Harold B. Lee Library
Brigham Young University

LibQUAL+™

A report on results collected from respondents at Brigham Young University during fall 2011 as well as comparisons with past surveys; also an assessment of comments made during 2011 with comparisons to past comments

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INTRODUCTION

During the fall of 2011, the BYU Harold B. Lee Library participated once again in ARL's LibQUAL+® survey to assess library service quality. This was BYU's sixth foray into this now effort. Since 2004, it had been a biennial affair and joined with several of its sister libraries in the Consortium of Church Libraries and Archives (CCLA). However, changes in personnel at the Lee Library that also affected th CCLA necessitate the Lee Library opting not to participate in 2010 and wait until 2011. But as in 2008, it was administered during the fall. Unlike 2008, however, the Lee Library opted to take advantage of the new Lite™ option available to those desiring it. LibQUAL+ Lite is basically a watered down version of the full survey, but only to the extent where the respondent sees only a sample of the 22 core and 5 local service statements. All the rest of the questions remain intact. Regardless of the timing or version, 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 continues now to be to observe how much improvement has occurred over that time.

As is ARL's practice, formal reports of the results from every survey have been prepared by ARL as well as for specific groups and consortia. These reports summarize the survey instrument questions only and do not include any analysis conducted from information provided in comments nor comparisons from past surveys. Copies of the ARL 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 that includes an assessment of the qualitative comment 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 2011 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 with once again 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 improvement in mos of its statements. It is also the dimension that continues to have higher desired levels of service implying that patrons deem it most important. 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 increased some but remained somewhat flat. Most levels for the information literacy outcomes questions also increased from 2008. The daily use of non-library portals on a daily basis continues to be the most prominent means for patrons to access information. This tendency remains 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. Top comments tended to be positive (Great services, Great resources, Great place to study). But areas to continue to focus improvements included "Need more/better help using resources", "More discipline specific materials", and "Quieter areas". Library Personnel is still highly respected. Patrons would like to see search mechanisms improved on the Library Web Site, and though patrons appreciate very much the online/electronic resources available, 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. But given that for 2011 the Lee Library chose to go 100% Lite™, it was felt that to ensure adequate response to assessment discipline specific results, the sample would be increased even more. The intent of Lite™ is to reduce the average response time and hence up the response rate. As such, the feeling was that if the sample was increased couple with the anticipated increase in response, there would be ample data from which to make such disciplinary assessment. Therefore, during 2011, 4000 undergraduates, 1500 graduates and 1500 faculty/staff were sampled, which was substantially more than in past years, particularly for undergraduates.

As was done during 2008, the Salt Lake Center was again invited to participate and was listed as a branch of the Lee Library in Provo. But their participation was altered somewhat. During 2008 some 1700+ from the SLC email pool were invited to participate, which included faculty and staff. However, it was felt that since a large portion of the students and faculty in actually are full-timers on the Provo campus, and wanting to obtain comments from only those that consider the SLC their "home", only fully matriculated students and faculty were asked to participate. This reduced the number of invitations from that institution to around 500. The total survey pool of invitees ended up being in the neighborhood of 7500. But naturally, as in past surveys, there were 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 has to hovered around 5% or so in the past. This year is was much less. The final samples sizes for 2011 from Provo were 3990 undergraduates, 1492 graduates, and 1485 faculty. There were 408 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 3, 2011 and the formal invitation with the URL attachment from which they could take the survey sent the following Monday, October 10. Overall, responses for 2010 significantly exceeded that seen in any other year, obviously due to the substantially greater number sampled than any time previously. However, the overall response rate did not mirror what researchers suggested would happen using the Lite™ version of the survey. Regardless, 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 17 and the final follow-up on Monday, October 24. The survey was closed on the first day of November as the link to the BYU survey was officially shut down that Tuesday morning.

Because of the increased number of individuals invited to take the survey, final response numbers were 43% greater than the largest response ever seen in past iterations of the project. For 2011, over 3000 individuals attempted to take the survey. Of that, 2229 completed the survey, over five hundred more than 2008's final figure, for a 73% completion rate, which was 12% greater than that seen in 2008. Of that, 2115 were considered to be valid surveys which resulted in a final response rate of 29%, near to the figure seen in the past (30-35%), but well below what was anticipated by going Lite™. Of that number, 1231 were undergraduates, 485 were graduates and 374 were faculty with a smattering of library staff (15) and university staff (10) also responding. In addition to indicating group status, 2008 indicated that the Lee Library was their primary library. Only 86 indicated the SLC was their library of choice (21 respondents did not indicate their primary library). Naturally, the low number from the SLC was disappointing, but it did reflect a 21% response rate, which far eclipsed the response seen from 2008.

As in past surveys, though response rate is important, representativeness is considered by many to be 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 all LibQUAL+® years since 2004 are shown for comparison purposes. The number of undergraduate responses was up again for 2011 from 2008, while the response numbers for faculty were down about the same. The other groups stayed the same. But for all intents and purposes,

the breakdowns for 2008 and 2011 are virtually identical. The differences in the other years was because the survey was opened to all library staff in 2006 and to all university personnel in 2004.

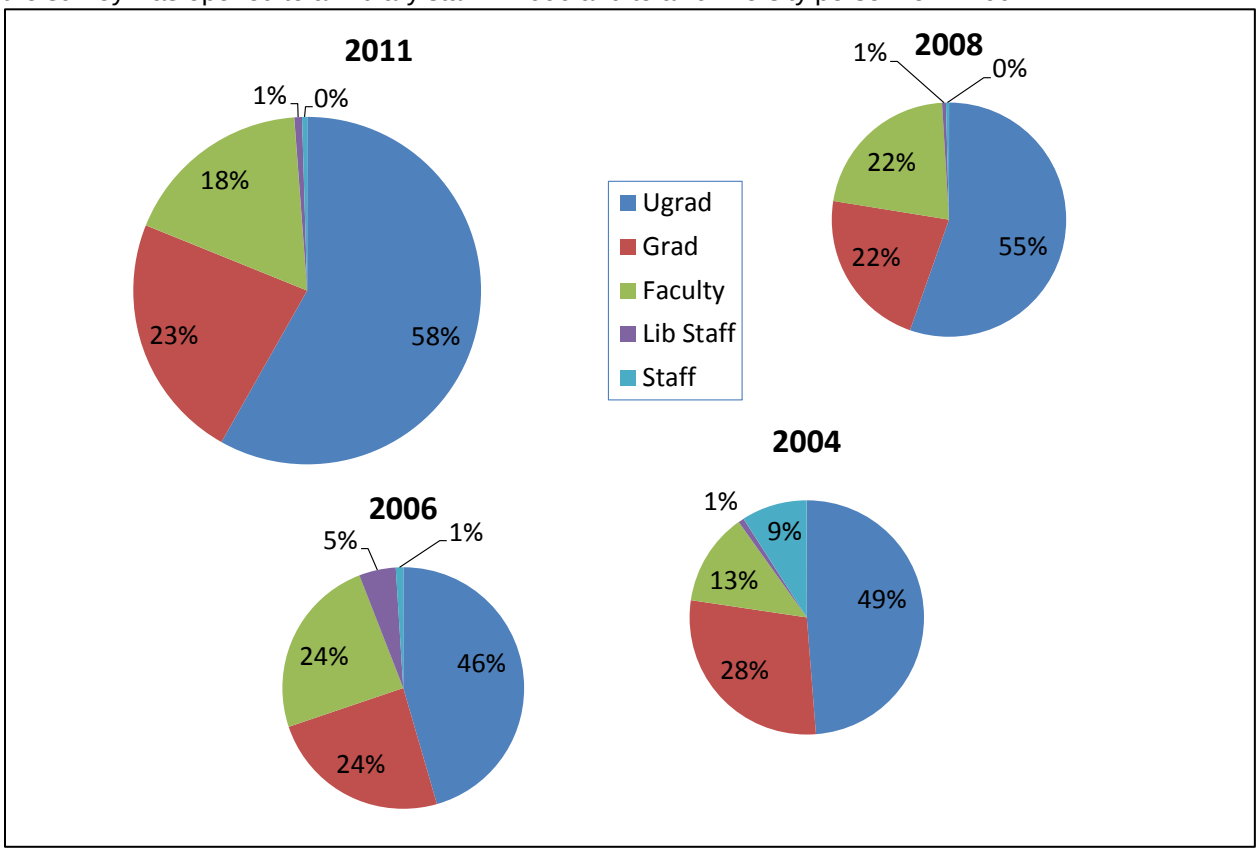


Figure 1, Demographic Breakdown - Status

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 2011). Some of the major discrepancies, such as in General Studies or Undecided, could be due in large part to the respondent having the option to select his or her discipline. As such, the respondent may have indicated a discipline different than what the University may actually show in their records. Overall, given the numbers sampled from the University, the response tendencies were fairly representative of the population as a whole in terms of status and discipline.

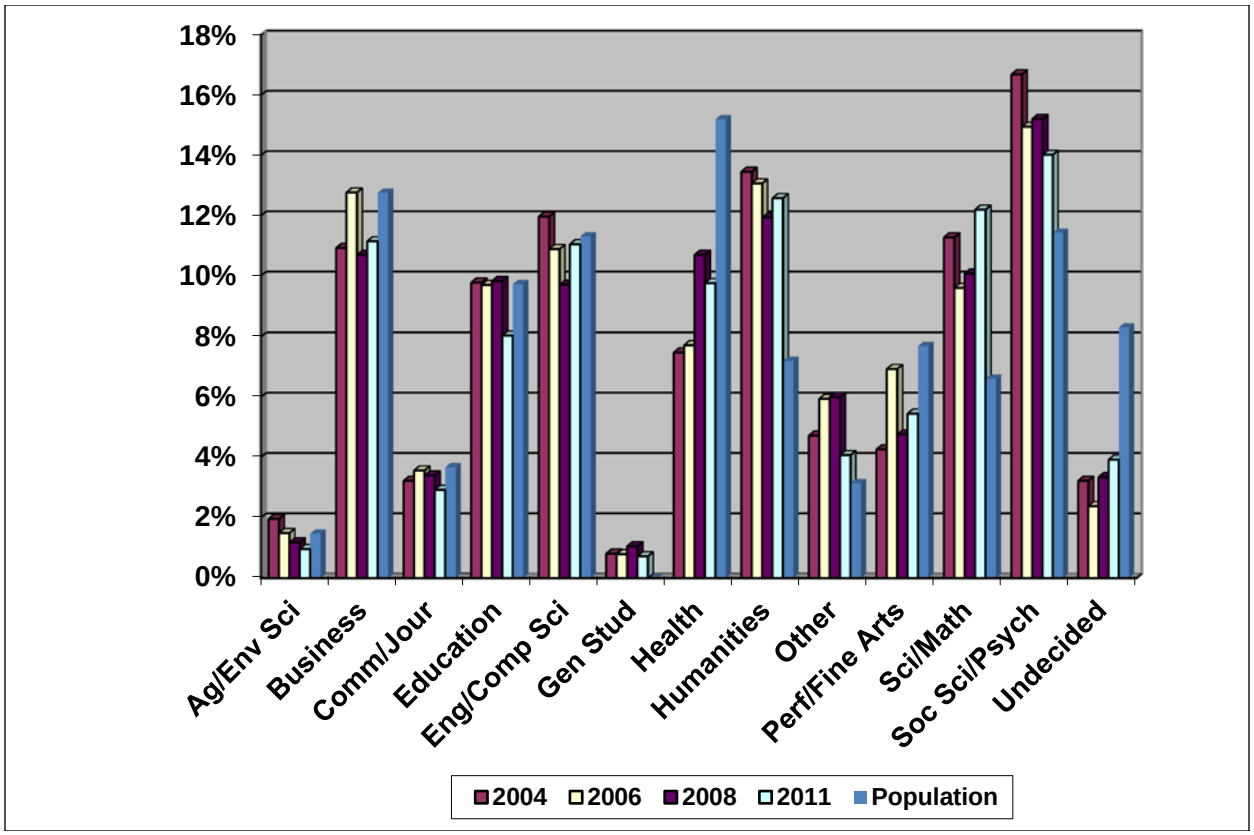


Figure 2, Demographic Breakdown - Discipline

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+® participating institutions are given the option to include 5 additional or local statements of interest of their choosing. The Lee Library has done this in the past and did so again in 2011. A list of the 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).

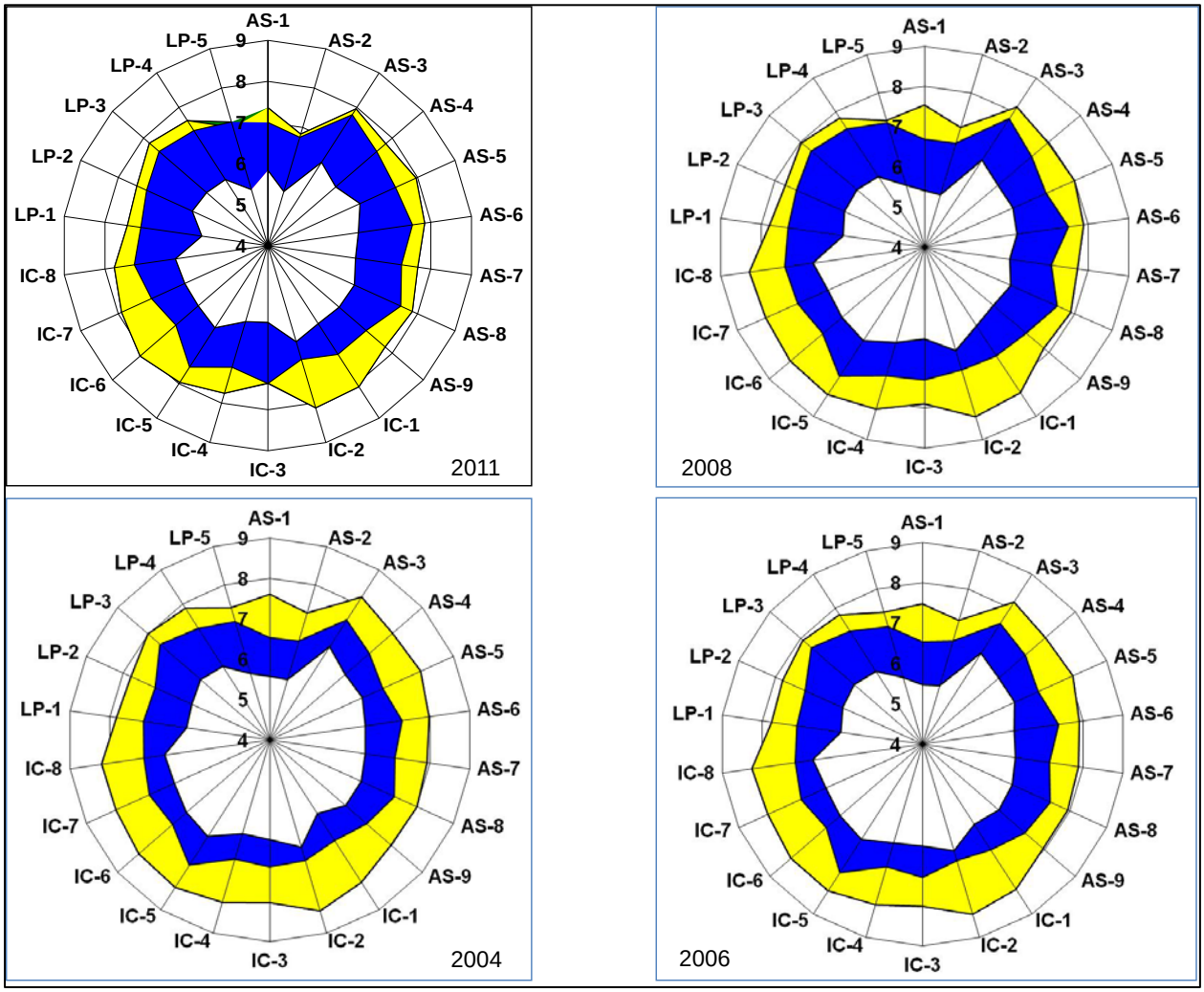


Figure 3 - Comparative Radar Charts

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 that the desired levels for 2011 were significantly lower than what have been seen previously. The minimum values also saw substantial reduction. Nevertheless, the perceived levels tended to remain at about the same level which resulted in improvement again for 2011 in overall adequacy gap, meaning the library continues to meet user expectations for services.

Another way to view this is to look as the actual ratings that went into the radar charts above. They are shown in Table 1 below (see page 10). 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 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. Most of the core statement in the survey saw a larger gap for 2011 than in the previous years. In some cases, the minimum value decreased while the perceived value increased. But if the perceived value also decreased, it did not decrease quite as much as the minimum. No single dimension had an inordinate number of items to drop in gap. Those that stood out were in Affect of Service (AS) where the items that did drop had the largest drop. AS9 (Dependability in handling users' service problems) had the largest reduction, with AS1 (Employees who instill confidence in users) the next. It was also interesting to note that despite the introduction of the new ScholarSearch uility (see below), IC2 (A library Web site enabling me to locate information on my own) also saw a drop in gap, albeit very small. Nevertheless, the overall gap for all items in the LibQUAL+® survey went from 1.08 to 1.16, which reflected a 7% increase from 2008 and a 41% improvement from 2004. Once again, it would appear that the library has done a good job of meeting user expectations.

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 86 of the respondents indicated that their library was at the Salt Lake Center. 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 respondents indicated a branch library preference), it is readily evident that there is a difference in gaps and most of the Provo gaps saw 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 continuing improvement in the one dimension that has been consistently low over the years, Information Control (IC). Admittedly, 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. Surprisingly, gaps for the SLC were as good, and in some instances better. Given the unique nature of that facility and its size, it was good to see that the SLC has been able to meet the minimum expectations for this dimension. It is assumed that much of this is because of the vast number of electronic resources available through Provo provide patrons with a vast array of information options that otherwise would not be available at this small branch library. The SLC also performed well in the other two dimensions, AS (Affect of Service) and LP (Library as Place), which is noteworthy.

As with any time LibQUAL+® has been done, it is important to see where low gaps suggest improvement can be made. As noted above, Information Control (IC) continues to have the overall lowest average gaps, even though it showed marked improvement across all items overall. For Provo the item that is still showing the need for the most improvement is IC-2 (A library Web site enabling me to locate information on my own), which actually dropped slightly in gap from 2008 despite the introduction of the library's new Scholar Search tool (the HBLL's implementation of Ex Libris's Primo®) and the homepage redesign that came with it. Curiously though, this item did not have the lowest IC gap for the SLC, which employs the exact same website; in fact, only two other IC items had a higher gap. However, a related item which was the lowest for the SLC and next to lowest for Provo was IC-6 (Easy-to-use access tools that allow me to find things on my own). Of course in the case of this item, the tools alluded to could be more than simply the library's website but could also include other tools like the catalog, databases and ContentDM®. At

any rate, there is still room for improvement in how the website and associated tools allow patrons to access resources and information. This was substantiated with the results from the qualitative analysis of the comment data (see Qualitative Assessment of Comments below). It would be advantageous for those responsible for these tools to continue to work and improve the site's design, where possible, and employ usability testing to maximize understanding of what patrons' need to meet their research requirements.

Other IC items that experienced low gaps for both Provo and the SLC were IC1 (Making electronic resources accessible from my home or office) and the related IC7 (Making information easily accessible for independent use). As electronic resources and remote computing technology both improve, the need for a physical facility tends to diminish – at least that would be the logical assumption. And certainly the results from these two items suggest that being able to access that information remotely is important in the minds of patrons. As such, it would bode well for the library to continue to make access to their electronic resources a priority.

For Affect of Service (AS), one item that has consistently been low is AS-5 (Employees who have the knowledge to answer user questions). Though this AS item was the lowest at both Provo and the SLC in 2008, it saw a sharp reversal at the SLC in 2011, becoming the AS item with the highest gap, while it remained the lowest at Provo. This difference could be due in part to a change in personnel at the SLC between the survey periods which brought a change in how public services were delivered to patrons at that facility. And in the case of Provo, it 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. Nevertheless, the relative gap score is quite good and supports the findings from the Wisconsin Ohio Reference Evaluation Program (WOREP) scores from 2005 that suggested that patrons were more than satisfied with the reference assistance rendered by student staff at the desks.

Lastly, for Library as Place (LP), as similar tendency to that just mentioned was seen for LP-2 (Quiet space for individual activities). This item continues to lag behind other LP items at Provo in terms of meeting patron expectations, even though it does well when compared to other IC or AS items, but was far and away the largest gap of all the SLC items. In contrast, LP5 (Community space for group learning and group study) was the highest LP item for Provo and the lowest at the SLC. This is understandable given the small amount of space available at the SLC and lack of group study rooms and such.

When the core items were reviewed by breaking down the results by response groups, there are some interesting things that are evident. 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. This has been the case throughout the iterations of the survey over the years it was administer (although there was one exception for 2011 with LP3 (A comfortable and inviting location)). 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. All this can be seen in Table 3 below.

Table 1 – LibQUAL+® Results

		2004					2006					2008					2011			
BYU Results		Min	Des	Per	Gap		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		5.87	7.38	7.01	1.14
	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		5.39	6.83	6.76	1.37
	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		6.46	7.99	7.78	1.33
	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		6.21	7.80	7.49	1.29
	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		6.41	7.92	7.39	0.98
	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		6.25	7.85	7.56	1.31
	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		6.18	7.68	7.29	1.12
	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		6.34	7.87	7.57	1.22
	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		6.30	7.77	7.16	0.86
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		6.26	8.06	7.14	0.88
	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		6.44	8.10	6.90	0.46
	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		5.84	7.33	7.34	1.50
	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		5.92	7.73	7.09	1.17
	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		6.40	7.96	7.52	1.12
	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		6.24	8.08	6.93	0.70
	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		6.24	7.91	7.11	0.87
	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		6.29	7.76	7.28	0.99
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		5.64	7.45	7.12	1.48
	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		6.06	7.52	7.25	1.20
	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		6.02	7.82	7.50	1.48
	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		5.89	7.60	7.32	1.43
	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		5.47	7.03	7.14	1.67
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		6.05	7.68	7.20	1.16

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	5.83	7.36	7.00	1.17		6.61	7.78	7.35	0.74
	AS-2	5.37	6.83	6.75	1.38		6.00	7.10	7.30	1.30
	AS-3	6.41	7.96	7.79	1.38		7.39	8.39	7.83	0.44
	AS-4	6.18	7.79	7.50	1.32		6.65	8.06	7.53	0.88
	AS-5	6.46	7.96	7.41	0.95		5.73	7.38	7.31	1.58
	AS-6	6.22	7.85	7.55	1.33		6.81	8.09	7.91	1.10
	AS-7	6.15	7.68	7.28	1.13		6.90	7.90	7.65	0.75
	AS-8	6.31	7.86	7.55	1.24		7.32	8.26	8.21	0.89
	AS-9	6.29	7.77	7.16	0.87		6.50	8.23	7.27	0.77
Information Control	IC-1	6.26	8.09	7.15	0.89		6.48	7.68	6.92	0.44
	IC-2	6.44	8.12	6.89	0.45		6.42	7.79	7.21	0.79
	IC-3	5.87	7.35	7.36	1.49		5.28	6.88	7.16	1.88
	IC-4	5.93	7.75	7.09	1.16		5.80	7.54	7.33	1.53
	IC-5	6.38	7.96	7.52	1.14		6.94	7.94	7.69	0.75
	IC-6	6.24	8.11	6.96	0.72		6.11	7.37	6.52	0.41
	IC-7	6.22	7.91	7.11	0.89		6.54	7.81	7.15	0.61
	IC-8	6.27	7.77	7.28	1.01		6.72	7.61	7.28	0.56
Library as Place	LP-1	5.62	7.45	7.12	1.50		6.02	7.51	7.22	1.16
	LP-2	6.02	7.50	7.24	1.22		6.56	7.89	7.56	1.96
	LP-3	5.97	7.81	7.50	1.53		6.81	8.25	7.88	1.00
	LP-4	5.91	7.62	7.33	1.42		5.47	6.88	6.88	1.33
	LP-5	5.42	7.00	7.14	1.72		6.28	7.60	7.12	0.81
Overall Average		6.08	7.70	7.26	1.18		6.42	7.72	7.38	0.90

Table 3 – LibQUAL+® Results
Overall breakdown by response group

		Undergrads					Graduates					Faculty			
BYU Results		Min	Des	Per	Gap		Min	Des	Per	Gap		Min	Des	Per	Gap
Affect of Service	AS-1	5.73	7.38	7.06	1.33		5.54	7.40	6.76	1.22		6.62	7.38	7.19	0.56
	AS-2	5.17	6.68	6.64	1.46		5.28	6.77	6.52	1.24		6.24	7.35	7.49	1.25
	AS-3	6.38	7.95	7.83	1.45		6.44	7.99	7.73	1.30		6.83	8.11	7.67	0.83
	AS-4	6.04	7.70	7.39	1.35		6.31	7.99	7.63	1.32		6.58	7.88	7.64	1.06
	AS-5	6.21	7.84	7.34	1.13		6.40	8.02	7.28	0.88		7.02	8.04	7.69	0.66
	AS-6	6.11	7.79	7.50	1.39		6.14	7.92	7.51	1.37		6.81	7.96	7.80	0.99
	AS-7	6.09	7.70	7.32	1.23		6.17	7.67	7.17	1.00		6.51	7.63	7.33	0.81
	AS-8	6.18	7.81	7.51	1.33		6.50	8.05	7.59	1.09		6.66	7.82	7.70	1.04
	AS-9	6.11	7.68	6.98	0.87		6.09	7.75	7.18	1.09		6.94	8.01	7.59	0.65
Information Control	IC-1	5.88	7.86	7.06	1.18		6.52	8.4	7.32	0.80		7.28	8.31	7.16	-0.12
	IC-2	6.19	7.96	6.92	0.73		6.47	8.24	7.04	0.57		7.13	8.35	6.71	-0.42
	IC-3	5.76	7.23	7.36	1.60		5.81	7.50	7.30	1.49		6.11	7.40	7.34	1..23
	IC-4	5.62	7.54	7.06	1.43		6.20	8.12	7.10	0.91		6.52	7.84	7.18	0.66
	IC-5	6.38	8.03	7.52	1.14		6.31	7.89	7.47	1.17		6.59	7.80	7.58	0.99
	IC-6	6.01	8.02	6.96	0.96		6.33	8.32	6.92	0.59		6.80	7.95	6.87	0.07
	IC-7	6.04	7.85	7.05	1.01		6.42	8.08	7.14	0.72		6.75	7.91	7.26	0.52
	IC-8	5.78	7.36	7.21	1.43		6.72	8.20	7.33	0.61		7.31	8.37	7.37	0.06
Library as Place	LP-1	5.83	7.77	7.17	1.34		5.51	7.33	7.05	1.54		5.03	6.39	6.96	1.93
	LP-2	6.32	7.81	7.39	1.06		5.95	7.63	6.94	0.99		5.17	6.40	7.10	1.93
	LP-3	6.07	7.93	7.57	1.50		5.82	7.72	7.46	1.64		6.06	7.49	7.18	1.12
	LP-4	6.05	7.91	7.41	1.36		5.76	7.72	7.26	1.50		5.49	6.42	7.03	1.54
	LP-5	5.71	7.40	7.16	1.44		5.23	6.91	7.11	1.88		4.80	5.55	7.09	2.30
Overall Average		5.93	7.67	7.19	1.27		6.05	7.80	7.17	1.12		6.40	7.56	7.27	0.88

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 2011 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, albeit still quite a ways from it. Information Control also has the highest desired 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 and closest to the desired, it also had the lowest average desired/minimum levels.

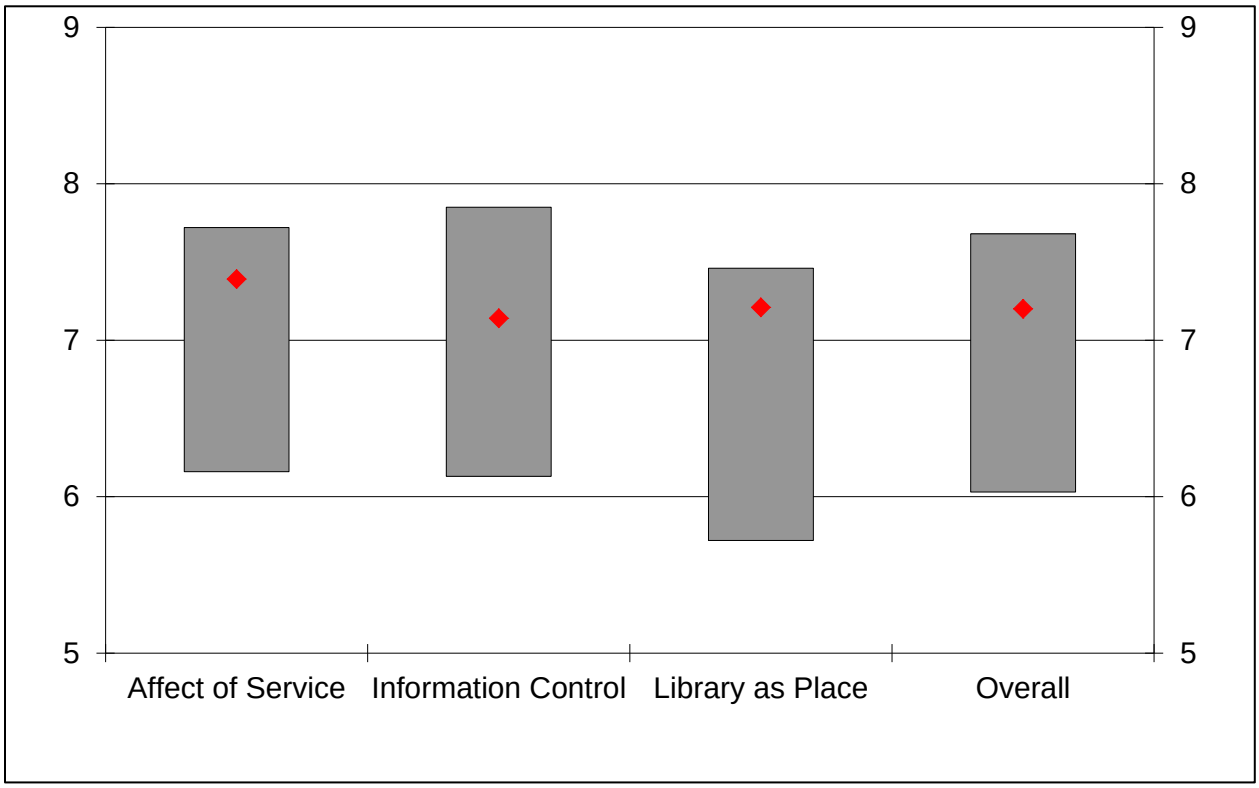


Figure 4 - Zones of Tolerance for 2011 – Provo only

A similar chart for the SLC shows some interesting differences. One is the fact that the zones are decidedly narrower 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 IC's desired level is significantly less than the AS desired level, even though its IC perceived level is still comparable to that seen in Provo. For respondents at the SLC, the way they are treated carries a bit more importance than the resources available and accessible, which has countered what had been seen by so many other institutions in the past. Surprisingly, LP actually had levels that for all intents and purposes were identical to IC. It would seem from this that though resources and facility are important, how they may be assisted at the facility to obtain the resources and information they need for their study and research is of much greater importance.

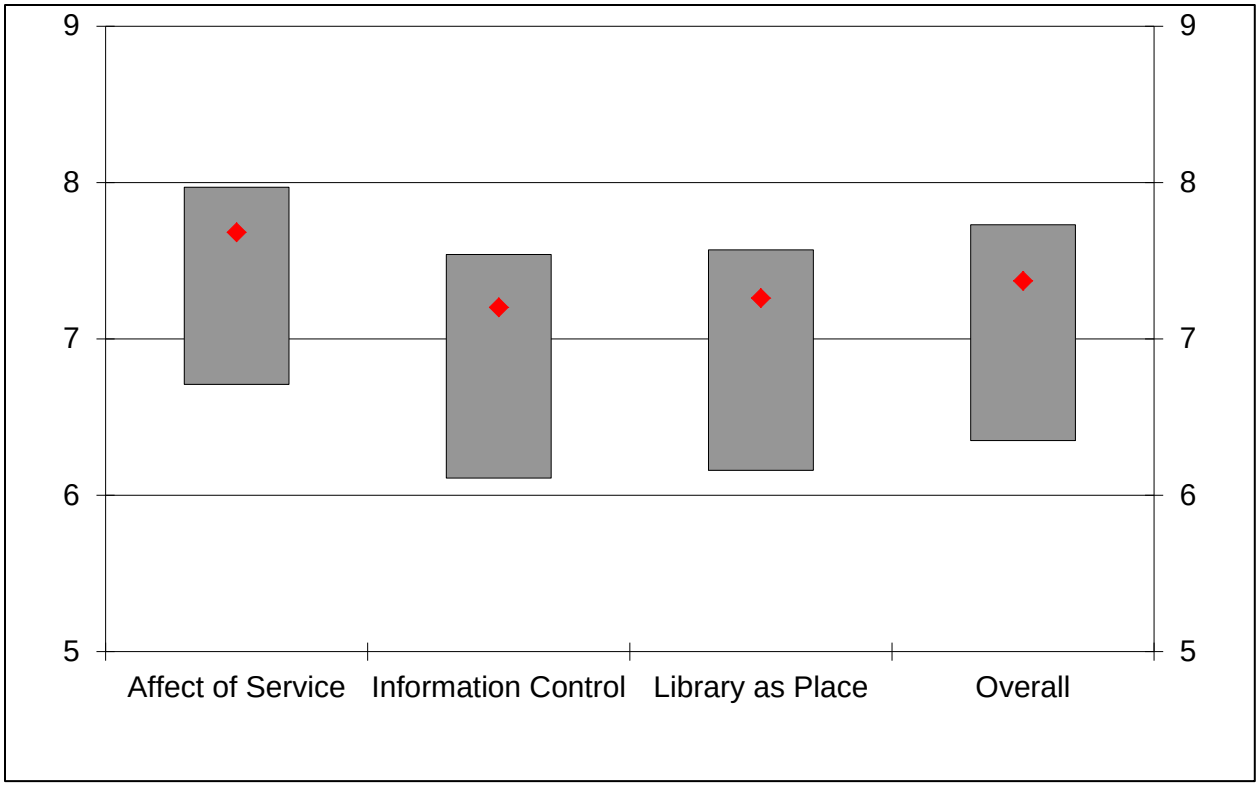


Figure 5 - Zones of Tolerance for 2011 – SLC only

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 4 below shows the rankings of BYU for the overall adequacy gap as well as the gaps for the service dimensions studied for the last four iterations of the survey. It is very apparent from this that when compared to the 157 institutions for which a report was available for review for 2011, 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, nearly surpassing its first foray into LibQUAL+® in 2001 when only 43 institutions participated. But for the four years shown, the improvement is substantial.

Table 4 – LibQUAL+® Ranks for BYU

	2004 Aggregate (N=198)	2006 Aggregate (N=197)	2008 Aggregate (N=190)	2011 Aggregate (N=157)
Affect of Service	52	47	15	10
Library as Place	9	5	3	4
Information Control	26	41	18	5
Overall	26	25	12	5

It is also of interest to note how BYU changed in service adequacy in 2011 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, 12 in 2008 and 14 in 2011. To enhance the chart some, 8 additional institutions that participated in 2010 were included. The data was sorted by the most recent gap value. One thing to notice is that BYU's scores have been consistently high for all six years and improved from year to year. Their gaps in this group have also been the highest for the last four years, with their 2011 gap the highest to date of this group.

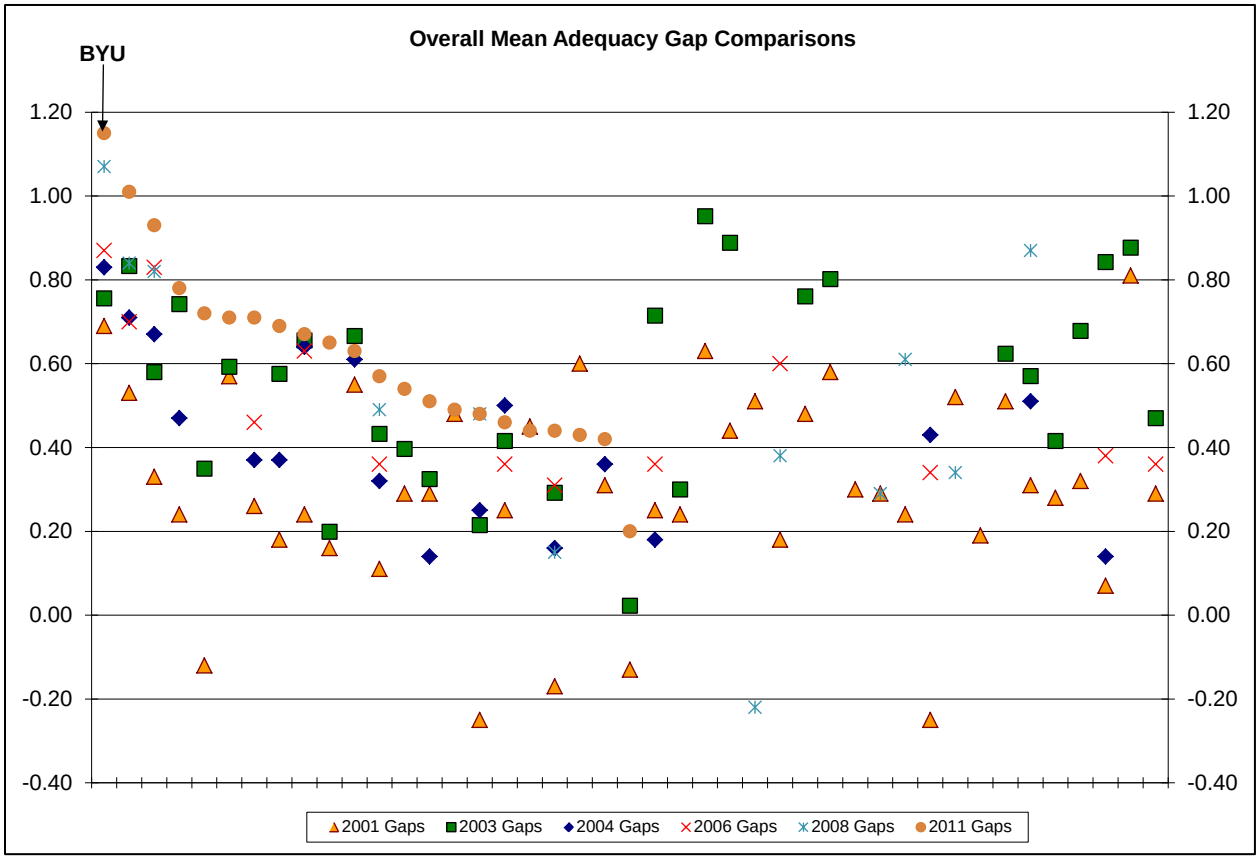


Figure 6 - Comparisons of Institutions that Participated in LibQUAL®

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. The table summarizing the Provo & SLC responses to those statements is show in Table 5 below.

There are at least a couple things of interest to note from the results of the local statements. First off, in past surveys, the results from the local statements failed to shed any additional light on areas of improvement. Such was not the case this time around. It was quite evident that the ability to navigate library Web pages easily was very important to respondents as it had the highest desired level of ANY statement in the survey, core OR local. And patrons at both institutions felt that the library could do more to improve in this area, as the adequacy gaps for both institutions was again lower than ANY statement in the survey, core OR local.

Another item of interest to point out was local statement two – Availability of subject specialist assistance. Obviously, in terms of adequacy gap, both libraries seem to be meeting patrons' expectations in this area. However, it was interesting that the respondents from Provo did not see it nearly as important, as its

desired level was one of the lowest seen of all statements, core or local. Since this reflects an Affect of Service, it is interesting to note that it was very similar to AS2 – Giving users individual attention. Though the library meets that expectation, it is no nearly as important as other, perhaps suggesting that patrons are satisfied doing things on their own and are in no need of specialist assistance.

Table 5 – Local Statements Results
With Provo separated from the Salt Lake Center

	Provo					Salt Lake Center			
BYU Results	Min	Des	Per	Gap		Min	Des	Per	Gap
Ability to navigate library Web pages easily	6.50	8.18	6.65	0.15		6.38	8.54	5.85	-0.53
Availability of subject specialist assistance	5.55	7.12	7.00	1.45		6.53	7.84	7.26	0.73
Facilitating self-directed research	6.12	7.67	7.15	1.03		6.22	8.06	7.11	0.89
Making me aware of library services	5.15	6.90	6.39	1.24		6.11	7.67	6.67	0.56
Providing direction to self-navigate library	6.05	7.73	7.02	0.97		5.84	7.16	7.37	1.53

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+®.

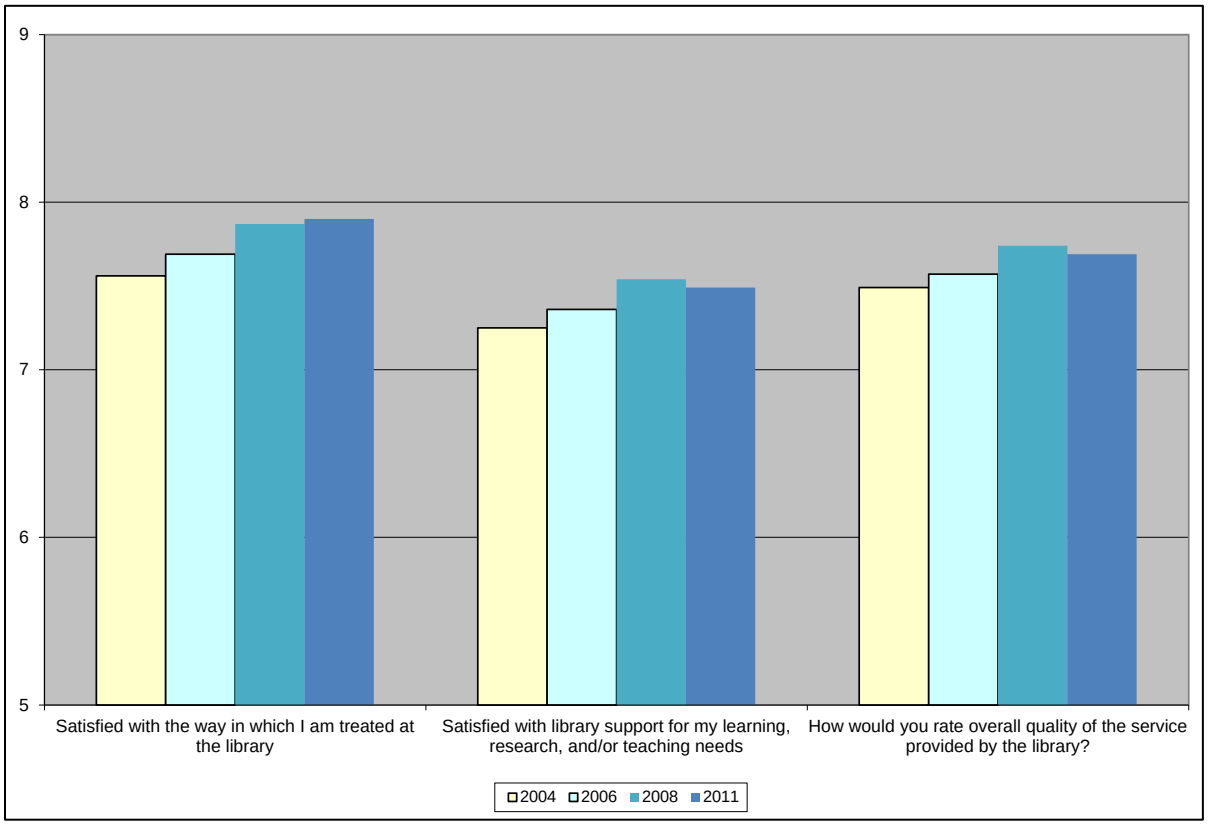


Figure 7 - Satisfaction Question Results Comparisons – Provo only

As seen above, the changes in rating are minimal. There is little difference in response over the four surveys to the patrons rating any of the three satisfaction questions. However, only their satisfaction in the way they are treated had improved each time, where there was a slight drop in their satisfaction of the support they receive and their overall satisfaction of the quality of library services. Yet it is still importan to note that the averages for all three satisfaction ratings continues to be very high, well above 7 based on the 9 point Likert scale.

Results for the satisfaction questions responses for the SLC surveys were very similar (see Figure 10 below), and actually exceeded Provo on each item. Their 2011 averages were marked improvements over 2008. It would seem from this that patrons at the SLC are still as satisfied, if not a bit more so, with their facility, its services & support, as well as the way they are treated, as the Provo patrons are with theirs.

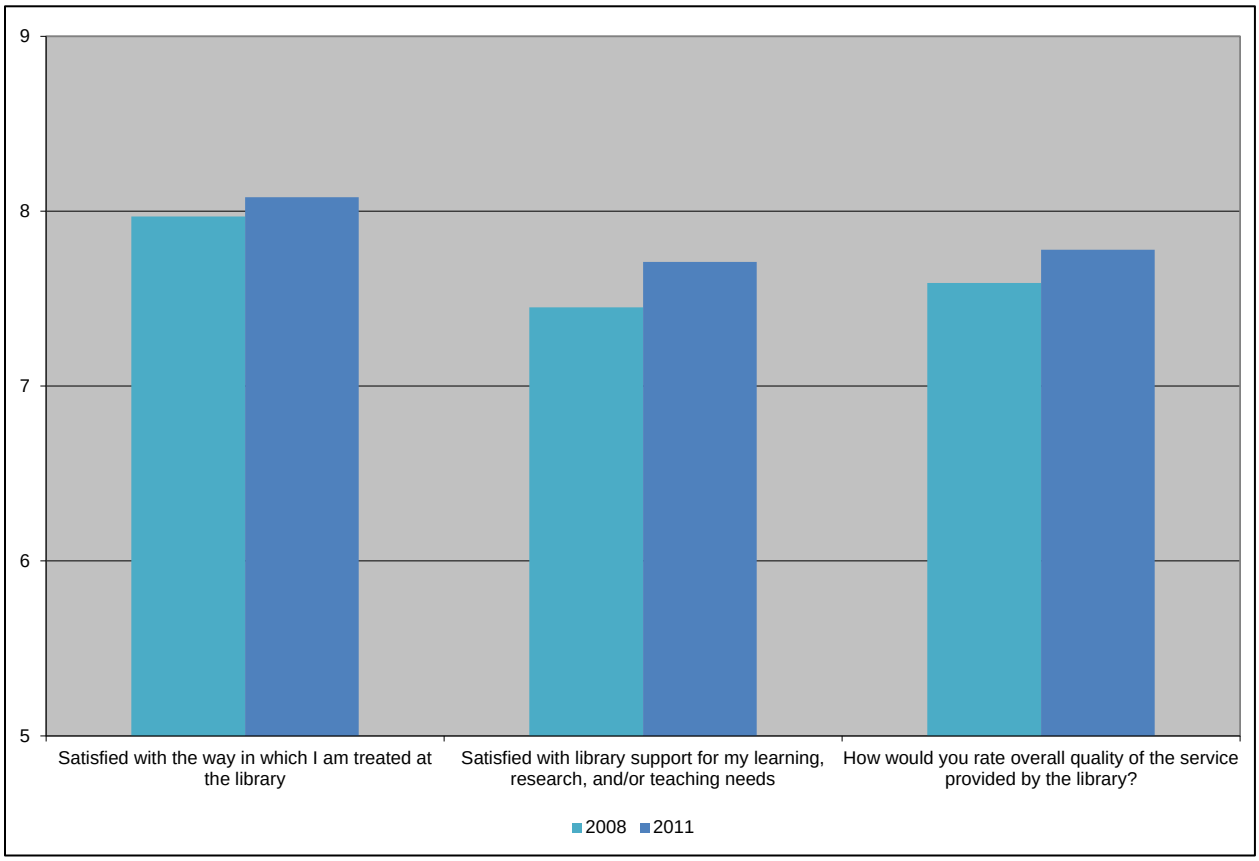


Figure 8 - Satisfaction Question Results – SLC only

The next set of questions dealt with the use of library resources. 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 results from Provo only for 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 has been

fairly consistent over the same time, as has the daily use of library resources via the library's Web site, both of them dropped again in 2011. 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 60% for library staff with non-gateway sources highest at 73%).

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 to the frequency similar resources are utilized by patrons in Provo.

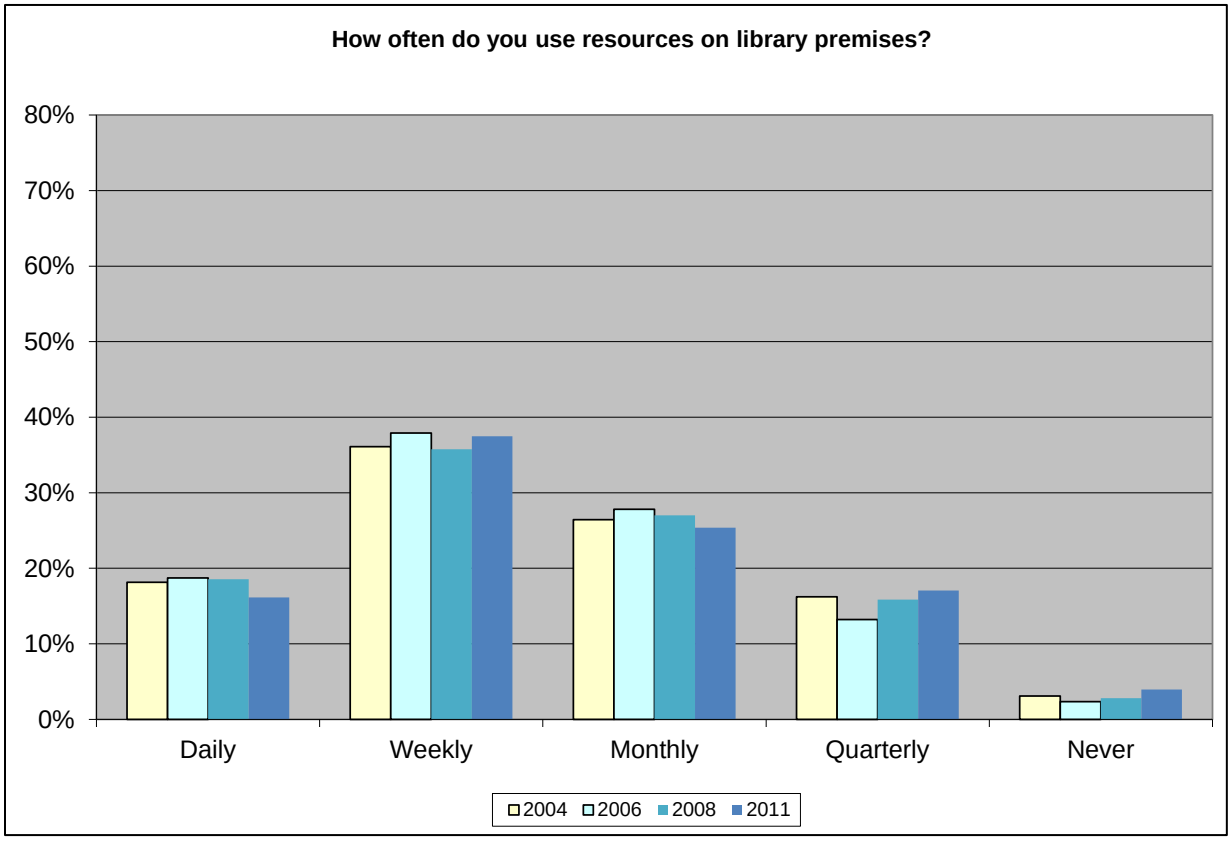


Figure 9 - Use of resources on Library premises – Provo only

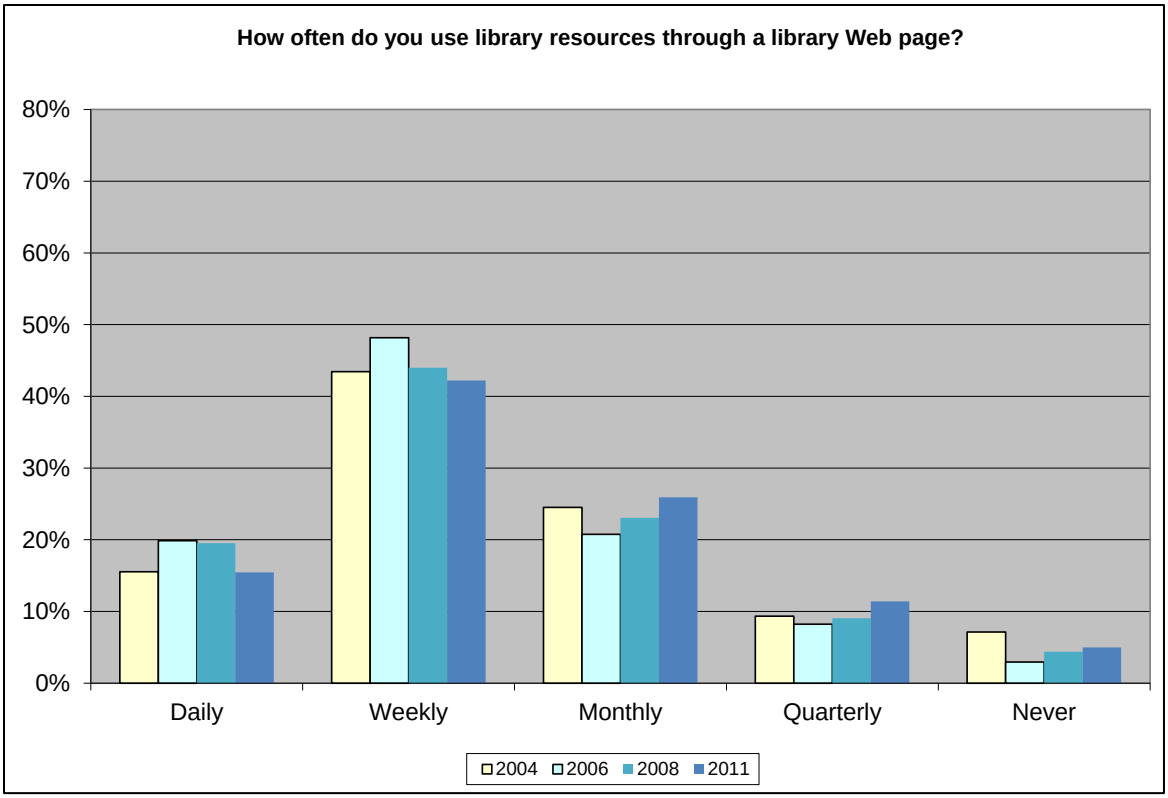


Figure 10 - Use of Library resource through Library Web site – Provo only

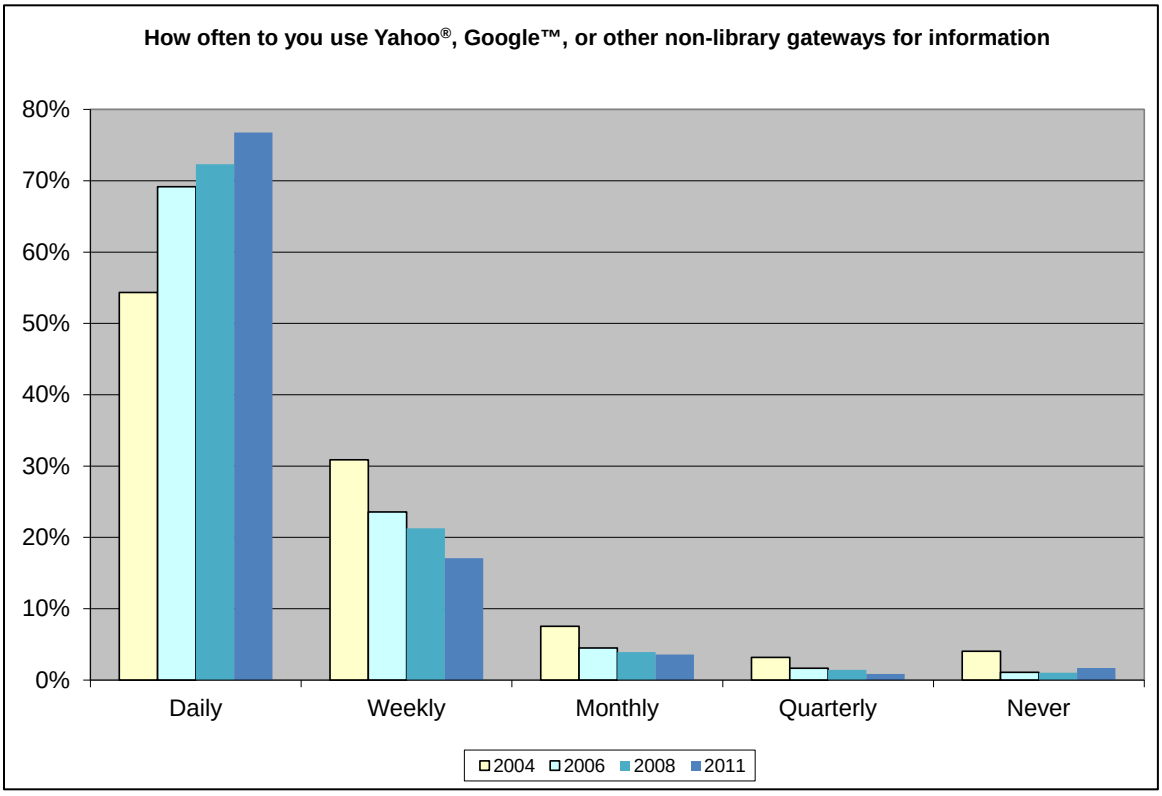


Figure 11 - Use of non-library gateways to obtain information – Provo only

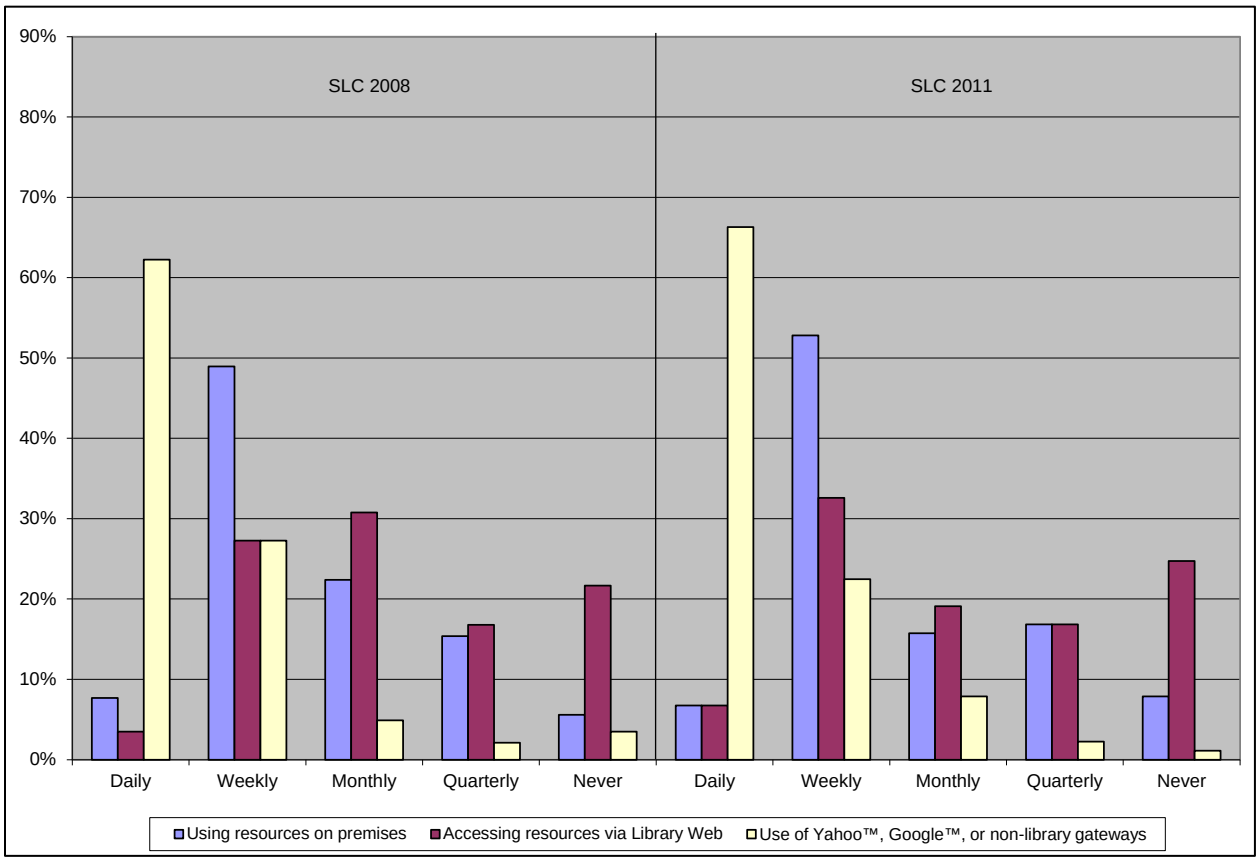


Figure 12 - Resource use questions – SLC only

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 2011, 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, with the exception of the first item – library helping one stay abreast of developments. The most dramatic improvement for 2011 was in the library's ability to provide patrons with the info skill needed for their work/study. 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 two questions (aid in advancement & enables efficiency) still had average ratings to exceed 7, which in the past had not been the case. The SLC results in Figure 16 were a bit different this time as the first two questions both saw mark decreases. Other than that, their results mirrored what was seen at Provo.

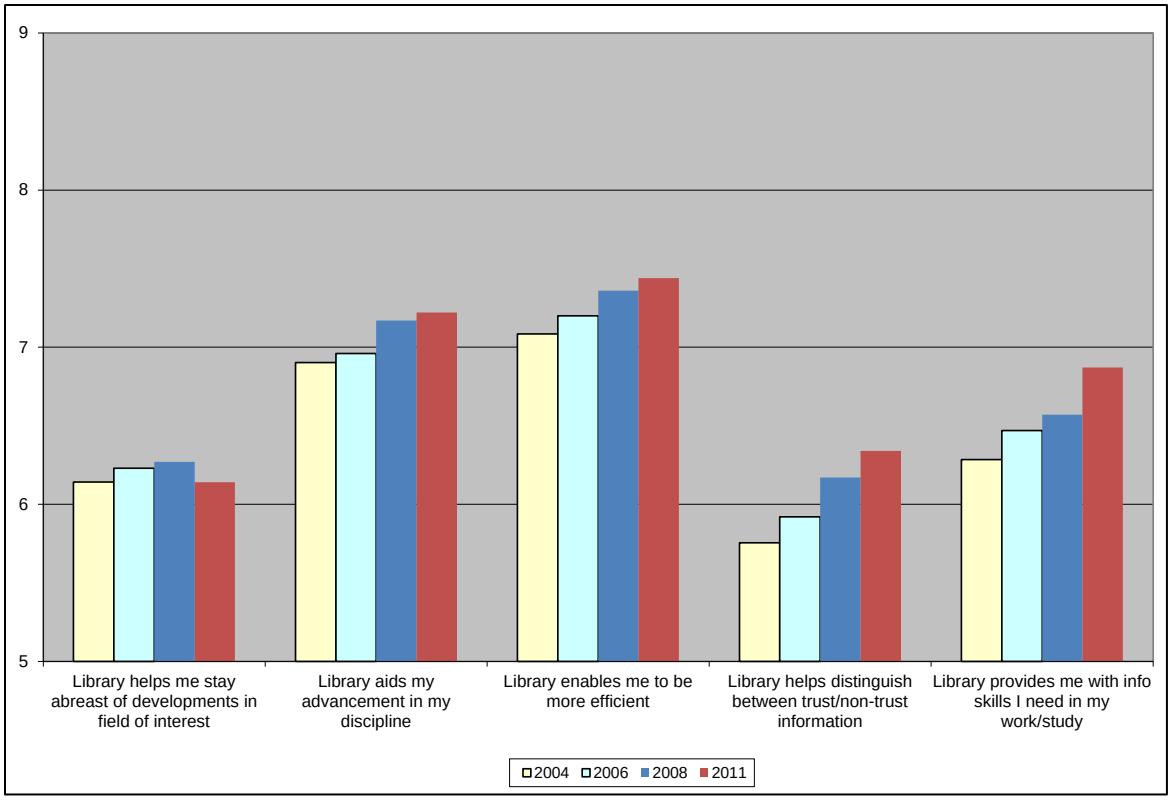


Figure 13 - Results for Literacy Outcomes Questions – Provo only

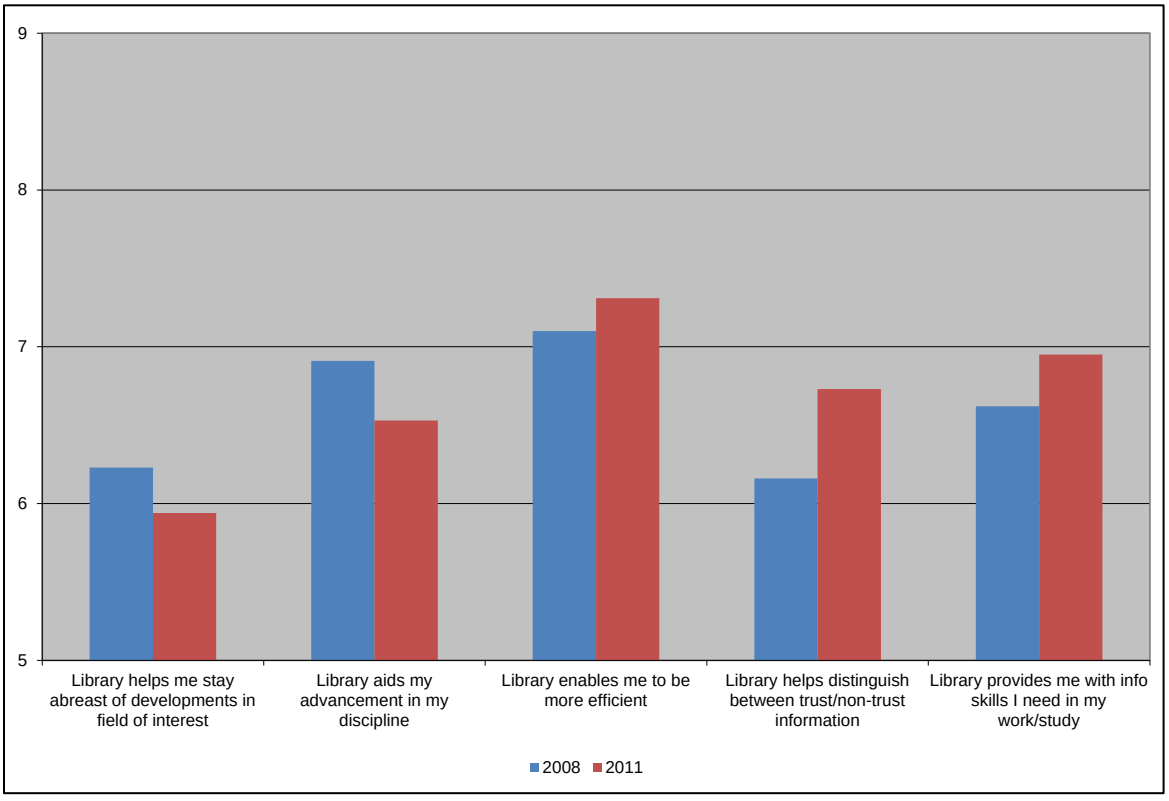


Figure 14 - Results for Literacy Outcomes Questions – SLC only

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 2011 were of equal importance. For 2011, a total of 942 of the 2229 completed surveys had data in the comment box. Of that number, only 37 were targeted to the SLC. Of the 905 Provo comments, a total of 1362 distinct comments were made about the services provided at the Lee Library as well as other issues. Of the 37 SLC comments, a total of 52 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 2011 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 breakdown in number of distinct comments within each category has been summarized in the Pareto chart Figure 17 below.

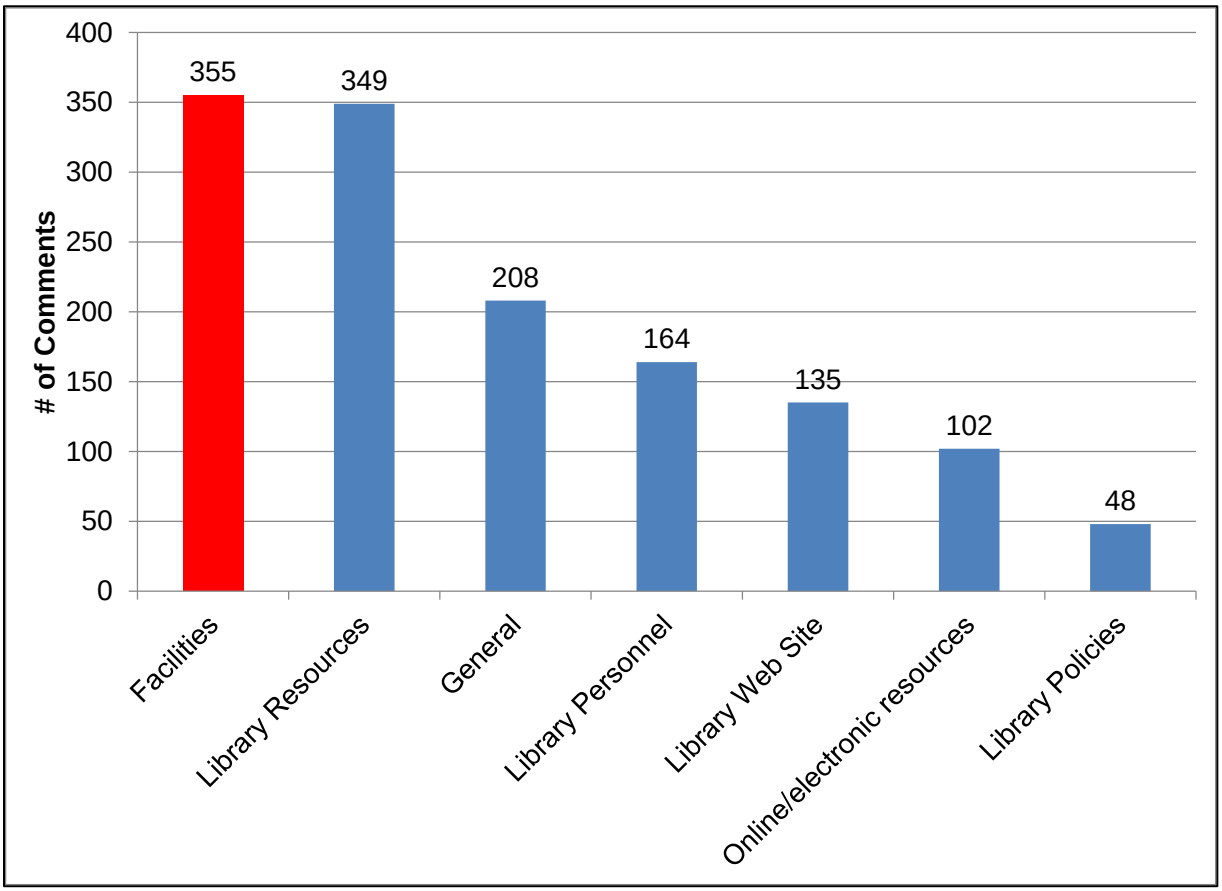


Figure 15 - LibQUAL+® 2008 Comments Breakdown – Provo only

It is easily evident from the chart above that “Facilities” and “Library Resources” had the most of any other category and together accounted for more than half of all comments made. This was not dramatically different than what has been seen in the past as these two comments have tended to monopolize the perceptions of respondents. And once again, “Library Policies” ended up at the bottom of this list.

A similar chart was created for the comments to come from respondents to the SLC survey and is shown below (see Figure 18). Obviously, “Library Resources was also of critical importance to respondents, but “Facilities” not so much. This countered what was seen in 2008 as “Facilities” at the SLC received the most comments and “Library Resources was more in the middle of the pack. But the rest of the categories were nearly identical to what was seen back in 2008 and like at Provo, “Library Web Site”, “Online/electronic resources”, and “Library Policies” brought up the rear.

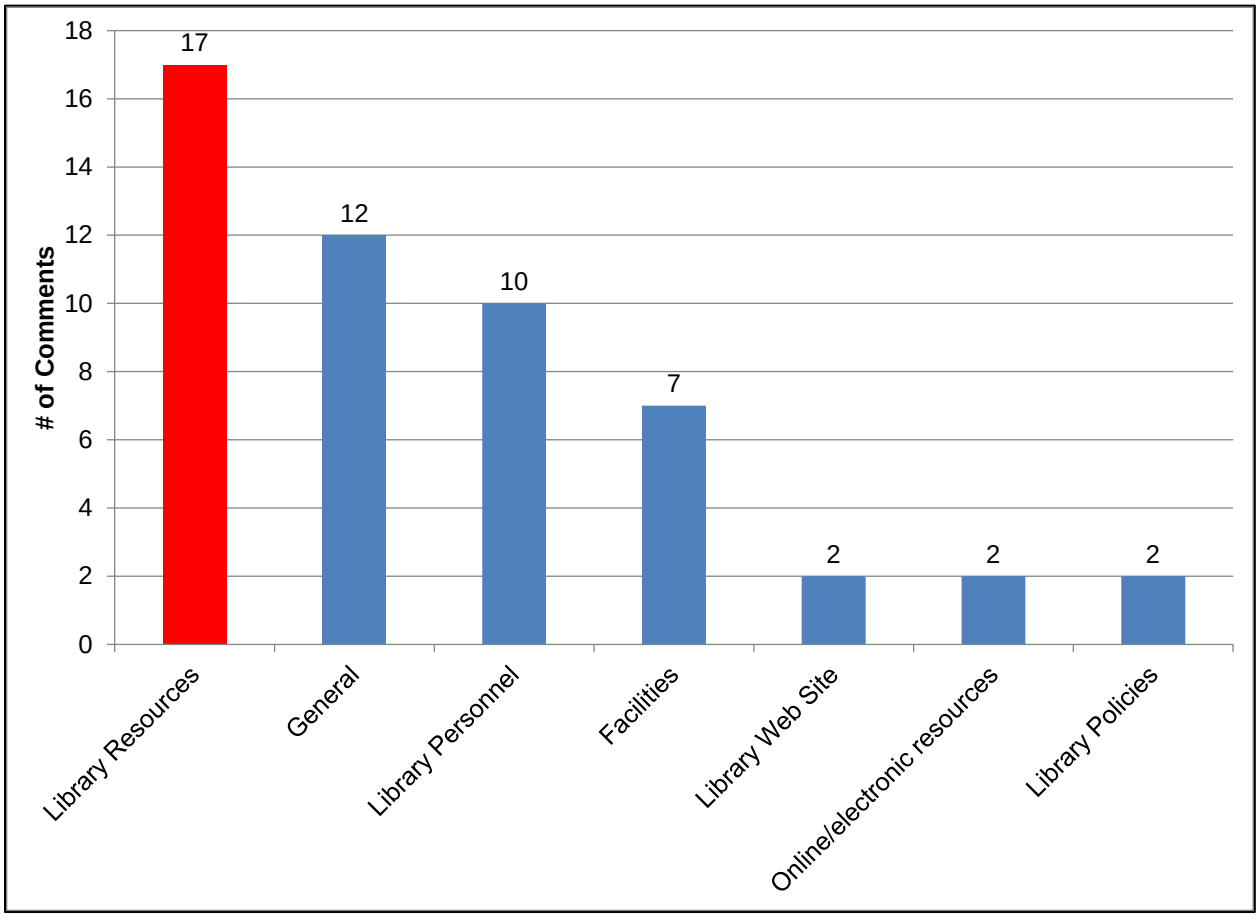


Figure 16 - LibQUAL+® 2008 Comments Breakdown – SLC only

In the past, the generic “Excellent” was the most prevalent of the specific comments. Such was not the case in 2011 for either Provo or the SLC. But like precious surveys, the majority of specific comments were very positive in nature, as noted in Figures 19 & 20 below. Respondents felt the facility was a great place to study, had wonderful resources and services, and had helpful and capable staff. But there was still a great need for more and better help in using those resources, more computers and study carrels, to this year particularly, a need to improve on the search capabilities of web sites and related online access tools. The top ten specific comments at each intuition are shown below. It is interesting to note that comments at the SLC were quite varied and hence one of the top ten were those grouped as having simply one instance.

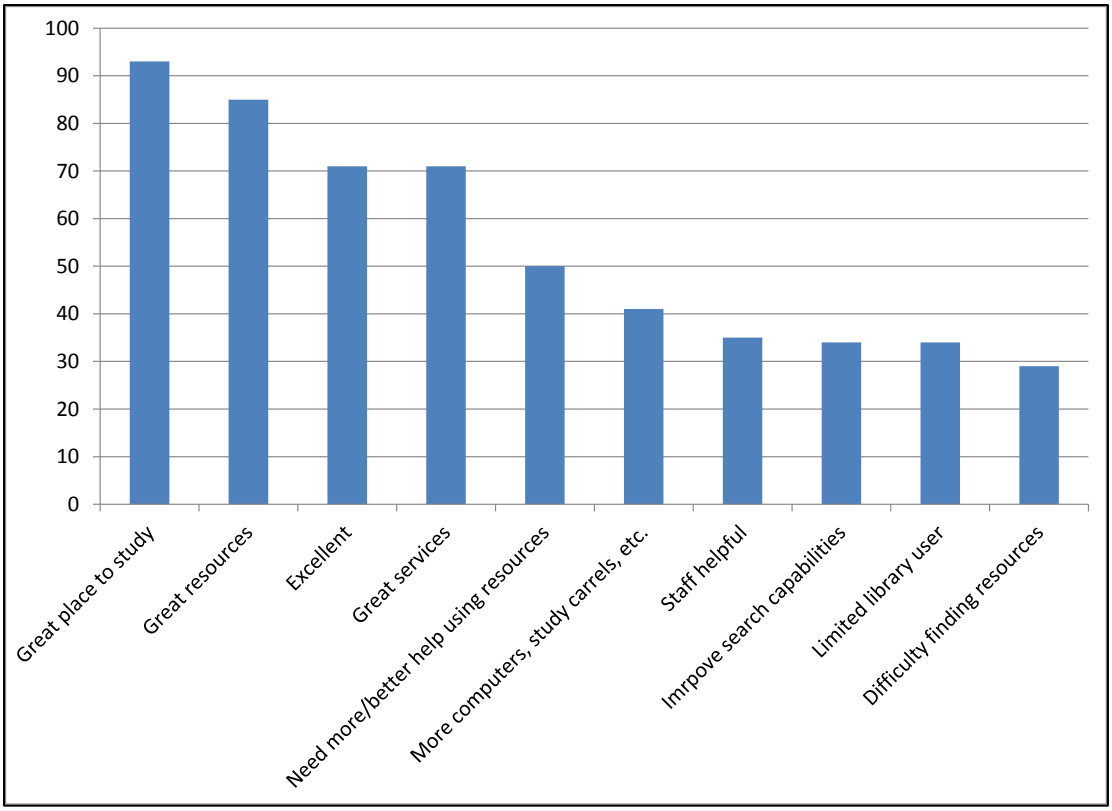


Figure 17 - Provo top 10 specific comments

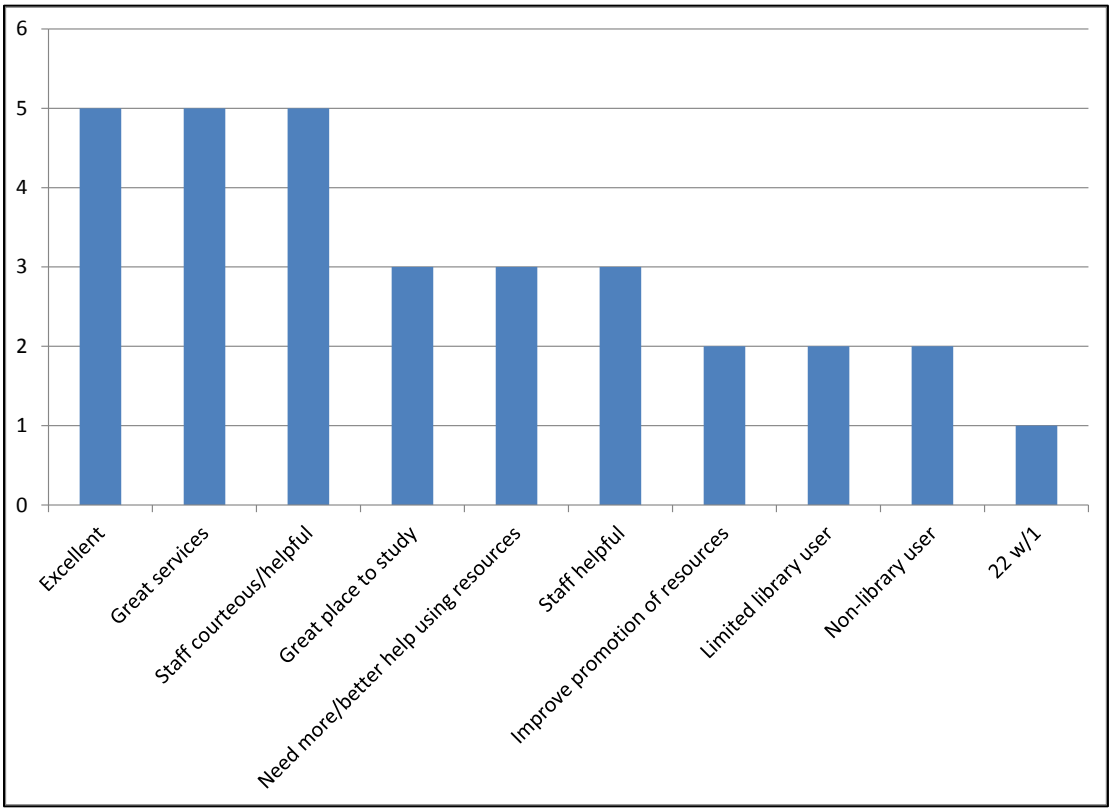


Figure 18 - SLC top 10 specific comments

As with the past surveys, the specific comments were assessed separately within each category and as was done in the most recent BYU survey, 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 (usually just once or twice at most), 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 had the greatest frequency for this category back in 2008 and again in 2011. From that point, there was some divergence in that comments tended to be more specific to the institution. In Provo, respondents wanted to see more computers, study carrels and such things, and more space in general, as well as quieter areas. It was also interesting to note that because of the large variety of comments made, there were substantial that fell into "Other" category that would have had more mention than simply once or twice. Some of that included a need to improve the printing capabilities in the library, improving signage, and improving wireless access in the building. But there were also several positive comments about group study rooms, great computers & printers, and appreciation for "No Shhh" zones (as well as wanting more of the same). There were only four other comments to make the list at the SLC as patrons felt that the building was at times too hot, wanted rooms for individual study, more computers & the like, and one to indicate that door handles were too low.

One interesting note was that in years past, there have been several comments from respondents requesting that the library restore the old south entrance to the library where it is not occupied by classrooms. This time around, however, aside from perhaps one or two individuals, respondents simply requested that additional entrances be provided besides the main atrium entrance.

One other item that bears mentioning, that is currently being addressed, is the need for more electrical outlets for laptops and personal computing devices (tablets, netbook, etc.), and to charge personal MP3 players. As is known, during 2011 a study was conducted to assess that very need which resulted in additional outlets being installed along walls where study carrels exist and currently no out is available without stringing a power cord across an aisle to a powered post thus creating a tripping hazard.

General

Nothing has changed much over the years in this category. 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.

Interestingly, though, survey related items tailed off for 2011. It would appear that in that regarded given that the Lite™ version was utilized and subsequently reduced the amount of time to take the survey, respondents were less inclined to be critical about the survey. In its place, many simply indicated they were a limited or non-library user and felt they were not in a position to make a constructive comment.

Library Personnel

Overwhelming (and increasingly so), comments in this category tend to be positive. The staff is respected, helpful, courteous, and generally well thought of. Only one individual had a negative thing to say about the SLC personnel, while again nearly 70% at Provo had good things to say. It was curious to note at Provo that the comments with greater frequency were positive, but the majority of the comments with much less frequency were overall negative commenting that the staff is noisy, student employees impersonal and subject librarians inaccessible. So even though many feel that the library staff standout in the service they render, there are always ways to improve.

Library Policies

This category has had the fewest comments of all the categories listed for the last three survey iterations (with only two individuals making a comment in this category at the SLC). And as seems to be the case each year, the focus of what should be addressed tends to shift. For 2011 the desire is for the library to improve its circulation policies. This could include the time to keep an item, how items are returned – especially when patrons are forced to find the book on the shelf after they have checked it in but receive notice from circulation that they still have it checked out, fines, holds, etc.

The next most frequent comment, which has often been at or near the top of this category each year is for the library to enforce the quiet study areas. The respondents have been pleased with the availability of the "No Shhh" zones in the building, but are still wanting areas where they can engage in indivudal quiet study. But the problem tends to be that the "No Shhh" activities tend to bleed over into the supposed quiet study areas, and hence, patrons want the library to enforce the policy in those quiet areas.

The next comment of interest that was mentioned in 2008 as patrons wanting a food area has morphed into their desire that the library expand the food area. Since the 2008 survey, the library established the snack zone on the third floor which has become very popular. Now patrons would like to see other areas in the library given similar status. But it was also interesting to note that further down that list, two individuals commented that the library needs to also enforce the no food policy where such is not allowed.

Library Resources

As it has for the last several surveys, "Library Resources" has consistently had many, if not the most comments than any other category. For the most part again, positive comments tended to stand out. Patrons mentioned that the libraries 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 again, there were several comments in this category that still demand attention. 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, with some also commenting that there needs to be a better job done promoting said resources and services. Fewer indicated that more resources were needed, as well as fewer that indicated that discipline specific resources were also needed. Perhaps improvement is being seen in getting more resources in general and in specific areas.

Finally, with the abundance of comments in this category, many were lumped into "Other" that definitely were mentioned more than once or twice. Some of these included appreciation for the library's chat function, for the library's outreach efforts, and for the technology training courses that have been available. But they also indicated that they have been often discouraged with needed materials not being available, the need to update a lot of the dated materials, and of course to improve access to the resources. Several individuals also specifically mentioned their desire that resources in Special Collections be made more available to patrons. So even though there is much good happening, there is more that can be done.

Library Web Site

Since the first time comments were analyzed in 2003, "Library Web Site" continues to proportionally have more negative comments than any other category. Despite efforts to change the website, especially with the new ScholarSearch utility, comments in this category were again predominantly negative (90% 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).

In the past, patrons have simply indicated that they found the site confusing and unfriendly. But for 2011, there were several more that suggested that steps needed to be taken to improve the search capabilities on the site. Given that ScholarSearch is the face of the library's website, it would seem logical that the comments were addressed to that. However, respondents were not necessarily specific in that context. So the search could have been targeted to the catalog (although there were several that specifically suggested that the catalog search needed improving) or perhaps even an electronic database search, which the library has no control over. Regardless, improvement is necessary in that area.

Online/electronic resources

Once again, this category, despite its increasing prevalence within library circles, had limited comments associated to it, having just a few more than "Library Policies". It is very possible, that perhaps the generic form of comments that were included in "Library Resources" could have been applied to this category. But this was limited to patrons that specifically indicated in their comment something related to electronic databases, online image collections, digital libraries, and other such repositories. So in a sense, "Online/electronic resources" actually becomes a subset of BOTH "Library Resources" and to a lesser extent "Library Web Site". But regardless, there was much to be gained from the comments made that were attributable to this area.

As in "Library Resources", there was a good mix of positive and negative comments relative to "Online/electronic resources". Most appreciated the online access to resources and journals, and were particularly appreciative that such resources would be accessed off-campus. But more such resources are needed according to respondents, and more can be done to improve the access of these materials from off-campus. There was also substantial comment made as to the difficulty in finding these information needed. Some of this was related to not being able to find them through the library's web presence, but also the difficultly in accessing the same through the search engines available to them, both through the native database interfaces as well as library search mechanisms. Overall, patrons perceptions of the online resources is a mixed bag and therefore continued attention needs to be placed in procuring more and making them and what is already available more easily accessible.

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 perceptions of BYU students, faculty and staff towards meeting their expectations of library resources 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, particularly the search mechanism, 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. The library continues to make strides towards expanding and upgrading 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

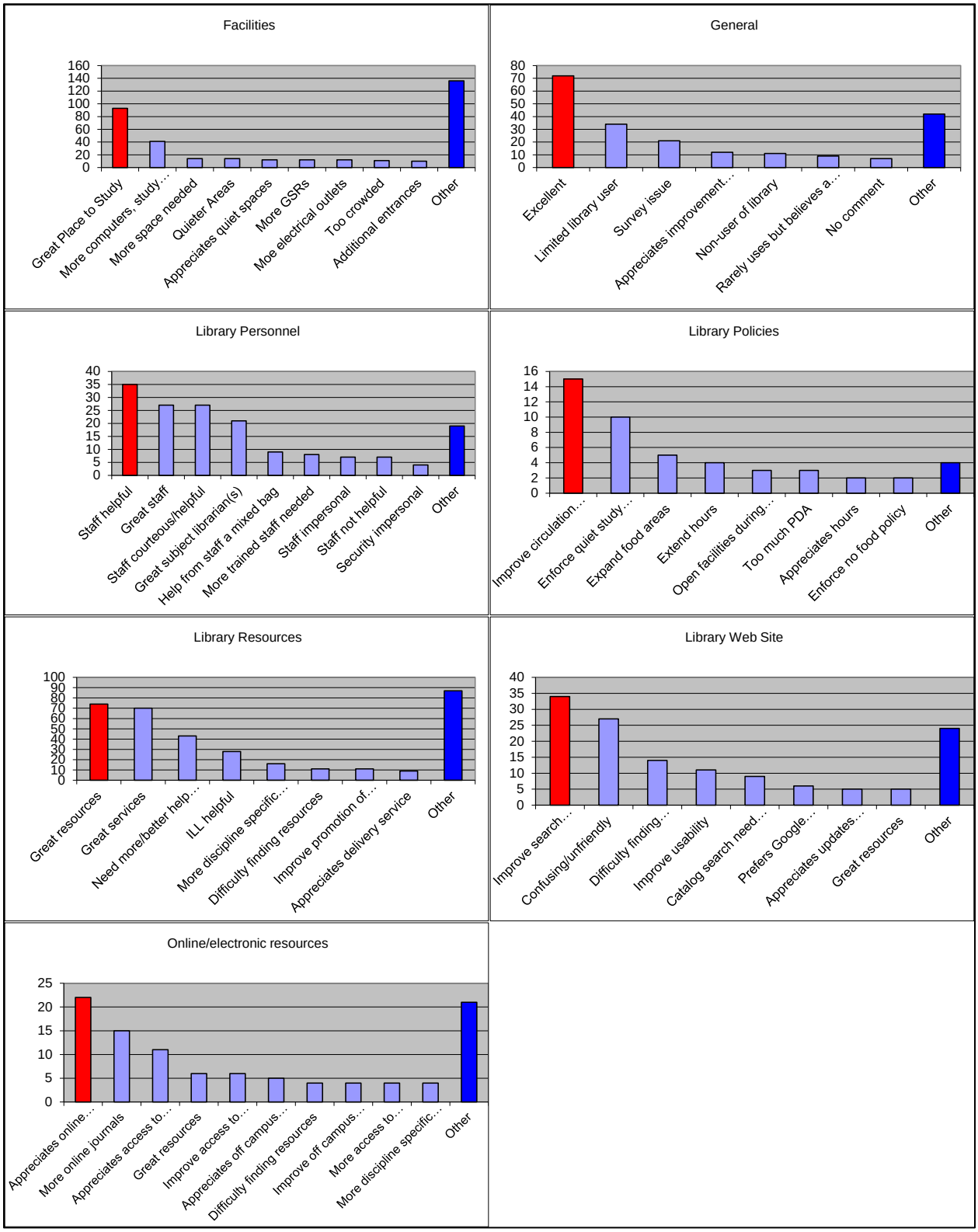
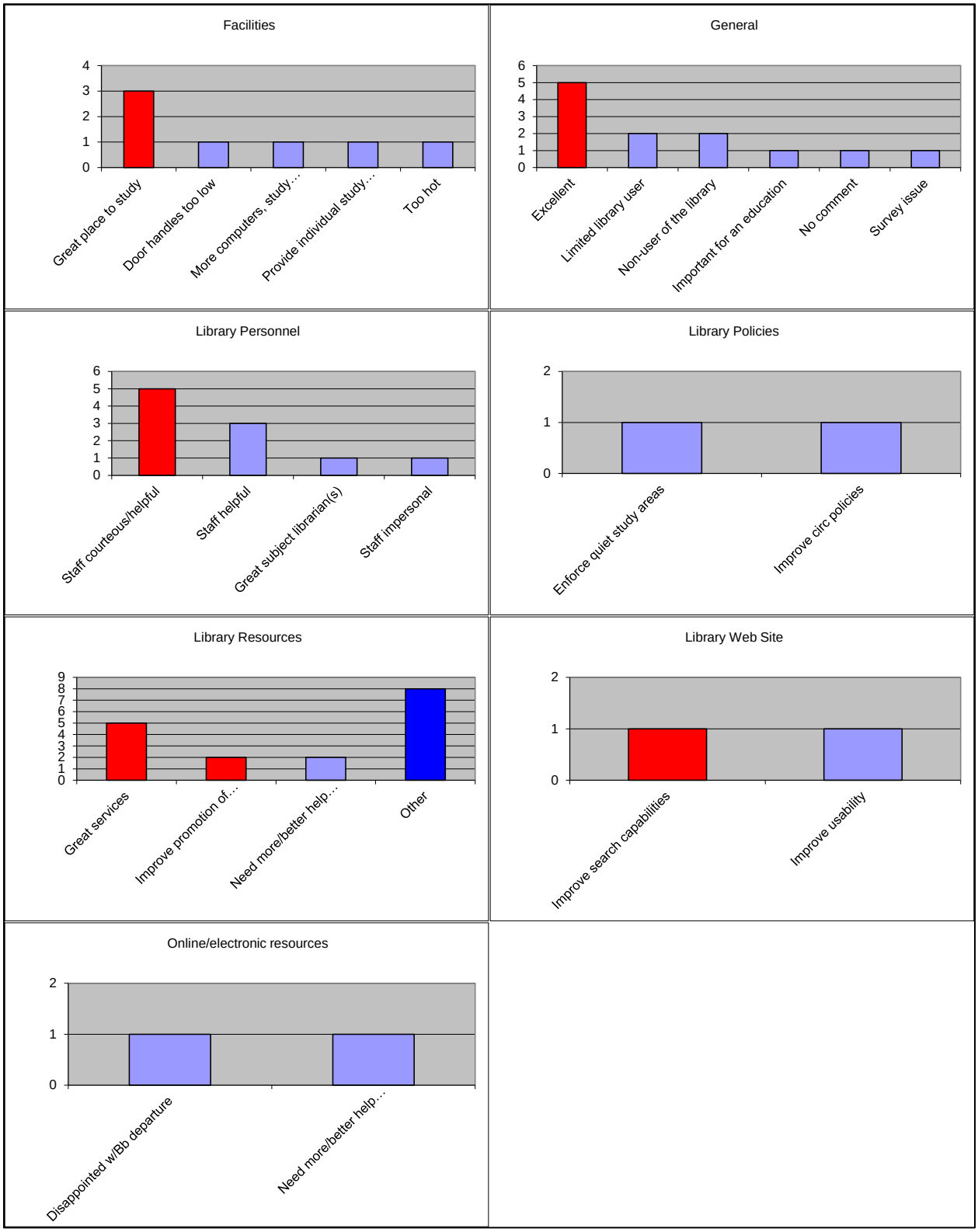
Local Service Statements

LOC-1 Ability to navigate library Web pages easily
LOC-2 Availability of subject specialist assistance
LOC-3 Facilitating self-directed research
LOC-4 Making me aware of library services
LOC-5 Providing direction to self-navigate the library

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 2011:



Top SLC comments for 2011: