

How are We Really Doing? : Using Assessment to Improve Library Services at Georgia Southern University

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ABSTRACT

Today's American academic libraries are under pressure to document and prove how their performance contributes to institutional goals and outcomes. In order to justify their needs and demonstrate their values, academic libraries are conducting assessment and using the results not only to improve the quality and efficiency of their services, but also to demonstrate and communicate their outcomes and contributions to their parent institution. This case study article will describe how and why Georgia Southern University Zach S. Henderson Library assesses its services. While the Library has been applying various assessment tools and methods to evaluate its services and programs, this article will focus specifically on the application of LibQUAL+ to its setting. This article will also describe how Henderson Library uses survey data to enhance its decisions, improve its services, and tie its assessment to the university's institutional effectiveness initiative.

Keywords: library assessment, LibQUAL+, institutional effectiveness, Georgia Southern University Zach S. Henderson Library

INTRODUCTION

The Association of College & Research Libraries (ACRL) issues a list of top-ten trends in American academic libraries every other year. One recurring theme in the top-ten trend lists over the last several years is assessment and evaluation (ACRL Research Planning and Review Committee 2016, 2014, 2012, and 2010). Assessment of library services has become an increasingly high priority activity for academic libraries to perform in recent years (Oakleaf 2010, 4). Today's academic libraries can no longer portray themselves as the heart of their institution and expect sufficient resources to meet all the needs of their users without providing convincing evidence. Academic libraries have been under pressure to document and prove how their performance contributes to the overall goals, in particular student learning outcomes and student success, of their parent institution. The current

Lau C.C.S.

emphasis upon assessment in academic libraries reflects the growth of the higher education outcomes assessment and accountability movement (Hufford 2013, 5). Academic libraries are not immune to this movement.

In order to justify their needs and demonstrate their values, academic libraries are conducting assessment and using the results not only to improve the quality and efficiency of their services, but also to demonstrate and communicate their outcomes, impacts, and contributions to their parent institution (Association of College and Research Libraries 2010, 29-30). To justify their existence and thrive in the 21st century, academic libraries must remain relevant to their institution by aligning themselves closely with faculty, students, and administrators.

This case study will describe how and why Georgia Southern University Zach S. Henderson Library assesses its services. While the Library has applied various assessment tools and methods to evaluate its services and programs, this article will focus specifically on the application of LibQUAL+ to its setting. This article will also describe how Henderson Library uses survey data to enhance its decisions, improve its services, and tie its assessment to the university's institutional effectiveness initiative.

A BRIEF LITERATURE REVIEW

LibQUAL+ is a web-based customer survey instrument designed to help libraries assess user perceptions and expectations. There is a sizable literature that has described, compared, and critiqued the LibQUAL+ survey instrument since it was developed in 1999/2000. Bruce Thompson (2007) summarizes the historical origins of LibQUAL+ in his article titled *The Origins/Birth of LibQUAL+*. LibQUAL+ collects a wealth of publications (articles, papers, reports, masters' theses, doctoral dissertations, and presentations) related to the product and makes them available on its website at <https://www.libqual.org/publications>. Although LibQUAL+ was developed by two U.S.-based organizations -- ARL and Texas A&M University -- it has become an internationally renowned survey service over time. Since 2000, it has been used by more than 1,300 libraries domestically and internationally, with many participating institutions outside the United States including Africa, Australia, Asia, and Europe. Thus, ARL also collects articles published by libraries outside the United States that describe their experiences using LibQUAL+ in their local environment.

However, the majority of these publications focus on using LibQUAL+ to measure service quality. They cover topics ranging from introducing LibQUAL+ as an assessment tool, describing the survey process and results, to coding respondents' comments and debating the validity of the instrument. There are limited publications that expand the discussion to the application of survey results for service improvement. Beth McNeilJoan Giesecke (2002) report their libraries' first efforts using LibQUAL+ data to improve services where perceptions of service differed from user expectations and describe their improvement approaches. Hubbard and Walter (2005) also report the LibQUAL+ survey process at their library, including how they conducted the survey and used the results to improve services. Peter Brophy (2006) suggests that "It should always be remembered that measuring

performance is an exercise in assessing the past. It is the use of that data to plan an improved future that is all important” (5).

Georgia Southern University

Established in 1906, Georgia Southern University is the largest and most comprehensive public higher education institution in the southern half of the State of Georgia. It is a member of the University System of Georgia which consists of 29 higher education institutions. The University offers more than 120 degree programs and is designated a Carnegie Doctoral-Research institution. In fall 2015, the University enrolled nearly 21,000 students (Georgia Southern University 2016).

The mission of the Zach S. Henderson Library is to support Georgia Southern University by providing access to information, collections, and services designed to meet the scholarly needs of the University and the general public. The Library promotes independent lifelong learning, employs a learner-centered service ethic, and ensures a comfortable and secure study environment. Henderson Library is centrally located on a 900-acre campus in a four-story building constructed in 1975 and expanded in 2008. The total square footage of the building is 235,888. The Library provides more than 2,000 seats and 30 rooms to its users for study and research. The Library has over 410 computers for public use to access the Internet and a variety of academic software applications. The size of the library staff is 58.

Currently, the Library's collections contain over 658,000 volumes of printed books and bound periodicals, 435 print serial and periodical subscriptions, 901,000 microform units, 30,000 AV titles, and 775,000 government documents. In addition to the extensive physical collections, the Library also provides access to a growing number of electronic resources which includes over 31,000 electronic books, 84,000 electronic journals and related resources, and 370 databases that contain indexes, abstracts, full-text articles, and digital images. These electronic resources are easily accessible both on and off campus.

Through its online library system and website, Henderson Library extends its resources and services far beyond the walls of its building. The Library is a full participant in the GALILEO (GeorgiA Library LEarning Online) project, Georgia's statewide library consortium which comprises 29 higher education institutions across the state. GALILEO provides an additional three million book titles, thousands of academic journals, and hundreds of databases for Georgia Southern University faculty, students, and staff to access and borrow. The Library's interlibrary loan service also help users obtain materials located outside Georgia and throughout the world.

Information Services staff located in the Learning Commons on the second floor offers in-person, telephone, and online assistance in utilizing library resources. Subject library liaisons are available to provide face-to-face library workshops to classes or groups, library orientations and tours, one-on-one research consultations, assistance in ordering or locating materials, and customized hand-outs or research guides. The Library manages an open

Lau C.C.S.

access digital collection, Digital Commons@Georgia Southern, to showcase the University's research and scholarly output.

Assessment Activities

Henderson Library has a fairly long history of assessing its service performance to improve service. The earlier stage of the assessment effort was described as piecemeal, inconsistent, informal, uncoordinated, and not connected (Shephard 2013, 5). The campus-wide assessment effort became more organized and better coordinated when the University established the Office of Institutional Effectiveness (IE) in 2011. As a major academic unit, the Library is required to prepare and submit its Institution Effectiveness Plan and Report annually to the IE Office to document its performance. The Library Assessment Officer assists the Dean of the Library to coordinate the assessment activities.

The Library also formed a cross-departmental Assessment Work Team which meets regularly to assist the Assessment Officer in planning for its institutional effectiveness measures, reviewing the results, and recommending improvements to library policies, procedures, and services based on the results. Because the University is committed to building a culture of systematic self-reflection, evidence-based decision-making, and improvement, the Library will continue to actively participate in the university's Institutional Effectiveness Initiative by aligning its assessment plan and action items to the university's assessment efforts, ensuring that the Library is contributing to the University's mission, strategic directions, and student achievements.

Over the years, the Library has used different survey instruments and conducted various surveys to measure and evaluate its services with a goal to answer one basic question -- "How are we really doing?" In recent years, the Library has administered a series of assessments such as Library worklife, distance learning, music listening center, discovery service, library instruction, public service quality, web usability, and space utilization to determine how well it was actually providing library resources and services, and has solicited user feedback for further improvements. The Library has utilized a variety of assessment methods such as in-library use survey, in-class feedback, observation, interview, focus group, paper and online evaluation form, suggestion box (online and physical), as well as commercially available tools such as Qualtrics, Google Analytics, LibAnalytics, SurveyMonkey, and OCLC collection evaluation system for various assessment projects.

To obtain a more comprehensive picture of users' perceptions and expectations of library service quality, the Library began a systematic process of library assessment in 2003 by administering LibQUAL+ periodically. Since then, Henderson Library has conducted four additional rounds of LibQUAL+ surveys in 2006, 2010, 2013, and 2016.¹

¹ Five LibQUAL survey reports are available at <http://library.georgiasouthern.edu/library-assessment/>

LibQUAL+®

The Association of Research Libraries (ARL) (n.d.) describes “LibQUAL+ is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality.” ARL offers this service to the library community, assisting libraries to improve service quality, change organizational culture, and market services.

There are two versions of LibQUAL+: the full version, which contains 22 core questions or items and the shorter version which is called LibQUAL+ Lite. LibQUAL+ Lite uses item sampling methods to collect data on all 22 questions, while only requiring participants to respond to a subset of the 22 core questions (Natesan et al. 2015). Henderson Library elected to use the shorter version in order to minimize the burden of time on respondents, while maximizing response rate and maintaining the quality of information gathered.

LibQUAL+ compares user perceptions of service against their expectations. LibQUAL+ is adapted from an instrument called SERVQUAL, which is grounded in the *Gap Theory of Service Quality* (Cook et al. 2000). LibQUAL+ consists of 22 core questions that measure users' perceptions of library service quality in three dimensions: Affect of Service (9 questions concerning the effectiveness of library staff), Information Control (8 questions concerning the ease with which information can be accessed, the access tools, and the availability of print and electronic resources), and Library as Place (5 questions concerning the facility and physical environment). For each question or item, respondents are asked to rank on a scale of 1-9 (with 9 being the most favorable) indicating their minimum service level, desired service level, and perceived service level performance. In the survey analysis, aggregated mean scores and standard deviations are provided for respondents' minimum, desired, and perceived levels of service quality for each item on the survey.

The two important calculations that help libraries measure the level of satisfaction of their respondents are the service adequacy gap and the service superiority gap. The service adequacy gap (or mean) score is calculated by subtracting the minimum score from the perceived score on any given question, for each respondent. In general, service adequacy is an indicator of the extent to which respondents' minimum expectations are being met. A negative service adequacy gap score means that respondents' perceived level of service quality is below their minimum level of service quality. In other words, a negative score indicates a failure to meet respondents' minimum expectations.

The service superiority gap (or mean) score is calculated by subtracting the desired score from the perceived score on any given question, for each respondent. A positive score indicates that respondents' desired expectations are being exceeded. On the other hand, any attempt to get a negative score closer to zero is a positive indication of improvement.

LibQUAL+ also offers additional local questions for libraries to further customize the survey for their own needs. The survey also asks questions concerning library use, information literacy outcomes, and general satisfaction. Respondents were asked to provide free-text comments for qualitative analysis.

Henderson Library's 2016 Survey Results

As stated above, Henderson Library has conducted the LibQUAL+ survey five times since 2003, with the most recent being conducted in February 2016. The Library is committed to continuous improvement and it has been working hard to administer these surveys to learn how well it meets the needs of its users and what improvements can be made to serve its users better. More importantly, the Library integrates LibQUAL+ as an instrument and uses its results in the development of its annual Institutional Effectiveness Plans to measure its performance and tie the outcomes with specific library goals and university strategic themes.

The 2016 survey was administered for two weeks from February 13-27, 2016. The Library invited all faculty and students to participate in the survey and received a 10.6% response rate. However, only 5.7% or 1,221 responses were considered valid by LibQUAL+. Additionally, 409 respondents (368 containing meaningful information for analysis) submitted their written comments, which provide rich qualitative data that help to interpret and understand the survey results. To encourage participation in this year's survey, the Library offered four prizes, including a Kindle e-reader, to the winners in a prize draw.

Below are figures and tables that highlight the results of the 2016 survey.

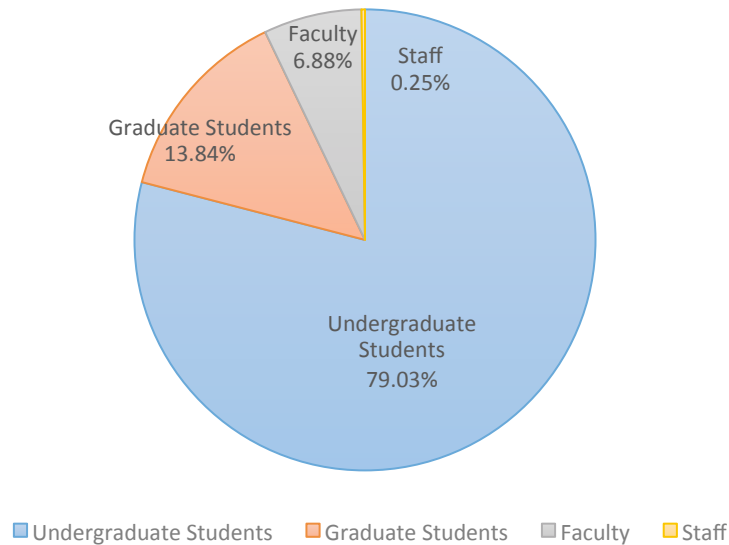


Figure 1. Response Distribution of Survey Respondents

How are we Really Doing?

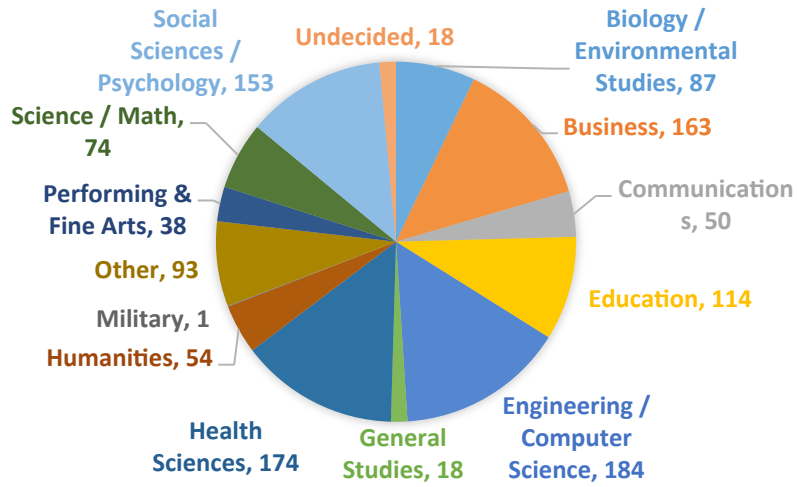


Figure 2. Breakdown of Survey Respondents by Discipline

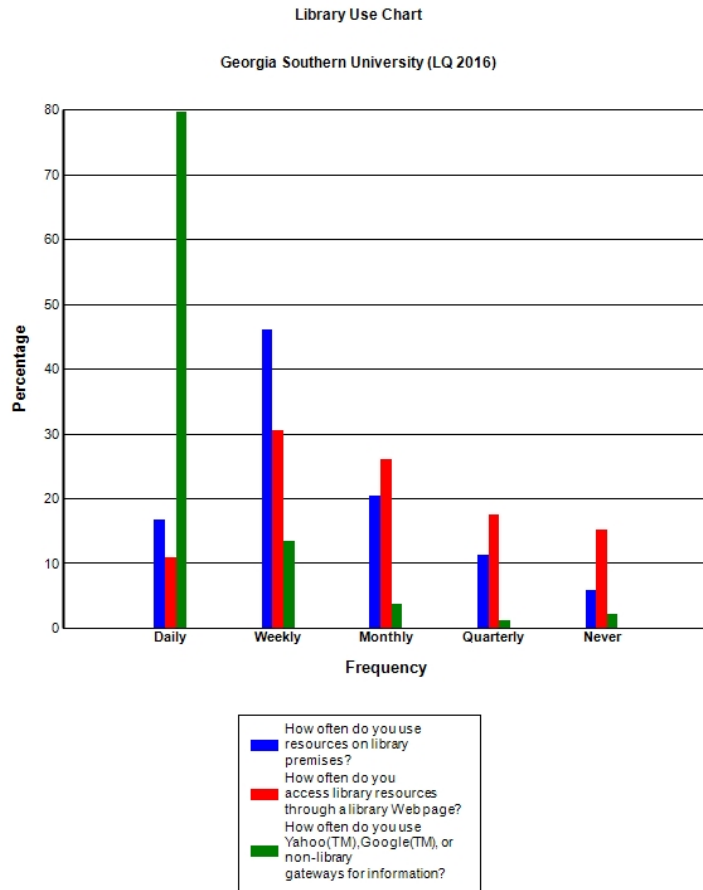


Figure 3. Library Usage Patterns of Survey Respondents

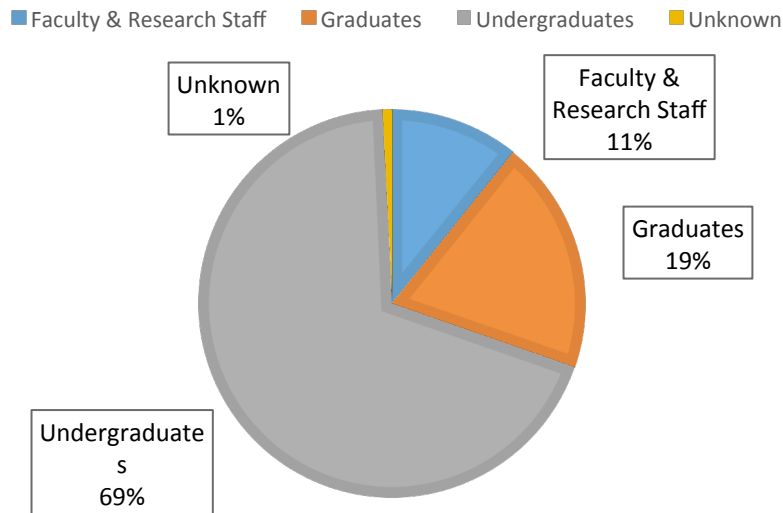


Figure 4. Written Comments Distribution by Survey Respondents

Overall Performance Level

The general satisfaction score (Table 1) indicates that our respondents, as a whole are generally satisfied with the services provided by the Library. Survey respondents rated the overall quality of the Henderson Library services at 7.64 on a scale of 1 to 9, where the Library received 7.59 in 2013 and 7.55 in 2010. It is encouraging to see all respondent groups' satisfaction rates rose each year.

Table 1: General Satisfaction Questions Summary

Satisfaction Question	Mean	SD	n
In general, I am satisfied with the way in which I am treated at the library.	7.87	1.44	615
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.50	1.55	606
How would you rate the overall quality of the service provided by the library?	7.64	1.41	1,221

Table 2 and Figure 5 below show the aggregate mean scores for the 22 core survey questions of all respondents in a table and radar chart:

How are we Really Doing?

Table 2: Mean Scores for Each Core Question

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean
AS-1	Employees who instill confidence in users	6.18	7.41	7.02	0.84	-0.39
AS-2	Giving users individual attention	5.79	7.04	6.77	0.98	-0.27
AS-3	Employees who are consistently courteous	7.03	7.85	7.75	0.72	-0.11
AS-4	Readiness to respond to users' questions	6.64	7.72	7.48	0.84	-0.24
AS-5	Employees who have the knowledge to answer user questions	6.63	7.86	7.51	0.88	-0.35
AS-6	Employees who deal with users in a caring fashion	6.58	7.85	7.51	0.93	-0.34
AS-7	Employees who understand the needs of their users	6.64	7.71	7.46	0.81	-0.25
AS-8	Willingness to help users	6.75	7.87	7.45	0.7	-0.42
AS-9	Dependability in handling users' service problems	6.67	7.64	7.22	0.55	-0.42
IC-1	Making electronic resources accessible from my home or office	6.31	7.62	6.87	0.56	-0.75
IC-2	A library Web site enabling me to locate information on my own	6.54	7.74	7.13	0.59	-0.61
IC-3	The printed library materials I need for my work	6.62	7.78	7.38	0.76	-0.4
IC-4	The electronic information resources I need	6.22	7.62	7.09	0.87	-0.53
IC-5	Modern equipment that lets me easily access needed information	6.86	8.07	7.55	0.69	-0.53
IC-6	Easy-to-use access tools that allow me to find things on my own	6.42	7.85	7.1	0.68	-0.75
IC-7	Making information easily accessible for independent use	6.64	7.87	7.37	0.73	-0.5
IC-8	Print and/or electronic journal collections I require for my work	6.67	7.79	7.24	0.57	-0.54
LP-1	Library space that inspires study and learning	6.24	7.84	7.3	1.06	-0.54
LP-2	Quiet space for individual activities	6.56	7.87	7.46	0.9	-0.41
LP-3	A comfortable and inviting location	6.78	7.94	7.64	0.87	-0.3
LP-4	A getaway for study, learning, or research	6.66	8.06	7.51	0.85	-0.55
LP-5	Community space for group learning and group study	6.11	7.48	7.03	0.92	-0.46

LibQUAL+ uses tables and charts to summarize the survey results. Table 2 above summarizes the mean scores of the 22 core questions and the three scales (minimum, desired, and perceived) numerically. The higher the adequacy mean scores and superiority mean scores, the better the library service's performance.

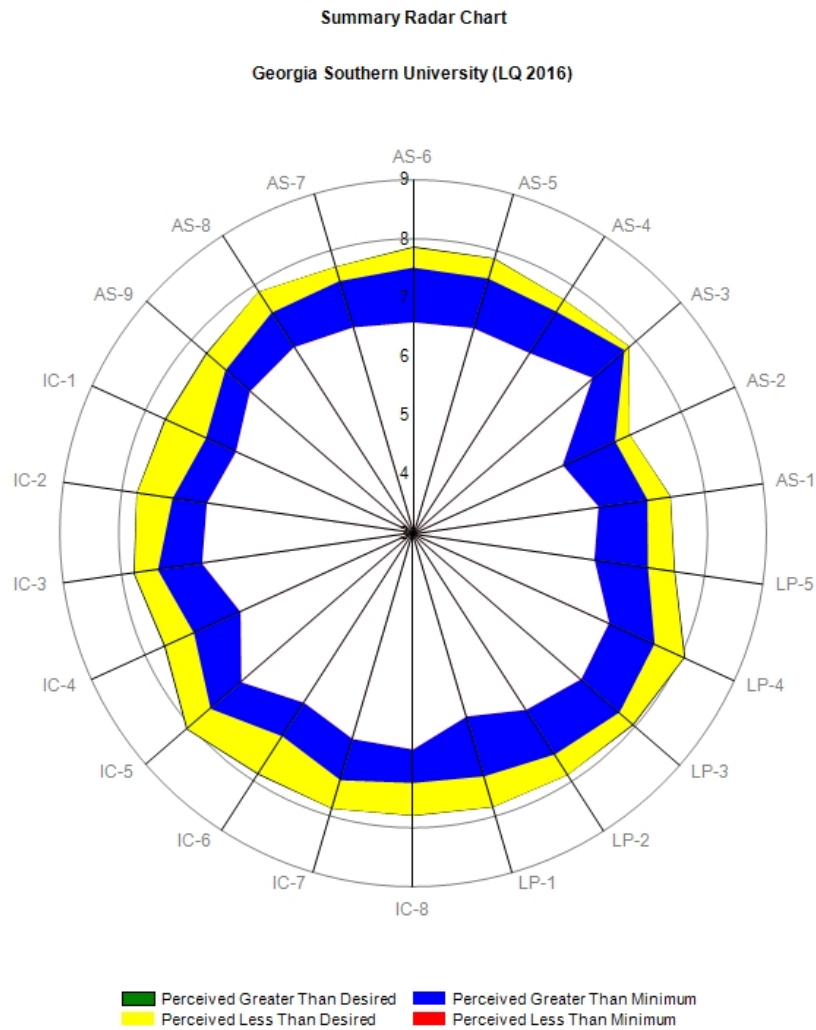


Figure 5. Radar Chart of the Core Questions Summary

The radar chart (Figure 5) above also summarizes the scores but grouped them in three dimensions (Affect of Service, Information Control, and Library as Place) and shown in radar graph. The difference between the scores are color coded. Radar charts shaded in blue color and yellow color indicate that respondents' perception of library service fall within the "zone of tolerance." Radar charts shaded in green color and red color indicate that respondents' perception of library service fall outside the "zone of tolerance." Shadings in

How are we Really Doing?

blue (adequacy) and green (superiority) represent positive gaps; while red (adequacy) and yellow (superiority) represent negative gaps.

In general, the overall average scores show all respondent groups perceived library service levels to be adequate and meet their expectations, with no individual question received a negative (red color) score. Many positive written comments provided by the respondents reaffirm the library's improvement measures made since the last survey. However, when the scores are broken down by individual respondent groups, they show a different picture of how each group perceives the services provided by the Library.

Ratings Broken Down By Respondent Groups

When the 2016 survey results were examined by respondent groups individually, the Library learned that there were nine (9) items failed to meet the minimum expectation. On the other hand, the 2016 results also show that the number of items where minimum expectations were not met has been reduced to 9, as opposed to 12 in 2013. In the 2013 survey, there were 12 items (11 from faculty, 1 from graduate students, and none from undergraduate students) perceived as not meeting the minimum expectation levels. Since then, the Library has enacted multiple measures to address the problems through the implementation of its annual Institutional Effectiveness Plan. The measures included improving its personnel training programs, adding more seating spaces, enhancing its information literacy workshops, revising the Library website, adjusting the collection service policy, upgrading and purchasing more equipment, and increasing funding to add more titles and access tools. All these efforts helped to reduce the number of items failing to meet minimum expectations, as the 2016 survey results have shown.

In the 2016 survey, as in 2013, undergraduate students' minimum expectations were exceeded in all 22 core questions. While the radar chart (Figure 6) below shows the undergraduate students perceived the library services are adequate, certain items such as IC-6 or LP-5 demand additional effort to close the service superiority gaps.

Compared to the undergraduate students' scores, the graduate students' scores in 2016 show that the Library met their minimum expectations in 21 of the 22 items. Figure 7 below shows that the exception of item IC-1 (Making electronic resources accessible from my home or office) is where the Library again failed to meet graduate students' minimum expectations, as it did in the 2013 survey. Furthermore, this year's adequacy gap score (-0.38) is slightly wider than in 2013 (0.14) due to a significant increase of the minimum mean from 6.43 in 2013 to 7.30. One way to interpret this change is that remote access to our electronic resources is becoming more important for our graduate students, and the improvements that the Library has made since the last survey were not good enough to improve the rating.

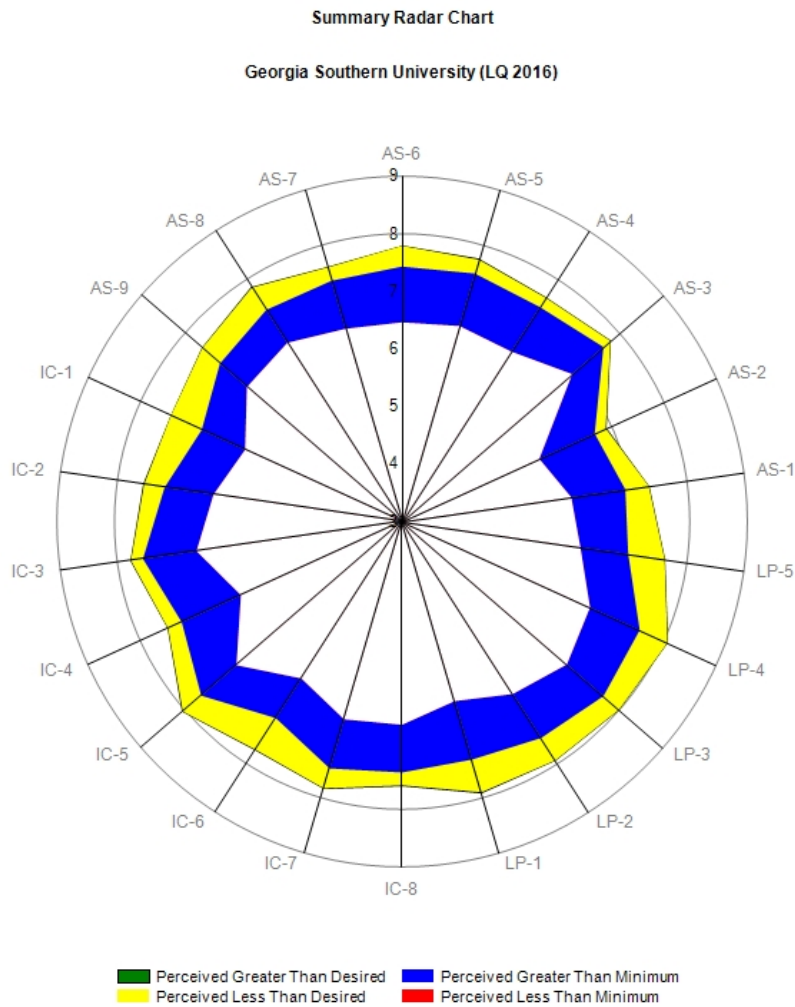


Figure 6. Undergraduate Student Summary Radar Chart

The encouraging news from the graduate student group scores is that item LP-5 (Community space for group learning and group study) continued to exceed their desired expectations as in 2013, which indicates that our graduate study room policy is working well for them. Item AS-3 (Employees who are consistently courteous) also performed well by exceeding their desired expectations this year, which indicates that our customer service has improved and the improved employee training program delivered since 2013 has worked.

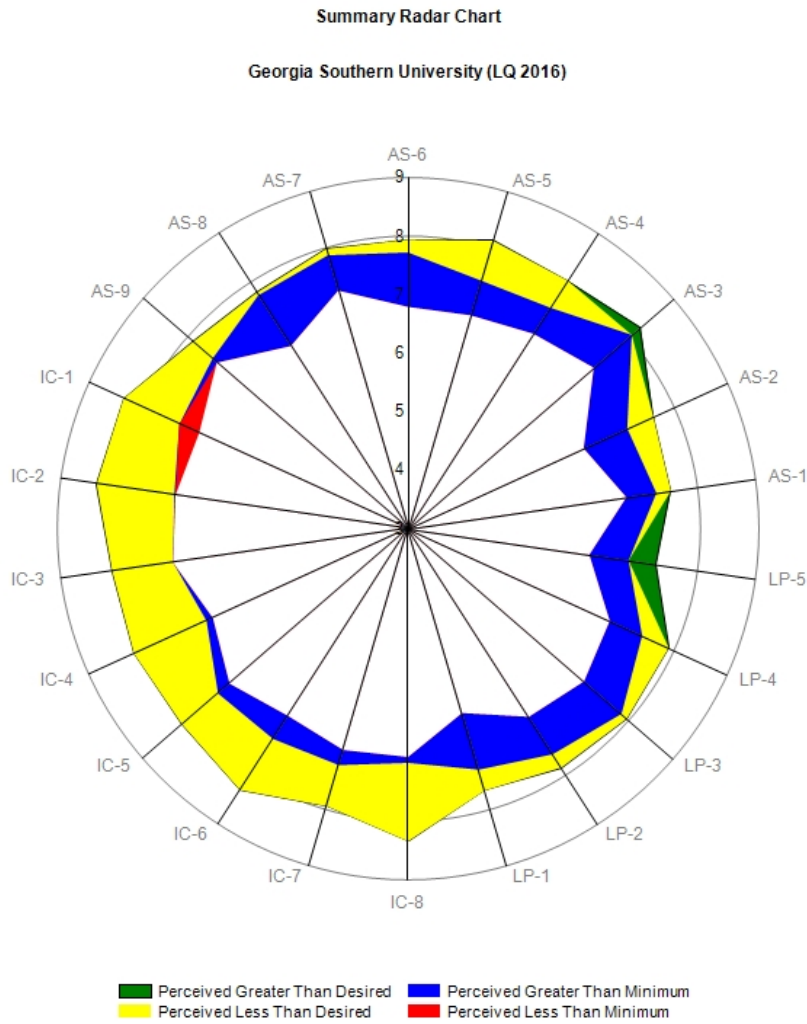


Figure 7. Graduate Student Summary Radar Chart

As for the faculty's score as shown in Figure 8 below, the Library was perceived to have met the faculty's minimum expectations in the "Affect of Service" and "Library as Place" categories with two core items LP-3 and LP-5 exceeding faculty desired expectations. However, all eight items in the "Information Control" category failed to meet the faculty's minimum expectations. In the 2010 survey, the Library also failed to meet the faculty's minimum expectations in all eight Information Control items. But in 2013, the number of items not meeting faculty minimum expectations was reduced to six after improvements were made in this category. The 2016 results reflect that there are still many challenges the Library faces in terms of providing adequate collection support to meet the academic instructional and research needs.

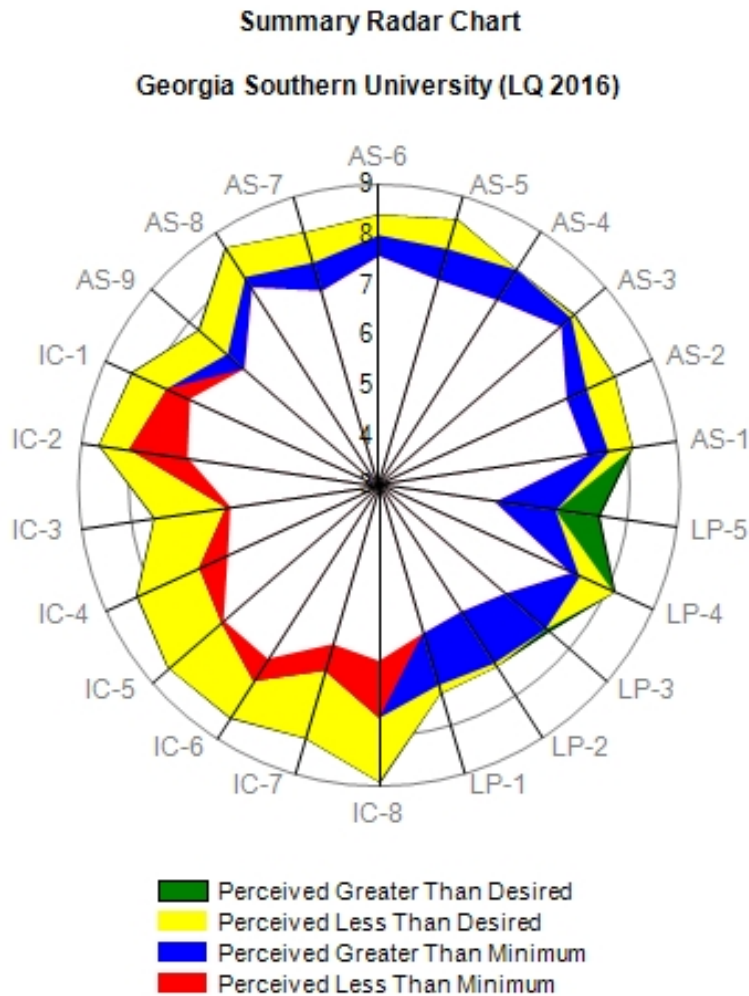


Figure 8. Faculty Summary Radar Chart

Survey Respondents' Comments

In addition to the scores collected from the 22 core questions and other local questions, the open-ended comments box offered in the survey provides a wealth of information for qualitative analysis. Comments obtained from the LibQUAL+ survey can be useful for understanding users' needs, identifying service areas for improvement, prioritizing needs, and developing action plans.

Table 3 below are examples of the written comments submitted by respondents who provided specific information about their library experiences and expectations.

Table 3: Examples of Respondents' Comments

UserGroup	Discipline	textResponse
Undergraduate: Fourth year	Other	The thing that needs to be fixed more than anything is the parking. It terribly hard to find parking when I need to go to the library to get work done
Undergraduate: Third year	Biology/ Environmental Studies	I enjoy studying in the library, but I wish there were more quiet areas available for solitary studying.
Graduate: Masters	Social Sciences / Psychology	Graduate students have different needs, which is addressed by graduate study spaces, extra printing, etc. What I would like to see, however, is an increased quality and care of those spaces--and more of them. I've never had a negative interaction with any library staff and they always seem knowledgeable in searching for resources that I cannot find on my own. Much appreciated.
Graduate: Doctoral	Health Sciences	Should be more accessible for students. Some resources like ebooks are not easily accessible.
Faculty: Associate Professor	Education	I use the DISCOVER service and e-journals constantly. I only recently learned (thanks to assistance from a library staff member) how to access articles from e-journals that don't come up in the DISCOVER listings. I thought that if it didn't show in my search, we didn't have access to it. It might be helpful to make more users aware of this. It's very helpful!
Faculty: Professor	Communications	Budget cuts have affected access to some journals. Library reps have always been available to help locate resources, etc.

Of the 368 “meaningful” written comments from the survey respondents, the largest percentage of these responses praised some aspects of the Library (24.5%). This shows students and faculty recognize the library staff who serve them and appreciate their work. The Library spaces and facilities received many positive comments, although the lack of parking space (6.5%) and group study rooms (12%) stand out as major concerns by the students.

The most critical area where the Library’s perceived performance is lowest remains with its collection, including both printed and electronic resources. The negative ratings and remarks given by the faculty, in particular, to the quality and accessibility of library

Lau C.C.S.

collections shows that they are not pleased with the current level of support they receive. The Library is fully aware of the faculty's view of the library collection and has been doing its best to meet the increasing demands despite a limited budget. The 2016 results reaffirm that meeting faculty teaching and research needs is a major area that requires immediate attention in order to prevent further negative ratings and impacts on the quality of our faculty output and productivity.

Improvement Measures

The Henderson Library has used the previous assessment data, especially the four previous LibQUAL+ results, as an aid to its improvement planning and service delivery. The LibQUAL+ 2016 survey results show that Henderson Library meets user expectations in the areas of customer service and physical environment. This outcome can be attributed to the implementation of the improvement efforts since the 2013 survey.

However, based on the above summary data and written comments provided by the respondents, it is also clear that faculty and graduate students are telling the library collection, both electronic and print, continue not to adequately meet their teaching and research needs. Faculty and graduate students are also reporting that it is too difficult to navigate through the interfaces of the electronic resources, some of which are designed by the Library but most of which are either designed by the statewide state consortium or the vendors from whom the Library licenses content. To close the negative adequacy gaps in "Information Control", Henderson Library recognizes the priority to improve both the depth and breadth of its collection, as well as providing seamless and easy access to its information resources.

To address the key concerns expressed by our faculty and graduate students in the 2016 survey, the Library has begun to take the following steps with a primary focus on improving the items in the "Information Control" category:

- Redesign the Library website (IC-2).
- Replace the legacy library management system in 2017 by participating in the statewide implementation of a new online library system, Alma, which is designed to help users navigate resources more efficiently and reduce the frustrations expressed in the survey (IC-1, IC-5, IC-6, IC-7).
- Seek additional state and private funding to add new print and electronic resources (IC-3, IC-4, and IC-8).

The Library will also incorporate the preliminary analysis of the scores, and specifics found in the respondents' written comments, into its new academic year Institutional Effectiveness plan. The current priorities will include the following items to be addressed in different phases, pending the availability of resources:

- Management of group study rooms (LP-5)

How are we Really Doing?

- Noise reduction (LP-2)
- Availability of parking space (Written comments)
- Improve Interlibrary Loan turnaround time (Local question on ILL)
- Revise and introduce new instruction delivery methods and assessment tools (Information literacy questions)
- Maximize group study spaces (LP-5)
- Enhance public services (AS)
- Increase library use (Library use questions)
- Revisit the Library Liaison program (Local question on keeping users informed)
- Better communication with library stakeholders (Local question on keeping users informed)

Because the LibQUAL+ 2016 survey results have provided the Library with a large amount of data on identified areas in which perceptions have done well or fallen short of expectations, there is no question that the list of improvement items will continue to grow as the Library continues to review the raw data more closely. The identified areas for improvement will then be incorporated into the Library's Institutional Effectiveness Plan as it moves through the stages of the continuous improvement cycle.

CONCLUDING THOUGHTS

The Zach S. Henderson Library is one of hundreds of academic libraries across the world administering this LibQUAL+ survey. The data obtained from this survey helps the Henderson Library look at the entire library from different perspectives according to our undergraduate and graduate students as well as faculty. LibQUAL+ is only one of multiple methods a library may adopt in evaluating its services regularly, systematically, and holistically to ensure that its services are meeting the actual needs and expectations of its users.

Based on our five survey rounds, and 14 years of experience, the LibQUAL+ survey instrument is especially useful because it allows us to compare current ratings with previous results. It is also useful because we are able to benchmark our results against those of other institutions and identify best practices in the areas of meeting user needs and managing their expectations. Equipped with all of this data, we can assess where our Library has made progress or if there are any gaps between our user expectations and the services we provide. More importantly, assessment helps us collect evidence, make well-informed resource allocation decisions, develop effective improvement measures, and ensure the Library has aligned itself with the university's mission and vision.

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