Harold B. Lee Library
Brigham Young University

LibQUAL+™

A report on results collected from respondents at Brigham Young University during winter semester 2015 as well as comparisons with past surveys; also an assessment of comments made during the 2015 survey with comparisons to past comments

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INTRODUCTION

During the winter semester of 2015, the BYU Harold B. Lee Library participated once again in ARL's LibQUAL+® survey to assess library service quality. This was BYU's eigth foray into this effort. As with the last endeavor during the winter semester of 2013, the Lee Library opted to take advantage of the LibQUAL+® 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 2015 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

BYU as a whole continues to show improvement in its LibQUAL+® results. Overall, the gap between patrons' minimum and perceived levels of library services pretty much maintained the levels of the past 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 gaps, but all the gaps converged to be the closest yet to date. The specific items where the gap is the weakest for both the library at Provo and the library at the BYU Salt Lake Center 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), which were also two of the lowest for the 2013 survey.

General satisfaction levels changed some but remained for the most part flat. Most levels for the information literacy outcomes questions also increased from 2013 with the lone exception of library's ability to help patrons distinguish between trustworthy and untrustworthy information, which dropped for the second consecutive year. 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+®.

Though comments continued to reflect the indicators mentioned above, there were some marked shifts in preference/recommendations for improvement. "Facilities" was the only category to show an increase in comments from the previous iteration of LibQUAL+®. Many of those comments were positive, but there was a strong desire on the part of respondents for the library to improve wireless access in the building. Other areas of improvement that were evident in the other comment categories included "Improve promotion of resources", "More discipline specific resources", "Need more/better help using resources", "Improve access to online resources", "Enforce quiet study", "Enforce food policy", "More GSR's" and "More "No Shhh" Zones" to name a few. In addition, comments under "Library Personnel" indicated that the staff is still highly respected, but are suggesting that employees, particularly the student assistants, may need more training.

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. Once again, with 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, which was 4000 undergraduates, 1000 graduates and 1000 faculty/staff, which was somewhat less for graduates and faculty by 500 each.

As was done during the last three iterations of LibQUAL+®, the Salt Lake Center was again invited to participate and was listed as a branch of the Lee Library in Provo. As before, 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 7500. 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 3994 undergraduates, 997 graduates, and 979 faculty. There were 1464 from the SLC that were included in the final "sample" for that institution.

One significant difference in how LibQUAL+® was administered in 2015 than in past years was in how those surveyed were contacted. From the library's experience the year before with MISO, it was determined that all emails to go to survey participants would be personalized, thus allowing the library to track when an individual actually clicked on the link to take that survey and hence not bother them with follow-up emails. The hope was that this would improve the response rate. But it did not jeopardize the anonymous nature of the survey as that aspect remained intact.

All of those sampled were sent an initial invitation on Monday, March 2 2015 and the formal invitation with the URL attachment from which they were redirected to the survey sent the following Monday, March 9. Follow-up emails were sent the next two Mondays to all respondents, with a final follow-up to undergraduates on the Wednesday before the survey closed on April 1st. Overall, responses for 2015 were off somewhat to that seen during 2013, but this was primarily due to the fewer number of graduates and faculty sampled than what was done that year, 500 fewer each. However, because emails had been personalized to those sampled, overall response seemed to improve somewhat from that seen in 2013. But that response did not reached the percentage levels observed for the MISO survey. Final response figures were just under 4% of that seen in 2013. However, the overall response rate improved to just over 31%. If figures alone for the Lee Library at BYU are observed, that figure jumps to 34%, which actually exceeded some of the response rates seen in earlier iterations of the survey, but still some 20 percentage points less than what was seen in MISO. If personalizing the survey proved beneficial, it was marginal at best.

In all for 2015, 3882 individuals attempted to take the survey, up from 3857 in 2013. Of that, 2335 completed the survey, with 2244 considered to be valid surveys which resulted in a final response rate of 31.41%. Of that number and of those that reported their academic status, 1430 were undergraduates, 325 were graduates and 384 were faculty with a smattering of library staff (12) and university staff (10) also responding. In addition to indicating academic status, 2036 indicated that the Lee Library was their primary library while 121 indicated the Salt Lake Center was their library of choice. The response for the SLC was, once again, an improvement from what was seen in 2013.

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 2006. The numbers were extremely consistent going from 2011 to 2013, which deviated just slightly from 2008, though not significantly. But for 2015, the changes in undergraduate and graduate responses were significant, primarily due to the fewer number of

graduates sampled than in the past. However, it was interesting to note that though a similar number of faculty were sampled in 2015, there was no change in their response percentage. This could be attributed to the personalization of the invitations to the survey respondents. The near 10% increase in undergraduate responses could also, to an extent, be attributed to the same issue. Nevertheless, these figures are still very close to representing the numbers sampled from each group.
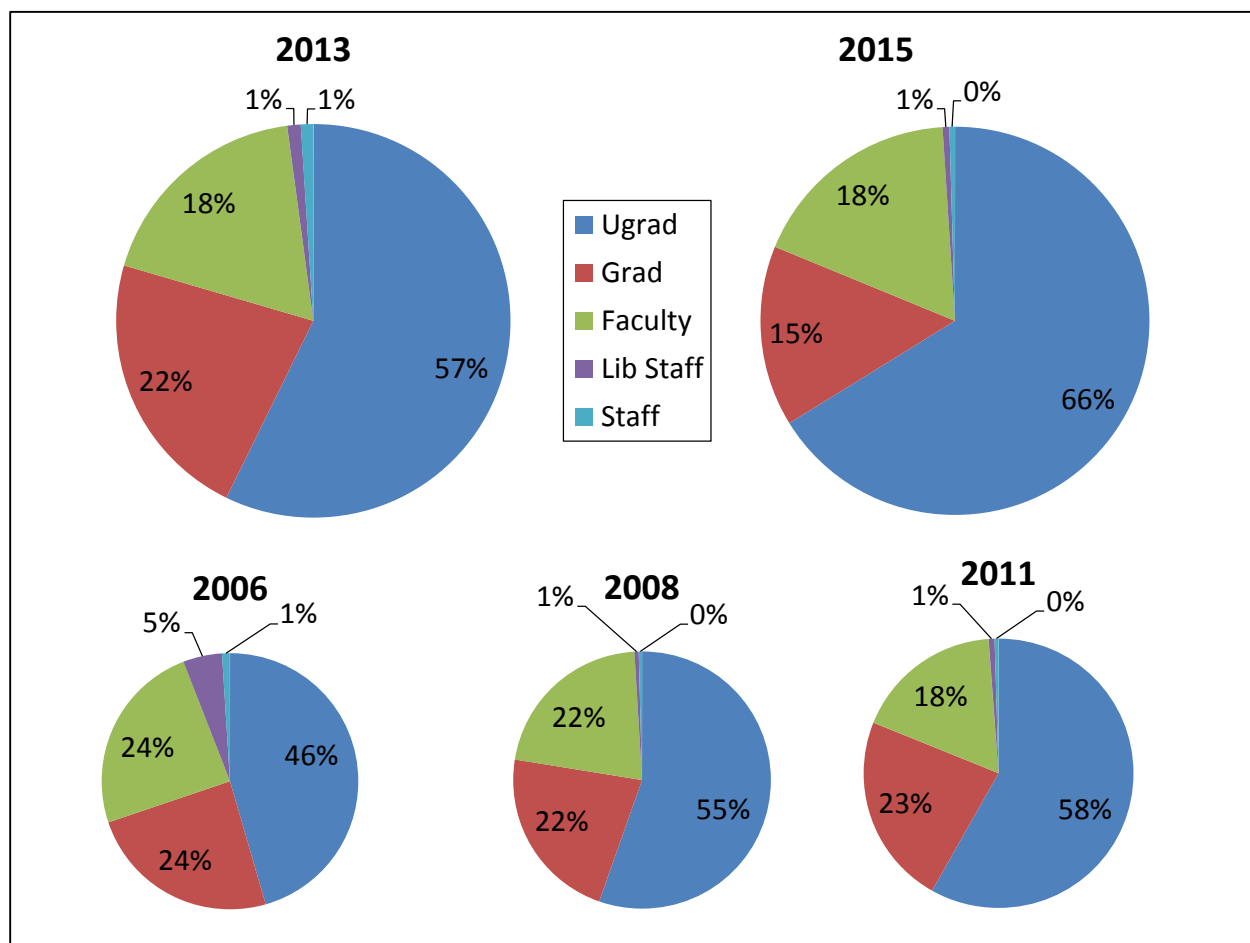

Figure 1, Demographic Breakdown - Status

A better barometer of representativeness would be to observe how disciplines broke down in terms of percent response. Discipline breakdowns were still fairly consistent over the LibQUAL+® efforts from 2006 to 2015, as attested in Figure 2 below. The percent of respondents for each discipline mirrors the numbers that are reported by the University for many of the disciplines (Note: the Population figures are as of Fall Semester 2014). It should be noted that, some of the major discrepancies, such as in 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 was well under what the University reported for that group, while Science/Math was 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.
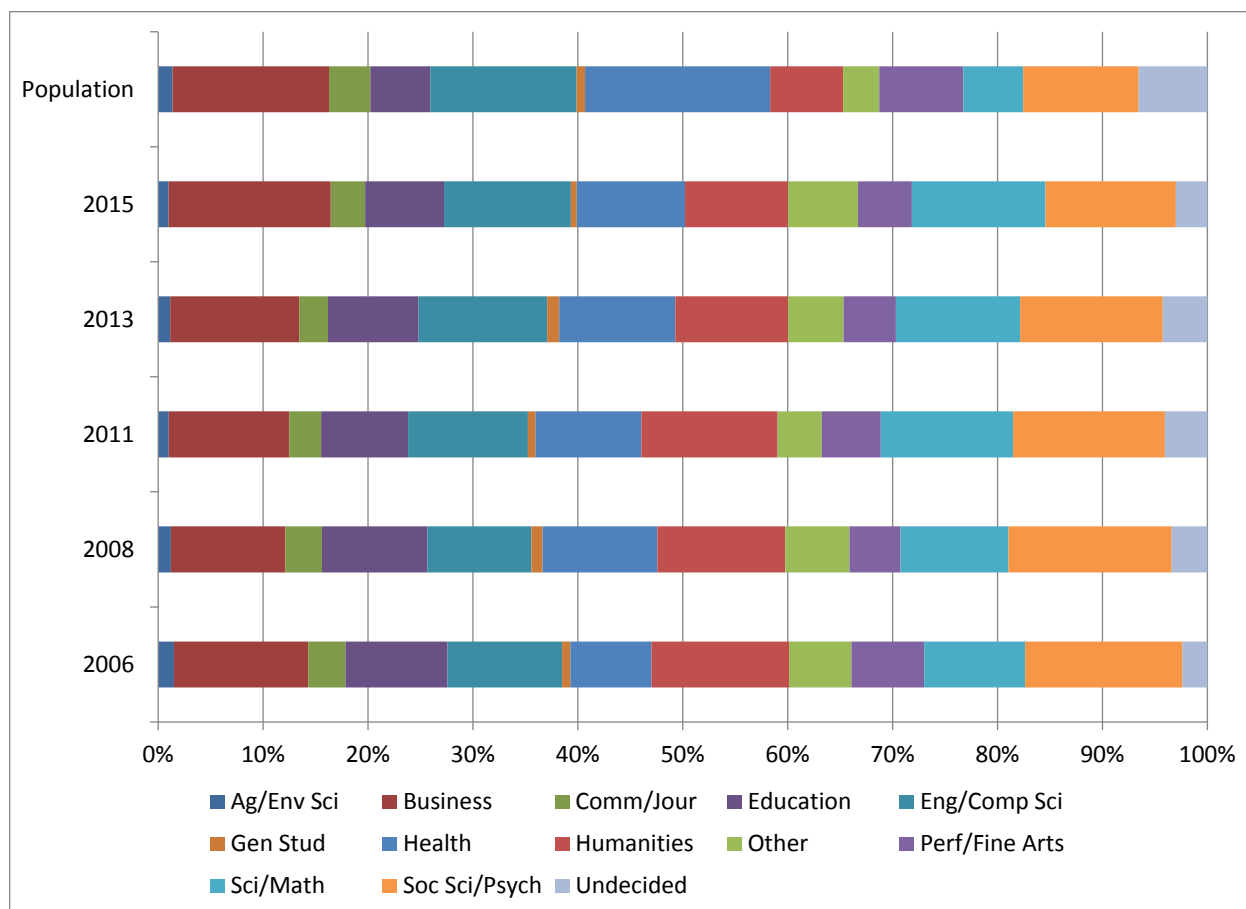
Figure 2, Demographic Breakdown - Discipline

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 2015. 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).
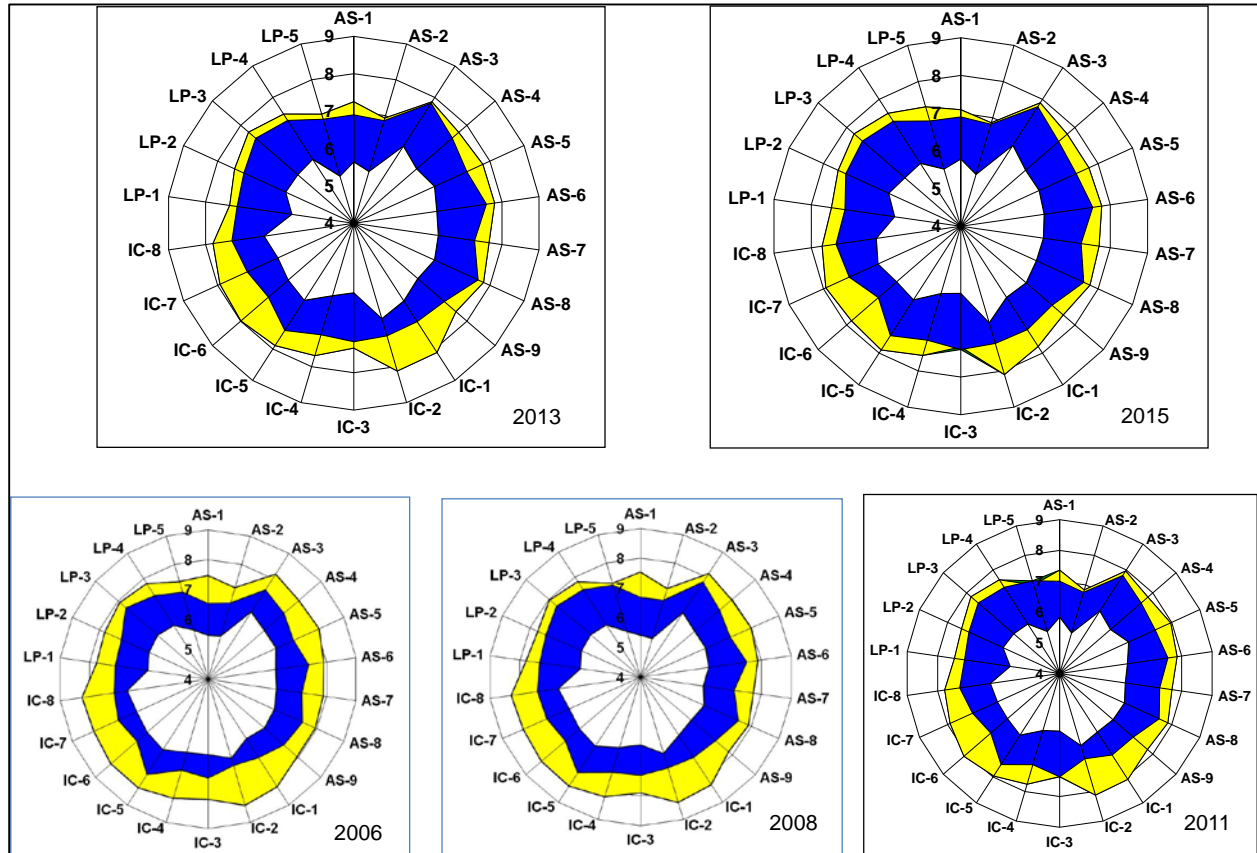

Figure 3 - Comparative Radar Charts

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. If a chart were to show green on the outer edge of the colored portion of the chart (as is the case for IC-3 in 2015), 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 and, as noted, IC-3 in 2015, 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 2015 were again lower than what have been seen in the past. The minimum values also saw reduction. Nevertheless, the perceived levels tended to remain at or very near the same level which resulted in improvement again for 2015 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 be positive, meaning the library continues to more than meet their expectations for services. However, unlike in years past, most of the core statement in the survey saw a smaller gap for 2015 than in 2013. But those statements that saw improvement saw marked improvement, with the greatest number of increases within the Information Control (IC) dimension. Those items that showed the largest drop were AS1 (Employees who instill confidence in users), LP5 (Community space for group learning and group study), and LP1 (Library space that inspires study and learning). While in contrast, IC1 (Making electronic resources accessible from my home or office), IC3 (The printed materials I need for my work), and IC4 (The electronic information resources I need) & AS5 (Employees who have the Knowledge to answer user questions) saw the greatest increases. It was interesting to note again that IC2 (A library Web site enabling me to locate information on my own) saw improvement from 2013 nearly to match that seen from 2011 to 2013 to its highest level yet. IC2 has always been the lowest of the items in terms of gap of the core statements, and still is in 2015. However, seeing this continued improvement is encouraging. Hence, overall it would appear that the library continues to do 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 121 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, AS4, AS6, AS8, AS9, IC3, LP5), the perceived actually exceeded the desired, implying that the SLC library may be "overachieving" in those areas.

There were several items of note in this year's results as each library was 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 Information Control (IC) dimension saw the greatest gains overall for both institutions, while Affect of Service (AS) tended to show the most loss. Library as Place (LP) saw decreases at Provo, while the Salt Lake Center saw marked improvement.

Focusing on each dimension individually, Provo saw much improvement in IC with only IC6 (Easy-to-use access tools that allow me to find things on my own) and IC7 (Making information easily accessible for independent use) seeing identical drops in the adequacy gap (-.09). In contrast, IC1 (Making electronic resources accessible from my home or office) and IC8 (Print and/or electronic journal collections I require for my work) saw increases of .29 and .15 respectively. Of particular interest was the .10 increase in IC2 (A library Web site enabling me to locate information on my own). This marks yet another improvement in this particular item which has tended to lag behind the others year in and year out and still has the lowest gap for 2015. But the increase is encouraging especially given the recent change towards a responsive design to the library's Web presence. The changes in IC 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 due to the limited number of responses. Nevertheless, the change in gap is noteworthy. And the range in

changes was diverse as well. The largest drop in gap was seen in IC8 (Print and/or electronic journal collections I require for my work) at .40, while IC5 (Modern equipment that lets me easily access needed information) jumped up .48.

Provo saw declines in AS, as seen in AS1 (Employees who instill confidence in users) at .25 and AS3 (Employees who are consistently courteous) at .20. While at the Salt Lake Center, AS8 (Willingness to help others) saw a decline of .54. Only two AS items saw an increase at Provo in 2015, AS8 and AS5 (Employees who have the knowledge to answer user questions) at .05 and .10 respectively. The greatest increase at the SLC was AS6 (Employees who deal with users in a caring fashion) at .37. While AS3 & AS5 both increased at .23 at that location. Though the actual gap figures at both libraries suggest that they are easily meeting user expectations for service in this specific dimension, it is still noteworthy that they both saw substantial drops in adequacy gaps for Affect of Service and should serve notice to continue efforts to provide conscientious and caring assistance to patrons.

Library as Place (LP) again saw drops in gap at both institutions, but with those values still very large, it continues to suggest that both library facilities are well liked by patrons and are considered as more than adequate places for individual or group study.

It is also of interest to note how the change in gap scores varied between response groups – faculty, graduate and undergraduate. Faculty saw more positive changes in all the items, while graduate students had the most negative changes. It's particularly interesting to note a few of these items in this regard. Both undergraduates and faculty saw significant changes in nearly all of the IC items, with IC2 (A library Web site enabling me to locate information on my own) and IC3 (The printed materials I need for my work) standing out respectively. Graduate gaps declined for both of those items. AS7 (Employees who understand the needs of their users) increased substantially for graduates and faculty but decreased by a similar amount for undergraduates. In fact, undergraduate gaps declined in all AS items but one, AS5 (Employees who have the knowledge to answer user questions). The LP gap scores were somewhat similar for all three groups. LP1 (Library space that inspires study and learning) declined across the board, while LP4 (A getaway for study, learning, or research) increased in like manner. All this can be seen in Table 3 below.

How this difference between response groups has changed over the course of the last six iterations of LibQUAL+® can be seen in the following figures. When examining the overall adequacy gap, it would appear that though there has been a continual increase in this figure from the beginning of LibQUAL+®, it does seem to have leveled off in recent years as evidenced with the blue line in Figure 4 below (Note: this chart included Provo data only as SLC has not participated in LibQUAL+® over the full range of survey administrations). When each of the response groups are reviewed separately, it can be seen that indeed such in the case as gaps for graduates (green) and undergraduates (purple) have tapered off somewhat recently, while faculty (red) have seen consistent increases through 2015 (with a slight drop in 2011). It is also of interest to note that undergraduates consistently have been significantly above the other two groups over this period, particularly faculty.

Similar tendencies were also evident in each of the dimensions and are summarized in Figures 5, 6 & 7 (Note: the vertical axis for each chart was purposely kept the same in order to more easily compare between the dimensions, and again, only includes Provo data). However, the differences between the groups are flip-flopped for LP with faculty being significantly greater than the other two groups. But again, gaps tended to increase from 2004 but have leveled off recently or dropped slightly. Nevertheless, the gaps are still well above zero implying that the library is meeting patrons' expectations of service within each of the dimensions.

One other item of note is that the gaps between the three dimensions have been drawing closer together over the course of the survey iterations. This is obvious in the chart included as Figure 8 (Note: as noted above, this chart included Provo data only).

Table 1 – LibQUAL+® Results

BYU Results		2008				2011				2013				2015			
		Min	Des	Per	Gap	Min	Des	Per	Gap	Min	Des	Per	Gap	Min	Des	Per	Gap
Affect of Service	AS-1	5.42	7.53	6.71	1.29	5.87	7.38	7.01	1.14	5.58	7.34	6.96	1.38	5.83	7.14	6.96	1.13
	AS-2	5.39	7.15	6.73	1.34	5.39	6.83	6.76	1.37	5.40	6.96	6.89	1.49	5.45	6.89	6.87	1.42
	AS-3	6.59	8.17	7.82	1.23	6.46	7.99	7.78	1.33	6.45	7.89	7.84	1.39	6.60	7.91	7.80	1.20
	AS-4	6.38	7.99	7.48	1.10	6.21	7.80	7.49	1.29	6.22	7.77	7.53	1.31	6.29	7.71	7.45	1.16
	AS-5	6.39	8.03	7.27	0.88	6.41	7.92	7.39	0.98	6.37	7.82	7.35	0.98	6.31	7.75	7.39	1.08
	AS-6	6.29	7.92	7.55	1.26	6.25	7.85	7.56	1.31	6.23	7.85	7.62	1.39	6.24	7.77	7.57	1.33
	AS-7	6.13	7.78	7.15	1.02	6.18	7.68	7.29	1.12	6.26	7.70	7.31	1.05	6.25	7.72	7.25	1.00
	AS-8	6.32	7.92	7.57	1.25	6.34	7.87	7.57	1.22	6.36	7.84	7.72	1.36	6.22	7.75	7.60	1.38
	AS-9	6.24	7.85	7.31	1.07	6.30	7.77	7.16	0.86	6.27	7.69	7.24	0.97	6.32	7.61	7.25	0.93
Information Control	IC-1	6.32	8.31	7.21	0.89	6.26	8.06	7.14	0.88	6.40	8.15	7.13	0.73	6.24	7.78	7.25	1.01
	IC-2	6.70	8.41	7.20	0.50	6.44	8.10	6.90	0.46	6.61	8.14	7.16	0.55	6.63	8.06	7.25	0.63
	IC-3	6.26	7.85	7.29	1.03	5.84	7.33	7.34	1.50	5.81	7.38	7.19	1.38	5.76	7.18	7.28	1.52
	IC-4	6.47	8.18	7.34	0.87	5.92	7.73	7.09	1.17	5.93	7.70	7.13	1.20	5.86	7.56	7.16	1.30
	IC-5	6.79	8.36	7.86	1.06	6.40	7.96	7.52	1.12	6.43	7.92	7.47	1.04	6.32	7.88	7.45	1.13
	IC-6	6.67	8.31	7.28	0.61	6.24	8.08	6.93	0.70	6.29	8.03	7.05	0.76	6.27	7.84	6.92	0.64
	IC-7	6.60	8.24	7.41	0.80	6.24	7.91	7.11	0.87	6.19	7.91	7.10	0.91	6.43	7.94	7.26	0.83
	IC-8	6.73	8.28	7.42	0.68	6.29	7.76	7.28	0.99	6.35	7.79	7.30	0.95	6.27	7.70	7.33	1.07
Library as Place	LP-1	6.05	7.84	7.34	1.28	5.64	7.45	7.12	1.48	5.64	7.38	7.15	1.51	5.78	7.46	7.12	1.34
	LP-2	6.18	7.75	7.40	1.21	6.06	7.52	7.25	1.20	5.94	7.53	7.25	1.31	6.11	7.60	7.36	1.25
	LP-3	6.23	7.99	7.66	1.43	6.02	7.82	7.50	1.48	5.93	7.72	7.47	1.54	6.00	7.76	7.47	1.47
	LP-4	6.11	7.85	7.49	1.39	5.89	7.60	7.32	1.43	6.06	7.50	7.30	1.24	6.01	7.59	7.33	1.32
	LP-5	5.67	7.35	7.26	1.59	5.47	7.03	7.14	1.67	5.31	7.08	6.96	1.65	5.60	7.29	6.94	1.34
Overall Average		6.28	7.96	7.35	1.08	6.05	7.68	7.20	1.16	6.06	7.68	7.25	1.19	6.09	7.63	7.29	1.20

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

BYU Results		Provo					Salt Lake Center			
		Min	Des	Per	Gap		Min	Des	Per	Gap
Affect of Service	AS-1	5.78	7.09	6.90	1.12		6.57	7.83	7.78	1.21
	AS-2	5.43	6.86	6.82	1.39		5.86	7.35	7.59	1.67
	AS-3	6.55	7.89	7.77	1.22		7.17	8.28	8.19	1.02
	AS-4	6.27	7.73	7.43	1.16		6.58	7.13	7.54	0.96
	AS-5	6.28	7.73	7.36	1.08		6.79	8.21	7.97	1.18
	AS-6	6.23	7.77	7.53	1.30		6.50	7.73	8.06	1.56
	AS-7	6.21	7.70	7.22	1.01		6.93	7.93	7.66	0.73
	AS-8	6.20	7.76	7.58	1.38		6.74	7.74	7.89	1.15
	AS-9	6.29	7.59	7.20	0.91		6.85	7.89	7.96	1.11
Information Control	IC-1	6.24	7.79	7.26	1.02		6.25	7.71	7.08	0.83
	IC-2	6.67	8.10	7.24	0.63		5.88	7.38	7.19	1.31
	IC-3	5.78	7.20	7.27	1.49		5.71	6.89	7.20	1.49
	IC-4	5.86	7.57	7.15	1.29		5.78	7.35	7.26	1.48
	IC-5	6.32	7.90	7.45	1.13		6.24	7.58	7.41	1.17
	IC-6	6.25	7.83	6.89	0.64		6.58	7.84	7.26	0.68
	IC-7	6.41	7.93	7.25	0.84		6.92	8.19	7.50	0.58
	IC-8	6.26	7.71	7.34	1.08		6.43	7.57	7.35	0.92
Library as Place	LP-1	5.77	7.46	7.10	1.33		6.05	7.51	7.38	1.33
	LP-2	6.10	7.57	7.35	1.25		6.29	8.11	7.75	1.46
	LP-3	5.96	7.74	7.45	1.49		6.72	8.07	7.83	1.11
	LP-4	5.98	7.56	7.31	1.33		6.54	8.08	7.69	1.15
	LP-5	5.58	7.30	6.91	1.33		5.67	7.03	7.24	1.63
Overall Average		6.08	7.63	7.26	1.18		6.32	7.65	7.56	1.24

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

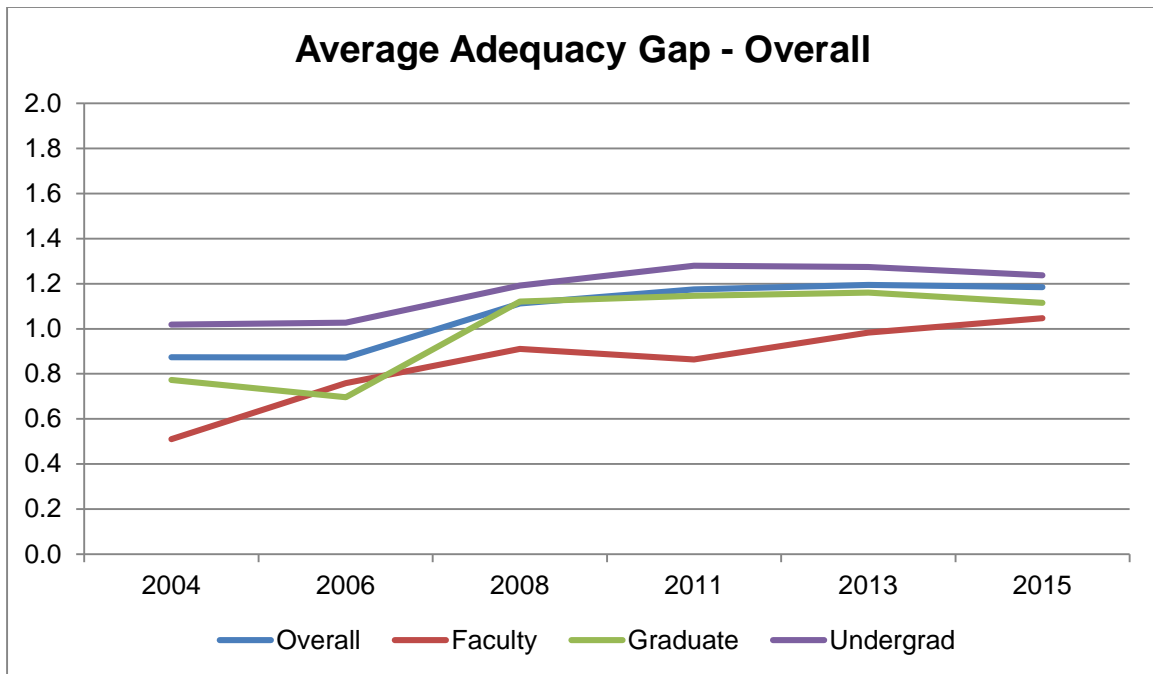| BYU Results		Undergrads					Graduates					Faculty			
		Min	Des	Per	Gap		Min	Des	Per	Gap		Min	Des	Per	Gap
Affect of Service	AS-1	5.68	7.05	6.82	1.14		6.11	7.19	6.96	0.85		6.20	7.47	7.49	1.29
	AS-2	5.26	6.72	6.72	1.46		5.48	7.13	6.97	1.49		6.17	7.32	7.31	1.14
	AS-3	6.50	7.88	7.68	1.18		6.47	7.79	7.71	1.24		7.01	8.16	8.23	1.22
	AS-4	6.12	7.60	7.35	1.23		6.41	7.79	7.51	1.10		6.85	8.02	7.76	0.91
	AS-5	6.16	7.73	7.33	1.17		6.41	7.67	7.33	0.92		6.69	7.86	7.64	0.95
	AS-6	6.04	7.69	7.45	1.41		6.38	7.80	7.57	1.19		6.84	8.06	7.99	1.15
	AS-7	6.22	7.66	7.19	0.97		5.73	7.64	7.12	1.39		6.76	8.00	7.54	0.78
	AS-8	6.98	7.87	7.96	0.98		6.59	8.13	7.69	1.10		6.98	7.87	7.96	0.98
	AS-9	6.18	7.59	7.17	0.99		6.36	7.50	7.20	0.84		6.97	7.86	7.60	0.63
Information Control	IC-1	5.95	7.56	7.12	1.17		6.95	8.18	7.61	0.66		6.76	8.31	7.43	0.67
	IC-2	6.38	7.93	7.20	0.82		7.04	8.29	7.28	0.24		7.09	8.30	7.37	0.28
	IC-3	5.63	7.05	7.21	1.58		5.86	7.28	7.17	1.31		6.09	7.50	7.58	1.49
	IC-4	5.59	7.40	7.04	1.45		6.21	7.83	7.31	1.10		6.54	7.91	7.45	0.91
	IC-5	6.24	7.86	7.42	1.18		6.38	7.94	7.44	1.06		6.60	7.92	7.59	0.99
	IC-6	6.01	7.73	6.78	0.77		6.42	7.82	7.11	0.69		7.04	8.20	7.24	0.20
	IC-7	6.26	7.89	7.19	0.93		6.85	8.00	7.40	0.55		6.74	8.11	7.45	0.71
	IC-8	5.95	7.55	7.22	1.27		6.65	8.00	7.44	0.79		7.13	8.08	7.61	0.48
Library as Place	LP-1	5.98	7.78	7.20	1.22		5.51	7.10	6.81	1.30		5.25	6.44	7.07	1.82
	LP-2	6.32	7.86	7.45	1.13		5.96	7.46	7.07	1.11		5.31	6.55	7.24	1.93
	LP-3	6.13	7.96	7.47	1.34		5.89	7.45	7.30	1.39		5.52	7.12	7.65	2.13
	LP-4	6.14	7.80	7.44	1.30		5.56	7.49	6.81	1.25		5.84	6.86	7.26	1.42
	LP-5	5.65	7.48	6.92	1.27		5.35	7.08	7.06	1.71		5.61	6.54	6.90	1.29
Overall Average		5.97	7.62	7.22	1.23		6.19	7.66	7.27	1.08		6.46	7.67	7.54	1.08

Figure 4 - Chart of Average Gaps (Provo only)
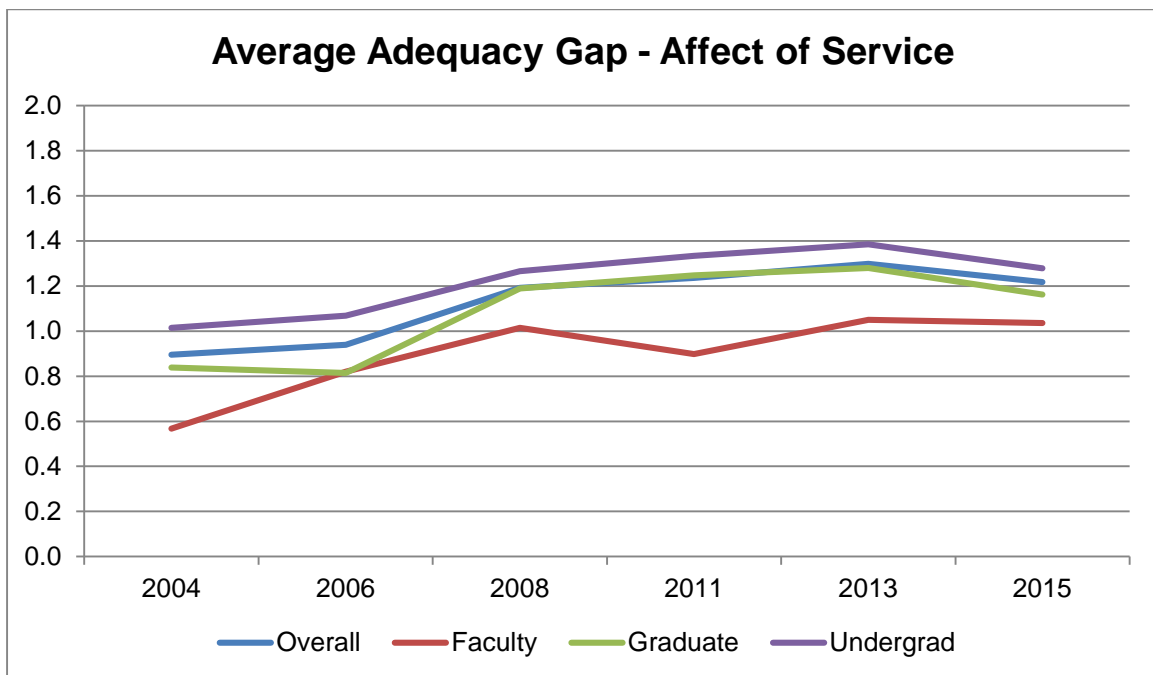

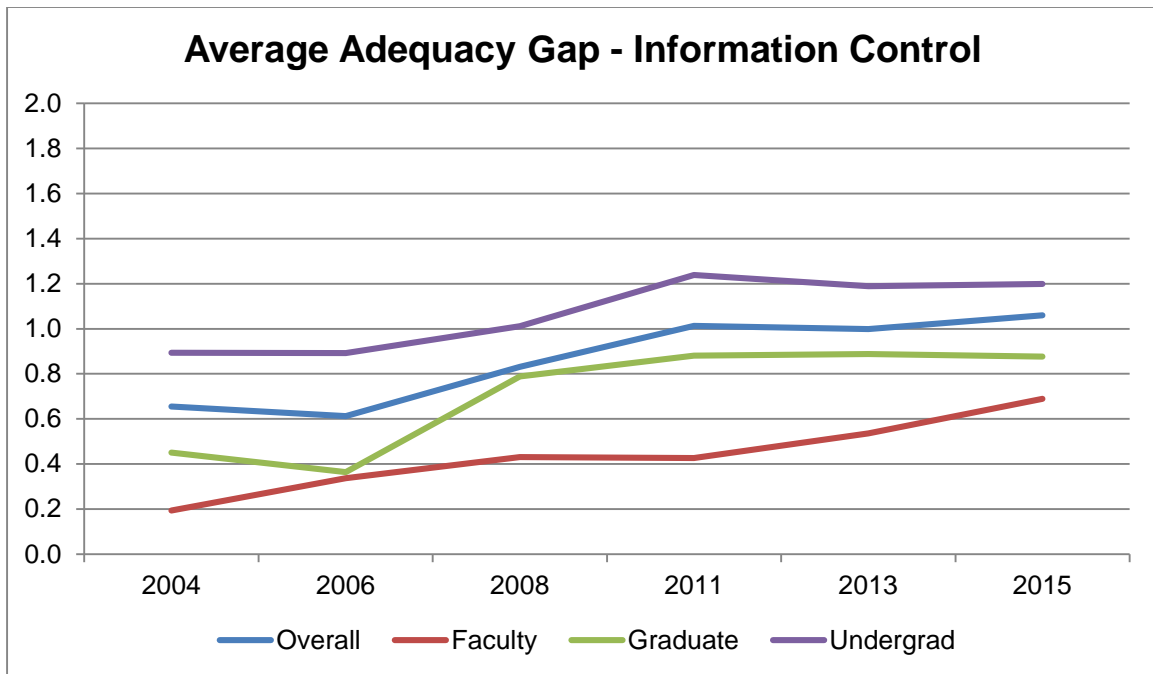**Figure 5 - Chart of AS Gap (Provo only)**

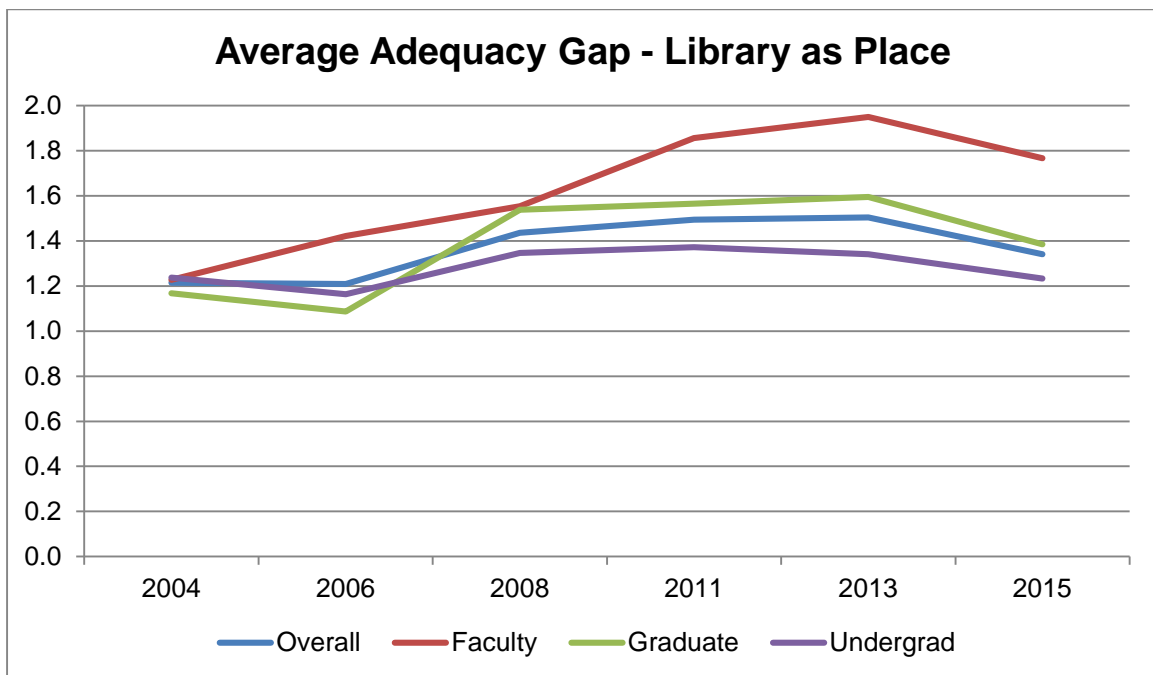**Figure 6 - Chart of IC Gap (Provo only)**

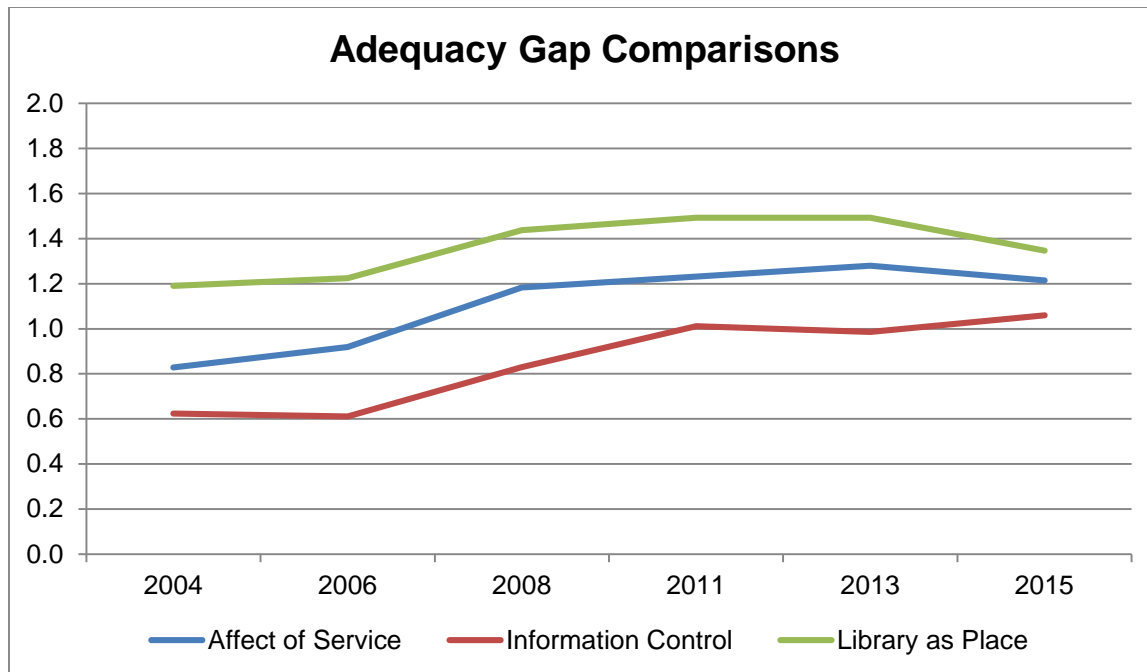**Figure 7 - Chart of LP Gap (Provo only)**

Figure 8 - Chart of Gap Comparison (Provo only)

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 2015 survey for responses for the Lee Library only is shown in Figure 9 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. Even the perceived level for Information Control is as far from its minimum as it has ever been and hence shown the greatest improvement. In addition, IC continues to have the highest desired levels (the top of the zone) of any of the dimensions, implying it is still the most important in the minds of Provo respondents. And though Library as Place has its perceived level furthest from the minimum (although AS's perceived level is closest to its desired level), it also had the lowest average desired/minimum levels, suggesting this dimension of lesser importance than the other two.
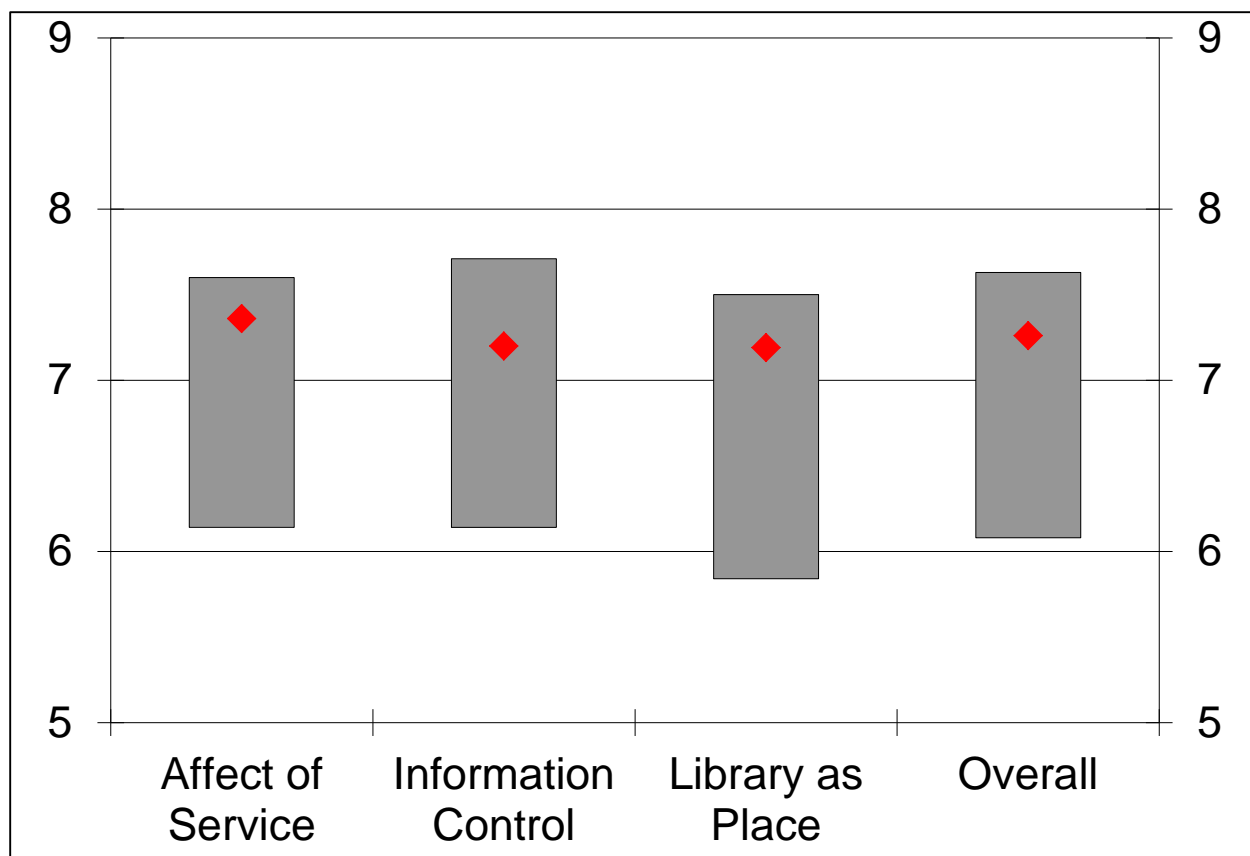
Figure 9 - Zones of Tolerance for 2015 – Provo only

Not much has changed when the dimensions were reviewed when broken down by response groups. Undergraduates tended to have the highest gap values in the AS and IC dimensions, but their desired and minimum scores also tended to be lower than what was seen in the other two groups implying the other groups felt those issues of greater importance to them. In contrast, faculty tended to be more generous in their LP perceptions, but their minimum and desired levels significantly lower than undergraduate levels. It is also interesting to note the faculty average perceived level was greater than the desired implying they felt the library might be overdoing this aspect of need. This has been nearly the case throughout the iterations of the survey over the years it has been administer. Again, graduate respondents were right between the two. This has been summarized in Figure 10 below.

Figure 10 - Zone of Tolerance Comparisons for Provo

A chart for the SLC, similar to Figure 10 can be seen in Figure 11 below. One difference from Provo is that the zones are a bit narrower, primarily due to the smaller number of responses. 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, which was similar to that seen in 2013. 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 is also curious to note that for 2015, the perceived level of AS was actually greater than the desired level. 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, and the staff there do a tremendous job of meeting that expectation.
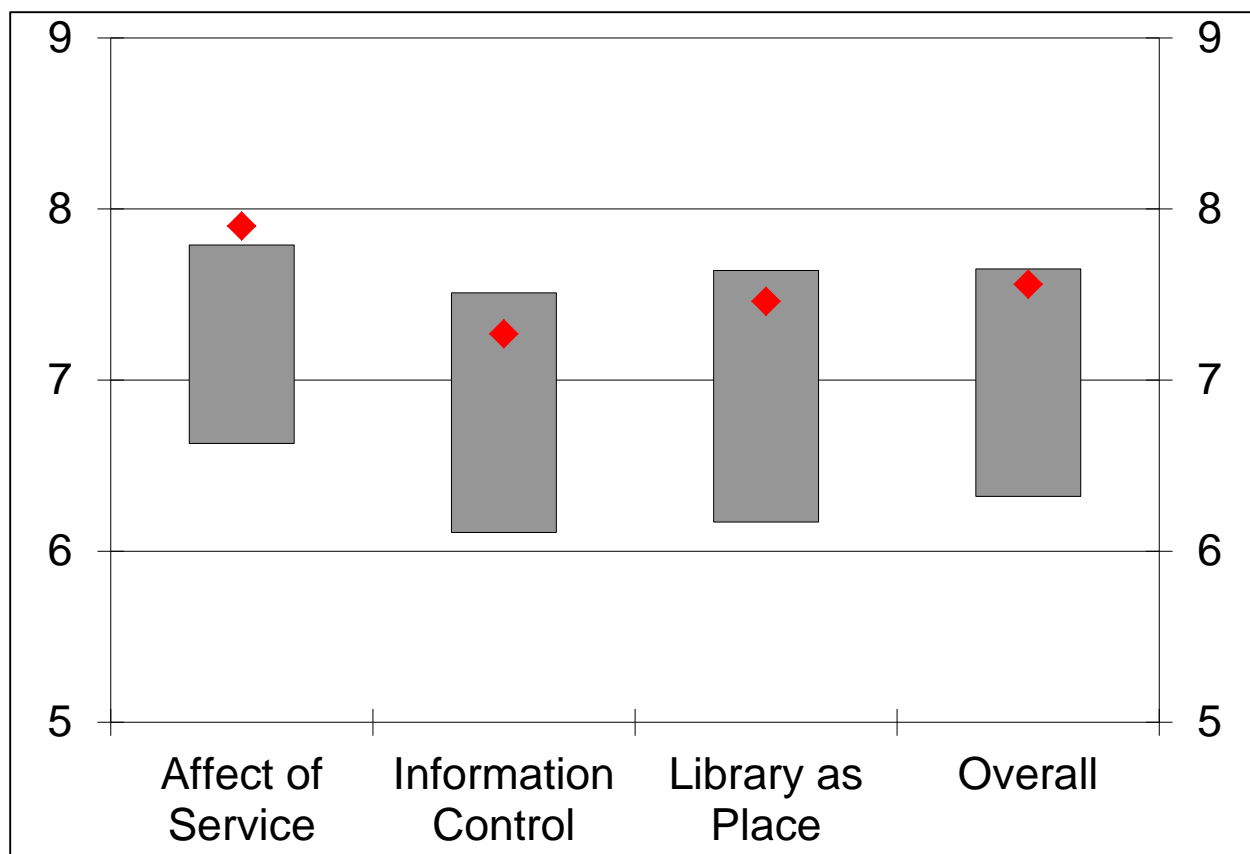
Figure 11 - Zones of Tolerance for 2015 – SLC only

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 preceding five iterations of the survey. It should be noted that at the time of the writing of this report, 91 institutions had signed up to participate in LibQUAL+® during 2015, including BYU. And to be consistent as in years past, sister institutions of the Consortium of Church Library and Archives that participated in 2014 (BYU-H, BYU-I, LDSBC) were included in this for a total of 94. Of that number, only 59 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 2015, BYU once again did extremely well in how its patrons rated the adequacy of the services it provides.

Table 4 – LibQUAL+® Ranks for BYU[1]

	2004 Aggregate (N=198)	2006 Aggregate (N=197)	2008 Aggregate (N=189)	2011 Aggregate (N=162)	2013 Aggregate (N=170)	2015 Aggregate (N=94[2])
Affect of Service	52	47	14	10	1	3
Library as Place	9	5	3	4	2 (tie)	2
Information Control	26	41	17	5	1	2
Overall	26	25	12	5	1	2

It is also of interest to note how BYU changed in service adequacy in 2015 relative to the other institutions that participated in the original 2001 survey (see Figure 12 below). Of the 43 libraries that participated in that survey with BYU, 30 took part in 2003, 18 in 2004, 13 in 2006, 12 in 2008, 22 during 2011/10, 12 during 2013/12 and 8 during 2015/14 (the last three survey cycles enhanced to cover two survey years to improve comparisons). 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 2015 gap still the highest of this group.
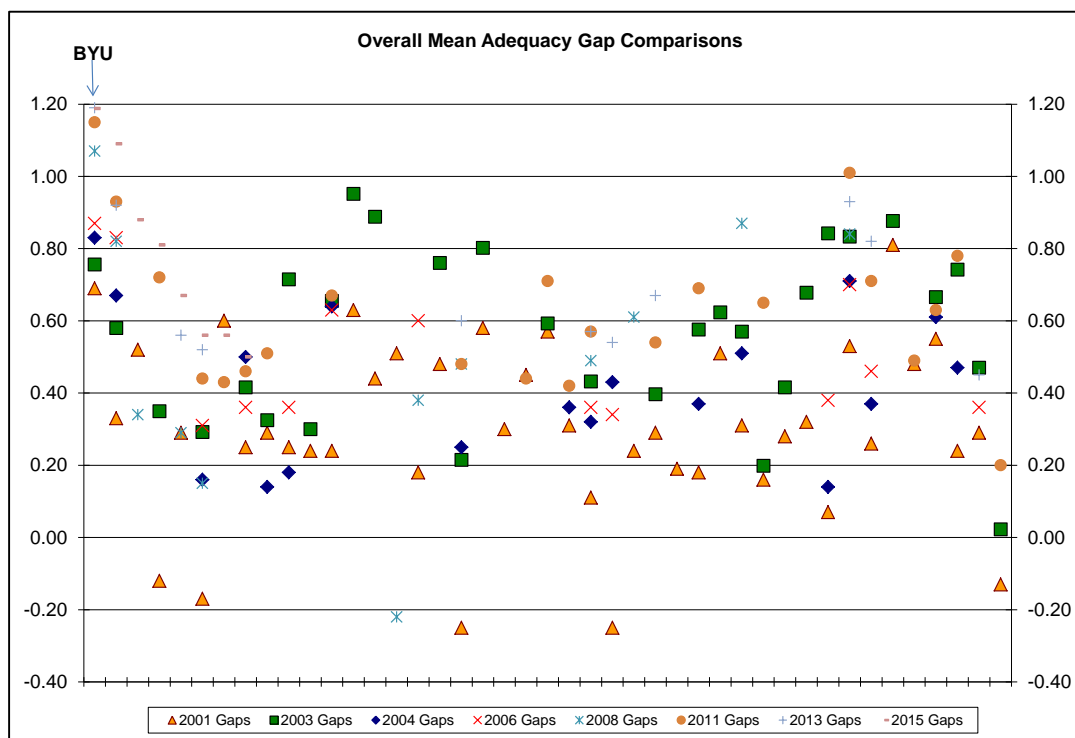

Figure 12 - Comparisons of Institutions that Participated in LibQUAL®

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[1] The "N" values for each year were updated from what was reported in previous reports to include all institutions that participated in LibQUAL+® for a given year as reported in the Data Repository of libqual.org (including a few that had been on that list but now are not) either during the spring session (January thru May) or the fall (July thru December).

[2] As of the writing of this report, 94 institutions had signed up to do LibQUAL+® sometime during 2015, but only 59 had finished administering the survey to their respondents from January through May and had received a results book from ARL. 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 show in Table 5 below.

With the exception of LOC1 (Providing direction to self-navigate the library), all of the local statements were different than what had been used previously. In that specific case (LOC1), improvement was evident in that the gaps increased 39% and 54% at Provo and the SLC respectively. Some of the other local items, though not necessarily mirroring similar items in the core statements cited above, reflected the needs of the facility. For instance, LOC5 (Space that facilitates quiet study) showed the lowest gap at the SLC and could be indicative of the limited footprint of that facility. In contrast, LOC4 (Space for students to study and work in groups) had the highest gap at Provo, reflecting the large facility it is and the large number of group study rooms and areas for collaborative study it contains. Nevertheless, all of the gaps for the local statements were relatively large indicating that the libraries are meeting patron expectations in these areas.

There are still some areas for improvement, certainly in Provo. LOC2 (Provision of space and facilities that allow me to use my own laptop and/or other mobile device) and LOC3 (Signs in the library are helpful and the library layout makes sense) were the lowest of the five local statements. In both instances, as is noted in the comment section of this report, there is a desire amongst patrons to improve the facility to be more accommodating for mobile devices (improving wireless access and providing more electrical outlets) and improve signage so as to help patrons in locating resources and services within the building. These are certainly things worth noting and are being addressed.

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

BYU Local Statements	Provo					Salt Lake Center			
	Min	Des	Per	Gap		Min	Des	Per	Gap
Providing direction to self-navigate library	6.09	7.60	7.20	1.11		6.36	7.50	7.36	1.00
Provision of space for use of mobile device	6.67	7.93	7.34	0.67		6.79	7.97	8.00	1.21
Signs helpful/library layout makes sense	6.06	7.63	7.04	0.98		6.26	7.78	7.65	1.39
Space to study and work in groups	5.78	7.32	7.09	1.31		5.53	6.80	7.60	2.07
Space that facilitates quiet study	6.39	7.87	7.45	1.06		6.68	8.04	7.61	0.93

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 13 summarizes the results for Provo for the last five years it has participated in LibQUAL+®.
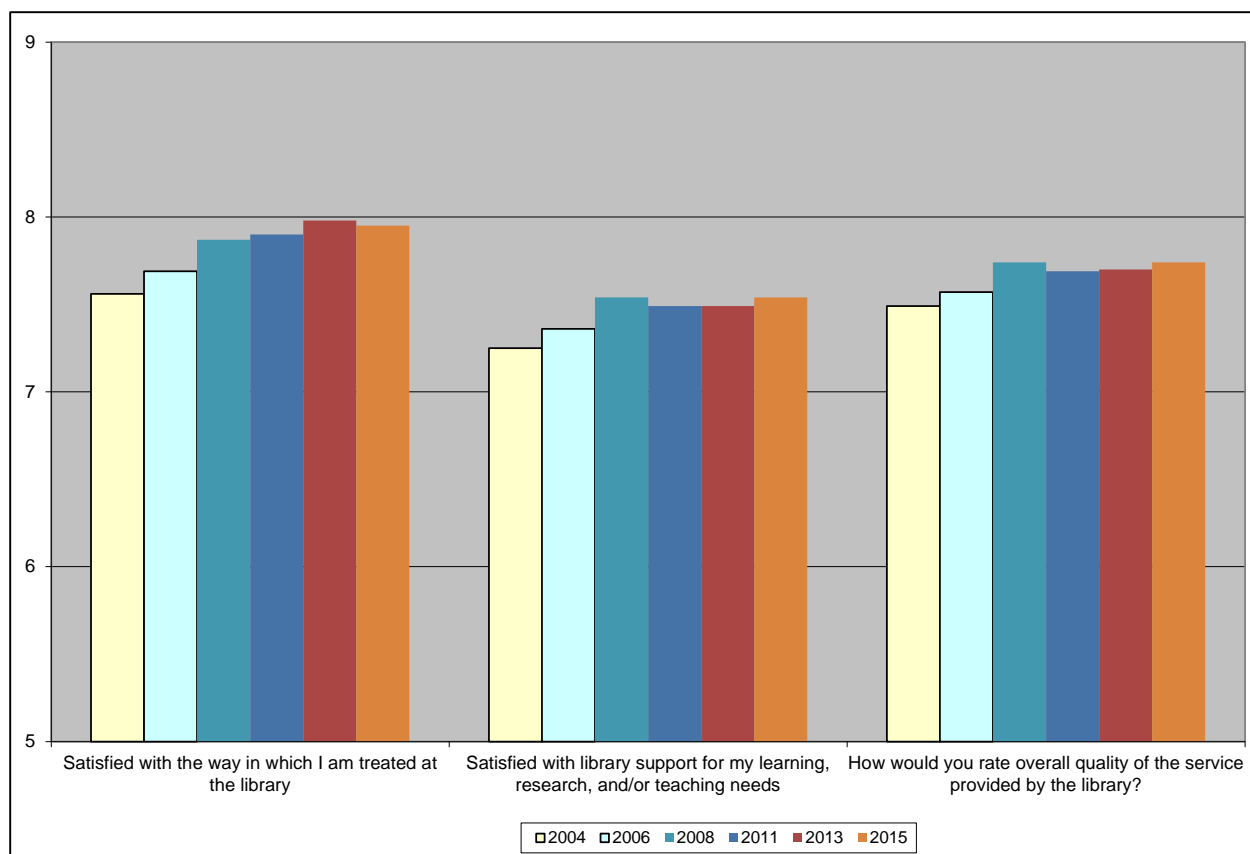
Figure 13 - Satisfaction Question Results Comparisons – Provo only

As seen above, the changes in rating are minimal. There is little difference in response over the six surveys to the patrons rating any of the three satisfaction questions. However, only their satisfaction in the way they are treated did not improve this time around, where previously, it had improved every year. This could coincide with some of the reductions seen in the AS core statements noted above. In contrast, there continues to seem to be a leveling out in their satisfaction of the support they receive and their overall satisfaction of the quality of library services. Regardless of the changes mentioned, 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 can be seen in Figure 14 below and have high values as well for each statement that actually exceeded Provo. However, their 2015 averages were not improvements over the previous iteration of the survey, but still better than the earlier efforts. It would seem from this that patrons at the SLC are still as satisfied with their facility, its services & support, as well as the way they are treated, as the Provo patrons are with theirs.
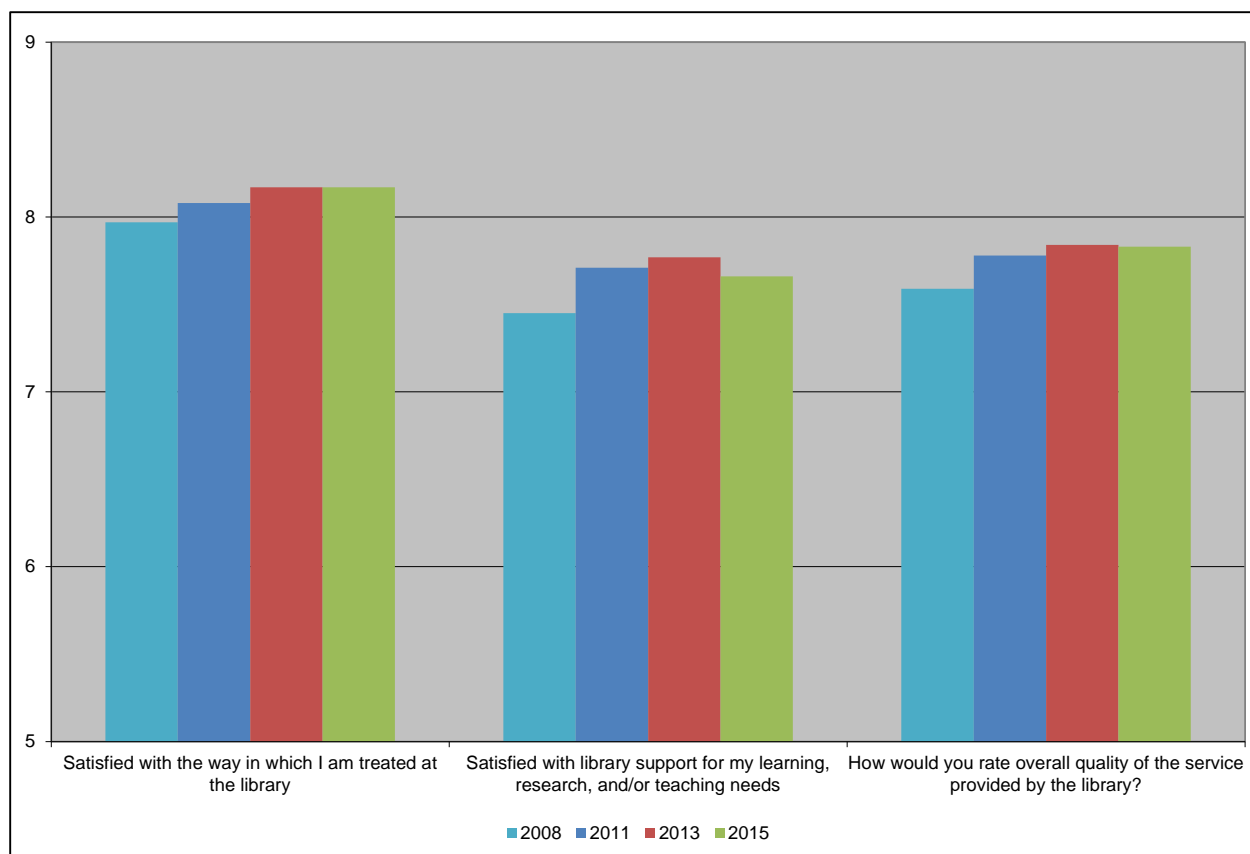
Figure 14 - Satisfaction Question Results – SLC only

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 15, 16 and 17).

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 so on a daily basis 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 2015. What is most interesting to note is that the number of individuals to indicate they have never used library resources either on the premises or via its web site increased to their highest points ever. 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 18), 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.

How often do you use resources on library premises?

Legend: 2004 2006 2008 2011 2013 2015

Figure 15 - Use of resources on Library premises – Provo only

How often do you use library resources through a library Web page?

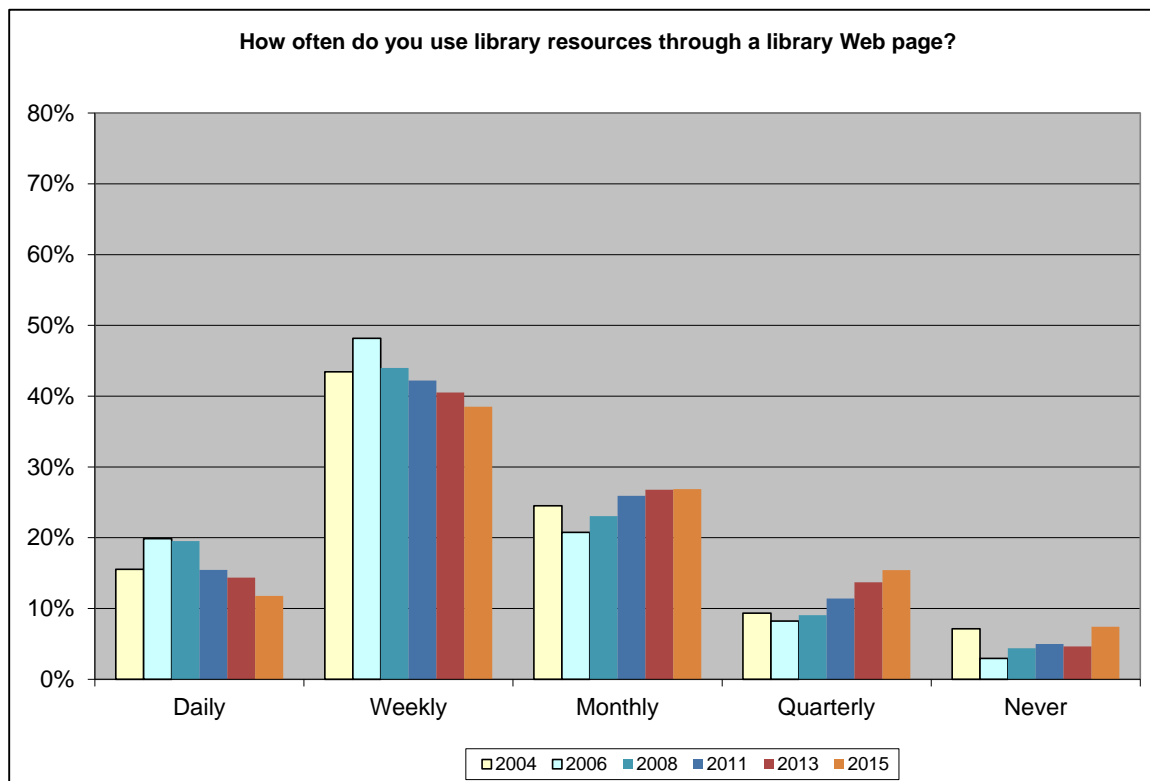Legend: 2004 2006 2008 2011 2013 2015

Figure 16 - Use of Library resource through Library Web site – Provo only
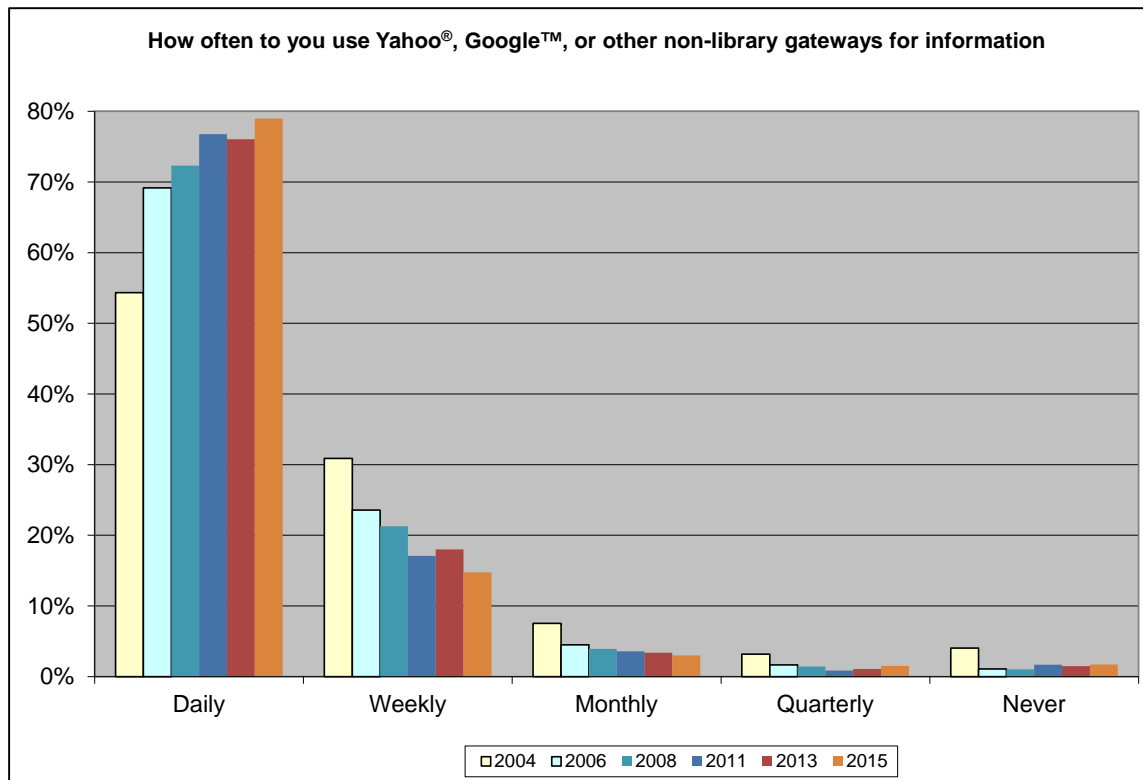
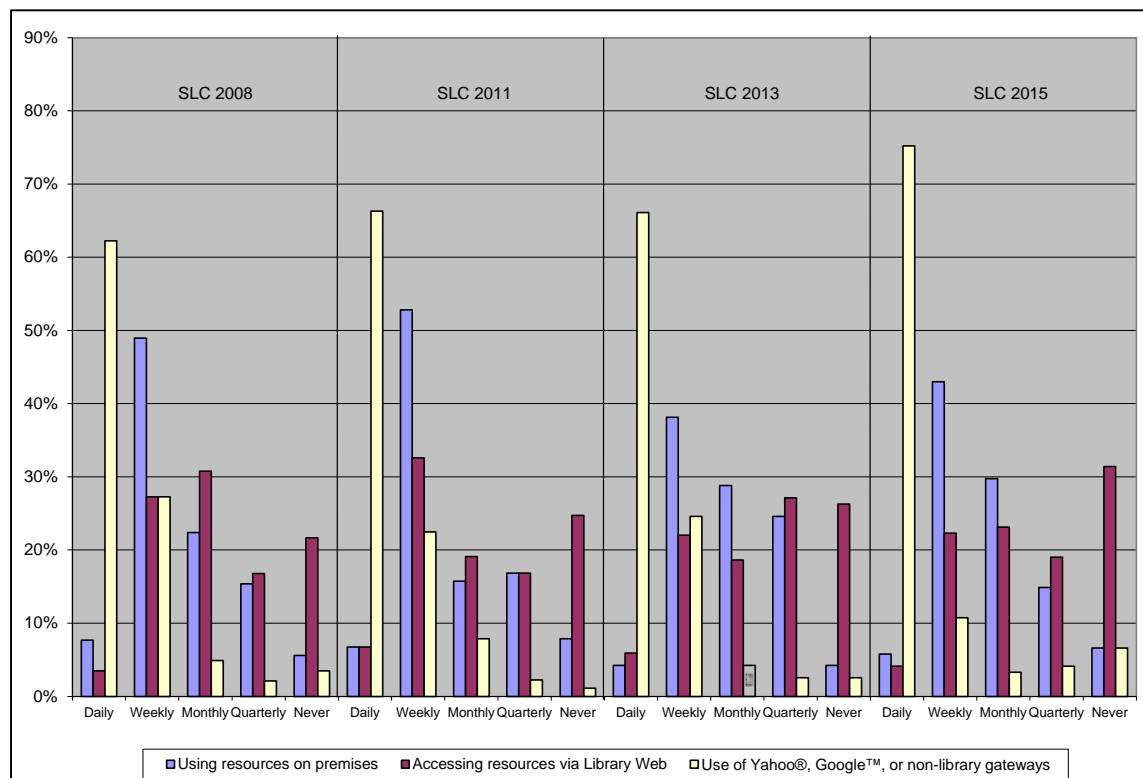**Figure 17 - Use of non-library gateways to obtain information – Provo only**

Figure 18 - 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 19.

On average, responses to all five questions tended to be on the positive side (agree) with no average below 6 in 2015, though there was one question that dropped again in 2015. All the other questions showed improvement – the library helping them stay abreast in developments within their field of interest, 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. As noted there was another 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 20 were very similar to what was seen at Provo, although the average values for all of the items saw an increase in 2015 and were somewhat greater than what was seen in Provo.
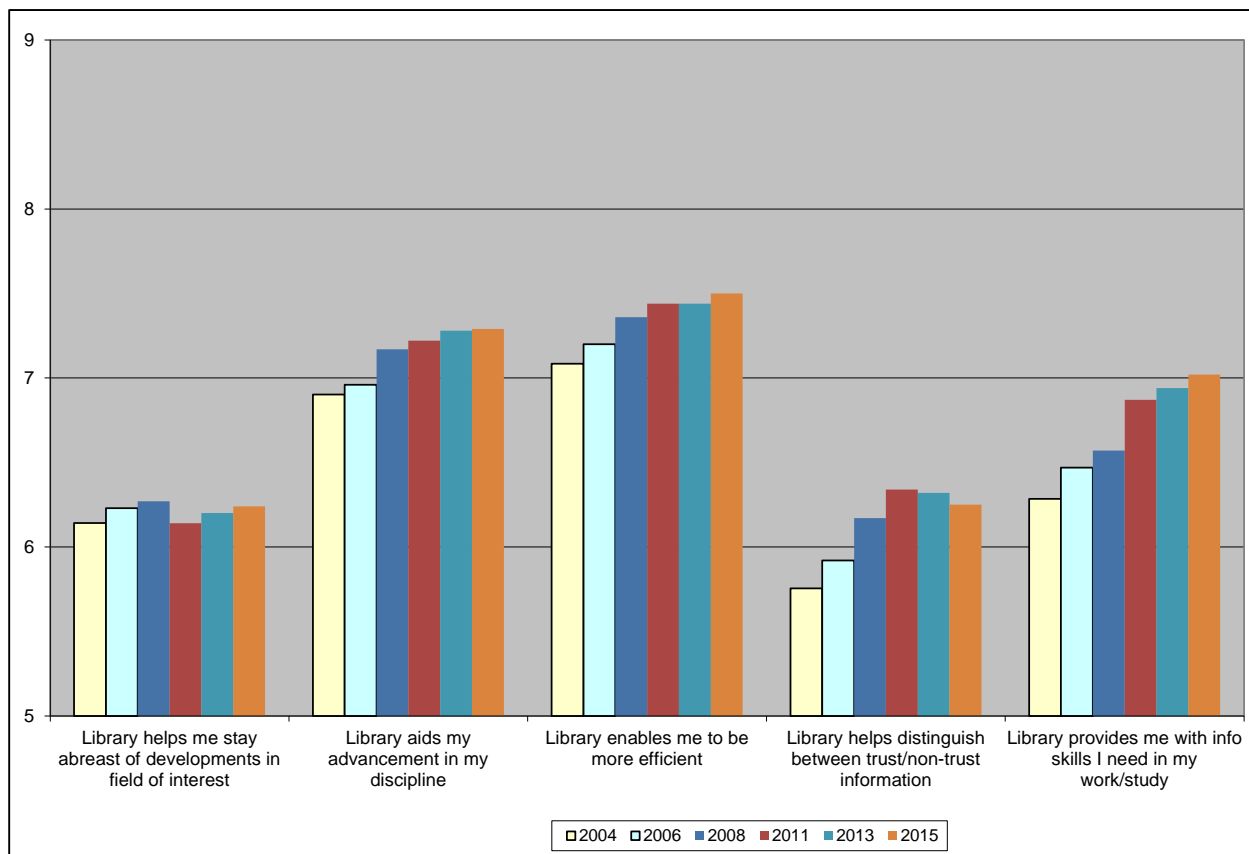

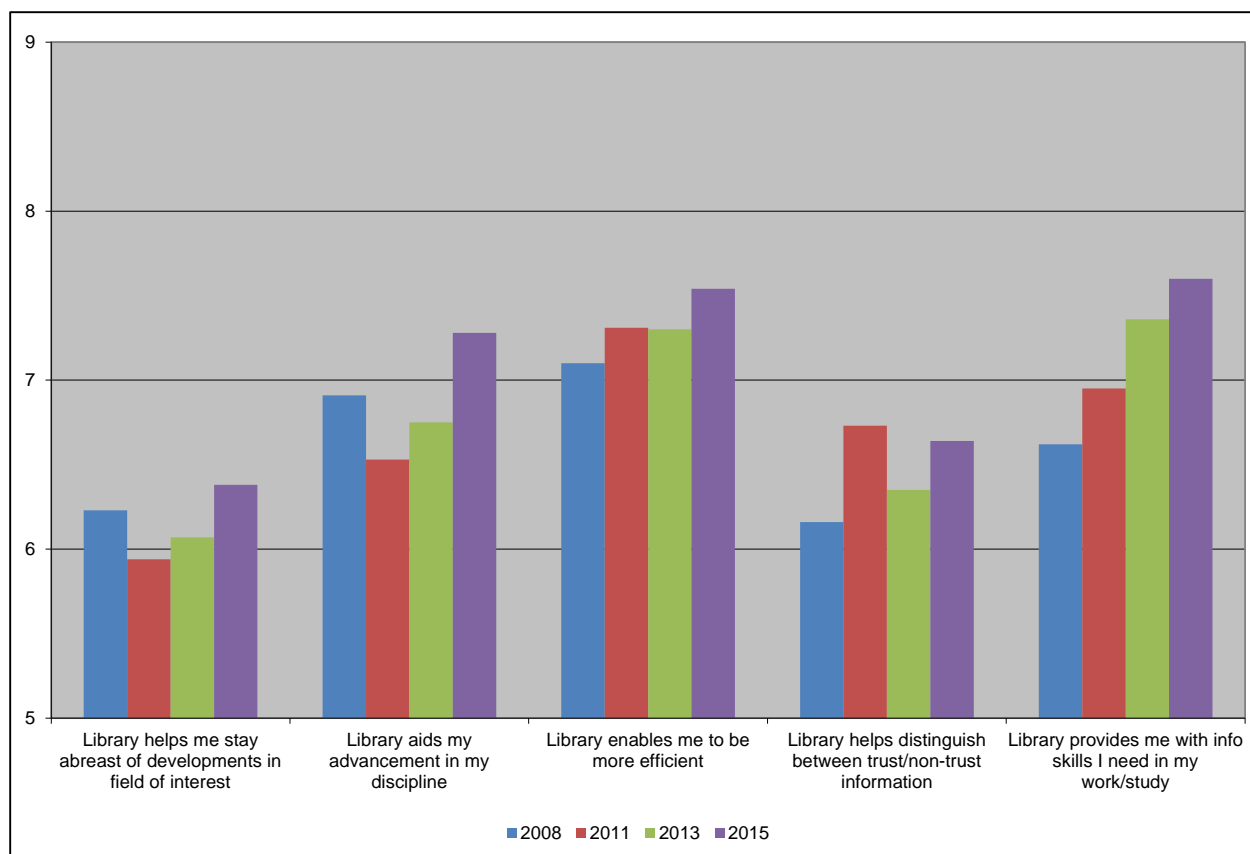**Figure 19 - Results for Literacy Outcomes Questions – Provo only**

Figure 20 - 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 2015 were of equal importance. For 2015, a total of 899 of the 2335 completed surveys had data in the comment box. Of that number, 72 were targeted to the SLC. Of the 827 Provo comments, a total of 1314 distinct comments were made about the services provided at the Lee Library as well as other issues. Of the 72 SLC comments, a total of 96 distinct comments were made. Provo and the SLC have been analyzed separately.

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 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 21 below.

Figure 21 - LibQUAL+® Comments Breakdown – Provo only

In 2015, "Facilities" far outpaced all the other categories in terms of number of comments made, and was the only category to see an increase, up 32%. "Library Resources", which in the past has been right there near or at the top in terms of comments, was a distant second and was down 14% in the total number of comments made. The remaining comments followed a pattern similar to what was seen in 2013 with again "Library Web Site" and "Library Policies" bringing up the rear. And all of them saw decreases, as much as 50% in "Library Web Site".

A similar chart was created for the comments to come from respondents to the SLC survey and is shown below (see Figure 22). As in 2015, "Library Personnel" was considered of critical importance to respondents (which definitely mirrored results for AS as shown in Figure 11 above). "Library Resources" was next followed by "General" and "Facilities", with all having greater than 15 comments each following in nearly an identical amount. "Online/electronic resources", Library Web Site" and "Library Policies" received casual mention, much like they did in 2013.

Figure 22 - LibQUAL+® Comments Breakdown – SLC only

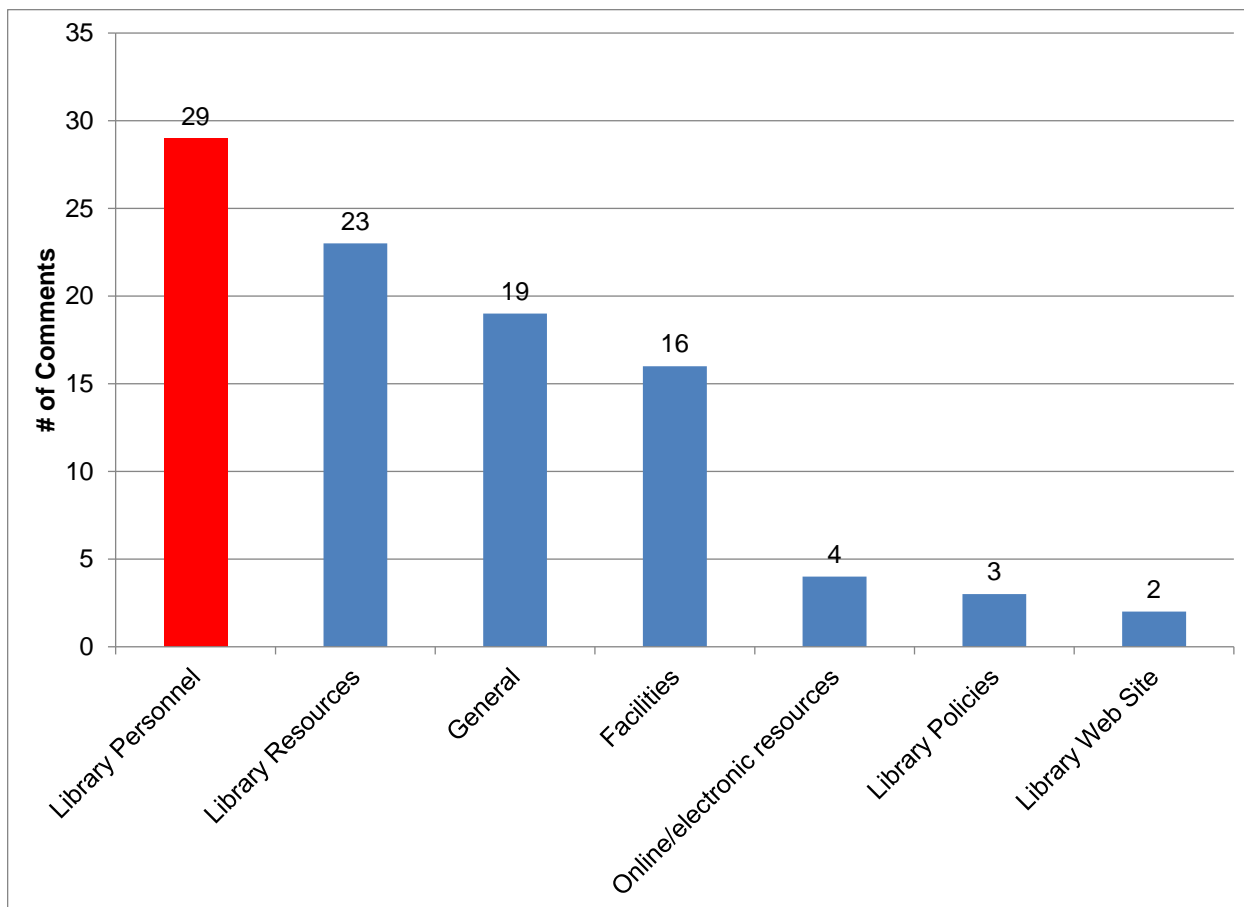As has often been the case, the generic "Excellent" (e.g., "I love the library", "You're awesome", "Keep up the good work") has the most prevalent of the specific comments. But this was not so for 2015 at either Provo or the SLC. Nevertheless, at both institutions the majority of specific comments were positive in nature, as noted in Figures 23 & 24 below for Provo and the SLC respectively.

Highlighting a few specific comments of note, respondents from both libraries felt that the facility has great resources and a wealth of great services. At Provo, facility related comments tended to include the fact that the library is a great place to study, they still wanted improved wireless access in the building, but noted and appreciated the addition of a new south entrance to the library. That last issue has been a source of comment ever since the old south entrance was closed with the underground addition to the library back in 1999, especially for those patrons whose disciplines are in the south part of campus. Other positive comments included appreciation for all the online services that library has to offer, as well as kudos to the helpful staff. It's also of interest to note that the only real negative comment in the top ten from Provo was the wireless. But with improvements being made at the time of this writing with the intent to have improved capability by fall, it will be interesting to see how the tenor of these comments change in future surveys.

As far as the Salt Lake Center library is concerned, the overwhelming consensus seems to be that the staff there is outstanding and does a superb job of providing wonderful services to the patrons that frequent that facility. However, there was also a great diversity in other comments as well as noted in the grouping of comments that occurred once, twice or three times. This is where the first truly negative comment appeared where three individuals indicated they would like to see improvement in the time an item is requested via ILL and when it is then available at the SLC. Other than that, the other negative

comments were in those that were made at least twice, including enforcing quiet study areas and updating resources, to name just a couple.
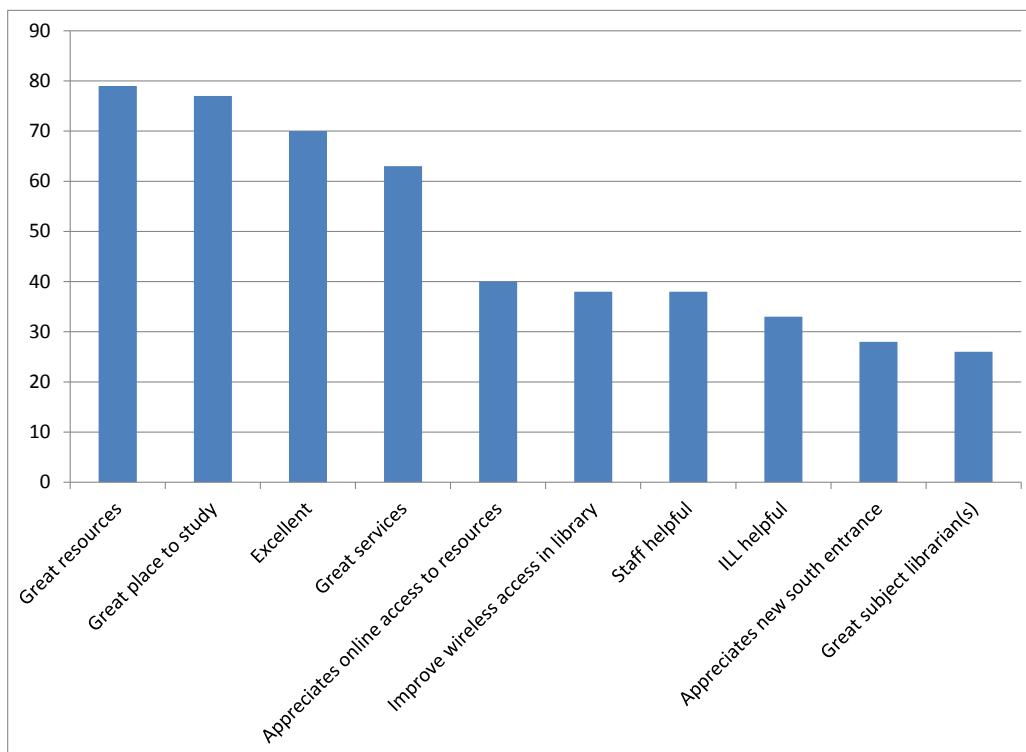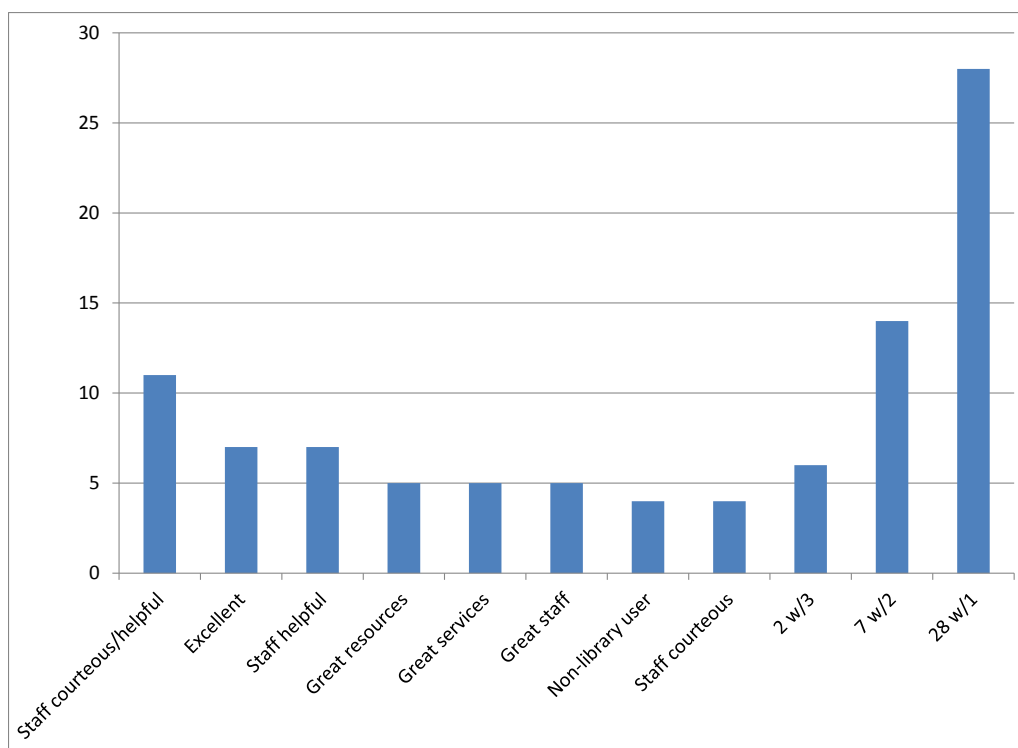

Figure 23 - Provo top 10 specific comments

Figure 24 - SLC top specific comments

It was also interesting to note that the number of comments related to the survey itself dropped off by a third. There are still plenty of patrons that find LibQUAL+® onerous or have suggestions to improve it, but most tended to be annoyed by the constant reminders. However, it is interesting to note how those decreased as well, primarily, it is assumed, because of the manner in which the survey was distributed. Those that responded early no longer received any reminder whatsoever. Those that did not, were reminded until they did respond, or chose to ignore the emails and survey entirely. Hence, several of those that complained about the survey were noting that they finally completed the survey because of the continual reminders. This raises a question as to the validity of their response, nevertheless, respond they did and the data analyzed accordingly.

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

Once again, patrons at both libraries feel that their facility is a great place to study as this comment alone dominates this category, and in Provo, it accounted for more than 2 times the frequency than the next most mentioned, and the only comment in this category to exceed 10% of the total. But it was that next item that stood out in the frequency of the comments made, "Improve wireless access in the library." Since the advent of mobile devices, the need for quick and reliable access to the internet has exploded, and with it has the demand by patrons that such access be improved in the library. Another item related to this that received a fair number of comments, though not sufficient to make the top ten list, was "Improve cell phone reception in the library." It would seem that this is a related problem since so many cell phones are used by patrons today as their principle means to access the internet and hence may not distinguish between pure Wi-Fi access as opposed to internet access through their cell phone provider's data plan. At any rate, when these two comments are combined, they too account for 10% of the "Facilities" comments. Of course, as of this writing, as mentioned previously, efforts are in process to improve those capabilities within the building and hence it would seem that if this provides significant improvement in patron's access to the internet, this item should receive much less attention by the time the next round of LibQUAL+® is run.

The next two comments from those made by Provo respondents were positive in nature and in one case definitely reflect patron's recognition of improvements the library has been making to the building. These comments expressed appreciation for the adding of a south entrance to the building, which is currently under construction, while the other expressed appreciation for the overall environment that the building provides, perhaps reflecting the changes in the study areas made since the last survey. It is encouraging to note that as the library has listened to suggestions from their patrons and made effort to act on them, such efforts do not go unnoticed and the patrons appreciate those efforts. And this will also be reflective in other comments in succeeding categories discussed later in the report. This simply proves that as an organization listens to their stake holders and acts on their concerns, those stake holders will continue to frequent the facility and will appreciate those efforts.

But having said that, there are still some things that could be done to continue to improve on the experience patrons have in the library. And these were reflected in the final set of comments in this top ten for "Facilities". Those included more group study rooms and the popular "No Shhh" Zone, still more entrances (perhaps these were from individuals who did not realize what was happening in the south part of the building), to improve lighting throughout the building, particularly where appropriate natural lighting, and to provide more comfortable seating throughout the library (an ongoing desire each and every LibQUAL+® iteration). Following those were still more improvement suggestions such as more open study areas, more electrical outlets (despite the effort expended thus far to provide such), more quiet

study areas, and expanding the food zone to name a few. But there were also additional positive expressions made about the group study rooms and "No Shhh" Zone, the quiet spaces, and the vending machines that had been added in the Snack Zone.

At the Salt Lake Center, The numbers of comments were much fewer in the "Facilities" categories with "Great place to study" having the most. "Update computers and printers" was the only other comment in this category to receive more than one mention. Aside from that patrons noted appreciation for the environment and the technology, but expressed desires to improve the study room reservation system, improving the quiet study area with more of the same, and several similar suggests for improvement and updating.

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.

However, unlike past years, survey related items actually dropped in 2015. It would appear that the personalizing of the survey, and perhaps coupled with the Lite™ version, has resulted in fewer comments about the survey itself. And those that did comment, expressed annoyance over the reminders and decided to complete the survey simply to stop getting more emails to take it.

Library Personnel

Comments in this category continue to be very positive, which has been in case in past surveys. This is particularly true for the SLC where only one comment was negative of all the comments expressed. The staff is respected, helpful, courteous, and generally well thought of. At Provo nearly 75% of respondents had good things to say about the personnel that serve them. There is still room for improvement as there were still a quarter of the respondents that had not so pleasant things to say. This was very consistent from what was seen back in 2013 as figures were very similar. More trained staff was the top suggestion with student employees being not helpful next. Others noted that help from staff was often a mixed bag (good in some respects, while other experiences were negative) or that staff in general was considered to be impersonal and/or not helpful. So though most respondents are still very pleased with how they are treated by the library staff, there is still room for improvement.

Library Policies

Once again, this category had some of the fewest comments of the categories listed. And though there was a lot of diversity in the comments, two items stood out and were consistent to similar comments made in past surveys. Patrons felt strongly about the need for the library to enforce its quiet study areas and for the library to improve its circulation policies. Again, with the expansion of the collaborative study areas in the library has come a tendency for those doing such to carry their conversations over to areas that are still designated for quiet study. Needless to say, the library needs to continue to remind patrons that if they need to study in an open, vocal manner, those involved need to move to either the "No Shhh" Zone or one of the other designated collaborative study areas. This would also include taking cell phone conversations out to stairwells so as not to disrupt those wanting uninterrupted, quiet study.

As for circulation, this continues to 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. Many circulation policies have seen some change during this time and hence may not be fairly reflected in the comments. However, it is still important for Access Services to be mindful of these issues and effectively communicate with patrons that may not be adhering to their policies.

Most of the other comments in this category received very limited mention, most just once. But some of note included the desire of some to enforce the food policy. As might have been expected with the opening of the Snack Zone, some patrons take their lunches, dinners, or other items to areas where such has been banned. To those that commented on such, they noted it to be a significant distraction and feel steps need to be taken to enforce the food policy. Another item of note came from comments from retired faculty who want to see off-campus access to online resource privileges extended to them. The only other items to receive multiple mentions had to do with library hours. Several expressed appreciation for the library's extended hours, while a couple others wished hours could be further extended.

Library Resources

"Library Resources" continues to have many comments that are for the most part positive and exceed those seen in the other categories, except "Facilities", though the number of comments decreased substantially from last year. Patrons at both facilities mentioned that the libraries had "Great resources" and "Great services" that have been invaluable in helping them with their research and study, with interlibrary loan singled out by many in Provo for its outstanding service. However, there were several comments in this category that still demand attention.

One of those stemmed from patrons not knowing what was available to assist them in their research and/or study needs. With the abundance of resources and services available, a significant number of patrons expressed a desire that the library do a better job promoting what is available to patrons, as well as a need for more and/or better help in using all those resources and services. They also felt strongly about the need to improve access to those resources, which in many ways was akin to their desire under "Facilities" to improve signage in the buildings. It was also interesting to note that though ILL is highly thought of by patrons, there were a few to be critical of it, particularly at the SLC, where they wanted to see items requested via ILL get to them quicker. And for the first time, there were faculty at Provo that expressed some frustration with the faculty delivery service and wanted to see it improved.

There were also many that wanted to see more resources, but particularly for specific disciplines. This issue has continued to draw more comments each time LibQUAL+® has been administered. And as often is the case, more journals tended to be prominent in these comments. But there were a host of other comments and suggestions made that were ultimately lumped into "Other" that definitely were mentioned more than simply once or twice. Many of them were positive in tone as patrons expressed appreciation for the access they have to resources, instruction classes, the chat service, and the 3D printer in Science/Maps. But they also noted that often materials the catalog indicates is available cannot be found on the shelves, that there are many materials that are dated and in serious need of updating, and to simply have more resources. But overall, the number of positive comments did tend to outweigh the negative ones for this category.

Library Web Site

Once again, "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 appreciated recent updates made to the website, reflecting their reaction to the new responsive design for www.lib.byu.edu. But despite that, patrons continue to express frustration with the search mechanism, or find the site to still be confusing and unfriendly. However, it should still be noted that the patrons' comments rarely could be distinguished between ScholarSearch, the library catalog, journal finder, and an external database vendor of which the library has no control over the search algorithms employed on that site. Regardless of that, whether or not they may be able to distinguish the difference, this is an issue that should continue to stay on the radar screens of website developers for the library.

Other multiple comments included suggestions to improve access to website resources, as well as to stop changing the website (which has been a complaint for some each time LibQUAL+® has been administered). But they also commented on what a great resource it is, and when coupled with their appreciation for the new changes, along with the results from IC2 noted above, gives one the impression that the library is heading in the right direction in its web presence.

Online/electronic resources

Appreciation for online access to resources dominated many of the comments in this category, accounting to over 1/3 of those made in Provo. The next two were also positive in nature and together total well over 55% of all "Online/electronic resources" comments made. But there were still a few negative comments to come from this category and mirrored much of what has been said in past iterations of this survey.

Though they enjoy the online access, they do want access to said resources improved, particularly from off-campus. As one would suspect, the demand for more journals and online resources in general continues to be a prominent point in some of the comments, and as in "Library Resources" they would like many to be discipline specific. Though the library has little, if any control over this, patrons want to see search capabilities in these resources improved. And again, as with "Library Resources" in general, patrons feel they need more or better help in using the resources available.

Again, though patron perceptions of the online resources may be somewhat of a mixed bag, they are very positive about having such an important resource at their disposal, 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.

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 some of that does depend on whether the respondent considers the library in Provo as their principle facility, or the library at the Salt Lake Center.

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 adequacy gap, which is 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). 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. But it is crucial to note that adequacy gaps for all three areas were the closest than they had ever been for past surveys.

The areas where the most improvement needs to occur based on comments from respondents shifted, somewhat, from past years as improvement requests tended to be more facility related, with the desire to improve wireless access dominating this category. Nevertheless, there continues to be a need to improve the library Web site, particularly the search mechanism, as well as access to online materials, the tools and training necessary to easily access information, enforcing library policies, and the promotion of library resources and services. But respondents also expressed appreciation for the new south entrance under construction, the addition of vending machines, and the variety of study areas and their attendant ambience of effective research and study.

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 Providing direction to self-navigate the library
LOC-2 Provision of space and facilities that allow me to use my own laptop and/or other mobile device
LOC-3 Signs in the library are helpful and the library layout makes sense
LOC-4 Space for students to study and work in groups
LOC-5 Space that facilitates quiet study

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 2015:

Facilities

Categories (left to right): Great place to study, Improve wireless access, Appreciates new south…, Appreciates environment, More GSRs, More "No Shh" Zones, Additional entrances, More comfortable seating, More open study areas, More electrical outlets, Other

General

Categories (left to right): Excellent, Limited library user, Survey issue, No comment, Prefers to study elsewhere…, Appreciates improvement…, Other

Library Personnel

Categories (left to right): Staff helpful, Great subject librarian(s), Staff courteous/helpful, More trained staff needed, Student employees not…, Great staff, Staff courteous, Other

Library Policies

Categories (left to right): Enforce quiet study…, Improve circulation…, Appreciates extended…, Enforce food policy, Provide online…, Extend hours, Other

Library Resources

Categories (left to right): Great resources, Great services, ILL helpful, Improve promotion of…, More discipline specific…, Need more/better help…, Improve access to resources, Appreciates FDS, Improve FDS, More journals, Other

Library Web Site

Categories (left to right): Improve search…, Confusing/unfriendly, Appreciates updates to…, Improve access to…, Great resources, Needs improvement, Stop changing web site, Other

Online/electronic resources

Categories (left to right): Appreciates online…, Prefers online access…, Great resources, Improve online access…, More online journals, Improve off campus…, More resources, Improve search…, Other

Top SLC comments for 2013:

Facilities

Category	Value
Great place to study	3
Update computers & printers	2
Other	11

General

Category	Value
Excellent	7
Non-library user	4
Limited library user	2
No comment	2
Prefers Lee in Provo	2
Other	2

Library Personnel

Category	Value
Staff courteous/helpful	11
Staff helpful	7
Great staff	5
Staff courteous	4
Other	2

Library Policies

Category	Value
Enforce quiet study areas	2
Be more accommodating...	1

Library Resources

Category	Value
Great resources	5
Great services	5
Improve ILL turnaround	3
Improve access to resources	2
Other	8

Library Web Site

Category	Value
Appreciates updates to...	1
Improve promotion of...	1

Online/electronic resources

Category	Value
Appreciates online...	1
Improve online...	1
More video resources	1
Prefers online...	1