



David O. McKay Library – BYU-Idaho
Harold B. Lee Library – BYU
Howard W. Hunter Law Library – J. Rueben Clark Law School, BYU
Joseph F. Smith Library – BYU-Hawaii
LDS Business College Library
LDS Family History Library
BYU Salt Lake Center Library



A report on observations made from data collected from respondents at the participating libraries of the Consortium of Church Libraries and Archives (CCLA) during the 2008 LibQUAL+® survey including an assessment of comments, as well as comparisons to previous surveys

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INTRODUCTION

LibQUAL+®, the library service quality assessment tool of the Association of Research Libraries (ARL), was administered at the libraries of the Consortium of Church Libraries and Archives (CCLA) during 2008. This was the third time the CCLA had participated, the first being completed during the spring of 2004 and again during spring 2006. This year two libraries again participated during spring (LDSBC & Family History), while the others conducted the survey during fall. It is the intent of this report to point out some contrasts between the libraries in the consortium from the data generated from the surveys, both quantitative and qualitative, and make some observations about changes in responses over the course of the years CCLA has participated in LibQUAL+®.

EXECUTIVE SUMMARY

Response rates for 2008 at the various libraries of the CCLA varied from that seen during past efforts – some were up, some were down. But they still tended to be representative of the native population of the respective institution. Perceptions of respondents were similar in some aspects but varied in others, as would be expected, particularly given the diverse nature of the entities that participated.

Overall, the quantitative data showed common tendencies across all the institutions that were virtually identical to that seen in 2004 & 2006, namely:

- 1) Library employees were perceived as courteous, knowledgeable and responsive,
- 2) Efforts should be made to improve the variety and accessibility of electronic resources,
- 3) Effectiveness of library Web sites could improve.

But what was more significant was that every institution that participated in 2008 met the minimum expectations of service for every single statement in the survey, something that had never been done prior to this. As such, every institution that had data from past surveys made significant improvement in how their patron's perceive they meet their needs. This is a singular achievement for the consortium.

The qualitative data from comments again had several themes emerge from them. In most cases, survey respondents found their respective library wonderful, but there were some needs that became prevalent:

- 1) Noise is still a big issue and more importantly, efforts need to be made to enforce existing policies that contribute to quiet in the libraries.
- 2) There is a great need for more computers, printers, study carrels, and other related facility resources, particularly for group study.
- 3) There continues to be a demand for more resources (books, periodicals and electronic full-text), as well as the accessibility of such. But patrons are also very pleased with the resources that currently exist.
- 4) Finally, everyone's Web site is found to be confusing, particularly in the search capabilities on the site, whether it is catalogs, database search utilities, and other perceived library search engines.

SURVEY OVERVIEW

Assessment continues to be an integral part of the day-to-day business of the libraries of CCLA and has even been incorporated into its strategic plan. LibQUAL+® has emerged as the consortium's preeminent tool in its assessment arsenal. The Consortium first began its program of utilizing the survey in 2004 after two successful ventures by the BYU Lee Library in 2001 and 2003. The goal for LibQUAL+® has always been to:

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

Results from the previous efforts showed that in many areas, all the libraries did quite well meeting the expectations of their patrons. But all had areas where improvement was needed. These findings were summarized in the result notebooks prepared by ARL and Texas A&M University for each of the institutions that participated in the survey. In addition, additional reports were produced for the Consortium that summarized comparative findings and in-depth analysis of the comment data.

The survey was repeated in 2008 to assess how well efforts to improve have paid off. All the institutions that participated in the 2004 & 2006 survey expressed interest to and signed on to participate in this round as well. However, with changes occurring at the Church History and Archives, they failed to complete the survey process in the allotted time and did not participate. However, the Salt Lake Center (SLC) Library participated as a branch of the Lee Library. Adding this group brought yet another interesting dimension. It was important to them, since their move to their new facility in the Triad Center in downtown Salt Lake City, to assess how well students and faculty perceive the new library at the SLC is meeting their needs in the hopes of finding ways to serve their patrons and learn best practices to improve the services they provide.

All participating libraries successfully administered the survey (details follow) and as before formal reports of the results have been prepared by LibQUAL+® for each institution as well as for the Consortium (it should be noted that since the SLC participated as a "branch" of the Lee Library in Provo, their results were imbedded in the Lee report, however, the raw data was analyzed to observe tendencies for each library separately by the Lee Library Assessment Office). These reports have been disseminated to each of the institutions for review. The intent of this report is to summarize comparisons and make observations about best practices for the benefit of the Consortium. In addition, since the LibQUAL+® reports did not include any qualitative analysis of the comment data, this report includes that as well. The CCLA LibQUAL+® report and this report have been placed on the Lee Library Web site and are available for review by any and all (see <http://www.lib.byu.edu/libqual/>).

As noted in 2004 and 2006, the comparisons contained herein **in no way imply** that any one institution is better than any other institution in any given area. The results from the survey data simply show that patrons perceive their institution differently than patrons at another institution. The hope is that where one institution's patrons feel it is doing well in a given area, the other institutions can work with it to learn where they may be able to improve in that specific area.

SURVEY ADMINISTRATION SUMMARY

As in 2004 and 2006, because of the varying nature and size of the participating libraries, few could meet the LibQUAL+® minimum required sample size of 900 undergraduates, 600 graduates and 600 faculty/staff, which are simply recommendations for large academic institutions. As such, where practical, samples were taken from various sources at the different institutions. Such was the case at the Lee Library, Idaho & Hawaii. In the case of the Lee Library, students and faculty were sampled from the main

campus in Provo, while all registered students and faculty of the Salt Lake Center were asked to participate. At the Hunter Law Library and LDSBC, all students and faculty were asked to participate. In the case of the Family History Library, there was not a means to sample from a finite population. As such, alternatives were devised in order to optimize response to the extent possible and provide an adequate reflection of patron perception of library services. This followed similar schemes utilized during past surveys conducted there.

As in 2006 each institution was allowed to administer LibQUAL+® in whatever means they felt would be most effective for their library. For instance, each institution was allowed to pick and choose local statements (supplemental to the core statements that all institutions use in their survey) at their own discretion or not have any at all. In addition, each institution was allowed to start and/or stop their survey at times more conducive to their respective situation. Hence, LDSBC and the Family History Library decided to conduct the survey as they had in 2006 during the spring (March), while the others conducted their survey in the fall, the first time this was done by any of the institutions. And finally, each institution was allowed to promote their survey as they felt would work best for them in terms of emails sent, incentives and local promotion through whatever means were at their disposal.

The Lee Library in Provo, Smith Library at BYU-Hawaii, Hunter Law Library and LDSBC all saw as many if not more responses in 2008 than what they had in 2004 or 2006. However, both the McKay Library at BYU-Idaho and the Family History Library both saw response figures the lowest to date. The final number of valid surveys at each library in 2008 was 1532 at the Lee Library, 202 at the Hunter, 181 at the McKay, 203 at the Smith, 364 at LDSBC, and 333 at the Family History Library (FHL). The Salt Lake Center had 148 valid surveys in 2008. It should be noted that the total number of valid surveys for Provo (which would include SLC) was actually 1688 – some respondents did not indicate which branch, the Lee or SLC, was their principle library. The chart below (Figure 1) shows the number of valid surveys for each institution for all survey years.

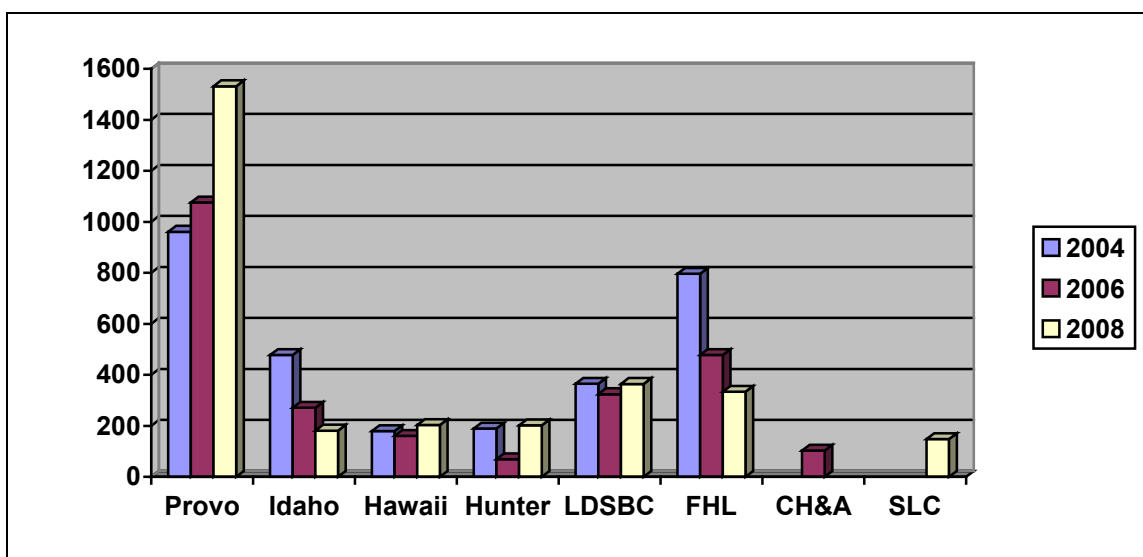


Figure 1 - Number of Valid Surveys

There are always several mitigating factors that may have contributed to the low numbers at some of the institutions. There is no escaping the complexity of the survey. Several have felt, as voiced in past years, that the nature of the service statements and the necessity to provide three different responses for each (a minimum expectation of service, a desired expectation, and the perceived level of service currently being rendered) no doubt have influenced many not completing the survey out of frustration. This is easily correlated with what LibQUAL+® calls the completion rate – the number of surveys started against the number completed. Provo and Hunter had a 61% completion rate and had the best response they had seen to date. Hawaii and LDSBC had rates of 52% and 48% respectively and both had response

numbers above or right at their previous historic highs. Family History had a completion rate of 36% and Idaho 33%, and both had their lowest response to date by far. So it would seem that those patrons were much more effected by the complexity of the survey than the other institutions' patrons or the other institutions managed to temper it through promotion to the extent that patrons decided to complete the survey anyway.

Regardless of the reasons for the differences in response rates, the overall number of valid surveys for 2008 was up from that seen in 2006 by nearly 500. However, as touted by LibQUAL+®, what really counts is representativeness – how well the final numbers match the demographic profiles of the respective institution. For instance, in an academic institution where there is an even number of freshmen, sophomores, juniors and seniors, if final results show more than twice as many freshmen responding than any other class, it could be construed that the responses were not representative of the population.

In the case of the CCLA institutions, it would seem that responses were very representative. The one common demographic to illustrate this point is that of age. All respondents, regardless of institution, were asked to provide an age demographic. The summary of that can be seen in Figure 2. As expected, the majority of respondents from the academic institutions fell in the 18-22 or the 23-30 groups. In contrast, though again as expected, the primary age of respondents at FHL were 46 or older. It would appear from this that responses at all the institutions tended to follow expectations as to age and hence representative. Similar tendencies were evident with other demographics as well.

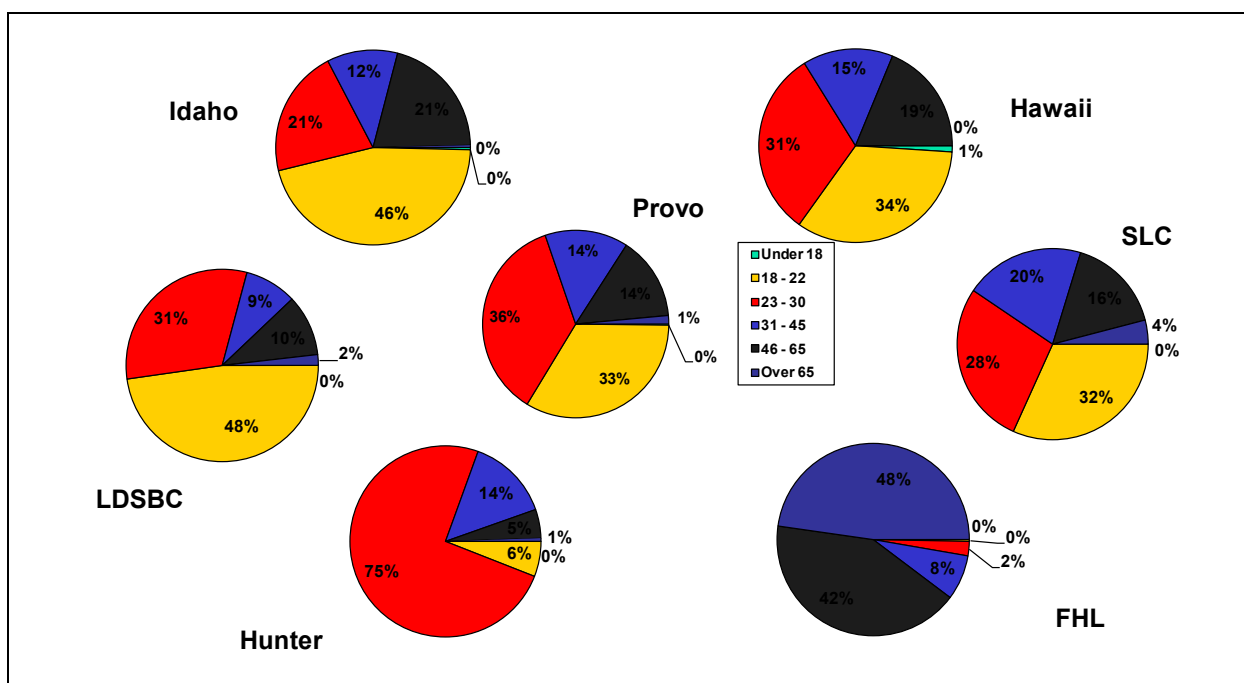


Figure 2 - CCLA Age Group Response Breakdown

QUANTITATIVE DATA ANALYSIS RESULTS

Those familiar with LibQUAL+® know that its purpose is to give survey respondents a series of statements related to library service and rate them 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 their library currently provides. Those service expectation ratings are set against a 9 point Likert scale with 1 being low and 9 being high. The bulk of the survey has now been consistent for several years and

respondents to the survey as in the past were asked to provide such ratings for 22 core statements. The list of core statements can be found in Appendix A.

As in past years, institutions were also given an option to add five additional statements that they felt might be of particular interest to them. This option was an all or nothing proposition; either they went with five or none at all. If an institution chose to include these “bonus” or local statements, they were randomly scattered amongst the core 22. For 2008, all the CCLA institutions that participated opted to include five local statements. A list of bonus statements used at each of the CCLA institutions is also found in Appendix A.

From those ratings, gaps were calculated to assess how well the institution met the minimum expectations of its patrons. The range from the minimum score to the desired score is called the zone of tolerance – the idea being that perceived levels of service should fall within this zone. A service adequacy gap score was calculated by subtracting the minimum level from the perceived level. A low or negative adequacy gap implied a need for improvement. A service superiority gap score was also determined by subtracting the desired level from the perceived level. A superiority score near zero (or negative for that matter) implied that the library was being successful in exceeding patron optimal expectations for service. These results are graphically displayed in the radar charts in Appendix B.

Regardless of the number of times this type of chart has been seen, some explanation of what it is saying is needed. These radar charts feature multiple axes or “spokes” that represent the core library service statements asked in the survey (see Appendix A). The statements are grouped into the three service dimensions covered by the statements, Affect of Service (AS) – how the patron is treated in the library, Information Control (IC) – the ability of the patron to find and access needed materials and information independently and remotely, and Library as Place (LP) – the overall look, feel and functionality of the building and its facilities. The circles represent the response values on the Likert scale. In this case since average values never went below 4 at any institution, only values 4 through 9 are shown. 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 average minimum level of service. Where the blue meets the yellow reflects the average perceived level of service. If the chart shows green on the outer edge of the colored portion of the chart, that indicates that the perceived was greater than the desired, or in other words, service superiority. If the chart shows red on the inner edge of the colored portion of the chart, that indicates that the perceived was less than the minimum, or in other words, service inadequacy.

Again, it should be noted that differences evident in the radar charts or other results from the survey do not imply that one institution is better or worse than another. In fact, if libraries truly want to learn from one another and improve, comparisons should be avoided. As pointed out on the LibQUAL+® results website, “LibQUAL+® allows institutions to compare user PERCEPTIONS of service delivery against expectations; a library may assert that it is doing a better job of meeting user expectations (based on Gap Scores), than another; but it is not useful to assert that a library is BETTER than another.” Therefore it is recommended that this premise be kept in mind when examining the various charts from the several CCLA libraries.

All institutions saw improvement in their responses from 2006 to 2008, some greater than others. Provo improved primarily in AS and IC responses, however, IC2, which deals with the website, continues to be the smallest gap. Both Idaho and Hawaii saw significant improvement across the board. This is particularly noteworthy for Hawaii who, because of their small facility, has consistently suffered in the Library as Place area. Hunter’s perceived levels stayed pretty constant, but their desired and minimum levels appeared to drop from 2006 to 2008, thus contributing to a perception of improvement. Like Hawaii, LDSBC saw significant improvement in the Library as Place dimension statements which are most definitely attributable to their moving to their new facility in the Triad Center in Salt Lake. The other areas stayed rather stable. In the case of Family History, it would appear that all levels, desired, perceived and minimum, went up. As such, the gaps appear to be the same. The Salt Lake Center radar chart shows that they were able to easily meet user expectations, which should be no great surprise given their beautiful new facilities in the Triad Center next to LDSBC.

The actual values that went into the radar charts in Appendix B have been included in Table 1 below. In addition to the average values for each statement for both 2006 and 2008, the adequacy gap (perceived – minimum) has been calculated. The idea behind this gap score is the greater the service adequacy gap, the better the institution was at meeting its patron's minimum expectation. In contrast, where the gap approached zero or was negative the greater the need for an institution to address improvements in that area. Positive gap scores have been highlighted in blue; negative gap scores in red. These dimensions were summarized individually as well as an overall assessment for all the 22 core statements for both 2006 and 2008 for comparisons. Each set of values reflect a separate institution and correspond to the radar charts discussed above. Finally, for those that participated in 2006, a difference between the gaps for the two years was also calculated and where a positive change in gap was evident, the value is in blue, and where a negative change in gap was evident, the value is in red.

There are several points to bring out from the data shown in the charts and tables. For the first time since the consortium started participating in LibQUAL+®, all institutions met user expectation for every core service statement in the survey. In other words, every perceived level of service exceeded the minimum level of expected service. This is a singularly significant achievement, suggesting that the libraries have made a concerted effort, based on past LibQUAL+® survey results to improve their facilities and services. And given the efforts made to take advantage of working together as a consortium to increase access to resources for all institutions, this too explains the positive nature of the data returned in the LibQUAL+® survey results, especially in the Information Control (IC) dimension. Though IC continues to lag behind the other dimensions in terms of the service adequacy gap, it is showing marked improvement. One that stands out in light of the consortium's efforts to improve access to resources is IC8 – “Print and/or electronic journal collections I require for my work”, which improved significantly for practically every institution. Even though the Hunter Law Library gap in this statement decreased from 2006 to 2008, their service adequacy gap for IC8 (and all IC statements, for that matter) was still very strong.

But there are still some areas of improvement needed in IC for all consortium members and the principle one would be in each institution's library website, where IC2 – “A library Web site enabling me to locate information on my own” – continues to be one of, if not the lowest item in this dimension. This is a problem that is not unique to CCLA as it continues to plague other LibQUAL+® institutions as well, as their scores for IC2 also tend to be their lowest, even despite efforts to improve their web sites. IC6 – “Easy-to-use access tools that allow me to find things on my own” – also tends to be an item that is consistently low in this area, which is understandable as this would be closely related to a patron's perception of the library's website. Obviously both of these are items that institutions should be looking at closely in order to make some improvements. And given the acquisition of Primo® by the Lee Library, it will be interesting to see if this item improves at all in future LibQUAL+® surveys.

Affect of Service also continues to be a dimension that the consortium tends to do well in. This suggests that patrons respect the staffs at each library and have confidence in the service they provide. Of the individual AS items at each institution that stood out, there were a couple that tended to show up as the top two (having the highest gap scores) than the others, AS1 – “Employees who instill confidence in users” and AS2 – “Giving users individual attention.” If there were AS items that could be singled out in showing potential for improvement across institutions, it would be AS5 – “Employees who have the knowledge to answer user questions” and AS7 – “Employees who understand the needs of their users.” Both the outstanding items and need to improve items have been consistent over the years and continue to show up.

Finally, Library as Place (LP), though the one dimension where patrons tend to have lower expectations (lower minimum scores and lower desired scores), showed some wonderful improvement at some of our institutions. Those CCLA institutions with smaller libraries (like LDSBC & Hawaii) invariably have had LP adequacy gaps that were small, even negative. But this year, their scores are strong and positive reflecting the new facility for LDSBC and the efforts made at Hawaii to improve on the limited facility resources available. LP3 – “A comfortable and inviting location” – and LP5 – “Community space for group learning and group study” tended to have the largest adequacy gaps. When pinpointing specific areas for improvement, as in past surveys, there were two items that had low gaps for all the CCLA

libraries, LP1 – “Library space that inspires study and learning” and LP2 – “Quiet space for individual activities.” It would seem that perhaps more efforts could be made to provide atmospheres that are more conducive to what patrons need to affectively study (see qualitative results below about enforcing quiet areas).

Another way to visualize the zone of tolerance and associated gaps are through the charts found in Appendix C. The boxes in each chart represent the zone of tolerance. The bottom edge of the box where the yellow square is placed represents the average minimum level of service. The top edge of the box where the green square is placed is the average desired level of service. The red diamond within each box represents the average perceived level of service. There is a chart for each dimension and the zone of tolerance for each institution and for each year in which that institution participated in LibQUAL+® (including Church History & Archives in 2006). From this it is readily evident in what dimensions institutions appear to be meeting expectations and in what dimensions institutions have room for improvement.

Not much need be said in regards to the results from the local statements that have been summarized in Table 2. As tends to be the case, as has been evident in past surveys, responses tend to be very positive as the institutions tend to meet the expectations of patrons for the given statement. What would be of interest is to compare where institutions asked similar statements and where the gap at one institution was greater than another for that specific question, there might be something that could be gained through collaboration on the part of the institutions to help improve on the given item. For instance, the local statement “Access to rare & historical materials, particularly of LDS origin” was shared by four institutions, Provo – and by extension the Salt Lake Center, Idaho, and the Family History Library. Provo’s adequacy gap here was very large; in fact, the perceived value actually exceeded the desired value (although it should be noted that the minimum level was the lowest of the four, while their perceived value was in the middle of the four). Perhaps there may be ways that the process used in Provo for patrons to access these materials might assist patrons at the Salt Lake Center, Idaho or the Family History Library.

Table 1 – LibQUAL+® Results
22 Core Library Service Statements

		Provo 2006				Provo 2008				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.46	6.53	7.48	1.07	5.41	6.68	7.54	1.27	0.20
	AS-2	5.50	6.66	7.20	1.16	5.36	6.69	7.11	1.33	0.17
	AS-3	6.67	7.55	8.19	0.88	6.58	7.80	8.15	1.22	0.34
	AS-4	6.49	7.36	8.03	0.87	6.36	7.44	7.97	1.08	0.21
	AS-5	6.50	7.14	8.09	0.64	6.36	7.24	8.00	0.88	0.24
	AS-6	6.29	7.40	7.92	1.11	6.27	7.53	7.90	1.26	0.15
	AS-7	6.32	7.17	7.90	0.85	6.09	7.11	7.75	1.02	0.17
	AS-8	6.44	7.47	7.95	1.03	6.30	7.54	7.90	1.24	0.21
	AS-9	6.50	7.35	7.95	0.85	6.21	7.27	7.83	1.06	0.21
Information Control	IC-1	6.37	7.11	8.28	0.74	6.33	7.22	8.30	0.89	0.15
	IC-2	6.76	7.00	8.40	0.24	6.68	7.19	8.39	0.51	0.27
	IC-3	6.53	7.30	8.02	0.77	6.28	7.31	7.89	1.03	0.26
	IC-4	6.56	7.16	8.15	0.60	6.47	7.34	8.19	0.87	0.27
	IC-5	6.81	7.78	8.32	0.97	6.76	7.82	8.35	1.06	0.09
	IC-6	6.71	7.15	8.31	0.44	6.66	7.27	8.31	0.61	0.17
	IC-7	6.63	7.30	8.20	0.67	6.58	7.38	8.23	0.80	0.13
	IC-8	6.74	7.18	8.26	0.44	6.74	7.42	8.29	0.68	0.24
Library as Place	LP-1	6.04	7.14	7.77	1.10	6.00	7.34	7.80	1.34	0.24
	LP-2	6.17	7.19	7.80	1.02	6.14	7.41	7.71	1.27	0.25
	LP-3	6.24	7.64	7.92	1.40	6.18	7.64	7.96	1.46	0.06
	LP-4	6.13	7.32	7.81	1.19	6.09	7.49	7.82	1.40	0.21
	LP-5	5.71	7.03	7.41	1.32	5.61	7.22	7.29	1.61	0.29
Overall		6.36	7.23	7.98	0.87	6.21	7.89	7.28	1.07	0.20

		Idaho 2006				Idaho 2008				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.84	6.40	7.46	0.56	5.37	6.53	7.58	1.16	0.60
	AS-2	5.76	6.46	7.10	0.70	5.69	6.53	7.08	0.84	0.14
	AS-3	7.08	7.67	8.28	0.59	6.80	7.70	8.22	0.90	0.31
	AS-4	6.58	7.25	7.86	0.67	6.47	7.29	7.82	0.82	0.15
	AS-5	6.66	7.06	7.96	0.40	6.70	7.29	8.01	0.59	0.19
	AS-6	6.76	7.46	7.98	0.70	6.55	7.52	8.06	0.97	0.27
	AS-7	6.60	6.98	7.92	0.38	6.43	7.24	7.79	0.81	0.43
	AS-8	6.70	7.32	7.97	0.62	6.54	7.55	7.99	1.01	0.39
	AS-9	6.59	7.05	7.85	0.46	6.61	7.53	8.04	0.92	0.46
Information Control	IC-1	6.56	6.95	8.09	0.39	6.28	7.07	8.15	0.79	0.40
	IC-2	6.66	6.70	8.26	0.04	6.52	6.93	7.91	0.41	0.37
	IC-3	6.59	6.97	7.83	0.38	6.26	6.96	7.74	0.70	0.32
	IC-4	6.51	6.95	7.97	0.44	6.29	7.08	7.80	0.79	0.35
	IC-5	6.92	7.42	8.14	0.50	6.82	7.70	8.21	0.88	0.38
	IC-6	6.84	6.91	8.17	0.07	6.48	7.03	7.98	0.55	0.48
	IC-7	6.72	7.02	8.02	0.30	6.52	7.36	8.05	0.84	0.54
	IC-8	6.68	6.78	7.91	0.10	6.29	7.18	7.93	0.89	0.79
Library as Place	LP-1	6.38	6.22	8.04	-0.16	6.14	6.73	7.73	0.59	0.75
	LP-2	6.30	6.23	7.72	-0.07	6.38	6.87	7.87	0.49	0.56
	LP-3	6.27	6.86	7.66	0.59	6.40	7.60	7.95	1.20	0.61
	LP-4	6.26	6.68	7.69	0.42	6.23	7.08	7.80	0.85	0.43
	LP-5	5.99	6.69	7.41	0.70	5.89	7.00	7.43	1.11	0.41
Overall		6.30	6.84	7.75	0.54	6.35	7.85	7.17	0.82	0.28

		Hawaii 2006				Hawaii 2008				
		Min	Per	Des	Gap	Min	Per	Des	Gap	Diff
Affect of Service	AS-1	5.95	6.22	7.45	0.27	5.80	6.76	7.71	0.96	0.69
	AS-2	5.98	6.25	7.28	0.27	6.02	6.87	7.51	0.85	0.58
	AS-3	6.59	6.73	7.96	0.14	6.89	7.50	8.17	0.61	0.47
	AS-4	6.69	6.74	7.83	0.05	6.81	7.24	8.12	0.43	0.38
	AS-5	6.70	6.66	8.10	-0.04	6.68	7.09	8.03	0.41	0.45
	AS-6	6.53	6.77	7.84	0.24	6.59	7.27	7.97	0.68	0.44
	AS-7	6.49	6.71	7.88	0.22	6.63	7.09	7.93	0.46	0.24
	AS-8	6.63	6.83	7.98	0.20	6.65	7.42	8.10	0.77	0.57
	AS-9	6.59	6.83	7.95	0.24	6.83	7.05	8.14	0.22	-0.02
Information Control	IC-1	6.41	6.69	8.13	0.28	6.47	7.11	8.05	0.64	0.36
	IC-2	6.69	6.73	8.01	0.04	6.64	7.18	8.17	0.54	0.50
	IC-3	6.47	6.60	7.91	0.13	6.65	7.05	7.92	0.40	0.27
	IC-4	6.54	6.86	7.98	0.32	6.60	7.16	8.08	0.56	0.24
	IC-5	6.81	7.19	8.10	0.38	6.77	7.45	8.15	0.68	0.30
	IC-6	6.73	6.82	8.04	0.09	6.76	7.15	8.02	0.39	0.30
	IC-7	6.78	6.94	8.02	0.16	6.65	7.32	8.03	0.67	0.51
	IC-8	6.78	6.80	8.01	0.02	6.73	7.23	8.03	0.50	0.48
Library as Place	LP-1	6.50	6.42	7.93	-0.08	6.28	6.67	7.92	0.39	0.47
	LP-2	6.58	6.46	7.93	-0.12	6.55	6.63	7.76	0.08	0.20
	LP-3	6.43	6.94	8.06	0.51	6.53	7.01	7.94	0.48	-0.03
	LP-4	6.61	6.59	7.96	-0.02	6.44	6.93	7.91	0.49	0.51
	LP-5	6.47	6.84	7.79	0.37	6.38	7.01	7.69	0.63	0.26
Overall		6.54	6.71	7.91	0.17	6.56	7.97	7.11	0.55	0.38

		Hunter 2006				Hunter 2008				
		Min	Per	Des	Gap	Min	Per	Des	Gap	Diff
Affect of Service	AS-1	5.04	7.25	8.03	2.21	5.21	7.23	7.32	2.02	-0.19
	AS-2	5.69	7.91	7.87	2.22	5.54	7.60	7.33	2.06	-0.16
	AS-3	6.19	8.30	8.48	2.11	6.30	8.30	7.99	2.00	-0.11
	AS-4	6.30	8.19	8.38	1.89	6.25	7.95	7.97	1.70	-0.19
	AS-5	6.45	7.93	8.36	1.48	6.35	7.76	8.06	1.41	-0.07
	AS-6	5.78	8.01	8.15	2.23	5.94	7.98	7.70	2.04	-0.19
	AS-7	6.22	7.72	8.26	1.50	6.05	7.68	7.79	1.63	0.13
	AS-8	6.03	8.24	8.28	2.21	6.32	8.09	7.94	1.77	-0.44
	AS-9	6.09	7.48	8.13	1.39	6.23	7.66	7.89	1.43	0.04
Information Control	IC-1	6.09	7.83	8.35	1.74	6.32	7.78	8.18	1.46	-0.28
	IC-2	6.29	7.29	8.42	1.00	6.28	7.27	8.04	0.99	-0.01
	IC-3	6.27	7.82	8.10	1.55	5.95	7.87	7.66	1.92	0.37
	IC-4	6.48	7.75	8.39	1.27	6.37	7.85	7.13	1.48	0.21
	IC-5	6.54	7.88	8.41	1.34	6.39	7.88	7.98	1.49	0.15
	IC-6	6.29	7.41	8.32	1.12	6.28	7.37	8.07	1.09	-0.03
	IC-7	6.12	7.65	8.38	1.53	6.25	7.71	8.01	1.46	-0.07
	IC-8	6.21	7.86	8.36	1.65	6.53	8.04	8.08	1.51	-0.14
Library as Place	LP-1	5.88	7.61	8.25	1.73	5.93	7.43	7.89	1.50	-0.23
	LP-2	5.90	7.38	8.16	1.48	5.99	7.32	7.73	1.33	-0.15
	LP-3	5.88	7.97	8.33	2.09	6.00	7.71	7.98	1.71	-0.38
	LP-4	5.72	7.67	8.19	1.95	5.88	7.47	7.82	1.59	-0.36
	LP-5	5.74	7.55	7.79	1.81	5.69	7.68	7.67	1.99	0.18
Overall		6.05	7.77	8.24	1.72	6.10	7.87	7.71	1.61	-0.11

		LDSBC 2006				LDSBC 2008				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	6.28	7.17	7.72	0.89	6.25	7.11	7.74	0.86	-0.03
	AS-2	6.39	7.20	7.56	0.81	6.49	7.07	7.63	0.58	-0.23
	AS-3	7.07	7.81	8.13	0.74	7.20	7.75	8.16	0.55	-0.19
	AS-4	6.80	7.60	7.92	0.80	7.09	7.73	8.04	0.64	-0.16
	AS-5	6.86	7.52	8.02	0.66	7.00	7.53	8.11	0.53	-0.13
	AS-6	6.91	7.71	7.95	0.80	7.03	7.72	8.04	0.69	-0.11
	AS-7	6.89	7.56	7.99	0.67	7.00	7.52	8.08	0.52	-0.15
	AS-8	6.92	7.68	8.02	0.76	7.09	7.76	8.06	0.67	-0.09
	AS-9	6.81	7.39	7.82	0.58	6.97	7.60	7.98	0.63	0.05
Information Control	IC-1	6.68	7.16	8.09	0.48	6.67	6.84	8.03	0.17	-0.31
	IC-2	6.92	7.21	8.01	0.29	6.77	6.98	8.10	0.21	-0.08
	IC-3	6.48	6.88	7.74	0.40	6.71	7.12	7.86	0.41	0.01
	IC-4	6.86	7.34	8.00	0.48	6.80	7.29	8.01	0.49	0.01
	IC-5	7.04	7.48	8.14	0.44	7.18	7.77	8.22	0.59	0.15
	IC-6	6.75	7.20	8.01	0.45	6.93	7.31	8.00	0.38	-0.07
	IC-7	6.89	7.27	7.97	0.38	7.04	7.45	8.10	0.41	0.03
	IC-8	6.67	7.30	7.79	0.63	6.79	7.42	7.91	0.63	0.00
Library as Place	LP-1	6.49	6.38	7.98	-0.11	6.75	7.25	8.08	0.50	0.61
	LP-2	6.55	6.41	7.81	-0.14	6.88	7.37	8.06	0.49	0.63
	LP-3	6.78	7.16	7.97	0.38	7.00	7.71	8.13	0.71	0.33
	LP-4	6.86	6.85	7.97	-0.01	6.88	7.46	8.00	0.58	0.59
	LP-5	6.29	6.34	7.58	0.05	6.76	7.60	7.83	0.84	0.79
Overall		6.75	7.22	7.92	0.47	6.88	8.01	7.43	0.55	0.08

		FHL 2006				FHL 2008				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.96	7.05	7.43	1.09	6.40	7.51	7.84	1.11	0.02
	AS-2	5.94	7.16	7.20	1.22	6.53	7.84	7.71	1.31	0.09
	AS-3	6.76	7.81	7.77	1.05	7.25	8.14	8.18	0.89	-0.16
	AS-4	6.41	7.45	7.60	1.04	6.83	7.89	7.95	1.06	0.02
	AS-5	6.39	7.08	7.73	0.69	6.76	7.71	7.97	0.95	0.26
	AS-6	6.37	7.63	7.58	1.26	6.99	8.09	8.04	1.10	-0.16
	AS-7	6.32	7.27	7.61	0.95	6.84	7.85	7.90	1.01	0.06
	AS-8	6.43	7.71	7.64	1.28	7.04	8.13	8.03	1.09	-0.19
	AS-9	6.34	7.27	7.59	0.93	6.82	7.86	7.85	1.04	0.11
Information Control	IC-1	6.07	6.59	7.74	0.52	6.23	7.00	7.76	0.77	0.25
	IC-2	6.39	7.11	7.79	0.72	6.72	7.56	7.95	0.84	0.12
	IC-3	6.33	7.29	7.59	0.96	6.72	7.70	7.79	0.98	0.02
	IC-4	6.3	7.16	7.72	0.86	6.57	7.70	7.82	1.13	0.27
	IC-5	6.52	7.59	7.81	1.07	6.90	8.05	8.05	1.15	0.08
	IC-6	6.40	7.25	7.68	0.85	6.75	7.71	7.90	0.96	0.11
	IC-7	6.41	7.36	7.73	0.95	6.75	7.81	7.92	1.06	0.11
	IC-8	6.00	6.86	7.35	0.86	6.37	7.56	7.58	1.19	0.33
Library as Place	LP-1	6.08	7.18	7.39	1.10	6.53	7.39	7.74	0.86	-0.24
	LP-2	6.12	6.96	7.27	0.84	6.44	7.02	7.50	0.58	-0.26
	LP-3	6.31	7.72	7.48	1.41	6.89	8.11	7.92	1.22	-0.19
	LP-4	6.02	7.28	7.34	1.26	6.43	7.58	7.66	1.15	-0.11
	LP-5	5.42	6.76	6.57	1.34	6.08	7.28	7.21	1.20	-0.14
Overall		6.26	7.27	7.55	1.01	6.69	7.84	7.71	1.02	0.01

		Salt Lake Center 2006				Salt Lake Center 2008				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1		D I D N O T P A R T I C I P A T E			5.79	6.96	7.25	1.17	N/A
	AS-2					6.06	7.13	7.33	1.07	N/A
	AS-3					7.02	7.94	8.18	0.92	N/A
	AS-4					6.91	7.77	7.98	0.86	N/A
	AS-5					6.91	7.51	8.01	0.60	N/A
	AS-6					6.81	7.73	7.90	0.92	N/A
	AS-7					6.86	7.55	7.91	0.69	N/A
	AS-8					6.85	7.84	7.97	0.99	N/A
	AS-9					6.76	7.53	7.77	0.77	N/A
Information Control	IC-1					6.53	7.04	7.97	0.51	N/A
	IC-2					6.83	7.09	8.05	0.26	N/A
	IC-3					6.42	6.98	7.34	0.56	N/A
	IC-4					6.73	7.41	7.83	0.68	N/A
	IC-5					7.26	8.07	8.30	0.81	N/A
	IC-6					7.04	7.33	8.02	0.29	N/A
	IC-7					6.98	7.59	8.08	0.61	N/A
	IC-8					6.82	7.27	7.89	0.45	N/A
Library as Place	LP-1					6.66	7.11	7.98	0.45	N/A
	LP-2					6.92	7.17	7.99	0.25	N/A
	LP-3					6.90	7.87	8.08	0.97	N/A
	LP-4					6.65	7.51	8.08	0.86	N/A
	LP-5					6.55	7.65	7.77	1.10	N/A
Overall						6.55	7.68	7.25	0.70	N/A

Table 2 – LibQUAL+® Results
Local Statements for 2008

	Local Statement	Min	Per	Des	Gap
Provo	Ease of use of electronic resources	6.27	7.03	8.20	0.76
	Availability of subject specialist assistance	5.75	6.70	7.47	0.95
	Making me aware of library resources and services	5.69	6.68	7.45	0.99
	Teaching me how to locate, evaluate, and use information	5.81	6.95	7.51	1.14
	Access to rare & historical materials, particularly of LDS origin	4.91	7.27	6.68	2.36
Idaho	Making me aware of library resources and services	5.42	6.22	6.97	0.80
	Teaching me how to locate, evaluate, and use information	5.91	6.56	7.31	0.65
	Efficient interlibrary loan/document delivery	6.26	7.32	7.73	1.06
	Access to rare & historical materials, particularly of LDS origin	5.52	7.01	6.90	1.48
	Convenient service hours	6.71	7.86	8.11	1.15
Hawaii	Online course support (readings, links, references)	6.19	6.99	7.58	0.80
	Making me aware of library resources and services	6.16	6.93	7.55	0.77
	Teaching me how to locate, evaluate, and use information	6.40	7.05	7.64	0.65
	Efficient interlibrary loan/document delivery	6.51	7.42	7.85	0.91
	Space for group/individual study and research needs	6.45	6.90	7.75	0.45
Hunter	Librarians teaching how to effectively use elec. Resources	5.59	7.35	7.47	1.76
	Making me aware of library resources and services	5.43	7.08	7.44	1.65
	Efficient interlibrary loan/document delivery	5.85	7.59	7.59	1.73
	Ability to navigate library Web pages easily	6.20	7.24	8.03	1.04
	Adequate hours of service	6.42	7.97	8.03	1.55

	Local Statement	Min	Per	Des	Gap
LDSBC	Fine and replacement policies that are reasonable	6.58	7.31	7.75	0.73
	Making me aware of library resources and services	6.52	7.21	7.64	0.69
	Teaching me how to locate, evaluate, and use information	6.61	7.40	7.85	0.79
	Efficient interlibrary loan/document delivery	6.67	7.41	7.71	0.74
	Convenient service hours	6.97	7.36	8.02	0.39
FHL	Ease of use of electronic resources	6.55	7.49	7.94	0.94
	Making me aware of library resources and services	6.58	7.62	7.79	1.04
	Teaching me how to locate, evaluate, and use information	6.66	7.72	7.85	1.06
	Access to rare & historical materials, particularly of LDS origin	6.40	7.34	7.43	0.94
	Convenient service hours	6.98	8.34	7.99	1.36
SLC	Ease of use of electronic resources	6.66	7.27	8.08	0.61
	Availability of subject specialist assistance	6.35	6.84	7.43	0.49
	Making me aware of library resources and services	5.90	6.72	7.17	0.82
	Teaching me how to locate, evaluate, and use information	6.55	7.24	7.56	0.69
	Access to rare & historical materials, particularly of LDS origin	5.75	6.95	7.00	1.20

To supplement the findings from the 22 core survey and local statements, three general satisfaction questions were asked. Here respondents were asked to rate their levels of satisfaction on a Likert scale from 1 to 9 (1 = low, 9 = high). The first two questions asked whether 1) they were generally satisfied with the way in which they have been treated at the library and 2) they were satisfied in general with library support for their learning, research, and/or teaching needs. The final question asked how they would rate the overall quality of the service provided by the library. The results from both 2006 and 2008 have been summarized in Figure 3. In this chart the scale on the left axis was set to begin at 5 to improve resolution for better observation of year differences. Note that the relative average for each question is high, implying a high level of satisfaction. The consistency in responses across institutions is also interesting. Finally, response to these three questions tends to be consistent within every institution. The way the patron is treated tends to rate highest. The support question tends to rate lowest. It is the pattern that has been seen at most LibQUAL+® libraries and is not unique to CCLA.

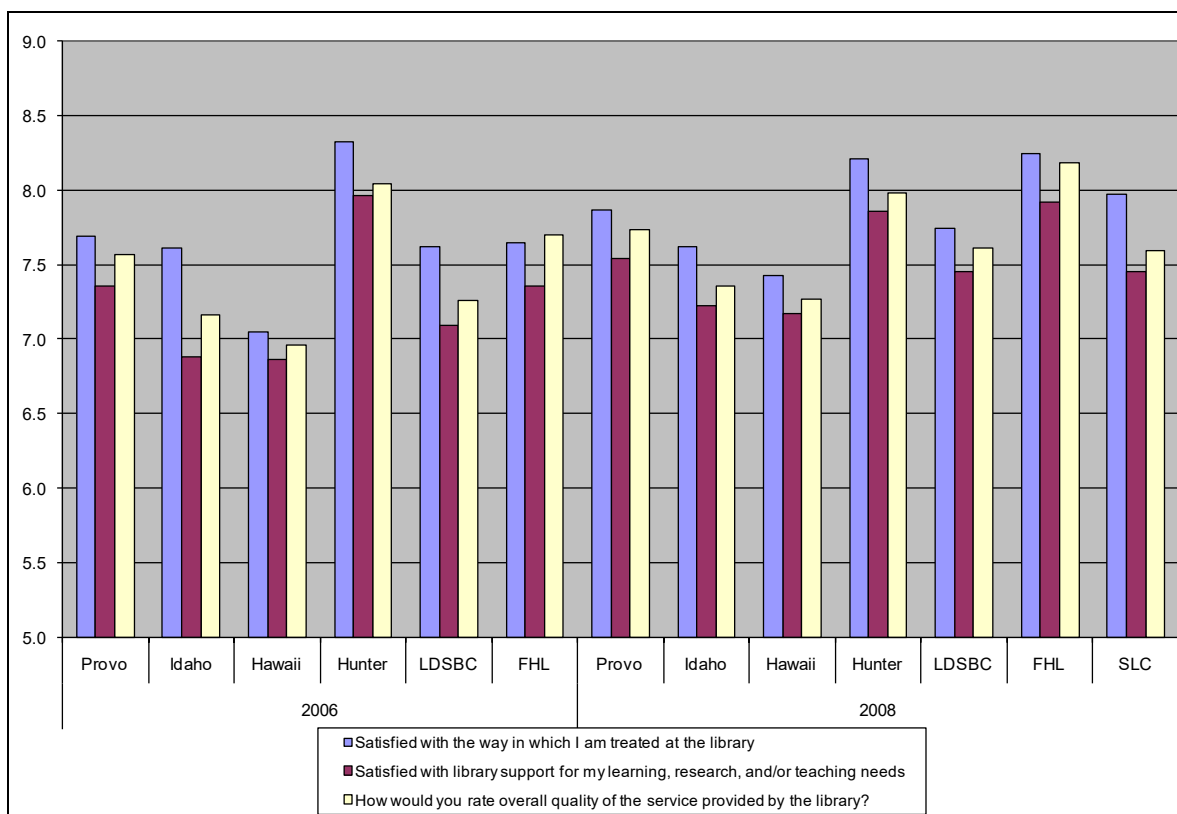


Figure 3 - Average Response to Satisfaction Questions

As in the other LibQUAL+® surveys, a set of 5 questions dealing with information literacy outcomes were included. Respondents were asked to rate on a 9 point Likert scale (1 = Strongly Disagree, 9 = Strongly Agree) whether 1) the library helps them stay abreast of developments in their field(s) of interest, 2) the library aids their advancement in their academic discipline, 3) the library enables them to be more efficient in their academic pursuits, 4) the library helps them distinguish between trustworthy and untrustworthy information, and 5) the library provides them with the information skills they need in their work or study. The results from these queries have been summarized in Figure 4. As in the previous chart, the scale on the left axis was set to begin at 5 to improve resolution for better observation of year differences. Most of the responses ranged on average from 5.5 to 7.5.

Though again, the averages were relatively high, they did not meet the same level as the satisfaction questions. This is a tendency that is consistent for most all libraries that have done LibQUAL+®. Yet, most patrons felt their institutions did a good job in meeting the expectations outlined by the five questions. It is interesting to note that for the most part, the academic libraries tended to have higher ratings for questions 2 and 3 (aiding advancement & enabling efficiency). Another interest point is that in 2006 question 1 (library helps patron stay abreast of developments in field of interest) tended to be lowest along with question 4 (distinguishing between trustworthy and untrustworthy information). In 2008 that pattern was similar except the average values tended to be rated higher than what had been seen in 2006, especially at LDSBC and FHL.

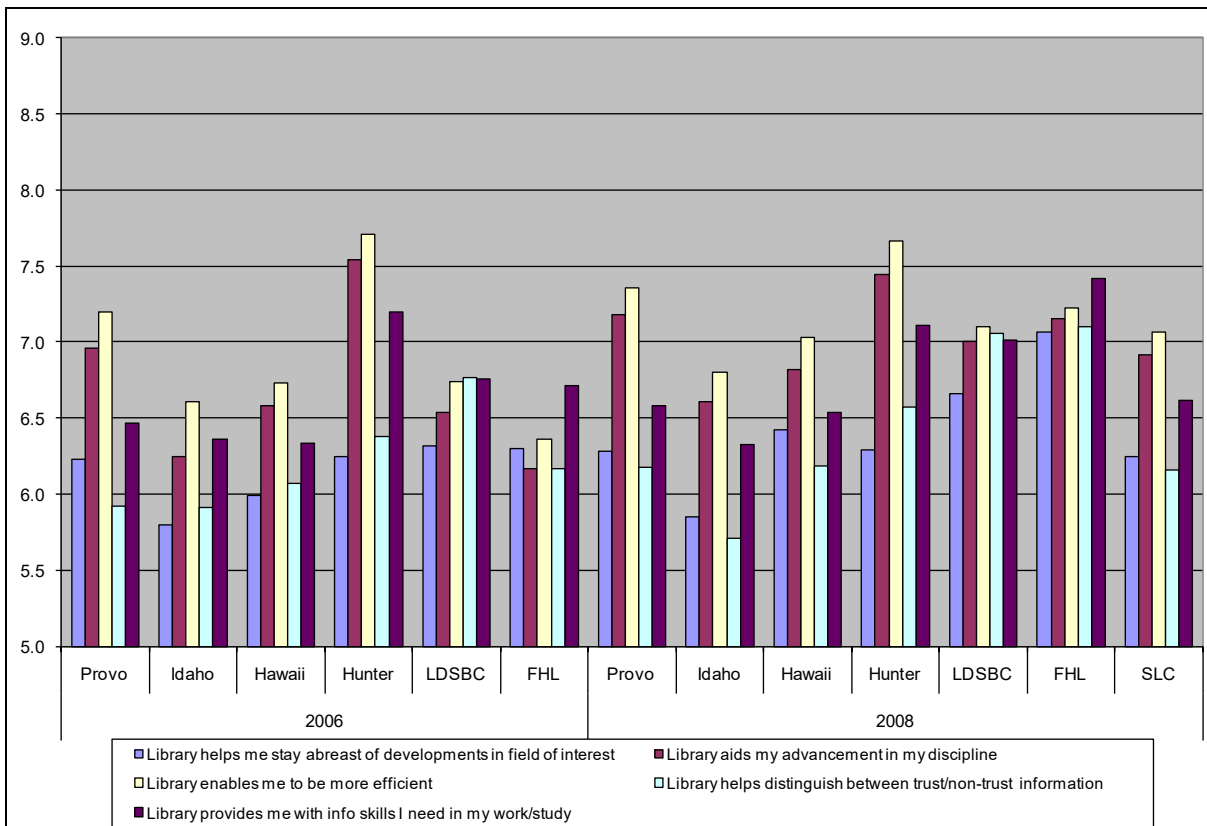


Figure 4 - Average Responses to Information Literacy Outcomes Questions

The final set of questions dealt with the issue of library use. For this set of questions, respondents were asked the extent of using library resources (both on the premises and electronically), as well as use of non-library information gateways such as Yahoo!® and Google™. Response options were daily, weekly, monthly, quarterly or never. The results from these questions are summarized Appendix D.

As continues to be the trend, respondents use Yahoo!®, Google™, or other non-library gateways more frequently on a daily basis than library resources. It was interesting to note that for the first time this tendency did not increase at every institution from 2006 to 2008 (it decrease somewhat at Idaho and Family History), but it was still substantially greater than the other research options, on the premises or via the library's website. This reiterates the reality that with the explosion of information available on the World Wide Web and the quickness and ease with which such information can be accessed patrons invariably turn to Internet search engines to initially satiate their information needs – right or wrong, good or bad.

QUALITATIVE ASSESSMENT OF COMMENTS

As in the past, as informative as the quantitative results can be, the comments made by the respondents can often be as, if not more informative. For the 2008 LibQUAL+® survey the number of comments tended to match that seen in 2006. Overall the comments were very substantive. This section of the report will go into detail about the comments received at all the CCLA institutions and summarize the results and observations that came from those comments.

Because the number of survey responses at Provo was significantly up in 2008, so was the number of comments. But comments were also up at the other institutions where responses were up, Hawaii and LDSBC. Hunter returned to the same numbers as seen in 2004, and their survey responses were

similarly like that seen in 2004. Only at Idaho and FHL, where survey numbers were down, were comments down as well, although, at FHL, the comments actually increased in proportion to the number of surveys completed. As such, overall, the number of total comments at CCLA institutions increased for 2008. The breakdown of comments received is summarized in the chart below (Figure 5).

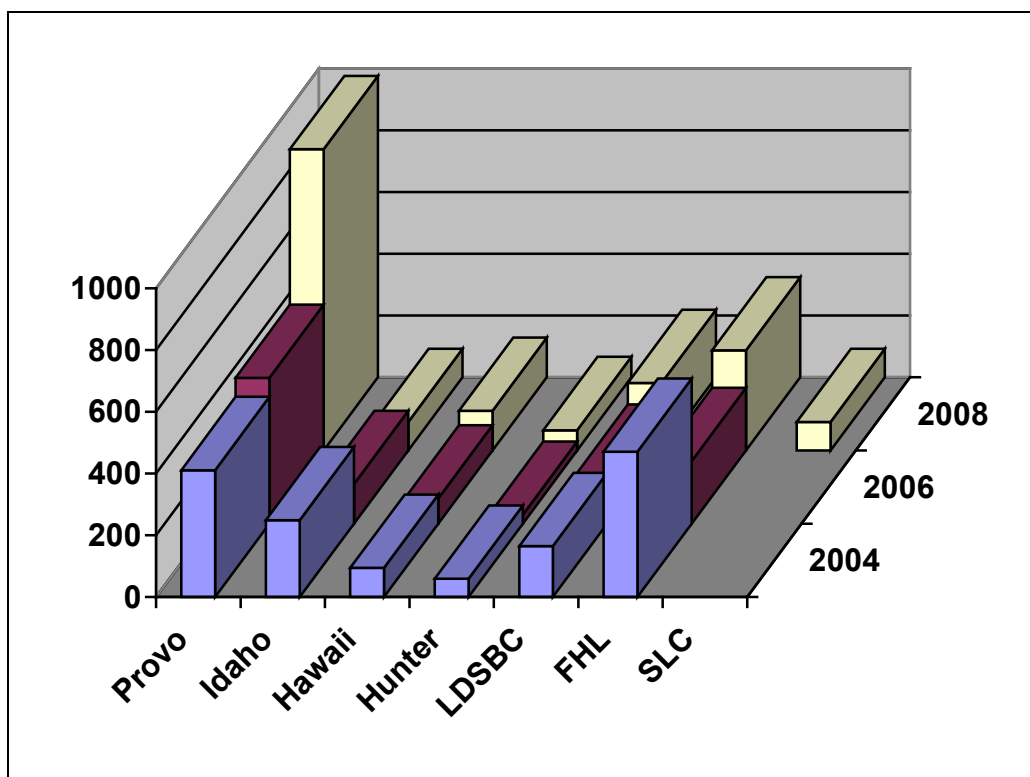


Figure 5 - Number of Responses w/Comments

As was done previously, the comments for each institution were initially grouped into 7 categories to better facilitate assessment and analysis. These categories included facilities (comments about the physical library building and related issues), general (comments of no specific nature or were related to the survey), library personnel (comments dealing specifically with personnel issues within the library including library faculty, library staff and library security), library policies (hours, circulation, restrictions, etc.), library resources (books, journals, services, etc.), online and/or electronic resources (electronic databases, online journals, etc.), and library web site (including issues related to the library's online catalog). The breakdown in percentage of comments for each category to total comments made at each institution has been summarized in Figure 6.

Because of changes at some of the institutions, some of the emphasis in comments shifted from what was seen back in 2006. "Library Resources" is still the category that carried the most comments in terms of percent of total comments at the Lee Library. "Library Personnel" was again the dominant category at Hunter and FHL, but now was also number one at Hawaii. The "General" category dominated comments at Idaho and LDSBC, while "Facilities" was the category to generate the largest number of comments at the Salt Lake Center Library. As before, the category at each institution that had the most comments has been highlighted in red. Interestingly, some of the "low" categories seemed to have shifted as well, where "Library Resources" did not have quite the same prominence as it had in past surveys. However, it is interesting to note that "Library Policies", "Online/electronic resources", and "Library Web Site" continue to have the fewest comments overall when compared to the other categories, though "Library Policies" has had a bit more at LDSBC, Hunter and Hawaii than what has been seen in the past.

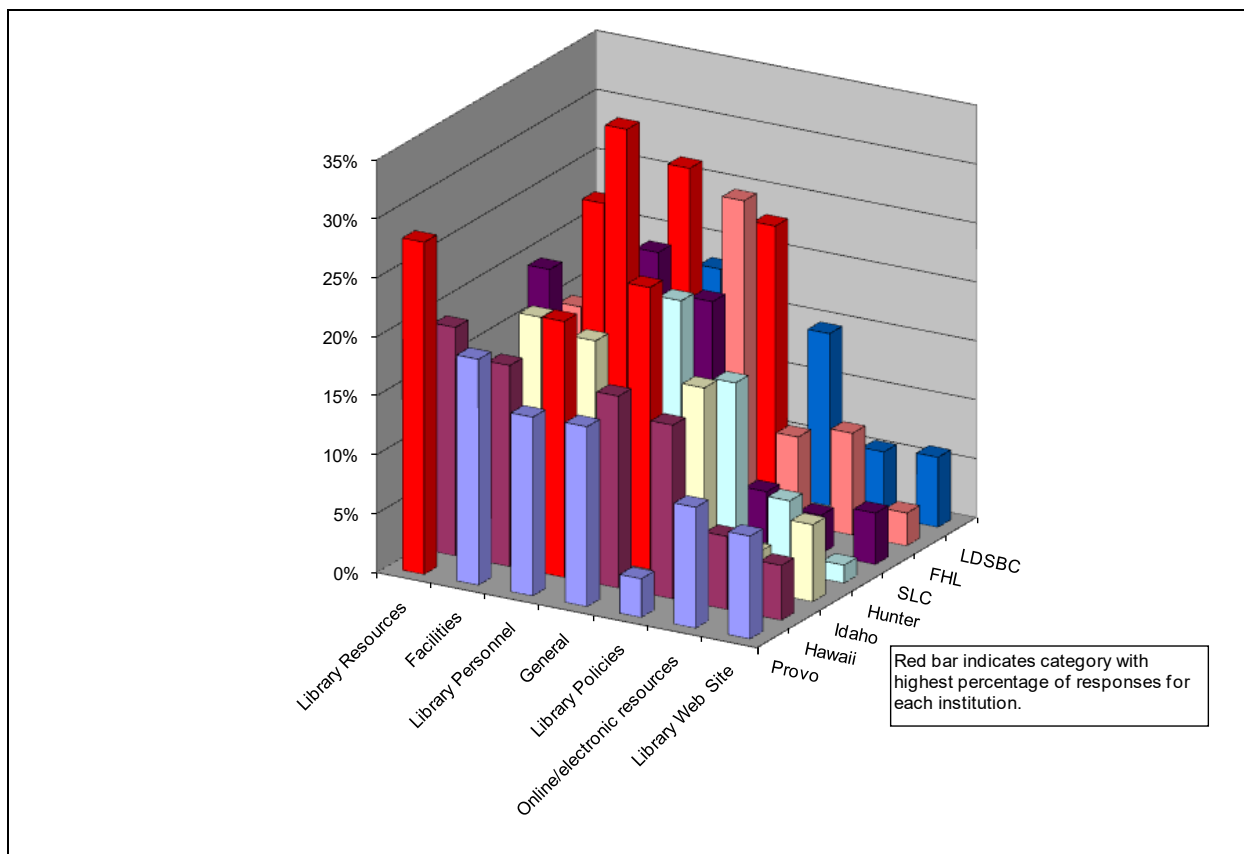


Figure 6 - Institutional Summary of General Categories of Comments

The trends in the specific comments within each category saw some differences than what had been seen in past surveys, but managed to match a lot of what had been observed in 2004 and 2006. Again, many of the comments were positive in nature – that the library was excellent, the staff helpful, great resources, etc. But many suggested areas for improvement – too noisy, staff impersonal, more resources needed. The comments are best reviewed within each category for each institution. These charts have been summarized in Appendix E. The charts show the top comments in each category at each institution. The top one, sometimes two, is highlighted in red for emphasis. If there are several comments that may have been mentioned only a few times, generally once, they were lumped together into an “Other” group, placed at the far right side of the vertical axis, and highlighted a dark blue.

The comments in the “Facilities” category tended to vary a bit more than seen in the past, that is in terms of recommendations for improvement. Respondents at the larger academic institutions (Lee, Idaho & Hawaii) were consistent in their request for more computers, study carrels, etc., and for more group study rooms (GSRs), which surprisingly was also a request at the Family History Library. Size continues to be an issue at Hawaii and LDSBC, but it was also evident that the changes made at those two institutions improved patrons’ perception of their respective facilities. Having more comfortable areas and furniture was also a prominent comment made at several of the libraries. And like in years past, most every institution had issues of noise that managed to continue to be a top request to address by patrons as respondents mentioned this at least once at every one of the libraries (although the frequency of it was only sufficient to show up at five of the seven libraries).

“Excellent” continues to be the overriding comment in the “General” category and the most prominent specific comment overall. Again, this classification was given to any and all comments where the patron made a very generic observation about the library such as “You have a great library”, “You’re the best”, or “I love the library.” This was consistent across the board at all the institutions. And, as was the case in

the past, the next most common comment to fall under the “General” category was a survey related one. Given the complex nature of LibQUAL+®, this continues to be an issue with respondents. But when given the total number of responses and comments and the benefit being derived from their input, the few complaints related to the survey can be tolerated.

In the category of “Library Personnel”, the general consensus at each institution is that staffs are very much admired and respected, particularly the professional staff. This sentiment was the lead item at every institution except Family History, where “More trained staff needed” was the overriding top comment. Interestingly, that was the second most frequently mentioned item at Hawaii, Idaho and LDSBC. There are still comments critical of staff, but the nature of it varied from institution to institution, but they did not seem to be quite as frequent as in years past. It would seem from this that perhaps some inroads have been made to provide staff that is more helpful and courteous, and as the quantitative data suggested, more knowledgeable as well.

As in the past, “Library Policies” (along with “Library Web Site” and “Online/electronic resources”) did not generate as many comments as the other categories. In this area there appears to again be a shift in focus. During 2004, there was a strong cry for libraries to address the cell phone issue. In 2006 that shifted to hours, as patrons requested that hours be extended (although this is still the top request at the Family History Library and was still prominent on everyone else’s list but Provo’s). In 2008, the overwhelming number one request, which is related to a facility issue, is for the libraries to start to “enforce quiet study areas”. Obviously noise is very much on the minds of survey respondents. And it was not restricted to just the small libraries. Every single library had the issue appear on its list for 2008. There is still some cell phone issues that need to be addressed, with improvement to circulation policies the other one to be notable at the academic institutions except SLC.

This time around, the category of “Library Resources” tended to be a bit more consistent across the institutions. Many respondents still find the resources at the respective institutions to be great, but the one improvement that tended to be universal was the need for more or better help in utilizing those resources. That was the second or third most prevalent comment at every institution except the Family History Library, where the main requests dealt with improving access to resources or providing more of them. Another item of interest that occurred with some frequency at the academic institutions was the request for more discipline specific resources. In this case, the comments mentioned a shortage of resources for specific subjects and were generally journal related. A similar request was made at the Family History library as respondents requested more area specific resources, needing genealogical materials for specific countries or locales.

Confusing and unfriendly continues to be an overriding theme for the “Library Web Site” comments. With the exception of Hawaii, this or some variation of it was the top concern of patrons. And in the case of Hawaii, these comments, though not the most prevalent singularly, were as prominent in sum total when compared to those that commented that the website was “Easy to use”. As such, it would seem that the institutions still need to work to find the balance between the desire to provide all of the wealth of information available against the practical need of patrons to simply get what they want and be done with it without having to wade through a complicated interface to do so. It will be interesting in future LibQUAL+® surveys at Provo to see how implementation of the Primo product and subsequent redesign of its web presence to incorporate that tool changes user perception of their website. If it does improve, then perhaps the other institutions may be able to use that data to add that product to their site.

“Online/electronic resources” had a few more comments than in the past primarily because of the increase in that category at the Family History Library. Here there were many that are asking for more such resources, especially digital and improving access to such resources. For the academics, the comments were generally positive as the wealth of online resources has begun to reach a point that patrons not only appreciate their availability, but also the accessibility of those resources, especially from locations off-campus. But again, there were several that wanted more or improved access. This is something that will continue to be something to always improve upon as these resources become the primary source of information for patrons.

CONCLUSION

LibQUAL+® has again proven to be a valuable asset to the Consortium of Church Libraries and Archives in their efforts to improve the resources and services they provide to the patrons at their respective facilities through understanding their patron's perceptions of those resources and services. What is particularly encouraging in light of the across the board improvement in the survey scores, it would appear that the results are being put to good use to improve the patron's experience at each of the institutions. But as before, there is always more that can be done. As more resources and new services become available due in large part to the advances in technology, the expectations of patrons will continue to increase. The challenge has been, is currently, and will always be keeping up with and meeting those expectations.

As a whole, the libraries continue to be considered great places to study and do research. The staffs are perceived as courteous, knowledgeable and responsive. The available resources and services are appreciated. But the noise level at the libraries has proven to be a sore spot with respondents. Steps need to be taken to address this issue at all the libraries in CCLA.

With the improvement in and number of resources and services has come a need to make them more accessible and provide better training in their use. And finally, efforts need to continue to make the resources and services provided through each of the CCLA library web sites easier to access by improving on the web sites themselves. The consortium would do well to continue to make every effort to tailor their web sites to not what they think their patrons need to be successful, but what their patrons say they need to meet their research and study requirements, which requires not just their input, but also extensive usability testing to support those claims. And where the institutions do not have control over design or presentation (such as off-site databases), improve the means to instruct patrons in the use of those resources.

Appendix A
List of Service Statements

Core statements

Affect of Service:

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

Information Control:

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

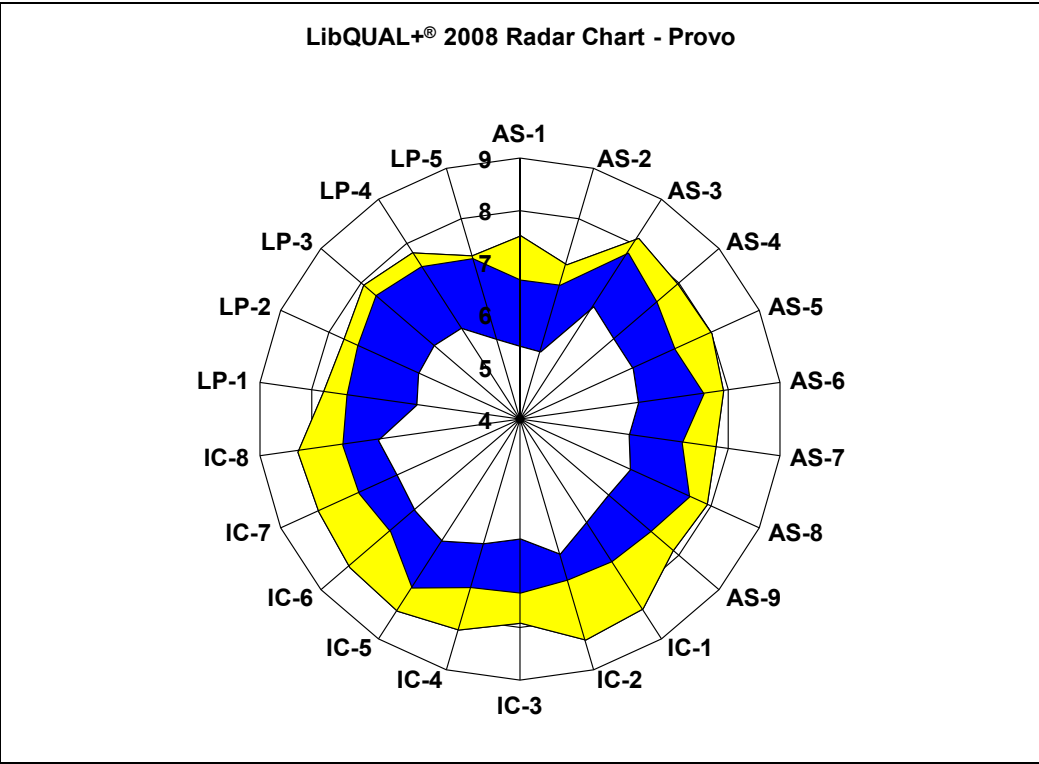
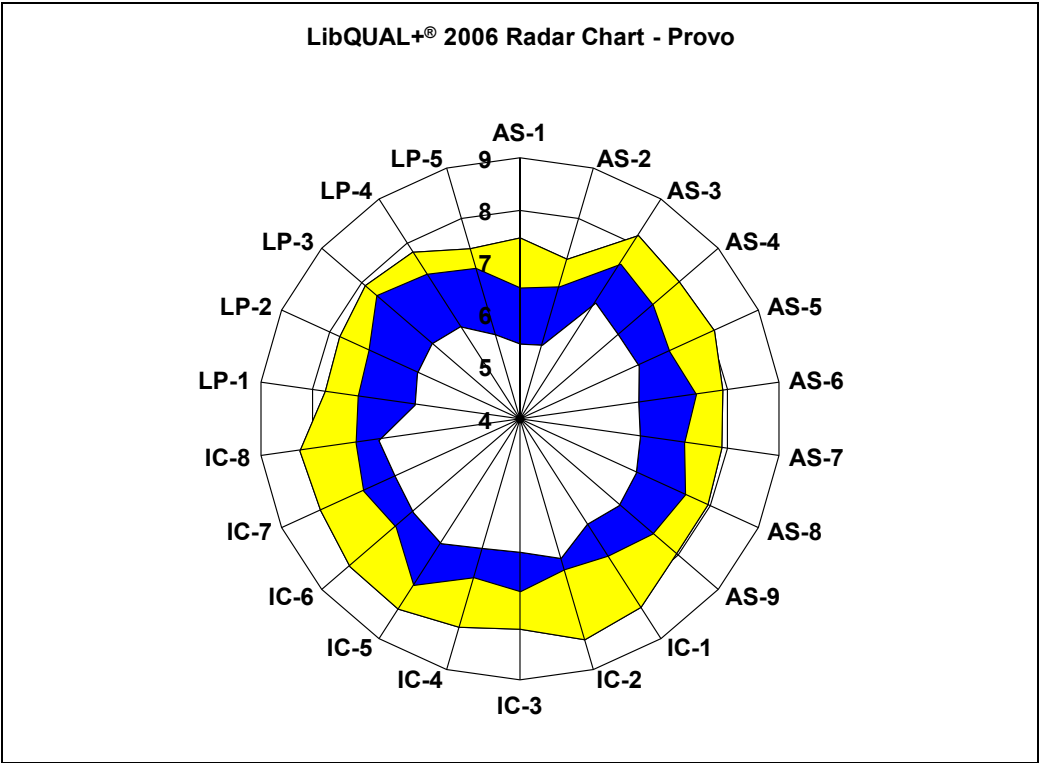
Library as Place:

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

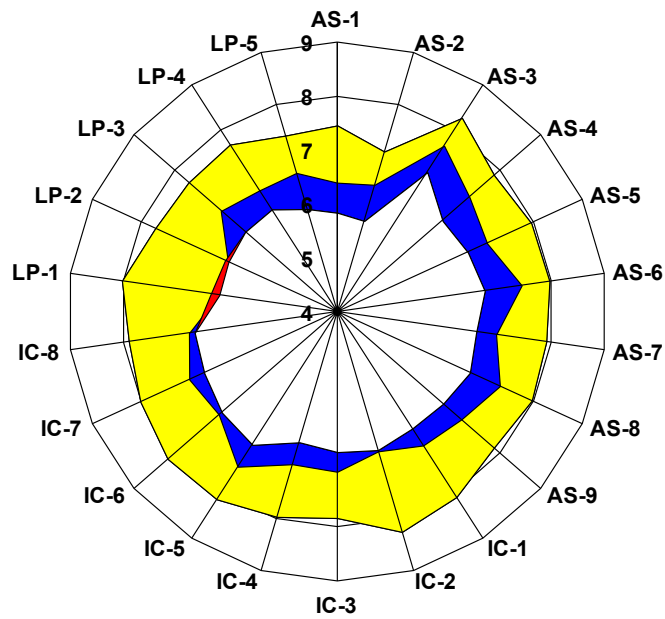
Local Statements:

- 1) Ease of use of electronic resources (Provo/SLC, FHL)
- 2) Fine and replacement policies that are reasonable (LDSBC)
- 3) Availability of subject specialist assistance (Provo/SLC)
- 4) Online course support (readings, links, references) (Hawaii)
- 5) Librarians teaching me how to effectively use the electronically available databases, journals, and books (Hunter)
- 6) Making me aware of library resources and services (Provo/SLC, LDSBC, FHL, Hawaii, Idaho, Hunter)
- 7) Teaching me how to locate, evaluate, and use information (Provo/SLC, LDSBC, FHL, Hawaii, Idaho)
- 8) Efficient interlibrary loan / document delivery (LDSBC, Hawaii, Idaho, Hunter)
- 9) Access to rare and historical materials, particularly those of LDS origin (Provo/SLC, FHL, Idaho)
- 10) Convenient service hours (LDSBC, FHL, Idaho)
- 11) Ability to navigate library Web pages easily (Hunter)
- 12) Adequate service hours (Hunter)
- 13) Space for group / individual study and research needs (Hawaii)

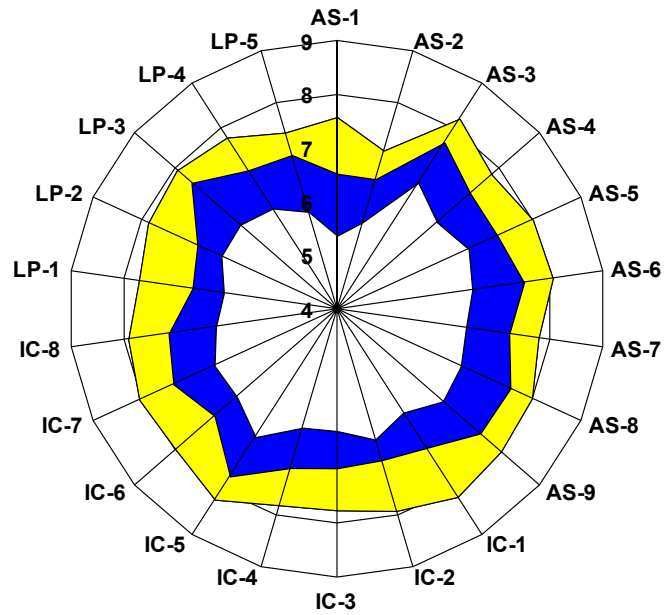
Appendix B
LibQUAL+® Radar Charts – 2006 to 2008 Changes



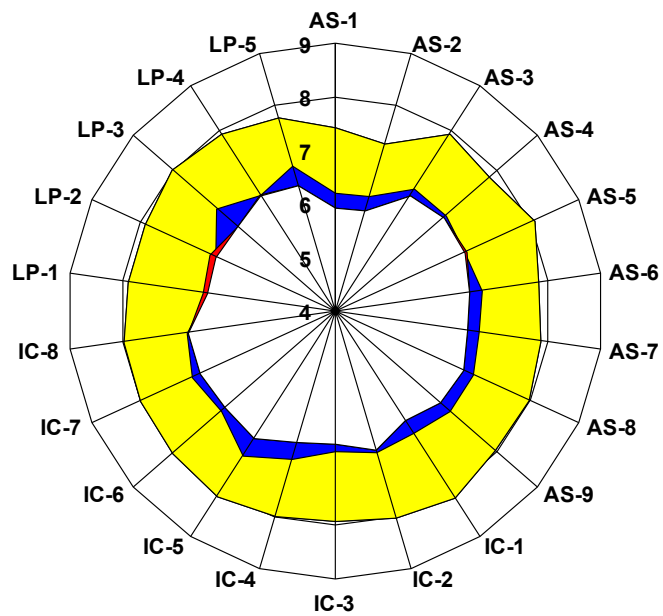
LibQUAL+® 2006 Radar Chart - Idaho



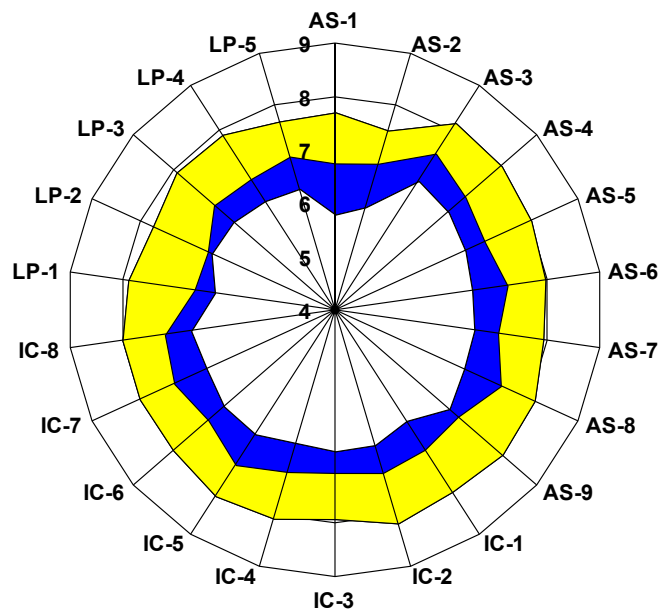
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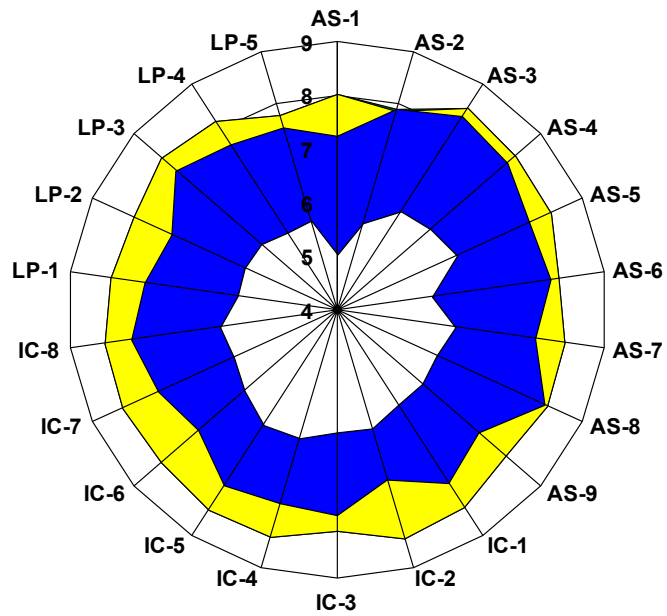
LibQUAL+® 2006 Radar Chart - Hawaii



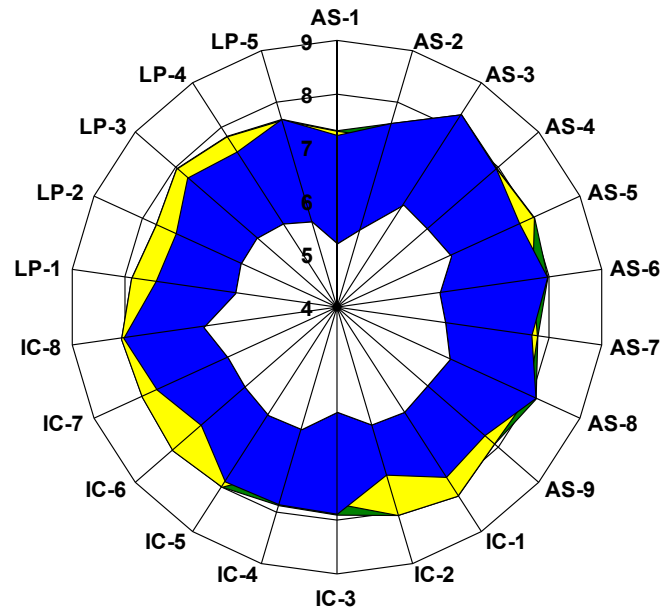
LibQUAL+® 2008 Radar Chart - Hawaii



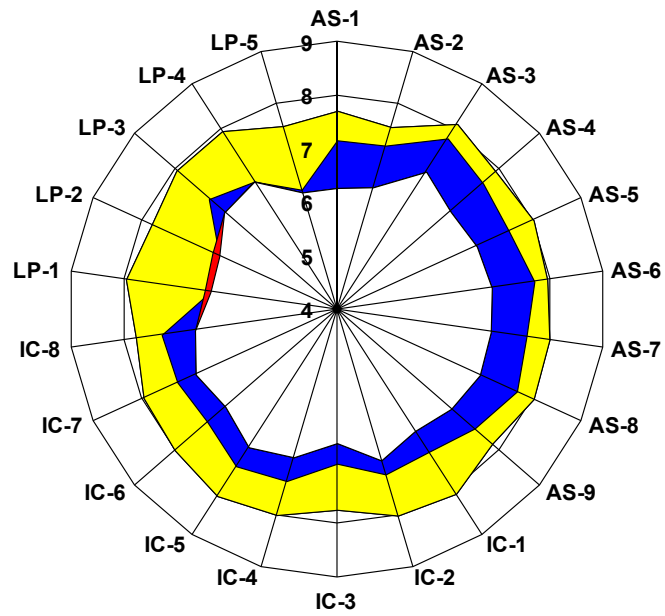
LibQUAL+® 2006 Radar Chart - Hunter



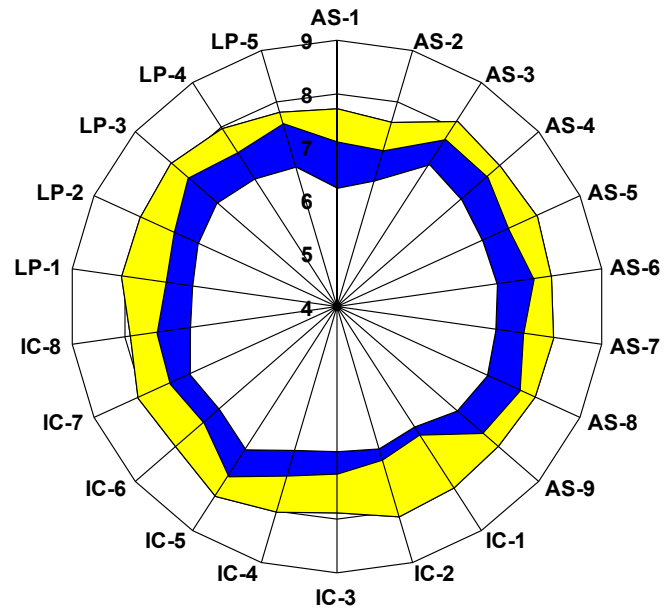
LibQUAL+® 2008 Radar Chart - Hunter



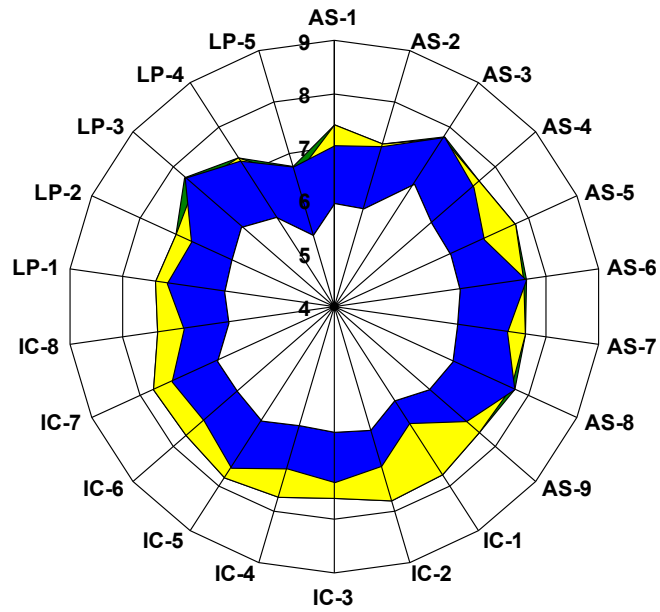
LibQUAL+® 2006 Radar Chart - LDSBC



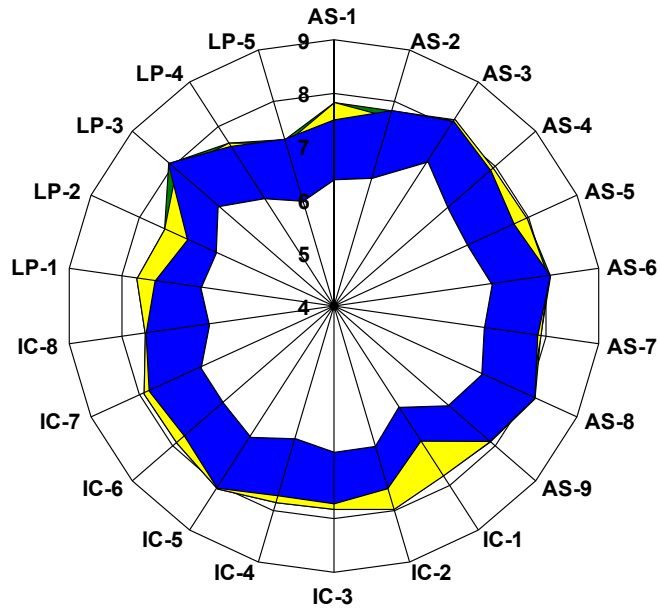
LibQUAL+® 2008 Radar Chart - LDSBC



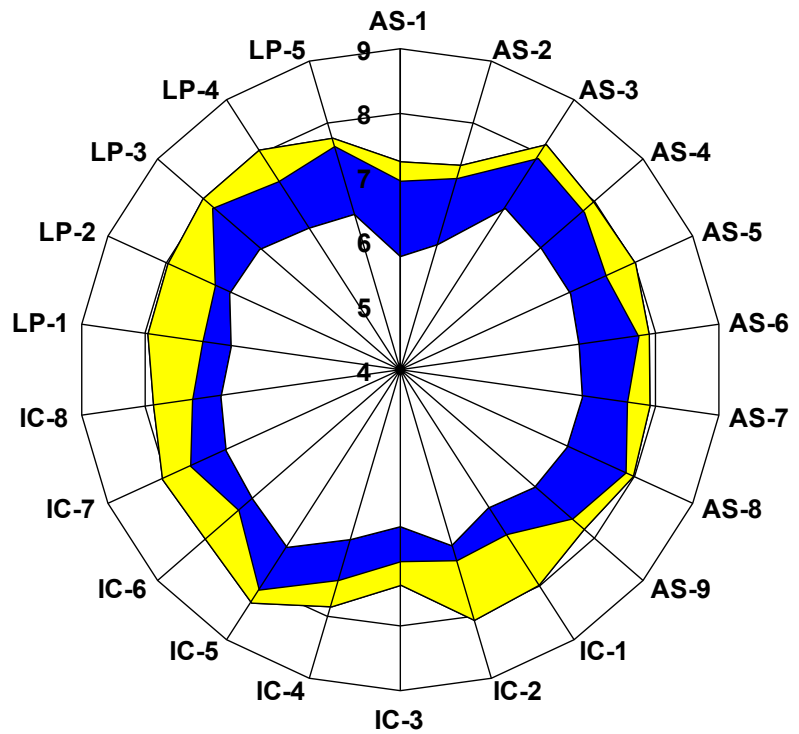
LibQUAL+® 2006 Radar Chart - FHL



LibQUAL+® 2008 Radar Chart - FHL

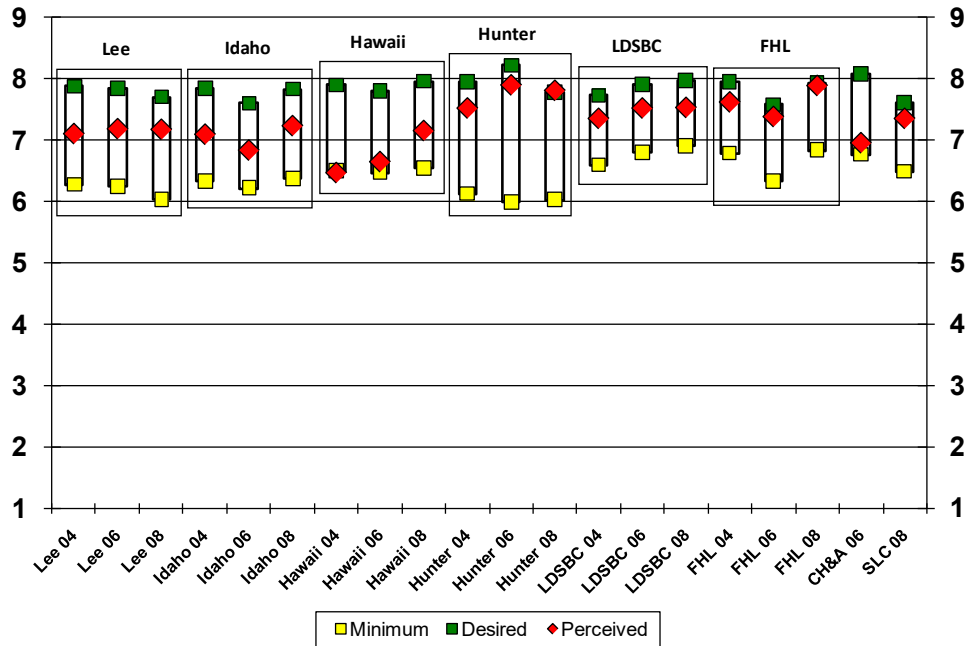


LibQUAL+® 2008 Radar Chart - SLC

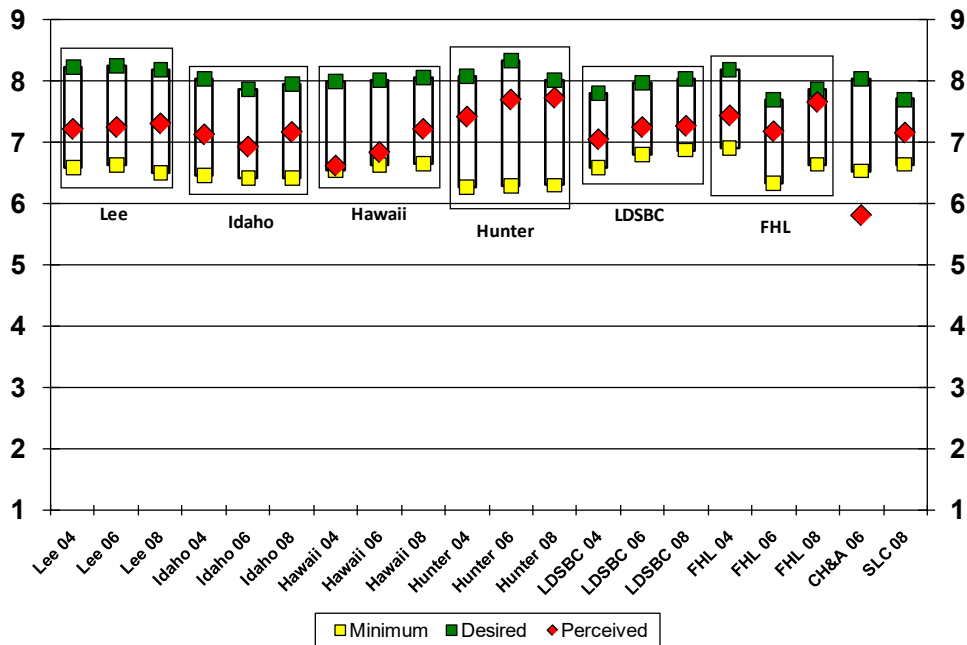


Appendix C
Zone of Tolerance Charts

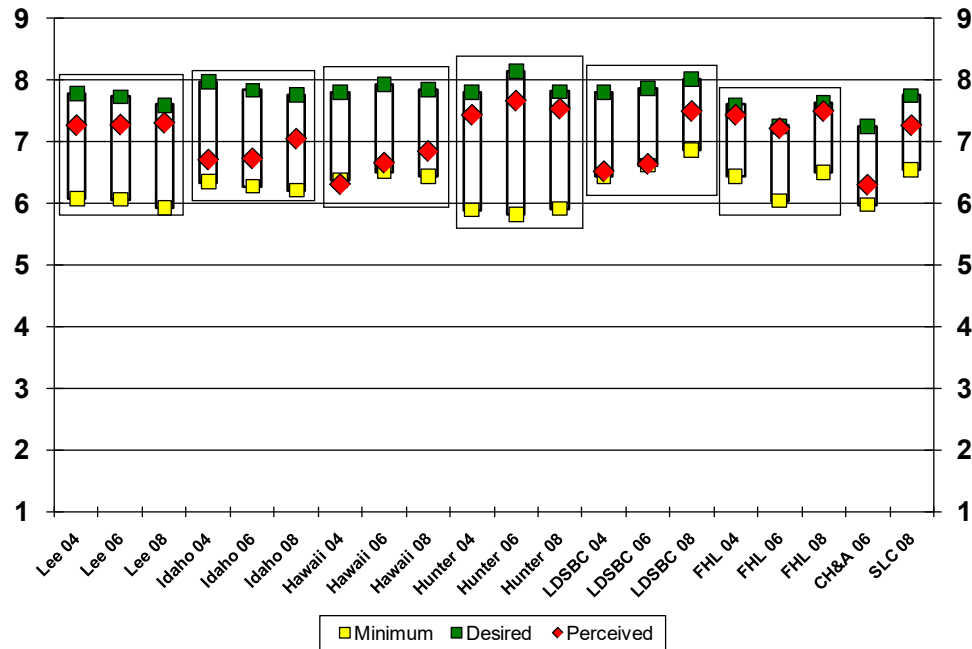
LibQUAL+® Zone of Tolerance
Affect of Service



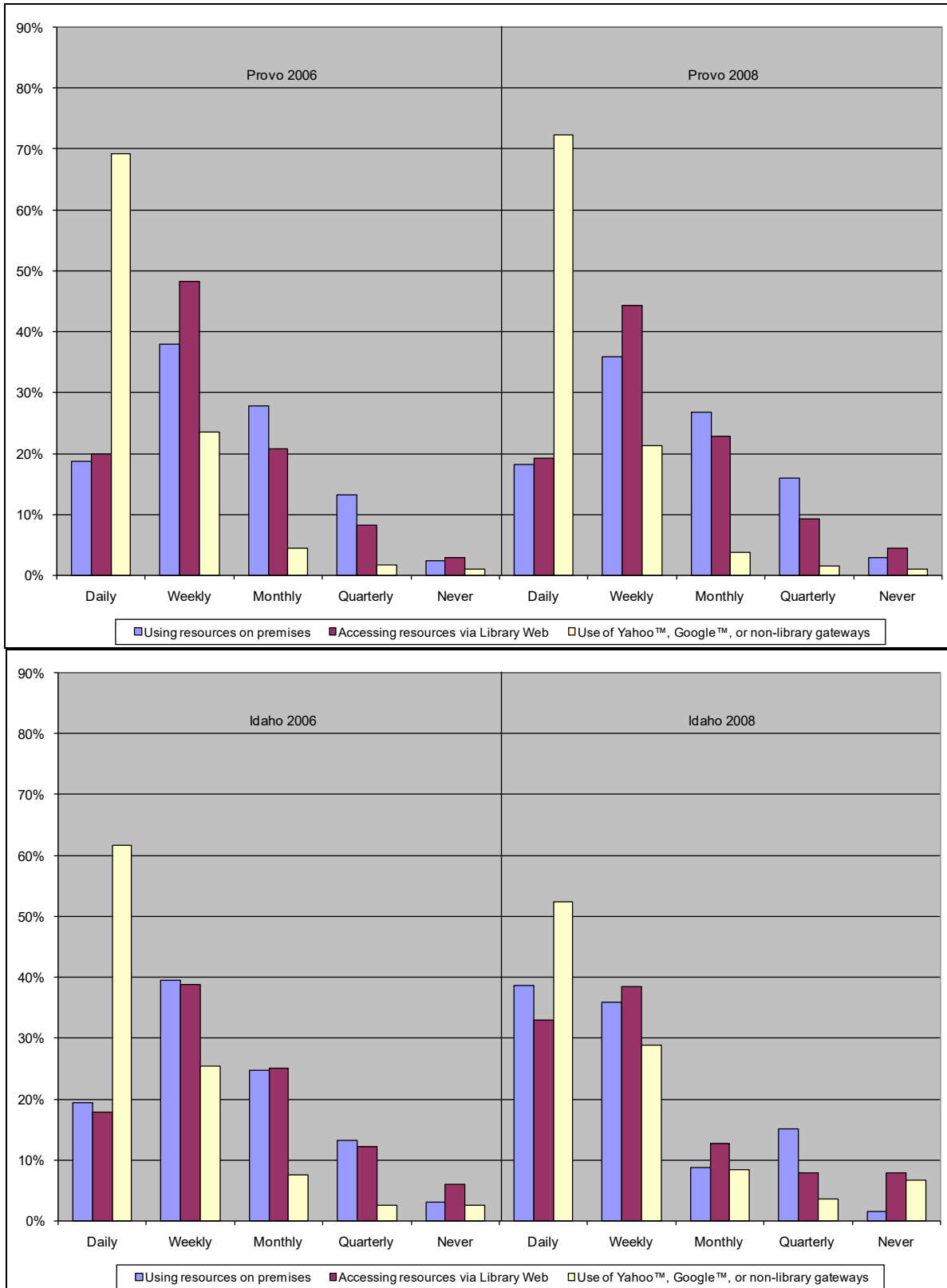
LibQUAL+® Zone of Tolerance
Information Control

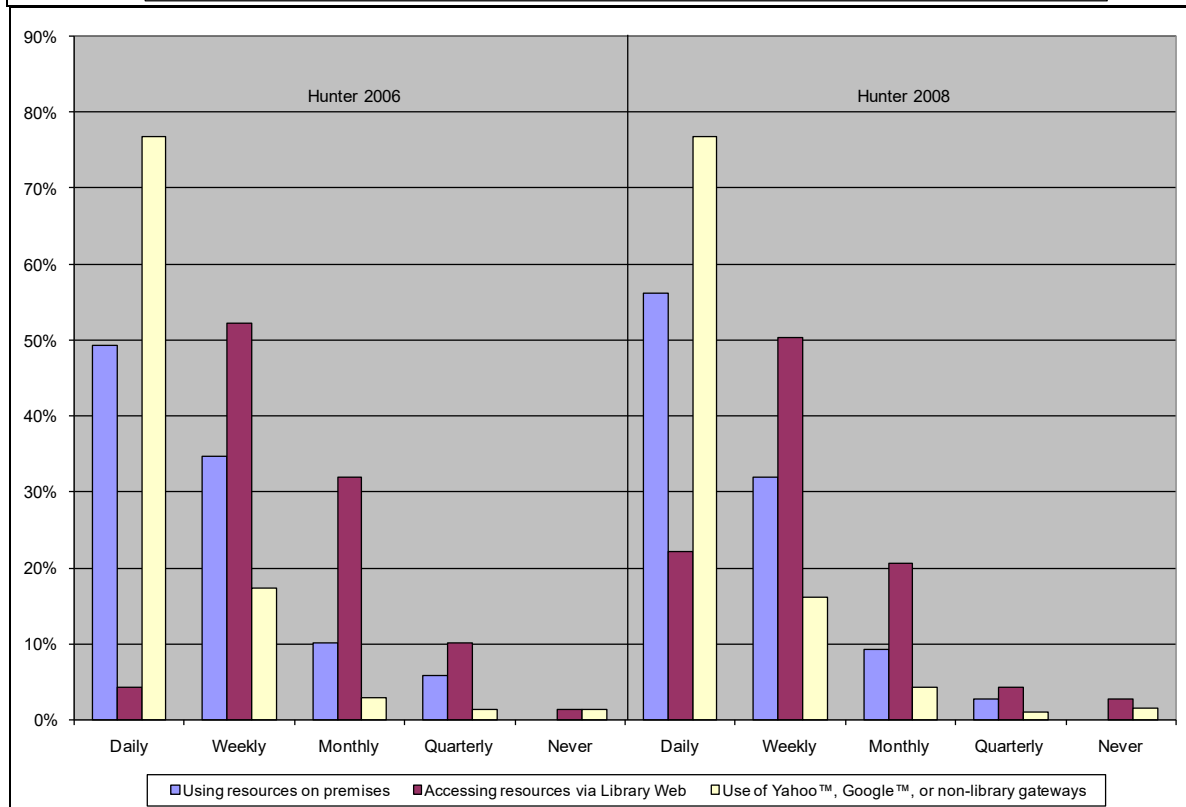
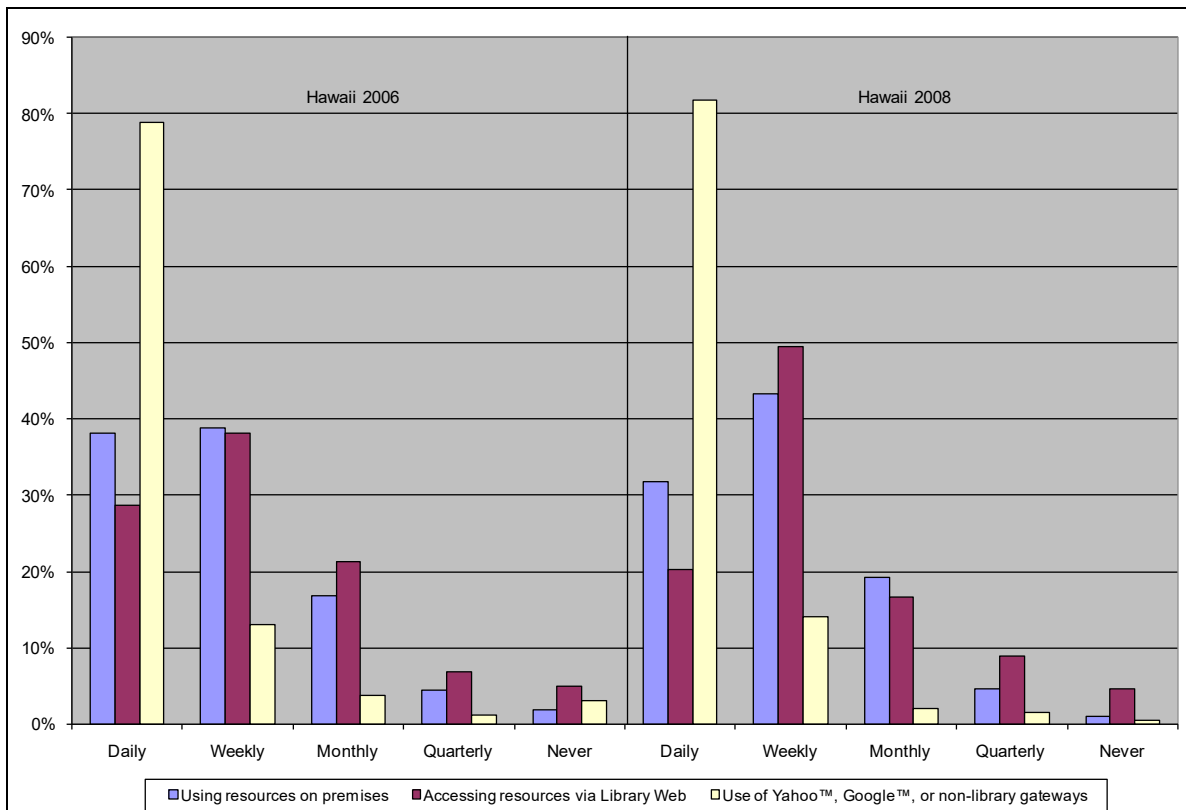


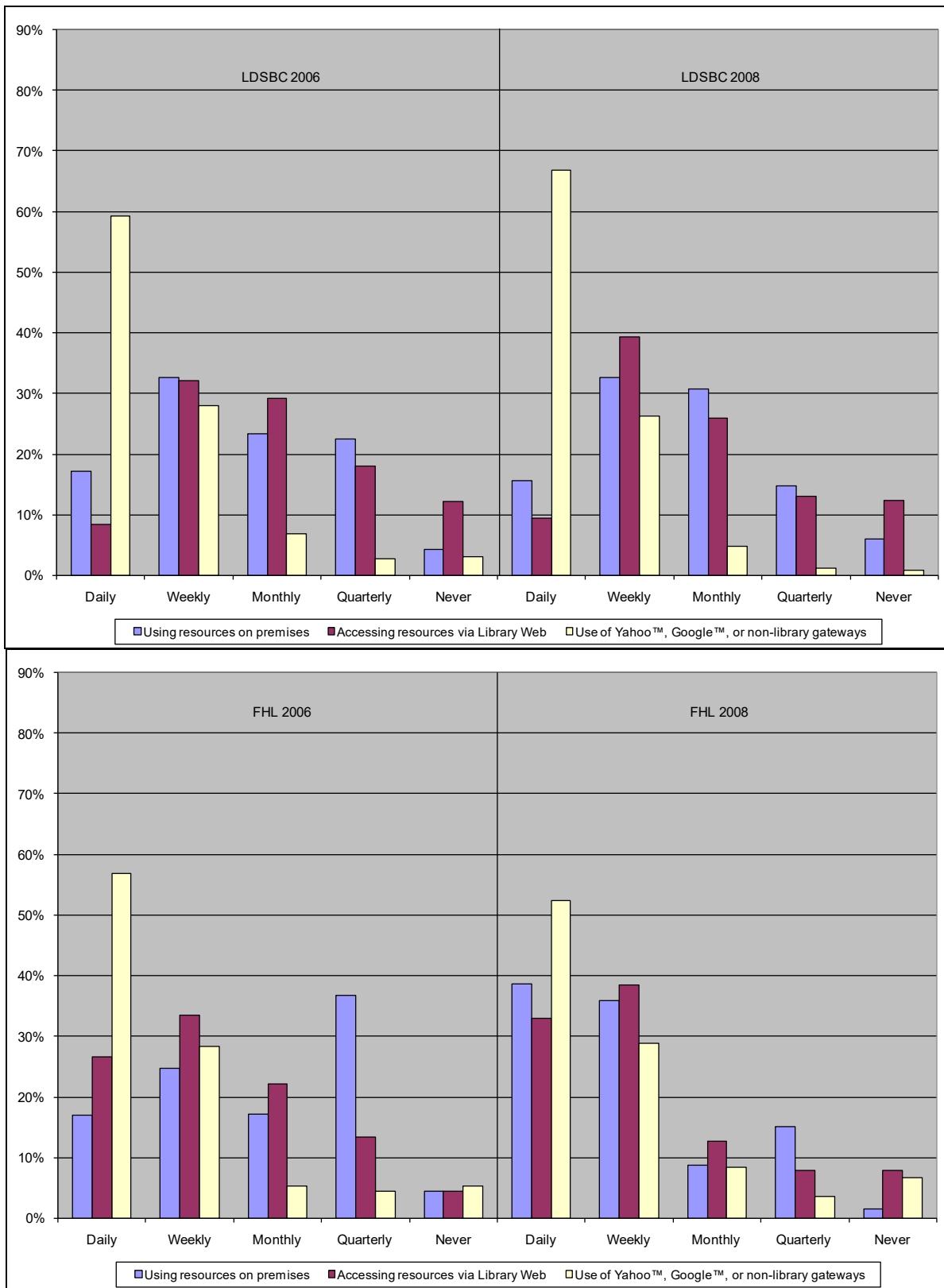
LibQUAL+® Zone of Tolerance Library as Place

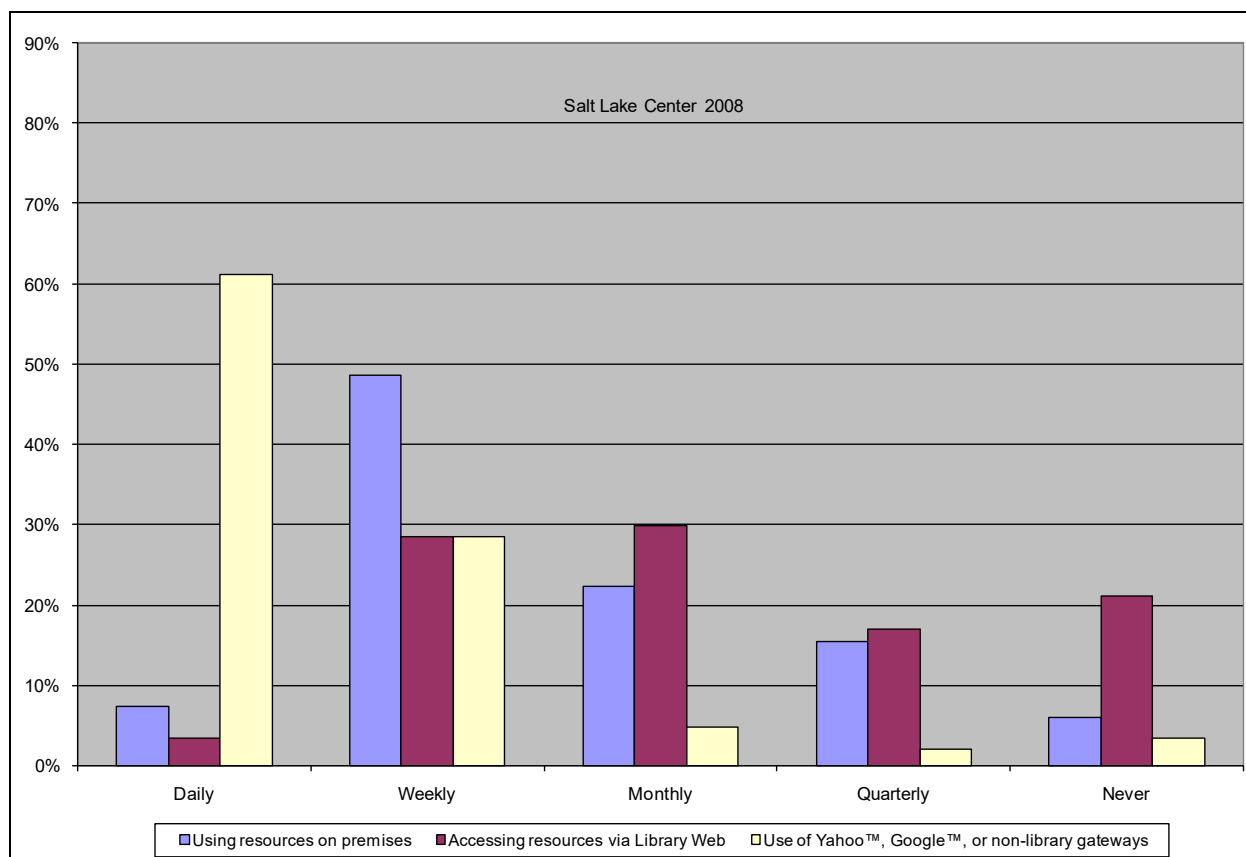


Appendix D Library Use Percentages

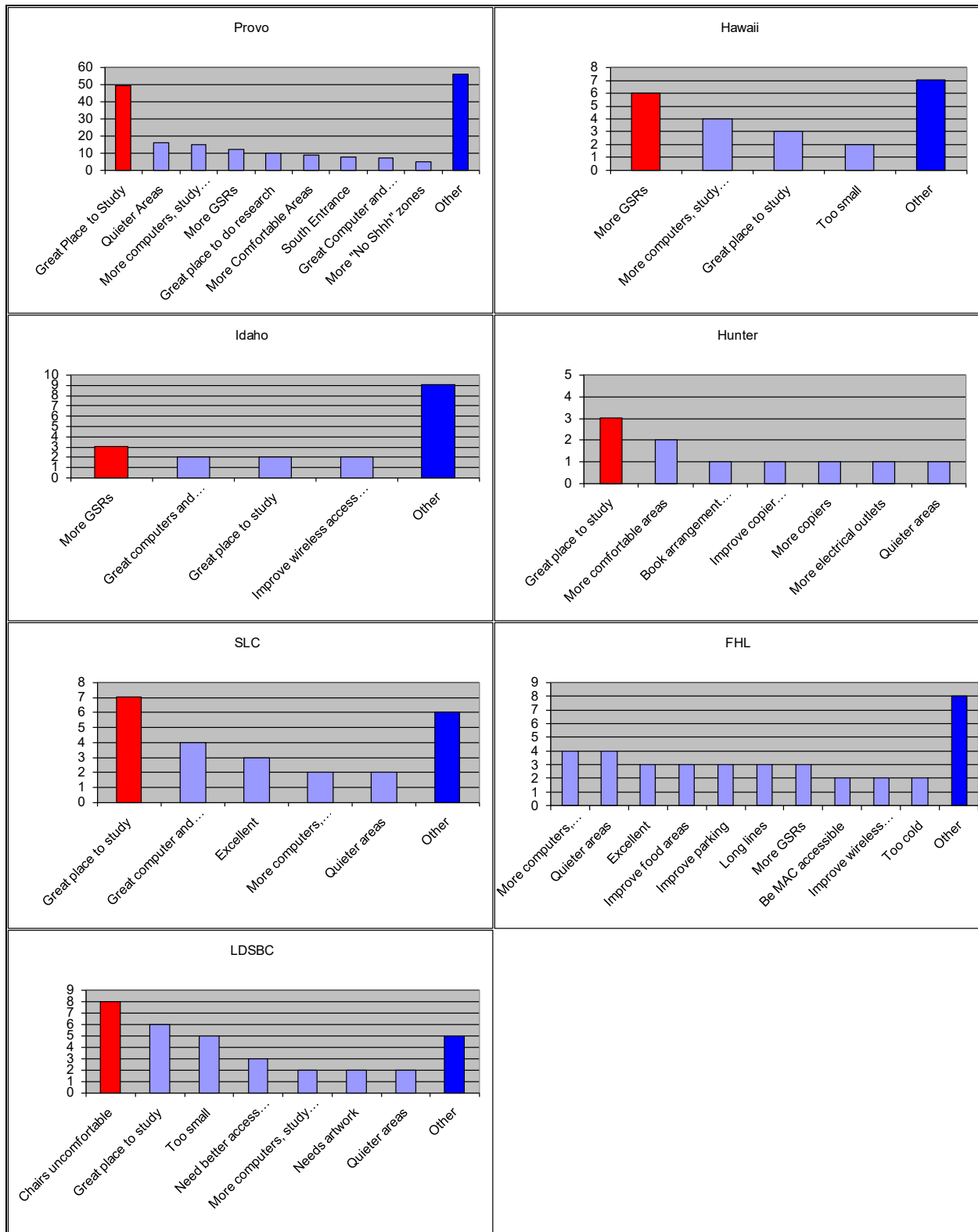




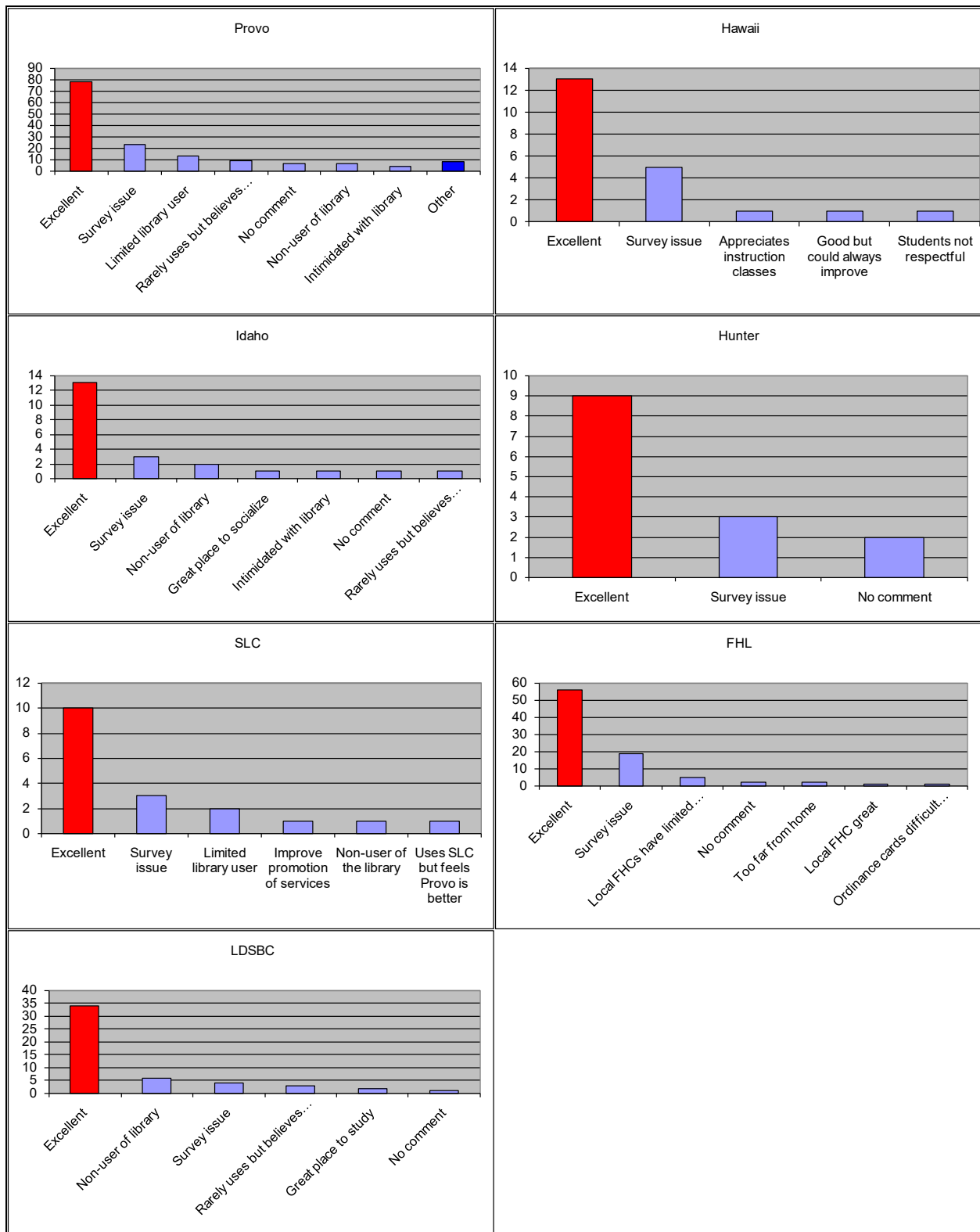




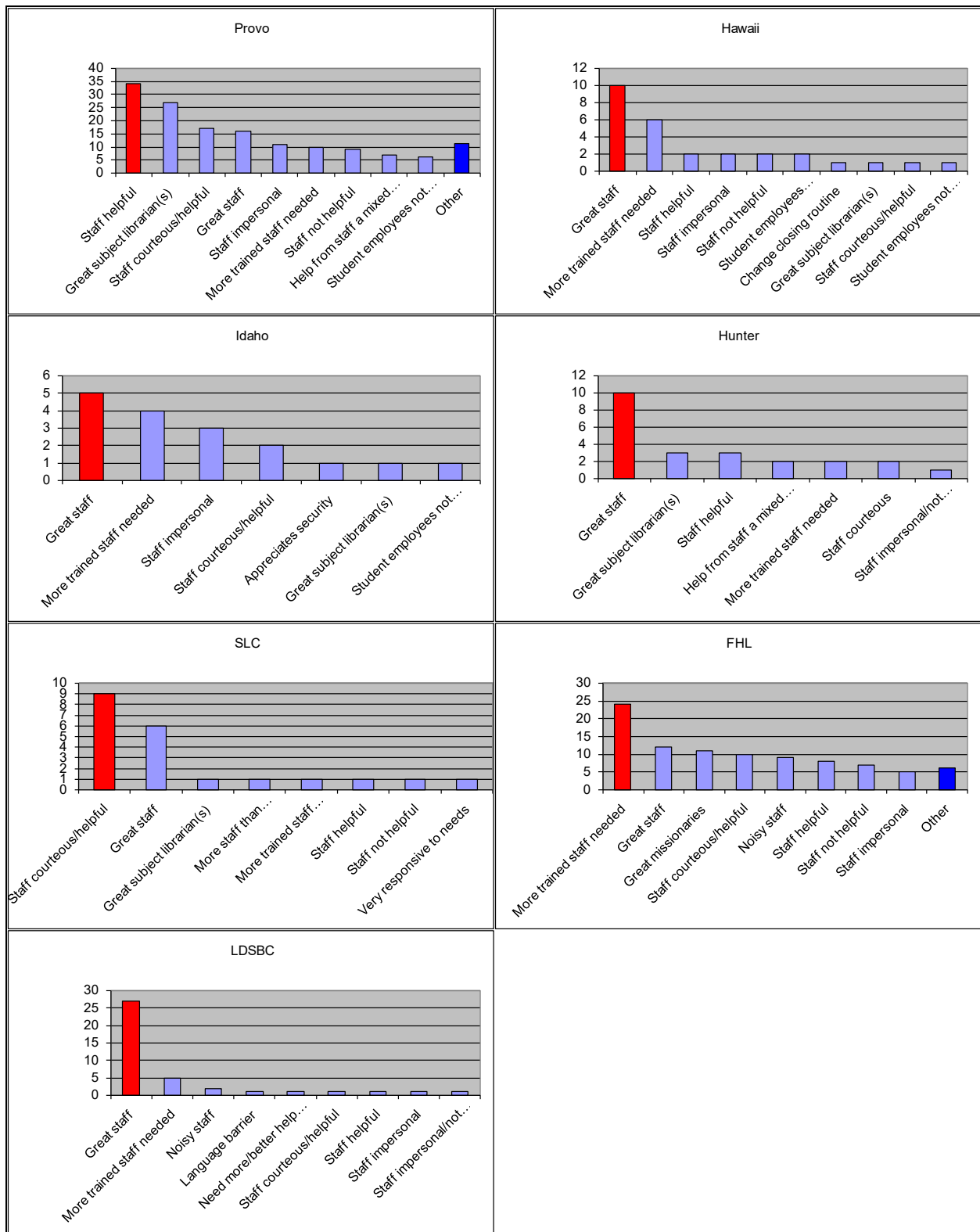
Appendix E Breakdown of Comment Categories – Facilities



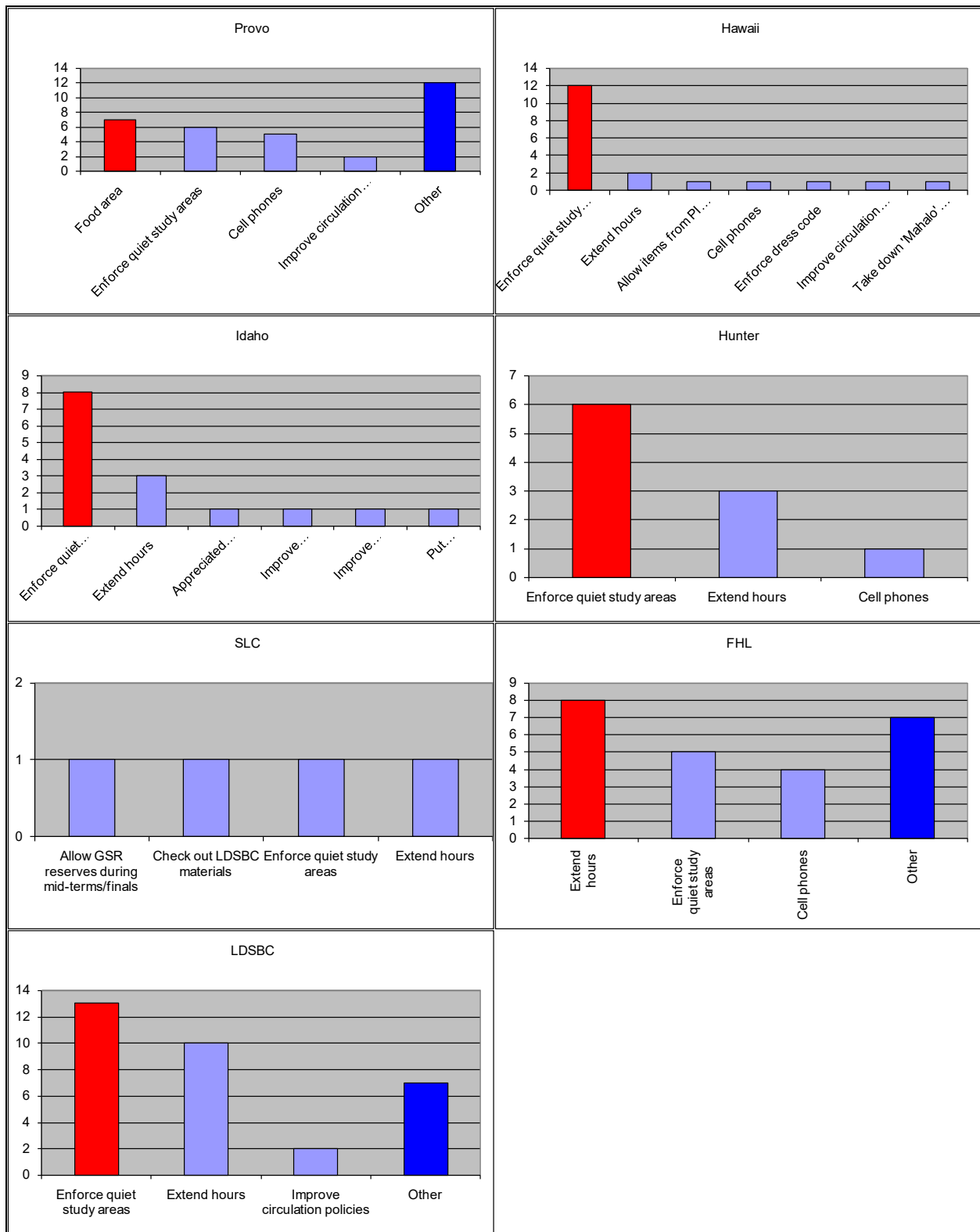
Breakdown of Comment Categories - General



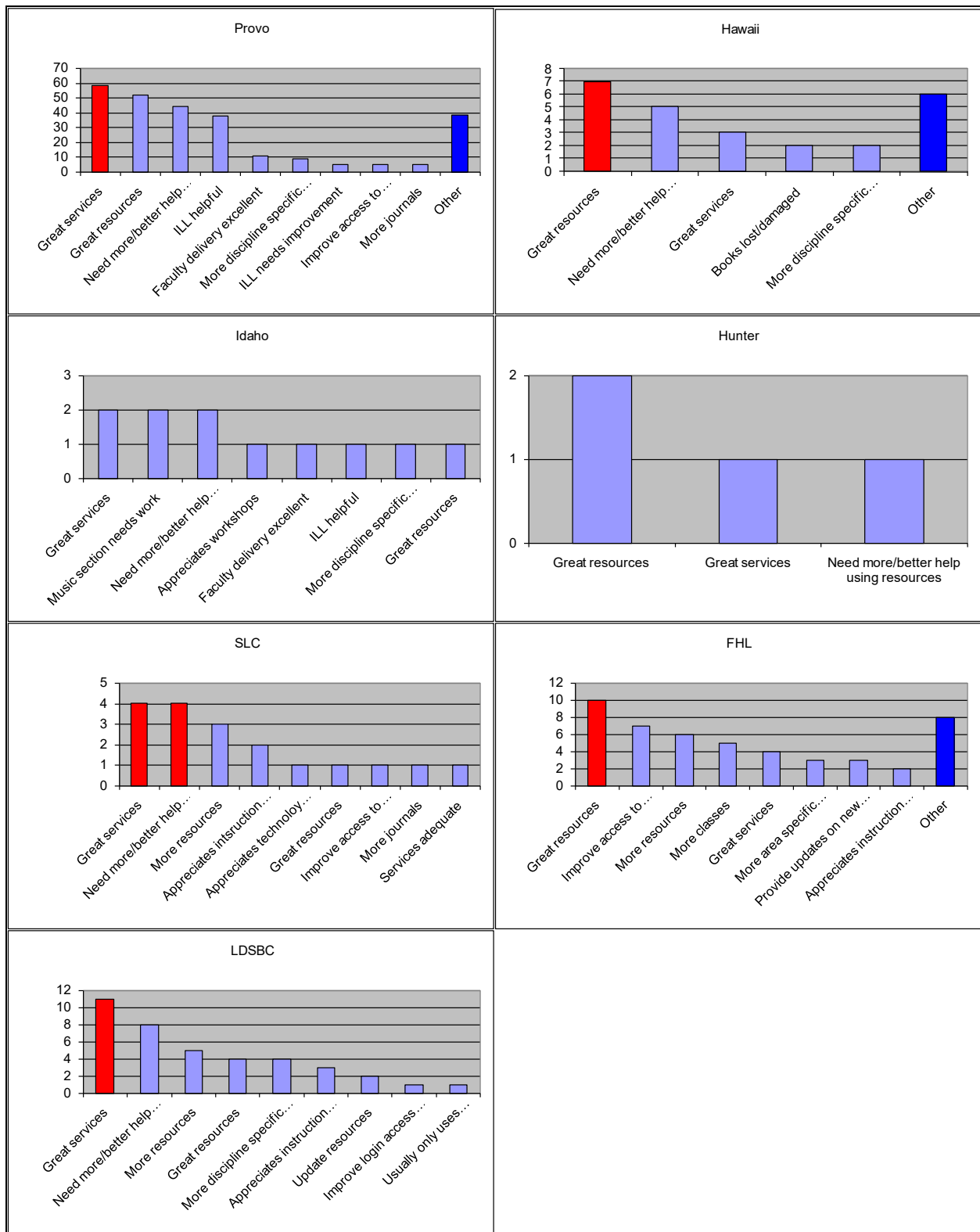
Breakdown of Comment Categories – Library Personnel



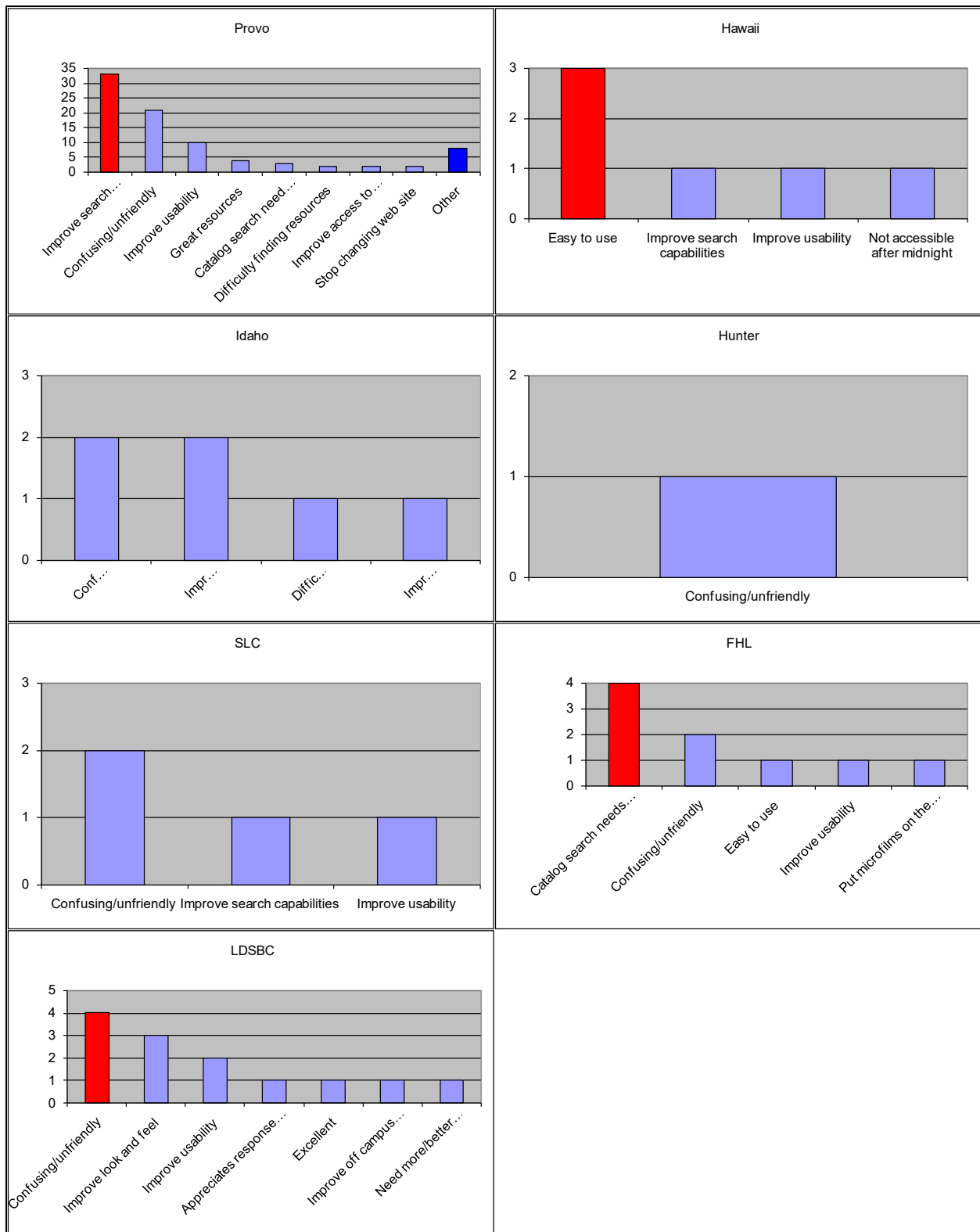
Breakdown of Comment Categories – Library Policies



Breakdown of Comment Categories – Library Resources



Breakdown of Comment Categories – Library Web Site



Breakdown of Comment Categories – Online/electronic Resources

