

LIBQUAL survey results for the George A. Smathers Libraries for 2004 and 2005.

Stephanie's note: LIBQUAL was created by the Association of Research Libraries in cooperation with the University of Texas to help academic libraries measure the services they offer. They are intended to graphically show the user community's minimum, desired, and perceived levels of service. The complete 2004 report is available at http://web.uflib.ufl.edu/Admin/libcouncil/Agenda/LIBQUAL_interpret.pdf; the 2005 has not yet been posted. I have provided the introduction to the survey (below) and the summary pages for both studies.

What is LibQUAL+™?

LibQUAL+™ is a suite of services that libraries use to solicit, track, understand, and act upon users' opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program's centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library. The goals of LibQUAL+™ are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

As of spring 2005, more than 600 libraries have participated in the LibQUAL+™ survey, including colleges and universities, community colleges, health sciences and hospital/medical libraries, law libraries, and public libraries—some through various consortia, others as independent participants. LibQUAL+™ has expanded internationally, with participating institutions in Canada, the U.K., and Europe, and has been translated into a number of languages, including French, Swedish, Dutch, and Afrikaans. The growing LibQUAL+™ community of participants and its extensive dataset are rich resources for improving library services.

How will LibQUAL+™ benefit your library?

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

- Institutional data and reports that enable you to assess whether your library services are meeting user expectations
- Aggregate data and reports that allow you to compare your library's performance with that of peer institutions
- Workshops designed for participants
- Access to an online library of LibQUAL+™ research articles

- The opportunity to become part of a community interested in developing excellence in library services

How does LibQUAL+™ benefit your library users?

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

How is the LibQUAL+™ survey conducted?

Conducting the LibQUAL+™ survey requires little technical expertise on your part. You invite your users to take the survey, distributing the URL for your library's Web form via e-mail. Respondents complete the survey form and their answers are sent to a central database. The data are analyzed and presented to you in reports describing your users' desired, perceived, and minimum expectations of service.

What are the origins of the LibQUAL+™ survey?

The LibQUAL+™ survey evolved from a conceptual model based on the SERVQUAL instrument, a popular tool for 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).

(Stephanie's notes on the surveys: The radar charts for the 2004 survey on p. 2004:23 and for the 2005 survey on p.2005: 24 are graphic summaries of user perceptions of minimum, desired, and achieved levels of service. Each axis relates to a specific question in one of three areas: Information Control, Affect of Service, and Library as Place. The questions are listed on the pages following the radar charts. In 2004, while no services achieved the desired level, the affect of service (shown in blue) was perceived greater than the minimum level of service. Most aspects of information control and library as place were also perceived as greater than minimum. The exceptions being access to electronic resources from home or office, navigable library Web sites, and print/electronic journal collections required for work. In 2005, all of the factors in both information control and library as place were perceived as less than the minimum. The Affect of Service was again perceived as greater than the minimum. One would surmise that the closing of Library West for renovation had a major and detrimental impact on the perceptions of service quality.)

LIBQUAL 2004 Survey Results Summary

2 Demographic Summary for University of Florida, George A. Smathers Libraries

2.1 Respondents by User Group

User Group	Respondent n	Respondent %
Undergraduate		
First year	33	8.73%
Second year	32	8.47%
Third year	52	13.76%
Fourth year	51	13.49%
Fifth year and above	16	4.23%
Non-degree	1	0.26%
Sub Total:	185	48.94%
Graduate		
Masters	46	12.17%
Doctoral	70	18.52%
Non-degree or Undecided	2	0.53%
Sub Total:	118	31.22%
Faculty		
Adjunct Faculty	2	0.53%
Assistant Professor	13	3.44%
Associate Professor	21	5.56%
Lecturer	2	0.53%
Professor	24	6.35%
Other Academic Status	11	2.91%
Sub Total:	73	19.31%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	1	0.26%
Public Services	0	0.00%
Systems	0	0.00%
Technical Services	0	0.00%
Other	0	0.00%
Sub Total:	1	0.26%
Staff		
Research Staff	1	0.26%
Other staff positions	0	0.00%
Sub Total:	1	0.26%
Total:	378	100.00%

Language: American English

Institution Type: College or University

Consortium: State University Libraries of Florida

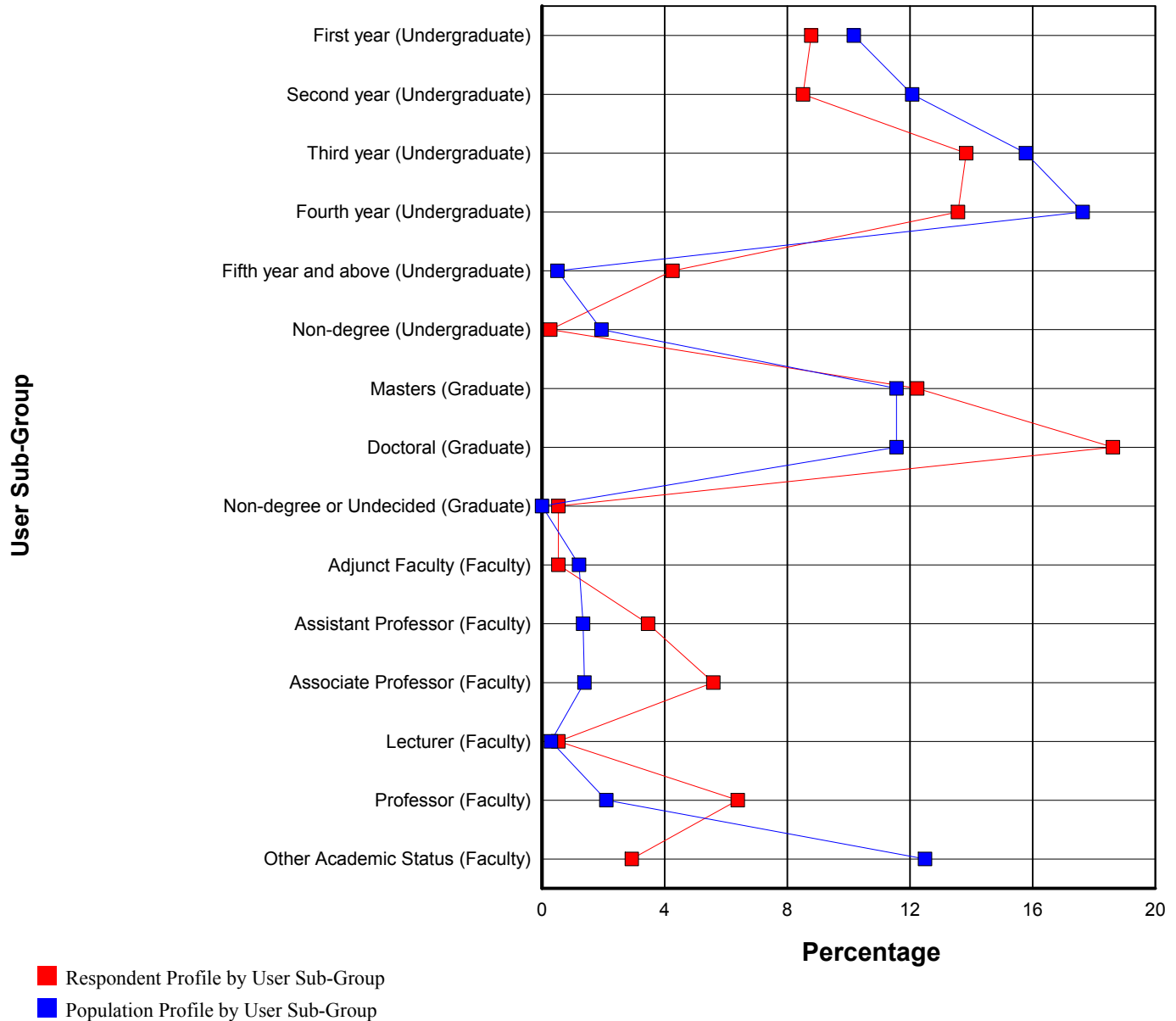
User Group: All

2.2 Population and Respondents by User Sub-Group

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

The chart maps percentage of respondents for each user subgroup in red. Population percentages for each user subgroup are mapped in blue. The table shows the number and percentage for each user subgroup 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.*



User Sub-Group	Population N	Population %	Respondents n	Respondents %	%N - %n
First year (Undergraduate)	6,105	10.17%	33	8.78%	1.39%
Second year (Undergraduate)	7,249	12.07%	32	8.51%	3.56%
Third year (Undergraduate)	9,477	15.78%	52	13.83%	1.95%
Fourth year (Undergraduate)	10,587	17.63%	51	13.56%	4.06%
Fifth year and above (Undergraduate)	302	0.50%	16	4.26%	-3.75%
Non-degree (Undergraduate)	1,163	1.94%	1	0.27%	1.67%
Masters (Graduate)	6,941	11.56%	46	12.23%	-0.68%
Doctoral (Graduate)	6,941	11.56%	70	18.62%	-7.06%
Non-degree or Undecided (Graduate)	0	0.00%	2	0.53%	-0.53%
Adjunct Faculty (Faculty)	724	1.21%	2	0.53%	0.67%
Assistant Professor (Faculty)	805	1.34%	13	3.46%	-2.12%
Associate Professor (Faculty)	829	1.38%	21	5.59%	-4.20%
Lecturer (Faculty)	174	0.29%	2	0.53%	-0.24%
Professor (Faculty)	1,259	2.10%	24	6.38%	-4.29%
Other Academic Status (Faculty)	7,501	12.49%	11	2.93%	9.56%
Total:	60,057	100.00%	376	100.00%	0.00%

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Consortium: State University Libraries of Florida

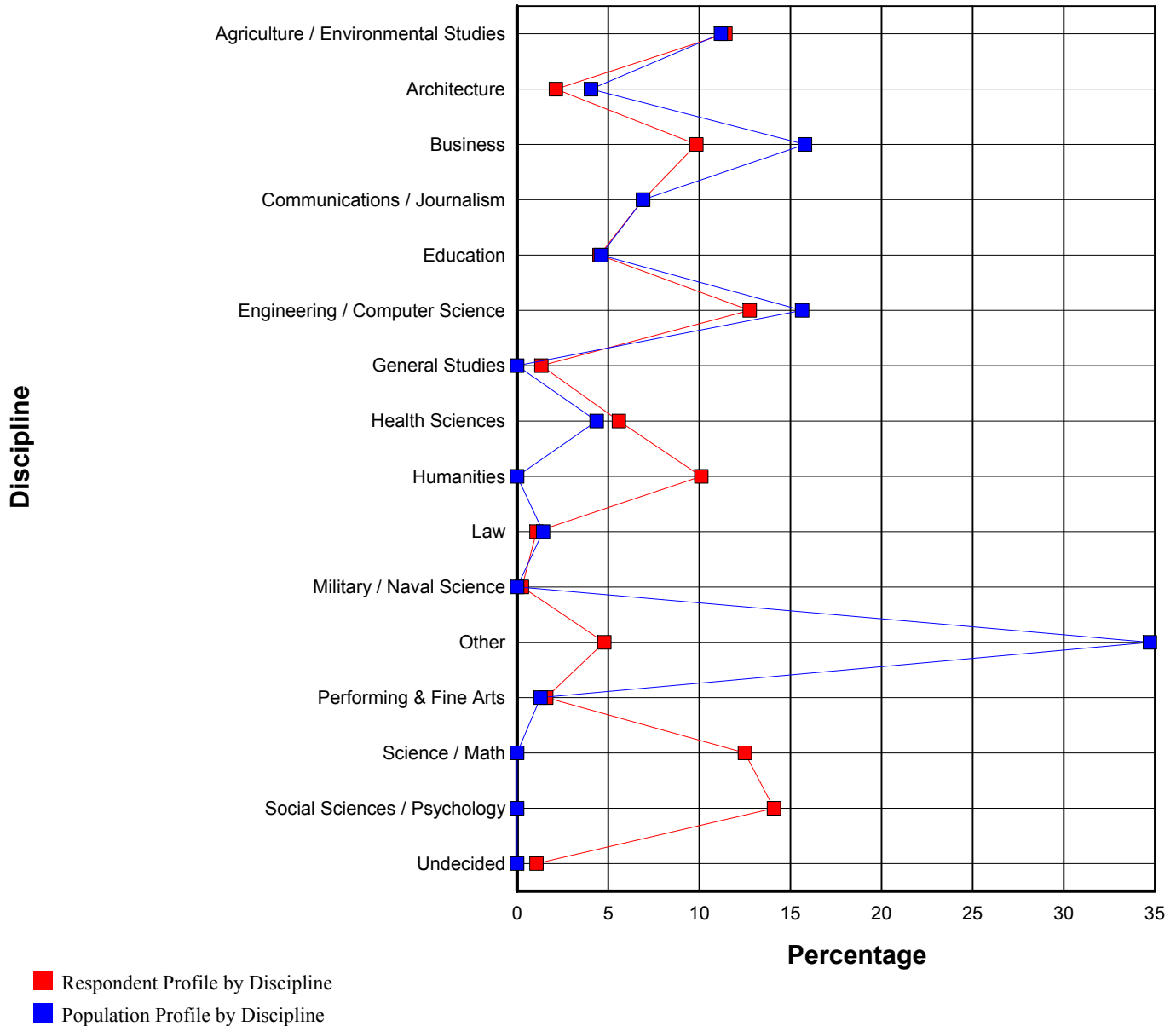
User Group: All (Excluding Library Staff, Staff)

2.3 Population and Respondents by Standard Discipline

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	4,688	11.18%	43	11.44%	-0.25%
Architecture	1,699	4.05%	8	2.13%	1.93%
Business	6,625	15.81%	37	9.84%	5.96%
Communications / Journalism	2,896	6.91%	26	6.91%	-0.01%
Education	1,927	4.60%	17	4.52%	0.08%
Engineering / Computer Science	6,557	15.64%	48	12.77%	2.88%
General Studies	0	0.00%	5	1.33%	-1.33%
Health Sciences	1,830	4.37%	21	5.59%	-1.22%
Humanities	0	0.00%	38	10.11%	-10.11%
Law	598	1.43%	4	1.06%	0.36%
Military / Naval Science	0	0.00%	1	0.27%	-0.27%
Other	14,559	34.73%	18	4.79%	29.95%
Performing & Fine Arts	538	1.28%	6	1.60%	-0.31%
Science / Math	0	0.00%	47	12.50%	-12.50%
Social Sciences / Psychology	0	0.00%	53	14.10%	-14.10%
Undecided	0	0.00%	4	1.06%	-1.06%
Total:	41,917	100.00%	376	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: State University Libraries of Florida

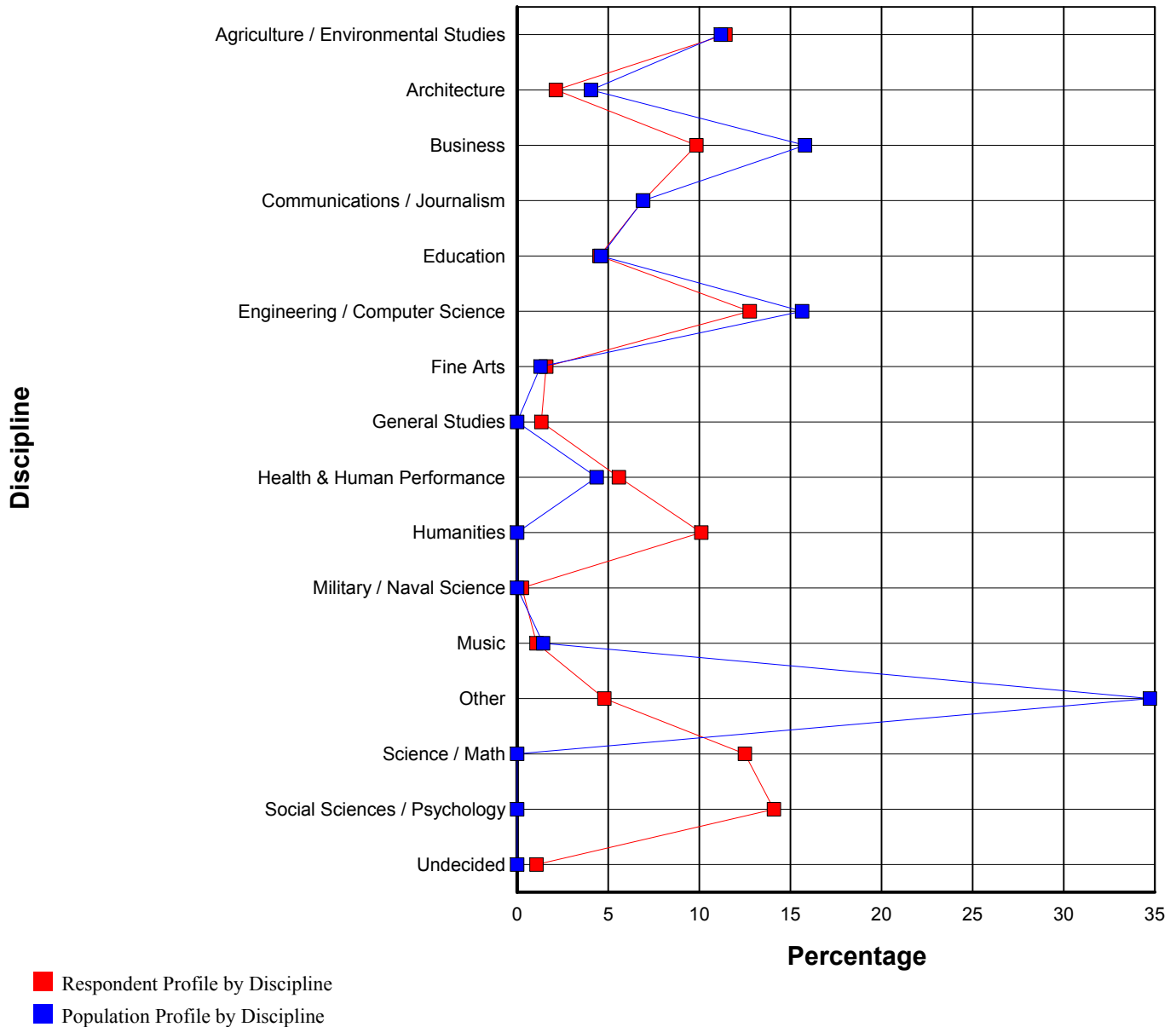
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	4,688	11.18%	43	11.44%	-0.25%
Architecture	1,699	4.05%	8	2.13%	1.93%
Business	6,625	15.81%	37	9.84%	5.96%
Communications / Journalism	2,896	6.91%	26	6.91%	-0.01%
Education	1,927	4.60%	17	4.52%	0.08%
Engineering / Computer Science	6,557	15.64%	48	12.77%	2.88%
Fine Arts	538	1.28%	6	1.60%	-0.31%
General Studies	0	0.00%	5	1.33%	-1.33%
Health & Human Performance	1,830	4.37%	21	5.59%	-1.22%
Humanities	0	0.00%	38	10.11%	-10.11%
Military / Naval Science	0	0.00%	1	0.27%	-0.27%
Music	598	1.43%	4	1.06%	0.36%
Other	14,559	34.73%	18	4.79%	29.95%
Science / Math	0	0.00%	47	12.50%	-12.50%
Social Sciences / Psychology	0	0.00%	53	14.10%	-14.10%
Undecided	0	0.00%	4	1.06%	-1.06%
Total:	41,917	100.00%	376	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: State University Libraries of Florida

User Group: All (Excluding Library Staff, Staff)

2.5 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	159	42.18%
23 - 30	98	25.99%
31 - 45	55	14.59%
46 - 65	63	16.71%
Over 65	2	0.53%
Total:	377	100.00%

2.6 Population and Respondent Profiles 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 %
Male	25,754	49.00%	175	46.42%
Female	26,802	51.00%	202	53.58%
Total:	52,556	100.00%	377	100.00%

Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff)

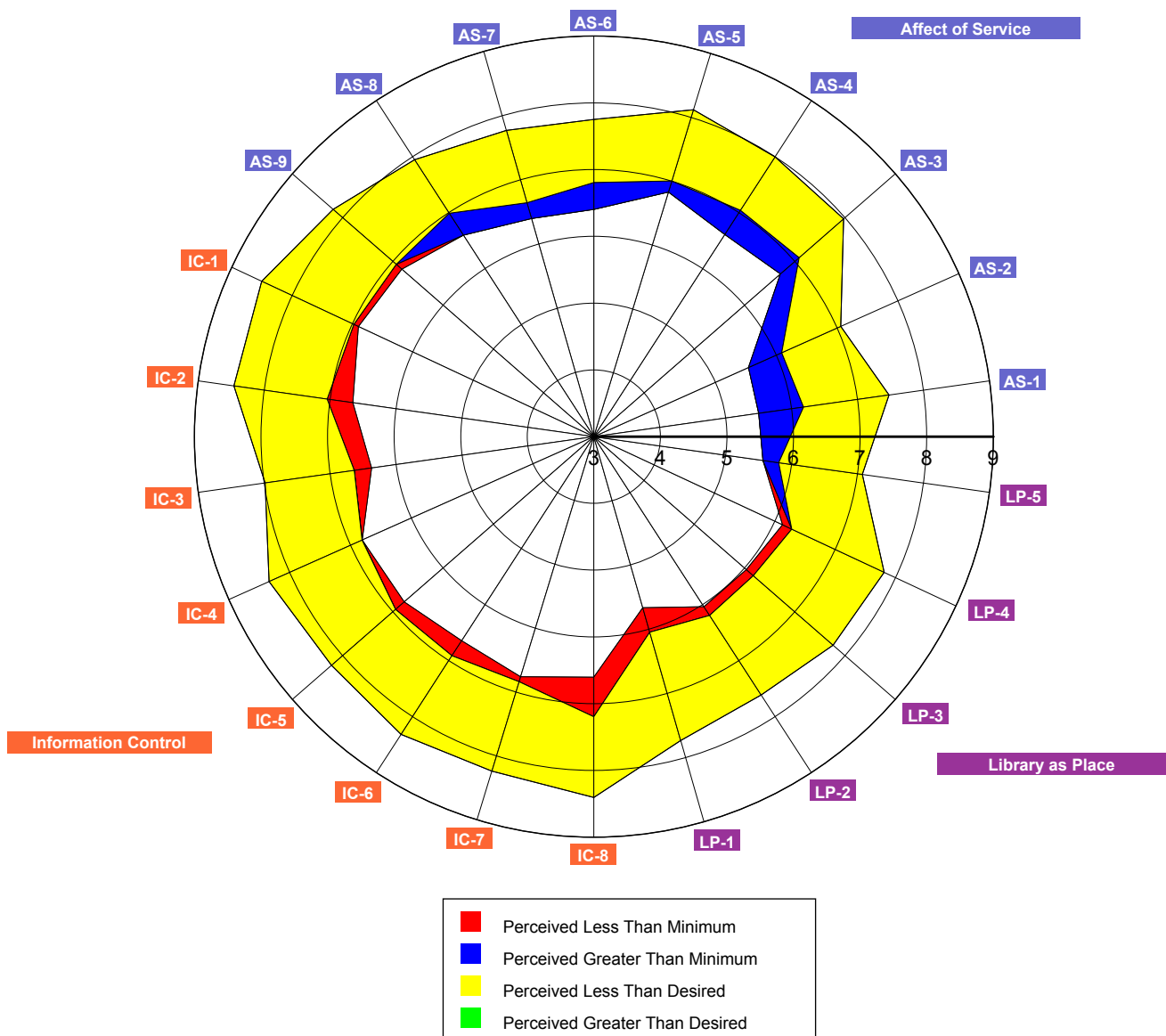
3 Survey Item Summary for University of Florida, George A. Smathers Libraries

3.1 Core Questions Summary

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.50	7.48	6.18	0.68	-1.30	341
AS-2	Giving users individual attention	5.54	7.06	6.09	0.54	-0.97	349
AS-3	Employees who are consistently courteous	6.72	7.97	7.09	0.37	-0.88	365
AS-4	Readiness to respond to users' questions	6.61	8.00	7.05	0.43	-0.95	355
AS-5	Employees who have the knowledge to answer user questions	6.83	8.12	7.01	0.17	-1.11	351
AS-6	Employees who deal with users in a caring fashion	6.40	7.75	6.81	0.40	-0.95	347
AS-7	Employees who understand the needs of their users	6.40	7.77	6.65	0.25	-1.12	345
AS-8	Willingness to help users	6.60	7.95	6.99	0.39	-0.96	339
AS-9	Dependability in handling users' service problems	6.93	8.19	6.82	-0.11	-1.37	305
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.98	8.51	6.90	-0.08	-1.60	371
IC-2	A library Web site enabling me to locate information on my own	7.05	8.46	6.66	-0.39	-1.80	373
IC-3	The printed library materials I need for my work	6.64	7.99	6.37	-0.26	-1.61	340
IC-4	The electronic information resources I need	6.81	8.34	6.81	0.00	-1.53	358
IC-5	Modern equipment that lets me easily access needed information	6.95	8.22	6.77	-0.17	-1.45	363
IC-6	Easy-to-use access tools that allow me to find things on my own	6.91	8.32	6.65	-0.27	-1.67	363
IC-7	Making information easily accessible for independent use	6.84	8.24	6.76	-0.08	-1.48	346
IC-8	Print and/or electronic journal collections I require for my work	7.20	8.40	6.60	-0.59	-1.80	331
Library as Place							
LP-1	Library space that inspires study and learning	6.05	7.74	5.67	-0.38	-2.07	345
LP-2	Quiet space for individual activities	6.19	7.61	6.04	-0.16	-1.58	340
LP-3	A comfortable and inviting location	6.18	7.76	6.04	-0.14	-1.73	353
LP-4	A getaway for study, learning, or research	6.28	7.81	6.13	-0.15	-1.68	330
LP-5	Community space for group learning and group study	5.57	7.07	5.81	0.24	-1.27	283
Overall:		6.51	7.96	6.57	0.05	-1.39	377

Language: American English
Institution Type: College or University
Consortium: State University Libraries of Florida
User Group: All (Excluding Library Staff)

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	1.87	1.57	1.84	2.21	2.07	341
AS-2	Giving users individual attention	2.02	1.88	1.93	2.10	1.98	349
AS-3	Employees who are consistently courteous	1.74	1.40	1.69	2.22	1.87	365
AS-4	Readiness to respond to users' questions	1.69	1.34	1.68	2.07	1.81	355
AS-5	Employees who have the knowledge to answer user questions	1.67	1.31	1.60	2.10	1.78	351
AS-6	Employees who deal with users in a caring fashion	1.81	1.50	1.68	2.06	1.89	347
AS-7	Employees who understand the needs of their users	1.84	1.54	1.81	2.26	1.96	345
AS-8	Willingness to help users	1.83	1.42	1.78	2.07	1.87	339
AS-9	Dependability in handling users' service problems	1.72	1.27	1.79	2.01	1.77	305
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.01	1.75	2.13	1.84	371
IC-2	A library Web site enabling me to locate information on my own	1.63	1.09	1.71	2.17	1.80	373
IC-3	The printed library materials I need for my work	1.73	1.46	1.84	2.33	2.16	340
IC-4	The electronic information resources I need	1.52	1.07	1.42	1.77	1.54	358
IC-5	Modern equipment that lets me easily access needed information	1.60	1.26	1.66	2.05	1.85	363
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.18	1.64	2.11	1.89	363
IC-7	Making information easily accessible for independent use	1.58	1.16	1.63	2.13	1.90	346
IC-8	Print and/or electronic journal collections I require for my work	1.54	1.18	1.77	2.08	1.91	331
Library as Place							
LP-1	Library space that inspires study and learning	2.01	1.79	2.10	2.81	2.55	345
LP-2	Quiet space for individual activities	2.18	2.00	2.07	2.93	2.62	340
LP-3	A comfortable and inviting location	1.98	1.58	2.12	2.80	2.49	353
LP-4	A getaway for study, learning, or research	2.03	1.82	2.02	2.74	2.55	330
LP-5	Community space for group learning and group study	2.36	2.38	2.01	2.84	2.80	283
Overall:		1.30	0.95	1.29	1.67	1.40	377

Language: American English

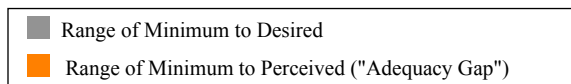
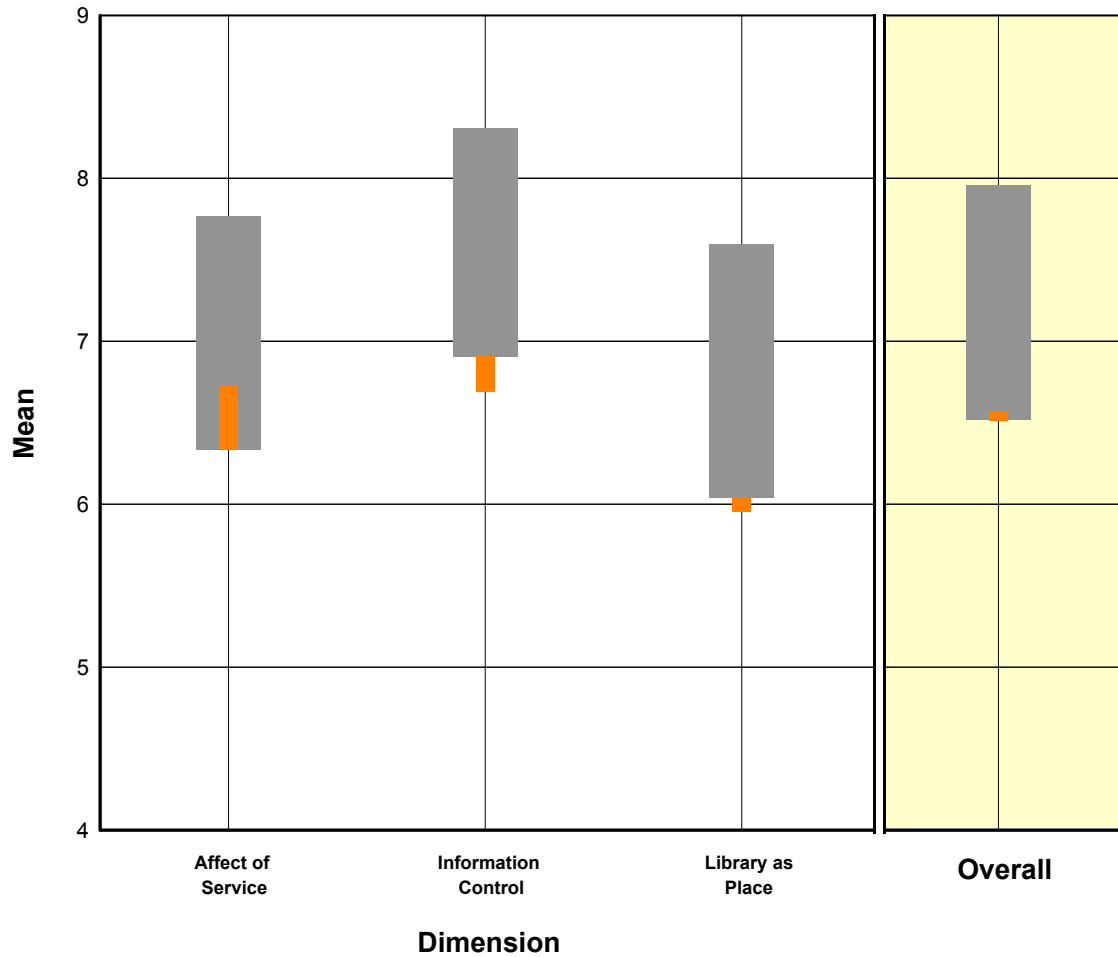
Institution Type: College or University

Consortium: State University Libraries of Florida

User Group: All (Excluding Library Staff)

3.2 Core Question Dimensions Summary

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



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LIBQUAL 2005 Survey Results Summary

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Other Academic Status	11	2.91%
Sub Total:	73	19.31%
Library Staff		
Administrator	0	0.00%
Manager, Head of Unit	1	0.26%
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Systems	0	0.00%
Technical Services	0	0.00%
Other	0	0.00%
Sub Total:	1	0.26%
Staff		
Research Staff	1	0.26%
Other staff positions	0	0.00%
Sub Total:	1	0.26%
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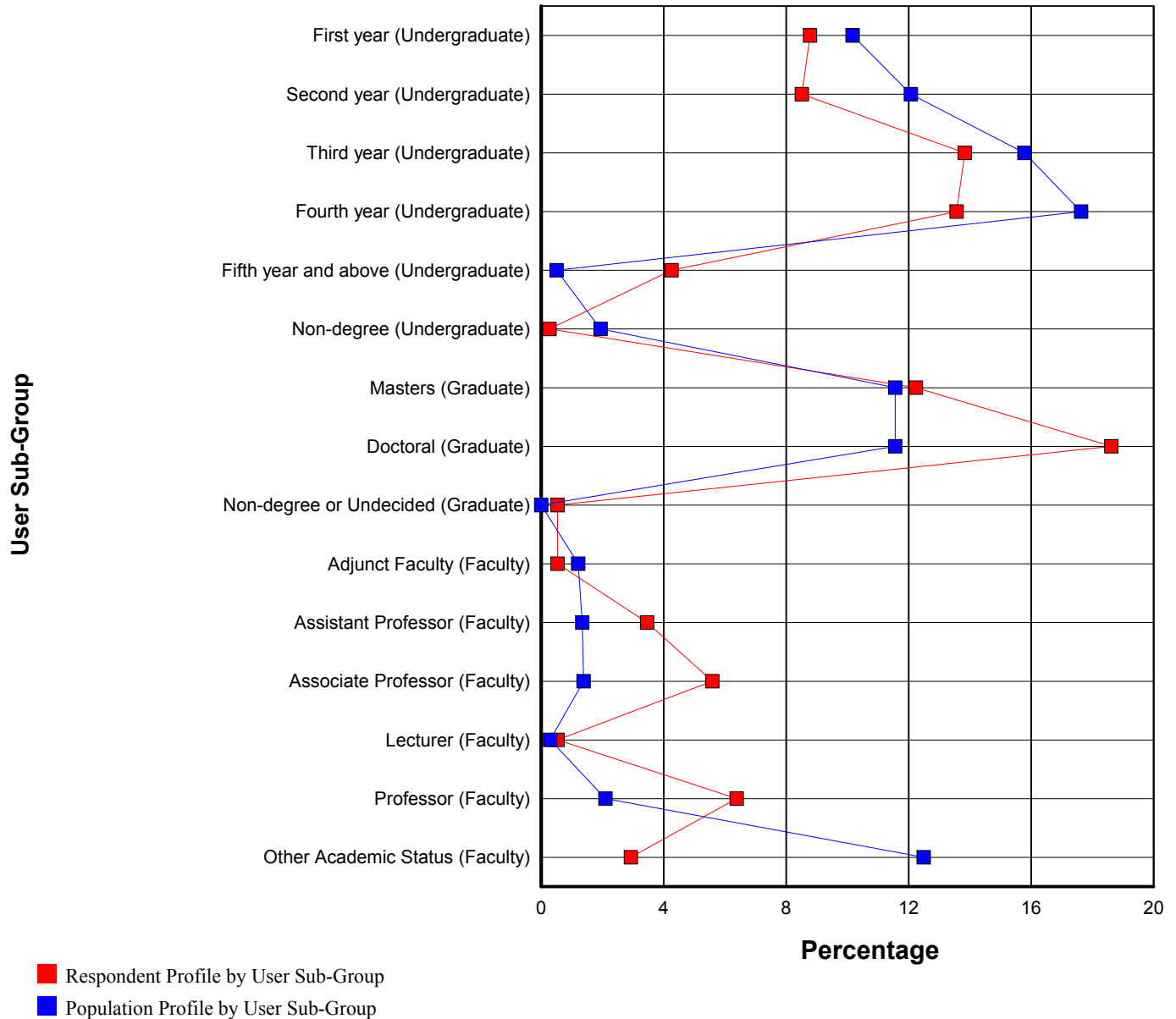
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Masters (Graduate)	6,941	11.56%	46	12.23%	-0.68%
Doctoral (Graduate)	6,941	11.56%	70	18.62%	-7.06%
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Adjunct Faculty (Faculty)	724	1.21%	2	0.53%	0.67%
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Associate Professor (Faculty)	829	1.38%	21	5.59%	-4.20%
Lecturer (Faculty)	174	0.29%	2	0.53%	-0.24%
Professor (Faculty)	1,259	2.10%	24	6.38%	-4.29%
Other Academic Status (Faculty)	7,501	12.49%	11	2.93%	9.56%
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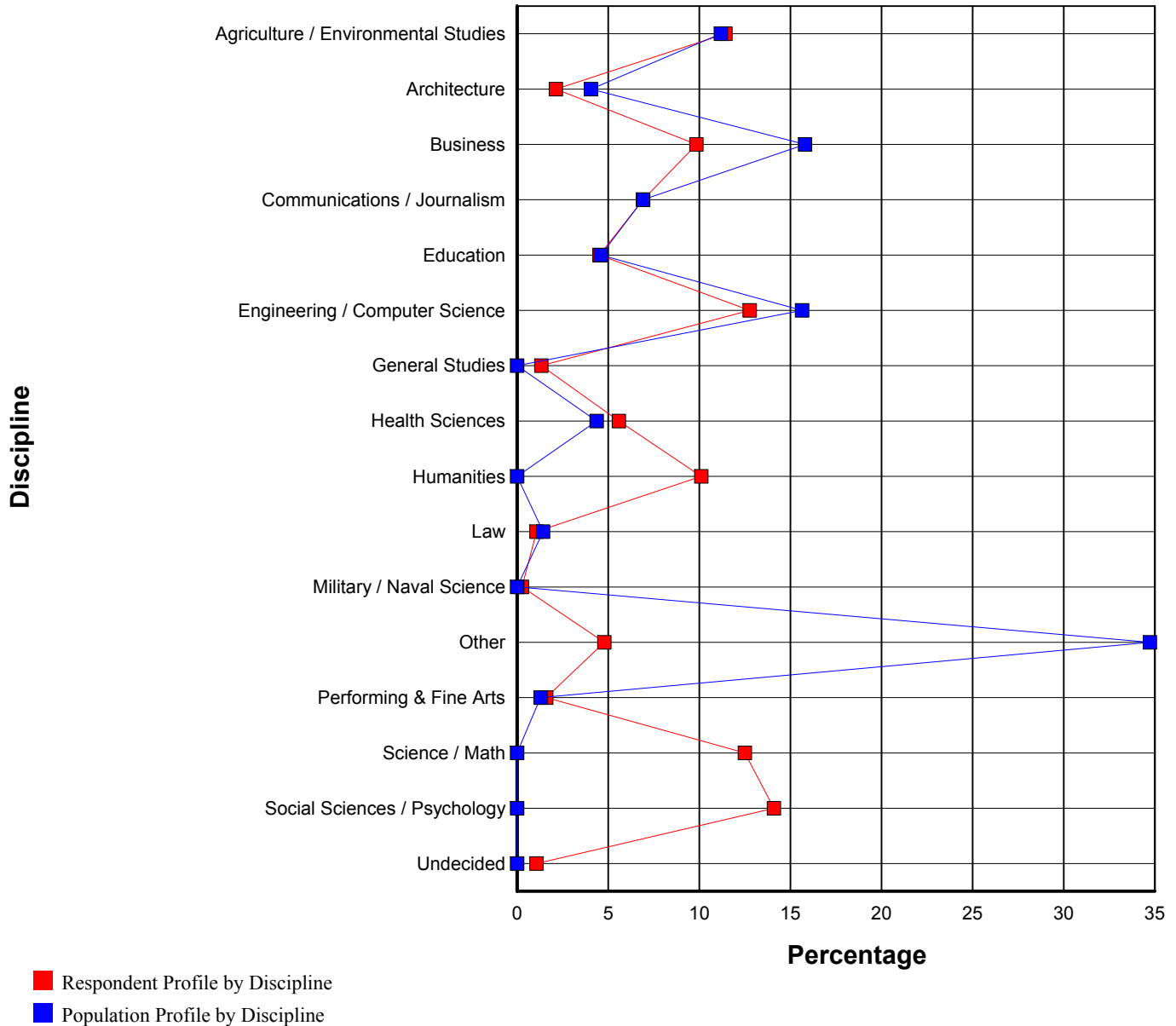
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2.3 Population and Respondents by Standard Discipline

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	4,688	11.18%	43	11.44%	-0.25%
Architecture	1,699	4.05%	8	2.13%	1.93%
Business	6,625	15.81%	37	9.84%	5.96%
Communications / Journalism	2,896	6.91%	26	6.91%	-0.01%
Education	1,927	4.60%	17	4.52%	0.08%
Engineering / Computer Science	6,557	15.64%	48	12.77%	2.88%
General Studies	0	0.00%	5	1.33%	-1.33%
Health Sciences	1,830	4.37%	21	5.59%	-1.22%
Humanities	0	0.00%	38	10.11%	-10.11%
Law	598	1.43%	4	1.06%	0.36%
Military / Naval Science	0	0.00%	1	0.27%	-0.27%
Other	14,559	34.73%	18	4.79%	29.95%
Performing & Fine Arts	538	1.28%	6	1.60%	-0.31%
Science / Math	0	0.00%	47	12.50%	-12.50%
Social Sciences / Psychology	0	0.00%	53	14.10%	-14.10%
Undecided	0	0.00%	4	1.06%	-1.06%
Total:	41,917	100.00%	376	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: State University Libraries of Florida

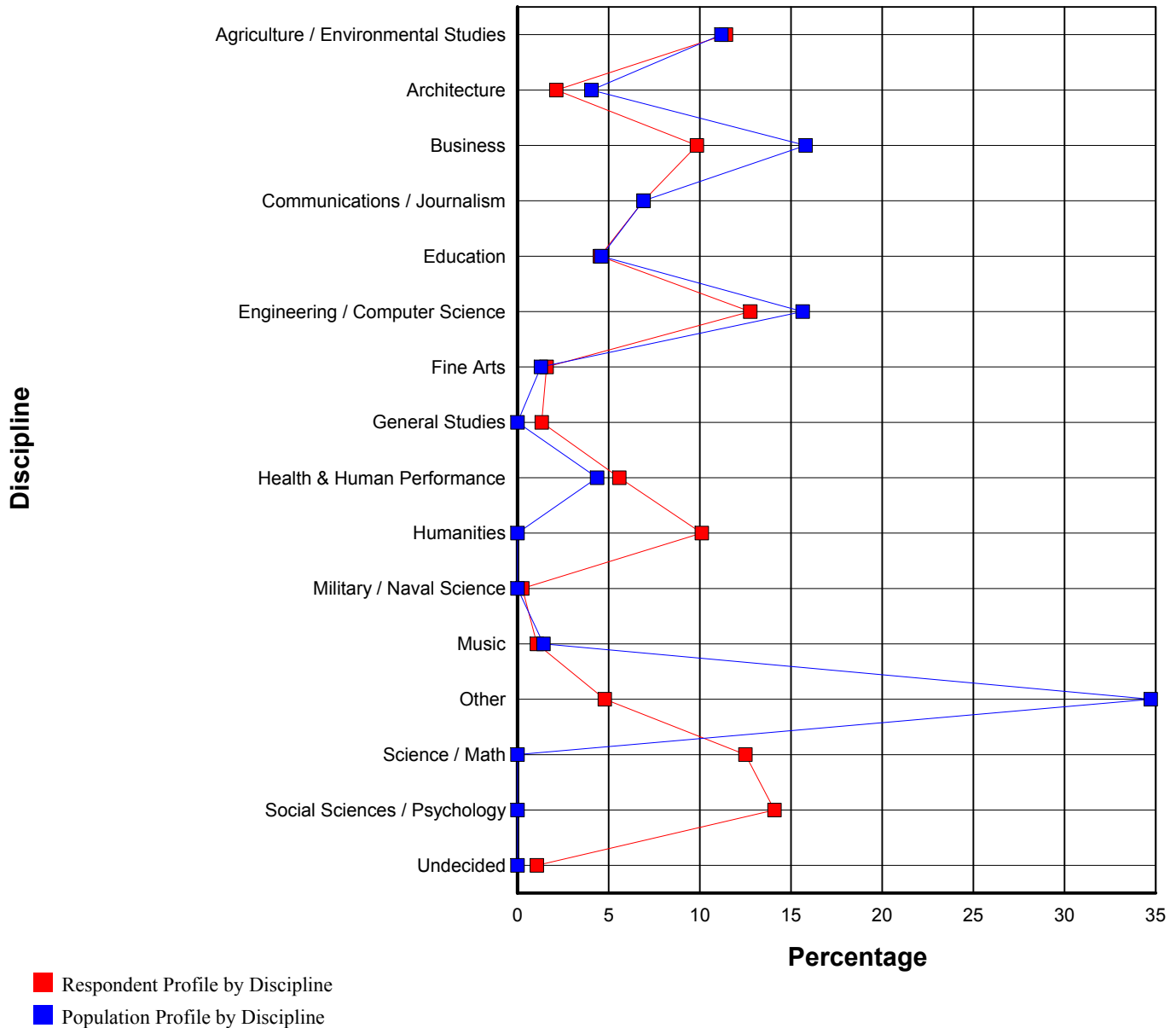
User Group: All (Excluding Library Staff, Staff)

2.4 Population and Respondents by Customized Discipline

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff, Staff)

Discipline	Population N	Population %	Respondents n	Respondents %	%N - %n
Agriculture / Environmental Studies	4,688	11.18%	43	11.44%	-0.25%
Architecture	1,699	4.05%	8	2.13%	1.93%
Business	6,625	15.81%	37	9.84%	5.96%
Communications / Journalism	2,896	6.91%	26	6.91%	-0.01%
Education	1,927	4.60%	17	4.52%	0.08%
Engineering / Computer Science	6,557	15.64%	48	12.77%	2.88%
Fine Arts	538	1.28%	6	1.60%	-0.31%
General Studies	0	0.00%	5	1.33%	-1.33%
Health & Human Performance	1,830	4.37%	21	5.59%	-1.22%
Humanities	0	0.00%	38	10.11%	-10.11%
Military / Naval Science	0	0.00%	1	0.27%	-0.27%
Music	598	1.43%	4	1.06%	0.36%
Other	14,559	34.73%	18	4.79%	29.95%
Science / Math	0	0.00%	47	12.50%	-12.50%
Social Sciences / Psychology	0	0.00%	53	14.10%	-14.10%
Undecided	0	0.00%	4	1.06%	-1.06%
Total:	41,917	100.00%	376	100.00%	0.00%

Language: American English

Institution Type: College or University

Consortium: State University Libraries of Florida

User Group: All (Excluding Library Staff, Staff)

2.5 Respondent Profile by Age

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

Age	Respondents n	Respondents %
Under 18	0	0.00%
18 - 22	159	42.18%
23 - 30	98	25.99%
31 - 45	55	14.59%
46 - 65	63	16.71%
Over 65	2	0.53%
Total:	377	100.00%

2.6 Population and Respondent Profiles 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 %
Male	25,754	49.00%	175	46.42%
Female	26,802	51.00%	202	53.58%
Total:	52,556	100.00%	377	100.00%

Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff)

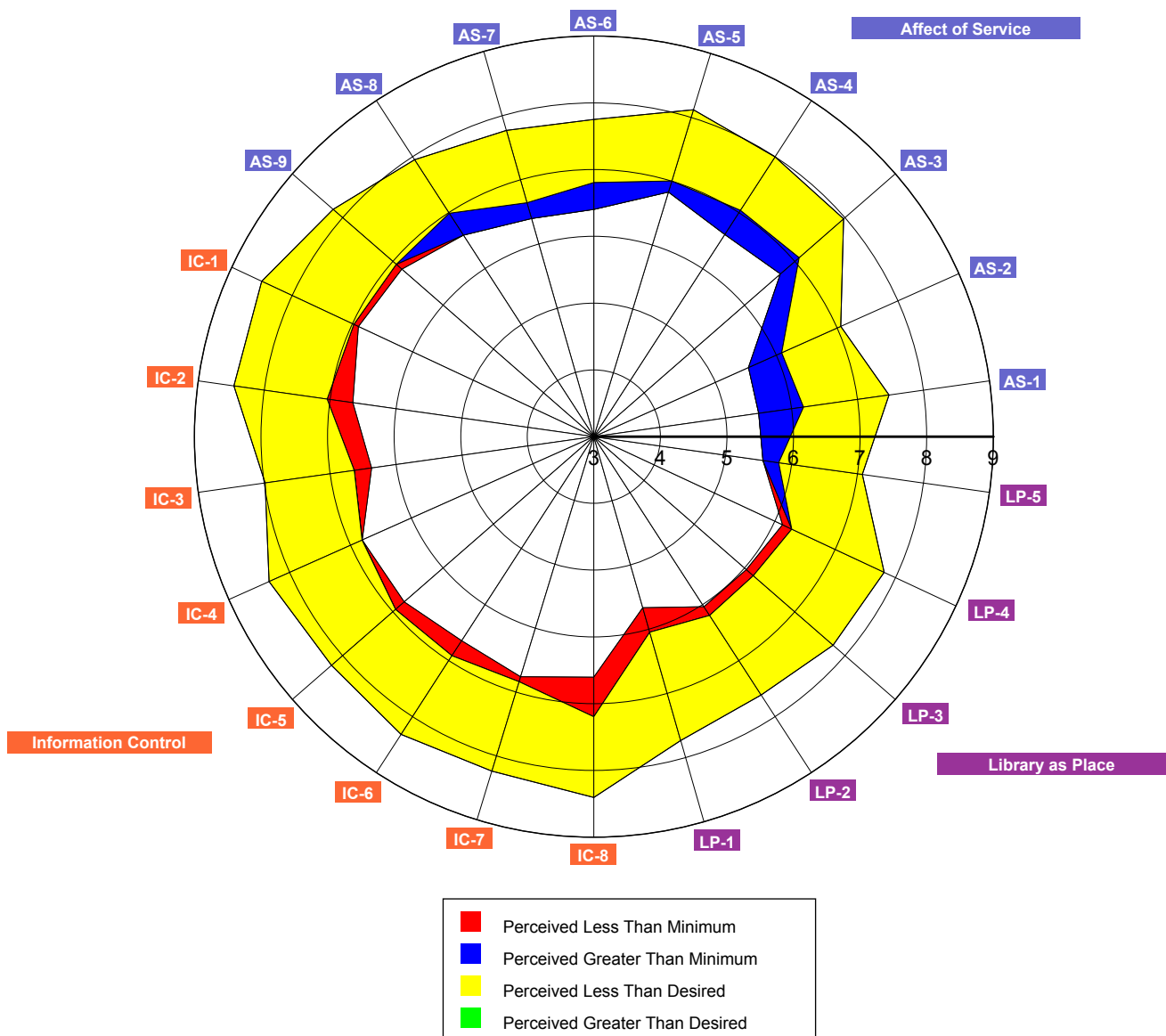
3 Survey Item Summary for University of Florida, George A. Smathers Libraries

3.1 Core Questions Summary

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

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

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



Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff)

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	5.50	7.48	6.18	0.68	-1.30	341
AS-2	Giving users individual attention	5.54	7.06	6.09	0.54	-0.97	349
AS-3	Employees who are consistently courteous	6.72	7.97	7.09	0.37	-0.88	365
AS-4	Readiness to respond to users' questions	6.61	8.00	7.05	0.43	-0.95	355
AS-5	Employees who have the knowledge to answer user questions	6.83	8.12	7.01	0.17	-1.11	351
AS-6	Employees who deal with users in a caring fashion	6.40	7.75	6.81	0.40	-0.95	347
AS-7	Employees who understand the needs of their users	6.40	7.77	6.65	0.25	-1.12	345
AS-8	Willingness to help users	6.60	7.95	6.99	0.39	-0.96	339
AS-9	Dependability in handling users' service problems	6.93	8.19	6.82	-0.11	-1.37	305
Information Control							
IC-1	Making electronic resources accessible from my home or office	6.98	8.51	6.90	-0.08	-1.60	371
IC-2	A library Web site enabling me to locate information on my own	7.05	8.46	6.66	-0.39	-1.80	373
IC-3	The printed library materials I need for my work	6.64	7.99	6.37	-0.26	-1.61	340
IC-4	The electronic information resources I need	6.81	8.34	6.81	0.00	-1.53	358
IC-5	Modern equipment that lets me easily access needed information	6.95	8.22	6.77	-0.17	-1.45	363
IC-6	Easy-to-use access tools that allow me to find things on my own	6.91	8.32	6.65	-0.27	-1.67	363
IC-7	Making information easily accessible for independent use	6.84	8.24	6.76	-0.08	-1.48	346
IC-8	Print and/or electronic journal collections I require for my work	7.20	8.40	6.60	-0.59	-1.80	331
Library as Place							
LP-1	Library space that inspires study and learning	6.05	7.74	5.67	-0.38	-2.07	345
LP-2	Quiet space for individual activities	6.19	7.61	6.04	-0.16	-1.58	340
LP-3	A comfortable and inviting location	6.18	7.76	6.04	-0.14	-1.73	353
LP-4	A getaway for study, learning, or research	6.28	7.81	6.13	-0.15	-1.68	330
LP-5	Community space for group learning and group study	5.57	7.07	5.81	0.24	-1.27	283
Overall:		6.51	7.96	6.57	0.05	-1.39	377

Language: American English
Institution Type: College or University
Consortium: State University Libraries of Florida
User Group: All (Excluding Library Staff)

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	1.87	1.57	1.84	2.21	2.07	341
AS-2	Giving users individual attention	2.02	1.88	1.93	2.10	1.98	349
AS-3	Employees who are consistently courteous	1.74	1.40	1.69	2.22	1.87	365
AS-4	Readiness to respond to users' questions	1.69	1.34	1.68	2.07	1.81	355
AS-5	Employees who have the knowledge to answer user questions	1.67	1.31	1.60	2.10	1.78	351
AS-6	Employees who deal with users in a caring fashion	1.81	1.50	1.68	2.06	1.89	347
AS-7	Employees who understand the needs of their users	1.84	1.54	1.81	2.26	1.96	345
AS-8	Willingness to help users	1.83	1.42	1.78	2.07	1.87	339
AS-9	Dependability in handling users' service problems	1.72	1.27	1.79	2.01	1.77	305
Information Control							
IC-1	Making electronic resources accessible from my home or office	1.68	1.01	1.75	2.13	1.84	371
IC-2	A library Web site enabling me to locate information on my own	1.63	1.09	1.71	2.17	1.80	373
IC-3	The printed library materials I need for my work	1.73	1.46	1.84	2.33	2.16	340
IC-4	The electronic information resources I need	1.52	1.07	1.42	1.77	1.54	358
IC-5	Modern equipment that lets me easily access needed information	1.60	1.26	1.66	2.05	1.85	363
IC-6	Easy-to-use access tools that allow me to find things on my own	1.58	1.18	1.64	2.11	1.89	363
IC-7	Making information easily accessible for independent use	1.58	1.16	1.63	2.13	1.90	346
IC-8	Print and/or electronic journal collections I require for my work	1.54	1.18	1.77	2.08	1.91	331
Library as Place							
LP-1	Library space that inspires study and learning	2.01	1.79	2.10	2.81	2.55	345
LP-2	Quiet space for individual activities	2.18	2.00	2.07	2.93	2.62	340
LP-3	A comfortable and inviting location	1.98	1.58	2.12	2.80	2.49	353
LP-4	A getaway for study, learning, or research	2.03	1.82	2.02	2.74	2.55	330
LP-5	Community space for group learning and group study	2.36	2.38	2.01	2.84	2.80	283
Overall:		1.30	0.95	1.29	1.67	1.40	377

Language: American English

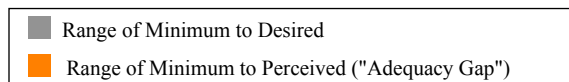
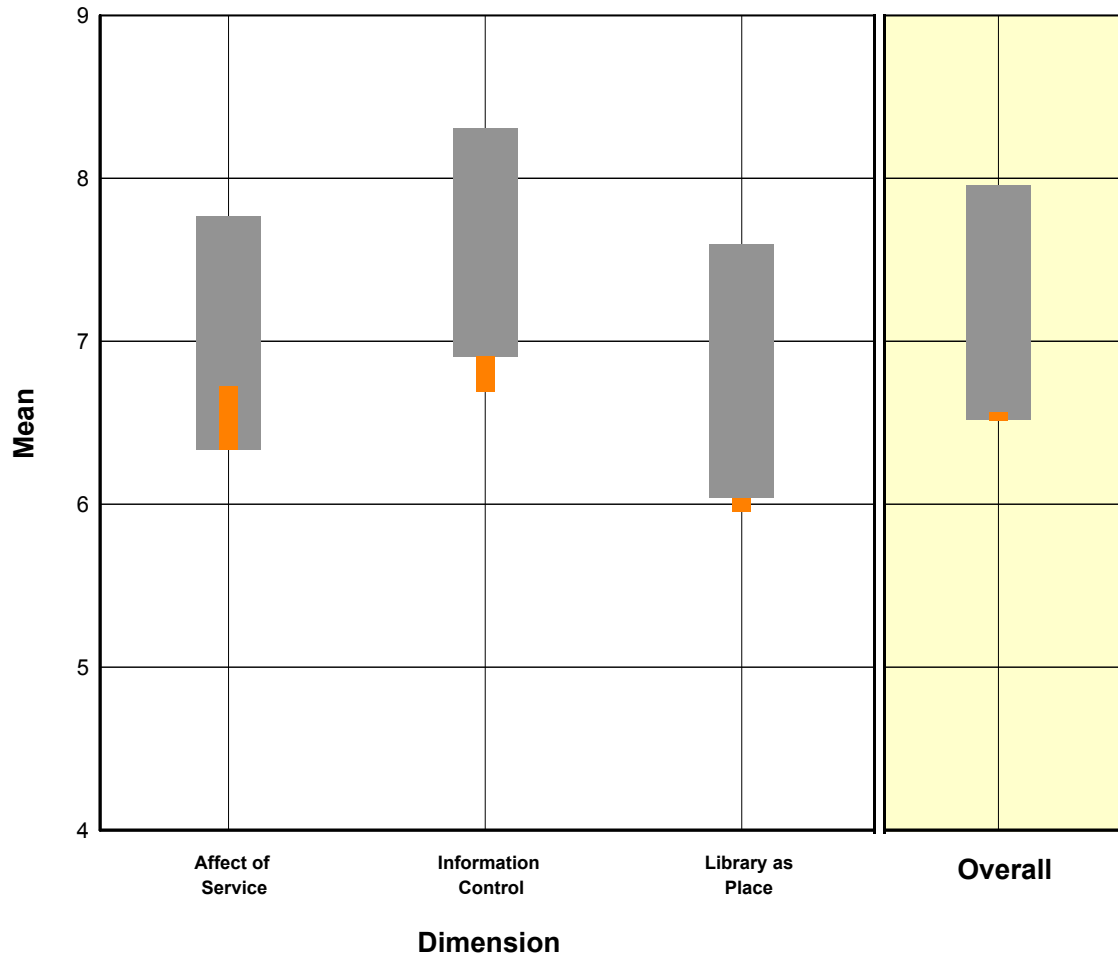
Institution Type: College or University

Consortium: State University Libraries of Florida

User Group: All (Excluding Library Staff)

3.2 Core Question Dimensions Summary

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



Language: American English
 Institution Type: College or University
 Consortium: State University Libraries of Florida
 User Group: All (Excluding Library Staff)