

## “Their Opinion Does Count” LibQual 2019 Survey Analysis Report

### Executive Summary

Western Libraries proactively assesses user expectations to achieve excellence in providing user-centred spaces and services and access to world-class print and digital collections and resources, as outlined in *Engage. Empower. Excel. Western Libraries Strategic Plan 2015-2020*. The Association of Research Libraries' (ARL) standardized quality assurance survey LibQual+® is one tool that Western Libraries uses to understand the experiences and expectations of the Western community. Western Libraries administers the LibQual survey on a triennial basis to gather user feedback on the provision of library services, resources, and spaces.

During the 2018-2019 academic year, Western Libraries achieved many milestones. The Organizational Renewal Initiative came into effect, enhancing service and staffing models to better align resources with user needs while providing a framework for Western Libraries to work collectively to achieve its mission and vision. The Ontario Council and University Libraries (OCUL) Collaborative Futures project reached the implementation stage with Western Libraries launching Alma, a new library services platform, and Omni, a new academic search tool. Users anticipated renovations in Weldon as planning was in its early stages. LibQual 2019 provides an opportunity to assess the impact of the Organizational Renewal Initiative on user's perceptions of services while collecting baseline feedback for changes made to how users access resources and use library spaces.

Western Libraries' LibQual 2019 Coding and Analysis Team has prepared the following report to provide a summary of the LibQual+® survey conducted March 20th through April 3<sup>rd</sup> 2019. LibQual 2019's 2,327 responses represent the highest number of responses received through the LibQual survey to date. The team conducted preliminary quantitative analyses using the ranking metrics generated by ARL and extensive qualitative analysis of the 829 comments received. A full account of the development of the strategy for analysis can be found in the methodology section (pg. 4). The findings are focused on the qualitative analysis of comments and are presented on the three dimensions that LibQual measures: Library as Place, Information Control, and Affect of Service.

Overall, Western Libraries maintained users' perceived level of service, never falling below users' minimum expectations. In comparison to previous LibQual surveys, issues surrounding library space featured most prominently, with 75% of comments mentioning aesthetic, environmental concerns, and the need for more study space. Users appreciated the breadth and strength of Western Libraries' resources while indicating the need for the sustainability and usability of collections and resources. Issues with accessing resources provides Western Libraries with many areas of opportunity for optimizing user experience. Staff excellence in service provision was highlighted with users expressing their gratitude for staff's helpful and friendly approach to service. Users also perceived changes to service, citing a desire for greater access to in-person help, especially access to subject expertise. All-in-all, satisfaction with library services remained consistent at 81%, one of many success stories that can be found throughout the LibQual 2019 results.

## Recommendations

Detailed analysis of the comments reveals many areas of opportunity and growth, as noted in the recommendations derived from the findings. The following lists recommendations about library space, resources and collections, staff and services:

### Library as Place

- Consider feedback in Weldon renovations, particularly feedback about types of study spaces and décor
- Once the final plan for Weldon renovations is available, communicate widely with campus, focusing on how the plan addresses study space issues, collections, changes to building aesthetics, and lighting improvements
- Investigate ways to increase study space without the need for extensive renovations
- Increase awareness of specialized spaces
- Explore use of large tables and investigate ways to allocate them for group study or ways to ensure maximum occupancy
- Consider a learning zone reconfiguration to address noise complaints and maximize the request for quiet study space
- Review bookable rooms and booking policy to address concerns around length of booking and who can book them
- Implement a workflow for checking functionality of built-in cubicle lights
- Consider creative, short-term solutions for enhancing library environments (plants, loanable lights, artwork)
- Investigate the current effects of space on mental health and wellness.

### Information Control

- Continue advocating for robust funding of library resources, both print and online to meet the diverse resource needs of the Western community
- Consider increased acquisition of DRM-free e-books to address e-book access issues
- Investigate issues related to usability of e-book platforms
- Explore whether additional documentation is available from some of our product suppliers about their products and make this available to users at point of need.
- Consider increased acquisition of course textbooks to meet student needs
- Assess how users feel about new direct integration of RACER in Omni to see if the process has become easier. When the Omni Fulfillment Network goes live, assess process of requesting books through the network and evaluate how the new service affects RACER
- Assess if Omni has addressed usability and access issues with Summon/the catalogue. Conduct user research on how users access resources through Omni
- Examine online videos and how-tos for opportunities to increase the availability of self-help tools specifically related to accessing resources online

### Affect of Service

- Celebrate staff excellence in service provision as well as 81% general satisfaction rate
- Consider customer service training to eliminate negative interactions with users
- Assess new service model to see if it is meeting the in-person help needs of users
- Conduct further investigation of the campus communities' perceptions of the new organizational structure and service models of Western Libraries

- Consider, promote, and support professional development opportunities for staff to increase their knowledge base
- Explore the need for mental health programming in all library spaces
- Investigate ways to address noise issues in study spaces (learning zone reconfigurations, signage, and awareness)
- Assess effect of Collaborative Futures shared policies on user experience, especially for users who commute to campus
- Continue to resource the successful Ask a Librarian chat service
- Strike a cross-functional team to evaluate LibAnswers, particularly referral and follow-up processes
- Develop some promotional material (physical or online) about unique library services at each location
- Assess and monitor in-person services like consultations, and reference questions at services desks

### **LibQual Survey**

- Examine the use of LibQual as the primary instrument that Western Libraries uses to gather large-scale feedback about services from users
- If LibQual is used in the future, provide additional documentation or instructions that provide clarity around LibQual's standardized language to ensure validity of results and optimize respondent experience.

The aforementioned recommendations are fairly high-level. Western Libraries staff are encouraged to engage with the findings and recommendations and develop ways to action them. In addition to the development and design of services, resources, and spaces, the findings and recommendations can be used as guidelines for operational planning, as well as a source for the renewal of the Western Libraries' strategic plan.

## Introduction

Western Libraries regularly seeks feedback and input from users in order to understand users' experiences with the library and to identify areas for improvement. One of the primary methods that Western Libraries uses to collect this valuable feedback is the [LibQual+®](#) survey ("LibQual"). LibQual is a large-scale, standardized assessment tool offered by the [Association of Research Libraries](#) (ARL). LibQual helps solicit users' opinions of the quality of service they are receiving from their library through a web-based survey instrument. With this tool, Western Libraries is able to assess its services, spaces, and cultures and benchmark the results against other ARL institutions that employ this method.

The 2019 survey marks the sixth time that Western Libraries has participated in the LibQual survey. The survey presents respondents with a series of statements and asks them to rank each statement on a nine-point scale. Respondents have the opportunity to provide free-form comments at the end of the survey. The survey also collects standard demographic and library use information (see Appendix A for survey questions.)

The 2018/2019 academic year marked a period of change at Western Libraries. At the time the LibQual survey was conducted, Western Libraries had successfully completed an organizational renewal initiative which introduced system-wide functional teams, moving away from location-based services. Also at this time, Western Libraries was ramping up its involvement in the [Collaborative Futures project](#) and was in early planning stages of major renovations at The D.B. Weldon Library. Conducting the LibQual survey at this time of change is helpful in measuring the impact of new service models. Additionally, it provides a baseline to assess recent changes made with implementation of Collaborative Futures and the Alma/Omni library services platform and prospective changes with Weldon renovations on the horizon in the near future.

This report will provide results from the 2019 survey, grouped into the three main dimensions of the LibQual survey: Library as Place (LP), Information Control (IC) and Affect of Service (AS). Largely, it will report on the qualitative data Western Libraries received from the open-ended text box that was provided on the survey instrument and which was the focus of the analytical work by the LibQual analysis team. In each dimension, major themes that emerged from the analysis will be presented and discussed. Results from the quantitative portion of the survey are also provided when relevant. Recommendations for action or consideration based on the high-level findings are presented at the end of each section and are linked to the finding(s) from which they are derived.

## Methodology

The UX Group was charged with planning and organizing LibQual 2019. A few key decisions were made to:

- 1) use the LibQual Lite version of the survey
- 2) not pursue formal ethics approval through Western's Non-Medical Research Ethics Board (NMREB)
- 3) employ a multi-faceted distribution and promotion strategy
- 4) provide an incentive to enhance response rate
- 5) enlist the help of staff from across Western Libraries to create and conduct a protocol for to create and conduct a protocol for analysis of survey results.

### **LibQual Lite**

In conjunction with the last three iterations of LibQual, the decision was made to conduct the "Lite" version of the LibQual survey to optimize the experience of respondents since it takes considerably less time to complete. LibQual Lite

differs from the full version of the survey by presenting each respondent with a selection of questions. Three questions are answered by every survey respondent and are derived from the core questions in each of the three survey dimensions (Affect of Service, Information Control, and Library as Place). Five questions are selected from a pool of 19 questions. The pool of questions is comprised of five “local questions” determined by Western Libraries and 14 standardized LibQual questions. Of the five randomly selected questions in LibQual Lite, one is a local question. Despite the UX Group’s desire to create completely customized local questions for Western Libraries, local questions were derived from a list of possible questions provided by LibQual to help with the survey’s benchmarking ability. In LibQual Lite, all respondents answer demographic questions, questions about library use and questions about satisfaction.

### ***Ethics***

The UX Group walked through the Non-Medical Research Ethics Board ethics application but ultimately decided to follow the guidelines created by Research Western for conducting service improvement research as outlined in the Tri-Council Policy Statement: “Quality assurance and quality improvement studies, program evaluation activities, and performance reviews, or testing within normal educational requirements when used exclusively for assessment, management or improvement purposes, do not constitute research for the purposes of this Policy, and do not fall within the scope of REB review.” (Research Western 2018). Best practices were taken from the ethics protocol for survey distribution and the storage of survey data, even though a formal application was not filed or reviewed.

### ***Survey Distribution***

Multiple distribution channels were used to solicit responses to the LibQual 2019 survey. Distribution and promotional efforts were staggered across the March 20-April 3 2019 survey period. Emails adhering to Western communication standards were sent to faculty, students, and staff using Western’s mass mailer system. Posters, bookmarks, service desk banners and social media posts for Twitter and Facebook were created in collaboration with Western Libraries’ newly formed Communications and Marketing Office. Posters were distributed to all library locations and sent out via campus mail to key campus partners with a cover letter explaining the LibQual survey. A story in the weekly newsletter *Inside Western* was published. The UX Group believes that the multi-faceted, staggered and cohesive approach taken to distribution and promotion resulted in a higher survey response rate.

### ***Survey Incentive***

To encourage higher response rates, LibQual recommends providing respondents with the opportunity to receive an incentive upon participation in the survey. The UX Group acquired a pair of Beats headphones (valued at \$300 CDN), four gift cards to Western’s Hospitality Services, and a study room in Weldon for the April 2019 exam period as incentives for participation in LibQual 2019. Respondents were entered into a draw for the incentives by providing their email. Emails were kept separate from survey responses. The draw for incentives was completed upon survey closure and prizes were handed out shortly thereafter.

### ***Analysis***

The LibQual Coding and Analysis Team (LCAT) was formed in May 2019 to analyze the responses and comments from LibQual. Group members were representative of many functional teams:

- Roger Chabot, *User Services*
- Monica Fazekas, *User Experience Group*
- Bruce Fyfe, *User Experience Group*
- Elizabeth Mantz, *Collections and Content Strategies*
- Kristi Thompson, *Research and Scholarly Communication*
- Jessica van Keulen, *Content Management, Discovery, and Access*

- Alison Wetheral, *User Experience Group*
- Sarah Woloschuk, *User Experience Group*

### ***Devising a Coding Scheme***

LCAT started analysis work by reviewing and revising the coding scheme from LibQual 2016. The 2016 Western Libraries Survey Analysis Group worked from a list of 59 potential codes. LCAT began by examining the 2016 codes for commonality and specificity using a sample of the 2016 comments. (See “Working with Coding Schemes” in *Using Software in Qualitative Research: A Step-by-Step Guide*). Many of the codes from 2016 were infrequently applied which gave them limited utility; others could be combined without much loss of specificity. For example, the nine resource categories were collapsed into three: resources-online, resources-print, resources-general/undetermined. A few codes from the 2016 scheme were retained despite of infrequent use. For example, the ‘accessibility’ code was only applied a handful of times, but LCAT felt any comment indicating accessibility issues needed to be examined; others such as ‘remote storage’ were indicated as priorities by Western Libraries’ Management Committee. LCAT tested the codes by having six coders work through the first 50 comments as a group, discussing any cases where the codes did not accurately capture all relevant information. The final coding procedure (available in Appendix B) followed the best practice of starting with a hierarchical, deductive coding list, then iterating with an inductive process to make sure the codes captured all aspects of the comments without too much overlap.

### ***Inter-coder Reliability Testing***

Once the initial coding was completed using the coding scheme, the group tested for inter-coder reliability using a test set of 100 comments. One or zero (yes or no) variables indicated whether a coder had applied a particular code to a particular comment. These were then summed across coders to give it a score of one through five. A score of five indicated that all coders applied a code to a particular variable, a score of zero indicated that no one did. Scores of five were rare, most codes had zeros for the majority of comments which indicated that there was strong agreement that particular codes did not apply to particular comments. Most applied codes had scores of three or four which led the group to conclude that inter-coder agreement was high enough to move forward and that group members were applying the coding scheme as consistently as possible.

### ***A Qualitative Approach***

Lastly, the group decided to discard the practice from previous years of assigning a positive, negative, or neutral sentiment rating to each comment. In addition to increasing the workload of the coding team, this made the analysis appear more quantitative than justifiable given the nature of the analysis and the frequency of most codes. Instead, the group applied a more theoretically qualitative approach with the goal being to provide a descriptive summation of what the feedback in the comments were describing in each area of interest.

Once the initial coding was complete, coding was compiled into a SPSS file. Frequency tables were generated to determine areas of priority for more in-depth qualitative analysis:

- Study space and décor
- Access to resources
- Resources/Collections
- Staff
- Services
- Overall satisfaction

Each group member participated in further analysis of priority areas. Upon completion of the analysis, additional areas of interest were examined:

- Values, mandates, strategic directions of Western Libraries
- Library website
- Research and instruction
- Comments about the LibQUAL survey instrument

Comments from each location were collated and additional qualitative analyses for each library location were conducted using the same coding scheme and methodology described above. Frequency tables presented different areas of priority for each location.

As a result of Western Libraries’ recent organizational renewal, a new functional team lens was also applied. For functional team analyses, relevant areas for each functional team were identified and mapped to the aforementioned coding schemes. Once mapped, comments were collated into a file for each core function.

## Findings

The findings of LibQual 2019 are based on the priority areas and areas of interest identified above and are outlined using the three dimensions of library service that LibQual measures: Library as Place (LP), Information Control (IC), and Affect of Service (AS). The findings focus heavily on a qualitative descriptive analysis of comments received but highlight quantitative data when relevant.

### Who responded to LibQual 2019?

LibQual 2019 received 2,327 responses which represents a 39% increase from 2016 and is the highest number of LibQual responses received to date. The majority of respondents were Undergraduates (71.8%), with Science (22%), Social Science (22%) and Health Sciences (14.4%) representing the top three disciplines of respondents.

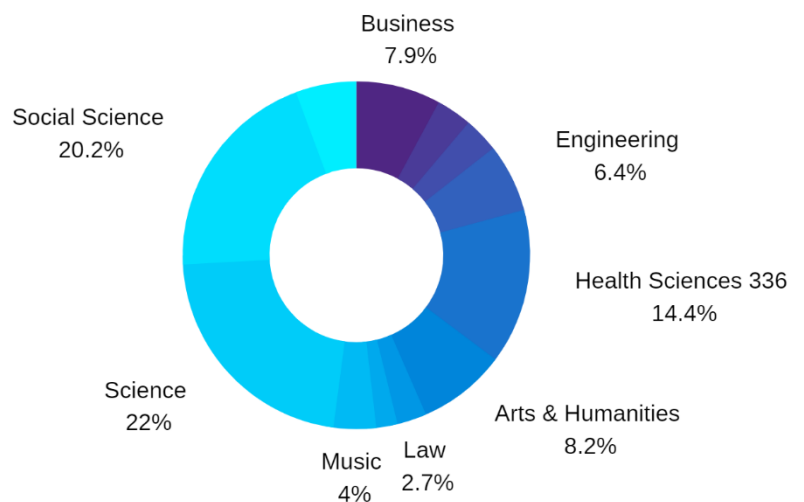
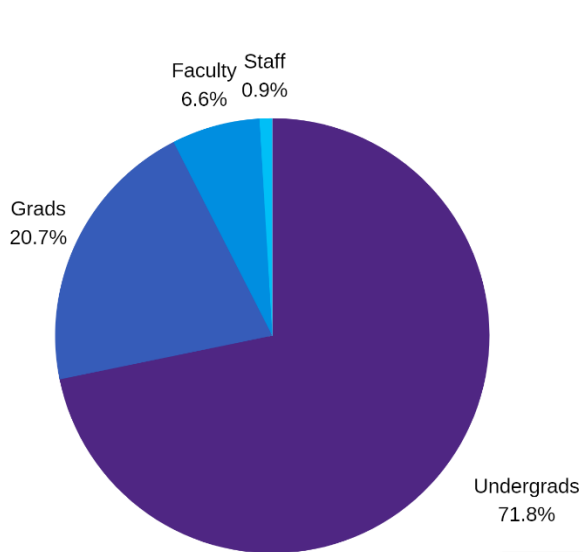


Figure 1. Western status of LibQual 2019 respondents

Figure 2. Disciplinary breakdown of LibQual 2019 respondents

Of the 2,327 responses 829 provided additional comments when asked if there was anything else they would like to share about the libraries.

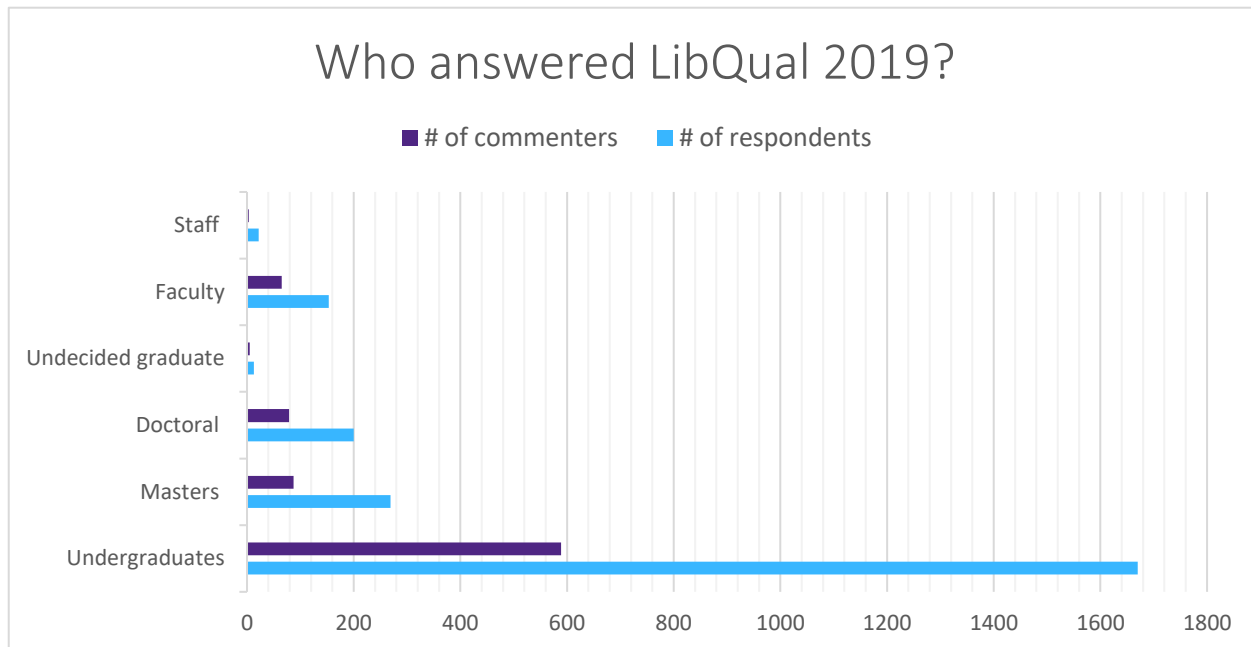


Figure 3. Number of commenters vs. Number of respondents in LibQual 2019

**How did we do?**

Respondents were asked to rank their minimum, desired and perceived levels of service for eight core “when it comes to the library as” questions about library services across the three dimensions of LP, IC, and AS on a scale of 1 to 9.

When looking at scores from the last three iterations of LibQual (2019, 2016, and 2013), Western Libraries experienced small deficits in users’ perceptions on the quality of services provided. Users’ minimum and desired levels of service decreased from 2016-2019 while the perceived level of service remained constant. Users’ expectations fluctuate slightly from year to year, but the actual ranking of services remained consistent.

**6.22** **6.32** **6.47**  
 2019 2016 2013

**MINIMUM**  
 the lowest service level tolerable

**7.62** **7.71** **7.81**  
 2019 2016 2013

**DESIRED**  
 the highest service level users want

**6.87** **6.87** **7.02**  
 2019 2016 2013

**PERCEIVED**  
 how users currently rank our services

Figure 4. Overall rankings of library services from 2019, 2016, and 2013.

The minimum, desired, and perceived rankings allow for the calculation of service adequacy and service superiority gap scores. Service adequacy is an indicator of the extent to which Western Libraries is meeting



the minimum expectations of respondents whereas service superiority demonstrates Western Libraries’ ability to exceed the expectations of respondents. A negative service adequacy gap score indicates respondent’s perceived level of service being rated *below* their minimum level. A positive service superiority gap score indicates respondent’s perceived level of service has been rated *above* desired level of service.

Gap Score	2019	2016	2013
Service Adequacy	0.65	0.55	0.55
Service Superiority	-0.74	-0.85	-0.84

Table 1. Service adequacy and Service superiority gap score means from the past three LibQual surveys.

The trend of maintaining a positive service adequacy gap score continued in 2019, increasing ever so slightly. Western Libraries should celebrate this upward, positive trend as it means the gap between users’ lowest possible level of service tolerated and the level of service actually provided is growing.

On the other end of the spectrum, a negative service superiority remains but it is trending downward, which means that while we are not exceeding users’ desired level of service, the gap between desired and perceived is closing.

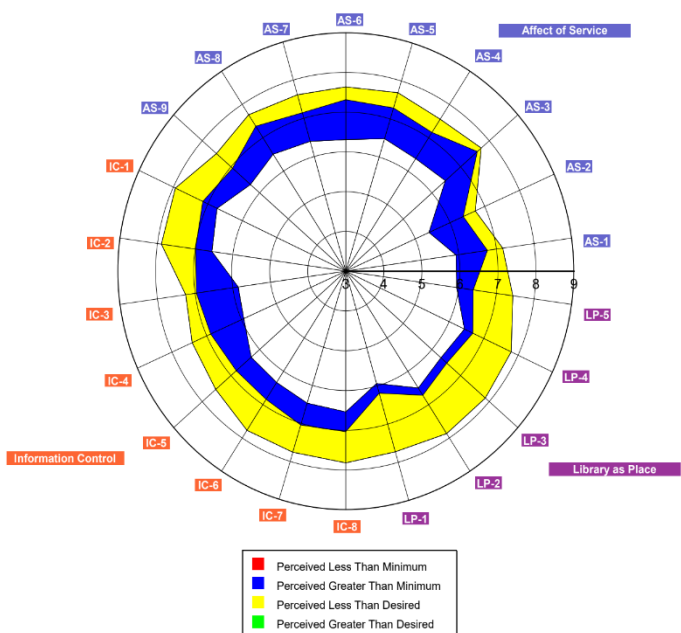


Figure 5. Radar chart of overall service adequacy and service superiority scores for all respondents. Each axis represents a question asked in LibQual. The absence of red and green means we did not perform below minimum expectations or perform above desired expectations. The smooth shape also suggests consistency amongst the data.

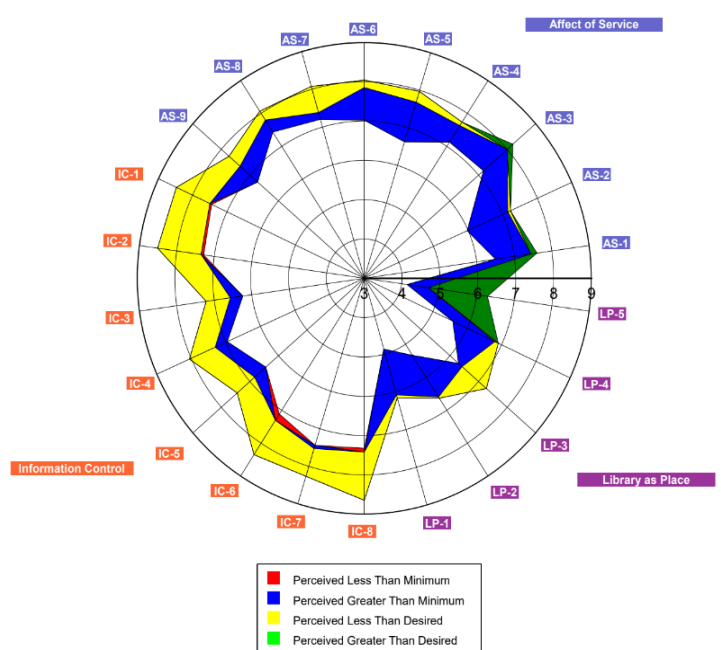


Figure 6. Radar chart of service adequacy and service superiority scores for faculty. Each axis represents a question asked in LibQual. Represents the only area in which Western Libraries’ dipped below minimum service level expectations. The jagged shape depicts variability amongst the data from faculty.

Service adequacy and superiority gap scores were also broken down by user group. Undergraduates and graduates aligned with the overall service adequacy and superiority gap scores which is depicted in Figure 5. Faculty service adequacy scores within the Information Control dimension fell below minimum expectations in the areas of off campus access, library equipment for accessing information, and accessing information without assistance, as highlighted in the red in Figure 6. The circular shape of the radar charts also provides insight into the data received. The smoother the circle, the less variability there was in the data. Figure 5 representing the overall scores presents a fairly smooth shape,

whereas Figure 6 is quite jagged, meaning there was more variability in scores amongst faculty.

While 2019 rankings and gap scores remained fairly consistent from previous LibQual surveys, new themes emerged within the comments presenting new areas of opportunity for Western Libraries.

The following outlines findings from the extensive qualitative analysis conducted of the 829 comments received. Thirty-five percent of respondents elected to provide further commentary on how we are doing which provides Western Libraries which a rich source of user feedback to analyse. The areas of priority for the analysis were based on frequencies of codes applied (See Appendix C).

### Library as Place

Nearly 75% of comments received in this year's iteration of LibQual discussed facilities in some capacity, which represents an increase from previous LibQual surveys. Comments about facilities were centred heavily around the themes of study space and aesthetics of the library environment, a shift from previous LibQual surveys where comments focussed on the need for electrical outlets, cleanliness, and the need for technology (computers, chargers etc.) in the library. These themes were still present in the LibQual 2019 comments, albeit not as prevalent, allowing new themes to emerge.

#### **Finding #1: Tension between space vs. collections.**

A division in the comments about space captures the push and pull between the needs of respondents in regards to our collections versus the needs of users in regards to space. This tension is arising from upcoming Weldon renovations and the shifting of part of the collection to storage. Notably, the opposing sides to this dichotomy fall along the lines of faculty/graduate students versus undergraduates. In particular, graduate students and faculty lament the sacrifices that are made to the collection in favour of more study space for students.

“it feels as though the library has re-positioned itself as a "community center" and not a place for scholarly research.” – *Graduate Student (Doctoral, Science)*

“The focus on making the library a comfortable space for conversation also has the effect of minimizing the academic function of the building, and thus reducing the sense of a research culture. We are now starting to see the effect in published research in my field (English lit) as people working in the discipline simply don't have the comprehensive research skills necessary to do serious work. The transformation from "library" to "digital commons" is obviously not the only cause of this, but it is not helping.”  
– *Faculty (Professor, Arts & Humanities)*

Undergraduates, on the other hand, seem to indicate that this is the direction that they would like to see. In order to meet this need, the library should do more to transform library spaces into ones that are useable, emphasizing the growing need for study space on campus.

“The library has become almost more of a hub than the student centre, so it should have ample space for studying/staying there in long periods of time. Chargers and adapters as well as outlet renovations have been extremely useful.” – *Undergraduate Student (Fifth year and above, Health Sciences)*

**Finding # 2: Desire for more useful study space.**

Study space was heavily discussed in the comments. Undergraduates fervently discussed the need for *more* study space, discussing issues and seeking solutions for space availability and overcrowding, especially during peak periods. The desire for more study space was often accompanied by offering that renovations are the solution to more study space. Graduate students indicated their appreciation for the dedicated study space in Weldon.

“Weldon is too old. Renovation needed, Elevators are old as well. University should invest more money in the main library of the campus. There should be a twitter account that tells you how full each floor is. Like the rec Centre.” – *Undergraduate (Second year, Social Science)*

“Music library would strongly benefit from some renovations for a more inviting and accessible study space for students.” – *Graduate (Doctoral, Music)*

**Finding # 3: Variety of study environments needed but quiet independent study space valued.**

The type of study space desired varied with some individuals mentioning the need for more quiet individual study space while others discussed the need for more collaborative study space; suggesting that there is still a need for a variety of study environments. The desire for quiet study space edged the need for conversation-friendly spaces but both are still valued by respondents. Respondents also expressed frustration about tables intended for group study being used for individual study.

“The library would be a better place to work if there were more cubicles. I constantly arrive at the library and they are all filled up. There are, however, many tables fit for multiple people being used up by one or two people. Putting in more cubicles would greatly improve individual students’ ability to be productive.” – *Undergraduate (Third Year, Information and Media Studies)*

“The Law Library would benefit from better private study areas. The main floor is noisy. The private carrels are available in the stacks, but the lighting and air quality on those two floors could be improved. Study space becomes a premium, especially when non-law students take it.” – *Undergraduate (Fifth year and above, Law)*

**Finding # 4: Users want more bookable study spaces and want to know how to book them.**

The need for bookable study space also stood out in the comments amongst undergraduates with some citing frustration at the appearance of empty study rooms in Weldon (reference to the assigned graduate study rooms on Weldon’s upper-levels). Others note the lack of meeting space for group work on campus and see the library having a role in fulfilling that need. Many show a lack of awareness of room booking policies or suggest changes to policy to make them more user-friendly.

“It's very frustrating that despite the fact that all the floors are clearly marked, I find myself having to ask other students to keep quiet 90% of the time. I study exclusively on the 5th floor which is deemed silent, and I have had to ask several students to stop listening to loud music, stop talking, ect.

I have asked about private study space before but was told those rooms were reserved for grad students. Most of the rooms I walk by are empty. I feel at least some of them should be available to all students on

a first come, first served basis. Limiting them to grad students and the like who aren't even utilizing them is a waste of a resource others need.” – *Undergraduate (First Year, Arts & Humanities)*

“the libraries should have more space that can be used for group work with regular talking, it would be nice if there were more rooms that could be booked and limits on booking them” – *Undergraduate (Third Year, Engineering)*

“This collaborative rooms usually fill very fast and generally I need more than 2 hours in a room” – *Undergraduate, (Second Year, Social Science)*

#### **Finding # 5: The quality of light is important to the experience of studying in the library.**

Just over one third of comments about facilities discussed the aesthetics of library spaces. The quality of lighting in library spaces was a concern whether it be the desire for more natural light, the lack of quality in artificial lighting, or maintenance issues with some of the cubicle lighting.

“It would be nice if Weldon library was more bright and inviting.” – *Undergraduate (Third Year, Social Science)*

“Many of the cubicles in Taylor library have non functioning lights, which makes it hard for students to find a good place to study. It would be great if those lights were fixed.” – *Undergraduate (Second Year, Science)*

#### **Finding # 6: Weldon is not an inspiring place to study and work.**

Not surprisingly, Weldon featured heavily in the comments about space with respondents describing the building’s interior as dark, depressing, and prison-like.

“Weldon is the saddest library ever. Library's should have more natural light and bright, open spaces. Maybe add plants or something? Weldon feels like a prison with the concrete walls. More individual study cubicles should be available on campus.” – *Undergraduate (Fourth-Year, Health Sciences)*

“Weldon needs to be renovated. Your surroundings affects your productivity, and it is quiet drab to be in. The atmosphere does not promote productivity. Also it is often difficult to find a place to study--needs more desks but also cannot be crowded. The cubicles reminds me of a prison, they are ugly. It must be modernized, and have more natural light. Ones surroundings greatly affects their mood and ability to study. As one of the main western buildings, it fails to demonstrate the Beauty that western exudes.” – *Undergraduate (First Year, Health Sciences)*

#### **Finding # 7: The aesthetics of library space affects student mood and productivity.**

There was also an increased awareness of the negative effects of library space on productivity, and overall mood, suggesting a possible link between space aesthetics and wellness.

“Would prefer a more inspiring and encouraging environment.” – *Undergraduate (First Year, Science)*

““There are not enough outlets available at many of the libraries on campus, mainly weldon.

The lighting in some areas of weldon becomes depressing during the afternoon/overnight and is really demotivating.” – *Undergraduate (Third Year, Science)*

LibQual provides the opportunity to customize the survey by selecting five local questions that are specific to our institution. With upcoming Weldon renovations, the UX Group, in consultation with the Senior Leadership Team, decided to focus four out of five questions on the library as place dimension.

When it comes to the library as...	Minimum Mean	Desired Mean	Perceived Mean
A place for reflection and creativity	5.63	7.02	6.00
Library space for small group collaborative-work using technology	6.00	7.42	6.28
The library as a community hub on campus	5.42	6.80	6.48
The library providing space with technology that supports creativity	5.66	6.91	6.21

Table 2. Scores for local questions about space.

Aligning with themes emerging from the qualitative analysis, the quantitative scores for the local space-related questions show that while we are meeting the minimum needs of users when it comes to inspiring spaces, space for collaborative work, technology-enabled spaces, and the library as a community hub, we still have work to do to close the gap between the perceived level and desired level of service (see Table 2).

Many comments mentioned their excitement and/or the necessity for renovations at Weldon, with some citing that they hope upcoming renovations will address their concerns.

### Recommendations for Library as Place

- Once the final plan for Weldon renovations is available, communicate widely with campus, focusing on how the plan addresses study space issues, collections, changes to building aesthetics, lighting improvements etc. (See Findings 1-7)
- Investigate ways to increase study space without the need for extensive renovations. (See Finding # 2 and # 3)
- Increase awareness of specialized spaces (Graduate study space, collaborative space, bookable space quiet space) (See Finding #2 and Finding #3)
- Explore use of large tables and investigate ways allocate them for group study or ways to ensure maximum occupancy. (See Finding # 3)
- Consider a learning zone reconfiguration to address noise complaints and maximize the request for quiet study space (See Finding # 3)
- Review bookable rooms and booking policy to address concerns around length of booking and who can book them (See Finding # 4)
- Implement a workflow for checking functionality of built-in cubicle lights. (See Finding # 5)
- Consider creative, short-term solutions for enhancing library environments (plants, loanable lights, artwork) (See Finding #5 and 6)
- Consider feedback in Weldon renovations, particularly feedback about types of study spaces, décor and aesthetics. (See Finding # 6)
- Investigate the current effects of space on mental health and wellness. (See Finding # 6 and # 7)

## Information Control

The Information Control dimension asks questions about the quality of resources, collections, and access. The library's website is also included under the umbrella of information control.

### RESOURCES AND COLLECTIONS

Comments about resources and collections were similar to those expressed in LibQual 2013 and 2016, although there were fewer comments praising the excellence of library resources. Overall, respondents seemed satisfied, but were not as effusive as in 2016.

#### **Finding # 1: Users recognize the strength of Western Libraries' collections and value the ability to submit purchase requests.**

Respondents were appreciative of the breadth and quality of collections offered by Western Libraries and the recommend a purchase service.

"The library has more offerings than my home university. I'm very excited to use the many databases and other gems." – *Graduate Student (Master's, Business)*

"I am grateful for the access to Science Journals through the library websites." – *Undergraduate Student (Third Year, Science)*

"I enjoy using the online resource provided by UWO libraries, which are professional and helpful for my research and courses." – *Graduate Student (Master's, Education)*

"Having recommended purchases fulfilled is a huge part of the library's value for doctoral students who need to stay up with the most current research!" – *Graduate Student (Doctoral, Arts & Humanities)*

#### **Finding # 2: Users do not have good experiences with e-book access.**

A significant number of respondents expressed reservations about library resources, and in particular, reported deficiencies with e-books, describing them as difficult to access and unusable. Respondents also described a desire for consistency in access across e-book platforms.

"I quite often find that UWO does not have the books that I require. The RACER ILL service, however, is excellent and makes up for that. I would also note that many of the online book reader applications are so bad that they're unusable. Until they improve, non-digital books are preferable (or just let me download the entire thing as a pdf that is searchable and indexed)." – *Graduate Student (Master's, Arts & Humanities)*

"Some of the library's e-books are almost impossible to access. I keep being told that I need to download special software and the e-books are often only available for a limited duration or you can only access part of them. Duke UP's e-books are a genius example of ones that are incredibly user friendly. There are versions that are absolutely not user-friendly and they impede my access to those sources." – *Faculty (Associate Professor, Arts & Humanities)*

**Finding # 3: Users are concerned about collection reductions.**

Several respondents also expressed concern with general reductions in both physical and online collections.

“Please do not get rid of all the books- they are necessary for history students’ research!”  
– *Undergraduate Student (Fourth Year, Social Science)*

“The reduction of resources in my field of study due to budget cuts / exchange rate issues has been a repeated issue for me over the last year.” – *Graduate Student (Doctoral, Social Science)*

**Finding # 4: The tension between digital vs. print resources lives on.**

Divisions regarding the access of traditional print collections and the move towards more electronic resources also emerged. Further analysis could be done to determine if divisions fall along any status/disciplinary lines. For example, a division is evident amongst faculty members from different disciplines:

“I fear the increasing digital-tech-focus of libraries caters to delivering simple answers to simplistic questions” – *Faculty (Other Academic Status, Music)*

“For me the library is all about support for research, and I am principally interested in the collection and in electronic access to material that is relevant to my (and my students’) work. In this area there has been an unfortunate decline.” – *Faculty (Professor, Arts & Humanities)*

**Finding # 5: Access to course textbooks is appreciated.**

A number of respondents also noted an appreciation of, and increased need for access to course textbooks in the libraries, although these comments were not as prevalent as in previous LibQual surveys.

**ACCESS**

The number of access comments from undergraduates increased from 11% in LibQual 2016 to 43% in LibQual 2019 .

**Finding #6: Accessing online resources is seen as necessary but inconvenient, especially RACER.**

Undergraduates are generally happy about the number of resources they can access online, but describe the process of accessing articles, particularly off-campus, as inconvenient, inconsistent, difficult to quickly access, and confusing. Graduate students and faculty also spoke about the inconvenience of accessing online resources, albeit not to the same degree. They focussed more clearly on their subject areas of interests, wishing for access to more resources in their area regardless of format, and emphasizing the importance of more natural interlibrary loan integration into the system.

“Having moved from the Tri-Universities Group system, I have been impressed with the integration of the UWO online services. However, I would prefer the library focus on better integrating RACER/ILL into the service ecosystem, and making the Map and Data Centre more accessible for research use and searchable online.” – *Graduate Student (Master’s, Social Science)*



**Finding # 7: Current methods for both physical and online access are not user-friendly.**

Where negative in sentiment, comments discussed the difficult nature of online access, and described the need for more user-friendly options. Summon and the catalogue were frequently described as hard to navigate, too onerous (aka too many steps involved), misleading (holding information says there is access but there is not), and prohibitive.

“There are also too many re-routes between webpages, making it difficult, and sometimes impossible, to access articles. The library system was better, easier to access, and less of a hassle when I was in undergrad. In the last few years, since I have been in grad school (I did a Master’s and am now doing a PhD), the system has become worse.” – *Graduate Student (Doctoral, Health Sciences)*

There were also a number of comments that pointed out that access is not instinctive and that it often requires some instruction from a faculty member, library staff, or peer to figure out how to access the resources needed.

“I am extremely impressed with the library services at Western. My only critique is that there is a slight learning curve to using the resources, as they are not designed for intuitive use.”  
– *Graduate Student (Doctoral, Engineering)*

“Online resources are readily accessible, however, I would not know how to access these resources if it wasn’t for my professors. The library did not provide me with information on navigating the libraries resources, like my professors did.” – *Undergraduate (First Year, Science)*

When it comes to access to physical collections, respondents described finding resources in the library as difficult. The process of accessing journals in storage was also described as onerous on multiple occasions, with users specifically mentioning the number of steps involved, and the uncertainty of whether or not the request would go through.

“The music library staff are kind and helpful, and I’m generally very satisfied with their service! I often find it difficult to locate materials in the music library, and at times the online catalogue can be just as, if not more confusing.” – *Undergraduate (First Year, Music)*

“Weldon is hard to navigate if you don’t ask the librarians for help. They are very helpful once you do, but it’s not all that easy for students to understand information access on their own.”  
– *Graduate (Master’s, Information and Media Studies)*

“Physical journals are often difficult to get access to after they have been moved to storage (often cannot simply request to borrow as they claim to be both in storage and not requestable /In-Library Use Only)” – *Graduate (Master’s, Music)*

**Finding # 8: It’s not all bad. Access is difficult but users praise staff and service.**

Despite several comments about the difficulty of accessing resources, the majority of access comments were usually accompanied by praise of the library staff or services we provide.

“I seem to encounter a lot of dead links. They are attended to within a day or so after I report them. Less frequently do I encounter missing journals/holdings, but that still happens. Some of my best interactions on campus happen with the librarians. You have great, knowledgeable kind and helpful people working at the libraries on campus.” – *Faculty (Associate Professor, Arts & Humanities)*



## LIBRARY WEBSITE

By and large when survey respondents referred to “the library website” they were referring more specifically to the Sierra OPAC and to the Summon discovery layer. However, there were a few comments that referred to the browsing experience of the website itself and its contents.

### **Finding # 9: Users want more self-serve tools on the web.**

One graduate student commented that “web services are easy to navigate to but hard to bookmark” while another complained that “the website needs to be more user friendly and easier to navigate.” Users also mentioned the need for how-to videos strategically placed throughout the website:

“Interactive OR video tutorials/tours of individual tools on the site (book/text lookup and borrowing, OverDrive, database tips, clinical tools your) would be of great benefit. If these already exist, they may need to be better advertised or more clearly/boldly marked online.” – *Undergraduate Student (Fourth Year, Medicine & Dentistry)*

### **Recommendations for Information Control:**

- Continue advocating for robust funding of library resources, both print and online to meet the diverse resource needs of the Western community (See Finding #1 and Finding #3)
- Consider increased acquisition of DRM-free e-books to address access issues with e-books (See Finding #2)
- Investigate issues related to usability of e-book platforms (See Finding # 2)
- Explore whether additional documentation is available from some of our product suppliers about their products and make this available to users at point of need. (See Finding #2)
- Consider increased acquisition of course textbooks to meet student needs (See Finding #5)
- Assess how users feel about new direct integration of RACER in Omni to see if the process has become easier. When the Omni Fulfillment Network goes live, assess process of requesting books through the network and evaluate how the new service affects RACER (See Finding # 6)
- Assess if Omni has addressed usability and access issues with Summon/the catalogue. Conduct user
  - research on how users access resources through Omni. (See Finding # 6 and 7)
- Examine online videos and how-tos for opportunities to increase the availability of user self-help tools specifically related to accessing resources online. (See Finding #9)

## Affect of Service

The affect of service dimension measures users’ perceptions of interactions with service providers. The analysis team also captured comments about existing and potential services, and research and instruction. Satisfaction ratings are also included here.

## STAFF EFFECTIVENESS AND FRIENDLINESS

### **Finding # 1: Users overwhelmingly praise staff for service excellence.**

The great majority of comments about staff were positive in nature, praising the libraries generically across all locations. Staff at all locations received specific praise from users in the comments, with Music Library users being particularly vociferous, offering gratitude for the efficiency of service and the friendliness of Music Library staff. A few staff members from various areas across Western Libraries were named for excellence in service. These acknowledgements have been passed on to the individuals mentioned.

The following adjectives were used to describe Western Libraries staff: knowledgeable, patient, approachable, prompt, polite, helpful, friendly, willing to help, very nice, good, competent, professional, kind, invested, eager, pleasant, courteous, generous, gracious, dedicated, fantastic, cooperative, supportive, skillful, important, excellent, amazing, and accommodating.

“Whenever I have contacted a librarian personally or by email they have been really helpful and friendly. The staff are wonderful.” – *Undergraduate Student (Fifth Year and Above, Social Science)*

“I have loved my experience with the music library, especially how personal the service is, and how knowledgeable the staff are.” – *Graduate Student (Doctoral, Music)*

“[O]ur staff are awesome! [I]t is essential to have that personal service available--no other form of information can replace this.” – *Faculty (Professor, Music)*

Overall, comments about staff are trending upwards, with 91% of comments about staff offering praise and appreciations, an increase of 7% from LibQual 2013.

**Finding # 2: Western Libraries’ staff record is not 100%. Users occasionally have unfavourable interactions with staff.**

Far fewer respondents mentioned negative perceptions of the library staff. When present, negative sentiments were usually associated with a particular library location and often suggested a relationship between the environment and aesthetics to the level of service provided by staff.

“I do wish the staff was more friendly and I hope the library encourages less toxic learning spaces.” – *Undergraduate Student (Second Year, Social Science)*

“The workers at Taylor have always been very personable and friendly. Weldon not so much - I think this is due to the aesthetic of Weldon itself.” – *Undergraduate Student (Fifth Year and Above, Health Sciences)*

**Finding # 3: Users want more staff present in library locations.**

There was also a desire that more staff be available and present in the libraries, with some comments stating that there are too few staff available. In some cases, respondents mentioned the lack of visibility of the staff and/or their “non-existence.”

“You folks are terrific but there need to be MORE of you and the university needs to commit serious money to actually hiring PEOPLE and making those people visible and part of working libraries. Students have no concept of how crucial the librarians' tasks are! HIRE MORE PEOPLE and PUT THEM IN THE COMMUNITY.” – *Faculty (Professor, Information & Media Studies)*

**Finding # 4: Users value access to subject expertise, especially in the professional libraries.**

A few respondents noted a change to library service models. Respondents noted the change to the availability of subject expertise at both the Music and Law libraries.

“It sometimes seems that our most knowledgeable and expert staff are not available and that there are less-expert staff on duty. Young undergraduates struggle to find the resources that they have been asked to find. These are the teachable moments for our expert staff and adds incalculable value to our music library and to the undergraduate student experience.” – *Faculty (Lecturer, Music)*

“I think it could be helpful to employ people who have more knowledge of the smaller faculties and can help students.” – *Undergraduate (Third Year, Information & Media Studies)*

“People on the service desk in a law library should be trained law librarians. This is not currently Western practice. Other Canadian law schools have trained law librarians on the desk in their law libraries.” – *Graduate (Doctoral, Law)*

**SERVICES**

Comments were coded under the Services category if they mentioned specific existing or potential services or service policies. Over one third of service comments were about how satisfied respondents were with the services we are providing.

“I greatly appreciate and like the library services at western university. The staff is always very helpful and friendly. Also, the resources are very well managed. The repository of literatures is very great. And the request item option is so good where I can just pick up the literature from the counter. The ask librarian chat is very useful to me, I use it very often to find literatures.”  
– *Graduate (Masters, Engineering)*

**Finding # 5: Users appreciate mental health programming in the libraries.**

A few comments mentioned their appreciation for mental health and wellness programming at the Taylor Library.

“I love the libraries on campus. I’d love to see more comfy areas for quiet studying like mustang lounge. Also more mental health activities (Taylor has been really good with that sort of stuff this year)”  
– *Undergraduate (Fifth Year, Science)*

**Finding # 6: Users view noise enforcement as a service the library should provide or at the very least, as an issue that deserves Western Libraries’ attention.**

Many respondents would like noise enforcement to occur more formally and see that as a service that the library could provide in some capacity. Some respondents see space configuration playing a role in solving noise issues, while others recognize strategies taken (e.g. earplug availability) but say more must be done. Space configuration is also offered as a cause of noise problems.

“I love the silent floors. One recommendation I have is for staff to hourly walk through the silent floors and tell off students who are talking. It is not fair to others. This is the only silent space so a bit of

monitoring would go a long way for those of us who rely on this space.” – *Undergraduate (First Year, Medicine & Dentistry)*

“The Business library is WAY TOO LOUD!!!! its a great place, but I can never get any work done because there is so much noise [the ear plugs are appreciated, but not sufficient]” – *Graduate (Masters, Business)*

“Currently there is not enough quiet study spaces with open tables. Additionally, there is often a failure to enforce quiet policy, which may stem from a lack of intermediate or collaborate study spaces. I would love more tables for quiet studying in open areas with windows.” – *Undergraduate (Fourth Year, Science)*

#### **Finding # 7: Circulation and borrowing policies are not conducive for users that commute to campus.**

Respondents also pointed out problems with circulation policies, like the effect of fine blocks on borrowing, unclear and insufficient recall policies, and how to comply with library policies when commuting to campus from a distance.

“The library should be clear that books can be recalled at any time... Something I wasn't aware of for the first two years... Students like myself who are struggling financially are not always able to stay on campus during the summertime.... Making it difficult to complete comprehensive exams since we will not have access to books that we need... and then if we decide to check out books to bring with us then we risk having to pay a substantial amount of money to ship them back to western. There has to be some sort of solution to this issue. Not everyone who goes to Western has money or comes from money.” -

### **RESEARCH AND INSTRUCTION**

This category captured comments made by respondents in regards to their experiences with research and instruction interactions, consultations, or sessions.

#### **Finding # 8: Users love the Ask a Librarian chat service.**

In this section, respondents overwhelmingly praised the Ask a Librarian virtual reference chat service (although one user noted that it can be busy at times). One undergraduate student noted:

“I love all the digital services that allow you to connect with librarians and resources even when you aren't on campus.” – *Undergraduate Student (Third Year), Information & Media Studies.*

#### **Finding #9: Contacting the library via email is not always a pleasant experience for users.**

The triaging of user questions and requests via the [library@uwo.ca](mailto:library@uwo.ca) email, a new initiative since the last time the LibQual survey was conducted, was not universally accepted. For example, one respondent explained:

“Getting help with research and literature reviews is also not great anymore. Having to fill out the request [f]orm is silly, versus being able to contact the person you choose. The forms are also not accurate. As doctoral students, we need help completing research reviews for our comprehensive exams, and there is no proper option when choosing which form to fill out. That was an unnecessary stressor for me. It is also stupid. Why? Because to maintain academic rigour, you need to see the same

librarian every time. You cannot do a search with one person and then change to another - unless there is an extenuating circumstance.” – *Graduate Student (Doctoral), Health Sciences*

**Finding # 10: Users appreciate in-person help but desire more awareness of in-person services.**

Responses about in-person help mirrored comments in other responses in the survey, particularly the comments about staff. Largely, the in-library staff were praised, but there was a noted need for more staff who were able to help, particularly when it comes to writing support. Some users service model changes where the most appropriate person in the mind of users were not available onsite. One graduate student noted that the library should better advertise its services that it offers onsite at libraries.

“There should be more information about the services offered by the library.” – *Graduate Student (Doctoral, Education)*

**Finding # 11: Users say they want more in-person interactions with library staff.**

Generally, respondents found instructional classes, workshops, and sessions to be informative and of good quality. They particularly appreciated the ability to sit with library staff for an extended amount of time.

“Librarian services for research and using databases is very helpful! Nice to have 1.5 hours to sit down and really learn from the librarian. In my experiences with the librarian in one of these sessions, they were always very prepared, and had done work ahead of our meeting time to make most use of our time.” – *Graduate Student (Master’s, Education)*

Respondents did mention they wish there were more workshops, in-class instruction sessions, and opportunities for individual consultations.

**SATISFACTION**

This category was intended to capture unfocused praise and/or criticism; however, most of the comments captured here were all positive in nature offering sentiments like “good job”, “keep up the good work” etc.

**Finding # 12: Generally, users are satisfied with library services.**

A lot of comments captured under this category described general satisfaction with the service, collections, and staff while also mentioning dissatisfaction with library space. While it is hard to determine specific recommendations from these generic comments, it is still worth mentioning them as almost 25% of comments fell into this category. Western Libraries should celebrate success in satisfying the needs of respondents.

“Using the libraries has been my far the greatest resource of my 2 years! Will definitely keep recommending and using the libraries!” – *Undergraduate (Second Year, Health Sciences)*

LibQual also asks respondents to rate their satisfaction level on a scale of one to nine through three standardized questions. Everyone was asked to indicate their satisfaction by ranking the overall quality of service provided. Overall, Western Libraries services were ranked with an 81% average general satisfaction rating, which is consistent with satisfaction rates from LibQual 2016 (80.7%) and LibQual 2013 (81.8%).

Question	Mean (scale 1-9)	Standard Deviation	# of respondents
In general, I am satisfied with the way in which I am treated at the library.	7.55	1.42	1195
In general, I am satisfied with library support for my learning, research, and/or teaching needs.	7.13	1.51	1132
<b>How would you rate the overall quality of service provided by the library?</b>	<b>7.29</b>	<b>1.31</b>	<b>2327</b>

Table 3. Scores for satisfaction from LibQual 2019.

**Recommendations for Affect of Service:**

- Celebrate staff excellence in service provision as well as 81% general satisfaction rate (See Finding # 1 and # 12)
- Consider customer service training to promote positive interactions with users (See Finding # 2)
- Assess new service model to see if it is meeting the in-person help needs of users (See Findings # 3, 4, and 11)
- Conduct further investigation of the campus communities’ perceptions of the new organizational structure and service models of Western Libraries. (See Findings # 3, 4 and 11)
- Consider, promote, and support professional development opportunities for staff to increase their knowledge base (See Finding #4 and Finding #11)
- Explore the need for mental health programming in all library spaces (See Finding # 5)
- Investigate ways to address noise issues in study spaces (learning zone reconfigurations, signage, and awareness) (See Finding # 6)
- Assess effect of Collaborative Futures share polices on user experience, especially those who commute to campus (See Finding # 7)
- Continue to resource the successful Ask a Librarian chat service (See Finding #8)
- Strike a cross-functional team to evaluate LibAnswers, particularly referral and follow-up processes. (See Finding # 9)
- Develop some promotional material (physical or online) about unique library services at each location. (See Finding # 10)
- Assess and monitor in-person services like consultations and reference questions at services desks (See Finding # 11)

**Feedback about LibQual Survey Instrument**

Several respondents commented on the nature of the survey itself. Most of the complaints about the survey had to do with the categories of “minimal,” “desired,” and “perceived” and how these were defined. Participants noted that these categories were “hard to distinguish,” “the same for me,” and “not intuitive.” This confusion with the categories could affect the reliability of the data collected.

“The first 9 questions were very confusing to answer! If you want accurate results, make it less

complicated. I wasn't entirely sure what I was answering." – *Undergraduate (First Year, Social Science)*

One respondent questioned their ability to rate their experience of the library on a numerical scale while others wished they had more ability to provide more detail to their responses by noting which libraries were relevant to their opinions. For example, affiliate colleges or resource centres are not listed when respondents are asked to select the library they use most often. One user also wished the survey was able to collect more data on demographics. This particular respondent was an undergraduate student in two programs. He felt that the survey was unable to capture the complexity of his Western experience.

#### Recommendations:

- Examine the use of LibQual as the primary instrument that Western Libraries uses to gather large-scale feedback about services from users
- If LibQual is used in the future, provide additional documentation or instructions that provide clarity around LibQual's standardized language to ensure validity of results and optimize respondent experience.

#### Next Steps

The LibQual Coding and Analysis Team will be hosting a lunch and learn on Wednesday, March 25<sup>th</sup> for staff to engage in conversations around the findings and recommendations of the report. At the session, staff can ask any questions they have about the LibQual 2019 session. The ultimate purpose of the session is to begin creating action plans for engaging with the LibQual 2019 results, discuss which recommendations are already in motion, ask questions that still need addressing, and start thinking of ways that Western Libraries can let users know their opinion does count.

Data collected in LibQual 2019 is available as a resource as Western Libraries continues to design and develop new user-centred services.

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Appendix A

***LibQUAL 2019 Core Questions***

**Affect of Service**

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

**Information Control**

- [IC-1] Making electronic 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**

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

***Local Questions***



A place for reflection and creativity

Library space for small group collaborative-work using technology

Providing me with information allowing me to work in my own way

The library as a community hub on campus

The library providing space with technology that supports creativity

***General Satisfaction Questions***

In general, I am satisfied with the way in which I am treated at the library

In general, I am satisfied with library support for my learning, research, and/or teaching needs.

How would you rate the overall quality of the service provided by the library?

***Information Literacy Outcomes 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 works.

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.

***Library Use Summary***

*(Resource use reported by frequency: Daily, Weekly, Monthly, Quarterly, or Never)*

How often do you use resources on library premises?

How often do you access library resources through a library Web page?

How often do you use Yahoo™, Google™, or non-library gateways for information?

Appendix B

**LibQual 2019 Coding and Data Analysis Process**

Members of this group will perform a deductive coding exercise. The deductive coding method involves using a developed coding schema (see below).

In the initial pass through, assign as many codes required to describe a comment. Use the note field to describe coding decisions where necessary. Use “parent” codes when there are no applicable or when “child” codes are unclear. Remember to code the comment, not the solution for the issues/problems posed in the comments.

**Coding Scheme**

<b>Descriptor</b>	<b>Code</b>
<b>Access</b> (use for any comments mentioning the user experience of access to resources, anything about access regardless of format e.g. e-books are difficult to use, search works badly)	<b>Ac</b>
<b>Remote Storage</b> (anything mentioning storage)	<b>Rs</b>
<b>Accessibility</b> (e.g accommodation issues, facilities issues, service issues)	<b>A1</b>
<b>Resources</b> (use for comments about the library collection of scholarly resources, if respondents ask if we have something)	<b>Re</b>
<b>Resources – online</b>	<b>Re1</b>
<b>Resources – print</b>	<b>Re2</b>
<b>Technology</b> –(anything lendable or potentially lendable, tech you can take with you)	<b>Te</b>
<b>Website</b> (mention of the website or social media; online search goes in Access)	<b>We</b>
<b>Services</b> (mention of specific services or service policies, any policies e.g. ILL/RACER, circulation.)	<b>Se</b>
<b>Research / Instruction</b> (Online and onsite consultation with students/teachers/researchers)	<b>Ri</b>
<b>Research – online help</b> (e.g. chat, email)	<b>Ri1</b>
<b>Research – onsite help</b>	<b>Ri2</b>
<b>Research – classes , workshops, sessions</b>	<b>Ri3</b>
<b>Staff</b>	<b>St</b>

<b>Descriptor</b>	<b>Code</b>
<b>Staff- Friendliness</b> (specific mention of affect of service)	<b>St1</b>
<b>Staff- Effectiveness</b> (were staff able to answer questions / help patron. General “staff are great” comments can go here)	<b>St2</b>
<b>Facilities</b>	<b>Fa</b>
<b>Facilities – work/study Space</b>	<b>Fa1</b>
<b>Facilities – noise</b>	<b>Fa2</b>
<b>Facilities – computers / technology</b> (computing technology that we provide, software provided by the library, use in the library)	<b>Fa3</b>
<b>Facilities-décor</b> (ambience, aesthetics, light)	<b>Fa5</b>
<b>Facilities-temperature</b> (includes air quality)	<b>Fa6</b>
<b>Facilities-hours</b>	<b>Fa7</b>
<b>Facilities – food</b>	<b>Fa8</b>
<b>Facilities-cleanliness</b>	<b>Fa9</b>
<b>Facilities – electrical outlets</b>	<b>Fa10</b>
<b>Facilities- security</b>	<b>Fa11</b>
<b>Satisfaction –</b> (unfocused praise or criticism)	<b>Sa</b>
<b>Communications</b> (use when speaking about library communications/marketing)	<b>Co</b>
<b>Survey</b>	<b>Su</b>
<b>Library Mandates , values, strategic directions</b> (e.g. ORI comments,)	<b>Lm</b>
<b>Affiliates</b>	<b>Af</b>
<b>Graduate Resource Library</b>	<b>Gr</b>
<b>No code applicable</b>	<b>N/A</b>

Appendix C- Frequencies of codes applied

Code	Frequency	Percentage
Access	92	11.0
Affiliates	23	2.8
Communications	24	2.9
Facilities: cleanliness	35	4.2
Facilities: computers/technology	29	3.5
Facilities: décor	112	13.5
Facilities: electrical outlets	32	3.9
Facilities: food	18	2.2
Facilities: general	45	5.4
Facilities: hours	27	3.3
Facilities: noise	73	8.8
Facilities: security	7	0.8
Facilities: temperature	10	1.2
Facilities: work/study space	237	28.6
Graduate Resource Library	8	1.0
Lendable technology	11	1.3
Library Mandate	22	2.7
Remote Storage	9	1.1
Research/Instruction	20	2.4
Research/Instruction: online help	16	1.9
Research/Instruction: onsite help	19	2.3
Resources general	53	6.4
Resources online	68	8.2
Resources print	40	4.8
Satisfaction	198	23.9
Services	113	13.6
Staff: effectiveness	108	13.0
Staff: friendliness	49	5.9
Staff: general	25	3.0
Survey	22	2.7
Website	15	1.8

Total Facilities	Percentage Facilities
625	75.39%
Total Staff	Percentage Staff
182	21.95%