CES Library
CONSORTIUM

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

LibQUAL+™

A report on observations made from data collected from respondents at the participating libraries of the CES Library Consortium during the spring 2004 LibQUAL+™ survey including an assessment of comments

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INTRODUCTION

LibQUAL+™, the library service quality assessment tool of the Association of Research Libraries (ARL), was administered at the CES libraries during spring 2004. 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.

EXECUTIVE SUMMARY

Response rates at the various libraries of the CES Library Consortium were very favorable as well as 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.

Overall, the quantitative data showed the following tendencies:
1) Library employees were perceived as courteous, caring and responsive,
2) Efforts should be made to improve the variety and accessibility of electronic resources,
3) Effectiveness of library Web sites could improve,

In addition, there were areas where some libraries shined and others were less than satisfactory. For instance, at half the institutions, the respondents felt the library was a space that inspires study and learning. At the other half of the institutions, respondents felt that that aspect stood in need of improvement. As such, in those instances as well as the points cited above, it is important for everyone to assess best practices and seek ways to improve.

Other quantitative results of note included:
1) Patrons felt they are well treated and rate high their overall satisfaction with the quality of service at each of the libraries,
2) Improvement could be made in the support of patron learning, research and/or teaching needs,
3) The libraries could do more to help patrons stay abreast of developments in patron's respective fields of interest and help them better distinguish between trustworthy and untrustworthy information,
4) Patrons still use, and probably will continue to use non-library gateways, such as Yahoo™ and Google™ as their primary initial tool for searching for information.

The qualitative data from comments were plentiful and several themes emerged from them. In most cases, survey respondents found their respective library wonderful, but there were some needs that became prevalent:
1) There is a desire of patrons for libraries to address the noise issues at their institutions and provide more space and other physical resources,
2) Personnel are generally well thought of, but steps to improve relations and interactions with patrons are needed,
3) It may be well worth the effort at each institution to look at extending hours, providing more resources and the help to use those resources, upgrading and improving their respective web sites, and increasing the types of and access to online electronic resources.

SURVEY GENESIS

Following the completion of the spring 2003 LibQUAL+™ survey at the Lee Library at BYU-Provo, the libraries of the CES Library Consortium approached the Lee about the possibility of coordinating assessment activities to evaluate patron satisfaction and observe best practices at each of the institutions. Given the success the Lee Library had had with LibQUAL+™, it was proposed that the consortium participate in the spring 2004 survey. The consortium agreed and during the spring of 2004, the Lee Library, the Hunter Library of the J. Rueben Clarke Law School, the McKay Library at BYU-Idaho, the Smith Library at BYU-Hawaii, the LDS Business College and the Family History Libraries in Salt Lake City participated with 209 other libraries from around the world in ARL's LibQUAL+™ survey to assess library service quality.

The intent of this effort as set forth by ARL and the LibQUAL+™ staff is 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 service,
- Enhance library staff members' analytical skills for interpreting and acting on data.

The Lee Library has experienced this in a very real sense from participation in the 2001 and 2003 surveys. The hope has been that the CES Library Consortium will also benefit in similar fashion. Formal reports of the results from the 2004 survey have been prepared by ARL and Texas A&M University for each institution that participated in the survey as well as for specific groups and consortia. These reports have been disseminated to each of the institutions for review. In addition, a significant aspect of the survey is a comment box at its end where respondents were asked to provide any other comments they might have about library services. These reports did not include any qualitative analysis conducted on information provided in those comments.

It should be noted that the comparisons **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 area. In keeping with LibQUAL+™ requests/requirements concerning disseminating results, where actual figures from the survey (average scores and associated charts from the quantitative data) is shown for the respective institutions, the names of the institutions will be removed. This criterion does not apply to demographic data or to the comments.

SURVEY ADMINISTRATION SUMMARY

Due to the varying nature and size of the six participating libraries, different criteria were used to sample respondents from each. Since its inception, the LibQUAL+™ minimum required sample size for a large academic library has been 900 undergraduates, 600 graduates and 600 faculty/staff. They also recommended sampling a few more in the event some email addresses proved invalid and would need replacement in the sample. Participating institutions are asked to follow these suggested criteria to the extent possible. Since each library in the consortium serves a different set and number of patrons, not all could meet the above expectation. Therefore, alternatives were devised in order to optimize response to the extent possible and provide an adequate reflection of patron perception of library services.

The survey itself was conducted during the better part of the month of March (8th through the 31st). Each institution sent out separate invitations to their sample groups with follow-up messages each succeeding Monday plus whatever additional follow-ups deemed necessary by their respective site coordinator so as to improve response as much as possible.

In the end, participation at each institution was more than satisfactory. The actual numbers were 1795 at the Lee Library, 310 at the Hunter, 1214 at the McKay, 430 at the Smith, 858 at LDSBC, and 3916 at the Family History Library. When these figures are translated into response rates, they varied at the academic units from 51.2% at Idaho to 59.7% at LDSBC (because of the nature of the data collected at FHL, no such rate could be determined). However, for varied reasons, not all those that attempted to take the survey at any of the libraries actually completed it nor were all the surveys considered valid. A survey was deemed completed if all required questions were answered. A survey was considered valid if all core questions were answered with less than 12 NA answers and/or 10 invalid answers (minimum > desired for example). The chart below (Figure 1) shows the number of surveys completed and valid for each of the institutions. In general, the number of valid surveys was less than the number of completed surveys. The exception was at FHL where the reverse was true.
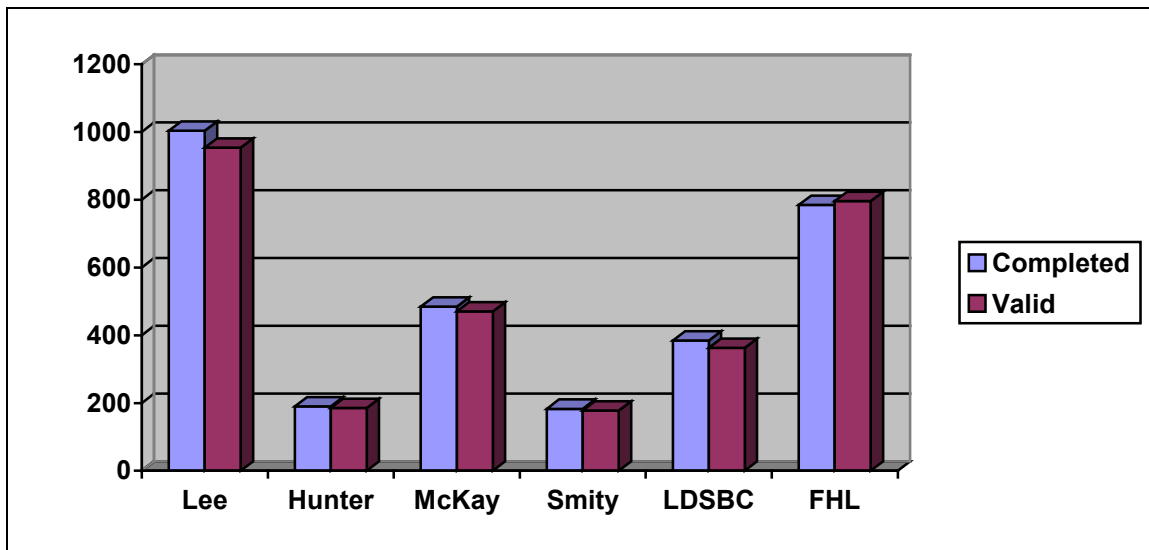
Figure 1 - Number of Completed & Valid Surveys

From this information two additional "rates" can be determined. The completion rate (the number of surveys completed divided by the number of total responses) for each institution was fairly high, with the exception being the FHL. The Hunter Law Library had the highest completion rate with 61.3%. Lee was next at 55.9%. The rates at the other academic institutions were 44.8% at LDSBC, 42.6% at Hawaii, and 39.9% at Idaho. The completion rate at FHL was only 20%.

The effective response rate (the number of valid surveys divided by the final sample size) was very respectable at each institution and within the mid-range to upper-range of rates seen historically at LibQUAL+™. Again, Hunter had the highest rate at 32.5% with Lee next at 29.2% (which exceeded its 2003 rate by more than 1%). LDSBC had the next highest at 25.2% followed by Hawaii at 22.0% and Idaho at 19.8%. Again, no rate was possible for FHL since they did not have a "sample size" from which to determine that figure.

A couple points should be noted about the validity of these rates. A "response" was recorded by LibQUAL+™ whenever anyone attempted to take the survey (they referred to this as "viewing page 1" of the survey). However, if a survey was not completed, there was no way to know why. Therefore it was entirely feasible that some individuals my have initially attempted to take the survey and did not complete it for whatever reason, but later returned and made a second attempt (or conceivably more). And given the anonymous nature of the survey, there was no way to know if an individual took the survey more than once. Historically, according to the administrators at LibQUAL+™, given the complicated nature of the survey, repeat takers have been very minimal. And if an individual attempted to take the survey again in order to better their chances at earning the incentive, if they input the same email address again, that survey was deleted.

As touted by LibQUAL+™, what really counts is representativeness – how well the final numbers match the demographic profiles of the respective institution. For example, if an institution breakdown of male to female were 50/50 but the survey response was 30/70, then the results would not necessarily be representative of the population and therefore inferences from the response would need to be couched in terms that reflect that disparity. The breakdown for gender for each of the CES institutions is summarized in Table 1 below.

Table 1 – Response Summary

	Gender	Population N	Population %	Response N	Response %
Family History	Male			226	28.75%
	Female			560	71.25%
BYU-Hawaii	Male			73	41.01%
	Female			105	58.99%
Law School	Male	349	63.92%	105	56.76%
	Female	197	36.08%	80	43.24%
BYU-Idaho	Male	5,498	46.30%	212	45.20%
	Female	6,377	53.70%	257	54.80%
LDSBC	Male	548	40.83%	102	28.18%
	Female	794	59.17%	260	71.82%
BYU-Provo	Male	18,244	52.50%	477	50.05%
	Female	16,505	47.50%	476	49.95%

Note that population figures were not possible for FHL, and BYU-Hawaii did not provide those figures to LibQUAL+™ for inclusion in their report. For the other institutions, BYU-Provo and BYU-Idaho had response percentages virtually equal to their respective population percentages. Hunter, though not as good as Provo and Idaho, had figures that were close enough to be assumed that responses by gender were representative of the Law School population. LDSBC had figures that were different, a bit more weighted with females than the population indicated, but still in line with being relatively representative.

A more comparative breakdown for the academic institutions is by User Group – Undergrad, Grad, Faculty, Lib Staff, and Staff – which is shown in Figure 2 below (this breakdown does not apply to the Law School). As expected, the majority of respondents at each of the institutions were undergraduates.

It was interesting to note, however, that Idaho, Hawaii and LDSBC all had "Graduate" responses when none of those institutions have graduate programs. The answer to this stems from the nature of the emails sent out. The email databases for each most likely included individuals that had attended those institutions, but had recently graduated and/or gone on with their studies at other schools. For them, the only logical response for that demographic question would have been "Graduate."
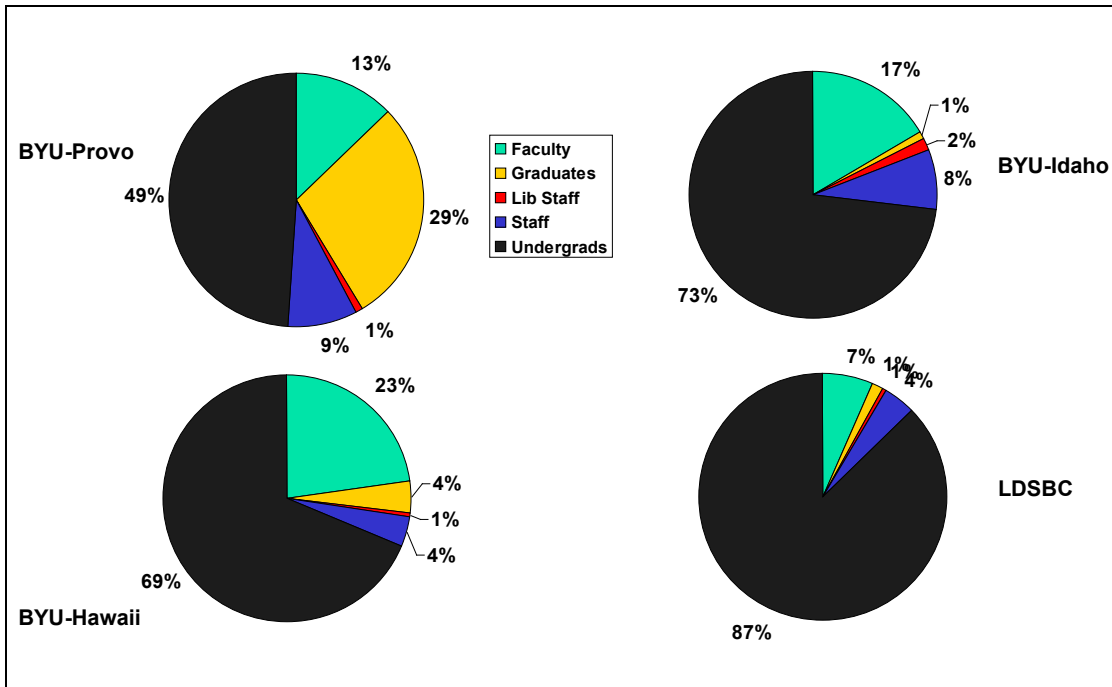
Figure 2 - Academic User Group Breakdown

Another option that allows for comparisons across all the institutions 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 3. 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. When comparing that to the academic institutions, the percentages for those age groups mirrored very closely the age percentages seen for faculty respondents.
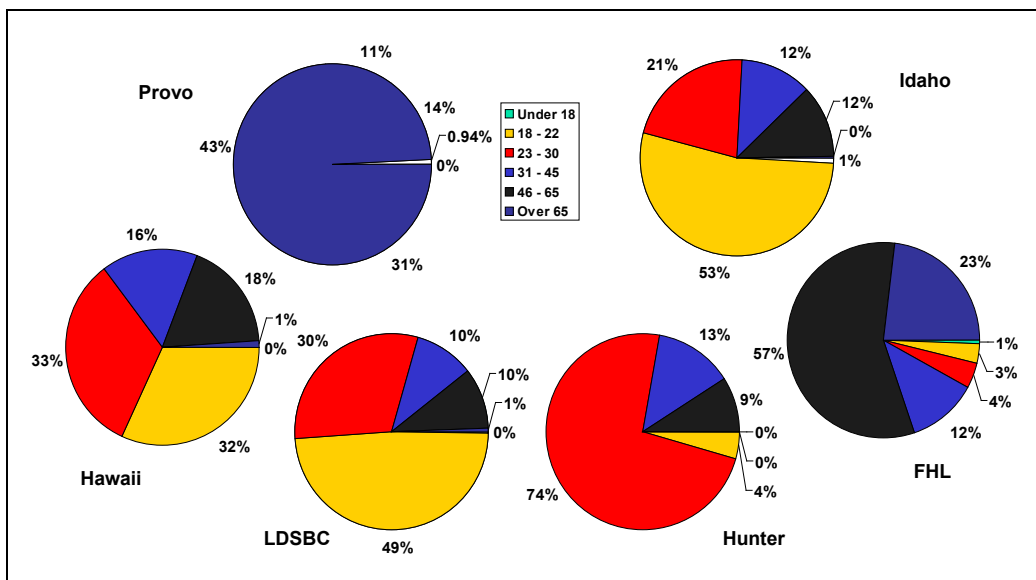

Figure 3 - CES Age Group Response Breakdown

QUANTITATIVE DATA ANALYSIS RESULTS

As in surveys of the past, the point of LibQUAL+™ was to give the 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 the library currently provides. Those service expectation ratings were based on a 9 point Likert scale with 1 being low and 9 being high. For 2004, those sampled were asked to provide such ratings for 22 core statements (as compared to 56 in 2001 and 25 in 2003). The list of core statements can be found in Appendix A.

In addition, institutions were given an option to add 5 additional statements that they felt might be of particular interest to them. These "bonus" statements were randomly scattered amongst the core 22. After consultation, the consortium decided on 5 default bonus statements that would be included in the survey. However, each institution was given latitude to drop or change any of the five. It was agreed that the academic institutions would all use the first three default statements. Hunter and Idaho opted to use all five of the default bonus statements. Provo changed the statement concerning hours to one about subject specialists. Both Hawaii and LDSBC dropped the hours and archive statements choosing instead statements that dealt with space issues (Hawaii) and providing help or instruction (LDSBC). FHL opted to change the third default statement dealing with interlibrary loan and document delivery and substituted a statement dealing with the library environment. A list of bonus statements used at each of the 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 score was calculated by subtracting the minimum level from the perceived level. A low or negative adequacy score implied a need for improvement. A service superiority 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 meeting patron expectations for service. These results are graphically displayed in the radar charts below (see Figure 4).

These charts feature multiple axes or "spokes" that represent the core library service statements asked in the survey. The questions are grouped into the three service dimensions covered by the statements, affect of service, information control and library as place (these are defined below). The circles represent the response values. 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, this 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." As such, in keeping with LibQUAL+™ requirements for disseminating results that prohibit including institution names when using other institutions, the names of the respective institutions have been removed and only generalized observations have been made.
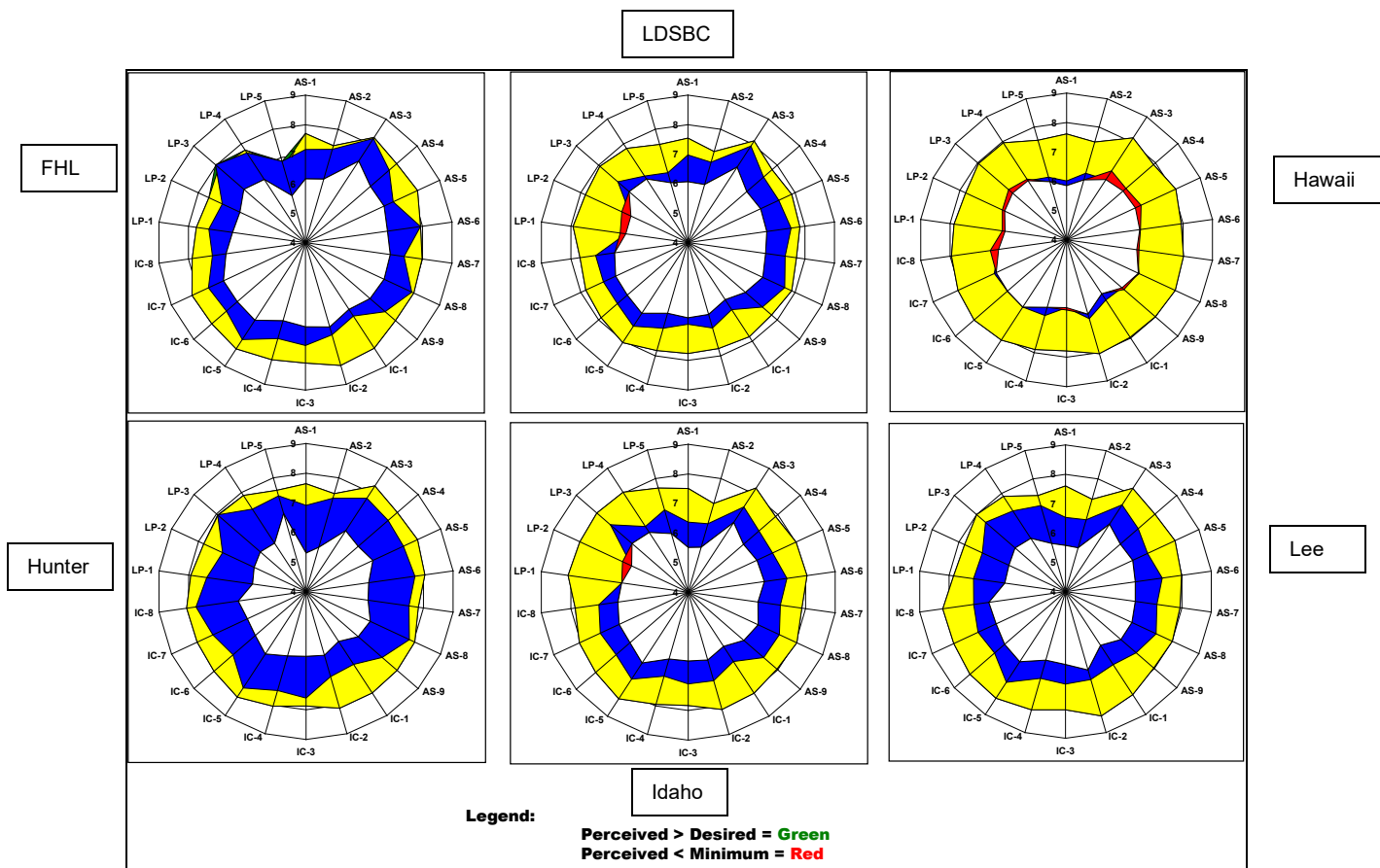
Figure 4 - CES LibQUAL+™ Radar Charts

Close examination of the radar charts reveal some similarities as well as some differences. It was interesting to note that the outer shapes of the radar charts, reflecting the average desired level of service, were fairly consistent – patron's desired level of service tended to be the same across the board. There was much greater variation in the average minimum level of service between institutions – patron's minimum expectations of service differed from library to library.

A couple areas of consistency were in accessibility in electronic resources (IC-1) and effective Web sites (IC-2), both of which tended to have perceived levels nearer to the minimum than many of the other service statements (excepting those that may have been below the minimum). It would appear from this that efforts need to continue to make those resources more amenable to patrons. In contrast to that, with one exception, user's perceptions of employee courteousness (AS-3), caring (AS-6) and response readiness (AS-4) were generally high, approaching or equaling the desired level. From this it seems that library personnel are doing a adequate job in their interaction with patrons (more on this later in the section dealing with comments made by respondents).

Some differences to note were that patrons at half of the institutions felt that quiet space (LP-2) was lacking, while at the other half that expectation seem to be met. Some respondents felt their institution did well at providing space for group learning, while others expressed that such space was lacking. The question then becomes, what can be learned from those institutions with positive responses in those and other areas? The natural reply to this would be that efforts need to be made to better communicate best practices between CES libraries so that all might be able to benefit from successes each may be having.

As in past iterations of LibQUAL+™, the data was analyzed in several dimensions. These dimensions have evolved over time to the point that they have been reduced to three for 2004. The three dimensions of service for 2004 were 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. Once again the spokes in the radar charts above were grouped by those dimensions to make them easier to interpret.

The actual values that went into the radar charts above have been included in Table 2 below. In addition to the average values for each statement, 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. Each set of Min, Per, Des and Gap values reflect a separate institution and correspond to the radar charts discussed above.

Table 2 – LibQUAL+™ Results
22 Core Library Service Statements

		Min	Per	Des	Gap	Min	Per	Des	Gap	Min	Per	Des	Gap
Affect of Service	AS-1	5.57	6.53	7.60	0.96	5.51	6.37	7.51	0.86	5.85	6.01	7.61	0.16
	AS-2	5.55	6.55	7.27	1.00	5.58	6.41	7.12	0.83	6.12	6.36	7.47	0.24
	AS-3	6.74	7.53	8.20	0.79	6.81	7.44	8.20	0.63	6.80	6.45	8.14	-0.35
	AS-4	6.47	7.27	8.02	0.80	6.47	7.16	7.90	0.69	6.67	6.54	7.91	-0.13
	AS-5	6.52	7.08	8.10	0.56	6.56	7.14	8.01	0.58	6.79	6.58	8.09	-0.21
	AS-6	6.39	7.32	7.98	0.93	6.59	7.36	8.04	0.77	6.54	6.51	7.93	-0.03
	AS-7	6.39	7.14	7.93	0.75	6.37	7.14	7.87	0.77	6.48	6.41	8.01	-0.07
	AS-8	6.49	7.40	8.00	0.91	6.60	7.39	8.04	0.79	6.69	6.72	8.07	0.03
	AS-9	6.49	7.18	7.97	0.69	6.48	7.37	7.96	0.89	6.58	6.49	7.99	-0.09
Information Control	IC-1	6.18	6.97	8.19	0.79	6.18	6.79	8.07	0.61	6.19	6.44	7.96	0.25
	IC-2	6.78	7.12	8.41	0.34	6.38	7.11	8.12	0.73	6.63	6.79	8.03	0.16
	IC-3	6.48	7.15	8.03	0.67	6.32	7.10	7.83	0.78	6.39	6.31	7.78	-0.08
	IC-4	6.43	7.08	8.19	0.65	6.35	6.95	7.94	0.60	6.39	6.68	7.88	0.29
	IC-5	6.85	7.69	8.34	0.84	6.85	7.50	8.30	0.65	6.73	6.73	8.07	0.00
	IC-6	6.74	7.19	8.30	0.45	6.60	7.22	8.13	0.62	6.67	6.66	8.16	-0.01
	IC-7	6.60	7.28	8.19	0.68	6.57	7.27	8.05	0.70	6.64	6.71	8.07	0.07
	IC-8	6.63	7.15	8.21	0.52	6.39	7.04	7.85	0.65	6.62	6.33	7.95	-0.29
Library as Place	LP-1	6.08	7.16	7.84	1.08	6.26	6.26	8.09	0.00	6.20	6.11	7.86	-0.09
	LP-2	6.12	7.12	7.78	1.00	6.44	6.11	8.03	-0.33	6.41	6.32	7.78	-0.09
	LP-3	6.27	7.60	8.00	1.33	6.51	7.48	8.08	0.97	6.61	6.43	7.96	-0.18
	LP-4	6.16	7.28	7.87	1.12	6.41	6.65	8.03	0.24	6.46	6.40	7.94	-0.06
	LP-5	5.71	7.05	7.41	1.34	6.06	6.90	7.66	0.84	6.06	6.22	7.53	0.16
Overall		6.35	7.18	8.00	0.82	6.38	7.01	7.95	0.63	6.48	6.48	7.92	0.00

		Min	Per	Des	Gap	Min	Per	Des	Gap	Min	Per	Des	Gap
Affect of Service	AS-1	5.30	6.91	7.64	1.61	6.06	6.97	7.54	0.91	6.16	7.16	7.70	1.00
	AS-2	5.55	7.28	7.44	1.73	6.05	6.83	7.21	0.78	6.24	7.29	7.42	1.05
	AS-3	6.45	7.76	8.26	1.31	7.05	7.90	8.11	0.85	7.30	8.22	8.25	0.92
	AS-4	6.32	7.66	8.07	1.34	6.63	7.39	7.77	0.76	6.91	7.75	8.08	0.84
	AS-5	6.48	7.62	8.14	1.14	6.71	7.39	7.87	0.68	6.93	7.27	8.18	0.34
	AS-6	6.13	7.70	8.04	1.57	6.69	7.52	7.82	0.83	6.80	7.93	7.93	1.13
	AS-7	6.11	7.50	7.82	1.39	6.65	7.32	7.70	0.67	6.89	7.37	7.98	0.48
	AS-8	6.38	7.84	8.04	1.46	6.79	7.61	7.87	0.82	6.93	7.97	8.04	1.04
	AS-9	6.32	7.40	8.06	1.08	6.57	7.33	7.74	0.76	6.89	7.57	8.03	0.68
Information Control	IC-1	6.01	6.94	8.09	0.93	6.31	6.71	7.81	0.40	6.70	6.97	8.27	0.27
	IC-2	6.24	6.99	8.10	0.75	6.54	7.01	7.74	0.47	6.97	7.25	8.33	0.28
	IC-3	6.19	7.60	7.87	1.41	6.55	6.77	7.76	0.22	6.85	7.49	8.08	0.64
	IC-4	6.26	7.48	8.03	1.22	6.49	7.02	7.81	0.53	6.75	7.39	8.13	0.64
	IC-5	6.52	7.89	8.25	1.37	6.86	7.39	8.04	0.53	7.14	7.92	8.30	0.78
	IC-6	6.26	7.26	8.11	1.00	6.72	7.16	7.88	0.44	7.05	7.54	8.20	0.49
	IC-7	6.18	7.47	8.05	1.29	6.70	7.15	7.81	0.45	7.06	7.62	8.23	0.56
	IC-8	6.30	7.74	8.06	1.44	6.50	7.15	7.68	0.65	6.71	7.18	7.87	0.47
Library as Place	LP-1	5.82	7.38	7.92	1.56	6.31	6.12	7.92	-0.19	6.49	7.30	7.72	0.81
	LP-2	5.93	7.10	7.80	1.17	6.47	6.13	7.82	-0.34	6.44	7.10	7.60	0.66
	LP-3	6.04	7.95	7.93	1.91	6.63	7.14	7.94	0.51	6.76	8.02	7.89	1.26
	LP-4	5.95	7.32	7.87	1.37	6.57	6.69	7.81	0.12	6.55	7.63	7.74	1.08
	LP-5	6.74	7.36	7.56	0.62	6.11	6.46	7.46	0.35	5.66	6.87	6.69	1.21
Overall		6.12	7.46	7.97	1.34	6.55	7.05	7.78	0.49	6.75	7.51	7.96	0.76

Another way to visualize the zone of tolerance and associated gaps are through the charts below (see Figure 5). The boxes in each chart represent the zone of tolerance. The bottom edge of the box is the average minimum level of service. The top edge of the box is the average desired level of service. The diamond within each box is the average perceived level of service. From this it is readily evident in what dimensions institutions appear to be meeting expectations and in what dimensions institutions have room for improvement.
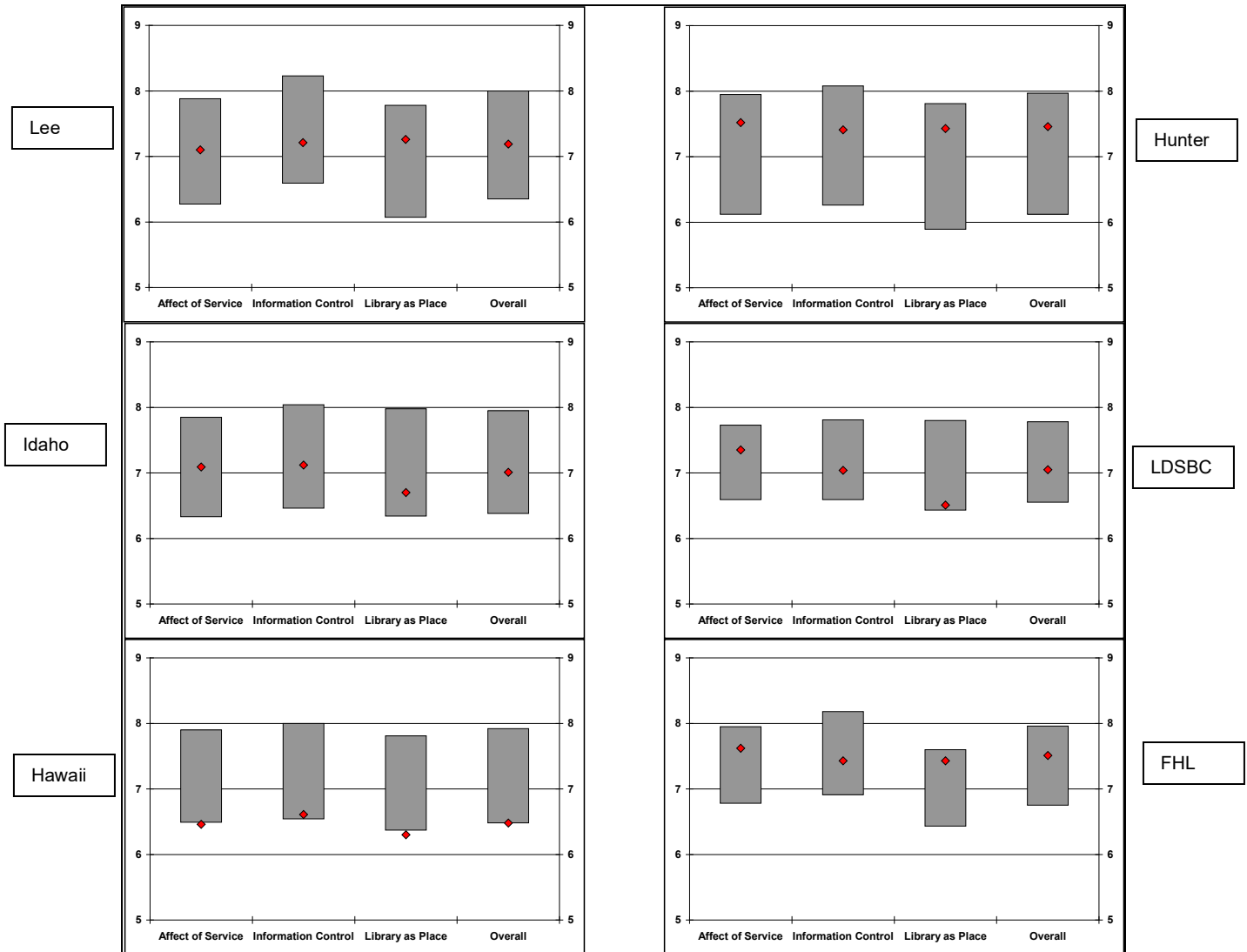
Figure 5 - CES Zone of Tolerance Charts

As mentioned earlier, each institution was given the option of including 5 bonus statements in the service portion of the survey to supplement the 22 core statements. The nature and context of those statements have already been discussed. Similar radar charts summarizing the results of those questions have been created and shown below (see Figure 6; the values used in the charts have been included in Table 3 below the charts). The order in the charts corresponds to the same order in the past radar charts discussed. The number of spokes in the radar graph was reduced to 5 and the statements themselves assigned an alphabetic character from A to K. Where institutions used similar statements, those letters would match; otherwise a different letter was used to correspond to the different statement employed by that library. Again, as interpretations of the charts are made, attempts to make comparisons should be avoided and the meaning of the chart put into the proper perspective.

It is evident from the charts below that the academic institutions for the most part met patron's expectations in the areas of making them aware of library resources and services, teaching them how to locate, evaluate, and use information, and having efficient interlibrary loan and document delivery.
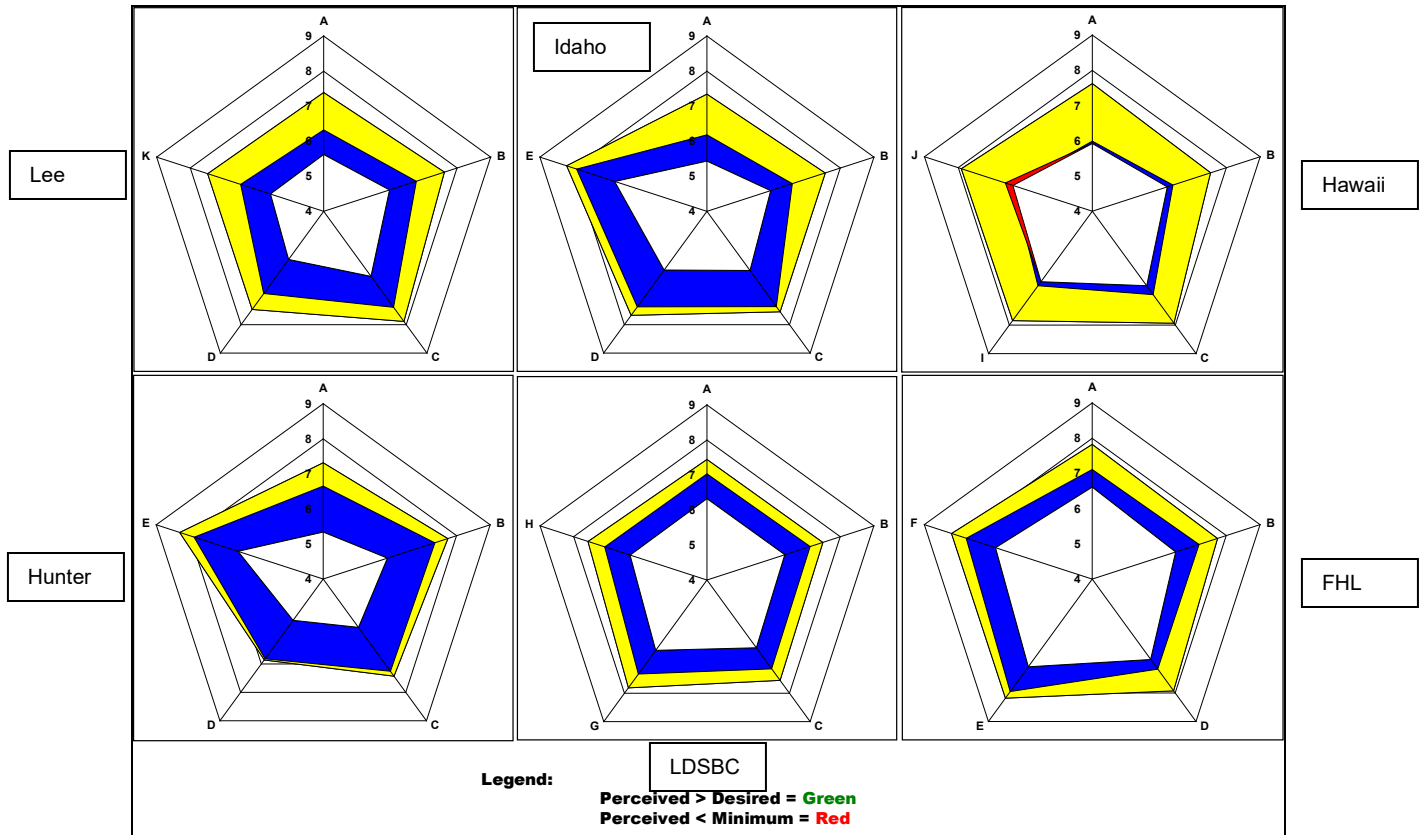

Figure 6 - CES Bonus Statements Radar Charts

Table 3 – LibQUAL+™ Results
Bonus Statements

		Lee				Idaho				Hawaii			
		Min	Per	Des	Gap	Min	Per	Des	Gap	Min	Per	Des	Gap
Bonus Statement	1	5.62	6.32	7.39	0.70	5.43	6.18	7.34	0.75	5.92	5.99	7.62	0.07
	2	5.97	6.77	7.61	0.80	5.91	6.56	7.54	0.65	6.23	6.40	7.52	0.18
	3	6.29	7.39	7.88	1.10	6.09	7.36	7.54	1.27	6.62	6.93	7.93	0.30
	4	5.70	6.90	7.46	1.20	6.07	7.37	7.67	1.30	6.47	6.62	7.84	0.15
	5	5.59	6.48	7.47	0.89	6.76	7.90	8.20	1.14	6.59	6.36	7.90	-0.23

		Min	Per	Des	Gap	Min	Per	Des	Gap	Min	Per	Des	Gap
Bonus Statement	1	5.32	6.81	7.31	1.49	6.32	7.03	7.44	0.71	6.61	7.11	7.82	0.50
	2	5.89	7.46	7.76	1.57	6.33	7.09	7.47	0.76	6.48	7.18	7.73	0.70
	3	5.46	7.14	7.29	1.68	6.39	7.13	7.54	0.74	6.82	7.16	7.92	0.34
	4	5.44	6.77	6.83	1.32	6.48	7.32	7.81	0.84	7.08	7.95	8.18	0.87
	5	6.50	7.78	8.37	1.29	6.30	7.06	7.56	0.76	6.88	7.75	8.19	0.87

Hunter   LDSBC   FHL

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To supplement the findings from all the service results (the 22 core and 5 bonus 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 have been summarized in Figure 7.

Note that the relative average for each question is high, implying a high level of satisfaction. However, as in past surveys, response to these three questions tends to be consistent at every institution. The way the patron is treated has always and continues to rate highest. The support portion of this satisfaction survey is still rated lowest. Again, this is the pattern that has been seen at virtually every institution that has participated in LibQUAL+™ in the past and it continues to show similar tendencies in 2004.
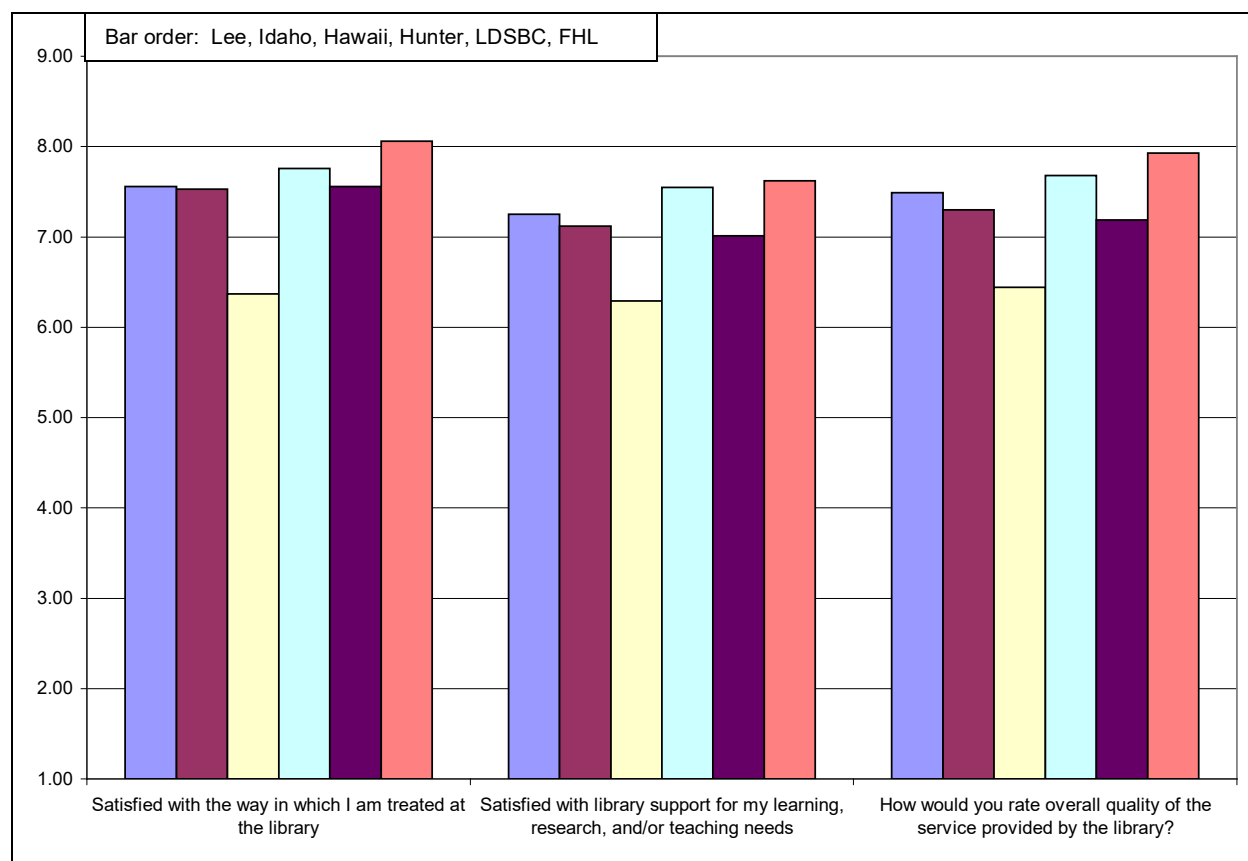
Figure 7 - Service Quality & Satisfaction Results

A new component to the 2004 LibQUAL+™ survey was a set of 5 questions dealing with information literacy outcomes. 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 8. Most of the responses ranged on average from 6 to 6.5. 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, all the institutions tended to have higher ratings for questions 2 and 3 (aiding advancement & enabling

efficiency), but were rated lowest in question 4 (distinguishing between trustworthy and untrustworthy information).
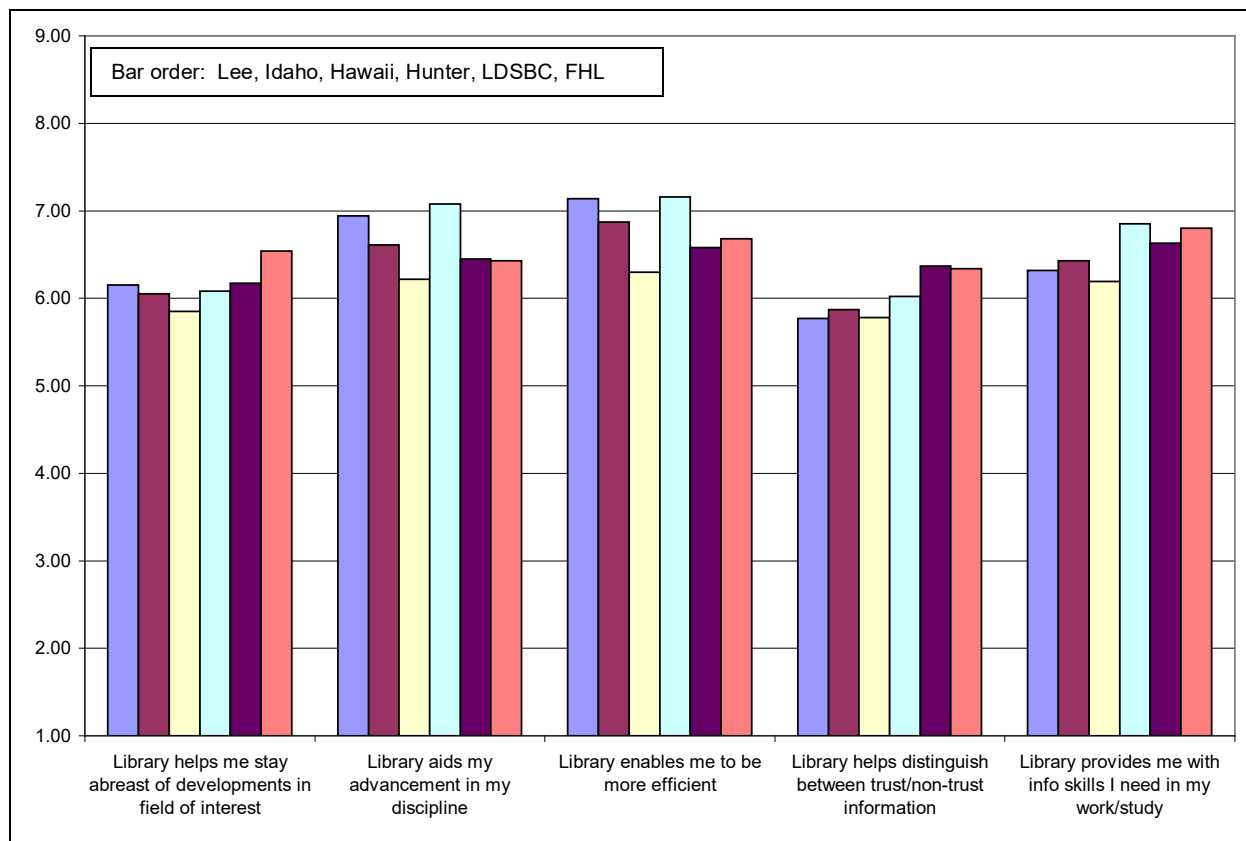
Figure 8 - Information Literacy Outcomes Summary

The final set of questions dealt with the issue of library use. For this set of questions, respondents were asked the extent of their library use (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. It is interesting to note that many respondents commented, particularly from FHL, that they were frustrated with this statement because they were not given an option of yearly (see the comments section of this report). Regardless, the results from these questions are summarized below in Figure 9.

Results to this set of questions have been fascinating. It is blatantly evident that the primary resource tool used on a daily basis by respondents to the survey is Yahoo™, Google™, or other non-library gateways. As disheartening as this may be to the library community, it should come as no surprise. With the explosion of information so readily available on the World Wide Web and the quickness and ease with which such information can be accessed, patrons invariably turn to Yahoo™ or Google™ (so similar search engines) to initially satiate their information needs – right or wrong/good or bad. But even more interesting is the infrequency they access library resources on a daily basis, whether on the premises or through a library Web page (though it is interesting to note that they will check the premises more frequently than they will the Web page). This is a tendency that is consistent with virtually every institution that has ever participated in the survey, whether college/university, law, health science, or public. It is also the case regardless of age, academic user group (undergrad, grad, faculty, etc.), or gender.
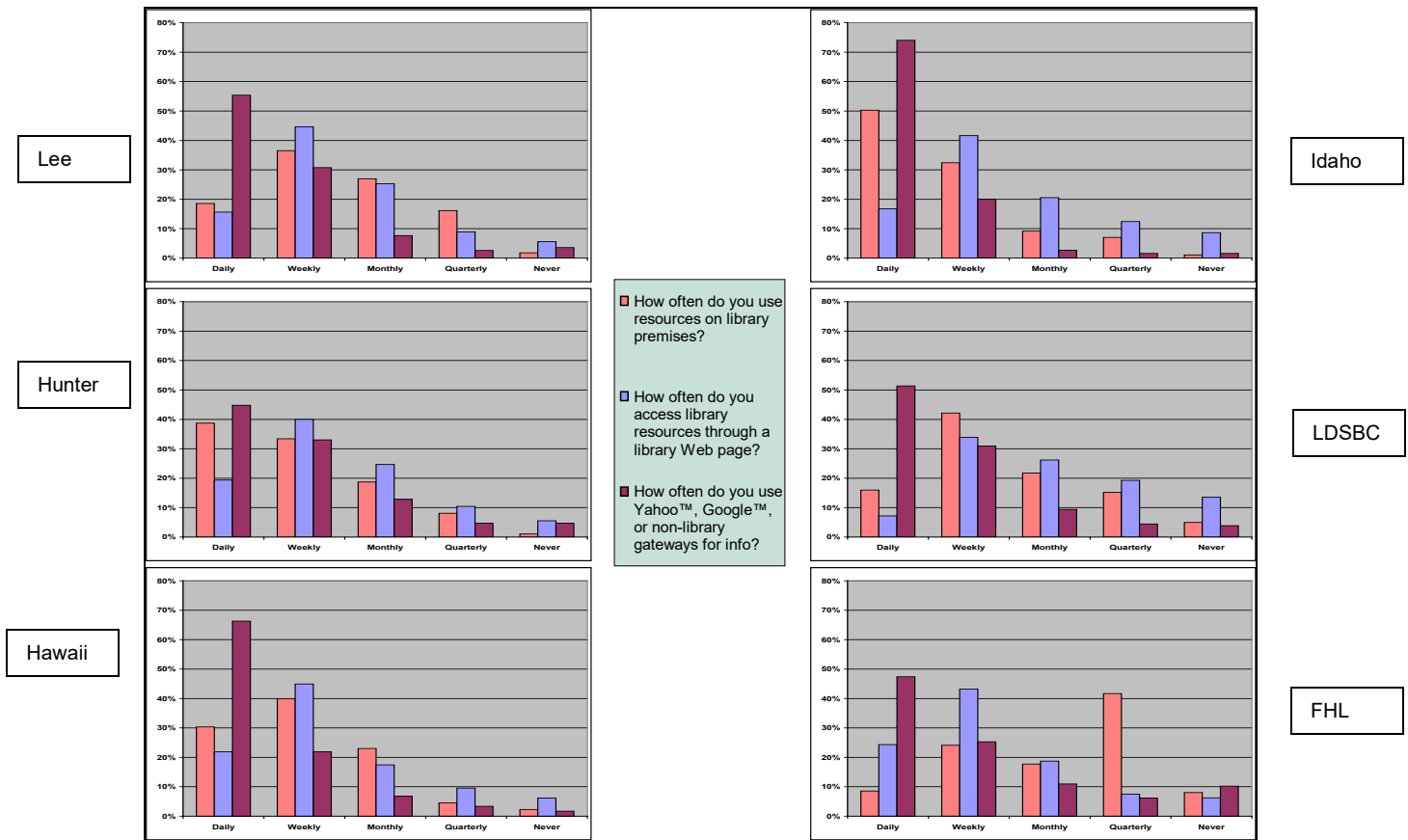
Figure 9 - Library Use Summary Charts

## QUALITATIVE ASSESSMENT OF COMMENTS

As stated in the LibQUAL+™ procedures manual, the survey is NOT simply a set of questions. It is a set of questions AND a comment box. The information drawn from the comments can be as valuable, if not more so, than the information derived from the survey questions. This section of the report will go into detail about the comments received at all the CES institutions and summarize the results and observations that came from those comments.

Each institution had substantial response come in the form of comments to the survey. The percent of comments boxes filled to completed surveys ranged from 31.1% at Hunter to 60.1% at FHL. As one might expect, a single comment made by an individual would deal with multiple issues. Therefore, each comment had to be assessed separately and grouped according to the points brought out. At each institution, the comments 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 related to the survey), library personnel (comments dealing specifically with personnel issues within the library including library faculty, library staff and library security), library polices (hours, circulation, restrictions, etc.), library resources (books, journals, services, etc.), online and/or electronic resources (electronic databases, online journals, etc.), and library web site.

At the Lee Library, of the 1003 completed surveys, 411 individuals made a total of 571 distinct comments, while of the 190 complete surveys from the Hunter Library, 59 individuals made 93 distinct comments. The McKay Library had 339 distinct comments come from 249 individuals from the 484 completed surveys. Those figures for the Smith Library were 161 distinct comments from 95 individuals and 183 completed surveys. The library at LDSBC had 384 completed surveys of which 165 individuals made a

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total of 239 comments. The Family History Library had 784 completed surveys where 471 individuals made 691 distinct comments. The breakdown in percentage of comments for each category to total comments made at each institution has been summarized in Figure 10. As can be seen, each institution had differing emphasis for each category. "Facilities" was by and large the most dominant category at Idaho, Hawaii and LDSBC. "Library Personnel" had the most comments at FHL and Hunter. At the Lee Library, there was a more even spread of comments between "Facilities", "General", "Library Personnel", and "Library Resources", with the "Library Resources" having slightly more than the others.
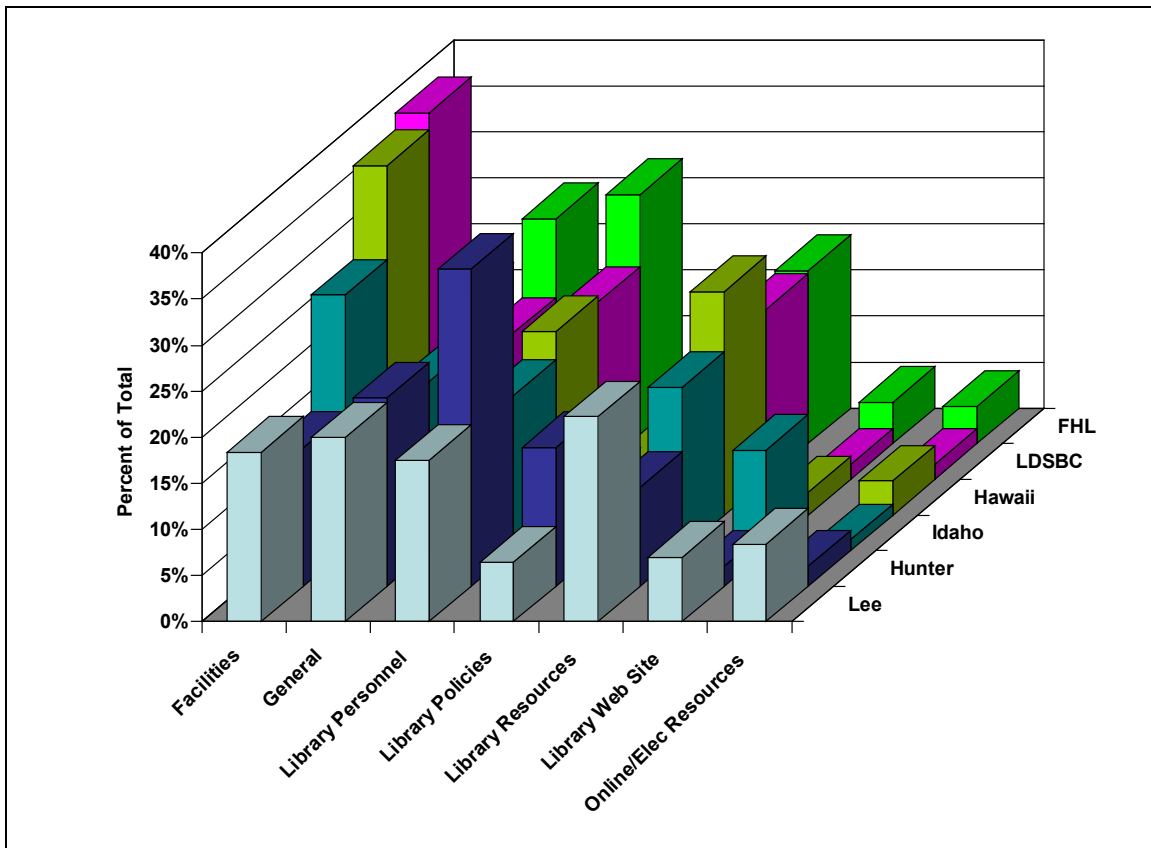
Figure 10 - Institutional Summary of General Categories of Comments

The general overtone of the specific comments across the consortium was a mixed bag with some consistency. Many were positive in nature – that the library was excellent, the staff helpful, great resources, etc. But many were also negative – too noisy, staff impersonal, more resources needed. The majority of the comments varied from institution to institution. The chart below (see Figure 11) summarizes the comments by looking at the top ten at each institution, then taking that information and putting into a Pareto chart. As with the chart above, to make the numbers comparable from library to library, the percentage of the total is shown instead of the frequency counts for each item. On the chart, the single item with the most comments is highlighted in red. The next 9 highlighted in light blue round out the top ten. The last item in blue highlights the majority of remaining comments that did not have sufficient numbers to make the top ten. As expected, this "other" group tended to have the largest percentage. However, when put in proper context, that represents the trivial many, while the top ten reflect the important few.
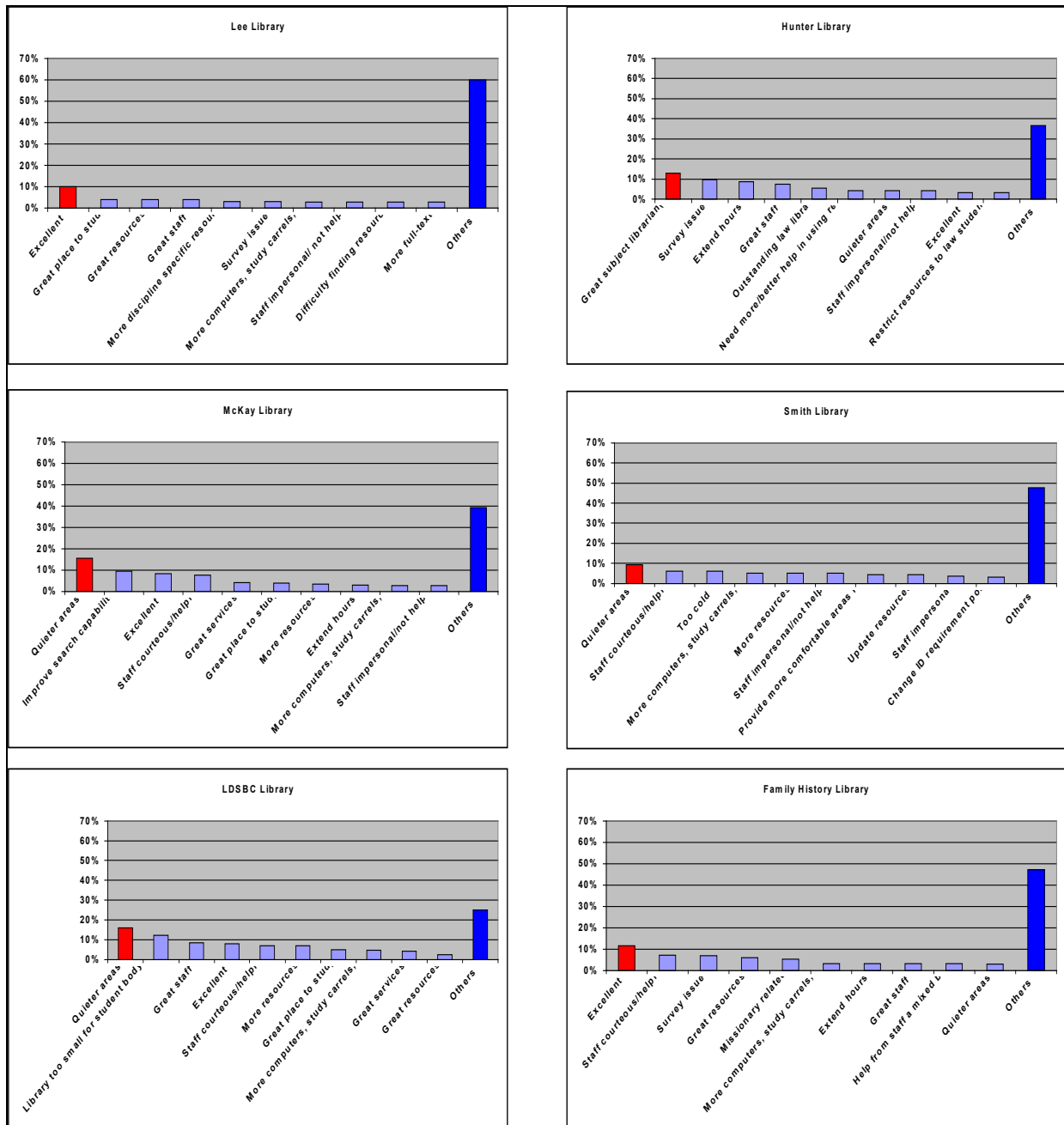
Figure 11 - Institutional Summary of Specific Comments

From the information contained on the charts, it was interesting to note that several items were consistently in the top ten at every institution. The one item to make every list that fell under "Facilities" was "Quieter areas." This tended to be an overriding theme at all the libraries. The basis for this was related to noise issues; either the respondent thought the library was too noisy or indicated a need for designated quiet areas. It often accompanied two additional items at every institution that related very closely to that. One dealt with cell phones, which meant that respondents were either annoyed with cell phone users in the library or wanted some policy controlling cell phones (these were grouped under "Library Policies"). The other dealt with complaints that the staff was too noisy and fell under "Library Personnel."

Positive comments about the staff were also evident on every list. Where respondents felt strongly about specific librarians, the comment was "Great subject librarian(s)." Where they specifically said a staff member was courteous or helpful (but did not distinguish between librarians, other staff, or students), the comment was "Staff courteous/helpful." If they simply indicated they "loved the staff" or the library had a "great staff", the comment was lumped under "Great staff." As can be seen, that accounted for a good number of the comments at every institution. However, every institution had negative comments given in relation to staff, the majority of which were lumped under "Staff impersonal/not helpful." Four of the institutions had this fall within their top ten. Hence, even though there were a lot of good things said about the staffs at all the institutions, there is still room for improvement.

Additional consistent responses were "Excellent" which was in 5 of the top tens and generally was a fairly generic comment on the part of the patron that basically said "You have a great library" or "I love the library." There was also strong support across all the institutions for the need to have more resources and/or more computers, study carrels, etc.

It was interesting to note that as the comments were reviewed, there were specific themes that would stand out at each library. For instance, at the Lee Library, two things stood out. One has already been mentioned, the need to continue to improve how library staff interacts with patrons. The other dealt with the Web site. In past surveys, the perceptions of users to the library's Web site have been mixed. It was hoped that a redesign of the web site would improve on this. However, in 2004 the vast majority of those commenting on the Web site found it confusing and unfriendly. Hunter had many issues stand out that were similar at other libraries. Though one that was mentioned, though infrequently, had an interesting twist; it concerned too many undergraduates from the University using the law library thus taking away study resources from law students. At the McKay library, aside from the noise issue, the other overwhelming complaint was the need to improve the search capabilities of the workstations in the library, specifically to allow for search on non-library gateways (e.g., Yahoo™, Google™, etc.). The Smith Library patrons' major concern focused primarily on patrons wanting areas that were more conducive to quiet study, both in ambience and in physical comfort. The overriding theme at the LDSBC Library was that patrons felt the library was much too small for the size of its student body. And finally, though the Family History Library was given strong marks in many areas, comments were consistently made by respondents about the missionary volunteers – some positive, the rest negative. In the final analysis, all the institutions had areas where patrons indicated the shined and other areas that need attention.

The commonalities and differences can be even more finely assessed by focusing on the top comments within each of the 7 general comment categories. The charts for these have been placed in Appendix B. The percentages for these charts are based on the total number of comments within that category. For most of the charts, only those specific items mentioned 3 or more times are shown. Those items mentioned less than three times have been lumped into "Others." The exception was those libraries where a small response number allowed for other items to be shown. The color scheme for these charts follows that used above. The important item(s), those with the highest frequency were colored red. The lesser mentioned items were colored light blue. The "Others" were colored blue.

In the facilities category, the one consistency to jump out at all the libraries was "Quieter areas." As mentioned previously, this tended to be a common thing across all institutions. In addition, another commonality, though not surprising, is the need for more computers, study carrels, etc. at all the institutions. Past LibQUAL+™ studies have shown that the library continues to be an important place for students (as well as FHL patrons) to congregate, if not to use library resources per se, but to be the place they feel most able to do their research and study. And to accomplish that, the need for support resources continues to increase. But despite the noise and need for more physical resources, they consistently respond that they find their respective library a great place to study and/or do research. The other facility points of interest were both at Hawaii (Smith Library) and LDSBC where the need to improve/enlarge facilities was mentioned often.

The general category in and of itself was one where very generic or non-library comments were lumped. The generic comments were library related, but were not specific enough to warrant placing it in one of

the other categories. For instance, "Excellent" was the most frequent item mentioned in this category across nearly every library. As previously discussed, this stemmed from comments that basically said the patron loved the library or said it was great. The "Good but could always improve" was simply a comment where the patron was satisfied with the library as a whole but made some additional comment that would suggest, if not literally say, there was always room for improvement. One of the non-library comments that seemed very consistent across the institutions was the "Survey issue" item – its length, the nature of the questions, or a technological problem. This tended to be a particular hindrance at the Family History Library. Because the nature of many of the service statements and other questions in the body of the survey were so academic centered and FHL being a public library, it was difficult for FHL patrons to sense that the statement had any pertinence to what they were doing. In addition, the question that dealt with use of resources on library premises was also a trouble spot. The trouble arose from the response options for that question. Many patrons infrequently visit FHL, generally on a yearly or less basis, but the highest response option available was quarterly. It is doubtful that those concerns were unique to FHL and that other public libraries may have experienced similar problems. These issues have been conveyed to LibQUAL+™ and they have indicated that the hope for some later date is to have the ability to refine the survey for public libraries, in essence having two distinct surveys, depending on the nature of the institution.

Respondents for the most part conveyed positive comments about library personnel at all of the institutions – "Great staff", "Great subject librarian(s)", or "Staff courteous/helpful." But all the institutions also saw need for improvement where respondents felt that the staff was impersonal as they interacted with them and/or were not helpful in meeting their needs. At most of the academic institutions, a related comment also was frequently mentioned, and that was that student employees were often impersonal and/or not helpful. The other area of interest, though unique to FHL, was the one mentioned above as a recurring theme for that library in many of the personnel comments. "Missionary related" was the second most common library personnel item mentioned and fifth over all at FHL (see Figure 11). The nature of this comment specifically made reference to the missionary volunteers in one form or another. Many of them were positive, but a good number of them were also negative. It would appear that the struggle FHL has with this issue is similar to the struggle the academic institutions have with student employees. In general they are kind and appreciated, but many patrons often find them lacking the skills and knowledge to be completely effective.

Library Policies (along with Library Web Site and Online/electronic Resources) did not generate as many comments as most of the other categories. However, there were still some things to address in this area that would benefit every institution. The most common item to emerge from these comments was a request to extend library hours. Since the library has become such an important part of academic life, it is not surprising to see this request. But it was also the top library policy request of FHL patrons. Another common observation was that patrons wanted something done about cell phone use in the library. With the advent of wireless communication and the proliferation of cell phone use around the country, one would expect that this request would find its way onto the library policy list at every library. The only other item to gain fairly broad acknowledgement generally dealt with some aspect of circulation.

Library resources, as would be expected consistently generated lots of comments. And the variation in types of comments in this category was many. There were many commonalities emerge from this data. Three that stood out included "Great resources" and "Great services" along with "More resources." Every library had those comments dominate the responses in most instances. In addition, several comments emerge that were grouped under a "More discipline (or area in the case of FHL) specific resources" item. In those cases, respondents requested needs in specific academic disciplines or areas of genealogical research, whereas comments under "More resources" were generic in tone. Another item that bears mentioning under library resources is "Need more/better help in using resources." What seemed to stand out in the comments that lead to this was that though resources were or appeared to be abundant, there was a need for more or better help in knowing how to access and effectively utilize those resources.

Library Web site comments were less in frequency then those seen in any other category except online/electronic resources. The exception was at the McKay Library where comments concerning its Web site received particular attention, but virtually only in one area, and that was "Improve search

capabilities." The consensus amongst all those at BYU-Idaho that commented in this area was the desire to be able to use Yahoo™, Google™, or other non-library gateways when desiring to search at a workstation within the library. There was significant frustration in being limited to the in-house options. As a whole, though, all libraries had many comments expressing frustration about their respective Web sites. Most found it confusing and/or unfriendly. Many were frustrated with the search capabilities on the site (which based on the context of the comment was interpreted as the library catalog search). And several wanted it improved to better access information or be used off-site.

The category to consistently receive the fewest amounts of comments at all institutions was online/electronic resources. The general consensus here was that there needed to be more resources (especially full-text databases at the academic institutions) and those that were available were great. The only other item to get some acknowledgement was the need to improve access to the online/electronic resources that were available. This included on-site access as well as off-site access and generally stemmed from frustration over finding the needed information or limited access to it.

CONCLUSION

LibQUAL+™ has proven itself to be an invaluable asset in the Lee Library's efforts to improve the services it provides to the students and faculty of Brigham Young University through understanding their perceptions of those services. It would appear that the same potential exists for the libraries of the CES Library Consortium. For the most part, the patrons at the various CES institutions rate the services provided by their respective libraries highly. Each institution has areas in which is does well. But each institution also has areas in which it can improve.

As a whole, the libraries are considered great places to study and do research. But the noise level at the libraries has proven to be a sore spot with respondents, and this includes the noise from other patrons, the disruption from cell phones, and inconsiderate staff. Steps need to be taken to address this issue at all the libraries in CES.

The resources and services in the libraries are considered to be very adequate in most respects. However, the need to provide more of them continues to be expressed by many. This would include books, periodicals, computers, study carrels, group study areas, etc. It would also include the need at all the libraries to look at how their respective Web site is meeting the needs of patrons. Admittedly, nothing will stop users from first going to Yahoo™ and Google™ to meet there information needs. But once that has been exhausted or they have been sent to the library's Web site by instructors or others, does the library's site allow the users to effectively find the tools and resources to meet their study and research requirements?

Finally, the staffs at the respective libraries are well thought of by many. But many also find them impersonal and not helpful. More and/or better training would help in this area, but inroads must be made to improve patron relations and even do a better job at outreach and marketing to let patrons know that the resources they need are there at their finger-tips and that there are caring individuals willing to direct them to what they seek.

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

Bonus Statements:
    Default:
1) Making me aware of library resources and services
2) Teaching me how to locate, evaluate, and use information
3) Efficient interlibrary loan / document delivery
4) Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin
5) Convenient service hours
    Other:
6) A library environment that is hospitable and conducive to finding and using information (Family History)
7) Providing help when and where I need it (LDSBC)
8) Librarians teaching me how to effectively use the electronically available databases, journals, and books (LDSBC)
9) Space for group / individual study and research needs (Hawaii)
10) Space that facilitates quiet study (Hawaii)
11) Availability of subject specialist assistance (Provo)

Appendix B
Breakdown of Comment Categories – Facilities

Lee Library

Categories: Great place to study, More computers, stud..., Quieter areas, Great computers & pri..., Chairs uncomfortable, Beautiful, Improve signage, More internet ports at ..., South entrance, Others

Hunter Library

Categories: Quieter areas, Great place to study, More computers, stud..., More printers/copy ma..., Improve closing routine, More group study rooms, Trouble accessing gov ...

McKay Library

Categories: Quieter areas, Great place to study, More computers, stud..., More group study rooms, Computers too slow, Others

Smith Library

Categories: Quieter areas, Too cold, More computers, stud..., Provide more comforta..., Library too small for s..., Improve lighting, Improvements appreci..., Others

LDSBC Library

Categories: Quieter areas, Library too small for st..., Great place to study, More computers, stud..., Others

Family History Library

Categories: More computers, stud..., Quieter areas, Great place to do res..., Food area, Improve signage, Make resources more..., Update microfilm readers, Others

Breakdown of Comment Categories - General

Lee Library

Hunter Library

McKay Library

Smith Library

LDSBC Library

Family History Library
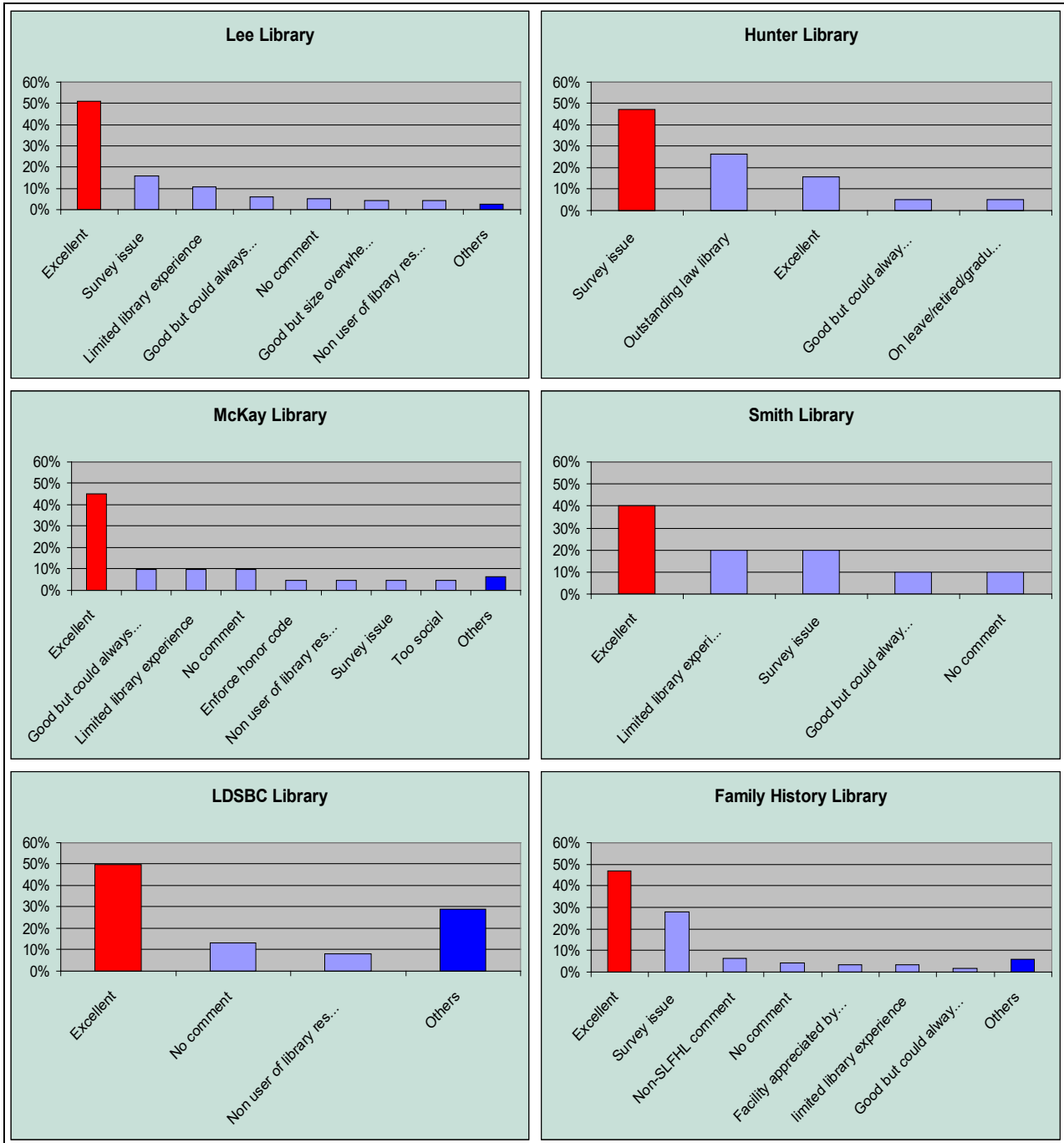
Breakdown of Comment Categories – Library Personnel
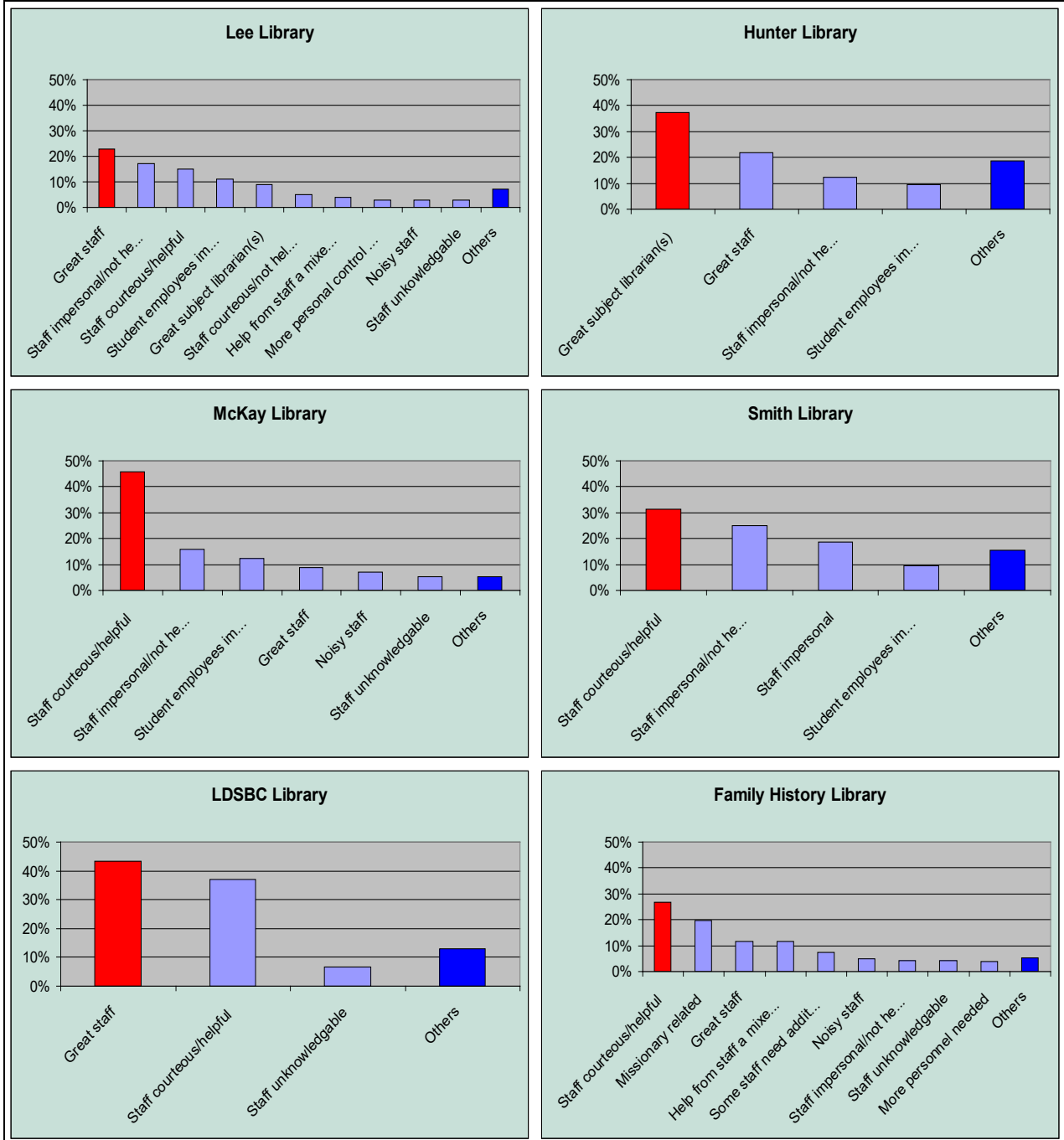
Breakdown of Comment Categories – Library Policies

Lee Library

Hunter Library

McKay Library

Smith Library

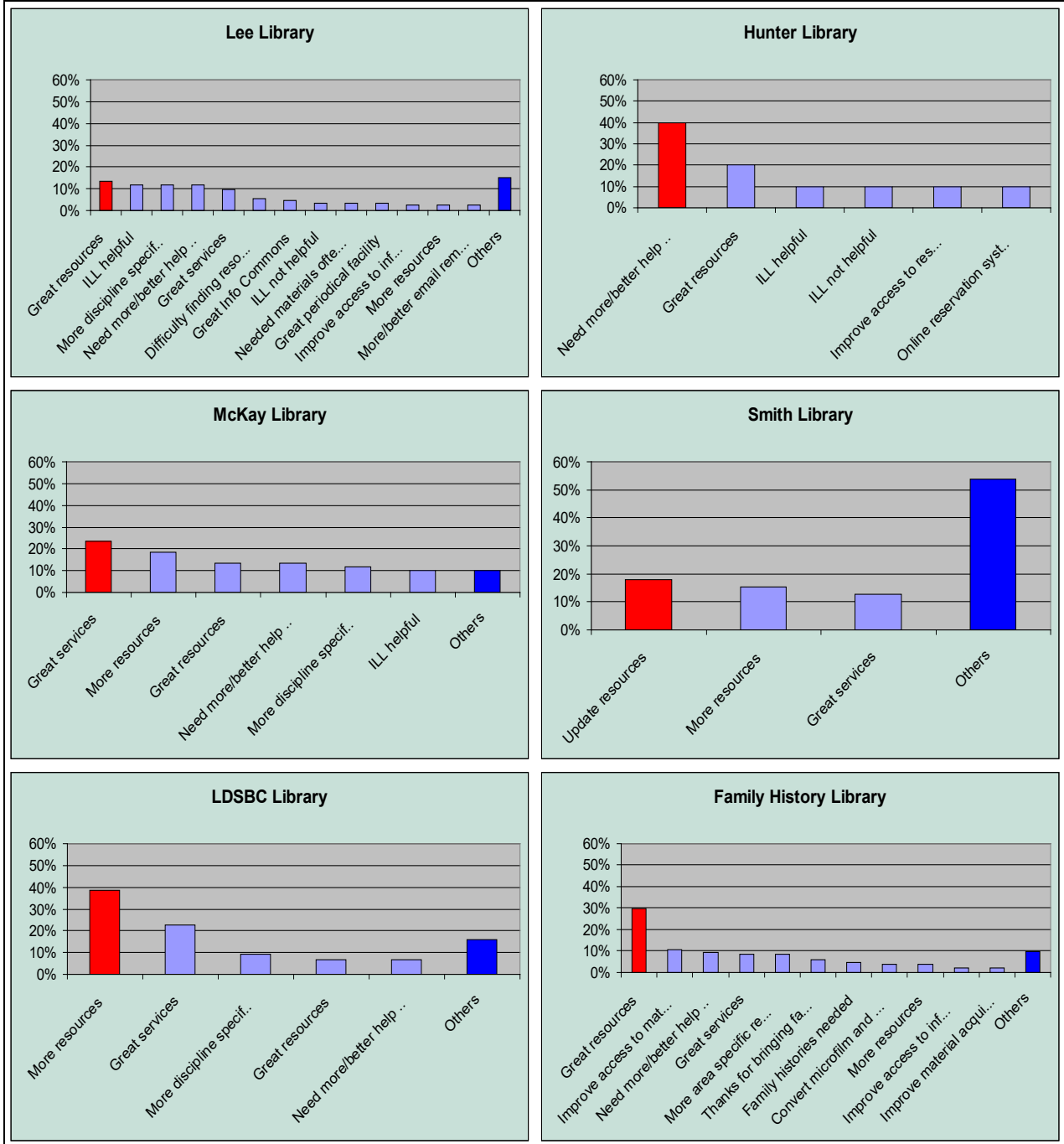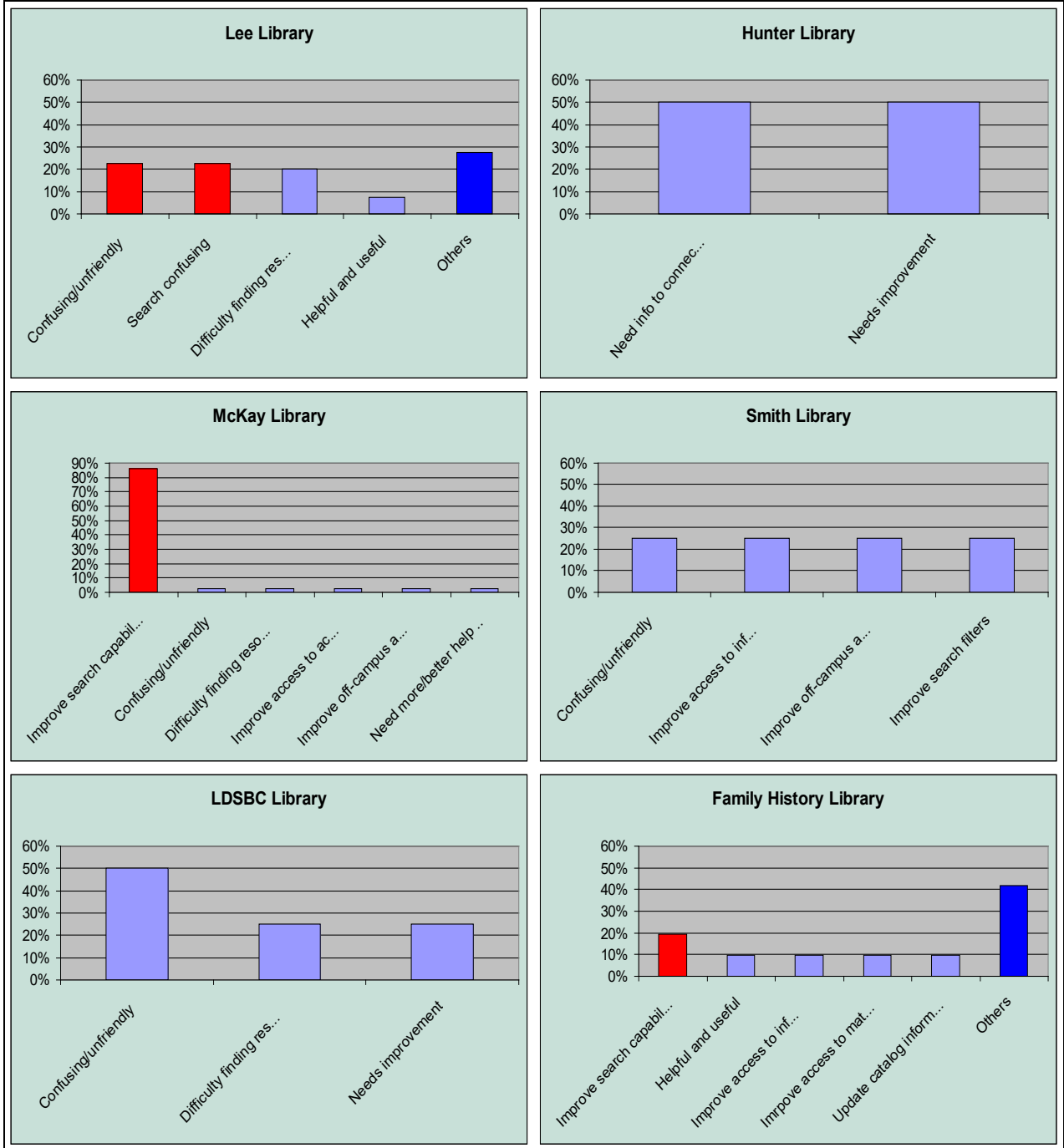## LDSBC Library

Family History Library
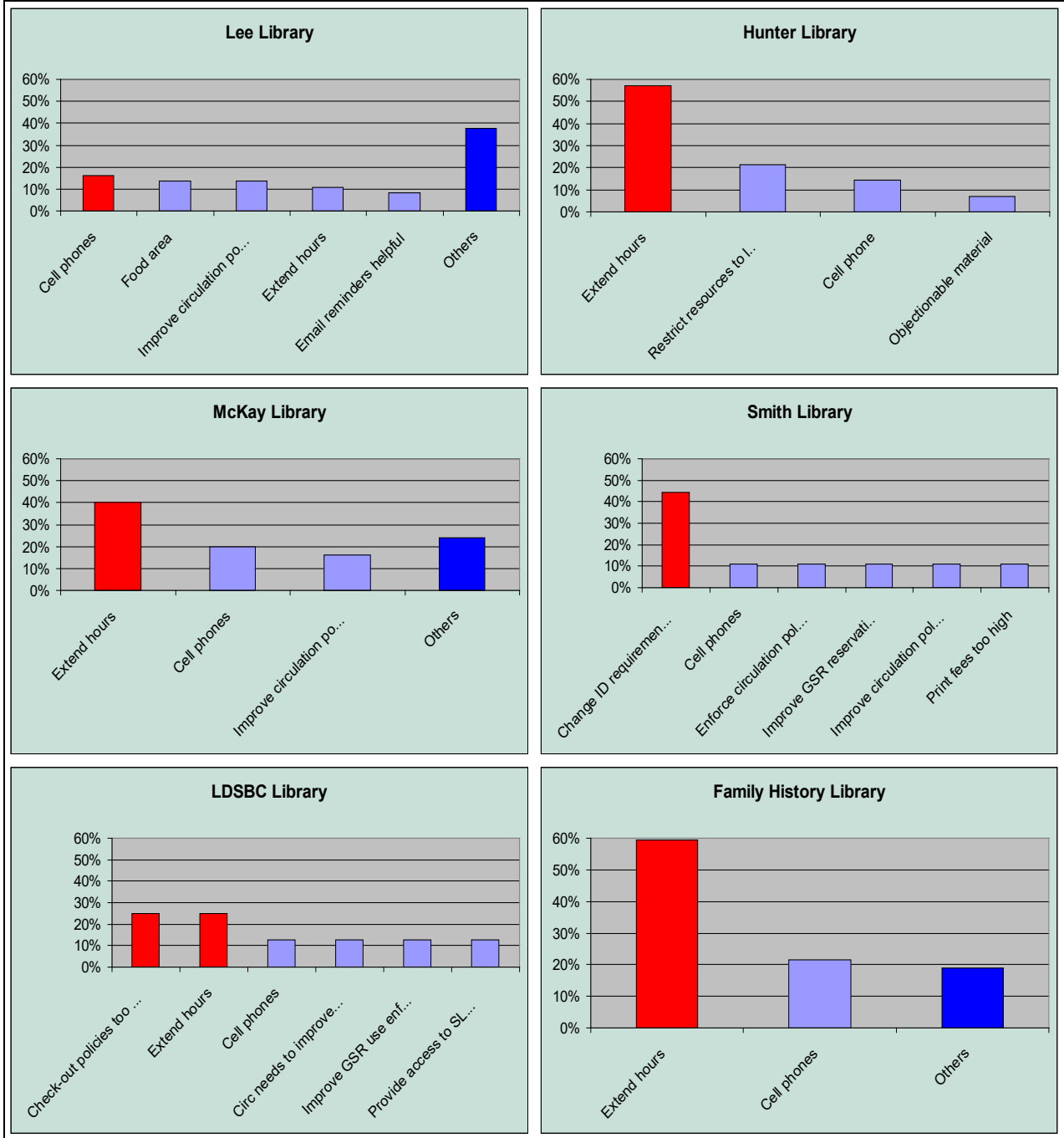
Breakdown of Comment Categories – Library Resources

Breakdown of Comment Categories – Library Web Site

Breakdown of Comment Categories – Online/electronic Resources

Lee Library

(Bar chart, y-axis 0%–60%; categories: More full-text (~33%, red), More resources (~16%), Great resources (~12%), Improve access to inf..., More discipline specif..., Others (~19%, blue))

Hunter Library

(Bar chart, y-axis 0%–60%; categories: Improve access to inf... (~50%), More resources (~50%))

McKay Library

(Bar chart, y-axis 0%–60%; categories: Great resources (~25%), Improve access to inf... (~25%), More full-text (~25%), More resources (~25%))

Smith Library

(Bar chart, y-axis 0%–60%; categories: More resources (~33%), Difficulty finding reso... (~16%), Great resources (~16%), Improve access to inf... (~16%), Off-campus access great (~16%))

LDSBC Library

(Bar chart, y-axis 0%–80%; categories: Great resources (~75%, red), Improve access to inf... (~25%))

Family History Library

(Bar chart, y-axis 0%–60%; categories: More resources (~46%, red), Imrpove access to inf... (~10%), Temple Ready needed... (~10%), Others (~32%, blue))