



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 Church 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 2010-2011 LibQUAL+[®] surveys 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). This was the third time the CCLA had participated, the first being completed during 2004, 2006, and again during 2008. For those past iterations the libraries conducted the survey in consort. However, for this latest round three institutions conducted the survey during 2010, while the others participated during the 2011 cycle. During 2010, LDSBC conducted its survey during the spring, while BYU-Hawaii and the Church History Library issued the survey during the fall. For 2011 the Howard W. Hunter Law library administered its LibQUAL+[®] survey in the spring, while BYU-Idaho and the Lee Library in Provo (with the BYU Salt Lake Center Library again participating as a branch library) did the same in the 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 the latest round of LibQUAL+[®] at the various libraries of the CCLA were the highest seen to date. Some was due to increased samples, but also efforts made at each institution to promote the survey bore fruit. The results were also fairly 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 the past, 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.

Except for a few exceptions, all institutions met the minimum expectations of service for nearly all of the core statements in the survey. However, only the Church History Library saw improvements in every item from their previous survey, which in large part was due to their relocation to their new building. Some institutions saw substantial declines, but still managed to meet patron expectations. And as always, the greatest need for improvement was in the Information Control dimension –the ability of the patron to find and access needed materials and information independently and remotely. This continues to be an issue for all libraries that participate in LibQUAL+[®].

The qualitative data from comments continued to show the same consistent needs as indicated in the past. In most cases, survey respondents found their respective library wonderful, but there were some needs that continue to be 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 feedback 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. And though all had areas where improvement was needed, over time it has been very evident from the results of LibQUAL+® that improvements have been made (and such will be seen in this report from the 2010/2011 surveys as well). 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.

All libraries within the CCLA, with the exception of the Family History Library, again participated in LibQUAL+® during one of the preceding years – 2010 or 2011. As noted in the introduction, LDSBC conducted its survey during the spring of 2010, while BYU-Hawaii and the Church History Library issued the survey during the fall of that same year. During 2011, the Howard W. Hunter Law library administered its LibQUAL+® survey in the spring, while BYU-Idaho and the Lee Library in Provo (with the BYU Salt Lake Center Library again participating as a branch library) did the same in the fall.

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. A separate report for the Consortium was also produced but included only those institutions that participated during 2011. 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, just as they were during 2008. 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 past surveys, 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

Because of the varying nature and size of the participating libraries, few 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

matriculated 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 Church History Library, most of those working in the LDS Church Office Building were encouraged to participate. In addition, a period was set aside where walk-in patrons to the library were also encouraged to participate with dedicated workstations set aside for that purpose.

Each institution was allowed to administer LibQUAL+® in whatever means they felt would be most effective for their library, which explains why some institutions opted to participate in 2010, while others did so during 2011. The original intent with LibQUAL+® was for CCLA to participate every other year. But given substantial changes at several of the institutions, which also affected CCLA, it was decided to allow the institutions to operate independently in conducting the survey, but each was still given the option to participate in 2010 if they so desired, which would have been the year for CCLA's next round. LDSBC, Hawaii and the Church History Library all opted to do just that, while the Lee Library, Hunter Law Library and Idaho decided to wait until 2011.

How each institution administered the various aspects of the survey was also left to their discretion. For instance, each institution was allowed to pick and choose local statements (supplemental to the core statements that all institutions use in their survey) 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. 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.

All institutions, with the exception of the Salt Lake Center had more respond to their survey than what they had seen in their previous effort – as reflected in the chart below showing the number of valid surveys returned for each institution for each year they participated in LibQUAL+® (see Figure 1). The Church History Library saw the greatest improvement in that area with a 158% increase in valid surveys. This was partly due to their new facility and the ability for walk-in patrons to participate in the survey, something that was not an option in 2006 when they last participated. But it was also felt that improved promotion of the library helped in response as well. Idaho saw the next largest percent increase (just over 150%) which was very encouraging, although their 2011 total still was short of their 2004 total, the first year they participated. Hawaii saw the next greatest increase in valid surveys (61%). This was a marked improvement over any of their previous iterations of the survey. Provo's increase was also substantial (43%), but was largely due to the increased sample size. For 2011, the Lee Library opted to utilize the new LibQUAL+ Lite® survey, which presented only a subset of the core statements to respondents in order to reduce the average time to take the survey and hence increase response (though it did not result in the latter from a percentage standpoint of total sampled). The reason for the increased sampling was to insure that ample data could be returned to adequately assess how different disciplines would respond to the various statements. The response numbers for Hunter were slightly better than their previous effort (18%) and the most to date for that institution.

The reason for the Salt Lake Center's lack of response during 2011 is a bit of a mystery. During 2008, it was perceived that there may have been more that frequent that library that took the survey than the 148 valid surveys returned that indicated they were responding for the SLC library. The reason for this phenomenon is the fact that many that attend classes at the Salt Lake Center were in actuality full-time students on the Provo campus. It was therefore felt that for this endeavor, only matriculated students be asked to participate this time around. Admittedly, this amounted to fewer being asked to participate, but it was felt it would provide a better representation of those that actually attend SLC and use its library. Unfortunately, this did not turn out to be the case as the overall response rate for the Salt Lake Center was 18%. However, that rate did exceed the 2008 figure of 9%, so in principle, response rate did improve. However, it would appear that the smaller numbers that were sent survey requests resulted in far fewer valid surveys.

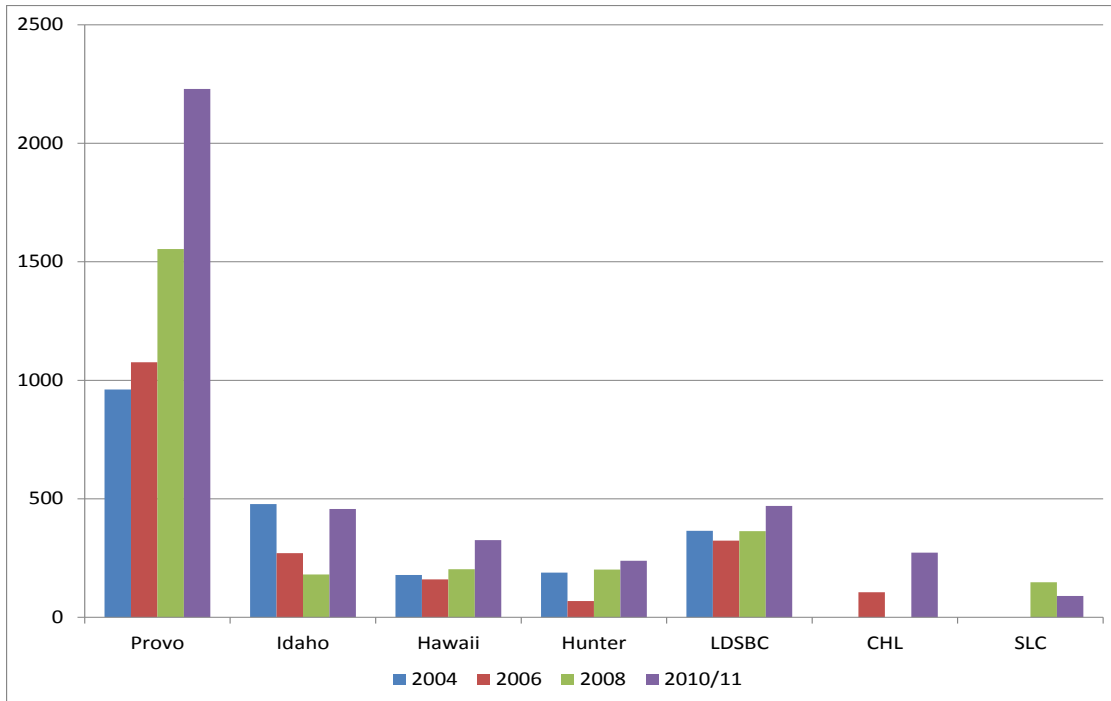


Figure 1 - Number of Valid Surveys

Though the overall numbers in terms of valid surveys were up significantly for the CCLA participating institutions, representativeness is still a more important means of assessing how well the final numbers match the demographic profiles of the respective institutions. 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. The summary of that can be seen in Figure 2 below. 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 CHL 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.

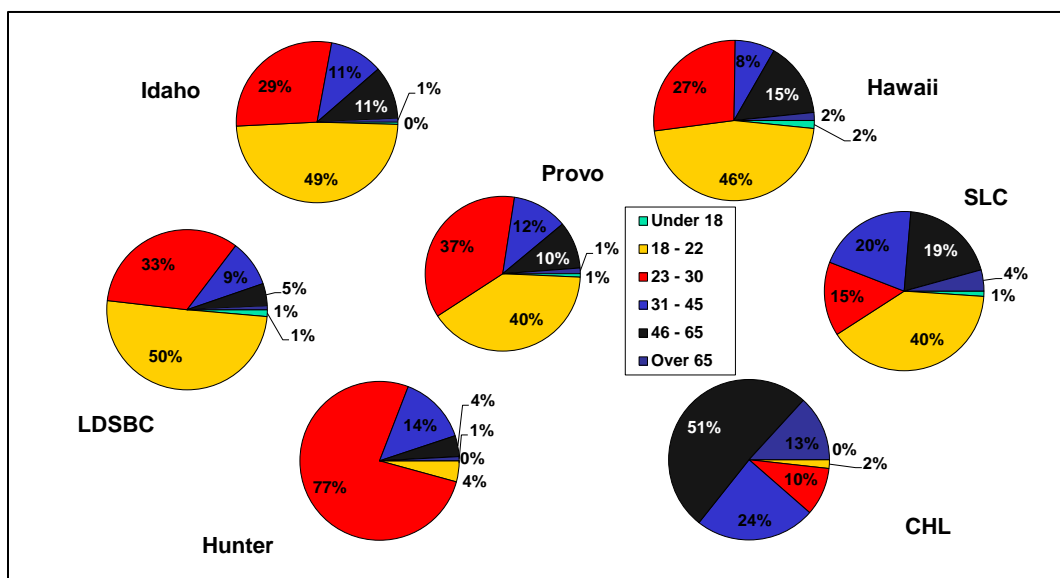


Figure 2 - CCLA Age Group Response Breakdown

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, or in the case of the Lee Library given its use of LibQUAL+ Lite®, one of the five options statements was randomly selected and included with the other randomly selected core statements. For 2010/2011, LDSBC and BYU-Hawaii were the only CCLA institutions that opted not to include five local statements. A list of bonus statements used at the rest 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.

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 2008 and 2010/2011, 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 years the institution participated for comparisons. Each set of values reflect a separate institution and correspond to the radar charts discussed above. Finally, 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.

All institutions but Hawaii saw improvement in their overall adequacy gaps scores from 2008, with the Church History Library seeing the most improvement. Provo's improvement did not quite match that seen in 2008, but overall it saw its overall gap improve once again, which it has done since it first participated in LibQUAL+® in 2001. The greatest improvement was seen in IC responses, with IC3, which deals with the printed materials needed for work showing the strongest improvement of all the core statements, and aside from some of the LP items, it also had the largest gap. IC2, which is about the website's ability to enable patrons to locate info, continues to be the smallest gap and actually dropped some in 2011. Idaho saw improvement in most items with the greatest improvement seen in AS2 (Giving users individual attention) and IC3 (see description above). IC6 (Easy-to-use access tools that allow patrons to find things on their own) shared lowest gap honors with IC2. Curiously, Hawaii lost many of the gains it made in 2008, with the greatest declines in AS1 (Employees who instill confidence in users), AS4 (Readiness to respond to users' questions), and AS8 (Willingness to help users). Fortunately, however, the gap scores, overall, were still greater than what had been seen in 2006. Hunter rebounded from the gaps seen in 2008 mainly because many of the minimum levels appeared to drop from 2008 to 2011, thus contributing to a perception of improvement. LDSBC saw marked improvement in all areas, particularly in the AS dimension statements. But the other dimensions also saw gains, which for LP is still attributable to their moving to the facility in the Triad Center in Salt Lake. In the case of Church History, it would appear that all levels, desired, perceived and minimum, went up from 2006 to 2010. However, the gaps also appeared to increase as well implying that the perceived levels increased more than the minimums. But IC1 (Making electronic resources accessible from home or office) and IC2 (see above) continue to have the lowest gap scores for any of the core statements, yet they also saw some of the largest improvement also. The Salt Lake Center saw an overall improvement from 2008 to 2011 with two areas, LP2 (Quiet space for individual study) and IC3 (see defined above) seeing huge increase. But several areas dropped significantly over that period as well.

Besides the specific points noted above, there are some areas that as seen in the past tended to be consistent issues with each library and it would serve them well to work together to remedy. The one to stand out each year, and not just with CCLA institutions, but with virtually any institution that participates in the survey, has been IC2 – A library Web site enabling one to locate information on their own. Libraries have so much to offer patrons, but have always struggle to find the balance between providing a user friendly and easy to search tool versus putting everything they think important before the user in order to help them see the wealth of treasures available at their fingertips. Even with the advent of more sophisticated search mechanisms, library sites continue to frustrate those that use them. And the gap scores reflect that. An item related to that which for most all the institutions was also low in meeting user expectations was IC6 – Easy-to-use access tools that allow one to find things on their own.

It should be noted, however, that Information Control (IC) statements have consistently been the statements hardest for libraries to meet user's expectations, not to mention have the highest expectations (largest average desired scores, although AS desired scores gave them a run for their money at Hawaii and LDSBC), and this round was no exception for the CCLA institutions. Despite that, substantial gains were made in many of the IC statements by some of the institutions. IC3 (The printed library materials needed for work) consistently saw the most gains. Making electronic resources accessible from home or office (IC1) also saw quite a bit of improvement.

Affect of Service (AS) 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. AS2 (Giving users individual attention) had the highest or next to highest gap at every institution. Staffs at each of the libraries have done an outstanding job of being there for their patrons. 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 AS9 – “Dependability in handling users’ service problems”.

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 the institutions. The Church History Library saw the greatest improvement, which would reflect the beautiful new facility completed shortly before the survey was administered. LDSBC also continued to show marked improvement here as well given their new home in the Triad Center in downtown Salt Lake has proven to be very much appreciated by the students at the college. Hawaii, however, saw any gains made with the 2008 survey evaporate in 2010, with LP5 (Community space for group learning and group study) having the largest drop in gap score. But given their small facility and increasing student body, it becomes increasingly difficult to provide ample space needed. LP3 (A comfortable and inviting location) tended to be have the largest gap for each institution with LP2 (Quiet space for individual activities) the lowest for all (except the Salt Lake Center, where it was actually the highest). These facilities, particularly at the academic institutions, are important centers for learning and patrons find them to be places where such is foster and can comfortable accommodate that need. But at the same time, as is highlighted in the qualitative results below, despite the trend to collaborative learning, quiet areas for individual study are still very much in demand.

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+[®]. From this it is readily evident in what dimensions institutions appear to be meeting expectations and in what dimensions institutions have room for improvement.

Table 2 summarizes results from the local statements. In the past, and as is evident in many of the local statements used by the libraries this year, responses tended to be very positive as the institutions were easily able to meet the expectations of patrons for the given statement. This year a local statement chosen by three of the institutions was a notable exception – Ability to navigate library Web pages easily. For Provo, the Salt Lake Center, and Hawaii, the perceived value was very close to the minimum, and in the case of the Salt Lake Center (which uses the same Web presence as Provo), it was even less resulting in a negative adequacy gap. This did not come as a big surprise as this mirrored IC2 and IC6, which also consistently has had low gap scores.

It is also interesting to compare where institutions asked similar statements and where the gap at one institution was greater than another for that specific question, where 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 “Teaching me how to locate, evaluate, and use information” was shared by Idaho, Hawaii and the Church History Library. Idaho’s adequacy gap here was very large (although it should be noted that the minimum level was the lowest of the three, while their perceived value was in the middle of them). Perhaps there may be ways that the process used in Idaho for instruct patrons relative to information literacy might assist patrons Hawaii and the Church History Library.

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

		Provo 2008				Provo 2011				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.41	6.68	7.54	1.27	5.83	7.00	7.36	1.17	-0.10
	AS-2	5.36	6.69	7.11	1.33	5.37	6.75	6.83	1.38	0.05
	AS-3	6.58	7.80	8.15	1.22	6.41	7.79	7.96	1.38	0.16
	AS-4	6.36	7.44	7.97	1.08	6.18	7.50	7.79	1.32	0.24
	AS-5	6.36	7.24	8.00	0.88	6.46	7.41	7.96	0.95	0.07
	AS-6	6.27	7.53	7.90	1.26	6.22	7.55	7.85	1.33	0.07
	AS-7	6.09	7.11	7.75	1.02	6.15	7.28	7.68	1.13	0.11
	AS-8	6.30	7.54	7.90	1.24	6.31	7.55	7.86	1.24	0.00
	AS-9	6.21	7.27	7.83	1.06	6.29	7.16	7.77	0.87	-0.19
Information Control	IC-1	6.33	7.22	8.30	0.89	6.26	7.15	8.09	0.89	0.00
	IC-2	6.68	7.19	8.39	0.51	6.44	6.89	8.12	0.45	-0.06
	IC-3	6.28	7.31	7.89	1.03	5.87	7.36	7.35	1.49	0.46
	IC-4	6.47	7.34	8.19	0.87	5.93	7.09	7.75	1.16	0.29
	IC-5	6.76	7.82	8.35	1.06	6.38	7.52	7.96	1.14	0.08
	IC-6	6.66	7.27	8.31	0.61	6.24	6.96	8.11	0.72	0.11
	IC-7	6.58	7.38	8.23	0.80	6.22	7.11	7.91	0.89	0.09
	IC-8	6.74	7.42	8.29	0.68	6.27	7.28	7.77	1.01	0.33
Library as Place	LP-1	6.00	7.34	7.80	1.34	5.62	7.12	7.45	1.50	0.16
	LP-2	6.14	7.41	7.71	1.27	6.02	7.24	7.50	1.22	-0.05
	LP-3	6.18	7.64	7.96	1.46	5.97	7.50	7.81	1.53	0.07
	LP-4	6.09	7.49	7.82	1.40	5.91	7.33	7.62	1.42	0.02
	LP-5	5.61	7.22	7.29	1.61	5.42	7.14	7.00	1.72	0.11
Overall		6.21	7.89	7.28	1.07	6.08	7.26	7.70	1.18	0.11

		Idaho 2008				Idaho 2011				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.37	6.53	7.58	1.16	5.50	6.67	7.48	1.17	0.01
	AS-2	5.69	6.53	7.08	0.84	5.34	6.60	7.04	1.26	0.42
	AS-3	6.80	7.70	8.22	0.90	6.75	7.82	8.22	1.08	0.18
	AS-4	6.47	7.29	7.82	0.82	6.40	7.46	7.95	1.06	0.24
	AS-5	6.70	7.29	8.01	0.59	6.48	7.33	7.97	0.84	0.25
	AS-6	6.55	7.52	8.06	0.97	6.59	7.69	8.04	1.10	0.13
	AS-7	6.43	7.24	7.79	0.81	6.41	7.37	7.86	0.96	0.15
	AS-8	6.54	7.55	7.99	1.01	6.52	7.59	8.00	1.08	0.07
	AS-9	6.61	7.53	8.04	0.92	6.24	7.18	7.87	0.94	0.02
Information Control	IC-1	6.28	7.07	8.15	0.79	6.09	6.89	7.87	0.80	0.01
	IC-2	6.52	6.93	7.91	0.41	6.33	6.86	7.98	0.52	0.11
	IC-3	6.26	6.96	7.74	0.70	6.12	7.23	7.82	1.12	0.42
	IC-4	6.29	7.08	7.80	0.79	6.12	7.09	7.84	0.96	0.17
	IC-5	6.82	7.70	8.21	0.88	6.71	7.54	8.20	0.83	-0.05
	IC-6	6.48	7.03	7.98	0.55	6.43	6.95	8.09	0.52	-0.03
	IC-7	6.52	7.36	8.05	0.84	6.41	7.28	8.05	0.87	0.03
	IC-8	6.29	7.18	7.93	0.89	6.18	7.20	7.77	1.02	0.13
Library as Place	LP-1	6.14	6.73	7.73	0.59	6.20	6.97	7.93	0.77	0.18
	LP-2	6.38	6.87	7.87	0.49	6.29	7.11	7.85	0.82	0.33
	LP-3	6.40	7.60	7.95	1.20	6.19	7.31	7.99	1.12	-0.08
	LP-4	6.23	7.08	7.80	0.85	6.19	7.13	7.89	0.94	0.09
	LP-5	5.89	7.00	7.43	1.11	5.88	7.56	7.20	1.32	0.21
Overall		6.35	7.85	7.17	0.82	6.21	7.16	7.81	0.96	0.14

		Hawaii 2008				Hawaii 2010				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.80	6.76	7.71	0.96	6.61	6.62	7.73	0.01	-0.95
	AS-2	6.02	6.87	7.51	0.85	6.68	7.28	7.39	0.60	-0.25
	AS-3	6.89	7.50	8.17	0.61	7.37	7.58	8.04	0.22	-0.39
	AS-4	6.81	7.24	8.12	0.43	6.96	6.85	7.82	-0.11	-0.54
	AS-5	6.68	7.09	8.03	0.41	6.63	7.15	7.93	0.52	0.11
	AS-6	6.59	7.27	7.97	0.68	6.90	7.17	8.06	0.26	-0.42
	AS-7	6.63	7.09	7.93	0.46	6.90	7.30	8.03	0.40	-0.06
	AS-8	6.65	7.42	8.10	0.77	6.65	6.93	8.00	0.28	-0.49
	AS-9	6.83	7.05	8.14	0.22	6.90	7.14	7.88	0.24	0.02
Information Control	IC-1	6.47	7.11	8.05	0.64	6.60	7.09	8.09	0.49	-0.15
	IC-2	6.64	7.18	8.17	0.54	6.72	6.88	7.96	0.16	-0.38
	IC-3	6.65	7.05	7.92	0.40	6.60	6.94	7.62	0.35	-0.05
	IC-4	6.60	7.16	8.08	0.56	6.32	6.89	7.69	0.57	0.01
	IC-5	6.77	7.45	8.15	0.68	6.88	7.30	8.04	0.41	-0.27
	IC-6	6.76	7.15	8.02	0.39	6.66	6.93	8.05	0.27	-0.12
	IC-7	6.65	7.32	8.03	0.67	6.67	7.01	7.72	0.34	-0.33
	IC-8	6.73	7.23	8.03	0.50	6.84	7.01	7.99	0.18	-0.32
Library as Place	LP-1	6.28	6.67	7.92	0.39	6.52	6.90	7.88	0.38	-0.01
	LP-2	6.55	6.63	7.76	0.08	6.72	6.83	7.83	0.11	0.03
	LP-3	6.53	7.01	7.94	0.48	6.82	7.22	7.92	0.40	-0.08
	LP-4	6.44	6.93	7.91	0.49	6.61	6.96	7.85	0.35	-0.14
	LP-5	6.38	7.01	7.69	0.63	6.64	7.01	7.75	0.37	-0.26
Overall		6.56	7.97	7.11	0.55	6.67	7.02	7.87	0.36	-0.19

		Hunter 2008				Hunter 2011				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.21	7.23	7.32	2.02	4.89	7.11	7.74	2.22	0.20
	AS-2	5.54	7.60	7.33	2.06	4.87	7.34	7.31	2.47	0.41
	AS-3	6.30	8.30	7.99	2.00	6.01	8.13	8.21	2.12	0.12
	AS-4	6.25	7.95	7.97	1.70	5.81	7.71	8.00	1.90	0.20
	AS-5	6.35	7.76	8.06	1.41	5.95	7.67	8.19	1.72	0.31
	AS-6	5.94	7.98	7.70	2.04	5.72	7.91	7.97	2.19	0.15
	AS-7	6.05	7.68	7.79	1.63	5.87	7.66	8.07	1.79	0.16
	AS-8	6.32	8.09	7.94	1.77	5.96	7.94	8.07	1.98	0.21
	AS-9	6.23	7.66	7.89	1.43	5.86	7.32	7.95	1.46	0.03
Information Control	IC-1	6.32	7.78	8.18	1.46	5.88	7.71	8.36	1.83	0.37
	IC-2	6.28	7.27	8.04	0.99	6.02	7.22	8.21	1.20	0.21
	IC-3	5.95	7.87	7.66	1.92	5.40	7.68	7.63	2.28	0.36
	IC-4	6.37	7.85	7.13	1.48	6.38	7.94	8.34	1.56	0.08
	IC-5	6.39	7.88	7.98	1.49	6.18	7.69	8.24	1.51	0.02
	IC-6	6.28	7.37	8.07	1.09	6.03	7.42	8.26	1.38	0.29
	IC-7	6.25	7.71	8.01	1.46	5.99	7.70	8.22	1.71	0.25
	IC-8	6.53	8.04	8.08	1.51	6.19	7.99	8.19	1.80	0.29
Library as Place	LP-1	5.93	7.43	7.89	1.50	5.75	7.32	8.08	1.58	0.08
	LP-2	5.99	7.32	7.73	1.33	5.87	7.27	8.02	1.41	0.08
	LP-3	6.00	7.71	7.98	1.71	5.51	7.43	7.94	1.92	0.21
	LP-4	5.88	7.47	7.82	1.59	5.78	7.46	8.03	1.68	0.09
	LP-5	5.69	7.68	7.67	1.99	5.47	7.42	7.98	1.96	-0.03
Overall		6.10	7.87	7.71	1.61	5.80	7.60	8.05	1.80	0.19

		LDSBC 2008				LDSBC 2010				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	6.25	7.11	7.74	0.86	6.23	7.23	7.89	1.00	0.14
	AS-2	6.49	7.07	7.63	0.58	6.30	7.29	7.65	0.99	0.41
	AS-3	7.20	7.75	8.16	0.55	7.05	8.30	7.97	0.91	0.36
	AS-4	7.09	7.73	8.04	0.64	6.90	7.76	8.12	0.86	0.22
	AS-5	7.00	7.53	8.11	0.53	6.82	7.59	8.09	0.77	0.24
	AS-6	7.03	7.72	8.04	0.69	6.98	7.85	8.06	0.87	0.18
	AS-7	7.00	7.52	8.08	0.52	6.95	7.73	8.09	0.78	0.26
	AS-8	7.09	7.76	8.06	0.67	7.02	7.89	8.19	0.87	0.20
	AS-9	6.97	7.60	7.98	0.63	6.98	7.65	8.05	0.67	0.04
Information Control	IC-1	6.67	6.84	8.03	0.17	6.68	7.33	8.04	0.65	0.48
	IC-2	6.77	6.98	8.10	0.21	6.80	7.31	8.02	0.51	0.30
	IC-3	6.71	7.12	7.86	0.41	6.57	7.32	7.87	0.76	0.35
	IC-4	6.80	7.29	8.01	0.49	6.86	7.56	8.04	0.70	0.21
	IC-5	7.18	7.77	8.22	0.59	7.17	7.70	8.27	0.53	-0.06
	IC-6	6.93	7.31	8.00	0.38	6.75	7.37	8.09	0.63	0.25
	IC-7	7.04	7.45	8.10	0.41	7.04	7.60	8.14	0.56	0.15
	IC-8	6.79	7.42	7.91	0.63	6.75	7.51	7.95	0.76	0.13
Library as Place	LP-1	6.75	7.25	8.08	0.50	6.72	7.44	8.19	0.72	0.22
	LP-2	6.88	7.37	8.06	0.49	6.90	7.60	8.12	0.69	0.20
	LP-3	7.00	7.71	8.13	0.71	6.92	7.83	8.18	0.91	0.20
	LP-4	6.88	7.46	8.00	0.58	6.90	7.62	8.12	0.72	0.14
	LP-5	6.76	7.60	7.83	0.84	6.53	7.77	7.85	1.25	0.41
Overall		6.88	8.01	7.43	0.55	6.80	7.58	8.06	0.78	0.23

		CHL 2006				CHL 2010				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	6.17	6.56	7.99	0.38	6.35	7.06	8.06	0.71	0.33
	AS-2	6.20	6.50	7.46	0.31	6.41	7.26	7.80	0.84	0.53
	AS-3	7.14	7.46	8.31	0.32	7.33	7.94	8.42	0.61	0.29
	AS-4	7.00	7.14	8.04	0.14	7.04	7.54	8.18	0.50	0.36
	AS-5	7.15	7.20	8.36	0.05	7.15	7.45	8.31	0.30	0.25
	AS-6	6.86	7.12	8.20	0.25	7.01	7.81	8.27	0.79	0.54
	AS-7	6.67	6.65	8.16	-0.02	6.99	7.35	8.23	0.36	0.38
	AS-8	6.81	7.07	8.22	0.26	7.09	7.69	8.21	0.61	0.35
	AS-9	6.64	6.75	7.92	0.10	6.91	7.33	8.13	0.42	0.31
Information Control	IC-1	5.99	4.13	8.03	-1.97	6.11	5.24	7.99	-0.88	1.09
	IC-2	6.44	4.47	8.08	-1.97	6.74	5.96	8.17	-0.78	1.19
	IC-3	6.56	6.67	7.93	0.11	6.76	7.50	8.06	0.73	0.62
	IC-4	6.47	5.51	7.97	-0.96	6.63	6.52	8.06	-0.11	0.85
	IC-5	6.64	6.44	8.00	-0.19	7.00	7.68	8.28	0.68	0.87
	IC-6	6.65	6.08	8.18	-0.57	6.91	6.74	8.29	-0.18	0.39
	IC-7	6.51	5.88	8.13	-0.63	6.78	6.89	8.14	0.11	0.74
	IC-8	6.28	6.03	7.82	-0.25	6.57	7.07	7.85	0.50	0.75
Library as Place	LP-1	6.08	6.24	7.50	0.17	6.46	7.61	7.82	1.15	0.98
	LP-2	6.24	6.76	7.40	0.51	6.42	7.52	7.60	1.10	0.59
	LP-3	6.30	6.64	7.71	0.35	6.60	8.15	8.03	1.55	1.20
	LP-4	5.89	6.41	7.34	0.52	6.21	7.44	7.62	1.22	0.70
	LP-5	4.68	4.74	5.76	0.07	5.44	6.73	6.79	1.29	1.22
Overall		6.50	6.38	7.88	-0.12	6.68	7.16	8.01	0.48	0.60

		Salt Lake Center 2008				Salt Lake Center 2011				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.79	6.96	7.25	1.17	6.61	7.35	7.78	0.74	-0.43
	AS-2	6.06	7.13	7.33	1.07	6.00	7.30	7.10	1.30	0.23
	AS-3	7.02	7.94	8.18	0.92	7.39	7.83	8.39	0.44	-0.48
	AS-4	6.91	7.77	7.98	0.86	6.65	7.53	8.06	0.88	0.02
	AS-5	6.91	7.51	8.01	0.60	5.73	7.31	7.38	1.58	0.98
	AS-6	6.81	7.73	7.90	0.92	6.81	7.91	8.09	1.10	0.18
	AS-7	6.86	7.55	7.91	0.69	6.90	7.65	7.90	0.75	0.06
	AS-8	6.85	7.84	7.97	0.99	7.32	8.21	8.26	0.89	-0.10
	AS-9	6.76	7.53	7.77	0.77	6.50	7.27	8.23	0.77	0.00
Information Control	IC-1	6.53	7.04	7.97	0.51	6.48	6.92	7.68	0.44	-0.07
	IC-2	6.83	7.09	8.05	0.26	6.42	7.21	7.79	0.79	0.53
	IC-3	6.42	6.98	7.34	0.56	5.28	7.16	6.88	1.88	1.32
	IC-4	6.73	7.41	7.83	0.68	5.80	7.33	7.54	1.53	0.85
	IC-5	7.26	8.07	8.30	0.81	6.94	7.69	7.94	0.75	-0.05
	IC-6	7.04	7.33	8.02	0.29	6.11	6.52	7.37	0.41	0.12
	IC-7	6.98	7.59	8.08	0.61	6.54	7.15	7.81	0.61	0.00
	IC-8	6.82	7.27	7.89	0.45	6.72	7.28	7.61	0.56	0.11
Library as Place	LP-1	6.66	7.11	7.98	0.45	6.02	7.22	7.51	1.16	0.51
	LP-2	6.92	7.17	7.99	0.25	6.56	7.56	7.89	1.96	1.71
	LP-3	6.90	7.87	8.08	0.97	6.81	7.88	8.25	1.00	0.03
	LP-4	6.65	7.51	8.08	0.86	5.47	6.88	6.88	1.33	0.47
	LP-5	6.55	7.65	7.77	1.10	6.28	7.12	7.60	0.81	-0.29
Overall		6.55	7.68	7.25	0.70	6.42	7.38	7.72	0.90	0.20

Table 2 – LibQUAL+® Results
Local Statements

	Local Statement	Min	Per	Des	Gap
Provo (2011)	Ability to navigate library Web pages easily	6.50	6.65	8.18	0.15
	Availability of subject specialist assistance	5.55	7.00	7.12	1.55
	Facilitating self-directed research	6.12	7.15	7.67	1.03
	Making me aware of library resources and services	5.15	6.39	6.90	1.24
	Providing direction to self-navigate the library	6.05	7.02	7.73	0.97
Idaho (2011)	Access to rare & historical materials, particularly of LDS origin	4.80	6.58	6.64	1.77
	An electronic catalog where it's easy to identify printed & electronic documents offered by my institution	6.27	7.01	7.97	0.75
	Space for group/individual study and research needs	6.18	7.04	7.79	0.86
	Space that facilitates quiet study	6.41	7.19	8.01	0.78
	Teaching me how to locate, evaluate, and use information	5.72	6.89	7.45	1.16
Hawaii (2010)	Ability to navigate library Web pages easily	6.96	7.04	7.88	0.08
	Efficient interlibrary loan/document delivery	6.36	6.89	7.58	0.53
	Online course support (readings, links, references)	6.89	7.23	8.05	0.34
	Space for group/individual study and research needs	6.57	7.04	7.96	0.47
	Teaching me how to locate, evaluate, and use information	6.31	6.40	7.28	0.09
CHL (2010)	Access to rare & historical materials, particularly of LDS origin	6.28	6.62	7.78	0.35
	Convenient service hours	6.65	7.12	7.93	0.47
	Efficient Interlibrary loan/document delivery	6.35	6.77	7.73	0.43
	Making me aware of library resources and services	6.61	6.68	7.89	0.07
	Teaching me how to locate, evaluate, and use information	6.51	6.97	7.93	0.46

	Local Statement	Min	Per	Des	Gap
SLC	Ability to navigate library Web pages easily	6.38	5.85	8.54	-0.53
(2011)	Availability of subject specialist assistance	6.53	7.26	7.84	0.73
	Facilitating self-directed research	6.22	7.11	8.06	0.89
	Making me aware of library resources and services	6.11	6.67	7.67	0.56
	Providing direction to self-navigate the library	5.84	7.37	7.16	1.53

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 2008 and 2010/2011 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, although CHL saw marked improvement in all three questions from 2006 to 2010, no doubt, to some extent a function of moving to their new library. 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.

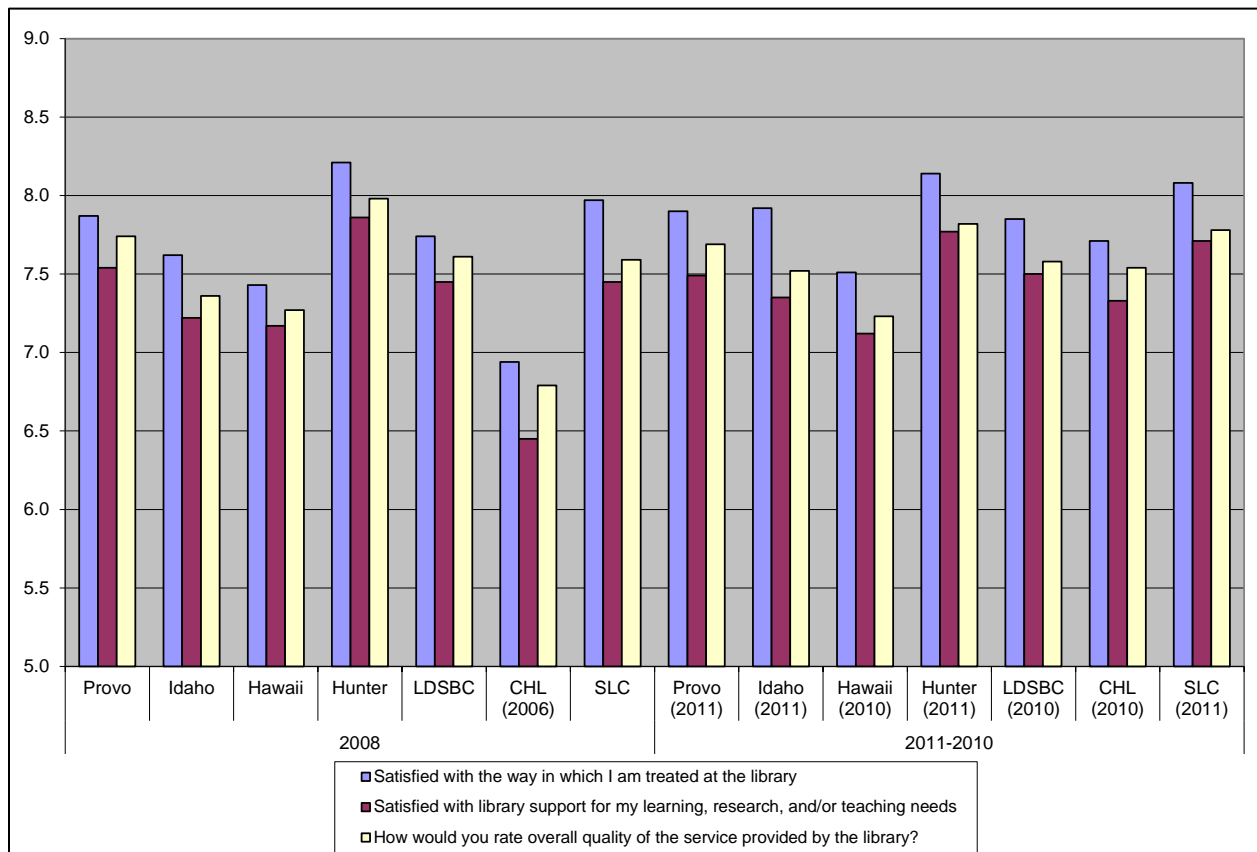


Figure 3 - Average Response to Satisfaction Questions

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, with again the Church History Library showing the greatest improvement from 2006 to 2010. 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). But in 2010, Church History patrons felt the CHL helped them distinguish between trustworthy and non-trustworthy info as well as Idaho patrons felt their library could. Another interesting point is that question 1 (library helps patron stay abreast of developments in field of interest) continued to be the lowest while question 3 had the highest average response, a pattern that has been fairly consistent over the years with most all institutions doing LibQUAL+®.

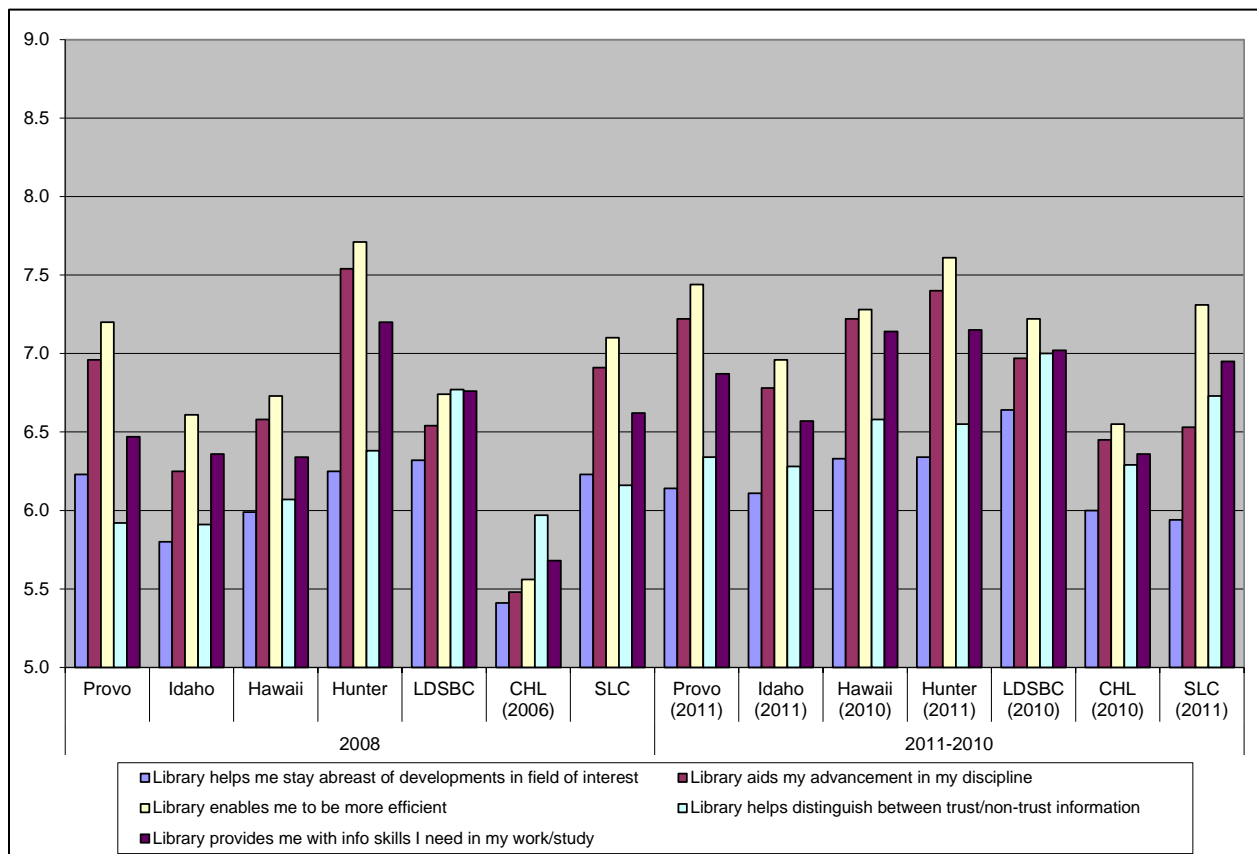


Figure 4 - Average Responses to Information Literacy Outcomes Questions

The final set of questions dealt with the issue of library use. For this set of questions, respondents were asked the extent they used library resources (both on the premises and electronically), as well as used 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, which trend was greater in their most recent survey. This simply 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 most recent LibQUAL+® survey iterations within CCLA, the number of comments tended to match that seen in the past, where on average just over 40% of those that submitted valid surveys actually made a comment. 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 2011, so was the number of comments. But comments were also up at the other institutions with the lone exception of the Salt Lake Center, which also saw dramatically fewer valid surveys. As such, overall, the number of total comments at CCLA institutions increased for the surveys taken during 2010/2011 (52% more). The breakdown of comments received is summarized in the chart below (Figure 5).

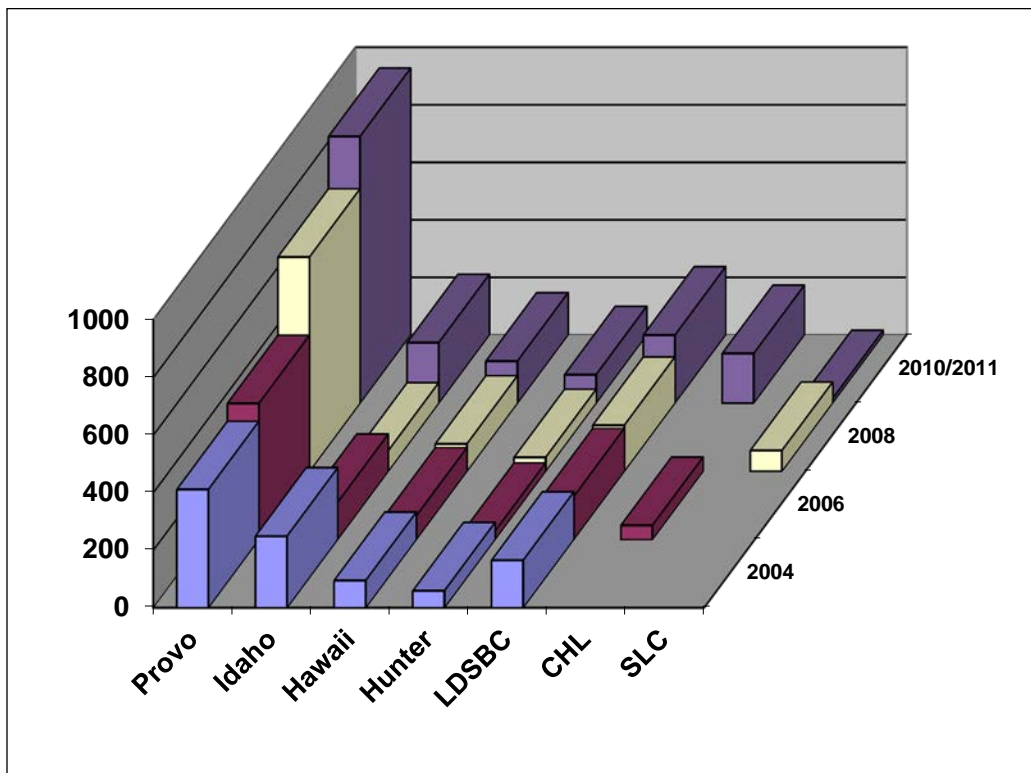


Figure 5 - Number of Responses w/Comments

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, technology resources, study rooms, 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.

It is interesting to note that for the primarily undergraduate academic institutions, most of the comments for the most recent survey, 2010 or 2011 depending on when it was administered, centered on “Facilities” related issues – the exception being the Salt Lake Center, where the respondents focused on “Library Resources” issues. “Library Personnel” was again the dominant category at Hunter. The “General” category dominated comments at CHL. As before, the category at each institution that had the most comments has been highlighted in red. Interestingly, the “low” categories continue to be “Library Web Site” and “Online/electronic resources”. And this seems to be fairly consistent across the board.

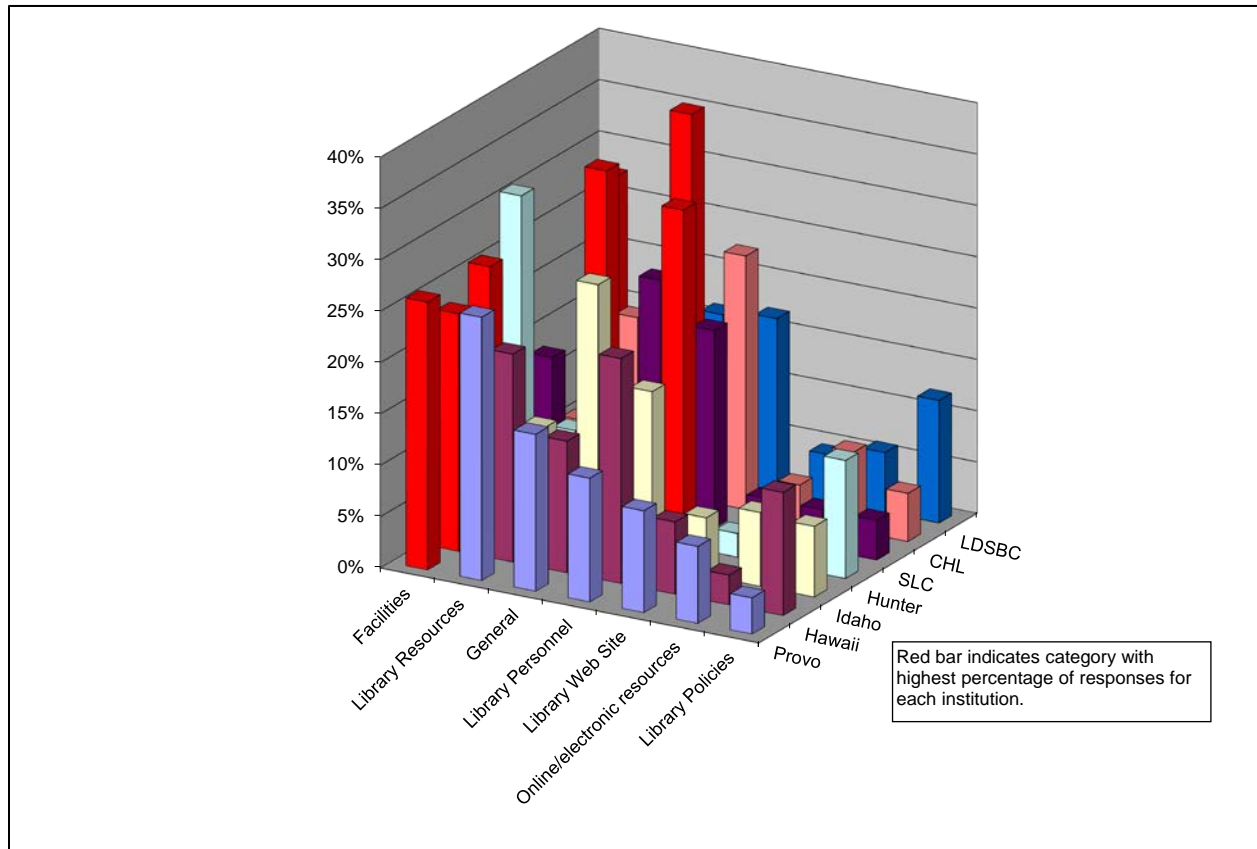


Figure 6 - Institutional Summary of General Categories of Comments

The trends in the specific comments continued to match a lot of what had been observed in past surveys. Again, many of the comments were positive in nature – that the library was excellent, the staff helpful, great resources, etc. And many respondents suggested areas for improvement – quieter areas, 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 is generally highlighted in red for emphasis. If there are several comments that may have been mentioned only a few times, generally once, possibly twice, they were lumped together into an “Other” group, placed at the fair right side of the vertical axis, and highlighted a dark blue. In any case, no fewer than ten specific items were displayed with the remainder placed under “Other”.

The comments in the “Facilities” category showed some consistency as well as some variety across the various libraries. Many certainly felt their respective library was a great place to study, but many felt there

was a need for more computers, more study carrels, more group study rooms, quieter areas, and the like. There were also some suggestions that were certainly specific to some of the institutions. For instance, at the Hunter Law Library, students are assigned individual study carrels and many expressed their appreciation of that service. At the Lee Library, where for many years patrons expressed a desire for the library to reopen the old south entrance into the building, they now simply express a desire for additional entrances to supplement the current atrium entrance. It is also interesting to note that next to "Library Resources", the total number of unique comments varied more than any other category. Some of these included improving wireless access in the various facilities, updating seating to make them more comfortable, improving computing and printing capabilities, and at the smaller institutions (although nearly every institution had as least a few suggest this), adding more space as their library was too crowded.

"Excellent" continued 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. Surprisingly though, survey related comments were not always the second most prevalent. Perhaps over time respondents are becoming a bit more tolerant of the complex nature of LibQUAL+[®], or at least a bit more forgiving. It was interesting to note that for several institutions, many respondents commented they were limited users of the facility, but were still inclined to provide input, which was very helpful.

In the category of "Library Personnel", the general consensus at each institution is that staffs are very much admired and respected, as well as very helpful in providing needed assistance. These sentiments were the lead item at every institution. It was interesting to note at the Church History Library that comments regarding the missionaries and the need for more trained staff (in terms of ability as well as numbers) were high on the comment list. There are still comments critical of staff at all the institutions, but the nature of it varied. It seems that the face of the library, meaning those hired to be at the forefront of public service, is something each institution takes seriously and is making concerted efforts to always make improvements on the way they interact with patrons.

For this round, "Library Policies" was the one category to generate the fewest number of specific comments, though not that much fewer than "Library Web Site" and "Online/electronic resources". In this area there appears to again be a desire amongst respondents for their respective libraries to 1) do a better job of enforcing the quiet areas in the library, and 2) improve the circulation policies, which could include the amount of time an item can be checked out, the services associated with late fees and such, as well as items that can be checked out. Obviously noise is still on the minds of survey respondents at every facility, as noted in LP2 above. In addition, how they are able to use the resources is very much a concern. They want to check out more, for an extended period, and for the library to take responsibility when returned items are not properly checked back in after the patron has returned it. It was also interesting to note at the Hunter Law Library, that there were more comments from respondents for the need to better police the use of the facility by undergraduates of the university, as they perceive the Law Library an exclusive resource of law students and faculty.

"Library Resources" has not seen a huge variance from what has been commented in the past. Patrons feel like their institutions have marvelous resources and provide excellent services. But they need more and better help in knowing what is available, how they can be used, and to provide more of the same, especially for specific disciplines. As it has been commented previously with the Information Control dimension of the core statements, this area continues to be one where libraries as a whole struggle to meet the expectations of users. And whether or not a library can meet every need for every patron is probably an unrealistic goal, but the efforts being put forth by each has been acknowledged and appreciated by many that they serve, which was reflected in several comments by respondents. The libraries need to continue to keep this in the forefront.

As already noted in the quantitative section above, confusion tends to still be a theme for the "Library Web Site" comments. This time around, respondents particularly commented on the need to improve the usability of their respective sites as well as indicating the site was confusing & unfriendly. In addition, several made comment about the need to specifically improve the search capabilities on the home page

as many were confused by the results and found it difficult to find what they may have been looking for. There were also a few that carried that aspect a bit further to specifically comment about frustrations they may have with the catalog search engine itself. As has been the case in the past, the overriding tenor of comments in this category continues to be negative and is something that still needs to be addressed.

“Online/electronic resources” again had fewer comments than any other category except “Library Policies”. For most of the smaller libraries, these comments were few. But overall for all institutions, they tended to follow the same tenor seen in the past – resources were appreciated, more were needed, and additional help in finding and using the resources were important, which included improving off-campus access to those resources. Again, this mirrors what is consistently an issue for all libraries, providing adequate access to and numbers of resources to meet the needs of patrons. And this has simply been intensified with the advent of so many electronic databases and digital content. This is something that will continue to be something to always improve upon as these resources become the primary source of information.

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. There are certainly areas where many of the libraries excel, but there are also still many areas in which libraries can improve that will enhance the patron’s experience at each of the institutions. As more resources and new services become available due in large part to the advances in technology, the expectations of patrons will continue to not just increase, but shift towards those changing resources. The challenge has been, is currently, and will always be keeping up with and meeting those expectations.

As a whole, not a lot has changed relative to the patrons’ view of the CCLA libraries; they continue to be considered great places to study and do research, the staffs are perceived as courteous, knowledgeable and responsive, and the available resources and services are appreciated. But the noise level at the libraries continues to be a sore spot with many respondents. Steps can be taken to address this issue at all the libraries in CCLA.

Naturally, there is still a need to make all available resources more accessible and provide better training in their use. In addition, however, 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 usability of the web sites themselves. Perhaps some collaborative efforts in this regard coupled with effective usability studies can help to remedy this ongoing issue. Not all libraries have that sort of control to effect such change. Where that is the case, the institutions need to 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

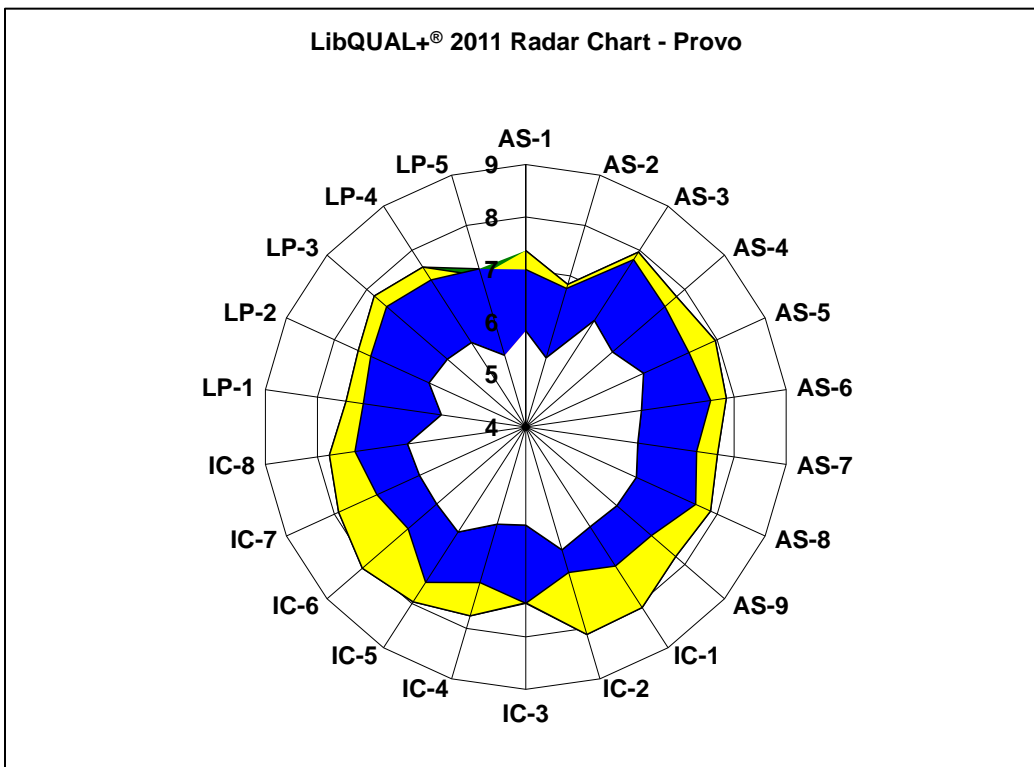
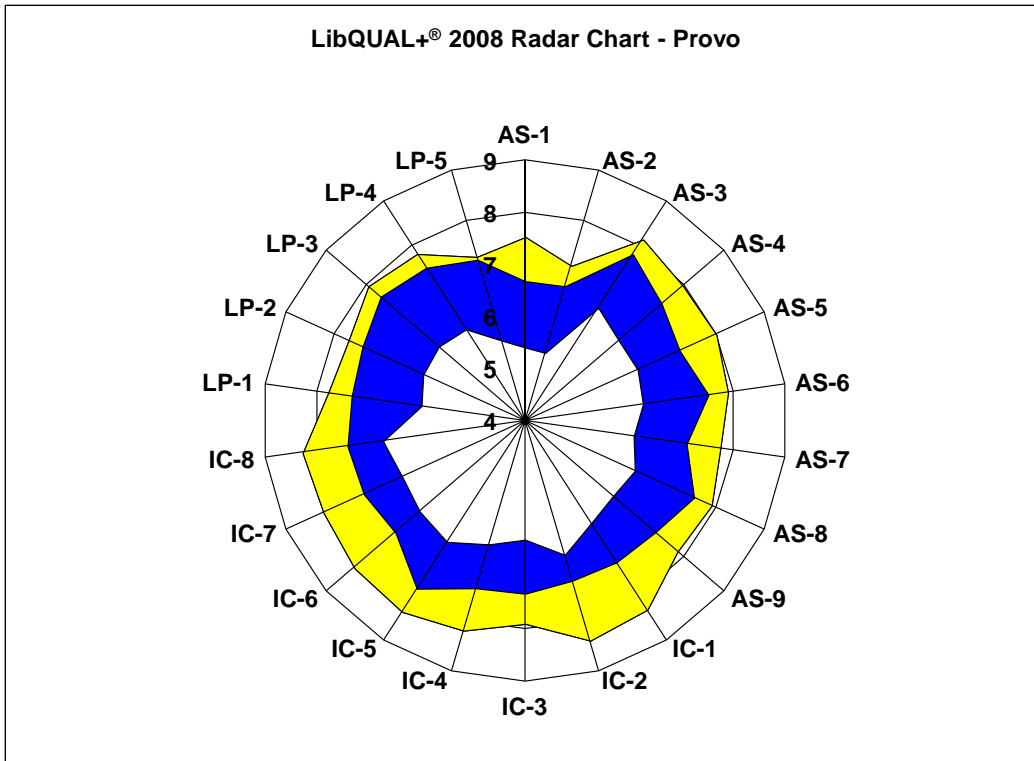
Library as Place:

- 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

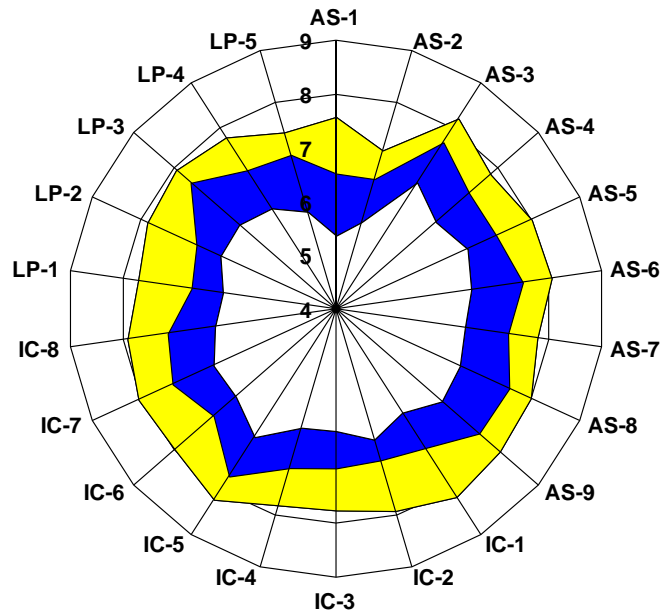
Local Statements:

- 1) Availability of subject specialist assistance (Provo/SLC)
- 2) Online course support (readings, links, references) (Hawaii)
- 3) Making me aware of library resources and services (CHL)
- 4) Making me aware of library services (Provo/SLC)
- 5) Teaching me how to locate, evaluate, and use information (CHL, Hawaii, Idaho)
- 6) Efficient interlibrary loan / document delivery (CHL, Hawaii)
- 7) Access to rare and historical materials, particularly those of LDS origin (CHL, Idaho)
- 8) Convenient service hours (CHL)
- 9) Ability to navigate library Web pages easily (Provo/SLC, Hawaii)
- 10) Space for group / individual study and research needs (Hawaii, Idaho)
- 11) Facilitating self-directed research (Provo/SLC)
- 12) Providing direction to self-navigate the library (Provo/SLC)
- 13) An electronic catalog where it's easy to identify printed and electronic documents offered by my institution (Idaho)
- 14) Space that facilitates quiet study (Idaho)

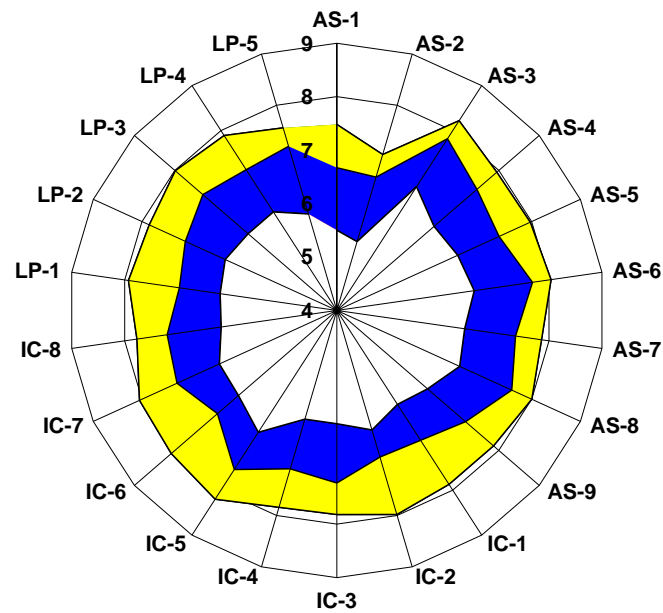
Appendix B
 LibQUAL+® Radar Charts – 2008 to 2010/2011 Changes



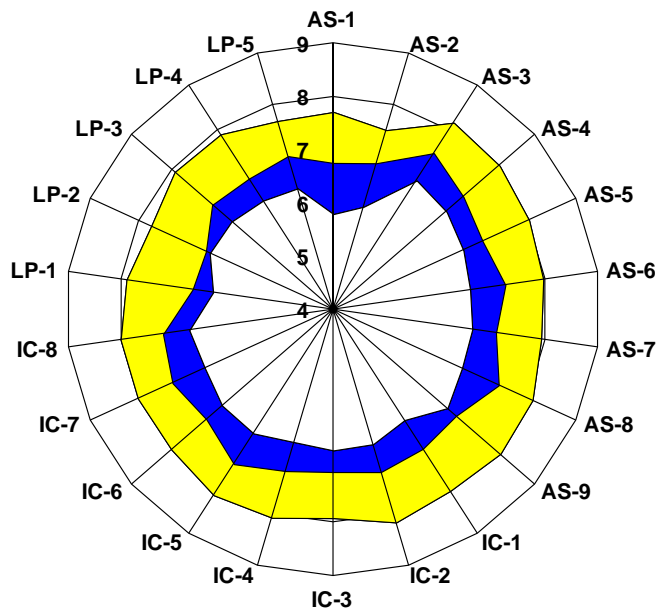
LibQUAL+® 2008 Radar Chart - Idaho



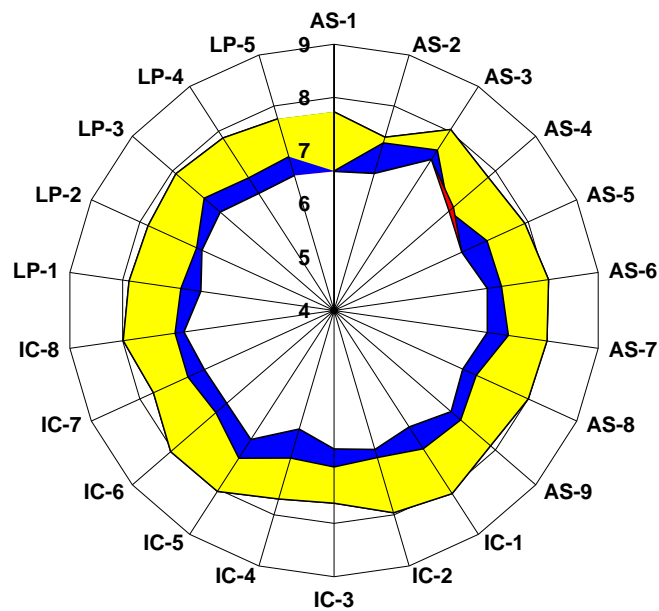
LibQUAL+® 2011 Radar Chart - Idaho



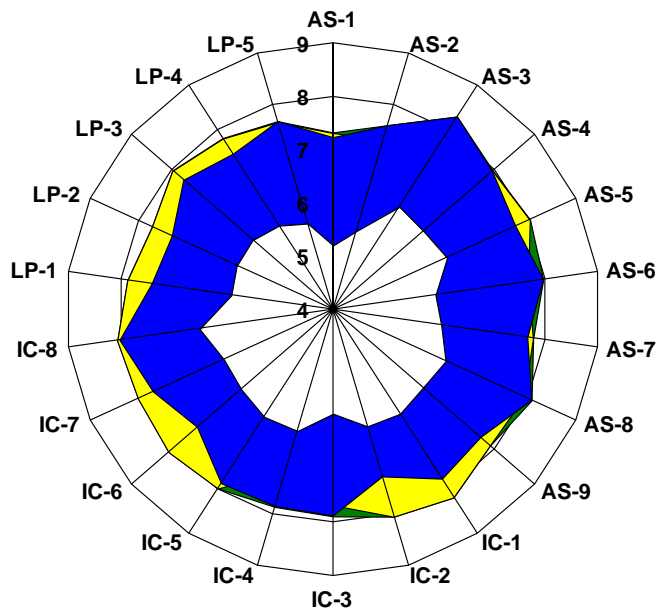
LibQUAL+® 2008 Radar Chart - Hawaii



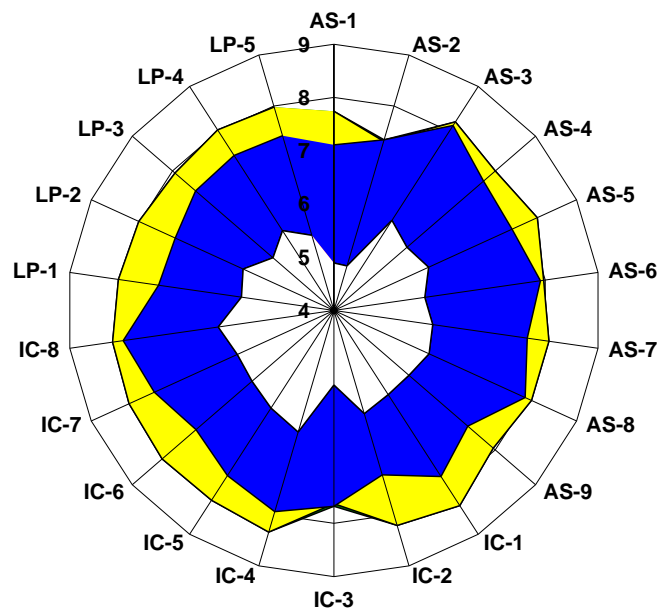
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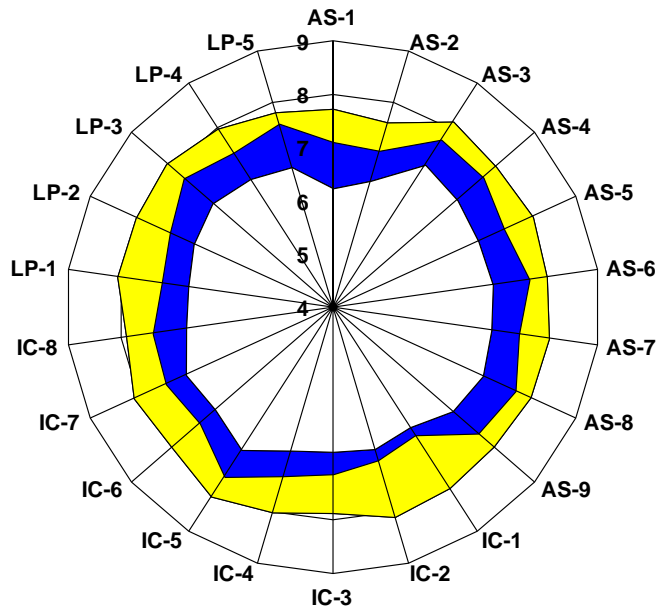
LibQUAL+® 2008 Radar Chart - Hunter



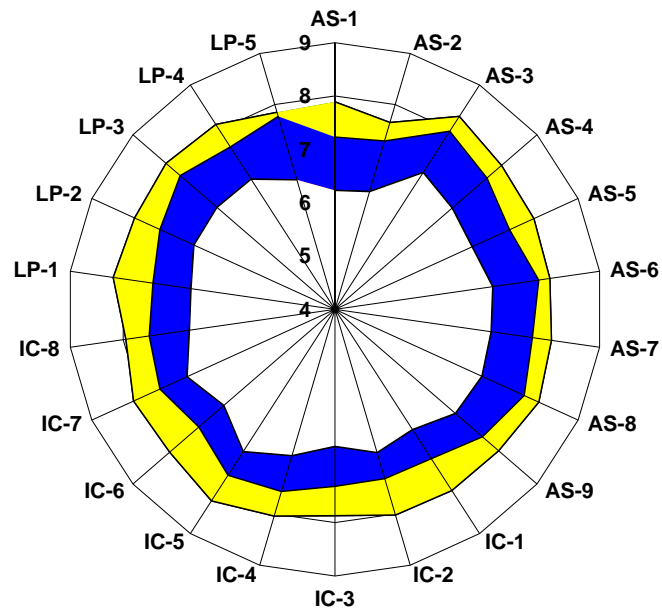
LibQUAL+® 2011 Radar Chart - Hunter



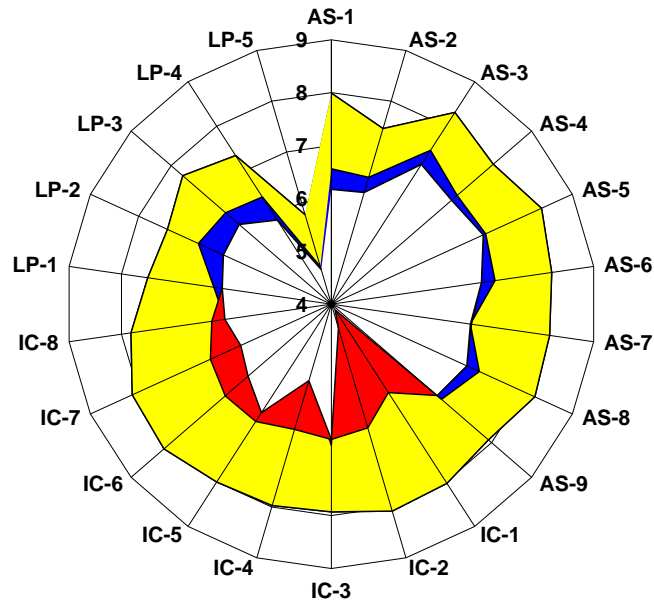
LibQUAL+® 2008 Radar Chart - LDSBC



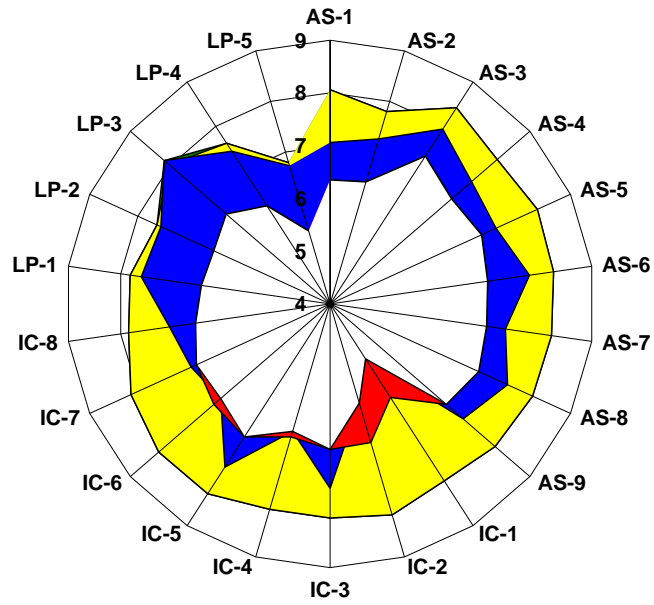
LibQUAL+® 2010 Radar Chart - LDSBC



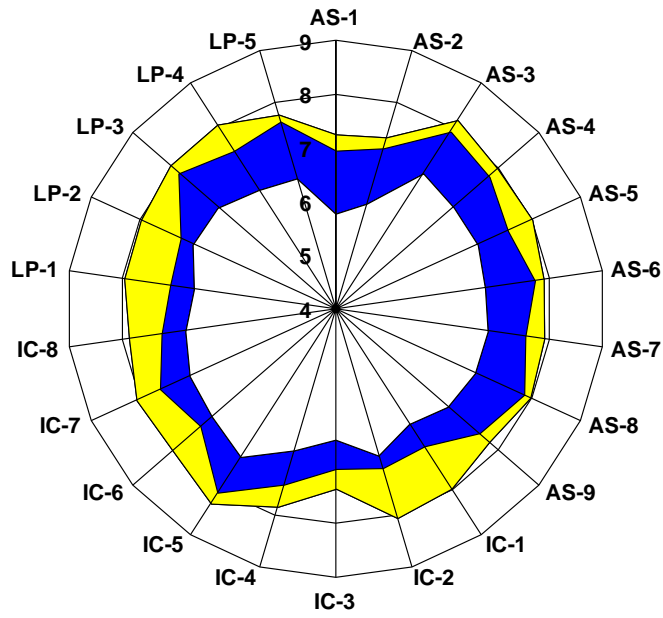
LibQUAL+® 2006 Radar Chart - CHL



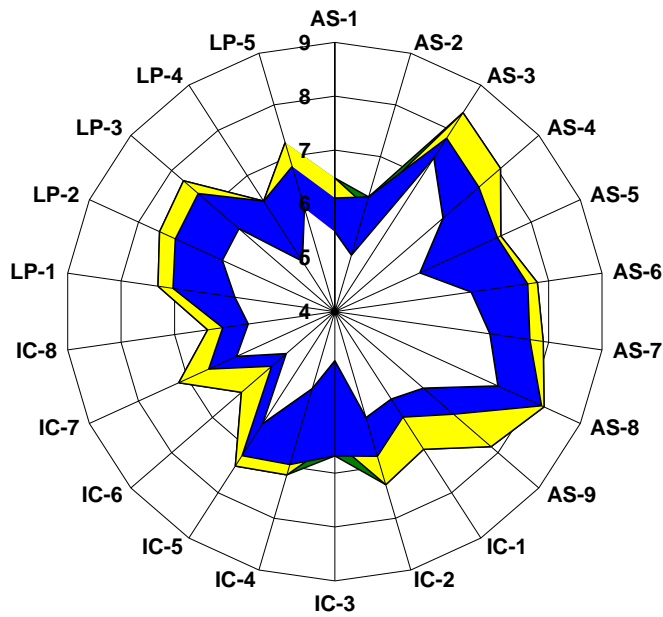
LibQUAL+® 2010 Radar Chart - CHL



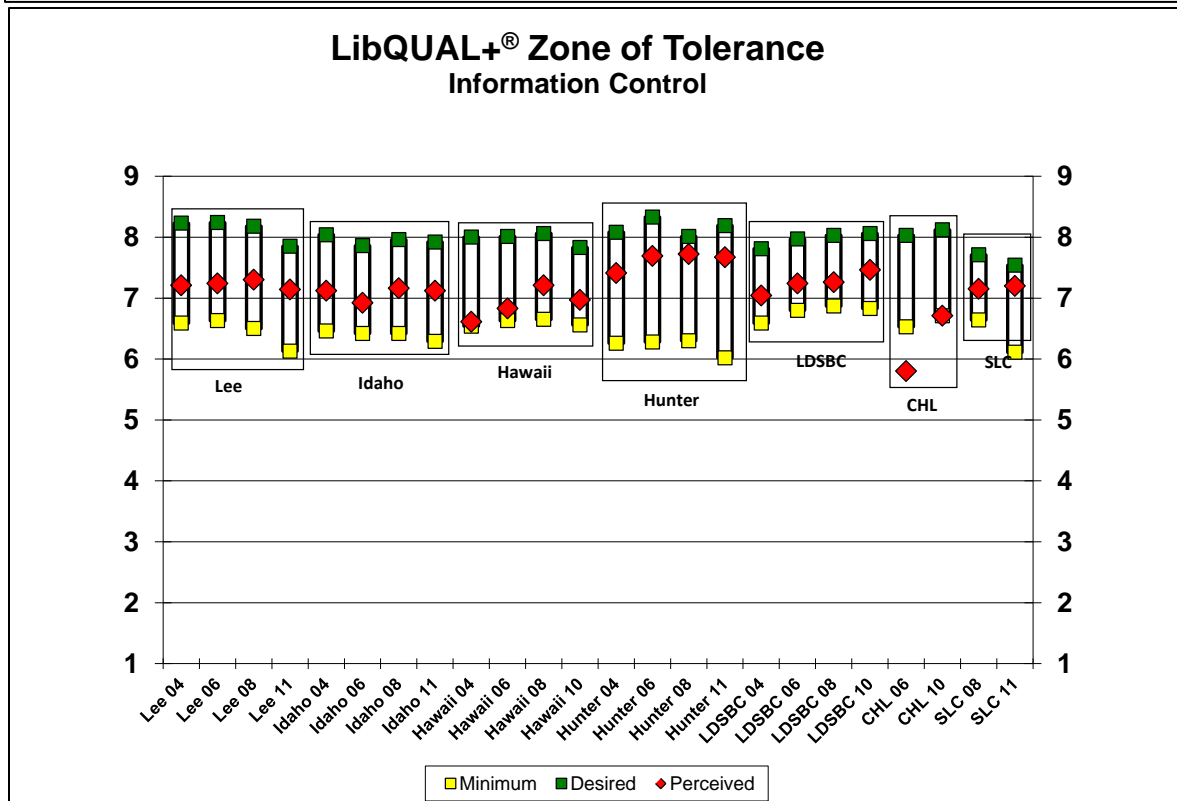
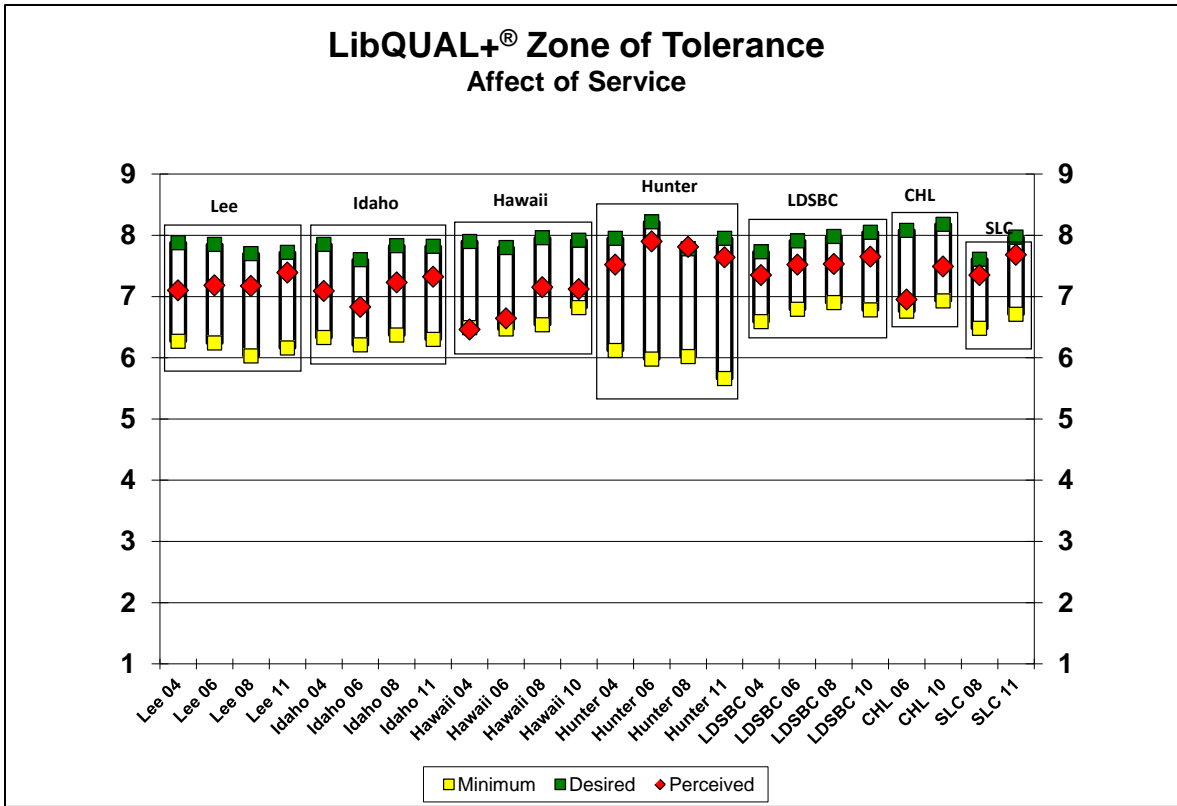
LibQUAL+® 2008 Radar Chart - SLC



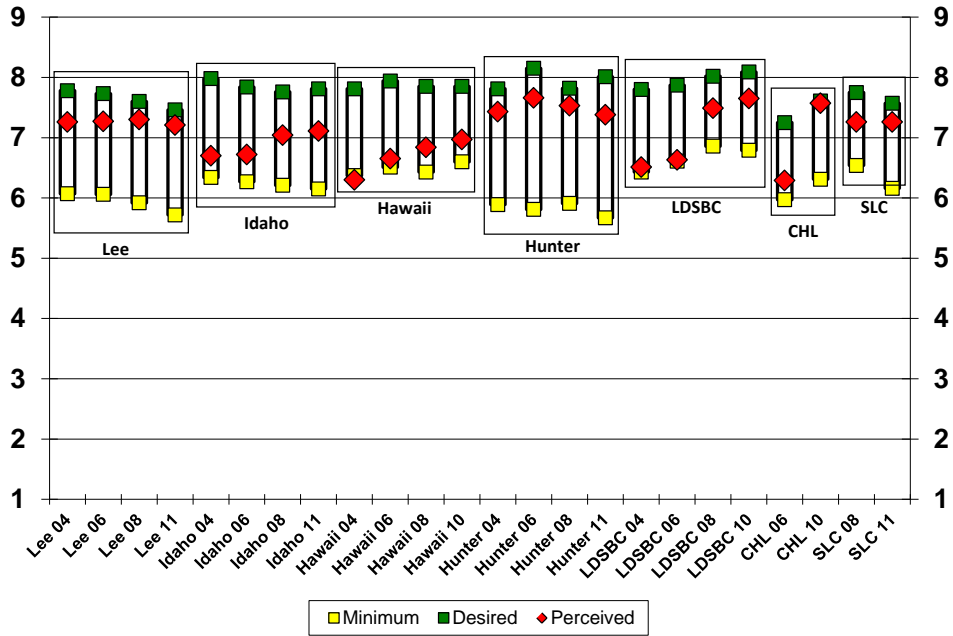
LibQUAL+® 2011 Radar Chart - SLC



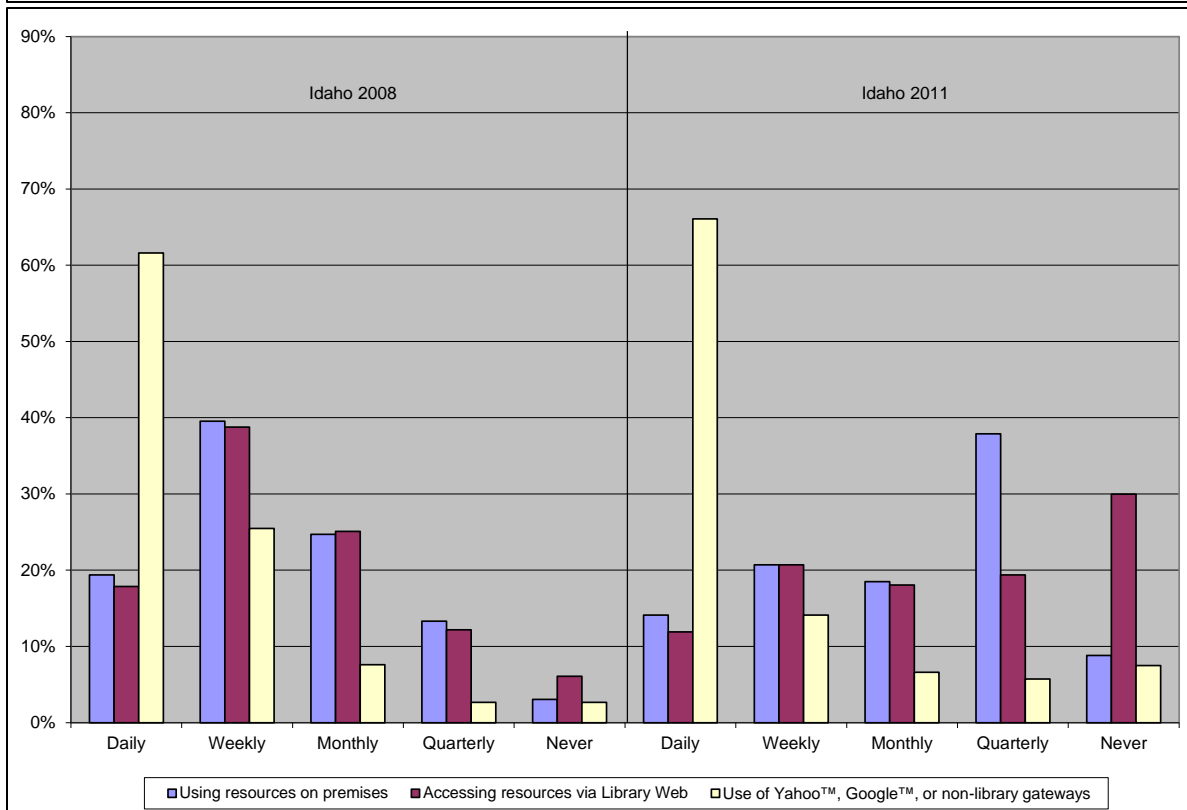
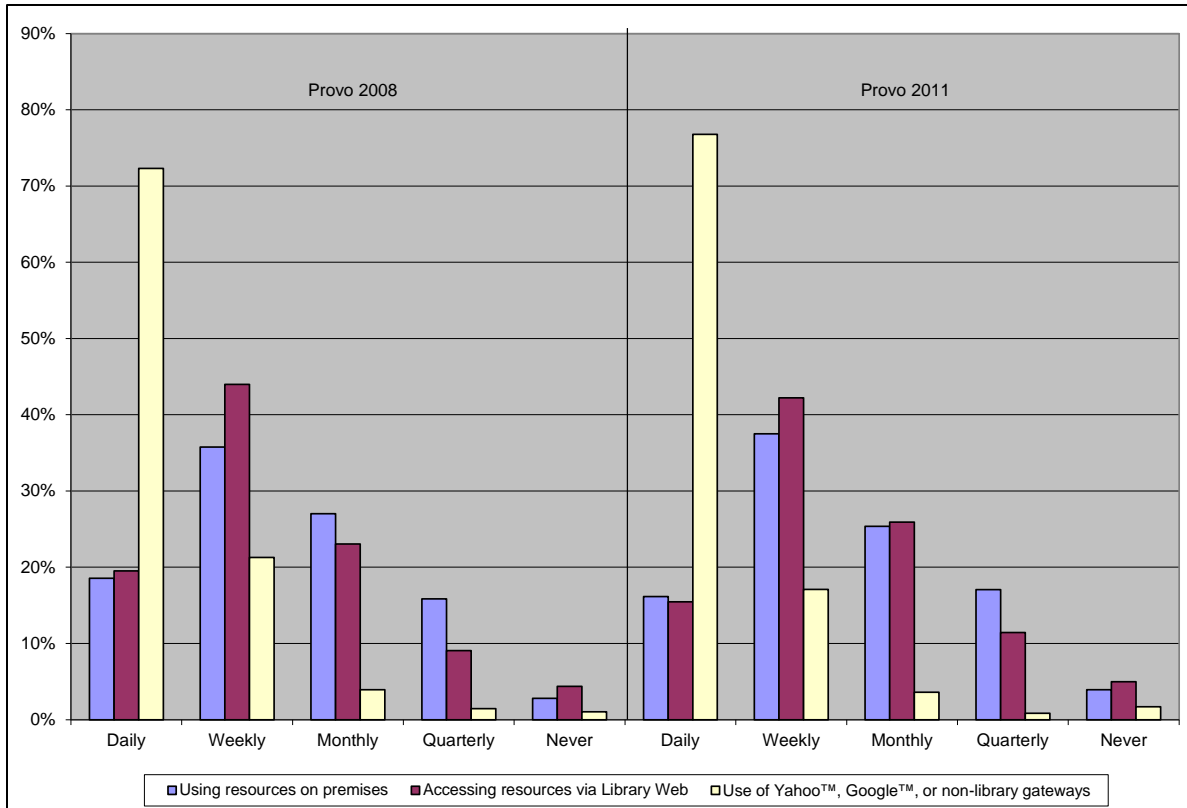
Appendix C
Zone of Tolerance Charts

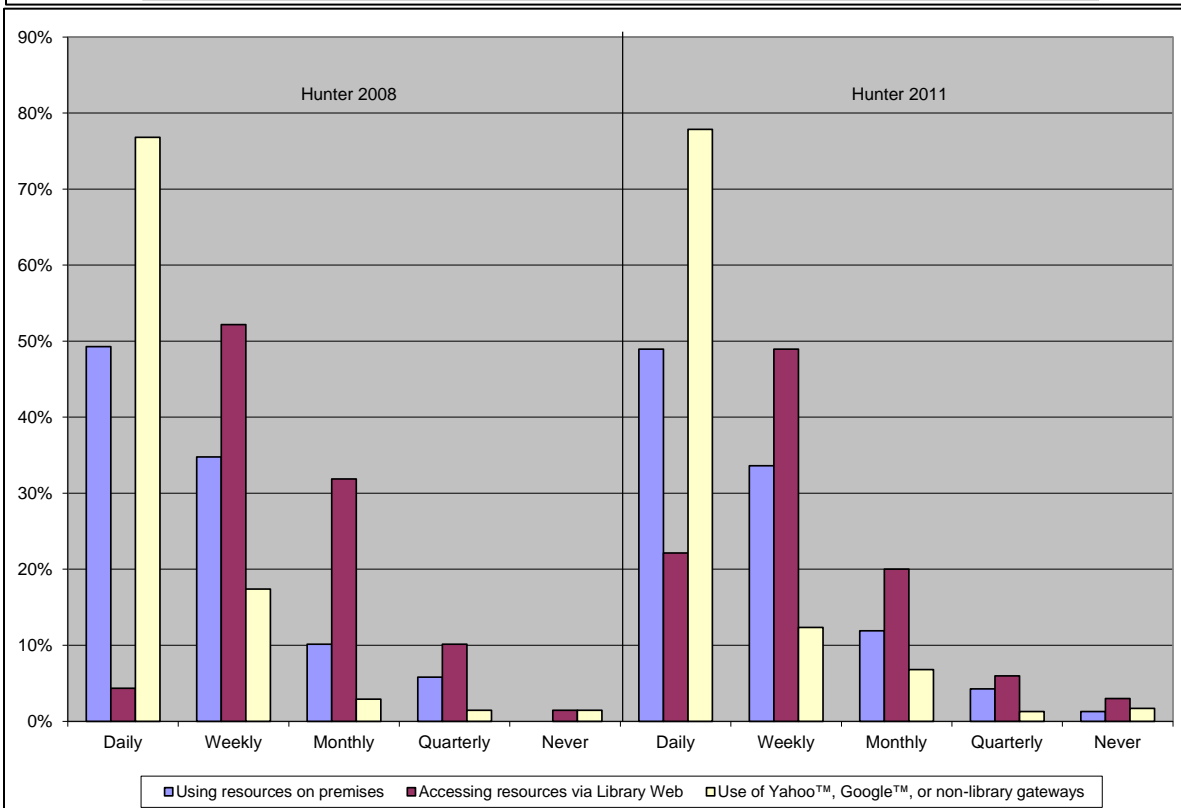
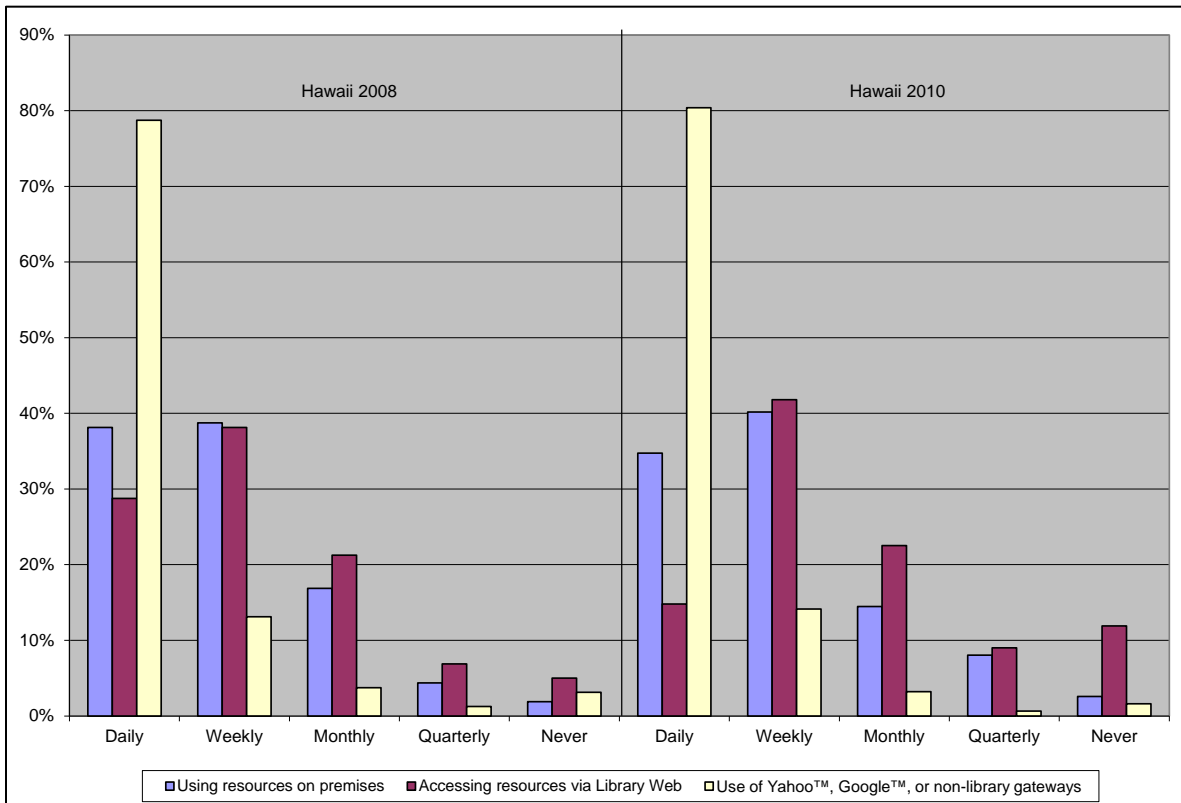


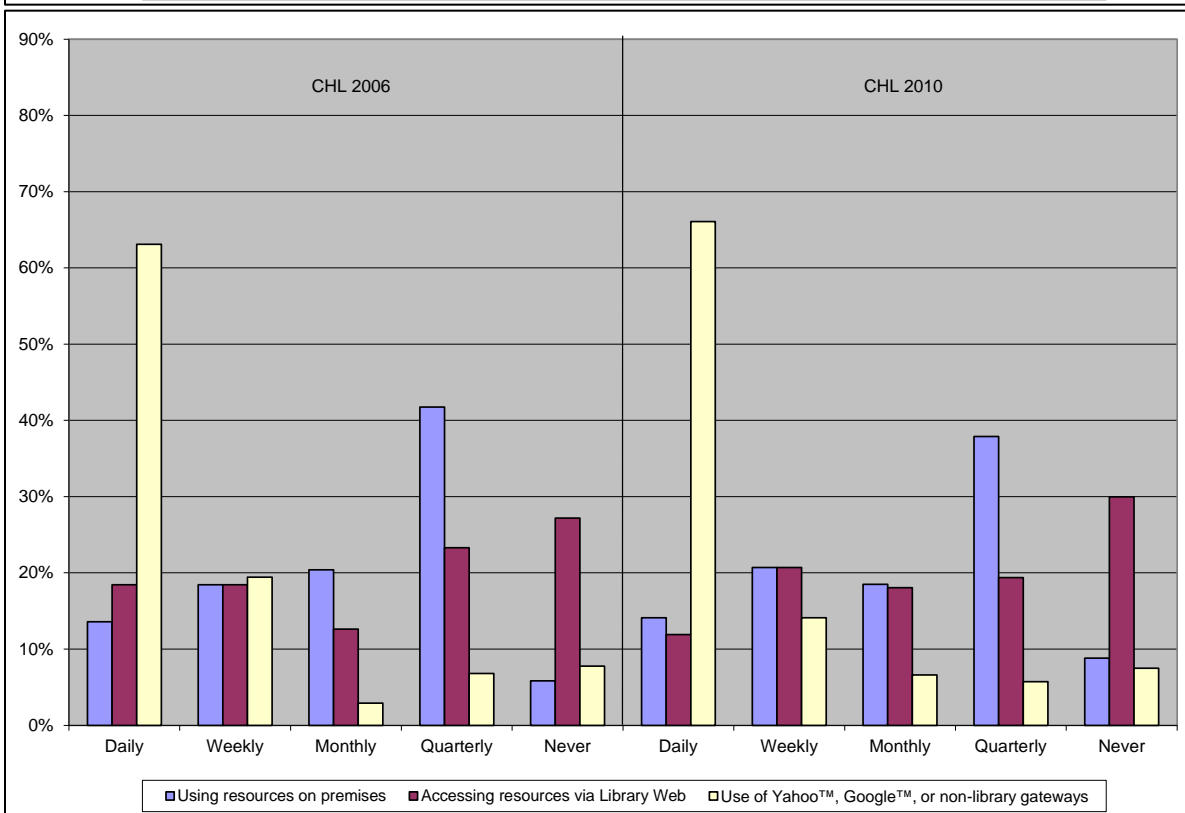
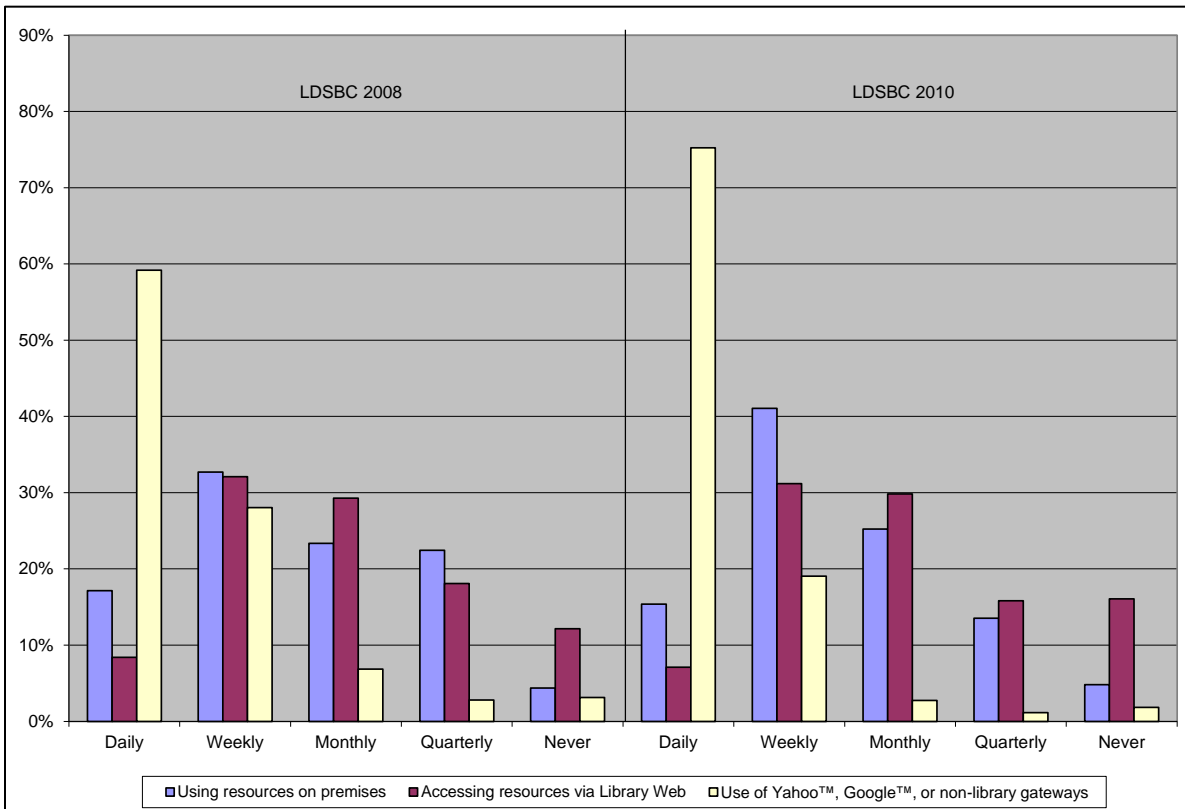
LibQUAL+® Zone of Tolerance Library as Place

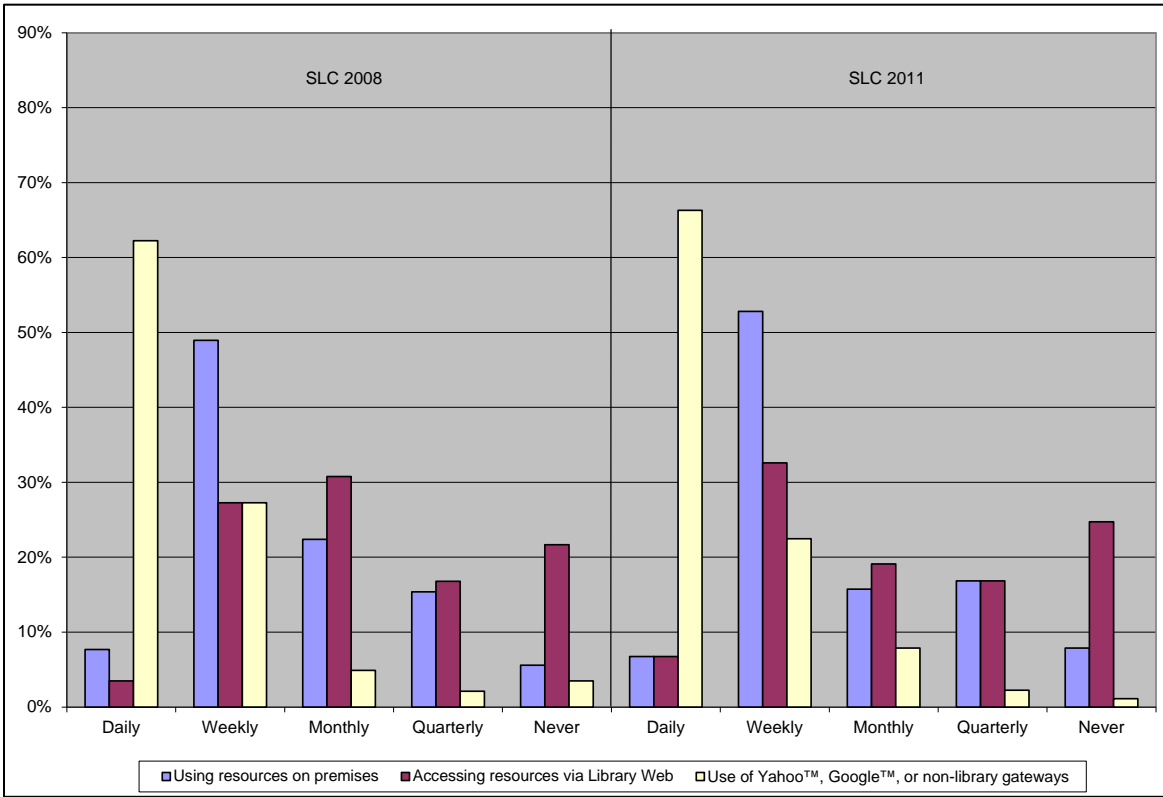


Appendix D Library Use Percentages

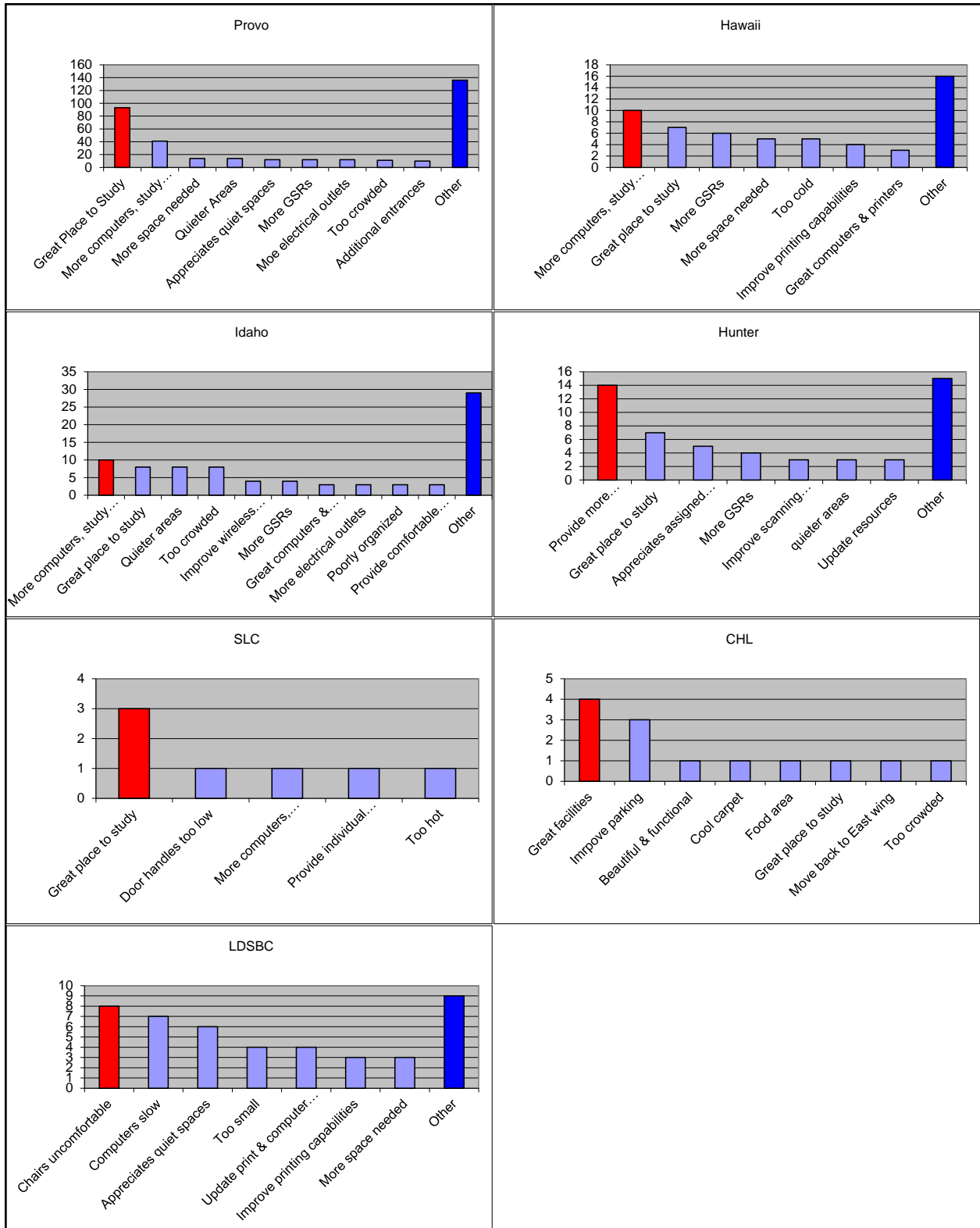




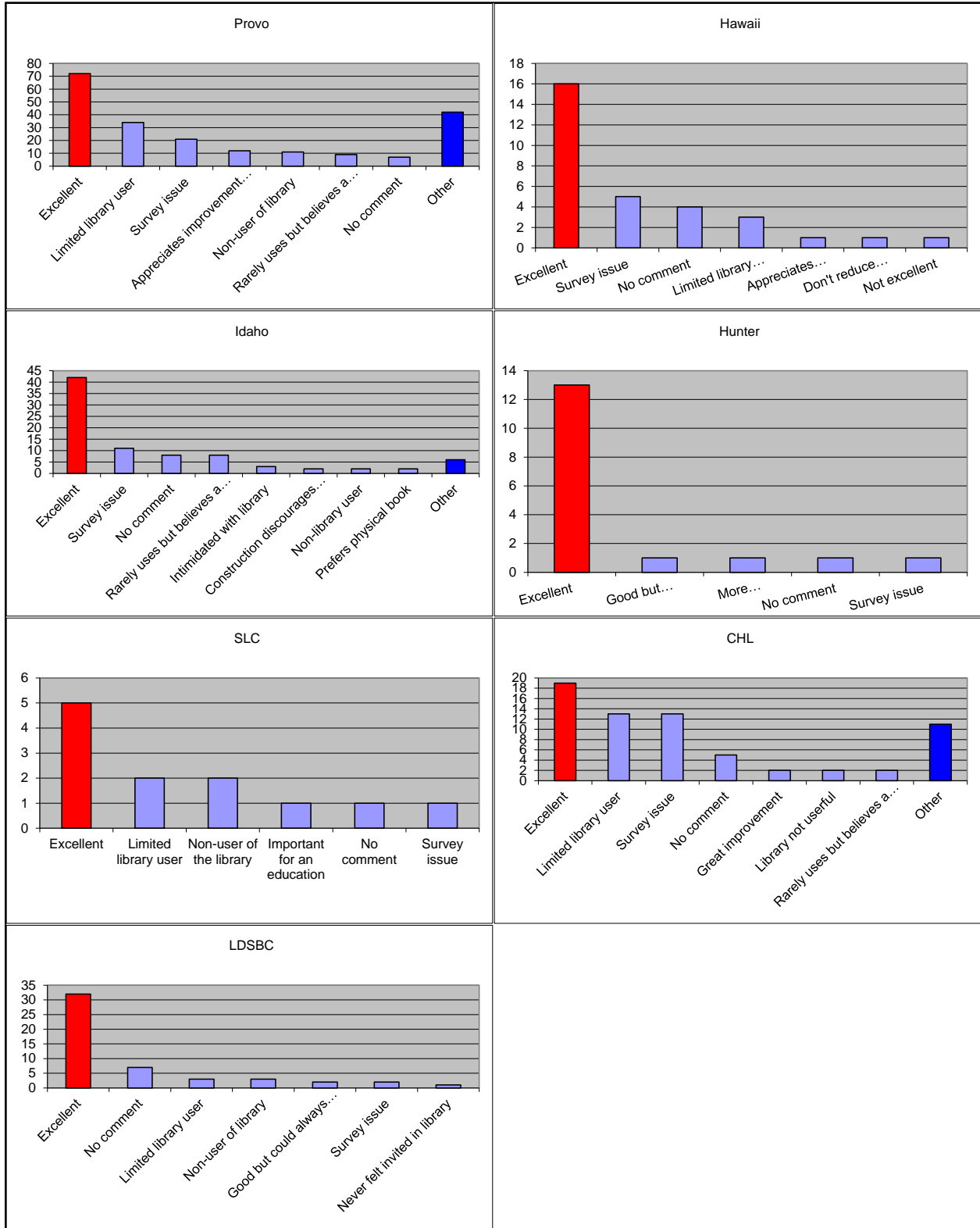




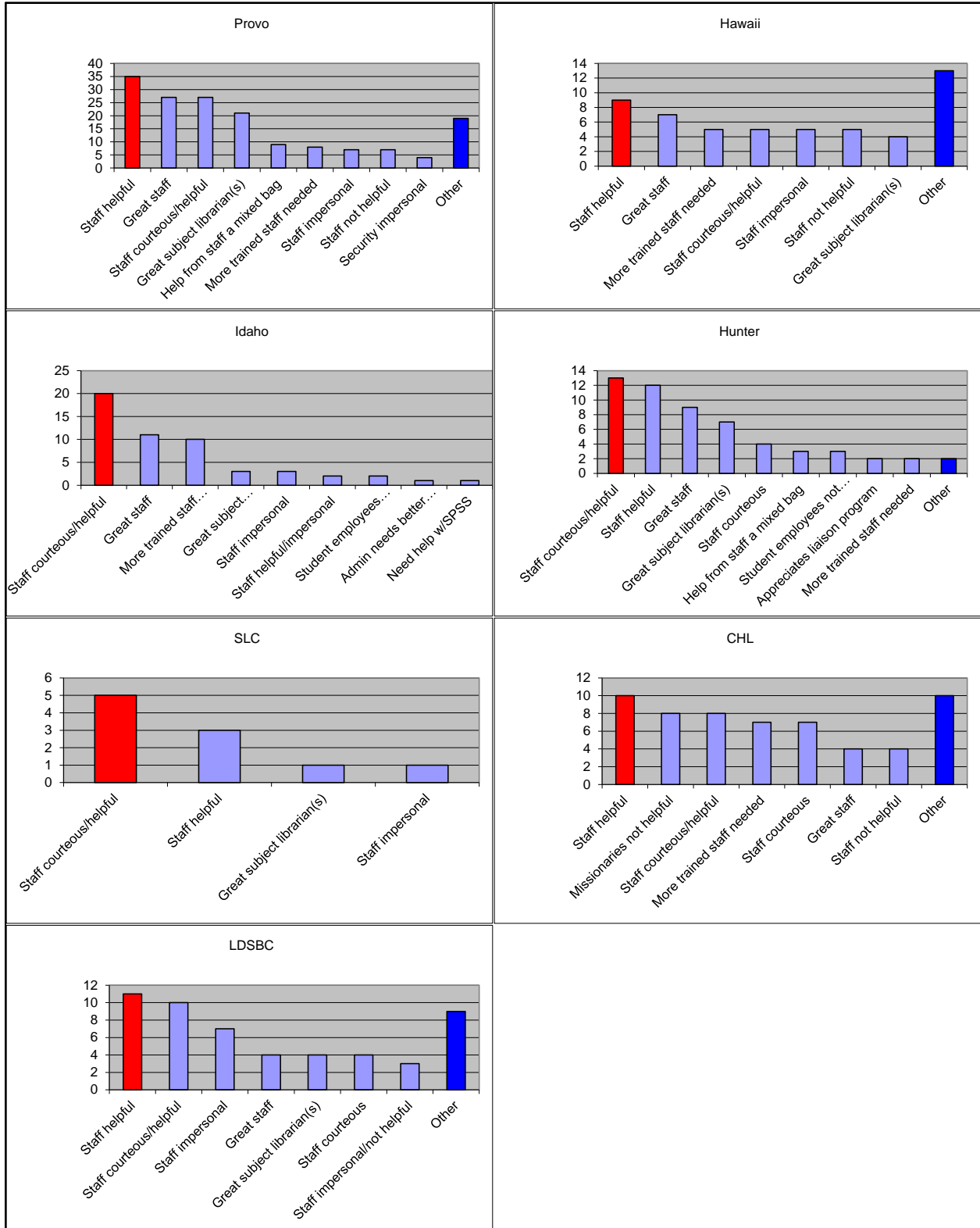
Appendix E Breakdown of Comment Categories – Facilities



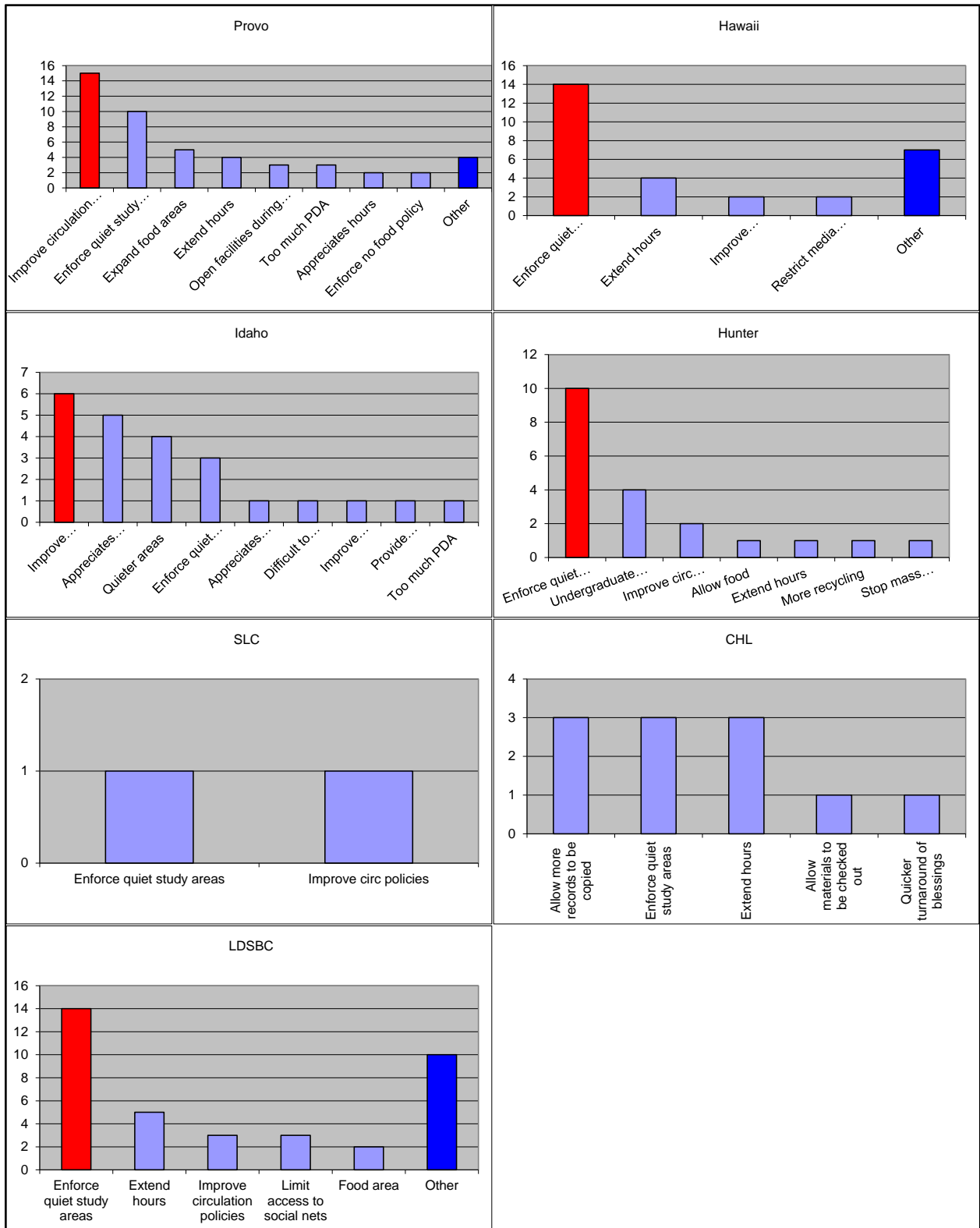
Breakdown of Comment Categories - General



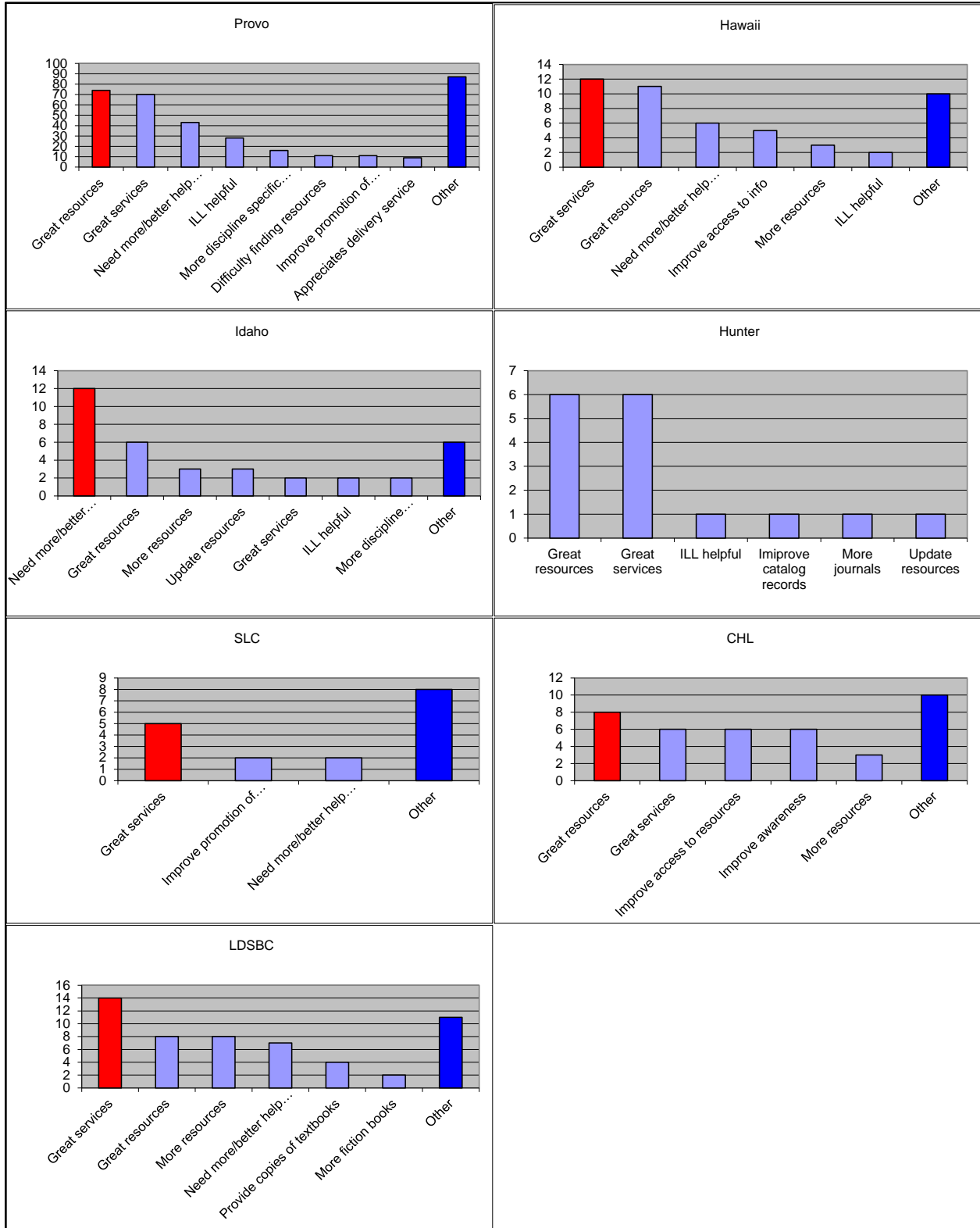
Breakdown of Comment Categories – Library Personnel



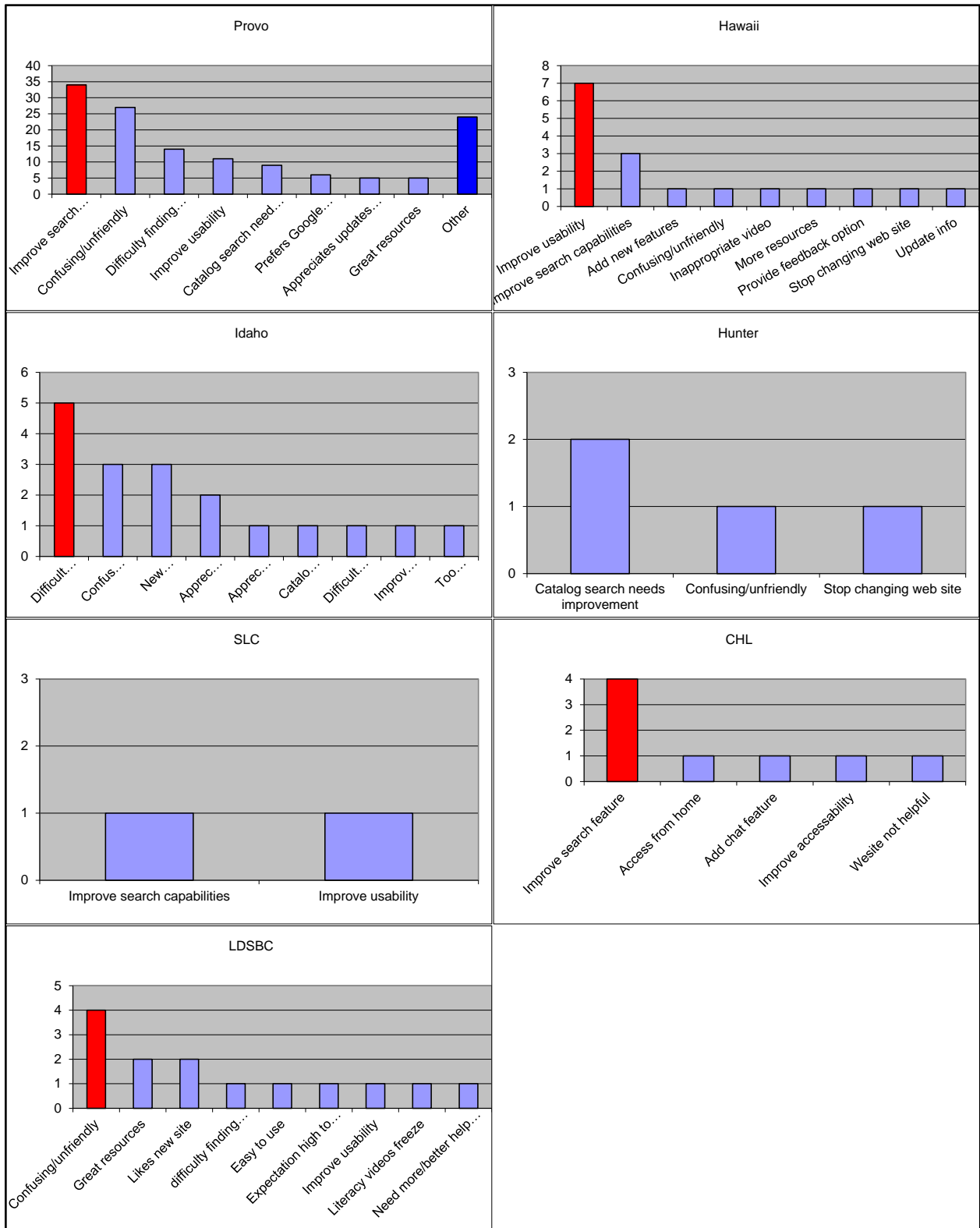
Breakdown of Comment Categories – Library Policies



Breakdown of Comment Categories – Library Resources



Breakdown of Comment Categories – Library Web Site



Breakdown of Comment Categories – Online/electronic Resources

