
46 - 65	7	36.84
Over 65	0	0.00
Total:	**19**	**100.00**

7.1.2   Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Full-time	0	0.00
Part-time	5	26.32
Does not apply / NA	14	73.68
Total:	**19**	**100.00**

7.2   Core Questions Summary for Library Staff

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

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

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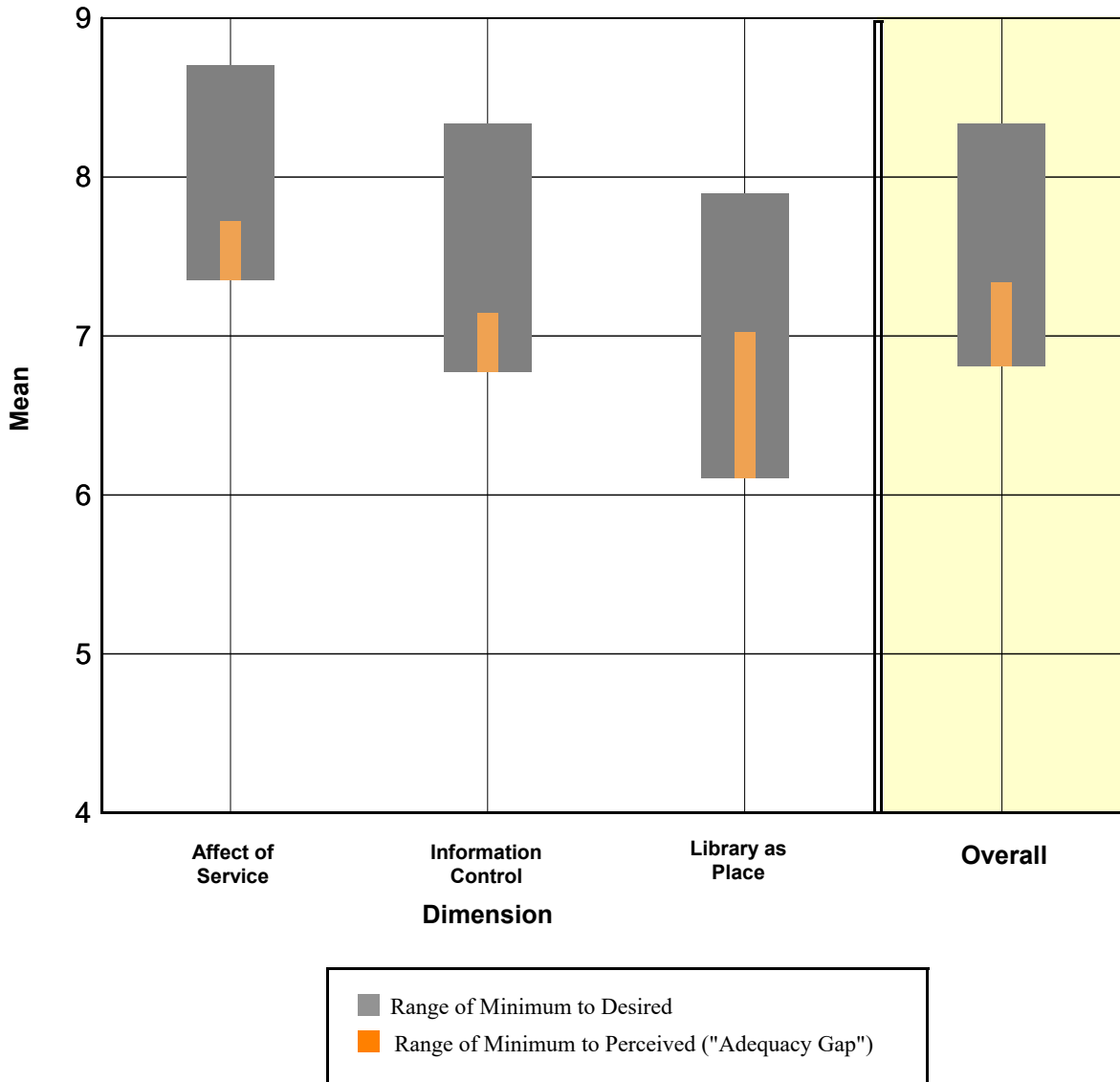

Legend:
- Red: Perceived Less Than Minimum
- Blue: Perceived Greater Than Minimum
- Yellow: Perceived Less Than Desired
- Green: Perceived Greater Than Desired

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.80	8.60	7.80	0.00	-0.80	5
AS-2	Giving users individual attention	6.67	8.67	7.33	0.67	-1.33	3
AS-3	Employees who are consistently courteous	7.40	8.60	7.60	0.20	-1.00	5
AS-4	Readiness to respond to users' questions	7.57	8.71	8.29	0.71	-0.43	7
AS-5	Employees who have the knowledge to answer user questions	6.75	8.63	7.50	0.75	-1.13	8
AS-6	Employees who deal with users in a caring fashion	7.42	8.79	7.68	0.26	-1.11	19
AS-7	Employees who understand the needs of their users	8.00	8.67	7.33	-0.67	-1.33	3
AS-8	Willingness to help users	7.75	9.00	8.00	0.25	-1.00	4
AS-9	Dependability in handling users' service problems	6.67	8.33	7.67	1.00	-0.67	3
Information Control							
IC-1	Making electronic resources accessible from my home or office	8.17	8.67	7.50	-0.67	-1.17	6
IC-2	A library Web site enabling me to locate information on my own	7.20	8.40	7.20	0.00	-1.20	10
IC-3	The printed library materials I need for my work	5.50	7.50	7.33	1.83	-0.17	6
IC-4	The electronic information resources I need	6.44	8.28	7.06	0.61	-1.22	18
IC-5	Modern equipment that lets me easily access needed information	7.57	8.71	6.86	-0.71	-1.86	7
IC-6	Easy-to-use access tools that allow me to find things on my own	6.33	8.00	6.33	0.00	-1.67	3
IC-7	Making information easily accessible for independent use	5.50	9.00	7.50	2.00	-1.50	2
IC-8	Print and/or electronic journal collections I require for my work	6.00	8.25	7.25	1.25	-1.00	4
Library as Place							
LP-1	Library space that inspires study and learning	6.05	8.00	6.79	0.74	-1.21	19
LP-2	Quiet space for individual activities	1.00	4.00	6.00	5.00	2.00	1
LP-3	A comfortable and inviting location	7.25	8.63	7.38	0.13	-1.25	8
LP-4	A getaway for study, learning, or research	5.67	7.17	7.67	2.00	0.50	6
LP-5	Community space for group learning and group study	5.67	7.67	6.67	1.00	-1.00	3
Overall:		6.81	8.34	7.33	0.52	-1.00	19

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	1.30	0.89	1.30	2.24	1.30	5
AS-2	Giving users individual attention	0.58	0.58	0.58	0.58	0.58	3
AS-3	Employees who are consistently courteous	1.52	0.55	1.14	1.48	0.71	5
AS-4	Readiness to respond to users' questions	1.62	0.49	1.11	0.76	0.79	7
AS-5	Employees who have the knowledge to answer user questions	1.39	0.52	1.07	1.49	1.36	8
AS-6	Employees who deal with users in a caring fashion	1.22	0.54	1.16	1.48	1.20	19
AS-7	Employees who understand the needs of their users	1.00	0.58	1.53	0.58	1.15	3
AS-8	Willingness to help users	1.26	0	0	1.26	0	4
AS-9	Dependability in handling users' service problems	0.58	1.15	0.58	0	0.58	3
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.17	0.82	1.38	2.42	1.47	6
IC-2	A library Web site enabling me to locate information on my own	1.32	0.70	1.14	1.15	0.92	10
IC-3	The printed library materials I need for my work	2.26	1.64	1.37	1.17	1.33	6
IC-4	The electronic information resources I need	1.72	0.96	1.30	1.94	1.59	18
IC-5	Modern equipment that lets me easily access needed information	1.81	0.76	1.46	1.80	1.21	7
IC-6	Easy-to-use access tools that allow me to find things on my own	2.31	1.00	1.15	2.00	1.53	3
IC-7	Making information easily accessible for independent use	0.71	0	0.71	1.41	0.71	2
IC-8	Print and/or electronic journal collections I require for my work	0.82	0.50	0.50	0.96	0.82	4
Library as Place							
LP-1	Library space that inspires study and learning	2.48	1.97	1.78	3.35	3.05	19
LP-2	Quiet space for individual activities						1
LP-3	A comfortable and inviting location	1.39	0.52	2.33	1.55	2.05	8
LP-4	A getaway for study, learning, or research	2.94	3.06	0.82	3.58	3.78	6
LP-5	Community space for group learning and group study	2.08	1.53	1.53	1.00	1.00	3
Overall:		1.30	0.70	0.97	1.37	1.17	19

7.3   Core Question Dimensions Summary for Library Staff

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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.35	8.70	7.72	0.37	-0.98	19
Information Control	6.77	8.33	7.14	0.37	-1.19	19
Library as Place	6.11	7.89	7.03	0.92	-0.87	19
Overall	6.81	8.34	7.33	0.52	-1.00	19

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

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service	1.10	0.51	0.92	1.17	0.87	19
Information Control	1.55	0.75	1.00	1.49	0.98	19
Library as Place	2.37	1.98	1.59	2.83	2.75	19
Overall	1.30	0.70	0.97	1.37	1.17	19

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 center for intellectual stimulation	5.50	6.00	6.00	0.50	0	2
A secure and safe place	7.67	9.00	8.33	0.67	-0.67	3
Ability to navigate library Web pages easily	7.17	8.50	7.17	0	-1.33	6
Convenient service hours	7.00	8.33	7.67	0.67	-0.67	6
Library orientations / instruction sessions	3.00	6.50	7.50	4.50	1.00	2

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A center for intellectual stimulation	0.71	1.41	1.41	0.71	0	2
A secure and safe place	1.15	0	1.15	1.15	1.15	3
Ability to navigate library Web pages easily	1.72	0.55	1.60	1.10	1.21	6
Convenient service hours	1.67	0.82	1.51	2.16	1.51	6
Library orientations / instruction sessions	2.83	3.54	0.71	3.54	4.24	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.

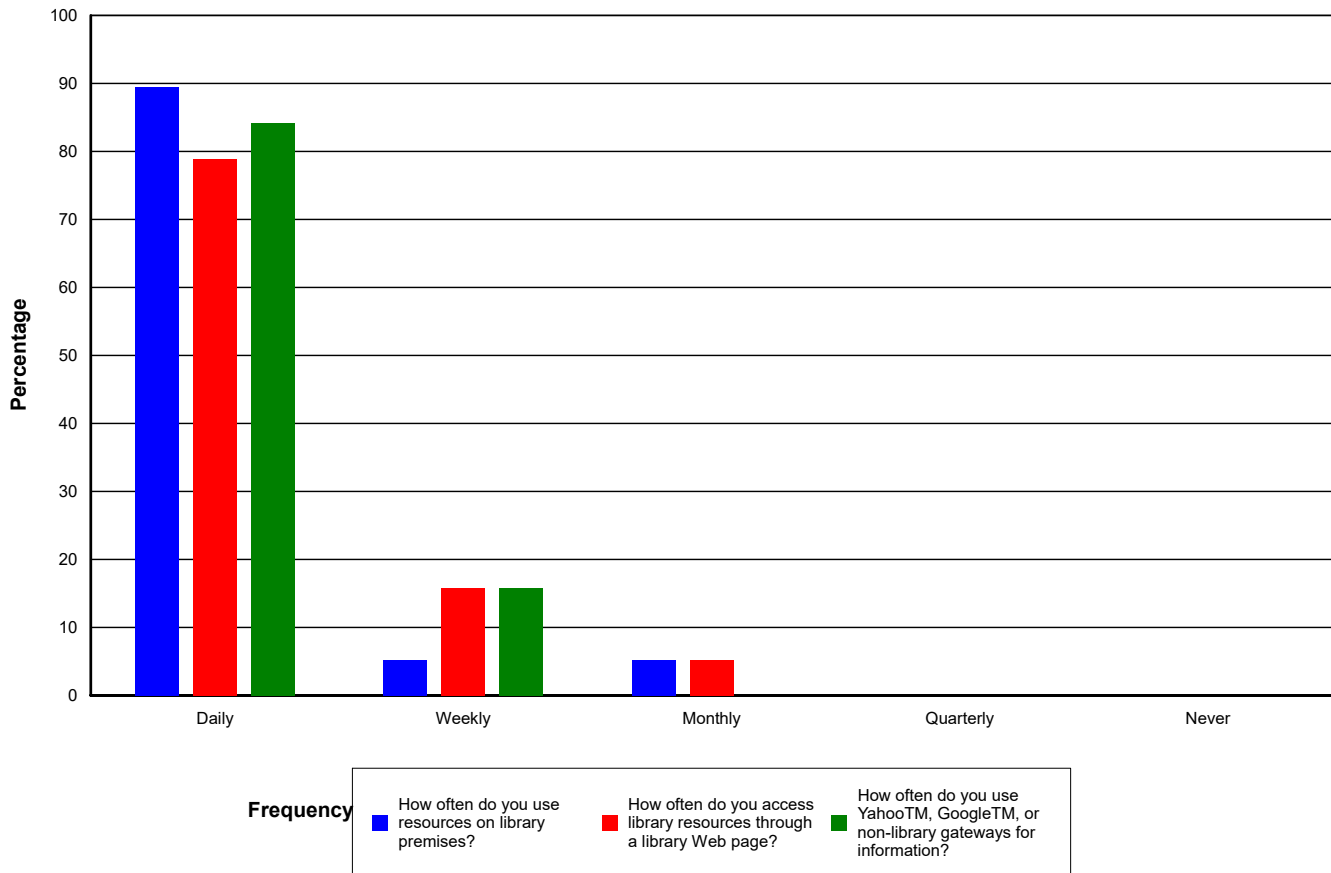| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.89	1.27	9
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.70	1.25	10
How would you rate the overall quality of the service provided by the library?	7.95	0.97	19

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.	7.17	1.33	6
The library aids my advancement in my academic discipline or work.	7.60	0.97	10
The library enables me to be more efficient in my academic pursuits or work.	7.91	0.94	11
The library helps me distinguish between trustworthy and untrustworthy information.	7.83	0.98	6
The library provides me with the information skills I need in my work or study.	7.60	1.52	5

7.7   Library Use Summary for Library Staff

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	17 89.47%	1 5.26%	1 5.26%	0 0 %	0 0 %	19 100.00%
How often do you access library resources through a library Web page?	15 78.95%	3 15.79%	1 5.26%	0 0 %	0 0 %	19 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	16 84.21%	3 15.79%	0 0 %	0 0 %	0 0 %	19 100.00%

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; 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	0	0.00
23 - 30	14	37.84
31 - 45	13	35.14
46 - 65	10	27.03
Over 65	0	0.00
Total:	**37**	**100.00**

8.1.2   Respondent Profile by Full or part-time student?

Full or part-time student?	Respondents n	Respondents %
Full-time	3	8.11
Part-time	5	13.51
Does not apply / NA	29	78.38
Total:	**37**	**100.00**

8.2   Core Questions Summary for Staff

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

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

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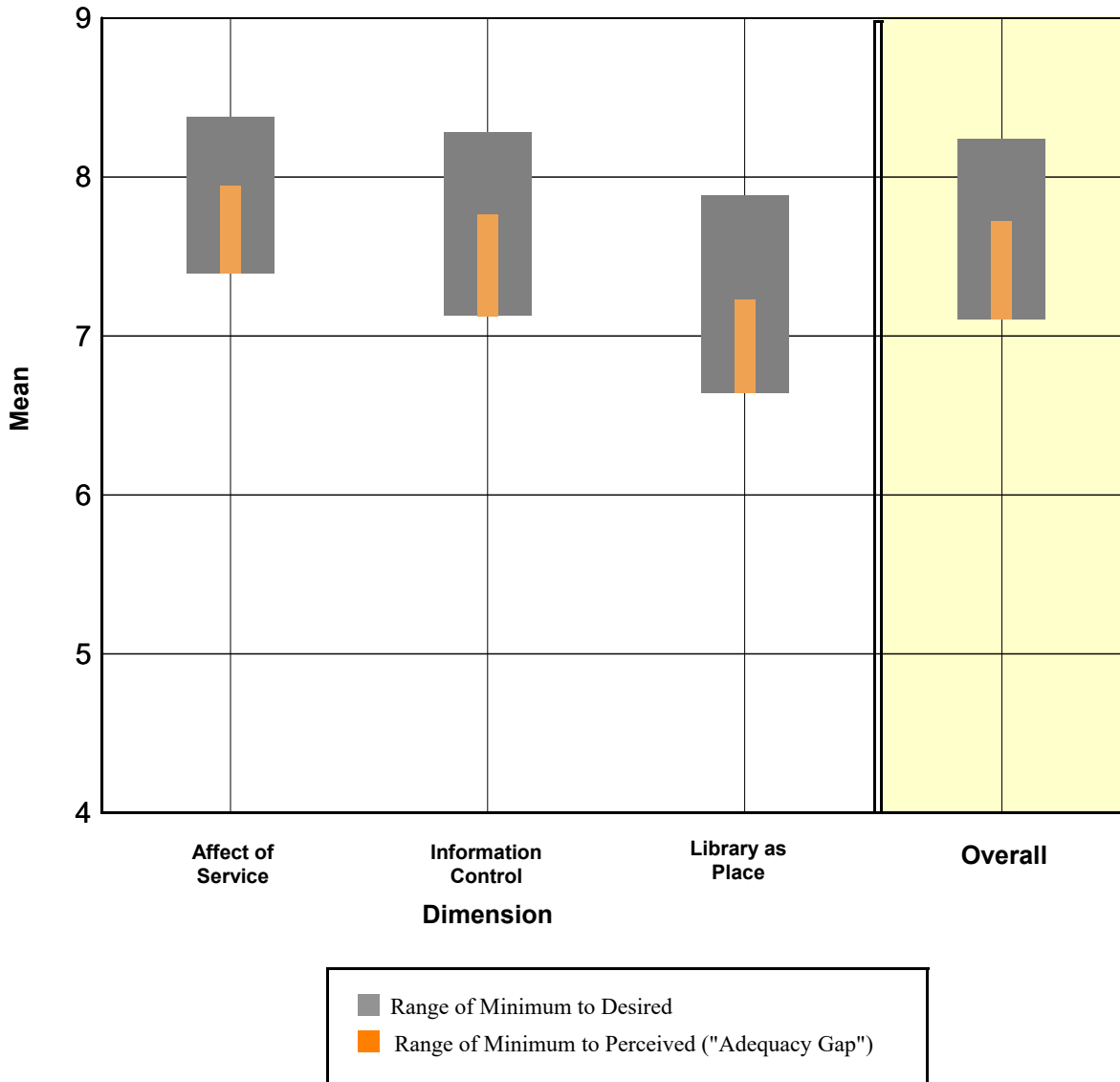

Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Staff

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.75	8.38	7.25	-0.50	-1.13	8
AS-2	Giving users individual attention	5.67	7.17	7.33	1.67	0.17	6
AS-3	Employees who are consistently courteous	7.33	8.44	7.89	0.56	-0.56	9
AS-4	Readiness to respond to users' questions	7.88	7.88	8.75	0.88	0.88	8
AS-5	Employees who have the knowledge to answer user questions	7.08	8.46	8.00	0.92	-0.46	13
AS-6	Employees who deal with users in a caring fashion	7.49	8.62	7.92	0.43	-0.70	37
AS-7	Employees who understand the needs of their users	7.13	8.13	8.25	1.13	0.13	8
AS-8	Willingness to help users	7.90	8.40	8.30	0.40	-0.10	10
AS-9	Dependability in handling users' service problems	7.33	8.56	8.11	0.78	-0.44	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.33	9.00	7.67	0.33	-1.33	6
IC-2	A library Web site enabling me to locate information on my own	7.14	8.00	7.86	0.71	-0.14	7
IC-3	The printed library materials I need for my work	7.14	8.14	7.86	0.71	-0.29	7
IC-4	The electronic information resources I need	7.09	8.26	7.83	0.74	-0.43	35
IC-5	Modern equipment that lets me easily access needed information	6.67	8.20	7.47	0.80	-0.73	15
IC-6	Easy-to-use access tools that allow me to find things on my own	7.31	8.54	7.77	0.46	-0.77	13
IC-7	Making information easily accessible for independent use	7.17	8.17	7.75	0.58	-0.42	12
IC-8	Print and/or electronic journal collections I require for my work	7.00	7.75	7.75	0.75	0.00	8
Library as Place							
LP-1	Library space that inspires study and learning	6.46	7.89	7.09	0.63	-0.80	35
LP-2	Quiet space for individual activities	6.38	8.00	7.50	1.13	-0.50	8
LP-3	A comfortable and inviting location	5.88	6.75	6.13	0.25	-0.63	8
LP-4	A getaway for study, learning, or research	7.63	8.38	8.25	0.63	-0.13	8
LP-5	Community space for group learning and group study	7.10	8.30	8.10	1.00	-0.20	10
Overall:		7.10	8.24	7.72	0.62	-0.51	37

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	1.83	1.06	2.38	2.73	2.47	8
AS-2	Giving users individual attention	1.86	1.47	1.21	1.63	0.75	6
AS-3	Employees who are consistently courteous	1.41	0.88	1.69	2.13	1.94	9
AS-4	Readiness to respond to users' questions	1.25	1.64	0.46	1.13	1.73	8
AS-5	Employees who have the knowledge to answer user questions	1.12	0.78	1.15	1.66	1.27	13
AS-6	Employees who deal with users in a caring fashion	1.28	0.59	1.19	1.68	1.31	37
AS-7	Employees who understand the needs of their users	1.96	1.36	1.16	1.13	0.64	8
AS-8	Willingness to help users	1.45	0.70	0.82	1.58	1.10	10
AS-9	Dependability in handling users' service problems	1.66	0.73	0.93	1.86	1.01	9
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.51	0	1.51	1.63	1.51	6
IC-2	A library Web site enabling me to locate information on my own	1.68	1.15	1.21	1.80	0.69	7
IC-3	The printed library materials I need for my work	1.46	1.46	1.46	2.43	2.50	7
IC-4	The electronic information resources I need	1.48	1.15	1.32	1.74	1.56	35
IC-5	Modern equipment that lets me easily access needed information	1.18	0.86	1.55	1.47	1.49	15
IC-6	Easy-to-use access tools that allow me to find things on my own	1.60	0.52	1.09	1.05	1.09	13
IC-7	Making information easily accessible for independent use	1.64	0.83	1.71	2.43	1.93	12
IC-8	Print and/or electronic journal collections I require for my work	1.77	1.58	1.39	1.67	1.51	8
Library as Place							
LP-1	Library space that inspires study and learning	1.90	1.57	1.98	2.07	1.91	35
LP-2	Quiet space for individual activities	2.00	0.93	1.07	1.13	0.76	8
LP-3	A comfortable and inviting location	2.17	2.38	2.59	2.05	2.92	8
LP-4	A getaway for study, learning, or research	0.92	0.52	1.04	1.85	1.25	8
LP-5	Community space for group learning and group study	1.73	0.95	1.29	1.94	1.62	10
Overall:		1.24	0.75	1.26	1.64	1.34	37

8.3   Core Question Dimensions Summary for Staff

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

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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.40	8.38	7.95	0.55	-0.43	37
Information Control	7.13	8.28	7.77	0.64	-0.51	37
Library as Place	6.64	7.89	7.23	0.59	-0.66	35
Overall	7.10	8.24	7.72	0.62	-0.51	37

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	1.27	0.67	1.25	1.72	1.39	37
Information Control	1.21	0.75	1.14	1.52	1.29	37
Library as Place	1.71	1.45	1.85	2.02	1.76	35
Overall	1.24	0.75	1.26	1.64	1.34	37

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 center for intellectual stimulation	6.44	8.11	7.56	1.11	-0.56	9
A secure and safe place	7.25	7.50	7.00	-0.25	-0.50	4
Ability to navigate library Web pages easily	7.33	8.33	7.50	0.17	-0.83	6
Convenient service hours	6.92	8.25	8.42	1.50	0.17	12
Library orientations / instruction sessions	5.20	7.40	7.20	2.00	-0.20	5

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

Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
A center for intellectual stimulation	1.33	1.27	1.74	1.90	1.94	9
A secure and safe place	2.36	2.38	2.16	1.26	1.00	4
Ability to navigate library Web pages easily	2.07	1.21	1.97	2.79	2.14	6
Convenient service hours	2.15	1.76	1.24	1.68	1.03	12
Library orientations / instruction sessions	1.92	1.34	1.30	1.58	1.10	5

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.

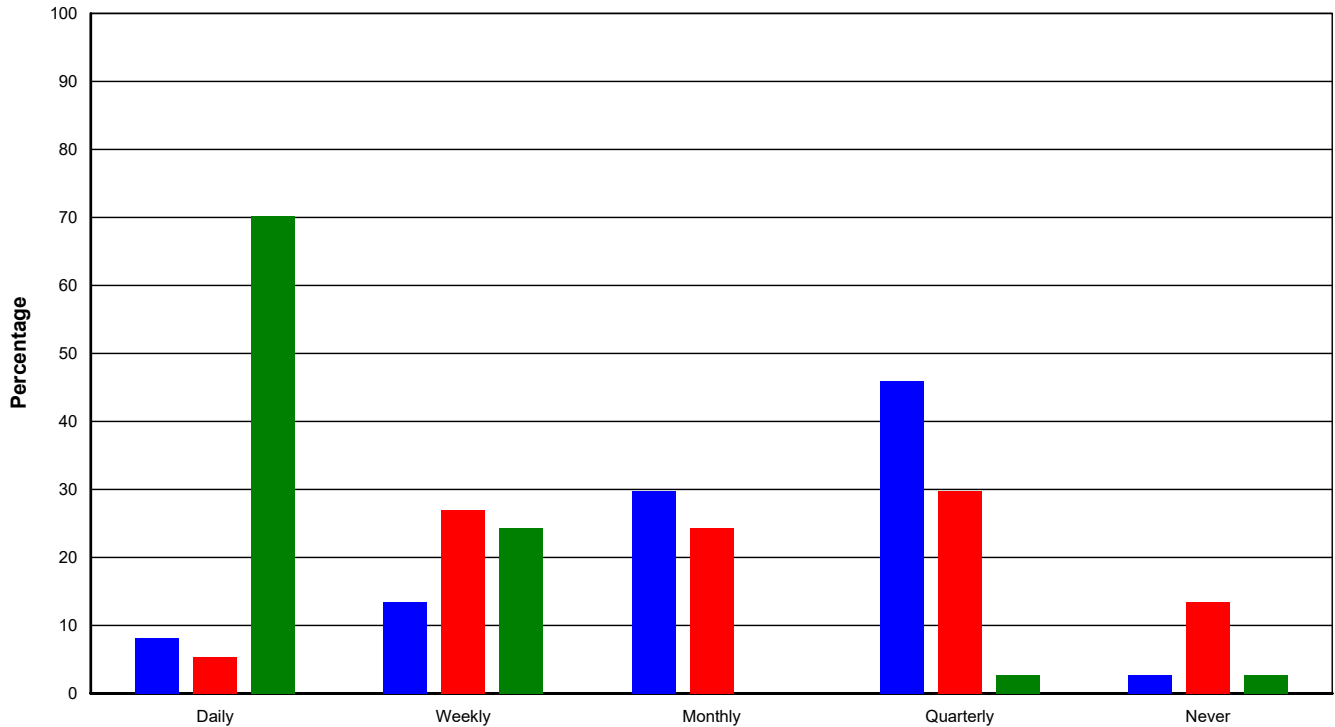| Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	8.43	1.03	21
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.94	0.77	16
How would you rate the overall quality of the service provided by the library?	8.14	1.00	37

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.	7.64	1.96	11
The library aids my advancement in my academic discipline or work.	7.70	1.49	10
The library enables me to be more efficient in my academic pursuits or work.	7.43	1.72	21
The library helps me distinguish between trustworthy and untrustworthy information.	7.59	1.18	22
The library provides me with the information skills I need in my work or study.	7.70	1.34	10

8.7　Library Use Summary for Staff

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

	Daily	Weekly	Monthly	Quarterly	Never	n/%
How often do you use resources on library premises?	3 8.11%	5 13.51%	11 29.73%	17 45.95%	1 2.70%	37 100.00%
How often do you access library resources through a library Web page?	2 5.41%	10 27.03%	9 24.32%	11 29.73%	5 13.51%	37 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	26 70.27%	9 24.32%	0 0 %	1 2.70%	1 2.70%	37 100.00%

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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