2015 Survey

University of North Georgia

Contributors:

Colleen Cook
McGill University

Martha Kyrillidou
Association of Research Libraries

Fred Heath
University of Texas

Gary Roebuck
Associat ion of Research Libraries

Bruce Thompson
Texas A&M University

Amy Yeager
Associat ion of Research Libraries

Association of Research Libr aries / Texas A&M University

www.libqual.org

Association of Research Libraries
21 Dupont Circle, Suite 800
Washington, DC 20036
Phone 202-296-2296
Fax 202-872-0884
http://www.libqual.org

LibQUAL+® 2011 Survey Highlights
<http://www.li bqual.org/documents/LibQual/publications/LibQUALHighlights2011_Full.pdf>
<http://www.li bqual.org/documents/LibQual/publications/LibQUALHighlights2011_Full_Supplement.pdf>

LibQUAL+® 2010 Survey Highlights
<http://www.li bqual.org/documents/LibQual/publications/LibQUALHighlights2010_Full.pdf>
<http://www.li bqual.org/documents/LibQual/publications/LibQUALHighlights2010_Full_Supplement.pdf>

LibQUAL+® 2009 Survey Highlights
<http://www.li bqual.org/documents/admin/LibQUALHighlights2009_Full.pdf >
<http://www.li bqual.org/documents/admin/LibQUALHighlights2009_Full_Supplement.pdf>

LibQUAL+® 2008 Survey Highlights
<http://www.li bqual.org/documents/admin/LibQUALHighlights2008_Full1.pdf>
<http://www.li bqual.org/documents/admin/LibQUALHighlights2008_Full_Supplement1.pdf>

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

With warm regards,

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

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

Data Screening

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

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

1. Complete Data. The Web software that presents the core items monitors whether a given user has completed all items. On each of these items, in order to submit the survey successfully, users must provide a rating of (a) 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 tries to leave the Web page presenting the core items, 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, if applicable, were retained in summary statistics.

2. Excessive "N/A" Responses. Because some institutions provided access to a lottery drawing for an incentive (e.g., an iPod) for completing the survey, some users might have selected "N/A" choices for all or most of the items rather than reporting their actual perceptions, so that users may have views on such a narrow range of quality issues that their data are not very informative. It was decided that 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 should be eliminated from the summary statistics.

3. Excessive Inconsistent Responses. On the LibQUAL+® survey, user perceptions can be interpreted by locating "perceived" results within the "zone of tolerance" defined by data from the "minimum" and the "desired" ratings. For example, a mean "perceived" rating of 7.5 on the 1-to-9 (9 is highest) scale might be very good if the mean "desired" rating is 6.0. But a 7.5 perception score is less satisfactory if the mean "desired" rating is 8.6, or if the mean "minimum" rating is 7.7.

One appealing feature of such 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. For each user a count of such inconsistencies was made. 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+® Norms

An important way to interpret LibQUAL+® data is by examining the zones of tolerance for items, the three subscale scores, and the total scores. However, the collection of a huge number of user perceptions has afforded us with the unique opportunity to create norms tables that provide yet another perspective on results.

Norms tell us how scores "stack up" within a particular user group. For example, on the 1-to-9 (9 is highest) scale, users might provide a mean "perceived" rating of 6.5 on an item, "the printed library materials I need for my work." The same users might provide a mean rating on "minimum" for this item of 7.0, and a mean service-adequacy "gap score" (i.e., "perceived" minus "minimum") of -0.5.

The zone-of-tolerance perspective suggests that this library is not doing well on this item, because "perceived" falls below "minimally acceptable." This is important to know. But there is also a second way (i.e., normatively) to interpret the data. Both perspectives can be valuable.

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

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

References

Begay, Wendy, Daniel R. Lee, Jim Martin, and Michael Ray. “Quantifying Qualitative Data: Using LibQUAL+(TM) Comments for Library-Wide Planning Activities at the University of Arizona.” Journal of Library Administration 40, no. 3/4 (2004): 111-120.

Berry, L.L. On Great Service: A Framework For Action. New York: The Free Press, 1995.

Bradford, Dennis W. and Tim Bower. “Using Content Analysis Software to Analyze Survey Comments.” Portal: Libraries and the Academy 8, no. 4 (2008): 423-437.

Cabrerizo, Francisco J., Ignacio J. Pérez, Javier López-Gijón, Enrique Herrera-Viedma, An Extended LibQUAL+ Model Based on Fuzzy Linguistic Information. Modeling Decisions for Artificial Intelligence Lecture Notes in Computer Science 2012: 90-101.

Calvert, Philip, J. Assessing the Effectiveness and Quality of Libraries. PhD. Thesis, Victoria University of Wellington, 2008.

Cook, Colleen C., Fred Heath, and Bruce Thompson. LibQUAL+™ from the UK Perspective. 5th Northumbria International Conference Proceedings, Durham, UK, July, 2003.

Cook, Colleen C. (Guest Ed.). “Library Decision-Makers Speak to Their Uses of Their LibQUAL+™ Data: Some LibQUAL+™ Case Studies.” Performance Measurement and Metrics 3 (2002b).

Cook, Colleen C. “A Mixed-Methods Approach to the Identification and Measurement of Academic Library Service Quality Constructs: LibQUAL+™.” (PhD Diss., Texas A&M University, 2001). Dissertation Abstracts International, 62 (2002A): 2295A (University Microfilms No. AAT3020024).

Cook, Colleen C., and Fred Heath. “Users' Perceptions of Library Service Quality: A 'LibQUAL+™' Qualitative Study.” Library Trends, 49 (2001): 548-84.

and Quantitative Methods in Libraries (QQML 2010), International Conference, Chania (Crete), Greece, May 27, 2010.

Kyrillidou, M. and Mark Young. ARL Statistics 2003-04. Washington, DC: Association of Research Libraries, 2005.

Lane, Forrest C., Baaska Anderson, Hector F. Ponce, Pathiba Natesan. "Factorial Invariance of LibQUAL+® as a Measure of Library Service Quality Over Time." Library & Information Science Research 34, no. 1 (2012): 22-30.

Miller, Kathleen. Service Quality in Academic Libraries: An Analysis of LibQUAL+™ Scores and Instiutional Characteristics. Ed.D. Dissertation, University of Central Florida, 2008.

Nitecki, D.A. "Changing the Concept and Measure of Service Quality in Academic Libraries." The Journal of Academic Librarianship, 22 (1996): 181-90.

Parasuraman, A., Leonard Berry, and Valerie Zeithaml. "Refinement and Reassessment of the SERVQUAL Scale." Journal of Retailing, 67 (1991): 420-50.

Thompson, B. "Representativeness Versus Response Rate: It Ain't the Response Rate!." Paper presented at the Association of Research Libraries (ARL) Measuring Service Quality Symposium on the New Culture of Assessment: Measuring Service Quality, Washington, DC, October 2002.

Thompson, B., Colleen C. Cook, and Fred Heath. "The LibQUAL+™ Gap Measurement Model: The Bad, he Ugly, and the Good of Gap Measurement." Performance Measurement and Metrics, 1 (2002): 165-78.

Thompson, B., Colleen C. Cook, and Fred Heath. "Structure of Perceptions of Service Quality in Libraries: A LibQUAL+™ Study." Structural Equation Modeling, 10 (2003): 456-464.

Thompson, B., Colleen C. Cook, and Russell L. Thompson. "Reliability and Structure of LibQUAL+™ Scores: Measuring Perceived Library Service Quality." portal: Libraries and the Academy, 2 (2002): 3-12.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. (2005). "Concurrent validity of LibQUAL+® scores: What do LibQUAL+® scores measure?" Journal of Academic Librarianship, 31: 517-22.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Using Localized Survey Items to Augment Standardized Benchmarking Measures: A LibQUAL+® Study." portal: Libraries and the Academy, 6 (2) (2006): 219-30.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "Stability of Library Service Quality Benchmarking Norms Across Time and Cohorts: A LibQUAL+® Study." Paper presented at the Asia-Pacific Conference of Library and Information Education and Practice (A-LIEP), Singapore, April 3-4 2006.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "How Can You Evaluate the Integrity of Your Library Assessment Data: Intercontinental LibQUAL+® Analysis Used as Concrete Heuristic Examples." Paper presented at the Library Assessment Conference: Building Effective, Sustainable, and Practical Assessment, Charlottesville, VA, August 4-6, 2006.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "On-premises Library versus Google™-Like Information Gateway Usage Patterns: A LibQUAL+® Study." portal: Libraries and the Academy, 7 (4) (Oct 2007a): 463-480.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. "User library service expectations in health science vs. other settings: a LibQUAL+® Study." Health Information and Libraries Journal, 24 (8) Supplement 1, (Dec 2007b): 38-45.

Thompson, B., Colleen C. Cook, and Martha Kyrillidou. “Library Users Service Desires: a LibQUAL+® Study.” Library Quarterly 78 (1) (Jan 2008): 1-18.

Thompson, B., Martha Kyrillidou, and Colleen Cook. “Item sampling in service quality assessment surveys to improve response rates and reduce respondent burden: The "LibQUAL+® Lite" example.” Performance Measurement & Metrics, 10 (1) (2009): 6-16.

Thompson, B., Martha Kyrillidou, and Colleen Cook. “Equating scores on Lite and long library user survey forms: The LibQUAL+® Lite randomized control trials.” Performance Measurement & Metrics, 10 (3) (2009): 212-219.

Thompson, B., Martha Kyrillidou, and Colleen Cook. (2010, May). “Does using item sampling methods in library service quality assessment compromise integrity?: A LibQUAL+® Lite study. <http://libqual.org/documents/LibQual/publications/lq_gr_1.pdf> Paper presented at the 2nd Qualitative and Quantitative Methods in Libraries (QQML 2010) International Conference, Chania (Crete), Greece, May 27, 2010.

Thompson, B., Martha Kyrillidou, and Colleen Cook. “Does using item sampling methods in library service quality assessment compromise data integrity or confidence interpretation?: A LibQUAL+® Lite Study.” 2010 Library Assessment Conference: Building Effective, Sustainable, Practical Assessment. Baltimore MD, October 25-27, 2010. (Washington DC: Association of Research Libraries, 2011).

Town, S., and Martha Kyrillidou. “Developing a Values Scorecard.” Performance Measurement and Metrics 14 (1)

2 Demographic Summary for University of North Georgia

2.1 Respondents by User Group

User Group		Respondent n	Respondent %
Undergraduate			
First year		555	20.41%
Second year		656	24.13%
Third year		532	19.57%
Fourth year		294	10.81%
Fifth year and above		187	6.88%
Non-degree		17	0.63%
	Sub Total:	2,241	82.42%
Graduate			
Masters		61	2.24%
Doctoral		23	0.85%
Non-degree or Undecided		6	0.22%
	Sub Total:	90	3.31%
Faculty			
Professor		43	1.58%
Associate Professor		46	1.69%
Assistant Professor		61	2.24%
Lecturer		33	1.21%
Adjunct Faculty		23	0.85%
Other Academic Status		8	0.29%
	Sub Total:	214	7.87%
Library Staff			
Administrator		0	0.00%
Manager, Head of Unit		1	0.04%
Public Services		5	0.18%
Systems		0	0.00%
Technical Services		1	0.04%
Other		5	0.18%
	Sub Total:	12	0.44%
Staff			
Research Staff		8	0.29%
Other Staff Positions		154	5.66%
	Sub Total:	162	5.96%
Total:		2,719	100.00%

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

User Sub-Group	Population N	Population %	Respondents n	Respondents %
First year (Undergraduate)	4,603	29.74	555	21.81
Second year (Undergraduate)	4,048	26.15	656	25.78
Third year (Undergraduate)	2,852	18.43	532	20.90
Fourth year (Undergraduate)	2,577	16.65		
Fifth year and above (Undergraduate)	0			
Non-degree (Undergraduate)	77			
Masters (Graduate)	400			
Doctoral (Graduate)	90			
Non-degree or Undecided (Graduate)	46			
Professor (Faculty)	93			
Associate Professor (Faculty)	136			
Assistant Professor (Faculty)	166			
Lecturer (Faculty)	81			
Adjunct Faculty (Faculty)	17			
Other Academic Status (Faculty)	292			
Total:	15,478			

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*.

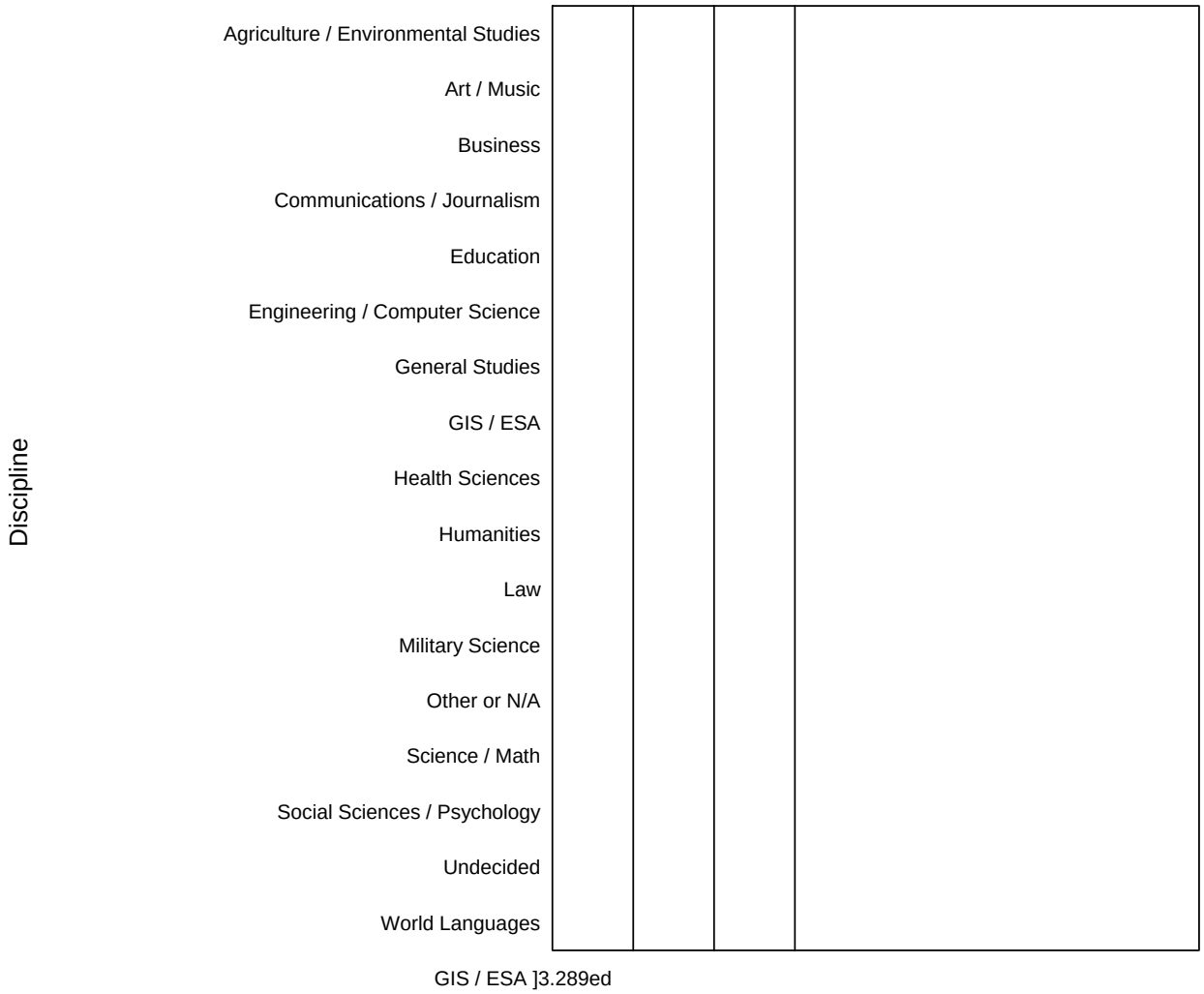
This section shows survey respondents broken down by the LibQUAL+® standard discipline categories. The

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 by the customized discipline categories supplied by the participating library. The chart maps percentage of respondents for each discipline. 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.



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

The library that you use most often:	Respondents n	Respondents %
Cumming	86	3.19
Dahlonega	1,464	54.26
Gainesville	901	33.40
Oconee	247	9.15
Total:	2,698	100.00

2.6 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	40	1.48
18 - 22	1,572	58.09
23 - 30	510	18.85
31 - 45	336	12.42
46 - 65	227	8.39
Over 65	21	0.78
Total:	2,706	100.00

2.7 Respondent Profile by Sex:

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

*Note: Participating institutions were not

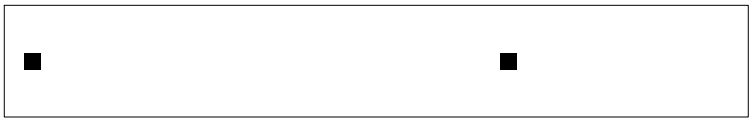
2.8 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	10,904	64.74	1,952	72.48
Part-time	5,160	30.64	381	14.15
Does not apply / NA	779	4.63	360	13.37
Total:				

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	2.03	1.54	1.68	1.86	1.47	566
AS-2	Giving users individual attention						

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 particul

3.3

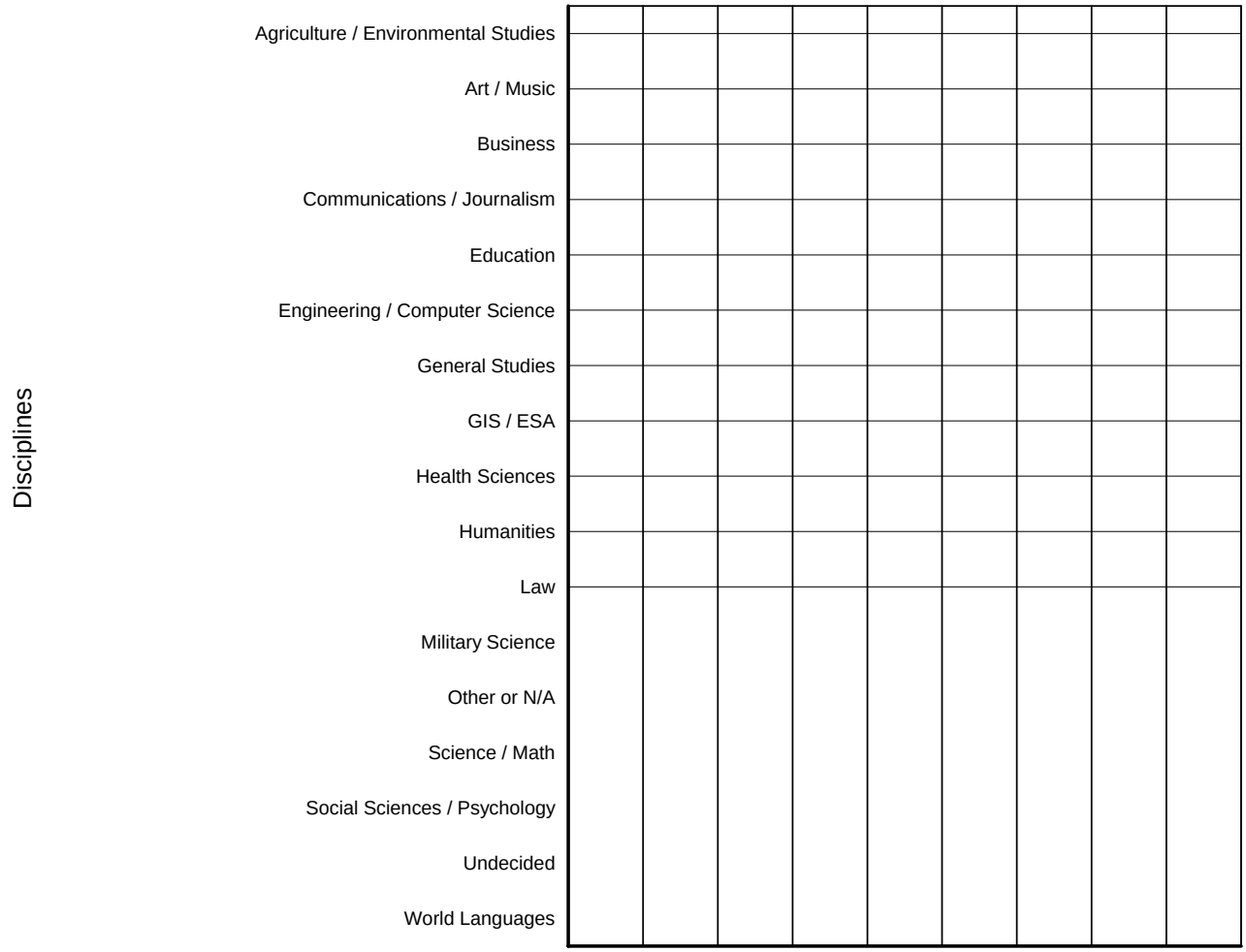


Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	23	1.03	-1.03
Architecture	0	0.00	0	0.00	0.00
Business	1,669	12.01	396	17.68	-5.67
Communications / Journalism	107	0.77	52	2.32	-1.55
Education	1,312	9.44	267	11.92	-2.48
Engineering / Computer Science	387	2.78	149	6.65	-3.87
General Studies	103	0.74	44	1.96	-1.22
Health Sciences	889	6.40	321	14.33	-7.93
Humanities	524	3.77	96	4.29	-0.52
Law	71	0.51	83	3.71	-3.19
Military / Naval Science	0	0.00	18	0.80	-0.80
Other	0	0.00	106	4.73	-4.73
Performing & Fine Arts	204	1.47	65	2.90	-1.43
Science / Math	1,579	11.36	313	13.97	-2.61
Social Sciences / Psychology	1,457	10.48	237	10.58	-0.10
Undecided	5,596	40.26	70	3.13	37.14
Total:	13,898	100.00	2,240	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 by the customized discipline categories supplied by the participating library. The chart maps the percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage for each discipline, for the general population (N) and for survey respondents (n).



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	23	1.03	-1.03
Art / Music	204	1.47	65	2.90	-1.43
Business	1,669	12.01	396	17.68	-5.67
Communications / Journalism	107	0.77	52	2.32	-1.55
Education	1,312	9.44	267	11.92	-2.48
Engineering / Computer Science	306	2.20	138	6.16	-3.96
General Studies	103	0.74	44	1.96	-1.22
GIS / ESA	81	0.58	11	0.49	0.09
Health Sciences	889	6.40	321	14.33	-7.93
Humanities	404	2.91	67	2.99	-0.08
Law	71	0.51	83	3.71	-3.19
Military Science	0	0.00	18	0.80	-0.80
Other or N/A	0	0.00	106	4.73	-4.73
Science / Math	1,579	11.36	313	13.97	-2.61
Social Sciences / Psychology	1,457	10.48	237	10.58	-0.10
Undecided	5,596	40.26	70	3.13	37.14
World Languages	120	0.86	29	1.29	-0.43
Total:	13,898	100.00	2,240	100.00	0.00

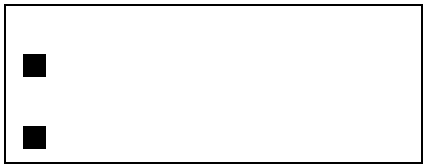
Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Undergraduate

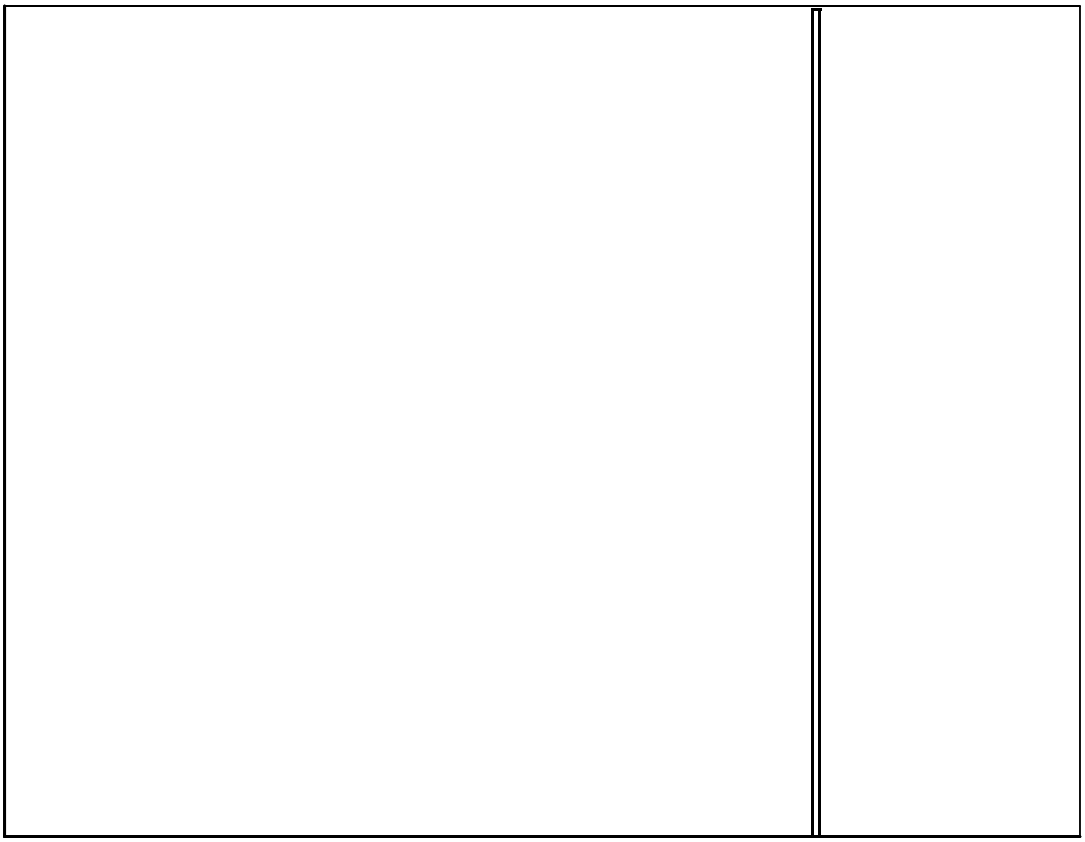
4.1.3 Respondent Profile by Answer to the Question: The library that you use most often:

The library that you use most often:	Respondents n	Respondents %

4.2 Core Questions Summary for Undergraduate

This radar chart shows the aggregate resu



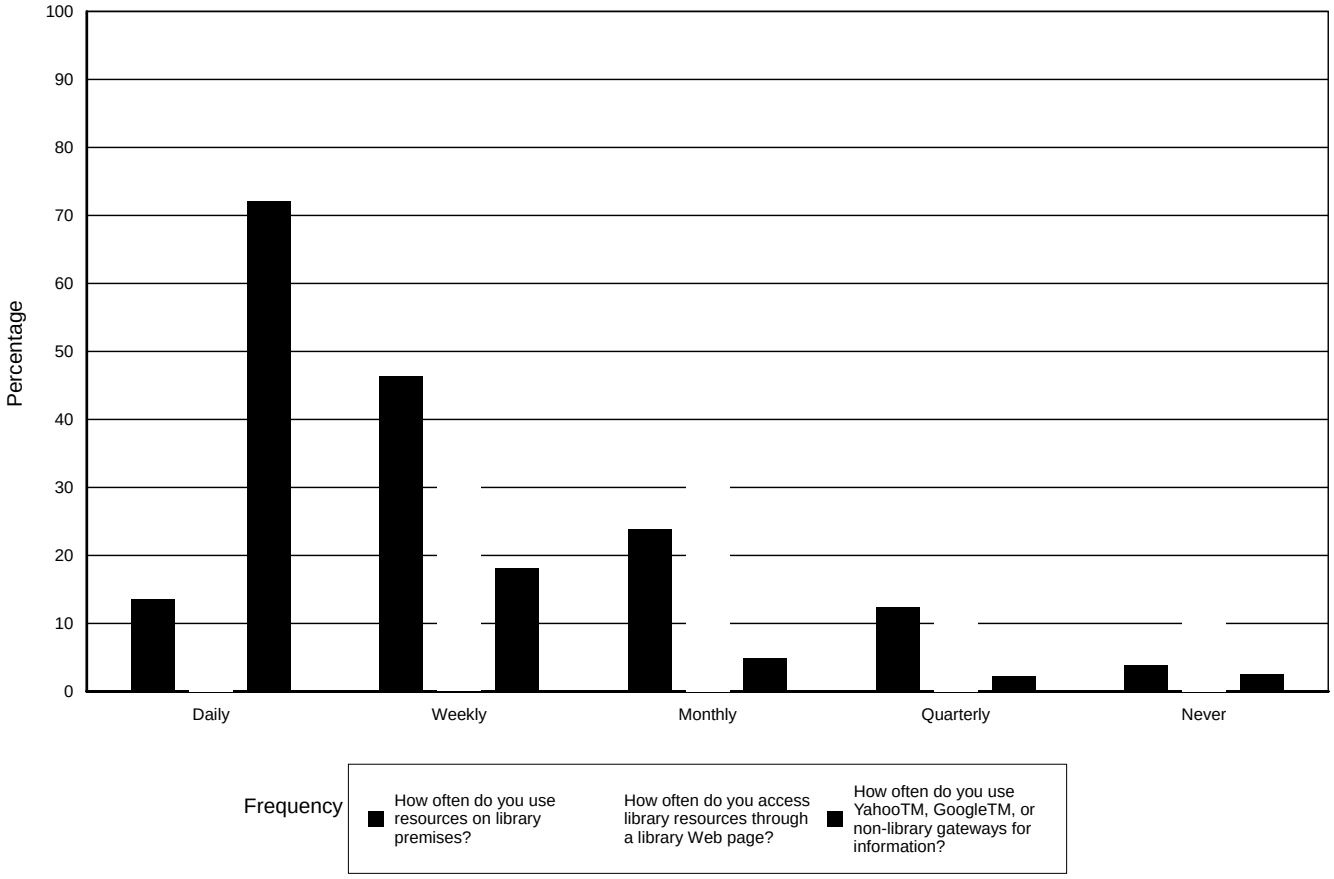


4.4 General Satisfaction Questions Summary for Undergraduate

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

4.6 Library Use Summary for Undergraduate

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use 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?	303 13.52%	1,039 46.36%	534 23.83%	278 12.41%	87 3.88%	2,241 100.00%
How often do you access library resources through a library Web page?	186 8.30%	761 33.96%	680 30.34%	384 17.14%	230 10.26%	2,241 100.00%
How often do you use YahooTM, GoogleTM, or non-library gateways for information?	1,615 72.13%	405 18.09%	111 4.96%	51 2.28%	57 2.55%	2,239 100.00%

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

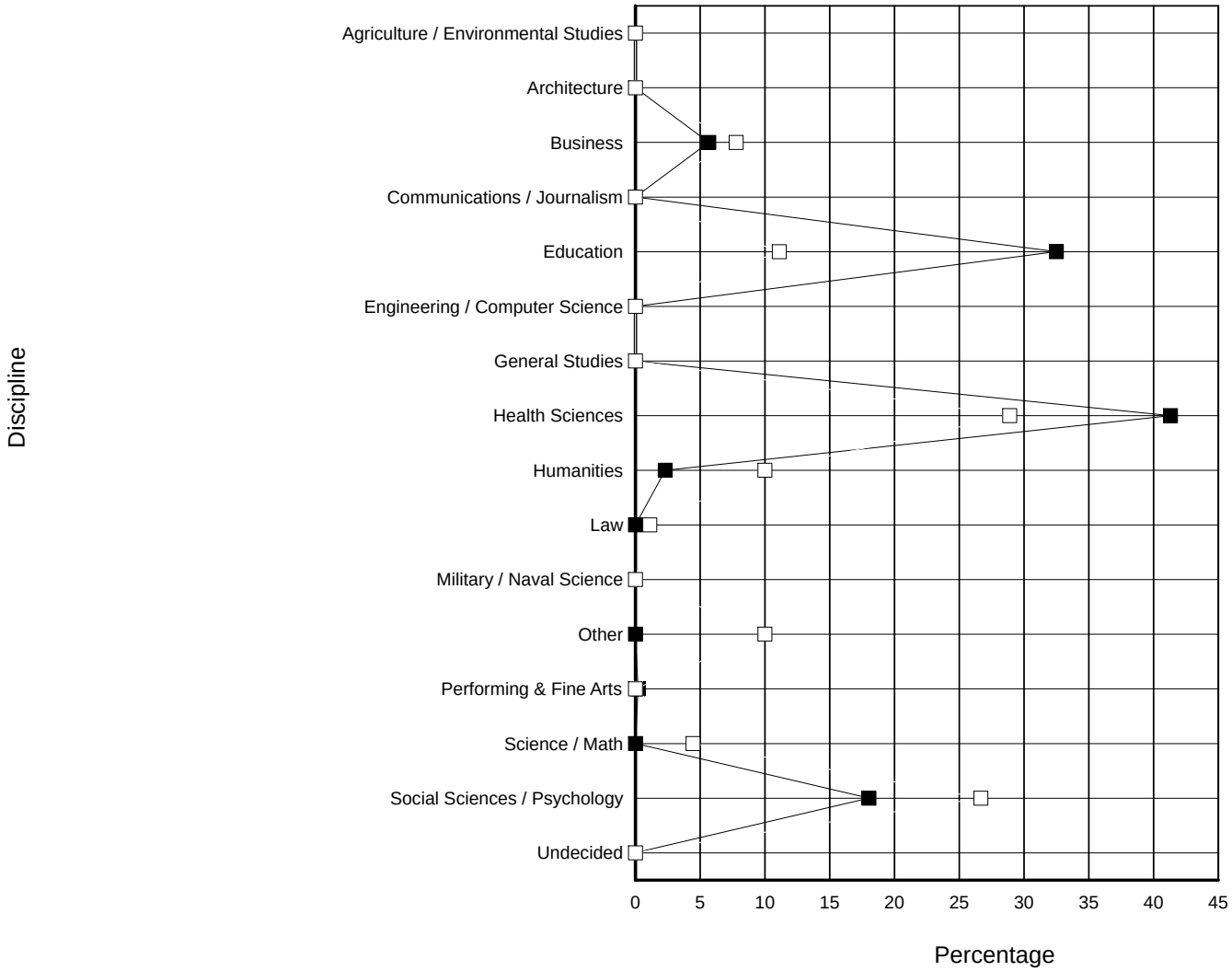
5 Graduate Summary for University of North Georgia

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



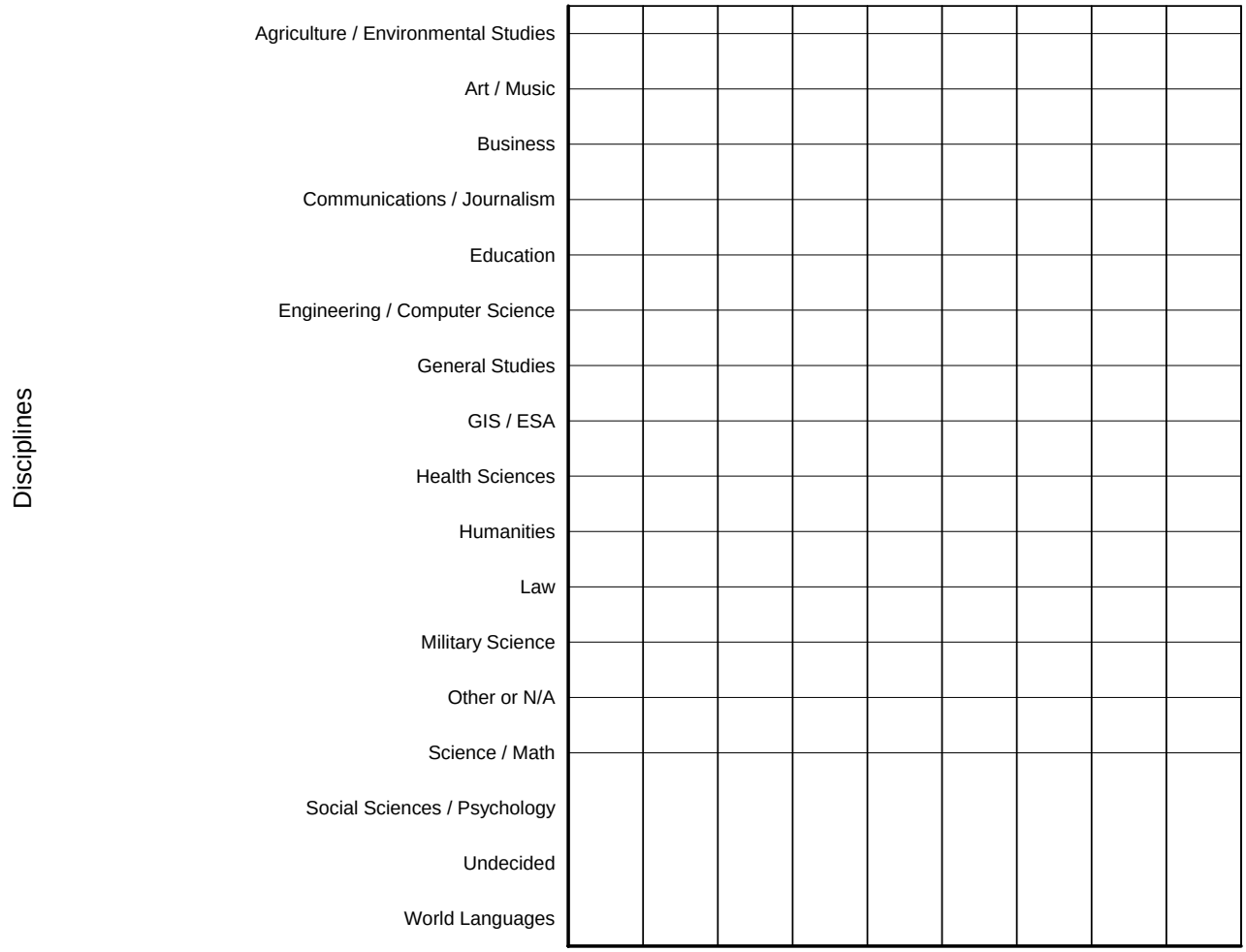
Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Graduate

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	27	5.66	7	7.78	-2.12
Communications / Journalism	0	0.00	0	0.00	0.00
Education	155	32.49	10	11.11	21.38
Engineering / Computer Science	0	0.00	0	0.00	0.00
General Studies	0	0.00	0	0.00	0.00
Health Sciences	197	41.30	26	28.89	12.41
Humanities	11	2.31	9	10.00	-7.69
Law	0	0.00	1	1.11	-1.11
Military / Naval Science	0	0.00	0	0.00	0.00
Other	0	0.00	9	10.00	-10.00
Performing & Fine Arts	1	0.21	0	0.00	0.21
Science / Math	0	0.00	4	4.44	-4.44
Social Sciences / Psychology	86	18.03	24	26.67	-8.64
Undecided	0	0.00	0	0.00	0.00
Total:	477	100.00	90	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.

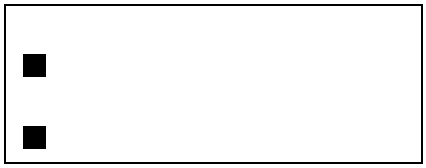
This section shows survey respondents broken down by the customized discipline categories supplied by the participating library. The chart maps the percentage of respondents for each discipline in red. Population percentages for each discipline are mapped in blue. The table shows the number and percentage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



Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Art / Music	1	0.21	0	0.00	0.21
Business	27	5.66	7	7.78	-2.12
Communications / Journalism	0	0.00	0	0.00	0.00
Education	155	32.49	10	11.11	21.38
Engineering / Computer Science	0	0.00	0	0.00	0.00
General Studies	0	0.00	0	0.00	0.00
GIS / ESA	0	0.00	0	0.00	0.00
Health Sciences	197	41.30	26	28.89	12.41
Humanities	11	2.31	8	8.89	-6.58
Law	0	0.00	1	1.11	-1.11
Military Science	0	0.00	0	0.00	0.00
Other or N/A	0	0.00	9	10.00	-10.00
Science / Math	0	0.00	4	4.44	-4.44
Social Sciences / Psychology	86	18.03	24	26.67	-8.64
Undecided	0	0.00	0	0.00	0.00
World Languages	0	0.00	1	1.11	-1.11
Total:	477	100.00	90	100.00	0.00

5.1.6 Respondent Profile by Full or part-time student?

Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time	159	28.55	51	56.67
Part-time	398	71.45	32	35.56
Does not apply / NA		0.00	7	7.78
Total:	557	100.00	90	100.00

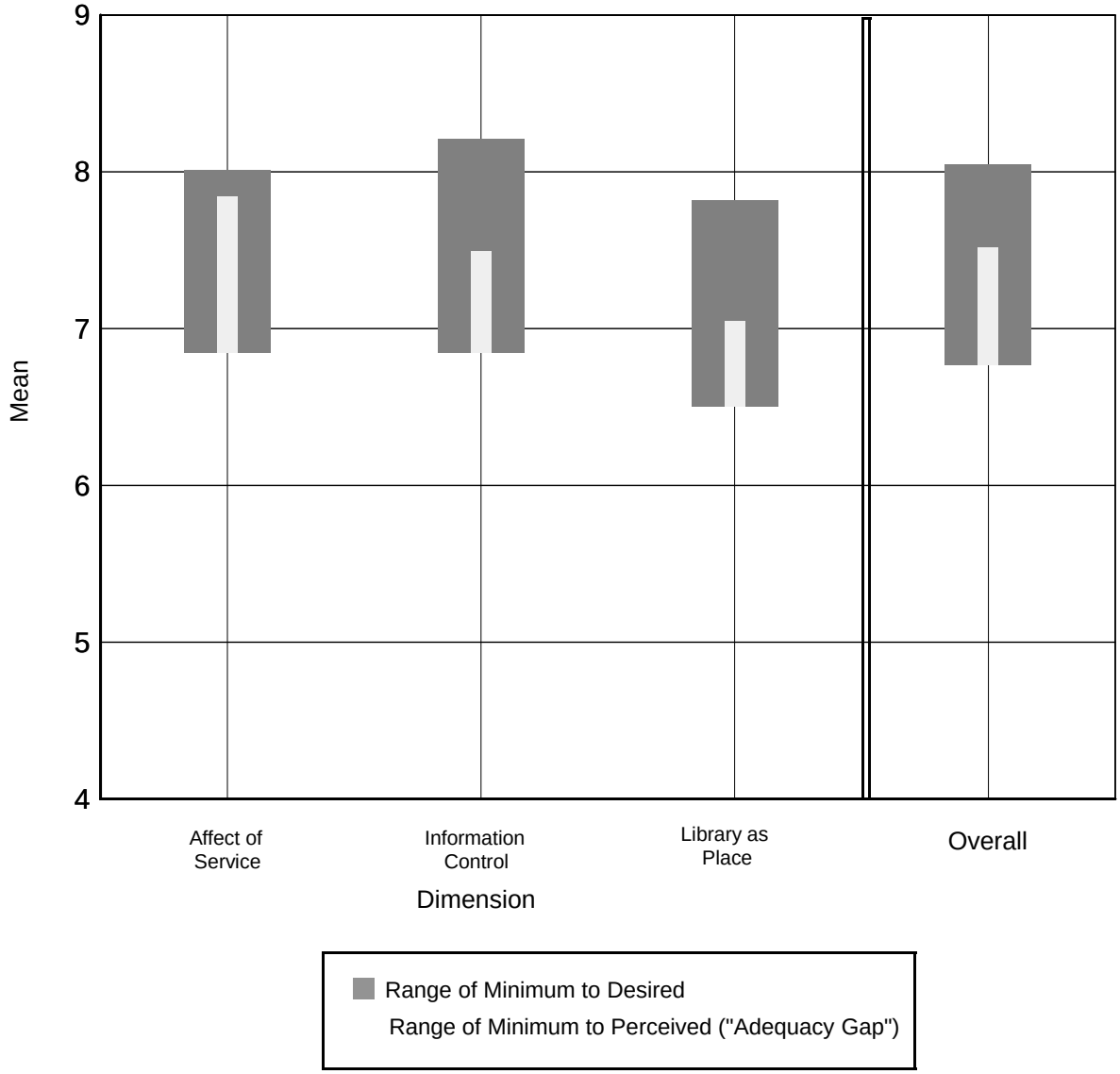


ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	6.47	7.95	7.74	1.26	-0.21	19
AS-2	Giving users individual attention	6.44	7.56	7.36	0.92	-0.20	25
AS-3	Employees who are consistently courteous	6.83	7.72	7.33	0.50	-0.39	18
AS-4	Readiness to respond to users' questions	6.70	8.15	7.75	1.05	-0.40	20
AS-5	Employees who have the knowledge to answer user questions	7.13	8.08	7.67	0.54	-0.42	24
AS-6	Employees who deal with users in a caring fashion	6.87	8.13	7.93	1.06	-0.20	86
AS-7	Employees who understand the needs of their users	7.11	8.28	8.17	1.06	-0.11	18
AS-8	Willingness to help users	7.44	8.17	8.56	1.11	0.39	18
AS-9	Dependability in handling users' service problems	6.60	7.68	7.84	1.24	0.16	25
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.19	8.67	7.71	0.52	-0.95	21
IC-2	A library Web site enabling me to locate information on my own	6.97	8.46	7.66	0.69	-0.80	35
IC-3	The printed library materials I need for my work	6.62	7.65	7.08	0.46	-0.58	26
IC-4	The electronic information resources I need	6.60	8.17	7.38	0.79	-0.79	89
IC-5	Modern equipment that lets me easily access needed information	7.08	8.12	7.65	0.58	-0.46	26
IC-6	Easy-to-use access tools that allow me to find things on my own	7.25	8.00	7.45	0.20	-0.55	20
IC-7	Making information easily accessible for independent use	6.95	8.27	7.91	0.95	-0.36	22
IC-8	Print and/or electronic journal collections I require for my work	7.00	8.48	7.62	0.62	-0.86	21
Library as Place							
LP-1	Library space that inspires study and learning	6.55	7.77	6.85	0.30	-0.93	84
LP-2	Quiet space for individual activities	6.67	8.00	7.21	0.54	-0.79	24
LP-3	A comfortable and inviting location	6.14	7.86	7.23	1.09	-0.64	22
LP-4	A getaway for study, learning, or research	7.21	8.07	7.79	0.57	-0.29	14
LP-5	Community space for group learning and group study	6.28	7.48	7.24	0.96	-0.24	25
Overall:		6.77	8.04	7.51	0.75	-0.53	90

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

5.3 Core Question Dimensions Summary for Graduate

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



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

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	6.85	8.01	7.84	1.00	-0.17	88
Information Control	6.85	8.21	7.50	0.65	-0.71	90
Library as Place	6.50	7.82	7.05	0.55	-0.77	88
Overall	6.77	8.04	7.51	0.75	-0.53	90

The following table displays standard deviation for each dimension of libra

5.4 General Satisfaction Questions Summary for Graduate

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

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.98	1.21	54
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.56	1.25	36
How would you rate the overall quality of the service provided by the library?	7.69	1.22	90

are calcch .9(3 l a0ated3learninn)tlibld(.9(3)h)-1.43 t /P <</MCID TH >>BDC /1

5.5 Information Literacy Outcomes Questions Summary for Graduate

This table displays the mean score and standard deviation for each of the infon H67nn6dal, Literacy Outcomes Questions S

6 Faculty Summary for University of North Georgia

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 by 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).

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 by the customized discipline categories supplied by the participating library. The chart maps the percentage of respondents for each discip

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	0	0.00	0	0.00	0.00
Art / Music	67	8.72	8	3.74	4.99
Business	60	7.81	16	7.48	0.34
Communications / Journalism	18	2.34	7	3.27	-0.93
Education	67	8.72	20	9.35	-0.62
Engineering / Computer Science	18	2.34	3	1.40	0.94
General Studies	15	1.95	1	0.47	1.49
GIS / ESA	4	0.52	1	0.47	0.05
Health Sciences	71	9.24	22	10.28	-1.04
Humanities	132	17.19	37	17.29	-0.10
Law	4	0.52	1	0.47	0.05
Military Science	2	0.26	1	0.47	-0.21
Other or N/A	0	0.00	8	3.74	-3.74
Science / Math	171	22.27	44	20.56	1.70
Social Sciences / Psychology	92	11.98	32	14.95	-2.97
Undecided	0	0.00	0	0.00	0.00
World Languages	47	6.12	13	6.07	0.05

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

The library that you use most often:	Respondents n	Respondents %
Cumming	3	1.41
Dahlonega	118	55.40
Gainesville	64	30.05
Oconee	28	13.15
Total:	213	100.00

6.1.4 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	1	0.47
18 - 22	0	0.00
23 - 30	5	2.34
31 - 45	90	42.06
46 - 65	107	50.00
Over 65	11	5.14
Total:	214	100.00

6.1.5 Respondent Profile by Sex:

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

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

Sex:	Population N	Population %	Respondents n	Respondents %
Female	412	52.89	119	55.61
Male	367	47.11	95	44.39
Total:	779	100.00	214	100.00

6.1.6 Respondent Profile by Full or part-time student?

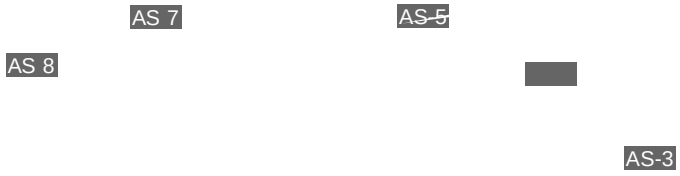
Full or part-time student?	Population N	Population %	Respondents n	Respondents %
Full-time		0.00	11	5.14
Part-time		0.00	1	0.47
Does not apply / NA	779	100.00	202	94.39
Total:	779	100.00	214	100.00

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 t identify each question is displayed at the outer point of each axis. While questions for each dimension of library servic 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 are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

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

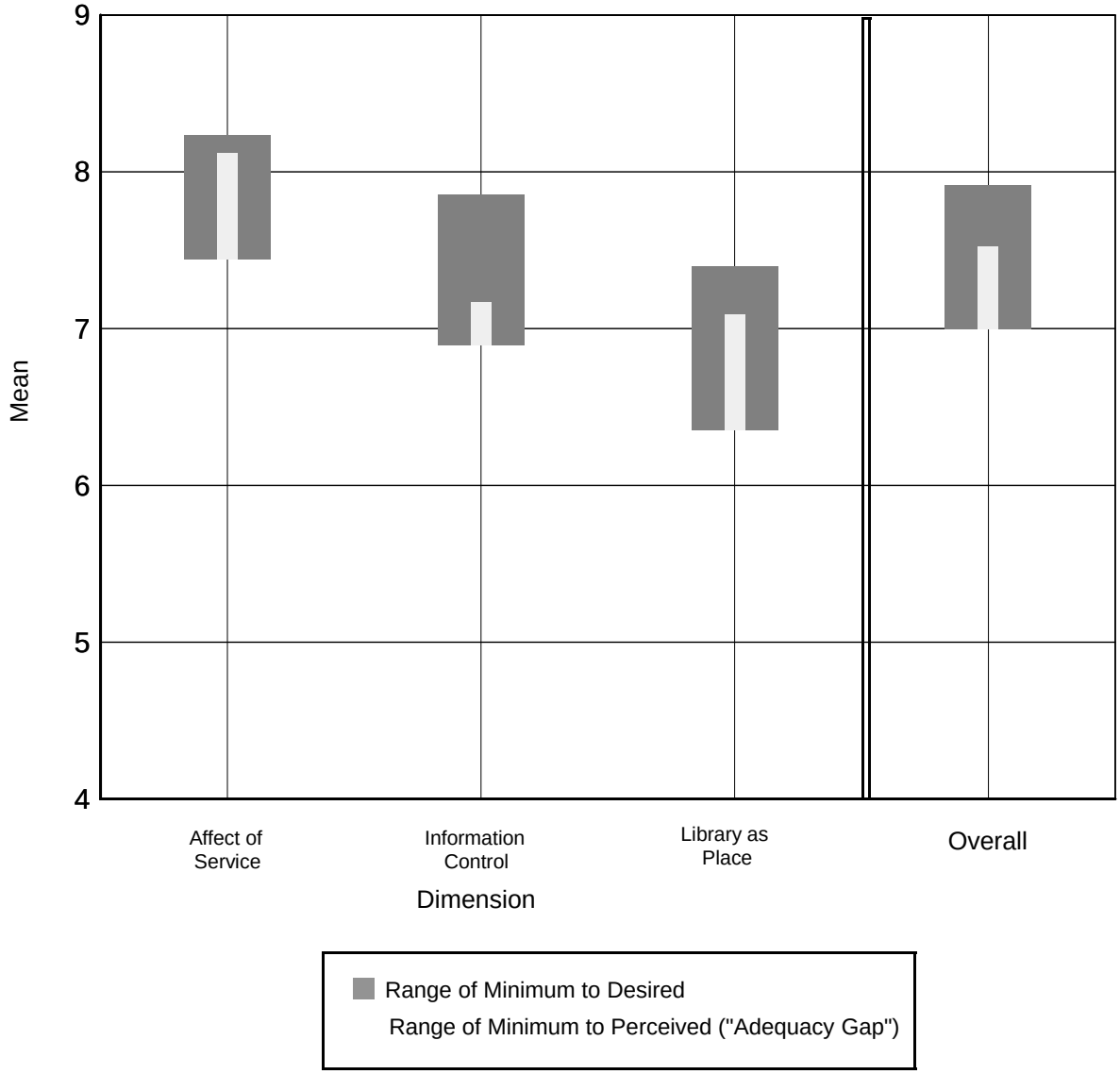


ID	Question Text	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n
Affect of Service							
AS-1	Employees who instill confidence in users	1.49	1.27	1.19	1.40	1.13	47
AS-2	Giving users individual attention	1.84	1.57	1.34	1.82	1.69	58
AS-3	Employees who are consistently courteous	1.57	0.78	1.49	1.96	1.52	57
AS-4	Readiness to respond to users' questions	1.36	0.99	1.32	1.62	1.34	55
AS-5	Employees who have the knowledge to answer user questions	1.41	1.18	1.26	1.34	1.53	53
AS-6	Employees who deal with users in a caring fashion	1.56	1.07	1.24	1.71	1.31	211
AS-7	Employees who understand the needs of their users	1.28	0.89	1.30	1.55	1.26	57
AS-8	Willingness to help users	1.61	0.94	1.01	1.57	1.18	45
AS-9	Dependability in handling users' service problems	1.59	1.32	1.50	1.69	1.69	36
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.82	1.50	1.69	2.32	2.16	50
IC-2	A library Web site enabling me to locate information on my own	1.53	1.40	1.89	1.86	1.96	70
IC-3	The printed library materials I need for my work	2.04	2.10	2.29	2.29	2.24	60
IC-4	The electronic information resources I need	1.77	1.66	1.71	2.02	1.88	209
IC-5	Modern equipment that lets me easily access needed information	1.44	1.19	1.35	1.21	1.20	70
IC-6	Easy-to-use access tools that allow me to find things on my own	1.40	1.09	1.47	1.63	1.74	58
IC-7	Making information easily accessible for independent use	1.49	1.40	1.59	1.79	1.79	51
IC-8	Print and/or electronic journal collections I require for my work	1.75	1.55	2.13	2.00	1.89	43
Library as Place							
LP-1	Library space that inspires study and learning	1.98	1.85	1.87	2.29	2.37	183
LP-2	Quiet space for individual activities	2.16	1.84	1.79	2.57	2.38	45
LP-3	A comfortable and inviting location	1.81	1.21	1.48	1.82	1.60	56
LP-4	A getaway for study, learning, or research	1.96	2.17	1.68	2.33	2.24	51
LP-5	Community space for group learning and group study	2.62	2.28	1.93	2.83	2.69	35
Overall:		1.33	1.06	1.21	1.45	1.32	214

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

6.3 Core Question Dimensions Summary for Faculty

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



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

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	7.44	8.23	8.12	0.68	-0.12	213
Information Control	6.90	7.86	7.17	0.27	-0.69	213
Library as Place	6.36	7.40	7.09	0.74	-0.31	[illegible]

6.6 Library Use Summary for Faculty

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use 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.

7 Library Staff Summary for University of North Georgia

7.1 Demographic Summary for Library Staff

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

The library that you use most often:	Respondents n	Respondents %
Cumming	0	0.00
Dahlonega	6	50.00
Gainesville	6	50.00
Oconee	0	0.00
Total:	12	100.00

7.1.2 Respondent Profile by Age:

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

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	1	8.33
23 - 30	2	16.67
31 - 45	4	33.33
46 - 65	5	41.67
Over 65	0	0.00
Total:	12	100.00

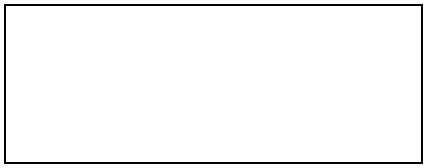
7.1.3 Respondent Profile by Sex:

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

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

Sex:	Respondents n	Respondents %
Female	10	83.33
Male	2	16.67
Total:	12	100.00

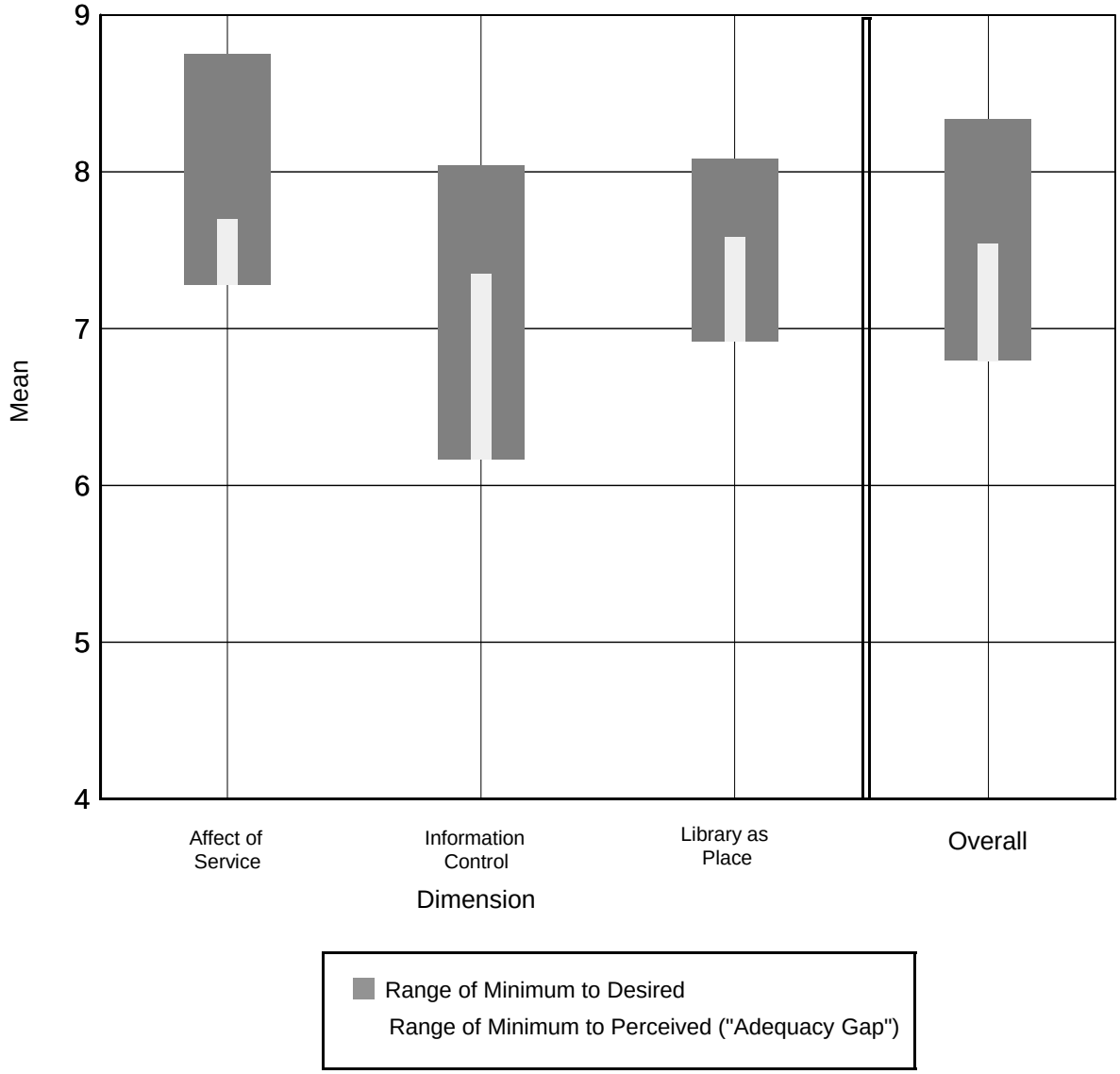
Language: English (American)
Institution Type: College or University
Consortium: Georgia Consortium
User Group: Library Staff



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	7.60	8.80	7.80	0.20	-1.00	5
AS-2	Giving users individual attention	8.00	9.00	8.50	0.50	-0.50	2
AS-3	Employees who are consistently courteous	6.33	9.00	7.00	0.67	-2.00	3
AS-4	Readiness to respond to users' questions	7.33	9.00	8.33	1.00	-0.67	3
AS-5	Employees who have the knowledge to answer user questions	7.75	8.75	7.50		-1.25	4
AS-6	Employees who deal with users in a caring fashion	7.33	8.67	7.83	0.50	-0.83	12
AS-7	-1.25						

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



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

8 Staff Summary for University of North Georgia

8.1 Demographic Summary for Staff

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

The library that you use most often:	Respondents n	Respondents %
Cumming	3	1.85
Dahlonega	90	55.56
Gainesville	60	37.04
Oconee	9	5.56
Total:	162	100.00

8.1.2 Respondent Profile by Age:

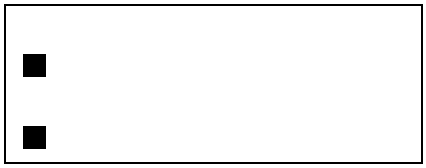
This table shows a breakdown of survey respondents by age; both the number of respondents (n) and the percentage of total number of respondents represented by each age group are displayed.

Age:	Respondents n	Respondents %
Under 18	0	0.00
18 - 22	2	1.24
23 - 30	39	24.22
31 - 45	57	35.40
46 - 65	9	5.56
Total:	162	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 t identify each question is displayed at the outer point of each axis. While questions for each dimension of library servic quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Information Control, and Library as Place.

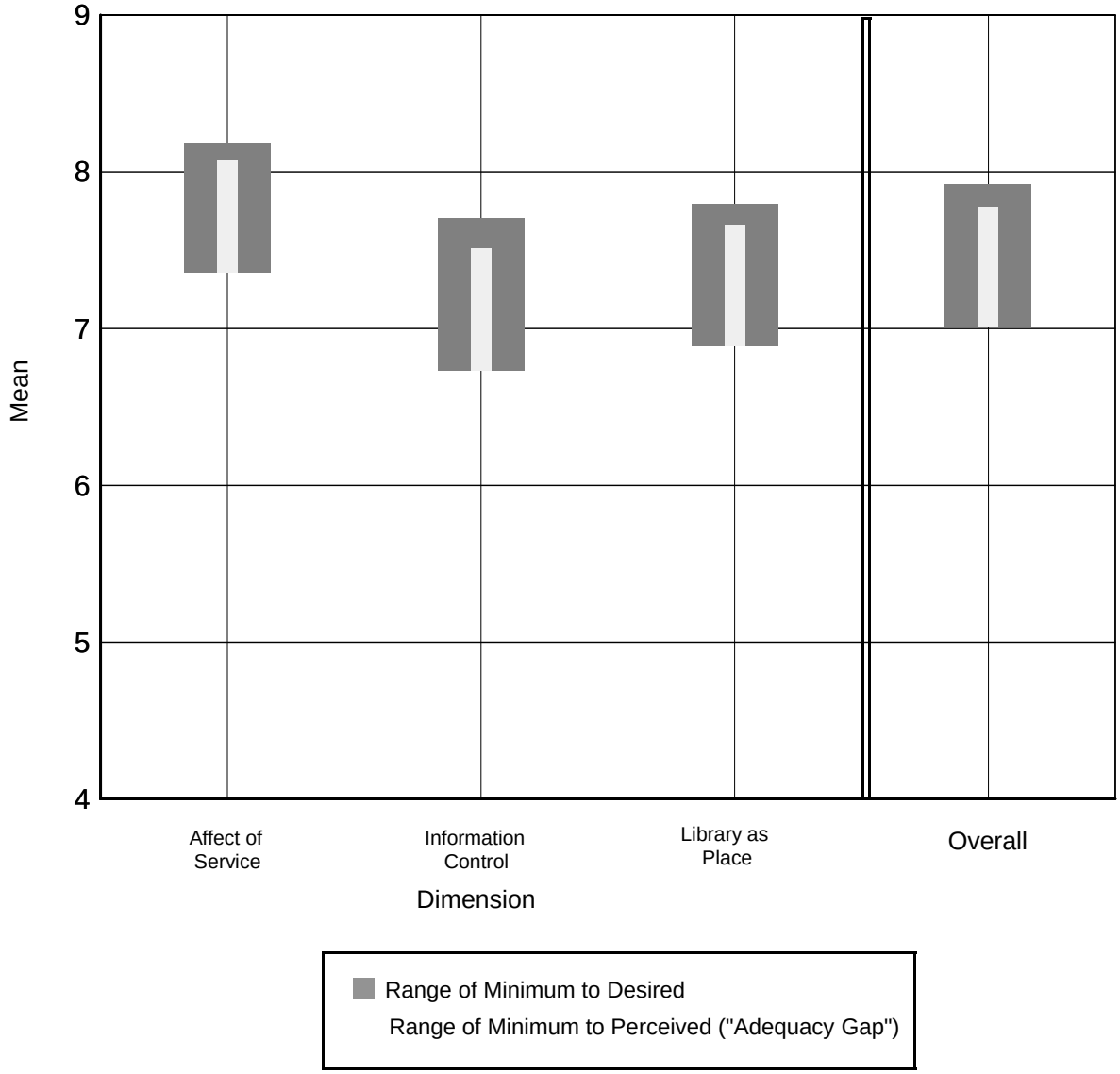
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are



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	1.93	1.39	1.89	1.38	0.76	24
AS-2	Giving users individual attention	1.93	1.68	1.24	1.77	1.59	40
AS-3	Employees who are consistently courteous	1.59	1.23	1.13	1.71	1.50	42
AS-4	Readiness to respond to users' questions	1.73	1.32	1.24	1.29	0.83	36
AS-5	Employees who have the knowledge to answer user questions	1.34	0.98	1.14	0.96	0.93	45
AS-6	Employees who deal with users in a caring fashion	1.62	1.12	1.20	1.75	1.31	160
AS-7	Employees who understand the needs of their users	1.77	0.87	0.96	1.76	1.08	50
AS-8	Willingness to help users	1.90	1.59	0.93	1.89	1.93	32
AS-9	Dependability in handling users' service problems	1.66	1.59	0.88	1.67	1.61	38
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.66	1.26	1.75	1.38	1.45	37
IC-2	A library Web site enabling me to locate information on my own	2.00	2.00	1.79	1.36	1.42	39
IC-3	The printed library materials I need for my work	2.31	2.23	1.77	2.21	1.96	33
IC-4	The electronic information resources I need	1.90	1.78	1.42	1.86	1.82	151
IC-5	Modern equipment that lets me easily access needed information	1.52	1.20	1.01	1.42	0.93	56
IC-6	Easy-to-use access tools that allow me to find things on my own	1.53	1.14	1.58	1.67	1.31	53
IC-7	Making information easily accessible for independent use	1.90	1.60	1.23	1.93	1.80	43
IC-8	Print and/or electronic journal collections I require	3.9(i)-0.8(ble for)]TJ pn4[4c -54.569 -1.173 Td 9367.383 Tm [(Eas)3.8(y(Td (IC-7)Tj E					

8.3 Core Question Dimensions Summary for Staff

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



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

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

Dimension	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service	7.36	8.18	8.07	0.71	-0.11	161
Information Control	6.73	7.70	7.51	0.78	-0.19	160
Library as Place	6.89	7.79	7.66	0.78	-0.13	156
Overall	7.02	7.92	7.78	0.76	-0.14	162

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 the dimensions can be found in Appendix A.

Dimension	Minimum SD	Desired SD	Perceived SD	Adequacy SD	Superiority SD	n

8.4 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.	8.11	1.21	81
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.67	1.33	81
How would you rate the overall quality of the service provided by the library?	8.05	1.00	162

8.5 Information Literacy Outcomes Questions Summary for Staff

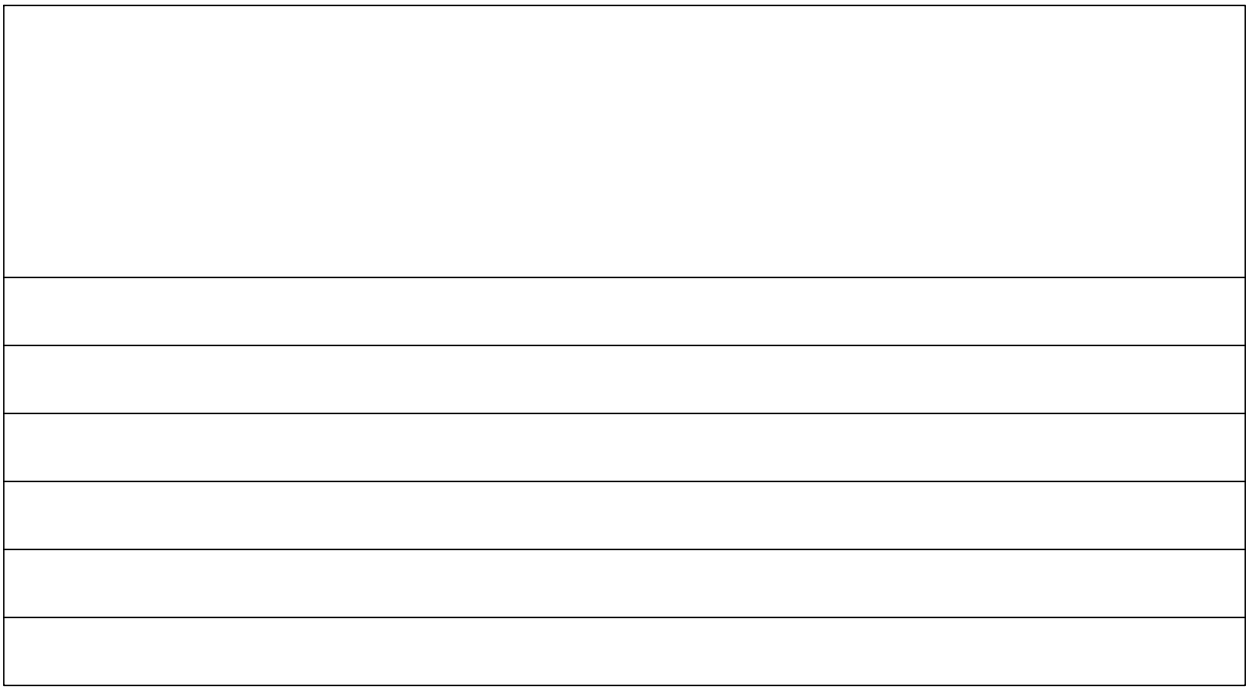
This table displays the mean score and standard deviation for each of the information literacy outcomes questions, where n is the number of respondents for each question. These scores are calculated from responses to the information literacy outcomes questions on the LibQUAL+® survey, in which respondents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

Information Literacy Outcomes Questions	Mean	SD	n
The library helps me stay abreast of developments in my field(s) of interest.	6.72	2.18	39
The library aids my advancement in my academic discipline or work.	7.16	1.90	70
The library enables me to be more efficient in my academic pursuits or work.	7.42	1.51	84
The library helps me distinguish between trustworthy and untrustworthy information.	7.27	1.52	81
The library provides me with the information skills I need in my work or study.	7.50	1.59	50

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

8.6 Library Use Summary for Staff

This chart shows a graphic representation of library use (both on the premises and electronically), as well as use 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.



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); 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 or haven or site for learning and contemplation)
- Reliability (ability to perform the promised service dependably and accurately)
- Responsiveness (willingness to help users 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

Association of Research Libraries
21 Dupont Circle, Suite 800
Washington, DC 20036
Phone 202-296-2296
Fax 202-872-0884