



Harold B. Lee Library
Brigham Young University



A report on results collected from respondents at Brigham Young University during winter semester 2013 as well as comparisons with past surveys; also an assessment of comments made during the 2013 survey with comparisons to past comments

Prepared by
Brian C. Roberts
Process Improvement Specialist
June 2013

INTRODUCTION

During the winter semester of 2013, the BYU Harold B. Lee Library participated once again in ARL's LibQUAL+® survey to assess library service quality. This was BYU's seventh foray into this effort. As with the last endeavor during the fall of 2011, 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 (nine statements total). 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. A copy of the ARL report for Brigham Young University has been posted on the Lee Library's LibQUAL+® Web site. It is not the intent of this report to replicate the results presented in that document. Instead, the purpose of this report is to focus on specific issues or tendencies seen in the 2013 data, particularly in the comments (which assessment is not part of the ARL report) 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 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 in terms of having the lowest gap, but has also showed improvement in most 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 IC1 (Making electronic resources accessible from my home or office), 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), the latter two also being the lowest for the 2011 survey.

General satisfaction levels increased some but remained somewhat flat. Most levels for the information literacy outcomes questions also increased from 2011. 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 and is common at all institutions that have ever participated in LibQUAL+®.

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 on for improvement included "Improve promotion of resources", "Need more/better help using resources", "More computers, study carrels, etc.", "Additional entrances", and "Improving wireless access". Comments under "Library Personnel" indicate that the staff 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 as what was done for 2011, the Lee Library choosing to go 100% Lite™, it was felt that to ensure adequate response to assess 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, coupled with the anticipated increase in response, there would be ample data from which to make such disciplinary assessment. Therefore, the sampling scheme used during 2011 was repeated for 2013, 4000 undergraduates, 1500 graduates and 1500 faculty/staff.

As was done during the last two iterations of LibQUAL+®, the Salt Lake Center was again invited to participate and was listed as a branch of the Lee Library in Provo. But as in 2011, only fully matriculated students and faculty were asked to participate. With this added number, the total survey pool of invitees ended up being in the neighborhood of 8200. But naturally, as in past surveys, there were a number of rejected emails. Since the emails were 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 hovered around 5% or so in the past. The final samples sizes for 2013 from Provo were 3944 undergraduates, 1478 graduates, and 1456 faculty. There were 1170 from the SLC that were included in the final "sample" for that institution.

All of those sampled were sent an initial invitation on Monday, March 4, 2013 and the formal invitation with the URL attachment from which they could take the survey sent the following Monday, March 11. Overall, responses for 2013 were very similar to that seen during 2011, obviously due to the substantially greater number sampled than any time previously. However, also as in 2011, 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, March 18, another on Monday, March 25, and the final follow-up on Wednesday, March 27. This final reminder proved to be important as it ultimately pushed response well past the 2011 numbers. In addition, a more concerted effort was made to get SLC participants to respond. This effort resulted in a nearly 20% improvement in response than what was seen during 2011. The survey was eventually closed on Monday, April 1.

With the large sample of individuals invited to take the survey as well as the additional reminder, final response numbers were 27% greater than what was seen in 2011. For 2013, 3857 individuals attempted to take the survey. Of that, 2370 completed the survey, which was 6% greater than that seen in 2011. Of that, 2244 were considered to be valid surveys which resulted in a final response rate of 28%, just under the 29% of 2011, but still well below what was anticipated by going Lite™. Of that number, 1285 were undergraduates, 500 were graduates and 411 were faculty with a smattering of library staff (25) and university staff (23) also responding. In addition to indicating group status, 2121 indicated that the Lee Library was their primary library while 118 indicated the Salt Lake Center was their library of choice (5 respondents did not indicate their primary library). The response for the SLC was a significant improvement from what was seen in 2011.

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 which charts all LibQUAL+® years since 2004. The numbers were extremely consistent going from 2011 to 2013, which deviated just slightly from 2008, though not significantly. It would seem that for all intents and purposes, the breakdowns for the last three surveys are virtually identical. The differences in the other years were because the survey was opened to all library staff in 2006 and to all university personnel in 2004.

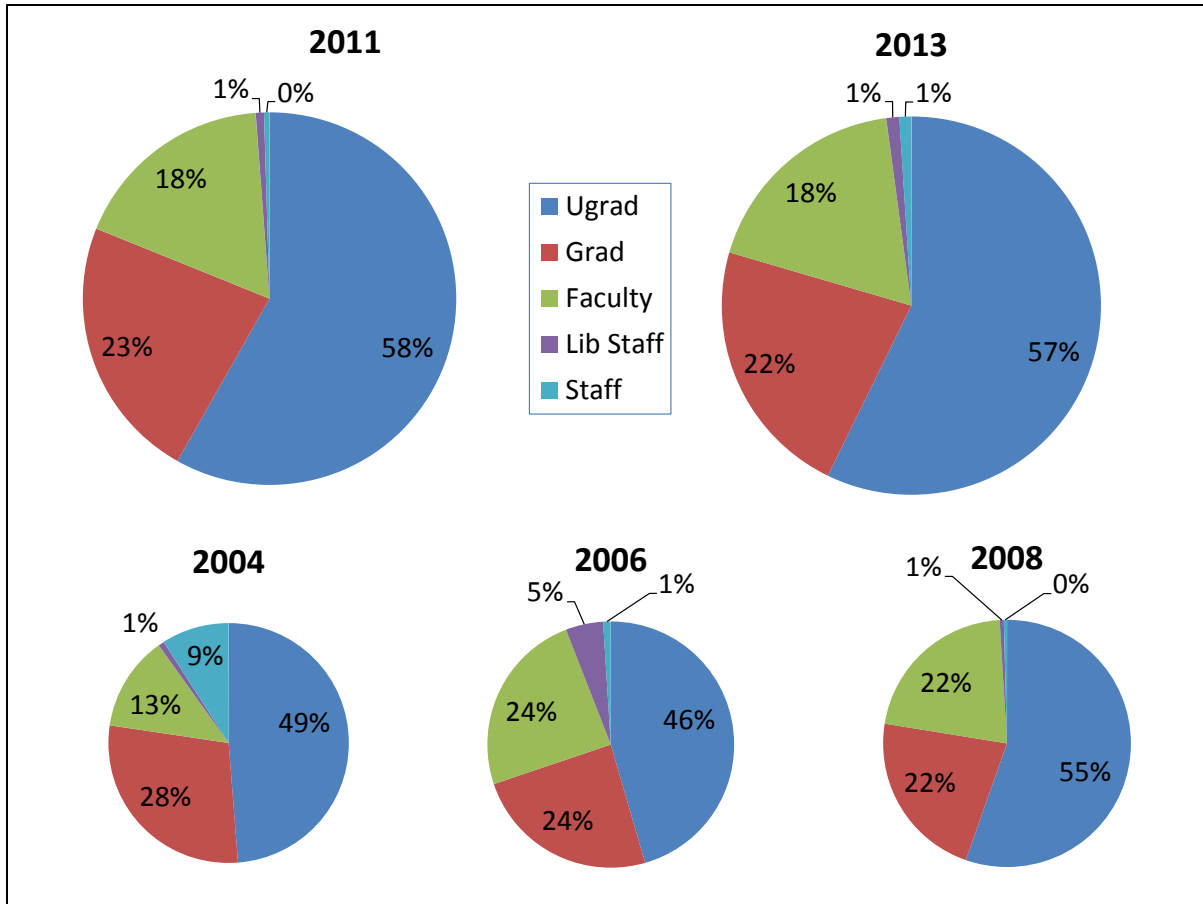


Figure 1, Demographic Breakdown - Status

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 Winter Semester 2013). 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 where it reflects what a student has actually declared, implying that though they reported a given discipline, they have yet to declare such with the University. It is also curious to note that Health Science response has consistently been well under what the University reports for that group, while Science/Math has been over achieving in response as compared to University data. Nevertheless, 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.

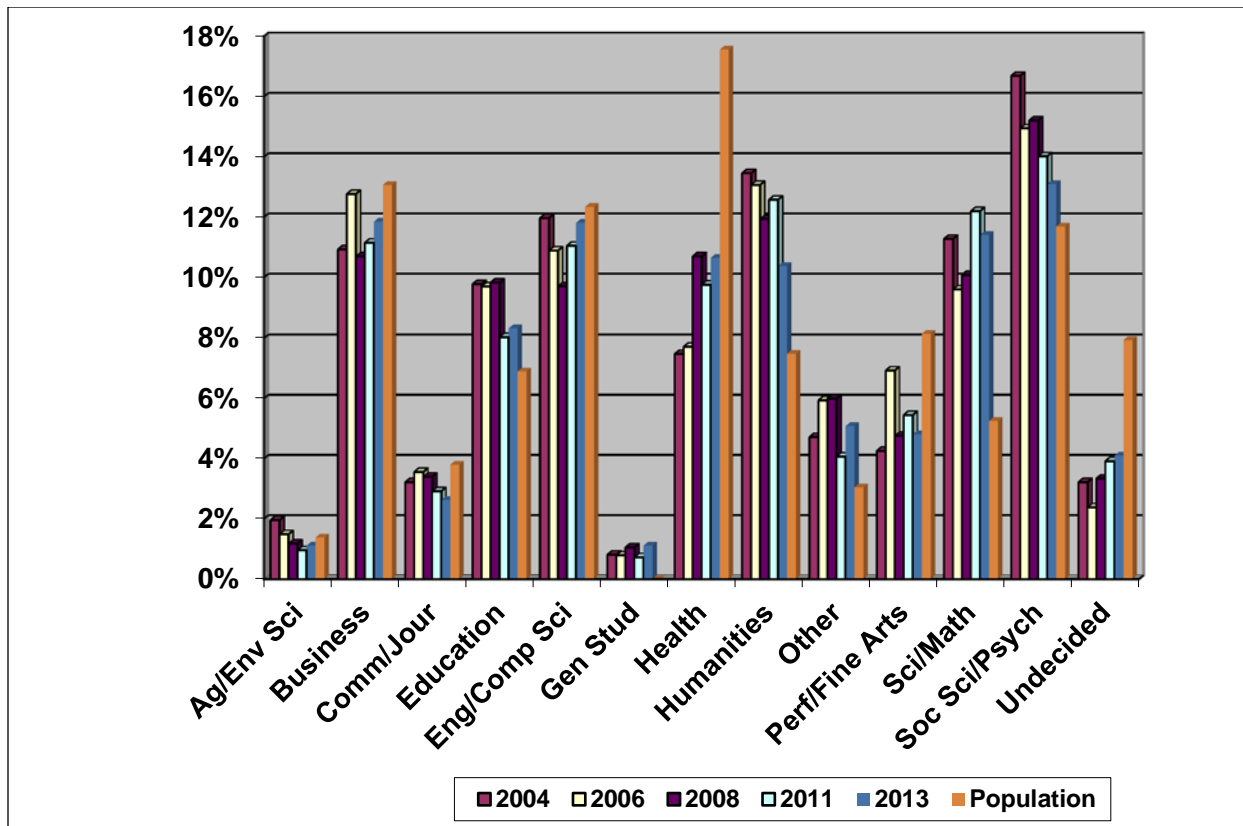


Figure 2, Demographic Breakdown - Discipline

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 2013. 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 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 for the Lee Library in Provo (see Figure 3).

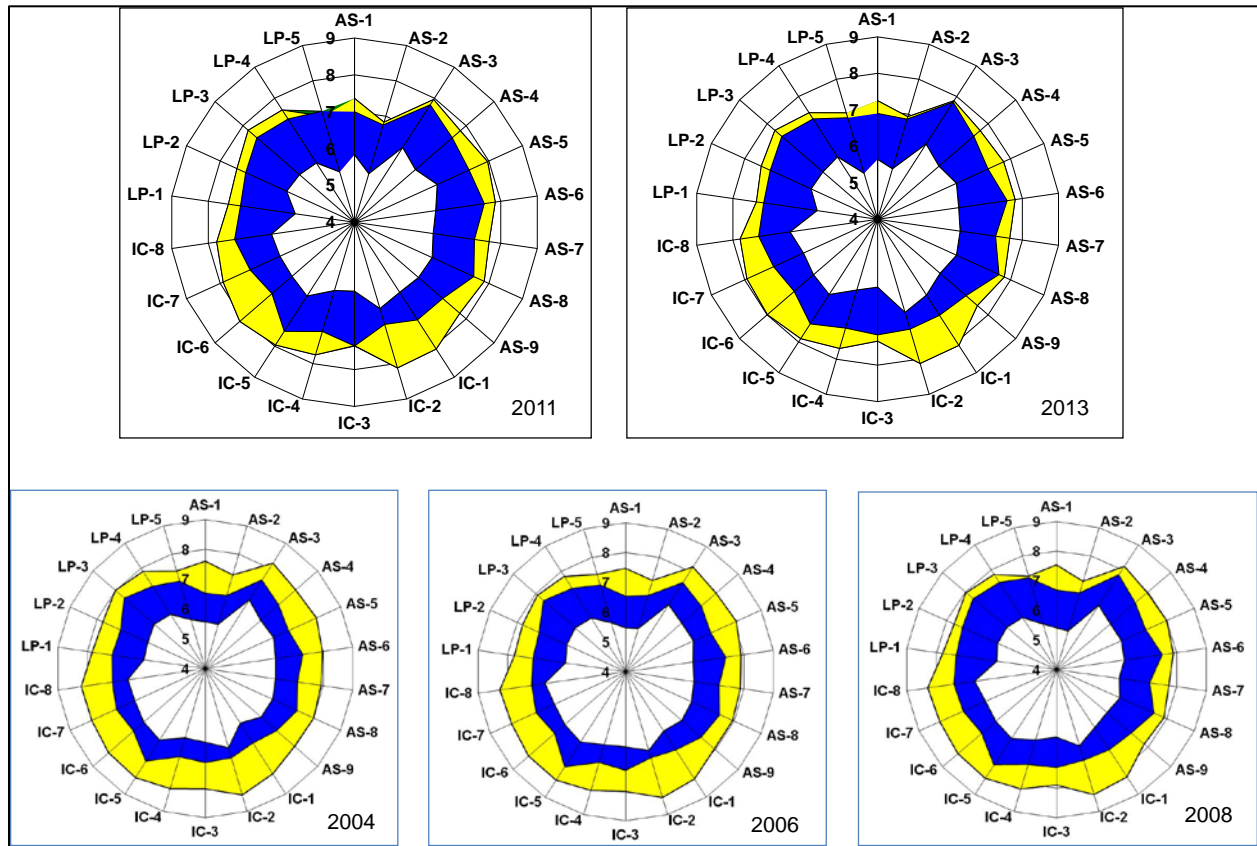


Figure 3 - Comparative Radar Charts

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, except for a tiny sliver of green for LP5 in 2011, there was no green or red visible in any of the charts above. As is apparent 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 and 2013 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 2013 in overall adequacy gap (albeit very minimal and not significant), meaning the library continues to meet user expectations for services.

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 10; note: in order to fit the table on the page, only the four most recent survey results are displayed). 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 2013 than in 2011 or in any of the previous year's iterations, for that matter. No single dimension had an inordinate number of items to drop in gap, though Information Control (IC) saw half increase, while the other half decreased. Those items that showed the largest drop were LP4 (A gateway for study, learning, or research), IC1 (Making electronic resources accessible from my home or office), and IC3 (The printed library materials I need for my work). While in contrast, AS1 (Employees who instill confidence in users), AS8 (Willingness to help users), and AS2 (Giving users individual attention) saw the greatest increases. It was interesting to note that IC2 (A library Web site enabling me to locate information on my own) saw a marked improvement from 2011 to 2013 that actually surpassed its previous high in 2008. IC2 has always been one of, if not the lowest of the items in terms of gap of the core statements. Seeing this improvement is encouraging. So overall, 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 118 of the respondents indicated that their preferred 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, however, that not all the respondents indicated a branch library preference), it is readily evident that there is a difference in gaps. But it is interesting to note that all the gaps were positive for the SLC as well as Provo, suggesting they too are meeting their patron's minimum service expectations. In fact, in several instances (AS2, AS3, AS4, AS8, IC4, IC8, LP5), the perceived actually exceeded the desired, implying that the library may be "overachieving" in those areas.

There are several items of note in this year's results as each library is examined separately. Even though all the gaps were positive for both the Lee Library and the Salt Lake Center, some items saw marked improvement, while others dropped significantly. Items in the Affect of Service (AS) dimension saw the greatest gains overall for both institutions, while Library as Place (LP) tended to show the most loss. Information Control (IC) was a mix at Provo, while the Salt Lake Center saw marked improvement.

Focusing on each dimension individually, Provo saw much improvement in AS with only AS7 (Employees who understand the needs of their users) seeing a drop in the adequacy gap (-.08). In contrast, however, AS1 (Employees who instill confidence in users) and AS2 (Giving users individual attention) saw increases of .20 and .11 respectively. The changes in AS items were much more dramatic for the Salt Lake Center (as did the items in the other dimensions as well). One possible explanation could be because of the change in response size when compared to that seen in 2011. Nevertheless, the change in gap is noteworthy regardless of the cause. And the range in changes was diverse as well. The largest (and only) drop in gap was seen in AS5 (Employees who have the knowledge to answer questions) at .73, while AS8 (Willingness to help users) jumped up .80.

For IC, IC1 (Making electronic resources accessible from my home or office) dropped .13 in Provo, while IC3 (The printed library materials I need for my work) dropped .64 at the Salt Lake Center. That same item saw a .11 drop at Provo, the second largest drop of the IC's for that library. The greatest increase was seen in IC8 (Print and/or electronic journal collections I require for my work), which increased by .82 at the Salt Lake Center. Also of note at the SLC was IC6 (Easy-to-use access tools that allow me to find things on my own), which went up by .59. The increases in Provo were not nearly as dramatic, but one

was noteworthy, IC2 (A library Web site enabling me to locate information on my own), which though only increasing .08, was still important since this item has consistently had low gaps.

Library as Place (LP) saw the greatest drops in gap at both institutions, with LP4 (A getaway for study, learning, or research), dropping over a full point at the Salt Lake Center and LP2 (Quiet space for individual activities) seeing a reduction of .88. LP4 saw the largest drop in Provo at .14, while LP5 (Community space for group learning and group study) saw a .08 drop. That same item, however, saw a .88 increase at the SLC, while LP2 saw the largest increase in Provo at .08.

Not much has changed when the core items were reviewed when broken down by response groups – undergraduate, graduate & faculty. As in 2011, undergraduates tended to have the highest gap values 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 administered. Again, graduate respondents were right between the two.

But it is also of interest to note how the change in gap scores varied between groups. Faculty saw much larger changes in all dimensions than the other two groups. It's particularly interesting to note a couple of items in this regard. Faculty saw much greater positive changes in IC1 (Making electronic resources accessible from my home or office) and IC2 (A library Web site enabling me to locate information on my own), whereas both undergraduates and graduates saw declines in these two items. However, the gap scores for faculty for these items were still well under what was seen for the other two groups. It is also interesting to note that faculty was the only respondent group to score perceived values above desired values, which would translate into positive superiority gaps, and they were all in the LP dimension. This would imply that from their perception, the library is overachieving in its efforts to provide an adequate facility for study and learning in terms of quiet space, comfort and collaborative interaction. But then again, the desired LP scores for faculty were well below that of undergraduates and graduates, hence suggesting they did not find this dimension of more importance than AS or IC. All this can be seen in Table 3 below.

Table 1 – LibQUAL+® Results

		2006				2008				2011				2013			
BYU Results		Min	Des	Per	Gap	Min	Des	Per	Gap	Min	Des	Per	Gap	Min	Des	Per	Gap
Affect of Service	AS-1	5.46	7.48	6.53	1.07	5.42	7.53	6.71	1.29	5.87	7.38	7.01	1.14	5.58	7.34	6.96	1.38
	AS-2	5.55	7.20	6.66	1.16	5.39	7.15	6.73	1.34	5.39	6.83	6.76	1.37	5.40	6.96	6.89	1.49
	AS-3	6.67	8.19	7.55	0.88	6.59	8.17	7.82	1.23	6.46	7.99	7.78	1.33	6.45	7.89	7.84	1.39
	AS-4	6.49	8.03	7.36	0.87	6.38	7.99	7.48	1.10	6.21	7.80	7.49	1.29	6.22	7.77	7.53	1.31
	AS-5	6.50	8.09	7.14	0.64	6.39	8.03	7.27	0.88	6.41	7.92	7.39	0.98	6.37	7.82	7.35	0.98
	AS-6	6.29	7.92	7.40	1.11	6.29	7.92	7.55	1.26	6.25	7.85	7.56	1.31	6.23	7.85	7.62	1.39
	AS-7	6.32	7.90	7.17	0.84	6.13	7.78	7.15	1.02	6.18	7.68	7.29	1.12	6.26	7.70	7.31	1.05
	AS-8	6.44	7.95	7.47	1.03	6.32	7.92	7.57	1.25	6.34	7.87	7.57	1.22	6.36	7.84	7.72	1.36
	AS-9	6.50	7.95	7.35	0.85	6.24	7.85	7.31	1.07	6.30	7.77	7.16	0.86	6.27	7.69	7.24	0.97
Information Control	IC-1	6.37	8.28	7.11	0.74	6.32	8.31	7.21	0.89	6.26	8.06	7.14	0.88	6.40	8.15	7.13	0.73
	IC-2	6.76	8.40	7.00	0.24	6.70	8.41	7.20	0.50	6.44	8.10	6.90	0.46	6.61	8.14	7.16	0.55
	IC-3	6.53	8.02	7.30	0.77	6.26	7.85	7.29	1.03	5.84	7.33	7.34	1.50	5.81	7.38	7.19	1.38
	IC-4	6.56	8.15	7.16	0.60	6.47	8.18	7.34	0.87	5.92	7.73	7.09	1.17	5.93	7.70	7.13	1.20
	IC-5	6.81	8.32	7.78	0.97	6.79	8.36	7.86	1.06	6.40	7.96	7.52	1.12	6.43	7.92	7.47	1.04
	IC-6	6.71	8.31	7.15	0.44	6.67	8.31	7.28	0.61	6.24	8.08	6.93	0.70	6.29	8.03	7.05	0.76
	IC-7	6.63	8.20	7.30	0.67	6.60	8.24	7.41	0.80	6.24	7.91	7.11	0.87	6.19	7.91	7.10	0.91
	IC-8	6.74	8.26	7.18	0.44	6.73	8.28	7.42	0.68	6.29	7.76	7.28	0.99	6.35	7.79	7.30	0.95
Library as Place	LP-1	6.04	7.77	7.14	1.10	6.05	7.84	7.34	1.28	5.64	7.45	7.12	1.48	5.64	7.38	7.15	1.51
	LP-2	6.17	7.80	7.19	1.02	6.18	7.75	7.40	1.21	6.06	7.52	7.25	1.20	5.94	7.53	7.25	1.31
	LP-3	6.24	7.92	7.64	1.40	6.23	7.99	7.66	1.43	6.02	7.82	7.50	1.48	5.93	7.72	7.47	1.54
	LP-4	6.13	7.81	7.32	1.20	6.11	7.85	7.49	1.39	5.89	7.60	7.32	1.43	6.06	7.50	7.30	1.24
	LP-5	5.71	7.41	7.03	1.32	5.67	7.35	7.26	1.59	5.47	7.03	7.14	1.67	5.31	7.08	6.96	1.65
Overall Average		6.36	7.98	7.23	0.87	6.28	7.96	7.35	1.08	6.05	7.68	7.20	1.16	6.06	7.68	7.25	1.19

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	5.55	7.31	6.92	1.37		6.17	7.76	7.62	1.45
	AS-2	5.37	6.94	6.86	1.49		6.17	7.22	7.61	1.44
	AS-3	6.40	7.88	7.82	1.42		7.10	8.03	8.13	1.03
	AS-4	6.19	7.76	7.51	1.32		6.82	7.86	7.96	1.14
	AS-5	6.33	7.81	7.31	0.98		7.08	8.17	8.03	0.95
	AS-6	6.20	7.84	7.59	1.39		6.84	8.06	8.03	1.19
	AS-7	6.23	7.69	7.28	1.05		6.73	7.93	7.63	0.90
	AS-8	6.35	7.85	7.68	1.33		6.72	7.93	8.41	1.69
	AS-9	6.24	7.64	7.20	0.96		6.85	8.30	7.82	0.97
Information Control	IC-1	6.39	8.17	7.14	0.73		6.46	7.77	7.09	0.63
	IC-2	6.63	8.18	7.16	0.53		6.41	7.66	7.31	0.90
	IC-3	5.82	7.39	7.20	1.38		5.76	7.24	7.00	1.24
	IC-4	5.95	7.74	7.13	1.18		5.67	7.20	7.27	1.60
	IC-5	6.40	7.91	7.44	1.04		7.21	8.07	7.90	0.69
	IC-6	6.29	8.04	7.04	0.73		6.28	7.94	7.28	1.00
	IC-7	6.21	7.96	7.13	0.92		5.97	7.09	6.71	0.74
	IC-8	6.38	7.84	7.31	0.93		5.77	7.00	7.15	1.38
Library as Place	LP-1	5.61	7.38	7.16	1.55		6.10	7.49	7.03	0.93
	LP-2	5.94	7.53	7.24	1.30		6.22	7.87	7.30	1.08
	LP-3	5.89	7.72	7.47	1.58		6.37	7.74	7.63	1.26
	LP-4	6.02	7.51	7.30	1.28		7.00	7.52	7.20	0.20
	LP-5	5.28	7.07	6.92	1.64		5.79	7.15	7.48	1.69
Overall Average		6.05	7.69	7.23	1.18		6.37	7.65	7.50	1.13

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	5.52	7.27	6.88	1.36	5.47	7.34	6.90	1.43	5.94	7.58	7.28	1.34
	AS-2	5.16	5.79	6.75	1.59	5.18	6.82	6.69	1.51	6.36	7.59	7.49	1.13
	AS-3	6.33	7.92	7.83	1.50	6.48	7.87	7.68	1.20	6.73	7.84	8.09	1.36
	AS-4	6.08	7.77	7.54	1.46	6.05	7.73	7.24	1.19	6.79	7.79	7.79	1.00
	AS-5	6.40	7.84	7.44	1.04	5.94	7.85	7.08	1.14	6.78	7.74	7.43	0.65
	AS-6	6.09	7.83	7.59	1.50	6.11	7.80	7.49	1.38	6.77	7.96	7.87	1.10
	AS-7	6.14	7.66	7.29	1.15	6.00	7.63	7.15	1.15	6.83	7.92	7.47	0.64
	AS-8	6.24	7.82	7.69	1.45	6.32	7.81	7.61	1.29	6.73	7.97	7.95	1.22
	AS-9	6.18	7.58	7.24	1.06	6.10	7.61	7.07	0.97	6.69	8.07	7.44	0.75
Information Control	IC-1	6.04	7.98	6.95	0.91	6.60	8.47	7.33	0.73	7.05	8.20	7.31	0.26
	IC-2	6.41	7.99	7.10	0.69	6.73	8.41	7.22	0.49	7.07	8.28	7.28	0.21
	IC-3	5.79	7.50	7.30	1.51	5.44	6.96	6.91	1.47	6.33	7.54	7.20	0.87
	IC-4	5.63	7.48	7.06	1.43	6.27	8.14	7.23	0.96	6.42	7.87	7.24	0.82
	IC-5	6.38	7.89	7.47	1.09	6.27	7.98	7.45	1.18	6.75	7.95	7.45	0.70
	IC-6	6.04	7.89	7.02	0.98	6.50	8.31	7.07	0.57	6.94	8.28	7.16	0.22
	IC-7	5.95	7.81	7.05	1.10	6.32	8.18	7.12	0.80	6.70	7.83	7.30	0.60
	IC-8	5.79	7.51	7.20	1.23	6.75	8.27	7.56	0.81	6.91	7.96	7.24	0.33
Library as Place	LP-1	5.90	7.81	7.25	1.35	5.25	7.03	6.93	1.68	5.17	6.35	7.06	1.89
	LP-2	6.18	7.87	7.41	1.23	5.82	7.45	7.08	1.26	5.19	6.34	6.92	1.73
	LP-3	6.26	8.09	7.53	1.27	5.43	7.53	7.36	1.93	5.39	6.78	7.41	2.02
	LP-4	6.12	7.74	7.37	1.25	6.09	7.34	7.21	1.12	5.75	6.94	7.15	1.40
	LP-5	5.49	7.41	7.01	1.52	5.22	6.95	6.91	1.69	4.62	5.84	6.77	2.15
Overall Average		5.96	7.69	7.23	1.27	6.02	7.74	7.18	1.16	6.39	7.60	7.37	0.98

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 for the 2013 survey for responses for the Lee Library only 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 very similar 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 Provo 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, suggesting this dimension of lesser importance than the other two.

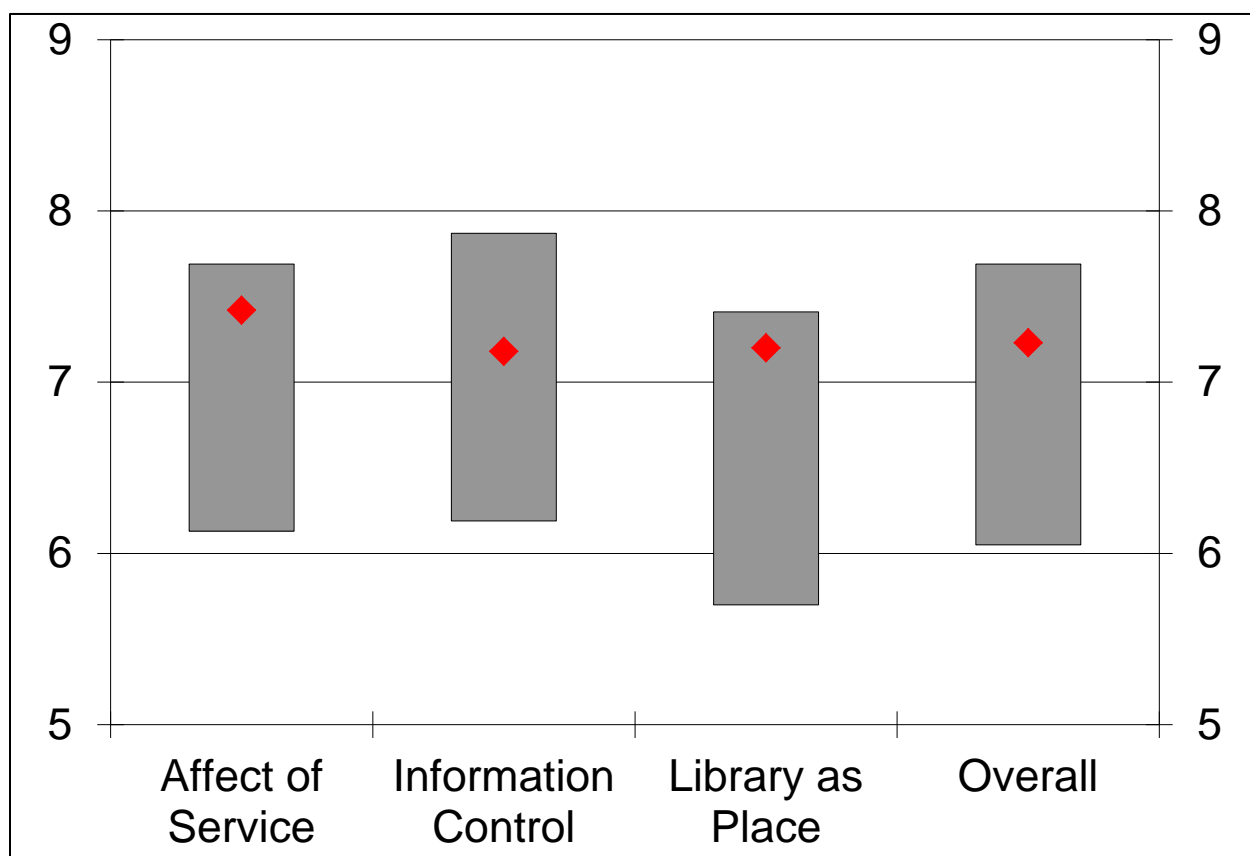


Figure 4 - Zones of Tolerance for 2013 – Provo only

A similar chart for the SLC can be seen in Figure 5 below. One difference from Provo to note is that the zones are a bit narrower. Another curiosity is that IC's desired level is significantly less than the AS desired level and even lower than LP, yet the IC perceived level is still comparable to that seen in Provo. For respondents at the SLC, the way they are treated seems to carry much more importance than the resources available and accessible, which has countered what had been seen by so many other institutions in the past. And though LP also had desired levels greater than IC, its perceived levels were similar, but again, those levels were certainly much less than what was seen for AS. It would seem from all 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 to the respondents at the SLC.

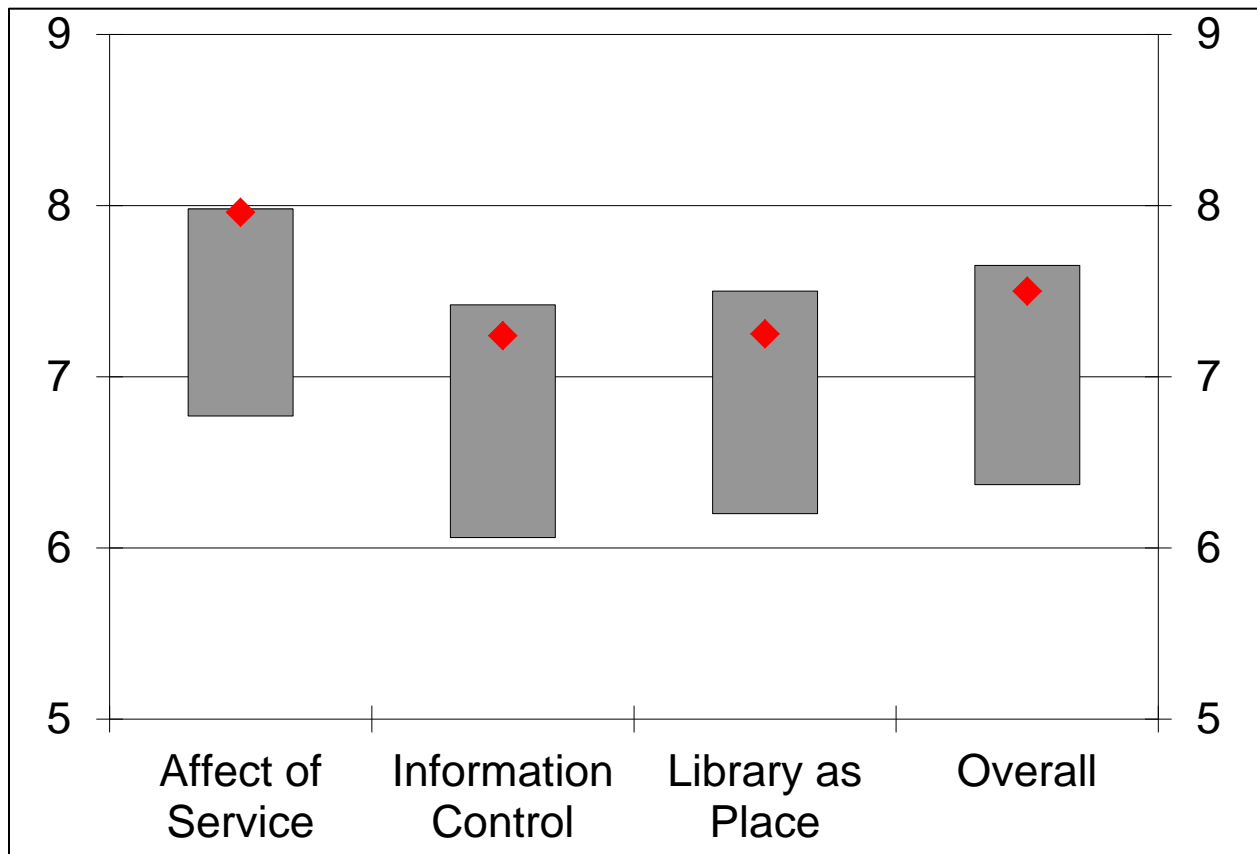


Figure 5 - Zones of Tolerance for 2013 – SLC only

As has been stated in past reports, where perceptions and attitudes change rapidly due to local circumstances and from year to year as generations of respondents change, rankings may not have the same meaning as they might for other standards or statistics, such as those reported yearly by ARL, ACRL or IPEDS for their annual statistical surveys. However, for relative purposes, ranks for the adequacy gaps were determined and reviewed. 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 should be noted that at the time of the writing of this report, 156 institutions had signed up to participate in LibQUAL+® during 2013, however, only 118 had actually finished data collection, closed their surveys, and received reports. Nevertheless, it is apparent from this that when compared to those institutions for which a report was available for review for 2013, BYU once again did extremely well in how its patrons rated the adequacy of the services it provides. What is noteworthy is that the relative ranking is the highest ever for BYU across all the dimensions, marking the first time that they have had the number one overall adequacy score for LibQUAL+®. In fact, BYU had the highest gap in every dimension of the survey, which is a first for BYU since the beginning of the survey back in 2001 and a feat that matched what was accomplished by the Howard W. Hunter Law Library back in 2011, 2008, and 2006.

Table 4 – LibQUAL+® Ranks for BYU

	2004 Aggregate (N=198)	2006 Aggregate (N=197)	2008 Aggregate (N=190)	2011 Aggregate (N=157)	2013 Aggregate (N=118 ¹)
Affect of Service	52	47	15	10	1
Library as Place	9	5	3	4	1
Information Control	26	41	18	5	1
Overall	26	25	12	5	1

It is also of interest to note how BYU changed in service adequacy in 2013 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, 14 in 2011 and 6 in 2013. To enhance the chart some, 5 institutions that participated in 2012 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 seven years and improved from year to year. Their gaps in this group have also been the highest for the last four years, with their 2013 gap still the highest of this group.

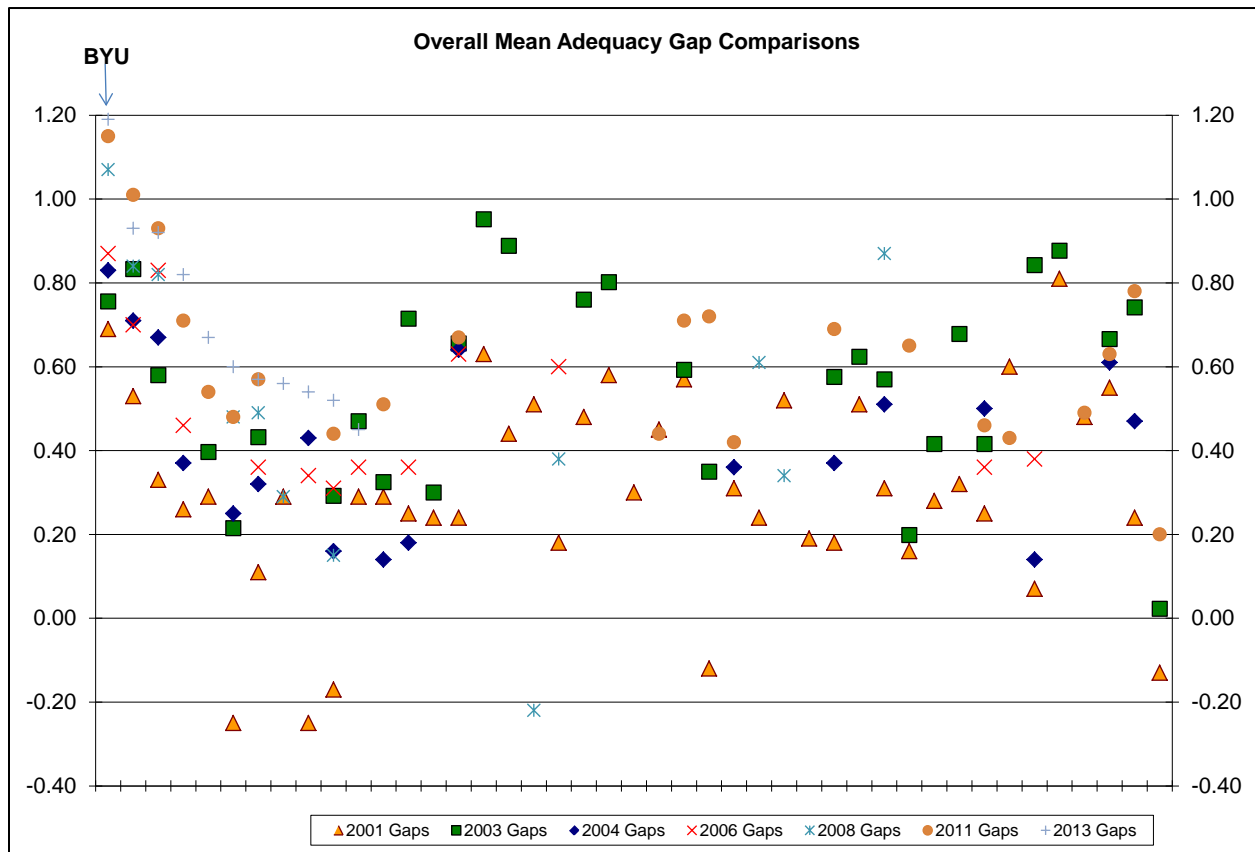


Figure 6 - Comparisons of Institutions that Participated in LibQUAL+®

¹ As of the writing of this report, 156 institutions had signed up to do LibQUAL+® sometime during 2013, but only 118 had finished administering the survey to their respondents from January through May. The remainder will participate sometime during the fall, which also means others may sign up between now and then as well.

Some mention should be made of the local statements. As noted previously, any institution that participates in LibQUAL+® is offered the opportunity to add five additional statements of their choosing from a list of statements maintained by the LibQUAL+® research team. The local statements used by BYU can be found in the appendix. The table summarizing the Provo & SLC responses to those statements is shown in Table 5 below.

There are a few things of interest to note from the results of the local statements. First off, the change in gap for the first statement (Ability to navigate library Web pages easily) improved dramatically from 2011 at both Provo and the SLC. This certainly correlates with the improvement, albeit much less, seen in IC2 (A library Web site enabling me to locate information on my own). It would appear that improvement has been made in the navigability of the library's web presence). A similar improvement was also seen in the last statement (providing direction to self-navigate library), although the improvement was much greater at the SLC than at Provo. In contrast, the third statement (Facilitating self-directed research) saw a marked downturn, which to some may counter the positive aspect of the previously noted statement. However, it could be construed that since the minimum and desired scores were higher for statement three, the perception of respondents is that their interpretation of what this statement is meaning is more important to them than statement five.

The other two statements saw different changes at the two branch libraries. Statement two (Availability of subject specialist assistance) went up slightly at the SLC, while it dropped at Provo. Statement four (Making me aware of library services) saw a similar change, up at the SLC, down at Provo. It should be noted, however, that the scores for both statements are quite high suggesting the libraries are still doing a good job of meeting patron expectation of those issues.

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

BYU Results	Provo					Salt Lake Center			
	Min	Des	Per	Gap		Min	Des	Per	Gap
Ability to navigate library Web pages easily	5.28	6.93	6.46	1.18		5.71	7.00	6.90	1.19
Availability of subject specialist assistance	5.67	7.27	6.98	1.31		5.74	6.61	6.52	0.78
Facilitating self-directed research	6.57	8.25	6.87	0.30		7.29	8.21	7.57	0.28
Making me aware of library services	6.17	7.74	7.17	1.00		6.47	7.95	7.68	1.21
Providing direction to self-navigate library	6.26	7.76	7.06	0.80		6.88	8.06	7.53	0.65

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 7 summarizes the results for Provo for the last five years it has participated in LibQUAL+®.

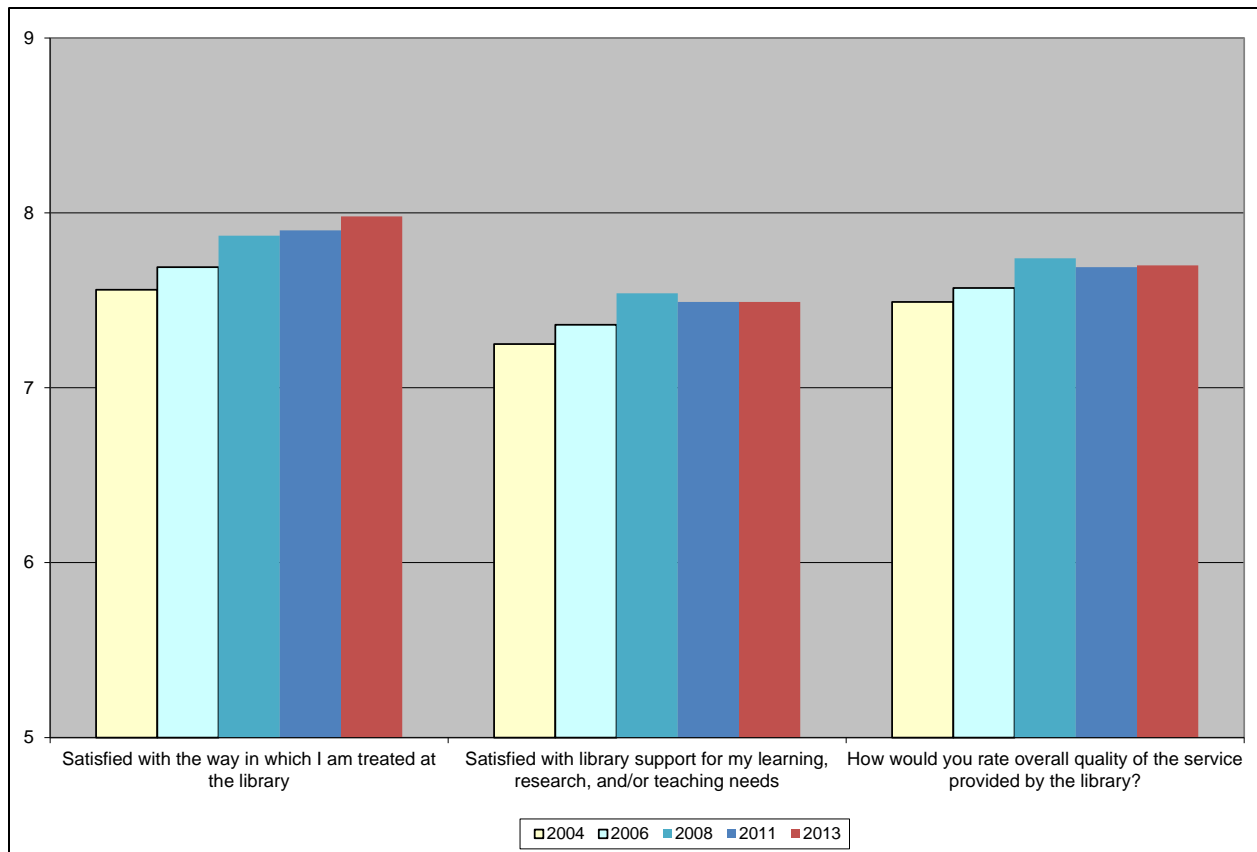


Figure 7 - Satisfaction Question Results Comparisons – Provo only

As seen above, the changes in rating are minimal. There is little difference in response over the five 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 seems to be a leveling out in their satisfaction of the support they receive and their overall satisfaction of the quality of library services. Yet it is still important 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 8 below), and actually exceeded Provo on each item. Their 2013 averages were again improvements over the two previous iterations of the survey. 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.

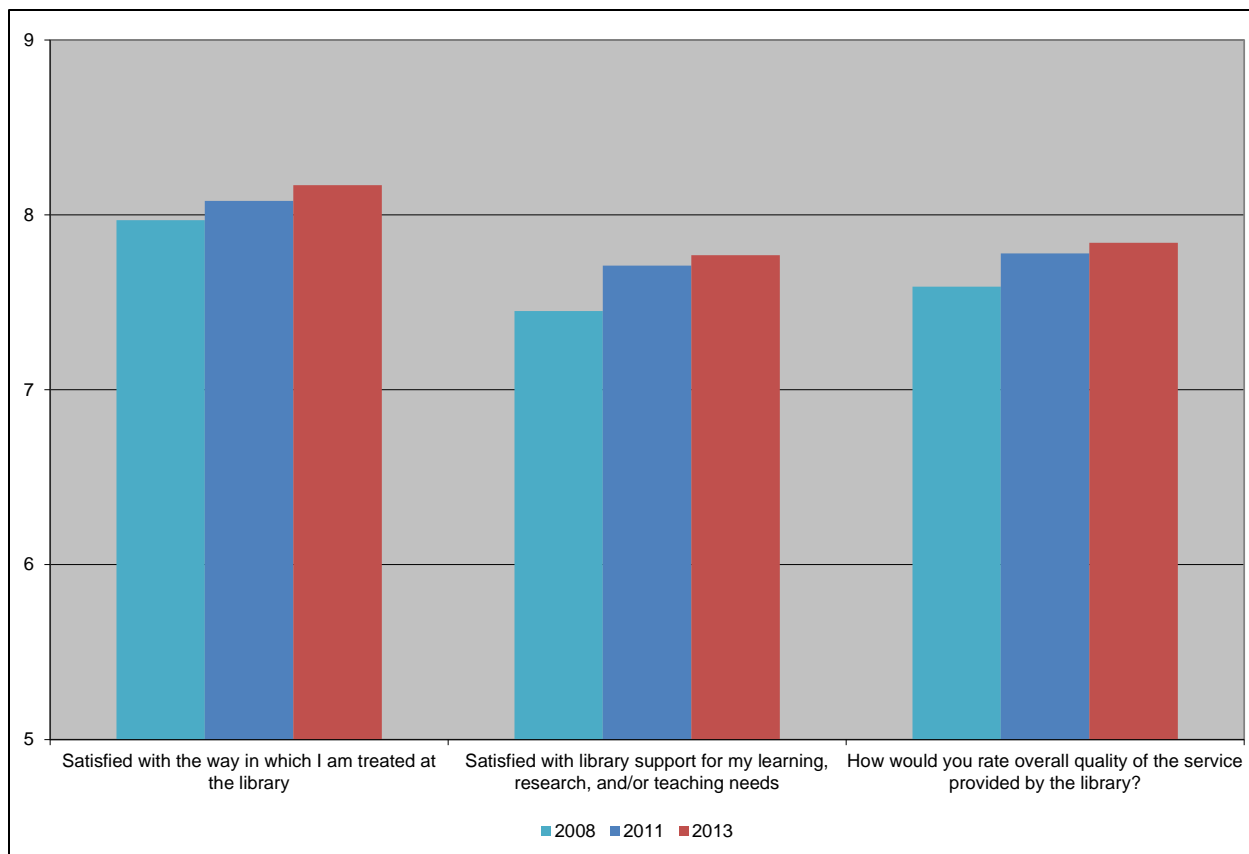


Figure 8 - Satisfaction Question Results – SLC only

The next set of questions dealt with the use of library & other resources via the library, its website or non-library gateways. More specifically, the first question asked “How often do you use resources on library premises?” The second question asked “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 options for each question were daily, weekly, monthly, quarterly or never. The results from Provo only for these questions are summarized below (see Figures 9, 10 and 11).

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 it did drop some in 2013. 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 2013, though monthly & quarterly use seems to have picked up some. 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.

The results of these questions were similar for the SLC (see Figure 12), 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.

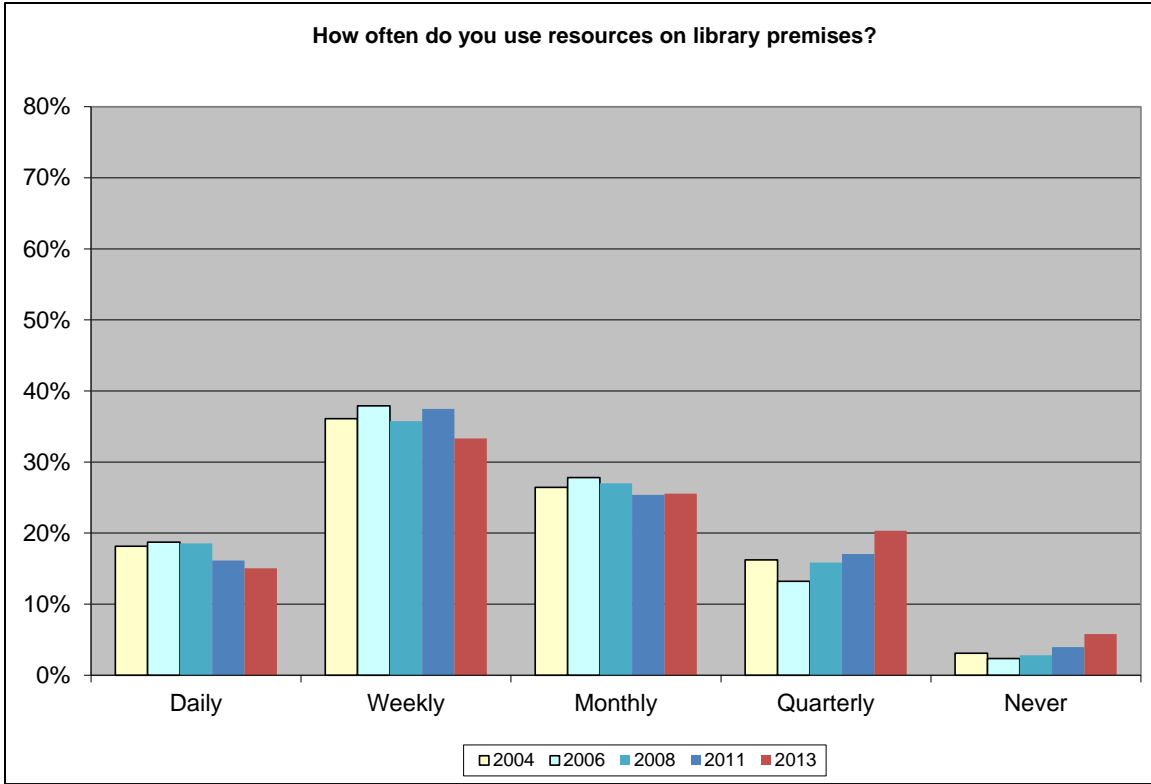


Figure 9 - Use of resources on Library premises – Provo only

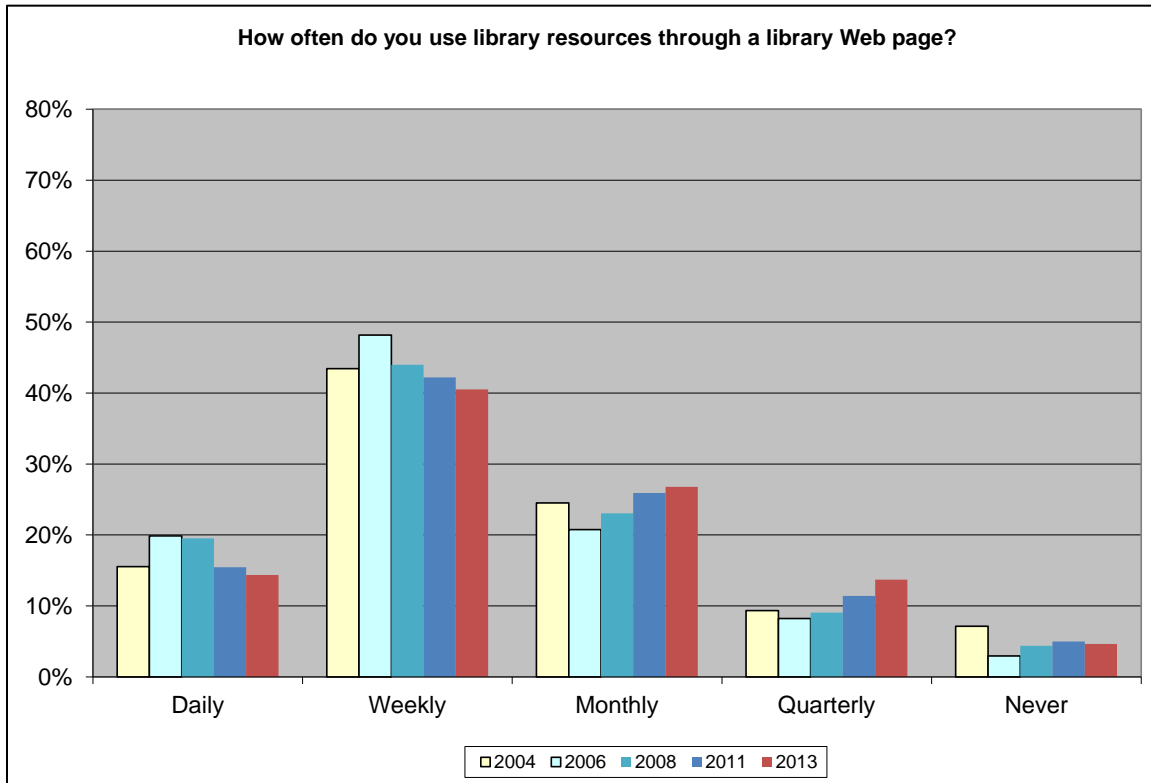


Figure 10 - Use of Library resource through Library Web site – Provo only

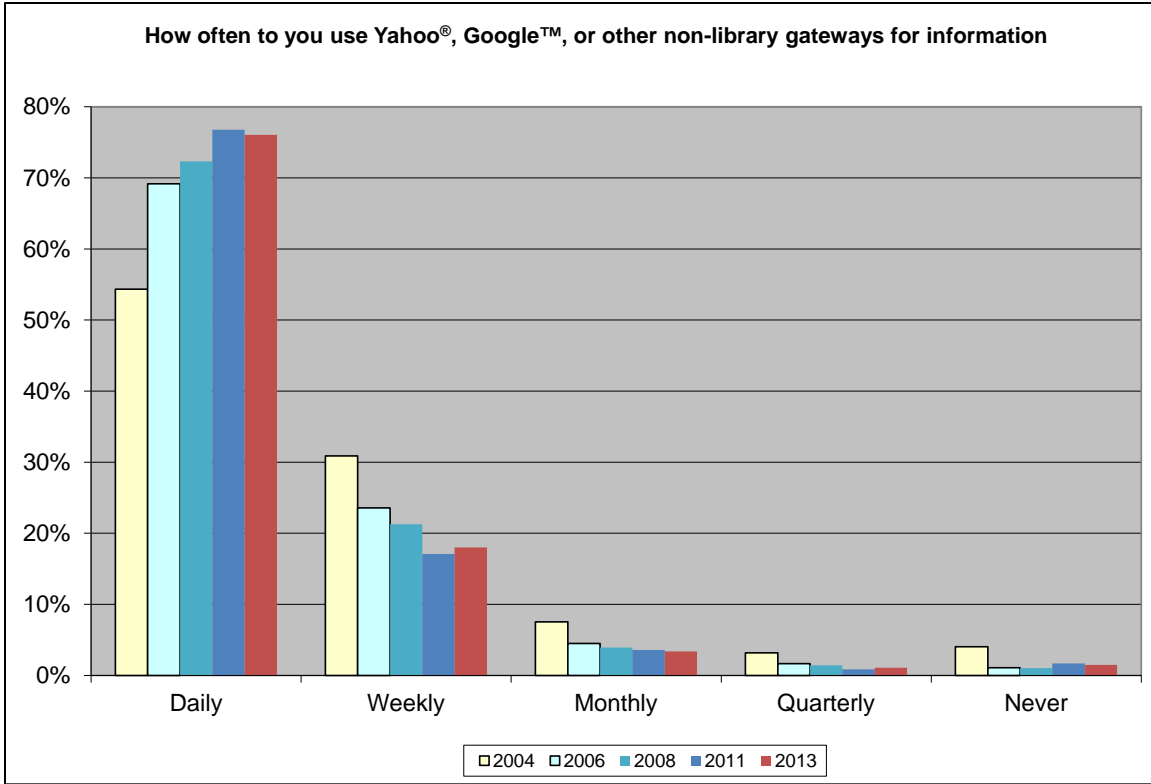


Figure 11 - Use of non-library gateways to obtain information – Provo only

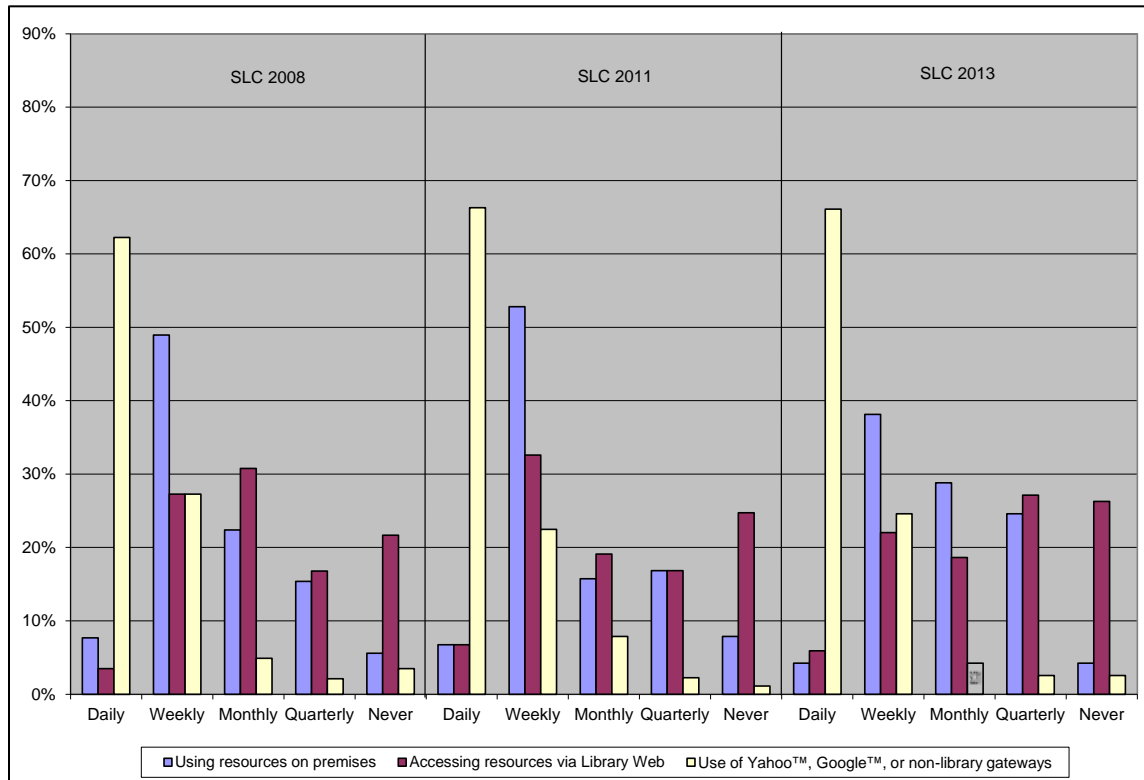


Figure 12 - Resource use questions – SLC only

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 13.

On average, responses to all five questions tended to be on the positive side (agree) with no average below 6 in 2013, though there was one question that dipped below what was reported in 2011. Three of the five questions continue to show improvement each year – the library aiding in the advancement in one’s discipline, enabling one to be more efficient, and providing one with information skills needed for work and/or study. The library’s ability to help patrons stay abreast of developments in their fields of interest saw an increase in 2013 after dropping to its 2004 level in 2011. But the increase was not to the levels seen in 2006 & 2008. And there was a slight drop in the library helping patrons distinguish between trustworthy and non-trustworthy information. Nevertheless, the results for all these items were positive. The SLC results in Figure 14 were very similar to what was seen at Provo, although the average values were a bit lower for the first three items, but a bit better for the last two.

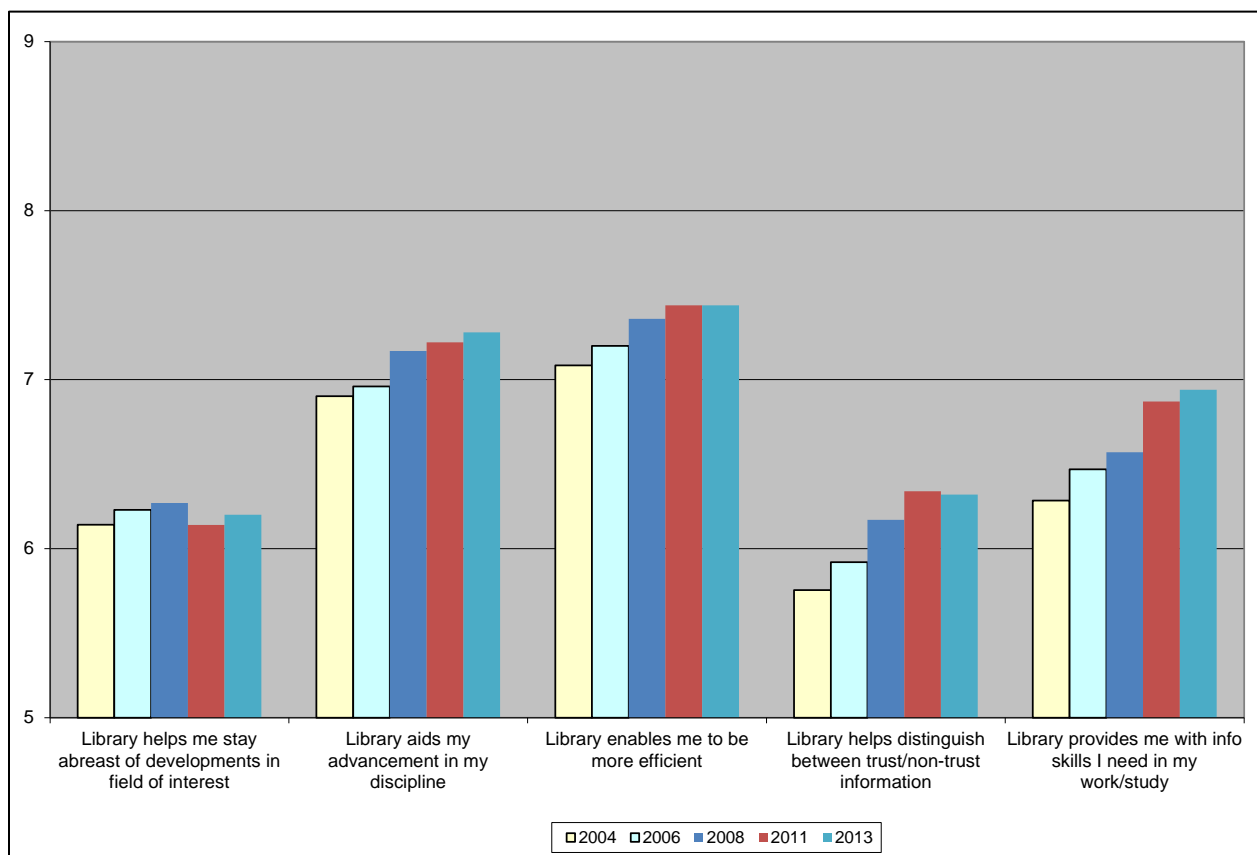


Figure 13 - Results for Literacy Outcomes Questions – Provo only

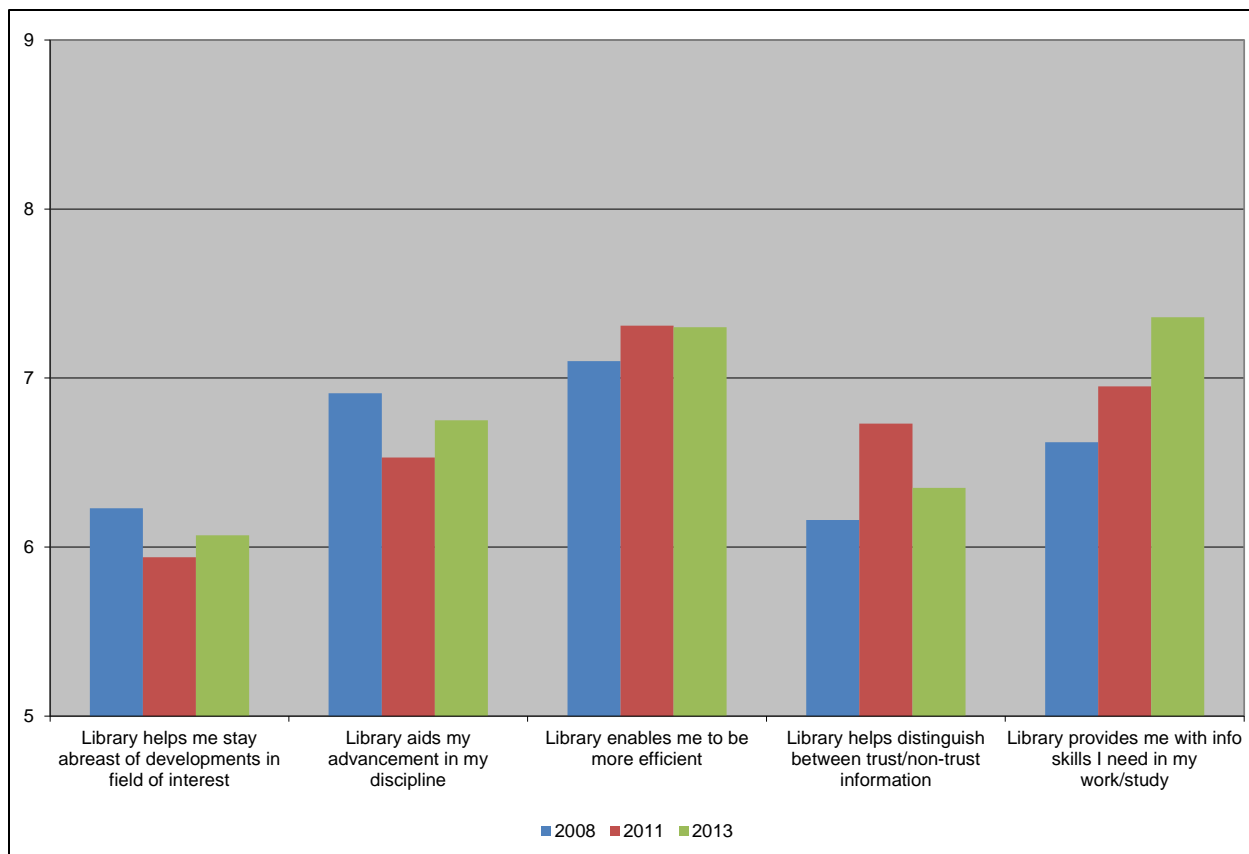


Figure 14 - Results for Literacy Outcomes Questions – SLC only

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 2013 were of equal importance. For 2013, a total of 936 of the 2370 completed surveys had data in the comment box. Of that number, 48 were targeted to the SLC. Of the 888 Provo comments, a total of 1413 distinct comments were made about the services provided at the Lee Library as well as other issues. Of the 48 SLC comments, a total of 73 distinct comments were made. Even though the number of comments did not match that seen in 2011, for 2013 this has been the most number of distinct comments provided by patrons during a single LibQUAL+® session. 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 Policies" (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 in-house search tools, including the catalog). The breakdown in number of distinct comments within each category has been summarized in the Pareto chart Figure 15 below.

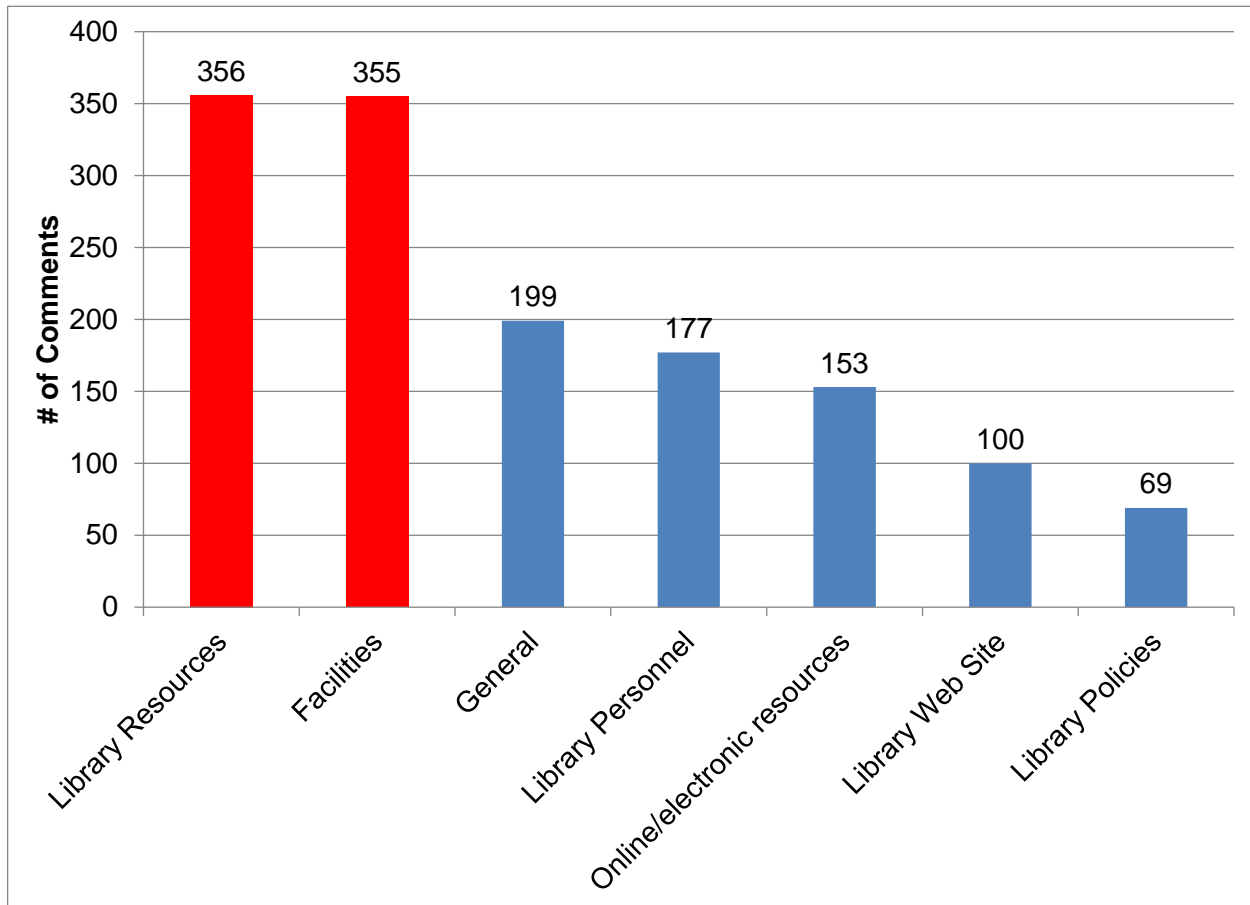


Figure 15 - LibQUAL+® Comments Breakdown – Provo only

It is easily evident from the chart above that “Library Resources” and “Facilities” had the most of any other category and together accounted for more than half of all comments made, much the same as these two categories did in 2011 (although “Facilities” had a larger number of individual comments than did “Library Resources”). 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, as in most all of the past surveys, “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 16). In this instance, “Library Personnel” was considered of critical importance to respondents (which definitely mirrored results for AS as shown in Figure 5 above), with “Facilities” following in nearly an identical amount. This countered what was seen in 2011 as “Library Resources” and “Facilities” at the SLC received the most. The rest of the categories were nearly identical to what was seen in Provo, but here “Online/electronic resources” and “Library Web Site” brought up the rear. “Library Resources” dropped to a distant third with “Library Policies” having a fair number of comments associated with it.

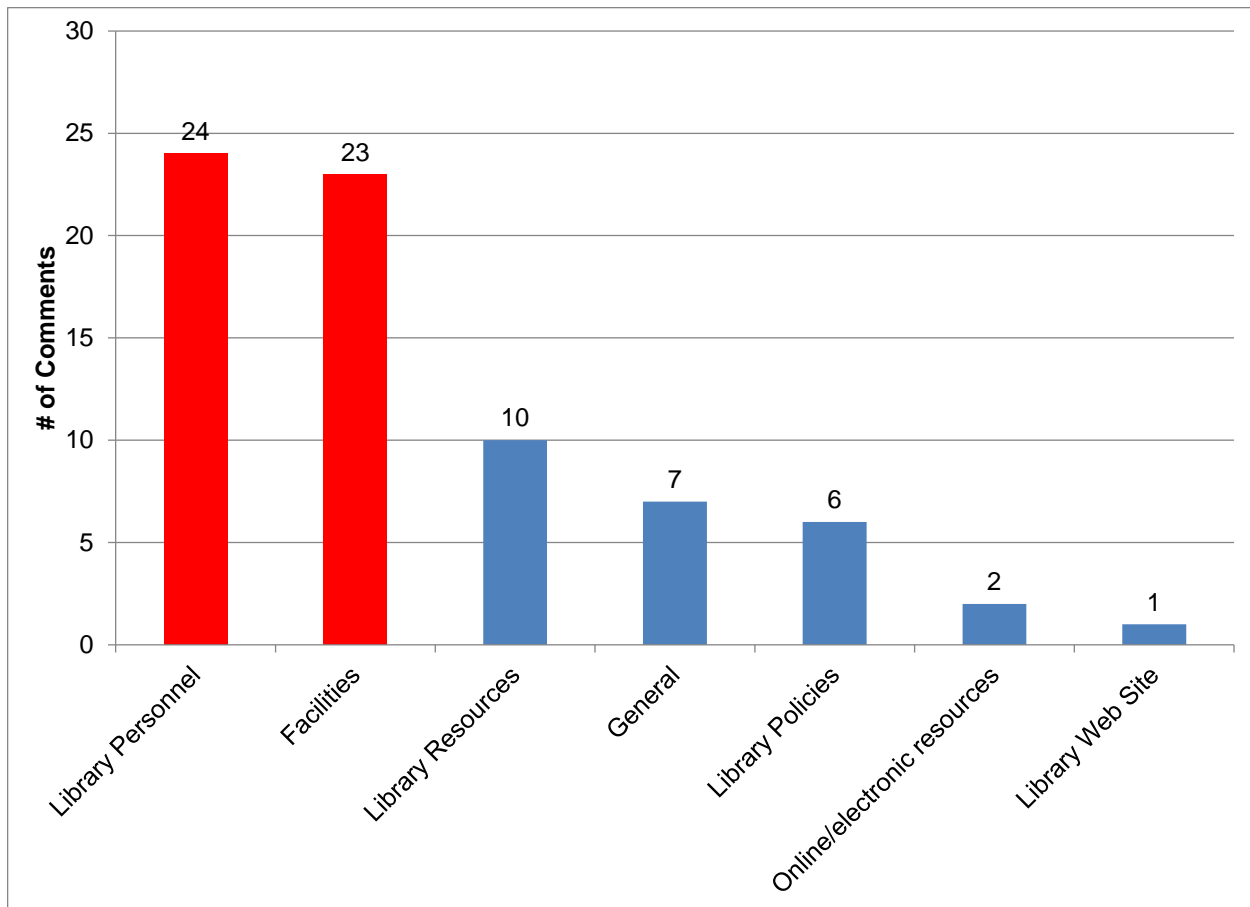


Figure 16 - LibQUAL+® Comments Breakdown – SLC only

As has often been the case (except in 2011), the generic “Excellent” (e.g., “I love the library”, “You’re awesome”, “Keep up the good work”) was the most prevalent of the specific comments. But this was more the case in Provo than at the SLC. However, at both institutions, the majority of specific comments were positive in nature, as noted in Figures 17 & 18 below.

Highlighting a few specific comments of note, respondents from both libraries felt that the facility was a great place to study. At the SLC, there were more positive comments about personnel to predominate the total than any that were resource related, again, reflecting the sentiment expressed in the quantitative data reported above for the AS core statements. In contrast, though patrons at Provo had very positive things to say about the staff (primarily “Great subject librarian(s)” & “Staff courteous/helpful”), respondents were far more focused on giving kudos to the resources and services the library provides.

But it was interesting to note that the first negative comment to follow the top positive ones at Provo had something to do with the library’s web presence, and that was “Improve search capabilities”. It should be noted in this context that it was often unclear from the content of the comment if the respondent was referring to ScholarSearch, the library’s branded webpage search box, the actual library catalog, or perhaps an electronic database of a vendor, which the library has no control over. It has been suggested that patrons, undergraduate students in particular, may not delineate between the different search options, or if they do that they might not realize that said search options would have differing algorithms and thus provide varying results. Nevertheless, their comment was based on their experience and it would behoove library personnel to continue to improve the delivery of search results that they have control over (and work with vendors where appropriate) to meet the expectations of patrons.

It was also interesting to note that there were far more comments related to the survey itself than what had been seen in the past, and, of course, they were overwhelmingly negative, with many focusing on the design aspect of the core statement portion of the survey. It has long been known that the LibQUAL+[®] survey instrument is onerous in nature (even the researchers at ARL would concede this point). However, the survey has a long history of research and validation, and it has proven to be an effective means of providing a wealth of information in terms of patron perception of library resources and services. Hence, because of its complexity, it was the decision of the library's assessment group to go with the Lite[™] version of the survey, which cut down the number of statements seen by any given respondent by nearly two-thirds. But the negative comments persist, if by a minority of respondents (barely one percent of the total that attempted to take the survey).

It might also be construed from these comments that some aspect of survey fatigue is starting to settle in amongst the University community, as the library alone during the 2012-2013 academic year sent out nearly a half dozen instruments for patrons to respond to, not to mention other non-survey research that the library may have been conducting. It would be wise to continue to monitor the demands made of patrons to provide input for assessment purposes and not overtax the population.

It was also interesting to note, at least at Provo, that ILL continues to get very positive feedback from survey respondents. And though not noted in Figure 17, there were more comments this time around about the faculty and graduate delivery services, which also tended to be positive (although interestingly, some graduates bemoaned the lack of such a service, obviously unaware of it, which would suggest a need to better promote that service to graduate students). At any rate, a summary of the overall specific comments are seen below for both Provo and the SLC.

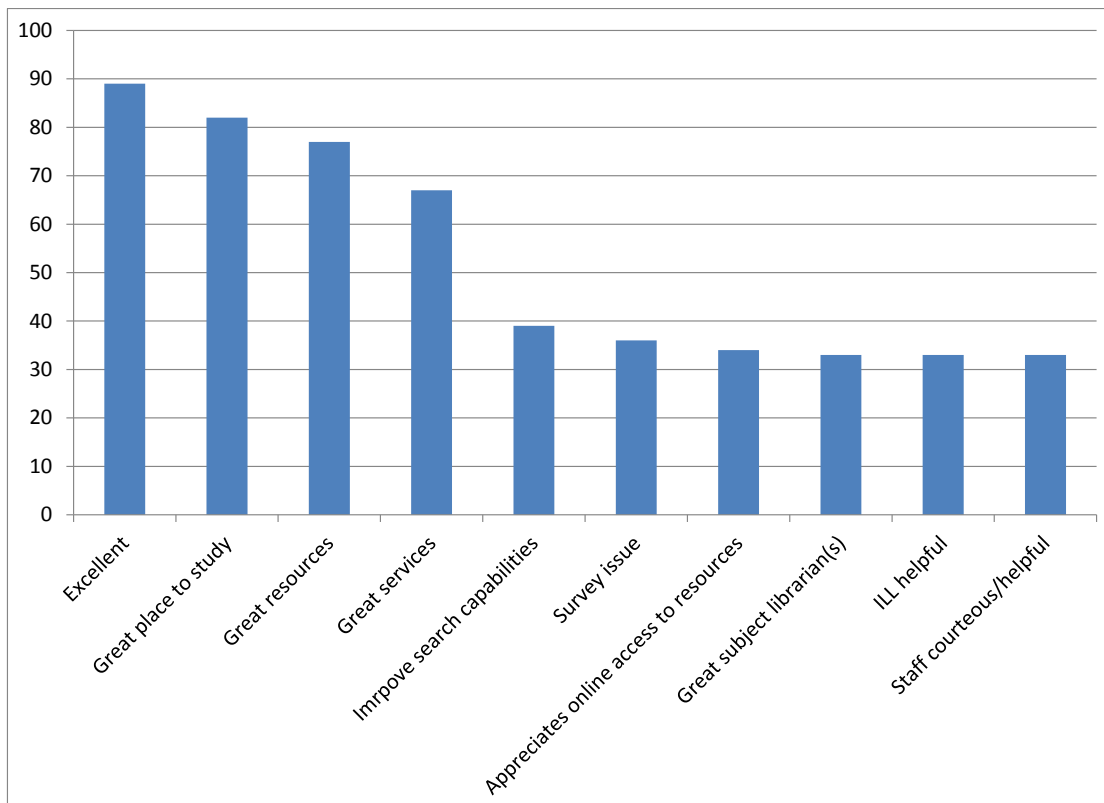


Figure 17 - Provo top 10 specific comments

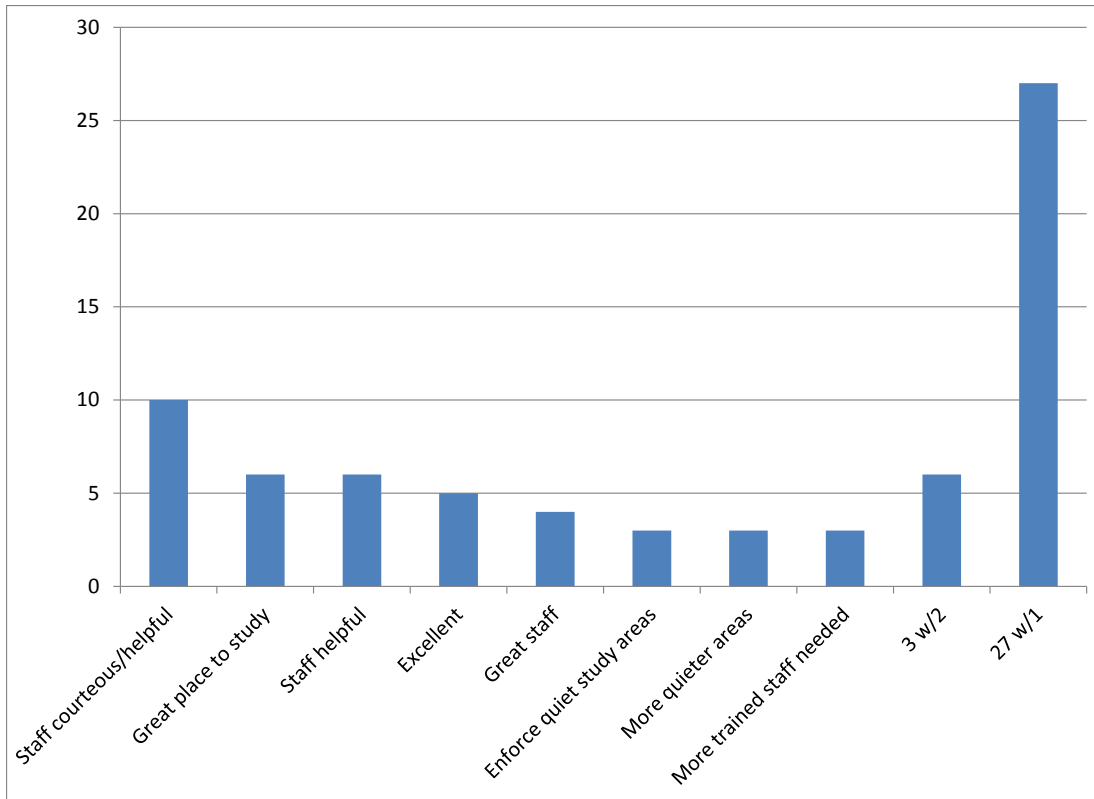


Figure 18 - SLC top 10 specific comments

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

As in past surveys, patrons at both libraries feel that their facility is a great place to study. And for 2013 at Provo, this one comment accounted for more than 4 times the frequency than the next most mentioned, “More computers, study carrels, etc.” It was also of interest to note in Provo, that respondents wanted to see more entrances into the facility. In the past, certainly in the early days of LibQUAL+®, while the memory of the old south entrance was still in the minds of many, this was a frequent request, and specifically a return of said south entrance. Over time that diminished. However, in 2013, the need resurrected, but it was not restricted to just a south entrance. Though some indeed did call for such, there were also many that simply indicated that from their view, it would be nice if there were other means to come into the library than just the north atrium.

Another item that may have had some mention in the past, received much greater attention this time around. With the proliferation today of mobile devices (smartphones, tablets, e-readers, MP3 devices, etc.), the demands on the bandwidth available via wireless connectivity within the building has been substantial. As such, at times, the speed at which internet access is measured has been less than satisfactory in the minds of our patrons, and such was vocalized in this year’s LibQUAL+® comments as not a few suggested the library “Improve wireless access” within the building. This has been an issue that has already been on the minds of those that manage the building and work with the library’s technology,

not to mention library administration. As such, as indicated in recent conversations, steps are in the works to improve on this. It was encouraging to see that patrons also see the need for improvement in that area and have let it be known through this instrument.

One other item that bears mentioning is something that has been addressed of late through the library-wide meetings to discuss recommendations made from the recent internal review team. Several respondents mentioned that at times it is difficult to navigate around this immense building and just as hard to locate materials. As such, they suggested that efforts could be made to improve the signage in the building, which was reflected in so many terms by the internal review team that noted there were way finding issues that needed to be addressed and improvements made to help patrons get around. Given the double-noted nature of this comment, it would be well to look at means to make improvements in this area.

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, as noted above, was in and of itself not specific enough to place it in one of the others. As such, it was simply labeled “Excellent” and placed within the “General” category.

Interestingly, though, survey related items picked back up again in 2013. It would appear that in that regard, given that the Lite™ version was utilized and subsequently reduced the amount of time to take the survey, respondents were still critical about the survey. This issue was addressed above and will receive no further comment.

Library Personnel

Comments in this category continue to be very positive. The staff is respected, helpful, courteous, and generally well thought of. There was nothing negative said about the SLC personnel, although three respondents felt that more trained staff was needed. While again at Provo over 70% had good things to say about the personnel that serves them. There is still room for improvement as there were still a quarter of the respondents that had not so pleasant things to say. Aside from the staff not being helpful or more trained staff needed, others noted that help from staff was often a mixed bag (good in some respects, while other experiences were negative), that they needed to be more available, and to expand the breadth of assistance. So though most respondents are still very pleased with how they are treated by the library staff in Provo, there are a significant number that feel it could improve.

Library Policies

This category continues to have the fewest comments of all the categories listed. And as seems to be the case each year, the focus of what should be addressed tends to shift. This time around, there seemed to be much more variety in the comments, though a few did stand out. The desire for the library to improve its circulation policies again was of major concern amongst Provo respondents, but enforcing quiet study areas was mentioned more frequently. Patrons do love the “No Shh” Zone and other such areas, but feel more can be done to ensure those areas designated for quiet study remain that way. As for circulation, 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. It would seem that the assessment efforts currently underway by Access Services to study their circulation policies is timely and hopefully will address some of these questions and concerns.

The next policy related comment of interest that was mentioned was food related, which has been an ongoing issue for patrons as noted in past surveys. In the early surveys through 2008, they simply wanted to see some area that food would be allowed in the library. In 2011, following the establishment of the Food Zone, patrons then suggested that this single area, though appreciated, was insufficient and suggested it be expanded to other areas in the library. For 2013, they have expanded that even further to

request the library considered install vending machines, not to mention some café or some such an establishment that would allow patrons to quickly grab a bite in the library without the risk of having to relinquish their study space for an extended period of time just to satisfy a hunger craving. And with so many bookstores and academic libraries across the country now providing such a service, it is not surprising that patrons are requesting the same here at BYU.

There were also a couple of related comments that might bear some attention. It would seem that the public address system in the library is of some annoyance to certain patrons. In that respect they commented on two issues associated with the PA system. One is to tone down the announcements made in the library, as in those made regarding the weekly forums/devotionals. It would appear that the volume is such that when an announcement is made, it startles the patrons significantly. As a corollary to that, several respondents expressed frustration with the closing routine (including one who indicated their preferred library was the SLC, where such a routine does not exist), with some annoyed with the choice of music, and others its volume.

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, two comments to come from patrons at both libraries was a suggestion to improve on the promotion of the varied resources and services available to patrons, as well as a need for more and/or better help in using all those resources and services. There were still a substantial number of respondents that indicated they had difficulty finding resources, but also quite a few that also noted that often needed materials were unavailable, meaning a search indicated the item was available, but when they went to the stacks to locate said item, it was not there, or a needed item simply did not show up on a given search. It was also curious to note that several respondents noted a need to update the resources in the library, as they found them either dated or in ill-repair.

And as in past iterations of LibQUAL+[®], with the abundance of comments in this category, many were lumped into “Other” that definitely were mentioned more than simply once or twice. Some of these included a need for more discipline specific resources, appreciation for the faculty delivery service, the easy access to resources, and the chat function on the library’s website, and as every year, more journals and print resources (with many faculty in particular lamenting how the library seems to be sacrificing print resources for the convenience of electronic). But it was also curious to note that though “ILL helpful” received an abundance of comments, there were several who found them not helpful and more specifically wished the service could improve its turnaround time from request to delivery.

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. Although this time around, it was satisfying to note that the third most prevalent comment was they found the website “Very useful”, which should be encouraging. Nevertheless, just over one-third of those that commented about the Library Web Site indicated frustration with the search mechanism. However, some explanation of this specific comment is in order. It was certainly evident from the comment that the patron wanted to see improvement in the site’s search capabilities. Yet the comment in and of itself rarely could be distinguished between ScholarSearch, the library catalog, journal finder, or an external database vendor of which the library has no control over the search algorithms employed on that site. But in defense of the patron, they may not be able to distinguish the difference. Perhaps to them they are one and the same, or they simply do not know how to describe each separate entity. As such, these comments were lumped under the specific “Improve search capabilities” comment. It would seem from this that where the library has control,

continued improvement is needed to deliver search results in a timely manner and that are easily and clearly understood.

Online/electronic resources

With online & electronic resources having an increased presence within library circles, comments associated to it have also increased, putting it above “Library Web Site” and “Library Policies”, but still lagging behind “Library Personnel” and “General”. It is possible that perhaps the generic form of comments that were included in “Library Resources” could have been applied to this category; nevertheless, if the respondent did not specifically note the resource was online or electronic, it was not included in this category. 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. In fact quite a few noted they preferred to use resources online. But more such resources are needed according to respondents, and they need more/better help in using those resources, not to mention more can be done to improve the access of these materials, particularly 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 difficulty in accessing the same through the search engines available to them, both through the native database interfaces as well as library search mechanisms. And as noted previously, though the library has no control over how native database interfaces work and display search results, patrons often cannot distinguish the difference and hence would like improvements made.

Overall, patrons perceptions of the online resources is a mixed bag and therefore continued attention needs to be placed in procuring more, and making these added resources, as well as what is already available more easily accessible, and where possible, working with vendors to make searching their content a more pleasant experience.

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 said expectations as measured by the adequacy gap. 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 in terms of meeting patron expectations. 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 is still low (being the lowest at Provo) 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 at Provo, while the SLC patron is more concerned with how they are treated.

The areas where the most improvement needs to occur based on comments from respondents continue to be in the library Web site, particularly the search mechanism, as well as online materials, the tools and training necessary to easily access information, the promotion of library resources and services, providing additional entrances, allowing for vending machines or perhaps a café, 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

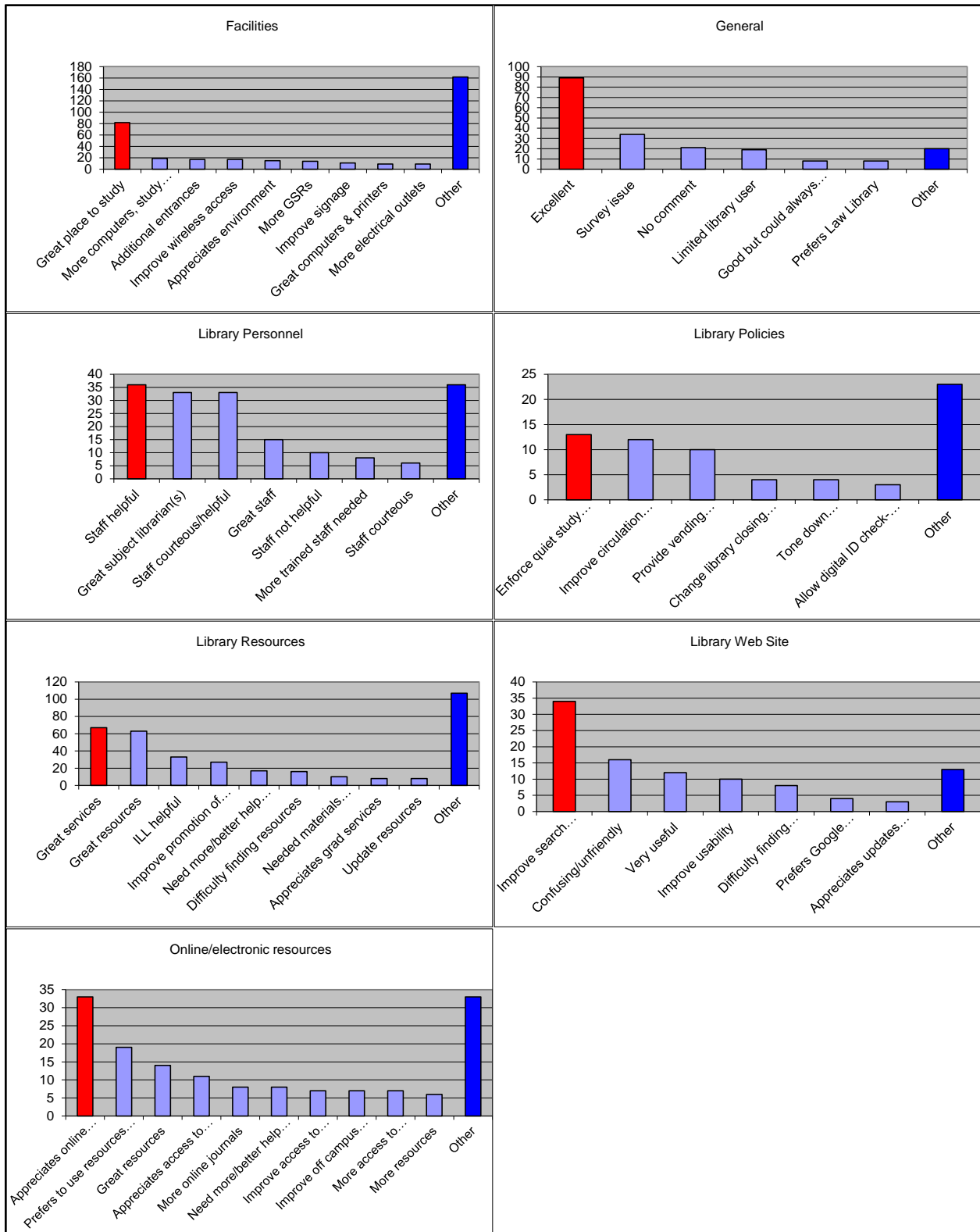
Local Service Statements

- 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 2013:



Top SLC comments for 2013:

