



Harold B. Lee Library  
Brigham Young University



A report on results collected from respondents at Brigham Young University during fall semester 2017 as well as comparisons with past surveys; also an assessment of comments made during the 2017 survey with comparisons to past comments

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## INTRODUCTION

During the fall semester of 2017, the BYU Harold B. Lee Library (Provo) and library at the BYU Salt Lake Center (SLC) participated once again in ARL's LibQUAL+® survey to assess library service quality. This was BYU's ninth foray into this effort. As with the last endeavor during the winter semester of 2015, the Lee Library opted to take advantage of the LibQUAL+® Lite™ option available to those desiring it. LibQUAL+ Lite™ is basically a watered down version of the full survey, but only to the extent where a respondent sees only a sample of the 22 core and 5 local service statements (nine statements total). All the rest of the questions remain intact. Regardless of the timing or version, the intent of LibQUAL+® has not changed and it continues to be an important instrument in assessing the value of library services to the library's patrons. With benchmarks for BYU well established from the past efforts, the advantage continues now to be to observe how much improvement has occurred over that time.

As is ARL's practice, formal reports of the results from every survey have been prepared by ARL as well as for specific groups and consortia. These reports summarize the survey instrument questions only and do not include any analysis conducted from information provided in comments nor comparisons from past surveys. A copy of the ARL report for Brigham Young University has been posted on the Lee Library's LibQUAL+® Web site. It is not the intent of this report to replicate the results presented in that document. Instead, the purpose of this report is to focus on specific issues or tendencies seen in the 2017 data, particularly in the comments (which assessment is not part of the ARL report) as well as differences between the results from previous LibQUAL+® surveys in which the Lee Library has participated.

## EXECUTIVE SUMMARY

BYU as a whole continues to show improvement in its LibQUAL+® results. Overall, the gap between patrons' minimum and perceived levels of library services reached its highest mark ever, by nearly 10%. And again, there were no perceived levels below their respective minimum level in any of the core or local statements that are the basis for the LibQUAL+® survey. The dimension of Information Control (the availability and accessibility of resources) continues to lag in terms of having the lowest gaps, but it too saw its largest gaps to date. The specific items where the gap is the weakest for Provo are IC-1 (Making electronic resource accessible from my home or office) and IC2 (A library Web site enabling me to locate information on my own), while for the library at the SLC they were AS-3 (Employees who are consistently courteous) and LP-3 (A comfortable and inviting location). But even then, those gaps were well above zero suggesting the libraries were doing well in meeting patron expectations.

General satisfaction levels have remained relatively flat for the last several surveys for Provo, with marginal increases for SLC. The same is true for the information literacy outcomes questions. The daily use of non-library portals on a daily basis continues to be the most prominent means for respondents to access information. This tendency remains pretty consistent across all demographic groups and is common at all institutions that have ever participated in LibQUAL+®.

Though comments continued to reflect the indicators mentioned above, there were some marked shifts in preference/recommendations for improvement. "Facilities" again had the highest number of comments. Many of those comments were positive, but there were some that suggested the library expand the food areas. This was counter to the local statement included in the survey of the same tenor, but for those that did comment as such, their perception for that statement in terms of adequacy gap was well below zero. The same was true for those suggesting in the comments that there be more areas with natural light. Other areas of improvement that were evident in the other comment categories included "Need more/better help using resources", "Improve promotion of resources", "More books over e-resources", "More discipline specific resources", "Improve access to online resources", "Enforce quiet study", "Improve circulation policies", and "Maintaining current journals" to name a few. In addition, comments under "Library Personnel" indicated that the staff is still highly respected, but are suggesting that employees could at times be more courteous in their interactions with patrons.

## SURVEY ADMINISTRATION SUMMARY

As in past surveys, LibQUAL+® required a minimum sample size of potential respondents of 900 undergraduates, 600 graduates and 600 faculty/staff for large academic libraries. And as before, it was determined that BYU would take a sample larger than the minimum to ensure as large a return as possible and account for rejects since the samples would be taken from a database of email addresses where experience had shown many to be unreliable. Once again, with the Lee Library choosing to go 100% Lite™, it was felt that to ensure adequate response to assess discipline specific results, the sample would be increased, which was 4000 undergraduates, 1000 graduates and 1000 faculty/staff.

As was done during the last several iterations of LibQUAL+®, the Salt Lake Center was again invited to participate and was listed as a branch of the Lee Library in Provo. As before, only fully matriculated students and faculty were asked to participate. With this added number, the total survey pool of invitees ended up being 6375. But naturally, as in past surveys, there were a number of rejected emails. Since the emails were extracted from the library's integrated system, which gets this information from the University, which emails are supposed to be maintained by the owner, the incidence of bad emails has hovered around 5% or so in the past. However, as in 2015, Qualtrics was utilized to distribute the survey requests. This has prevented the knowing which emails may have been rejected for whatever reason. Nevertheless, it was felt that the number sampled was adequate to cover any such contingency without the need to monitor that issue.

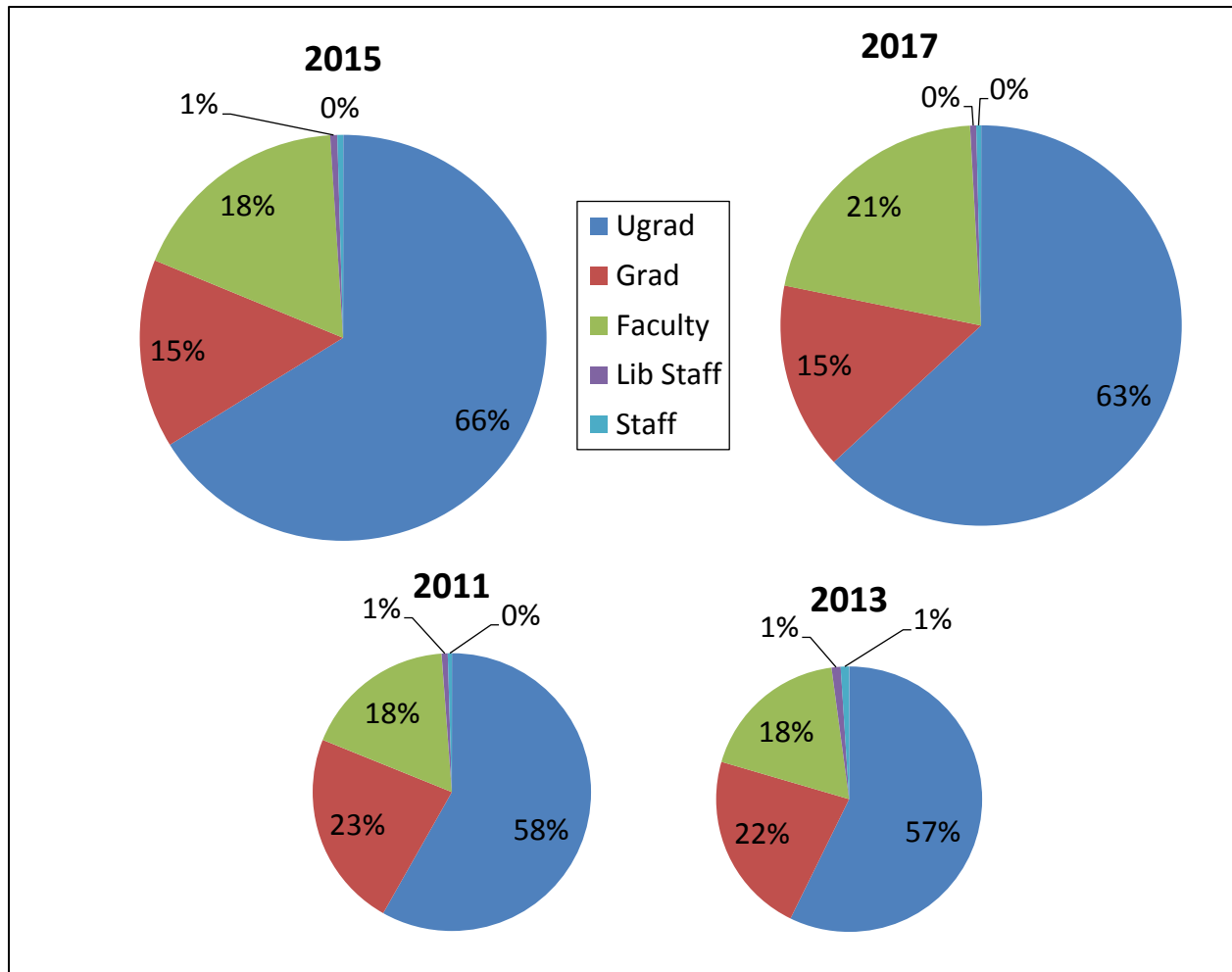
Of course, the advantage with using Qualtrics and the survey distributor, emails could be personalized, plus those who actually went to the survey to take it would be noted and not receive reminders, which in the past, have been an annoyance to respondents. But there was also one other significant difference in this iteration of LibQUAL+® that was a part of every other effort, and that was the incentive. It was determined that an incentive not be included this time around to see how that would affect response rate when compared to years past.

All of those sampled were sent an initial invitation on Monday, October 2, 2017 and the formal invitation with the URL attachment from which they were redirected to the survey sent the following Monday, October 9. Follow-up emails were sent the next three Mondays to all respondents. Overall, responses for 2017 were lower to that seen during 2015, but the completion rate was ten percentage points better. So though fewer individuals attempted to take the survey, a larger percentage actually completed it. This put the number of valid surveys not far behind the 2015 figure of 2161. 2051 of the 2017 surveys were deemed valid and used in the analysis. This put the overall response rate in line with past surveys, 32%. It would seem that though it could be argued that the number of responses reflected the lack of an incentive, the response rate did not change, suggesting that the lack of an incentive did not make a difference.

In all for 2017, 3183 individuals attempted to take the survey, down from 3882 in 2015. Of that, 2221 completed the survey, with 2051, as noted above, considered to be valid which resulted in a final response rate of 32.17%. Of that number and of those that reported their academic status, 1294 were undergraduates, 310 were graduates and 429 were faculty, with a smattering of library staff (10) and university staff (8) also responding. In addition to indicating academic status, 1951 indicated that Provo was their primary library while 81 indicated the SLC was their library of choice. The response for the SLC was down from what was seen in 2015, but much fewer emails were sent to that group than in the previous survey, so the response for the SLC actually improved.

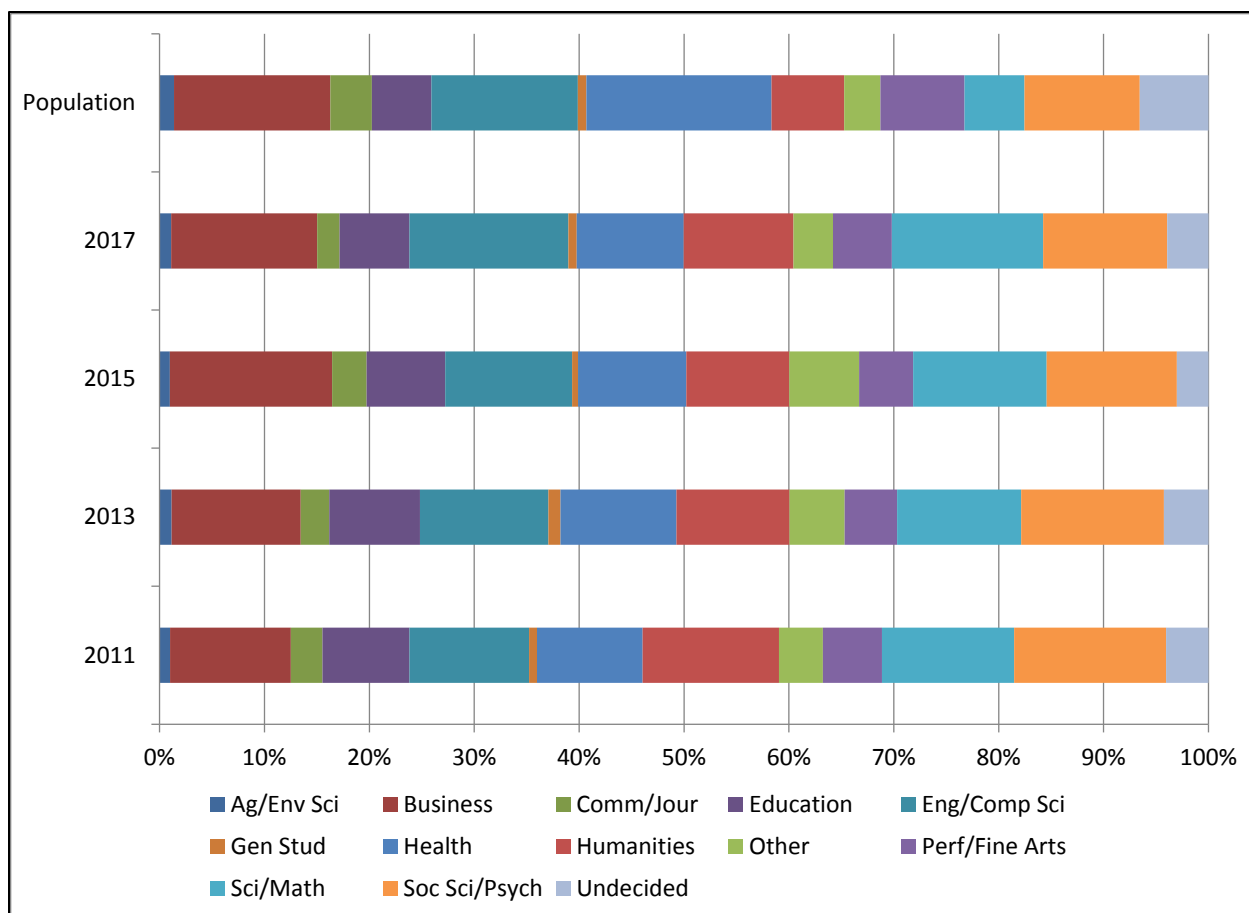
As in past surveys, though response rate is important, representativeness is considered by many to be more important to LibQUAL+®. The following two figures examine this. The breakdown of respondents based on their status at the university (undergraduate, graduate and faculty) has been summarized in the chart below which shows pie charts for the last four administrations of LibQUAL+®. The numbers were extremely consistent going from 2011 to 2013, then shifted slightly upward for undergraduates while graduate responses tailed off in 2015, while in 2017, that trend stayed fairly consistent with some changes seen again in undergraduates (-), which was offset with the same percent change (+) in faculty.

Regardless of these small changes that have occurred, these figures are still very close to representing the numbers sampled from each group.



**Figure 1, Demographic Breakdown - Status**

A better barometer of representativeness would be to observe how disciplines broke down in terms of percent response. Discipline breakdowns were still fairly consistent over the LibQUAL+® efforts from 2011 to 2017 as attested in Figure 2 below. The percent of respondents for each discipline mirrors the numbers that are reported by the University for many of the disciplines (Note: the Population figures are as of Fall Semester 2017). It should be noted that some of the major discrepancies, such as in Undecided, could be due in large part to the respondent having the option to select his or her discipline. As such, the respondent may have indicated a discipline different than what the University may actually show in their records where it reflects what a student has actually declared, implying that though they reported a given discipline, they have yet to declare such with the University. It is also curious to note that Health Science response was well under what the University reported for that group, while Science/Math was over achieving in response as compared to University data. This could, in part, be to some respondents equating majors in the college of Life Sciences as a Science as opposed to a Health Science. Nevertheless, given the numbers sampled from the University, the response tendencies were fairly representative of the population as a whole in terms of status and discipline.



**Figure 2, Demographic Breakdown - Discipline**

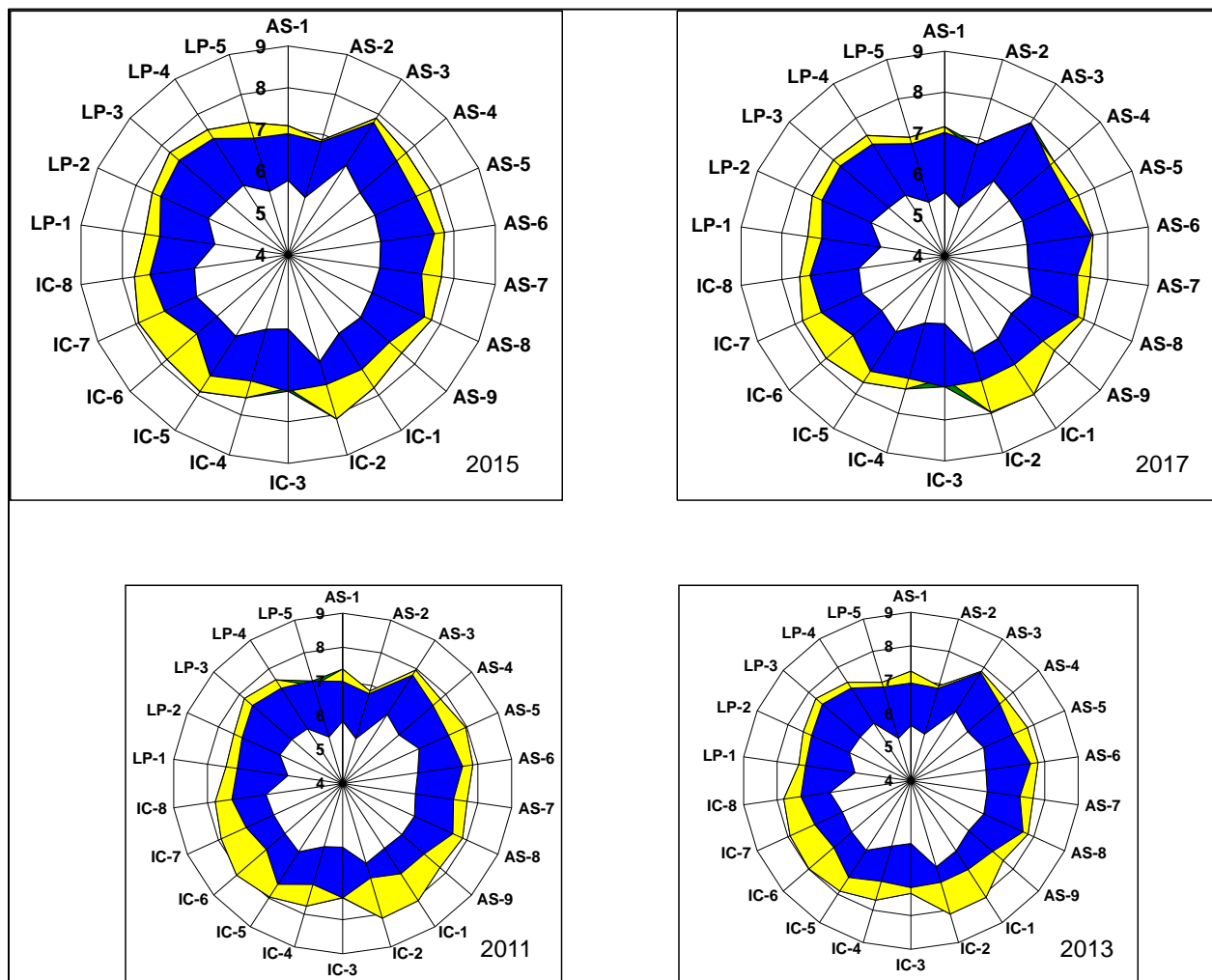
## ANALYSIS RESULTS AND COMPARISONS

Though explained in past reports, it is important to reiterate what LibQUAL+® is about and how it is administered. The purpose of LibQUAL+® is to give respondents a series of statements related to library service. The respondents are then asked to rate those statements as to the minimum level of service they find acceptable, the desired level of service they personally would like to see, and the perceived level of service they feel the library currently provides. Those service expectation ratings are based on a 9 point Likert scale with 1 being low and 9 being high. Since 2004, those sampled have been asked to provide ratings for 22 core service statements. There has been no change in these basic core statements since then. And as in all LibQUAL+® studies, the quantitative data from the core service statements were analyzed in unique dimensions. Those dimensions were Affect of Service (AS) – how the patron is treated in the library, Library as Place (LP) – the overall look, feel and functionality of the building and its facilities, and Information Control (IC) – the extent of information (in terms of materials and resources) and the ability of patrons to find, use and manage said information on their own.

As had been the case since 2004, LibQUAL+® participating institutions are given the option to include 5 additional or local statements of interest of their choosing. The Lee Library has done this in the past and did so again in 2017, using four statements that have been a part of the pool of local statements for some time and never used by the Lee Library in past LibQUAL+® efforts, and one that was suggested by a Lee Library employee (member of Administrative Council) and approved by LibQUAL+®. A list of the all the statements used in the survey, core and local, is found in the appendix.

From the ratings provided by the respondents, gaps were calculated to assess how well the institution met the expectations of its patrons. A service adequacy gap was found by subtracting the minimum from the perceived level of service. An adequacy gap near zero or negative implied that the library was not meeting minimum expectations and hence a need for improvement in that service area. A service superiority gap was found by subtracting the desired from the perceived level of service. A superiority gap near zero or positive implied that the library was exceeding expectations for that service area. In general, superiority gaps were ignored and the focus of analysis was on adequacy gaps.

In addition to these gap scores, the range from the minimum score to the desired score was also determined and called the Zone of Tolerance – the idea being that perceived levels of service should fall within this zone. These results are graphically displayed in the radar charts below for the core statements for BYU as a whole (see Figure 3).



**Figure 3 - Comparative Radar Charts**

The radar charts above feature multiple axes or “spokes” that represent the library service statements asked in the survey. The circles correspond to the response level. Because average levels tended to be high (above 5), the charts start at 4 at the center rather than at 1 to improve the overall resolution. The outer edge of the colored portion of the chart (generally yellow) reflects the average desired level of service. The inner edge of the colored portion of the chart (generally blue) reflects the minimum level of service. The perceived level of service is reflected where yellow meets blue. If a chart were to show green on the outer edge of the colored portion of the chart (as is the case for IC-3 in 2017), that would

indicate that the perceived was greater than the desired, or in other words service superiority. If the chart were to show red on the inner edge of the colored portion of the chart, that would indicate that the perceived was less than the minimum, or in other words, service inadequacy.

In the case of the charts above, there was little green and no red visible. As is apparent with the predominance of blue and yellow, patrons at BYU have felt throughout the years shown above when LibQUAL+® has been administered that the library has met their expectations of service as set forth in the survey statements. It is also curious to note that the desired levels for 2017 were again a bit lower than what have been seen in the past, with just a couple of exceptions. The same is true for the minimum values. However, the perceived levels tended to remain at or very near the same level. This resulted in improvement again for 2017 in overall adequacy gap, meaning the library continues to meet user expectations for services. This increase was substantial overall, the highest to date by nearly 10%, and only two of the 22 statements saw a decline in adequacy gap.

Another way to view this is to look at the actual ratings that went into the radar charts above. They are shown in Table 1 below (see page 10). In addition to the ratings, the adequacy gap is calculated for each statement. The rows are grouped according to the dimensions studied. The overall average rating and gap score is shown for each of the core statements.

As is seen in the overall figures, the perception patrons have in regards to library services (as measured by the adequacy gap score) continues to be positive, meaning the library continues to more than meet their expectations for services, with only two items, AS-8 (Willingness to help users) and IC-1 (Making electronic resources accessible from my home or office), showing a drop in gap. Most of those statements that saw improvement saw marked improvement, with the greatest number of increases within the Affect of Service (AS) dimension. Those items that showed the largest increase were, in order from the highest, AS-3 (Employees who are consistently courteous), AS-1 (Employees who instill confidence in users), IC-7 (Making information easily accessible for independent use), and IC-6 (Easy-to-use access tools that allow me to find things on my own). All three of these items increased by at least .3, which is substantial. It was interesting to note again that IC-2 (A library Web site enabling me to locate information on my own) saw improvement once again from 2015, and has seen this level of increase for the last three iterations of the survey, which has resulted in its highest level yet. Nevertheless, IC-2 continues to be the lowest of the items in terms of gap of the core statements. Yet seeing this improvement continues to be encouraging as patrons have become more comfortable with the changes made to the website over the course of the last few years. And overall, it would appear that the library continues to do a good job of meeting user expectations in all areas.

It should be noted that these results were taken from the report generated by the LibQUAL+® team at ARL and hence did not account for the fact that 94 of the respondents indicated that their preferred library was at the SLC. A second table below shows the scores for the two libraries separated (see Table 2). When the values are parsed out to show the respective library's results (it should be noted, however, that not all the respondents indicated a branch library preference), it is readily evident that there is a difference in gaps. But it is interesting to note that all the gaps were positive for the SLC as well as Provo, suggesting they too are meeting their patron's minimum service expectations. In fact, in only seven instances (AS-9, IC-1, IC-5, IC-6, IC-8, LP-3, LP-4) did the perceived value not exceed the desired, implying that the SLC library may be "overachieving" in most areas.

Focusing on each dimension individually, Provo saw much improvement in all dimensions with only AS-8 (Willingness to help users) and IC-1 (Making electronic resources accessible from my home or office) seeing a drop in the adequacy gap. The greatest improvements were in AS-3 (Employees who are consistently courteous) and AS-1 (Employees who instill confidence in users). As for the SLC, there was a few more increases than decreases with the most significant changes occurring in Information Control (IC). Two of those items, IC-7 (Making information easily accessible for independent use), and IC-6 (Easy-to-use access tools that allow me to find things on my own) had increases to exceed 1.0. There was one other item to exceed 1.0 in its increase and that was AS-7 (Employees who understand the needs of their users). Of those items to show a decrease in gap at the SLC, LP-2 (Quiet space for individual activities) had the largest, with AS-2 (Giving users individual attention) next. Much of the



disparity in changes for the SLC could be due to the limited number of responses. Nevertheless, the changes in gap are noteworthy.

Of particular interest is the differences between response groups – faculty, graduate and undergraduate – and how they changed in their responses to the items. Graduates saw positive changes in all the items but one, while faculty had the most negative changes, primarily in Information Control. Specific items of note included IC-2 (A library Web site enabling me to locate information on my own) where undergraduates and graduates saw improvement, while faculty perception decreased. But it's also interesting to note that faculty expectations with that item tended to be higher as their minimum and desired levels were greater than that for the other two groups. A similar tendency was seen in IC-3 (The printed materials I need for my work), however, undergraduates desired level matched that of faculty. Another item where undergraduates and graduates saw marked improvement but faculty perception decreased was in AS-3 (Employees who are consistently courteous). And again, faculty expectations were higher here than were that for the other two. It would seem that interactions with library personnel of late for faculty, at least since the last survey in 2015, have soured somewhat, or those that responded this time around have had less than stellar encounters with those that work here. Of a positive note, all three groups tended to be quite positive in their perceptions of Library as Place, with faculty in particular having the highest gaps for all five items than nearly any other item in the survey for any other group. In fact, as can be seen in the data, their perceived levels consistently exceeded their desired levels. However, the minimums and desired levels in all three groups, as has been the tendency in the past, were consistently the lowest, implying these items were of lesser importance than those in the other two dimensions. All this can be seen in Table 3 below.

Table 1 – LibQUAL+® Results

		2011				2013				2015				2017			
<b>BYU Results</b>		Min	Des	Per	Gap	Min	Des	Per	Gap	Min	Des	Per	Gap	Min	Des	Per	Gap
Affect of Service	AS-1	5.87	7.38	7.01	1.14	5.58	7.34	6.96	1.38	5.83	7.14	6.96	1.13	5.60	7.18	7.07	1.47
	AS-2	5.39	6.83	6.76	1.37	5.40	6.96	6.89	1.49	5.45	6.89	6.87	1.42	5.29	6.70	6.87	1.58
	AS-3	6.46	7.99	7.78	1.33	6.45	7.89	7.84	1.39	6.60	7.91	7.80	1.20	6.23	7.75	7.87	1.64
	AS-4	6.21	7.80	7.49	1.29	6.22	7.77	7.53	1.31	6.29	7.71	7.45	1.16	6.10	7.52	7.40	1.30
	AS-5	6.41	7.92	7.39	0.98	6.37	7.82	7.35	0.98	6.31	7.75	7.39	1.08	6.09	7.59	7.36	1.27
	AS-6	6.25	7.85	7.56	1.31	6.23	7.85	7.62	1.39	6.24	7.77	7.57	1.33	6.05	7.65	7.64	1.59
	AS-7	6.18	7.68	7.29	1.12	6.26	7.70	7.31	1.05	6.25	7.72	7.25	1.00	6.04	7.57	7.28	1.24
	AS-8	6.34	7.87	7.57	1.22	6.36	7.84	7.72	1.36	6.22	7.75	7.60	1.38	6.31	7.72	7.60	1.29
	AS-9	6.30	7.77	7.16	0.86	6.27	7.69	7.24	0.97	6.32	7.61	7.25	0.93	6.19	7.55	7.21	1.02
Information Control	IC-1	6.26	8.06	7.14	0.88	6.40	8.15	7.13	0.73	6.24	7.78	7.25	1.01	6.41	8.00	7.19	0.78
	IC-2	6.44	8.10	6.90	0.46	6.61	8.14	7.16	0.55	6.63	8.06	7.25	0.63	6.47	7.94	7.21	0.74
	IC-3	5.84	7.33	7.34	1.50	5.81	7.38	7.19	1.38	5.76	7.18	7.28	1.52	5.62	6.98	7.17	1.55
	IC-4	5.92	7.73	7.09	1.17	5.93	7.70	7.13	1.20	5.86	7.56	7.16	1.30	5.70	7.37	7.12	1.42
	IC-5	6.40	7.96	7.52	1.12	6.43	7.92	7.47	1.04	6.32	7.88	7.45	1.13	6.21	7.66	7.36	1.15
	IC-6	6.24	8.08	6.93	0.70	6.29	8.03	7.05	0.76	6.27	7.84	6.92	0.64	6.03	7.80	6.97	0.94
	IC-7	6.24	7.91	7.11	0.87	6.19	7.91	7.10	0.91	6.43	7.94	7.26	0.83	6.19	7.79	7.33	1.14
	IC-8	6.29	7.76	7.28	0.99	6.35	7.79	7.30	0.95	6.27	7.70	7.33	1.07	6.11	7.57	7.32	1.21
Library as Place	LP-1	5.64	7.45	7.12	1.48	5.64	7.38	7.15	1.51	5.78	7.46	7.12	1.34	5.58	7.36	7.04	1.46
	LP-2	6.06	7.52	7.25	1.20	5.94	7.53	7.25	1.31	6.11	7.60	7.36	1.25	6.01	7.57	7.30	1.29
	LP-3	6.02	7.82	7.50	1.48	5.93	7.72	7.47	1.54	6.00	7.76	7.47	1.47	5.84	7.58	7.38	1.54
	LP-4	5.89	7.60	7.32	1.43	6.06	7.50	7.30	1.24	6.01	7.59	7.33	1.32	5.78	7.51	7.28	1.50
	LP-5	5.47	7.03	7.14	1.67	5.31	7.08	6.96	1.65	5.60	7.29	6.94	1.34	5.40	7.06	6.89	1.49
Overall Average		6.05	7.68	7.20	1.16	6.06	7.68	7.25	1.19	6.09	7.63	7.29	1.20	5.93	7.52	7.26	1.33

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

		Provo					Salt Lake Center			
<b>BYU Results</b>		Min	Des	Per	Gap		Min	Des	Per	Gap
Affect of Service	AS-1	5.56	7.16	7.02	1.46		6.38	7.54	7.92	1.54
	AS-2	5.23	6.66	6.83	1.60		6.80	7.70	8.00	1.20
	AS-3	6.19	7.76	7.87	1.69		7.35	8.00	8.06	0.71
	AS-4	6.08	7.52	7.39	1.31		7.07	8.21	8.29	1.22
	AS-5	6.08	7.57	7.33	1.25		6.41	8.05	8.09	1.68
	AS-6	6.02	7.64	7.6	1.59		6.83	8.09	8.29	1.46
	AS-7	6.05	7.57	7.26	1.21		5.94	7.67	7.78	1.84
	AS-8	6.32	7.71	7.57	1.25		6.48	8.00	8.33	1.85
	AS-9	6.14	7.52	7.16	1.02		7.42	8.37	8.32	0.90
Information Control	IC-1	6.39	8.01	7.14	0.75		6.66	8.00	7.84	1.18
	IC-2	6.47	7.97	7.17	0.70		6.36	7.32	7.95	1.59
	IC-3	5.65	6.99	7.19	1.54		4.92	6.92	7.00	2.08
	IC-4	5.70	7.38	7.11	1.41		5.91	7.27	7.45	1.54
	IC-5	6.20	7.66	7.34	1.14		6.96	8.17	7.88	0.92
	IC-6	6.03	7.81	6.95	0.92		5.79	7.53	7.21	1.42
	IC-7	6.21	7.80	7.30	1.09		5.92	7.56	7.88	1.96
	IC-8	6.11	7.56	7.31	1.20		6.09	8.18	8.09	2.00
Library as Place	LP-1	5.57	7.36	7.02	1.45		5.86	7.45	7.41	1.55
	LP-2	5.97	7.54	7.28	1.31		6.95	8.10	7.86	0.91
	LP-3	5.80	7.58	7.36	1.56		7.25	7.90	8.05	0.80
	LP-4	5.77	7.50	7.25	1.48		6.13	7.75	8.06	1.93
	LP-5	5.37	7.02	6.86	1.49		6.05	7.75	7.60	1.55
Overall Average		5.91	7.52	7.24	1.33		6.41	7.76	7.85	1.44

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

		Undergrads				Graduates				Faculty			
<b>BYU Results</b>		Min	Des	Per	Gap	Min	Des	Per	Gap	Min	Des	Per	Gap
Affect of Service	AS-1	5.49	7.14	6.91	1.42	5.06	6.80	6.93	1.87	6.27	7.52	7.61	1.34
	AS-2	5.26	6.69	6.66	1.40	4.77	6.29	7.03	2.26	5.72	6.98	7.41	1.69
	AS-3	6.02	7.72	7.71	1.79	6.03	7.57	7.93	1.90	6.99	8.00	8.02	1.03
	AS-4	5.94	7.50	7.34	1.40	5.97	7.35	7.24	1.27	6.70	7.67	7.71	1.01
	AS-5	5.99	7.53	7.27	1.28	6.08	7.66	7.41	1.33	6.38	7.72	7.59	1.21
	AS-6	5.92	7.62	7.55	1.63	5.81	7.52	7.66	1.85	6.57	7.81	7.88	1.31
	AS-7	5.95	7.59	7.32	1.37	5.87	7.37	7.12	1.25	6.44	7.67	7.28	0.84
	AS-8	6.26	7.72	7.52	1.26	5.87	7.35	7.54	1.67	6.79	7.94	7.87	1.08
	AS-9	6.10	7.45	7.08	0.98	5.82	7.35	7.02	1.20	6.71	7.99	7.71	1.00
Information Control	IC-1	6.06	7.85	6.94	0.88	6.52	8.22	7.49	0.97	7.23	8.25	7.64	0.41
	IC-2	6.09	7.79	7.04	0.95	6.61	8.09	7.43	0.82	7.43	8.27	7.54	0.11
	IC-3	5.55	7.04	7.15	1.60	5.32	6.69	7.24	1.92	6.06	7.03	7.16	1.10
	IC-4	5.38	7.15	7.00	1.62	5.77	7.59	7.23	1.46	6.55	7.81	7.39	0.84
	IC-5	6.15	7.71	7.34	1.19	6.08	7.56	7.41	1.33	6.49	7.58	7.38	0.89
	IC-6	5.94	7.78	6.85	0.91	5.86	7.73	7.03	1.17	6.48	7.90	7.29	0.81
	IC-7	6.16	7.78	7.33	1.17	6.05	7.80	7.21	1.16	6.40	7.80	7.40	1.00
	IC-8	5.71	7.28	7.16	1.45	6.39	7.95	7.41	1.01	7.07	8.16	7.74	0.67
Library as Place	LP-1	5.85	7.81	7.02	1.17	5.24	6.95	7.00	1.76	4.95	6.18	7.12	2.17
	LP-2	6.35	7.98	7.33	0.98	5.53	7.17	7.29	1.76	5.20	6.44	7.20	2.00
	LP-3	5.98	7.92	7.41	1.43	5.91	7.34	7.22	1.31	5.31	6.57	7.41	2.10
	LP-4	5.99	7.81	7.36	1.37	5.38	7.38	7.15	1.77	5.41	6.58	7.15	1.74
	LP-5	5.57	7.28	6.86	1.29	5.03	6.88	6.88	1.85	5.06	6.32	6.98	1.92
Overall Average		5.85	7.55	7.18	1.33	5.77	7.43	7.28	1.51	6.29	7.49	7.49	1.20

How this difference between response groups has changed over the course of the last four iterations of LibQUAL+® can be seen in the following figures of gaps taken from the ARL reports. There is little doubt when examining the overall adequacy gap that though there has been some leveling off in recent years, there was a sharp increase in the gap for all groups as evidenced in Figure 4 below. When each of the response groups are reviewed separately, it can be seen that indeed such in the case as gaps for graduates (green) made the largest jump, but undergraduates (purple) and faculty (red) also increased, but not to the same degree. It is also of interest to note that for the first time since LibQUAL+® was administered, the gap for undergraduates was not above the other two groups.

Similar tendencies were also evident in each of the dimensions and are summarized in Figures 5, 6 & 7 (Note: the vertical axis for each chart was purposely kept the same in order to more easily compare between the dimensions). However, the differences between the groups are flip-flopped for Library as Place with faculty being significantly greater than the other two groups. But again, gaps tended to increase for 2017 with a couple of notable exceptions. One of those is with undergraduates for Library as Place where there was a slight decrease, and faculty for Information Control, where the gap also saw a very slight decrease. But regardless of these changes, the gaps are all well above zero implying that the library is meeting patrons' expectations of service within each of the dimensions.

Finally, the difference in gaps between the three dimensions did not see a large shift in 2017, as can be seen in Figure 8.

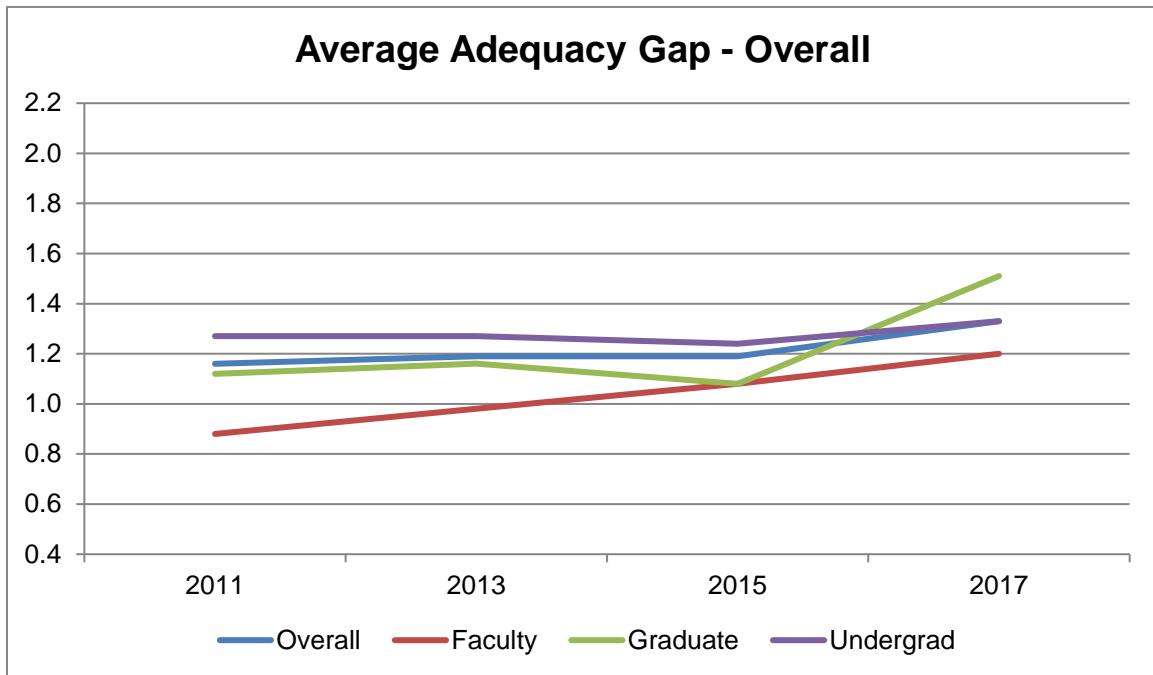
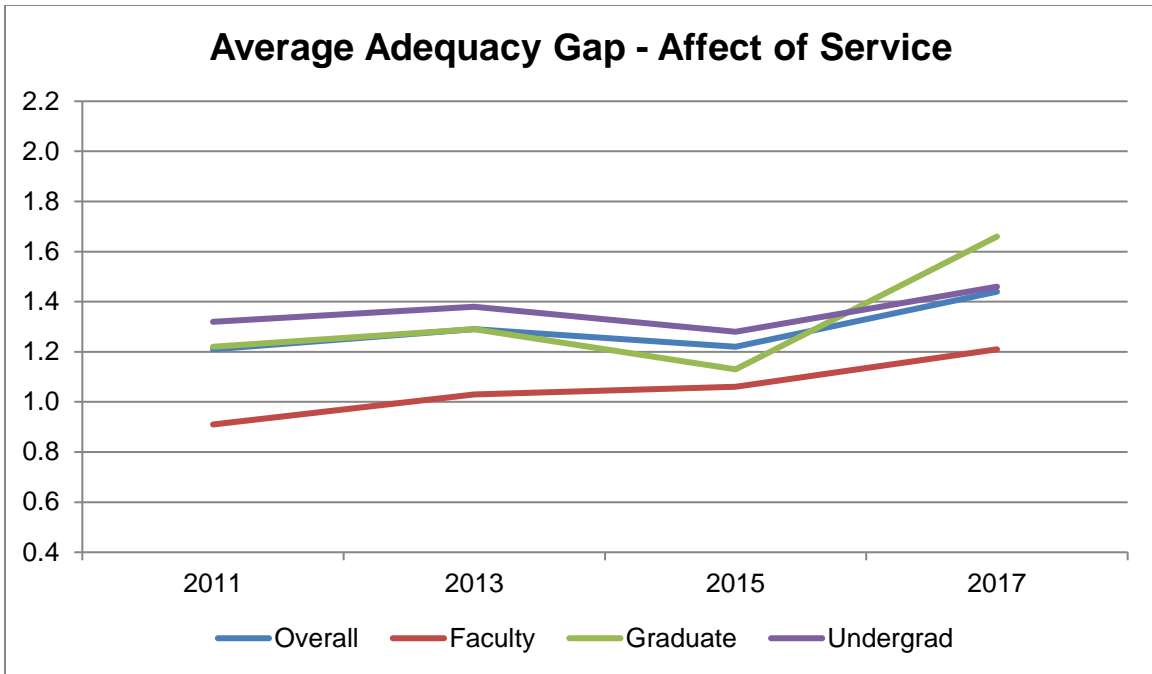
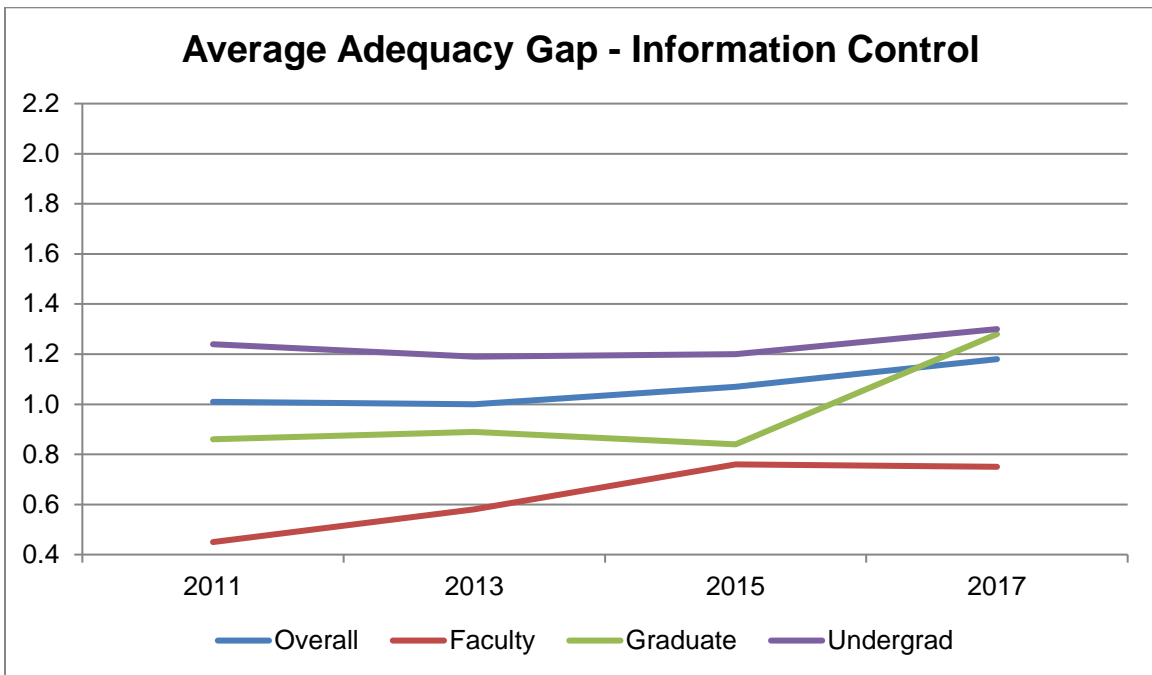


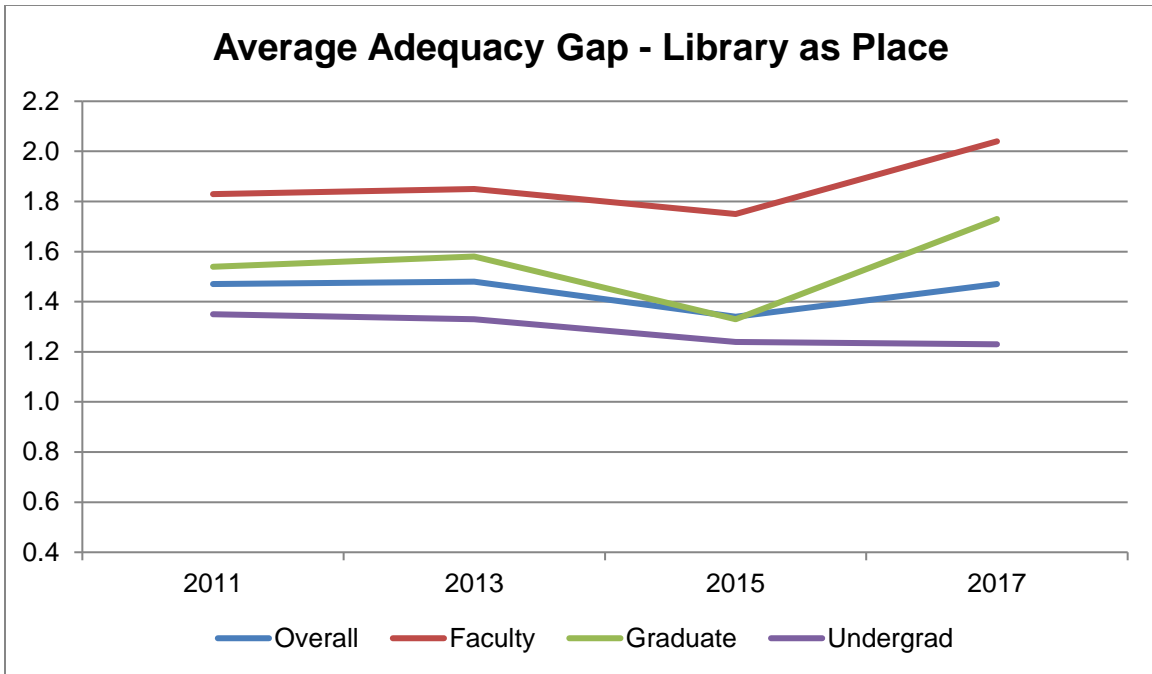
Figure 4 - Chart of Average Gaps



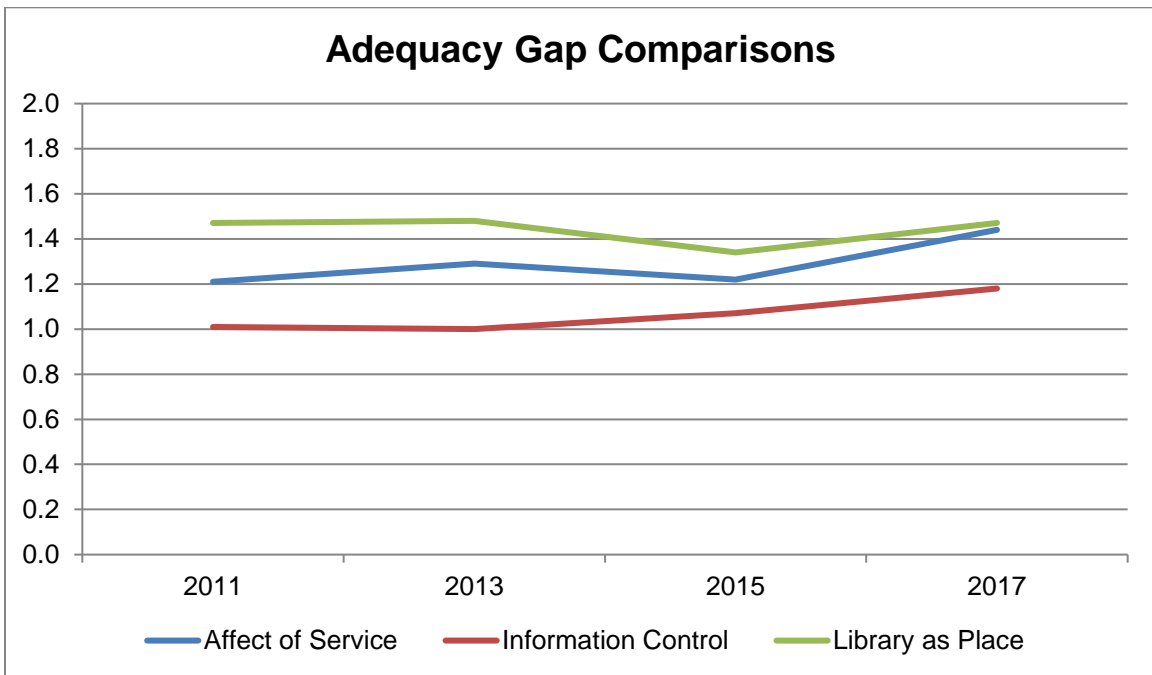
**Figure 5 - Chart of AS Gap**



**Figure 6 - Chart of IC Gap**



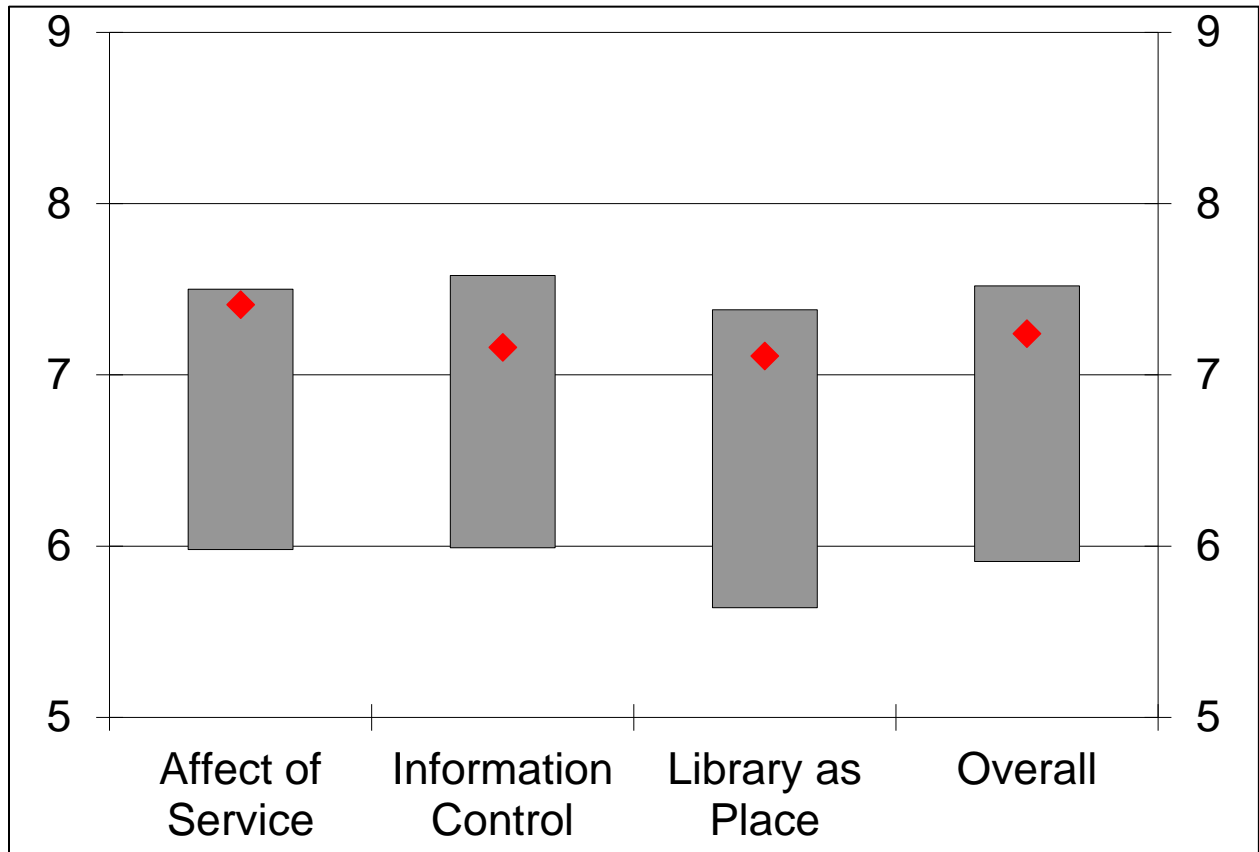
**Figure 7 - Chart of LP Gap**



**Figure 8 - Chart of Gap Comparison**

The service dimensions studied can also be effectively summarized through the Zone of Tolerance chart. Reiterating what has been mentioned above, the Zone of Tolerance is in essence the range from the desired level of service to the minimum level of service. Ideally, if a library is doing well in meeting the expectation of service for patrons, the patron's perceived level of service will fall well within the Zone of Tolerance. The Zones of Tolerance for the service dimensions for the 2017 survey for responses for Provo only is shown in Figure 9 below. The grey boxes reflect the Zone of Tolerance. The red diamond

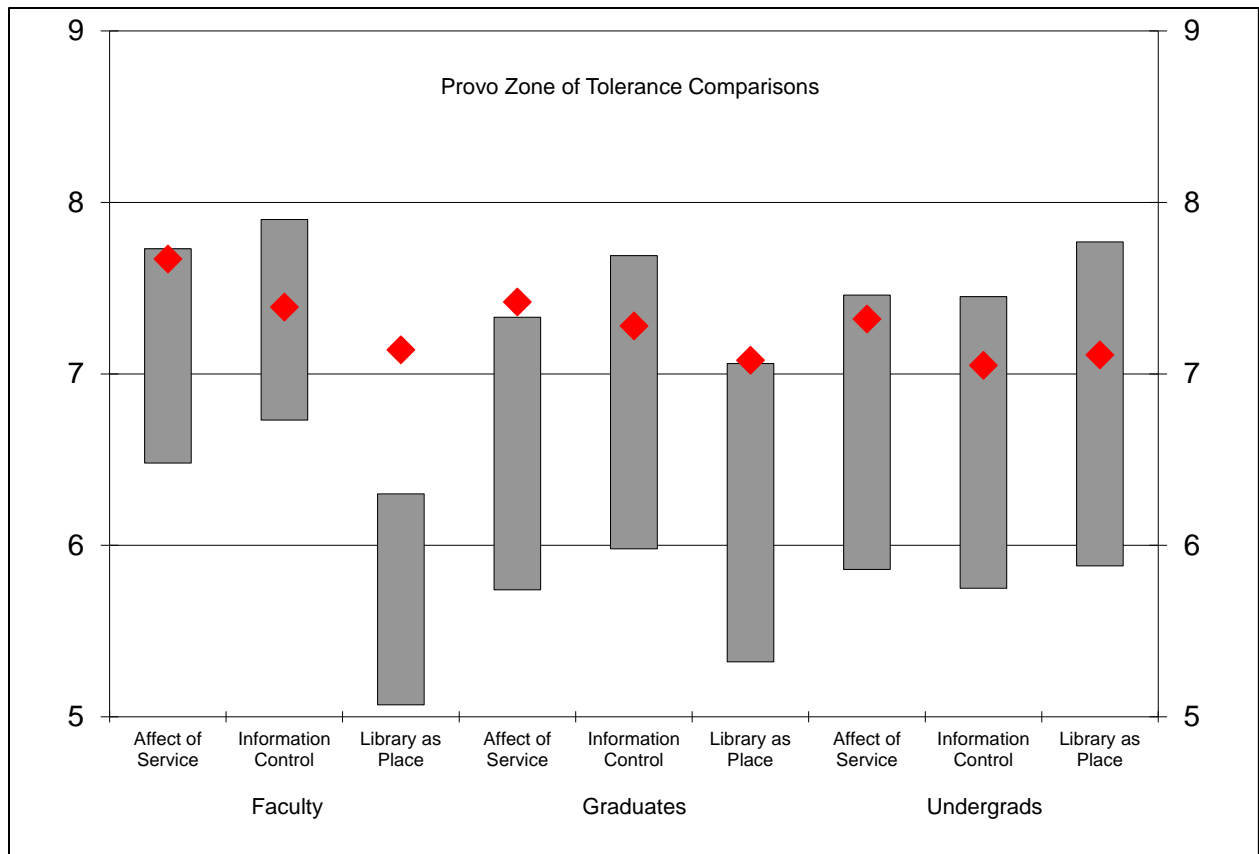
is the perceived level of service. As shown, the perceived levels are well within all the zones, with Affect of Service being the closest to the desired level, which again, was an improvement over what was seen in 2015. Nevertheless, all the perceived levels were far from the minimum, including Information Control, which has always lagged behind the other two dimensions in terms of gap but for 2017 had a perceived level that exceed that for Library as Place. In addition, Information Control continues to have the highest desired levels (the top of the zone) of any of the dimensions, implying it is still the most important in the minds of Provo respondents. And though Library as Place has its perceived level furthest from the minimum, it also had the lowest average desired/minimum levels, suggesting this dimension of lesser importance than the other two.



**Figure 9 - Zones of Tolerance for 2017 – Provo only**

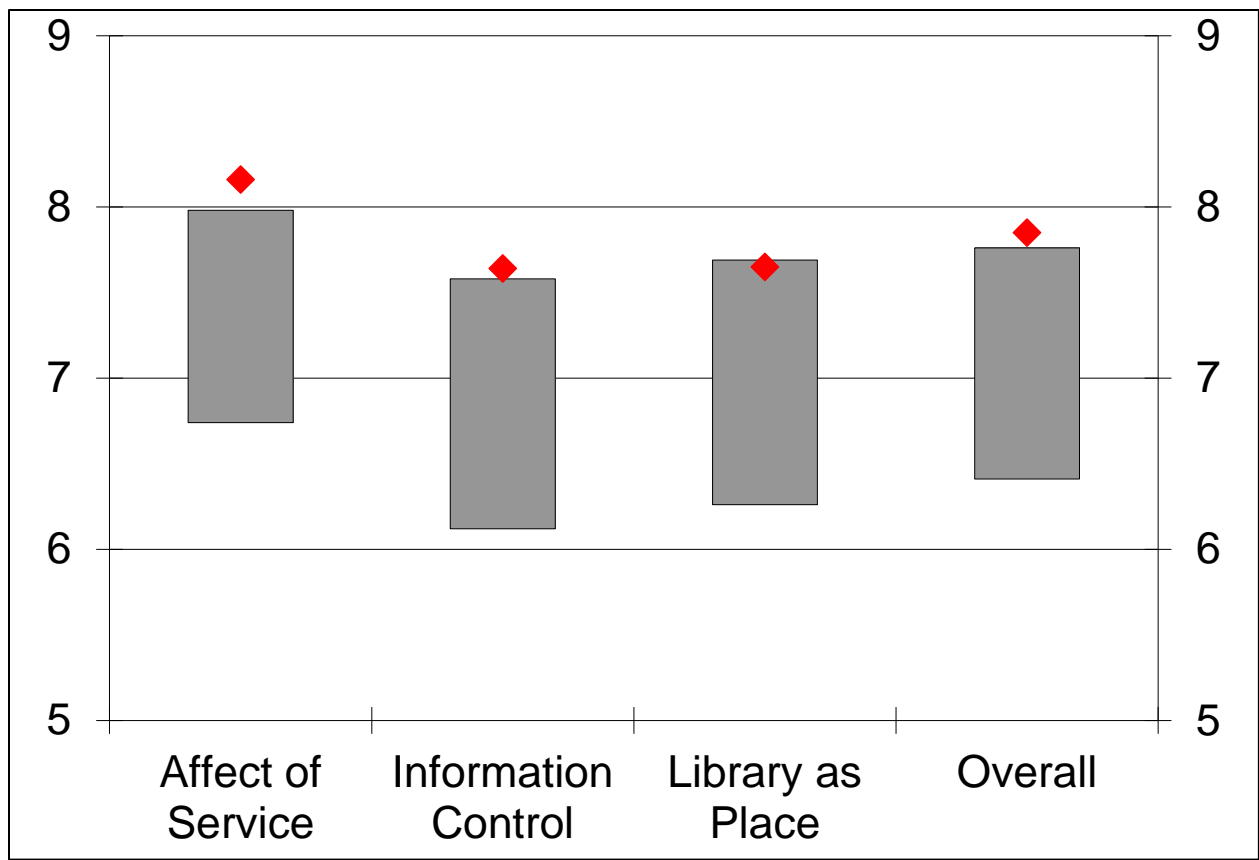
Given the changes seen in the adequacy gaps across the board, it should not come as a surprise to see a similar change in the tolerance charts for all three respondent groups. Graduates saw the greatest change with perceived levels exceeding desired for both Affect of Service and Library as Place. Faculty also saw some change, primarily in Library as Place, where though the perceived value remained virtually unchanged, the zone of tolerance lowered considerably, implying that faculty carry less importance to the facility than they do its personnel or resources. Undergraduates though stayed about the same with slight increases in perceived values for Affect of Service and Library as Place, but a slight drop in Information Control. But again, all three groups indicate that Provo is doing an outstanding job in meeting their expectations for service in all areas. This has been summarized in Figure 10 below.





**Figure 10 - Zone of Tolerance Comparisons for Provo**

A chart for the SLC, similar to Figure 9 can be seen in Figure 11 below. The most notable difference from Provo is that the perceived values are all at or above the desired, whereas in 2015, only Affect of Service exhibited that phenomena. The zones themselves, again with the exception of Affect of Service, saw virtually no change from 2015 to 2017. And as in 2015, Information Control's desired level is significantly less than the Affect of Service's desired level. And it is even lower than Library as Place. In addition, the perceived levels were all greater to that seen in Provo, which was not the case in 2015, where they tended to be very comparable. As in past surveys, for respondents at the SLC, the way they are treated seems to carry much more importance than the resources available and accessible, which has countered what had been seen by so many other institutions in the past. And though Library as Place also had desired levels greater than Information Control, its perceived levels were similar, but again, those levels were certainly much less than what was seen for Affect of Service. It would seem from all this that though resources and facility are important, how they may be assisted at the facility to obtain the resources and information they need for their study and research is of greater importance to the respondents at the SLC, and the staff there do a great job of meeting that expectation.



**Figure 11 - Zones of Tolerance for 2017 – SLC only**

As has been stated in past reports, where perceptions and attitudes change rapidly due to local circumstances and from year to year as generations of respondents change, rankings may not have the same meaning as they might for other standards or statistics, such as those reported yearly by ARL, ACRL or IPEDS for their annual statistical surveys. However, for relative purposes, ranks for the adequacy gaps were determined and reviewed. In all the years BYU has participated in LibQUAL+®, it has ranked favorably in service adequacy to that of the other institutions that participated. This simply means that the patrons at BYU rated the adequacy of the services provided by the library higher than did patrons at other institutions rate the adequacy of their library services. This is NOT to imply that BYU was better than another institution.

Table 4 below shows the rankings of BYU for the overall adequacy gap as well as the gaps for the service dimensions studied for the previous four iterations of the survey. It should be noted that at the time of the writing of this report, 81 institutions had signed up to participate in LibQUAL+® during 2017, including BYU. And to be consistent as in years past, sister institutions of the Consortium of Church Library and Archives that participated in 2016 (BYU-I, LDSBC, Hunter Law) were included in this for a total of 84. Of that number, only 79 had actually finished data collection, closed their surveys, and received reports. Nevertheless, it is apparent from this that when compared to those institutions for which a report was available for review for 2017, BYU once again did extremely well in how its patrons rated the adequacy of the services it provides.

Table 4 – LibQUAL+® Ranks for BYU<sup>1</sup>

	2011 Aggregate (N=162)	2013 Aggregate (N=170)	2015 Aggregate (N=125)	2017 Aggregate (N=79 <sup>2</sup> )
<b>Affect of Service</b>	10	1	4	4
<b>Information Control</b>	5	1	2	3
<b>Library as Place</b>	4	2 (tie)	2	2
<b>Overall</b>	5	1	2	3

It is also of interest to note how BYU changed in service adequacy in 2017 relative to the other institutions that participated in the original 2001 survey (see Figure 12 below). Of the 43 libraries that participated in that survey with BYU, 30 took part in 2003, 18 in 2004, 13 in 2006, 12 in 2008, 22 during 2011/10, 12 during 2013/12, 8 during 2015/14, and 9 during 2017/16 (the last four survey cycles enhanced to cover two survey years to improve comparisons). The data was sorted by the most recent gap value. One thing to notice is that BYU's scores have been consistently high for all years and improved from year to year. Their gaps in this group have also been the highest for the last five years, with their 2017 gap still the highest of this group.

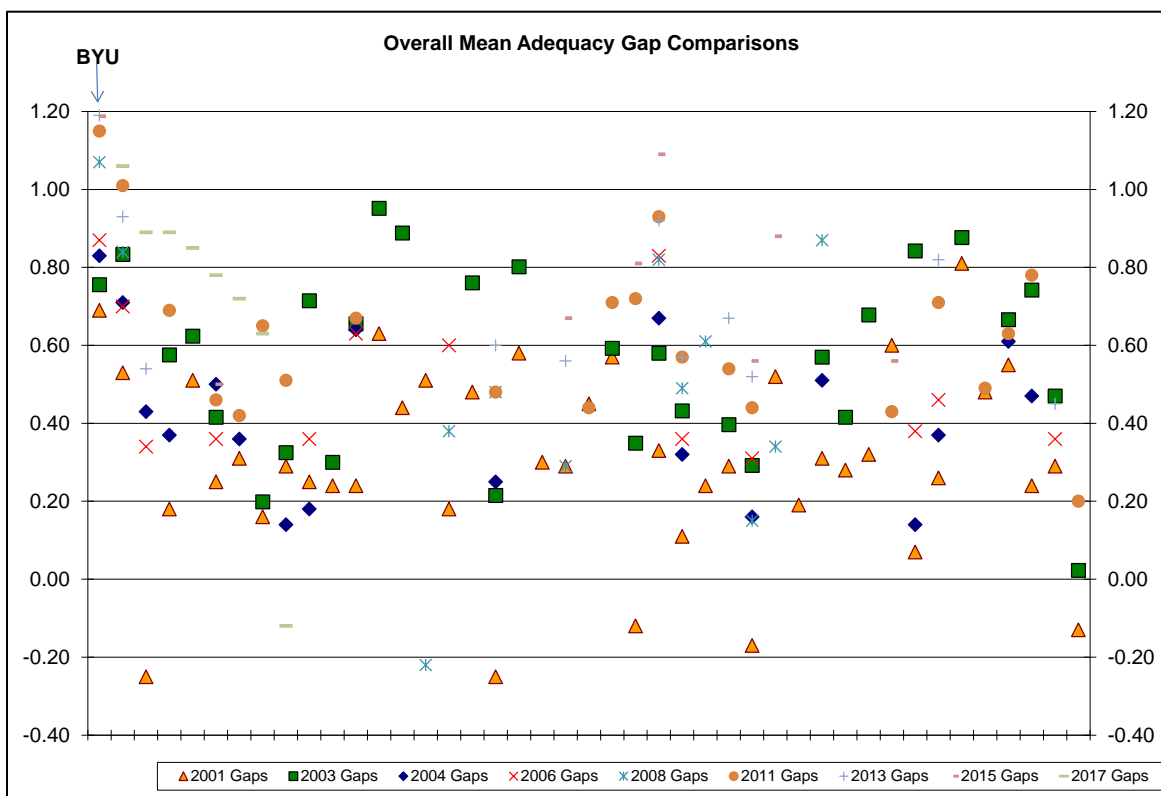


Figure 12 - Comparisons of Institutions that Participated in LibQUAL®

<sup>1</sup> The “N” values for each year were updated from what was reported in previous reports to include all institutions that participated in LibQUAL+® for a given year as reported in the Data Repository of libqual.org.

<sup>2</sup> As of the writing of this report, 84 institutions had signed up to do LibQUAL+® sometime during 2017, but only 79 had finished administering the survey to their respondents through the first of December and had received a results book from ARL.

Some mention should be made of the local statements. As noted previously, any institution that participates in LibQUAL+® is offered the opportunity to add five additional statements of their choosing from a list of statements maintained by the LibQUAL+® research team. This year, the option was also given that an institution could introduce a local statement of their own creation, which BYU did. The local statements used by BYU can be found in the appendix. The table summarizing the Provo & SLC responses to those statements is shown in Table 5 below.

Since none of the local statements employed for the 2017 survey had been used previously, there is nothing to compare from past LibQUAL+® efforts. So the results from the responses to them were taken on their own merit.

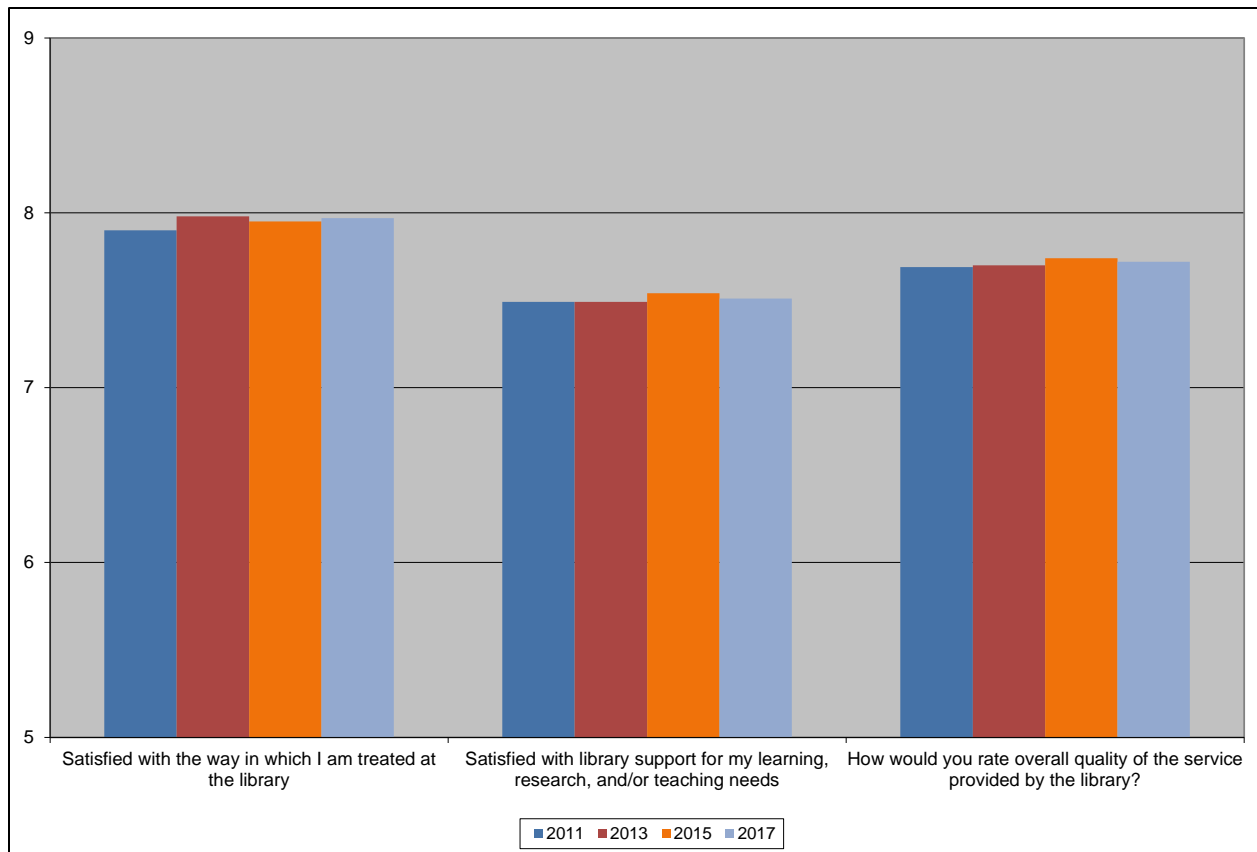
In both the Provo and SLC results, LOC-1 (Food service in the library) had the lowest minimum, desired and perceived levels, again implying that it was not as important to respondents as other items in the survey. In fact, the values for Provo were the lowest for any item ever seen in LibQUAL+® since its first administration at BYU. It would seem that though the adequacy gap for this statement was definitely within the range suggesting the library was doing well in meeting this expectation, its importance appears to be minimal. In contrast, LOC-4 (Adequate seating with natural light) had values very comparable to those reported for all the items in Library as Place. But its adequacy gap is lower than any of those statements. It would seem that from the respondents' perspective, more could be done to improve on this issue.

The other three local statements were areas in which respondents felt like the library is doing a good job in meeting their expectations. LOC-2 (Spaces and technology that support creativity) is pretty much in line with similar items in the Library as Place dimension. LOC-3 (The library assists me in achieving academic success) had the highest values of the local statements, at least at Provo, as was the case for the similar Information Control statements, and its gap was also in that range. And LOC-5 (Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone) was similar to many of its Affect of Service like statements and performed just as well. Again, all this can be seen in the table below.

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

BYU Local Statements	Provo				Salt Lake Center			
	Min	Des	Per	Gap	Min	Des	Per	Gap
Food service in the library	3.65	5.50	4.91	1.26	4.80	6.70	6.60	1.80
Spaces and technology that support creativity	5.38	6.99	6.76	1.38	7.08	8.00	8.23	1.15
The library assists me in achieving academic success	6.21	7.75	7.34	1.13	6.05	7.47	7.26	1.21
Adequate seating with natural light	5.63	7.47	6.58	0.95	6.46	8.46	7.38	0.92
Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone	5.26	6.87	6.84	1.58	6.33	7.56	7.56	1.23

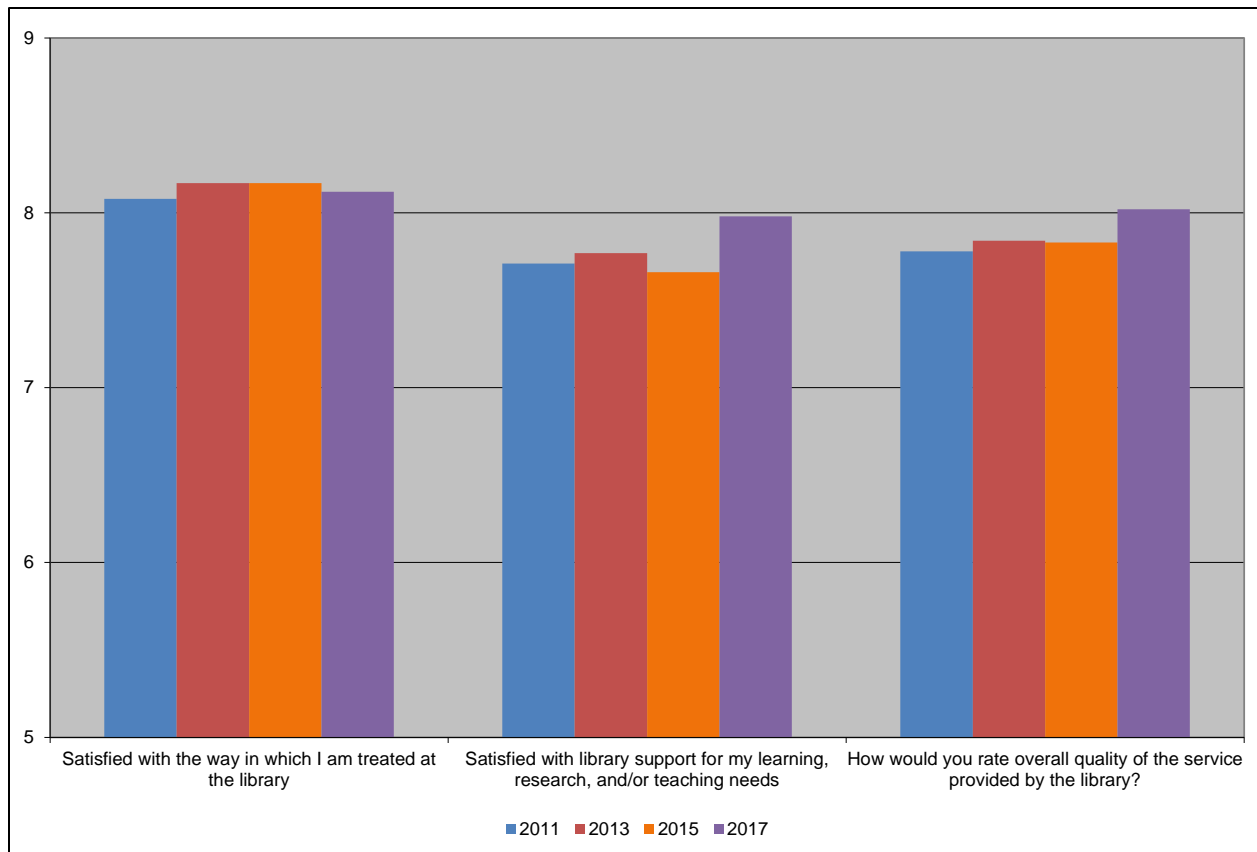
Another set of questions that were asked on all surveys dealt with general patron satisfaction. As with the service statements, these questions were rated on a 9 point Likert scale with 1 being low (Strongly Disagree or Extremely Poor) and 9 being high (Strongly Agree or Extremely Good). One question rated the overall quality of the service provided by the library; one asked the patron to rate their satisfaction in the way in which they are treated at the library; and the last to rate their satisfaction with library support for learning, research and/or teaching needs. Figure 13 summarizes the results for Provo for the last four years it has participated in LibQUAL+®.



**Figure 13 - Satisfaction Question Results Comparisons – Provo only**

As seen above, the changes in rating are minimal. There is virtually no difference in response over the four surveys to the patrons rating any of the three satisfaction questions. Even though only their satisfaction in the way they are treated improved this time around, that improvement was not significant. The same could be said for the other two satisfaction measures. Though they both saw slight decreases, those decreases were not significant. In fact, it can be said that there has been no change in respondent satisfaction for the last four survey runs. In addition, despite any of the change mentioned above, it is still important to note that the averages for all three satisfaction ratings continues to be very high, well above 7 based on the 9 point Likert scale.

Results for the satisfaction questions responses for the SLC surveys can be seen in Figure 14 below and have high values as well for each statement that actually exceeded Provo. However, their 2017 averages were improvements for two of the three measures (satisfied with library support & overall quality of service) over the previous iteration of the survey. Only the way in which they were treated dropped, albeit minimally and was not significant. It would seem from this that patrons at the SLC are still as satisfied with their facility, its services & support, as well as the way they are treated, as the Provo patrons are with theirs.

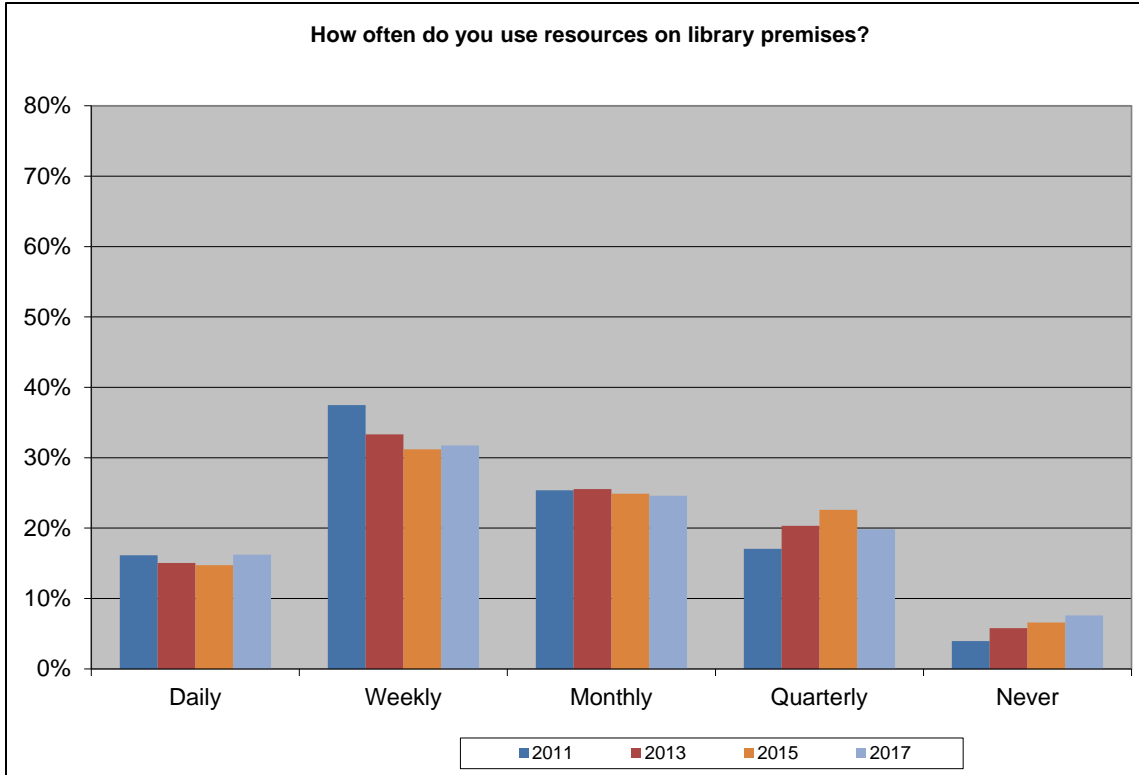


**Figure 14 - Satisfaction Question Results – SLC only**

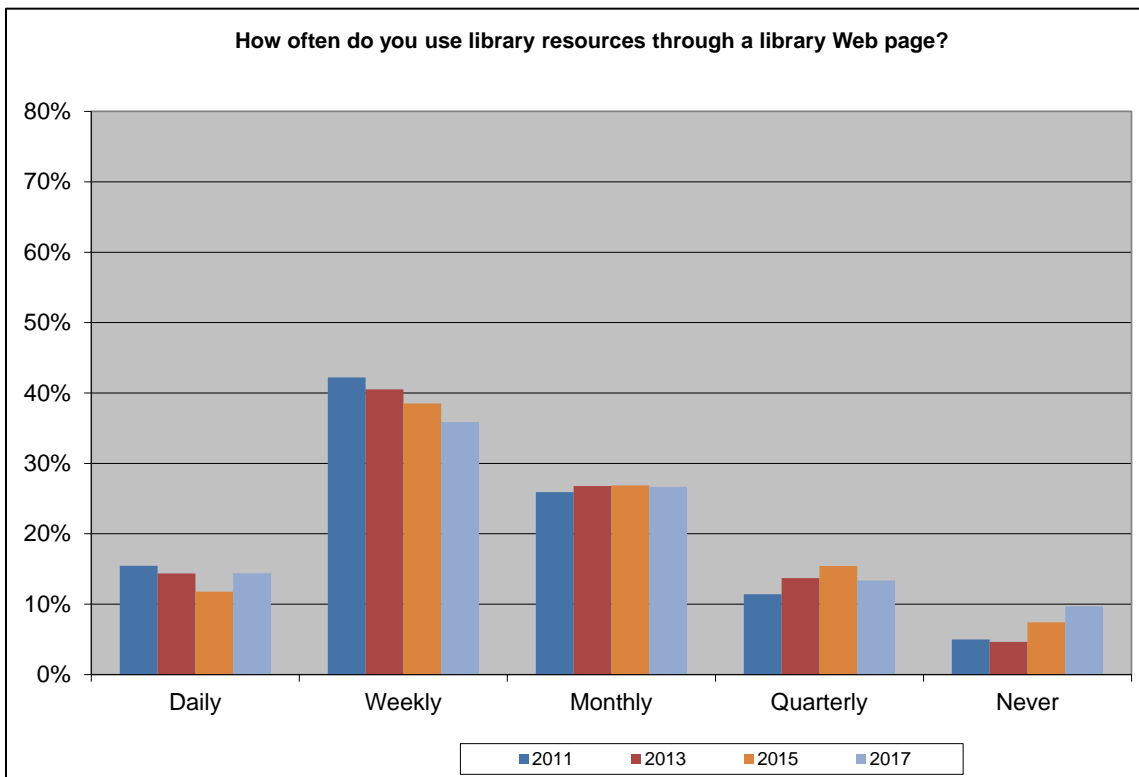
The next set of questions dealt with the use of library & other resources via the library, its website, or non-library gateways. More specifically, the first question asked “How often do you use resources on library premises?” The second question asked “How often do you use library resources through a library Web page?” The last question was “How often do you use Yahoo®, Google™, or non-library gateways for information?” Response options for each question were daily, weekly, monthly, quarterly or never. The results for these questions from Provo only are summarized below (see Figures 15, 16 and 17).

The results here have not varied since the inception of LibQUAL+®. The most overwhelming thing to note is that patrons continue to use non-library gateways, like Yahoo® and Google™, more so on a daily basis than any library resource, either on the premises or through the library’s website. This has steadily increased over the years this question has been asked, though it did drop some in 2013. Though daily use of library resources on the premises has been fairly consistent over the same time, as has the daily use of library resources via the library’s Web site, both of them increased somewhat in 2017. What is most interesting to note is that the number of individuals to indicate they have never used library resources either on the premises or via its web site increased to their highest points ever. As has been pointed out in past LibQUAL+® reports, with the proliferation of the World Wide Web and the ease at which individuals can access and use the tools available on the internet, individuals (undergraduates, graduates and faculty alike), will always exhaust non-gateway search engines for initial research and seeking for information before going to library resources.

The results of these questions were similar for the SLC (see Figure 18), although frequency of premises and website use of resources on average was less, which supports the contention as noted earlier that this facility is utilized more for individual, independent study rather than research to support patron study needs. It would appear that resources at the SLC are used, but not near to the frequency similar resources are utilized by patrons in Provo.



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



**Figure 16 - Use of Library resource through Library Web site – Provo only**

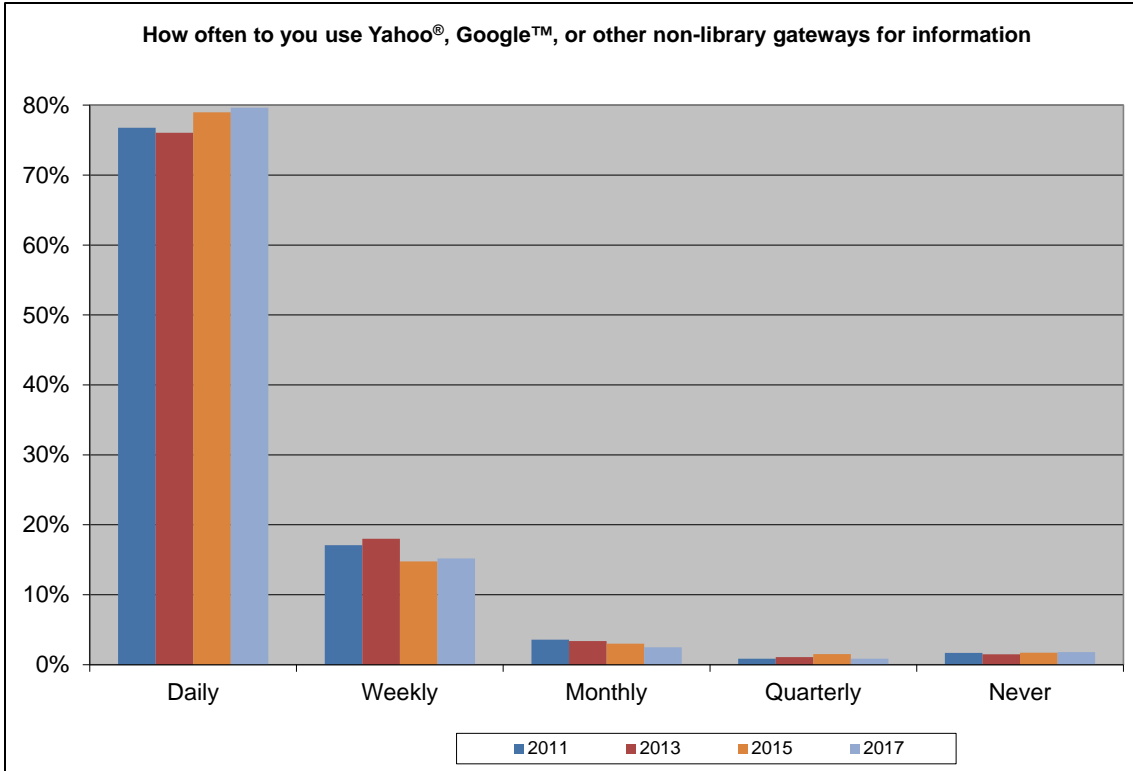


Figure 17 - Use of non-library gateways to obtain information – Provo only

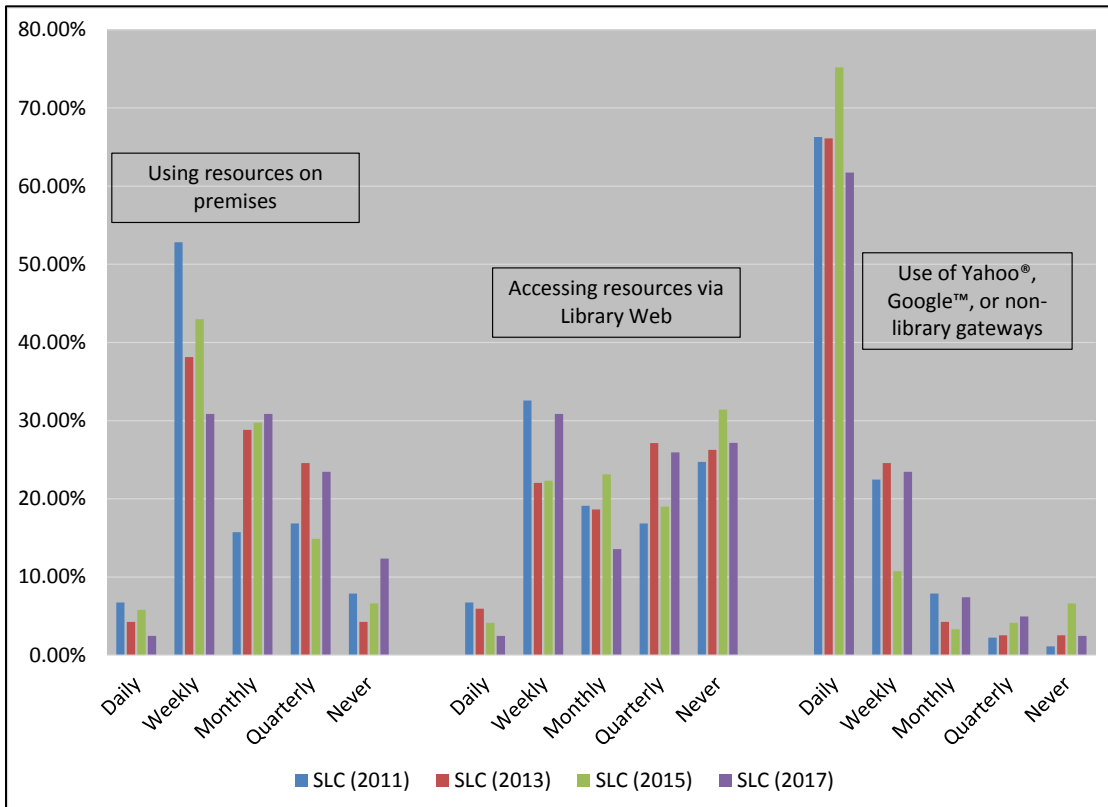


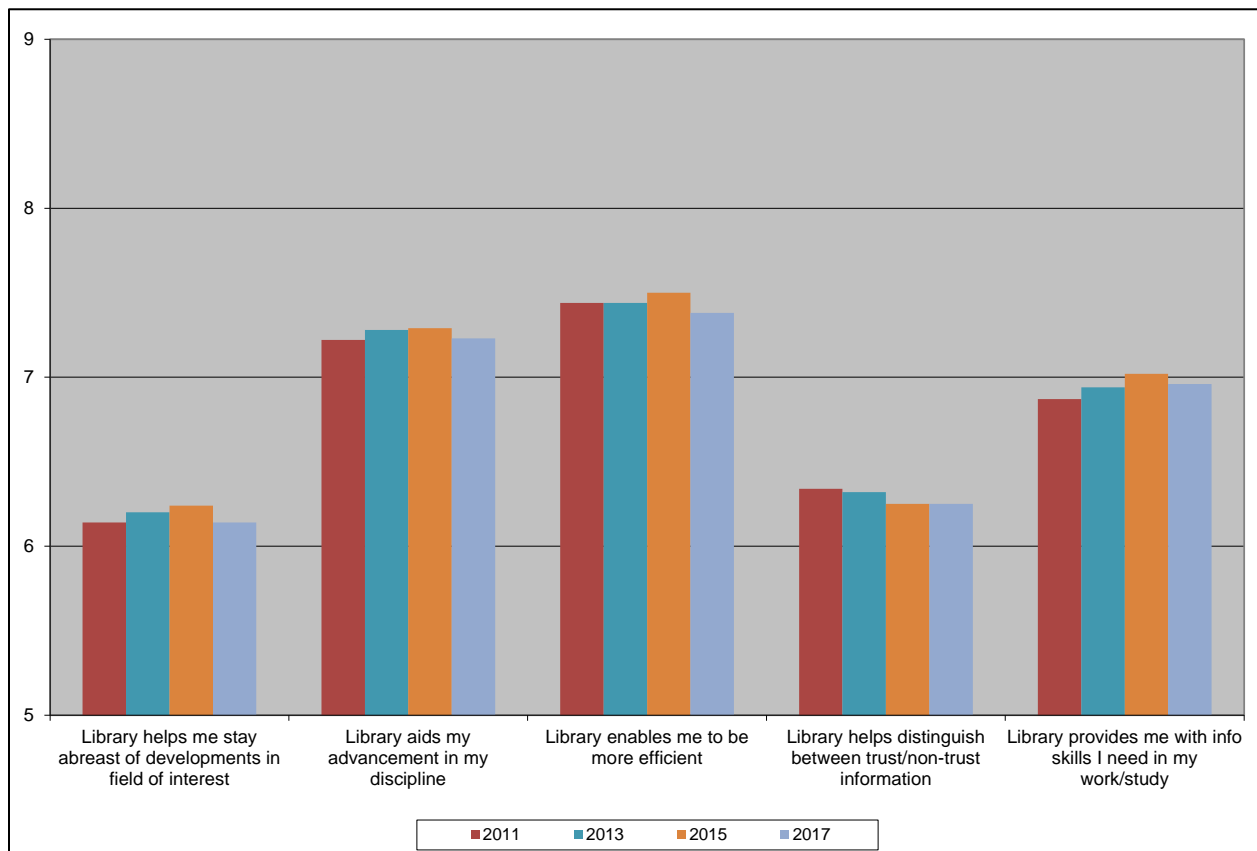
Figure 18 - Resource use questions – SLC only



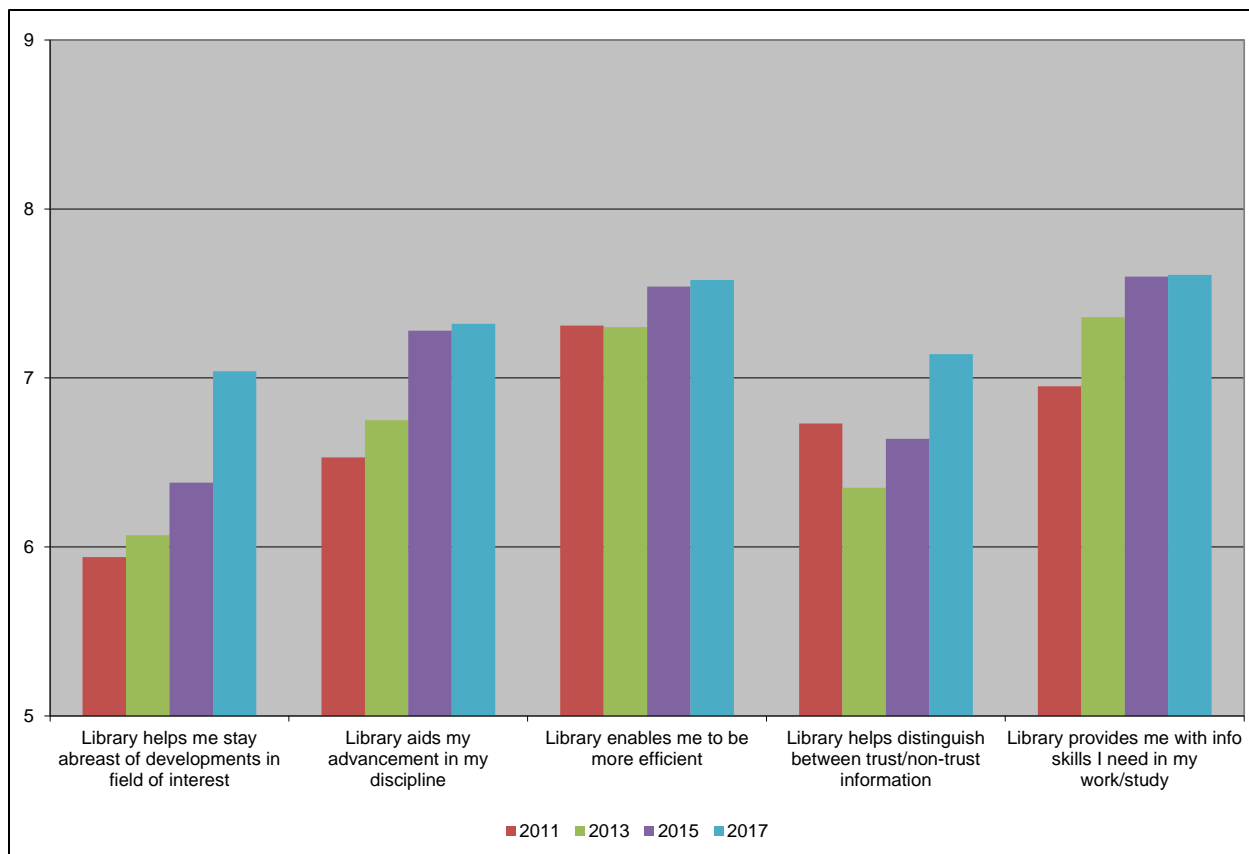
The last set of five questions covered information literacy outcomes. These questions have been a part of the LibQUAL+® survey since 2003. The first question asked if the library helped the patron stay abreast of developments in their field of interest. The second asked if the library aided their advancement in their academic discipline. The third asked if the library enabled them to be more efficient in their academic pursuits. The fourth asked if the library helped them distinguish between trustworthy and untrustworthy information. The last question asked if the library provided them with the information skills they needed in their work or study. The questions themselves were more in the form of a statement and are found in the appendix. As with the satisfaction questions, response for each was on a 9 point Likert scale with 1 being strongly disagree and 9 strongly agree. The Provo results for these questions have been summarized below in Figure 19.

On average, responses to all five questions tended to be on the positive side (agree) with no average below 6 in 2017, as has been the case for some time. And though all but one of the questions dropped in value for 2017, over the four years shown, they have managed to stay consistently flat.

The SLC results in Figure 20 saw marked changes in two of the statements, while the others remained pretty much the same as in 2015. The largest improvement was in “The library helps me stay abreast of developments in my field(s) of interest”. This item has seen consistent improvement since 2011. The other item to improve was “The library helps me distinguish between trustworthy and untrustworthy information”. It would seem in both of these areas, the staff at the SLC have made strides to help patrons in their literacy goals. The other three items also saw improvement, but as stated before, that change was minimal at best and not all that different from the 2015 level.



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

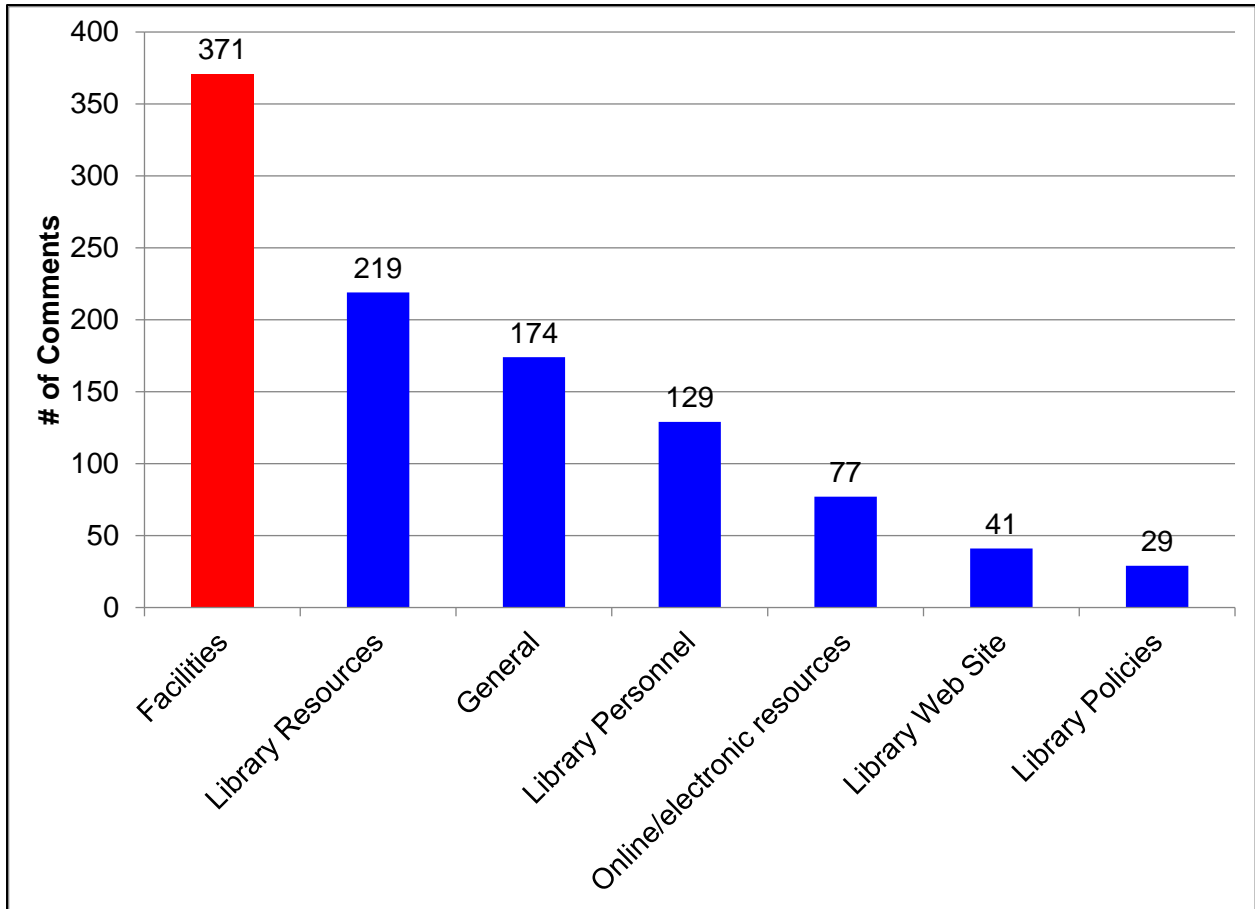


**Figure 20 - Results for Literacy Outcomes Questions – SLC only**

### QUALITATIVE ASSESSMENT OF COMMENTS

As the researchers at LibQUAL+® are so apt to say, LibQUAL+® is not just 22 items, it is 22 items and a box! And indeed as BYU's experience has proven, this box is truly a valued component of the entire LibQUAL+® package to equal any other aspect of it. The comment box at the end of the survey is utilized to elicit qualitative assessments of library services from respondents. Information from those comments has proven to be invaluable in the past and the results obtained in 2017 were of equal importance. For 2017, a total of 727 of the 2221 completed surveys had data in the comment box. Of that number, 27 were targeted to the SLC. Of the 700 Provo comments, a total of 1040 distinct comments were made about the services provided at the Lee Library as well as other issues. Of the 27 SLC comments, a total of 34 distinct comments were made. Provo and the SLC have been analyzed separately.

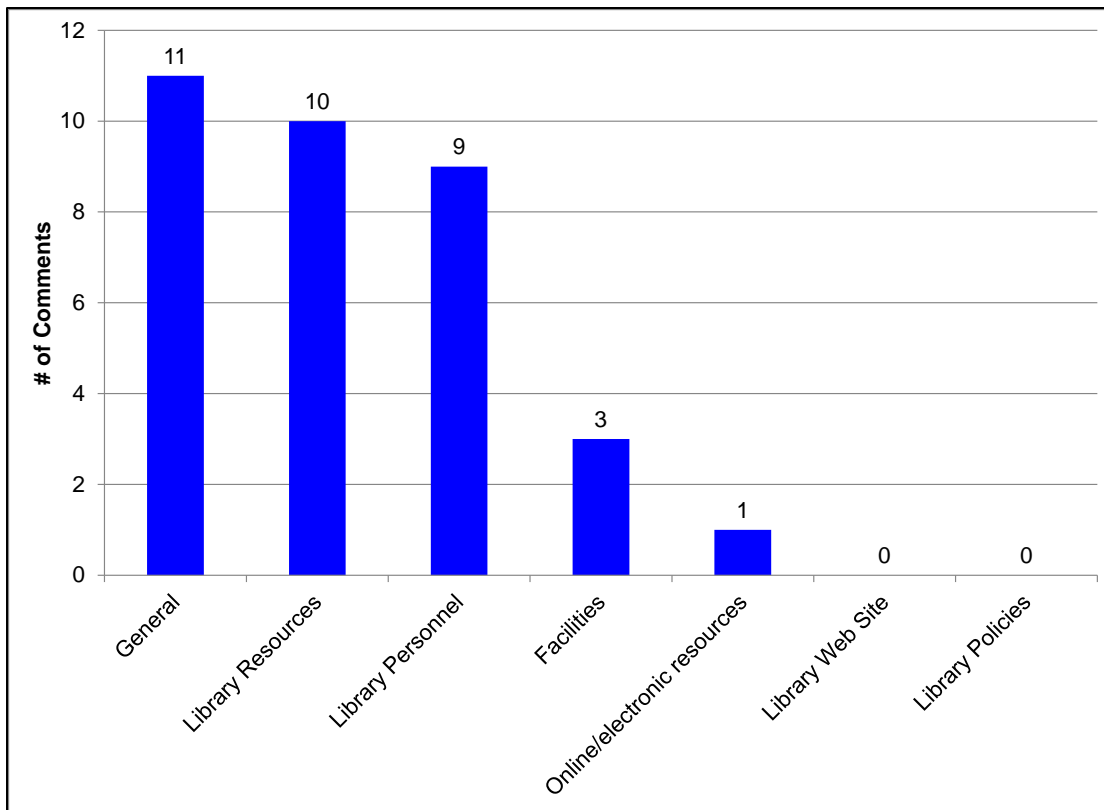
Just as in past iterations, the comments were grouped into 7 categories to better facilitate assessment and analysis. These categories included “Facilities” (comments about the building, its furnishings and environment, and related issues), “General” (comments of no specific nature, or related to the survey), “Library Personnel” (comments dealing specifically with personnel issues within the library including library faculty, library staff – full-time, part-time and student – and library security), “Library Polices” (hours, circulation, restrictions, etc.), “Library Resources” (books, journals, media, etc.), Online/electronic resources (electronic databases, online journals, etc.), and “Library Web Site” (including the aesthetic nature of the site – its design and usability – and functionality of in-house search tools, including the catalog). The breakdown in number of distinct comments within each category has been summarized in the Pareto chart Figure 21 below.



**Figure 21 - LibQUAL+® Comments Breakdown – Provo only**

As in 2015, “Facilities” far outpaced all the other categories in terms of number of comments made, but was still down some 20%. “Library Resources”, which in the past has been right there near or at the top in terms of comments, was a distant second and was down 29% in the total number of comments made. The remaining comments followed a pattern similar to what was seen in 2015 with again “Library Web Site” and “Library Policies” bringing up the rear. And all of them saw decreases in the number of comments made.

A similar chart was created for the comments to come from respondents to the SLC survey and is shown below (see Figure 22). For 2017, “General” garnered the most comments, many of which were simply indicating they loved the facility, followed by “Library Resources” and “Library Personnel”, with all three groups having nearly an identical amount of comments. “Online/electronic resources” was the only other group to have a comment during this iteration of the survey, while “Library Web Site” and “Library Policies” received no comment at all. Much of this can simply be attributed to the lack of comments for the SLC for this survey.



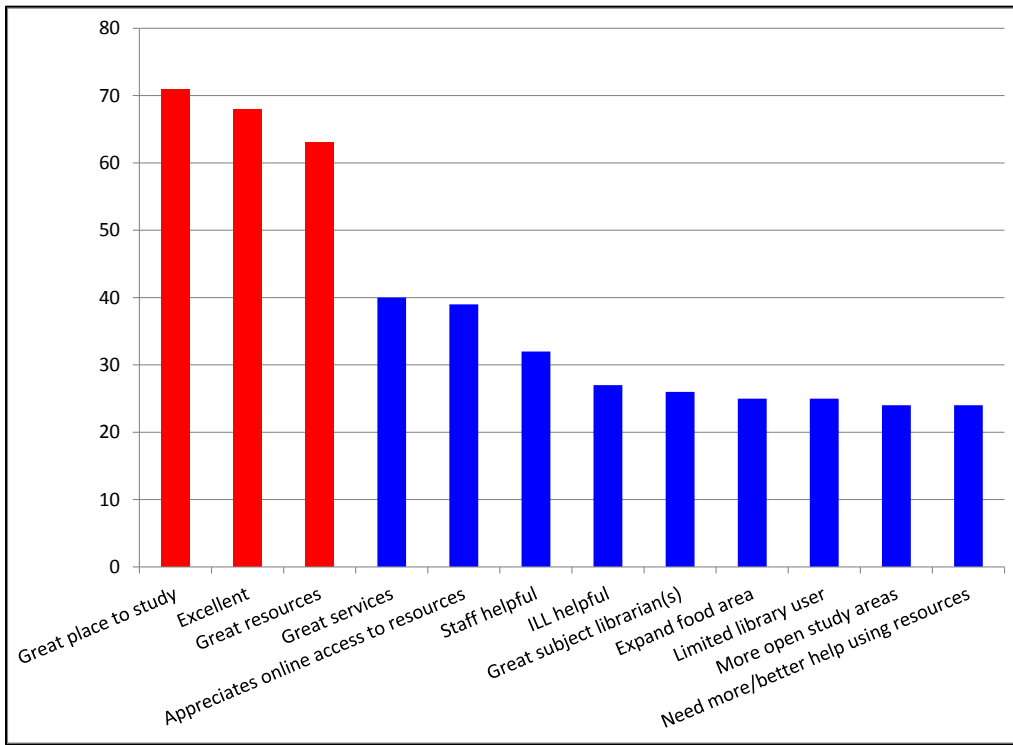
**Figure 22 - LibQUAL+® Comments Breakdown – SLC only**

As has often been the case, the generic “Excellent” (e.g., “I love the library”, “You’re awesome”, “Keep up the good work”) has been the most prevalent of the specific comments. But this was not so for 2017 at Provo. Comments were so few for the SLC that no single one stood out. Nevertheless, at both institutions the majority of specific comments were positive in nature, as noted in Figures 23 & 24 below for Provo and the SLC respectively.

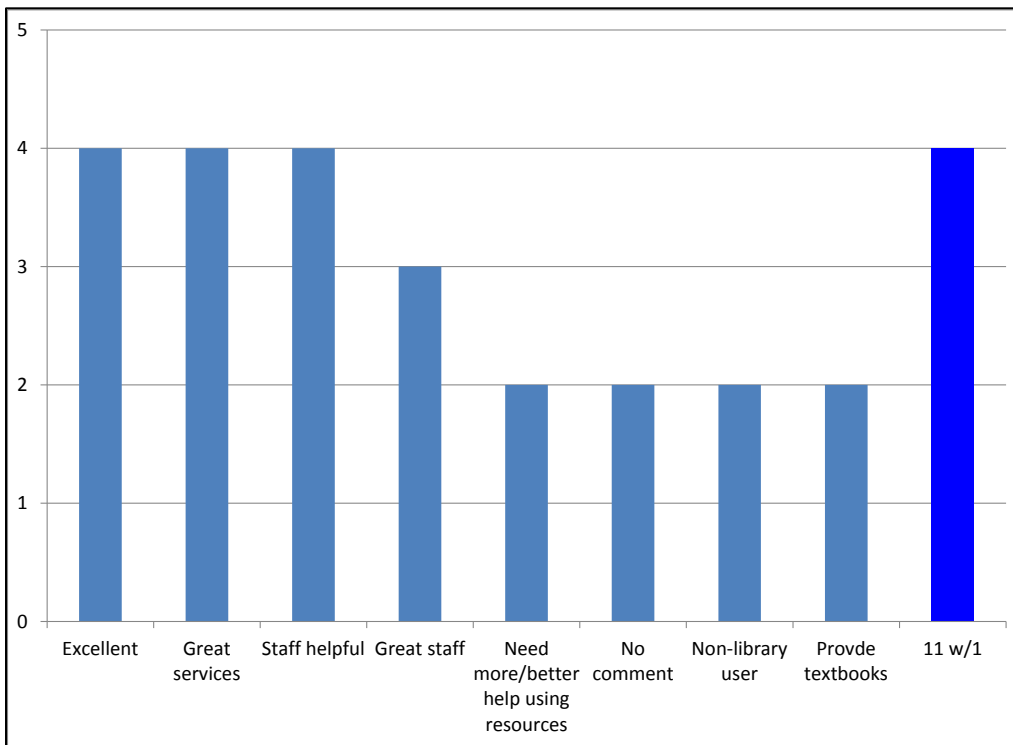
Highlighting a few specific comments of note, respondents from both libraries felt that the facility has great resources and a wealth of great services. At Provo, facility related comments tended to include the fact that the library is a great place to study, appreciated the online access to resources, and thought highly of the staff. But they also had a few suggestions. One was to expand the food areas of the library, which to some extent contradicted what was seen in the local statement related to that issue (see p. 20 above). However, upon closer examination of the data for the 26 individuals that suggested expanded food areas, only seven actually had that local item on their survey. And of those seven, the average gap was well below zero. So though overall respondents felt the library was meeting the expectation of food services in the library, those that actually commented on such thought the library could do more.

Other items to make the top ten list at Provo were not a surprise as respondents wanted more study space, as well as more and/or better help in using the vast array of resources the library has. These items have been fairly prevalent in past surveys and it is suspect will continue to be so. What did not make this list which had for several times previous was the request for better wireless accessibility in the building. It would seem that the efforts the library has put forth to improve that issue has paid some dividends. In fact, as will be seen later, if just the Facilities related comments are examined, that issue did not even make the top ten of that list. So it would seem patrons are satisfied with the wireless.

As far as the SLC library is concerned, as stated previously, the overall number of comments made were small enough that no one single issue stood out. But those that did comment love that staff and services, need more help using resources, or would like to see the SLC provide textbooks for checkout.



**Figure 23 - Provo top 10 specific comments**



**Figure 24 - SLC top specific comments**

Another interesting thing is that the number of comments related to the survey itself stayed virtually the same for 2017. There are still plenty of patrons that find LibQUAL+® onerous or have suggestions to improve it, but it seems most are tolerant of it and the reminders to take the survey (which have been curbed substantially since utilizing Qualtrics to monitor that).

As with past surveys, the specific comments were assessed separately within each category and as was done in the most recent BYU survey, separately between Provo and the SLC. For the purposes of this report, only the top scoring items within each category have been mentioned. The top comments for each category have been summarized into Pareto charts and can be found in the appendix. The top comment(s) has been highlighted in red and if there were several comments within a category that got limited mention (usually just once or twice at most), they were lumped together into an “Other” group, placed at the end of the chart, and highlighted in dark blue.

### Facilities

Aside from the three points already mentioned above that made the top ten list of specific comments, there were several other Facilities comments of note. The next on the list was the patron’s approval of the new study carrels that have been going into place for the better part of 2017. They like the design, the white boards and the size, and only wish there were more. There were still several who felt the library too crowded, but that was also reflected in their desire for more open study areas, as well as the need they have for more group study rooms and comfortable seating, which have always been very popular. Another positive comment for this group was the appreciation by many about the new family friendly study area. Virtually everyone that commented on it felt this was a positive move for the library and just wished it could have come sooner.

But the last item on this list bears some mention since it directly relates to the local statement “Adequate seating with natural light.” Twelve individuals suggested that more areas with natural light were needed in the library. Of those, only three of them did not have that item in their survey, hence their response was unsolicited, so to speak. But of those that did respond, their average adequacy gap scores were well below zero, a far cry from respondents overall. It would seem that this group of individuals are passionate about this need.

For those who made comments from the SLC that fit into this category, they would like to see more areas where open communication was allowed, the need to expand food friendly areas, and their appreciation that the BYU-SLC is so accessible.

### General

Nothing has changed much over the years in this category. The single item to receive the most comments at both libraries was “Excellent.” In this respect, the comment made by the respondent, as noted above, was in and of itself not specific enough to place it in one of the others. As such, it was simply labeled “Excellent” and placed within the “General” category.

As mentioned previously, survey related items stayed pretty much the same as in 2015. It would appear that the personalizing of the survey, and perhaps coupled with the Lite™ version and use of Qualtrics to reduce the number of reminders, has resulted in fewer comments about the survey itself.

### Library Personnel

Comments in this category continue to be very positive, which has been the case with past surveys. This is particularly true for the SLC where only one comment was made suggesting more outreach would be appreciated while all the other comments expressed praise for the staff there. At Provo, the majority of respondents had good things to say about the personnel that serve them. There is still room for improvement as there were still a few that had some negative interactions with them. This was very

consistent from what was seen in past surveys as figures were very similar. So though most respondents are still very pleased with how they are treated by the library staff, there is always room for improvement.

### Library Policies

Once again, this category had some of the fewest comments of the categories listed. And though there was a lot of diversity in the comments, two items stood out and were consistent to similar comments made in past surveys. Patrons felt strongly about the need for the library to enforce its quiet study areas and for the library to improve its circulation policies. Again, with the expansion of the collaborative study areas in the library has come a tendency for those doing such to carry their conversations over to areas that are still designated for quiet study. Needless to say, the library needs to continue to remind patrons that if they need to study in an open, vocal manner, those involved need to move to either the “No Shhh” Zone or one of the other designated collaborative study areas.

As for circulation, this continues to include all aspects related to the use of library materials and resources. But given some of the recent changes in circulation policies over the course of the last couple of years the amount of comment in this area has dropped substantially. However, it is still important for Access Services to be mindful of these issues and effectively communicate with patrons that may not be adhering to existing policies.

### Library Resources

“Library Resources” continues to have many comments that are for the most part positive and exceed those seen in the other categories, except “Facilities”, though the number of comments decreased again from last year. Patrons at both facilities mentioned that the libraries had “Great resources” and/or “Great services” that have been invaluable in helping them with their research and study, with interlibrary loan singled out by many in Provo for its outstanding service.

However, there were several comments in this category that still demand attention, and these have been consistent over the years. One of those stemmed from patrons not knowing what was available to assist them in their research and/or study needs. With the abundance of resources and services available, a significant number of patrons expressed a need for more and/or better help in using those resources and services, as well as a desire that the library do a better job promoting what is available to patrons. But the next item of interest were several that felt the library should be working to increase acquisition of physical materials over e-resources.

There were also many that wanted to see more resources, but particularly for specific disciplines, and to work to maintain the current journal collections in light of the recent efforts to cull some of those collections given the costs associated with the same.

### Library Web Site

Once again, “Library Web Site” continues to proportionally have more negative comments than any other category. Patrons continue to express frustration with the search mechanism, or find the site to still be confusing and unfriendly. However, it should still be noted that the patrons’ comments rarely could be distinguished between ScholarSearch, the library catalog, journal finder, and an external database vendor of which the library has no control over the search algorithms employed on that site. Regardless of that, whether or not they may be able to distinguish the difference, this is an issue that should continue to stay on the radar screens of website developers for the library.

### Online/electronic resources

Appreciation for online access to resources dominated many of the comments in this category. Aside from the generic “Great resources”, most of the remaining comments in this category were recommendations, including “More online resources”, “Maintain online access to resources”, “More electronic resources”, and “Need more/better help using resources”. Again, though patron perceptions of

the online resources may be somewhat of a mixed bag, they are very positive about having such an important resource at their disposal, and therefore continued attention needs to be placed in procuring more, and making these added resources, as well as what is already available, more easily accessible.

## **CONCLUSION**

LibQUAL+® continues to be an important part of the Lee Library's assessment arsenal. It serves as its principle barometer on how the library is meeting patron's expectations of the services it provides to the university community. Since the first survey in 2001, the Lee Library has seen steady improvement in the perceptions of BYU students, faculty and staff towards meeting said expectations as measured by the adequacy gap. And such continued to be the case for 2017, with the overall adequacy gap the highest ever seen at BYU.

Library as Place continues to be the area that has seen the most success in terms of meeting patron expectations. Satisfaction, as measured by the adequacy gap, which is the difference between the perceived level of service received and the minimum level of service expected, continues to be high. However, the average desired level of service for this dimension of service still tends to be lower (being the lowest at Provo) when compared to how the patron is treated (Affect of Service) and the number, availability and personal command of resources (Information Control). When measured by the level of desired service, content and access of information are more critical than the library itself or its personnel at Provo, while the SLC patron is more concerned with how they are treated.

The areas where the most improvement needs to occur based on comments from respondents tended to be more facility related, with the desire to expand food friendly areas garnering the most support in this category. This did differ from the local statement where the adequacy gap was very positive. However, those that responded with such a comment indicated in their gaps that the library was falling short in providing for such areas in the library. In addition, there continues to be a need to improve the library Web site, particularly the search mechanism, as well as access to online materials, the tools and training necessary to easily access information, enforcing library policies, and the promotion of library resources and services. A few also indicated that having areas with natural light was important.

In all, patrons love the library and all it has to offer. The library continues to make strides towards expanding and upgrading the services and resources provided to patrons. But there is always room to improve. However, whether or not the Lee Library will continue to employ LibQUAL+® as the means for the library to stay abreast of those needs remains to be seen, as there has been concern expressed as to whether or not the survey, after 10+ years of utilizing the same instrument, is grounded sufficiently to effectively measure patron perceptions.



## Appendix

### Core Service Statements

#### Affect of Service:

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

#### Information Control:

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

#### Library as Place:

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

### Local Service Statements

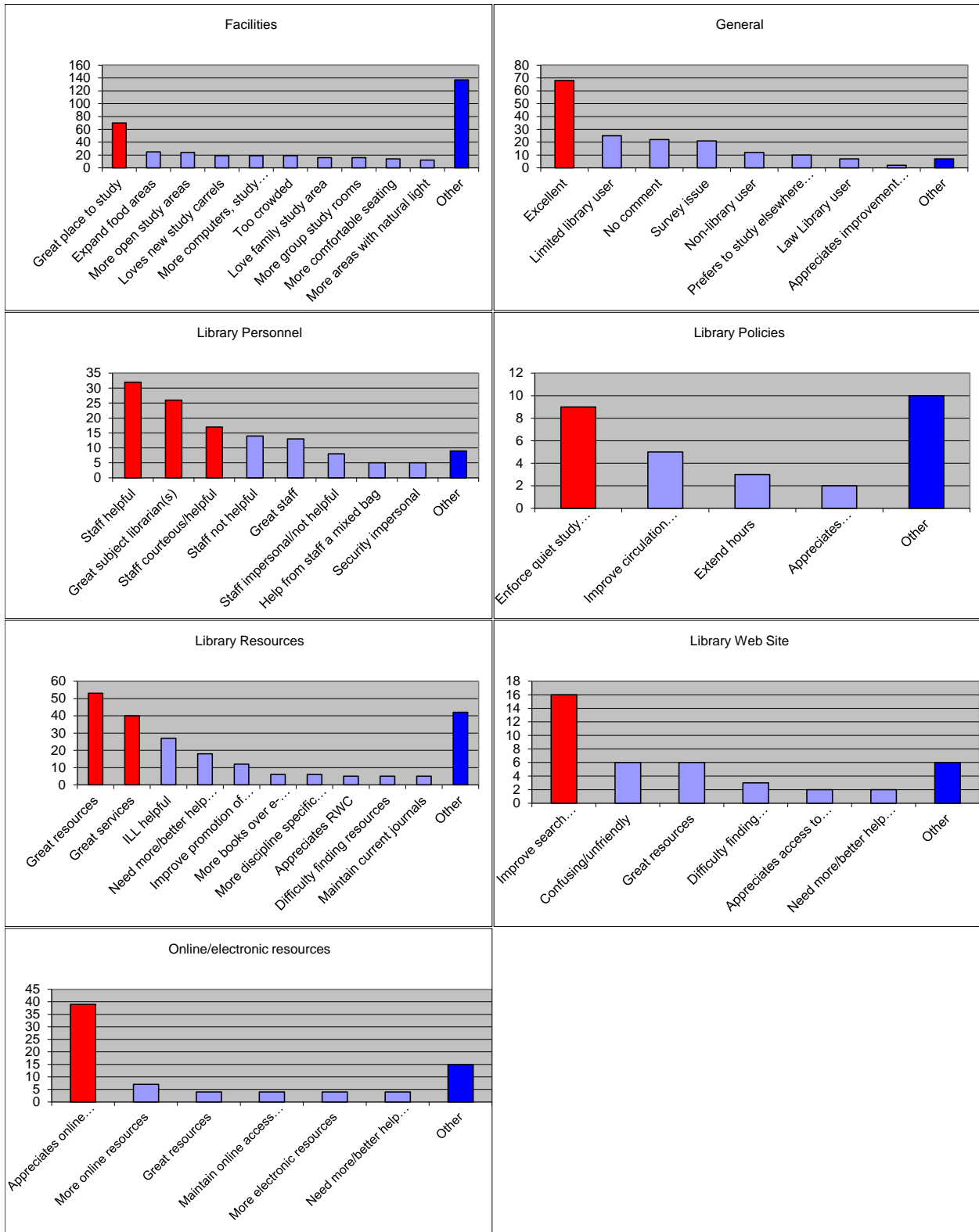
- LOC-1 Food services in the library
- LOC-2 Spaces and technology that support creativity
- LOC-3 The library assists me in achieving academic success
- LOC-4 Adequate seating with natural light
- LOC-5 Getting help from a librarian conveniently and in ways other than face-to-face – e.g., email, texting, chat, telephone

#### Information Literacy Outcomes Questions:

1. The library helps me stay abreast of developments in my field(s) of interest.
2. The library aids my advancement in my academic discipline.
3. The library enables me to be more efficient in my academic pursuits.
4. The library helps me distinguish between trustworthy and untrustworthy information.
5. The library provides me with information skills I need in my work or study.



## Top Provo Comments for 2017:



Top SLC comments for 2017:

