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A Declaration of Survey Interdependence

Tammy S. Sugarman and Jennifer L. Jones

Introduction

Georgia State University (GSU) is a public research university located in Atlanta, Georgia. In fall 2010, the total student FTE was 27,949, made up of 21,165 undergraduate and 6,784 graduate students.[1] The University has more than 1,100 full time faculty spread among the colleges of Arts and Sciences, Business, Education, Law, and Health and Human Sciences. In 2007, Georgia State University Library completed a multimillion dollar renovation to transform an existing academic library into a twenty-first century learning space, complete with a coffee shop and group study and multimedia rooms.

During the three years following its completion, the library became increasingly concerned that graduate student and faculty needs were not being met adequately in a space that was designed for the university's undergraduate student population. In addition, in the past few years higher education has focused renewed interest in meeting the needs and ensuring the success of graduate students. At the 2010 meeting of the Council of Graduate Schools, researchers called on colleges to discover ways to improve the quality of life of graduate students.[2] Research libraries have begun to focus on graduate students as a distinct population with needs different from undergraduate students. In the preface to their forthcoming report, "Library Roles in Developing Research Services for Graduate Students," Covert-Vail and Collard state that graduate students, "need us [research libraries] to reexamine, at the very root of our institutions, what it means to provide research services to these disparate users."[3] In his 2009 Association of Research Libraries (ARL) report, "Learning and Research Spaces in ARL Libraries," Crit Stuart points out that libraries are being challenged by faculty and graduate students to provide the kinds of spaces and services that will meet their "research, publication and social needs." He goes on to state that libraries which are effective in doing this are ones that have developed spaces and services based on interaction and feedback from the very constituencies they seek to serve.[4]

To respond to these concerns, GSU Library created an institutional effectiveness goal for FY2010,[5] "to improve the research and teaching experience of faculty and graduate students by creating positive associations with the library." Library employees brainstormed ways to generate such associations and suggested activities centered on improving the usability of resources, delivery of services, and utilization of spaces. In order to successfully fulfill the goal, it was necessary to discover what faculty and graduate students expect of the library. A variety of methods was employed to do this; one of which was to simultaneously administer LibQUAL+® Lite (LQ) and a library designed custom survey. The library registered for LQ for the longitudinal data, using the Lite protocol to improve response rates, and at the same time de-

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signed a survey to gather locally focused information not collected through LQ.

This paper discusses how GSU Library discovered what faculty and graduate students expected of the library by simultaneously administering two surveys to the same user population. The data collected from the surveys is reported and discussed, and the paper concludes with the changes under consideration based on the survey data results.

Literature Review

Library use and user studies have been conducted in libraries for many years. LQ, one of the most prevalent survey tools, has been used for over a decade by more than 1,200 libraries.[6] While the majority of use and user studies reported in the literature have focused on services and spaces for undergraduates, in the past ten years there has been an increase in research on the information seeking needs and levels of service satisfaction of graduate students and/or faculty. Several studies have focused on surveying graduate and/or professional students to determine their information seeking needs as well as their awareness and use of and satisfaction with library services. Fleming-May and Yuro's custom designed survey and focus groups with PhD students in social sciences revealed that this group had research and library-related needs unique to their role as doctoral students and future faculty, and concluded that "librarians should not expect to serve doctoral level students in the same manner as faculty, undergraduates, or even master's-level students."[7] Chrzastowski and Joseph distributed a web-based survey to University of Illinois at Urbana-Champaign graduate and professional students to see if students' disciplines influenced their use of the library.[8] Fleming-May and Yuro; Kayongo and Helm; and Washington-Hougland and Cloughtery all discovered that the students they surveyed were, as a whole, unaware of the services that librarians could provide for them.[9] The students ranked library collections as more important to their research than librarians with subject expertise. Using data from a LQ survey, Jankowska, Hertel, and Young looked at external benchmarks (peer institutions) and survey comments and found that the physical library was still important to many graduate students and they desired more quiet study areas and graduate carrels. Similar to the research mentioned above, this study also found "a lack of awareness of certain [library] services and resources".[10] The authors concluded that focusing on a particular user group, graduate students, helped them recognize the services and resources this distinct group valued most highly and will serve to inform the library›s plans for improvement.

Other studies surveyed faculty only and used data from LQ and local survey results to try and measure faculty satisfaction and use of library collections and specialized library services, such as those provided by liaison or subject specialist librarians, or services provided to faculty teaching distance education (online) courses.[11] Additional studies have looked at graduate students and faculty together as a user group. Antell and Engel developed a questionnaire based on the concept of "library as place" which was distributed to faculty and doctoral students and found that younger scholars valued the library›s "conduciveness to scholarship" and spent more time in the building than older scholars. Jones and Kayongo analyzed qualitative LQ survey comments to see what issues were of importance to specific user groups. They observed that both faculty and graduate students highly valued the collections, and desired an increase in electronic access to journals. Faculty expressed more dissatisfaction with the collections than graduate students; both groups highly valued interlibrary loan services.[12] Only one article was found that discussed the creation of a library space specifically to meet the needs of graduate students and faculty. Librarians at Florida State University conducted focus groups and interviews with faculty and graduate students to inform the development of the "Scholars Commons," a place with quiet study areas for faculty and graduate students apart from the social spaces used by undergraduates. Discussions with the faculty and graduate students revealed they "wanted study space over technology space."[13]

The studies presented in the literature have shown that libraries have been administering both LQ and local surveys for several years and examining the responses of faculty and graduate students as distinct user groups in order to inform collection and service decisions. However, no studies in the literature were found that administered both LQ and a local survey to the same user population at the same time. GSU Library took this unique approach in order to focus on the library›s distinctive circumstances and measure the impact of the library's services and collections on graduate student and faculty research endeavors. As

Sutton, Bazirgian, and Zerwas state in their article about library service perceptions, "local factors dramatically affect the responses and should drive local service decisions rather than relying on aggregate data."[14]

Methodology

GSU Library administered LQ in 2003, 2005, and 2007, and in late spring 2009, when the new annual goal was established, contemplated running the survey again. LQ is a survey instrument originally developed by Texas A&M Libraries and now maintained by ARL. It aims to "measure user perceptions of service quality in three dimensions: Affect of Service, Information Control, and Library as Place."[15] Although the GSU Library's LQ response rate had declined with each iteration since 2003, library administrators decided to participate in LQ once again in spring 2010 for the longitudinal data it would continue to build. A side benefit was that some of the LQ data could be used to inform faculty and graduate students' perceptions of library service, which would be useful in evaluating the library's progress toward the annual goal.

The response rate issue and complaints about survey length from survey takers prompted the library to use the LQ Lite protocol in 2010, which was piloted by ARL in spring 2008 and made available in fall 2009. Using the Lite protocol "each participant completes only eight of the 22 core survey items,"[16] three of which are the same for all participants, and the other five randomly selected. Based on this model, "…data are collected on *all* questions, but each user answers fewer questions, thus shortening the required response time."[17] Libraries can choose the percentage of respondents to receive the Lite version, and GSU Library elected to send Lite to 100 percent of survey takers.

While helpful, the information collected through LQ would not be altogether relevant for the library's FY10 focus on faculty and graduate students. Library administrators agreed to release a second survey that was tailored to gather the specific information the library needed to evaluate effort toward the library's annual goal and the year-end institutional effectiveness assessment report. The Library Priorities and Satisfaction Survey (LPSS) was developed by a small group comprised of the social work librarian, the creative manager, the associate university librarian for collections, and the assessment & staff development librarian. The group used items from the survey instruments of the University of Washington Libraries,[18] Emory University Libraries,[19] and the Massachusetts Institute of Technology Libraries[20] as models and solicited advice on survey design from the GSU Office of Institutional Research.

The aim of LPSS was four-fold. First of all, the library wanted to gather information on the importance of the library's services and resources to faculty and graduate students in order to better prioritize what is available. Secondly, the library wanted to determine faculty and graduate students' levels of satisfaction with the services and resources offered. Thirdly, the library wanted to gauge faculty and graduate students' awareness of the library's services and resources. The final aim was to attempt to measure the library's impact on faculty and graduate students' research and teaching. The survey items included satisfaction ratings, importance ratings, awareness questions, teaching and research impact questions, marketing preferences, and demographic information. The final version of the faculty survey included sixteen or seventeen items, and the graduate student survey contained eighteen or nineteen items, depending on how respondents answered one of the questions (see appendices 1 and 2).

A programmer from the GSU Information Systems & Technology Department generated lists of email addresses for all non-library, non-College of Law faculty and all non-College of Law graduate students. (The College of Law was excluded from the survey population, because it has a distinct library.) An analyst from the Office of Institutional Research randomly split each list in half. On March 22, 2010, one-half of faculty and one-half of graduate students in the selected population received e-mail invitations to complete LQ. The Office of Institutional Research launched LPSS via eListen survey software[21] on March 24, 2010. The remaining one-half of faculty and graduate students received email invitations containing the link to LPSS. Both surveys remained open for three weeks. All survey takers received one reminder email.

LQ Findings

The library anticipated that using the eight-item Lite version of LQ rather than the twenty-two-item version would result in a better response rate. Unfortunately, the response rate dropped again in 2010; however, responses were fairly representative of most broad sub-

TABLE 1
Mean Scores* for LibQUAL+® Affect of Service items

Affect of Service items	Faculty 2007	Faculty 2010	Graduate Students 2007	Graduate Students 2010
Employees who instill confidence in users (AS-1)	6.79	7.00	6.57	7.38
Giving users individual attention (AS-2)	7.09	7.91	6.60	6.56
Employees who are consistently courteous (AS-3)	7.60	7.84	7.14	8.00
Readiness to respond to users' questions (AS-4)	7.49	8.50	7.30	7.75
Employees who have the knowledge to answer user questions (AS-5)	7.20	8.07	7.24	8.07
Employees who deal with users in a caring fashion (AS-6)	7.26	7.90	7.01	7.42
Employees who understand the needs of their users (AS-7)	7.29	7.40	6.91	7.07
Willingness to help users (AS-8)	7.43	7.60	7.19	7.36
Dependability in handling users' service problems (AS-9)	7.05	8.15	7.11	7.00

*The scale is 1–9 with 9 being high.

ject disciplines, including business; communication/journalism; humanities; performing and fine arts; and science, math, and computer science. LQ encourages institutions to examine respondent representativeness; that is, the degree to which respondents are representative of the survey population as a whole. "[B]y comparing the demographic profiles of survey completers with the population," a library can determine the representativeness of the survey data.[22] The library felt comfortable relying on the results based on representativeness.

For the library's annual goal and institutional effectiveness assessment report, the library was most interested in survey results in the Affect of Service and Library as Place categories. Affect of Service (AS) category items measure the customer service, knowledge, and expertise of library employees. The AS results from LQ indicated that faculty and graduate students were quite satisfied with the customer service they received from library employees. Table 1 provides a comparison of the relevant 2007 and 2010 faculty and graduate student scores. All scores improved with only two exceptions; graduate students AS-2, and graduate students AS-9. The improved scores were supported by comments such as, "The library staff is always excellent," "I always receive very professional treatment," and "I have found the library staff quite knowledgeable and helpful." Overall, findings showed that faculty and graduate students' perceptions of the service provided by the library improved.

TABLE 2
Mean Overall Service Quality Scores* for Libqual+®

	2003	2005	2007	2010
Faculty	7.07	6.95	7.08	7.47
Graduate Students	6.82	6.84	7.00	7.33

*The scale is 1–9 with 9 being high.

Survey items in the Library as Place (LP) category are designed to gather information about the library's physical presence. In 2010, the library was particularly interested in graduate students' perceptions of quality in the Library as Place category. The library already knew that undergraduate students used the library heavily and were satisfied with the space. However, as mentioned previously, there was a concern that graduate students felt that they did not have adequate and/or appropriate spaces in the library. Not surprisingly, graduate students' ratings of Library as Place fell as compared to 2007, and their open-ended comments reflected the lower scores. They commented that the library "need[s] more quiet areas"; that the "noise level is unacceptable"; and that the library is "much too social."

LPSS Findings

The response rate of LPSS was higher than the LQ response rate, particularly for faculty. Possible reasons are that LPSS seemed more specific to GSU Library and that the survey came across as "homegrown." For the purposes of the annual goal and the institutional effectiveness assessment plan, the library was most interested in data related to customer service provided by library employees, library services, study space in the library for graduate students, the library's blog,

TABLE 3
Graduate Students' Mean Scores* for Libqual+® Library as Place Items

Library as Place items	2005	2007	2010
Library space that inspires study and learning (LP-1)	5.41	6.82	6.51
Quiet space for individual activities (LP-2)	6.32	6.87	5.27
A comfortable and inviting location (LP-3)	6.24	7.03	6.41
A getaway for study, learning, or research (LP-4)	6.21	6.86	6.75
Community space for group learning and group study (LP-5)	6.26	7.13	7.06

*The scale is 1–9 with 9 being high.

and the library's impact on teaching and research activities.

The customer service results from LPSS indicated that graduate students and faculty were satisfied with the customer service they receive from library employees. Table 4 provides scores from relevant survey items. Since this was the first iteration of the survey, no comparison data are available. Respondents commented about the library's "[e]xcellent staff," and their "… great experiences with the library staff, such as those at the check-out desk and reference librarians." Graduate students' highest satisfaction scores went to in-person and online assistance from librarians, and the scores were reflected in comments such as, "I … have found the staff to be very friendly and helpful, as well as competent."

Faculty were asked to rate the importance of various services and resources. Faculty indicated that digital desktop delivery of articles, interlibrary loan, and GIL Express (the statewide book borrowing service), were most important to them. From the same list of services and resources, they were asked to rate their satisfaction. Faculty responded that they were most satisfied with interlibrary loan, instruction by librarians for specific classes, and digital desktop delivery of articles. Graduate students also were asked about importance and satisfaction. They gave their highest importance rating and lowest satisfaction rating to quiet study areas. Also important to graduate students were subject librarians' online research guides and the library's group study rooms. As mentioned previously, the library was particularly interested in graduate students' satisfaction with library space. The graduate student LPSS included an item about satisfaction with the library's study space in general, which received an average score of 2.8 on a 4.0 scale.

LPSS included several questions about the library's blog, as well.[23] Since fall 2009, the library has worked to make its blog a high-quality information-sharing and promotional tool. These efforts were due in part to an institutional effectiveness assessment initiative to use the blog as a method of outreach to faculty and graduate students. The library wanted to find out whether faculty and graduate students knew about the blog and were relying on it to keep up with library information. Over one-third of faculty respondents were not aware of the library blog and also indicated they did not prefer it as a tool for learning about library services and resources. The graduate student response was quite similar; nearly 40 percent were unaware of the blog and ranked it near the bottom in a list of seventeen options for learning about the library. Both faculty and graduate students chose the library website as the method they preferred to use to learn about library services and resources.

TABLE 4
Mean Scores* for Selected Library Priorities and Satisfaction Survey Items

How satisfied are you with the way the library provides each service or resource?	Faculty	Graduate Students
In-person assistance from a librarian	3.42	3.46
Online assistance from a librarian (Ask-A-Librarian)	3.47**	3.33
One-on-one research appointment with a librarian	3.67**	3.52**
Instruction by librarians for specific GSU classes	3.59	3.48**

*The scale is 1–4 with 4 being high.

**One-third or more of respondents answered "not applicable" for this item, which should be considered along with the score. Those who use the service scored it highly; however, one-third or more of respondents do not know about the service and/or do not take advantage of the service.

TABLE 5
Mean Scores* For Selected Library Priorities And Satisfaction Survey Items

How important is each service or resource to you? How satisfied are you with the way the library provides each service or resource?	Faculty Importance	Faculty Satisfaction
Digital desktop delivery of articles	3.70	3.55
Interlibrary loan	3.68	3.65
GIL Express (statewide book borrowing service)	3.55	3.54
Print journals	3.29	3.08
Instruction by librarians for specific classes	3.10	3.59
How important is each service or resource to you? How satisfied are you with the way the library provides each service or resource?	Graduate Student Importance	Graduate Student Satisfaction
Quiet study areas	3.75	2.93
Online research/subject guides (LibGuides)	3.69	3.31
Group study rooms	3.45	3.20
Electronic books	3.43	3.18

*The scale is 1–4 with 4 being high.

Since the library's annual goal was to "improve the research and teaching experience of faculty and graduate students by creating positive associations with the library," it was desirable to measure the library's impact on faculty and graduate student research and teaching. LQ does not measure impact, so the library included two impact items in LPSS. The first impact question asked respondents about the level of contribution the library makes on their various teaching and research activities. The majority of both faculty and graduate student respondents indicated that the library makes no or very little contribution to keeping current in their fields; finding information in new areas; being a more effective and productive researcher; helping make more efficient use of their time; and, for faculty, enriching their students' learning experiences. The second impact question asked respondents to reflect on their most recent research projects and to describe the impact of library services and resources on their respective projects. One hundred fifty-four (154) survey takers left 181 distinct comments. When parsed negative or positive, 24 percent of the comments were negative and 76 percent were positive. Faculty and graduate students alike believed the library's services and resources positively impacted their most recent research projects. Specifically, respondents commented, "Our subject librarian, the sizable library collections, and online journal databases make my work significantly easier and more efficient"; "I was able to track down some articles through ILL and access scores of digital articles through the library"; and "There is no way I would have been able to complete

TABLE 6
Comparison of Faculty and Graduate Student Mean Scores* for Library Priorities and Satisfaction Survey Impact Items

What contribution does the library make to:	Faculty Score	Graduate Student Score
Keeping current in your field	1.78	2.11
Finding information in new areas	1.93	2.08
Being a more effective researcher	1.90	1.85
Being a more productive researcher	1.96	1.90
Helping you make more efficient use of your time	2.07	1.98
Enriching your students' learning experiences	1.96	Not included in graduate student survey

*The scale is 1–4 with 4 being high.

my project without the considerable resources of the GSU Library."

Discussion

Survey results from both LQ and LPSS confirmed the library's impression that spaces in the library were not meeting the needs of graduate students. In 2005, prior to the library's renovation, graduate students' mean scores for LQ Library as Place items were low, as shown in Table 3. Scores increased on questions in this section in 2007, but in 2010, scores fell below 2007 levels; in category LP-3, quiet space for individual activities, scores actually fell below 2005 levels. It is not surprising that 2007 levels were higher than 2005 because 2007 was the year that the renovations of the library's spaces were completed and graduate students saw significant improvement in the physical appearance of the library. However, it was too soon for them to have assessed the adequacy of the space for their study and research needs. Three years later, in 2010, scores reflected the graduate students' perceptions that the library does not have quiet study space for their individual activities. Low scores on the statement regarding the library as "a comfortable and inviting location" most likely is a result of graduate students' perceptions that the library is a noisy, undergraduate social gathering space. Similarly, graduate student responses in LPSS revealed that while graduate students rate highly the importance of quiet study areas, their satisfaction with quiet study areas was rated much lower (table 5).

Findings from LPSS also revealed insight into the awareness, importance, and satisfaction of graduate students and faculty with the library›s collections and services.. In one area satisfaction was rated more highly than importance. Faculty and graduate students were highly satisfied with "instruction by librarians for specific classes," but each group ranked it of lower importance. This could indicate a need for more promotion of library instruction classes or could indicate that subject specialists are perhaps spending too much time on teaching classes that faculty and graduate students do not feel are very important to them. Other resources were rated similarly by faculty and graduate students with the exception of electronic books. Graduate students rated the importance of e-books much higher than faculty. However, the number of faculty who rated this resource with "not applicable" indicates they do not know about these resources and/or do not take advantage of them. The results of this part of the survey have been very useful in identifying resources and services that need additional promotion to raise awareness of them with these two user groups, and in beginning to examine the library's service and collection priorities, something that is important especially in light of the library's currently unfavorable budget situation.

Finally, as mentioned previously, LPSS was administered to gauge the impact of the library›s collections

TABLE 7
Comparison of Faculty and Graduate Student Mean Scores* for Selected Library Priorities and Satisfaction Survey Items

How important is each service or resource to you? How satisfied are you with the way the library provides each service or resource?	Faculty Importance	Graduate Student Importance	Faculty Satisfaction	Graduate Student Satisfaction
Electronic books	2.63	3.43	3.06***	3.18
Print journals	3.29	3.24	3.08	3.26
Interlibrary loan	3.68	3.18	3.65	3.31
In-person assistance from a librarian	3.10	3.46	3.42	3.46
One-on-one research appointment with a librarian	2.46	2.93**	3.67***	3.52***
Instruction by librarians for specific GSU classes	3.10	3.19	3.59	3.48

*The scale is 1–4 with 4 being high.

**One-third or more of respondents answered "not aware of this" for this item, which should be considered along with the score.

***One-third or more of respondents answered "not applicable" for this item, which should be considered along with the score. One-third or more of respondents do not know about the service and/or do not take advantage of the service.

and services on faculty and graduate students, something LQ does not do. Interestingly, the two impact questions included in LPSS provided contradictory results. Responses to the first impact question indicated that the majority of both faculty and graduate student respondents believe that the library makes no or very little impact on their teaching and research activities (see table 6). Responses to the second impact question showed that faculty and graduate students alike think the library's services and resources positively impacted their latest research projects. One explanation for the contradictory findings to the two impact questions is that there is disconnect between graduate student and faculty perceptions of ongoing support versus one-time, point-of-need support. For example, a graduate student appreciated that a subject librarian showed him how to subscribe to database search alerts during a research project (point-of-need), but forgets that the library provides the database (ongoing). The graduate student can reflect positively on the point-of-need experience, but does not recognize the ongoing support, and therefore does not give it a positive score. Another possible explanation for the findings is the wording of the questions. The first impact question suggested that the library could make the respondent more currently aware, effective, productive, and efficient. The second impact question focused on the researcher's latest project. The second impact question might have been interpreted as less offensive than the first, leading to a more positive reaction.

Conclusion

Based on the survey findings, the library has been focusing on three areas. The first is following up with graduate students on their study space preferences. The library led focus groups with graduate students, allowing them to discuss how they use space in the library and what their ideal library space would be like. The library also conducted a usage study on the library's fifty-seat quiet study room to investigate whether to convert it to a graduate-student-only study room. Findings showed that converting the room would not be a good solution, but the information collected gave the library other ideas to consider. These include moving all furniture conducive to group study from the library›s designated silent floor in order to make it quieter, and converting a smaller room in the library to graduate-student-only space while making no changes to the current quiet study room.

Another finding the library has chosen to concentrate on is faculty and graduate students' lack of awareness of some library services and resources. By asking about their communication preferences in LPSS, the library learned how better to market the identified services and resources. As a result, the library's creative manager has incorporated some faculty and graduate student communication preferences into the library's 2011 marketing plan. Additionally, the library has made an effort to reach out to faculty and graduate students using new methods, such as monthly seminars for faculty and a coffee reception for graduate students.

One awareness finding in particular, the library blog, has prompted the library to make improvements to the blog. In the past, library employees' blog posts primarily were announcements about new databases, reference titles, and the library's hours. Now, in addition to announcements, library employees regularly post content that highlights the research interests and scholarly activities of faculty and graduate students. The library launched a redesigned website in August 2010 and made the blog a prominent feature of the home page. These changes have resulted in greater awareness and increased readership. During calendar year 2009, the blog received 5,816 visits and 11,250 page views. In 2010, there were 39,465 visits and 67,842 page views, increases of 579 percent and 503 percent, respectively.

A final area of focus for the library is to conduct discussions with faculty. The library plans to talk to faculty about their research activities and processes in order to better understand the discrepancy between the two LPSS impact questions.

For libraries considering developing their own customized survey instruments, the major suggestion is to partner with the campus office of institutional research or a similar unit. This office employs experts in survey design who can help compose survey items that improve clarity, eliminate bias, and promote survey completion. Additionally, the office may be able to help schedule the survey to improve the response rate, draw random samples from populations, administer the survey, and analyze the results.

Administering two surveys simultaneously was the right decision for Georgia State University Library. The library gathered the relevant information needed for its annual institutional effectiveness report, while also continuing to track trends in service

quality over time. Another benefit was eliminating the potential for survey fatigue among faculty and graduate students. If the library had not chosen to run two different surveys at the same time, another survey would have been sent to the same populations next year, with the possibility that some individuals would be asked to complete a second library survey within a short timeframe. Receiving the survey results at the same time allowed for useful comparisons of responses, and data from both surveys has helped to inform the library's plans for future use and user studies and awareness, space, and service improvements.

Appendix 1
Library Priorities and Satisfaction Survey—Faculty

1. If the book you need for your work is not available or on the shelf in the University Library, what do you do?	Never	Sometimes	Often	Always	
Recall the book					
Request through interlibrary loan					
Request through GIL Express					
Request the library purchase the book					
Purchase myself					
Borrow from a colleague					
Find another book to use					
Other. Please specify:					
2. What contribution does the library make to:	1 No Contribution at all	2	3	4 Major Contribution	
Keeping current in your field					
Finding information in new areas					
Being a more effective researcher					
Being a more productive researcher					
Helping you make more efficient use of your time					
Enriching your students' learning experiences					
3. How important is each service or resource to you?	1 Not at all important	2	3	4 Essential	Not aware of this
Electronic books					
Print journals					
Library news blog					
Subject librarians					
Special Collections & Archives					

3. How important is each service or resource to you?	1 Not at all important	2	3	4 Essential	Not aware of this
Center for Research Libraries					
Digital desktop delivery of articles					
Interlibrary Loan					
GIL Express					
In-person assistance from a librarian					
Online assistance from a librarian (Ask A Librarian)					
One-on-one research appointment with a librarian					
Instruction by librarians for specific GSU classes					
Instruction by librarians not specific to GSU classes (e.g., EndNote workshops)					
4. How satisfied are you with the way the library provides each service or resource?	1 Not at all satisfied	2	3	4 Very satisfied	NA
Electronic books					
Print journals					
Library news blog					
Subject librarians					
Special Collections & Archives					
Center for Research Libraries					
Digital desktop delivery of articles					
Interlibrary Loan					
GIL Express					
In-person assistance from a librarian					
Online assistance from a librarian (Ask A Librarian)					
One-on-one research appointment with a librarian					
Instruction by librarians for specific GSU classes					
Instruction by librarians not specific to GSU classes (e.g., EndNote workshops)					

5. Please rate your overall satisfaction with the library.

1 Not at all satisfied	2	3	4	5	6 Very satisfied

6. Thinking about your last research project, tell us about the impact library services and resources made on that project.

7. How would you like to learn about library services and resources? Choose your preferences below. Choose all that apply.
❒ Colleagues/Friends
❒ Campus email from Mailgroup Postmaster
❒ Library blogs
❒ Library brochures
❒ Your subject librarian
❒ Library instruction sessions
❒ Library programs/events
❒ Library service desk
❒ Library website
❒ Displays/exhibits on Library North 1
❒ The Signal
❒ Stall Times
❒ The GSU home page banner
❒ Twitter
❒ Facebook
❒ iTunesU
❒ YouTube
❒ Other. Please specify:

8. Have you visited the physical library buildings during the last calendar year?
❒ Yes
❒ No [SKIP LOGIC. If no, skip to 8.A.]
❒ I do not wish to answer.

8.A. [If answered no to question 8:] Why haven't you visited the library?

9. While there are challenges to implementing any new service or resource, the library remains interested in knowing what services and resources that you find useful, beyond what is already provided. Of the following, please choose the ONE item you would find most useful.
❒ A request/delivery service for print materials to be delivered to your department
❒ A request/hold service for books to be retrieved and set aside for you to pick up at the library
❒ A dedicated room in the library that you can use to meet with students
❒ A service through which the library will obtain the research resources you request within 48 hours
❒ Other. Please specify:

Please answer a few questions about yourself.
10. Sex:
❒ Female
❒ Male

11. Ethnicity:
❒ American Indian
❒ Asian
❒ Black

- ❒ Latino/a
- ❒ Multiracial
- ❒ Pacific Islander/Native Hawaii
- ❒ White
- ❒ Other

12. Age: _____

13. Discipline:
- ❒ Business
- ❒ Communication/Journalism
- ❒ Education
- ❒ Health Sciences
- ❒ Humanities
- ❒ Interdisciplinary Studies
- ❒ Performing and Fine Arts
- ❒ Policy Studies
- ❒ Science/Math/Computer Science
- ❒ Social Sciences/Psychology

14. Position: Select the option that BEST describes you.
- ❒ Adjunct
- ❒ Lecturer
- ❒ Instructor
- ❒ Assistant Professor
- ❒ Associate Professor
- ❒ Professor
- ❒ Other academic status

15. Are you:
- ❒ Non-tenure track
- ❒ Tenure track
- ❒ Tenured

16. Please enter any comments you wish to share about the library.

Appendix 2
Library Priorities and Satisfaction Survey—Graduate Students

1. If the book you need for your work is not available or on the shelf in the University Library, what do you do?	Never	Sometimes	Often	Always
Recall the book				
Request through interlibrary loan				
Request through GIL Express				
Request the library purchase the book				
Purchase myself				
Borrow from a colleague				
Find another book to use				
Other. Please specify:				
2. What contribution does the library make to:	1 No contribution at all	2	3	4 Major contribution
Keeping current in your field				
Finding information in new areas				
Being a more effective researcher				
Being a more productive researcher				
Helping you make more efficient use of your time				

3. How important is each service or resource to you?	1 Not at all important	2	3	4 Essential	Not aware of this
Electronic books					
Print journals					
Online research/subject guides					
Library news blog					
Subject librarians					
Special Collections & Archives					
Center for Research Libraries					
Interlibrary Loan					
GIL Express					
In-person assistance from a librarian					
Online assistance from a librarian (Ask A Librarian)					

3. How important is each service or resource to you?	1 Not at all important	2	3	4 Essential	Not aware of this
One-on-one research appointment with a librarian					
Instruction by librarians for specific GSU classes					
Instruction by librarians not specific to GSU classes (e.g., EndNote workshops)					
Group study rooms					
Quiet study areas					
4. How satisfied are you with the way the library provides each service or resource?	1 Not at all satisfied	2	3	4 Very Satisfied	NA
Electronic books					
Print journals					
Online research/subject guides					
Library news blog					
Subject librarians					
Special Collections & Archives					
Center for Research Libraries					
Interlibrary Loan					
GIL Express					
In-person assistance from a librarian					
Online assistance from a librarian (Ask A Librarian)					
One-on-one research appointment with a librarian					
Instruction by librarians for specific GSU classes					
Instruction by librarians not specific to GSU classes (e.g., EndNote workshops)					
Group study rooms					
Quiet study areas					

5. Please rate your overall satisfaction with the library.

1 Not at all satisfied	2	3	4	5	6 Very satisfied

6. Thinking about your last research project, tell us about the impact library services and resources made on that project.

7. How would you like to learn about library services and resources? Choose your preferences below. Choose all that apply.

❒ Colleagues/Friends
❒ Campus email from Mailgroup Postmaster
❒ Library blogs
❒ Library brochures
❒ Your subject librarian
❒ Library instruction sessions
❒ Library programs/events
❒ Library service desk
❒ Library website
❒ Displays/exhibits on Library North 1
❒ The Signal
❒ Stall Times
❒ The GSU home page banner
❒ Twitter
❒ Facebook
❒ iTunesU
❒ YouTube
❒ Other. Please specify:

8. Have you visited the physical library buildings during the last calendar year?

❒ Yes
❒ No [SKIP LOGIC. If no, skip to 8.A.]
❒ I do not wish to answer.

8.A. [If answered no to question 8:] Why haven't you visited the library?

9. Please rate your satisfaction with study space in the library.

1 Not at all satisfied	2	3	4 Very satisfied

10. Please share your comments about study space within the library.

11. While there are challenges to implementing any new service or resource, the library remains interested in knowing what services and resources that you find useful, beyond what is already provided. Of the following, please choose the ONE item you would find most useful.

❒ Study area in the library specifically for graduate students
❒ A request/delivery service for print materials to be delivered to your department
❒ A request/hold service for books to be retrieved and set aside for you to pick up at the library
❒ A dedicated room in the library that you can use to meet with students you teach
❒ A service through which the library will obtain the research resources you request within 48 hours
❒ Other. Please specify:

Please answer a few questions about yourself.

12. Sex:
❒ Female
❒ Male

13. Ethnicity:
❒ American Indian
❒ Asian
❒ Black
❒ Latino/a
❒ Multiracial
❒ Pacific Islander/Native Hawaii
❒ White
❒ Other

14. Age: _____

15. Discipline:
❒ Business
❒ Communication/Journalism
❒ Education
❒ Health Sciences
❒ Humanities
❒ Interdisciplinary Studies
❒ Performing and Fine Arts
❒ Policy Studies
❒ Science/Math/Computer Science
❒ Social Sciences/Psychology

16. Position: Select the option that BEST describes you.
❒ Master
❒ Doctoral
❒ Non-degree or undecided
❒ Other academic status

17. Are you a GRA or GTA?
❒ Yes
❒ No

18. Please enter any comments you wish to share about the library.

Notes

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