



Harold B. Lee Library
Brigham Young University



A report on results collected from respondents at Brigham Young University during fall 2008 as well as comparisons with past surveys; also an assessment of comments made during 2008 with comparisons to past comments

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INTRODUCTION

During the fall of 2008, the BYU Harold B. Lee Library joined with several of its sister libraries in the Consortium of Church Libraries and Archives (CCLA), as well as many other libraries throughout the world in ARL's LibQUAL+® survey to assess library service quality. This was BYU's fifth foray into this now semi-annual effort. Past efforts were conducted in the spring. This was the first time the survey had been administered during the fall. Regardless, the intent of LibQUAL+® has not changed and it continues to be an important instrument in assessing the value of library services to the library's patrons. With benchmarks for BYU well established from the past efforts, the advantage now in 2008 is to observe how much improvement has occurred over that time.

Formal reports of the results from the 2008 survey have been prepared by ARL for each institution that participated in the survey as well as for specific groups and consortia. These reports summarized the 2008 survey instrument questions only and did not include any analysis conducted from information provided in comments nor comparisons from past surveys. Copies of the report for Brigham Young University and CCLA have been posted on the Lee Library's LibQUAL+® Web site along with a formal report summarizing the CCLA data. It is not the intent of this report to replicate the results presented in these documents. Instead, the purpose of this report is to focus on specific issues or tendencies seen in the 2008 BYU data as well as differences between the results from previous LibQUAL+® surveys in which the Lee Library has participated.

EXECUTIVE SUMMARY

Amazingly, BYU continues to show improvement in its LibQUAL+® results. Overall, the gap between patrons' minimum and perceived levels of library services again increased, and there were no perceived levels below their respective minimum level in any of the core or local statements that are the basis for the LibQUAL+® survey. The dimension of Information Control (the availability and accessibility of resources) continues to lag, but it also showed marked improvement in all of its core statements. It is also the dimension that continues to have higher desired levels of service as opposed to Affect of Service (how the patron is treated) and Library as Place (the ambience of the library facility). The specific items where the gap is the weakest are IC2 (A library Web site enabling me to locate information on my own) and IC6 (Easy-to-use access tools that allow me to find things on my own). These tendencies are most pronounced with faculty and graduates, where as undergraduates tend to be less concerned.

General satisfaction levels all increased overall with no one group standing out. The levels for the information literacy outcomes questions also increased from 2006. Library use percentages (using resources on library premises, accessing resources via the library's web site, and using non-library gateways like Yahoo™ or Google™ for obtaining info) continue to show the same tendencies with daily use of non-library gateways now over 70%, with daily use of resources on premises and access of resources via the web site still under 20%. This continues to suggest that patrons will first go the tried route of Yahoo™ or Google™ to get the info they need before they go the library resource route. This tendency is pretty consistent across all demographic groups.

The comments continue to reflect the indicators mentioned above. Library Resources & Facilities related comments continue to have top numbers (patrons pleased with what they have but wanting more). In the area of Library Resources, the top comments tended to be positive (Great services/Great resources). The comments where attention should focus included "Need more/better help using resources", "More discipline specific materials", and "More resources". In the Facilities group, "Great place to study" was tops, but "Quieter areas" tended to get more attention this time around along with the usual "More computers, study carrels, etc." and "More group study rooms". Positive comments dominated in the Library Personnel category, while negative comments were the tendency for Library Web Site. Work still needs to be made to improve the site and its varied search capabilities. Perhaps the change to the new Scholar Search tool may improve on this. Online/electronic resources received more comments than seen in the past and though patrons were pleased with all that has to offer, they still want more and easier access to said resources.

SURVEY ADMINISTRATION SUMMARY

As in past surveys, LibQUAL+® required a minimum sample size of potential respondents of 900 undergraduates, 600 graduates and 600 faculty/staff for large academic libraries. And as before, it was determined that BYU would take a sample larger than the minimum to ensure as large a return as possible and account for rejects since the samples would be taken from a database of email addresses where experience had shown many to be unreliable. For 2008, 3000 undergraduates, 1000 graduates and 1000 faculty/staff were sampled, which was substantially more than in past years, particularly for undergraduates. However, a twist was added to this year's sampling as the Salt Lake Center was included and listed as a branch of the Lee Library in Provo. To ensure ample response for the Salt Lake Center (hereafter the SLC), all students and faculty associated with the SLC were invited to participate, which added an additional 1700+ to the survey pool.

As has been experienced in the past, there are a number of rejected emails. Since the emails are extracted from the library's integrated system, which gets this information from the University, which emails are supposed to be maintained by the owner, the incidence of bad emails tends to hover around 5% to 10%. This reduces the final effective sample size for each group, but nowhere near the number that would allow the samples to drop below the minimum number required by LibQUAL+®. The final samples sizes for 2008 from Provo were 2909 undergraduates, 984 graduates, and 960 faculty. There were 1693 from the SLC that were included in the final "sample" for that institution.

All of those sampled were sent an initial invitation on Monday, October 6, 2008 and the formal invitation with the URL attachment from which they could take the survey sent the following Monday, October 13. Overall, responses for 2008 significantly exceeded that seen in any other year, obviously due to the substantially greater number sampled than any time previously. But as before, follow-ups were still sent to ensure that as many as possible would respond to the survey. The first follow-up went out on Monday, October 20 and the final follow-up on Monday, October 27. The survey was closed on the first day of November as the link to the BYU survey was officially shut down at midnight, November 1.

Because of the increased number of individuals invited to take the survey, final response numbers were more than 50% greater than the largest response ever seen in past iterations of the project. For 2008, over 2750 individuals attempted to take the survey. Of that, 1688 completed the survey, over five hundred more than 2006's final figure, for a 61% completion rate, which matched that seen in 2006. Of that number, 935 were undergraduates, 374 were graduates and 363 were faculty with a smattering of library staff (9) and university staff (7) also responding. In addition to indicating group status, 1532 indicated that the Lee Library was their primary library. Only 143 indicated the SLC was their library of choice. Since many of those registered for classes at the SLC that would have received an invitation to take the survey were also students on the Provo campus, it is possible that they may have received a survey but in answering that specific question, chose to indicate that Provo was their library instead of the SLC. Regardless, there was ample response from the SLC from which to draw inference and more than ample response from Provo. It should also be noted that the numbers from Provo plus the numbers from the SLC do not sum to match the total number of completed surveys. That is because not all users may have chosen to answer that particular question. In the end, the number of returned surveys was very satisfying.

As in past surveys, though response rate is important, representativeness is as, if not more important to LibQUAL+®. The following two figures examine this. The breakdown of respondents based on their status at the university (undergraduate, graduate and faculty) has been summarized in the chart below where charts for 2004 and 2006 are also shown for comparison purposes. The number of undergraduate responses was up substantially for 2008 from 2006, while the response numbers for graduates and faculty were very about the same. The main difference was the limited response from Library Staff and University Staff, both of which were down significantly, but given the sample was intended to be restricted to just faculty (obviously some staff was included), this was not a surprise.

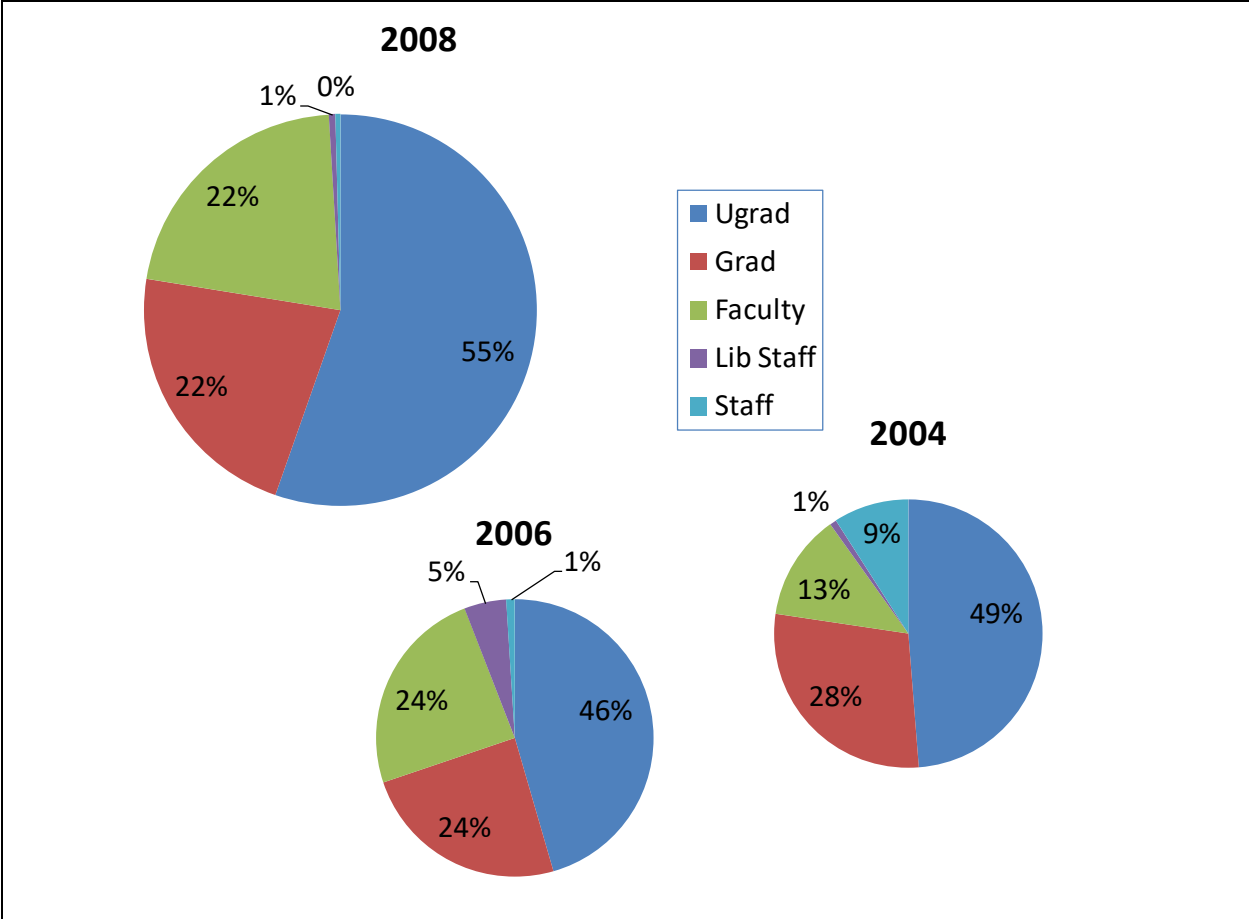


Figure 1, Demographic Breakdown - Status

Discipline breakdowns are still fairly consistent over the LibQUAL+® efforts from 2004 to the present, as attested in Figure 2 below. The percent of respondents for each discipline mirrors fairly well the numbers that are reported by the University (Note: the Population figures are as of Fall Semester 2008). Some of the major discrepancies, such as in General Studies or Undecided, could be due, since the respondent is given the option to select his or her discipline, to the respondent perceiving a discipline different than what the University may actually show in their records. Overall, given the numbers sampled from the University, the response tendencies tended to be fairly representative of the population as a whole in terms of status and discipline.

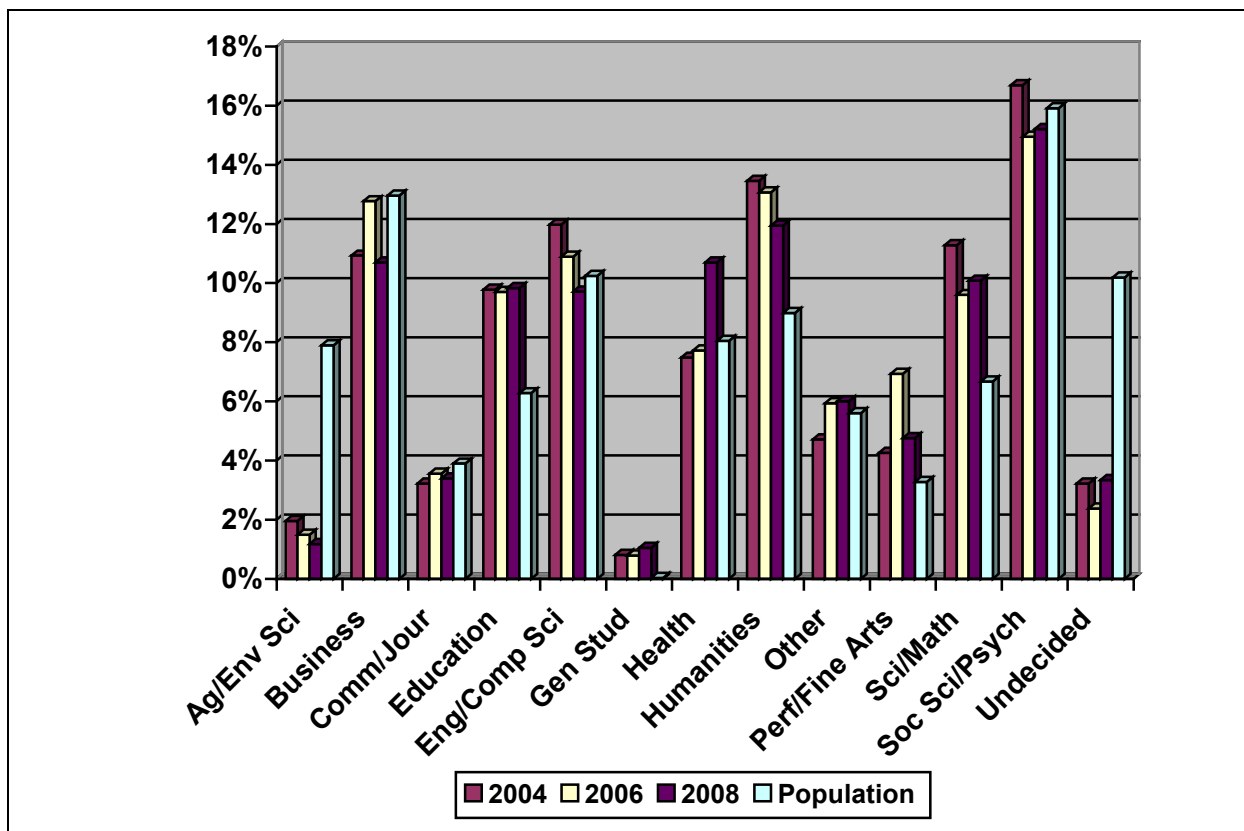


Figure 2, Demographic Breakdown - Discipline

ANALYSIS RESULTS AND COMPARISONS

Though explained in past reports, it is important to reiterate what LibQUAL+® is about and how it is administered. The purpose of LibQUAL+® is to give respondents a series of statements related to library service. The respondents are then asked to rate those statements as to the minimum level of service they find acceptable, the desired level of service they personally would like to see, and the perceived level of service they feel the library currently provides. Those service expectation ratings are based on a 9 point Likert scale with 1 being low and 9 being high. Since 2004, those sampled have been asked to provide ratings for 22 core service statements. There has been no change in these basic core statements since then. And as in all LibQUAL+® studies, the quantitative data from the core service statements were analyzed in unique dimensions. Those dimensions were Affect of Service (AS) – how the patron is treated in the library, Library as Place (LP) – the overall look, feel and functionality of the building and its facilities, and Information Control (IC) – the extent of information (in terms of materials and resources) and the ability of patrons to find, use and manage said information on their own.

As had been the case since 2004, LibQUAL+® participants were given the option to include 5 additional or local statements of interest of their choosing. Though in 2004 the Consortium of Church Libraries and Archives had agreed upon default statements from which to choose, each institution has always been given the option to change any of the statements, if they desired, from a more complete list of additional statements that is provided by LibQUAL+®. The Lee Library has done this in the past and did so again in 2008. Three of the five CCLA statements were used. The two other statements chosen focused on the ease of use of electronic resources and the availability of subject specialist assistance. A list of all the statements used in the survey, core and local, is found in the appendix.

From the ratings provided by the respondents, gaps were calculated to assess how well the institution met the minimum expectations of its patrons. A service adequacy gap was found by subtracting the minimum from the perceived level of service. An adequacy gap near zero or negative implied that the library was not meeting minimum expectations and hence a need for improvement in that service area. A service superiority gap was found by subtracting the desired from the perceived level of service. A superiority gap near zero or positive implied that the library was exceeding expectations for that service area. In general, superiority gaps were ignored and the focus of analysis was on adequacy gaps.

In addition to these gap scores, the range from the minimum score to the desired score was also determined and called the Zone of Tolerance – the idea being that perceived levels of service should fall within this zone. These results are graphically displayed in the radar charts below for the core statements (see Figure 3).

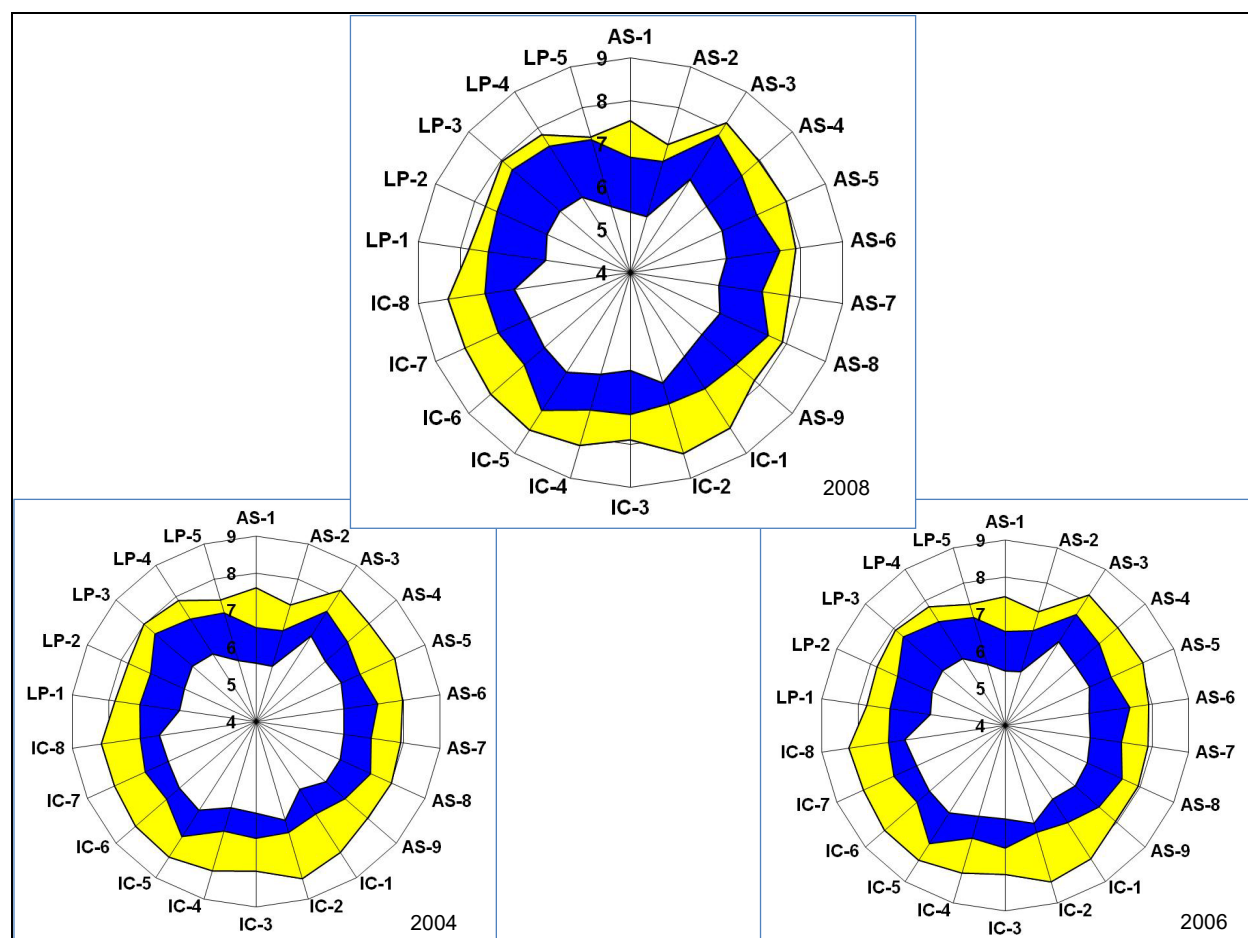


Figure 3 - Comparative Radar Charts

The radar charts above feature multiple axes or “spokes” that represent the library service statements asked in the survey. The circles correspond to the response level. Because average levels tended to be high (above 5), the charts start at 4 at the center rather than at 1 to improve the overall resolution. The outer edge of the colored portion of the chart (generally yellow) reflects the average desired level of service. The inner edge of the colored portion of the chart (generally blue) reflects the minimum level of service. The perceived level of service is reflected where yellow meets blue. However, if a chart were to show green on the outer edge of the colored portion of the chart, that would indicate that the perceived was greater than the desired, or in other words, service superiority. If the chart were to show red on the inner edge of the colored portion of the chart, that would indicate that the perceived was less than the

minimum, or in other words, service inadequacy. In the case of the charts above, there was no green or red. As evidenced in all the charts with the predominance of blue and yellow, patrons at BYU have felt throughout the years shown above that LibQUAL+® has been administered that the library has met their expectations of service as set forth in the survey statements. It is also curious to note the consistency in which the levels have carried over the three years shown. But, even with this consistency, the amount of blue evident has shown steady increase in most all statements from year to year, reflecting improvement in the library meeting user expectations.

Another way to view this is to look at the actual ratings that went into the radar charts above. They are shown in Table 1 below (see page 9). In addition to the ratings, the adequacy gap is calculated for each statement. The rows are grouped according to the dimensions studied. The overall average rating and gap score is also shown for each of the core statements.

As is seen in the overall figures, the perception patrons have in regards to library services (as measured by the adequacy gap score) continues to improve. Every core statement in the survey saw a larger gap for 2008 than in the previous two years. Two things were evident that helped to explain the substantial improvement that was seen in the core statements. One was that the minimum values for all the items except for LP-1 and LP-2 all decreased in value or at least saw no change. Secondly, when that is coupled with the other value used to determine the gap, the perceived level, which, except for three items, all increased, it becomes plain how the combination of these two phenomena naturally resulted in the gaps being the largest seen to date, with the overall score increasing nearly 25% in 2008 from the level seen in 2006. But what is more interesting is that the overall gap score continues this pattern of increasing every year. In 2001, the first year BYU participated in LibQUAL+®, its overall adequacy gap was .69. This increased to .75 in 2003, then to .82 in 2004. In 2006 it increased to .87 and for 2008 that value jumped to 1.08. All of this suggests that the library, thanks to the information derived from LibQUAL+®, is making strides to satisfy the service expectations of its patrons.

It should be noted that these results were taken from the report generated by the LibQUAL+® team at ARL and hence did not account for the fact that nearly 150 of the respondents indicated that their library was the SLC. A second table below shows the scores for the two libraries separated (see Table 2). When the values are parsed out to show the respective library's results (it should be noted that not all the BYU respondents indicated a branch library preference), it is readily evident that there is a difference in gaps and all the Provo gaps saw significant increases. But it is also interesting to note that all the gaps were positive for the SLC suggesting they too are meeting their patron's minimum service expectations.

Several specific things stand out with this year's results. Obviously, the improvement in gaps in virtually every item is noteworthy. But of particular note is the improvement in the one dimension that has been consistently low over the years, IC (Information Control). Overall it is still the lowest in terms of gap when compared to the other two dimensions, but the improvement in the gaps for the items in IC is satisfying. The gaps were not nearly as good with the SLC, but given the unique nature of that facility and its size, it did not come as a surprise that the SLC had the greatest difficulty meeting the minimum expectations for this dimension. However, the SLC performed well in the other two dimensions, AS (Affect of Service) and LP (Library as Place), which given the size and limited staff is noteworthy.

As with any time LibQUAL+® has been done, it is important to see where low gaps suggest improvement can be made. And it continues to be the same areas. IC-2 (A library Web site enabling me to locate information on my own) continues to have the lowest adequacy gap, although it showed marked improvement. It will be interesting to see how this will change once the Scholar Search tool (our implementation of Ex Libris's Primo®) and accompanying homepage redesign is placed in production. This is directly related to another IC item that has consistently had the second lowest gap, IC-6 (Easy-to-use access tools that allow me to find things on my own). For years there have been many complaints about the search capabilities of the website and associated tools (like the catalog, databases and ContentDM®). This was again substantiated with the results from the qualitative analysis of the comment data (see Qualitative Assessment of Comments below). It will be interesting to see patron's reactions to the improvements mentioned above in future LibQUAL+® surveys.

Another item that has consistently been low is AS-5 (Employees who have the knowledge to answer user questions). This AS item was the lowest at both Provo and the SLC. This still may be a reflection of the preference on the part of reference desks to employ students primarily at the desks to be the first line of assistance when patrons come with questions. But then, as was reflected back in 2005, the Wisconsin Ohio Reference Evaluation Program (WOREP) scores suggested that patrons were more than satisfied with the reference assistance rendered by student staff at the desks, to the point that the WOREP scores were the highest ever seen in that tool's history. Hence, though the LibQUAL+® gap for this item is low, it does meet the minimum expectations of patrons.

And finally, LP-2 (Quiet space for individual activities) continues to lag behind other Library as Place items in terms of meeting patron expectations, even though it does well when compared to other IC or AS items. This year, however, this item is supported in large measure by the comments where patrons indicated that quieter areas and enforcing quite areas were two of the more important issues they felt the library should be addressing (again, see Qualitative Assessment of Comments below).

When the core items were reviewed by breaking down the results by response groups, there are some interesting things that result – and these have tended to be fairly consistent over all iterations of LibQUAL+®. Generally, undergraduates consistently had the highest gap values in every item in the AS and IC dimensions. However, Faculty tended to be more generous in their LP perceptions. Graduates were in essence right between the two. One implication from this is that undergraduates may be more concerned about the facility than its staff and resources. This is substantiated when one looks at the individual average ratings, particularly the minimum and desired expectations, for each item. Undergraduates had higher minimum and desired expectations for LP, while faculty and graduates had lower minimum and desired expectations, implying it had more importance to undergraduates. The opposite was essentially the case for AS and IC.

This was somewhat reinforced as Undergraduate breakdowns were observed. In general, underclassmen (1st & 2nd year students) tended to have higher expectations than upperclassmen (3rd year and above) for LP. And as expected, the opposite tendency was evident at least for IC, not so much for AS. There were a couple of divergences to those tendencies that were of interest to note. One was with IC-3 (The printed library materials I need for my work). This was much more important to 1st year students than the other undergraduates. LP-5 (Community space for group learning and group study) was an issue that was of a higher priority to 4th and 5th year students than for the other undergraduates. It should also be noted in the case of AS, though for the most part the desired levels tended to be very consistent across all the undergraduate age groups, the minimum values were lowest for 1st year students, yet tended to be the same for the other groups.

Table 1 – LibQUAL+® Results

		2004					2006					2008			
BYU Results		Min	Des	Per	Gap		Min	Des	Per	Gap		Min	Des	Per	Gap
Affect of Service	AS-1	5.57	7.60	6.53	0.96		5.46	7.48	6.53	1.07		5.42	7.53	6.71	1.29
	AS-2	5.55	7.27	6.55	1.00		5.55	7.20	6.66	1.16		5.39	7.15	6.73	1.34
	AS-3	6.74	8.20	7.53	0.79		6.67	8.19	7.55	0.88		6.59	8.17	7.82	1.23
	AS-4	6.47	8.02	7.27	0.80		6.49	8.03	7.36	0.87		6.38	7.99	7.48	1.10
	AS-5	6.52	8.10	7.08	0.56		6.50	8.09	7.14	0.64		6.39	8.03	7.27	0.88
	AS-6	6.39	7.98	7.32	0.93		6.29	7.92	7.40	1.11		6.29	7.92	7.55	1.26
	AS-7	6.39	7.93	7.14	0.75		6.32	7.90	7.17	0.84		6.13	7.78	7.15	1.02
	AS-8	6.49	8.00	7.40	0.91		6.44	7.95	7.47	1.03		6.32	7.92	7.57	1.25
	AS-9	6.49	7.97	7.18	0.69		6.50	7.95	7.35	0.85		6.24	7.85	7.31	1.07
Information Control	IC-1	6.18	8.19	6.97	0.79		6.37	8.28	7.11	0.74		6.32	8.31	7.21	0.89
	IC-2	6.78	8.41	7.12	0.34		6.76	8.40	7.00	0.24		6.70	8.41	7.20	0.50
	IC-3	6.48	8.03	7.15	0.67		6.53	8.02	7.30	0.77		6.26	7.85	7.29	1.03
	IC-4	6.43	8.19	7.08	0.65		6.56	8.15	7.16	0.60		6.47	8.18	7.34	0.87
	IC-5	6.85	8.34	7.69	0.84		6.81	8.32	7.78	0.97		6.79	8.36	7.86	1.06
	IC-6	6.74	8.30	7.19	0.45		6.71	8.31	7.15	0.44		6.67	8.31	7.28	0.61
	IC-7	6.60	8.19	7.28	0.68		6.63	8.20	7.30	0.67		6.60	8.24	7.41	0.80
	IC-8	6.63	8.21	7.15	0.52		6.74	8.26	7.18	0.44		6.73	8.28	7.42	0.68
Library as Place	LP-1	6.08	7.84	7.16	1.08		6.04	7.77	7.14	1.10		6.05	7.84	7.34	1.28
	LP-2	6.12	7.78	7.12	1.00		6.17	7.80	7.19	1.02		6.18	7.75	7.40	1.21
	LP-3	6.27	8.00	7.60	1.33		6.24	7.92	7.64	1.40		6.23	7.99	7.66	1.43
	LP-4	6.16	7.87	7.28	1.12		6.13	7.81	7.32	1.20		6.11	7.85	7.49	1.39
	LP-5	5.71	7.41	7.05	1.34		5.71	7.41	7.03	1.32		5.67	7.35	7.26	1.59
Overall Average		6.35	8.00	7.18	0.82		6.36	7.98	7.23	0.87		6.28	7.96	7.35	1.08

Table 2 – LibQUAL+® Results for BYU
 With Provo separated from the Salt Lake Center

		Provo					Salt Lake Center			
BYU Results		Min	Des	Per	Gap		Min	Des	Per	Gap
Affect of Service	AS-1	5.42	7.55	6.69	1.27		5.74	7.24	6.96	1.22
	AS-2	5.36	7.11	6.68	1.32		6.02	7.33	7.13	1.11
	AS-3	6.57	8.15	7.80	1.23		7.01	8.19	7.96	0.95
	AS-4	6.35	7.97	7.44	1.09		6.90	7.99	7.81	0.91
	AS-5	6.36	8.00	7.23	0.87		6.88	8.04	7.50	0.62
	AS-6	6.26	7.90	7.53	1.27		6.78	7.90	7.74	0.96
	AS-7	6.09	7.75	7.11	1.02		6.82	7.90	7.55	0.73
	AS-8	6.29	7.9	7.54	1.25		6.81	7.98	7.86	1.05
	AS-9	6.21	7.84	7.28	1.07		6.75	7.78	7.53	0.78
Information Control	IC-1	6.33	8.31	7.22	0.89		6.50	8.00	7.05	0.55
	IC-2	6.68	8.40	7.20	0.52		6.84	8.08	7.11	0.27
	IC-3	6.27	7.89	7.32	1.05		6.38	7.33	6.98	0.60
	IC-4	6.46	8.19	7.34	0.88		6.70	7.86	7.41	0.71
	IC-5	6.76	8.35	7.82	1.06		7.22	8.30	8.06	0.84
	IC-6	6.66	8.31	7.27	0.61		7.00	8.01	7.32	0.32
	IC-7	6.58	8.23	7.38	0.80		6.95	8.10	7.59	0.64
	IC-8	6.74	8.29	7.43	0.69		6.79	7.93	7.26	0.47
Library as Place	LP-1	6.00	7.80	7.34	1.34		6.67	8.02	7.13	0.46
	LP-2	6.13	7.70	7.41	1.28		6.90	8.02	7.17	0.27
	LP-3	6.18	7.96	7.64	1.46		6.87	8.09	7.86	0.99
	LP-4	6.08	7.82	7.49	1.41		6.63	8.11	7.52	0.89
	LP-5	5.61	7.29	7.23	1.62		6.53	7.79	7.66	1.13
Overall Average		6.21	7.89	7.28	1.07		6.55	7.68	7.25	0.70

The service dimensions studied can also be effectively summarized through the Zone of Tolerance chart. Reiterating what has been mentioned above, the Zone of Tolerance is in essence the range from the desired level of service to the minimum level of service. Ideally, if a library is doing well in meeting the expectation of service for patrons, the patron's perceived level of service will fall well within the Zone of Tolerance. The Zones of Tolerance for the service dimensions and for the 2008 survey overall is shown in Figure 4 below. The grey boxes reflect the Zone of Tolerance. The red diamond is the perceived level of service. As shown, the perceived levels are well within all the zones. It is also interesting to note that the perceived levels are nearly the same for each dimension. However, the perceived level for Information Control, as has been the case in past surveys, is closest to its minimum. Information Control also has the highest desired/minimum levels (the top of the zone) of any of the dimensions, implying it is the most important in the minds of the respondents. And though Library as Place has its perceived level furthest from the minimum, it also had the lowest average desired/minimum levels.

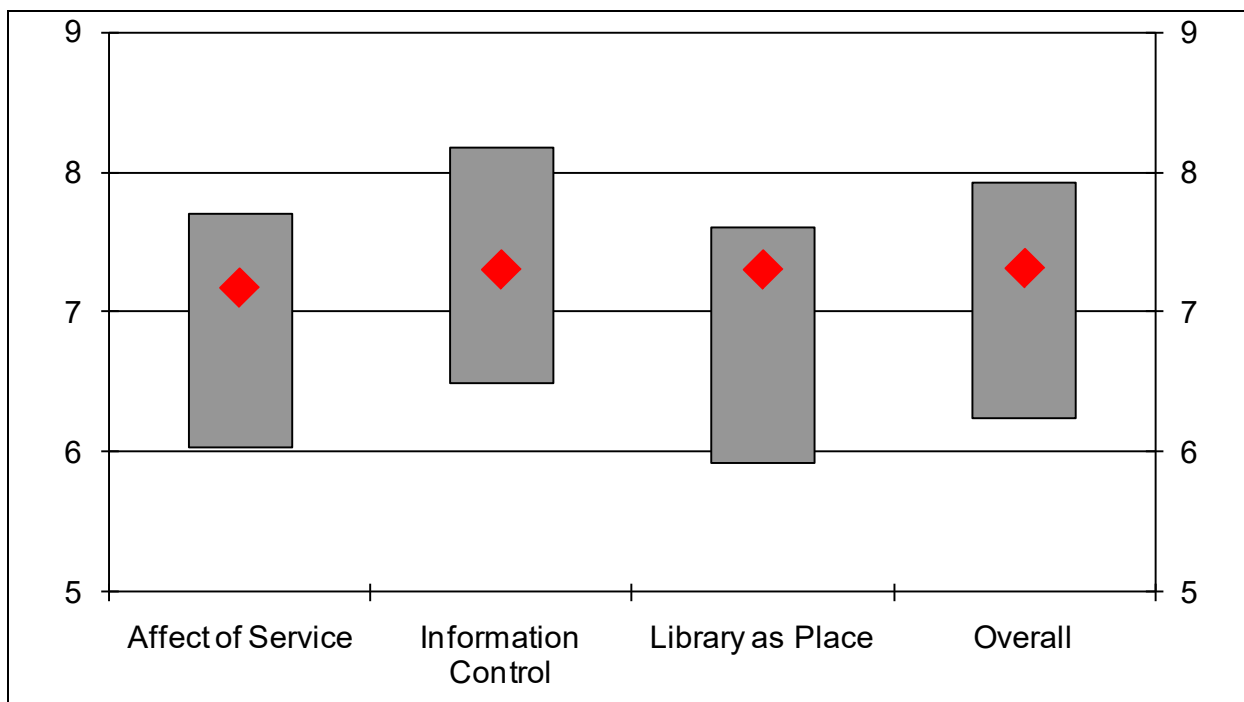


Figure 4 - Zones of Tolerance for 2008 – Provo only

A similar chart for the SLC shows some interesting differences. The starkest difference is the narrowness of the zones as compared to Provo's. This is most likely due to the limited response from the SLC. If response numbers were closer to that seen from Provo, it is not unrealistic to assume that the size of the boxes would be about the same. Another interesting point to note is that though IC still has the perceived level closest to the minimum, it's desired level is actually less than the LP desired level. For respondents at the SLC, the facility carries a bit more importance than the resources available and accessible. AS actually has the largest gap from minimum to perceived, but it also had the lowest desired/minimum levels, hence not as important. This could suggest that patrons view the SLC library much more as a resource for study. Therefore, assistance and resources are not as important as having a facility that is conducive to study. And in that regard, given the gap for LP, that facility seems to be meeting that expectation.

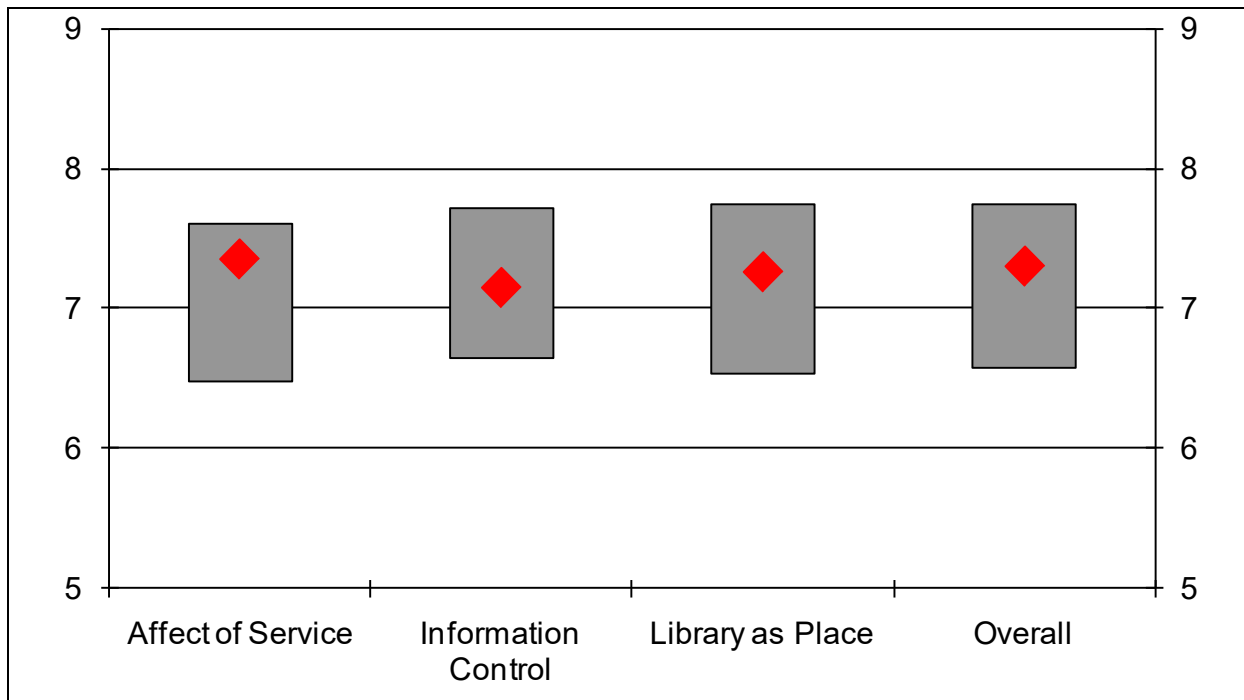


Figure 5 - Zones of Tolerance for 2008 – SLC only

As has been stated in past reports, where perceptions and attitudes change rapidly due to local circumstances, rankings may not have the same meaning as they would for other standards or statistics, such as those reported yearly by ARL for their annual statistical survey. However, for relative purposes, ranks for the adequacy gaps were determined. In all the years BYU has participated in LibQUAL+®, it has ranked favorably in service adequacy to that of the other institutions that participated. This simply means that the patrons of the Lee Library at BYU rated the adequacy of its services higher than did patrons at other institutions rate the adequacy of their library services. This is NOT to imply that BYU was better than another institution.

Table 3 below shows the rankings of BYU for the overall adequacy gap as well as the gaps for the service dimensions studied for the last three years. It is very apparent from this that when compared to the 191 institutions that participated in 2008, BYU did extremely well in how its patrons rated the adequacy of the services it provides. In fact, the relative ranking is the highest ever for BYU across all the dimensions and overall except for its first foray into LibQUAL+® in 2001 when only 43 institutions participated. But for the three years shown, the improvement is substantial.

Table 3 – LibQUAL+® Ranks for BYU

	2004 Aggregate (N=198)	2006 Aggregate (N=197)	2008 Aggregate (N=190)
Affect of Service	52	47	15
Library as Place	9	5	3
Information Control	26	41	18
Overall	26	25	12

It is also of interest to note how BYU changed in service adequacy in 2008 relative to the other institutions that participated in the 2001 survey (see Figure 6 below). Of the 43 libraries that participated in that initial

2001 survey with BYU, 30 took part in 2003, 18 in 2004, 13 in 2006 and 12 in 2008. Only five have taken part all five years that BYU has. The gaps are sorted by the 2001 order where BYU was ranked second. One thing to notice is that BYU's scores have been consistently high for all four years and improved from year to year. Their gaps in this group have also been the highest for the last three years, 2004, 2006 and 2008, with their 2008 gap the highest to date of this group. It is also interesting to note that since 2001, no institution had shown an overall gap score less than zero, until this year.

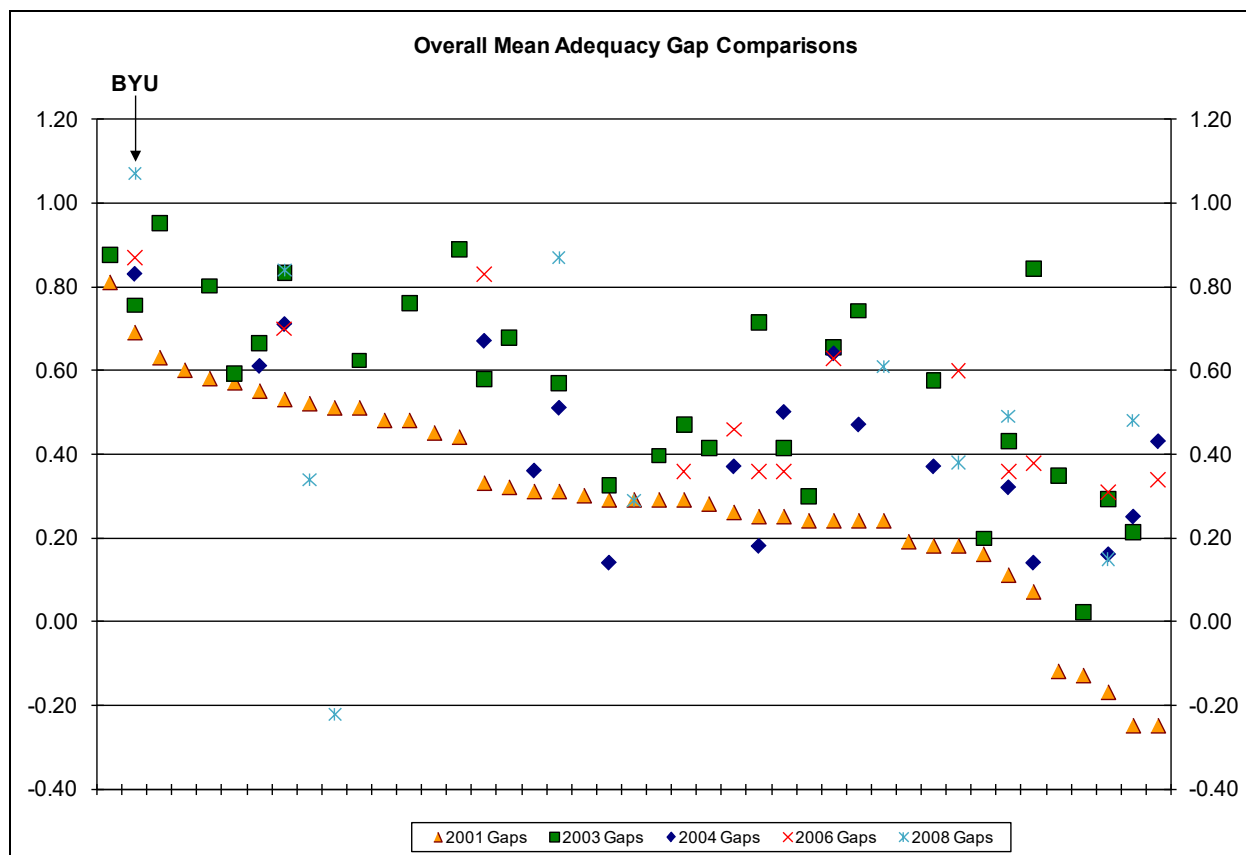


Figure 6 - Comparisons of Institutions that Participated in LibQUAL™

Something should be said of the local statements. As mentioned previously, all those that participated in LibQUAL+® were offered the opportunity to add five additional statements. The local statements used by BYU can be found in the appendix, three of which (LOC-3, LOC-4 & LOC-5) were identical to statements used in the 2006 survey, although the wording for LOC-5 was altered somewhat to clarify the intent of the statement. The radar chart summarizing the Provo responses to those statements is shown in Figure 7 below. The item showing the smallest gap was LOC-1 (Ease of use of electronic resources), which closely relates to IC-2 & IC-6 cited on page 7 above. LOC-5 (Access to rare and historical materials, particularly those of LDS origin) had the largest gap; in fact, the perceived rating exceeded the desired rating, hence the green on the chart. As seen in the core statement charts above, patrons feel the library does well to meet their expectations for all these services. But, it is interesting to note that for the most part the average desired level of the local statements was generally lower than those seen for the service dimensions to come from the core statements, except for LOC-1, which was very comparable to desired levels seen for other IC-like statements. This would imply that though the library meets patron's expectations in these areas, they were not as important as the core dimension statements, except for the one just mentioned, which was closely related to what was seen in the IC dimension. Similar tendencies are evident with the local statement response for the SLC (see Figure 8) except the minimum expectations are greater and desired expectations less than at Provo, most likely because of the smaller number of responses.

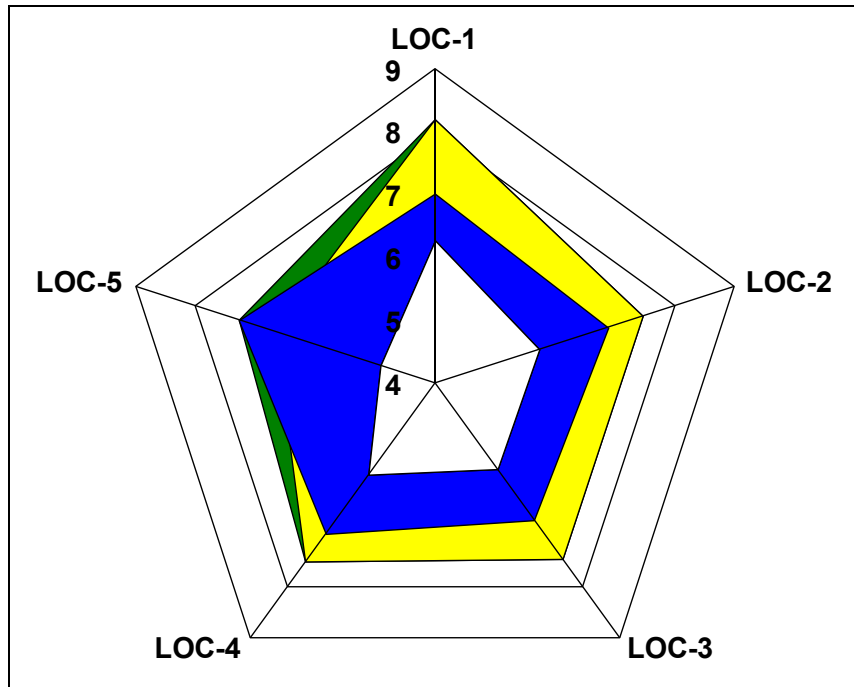


Figure 7 - Radar Chart of 2008 Local Statements – Provo only

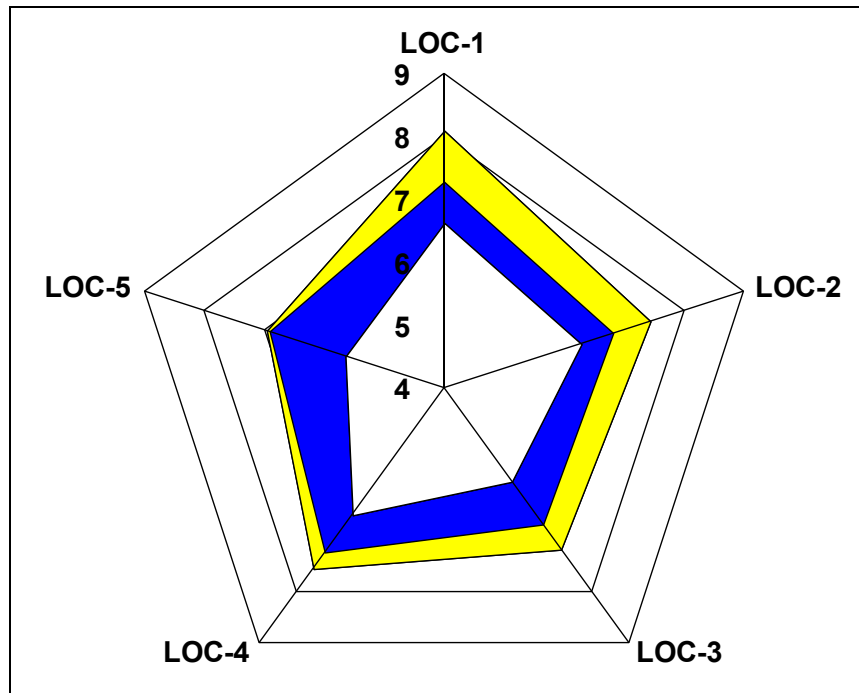


Figure 8 - Radar Chart of 2008 Local Statements – SLC only

Another set of questions that were asked on all surveys dealt with general patron satisfaction. As with the service statements, these questions were rated on a 9 point Likert scale with 1 being low (Strongly Disagree or Extremely Poor) and 9 being high (Strongly Agree or Extremely Good). One question rated the overall quality of the service provided by the library; one asked the patron to rate their satisfaction in

the way in which they are treated at the library; and the last to rate their satisfaction with library support for learning, research and/or teaching needs. Figure 9 summarizes the results for Provo for the last three years it has participated in LibQUAL+®. As seen below, the changes in rating are minimal. There is little difference in response over the three surveys to the patrons rating any of the three satisfaction questions. Even so, the numbers for 2008 are still the highest seen to date. It is also interesting to note that the pattern in the three questions has been consistent from year to year. The treatment question continues to have the highest satisfaction scores. The support satisfaction question continues to lag behind the other two questions. However, it is important to remember that the averages for all three satisfaction ratings continues to be very high, all above 7 based on the 9 point Likert scale.

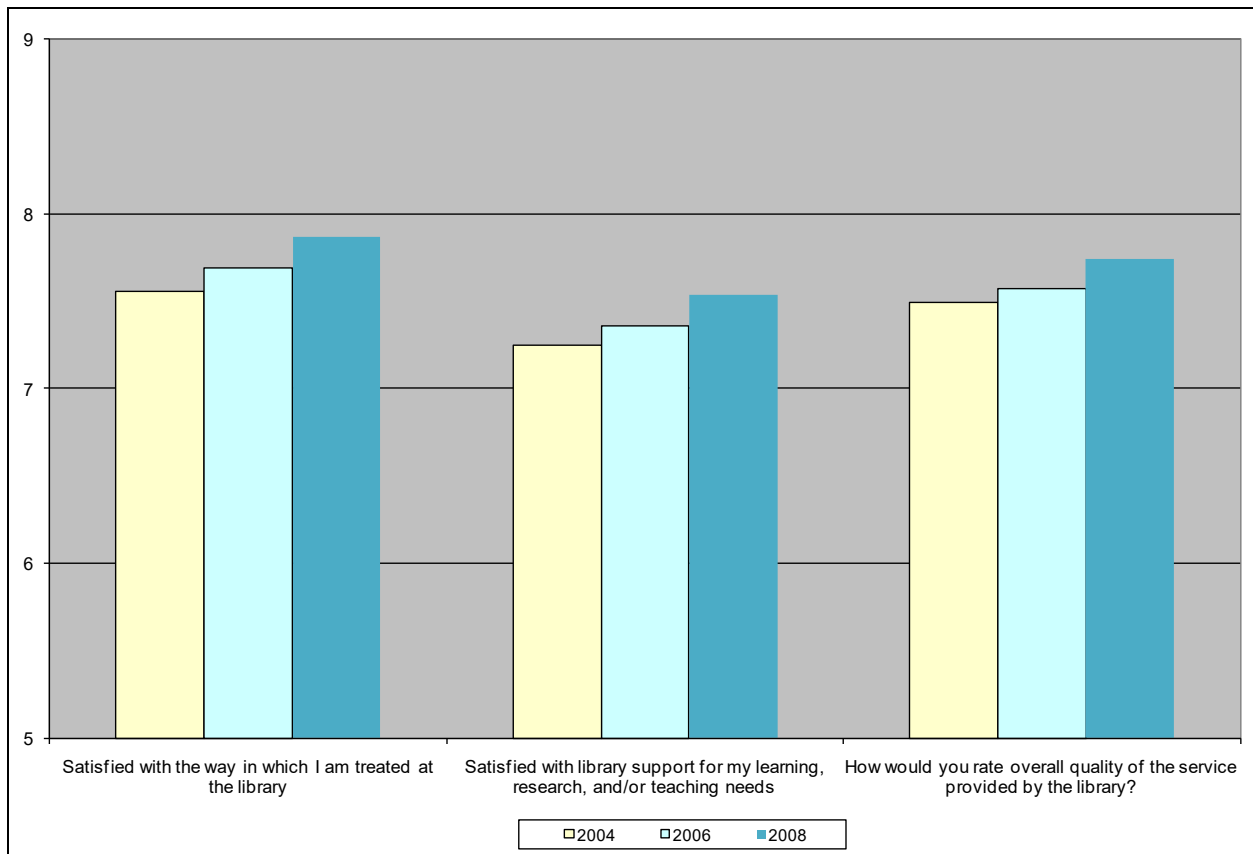


Figure 9 - Satisfaction Question Results Comparisons – Provo only

Results for the satisfaction questions responses for the SLC surveys were very similar (see Figure 10 below). The SLC treatment question 2008 average was slightly higher than the 2008 Provo average for that question, while the other two questions had slightly lower 2008 averages for the SLC than their Provo 2008 counterparts. And again, these averages were all well above seven. It would seem from this that patrons at the SLC are as satisfied with their facility and the way they are treated as the Provo patrons are with theirs.

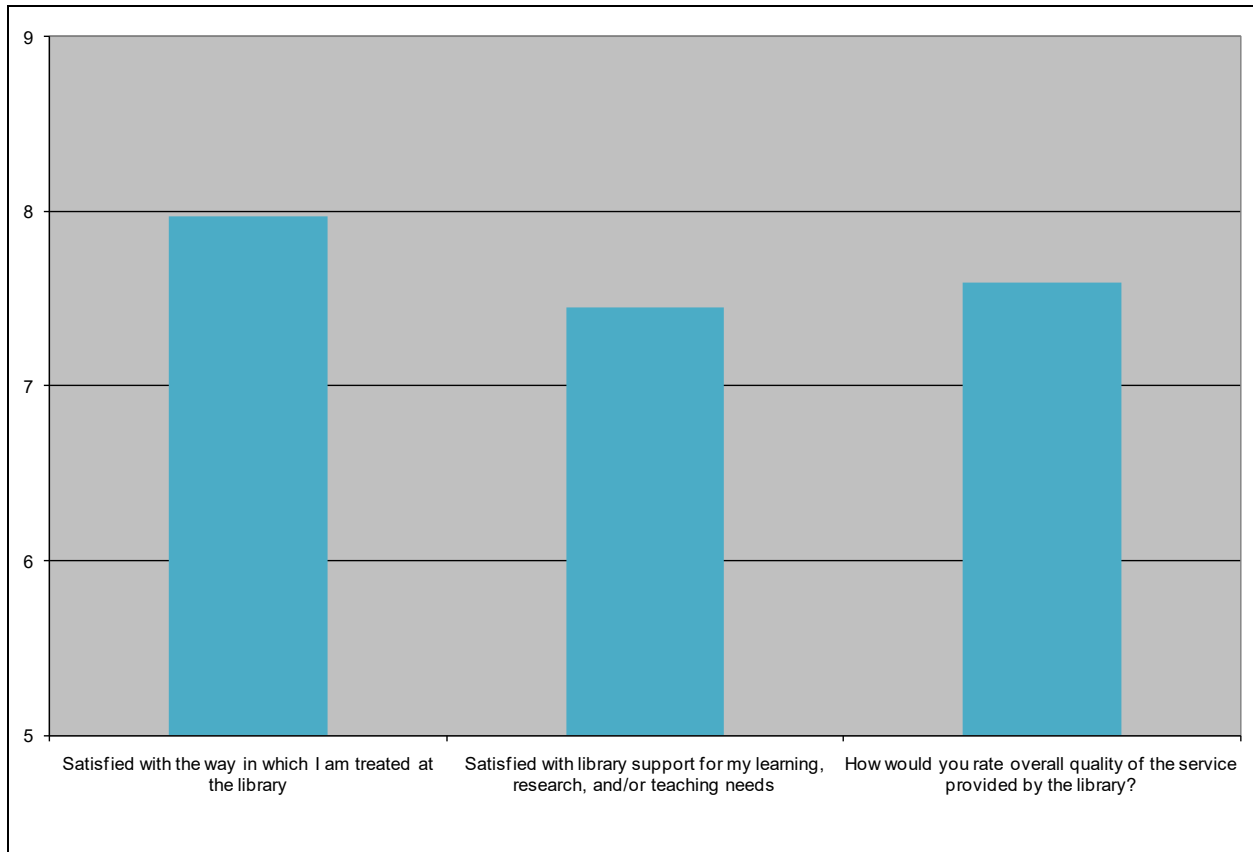


Figure 10 - Satisfaction Question Results – SLC only

The next set of questions dealt with the use of library resources. Identical questions have been asked in past surveys. The first question asked was “How often do you use resources on library premises?” The second question asked was “How often do you use library resources through a library Web page?” The last question was “How often do you use Yahoo®, Google™, or non-library gateways for information?” Response for each question could be daily, weekly, monthly, quarterly or never. The Provo results from these questions are summarized below (see Figures 11, 12 and 13).

The results here have not varied since the inception of LibQUAL+®. The most overwhelming thing to note is that patrons continue to use non-library gateways, like Yahoo® and Google™, more frequently than any library resource, either on the premises or through the library’s website. This has steadily increased over the years this question has been asked. Though daily use of library resources on the premises have seen increases in the past, as has the daily use of library resources via the library’s Web site, they dropped just slightly in 2008. As has been pointed out in past LibQUAL+® reports, with the proliferation of the World Wide Web and the ease at which individuals can access and use the tools available on the internet, individuals (undergraduates, graduates and faculty alike), will always exhaust non-gateway search engines for initial research and seeking for information before going to library resources. Ironically, this tends to also be the tendency for library staff as well; although the difference in daily use is much less dramatic (all three of these, daily use of resources, in 2008 were above 65% for library staff).

The results of these questions were similar for the SLC (see Figure 14), although frequency of premises and website use of resources on average was less, which supports the contention as noted earlier that this facility is utilized more for individual, independent study rather than research to support patron study needs. It would appear that resources at the SLC are used, but not near the frequency similar resources are utilized by patrons in Provo.

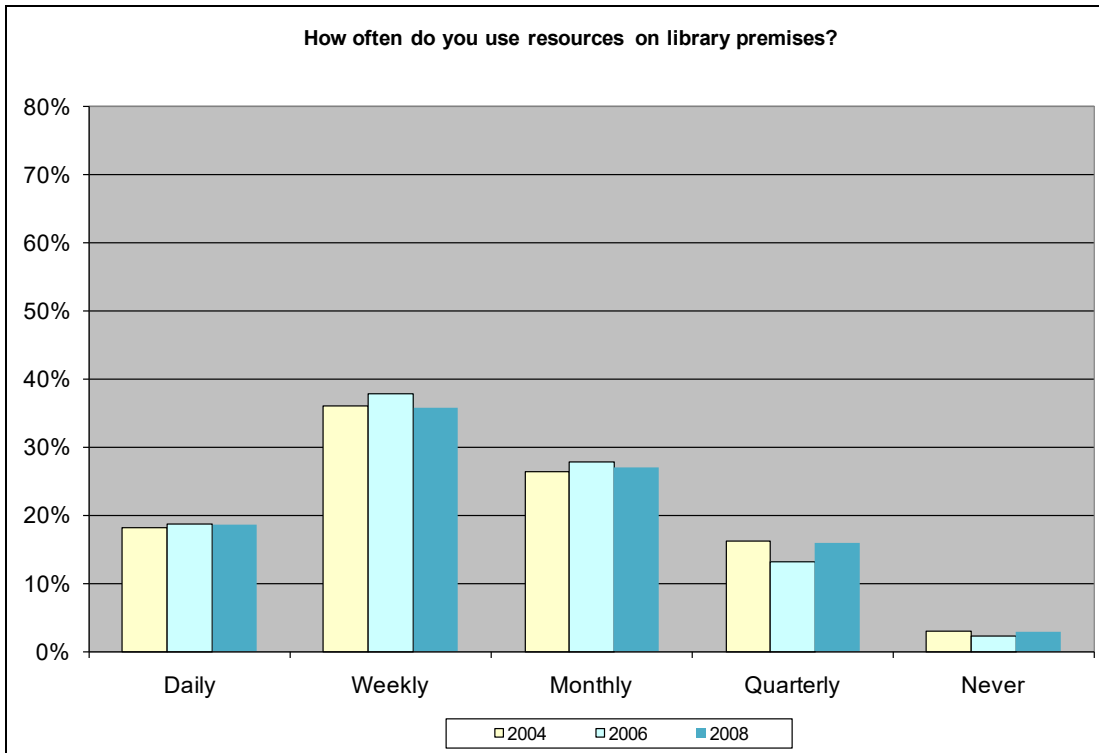


Figure 11 - Use of resources on Library premises – Provo only

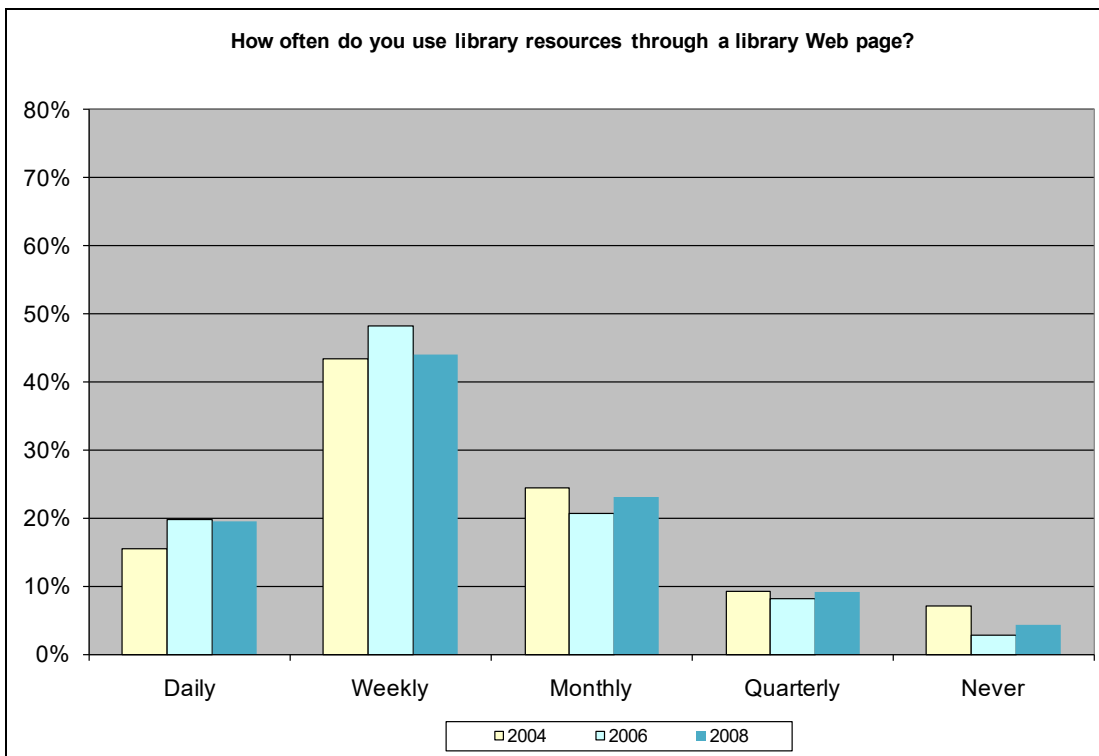


Figure 12 - Use of Library resource through Library Web site – Provo only

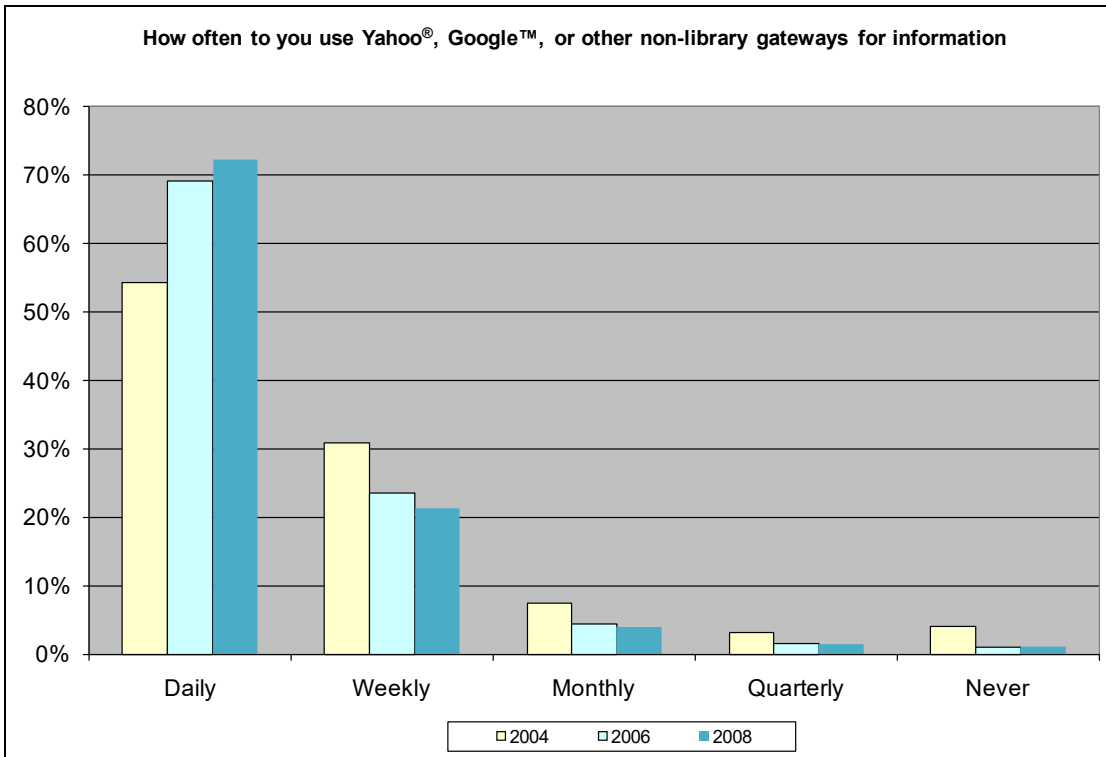


Figure 13 - Use of non-library gateways to obtain information – Provo only

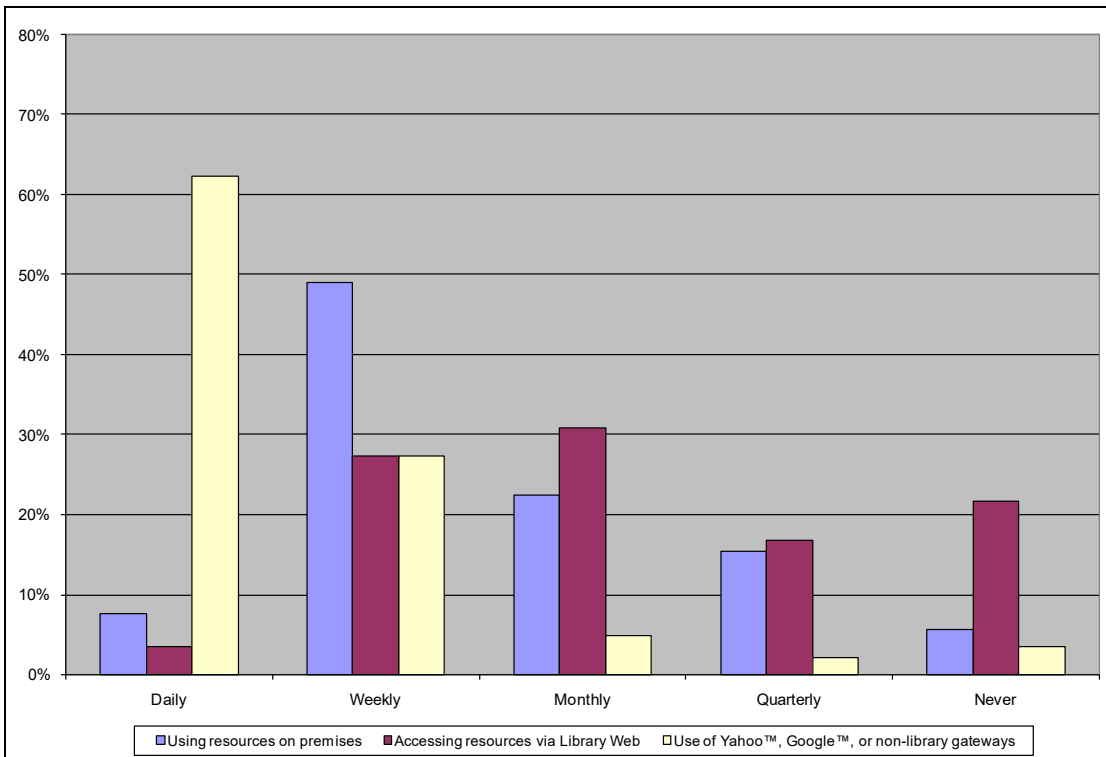


Figure 14 - Resource use questions – SLC only

The last set of five questions covered information literacy outcomes. These questions have been a part of the LibQUAL+® survey since 2003. The first question asked if the library helped the patron stay abreast of developments in their field of interest. The second asked if the library aided their advancement in their academic discipline. The third asked if the library enabled them to be more efficient in their academic pursuits. The fourth asked if the library helped them distinguish between trustworthy and untrustworthy information. The last question asked if the library provided them with the information skills they needed in their work or study. The questions themselves were more in the form of a statement and are found in the appendix. As with the satisfaction questions, response for each was on a 9 point Likert scale with 1 being strongly disagree and 9 strongly agree. The Provo results for these questions have been summarized below in Figure 15.

On average, responses to all five questions tended to be on the positive side (agree) with no average below 6 in 2008, though there was one question that dipped below that in past surveys. It is also apparent that for the most part there has been steady improvement in this area over the last three surveys. The most dramatic improvement in terms of year to year progress is in the library's ability to help patrons distinguish between trustworthy and untrustworthy information. Finally, the library being able to enable a patron to be more efficient in their academic pursuits continues to have the highest rating of the five. It is also interesting to note that now two questions (aid in advancement & enables efficiency) had average ratings to exceed 7, which in the past had not been the case for the aid in advancement question. Also note from Figure 16 that the SLC results were very similar to Provo's except the averages were a bit less than what was seen in the Provo results.

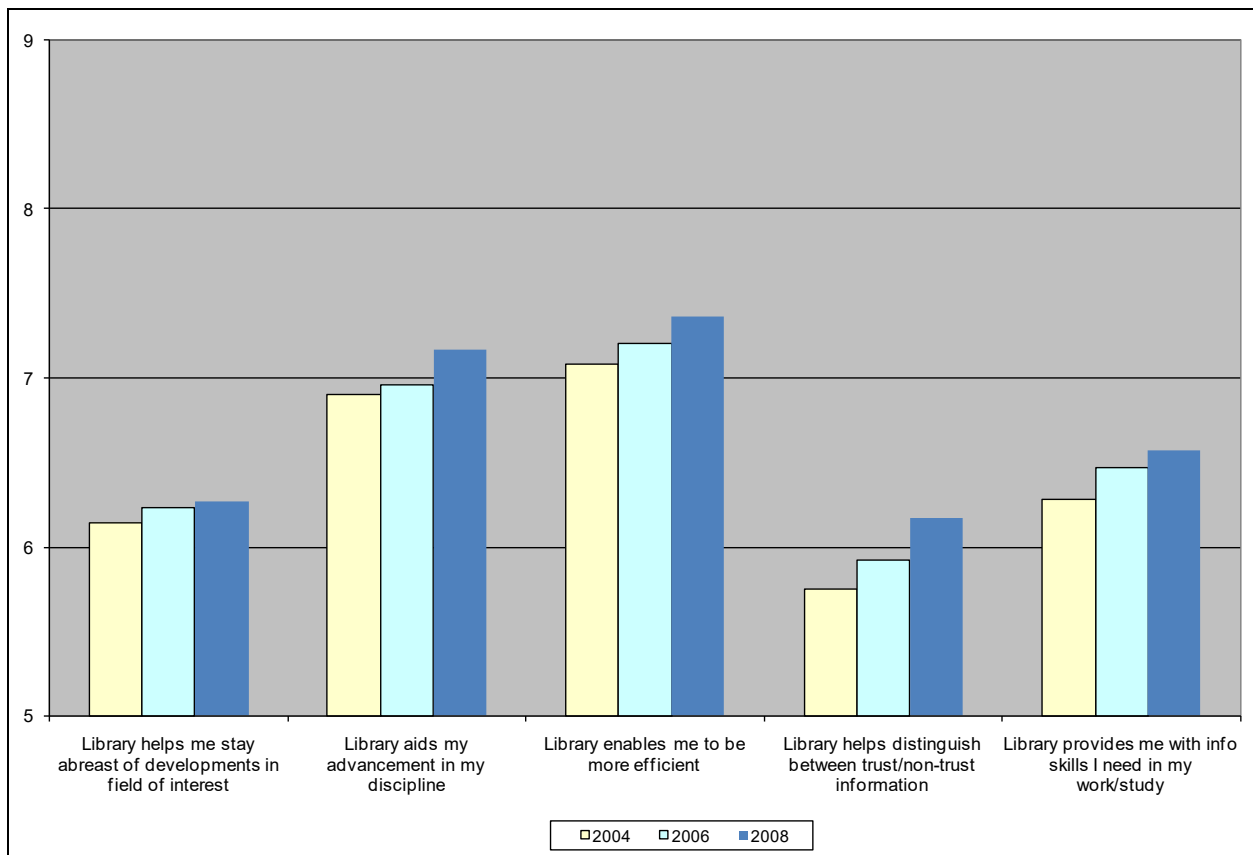


Figure 15 - Results for Literacy Outcomes Questions – Provo only

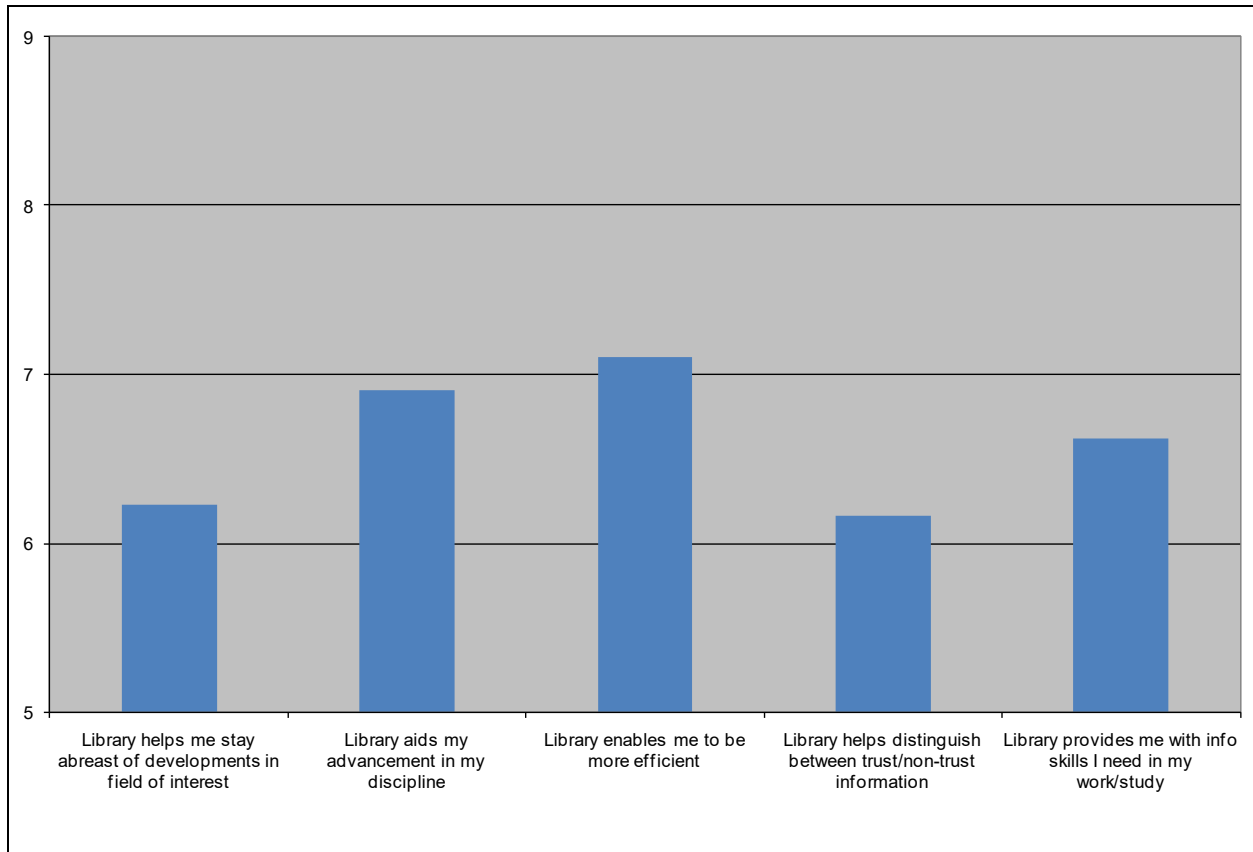


Figure 16 - Results for Literacy Outcomes Questions – SLC only

QUALITATIVE ASSESSMENT OF COMMENTS

As the researchers at LibQUAL+® are so apt to say, LibQUAL+® is not just 22 items, it is 22 items and a box! And indeed as BYU's experience has proven, this box is truly a valued component of the entire LibQUAL+® package to equal any other aspect of it. The comment box at the end of the survey is utilized to elicit qualitative assessments of library services from respondents. Information from those comments has proven to be invaluable in the past and the results obtained in 2008 were of equal importance. For 2008, a total of 745 of the 1688 completed surveys had data in the comment box. Of that number, 63 were targeted to the SLC. Of the 682 Provo comments, a total of 976 distinct comments were made about the services provided at the Lee Library as well as other issues. Of the 63 SLC comments, a total of 92 distinct comments were made. To date, this has been the most comments provided by patrons during a single LibQUAL+® session. But given the increased number of patrons sampled for 2008 and subsequent increase in number of responses, it should come as no surprise. And given that to this point, Provo and the SLC have been analyzed separately, the comments for the most part were also given that same treatment.

Just as in past iterations, the comments were grouped into 7 categories to better facilitate assessment and analysis. These categories included "Facilities" (comments about the building, its furnishings and environment, and related issues), "General" (comments of no specific nature, or related to the survey), "Library Personnel" (comments dealing specifically with personnel issues within the library including library faculty, library staff – full-time, part-time and student – and library security), "Library Polices" (hours, circulation, restrictions, etc.), "Library Resources" (books, journals, media, etc.), Online/electronic resources (electronic databases, online journals, etc.), and "Library Web Site" (including the aesthetic nature of the site – its design and usability – and functionality of the catalog).

The majority of the Provo comments for 2008, 275, were directed to “Library Resources” which has been the top category for some time. “Facilities” was next at 187 with “General” and “Library Personnel” with nearly identical totals of 149 and 148 respectively. Again, as in past surveys, “Online/electronic resources”, “Library Web Site” and “Library Policies” brought up the rear, with the first two of those categories certainly seeing more comments in 2008 than in 2006, but “Library Policies” saw the fewest to date for that category. The breakdown in number of comments for each category has been summarized in the Pareto chart Figure 17 below (the number above each bar represents the total number of comments within the category).

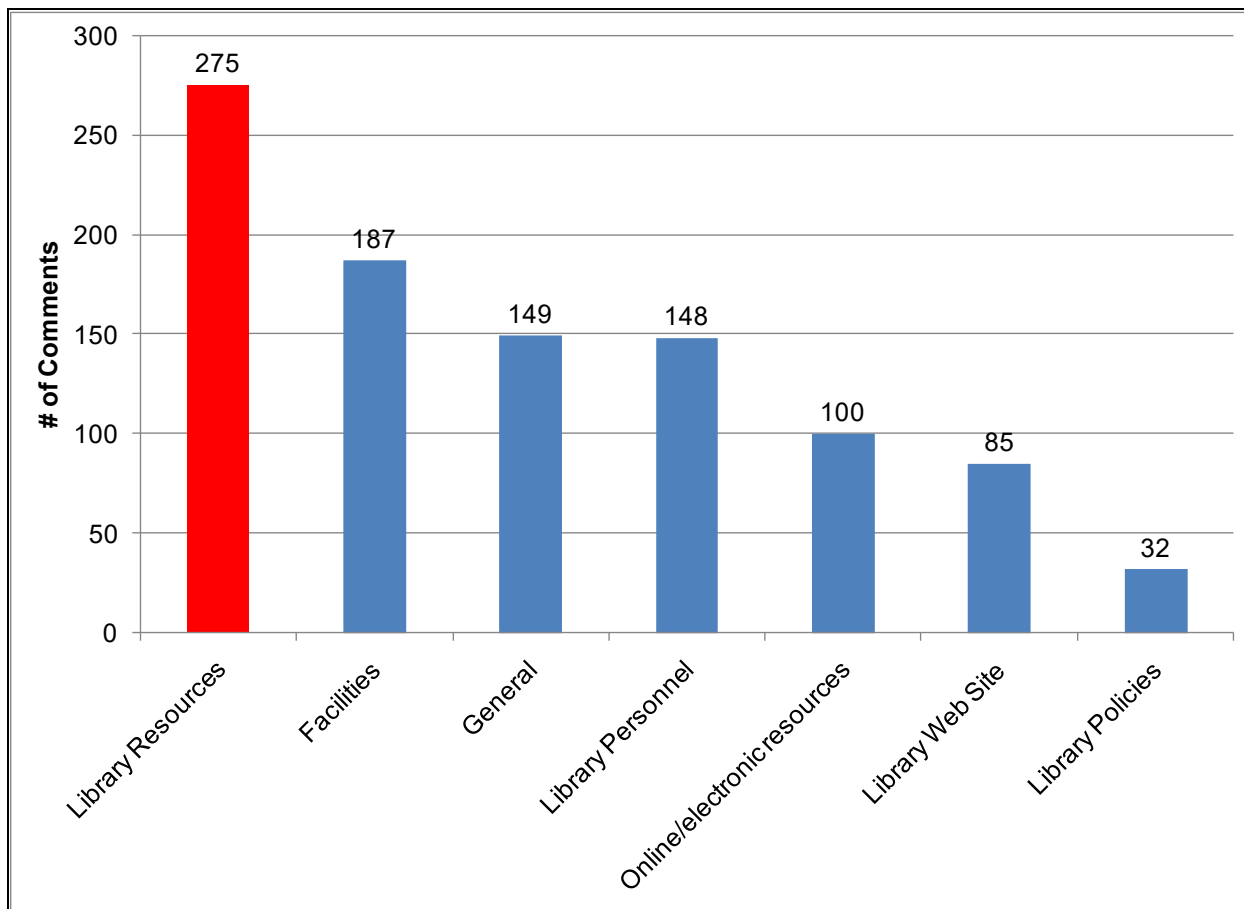


Figure 17 - LibQUAL+® 2008 Comments Breakdown – Provo only

A similar chart was created for the comments to come from respondents to the SLC survey and is shown below (see Figure 18). Interestingly, what was of more importance to those individuals, at least the category that had the most comments was “Facilities” with 24 followed by “Library Personnel” with 21. Again, it would seem that the library itself may have more importance to these patrons than its resources as mentioned previously. “Library Resources” and “General” were the next two categories with the most comments, both with 18, while like at Provo, “Library Web Site”, “Library Policies”, and “Online/electronic resources” brought up the rear.

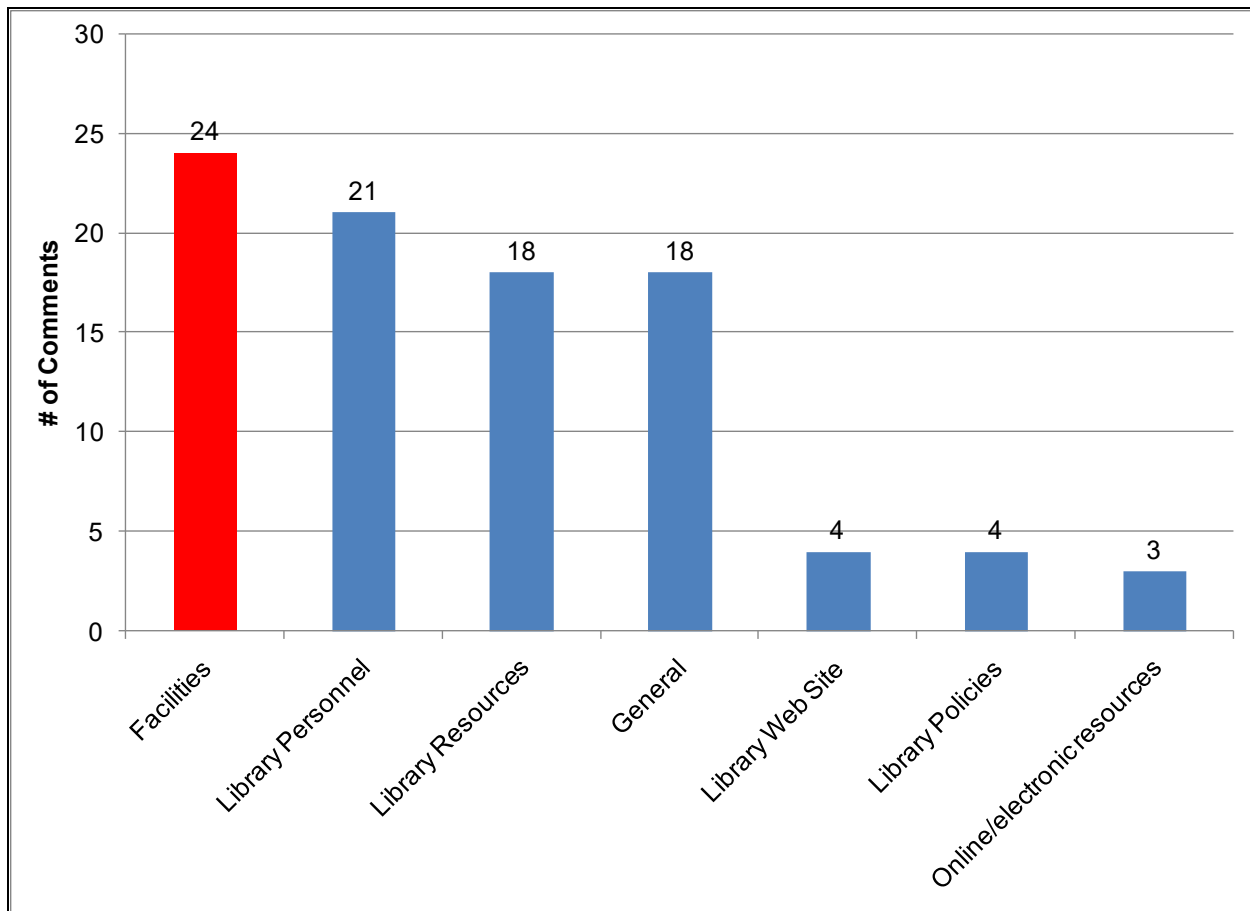


Figure 18 - LibQUAL+® 2008 Comments Breakdown – SLC only

As has often been the case in the past, the generic “Excellent” was the most prevalent of the specific comments. And this was the case whether the comment was for Provo or the SLC. From that point, the specific comments varied in ordered frequency at the two institutions. At Provo, the next three comments were also very positive, “Great resources”, “Great services”, and “Great place to study”. At the SLC, the next five most frequently occurring specific comments were “Staff courteous/helpful”, “Great place to study”, “Great staff”, “Great computers and printers”, and “Great services”. The first negative comment for each institution that appeared at that point in their respective lists also happened to be identical, “Need more/better help using resources”. Obviously that is an issue that should be addressed at both institutions to help patrons in their efforts to access the many varied resources available through the institutions. The only other item common to both institutions that happened to appear in the top ten in each list, which was not a surprise, was “Survey issue”. Charts showing the top ten specific comments at each institution are shown below (see Figures 19 & 20).

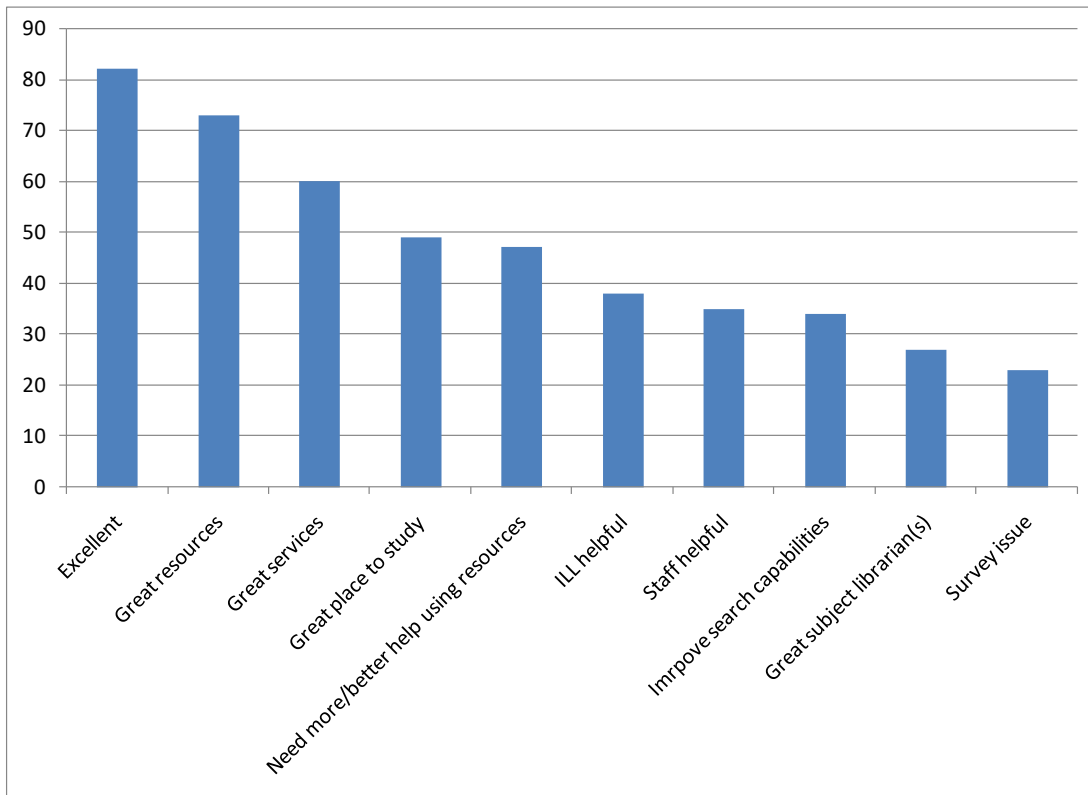


Figure 19 - Provo top 10 specific comments

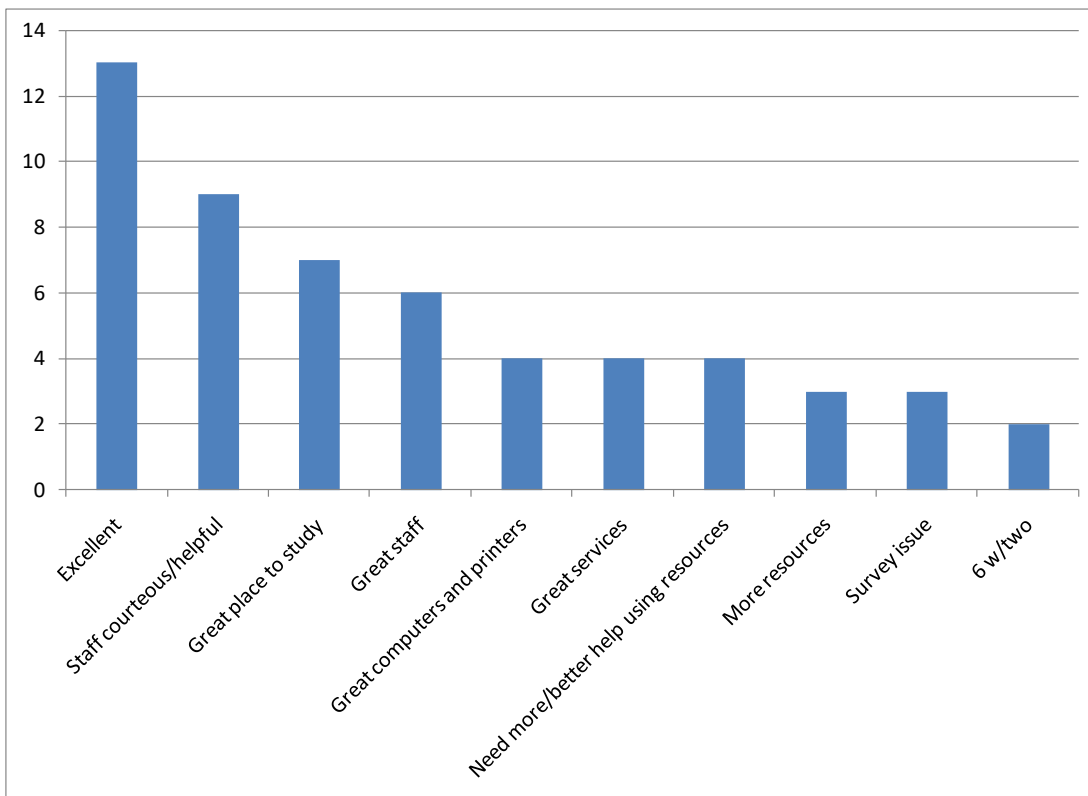


Figure 20 - SLC top 10 specific comments

Breaking the specific comments down by response group (Undergraduate, Graduate and Faculty) showed the same tendencies as has been seen in the past. Undergraduates tended to be more interested in “Facilities” related issues such as more group study rooms, more computers, more study carrels, etc., while Graduates and Faculty were more concerned about resources like full-text journals, finding the resources and help in using them. This mirrored the same tendencies in the quantitative data. IC items received more emphasis from Graduates & Faculty, while LP items were given a heavier emphasis by Undergraduates.

As in the past surveys, the specific comments were assessed separately within each category and for this year separately between Provo and the SLC. For the purposes of this report, only the top scoring items within each category have been mentioned. The top comments for each category have been summarized into Pareto charts and can be found in the appendix. The top comment(s) has been highlighted in red and if there were several comments within a category that got limited mention, they were lumped together into an “Other” group, placed at the end of the chart, and highlighted in dark blue.

Facilities

Patrons at both libraries feel that their facility is a great place to study. That specific comment has the greatest frequency for this category. From that point, there was some divergence. In Provo, respondents wanted to see quieter areas, more computers, study carrels and such things, and more group study rooms. Those issues were certainly evident in the “Facilities” comments at the SLC, but patrons felt that overall the library had great computers and printers and was simply excellent. It is evident from these comments for the SLC that patrons are very pleased with this new facility and seem to feel it to be adequate for their needs. Patrons in Provo are also pleased with the facility, but are a bit more demanding in the need for things to improve their study experience in the library.

One other item that continually appears in the Provo comments, but as years go by, with less and less frequency, is the request for a south entrance to the library. One might think that perhaps this is a request from faculty who remember such before it was closed, but undergraduates mentioned this more than either faculty or graduates in 2008. Given the less frequency of this item in proportion to the total number of comments, perhaps over time this idea may finally fade, but until then, there are a few patrons that feel strongly about restoring that access to the library.

One other “Facilities” comment that was also prevalent in past Provo surveys (this comment did not appear in any of the SLC comments) and may always need addressing was a request to provide more comfortable areas in the library. These areas have become very popular to many students in the library and anyone who wanders through will often find the comfortable chairs filled while tables or study carrels in the same area are empty. Over the last couple of years, the library has made a concerted effort to improve comfort by installing several lounge-like furnishings in even more open places in the library. However, the patrons continue to request more improvement in this area overall.

General

The “General” category also did not vary much from what was seen in the past. The single item to receive the most comments at both libraries was “Excellent.” In this respect, the comment made by the respondent was in and of itself not specific enough to place it in one of the other categories (“I love the library”, “What a great place”, “This library is excellent”, etc.). As such, it was simply labeled “Excellent” and placed within the “General” category.

Again, the next item to receive the most comments was not library service related at all but was a comment related to the survey itself. Despite ARL’s best efforts to improve on the instrument or the mechanism to handle it, individuals still complained about it. But in relation to the total number of respondents, the number to comment on this has been underwhelming. Despite its perceived shortcomings, the LibQUAL+® survey continues to provide valuable information to steer library personnel to improve on the services it provides.

Library Personnel

The next category, "Library Personnel", continues to see improvement over the years that comment data has been analyzed for LibQUAL+®. Positive comments continue to increase in dominance over the negative ones, accounting over 90% of the SLC "Library Personnel" comments and nearly 70% at Provo. In the past, such positive comments were much fewer. This time around patrons commented that the staff is helpful and courteous. In particular, patrons more and more have singled out individual subject librarians for praise, and this was true at both facilities, mentioning a specific member of the library staff as a standout in the service they render. It would seem that efforts to be more personable to patrons have paid dividends. Therefore it would be advantageous to continually strive to let patrons know that they are why the library exists and show that appreciation in the way they are treated.

Library Policies

As for "Library Policies", comments tailed off from what was seen in 2006 and had the fewest total number of comments seen in any category since comments were first analyzed. In Provo the one item to appear most frequently was the request to provide some "food area" in the library. Patrons seem to be interested in having either a place in the library where they can take food and not lose their study place, of having the library provide a place, like an eatery or café, where patrons can take a break from studies to eat without having to cross over to the Wilkinson, up to the Museum of Art, or down to the Tanner or Student Athlete Buildings to grab a bite. We can look to BYU-Idaho in this as they have been extremely successful with their "McKay Café" that is just off the main entrance by their reference where students can obtain a variety of food, have wireless computer access for their laptops, and be close to much needed materials for study. Other institutions across the country have done similar things with "Cougar Eat" type establishments, coffee shops like those seen at Borders or Barnes & Noble, or even a designated area with vending machines for students to have access to food and drink. It would appear that the case continues to grow for such to be created in the Lee Library in Provo.

The next comment of interest to appear in both libraries' surveys was the need to enforce quiet study areas in the library. This directly correlates with the item in "Facilities" to create more quiet study areas. Noise tends to continue to be an issue at both facilities and measures should be taken to address it. Other items to also appear that have been consistent in every survey are controlling for cell phone use, improving circulation policies (allowing for more access and time for use of materials) and extended hours (less so in Provo since the implementation of extended hours during the end of semesters).

One item mentioned in the SLC survey that bears mentioning is the desire that SLC patrons be allowed to have check-out privileges at the library at the LDS Business College that shares occupancy in the Triad Center. Perhaps this is something that could be investigated and discussed with the administrations of the two institutions.

Library Resources

As it has for the last several surveys, "Library Resources" is the single category to get the most comments overall in Provo (it was tied with "General" for the second most at the SLC). Again positive comments tended to stand out. Patrons mentioned that the Lee Library had "Great services" and "Great resources" that have been invaluable in helping them with their research and study, with interlibrary loan singled out by many for its outstanding service.

But there were several comments in this category that still demand attention. Once again, with the abundance of resources, one comment to come from patrons at both libraries was a need for more and/or better help in using all the varied resources. In addition, there were several that indicated that more resources were needed, but unlike in previous surveys, there were fewer that indicated that discipline specific resources were also needed. Perhaps improvement is being seen in getting more discipline specific resources. And finally, there continues to be the issue of access to those resources, which to a great extent echoes the comment already mentioned that patrons need more/better help in using the

resources. Having the wealth of resources does little good to the patron if they are hindered in any way accessing said resources.

Library Web Site

Since the library image seen at both Provo and the SLC are the same, it would seem logical that whatever comments made regarding “Library Web Site” would apply to either institution. And this indeed seems to be the case as comments from both mirror each other quite closely. And this is the one category that continues to be an enigma, having the most negative comments proportional to the total in the category than any of the other categories. Despite efforts to design the website to meet user expectations, comments in this category were again predominantly negative (95% negative to be precise). And these comments mirrored the quantitative results cited above where patrons have felt that the library just meets their expectations in “A library Web site enabling me to locate information on my own” (see IC-2).

This negativity has been a tendency that has pervaded “Library Web Site” comments since the first survey where comments were analyzed. Since 2003, the specific comments to receive the most number were search or usability related (“Improve search capabilities, “Catalog search needs improvement”, “Improve usability”) or that simply the site was “Confusing/ unfriendly”. It would appear that the redesigns that have taken place over the years have yet to be met with complete satisfaction. And as mentioned in the quantitative results, other institutions that have participated in and reported their findings from LibQUAL+® have had similar experiences. Interestingly, in past surveys, patrons have negatively commented on the frequent changes in the website. In 2008, however, only one individual said such. So though there are still complaints about its usability, many seem to be satisfied with its stability. It will be interesting to see in the next round of LibQUAL+® in a couple of years if the anticipated changes to the website with the introduction of Scholar Search (the Lee Library’s application of Ex Libris’ Primo®) will have any effect in the number of negative comments about the website or if comments regarding the changing nature of the site reappears.

Online/electronic resources

The final category, “Online/electronic resources”, saw another big jump in comments during 2008. As with the increase in those comments in 2006, this could very well reflect the increasing abundance of those resources and the insatiable appetite of patrons for ever more. However, it was interesting to note that this category, as did “Library Web Site”, got little play at the SLC, again reflecting that patrons there are much more interested in the facility than resources, particularly electronic related resources. Regardless, at least at Provo, this item is gaining in importance. This was definitely reflected in the comments themselves as Provo patrons asked for the usual additional resources such as full-text articles, but there were many that also wanted improvement in the accessibility of said resources, either in finding them or accessing them, especially from off-campus. But there were also some very positive comments to come from this category as patrons were grateful for the resources available and for the online access of those resources.

Again, as in 2006, it is also interesting to note that most of the comments in this category came from either Graduates or Faculty (nearly 75% in 2008 compared to 67% in 2006). In fact, Graduates have tended to dominate this category in all LibQUAL+® iterations. This time around, the Social Science/ Psychology disciplines accounted for 27% of those comments and the Humanities 16%. The Science disciplines accounted for 12%. This was somewhat similar to what was seen in 2006, although the Humanities did not account for quite the same percentage. Business and Engineering/Computer Science had larger percentages then. But again, with the increasing number of comments in this category, this underscores the importance of it to patrons (along with “Library Resources”) and supports the quantitative results for the Information Control dimension.

CONCLUSION

As proven in the past, LibQUAL+® continues to be an integral part of the Lee Library's assessment arsenal. It serves as its principle barometer on how the library is meeting patron's expectations of the services it provides to the university community. Since the first survey in 2001, the Lee Library has seen steady improvement in the overall satisfaction of BYU students, faculty and staff towards library services. But as always, there are still areas in which the library can improve.

Library as a place continues to be the area that has seen the most success. Satisfaction as measured by the difference between the perceived level of service received and the minimum level of service expected continues to be high. However, the average desired level of service for this dimension of service continues to be low when compared to how the patron is treated (the affect of service) and the number, availability and personal command of resources (information control), yet, improvement has been seen in those areas as well. When measured by the level of desired service, content and access of information are more critical than the library itself or the personnel there to serve the public. The areas where the most improvement needs to occur continue to be in the library Web site, online materials, the tools and training necessary to easily access that information, and having more quiet areas and enforcing quiet policies in those areas designated as such,.

In all, patrons love the library and all it has to offer. And it would appear from this year's results that strides are being made to expand and upgrade the services and resources provided to patrons. But there is always room to improve and LibQUAL+® will continually help the library stay abreast of those needs.

Appendix

Core Service Statements

Affect of Service:

- AS-1 Employees who instill confidence in users
- AS-2 Giving users individual attention
- AS-3 Employees who are consistently courteous
- AS-4 Readiness to respond to users' questions
- AS-5 Employees who have the knowledge to answer user questions
- AS-6 Employees who deal with users in a caring fashion
- AS-7 Employees who understand the needs of their users
- AS-8 Willingness to help users
- AS-9 Dependability in handling users' service problems

Information Control:

- IC-1 Making electronic resource accessible from my home or office
- IC-2 A library Web site enabling me to locate information on my own
- IC-3 The printed library materials I need for my work
- IC-4 The electronic information resources I need
- IC-5 Modern equipment that lets me easily access needed information
- IC-6 Easy-to-use access tools that allow me to find things on my own
- IC-7 Making information easily accessible for independent use
- IC-8 Print and/or electronic journal collections I require for my work

Library as Place:

- LP-1 Library space that inspires study and learning
- LP-2 Quiet space for individual activities
- LP-3 A comfortable and inviting location
- LP-4 A getaway for study, learning, or research
- LP-5 Community space for group learning and group study

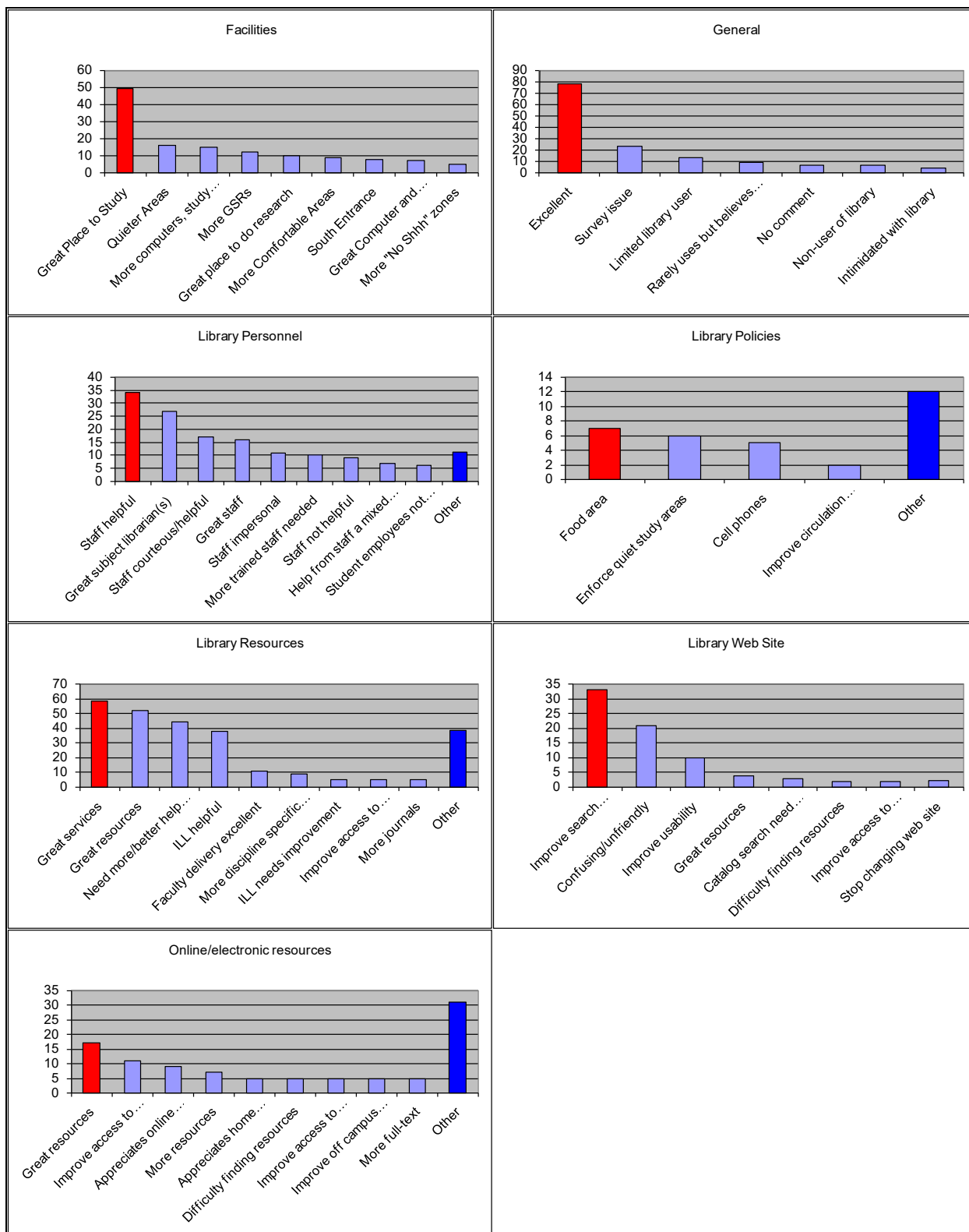
Local Service Statements

- LOC-1 Ease of use of electronic resources
- LOC-2 Availability of subject specialist assistance
- LOC-3 Making me aware of library resources and services
- LOC-4 Teaching me how to locate, evaluate, and use information
- LOC-5 Access to rare and historical materials, particularly those of LDS origin

Information Literacy Outcomes Questions:

1. The library helps me stay abreast of developments in my field(s) of interest.
2. The library aids my advancement in my academic discipline.
3. The library enables me to be more efficient in my academic pursuits.
4. The library helps me distinguish between trustworthy and untrustworthy information.
5. The library provides me with information skills I need in my work or study.

Top Provo Comments for 2008:



Top SLC comments for 2008:

