



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



A report on observations made from data collected from respondents at the participating libraries of the Consortium of Church Libraries and Archives (CCLA) during the spring 2006 LibQUAL+® survey including an assessment of comments, as well as comparisons to the 2004 survey

Prepared by
Brian C. Roberts
Process Improvement Specialist
Harold B. Lee Library
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INTRODUCTION

LibQUAL+®, the library service quality assessment tool of the Association of Research Libraries (ARL), was administered at the libraries of the Consortium of Church Libraries and Archives (CCLA) during spring 2006. This was the second foray into this effort, the first being completed during the spring of 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, and make some observations about changes in responses from 2004 to 2006.

EXECUTIVE SUMMARY

Response rates for 2006 at the various libraries of the CCLA were down from that seen during 2004, but they tended to be representative of the native population of the respective institution. Perceptions of respondents were similar in some aspects but varied in others, as would be expected, particularly given the diverse nature of the seven entities that participated.

Overall, the quantitative data showed common tendencies across all the institutions that were very similar to that seen in 2004:

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

In addition, as before, there were areas where some libraries shined and others were less than satisfactory. There continues to be a disparity in respondent perceptions as to the library as a space that inspires study and learning. This is especially the case as the smaller libraries are compared to the larger ones. Respondents at the specialized libraries, specifically Hunter Law and Family History, suggest that their institutions are doing a fairly good job of meeting their needs of availability and accessibility of resources.

There were also several areas where some institutions had marked improvements in 2006 over what was seen in similar responses during 2004. For instance, despite their small facility, the Smith Library at BYU-Hawaii made sufficient changes so that "A comfortable and inviting location" went from not meeting the minimum patron perception in 04 to being well above it in 06. In addition, the changes over the last two years at the Family History Library had an impact across the board as every item in their survey saw improvement, particularly in the area of how patrons are treated.

All of these instances cited above reiterate the importance for everyone to assess best practices and seek ways to improve.

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

- 1) The noise issues of 2004 were not as prevalent during 2006, though still a significant concern. There seems to be a greater tendency now for more computers, printers, study carrels, and other related facility resources.
- 2) Across the board there was a cry from patrons for the institutions to alter policies and extend the hours they are open. There was some comment to this in 2004, but it took a greater prominence in 2006.
- 3) There continues to be a demand for more resources (books, periodicals and electronic full-text), as well as the accessibility of such. But patrons are also very pleased with the resources that currently exist.
- 4) Finally, everyone's Web site is found to be confusing, particularly in the search capabilities on the site, whether it is catalogs, database search utilities, and other perceived library search engines.

SURVEY OVERVIEW

With assessment becoming a more integral part of the day-to-day business of the libraries of CCLA, LibQUAL+® has emerged as its preeminent tool to accomplish that end. The Consortium first began its program of utilizing the survey in 2004 after two successful ventures by the BYU Lee Library in 2001 and 2003. The goal in 2004 was and has always been to:

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

Results from the effort in 2004 showed that in many areas, all the libraries did quite well meeting the expectations of their patrons. But all had areas where improvement was needed. These findings were summarized in the result notebooks prepared by ARL and Texas A&M University for each of the institutions that participated in the survey. In addition, a second report was produced for the Consortium and summarized comparative findings and in-depth analysis of the comment data.

With this success, each institution embarked on programs to take the results from the survey to work towards improvements in the services provided. The survey was repeated in 2006 to assess how well efforts to improve have paid off. All the institutions that participated in the 2004 survey participated during this round as well, with the addition of the Church History & Archives. Adding this group brought yet another interesting dimension since they operate as a public library serving members, and those interested in the history, of the Church of Jesus Christ of Latter-day Saints, but act principally as a corporate library serving the needs of officers and employees of the Church within the Church Office complex in Salt Lake City. They too wanted to find ways to serve their primary clientele and learn best practices to improve the services they provide.

All participating libraries successfully administered the survey (details follow) and as in 2004 formal reports of the results have been prepared by LibQUAL+® for each institution as well as for the Consortium. These reports have been disseminated to each of the institutions for review. The intent of this report is to summarize comparisons and make observations about best practices for the benefit of the Consortium. In addition, since the LibQUAL+® reports did not include any qualitative analysis of the comment data, this report includes that as well. The CCLA LibQUAL+® report and this report have been placed on the Lee Library Web site (<http://www.lib.byu.edu/libqual/>) and are available for review by any and all.

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

SURVEY ADMINISTRATION SUMMARY

Given the varying nature and size of the seven participating libraries, few could meet the LibQUAL+® minimum required sample size of 900 undergraduates, 600 graduates and 600 faculty/staff. Where practical, samples were taken, otherwise all patrons were asked to participate. Where there was not a means to sample from a finite population, alternatives were devised in order to optimize response to the extent possible and provide an adequate reflection of patron perception of library services. This was specifically the case for Family History and Church History & Archives. This followed similar schemes utilized during 2004.

There were some differences in the administration of the survey for 2006. Each institution was given a greater leeway in terms of flexibility in constructing and conducting their individual survey. There was not a set of predetermined local bonus statements (those statements over and above the core set) that would be used by all. Instead, each institution was allowed to pick and choose local statements at their own discretion or not have any at all. Hence, though some local statements were common between libraries, none had the same and even one chose not to use any. In addition, though a suggested time frame was given to conduct the survey (March 13th through the 31st), each institution was allowed to start and/or stop their survey at times more conducive to their respective situation. Hence, some started a bit before the recommended time, some after, and many extended their survey well into April. Finally, each institution was allowed to promote their survey as they felt would work best for them. In 2004, the Consortium provided monies for incentives. Each institution was left to their own devices for incentives in 2006. In 2004, regular reminders were sent to all the institutions to email follow-up notices. In 2006, the libraries were allowed to send out as many reminders as they felt necessary. They were also given complete autonomy to promote the survey at their institution in whatever means they felt appropriate.

These differences may have had an effect on the final response numbers. With the exception of the Lee Library in Provo, all the CCLA libraries saw fewer responses in 2006 than what they had in 2004. The final number of valid surveys at each library in 2006 were (2004 numbers in parentheses for comparison) 1076 (961) at the Lee Library, 69 (189) at the Hunter, 271 (478) at the McKay, 160 (179) at the Smith, 324 (365) at LDSBC, and 478 (796) at the Family History Library (FHL). Church History & Archives (CH&A), who did not participate in 2004, had 103 valid surveys in 2006. The chart below (Figure 1) shows the number of valid surveys for each institution for both survey years.

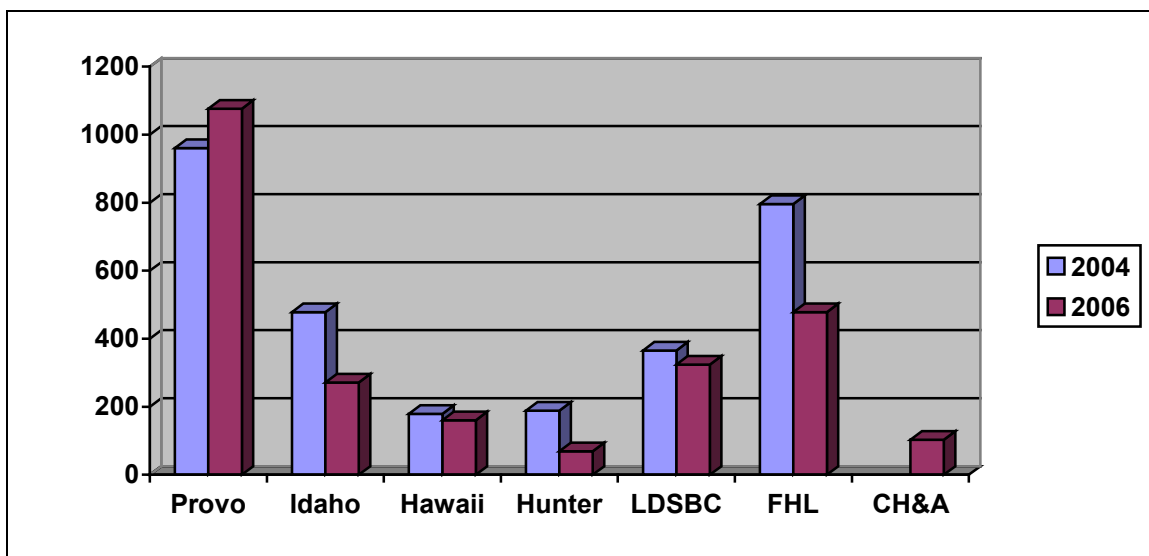


Figure 1 - Number of Valid Surveys

There were possibly some other mitigating factors that may have contributed to this that a couple of the institutions brought out after completing their survey run. One dealt with the complexity of the survey. Several felt that given the nature of the service statements and the necessity to provide three different responses for each (a minimum expectation of service, a desired expectation, and the perceived level of service currently being rendered) many may have not completed the survey out of frustration. When the raw data was examined of total times the survey link was accessed, there were many responses that were blank. Hence a response was recorded but the survey not completed. Therefore it was entirely possible that some individuals may have initially attempted to take the survey and did not complete it for that reason. It is also possible that technical problems could have resulted in the same thing. The second issue revolved around the obvious academic slant to the survey. This particularly seemed to be a point of contention with FHL. As patrons would fill out the survey, the way the question was worded, given the academic bias, the respondent would check N/A or not applicable. For some that would have

been the case for more than half the questions on the survey. LibQUAL+® rules eliminated a completed survey if a certain number of the core statements came back as N/A. Hence it was felt that there were a disproportionate number of surveys deemed “invalid” for that reason.

Regardless of the reasons, the overall number of valid surveys for 2006 was below that seen in 2004 by some 500 (even with CH&A added to the number). However, as touted by LibQUAL+®, what really counts is representativeness – how well the final numbers match the demographic profiles of the respective institution. For instance, in an academic institution where there is an even number of freshmen, sophomores, juniors and seniors, if final results show more than twice as many freshmen responding than any other class, it could be construed that the responses were not representative of the population.

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

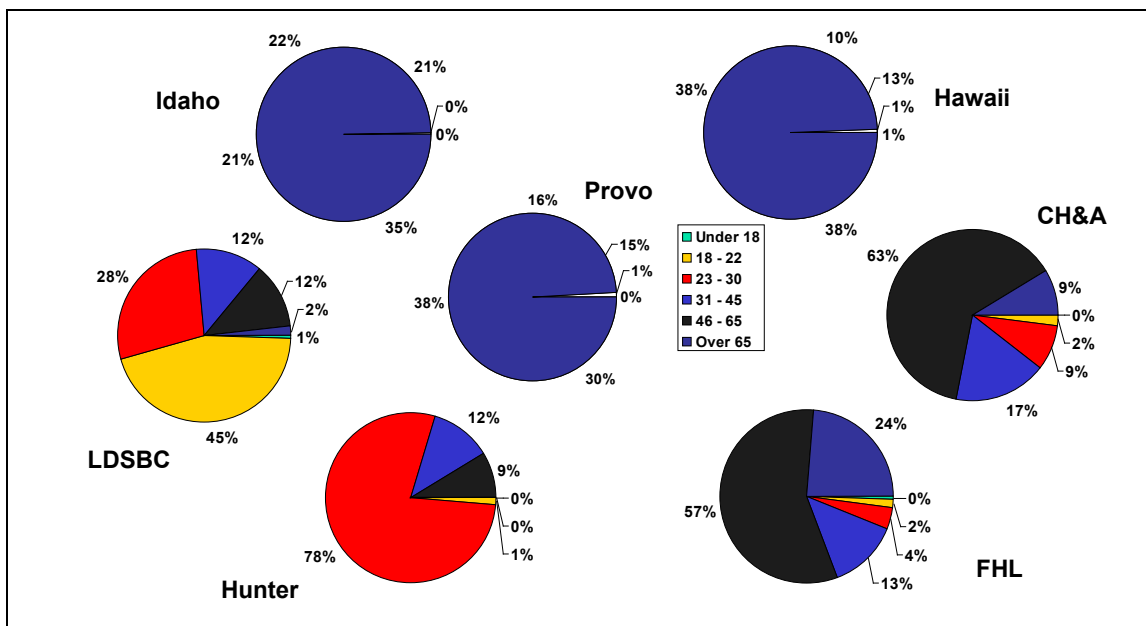


Figure 2 - CCLA Age Group Response Breakdown

QUANTITATIVE DATA ANALYSIS RESULTS

Those familiar with LibQUAL+® know that its purpose is to give survey respondents a series of statements related to library service and rate them as to the minimum level of service they find acceptable, the desired level of service they personally would like to see, and the perceived level of service they feel their library currently provides. Those service expectation ratings are set against a 9 point Likert scale with 1 being low and 9 being high. The bulk of the survey has now been consistent for three years and those that participated in 2006, as in 2004, were asked to provide such ratings for 22 core statements. The list of core statements can be found in Appendix A.

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

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

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

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

Given the resolution level of the radar charts shown in Appendix B, it is hard to notice much difference between an institution’s 2004 responses and their 2006 responses. However, close examination shows that there are differences in the two. Some institutions saw improvements in several areas while some saw additional areas in which improvement is necessary. One of particular note is the Smith Library at BYU-Hawaii. Though Hawaii still has many areas where improvement could be made, they saw substantial improvement in their perceived scores in virtually every core question, hence eliminating most of the red areas seen in 2004. In the case of Family History, most of their minimum, desired and perceived scores decreased from 2004 to 2006, but because the minimum dropped so much more than the perceived, their gap scores actually improved. In fact, though everyone saw gap scores increase in at least a few areas, Family History was the only institution where there was an increase in gap score for ALL the core statements. It is also interesting to note that the Hunter Law Library continues to have the largest gap scores, significantly larger than any other CCLA library. This could be attributed to their specialized nature and dedicated, small clientele base.

The actual values that went into the radar charts in Appendix B have been included in Table 1 below. In addition to the average values for each statement for both 2004 and 2006, the adequacy gap (perceived

– minimum) has been calculated. The idea behind this gap score is the greater the service adequacy gap, the better the institution was at meeting its patron's minimum expectation. In contrast, where the gap approached zero or was negative the greater the need for an institution to address improvements in that area. Positive gap scores have been highlighted in blue; negative gap scores in red. These dimensions were summarized individually as well as an overall assessment for all the 22 core statements for both 2004 and 2006 for comparisons. Each set of values reflect a separate institution and correspond to the radar charts discussed above. Finally, for those that participated in 2004, a difference between the gaps for the two years was also calculated and where a positive change in gap was evident, the value is in blue, and where a negative change in gap was evident, the value is in red.

There are several points to bring out from the data shown in the charts and tables. One would be that the dimension of Affect of Service (AS) continues to be the most consistent area where all institutions meet user expectations. This suggests that patrons respect the staffs at each library and have confidence in the service they provide. Of the individual AS items at each institution that stood out, there were a couple that tended to be regularly as the top two (having the highest gap scores) than the others, AS1 – “Employees who instill confidence in users” and AS2 – “Giving users individual attention.” If there were AS items that could be singled out in showing potential for improvement across institutions, it would be AS5 – “Employees who have the knowledge to answer user questions” and AS7 – “Employees who understand the needs of their users.”

In contrast, the one dimension that continues to be the most consistent area where all institutions need improvement, in other words, where the gap scores were the lowest, would be Information Control (IC). This is a tendency that is common for virtually all institutions that participate in LibQUAL+® and is not unique to CCLA. Patrons demand more in terms of resources, particularly electronic, and easier, more convenient means of accessing said resources. In fact, if the importance of IC items is compared with the other dimensions in terms of the average response for desired level of service, they would be consistently higher and hence perceived as more important. And which of the IC items tends to suggest needing the most attention? Categorically it would be IC2 – “A library Web site enabling me to locate information on my own.” This too may be a universal issue. Anecdotally, during a LibQUAL+® workshop at the ALA meetings in New Orleans in June, Colleen Cook, Director of Libraries at Texas A&M and one of the heads of the LibQUAL+® project, indicated that despite recent changes to their website intended to improve patron access to library resources, this continues to haunt them. And many of those in attendance were in consensus. In fact, it is also a tendency that spans across response groups. Though the relative scores between faculty, graduates, undergraduates and other response groups tend to be quite different in this item, it still tends to be the lowest of the IC items regardless of the response group. It would seem that despite efforts to tailor websites to meet user needs, the electronic savvy of today's library patron demands ever more.

Other IC items that deserve attention depend on the institution. For most of the academic libraries in CCLA, IC6 – “Easy-to-use access tools that allow me to find things on my own” and IC8 – “Print and/or electronic journal collections I require for my work” were areas where gap scores were consistently low. This was not a surprise since the demand for more journal titles, particularly electronic, and the means to access those materials has been a constant theme in the academic libraries. For the non-academic libraries, the next lowest score tended to be IC1 – “Making electronic resources accessible from my home or office.” This too was not a surprise; as technology has advanced, so has the expectation advanced of obtaining research materials that traditionally have been in print or on microform through that technology. If there was an IC item that the CCLA libraries tended to do well in, it would be IC5 – “Modern equipment that lets me easily access needed information.” To some extent, for the academics at least, this might contradict IC6. However it would seem that the technology is being made available to patrons (PC workstations, scanners, printers, etc.), hence, to the extent possible, keeping up with technology, but the tools utilized by that equipment for the patron to access the actual resources on their own stands in need of improvement.

Finally, Library as Place (LP) has been the one dimension where patrons everywhere tend in general to have lower expectations (lower minimum scores and lower desired scores). The CCLA institutions have exhibited similar tendencies, with Idaho being a minor exception. It has also been the dimension where

there was more variation in gaps and tended to correlate with the size of the facility. Those CCLA institutions with smaller libraries (like LDSBC & Hawaii) invariably had LP gap scores that were small. While the larger and more specialized libraries (like Hunter & FHL) had larger LP gap scores. When pinpointing specific areas for improvement, there tended to be a couple items that were most consistent across all the CCLA libraries, LP1 – “Library space that inspires study and learning” and LP2 – “Quiet space for individual activities.” LP3 – “A comfortable and inviting location” consistently tended to have the largest gaps. CH&A did not follow similar tendencies. Their weakest area was LP5 – “Community space for group learning and group study” while their strongest areas were LP2 (cited above) and LP4 – “A getaway for study, learning, or research.”

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

Some mentioned should be made of the results from the local statements. These results have been summarized in Table 2. The local statements tended to mirror the results in the dimensions to which they would logically fall. For instance, both Idaho and Hawaii included a local statement dealing with the Web page, similar to the core statement under IC (see IC2 in Table 1 above). As with the core statement, the local statement was high in importance (a desired level well above 8) and the adequacy gap was low, in this case being negative – the average perceived level was less than the average minimum level. Hence, this substantiated the need for those institutions to work on improving their Web presence. And since the other institutions also had low gaps for IC2, it would not be unreasonable to infer that had they asked a similar local statement, it would have also been low and hence all the institutions could learn from this and work to improve their Web sites.

The other aspect of the local statements that also mirrored the core results was that the larger and/or specialized libraries in the consortium tended to have higher gap scores for their local statements than did the smaller institutions. Hence, Hunter, FHL and Provo all did well in the statements they asked, while Idaho, Hawaii and CH&A had on average much smaller gaps (LDSBC opted not to include any local statements). But each had statements that showed strengths and statements where weaknesses were evident. Case in point, though Idaho and Hawaii showed a low gap for the Web page statement, “Using the library for recreation and popular materials” at Idaho and “Efficient interlibrary loan/document delivery” at Hawaii were areas where their respective patrons felt those libraries were able to meet their expectations.

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

		Provo 2004				Provo 2006				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.57	6.53	7.60	0.96	5.46	6.53	7.48	1.07	0.11
	AS-2	5.55	6.55	7.27	1.00	5.50	6.66	7.20	1.16	0.16
	AS-3	6.74	7.53	8.20	0.79	6.67	7.55	8.19	0.88	0.09
	AS-4	6.47	7.27	8.02	0.80	6.49	7.36	8.03	0.87	0.07
	AS-5	6.52	7.08	8.10	0.56	6.50	7.14	8.09	0.64	0.08
	AS-6	6.39	7.32	7.98	0.93	6.29	7.40	7.92	1.11	0.18
	AS-7	6.39	7.14	7.93	0.75	6.32	7.17	7.90	0.85	0.10
	AS-8	6.49	7.40	8.00	0.91	6.44	7.47	7.95	1.03	0.12
	AS-9	6.49	7.18	7.97	0.69	6.50	7.35	7.95	0.85	0.16
Information Control	IC-1	6.18	6.97	8.19	0.79	6.37	7.11	8.28	0.74	-0.05
	IC-2	6.78	7.12	8.41	0.34	6.76	7.00	8.40	0.24	-0.10
	IC-3	6.48	7.15	8.03	0.67	6.53	7.30	8.02	0.77	0.10
	IC-4	6.43	7.08	8.19	0.65	6.56	7.16	8.15	0.60	-0.05
	IC-5	6.85	7.69	8.34	0.84	6.81	7.78	8.32	0.97	0.13
	IC-6	6.74	7.19	8.30	0.45	6.71	7.15	8.31	0.44	-0.01
	IC-7	6.60	7.28	8.19	0.68	6.63	7.30	8.20	0.67	0.01
	IC-8	6.63	7.15	8.21	0.52	6.74	7.18	8.26	0.44	-0.08
Library as Place	LP-1	6.08	7.16	7.84	1.08	6.04	7.14	7.77	1.10	0.02
	LP-2	6.12	7.12	7.78	1.00	6.17	7.19	7.80	1.02	0.02
	LP-3	6.27	7.60	8.00	1.33	6.24	7.64	7.92	1.40	0.07
	LP-4	6.16	7.28	7.87	1.12	6.13	7.32	7.81	1.19	0.07
	LP-5	5.71	7.05	7.41	1.34	5.71	7.03	7.41	1.32	-0.02
Overall		6.35	7.18	8.00	0.82	6.36	7.23	7.98	0.87	0.05

		Idaho 2004				Idaho 2006				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.51	6.37	7.51	0.86	5.84	6.40	7.46	0.56	-0.30
	AS-2	5.58	6.41	7.12	0.83	5.76	6.46	7.10	0.70	-0.13
	AS-3	6.81	7.44	8.20	0.63	7.08	7.67	8.28	0.59	-0.04
	AS-4	6.47	7.16	7.90	0.69	6.58	7.25	7.86	0.67	-0.02
	AS-5	6.56	7.14	8.01	0.58	6.66	7.06	7.96	0.40	-0.18
	AS-6	6.59	7.36	8.04	0.77	6.76	7.46	7.98	0.70	-0.07
	AS-7	6.37	7.14	7.87	0.77	6.60	6.98	7.92	0.38	-0.39
	AS-8	6.60	7.39	8.04	0.79	6.70	7.32	7.97	0.62	-0.17
	AS-9	6.48	7.37	7.96	0.89	6.59	7.05	7.85	0.46	-0.43
Information Control	IC-1	6.18	6.79	8.07	0.61	6.56	6.95	8.09	0.39	-0.22
	IC-2	6.38	7.11	8.12	0.73	6.66	6.70	8.26	0.04	-0.69
	IC-3	6.32	7.10	7.83	0.78	6.59	6.97	7.83	0.38	-0.40
	IC-4	6.35	6.95	7.94	0.60	6.51	6.95	7.97	0.44	-0.16
	IC-5	6.85	7.50	8.30	0.65	6.92	7.42	8.14	0.50	-0.15
	IC-6	6.60	7.22	8.13	0.62	6.84	6.91	8.17	0.07	-0.55
	IC-7	6.57	7.27	8.05	0.70	6.72	7.02	8.02	0.30	-0.40
	IC-8	6.39	7.04	7.85	0.65	6.68	6.78	7.91	0.10	-0.55
Library as Place	LP-1	6.26	6.26	8.09	0.00	6.38	6.22	8.04	-0.16	-0.16
	LP-2	6.44	6.11	8.03	-0.33	6.30	6.23	7.72	-0.07	0.26
	LP-3	6.51	7.48	8.08	0.97	6.27	6.86	7.66	0.59	-0.38
	LP-4	6.41	6.65	8.03	0.24	6.26	6.68	7.69	0.42	0.18
	LP-5	6.06	6.90	7.66	0.84	5.99	6.69	7.41	0.70	-0.14
Overall		6.38	7.01	7.95	0.63	6.30	6.84	7.75	0.54	-0.09

		Hawaii 2004				Hawaii 2006				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.85	6.01	7.61	0.16	5.95	6.22	7.45	0.27	0.11
	AS-2	6.12	6.36	7.47	0.24	5.98	6.25	7.28	0.27	0.03
	AS-3	6.80	6.45	8.14	-0.35	6.59	6.73	7.96	0.14	0.49
	AS-4	6.67	6.54	7.91	-0.13	6.69	6.74	7.83	0.05	0.18
	AS-5	6.79	6.58	8.09	-0.21	6.70	6.66	8.10	-0.04	0.17
	AS-6	6.54	6.51	7.93	-0.03	6.53	6.77	7.84	0.24	0.27
	AS-7	6.48	6.41	8.01	-0.07	6.49	6.71	7.88	0.22	0.29
	AS-8	6.69	6.72	8.07	0.03	6.63	6.83	7.98	0.20	0.17
	AS-9	6.58	6.49	7.99	-0.09	6.59	6.83	7.95	0.24	0.33
Information Control	IC-1	6.19	6.44	7.96	0.25	6.41	6.69	8.13	0.28	0.03
	IC-2	6.63	6.79	8.03	0.16	6.69	6.73	8.01	0.04	-0.12
	IC-3	6.39	6.31	7.78	-0.08	6.47	6.60	7.91	0.13	0.25
	IC-4	6.39	6.68	7.88	0.29	6.54	6.86	7.98	0.32	0.03
	IC-5	6.73	6.73	8.07	0.00	6.81	7.19	8.10	0.38	0.38
	IC-6	6.67	6.66	8.16	-0.01	6.73	6.82	8.04	0.09	0.10
	IC-7	6.64	6.71	8.07	0.07	6.78	6.94	8.02	0.16	0.09
	IC-8	6.62	6.33	7.95	-0.29	6.78	6.80	8.01	0.02	0.31
Library as Place	LP-1	6.20	6.11	7.86	-0.09	6.50	6.42	7.93	-0.08	0.01
	LP-2	6.41	6.32	7.78	-0.09	6.58	6.46	7.93	-0.12	-0.03
	LP-3	6.61	6.43	7.96	-0.18	6.43	6.94	8.06	0.51	0.69
	LP-4	6.46	6.40	7.94	-0.06	6.61	6.59	7.96	-0.02	0.04
	LP-5	6.06	6.22	7.53	0.16	6.47	6.84	7.79	0.37	0.21
Overall		6.48	6.48	7.92	0.00	6.54	6.71	7.91	0.17	0.17

		Hunter 2004				Hunter 2006				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	5.30	6.91	7.64	1.61	5.04	7.25	8.03	2.21	0.60
	AS-2	5.55	7.28	7.44	1.73	5.69	7.91	7.87	2.22	0.49
	AS-3	6.45	7.76	8.26	1.31	6.19	8.30	8.48	2.11	0.80
	AS-4	6.32	7.66	8.07	1.34	6.30	8.19	8.38	1.89	0.55
	AS-5	6.48	7.62	8.14	1.14	6.45	7.93	8.36	1.48	0.34
	AS-6	6.13	7.70	8.04	1.57	5.78	8.01	8.15	2.23	0.66
	AS-7	6.11	7.50	7.82	1.39	6.22	7.72	8.26	1.50	0.11
	AS-8	6.38	7.84	8.04	1.46	6.03	8.24	8.28	2.21	0.75
	AS-9	6.32	7.40	8.06	1.08	6.09	7.48	8.13	1.39	0.31
Information Control	IC-1	6.01	6.94	8.09	0.93	6.09	7.83	8.35	1.74	0.81
	IC-2	6.24	6.99	8.10	0.75	6.29	7.29	8.42	1.00	0.25
	IC-3	6.19	7.60	7.87	1.41	6.27	7.82	8.10	1.55	0.14
	IC-4	6.26	7.48	8.03	1.22	6.48	7.75	8.39	1.27	0.05
	IC-5	6.52	7.89	8.25	1.37	6.54	7.88	8.41	1.34	-0.03
	IC-6	6.26	7.26	8.11	1.00	6.29	7.41	8.32	1.12	0.12
	IC-7	6.18	7.47	8.05	1.29	6.12	7.65	8.38	1.53	0.24
	IC-8	6.30	7.74	8.06	1.44	6.21	7.86	8.36	1.65	0.21
Library as Place	LP-1	5.82	7.38	7.92	1.56	5.88	7.61	8.25	1.73	0.17
	LP-2	5.93	7.10	7.80	1.17	5.90	7.38	8.16	1.48	0.31
	LP-3	6.04	7.95	7.93	1.91	5.88	7.97	8.33	2.09	0.18
	LP-4	5.95	7.32	7.87	1.37	5.72	7.67	8.19	1.95	0.58
	LP-5	6.74	7.36	7.56	0.62	5.74	7.55	7.79	1.81	1.19
Overall		6.12	7.46	7.97	1.34	6.05	7.77	8.24	1.72	0.38

		LDSBC 2004				LDSBC 2006				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	6.06	6.97	7.54	0.91	6.28	7.17	7.72	0.89	-0.02
	AS-2	6.05	6.83	7.21	0.78	6.39	7.20	7.56	0.81	0.03
	AS-3	7.05	7.90	8.11	0.85	7.07	7.81	8.13	0.74	-0.11
	AS-4	6.63	7.39	7.77	0.76	6.80	7.60	7.92	0.80	0.04
	AS-5	6.71	7.39	7.87	0.68	6.86	7.52	8.02	0.66	-0.02
	AS-6	6.69	7.52	7.82	0.83	6.91	7.71	7.95	0.80	-0.03
	AS-7	6.65	7.32	7.70	0.67	6.89	7.56	7.99	0.67	0.00
	AS-8	6.79	7.61	7.87	0.82	6.92	7.68	8.02	0.76	-0.06
	AS-9	6.57	7.33	7.74	0.76	6.81	7.39	7.82	0.58	-0.18
Information Control	IC-1	6.31	6.71	7.81	0.40	6.68	7.16	8.09	0.48	0.08
	IC-2	6.54	7.01	7.74	0.47	6.92	7.21	8.01	0.29	-0.18
	IC-3	6.55	6.77	7.76	0.22	6.48	6.88	7.74	0.40	0.18
	IC-4	6.49	7.02	7.81	0.53	6.86	7.34	8.00	0.48	-0.05
	IC-5	6.86	7.39	8.04	0.53	7.04	7.48	8.14	0.44	-0.09
	IC-6	6.72	7.16	7.88	0.44	6.75	7.20	8.01	0.45	0.01
	IC-7	6.70	7.15	7.81	0.45	6.89	7.27	7.97	0.38	-0.07
	IC-8	6.50	7.15	7.68	0.65	6.67	7.30	7.79	0.63	-0.02
Library as Place	LP-1	6.31	6.12	7.92	-0.19	6.49	6.38	7.98	-0.11	0.08
	LP-2	6.47	6.13	7.82	-0.34	6.55	6.41	7.81	-0.14	0.20
	LP-3	6.63	7.14	7.94	0.51	6.78	7.16	7.97	0.38	-0.13
	LP-4	6.57	6.69	7.81	0.12	6.86	6.85	7.97	-0.01	-0.13
	LP-5	6.11	6.46	7.46	0.35	6.29	6.34	7.58	0.05	-0.30
Overall		6.55	7.05	7.78	0.49	6.75	7.22	7.92	0.47	-0.02

		FHL 2004				FHL 2006				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1	6.16	7.16	7.70	1.00	5.96	7.05	7.43	1.09	0.09
	AS-2	6.24	7.29	7.42	1.05	5.94	7.16	7.20	1.22	0.17
	AS-3	7.30	8.22	8.25	0.92	6.76	7.81	7.77	1.05	0.13
	AS-4	6.91	7.75	8.08	0.84	6.41	7.45	7.6	1.04	0.20
	AS-5	6.93	7.27	8.18	0.34	6.39	7.08	7.73	0.69	0.35
	AS-6	6.80	7.93	7.93	1.13	6.37	7.63	7.58	1.26	0.13
	AS-7	6.89	7.37	7.98	0.48	6.32	7.27	7.61	0.95	0.47
	AS-8	6.93	7.97	8.04	1.04	6.43	7.71	7.64	1.28	0.24
	AS-9	6.89	7.57	8.03	0.68	6.34	7.27	7.59	0.93	0.25
Information Control	IC-1	6.70	6.97	8.27	0.27	6.07	6.59	7.74	0.52	0.25
	IC-2	6.97	7.25	8.33	0.28	6.39	7.11	7.79	0.72	0.44
	IC-3	6.85	7.49	8.08	0.64	6.33	7.29	7.59	0.96	0.35
	IC-4	6.75	7.39	8.13	0.64	6.3	7.16	7.72	0.86	0.22
	IC-5	7.14	7.92	8.30	0.78	6.52	7.59	7.81	1.07	0.29
	IC-6	7.05	7.54	8.20	0.49	6.40	7.25	7.68	0.85	0.36
	IC-7	7.06	7.62	8.23	0.56	6.41	7.36	7.73	0.95	0.39
	IC-8	6.71	7.18	7.87	0.47	6.00	6.86	7.35	0.86	0.39
Library as Place	LP-1	6.49	7.30	7.72	0.81	6.08	7.18	7.39	1.10	0.29
	LP-2	6.44	7.10	7.60	0.66	6.12	6.96	7.27	0.84	0.18
	LP-3	6.76	8.02	7.89	1.26	6.31	7.72	7.48	1.41	0.15
	LP-4	6.55	7.63	7.74	1.08	6.02	7.28	7.34	1.26	0.18
	LP-5	5.66	6.87	6.69	1.21	5.42	6.76	6.57	1.34	0.13
Overall		6.75	7.51	7.96	0.76	6.26	7.27	7.55	1.01	0.25

		CH&A 2004				CH&A 2006				Diff
		Min	Per	Des	Gap	Min	Per	Des	Gap	
Affect of Service	AS-1		D I D N O T			6.17	6.56	7.99	0.39	N/A
	AS-2					6.20	6.50	7.46	0.30	N/A
	AS-3					7.14	7.46	8.31	0.32	N/A
	AS-4					7.00	7.14	8.04	0.14	N/A
	AS-5					7.15	7.20	8.36	0.05	N/A
	AS-6					6.86	7.12	8.20	0.26	N/A
	AS-7					6.67	6.65	8.16	-0.02	N/A
	AS-8					6.81	7.07	8.22	0.26	N/A
	AS-9					6.64	6.75	7.92	0.11	N/A
Information Control	IC-1		P A R T I C I P A T E			5.99	4.13	8.03	-1.86	N/A
	IC-2					6.44	4.47	8.08	-1.97	N/A
	IC-3					6.56	6.67	7.93	0.11	N/A
	IC-4					6.47	5.51	7.97	-0.96	N/A
	IC-5					6.64	6.44	8.00	-0.20	N/A
	IC-6					6.65	6.08	8.18	-0.57	N/A
	IC-7					6.51	5.88	8.13	-0.63	N/A
	IC-8					6.28	6.03	7.82	-0.25	N/A
Library as Place	LP-1					6.08	6.24	7.50	0.16	N/A
	LP-2					6.24	6.76	7.40	0.52	N/A
	LP-3					6.30	6.64	7.71	0.34	N/A
	LP-4					5.89	6.41	7.34	0.52	N/A
	LP-5					4.68	4.74	5.76	0.06	N/A
Overall					6.50	6.38	7.88	-0.12	N/A	

Table 2 – LibQUAL+® Results
Local Statements

	Local Statement	Min	Per	Des	Gap
Provo	Multimedia (CD/DVD/video/audio) collections I need	5.33	6.46	7.21	1.14
	Making me aware of library resources and services	5.73	6.39	7.42	0.65
	Teaching me how to locate, evaluate, and use information	5.89	6.84	7.54	0.95
	Easy access to archival materials, particularly of LDS origin	5.82	7.04	7.42	1.22
	Adequate hours of service	6.50	7.89	8.00	1.39
Idaho	Teaching me how to access, evaluate, and use information	5.90	6.37	7.42	0.46
	Collections of online full-text articles sufficient to meet needs	6.58	6.71	7.99	0.13
	Using the library for recreation and popular materials	4.93	6.07	6.35	1.14
	Using the library for research	6.81	6.81	8.13	0.00
	Ability to navigate library Web pages easily	6.81	6.76	8.17	-0.05
Hawaii	Online course support (readings, links, references)	6.27	6.436	7.55	0.16
	Teaching me how to locate, evaluate, and use information	6.23	6.48	7.57	0.25
	Efficient interlibrary loan/document delivery	6.50	7.03	7.86	0.54
	Ability to navigate library Web pages easily	6.76	6.73	8.18	-0.03
	Space for group/individual study and research needs	6.43	6.69	7.79	0.26
Hunter	Providing information that answers my questions	6.38	7.77	8.58	1.39
	Making me aware of library resources and services	5.46	6.62	7.66	1.16
	Efficient interlibrary loan/document delivery	5.82	7.24	8.04	1.42
	Convenient service hours	6.47	8.03	8.25	1.56
	A secure and safe place	6.59	7.90	8.48	1.30
LDSBC	Opted not to have any bonus statements for 2006				

	Local Statement	Min	Per	Des	Gap
FHL	Providing help when and where I need it	6.06	7.06	7.52	1.00
	Making me aware of library resources and services	6.15	7.07	7.50	0.91
	Teaching me how to locate, evaluate, and use information	6.07	7.03	7.37	0.96
	Easy access to archival materials, particularly of LDS origin	6.22	6.99	7.58	0.77
	Convenient service hours	6.46	7.72	7.68	1.26
CH&A	Teaching me how to access, evaluate, and use information	5.77	5.93	7.36	0.16
	Ready access to computers/Internet/software	6.47	5.71	7.91	-0.76
	Library environment hospitable/conducive to finding/using info	6.73	6.68	8.04	-0.05
	Easy access to archival materials, particularly of LDS origin	6.62	5.64	8.20	-0.98
	Convenient service hours	6.54	5.96	7.92	-0.58

To supplement the findings from the 22 core survey and local statements, three general satisfaction questions were asked. Here respondents were asked to rate their levels of satisfaction on a Likert scale from 1 to 9 (1 = low, 9 = high). The first two questions asked whether 1) they were generally satisfied with the way in which they have been treated at the library and 2) they were satisfied in general with library support for their learning, research, and/or teaching needs. The final question asked how they would rate the overall quality of the service provided by the library. The results from both 2004 and 2006 have been summarized in Figure 3. In this chart the scale on the left axis was set to begin at 5 to improve resolution for better observation of year differences. Note that the relative average for each question is high, implying a high level of satisfaction. The consistency in responses across institutions is also interesting. Finally, response to these three questions tends to be consistent within every institution, with a couple of exceptions. The way the patron is treated tends to rate highest. The support portion of this satisfaction survey tends to rate lowest. It is the pattern that has been seen at most libraries that have participated in LibQUAL+® and is not unique to CCLA.

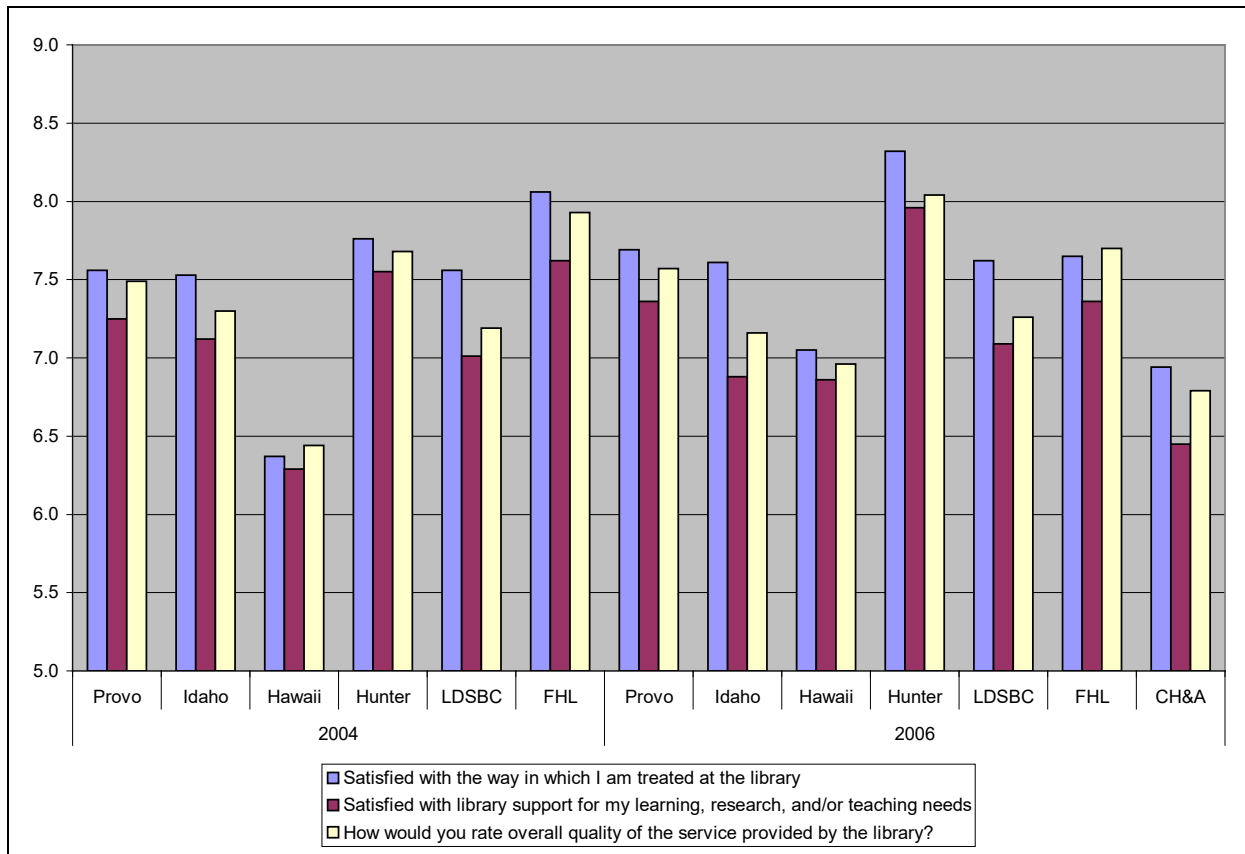


Figure 3 - Average Response to Satisfaction Questions

As in the 2004 LibQUAL+® survey, a set of 5 questions dealing with information literacy outcomes were included. Respondents were asked to rate on a 9 point Likert scale (1 = Strongly Disagree, 9 = Strongly Agree) whether 1) the library helps them stay abreast of developments in their field(s) of interest, 2) the library aids their advancement in their academic discipline, 3) the library enables them to be more efficient in their academic pursuits, 4) the library helps them distinguish between trustworthy and untrustworthy information, and 5) the library provides them with the information skills they need in their work or study. The results from these queries have been summarized in Figure 4. As in the previous chart, the scale on the left axis was set to begin at 5 to improve resolution for better observation of year differences. Most of the responses ranged on average from 5.5 to 7.5.

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

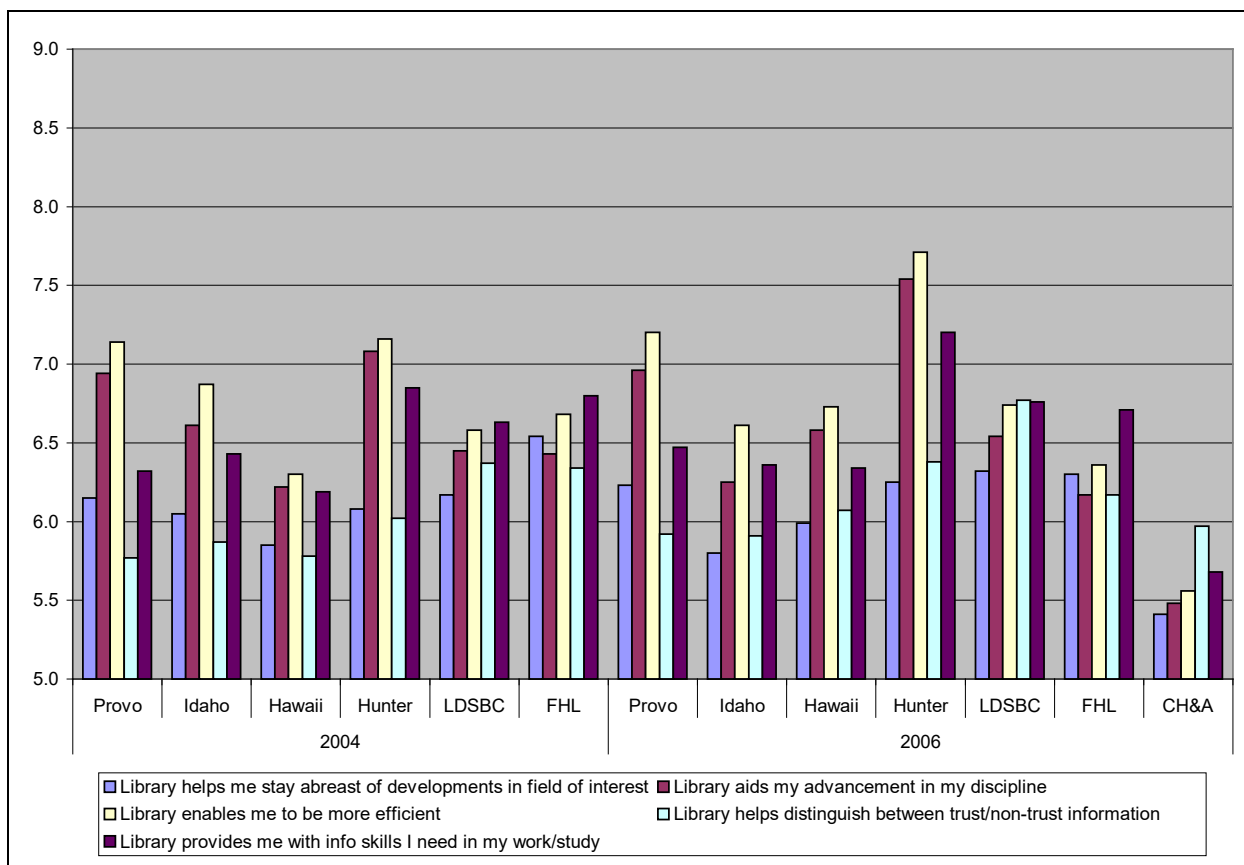


Figure 4 - Average Responses to Information Literacy Outcomes Questions

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

As continues to be the trend, respondents use Yahoo™, Google™, or other non-library gateways more frequently on a daily basis than library resources. It was interesting to note that this tendency increased at every institution from 2004 to 2006. This reiterates the reality that with the explosion of information available on the World Wide Web and the quickness and ease with which such information can be accessed patrons invariably turn to Internet search engines to initially satiate their information needs – right or wrong, good or bad. Their frequency of use of library resources, whether on the premises or via the library’s website, did not have a dramatic shift.

QUALITATIVE ASSESSMENT OF COMMENTS

Perhaps the most interesting thing to come from the analysis of the comments submitted by respondents to the LibQUAL+® survey for 2006 was that there were so few as compared to 2004. But despite the fewer numbers, they were still very substantive and of great worth, particularly when put in context with the quantitative results. This section of the report will go into detail about the comments received at all the CCLA institutions and summarize the results and observations that came from those comments.

Though the overall number of comments received was down, this did not come as a complete surprise since the overall number of surveys received at each institution, with the exception of the Lee Library in Provo, was also down. As such, only Provo saw an increase, the others were down, some significantly. And as it turned out, the range of percentage of comments to completed surveys was narrowed to come more in line with what LibQUAL+® has experienced historically over the years. The Smith Library in Hawaii turned in the greatest percent at just over 51%, while Family History, which had been the highest in 2004, had the lowest percentage in 2006 at 42.5% (which is well within the expected rate for LibQUAL+®). The breakdown of comments received is summarized in the chart below (Figure 5).

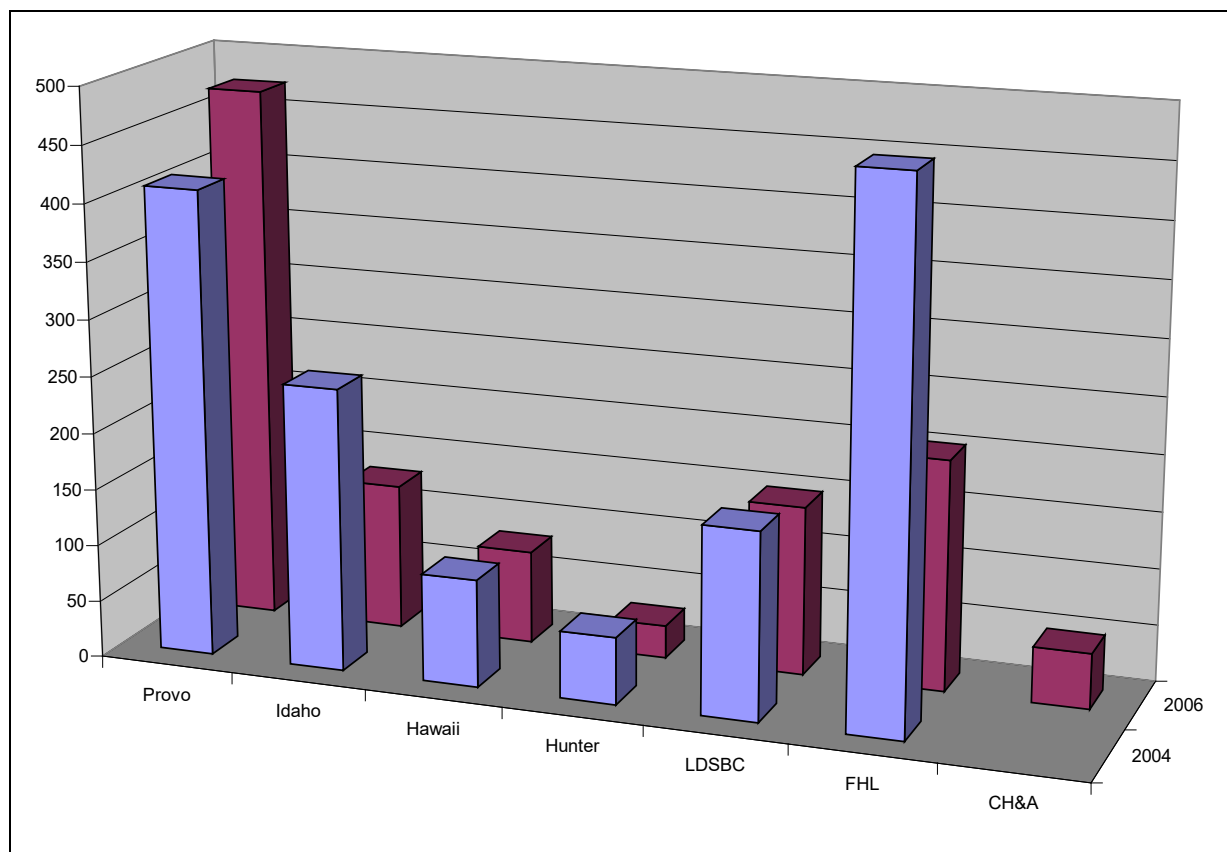


Figure 5 - Number of Responses w/Comments

As was done in 2004, the comments for each institution were initially grouped into 7 categories to better facilitate assessment and analysis. These categories included facilities (comments about the physical library building and related issues), general (comments of no specific nature or were related to the survey), library personnel (comments dealing specifically with personnel issues within the library including library faculty, library staff and library security), library 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 (including issues related to the library's online catalog). The breakdown in percentage of comments for each category to total comments made at each institution has been summarized in Figure 6.

It should come as no surprise that the emphasis at each institution continues from what was seen back in 2004. "Facilities" continues to be the dominant category at Idaho, Hawaii and LDSBC, though it is less so at Hawaii where "Library Resources" was a very close second. "Library Resources" is still the category that carried the most comments in terms of percent of total comments at the Lee Library. In fact that percent saw an increase over that seen in 2004. Finally "Library Personnel" had the most comments at FHL and Hunter. It was also the top category for Church History & Archives. It is also interesting to note that "Library Policies", "Online/electronic resources" & "Library Web Site" continued to have the smallest number of comments across the board. However, it is also of interest to note that "Online/electronic resources" saw substantial increases at the Lee and Idaho, virtually double that seen in 2004, with Church History & Archives also showing over 10% of comments in this category. Naturally with the increase in electronic databases, eBooks, and other digital content, the demand for such increased.

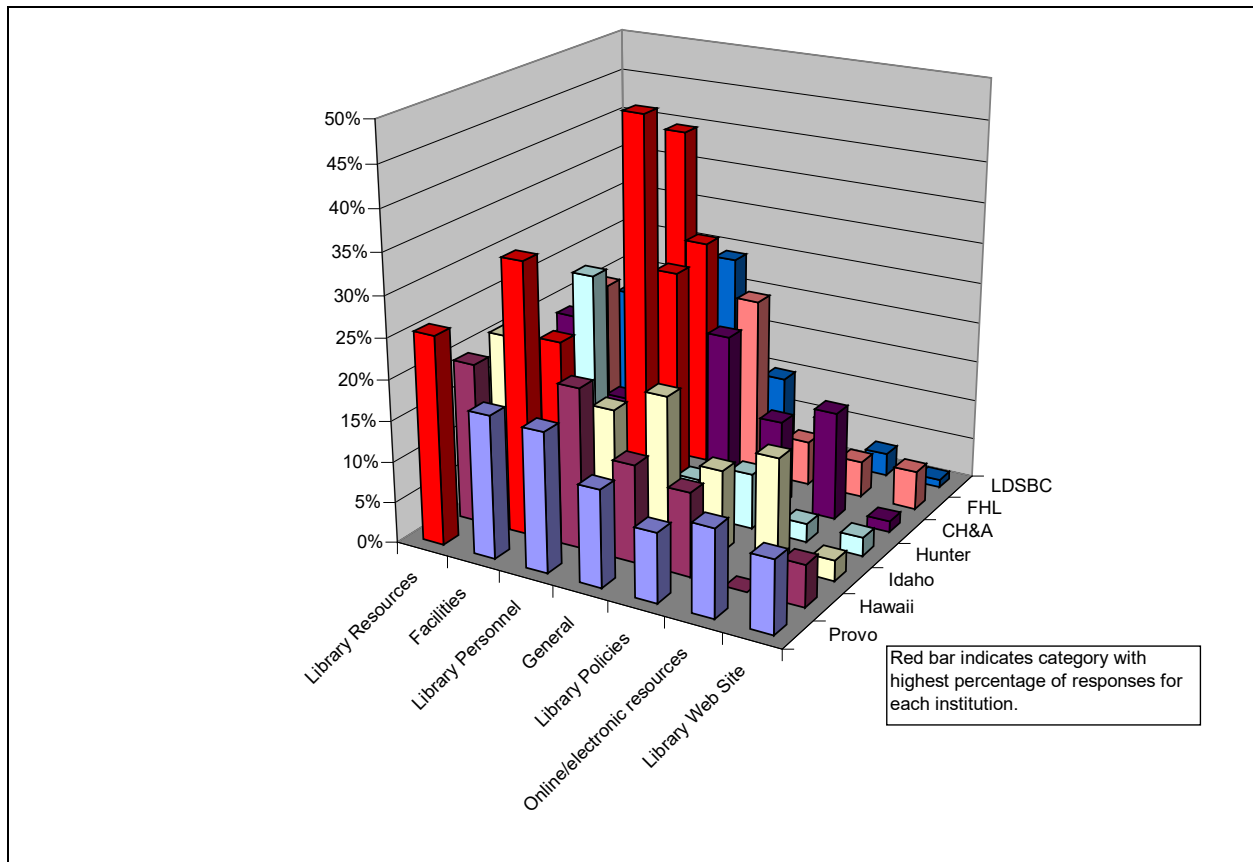


Figure 6 - Institutional Summary of General Categories of Comments

The trends in the specific comments mirrored a lot of what had been observed in 2004, but there were some notable differences. Again, many of the comments were positive in nature – that the library was

excellent, the staff helpful, great resources, etc. But many suggested areas for improvement – too noisy, staff impersonal, more resources needed. The comments are best reviewed within each category for each institution. These charts have been summarized in Appendix E. The charts show the top comments in each category at each institution. The top one, sometimes two, is highlighted in red for emphasis. If there are several comments that may have been mentioned only a few times, generally once, they were lumped together into an “Other” group, placed at the fair right side of the vertical axis, and highlighted a dark blue.

In the category of “Facilities”, the demand for quieter areas still tends to be prevalent across the consortium. And it did not matter if it were a larger facility such as the Lee in Provo, a more specialized library with dedicated clientele like the Hunter, or the smaller libraries, like LDSBC. Some of the comments related to that issue focused on their desire that the library enforce existing noise policies, although there were several that suggested more were needed (see comments for “Library Policies” below). An item that stood out prominently in this category, more than in 2006, is the need for more computers, study carrels, printers, etc. Otherwise patrons indicated that the library was a great place to study. It is interesting to note that LDSBC continues to suffer from size and it was evident in their “Facilities” comments as “Too small” was its number one. It will be interesting over the course of the next two years to see how this changes with their moving to their new facility.

“Excellent” continues to be the overriding comment in the “General” category and the most prominent specific comment overall. Again, this classification was given to any and all comments where the patron made a very generic observation about the library such as “You have a great library”, “You’re the best”, or “I love the library.” This was consistent across the board at all the institutions. And, as was the case in 2004, the next most common comment to fall under the “General” category was a survey related one. Given the complex nature of LibQUAL+®, this continues to be an issue with respondents. But when given the total number of responses and comments and the benefit being derived from their input, the few complaints related to the survey can be tolerated.

In the category of “Library Personnel”, the general consensus at each institution is that staffs are very much admired and respected, particularly the professional staff. There are still comments critical of some, and this often is focused on the support staff, students and volunteers in particular. As such, there is still room for improvement for staff at each of the institutions to be more helpful and courteous, and as the quantitative data suggested, more knowledgeable as well.

As mentioned earlier, “Library Policies” (along with “Library Web Site” and “Online/electronic resources”) did not generate as many comments as some of the other categories. But with what was collected, there has been a shift in focus. During 2004, there was a strong cry for libraries to address the cell phone issue. It would appear that efforts in the regard have paid off since the frequency of that comment in 2006 was not nearly as prevalent, not even appearing as an issue in three of the libraries and dropping in importance at all the others. What has emerged as the one policy that patrons would like to see addressed is an extension of hours. This would include building and service hours. It was the number one library policy issue at five of the seven libraries that participated in LibQUAL+® for 2006. In fact, it was the only policy issue to come from the comments made by patrons of the Hunter Law Library. And it was the second most prevalent at LDSBC and third at Hawaii. It is apparent that patrons want their respective libraries to be open longer (it was a mix of earlier and later) and have some services available for more hours of the day. Another policy of interest that related to the number one “Facilities” issue and was the top concern at LDSBC was the request that libraries enforce quiet in their buildings. With more open access workstations and collaborative study occurring at all libraries, the noise from those areas may be bleeding into the more traditionally quiet areas of the library. Perhaps some attention is needed to ensure that patrons are provided a quiet area to study.

The category of “Library Resources” saw definite differences between the institutions, but in many respects were not entirely unexpected. At the libraries that are larger or more specialized the general response in this category was that the resources and services they provided were great and met the needs of most respondents. At the smaller institutions, however, the cry for more resources was much more vocal. If there was a need for more resources at the larger libraries, it was for more discipline

specific resources. While at the smaller libraries, there was just a general need for more resources – books, journals, databases, etc. What was common across most of the institutions was the need to provide more or better assistance in using those resources. With the plethora and variety of resources now available, many patrons feel overwhelmed with what is there and want help knowing what is available, how to access it, and training on how to use it.

In 2004 the main issue to come from “Library Web Site” comments was that universally sites were confusing and unfriendly and that there was a need to improve its search capabilities. Most all the institutions since then have undergone some revisions to their websites. However, it would appear that this is an area of continual concern to patrons as comments in 2006 repeated the same themes. Again, as mentioned during the quantitative discussion, this may not be an area unique to CCLA institutions as other libraries that have participated in LibQUAL+® have echoed similar responses in this regard (note the experience of Texas A&M mentioned above). This could also be related to an extent to the need that emanated from “Library Resources” to provide more/better training in using resources. One problem with addressing the confusing and search issues is that the comments rarely differentiated between the institution’s web site, the library’s online catalog (whose basic structure and format is controlled by the vendor), or an external database interface, all of which are different. This alone may contribute to the confusion as users jump from one utility to another and have to deal with varying methods to find resources, especially in the varying search engines employed by the different sites, all of which have little in common. Most of these library personnel have little if any control over. Hence training patrons in the effective use of library web resources is essential.

“Online/electronic resources” has consistently had the fewest comments in the past. This improved substantially in 2006, though it still remained as one of the bottom 3 categories, equaling “Library Policies” for comments. Though the general consensus in 2006 did not change from that seen in 2004, that patrons want more resources (especially full-text journals and databases at the academic institutions), improving access to the available information was also of prime concern, particularly at the smaller institutions. In some instances that comment was generic in nature, but there were several that indicated they would like to improve their ability to access electronic resources the library has from their homes.

CONCLUSION

LibQUAL+® has again proven to be a valuable asset to the Consortium of Church Libraries and Archives in their efforts to improve the resources and services they provide to the patrons at their respective facilities through understanding their patron’s perceptions of those resources and services. As in 2004, for 2006 the patrons at the various CCLA institutions rate the resources and services provided by their respective libraries highly. Each institution has made improvement in areas that needed such in 2004. But there is always more that can be done. As more resources and new services become available, much due to the advances in technology, the expectations of patrons also increases. The challenge has been, is currently, and will always be keeping up with and meeting those expectations.

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

With the improvement in and number of resources and services has come a need to make them more accessible and provide better training in their use. One request on the part of patrons is to extend the hours of the libraries so that they can take more advantage of these new tools. Even with that, there continues to be a demand to improve on the volume and accessibility of library resources, particularly the electronic variety.

Finally, efforts need to continue to make the resources and services provided through each of the CCLA library web sites easier to access by improving on the web sites themselves. Efforts have been made in this, but the pace has been slow and not always in keeping with the expectations of patrons. The

consortium would do well to continue to make every effort to tailor their web sites to not what they think their patrons need to be successful, but what their patrons say they need to meet their research and study requirements. And where they do not have control over design or presentation, improve the means to instruct patrons in the use of those resources.

Appendix A
List of Service Statements

Core statements

Affect of Service:

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

Information Control:

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

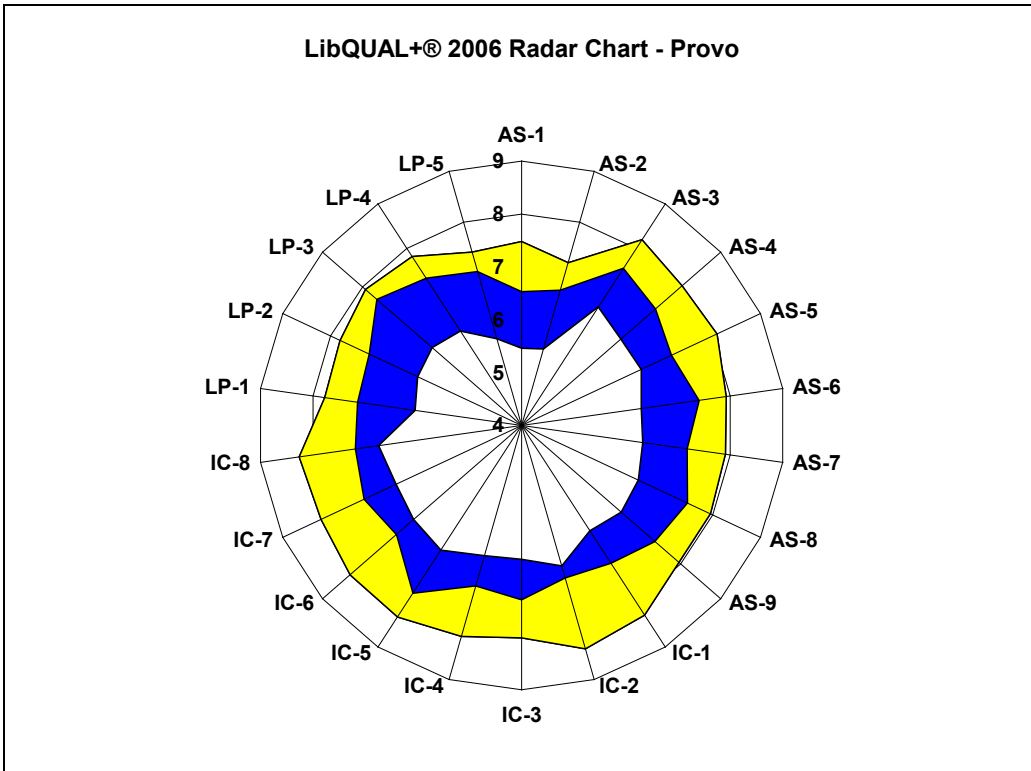
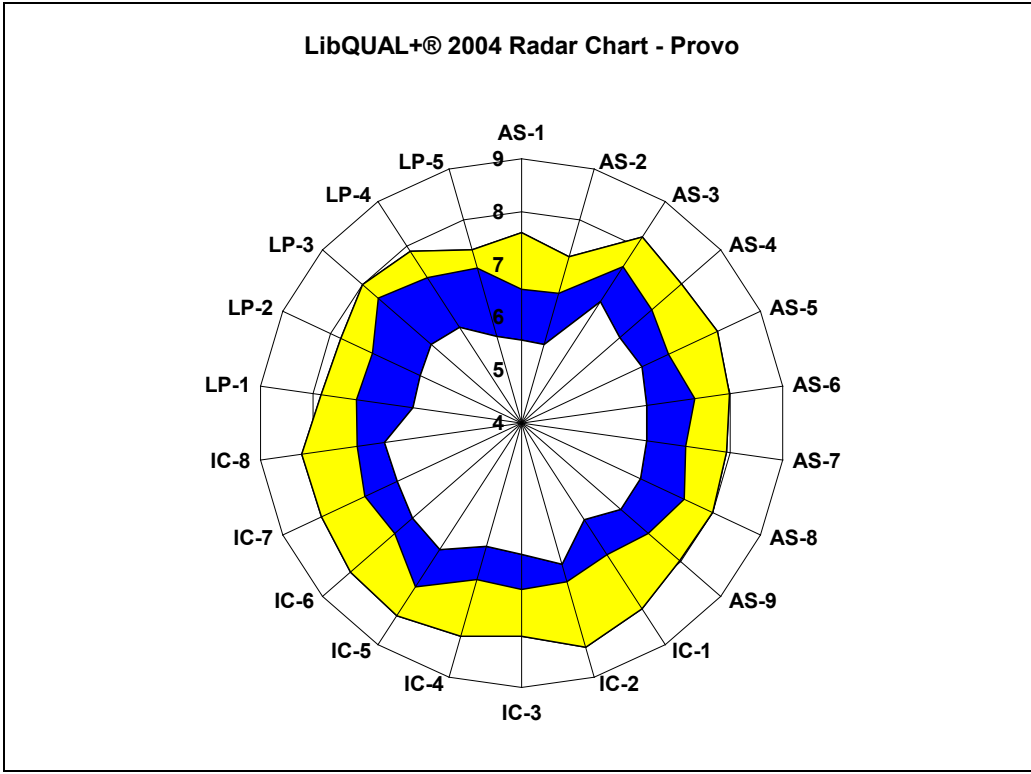
Library as Place:

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

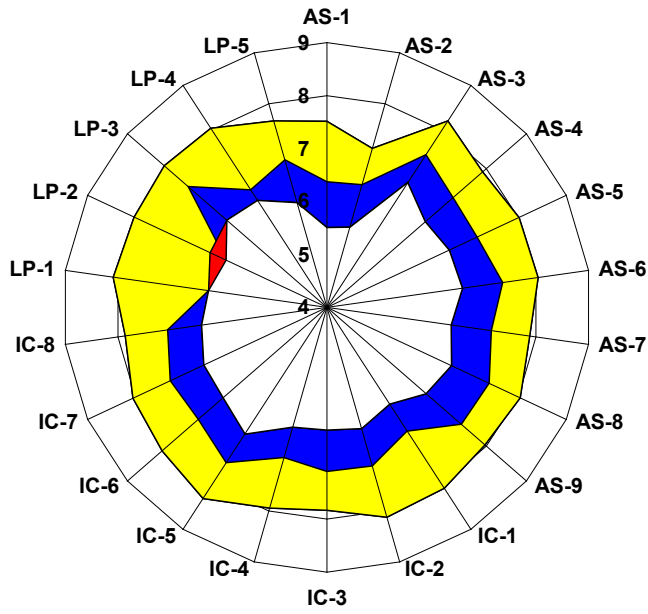
Local Statements (Note – LDSBC opted to not have local statements for 2006):

- 1) The multimedia (CD/DVD/video/audio) collections I need (Provo)
- 2) Making me aware of library resources and services (Provo, Hunter, FHL)
- 3) Teaching me how to locate, evaluate, and use information (Provo, Hawaii, FHL)
- 4) Efficient interlibrary loan / document delivery (Hawaii, Hunter)
- 5) Easy access to archival materials (documents, manuscripts, and photos), particularly those of LDS origin (Provo, FHL, CH&A)
- 6) Adequate hours of service (Provo)
- 7) Teaching me how to access, evaluate, and use information (Idaho, CH&A)
- 8) Collections of online full-text articles sufficient to meet my needs (Idaho)
- 9) Using the library for recreation and popular materials (Idaho)
- 10) Using the library for research (Idaho)
- 11) Ability to navigate library Web pages easily (Idaho, Hawaii)
- 12) Online course support (readings, links, references) (Hawaii)
- 13) Providing information that answers my questions (Hunter)
- 14) Convenient service hours (Hunter, FHL, CH&A)
- 15) A secure and safe place (Hunter)
- 16) Ready access to computers/Internet/software (CH&A)
- 17) A library environment that is hospitable and conducive to finding and using information (CH&A)
- 18) Providing help when and where I need it (FHL)
- 19) Space for group / individual study and research needs (Hawaii)

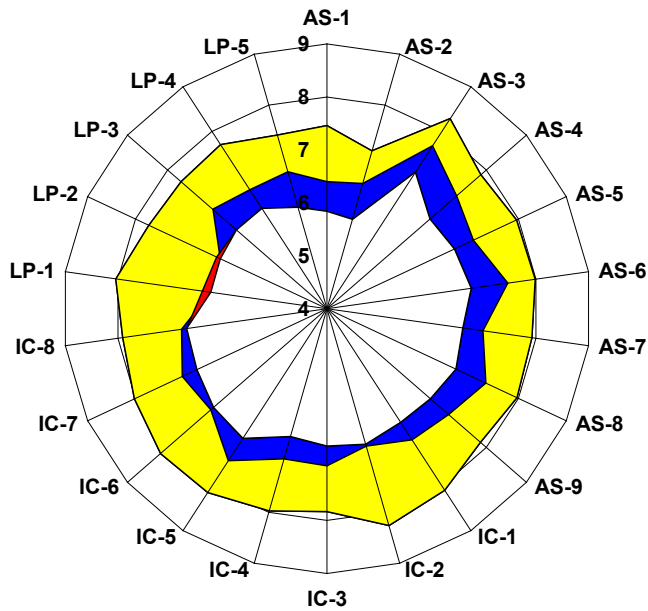
Appendix B
LibQUAL+® Radar Charts – 2004 to 2006 Changes



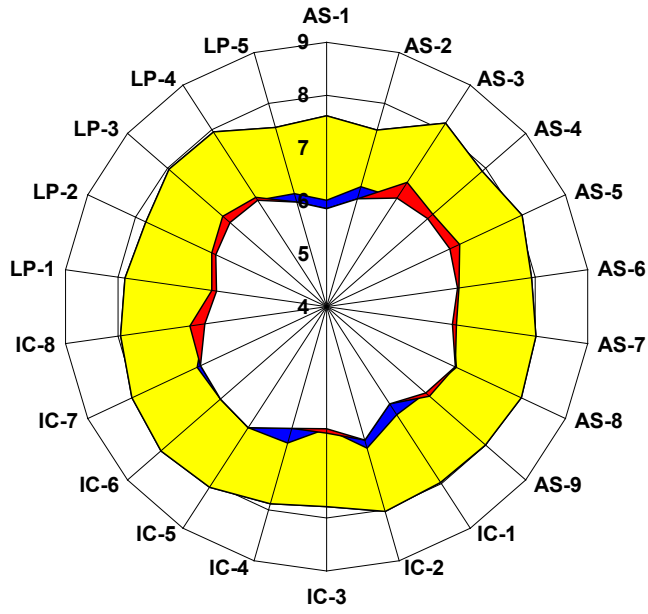
LibQUAL+® 2004 Radar Chart - Idaho



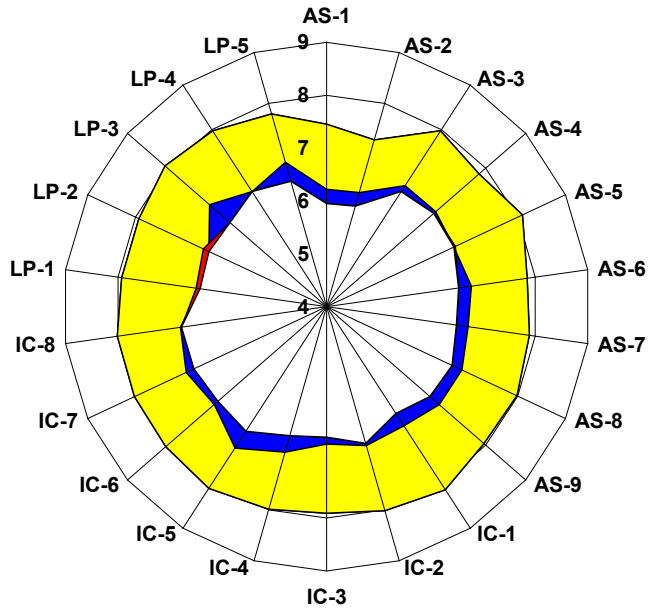
LibQUAL+® 2006 Radar Chart - Idaho



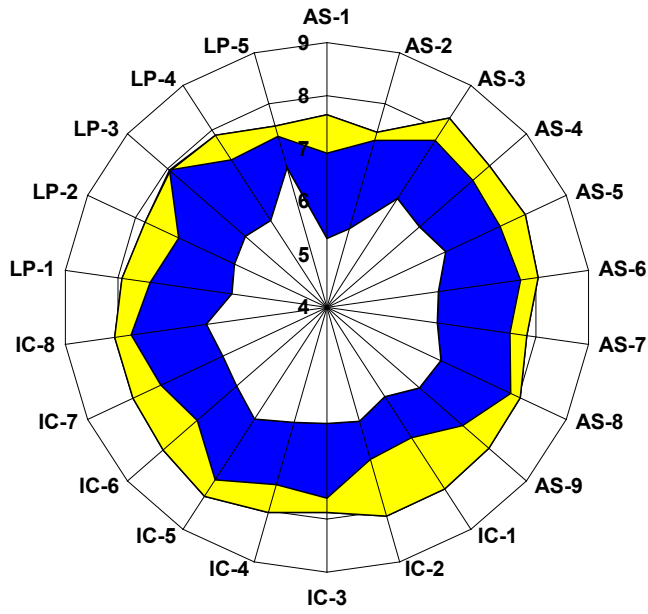
LibQUAL+® 2004 Radar Chart - Hawaii



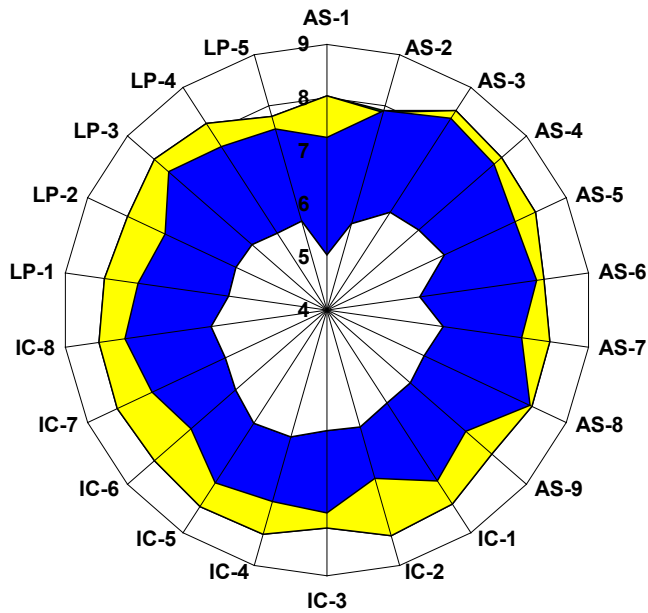
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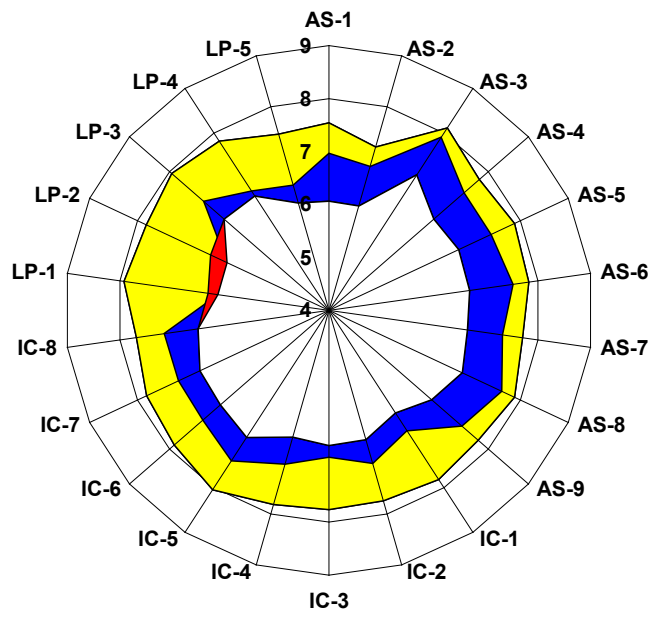
LibQUAL+® 2004 Radar Chart - Hunter



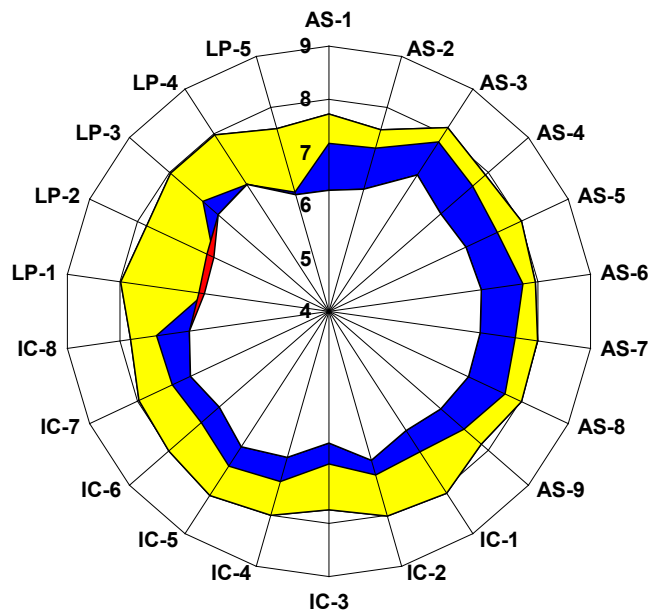
LibQUAL+® 2006 Radar Chart - Hunter



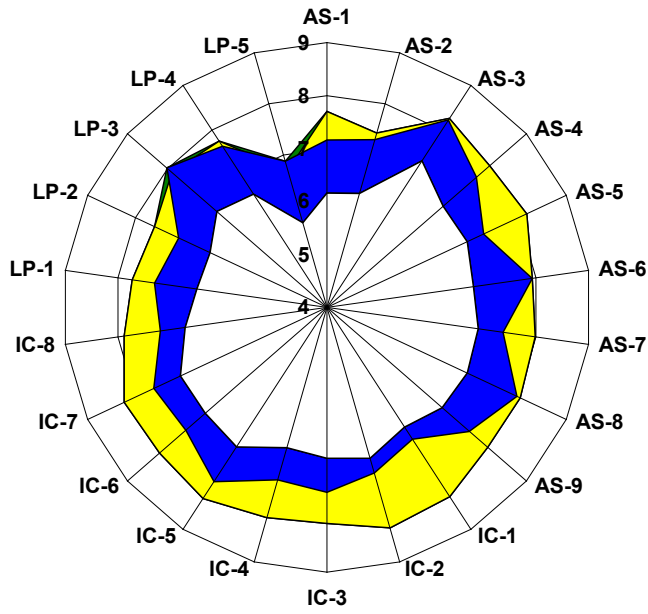
LibQUAL+® 2004 Radar Chart - LDSBC



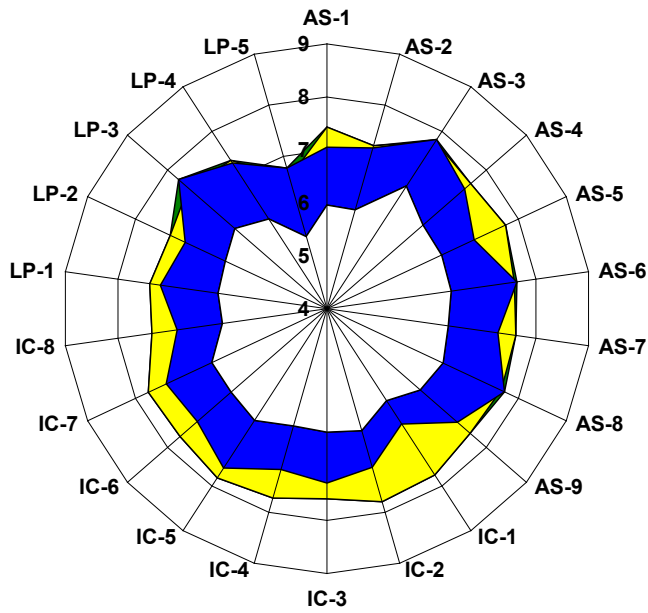
LibQUAL+® 2006 Radar Chart - LDSBC



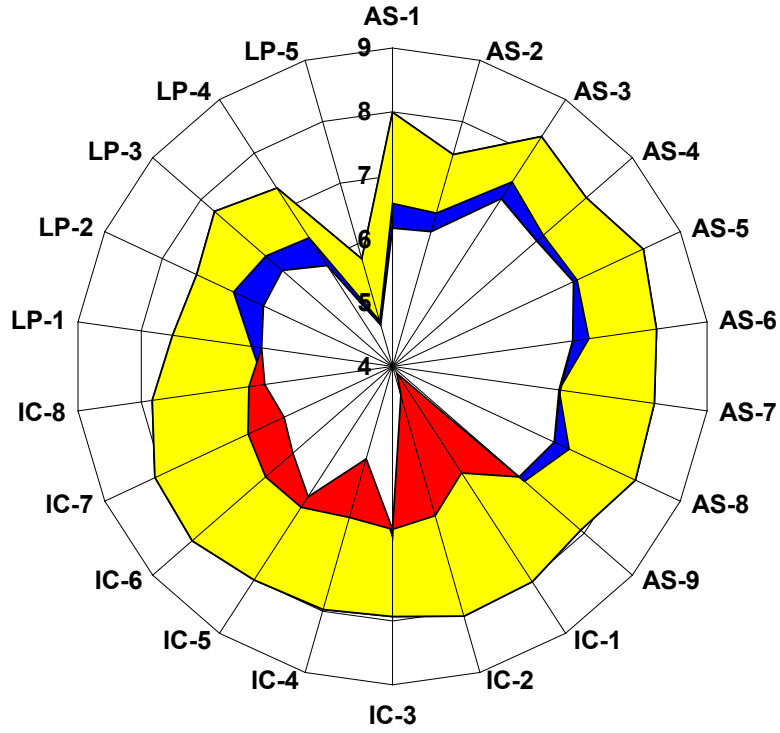
LibQUAL+® 2004 Radar Chart - FHL



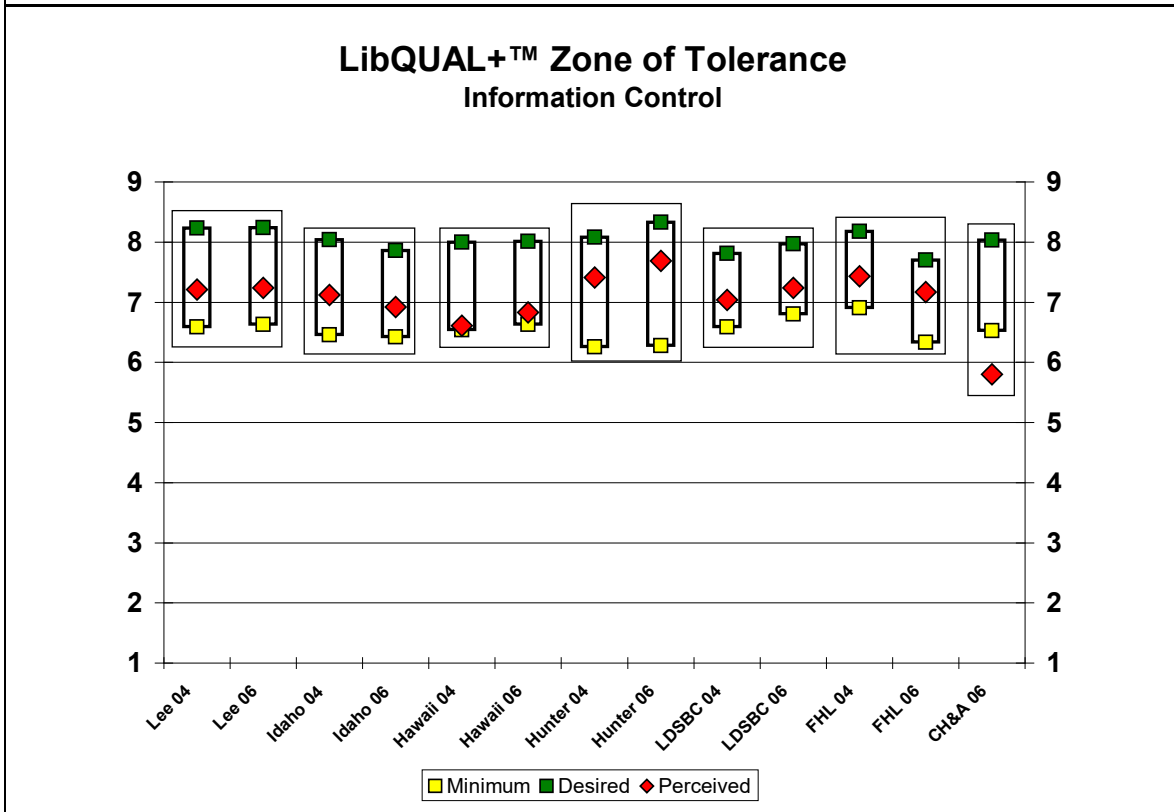
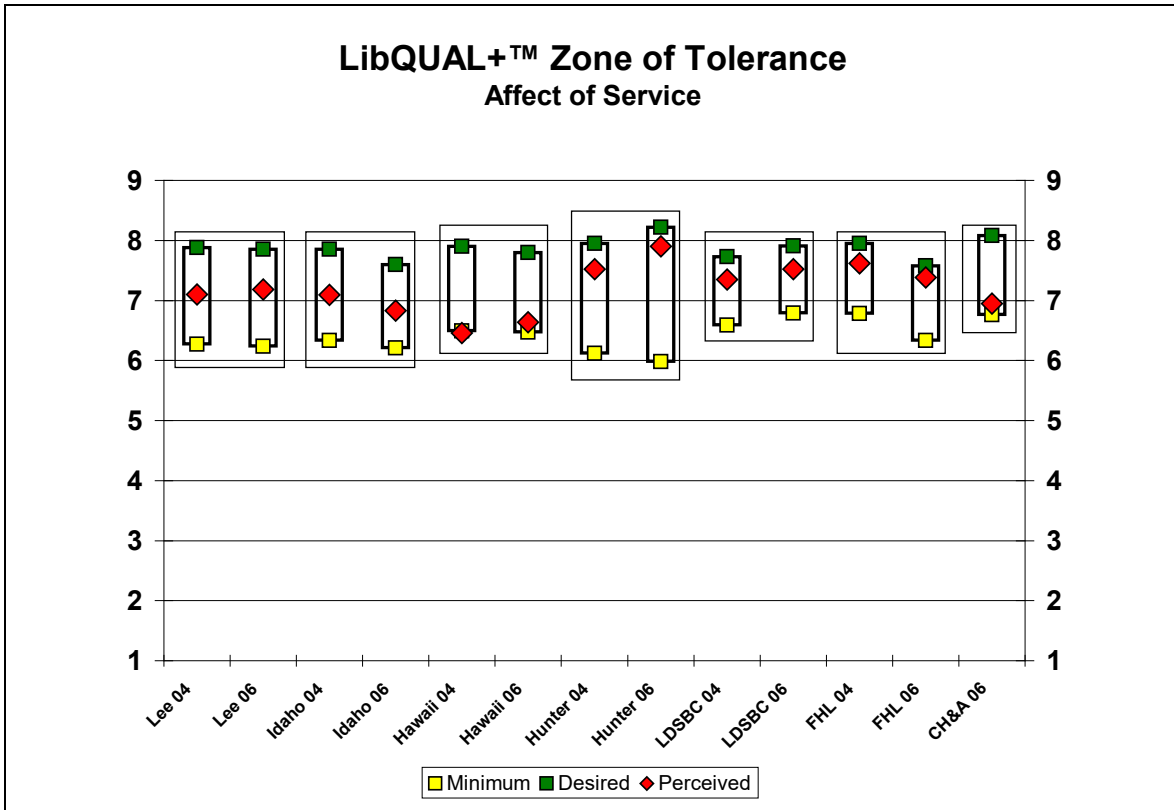
LibQUAL+® 2006 Radar Chart - FHL



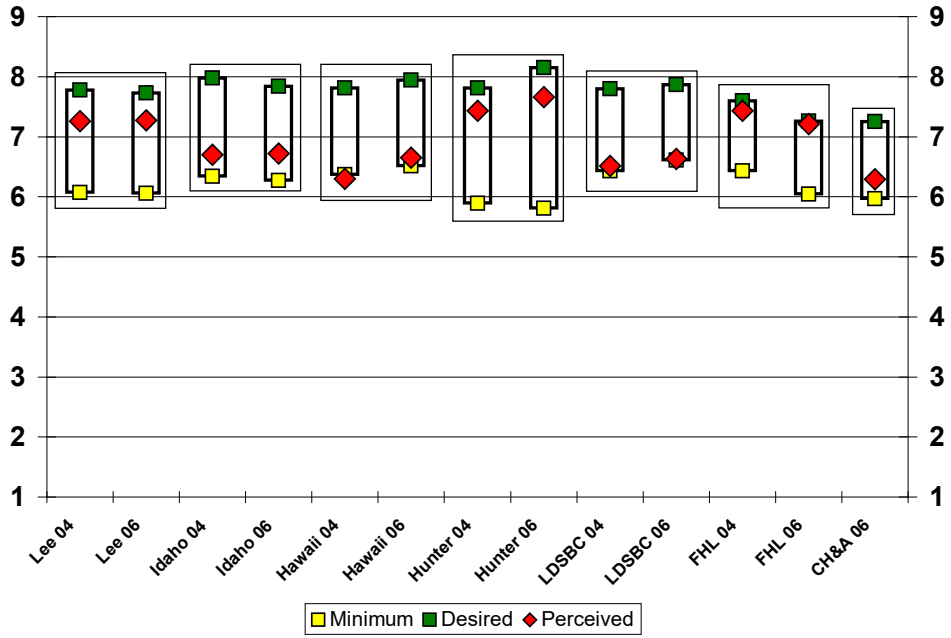
LibQUAL+® 2006 Radar Chart - CH&A



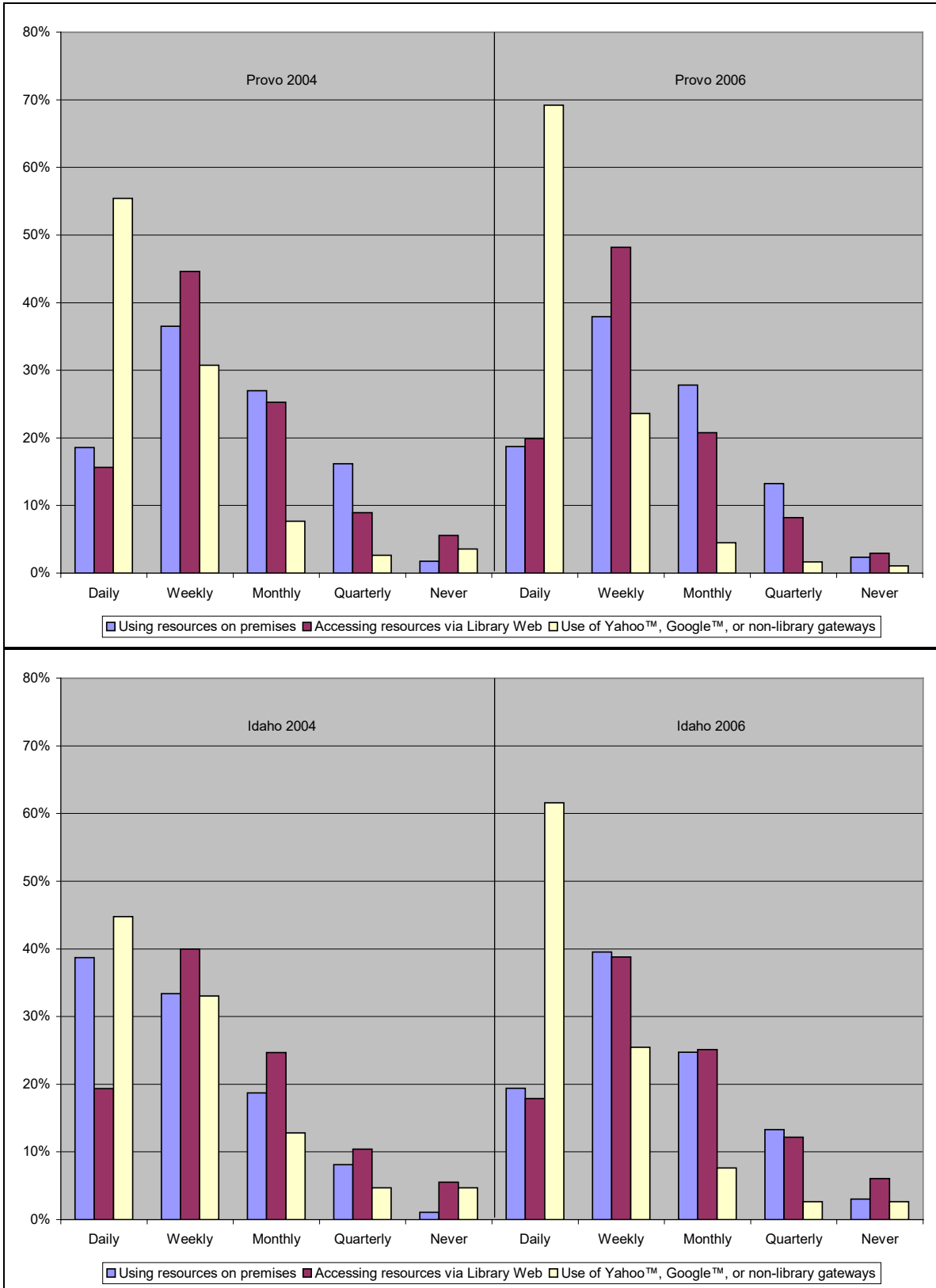
Appendix C
Zone of Tolerance Charts

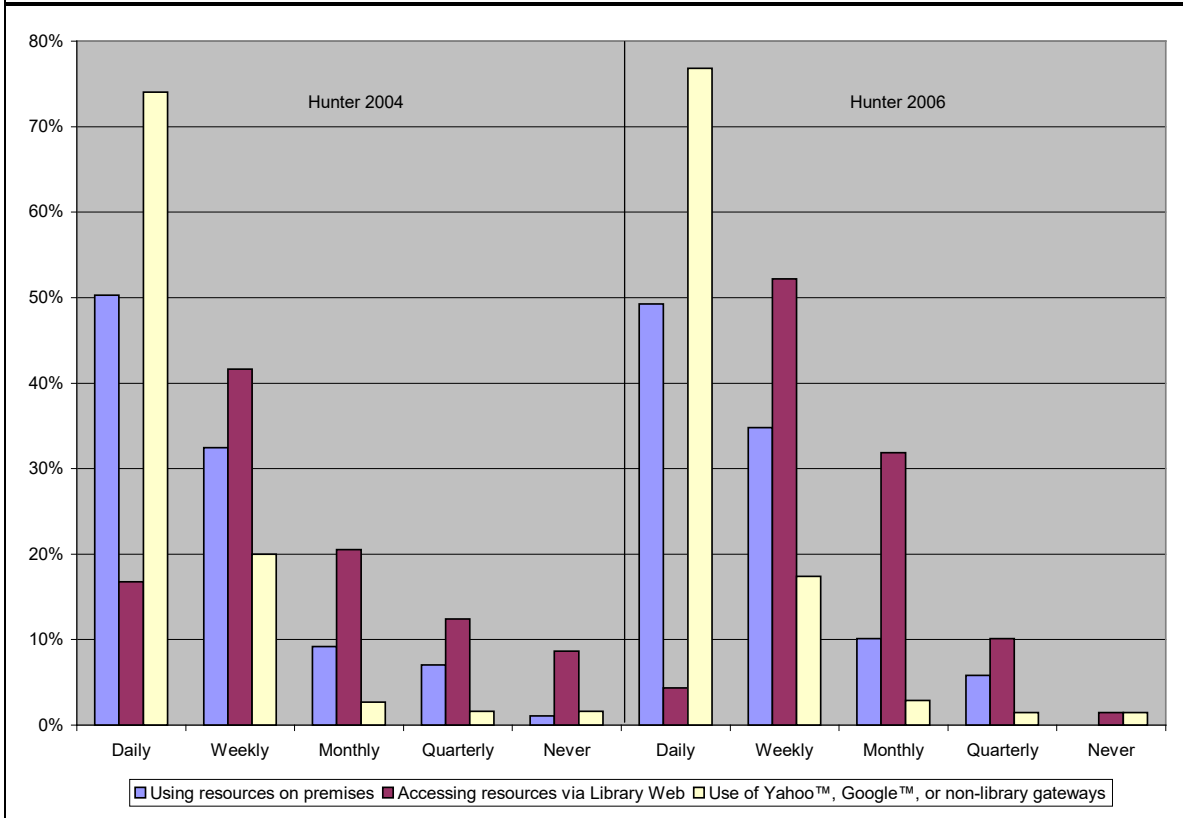
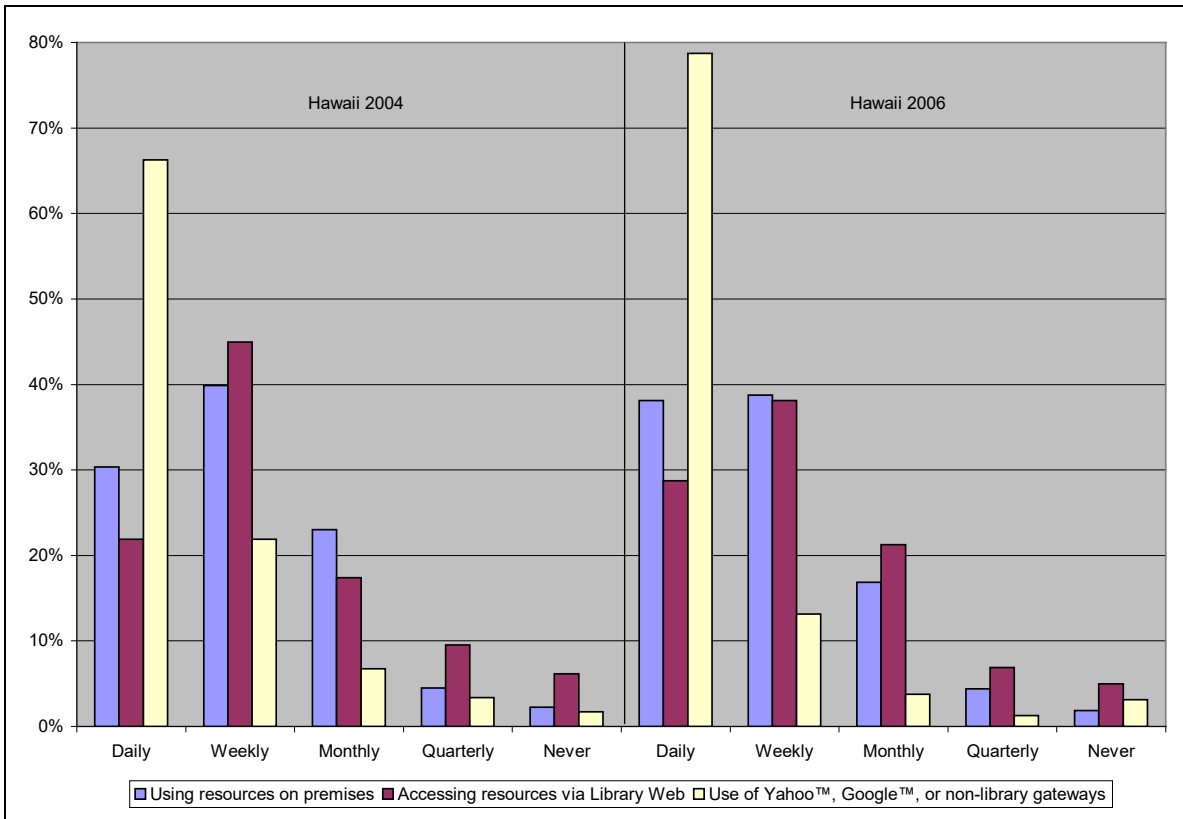


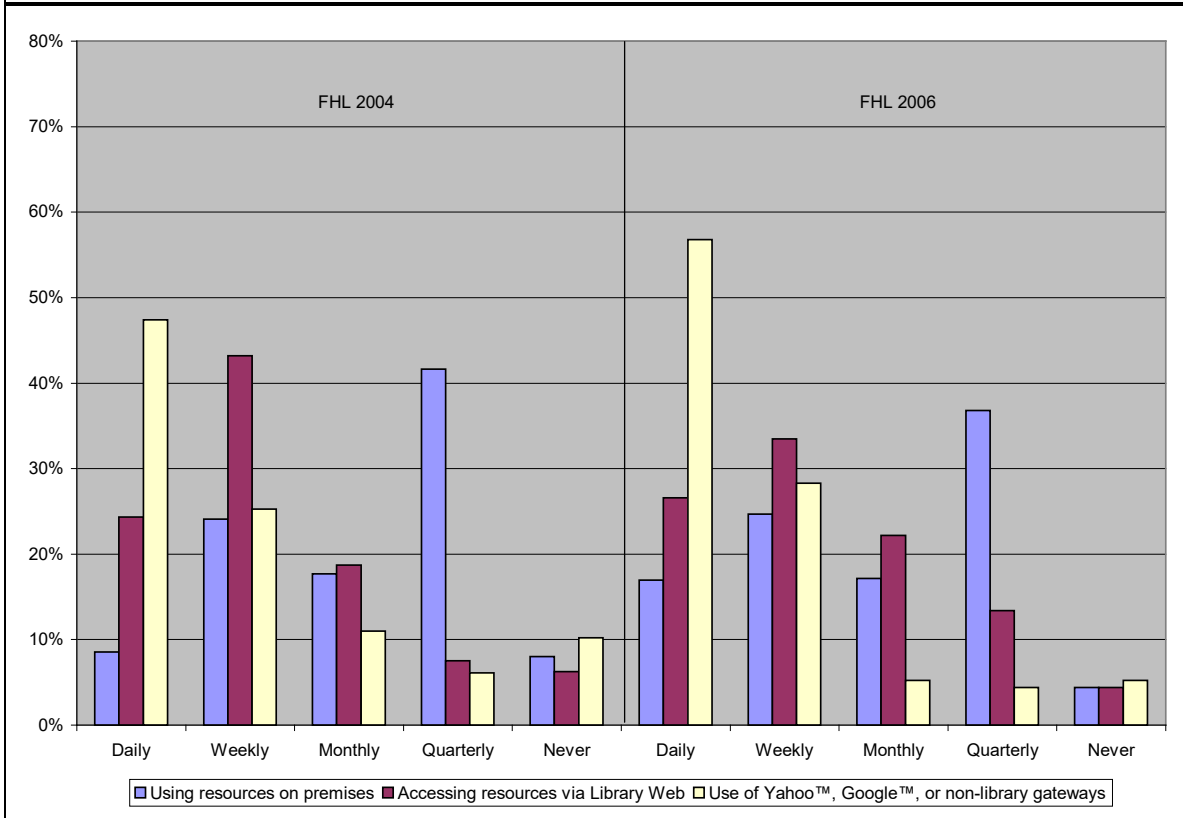
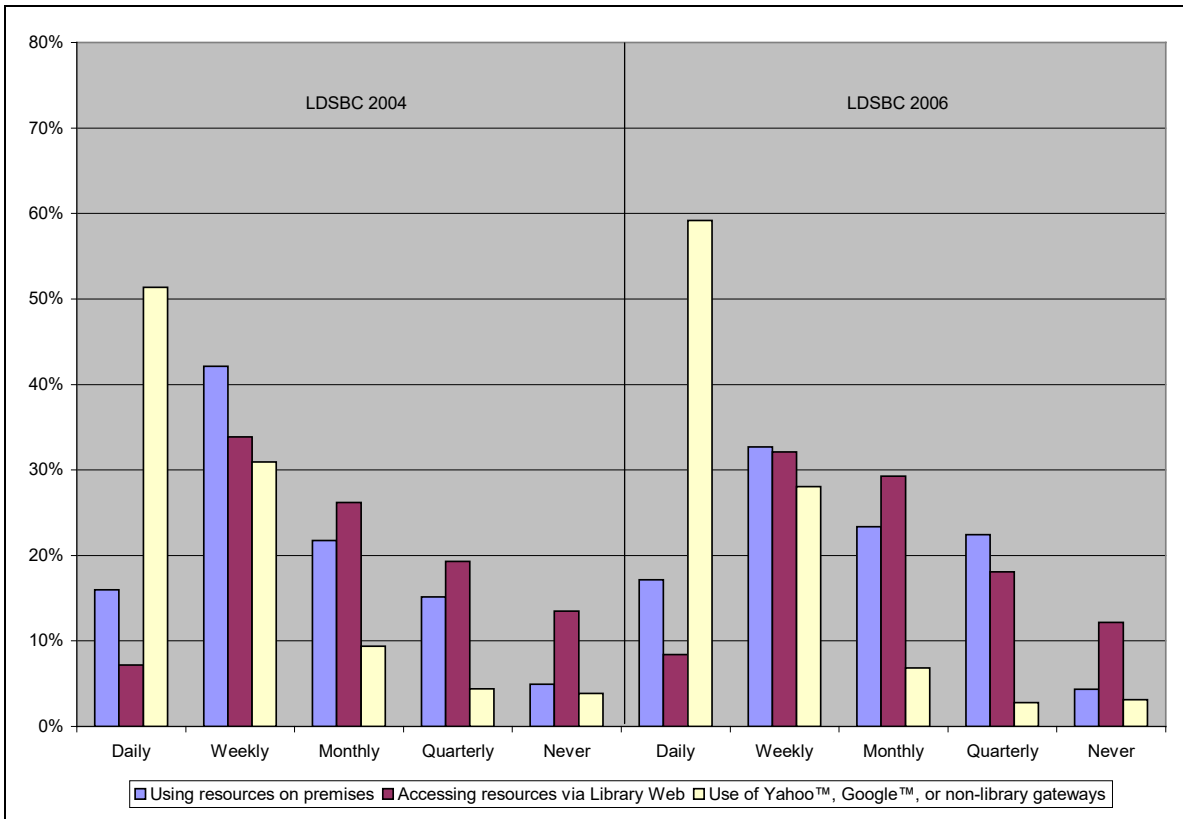
LibQUAL+™ Zone of Tolerance Library as Place

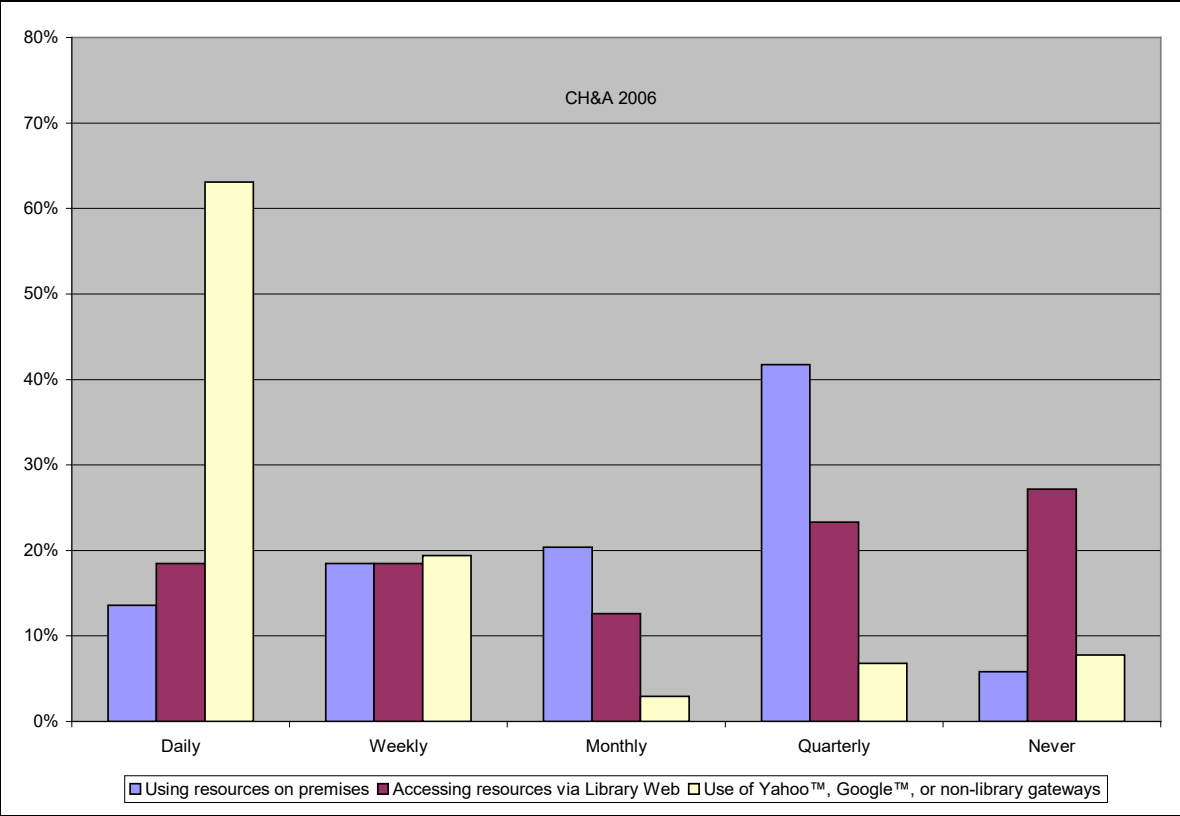


Appendix D Library Use Percentages

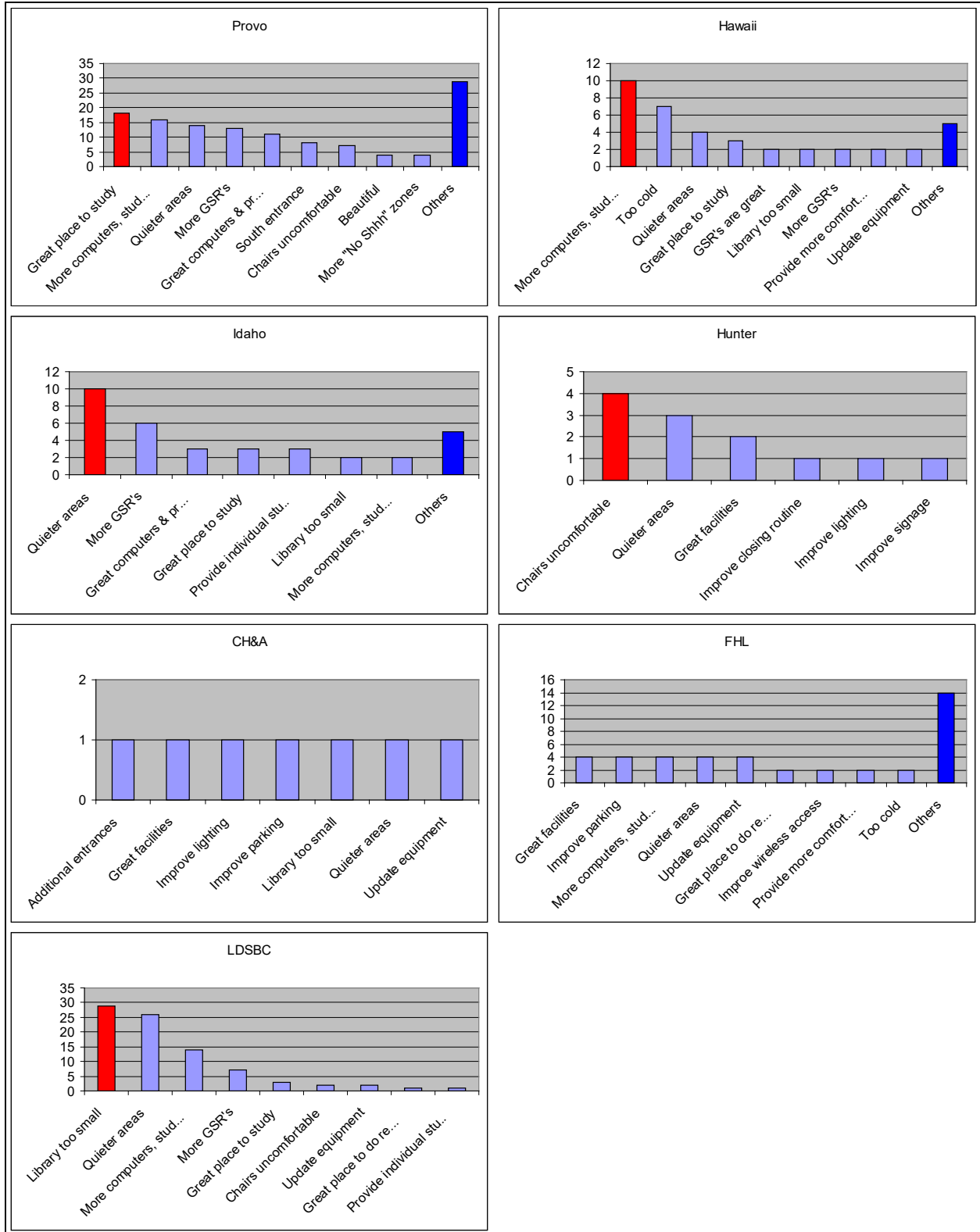




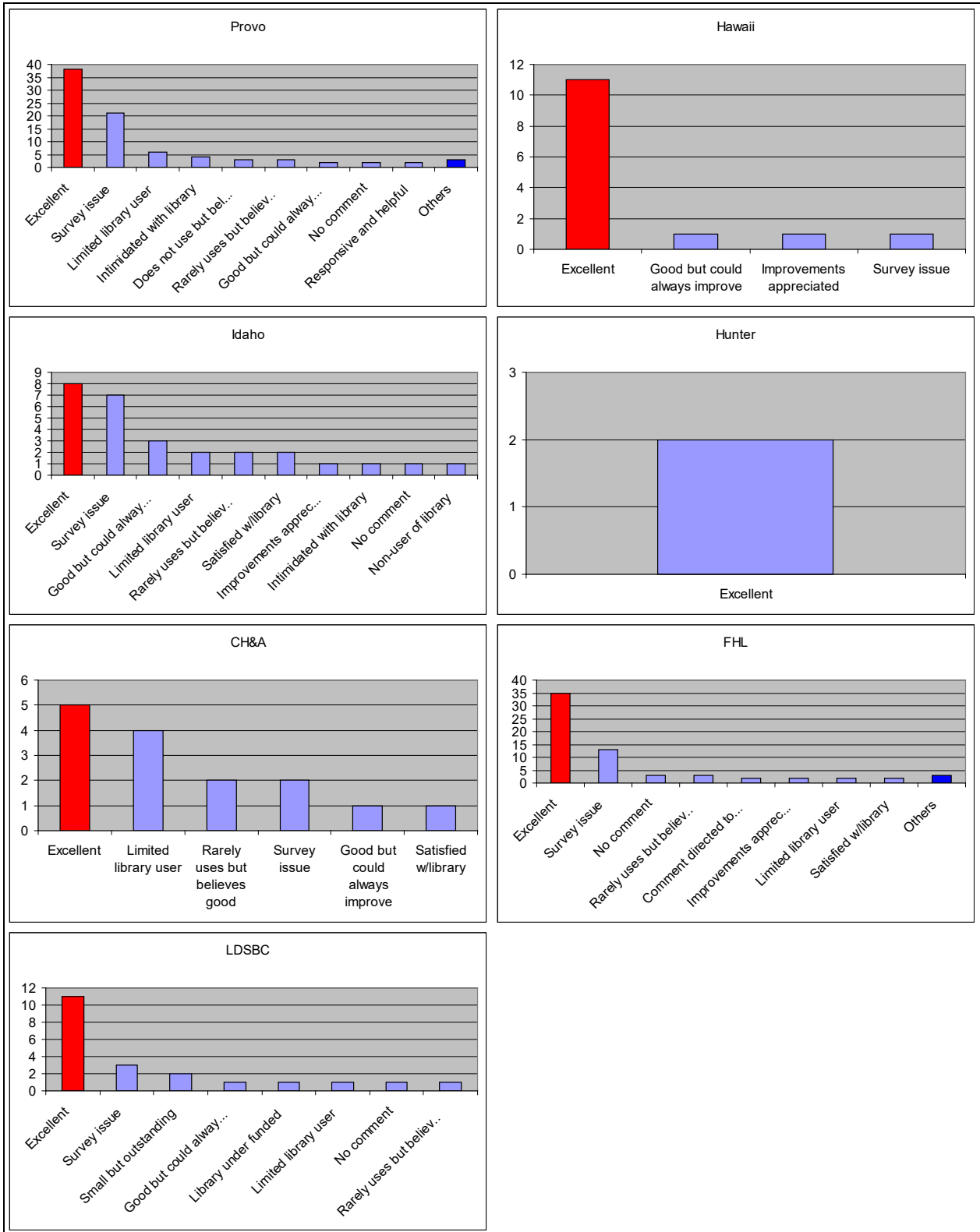




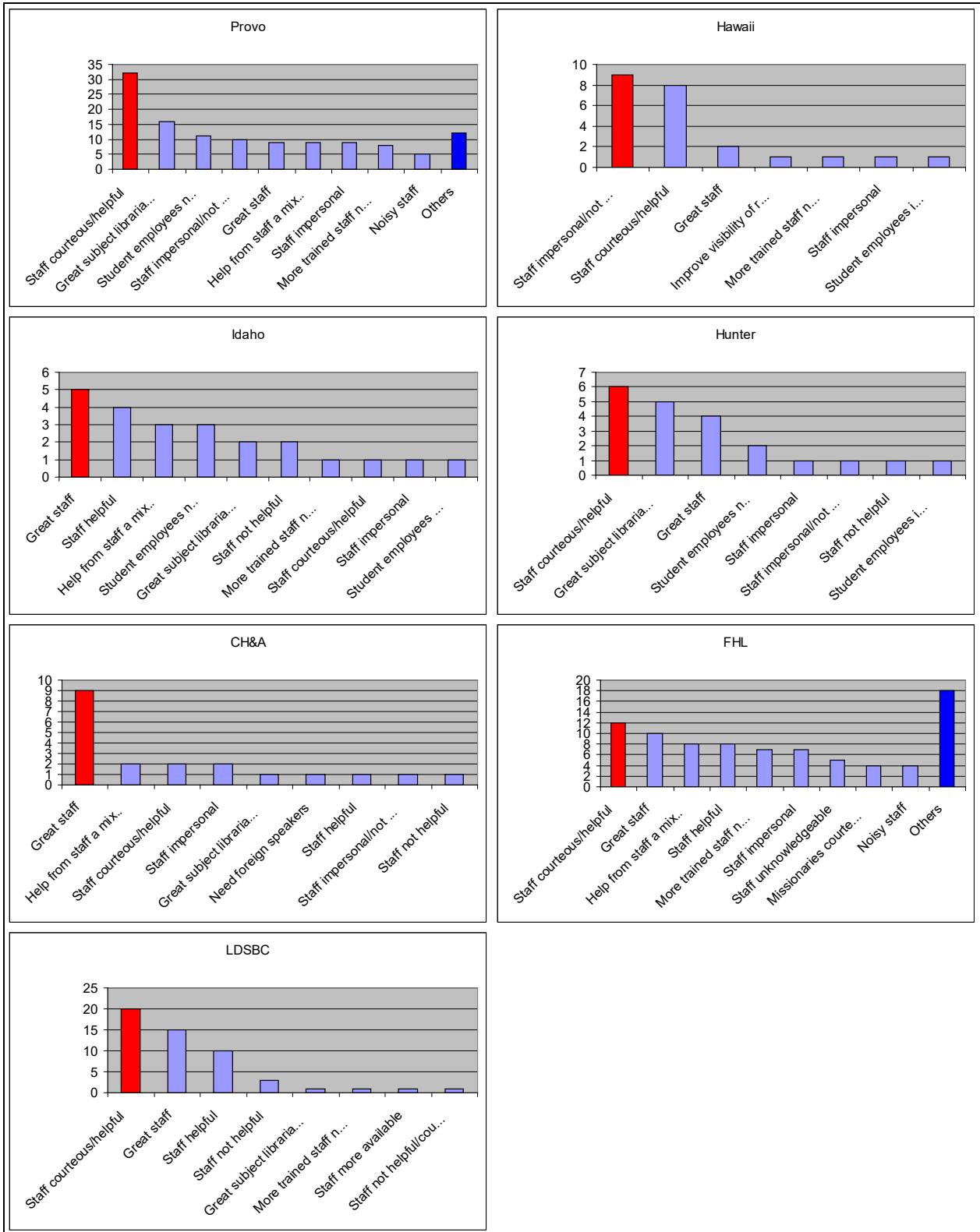
Appendix E Breakdown of Comment Categories – Facilities



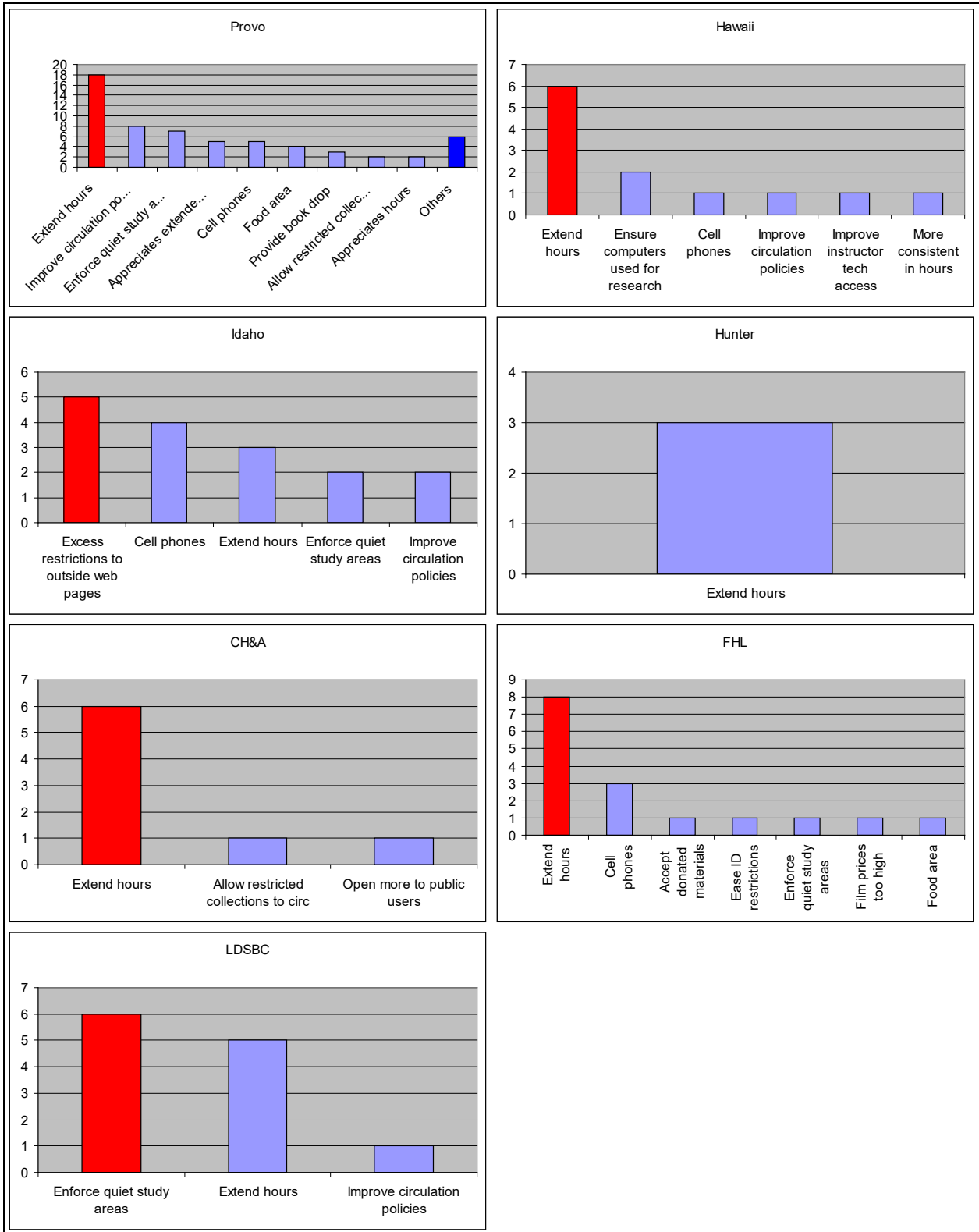
Breakdown of Comment Categories - General



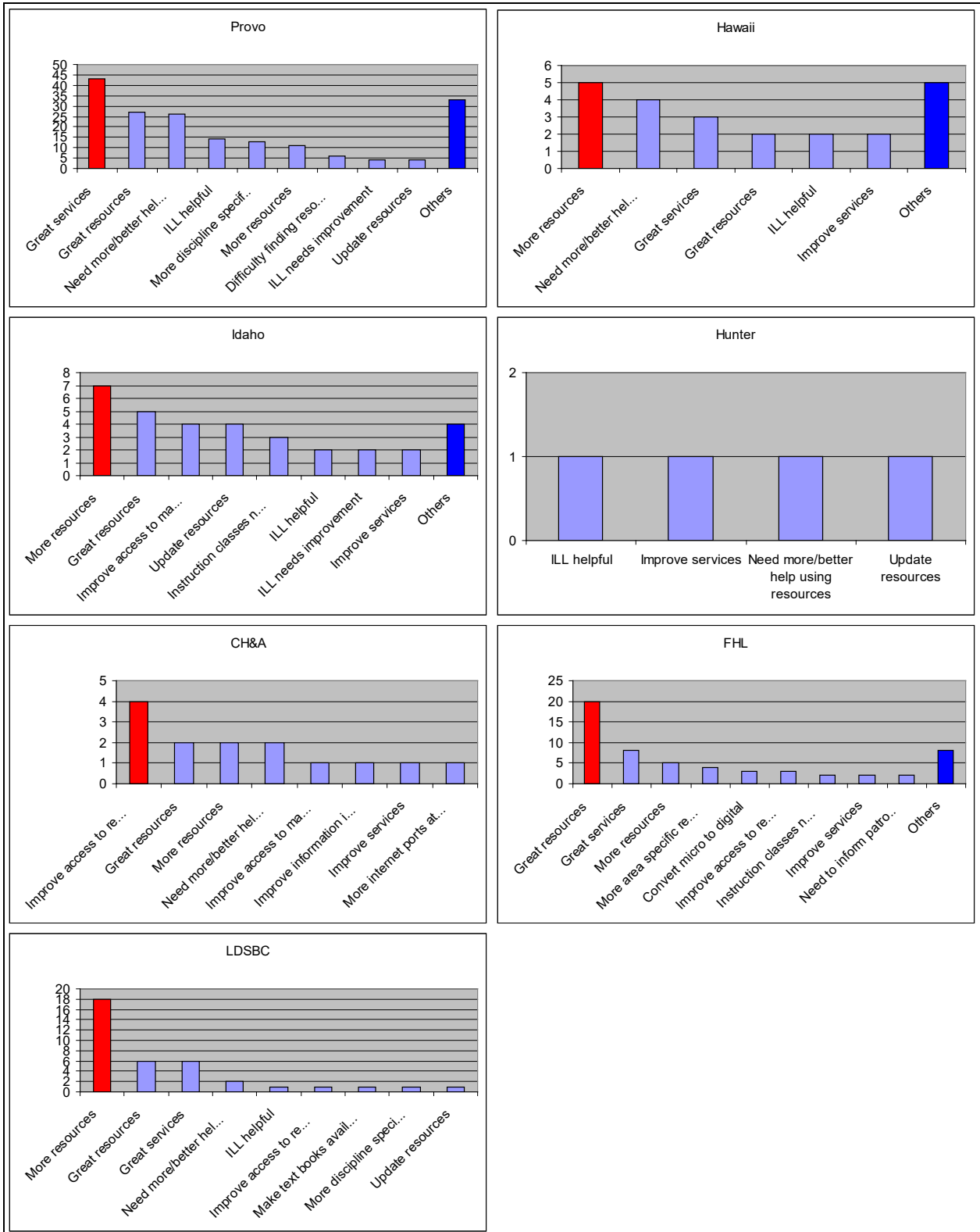
Breakdown of Comment Categories – Library Personnel



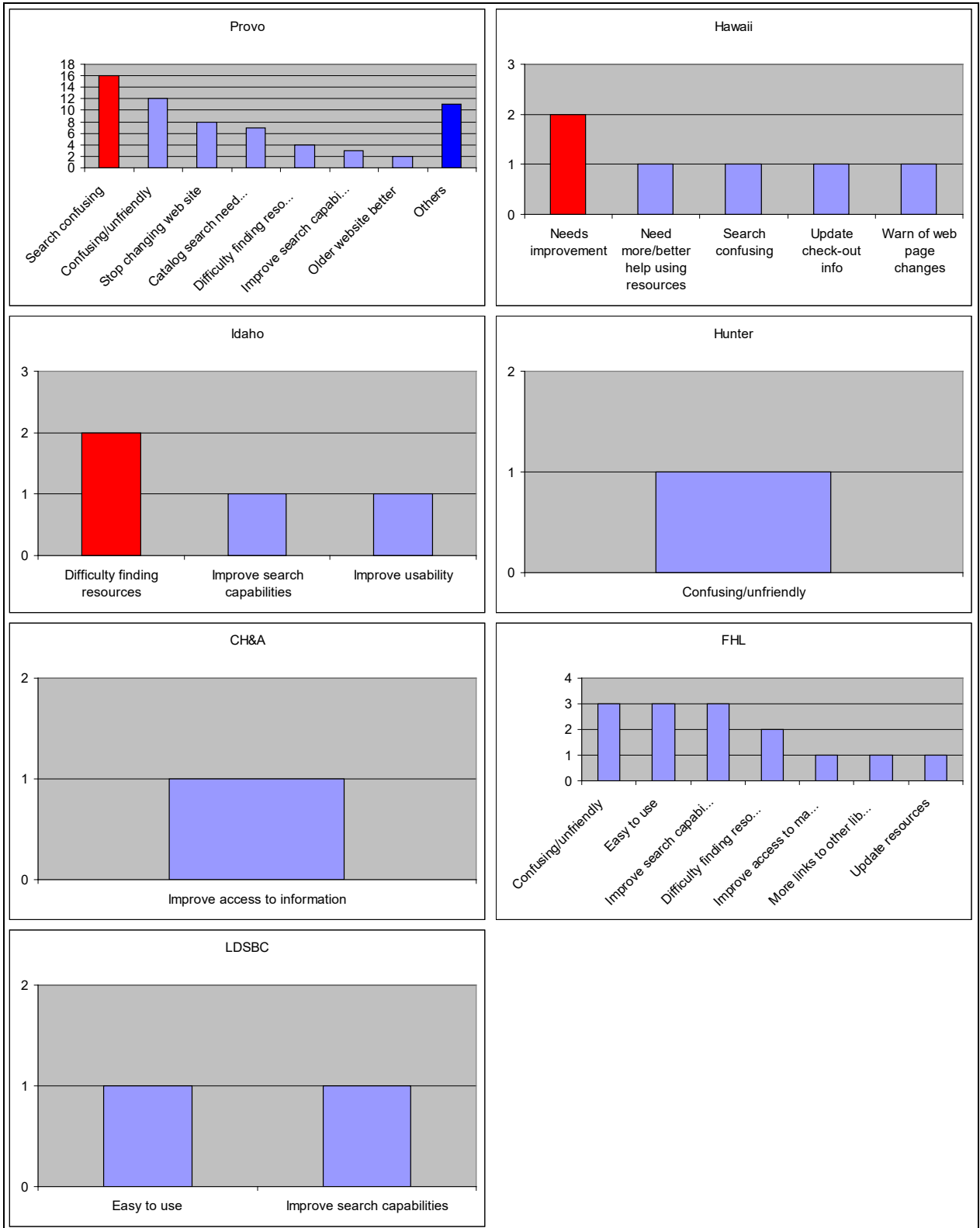
Breakdown of Comment Categories – Library Policies



Breakdown of Comment Categories – Library Resources



Breakdown of Comment Categories – Library Web Site



Breakdown of Comment Categories – Online/electronic Resources

