Western Libraries LibQual 2016 Survey / Strategic Planning 2015 Survey Report

Table of Contents

1. Introduction

Western Libraries provides user-centred services, resources, and spaces for its users, and is proud of a tradition of excellent public service. By regularly seeking feedback from users, Western Libraries is able to acquire information to help understand users' current experiences, and to determine how to better meet users' needs. Over the years, conducting surveys with consistent questions has also allowed Western Libraries to compare its standing over time and to see how changes and improvements have affected users.

This report includes analyses of two extensive surveys of library users: the Strategic Planning survey conducted in 2015 and the LibQual survey conducted in 2016.

The following report highlights areas of success and areas needing additional consideration and development by Western Libraries.

a) **LibQual Survey**

LibQual, a survey about library staff, resources, and spaces, was administered at Western Libraries from March 1-18, 2016. All Western faculty, graduate students, and undergraduate students received an email containing a link to the survey. Promotion also occurred through social media, service desks, and liaison librarians. Overall, 1,674 participants responded to the survey, with 735 of those including textual comments.

This marks the fifth time Western Libraries has administered LibQual, and the third time using LibQual Lite to encourage greater participation by reducing the number of questions asked of each participant. Participation in this survey was incentivized with a draw for prizes. Participants saw three core questions (one in each category of staff, resources, and space), plus five randomly selected questions from a pool of 19 additional questions. Five "Local Questions" were included; one of these five questions was randomly selected for each survey participant. The survey used a scale of 1 to 9 to measure respondents' ratings of minimum level of service, desired level of service, and perceived level of service. The survey also included some general satisfaction questions. Appendix A contains the complete set of questions.

b) **Strategic Planning Survey**

The Western Libraries Strategic Planning Steering Committee administered a survey to assist in their planning in February 2015. Participation in this survey was also incentivized. While some analysis was done in early 2015, the bulk of comments could not be fully coded and analyzed at that time. These comments represent valuable insights into Western Libraries' users' experiences with the library, and therefore the 4,365 textual comments were also analyzed for this report, combined together with the LibQual comments.

c) Survey Responses

Surveys were completed by undergraduate students, graduate students, and faculty. This report will focus on the 1,674 quantitative responses to the LibQual survey, and the 5,100 qualitative responses (comments) from the combined two surveys.

Responses to quantitative questions as well as comments were reasonably spread out across the disciplines and across roles, with the distribution of responses by role across the two surveys shown in Table 1.

Table 1: Distribution of Responses and Comments for Survey

	Totals	Undergrad students	Grad students	Faculty	Comments
LibQual	1,674	1,052	406	210	735
Strategic Plan	3,085	2,320	619	146	4,365
Totals	4,759	3,372	1,025	356	5,100

2. Analyzing Survey Data: Methodology and Summaries

The Western Libraries Survey Analysis Group was formed in March 2016, to analyse the responses and comments from LibQual, as well as the comments from the Strategic Planning survey. Group members came from units across Western Libraries: Lindsay Bontje, Anne Daniel, Lise Doucette (Chair), Elizabeth Elliott, Sharon Engel, Madisson Goldhawk, Jean Hung, Jessica van Keulen, Elizabeth Mantz, Elizabeth Marshall, Leslie Thomas-Smith, Kelly Thoreson, and Amberley Zavitz-Li. Three of the group members had previous experience with the LibQual survey.

a) Qualitative data

The group coded and analyzed the 5,100 comments that form the bulk of the analysis found in this report. Coding is used to identify themes and to group similar comments together so that analysis can be more easily done. This process involved group training and individual coding – reading each comment, referring to the updated 2013 code book to choose between one and five codes, assigning a rating of positive, negative, or neutral/suggestion/ observation, and adding in notes as necessary. New codes were added where there were gaps or newer themes. Table 2 shows the number of comments within each broad category; the categories each contain up to 17 more specific codes. The full list of codes can be found in Appendix B. Table 2 shows that the areas of primary interest and concern for users are facilities (2,847 comments) and resources (1,044 comments).

Table 2: Survey Comments Coded by Category

Category	Comments	Positive	Negative	Suggestion/ Observation
Resources	1,044	750	124	170
Access	900	527	219	154
Website	221	105	78	38
Services	607	308	134	165
Research/Instruction	145	119	15	11
Staffing	337	298	34	5
Facilities	2,847	1,396	721	730
Satisfaction	732	525	39	168
Survey	15	6	3	6
Other	67	14	9	44
Totals	**6,915**	**4,048**	**1,376**	**1,491**

b) Quantitative responses

Quantitative responses were also used to demonstrate some of the overall trends and are divided into three areas: staff/services, resources/access, and spaces. The radar chart in Figure 1 shows the overall LibQual results for Western Libraries in 2016; Appendix C includes separate charts for each of the three user groups (undergraduate, graduate, faculty) for both 2016 and 2013. Radar charts illustrate graphically the aggregated scores for each user group in each dimension, with each axis representing one question. An abbreviation (e.g., AS-2) identifying each question (see Appendix A for the question assigned to each code) is displayed at the outer point of each axis, and respondents' minimum, desired, and perceived levels of service quality are plotted on that specific axis. The resulting gaps between minimum, desired, and perceived levels of service are shaded in red, blue, yellow, and green. Red indicates the perceived level of service is below the minimum acceptable. Blue indicates the perceived level of service is greater than the minimum acceptable. Yellow shows the perceived level of service is less than the desired level of service, while green shows the perceived level of service is greater than that desired.

The radar charts work from the inside plotted line outwards. The inside line connects the minimum level of service mean scores for each of the 22 questions rated between 1 and 9 (3 to 9 on the chart scale). The second line on radar charts connects the perceived level of service mean scores. The area in between the minimum and perceived mean scores is the "service adequacy" gap, or the difference between minimum expectations and perceived level of service. The third or top line indicates the desired level of service mean scores.
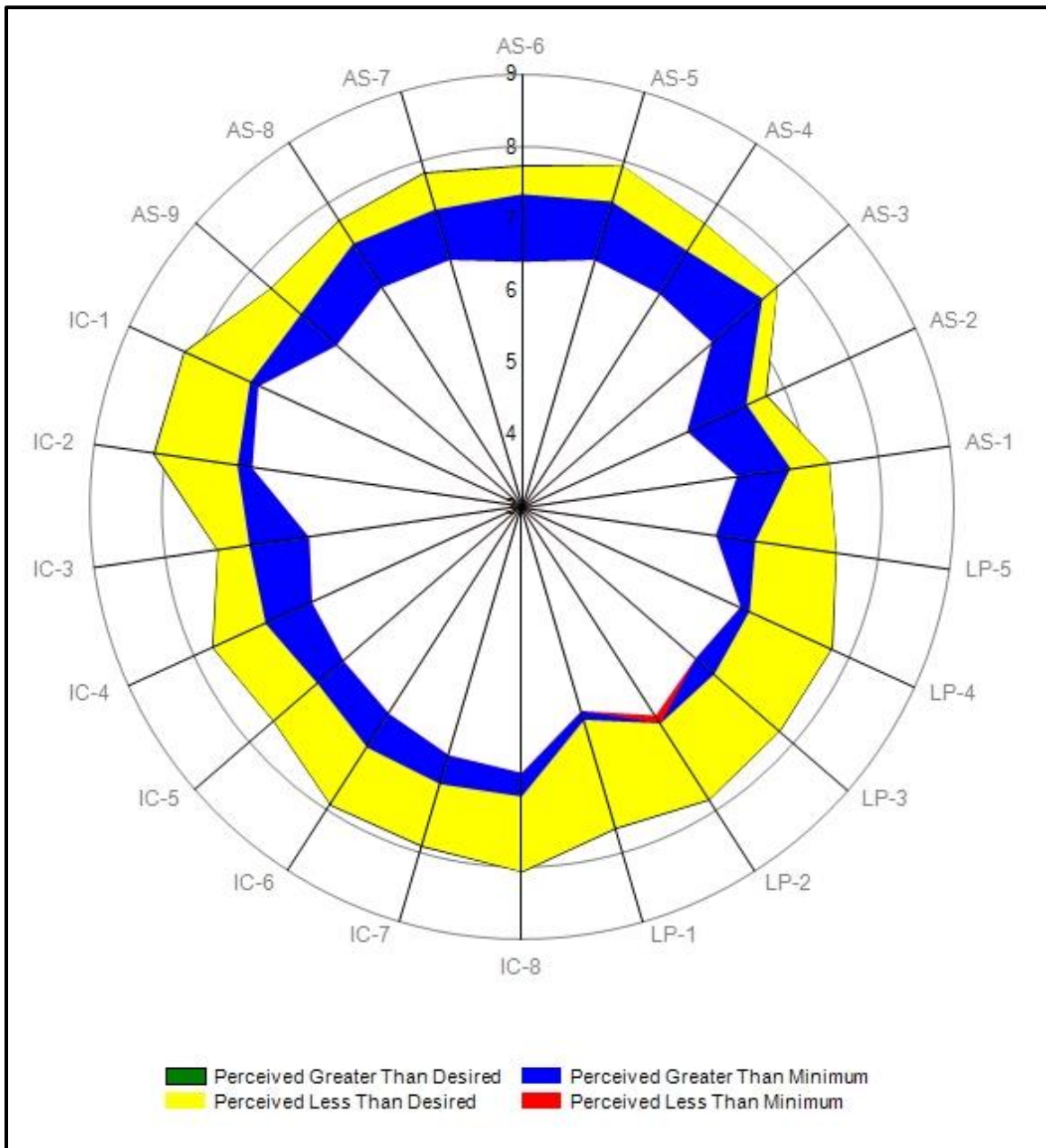
Figure 1: LibQual results for Western Libraries, 2016, all user groups

3. Results and Recommendations

The results and recommendations are divided into five sections:

a) General recommendations that relate to implementation of the recommendations.

b) Overall satisfaction includes analysis of the general LibQual questions, comparison to 2013 for the three major areas of staff, resources, and spaces, as well as analysis of the comments from both surveys with codes in the category *Satisfaction*.

c) Staff and Services includes analysis of the comments from both surveys with codes in the categories *Services*, *Research/Instruction*, and *Staffing*.

d) Resources and Access includes analysis of the comments from both surveys with codes in the categories *Resources*, *Access*, and *Website*.

e) Spaces includes analysis of the comments from both surveys with codes in the category *Facilities*.

a) <u>Overall Satisfaction</u>

For the LibQual quantitative questions, while there have been changes in some individual questions for some individual user groups, the overall average scores for the aggregate of all 22 core questions have remained essentially consistent from 2013 to 2016. The gap between users' desired levels of service and perceived levels of service can help demonstrate areas for improvement. From 2013 to 2016, this gap has remained consistent for staff and services (LibQual's "Affect of Service" area); decreased slightly (i.e., shown an improvement, as users' perceived levels of service are closer to their desired levels of service in 2016 than in 2013) for resources (LibQual's "Information Control"); and increased slightly (which reflects a growing concern) for spaces (LibQual's "Library as Place").

Summary scores for 2016 are reflected for the three areas in Figure 2. Western Libraries is meeting at least the minimum service levels of users, but is not meeting their desired levels of service, to varying degrees. In Figure 2, the bottom and top of the gray box indicate the average minimum and average desired service levels, respectively. The perceived service levels are indicated by the top of the orange bar. Western Libraries is doing quite well in Staff and Services, has some room for improvement in Resources and Access, and has significant work to do to address needs for Library Spaces. These quantitative results are echoed in the comments. Detailed responses and analyses of specific quantitative questions can be found in the *LibQual 2016 Survey Results for Western Libraries* report produced by ARL and are not repeated here.
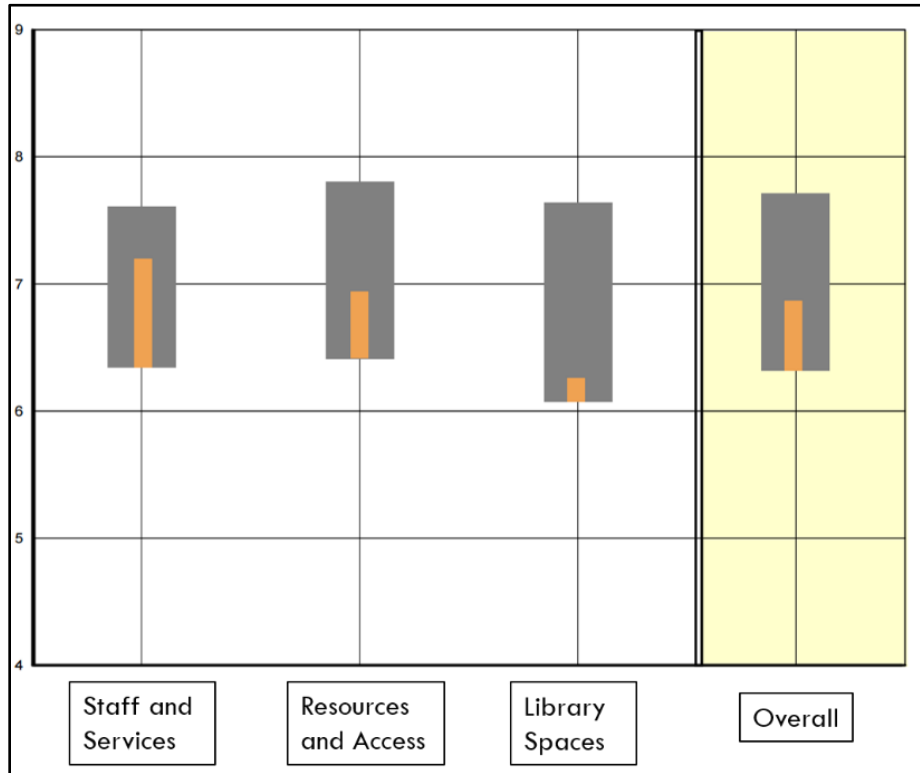
*Figure 2: Average Minimum, Perceived, and Desired Service Levels
for LibQual Quantitative Questions*

The LibQual survey asks several general satisfaction questions, including a rating on a scale of 1 to 9 for 'overall quality of the service provided by the library.' Figure 3 shows that these ratings have remained essentially consistent for each of Western Libraries' three user groups (faculty, graduate students, and undergraduate students) for each implementation of LibQual since 2004.

Figure 3: Overall Quality of the Service Provided by the Library, 2004-2016

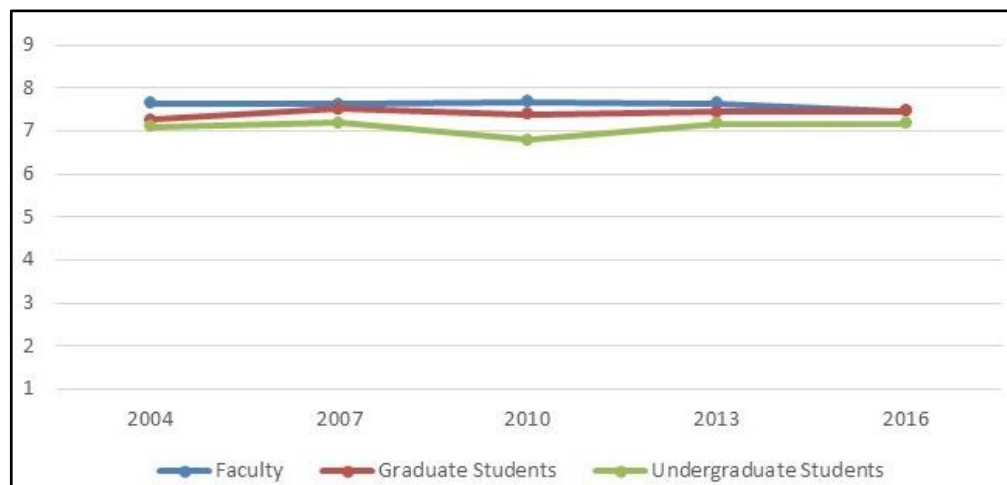A number of comments addressed general satisfaction with the library, most (72%) being positive, with the majority of others supplying more neutral suggestions or observations (only 5% were negative).

> *"In the end, this is one of the best libraries in the academic world with some of the most courteous, professional, and lovely staff."* Faculty

> *"The Business library's as well as Weldon's staff are the "salt of the earth" - they go ABOVE and BEYOND to make sure we have what we need to produce and disseminate knowledge. THANK YOU, Western Libraries for a TOP-NOTCH experience...keep up the GREAT job!"* Faculty

> *"Without the library of course my PhD would be impossible to complete. I view the library as a parallel backbone to my success as much as my department is."* Graduate Student

> *"Long live the Library! They are central to the "best student experience" and our need for these seems to grow with the increasing online environment, rather than diminish."* Graduate Student

> *"Overall I am very happy with the services that the library provides. It helps me achieve my academic goals and provides an excellent source of resources."* Undergraduate Student

Along with these many positive comments came a smaller number of comments from those who do not use the library (e.g., "I am not a frequent visitor," "I don't use the library often").

b) **Staff and Services**

i. *Staff – Summary and Comments*

The effectiveness and friendliness of staff received the highest satisfaction rating among all the categories - an overwhelming 88% of comments in this category were positive (up from 84% in 2013). The ratings for perceived levels of service for questions related to 'Affect of Service' in LibQual was quite high and in particular was higher than ratings for questions related to resources and spaces.

Many of the comments evaluating the effectiveness of staffing were glowing:

> *"I think the librarians at Weldon are outstanding. You people consistently exceed my expectations and you're so polite. You are so undervalued and yet without your talents and skills, faculty and students could not hope to do their work. Thank you for your time and effort."* Faculty

> *"I tell all of my students to take advantage of the campus librarians! They are a fantastic resource!"* Faculty

However, negative comments relating to quality of service were also encountered:

"It's better for the employees to know the tools in Library, such like the functions of printer. Until now, I still don't know if the laser printer in library can scan as pdf file or not." Graduate Student

"The ILL (RACER) office staff are not fulfilling their responsibilities at Western. It is important for them to remember that their role within the university is to HELP students. The refusal to help students (especially doctoral students!) get renewals on RACER books is appalling. I have been able to do this as a student in all four of my previous programs, all at different universities." Graduate Student

Similarly, friendliness of staff was perceived as mainly positive:

"All staff at the Education Library are amazing. Friendly, helpful, joyful, and resourceful." Graduate Student

"I've always been pleased with the service at the Western Libraries. The staff are friendly and usually very helpful…." Graduate Student

Some negative responses regarding staff friendliness were also received; in some cases, specific libraries were identified:

"Librarians are rude more often than not. I understand they're not babysitters, TAs, or research assistants, but even when I approach with a basic question about, for example, the computers, I typically get a blank stare and a brusque reply. A lot of people have a "not my problem" attitude in addition to the normal flat or annoyed expression." Undergraduate Student, home library Allyn and Betty Taylor Library

"[S}ometimes the employees at the service desk are rude and constantly recommend you use the electronic/self-services [as] opposed to helping you in person. Sometimes students have difficulty finding/using the electronic services and would rather a person help them out." Undergraduate Student, home library The D.B. Weldon Library

ii. Services – Summary and Comments

Just over half of the comments received were positive, at 51%, compared to a score of 42% in 2013.

The large upswing in positive responses is due to numerous service initiatives, notably the "Request Item" feature in the shared library catalogue:

"Inter-library transfer system is excellent. I work at Elborn, and most of my material is in Weldon or the Natural Science library, but I can consistently get the material that I need sent to the Ivey location promptly and efficiently." Graduate Student

Other sources of satisfaction include the lending of chargers, enhanced printing, and RACER. These services improve accessibility for users, whether located in-library or from a remote location.

Lending chargers is a very popular service, and many users are very enthusiastic about borrowing laptop and phone chargers:

"I like that the library allows students to sign out universal laptop chargers for 2 hours. It makes it easier for me to stay and study if I forgot my charger at home." Undergraduate Student

However, some users are unaware of the service:

"However you still cannot borrow laptop and cellphone chargers." Undergraduate Student

There is significant need for Western Libraries to market and promote its resources and services more actively and effectively. Numerous users stated that they believe their peers are unaware of many library services and resources:

"Tools like [S]copus are a great resource that are perhaps under advertised. Many students simply don't know that these services are being provided, nor are they fully aware of how helpful they can be." Undergraduate Student

Additionally, numerous comments show that many users are unaware of the services currently being offered:

"I think there should be more information on how to use the technology properly to get the full use out of each piece of technology available." Undergraduate Student

"... I wish the Music Library would 'brag' about itself more... I often have to find out for myself what is available (manuscripts, magazines, Summon, etc.!!)." Undergraduate Student

The comments revealed that users value the library's printing services, including scanning and photocopying. Some comments in this category are mixed, since the 2015 Strategic Planning survey comments were gathered prior to printing enhancements implemented in mid-2015.

The room booking service, while popular, also needs improvement. Students want to know how many rooms and how many seats are available in the library in real time:

"...[H]ave something like the Western Rec Twitter feed that tells us how busy it is. I hate going for privacy and it's full." Undergraduate Student

"...Some fluidity in terms of booking space in the library could be nice too. A map on the booking page to show where exactly the room is and to be able to see how big the room is would be nice as well." Undergraduate Student

There is an opportunity for technological improvements related to computers and media centres in the libraries. Users are requesting software upgrades to reflect newest possible software as well as the inclusion of other software such as DreamWeaver, Wordsmith, Photoshop, Pages, Pocket/Dropbox, GraphPad.

Users reported positive feedback about Browzine and interest in seeing more apps like Browzine:

> *"... the Browzine app is amazing."* Undergraduate Student

> *"I am also excited by the Library's endeavor to constantly upgrade through the addition of new databases or apps like Browzine."* Graduate Student

The findings and recommendations of the Mobile Services Promotion Working Group (February 2016) seem particularly pertinent in regard to apps.

Other suggestions for provision by Western Libraries include: smart boards, more TVs in study spaces, touchscreen computers, iPads, iMacs, and charging stations:

> *"Could use more computers, add chrome to computers, update Microsoft office on computers, add smart boards to certain study rooms."* Undergraduate Student

> *"Need more media TVs in study rooms."* Undergraduate Student

> *"The computers look old, the printers are from the 1800s...[T]he library doesn't really have any fancy technology (iPads, touchscreen computers, etc.)."* Undergraduate Student

Users like self-service options that Western Libraries currently offers, and support seeing additional offerings:

> *"I am impressed with the book offerings you offer and the online request system to order the books from storage. The service is quick reliable. Keep up the good work. The self-checkout system is also quite good and makes my life easier."* Graduate Student

iii. *Research/Instruction – Summary and Comments*

This section includes considerations of online help, onsite help, and classes. Well over three-quarters of the comments received were positive, at 82%, up from a score of 50% in 2013. A new addition over that time is the consortial Ask a Librarian virtual chat service, which is popular and well-liked for its convenience, the provision of quick responses to questions, and the helpful and friendly staff who answer questions:

> *"I thank the Western library team, including the "Chat" librarians who have assisted me with courtesy and competence."* Faculty

> *"I have everything I need from the library's website. I also love the online chat."* Graduate Student

> *"I love the "chat with a librarian" feature on the websites quite often. Very appreciative of this extended-hour service."* Graduate Student

Feedback received on research and instruction, both onsite and in classes, was likewise mostly positive:

> *"A class I was in last semester received training on accessing specific materials and that helped me present a great paper."* Undergraduate Student

"Yes, the librarians are so friendly, and they teach workshops on how to conduct research. [Name removed] did an amazing job at demonstrating research skills to one of my classes. One of the librarians also helped me when I had issues with transferring a PowerPoint presentation from a Mac to one of the classroom computers. She was a life saver!" Undergraduate Student

It is interesting note that some students making negative observations and comments invariably indicated a desire for *more* research instruction and help:

"More classes in the library get people to use the library. Also more outreach to faculty programs." Undergraduate Student

"However, there are no (1) mandatory first year research classes (which is problematic since the focus of university studies are often research-based) and (2) often insufficient library space." Undergraduate Student

c) <u>**Access and Resources**</u>

iv. <u>*Access – Summary and Comments*</u>

Over half the comments received in this category were positive, at 59%, compared to only 18% positive in 2013. Much of this huge spike in positive responses can be attributed to satisfaction with electronic resources (e-resources), although it is also clear from the comments received that more e-resources are desired.

The survey contained constant references to users' desire to have quick, easy access to resources, particularly e-journals. Users like the resources held by Western Libraries, and find locating e-journals fairly straightforward, but would always like more when it comes to databases and online journals.

There was a mixed response to e-books and print books, with some users expressing a preference for one format over the other:

"Yes, but it would be better if a wider range of books can be read online or with library apps." Graduate Student

"There needs to be more digital copies of books that are competitively used at Weldon." Undergraduate Student

"I think they need more books, as I personally would rather use an actual book. But having the option of both hardcopy and online copy of the same resource would be the best." Undergraduate Student

One of the major themes in the Access category was difficulty finding articles using Summon, whether users identified Summon explicitly or not:

"The digital catalog (the "search mechanism") is not always reliable. I often have to go through [G]oogle [S]cholar to find specific articles." Graduate Student

"Sometimes I find it very difficult to search because of all the filters that need to be added in order to refine the search." Undergraduate Student

"The UWO Library search engine is somewhat effective, but regularly provides search results that are unhelpful, regardless of search specifications that have been input." Undergraduate Student

"[T]he catalogue is a little annoying having Summon (Library Google) as the first thing because it's never very accurate even with keyword search" Graduate Student

"Would be great if the [S]earch/[S]ummon tool was more user friendly. Sometimes it is very difficult to locate sources that you know exist…." Graduate Student

Many of the negative comments detailed issues with off-campus access:

"Sometimes accessing articles through the library website off campus doesn't work." Undergraduate Student

"I wish the databases function would be more streamlined for off campus access." Undergraduate Student

"Difficult to access/navigate. Would be nice to have a VPN for academic papers instead of having to access a proxy site every time." Undergraduate Student

The comments also identified numerous areas for which better promotion of service is needed – photocopying of articles in Storage:

"One service that could be offered is scanning an article from a journal that is held in storage - and emailed to desktop. Currently one has to take the journal out on loan, scan it, then return the book. It takes more time to walk the book back and forth to the copier/scanner than to scan - this could be done by a WORK-STUDY student." Faculty

Other areas for improved communication include:

"I noticed some radical changes in the [E]ducation [L]ibrary that do affect how I use the library. For example, currently most of the books and journals are in storage. I do not recall seeing a communication or consultation on this change. It is not that I am against the change. But that this is a change that I do not recall seeing a communication about." Faculty

"However, My Library Account does not work, I often cannot sign into my account or view the books I have checked out. As such, I have often lost track of what books I have checked out and accrue a lot of overdue fines which could be avoided if My Library worked." Undergraduate Student

"Not all DB articles/journals have updated links to the quick search feature that is to guide you to the article. It suggests that the article is not available when the search states 'Go Get it at Western'." Graduate Student

Interestingly, when so many users have computing devices, there were repeated requests for terminals in the stacks:

"[N]eed electronic stations to find books more easily with maps of the library." Undergraduate Student

"Website is good but should have a few stations on each floor to search for books." Undergraduate Student

Mention was made of the need for additional access to adaptive hardware and software:

"There are only a limited number of Accessibility computers. If they are all full I have to hire someone to do the things that I should be using on the computers." Undergraduate Student

A request for wide-spread access to the Kurzweil text-to-speech software was also made:

"Kurzweil is amazing and EVERY student should be able to access it to increase academic performance." Undergraduate Student

v. *Website - Summary and Comments*

Just under half the Website comments were positive, at 48%. These responses compare to only 27% positive in 2013.

Many of the comments relating to the website were mixed. The majority of respondents noted that the website was easy to use and navigate, particularly from off-campus. Two positive themes involving the website included satisfaction at being able to manage library accounts online, and being able to text call numbers.

A substantial number of respondents did report difficulties in searching the website, particularly the mobile website:

"Texting book codes to phone is awesome. Mobile website is weak though, and lack of app presence is noticed." Graduate Student

"I like the website, but I wish it was made as a mobile site as well to make it more convenient when using cell phones." Undergraduate Student

Another comment from an undergraduate student noted the need to "[b]ecome more smartphone friendly."

Suggestions for the website regarding improvement in layout and navigation were common:

"[L]ayout could be more intuitive/less cumbersome" Graduate Student

"[T]he website navigation could be greatly improved. One has to do a lot of clicking to get where one wants to." Postgraduate Student

"Our library site could be made a bit more user friendly; navigating it can at times be confusing and frustrating, more specifically for first time users and new students." Undergraduate Student

vi. *Resources - Summary and Comments*

Nearly three-quarters of the comments received in this category were positive, at 72%. This is a significant change from 36% positive comments received in 2013.

Results in this category were overwhelmingly positive, reflecting users' high level of satisfaction with the number and quality of Western Libraries resources. Numerous users noted the need to preserve library funding, in order to maintain the current satisfactory level of service.

Positive comments included:

"It gives me access to pretty much any books or articles that I need, which is really helpful. I can't remember the last time I wasn't able to find something I needed." Graduate Student

"It's easy to get the books I need whether from libraries on campus or at other universities." Undergraduate Student

"I learn, study, review, make notes, rewrite my notes, do research. Basically every process of schoolwork is done there, and is incredibly impactful because there are always others working." Undergraduate Student

"[I]t would be impossible to do my research and produce publishable work without journal and book access especially online but I also value hard copies of books." Graduate Student

However, responses definitely revealed a diversity of opinions. Comments like "Books are less relevant; everything is online" seem to favour the digital environment; however, in many cases such a comment was immediately followed by the observation "some tech is not good at all; see the… e-books you take in. Useless things."

Clearly, there is a range of responses regarding e-books: some users see them as more up-to-date and accessible, particularly when print copies are in Storage or are perceived as outdated: "I wish more books were available in electronic format like [G]oogle books," and "as for my major [Engineering], the books in the library are old." Some users lamented the disappearance of books to storage locations, and/or the difficulty of locating print in the stacks. Other users shared a desire for more print resources in the Music Library, as well as a larger selection of 19th century texts in Weldon. Some comments addressed the role of serendipity regarding print books: "I enjoy searching for a book on the stacks and then spontaneously finding a source [I] would not have found otherwise." Several users commented that the loan time on e-books is not always easy to determine.

One undergraduate student comment focused on open access: "I don't feel the library is using as many open source resources as they could."

d) **Library Spaces**

vii. Work and Study Space - Summary and Comments

Library as place proved to be a very important issue for all respondents. This category, dealing primarily with the physical library facilities, received the highest number of comments overall. Many expressed that the library and library spaces were very motivating and helped them focus on their coursework.

> *"Motivates me to study and prevents me from being as distracted as I would be in residence. I am always much more productive at the library."* Undergraduate Student

There was appreciation for the recent renovations in Taylor Library and the addition of new collaborative rooms and spaces.

> *"The collaborative work areas that people are able to book are fantastic. It was the perfect place to meet up as a group and use the technology to display different computers at different times. It really contributed to the success of our group throughout last semester!"* Undergraduate Student

However, it is important to note that while the majority of comments were positive in nature, there were a significant amount of negative comments with an equal number of these suggesting or desiring specific changes. This need for change was most evident through undergraduate responses, who, above all, expressed a sincere concern for lack of seating and space to study at all Western Library locations. This is especially problematic during midterm and exam periods.

> *"...I spend more time looking for seats than studying."* Undergraduate Student

> *"However, there needs to be more space for students. Even though the library is huge, it gets crammed easily and quickly on late November-early December, and late March all the way through April."* Undergraduate Student

Many respondents commented on the practice of students saving spots for themselves by placing books or other objects on desk tops for hours or days at a time. As a result, there were many requests for increased surveillance and patrolling by library staff to prevent seat saving.

As in the 2013 LibQual results, graduate students echoed these sentiments, but placed more emphasis on their need for more private, individual study spaces.

A final theme that appeared throughout the work/study space subheading referred to the poor lighting in and around cubicles.

viii. *Ambiance - Summary and Comments*

For the purposes of this report, "ambiance" refers to the general feeling and character of Western Libraries buildings. As stated above, many commented on the fact the library helps them to stay focused and motivated. Students like being able to come together in an academic space to study.

"It is an important place to wind down and find yourself an area to get work done, looking at other students working gets you motivated to do work as well" Undergraduate Student

"When I am in the Library I feel more focused and prepared to study." Undergraduate Student

"Keeps me focused and concentrated because of the environment." Undergraduate Student

However, there were also many complaints about the ambiance of Western's library spaces, especially in terms of out-of-date furnishings and décor. This was especially true for (the non-renovated parts of) Taylor Library, the Music Library, and more than anywhere else, Weldon Library. Weldon was repeatedly referred to as dark and depressing.

"…The D.B. Weldon library is definitely very out dated and a bit depressing to study in." Undergraduate Student

"Please consider bringing the environment within Weldon Library into the 21st century. It is not a pleasant physical environment to come into, even when compared to other Ontario Universities main libraries. The facility is very dark, stale and dated. It feels like nothing has been touched since the 1970s. A renovation would do wonders." Graduate Student

The elevators in Weldon are considered to be too old, slow and inefficient.

There were many requests for washroom updates, and more washrooms in general. This is especially important to consider as the student population grows and study spaces are retrofitted to accommodate more people at one time.

ix. Computers and Other Technology - Summary and Comments

Respondents gave a general recognition and appreciation for computers available in library; there were a number of positive comments in terms of accessibility, convenience, and availability of machines.

"Computers are fast and easy to use…" Undergraduate Student

"It's great to see so many computers available for access." Undergraduate Student

Most of the negative comments surrounding library computers referred to them as out-of-date. Many were considered slow to start up and run.

> *"Computers pretty dated and they are SLOW. I repeat: SLOW. ...where is my tuition money going?"* Undergraduate Student

There were a handful of comments arguing computers were *not* easily accessible or available on a regular basis; the issue of space crowding during exams arising once again. Computers were referred to as very dirty and unsanitary on a number of occasions.

For those who use their own computers and laptops, the number one comment was a demand for more outlets. This included many requests for accessible power built into library furniture and hundreds of requests for charging stations, for both laptops and phones.

> *"More outlets and room, we keep adding more students with no extra room and its 2015 everyone uses some [kind] of technology that needs electricity"* Undergraduate Student

> *"THERE ARE NO PLUGS AT TABLES. This is 2015, and laptops are required for education.*" Undergraduate Student

There was a similar request for a more reliable and high-speed wireless within the library.

> *"One aspect which I have been fairly disappointed with, however, is the wireless internet. It is slow, often disconnects, and overall doesn't offer students a good internet experience. I strongly urge you to upgrade/update your wireless network."* Undergraduate Student

> *"...The wifi is always very frustrating. There seems to always be issues and it will randomly disconnect, not reconnect, or have several other issues."* Undergraduate Student

> *"Wireless technological infrastructure is lacking considering the amount of students that use it."* Undergraduate Student

Finally, there were many positive comments regarding the new collaborative rooms and available technology at Taylor, with the request for many more of these types of spaces and more and/or different technology for patron use. Some examples suggested include iPads, Mac computers, and tablets.

x.   Noise - Summary and Comments

Most WL locations are considered too loud. It is evident from reading the comments that many students are not following the silent and conversational zone rules, especially during exams. There was consistent request for better enforcement of these rules, and more often.

> *"I would appreciate more regulation regarding the quietness on the silent floors. Many people converse loudly with no regard for those around them and I can only politely ask them to be quieter so many times..."* Undergraduate Student

"The library, I feel, is abdicating its responsibility to provide a quiet space that offers access to the latest scholarship. It is transforming itself into a "community centre" that discourages quiet research and study. The library is virtually unusable." - Faculty

It should be noted that when zones *are* working correctly, they are appreciated and well liked by patrons. Students like the idea of having different zones for different activities and conversation levels.

A final complaint surrounding noise was a reflection on the way Weldon has their quiet and conversational zones set-up currently, as sound easily travels between floors.

xi. *Hours - Summary and Comments*

Comments showed a small group of respondents were satisfied with WL current operational hours. However, the majority expressed a desire for change to these hours, with suggestions for later evening hours, a year round 24/7 schedule, and/or more open hours during weekend and holidays (including Reading Week). The latter was a consistent request among graduate students and faculty members.

"The hours of operation are not long enough. This is my fourth degree and university I have attended. I am often surprised to find the library closed in the evenings or early on weekends. The library should be an open study space for students until 2am basically all the time. Other schools offer better hours of operation." Graduate student

"I am, as I believe are many professors at Western, most disenchanted with the reduced hours on which the library operates during the summer, reading week, Easter and Thanksgiving, and around the Christmas break--particularly for the service desk and research help! No other university in southern Ontario that I am aware of operates on such a restricted schedule. This lack of access to physical library resources and library personnel greatly hinders the advancement of academic research at Western!" Faculty

xii. *Other - Summary and Comments*

There were thousands of comments surrounding Western Libraries facilities. Unsurprisingly, not all of these fit neatly into the categories mentioned above.

Food in the library is an ongoing struggle for patrons and staff. A significant amount of respondents argued food should be allowed in the library, or at least have rules relaxed to allow it in certain areas. If Western Libraries decides to stay food free, patrons wish to see better policy enforcement by staff. Half of the comments regarding cleanliness of the libraries were negative. Libraries were often referred to as dirty, especially during peak usage times. Users would also like to see more comfortable and ergonomic furniture.

Appendix A: LibQual Questions

Affect of Service (**Staff and Services**)

AS-1	Employees who instil 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 (**Resources**)

IC-1	Making electronic resources 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 (**Spaces**)

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

* Core questions included on every survey

Local Questions

| |
|---|
| Ability to navigate library Web pages easily |
| Enabling me to find information myself 24 hours a day |
| Facilitating self-directed research |
| Making me aware of library resources and services |
| Providing search tools that permit me to work autonomously |

General Satisfaction Questions

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

## Appendix B: Complete List of Codes for LibQual and Strategic Plan Surveys

| Code	Category	Code	Category
	RESOURCES		**RESEARCH/INSTRUCTION**
Rs1	Resources – ejournals	Re1	Research – online help (chat, email)
Rs2	Resources – journals	Re2	Research – onsite help (desk, consultation)
Rs3	Resources – ebooks	Re3	Research – classes (instruction/workshops)
Rs4	Resources – books		
Rs5	Resources – audio/visual		
Rs6	Resources – databases		**STAFFING**
Rs7	Resources – general	St1	Staffing – effectiveness
Rs8	Resources – citation software	St2	Staffing – friendliness
Rs9	Resources – other (any not listed above)		
	ACCESS		**FACILITIES**
Ac1	Access – journals [use Ac13 for ejournals]	Fa1	Facilities – work/study space
Ac2	Access – books [use Ac14 for ebooks]	Fa2	Facilities – noise
Ac3	Access – databases	Fa3	Facilities – environment (temperature, air)
Ac4	Access – Get it @ Western	Fa4	Facilities – computers [use Fa14 for outlets]
Ac5	Access – catalogue	Fa5	Facilities – hours
Ac6	Access – remote (proxy) [use Fa15 for wireless]	Fa6	Facilities – food
Ac7	Access – physical collections (non-specific)	Fa7	Facilities – cleanliness
Ac8	Access – storage (ARCC and off-site)	Fa8	Facilities – collections space
Ac9	Access – signage	Fa9	Facilities – furniture
Ac10	Access – disability (accessibility)	Fa10	Facilities - repairs
Ac11	Access – general	Fa11	Facilities – lounge areas
Ac12	Access – Summon	Fa12	Facilities – classrooms
Ac13	Access – ejournals	Fa13	Facilities – other (ambiance, stairs/elevators)
Ac14	Access – ebooks	Fa14	Facilities – electrical outlets/plugs
		Fa15	Facilities – wireless
	WEBSITE	Fa16	Facilities – collaborative space/technology
We1	Website – usability	Fa17	Facilities – technology (general)
We2	Website – other		
	SERVICES		**SATISFACTION**
Se1	Services – circulation (desk, policies)	Sa1	Satisfaction – general
Se2	Services – booking rooms/equipment/chargers		
Se3	Services – print/photocopy		
Se4	Services – ILL/RACER		**SURVEY**
Se5	Services – security	Su1	Survey
Se6	Services – acquisitions		
Se7	Services – ITS (software) [use Fa15 for wireless]		
Se8	Services – general		**OTHER**
Se9	Services – communications (blogs, Twitter, etc.)	Ot1	Other

Faculty – 2016 Results, n=210
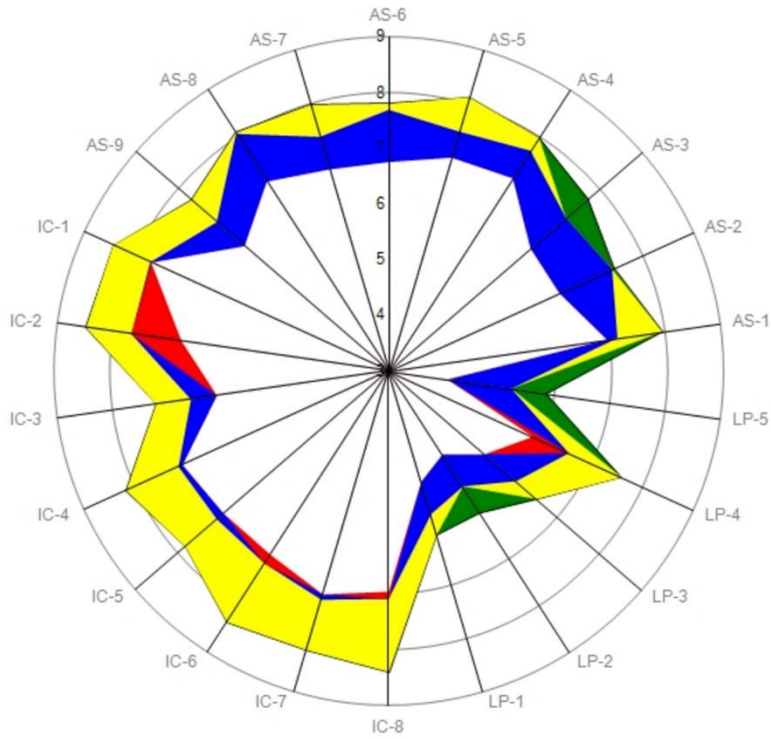
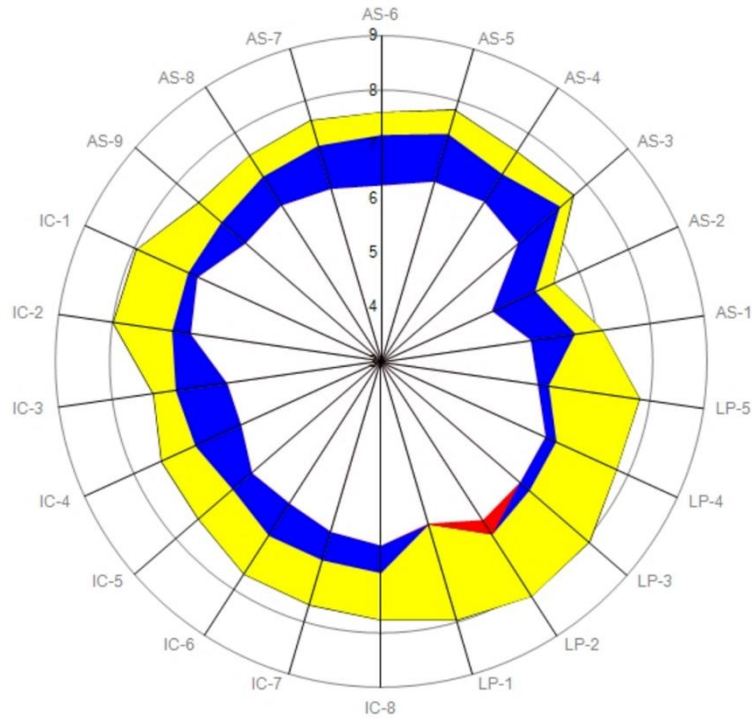*Faculty – 2013 Results, n=360*
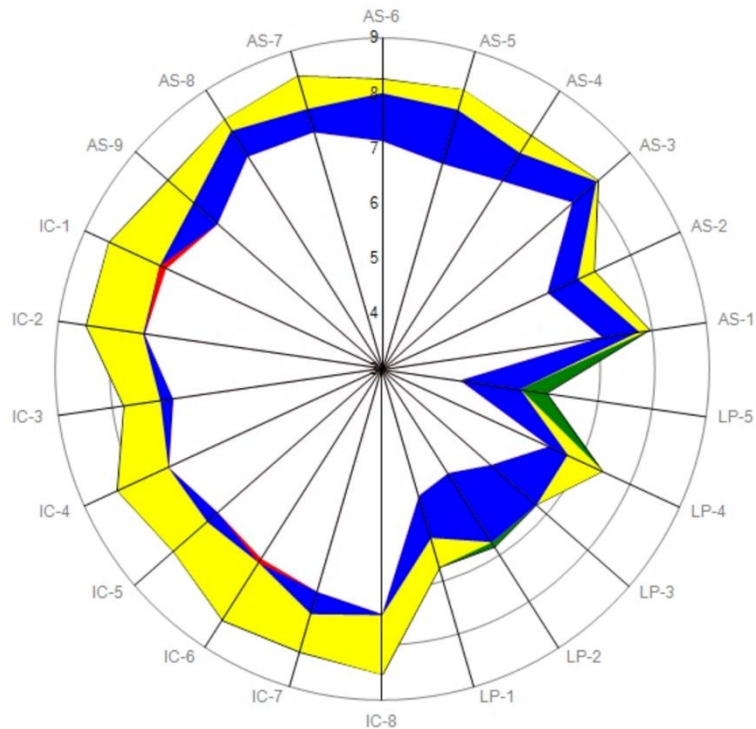
Graduate Students – 2016 Results, n =406
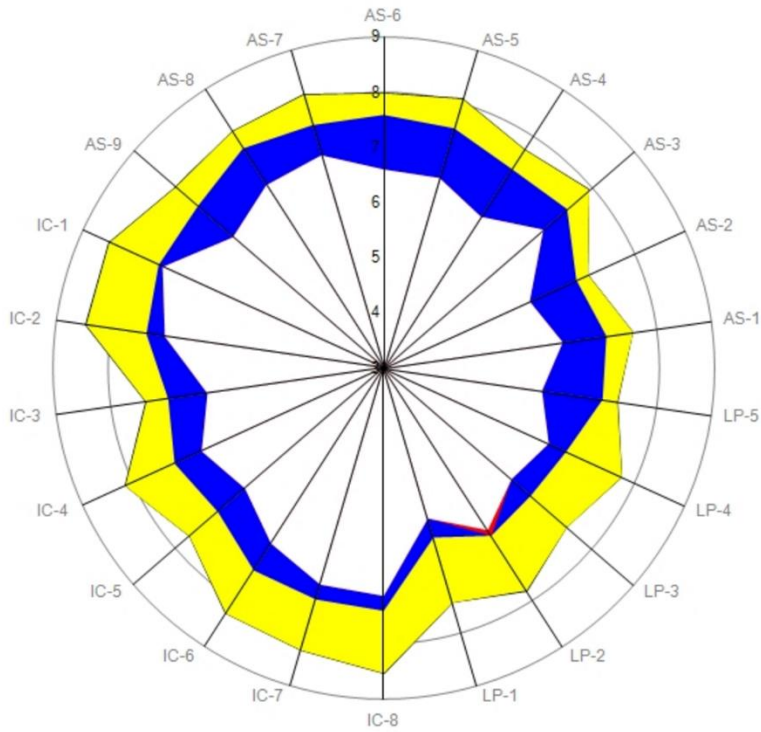
Graduate Students – 2013 Results, n=1,522
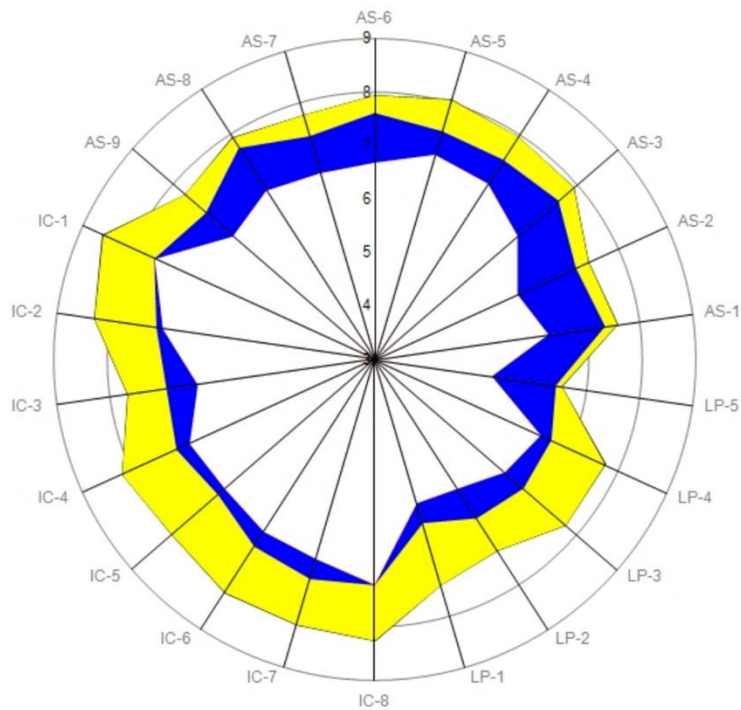
Undergraduate Students – 2016 Results, n=1,052

Undergraduate Students – 2013 Results, n=922