

# LibQual+® 2013 Report

Dalhousie University Libraries

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## Table of Contents

Executive Summary.....	2
1. Survey Administration.....	3
2. Response Rate and Representativeness .....	5
3. Methodology.....	6
4. Analysis of Results .....	7
4.1 General Satisfaction.....	7
4.2 Information Literacy Outcomes.....	8
4.3 Library Use .....	8
4.4 Core Questions – Zones of Tolerance with Adequacy Means .....	9
4.5 Longitudinal Analysis for AS-2, IC-2, IC-3, and Library as Place .....	20
4.6 Additional Analysis for IC-2 .....	21
4.7 Local Questions .....	23
5. Summary of Recommendations.....	27
Appendix A – Core Questions List.....	29
Appendix B - Comments Analysis .....	30

## Executive Summary

This report provides analyses further to those supplied in the LibQual 2013 Notebook<sup>1</sup>, which will enable library staff to better understand user perceptions related to Affect of Service, Information Control, Library as Place, Information Literacy Outcomes, and General Satisfaction. We differentiated responses by user group and discipline in order to ascertain areas of high and low user expectations and areas where we are not meeting our users' minimum expectations. This year was a banner year for LibQual with respondent numbers tripling our previously most successful year (2007). This increase in respondent numbers allowed us to analyze responses by more user groups. In addition to the respondent group analysis, we compared some of the data longitudinally against our LibQual survey results from 2005, 2007, and 2010.

General Satisfaction continues to increase, as do most of the Information Literacy Outcomes. This year, we chose an additional Information Literacy question as a local question: "library orientations/instruction sessions". Response data for this question also shows high satisfaction levels for most respondent groups, but low expectations as well.

Responses to the Core Questions (listed in Appendix A) help us to determine "actionables" – questions for which respondents' perceived scores fall below their minimum expectations. Some of these actionables also received very high desired scores and therefore indicate priorities for action.

Many of the actionables identified in this report fall within the dimension **Library as Place (LP)**. This is consistent with results from each of the previous LibQual surveys. Longitudinally, one trend was discerned: a modest, steady improvement in adequacy for the Kellogg for LP-2 (quiet space).

In 2013, we are not meeting the minimum expectations for the following respondent groups:

- LP-1 (space that inspires): Undergraduates (beyond first year), and students in Architecture & Planning and Engineering, Arts and Social Sciences, Health Sciences, Management, and Science, and Killam and Sexton users
- LP-2 (quiet space): Undergraduates (beyond first year), and students in Arts and Social Sciences, Management, and Science, and Killam and Sexton users
- LP-3 (comfortable and inviting): Undergraduates (beyond first year), and students in Arts and Social Sciences, Health Sciences, and Management, and Sexton users
- LP-4 (a getaway): Undergraduates (beyond first year), Faculty, and students in Architecture & Planning and Engineering, and Law and Sexton users
- LP-5 (community space): students in Architecture & Planning and Engineering, and Management (We are exceeding the Faculty's desired expectations in this area.)
- Two local questions revealed that library hours are meeting minimum expectations for all except Law library users, and help with IT problems is not adequate for Sexton library users.

We have several actionables in the dimension of **Information Control (IC)**, most of which concern Faculty. A longitudinal downward trend in expectations was discovered for IC-3 (printed library materials). Additional analysis was performed for IC-2 (library web site) that can be further used by the web team to ascertain which groups have the highest percentage of very dissatisfied users who are also very heavy users of the web site. Doctoral students, MacRae users and Faculty have the highest percentage of respondents who were very dissatisfied with the web site.

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<sup>1</sup> Located at S:\Library\Share\Assessment\LibQUAL+\2013\Report\Results\_Notebook\_2013.pdf

We are not meeting the minimum expectations for the following respondent groups:

- IC-1 (electronic resources accessible from home/office): MacRae users, Faculty and Law students
- IC-2 (library web site): MacRae users, First Year students, Doctoral students, Faculty, and Computer Science students
- IC-4 (electronic info sources): Faculty
- IC-6 (easy-to-use access tools): MacRae users and Faculty
- IC-8 (journal collections): Masters students and Faculty

Users perceive us performing best with the **Affect of Service (AS)** dimension, with perceptions generally falling above minimum expectations. It was noted that expectations for AS-2 (individual attention) were low and were also reported low in 2010. Longitudinal analysis did not reveal a downward trend in these expectations, rather they have been stable and low since 2005.

- AS-4 (readiness to respond to questions): We are exceeding Doctoral students' desired expectations.
- AS-7 (employees who understand the needs of their users): We are not meeting the minimum needs of Managements students.

Further study of the actionables identified in this report would reveal how best to improve our performance in these areas. Additional analysis of the LibQual data, including peer comparisons, along with local studies to better understand our users' perceptions, expectations and needs will direct appropriate change in these areas to improve user satisfaction. A peer comparison report is forthcoming when data availability and time allow.

## 1. Survey Administration

This was Dalhousie Libraries' fourth time conducting the LibQual survey (2005, 2007, 2010, and 2013) and the third time participating as a member of the LibQual Canada Consortium (2007, 2010, and 2013). Unlike previous years, in 2013 the survey was run in the early part of the semester, Jan 28<sup>th</sup> – Feb 17<sup>th</sup>. The survey coordinator for Dalhousie was also this year's LibQual Canada Coordinator. This was her first time coordinating both projects, and the remaining members of the Dal team were new to organizing and promoting the survey and analyzing the data. We now have several people on staff with direct experience in these areas who should be encouraged to participate in the management of the survey again, should Dalhousie Libraries choose to participate in 2016.

**Recommendation 1:** In the interest of preserving and expanding expertise in the management and analysis of future LibQual surveys, staff who participated in organizing the 2013 survey and analyzing the data should be encouraged to lead various aspects of the coordination and analysis of the next survey. Training is available through ARL at ALA meetings and at the Library Assessment Conference.

As in 2010, we ran the Lite version of the survey. The Lite version is limited to a subset of the core questions. There are three core questions that all respondents answer, one taken from each of the three dimensions: Affect of Service, Information Control, and Library as Place. In addition, respondents are asked five random questions from the remaining 19 core questions, plus one each of the Local,

Outcomes, and Satisfaction questions. While this shortened survey is thought to improve response rate, the nature of its randomly selected questions can limit how much analysis can be done of the answers provided by respondent groups if those groups are small. This year, the response rate rose significantly from previous years, improving our ability to analyze various respondent groups, yet in some cases there were not enough respondents to some questions within these groups to perform an adequate analysis. While we are not necessarily recommending that we switch back to the Full version of the LibQual survey, if we anticipate that the response rate is going to remain high, we may want to reconsider the Full/Lite options available in 2016.

**Recommendation 2:** Reconsider the Full/Lite options for the LibQual survey in 2016 if we expect the response rate to remain high. The LibQual office is considering changes to how the Full and Lite versions are deployed, and by 2016 it may be possible to apply the Full version to some respondent groups and the Lite version to others.

The raw survey data and the LibQual Results Notebook were available within three weeks of survey closure. The Results Notebook provides only summary data for all respondents, undergraduates, graduates, faculty and staff, and is therefore limited in its usefulness. The User Experience & Assessment Committee performed further analysis of the quantitative data and the comments in order to extract additional information, or identify trends and needs within the various respondent groups that are not broken out in the Notebook. Knowledge of various aspects of the survey set-up and LibQual deliverables aided the understanding of the raw data and how best to analyze it. In previous survey years, two separate groups administered the survey and analyzed the data. An in-depth understanding of the structure, requirements, and roll-out of the survey is integral to understanding how best to analyze and interpret the data. We therefore recommend that one group be responsible for both administering the survey and analyzing the results.

**Recommendation 3:** That there be one LibQual group responsible for planning and administering the survey and for data analysis. This will ensure continuity and communication from beginning to end of the process.

Quantitative and qualitative analysis takes considerable time and concentration. Based on experiences this year and in 2010, we recommend the provision of one week of dedicated time (i.e., relief from other duties) to a minimum of two individuals for the quantitative analysis and a minimum of two individuals for the qualitative analysis in order to complete the work efficiently, effectively, and with minimal error.

**Recommendation 4:** In order to save time, effort, and minimize errors, the quantitative and qualitative analysis should be conducted, undisrupted, by a minimum of four people for one week of dedicated time (i.e., these individuals should be relieved from other duties during this one week).

As discussed in Section 2, we saw a significant increase in the number of respondents. This increase may be due to several factors: a thorough and aggressive promotion plan, timing of the survey (earlier in the semester), the sharing of results of the 2010 survey through promotional efforts, and better incentive prizes. (In previous years, restaurant gift certificates were given as prizes. This year we spent more money on prizes: an iPad mini and a \$300 Visa gift card.) The email invitation from the University Librarian was very effective, resulting in dramatic spikes in survey responses on the days the emails (one to faculty, one to Halifax campus students, and one to Truro campus students) were

sent. The higher response numbers have enhanced the quality of the findings, and we are able to report on more respondent groups, such as Faculty, Architecture & Planning and Engineering students, Management students, and Law students.

**Recommendation 5:** Due to the significant increase in survey respondents this year, a similar promotion plan, a similar schedule and similar incentive prizes should be considered for the next survey. The Communications Coordinator's LibQual 2013 Promotion Plan and final report should be consulted.

Despite the improvement in the number of respondents, the survey did not go off without a hitch. Student Services did not send the email invitation to MacRae students until the last week of the survey, impacting the number of MacRae respondents. Also, very close to launch date we learned that the Canadian University Survey Consortium survey (CUSC) was being administered by Student Services to first year students. Unlike an earlier notice of an online student survey (this one to be conducted by SIM students), this particular conflict could not be avoided. Student Services agreed to send the email invitation to all students but the first years. This resulted in a low response to the survey among first-year students and compromised the representativeness of the data overall. (The SIM students were aided by the LibQual coordinator to adjust their methodology, with very positive results for both surveys.)

**Recommendation 6:** Consult with Student Services regarding their schedule of the CUSC survey in order to establish survey dates that do not coincide. Student Services did not remain on schedule for their CUSC survey, so establishing separate survey dates may not result in a solution if their survey dates change. An attempt should be made, however, to keep the survey dates distinct, or we should find other means to directly promote the LibQual survey to first year students. Keeping in mind that running the LibQual survey earlier in the semester may have resulted in improved respondent numbers, we may want to retain this earlier survey schedule, regardless of the CUSC survey dates.

## 2. Response Rate and Representativeness

The total number of Dalhousie respondents for LibQual 2013 was 3,608, up considerably from 871 in 2010, 1,278 in 2007, and 1,063 in 2005.

Unfortunately, a response rate is impossible to calculate. Unless we are certain of the number of people who received the survey invitation through the various promotional means applied, we cannot confidently calculate a response rate<sup>2</sup>. Although we emailed all students (except first years) and faculty, we cannot be sure the emails were read.

The LibQual Notebook<sup>3</sup> provides representativeness data in the form of charts and tables for user groups and by discipline. Despite an improvement in representativeness over the 2010 survey, overall our respondent profile is not fully representative of our demographic profile. This should be kept in mind when viewing our LibQual data for all respondents (i.e., when not broken into groups/disciplines.)

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<sup>2</sup>The LibQual Notebook (p.10) gives a good explanation of the difficulties in calculating response rates for this type of survey.

<sup>3</sup>pp. 24-30.

The following respondent groups are under-represented: 1st-yr undergraduate students, certain levels of Faculty (assistant professor, lecturer, and adjunct faculty), and the Health Sciences disciplines.

The following respondent groups are over-represented: Undergraduate students (3<sup>rd</sup>-yr and up), Masters students, Doctoral students, and the Science discipline.

In this report, we present LibQual data by user groups and disciplines because the overall sample is not representative. We do not break out response data by groups/disciplines when the overall data conveys sufficient information. The Staff and Library Staff user categories did not have enough respondents to create an adequate sample, and therefore these groups are not reported separately. In some other cases, there were not enough respondents to a particular question within a respondent group; in these cases, the information in the corresponding graph is left blank.

**Recommendation 7:** Efforts should be made in the future to improve the representativeness of our respondent group. In particular, we now know that the CUSC survey is administered to first year students during the LibQual survey years. Means in addition to email should be considered to deliver the survey invitation directly to first year students. The LibQual respondent profile can be viewed while the survey is underway. Promotional efforts can then be adjusted during the course of the survey to aim for a more representative respondent group.

### 3. Methodology

The additional quantitative data analyses by user groups and disciplines and longitudinal comparisons were done largely in Excel by three members of the User Experience & Assessment committee. The LibQual Analytics service provides limited data reports by user and discipline group, leaving some analysis to be conducted using the raw data.

This was the first time the MacRae Library participated with the rest of the Dal Libraries in the LibQual survey. The committee decided to treat MacRae users as a separate and distinct group for this first survey analysis, in order to isolate and capture results that reflect a transition year for the MacRae in joining the Dal Libraries. MacRae users are therefore reported as a separate group, and since this group's response data appeared very distinct from the other groups, we excluded MacRae students from the remaining respondent groups, such as First Year Students, and remaining Undergraduates.

A preliminary quantitative analysis was performed (core 22 questions, broken out by user groups and disciplines) and then presented to the Senior Management Team (SMT) by the survey coordinator at the March 26<sup>th</sup> meeting. Options for additional analysis were discussed, resulting in various requests by SMT. This report consists of the results of the preliminary analysis, SMT's additional requests for analysis, and the comments analysis. The LibQual raw data is stored in the Share drive at S:\Library\Share\Assessment\LibQUAL+\2013\Data\Quantitative\DalhousieUniversity\_RawData.csv and is available to all staff for any additional analysis not included in this report.

Using Grounded Theory and a code framework developed at Brown University, two committee members created a code taxonomy and analyzed the comments using Dedoose. This was the first time LibQual comments were coded using qualitative data analysis software. Demographic descriptors matching those used in the survey were built into Dedoose and the raw survey data were directly imported from Excel. The committee members excerpted and coded the comments. The entire raw

comments file is located at

S:\Library\Share\Assessment\LibQUAL+\2013\Data\Qualitative\Comment\_Raw.csv.

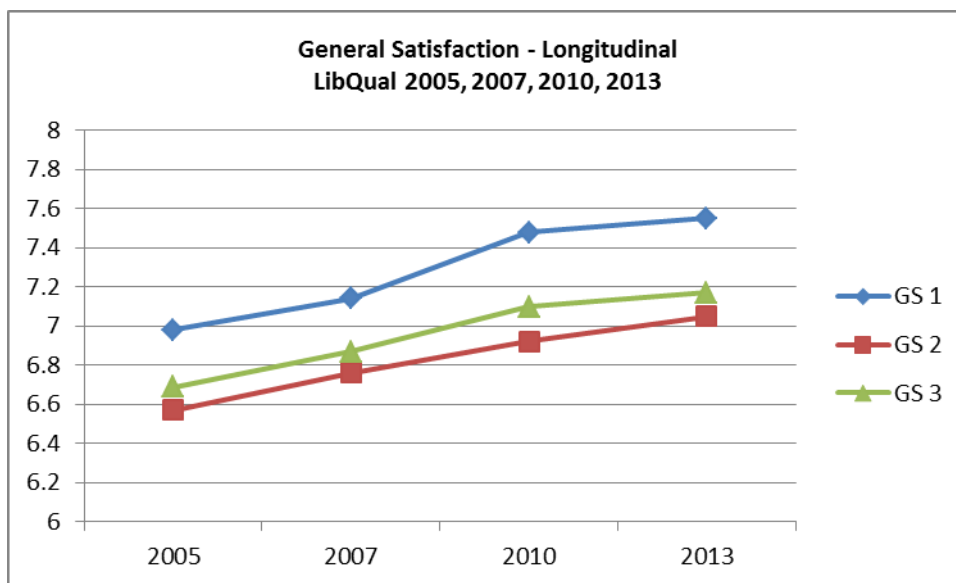
**Recommendation 8:** We recommend using Dedoose qualitative analysis software to analyze the comments. We found the software, which was web-based and therefore accessible from anywhere, flexible and easy to use. We also received excellent online support and communication from the Dedoose support personnel. The software is also cost effective at \$12.95 per month of use (there is no charge for months in which Dedoose is not used, but the data will be available for up to 2 years).

**Recommendation 9:** We recommend future coders use a combination of grounded theory and a previously developed taxonomy when creating a code structure. We developed our code structure using a taxonomy developed originally at Brown University, which we adapted and changed to suit the comments we were working with. We found this approach to be extremely helpful and time-saving. While comments will vary from year to year, starting with an established taxonomy rather than reinventing the wheel with each new batch of comments is the recommended approach.

**Recommendation 10:** While LibQual data analysis is useful for gauging expectations and perceptions of different aspects of library services, resources and space, we recommend conducting additional studies to triangulate LibQual findings and to discover more about student and faculty needs, behaviours and areas of potential dissatisfaction.

## 4. Analysis of Results

### 4.1 General Satisfaction



LibQual asks three general satisfaction questions at the beginning of the survey:



(Scale of 1-9, 1 being “strongly disagree” and 9 being “strongly agree”)

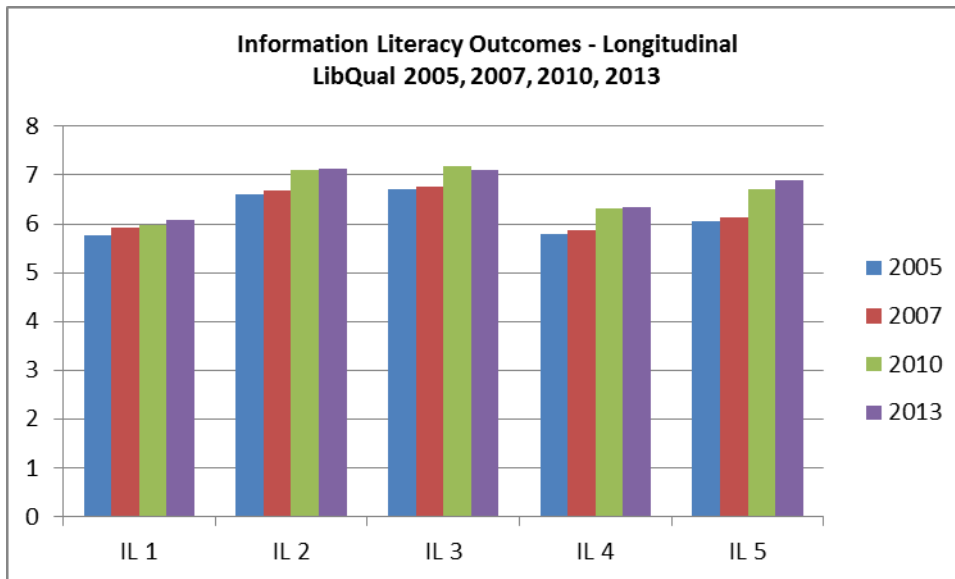
**GS 1** – In General, I am satisfied with the way in which I am treated at the library.

**GS 2** – In general, I am satisfied with library support for my learning, research and/or teaching needs.

**GS 3** - How would you rate the overall quality of the service provided by the library?

The graph above indicates that overall, the respondents are rating us higher and higher each survey in all three General Satisfaction categories. They have consistently rated us highest for the way they are treated, above overall quality and support for learning, research and teaching needs.

## 4.2 Information Literacy Outcomes



(Scale of 1-9, 1 being “strongly disagree” and 9 being “strongly agree”)

**IL 1** – The library helps me stay abreast of developments in my field(s) of work.

**IL 2** – The library aids my advancement in my academic discipline or work.

**IL 3** – The library enables me to be more efficient in my academic pursuits or work.

**IL 4** – The library helps me distinguish between trustworthy and untrustworthy information.

**IL 5** – The library provides me with the information skills I need in my work or study.

The graph above indicates that overall, the respondents are consistently rating us higher each survey in all five Information Literacy Outcomes, aside from a slight dip this year for IL-3. Further analysis of this data by user group and discipline may be conducted using the LibQual raw data, and may be of further interest to the Information Literacy committee.

## 4.3 Library Use

Library premises are used weekly by the majority of respondents, especially students. The faculty use the libraries less often, with 60% coming to the site on a monthly or quarterly basis. Law is the discipline that uses the library the most, on a daily basis, at 39% (nearly double most of the other disciplines) and weekly at 44%.

Conversely, Law students reported the lowest daily use of resources through the library website at 20% (though the percentage of weekly online users is similar to other groups). Online library resources are used weekly by the majority of respondents, at 45%. Health sciences students tend to be the highest users of online resources – 40% report using them daily, and 46% report using them weekly (evidence which is supported by the very high use of the Medicine and Pharmacy LibGuides - which are curriculum-based and linked from the BBLearn sites). Health Sciences students' concern with online content was also reflected in the comments, where they accounted for 42.1% of all comments tagged as "online content". Faculty usage is also quite high with 45% using the website daily.

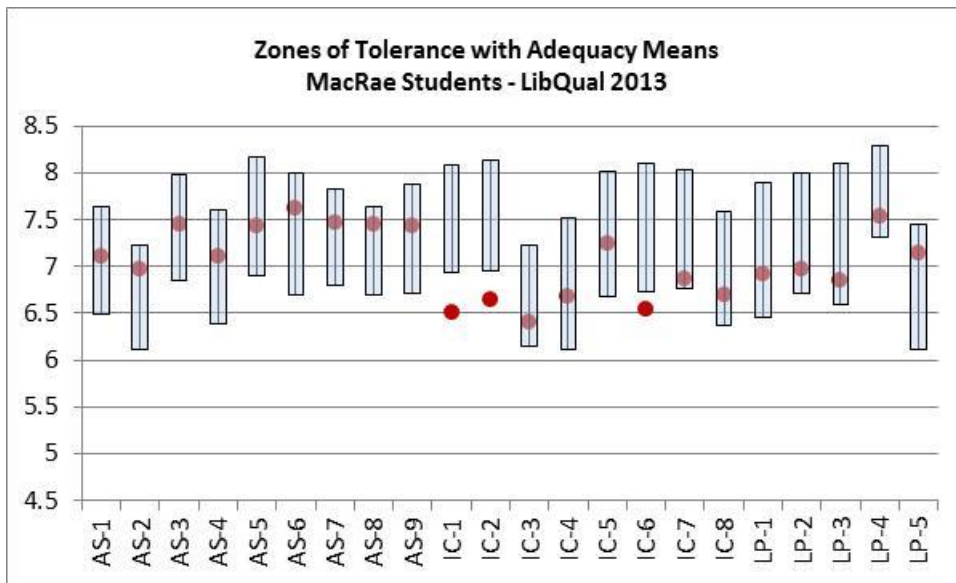
Longitudinally, undergraduates' daily onsite use of library resources has dropped from 39% in 2007 to 28% in 2013. Their daily use of the online library resources has also dropped from 26% to 22%. Graduate students' use of online library resources also decreased slightly since 2007: 93% down to 85% for the daily and weekly use combined.

Faculty use of onsite resources, never high, has also become less frequent. In 2007 over 2/3 of Faculty respondents used the onsite resources weekly or monthly (only 9% daily) compared to 2013 when the 2/3 shifted to monthly or quarterly. Their daily use of online resources dropped from 60% to 46% from 2007 to 2013. When the daily and weekly rates are combined, the decrease is only from 91% to 85%.

#### **4.4 Core Questions – Zones of Tolerance with Adequacy Means**

The figures below display the zones of tolerance for each of the core questions by user group - MacRae students (not included in the rest of the user groups), First Year students, Undergraduate students (beyond first year), Masters students, Doctoral students, and Faculty - and by discipline – students in Architecture & Planning and Engineering, Arts and Social Sciences, Computer Science, Health Sciences, Law, Management, and Science. These graphs are a visual tool for identifying the questions where respondents have scored a perceived mean below the minimum expectation mean, and to compare levels of expectations. Adequacy means (perceived means minus minimum means) should not merely be considered in isolation but rather in conjunction with the desired means or zones of tolerance.

For the full list of core questions, please see Appendix A of this report.

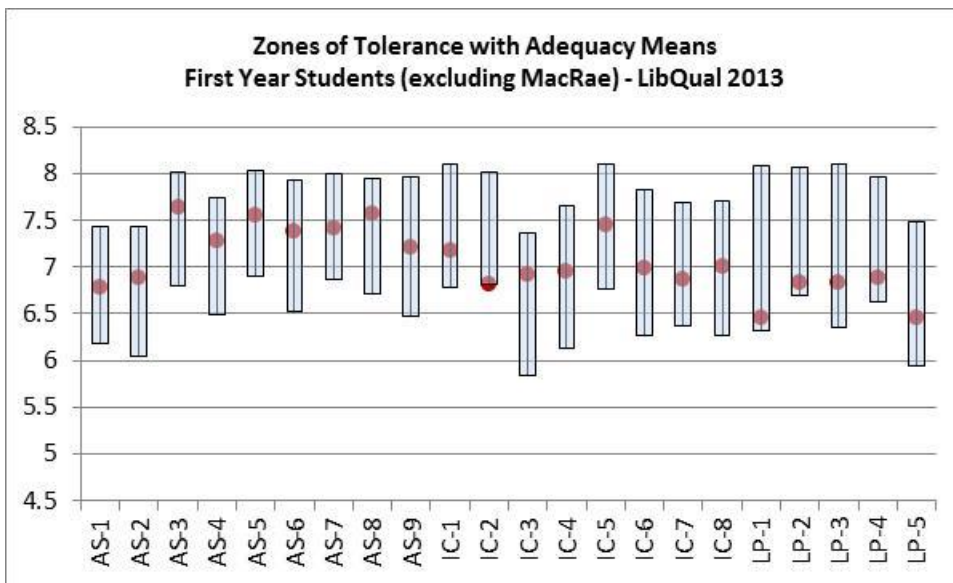


### Reading Zones of Tolerance Graphs

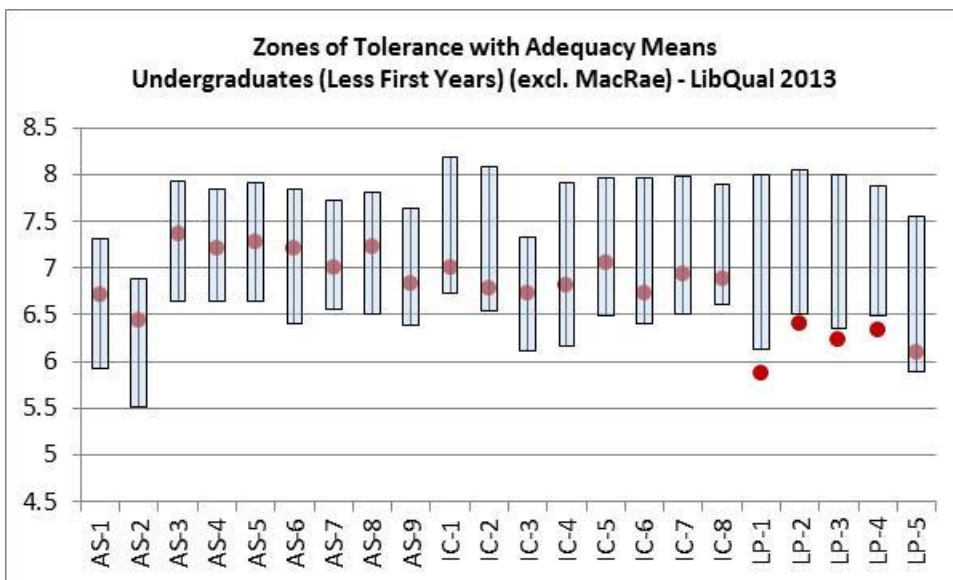
Zones of Tolerance (ZOT) graphs visually display the desired, minimum and perceived mean scores for each question, in relation to one another. The **top** of each bar indicates the **desired mean** score for the corresponding question; the **bottom** of the bar indicates that question's **minimum mean** score. The **red dot** indicates the **perceived mean** score in relation to the zone of tolerance (desired mean score to minimum mean score). The gap between the perceived mean and the minimum mean is referred to as the **adequacy mean**.

The three questions for which MacRae students felt their minimum needs were not being met were all within the Information Control dimension: “making electronic resources accessible from my home or office” (IC-1), “a library website enabling me to locate information on my own” (IC-2), and “easy to use access tools that allow me to find things on my own” (IC-6). The transition to a new branch of Dal Libraries and the resultant switch in website and means of accessing online library resources is believed to have greatly influenced MacRae students’ responses; hopefully, these perceptions will improve with time and training. The volume of comments reinforcing this idea actually merited creating a node in Dedoose for “Dal/NSAC Merger” – while some respondents expressed positive feelings toward the impact of the merger on library service, most negative comments concerned changes in access to online content.

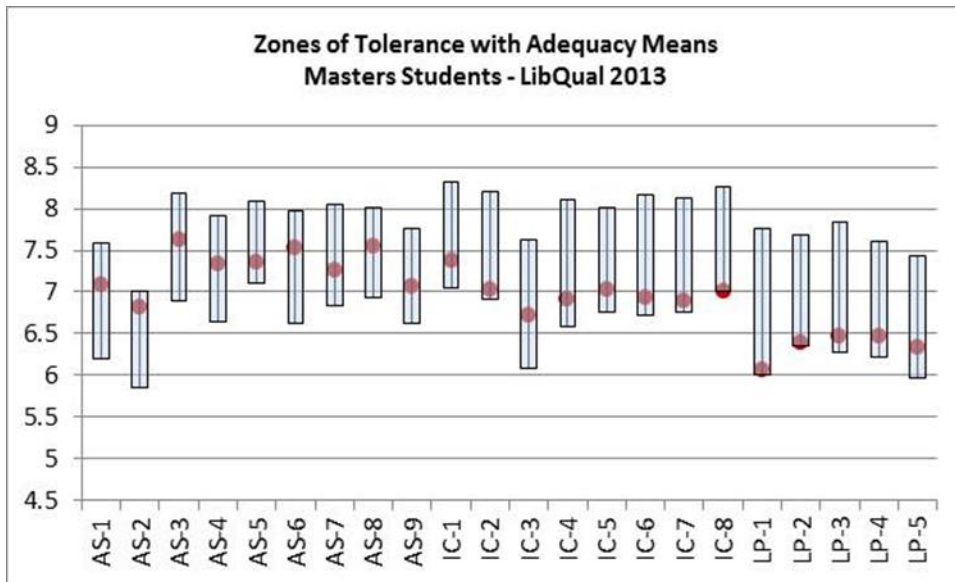
It is also worth noting that MacRae students’ expectations for their library to be a “getaway” (LP-4) are also very high. Expectations for “individual attention” (AS-2), “printed library materials” (IC-3), “electronic information sources” (IC-4), and “community space for group learning and group study” (LP-5) are relatively low.



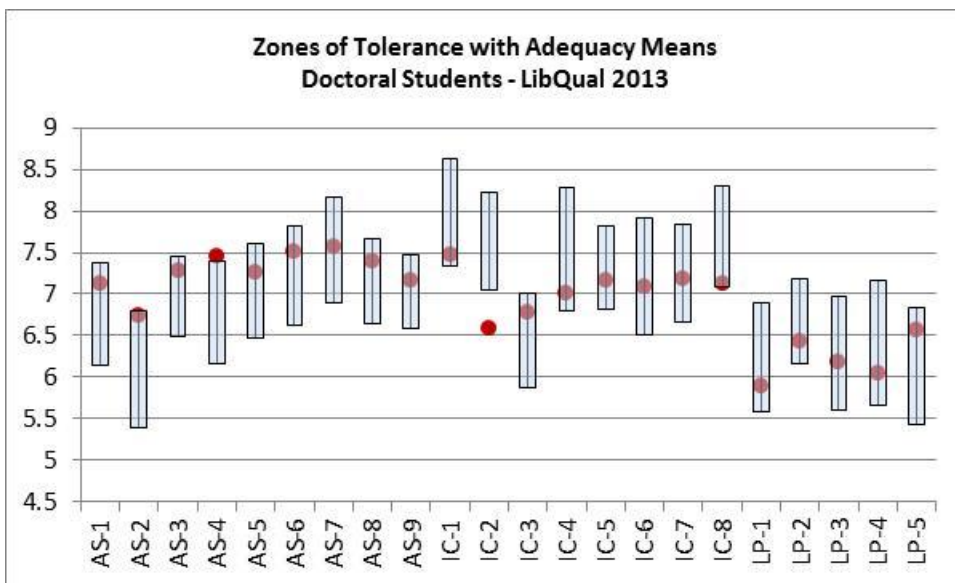
First year students are fairly satisfied with all the 22 core questions, except IC-2 (library website); however, their dissatisfaction is not as great as other respondent groups and only two first year respondents made comments about the website. Expectations for “employees who instill confidence in users” and individual attention (AS-1 and AS-2), as well as printed library material (IC-3), and community space (LP-5) are relatively low.



As can be seen in the graph above, answers from undergraduates past first year differ significantly from those of first year students. Their expectations for individual attention (AS-2) are even lower, and AS-1, IC-3, and LP-5 remain low. While the website is meeting their minimum expectations, all the questions for Library as Place, except LP-5 (community space), are not meeting their minimum expectations.



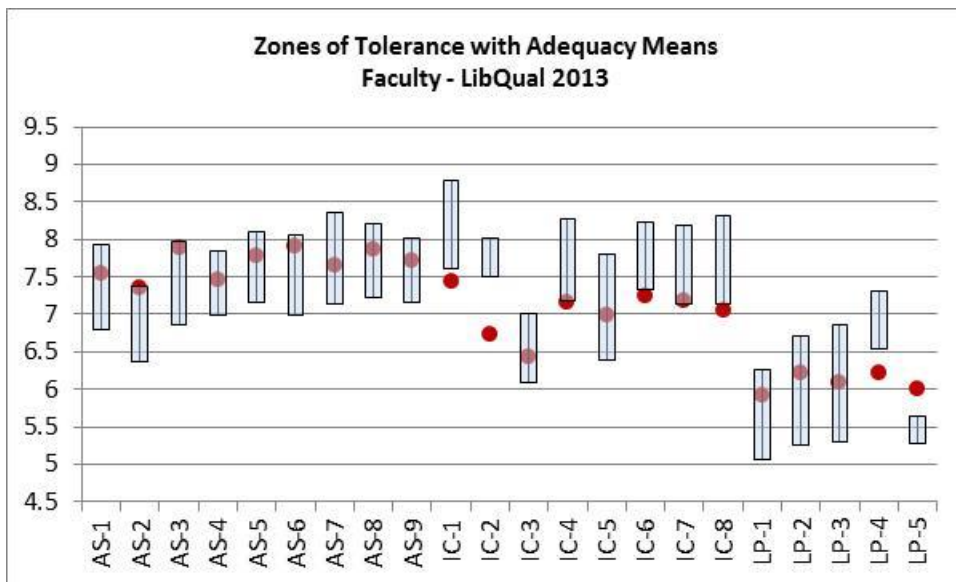
When it comes to Masters students, only the journal collections (IC-8) are not meeting their minimum expectations; however, the website (IC-2), “library space that inspires study and learning” (LP-1), and quiet space (LP-2) are barely meeting their minimum requirements. Much like the first year and other undergraduate students, Masters students expectations for employees who instill confidence (AS-1), individual attention (AS-2), printed library material (IC-3), and community space (LP-5) are low.



The Doctoral Student graph shows that these students differ significantly from the user groups discussed so far. A separate analysis of the make-up of this respondent group was conducted, revealing that most of the Doctoral respondents (64%) were from Science (34%) and the Health Sciences (30%). This should be noted while viewing the data in the graph above.

The library web site (IC-2) is not meeting the minimum expectations of the Doctoral respondents, and the journal collection (IC-8) is just meeting their minimum expectations. On the opposite end of the scale, however, Doctoral students indicate that we are exceeding their desired expectations for “readiness to respond to users’ questions” (AS-4) and we are almost meeting their desired expectations for individual attention (AS-2) for which their overall expectations are low. Areas in which we are exceeding desired expectations are important to note because these represent areas for which we are expending resources beyond user benefit, resources which we might consider shifting to other areas.

Doctoral students’ expectations are high for “electronic resources accessible from home/office” (IC-1), and low for individual attention (IC-2), printed library materials (IC-3), and all aspects of Library as Place.

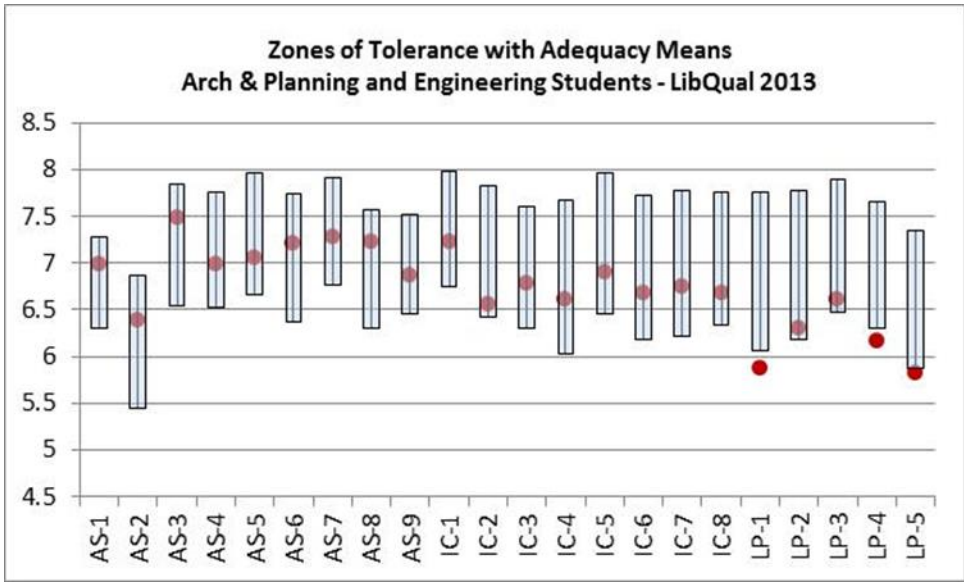


Based on the Faculty graph, this respondent group appears to be very distinct. There was some concern that the Faculty respondent group may have consisted of a high number of adjunct faculty. An analysis of the representativeness of the group revealed that it was actually top heavy with professor and associate professor respondents. The total number of faculty respondents allowed for only limited additional analysis that produced only slight variations in responses between the different faculty levels not worthy of being reported.

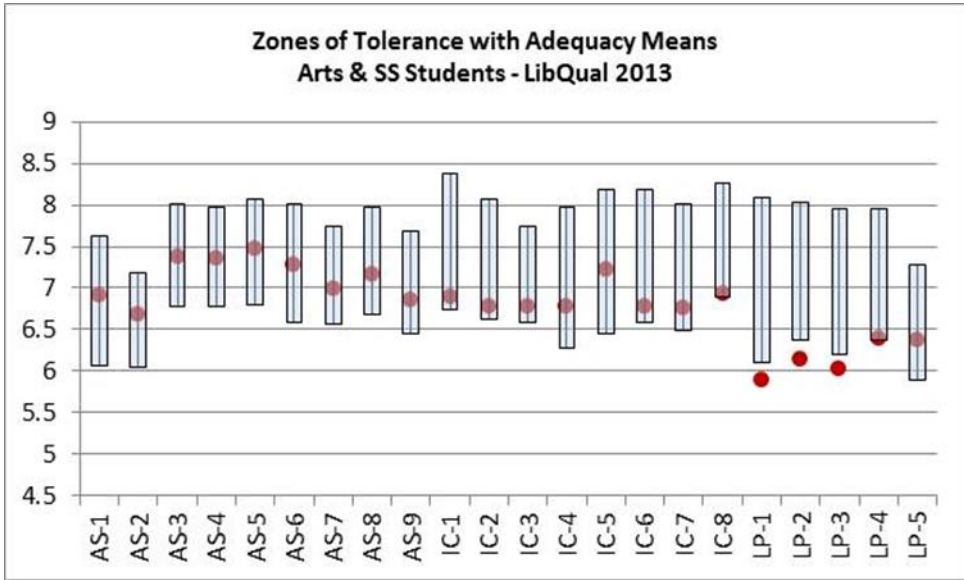
Overall, faculty are most dissatisfied with the library website (IC-2). (Faculty account for 40.2% of respondents commenting on online content.) “Electronic resources accessible from my home or office” (IC-1), easy to use access tools (IC-6), journal collections (IC-8), and the library as a getaway (LP-4) are also not meeting their minimum expectations.

Expectations for LP-4 are very high, compared to other aspects of Library as Place. We are meeting the Faculty’s very low expectations for community space (LP-5), and nearly exceeding their desired expectations for individual attention (AS-2) and “employees who are consistently courteous” (AS-3).

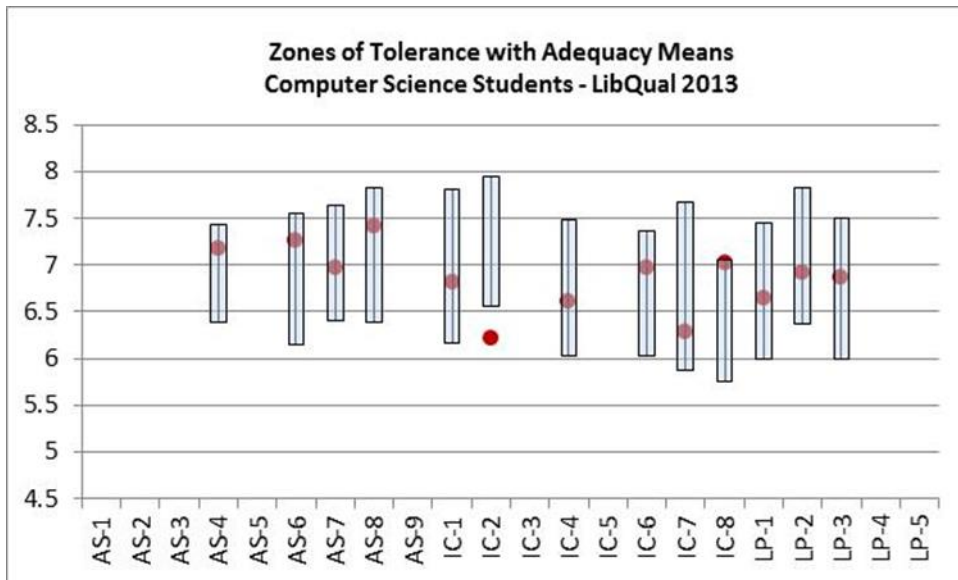




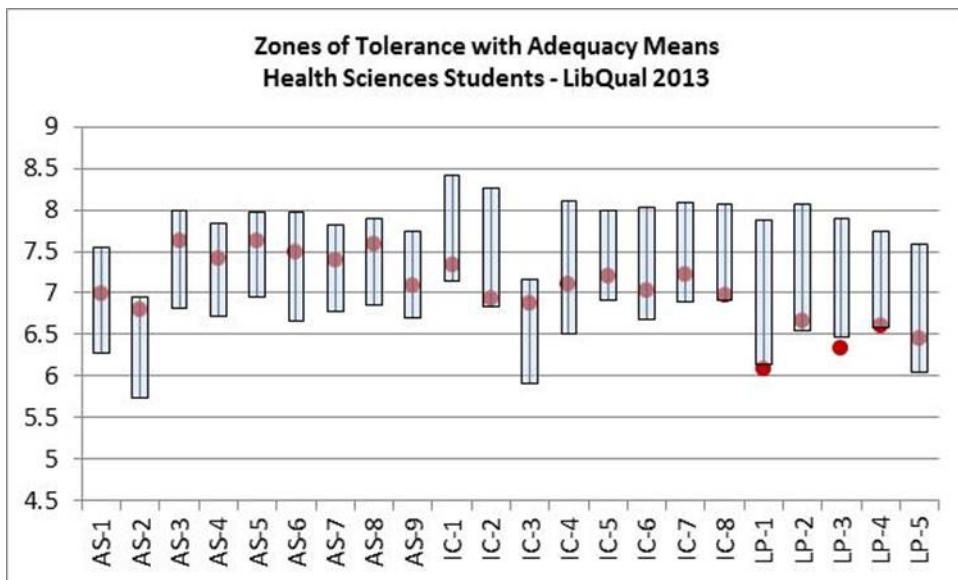
We are not meeting the minimum expectations of Architecture & Planning and Engineering students for three aspects of Library as Place: “space that inspires” (LP-1), a getaway (LP-4), and community space (LP-5). Only their expectations for individual attention (AS-1) are low.



We are not meeting the minimum needs of Arts and Social Science students for journal collections (IC-8), library space that inspires (LP-1), quiet space (LP-2), and a comfortable and inviting location (LP-3), and just meeting their minimum needs for a getaway (LP-4). Expectations for employees who instill confidence (AS-1), individual attention (AS-2), and community space (LP-5) are relatively low.

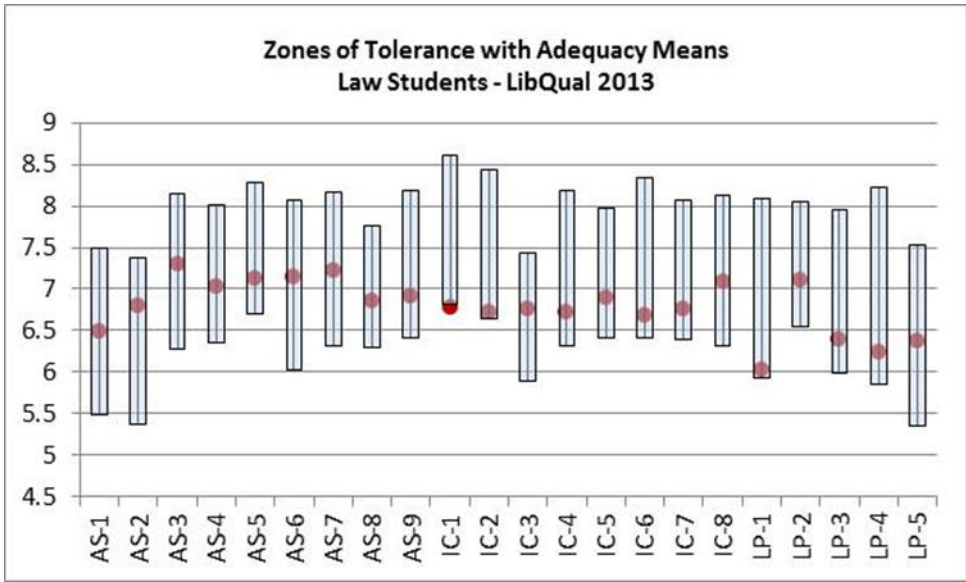


There were not enough Computer Science student respondents for some of the questions. In these cases, these positions on the graph are left blank. We are not meeting their minimum needs for the library website (IC-2), and are meeting their desired expectations for journal collections (IC-8), which are fairly low.

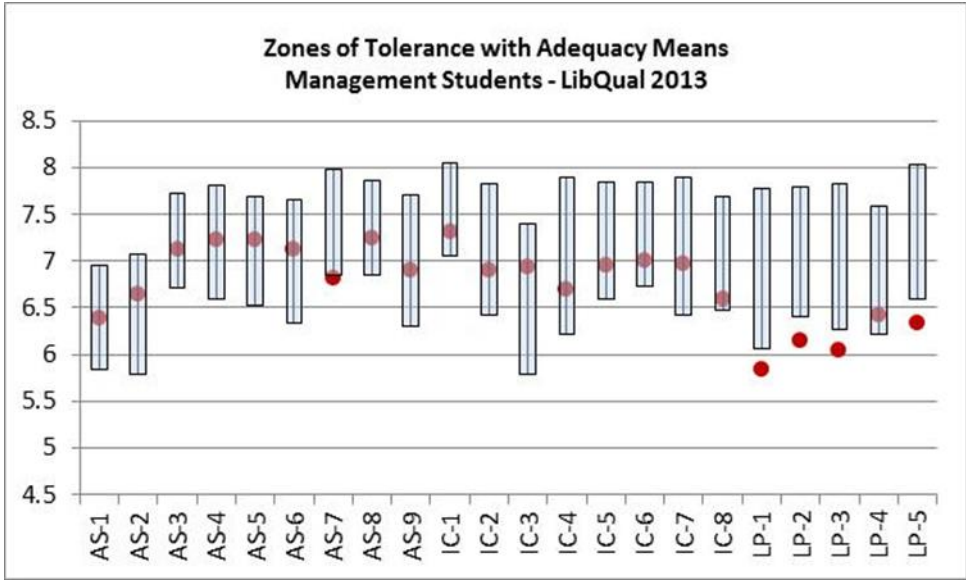


We are not meeting the minimum expectations of Health Sciences students for library space that inspires (LP-1) and a comfortable and inviting location (LP-3), and just meeting their minimum expectations for the web site (IC-2), journal collections (IC-8), quiet space (LP-2), and a getaway (LP-4). Their expectations for the website (IC-2) and electronic resources accessible from home/office (IC-1) are fairly high. Expectations for individual attention (AS-2) (for which we are almost meeting their desired expectations) and for printed library material (IC-3) are relatively low.

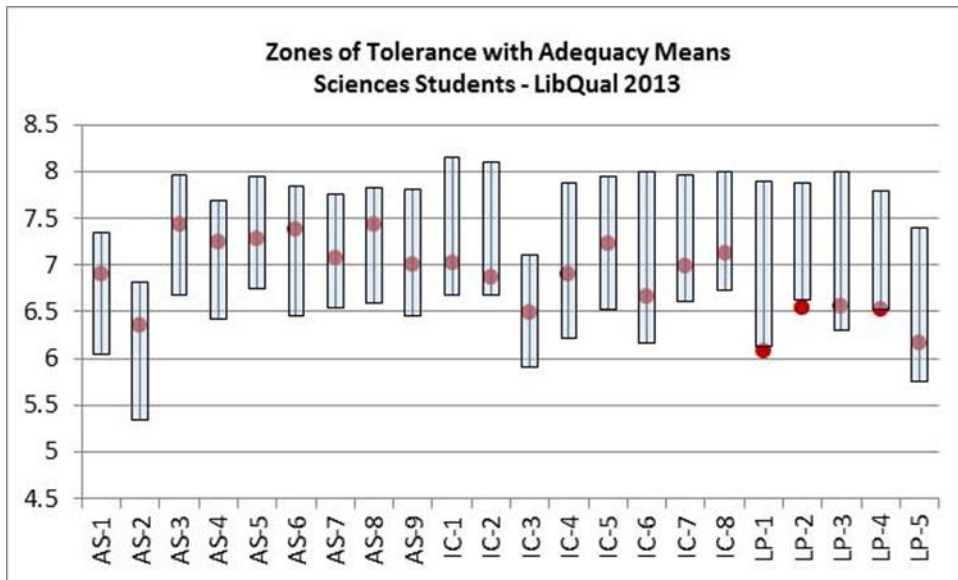




Compared to the other graphs, Law students have very long zones of tolerance for most of the core questions. We are not meeting their minimum expectations for electronic resources accessible from home/office (IC-1), and just meeting their minimum expectations for the web site (IC-2) and space that inspires (LP-1). Expectations are relatively low for employees who instill confidence (AS-1), individual attention (AS-2), printed library materials (IC-3), and community space (LP-5).



We are not meeting the minimum expectations of Management students for all aspects of Library as Place, except as a getaway (LP-4) and for “employees who understand the needs of their users” (AS-7), for which their expectations are fairly high. Management students differ from the other respondent groups in these last two aspects – they are the only group to indicate dissatisfaction with AS-8 and their expectation for community space (LP-5) is fairly high. Their expectations are also high for electronic resources accessible from home/office. Their expectations are relatively low for employees who instill confidence (AS-1), individual attention (AS-2), and printed library materials (IC-3).

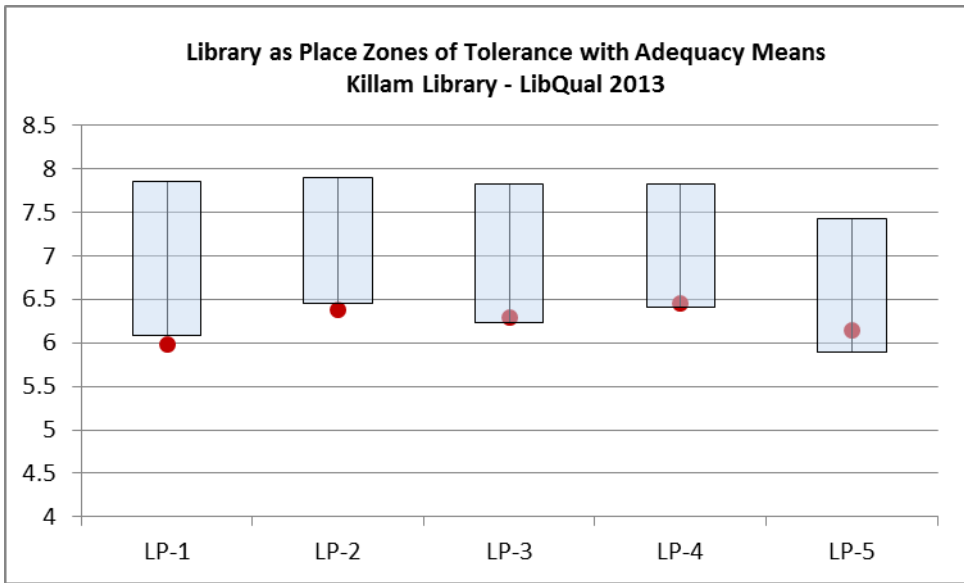
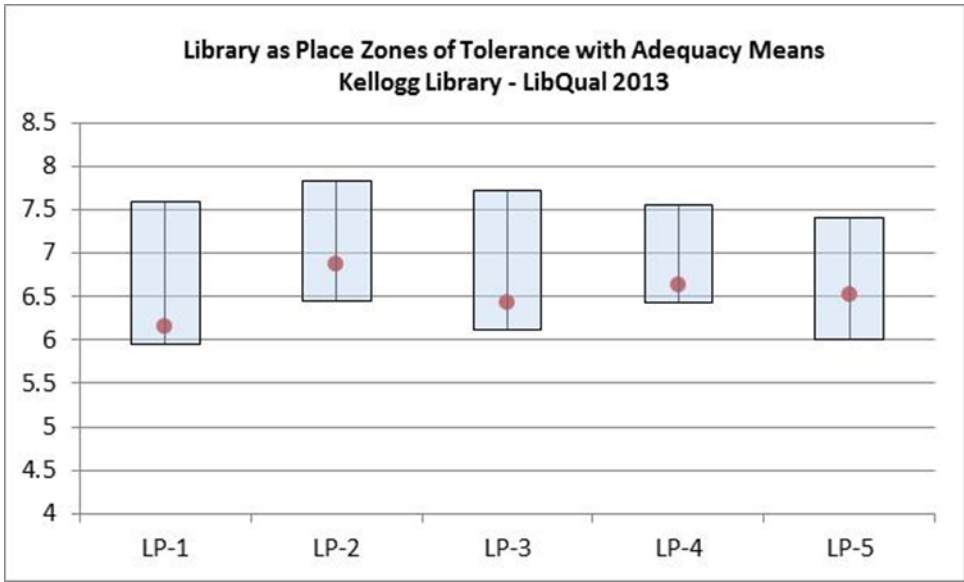


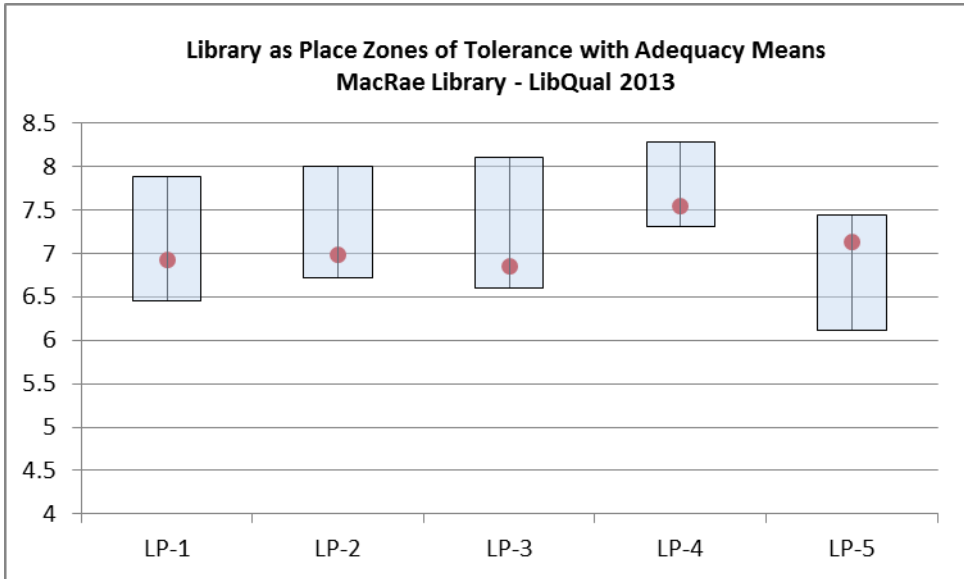
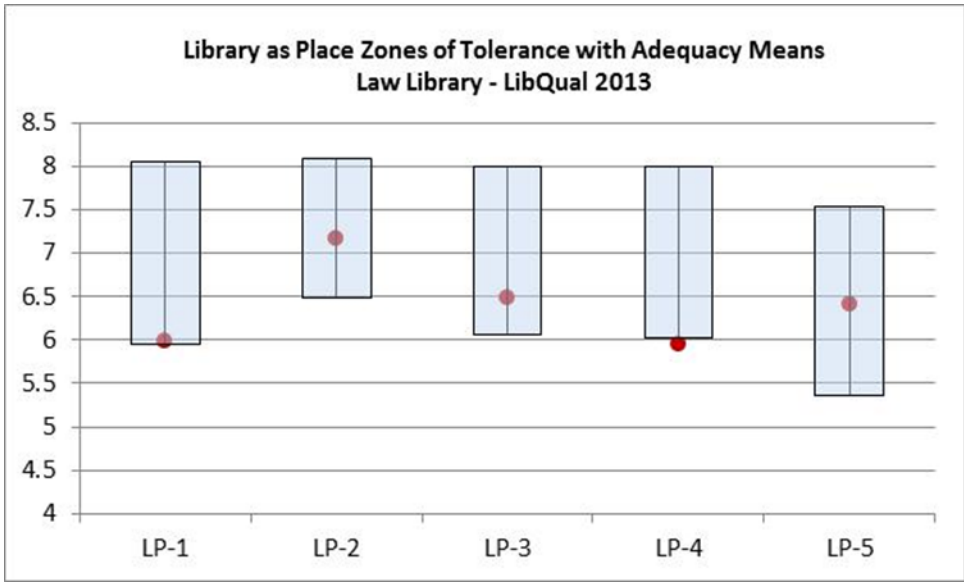
We are not meeting the minimum expectations of Science students for space that inspires (LP-1), and quiet space (LP-2), and are just meeting minimum expectations for a getaway (LP-4). Their expectations for employees who instill confidence (AS-1), individual attention (AS-2), printed library materials (IC-3), and community space (LP-5) are relatively low.

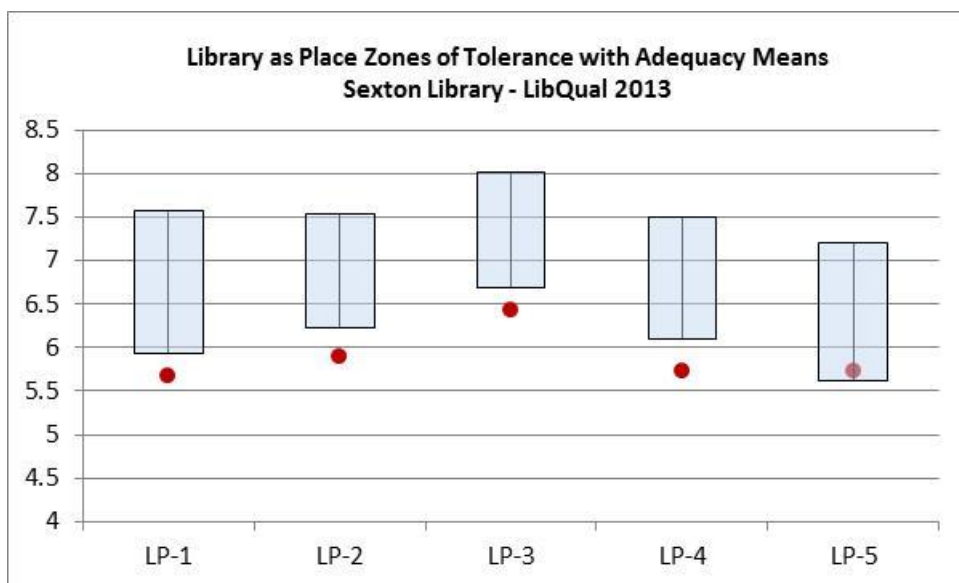
To further analyze the **Library as Place** questions, respondents were grouped according to the library they stated they used the most. This is an important distinction as students do not necessarily use the library that specifically serves their discipline. Of the Health Sciences students, 28% stated they most often used the Killam Library. 29% of the Architecture & Planning and Engineering students most often use the Killam Library. Of the Killam Library respondents, 17% were in disciplines other than those specifically served by the Killam.

Kellogg Library users report various levels of satisfaction with the Library as Place questions. Killam users report their minimum expectations are not being met for space that inspires and quiet space, and their minimum needs are just being met in the other categories. Minimum expectations for a getaway are not being met by Law Library users, and their minimum expectations are just being met for a space that inspires. MacRae users report various levels of satisfaction, and community space well exceeds their minimum expectations. Their expectations for the library as a getaway are fairly high. Sexton Library users report that their minimum expectations are not being met for all aspects of Library as Place, except for community space for which minimum expectations are just being met.

- 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







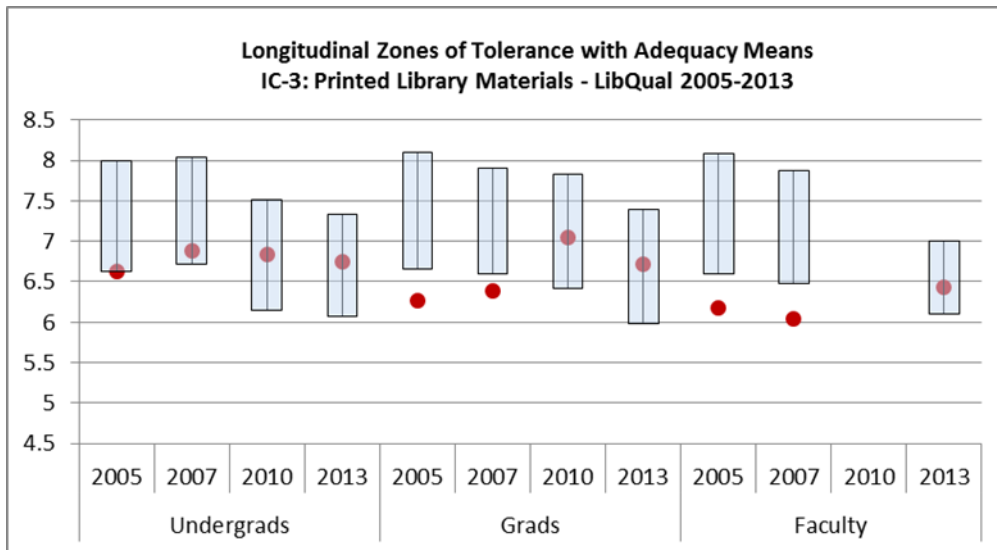
#### 4.5 Longitudinal Analysis for AS-2, IC-2, IC-3, and Library as Place

Noting that perceptions were well below minimum expectations for many user groups for IC-2 (“a library web site enabling me to locate information on my own”) and for most of the Library as Place questions, a longitudinal analysis was performed to look for any trends in responses over the survey years. Only a limited analysis for the disciplines could be performed as these groups did not have adequate respondents for some years.

No significant longitudinal trends could be determined for IC-2 (library website) within the groups that could be analyzed. For the Library as Place questions, the only discernible trend was a steady improvement in the adequacy mean for LP-2 (quiet space) for the Kellogg Library: from -0.70 below minimum expectations in 2007, to -0.33 in 2010, to +0.38 above in 2013.

Noting that both AS-2 (giving users individual attention) and IC-3 (printed library materials) both had relatively low zones of tolerance for most groups, a longitudinal analysis was performed to see if expectations have been dropping in these areas. Only a limited analysis for the disciplines could be performed as these groups did not have adequate respondents for some years.

It was determined that expectations for AS-2 have remained fairly stable, and low, for Undergraduates, Graduates and Faculty. Expectations for IC-3, however, dropped in 2010 and again in 2013 for Undergraduates, and have been consistently dropping for Graduates and Faculty since 2005 (there is inadequate data for Faculty in 2010) (see graph, below).



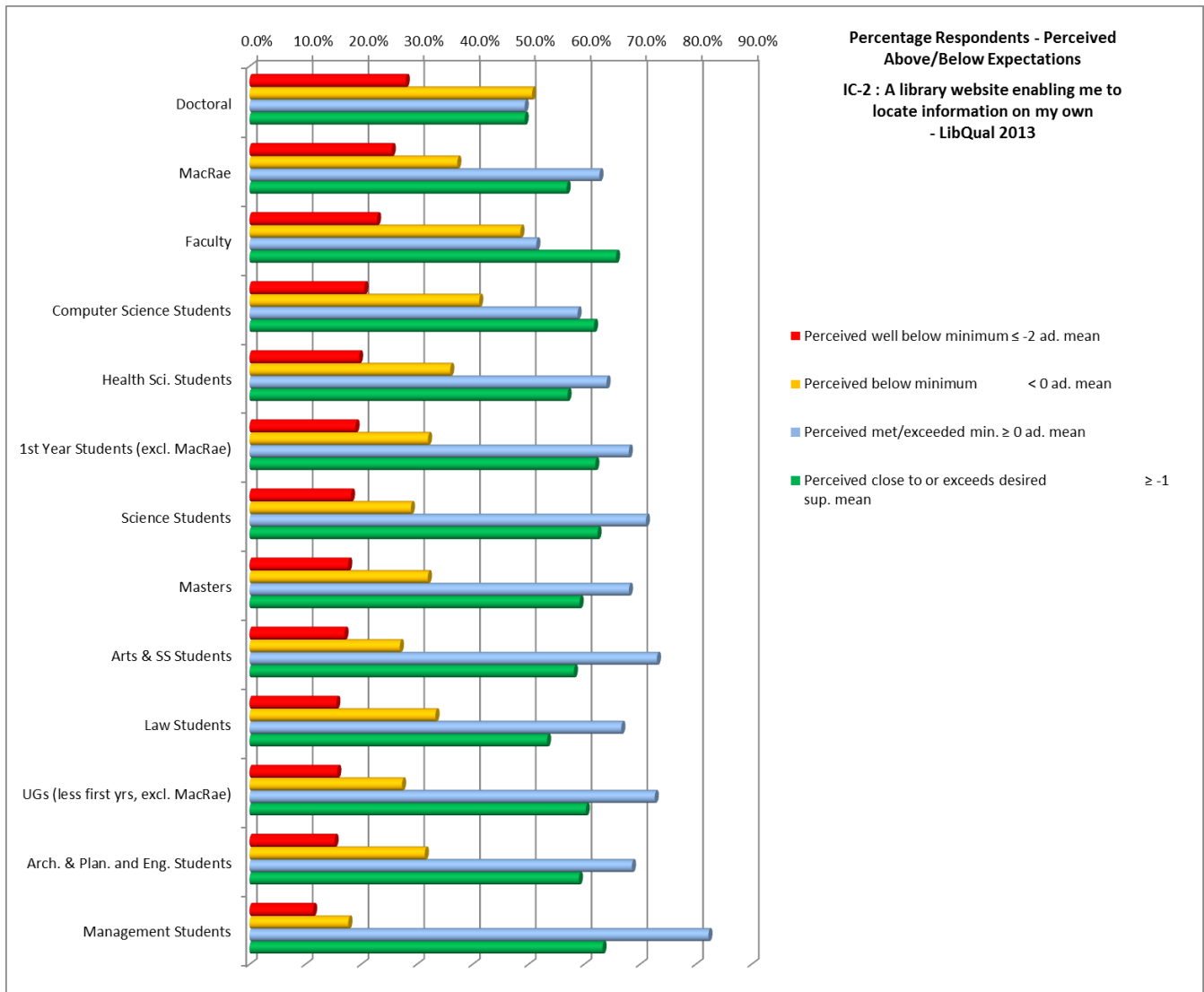
#### 4.6 Additional Analysis for IC-2

It was noted that the library web site was not meeting the minimum expectations for many of the user groups, and an additional analysis was requested by SMT. Because the Faculty and Doctoral respondent groups had the most dramatically negative adequacy mean for this question, responses from these two groups were scrutinized but no patterns were found (i.e., there were no specific subgroups whose adequacy means were more negative than others).

The following analysis (see the table and graph on the next two pages) was conducted instead to help shed some light on which respondent groups are most impacted by their perceptions of the web site, such as the percentage of each respondent group who scored the website well below their minimum expectations, below minimum, at or above minimum, and close to or exceeding minimum expectations, along with the percentage of those same groups who use the website daily, weekly, monthly, quarterly, or never. Combining this data may allow the Web Committee to ascertain which groups are most negatively impacted by the website and which groups they may want to consult with or study further. This data file is interactive (the respondent groups can be ranked by use, minimum and desired expectations, and by percentage of groups above/below minimum expectations), and is available at: S:\Library\Share\Assessment\LibQUAL+\2013\Data\Quantitative\IC2\_Analysis.xlsx

Response Analysis - IC-2: A library website enabling me to locate information on my own  
LibQual 2013

Respondent Group	Perceived well below minimum $\leq -2$ ad. mean	Perceived below minimum $< 0$ ad. mean	Perceived met/exceeded min. $\geq 0$ ad. mean	Perceived close to or exceeds desired $\geq -1$ sup. mean	Rank	Use daily	Use weekly	Use monthly	Use quarterly	Use never	Rank	Minimum mean	Rank	Desired mean	No. Respondents
Doctoral	28.0%	50.7%	49.3%	49.3%	12	15.7%	47.1%	29.4%	3.9%	3.9%	3	6.96	5	8.14	51
MacRae	25.5%	37.3%	62.7%	56.9%	1	48.6%	42.9%	8.6%	0.0%	0.0%	1	7.50	9	8.02	35
Faculty	22.9%	48.6%	51.4%	65.7%	13	5.9%	47.1%	20.6%	20.6%	5.9%	10	6.56	11	7.94	34
Computer Science Students	20.6%	41.2%	58.8%	61.8%	3	40.2%	45.8%	12.6%	1.4%	0.0%	5	6.84	2	8.26	214
Health Sci. Students	19.6%	36.0%	64.0%	57.0%	8	23.0%	39.0%	24.0%	7.0%	7.0%	6	6.82	10	8.01	100
1st Year Students (excl. MacRae)	19.0%	32.0%	68.0%	62.0%	10	22.3%	45.9%	21.9%	6.6%	3.3%	7	6.68	6	8.10	242
Science Students	18.2%	28.9%	71.1%	62.4%	2	42.2%	44.2%	8.8%	3.4%	1.4%	4	6.92	4	8.20	147
Masters	17.7%	32.0%	68.0%	59.2%	7	23.4%	56.0%	16.3%	2.8%	1.4%	9	6.63	8	8.06	141
Arts & SS Students	17.0%	27.0%	73.0%	58.2%	11	20.0%	55.0%	22.2%	2.2%	0.0%	8	6.64	1	8.44	45
Law Students	15.6%	33.3%	66.7%	53.3%	9	22.5%	47.9%	21.7%	5.8%	2.1%	11	6.54	7	8.08	534
UGs (less first yrs, excl. MacRae)	15.7%	27.3%	72.7%	60.3%	6	23.8%	39.0%	22.9%	8.6%	5.7%	12	6.42	12	7.82	105
Arch. & Plan. and Eng. Students	15.2%	31.4%	68.6%	59.0%	5	29.1%	34.2%	29.1%	5.1%	2.5%	13	6.42	13	7.82	79
Management Students	11.4%	17.7%	82.3%	63.3%											



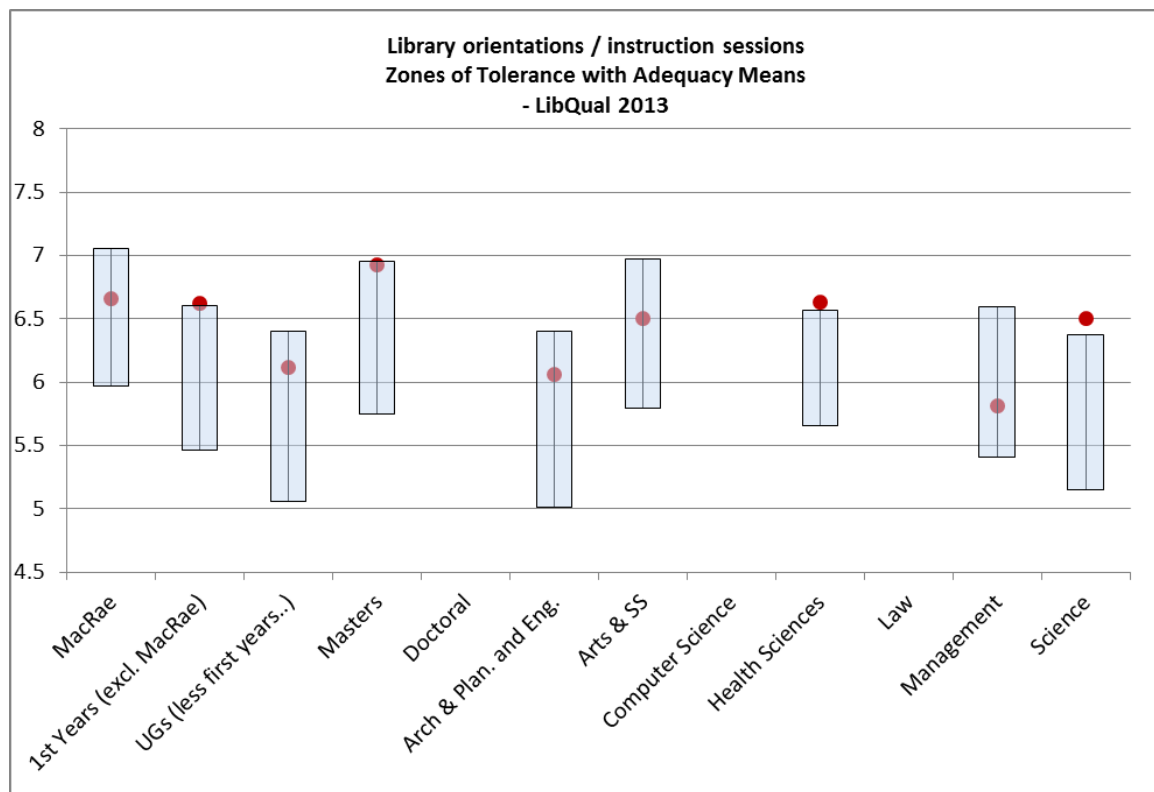
The above graph indicates that Doctoral students, MacRae students and Faculty are the top three groups in terms of the highest percentage of respondents who indicated the web site is well below their minimum expectations. Conversely, over 80% of Management students, and over 70% of Undergrads (beyond first year) and Arts and Social Sciences students indicated that the website met or exceeded their minimum expectations. Comments analysis revealed that, proportionally, MacRae users left the highest number of website-related comments. 80% of all comments related to the website were negative.

## 4.7 Local Questions

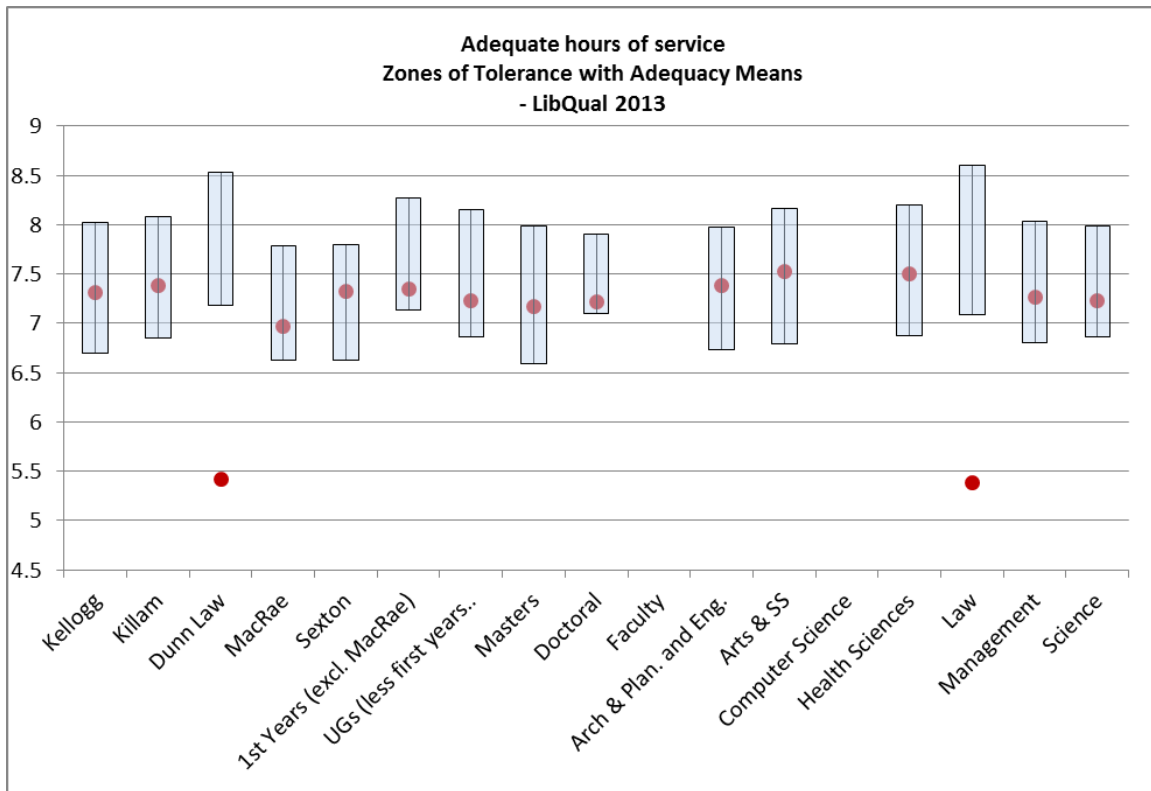
The User Experience & Assessment Committee reviewed the list of local questions and felt that a number of issues were more relevant to our service goals than the local questions posed by Dal in the past and by the Canada Consortium. We chose a mix of Canada Consortium questions, past questions used by Dal, and a couple of new ones. Overall findings are reported in the Results Notebook; here we report on the additional analysis by respondent group requested by SMT. (Not all respondent groups



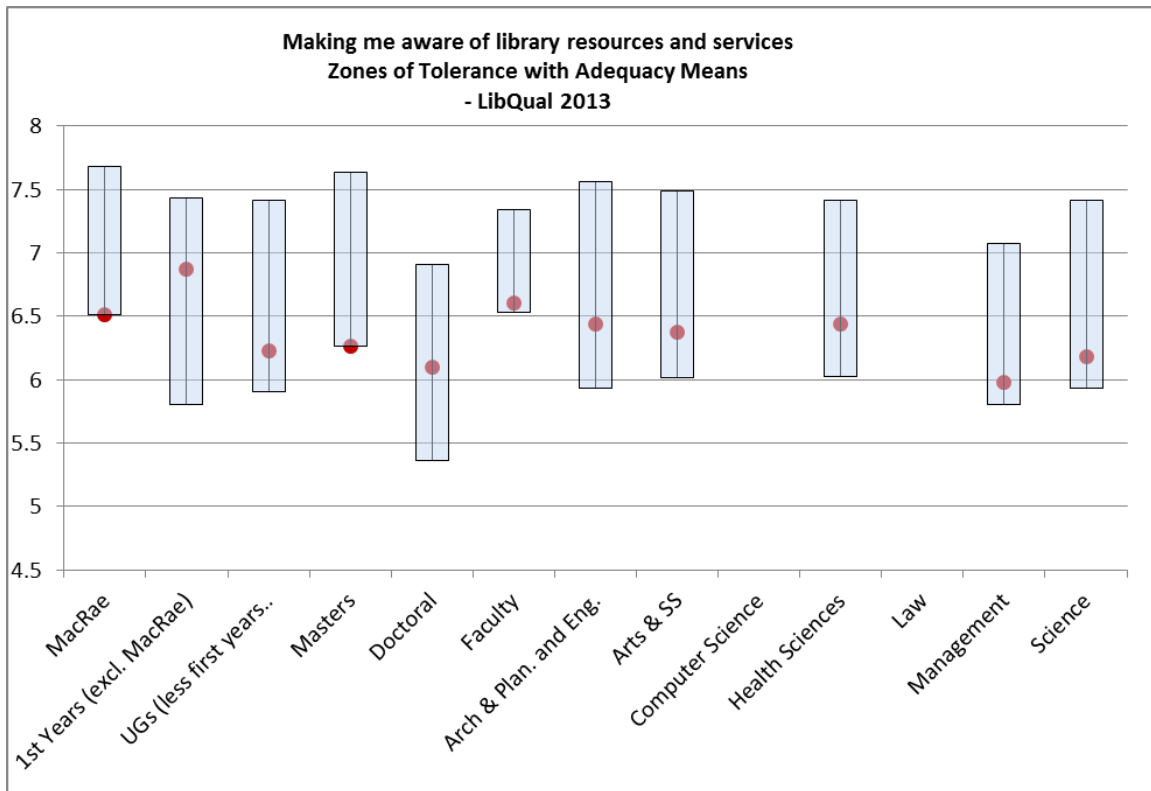
had adequate response numbers for these questions – in these cases, the position on the graph is left blank.)



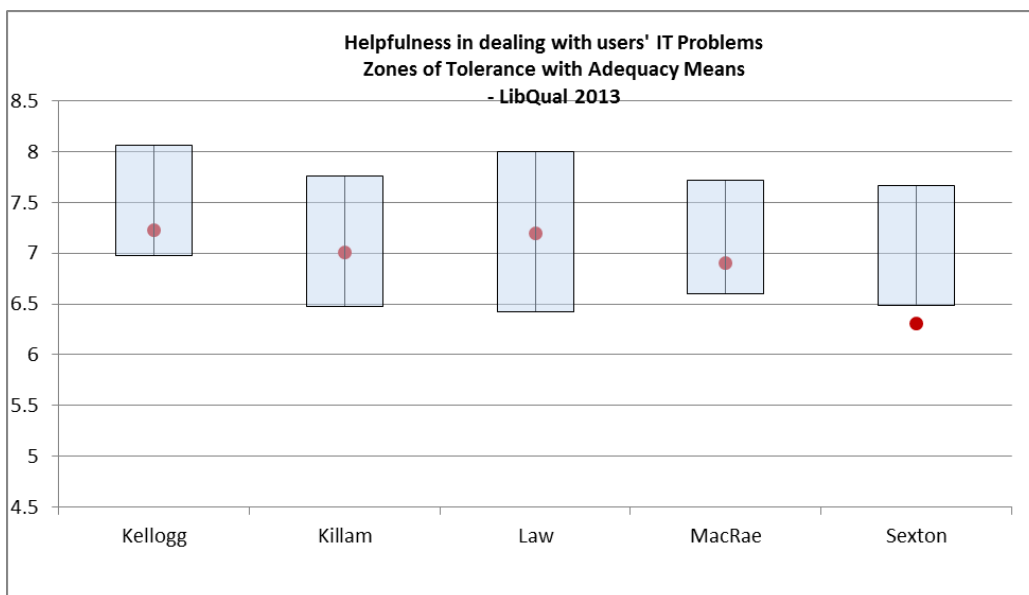
Overall, the expectations for library orientation/instruction sessions were fairly low. We are meeting or exceeding expectations for several of the respondent groups analyzed: First Year students, Masters students, Health Sciences students, and Science students.



The data analysis shows that all respondent groups are satisfied with the hours of services, except for Law students/users of the Law Library whose expectations are also higher than the other groups. Respondents who were not satisfied with the hours were likely to include a comment to that effect, as the volume of negative comments about hours was high (98 negative comments from a total of 107 comments about hours). The highest number of comments about hours came from Killam Library users but Law Library users had the highest representation, given their number of total respondents.



We are meeting the minimum expectations of all respondent groups analyzed when it comes to “making me aware of library resources and services”, but for some groups we are just meeting their minimum expectations: MacRae students, Masters students, and Faculty. Awareness of library services was referenced 26 times in the comments; 23 of these articulated that library services should be better promoted.



All but Sexton users are satisfied with the help they receive with IT problems.

## 5. Summary of Recommendations

**Recommendation 1:** In the interest of preserving and expanding expertise in the management and analysis of future LibQual surveys, staff who participated in organizing the 2013 survey and analyzing the data should be encouraged to lead various aspects of the coordination and analysis of the next survey. Training is available through ARL at ALA meetings and at the Library Assessment Conference.

**Recommendation 2:** Reconsider the Full/Lite options for the LibQual survey in 2016 if we expect the response rate to remain high. The LibQual office is considering changes to how the Full and Lite versions are deployed, and by 2016 it may be possible to apply the Full version to some respondent groups and the Lite version to others.

**Recommendation 3:** That there be one LibQual group responsible for planning and administering the survey and for data analysis. This will ensure continuity and communication from beginning to end of the process.

**Recommendation 4:** In order to save time, effort, and minimize errors, the quantitative and qualitative analysis should be conducted, undisrupted, by a minimum of four people for one week of dedicated time (i.e., these individuals should be relieved from other duties during this one week).

**Recommendation 5:** Due to the significant increase in survey respondents this year, a similar promotion plan, a similar schedule and similar incentive prizes should be considered for the next survey. The Communications Coordinator's LibQual 2013 Promotion Plan and final report should be consulted.

**Recommendation 6:** Consult with Student Services regarding their schedule of the CUSC survey in order to establish survey dates that do not coincide. Student Services did not remain on schedule for their CUSC survey, so establishing separate survey dates may not result in a solution if their survey dates change. An attempt should be made, however, to keep the survey dates distinct, or we should find other means to directly promote the LibQual survey to first year students. Keeping in mind that running the LibQual survey earlier in the semester may have resulted in improved respondent numbers, we may want to retain this earlier survey schedule, regardless of the CUSC survey dates.

**Recommendation 7:** Efforts should be made in the future to improve the representativeness of our respondent group. In particular, we now know that the CUSC survey is administered to first year students during the LibQual survey years. Means in addition to email should be considered to deliver the survey invitation directly to first year students. The LibQual respondent profile can be viewed while the survey is underway. Promotional efforts can then be adjusted during the course of the survey to aim for a more representative respondent group.

**Recommendation 8:** We recommend using Dedoose qualitative analysis software to analyze the comments. We found the software, which was web-based and therefore accessible from anywhere, flexible and easy to use. We also received excellent online support and communication from the Dedoose support personnel. The software is also cost effective at

\$12.95 per month of use (there is no charge for months in which Dedoose is not used, but the data will be available for up to 2 years).

**Recommendation 9:** We recommend future coders use a combination of grounded theory and a previously developed taxonomy when creating a code structure. We developed our code structure using a taxonomy developed originally at Brown University, which we adapted and changed to suit the comments we were working with. We found this approach to be extremely helpful and time-saving. While comments will vary from year to year, starting with an established taxonomy rather than reinventing the wheel with each new batch of comments is the recommended approach.

**Recommendation 10:** While LibQual data analysis is useful for gauging expectations and perceptions of different aspects of library services, resources and space, we recommend conducting additional studies to triangulate LibQual findings and to discover more about student and faculty needs, behaviours and areas of potential dissatisfaction.

Respectfully submitted by:

Dalhousie Libraries User-Experience & Assessment Committee:

Linda Bedwell (Chair)  
Geoff Brown  
Joan Chiasson  
Ian Colford  
Sandra Dwyer  
Suzanne Hayes  
Heather MacFadyen  
Lindsay McNiff  
Robin Parker

## **Appendix A – Core Questions List**

### **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

## Appendix B - Comments Analysis

Of the 3,608 survey respondents, 1,469 provided comments. Comments are useful for gleaning information not captured by the quantitative data and to further illustrate quantitative findings. Caution must be exercised with regard to drawing conclusions from LibQual comments. Because the comments box is not associated with any specific open-ended question, one cannot assume that comments contributed on any specific topic reflect the perceptions of the entire respondent group.

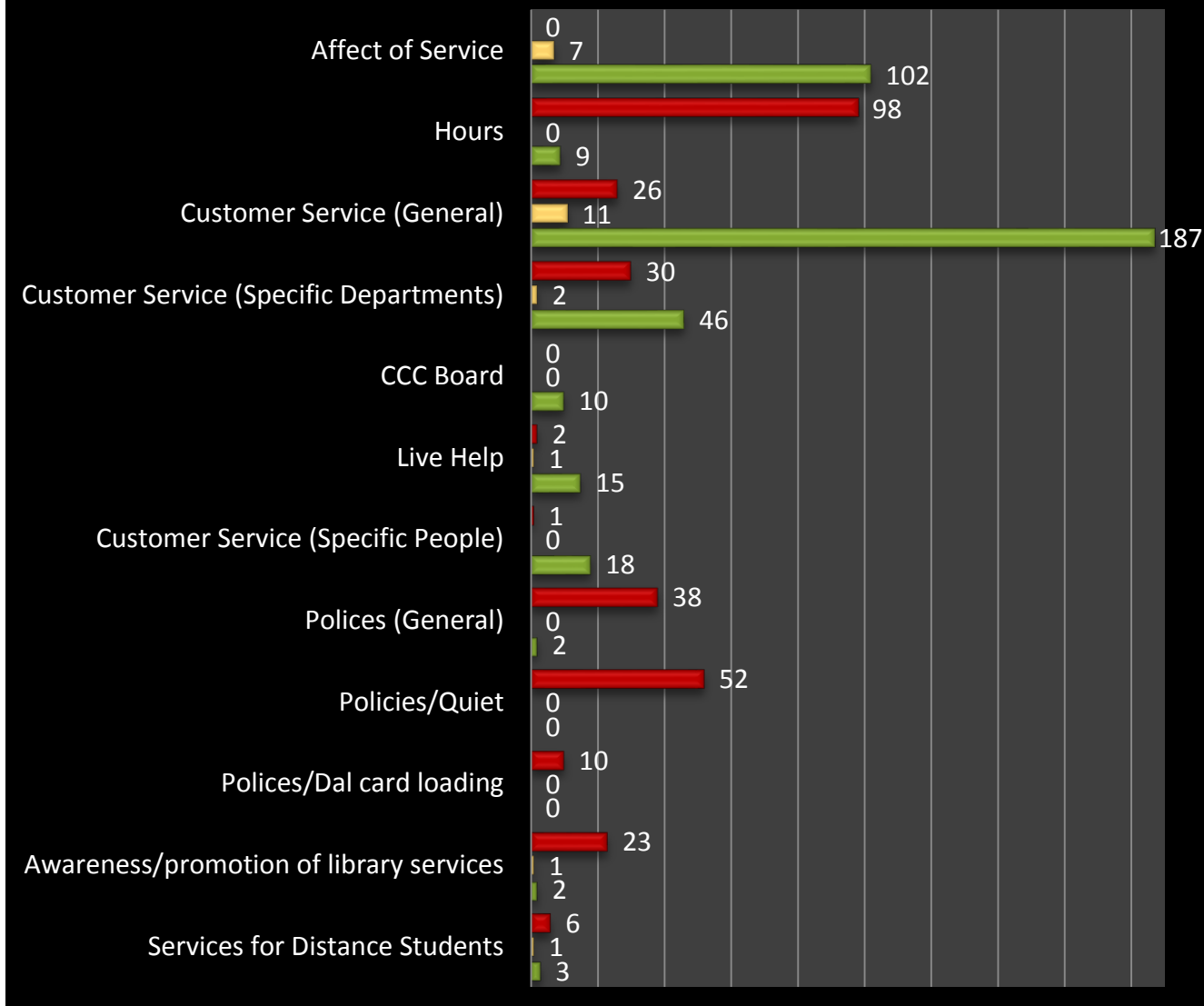
Comments were analyzed using an adapted taxonomy originally created at Brown University. Four parent codes – Affect of Service, Information Control, Library as Place, and General – were used and subcategories were either adapted from the Brown taxonomy or created using Grounded Theory following an initial review of the comments. The full taxonomy is located at S:\Library\Share\Assessment\LibQUAL+\2013\Data\Qualitative\Code taxonomy.

Each excerpt was coded for content and weighted for sentiment. Each topic addressed by the participant received the code reflecting that topic, and each code was assigned a weight of 0 (negative), 1 (neutral), or 2 (positive) to account for the participant's feeling about that topic. Comments addressing a gap or a want were considered negative. Comments that were equally negative and positive were considered neutral.

## Affect of Service

■ Negative (0)   
 ■ Neutral (1)   
 ■ Positive (2)

0    20    40    60    80    100    120    140    160    180



### Affect of Service

The parent code “Affect of Service” was used to capture comments that referenced service without specifying a particular element of service. Comments coded at “Affect of Service” were positive or neutral, and included references such as “Overall, service at the Killam is very good” and “I have been quite pleased with the library services available, based on my experiences so far.”

### Awareness/promotion of library services

Comments coded at this node were primarily negative because students referencing promotion of library services were usually pointing to a perceived lack. While participants often spoke positively of



library services, they urged further promotion to increase awareness. Comments included “I did have to find out about the microfilm, rare books and archives rooms on my own though. I think that these services should be much better advertised,” and “The Library has given me access to a great deal of fantastic resources, but I know I do not use what they have offered to its full potential, in large part due to my lack of knowledge on how to use certain programs that are available.”

#### Customer Service (General)

Comments coded here expressed satisfaction or dissatisfaction with customer service at a general level, or a perceived lack of a particular service (ie. “Please provide a service for renting projectors.”). While customer service or interaction with staff was specified in these comments, no particular department or person was referenced. 83% of the excerpts coded at this node were positive (ie. “The Kellogg library staff is fantastic! Very helpful and friendly!”); negative comments pointed to a perceived lack of available staff or referenced a particular negative experience with library staff (ie. “There are also a few people who I feel that need more training and/or should be more respectable.”)

#### CCC Board

Comments about the CCC Board at the Killam Library were all very positive. Respondents appreciated that their comments were being addressed, and often found the responses entertaining. Comments included “The CCC Whiz is awesome – you should give whoever this is a promotion because they make students, like me, feel heard – invaluable.”

#### Customer Service (Specific Departments)

Excerpts with this code were mainly split between positive (60%) and negative (38%). Respondents who took the time to comment on the service they received in from a specific department were often referencing a specific incident (such as “One time it took the person over 30min to search for an electronic resource after I had told him it wasn't accessible online and all I wanted was directions to find the printed journal. And when he finally accepted that it wasn't online, he didn't know how to look up where the printed journal was in the library.”) or were praising the ongoing level of service they received from a specific department (ie. “The service by the librarians, and support staff is exceptional! They are always willing to help the best way possible and if they cannot they are great at referring me to the right person.”) Specific departments include but are not limited to Circulation, Reference Services, and IT Services.

#### Customer Service (Specific People)

With one exception, all references to service received from a specific staff member were positive. Examples include “Shelley McKibbon is an outstanding, knowledgeable, personable resource who is always ready, willing and exceptionally able!” and “I found the Dalhousie library electronic information session provided by my discipline's reference librarian Michelle Poan [*sic*] (SRES) to be very helpful.”

#### Live Help

Excerpts related to the Live Help chat service were largely positive. Respondents found Live Help convenient and were happy with the service they received. Comments included “Live chat is very

helpful. I have had to use it many times when I was studying late at night from home and the staff online was extremely helpful in answering all my questions.”

## Hours

While some participants responded positively about library hours, showing particular appreciation for the extended Night Owl hours during exam time (“Also, it’s great that the library has extended night-time hours during the busy parts of the semester”), most comments coded at this node expressed a desire for longer hours. Examples included “I wish the library would have longer opening hours and open earlier in the morning. Ideally would be 24/7” and “It would be nice if the library was open longer on Saturdays, and Friday nights.” While the majority of these comments came from users of the Killam Library, this was also the most populated user group. After adjusting for demographic differences, the majority (62.2%) of comments about library hours came from users of the Dunn Law Library, and all of these comments were weighted as negative.

## Policies (General)

The Policies nodes captured comments about library policies and enforcement of these policies. Excerpts coded here were generally negative because respondents either disagreed with a policy or felt it should be better enforced. The Policies (General) node gathered comments on all policies other than Dal Card loading and the quiet policy, some of which include the no paper cups policy at the Dunn library, general comments about procedures and practices, policies about eating in the library, and the scent-free policy that pertains to all of Dalhousie University.

## Policies/Dal card loading

All excerpts coded at this node expressed disagreement with the decision to discontinue Dal card loading at some library circulation desks. An example comment is “No longer able to reload Dal card at circulation desk. I think it is a service that the circulation desk should provide instead of having students wait in line at Second Cup, Subway, etc among other students for printing access.”

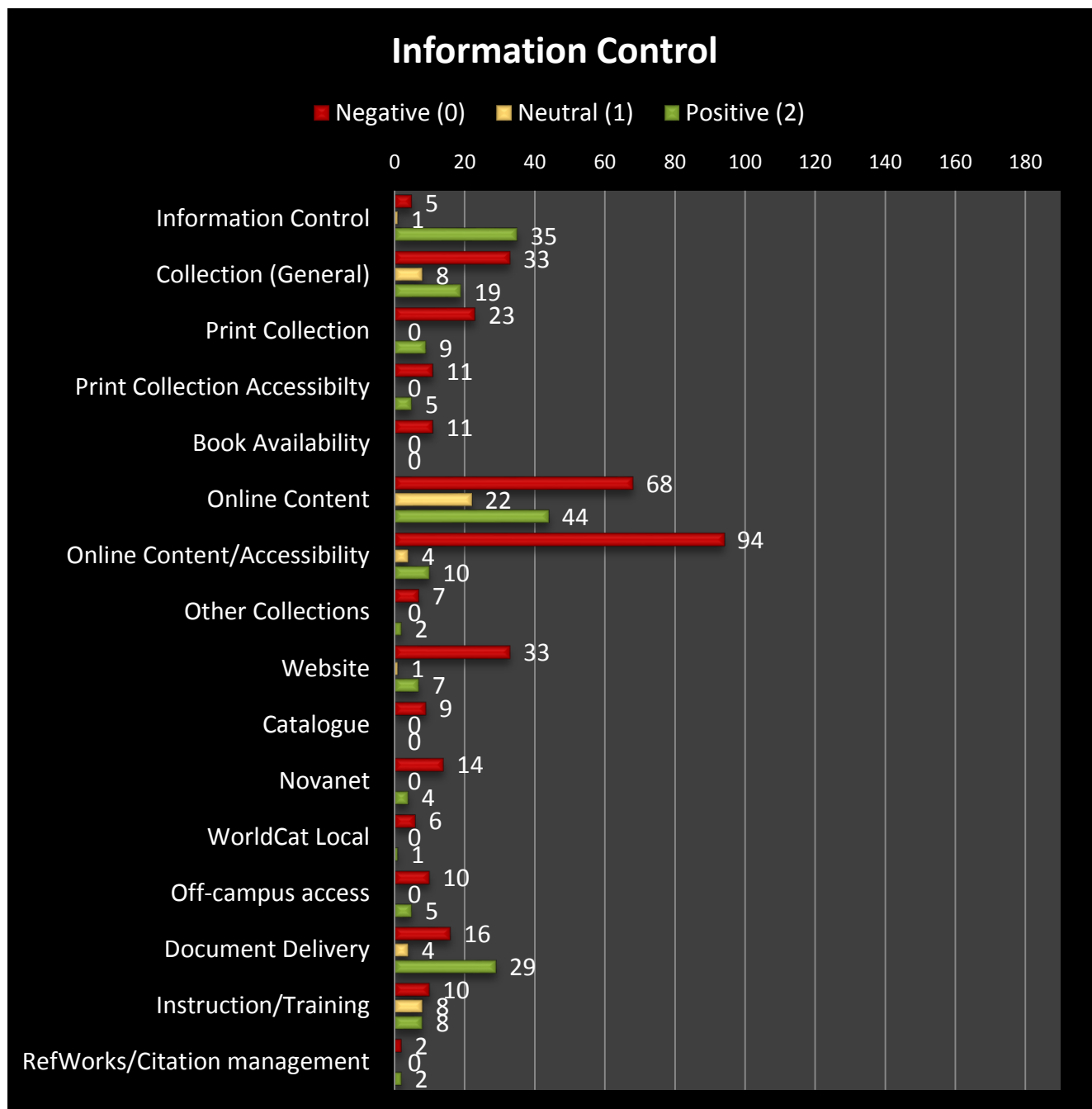
## Policies/Quiet

Most comments coded at this node either referenced the need for better enforcement of the quiet policy (ie. “groups of students in the library (usually at the main computer area) can be extremely loud sometimes, discussing non-academic topics. It would be nice to have a little bit more enforcement of the ‘quiet conversation policy’” and “My only complaints would be that quiet areas are not always quiet and this doesn’t seem to ever be enforced. It is distracting when you go in the quiet room specifically because you need quiet to work and it is not quiet!”), or disagreed with quiet policies in certain areas of the library (ie. “Also, I don’t think that talking should be prohibited in the learning commons because it is the first floor.”)

## Services for Distance Students

Some negative comments coded at this node expressed a general need for improved services for distance students (ie. “Would like to see more services for distance students”) while others identified a concrete service they would like to see added or improved (ie. “More info needs to be given to distant students on how to navigate the library by distance” or “I am a distant student. It is frustrating that I

have to pay for shipping costs when I borrow a book.”) Complimentary comments were mostly general, such as “excellent services for distance students.”



#### INFORMATION CONTROL

The parent code “Information Control” was used to capture any comments that referenced information and resources without specifying a particular type. Comments coded at “Information Control” were 84% positive, and included references such as “There are lots of great resources available.” Negative

comments in this category tended to be along similar, although more general, lines as the child nodes of Information Control: participants wanted more resources and easier access to information.

### Catalogue

References to the library catalogue that did not specify Novanet or WorldCat were classified here. Excerpts classed here were negative, claiming that the catalogue is “not very user-friendly” or produces inconsistent results (ie. “I find the only way that I can get the book I’m looking for in the first page is [*sic*] results is to enter the ISBN number. When I type in a title or an author, I get tons of unrelated books.”)

### WorldCat Local

Comments specifically citing the online catalogue WorldCat Local showed discontent with having more than one search function, and nearly half the negative comments about WorldCat local noted a preference for the Novanet catalogue (ie. “I also think the default search for books should be Novanet, not World Cat. It is difficult to tell in the default search whether a book is readily available, but that information is easy to find with Novanet.”)

### Novanet

While Novanet was listed as the preferable catalogue search to WorldCat Local, there were also a number of criticisms surrounding aspects specific to Novanet search functionality (ie. “Novanet searches need to provide more electronic links that have less steps to access information, better filter results.”)

### Collection (General)

Excerpts were coded negatively under this node whenever a participant noted any gap or dissatisfaction with the collection without distinguishing between print or electronic. Comments ranged from specific perceived gaps in the collection (ie. “i’ve been doing research this term on comparing a recent London, UK case to Canadian jurisprudence. I’ve had a very hard time getting the UK resources I need, which strikes me as odd because our law is derived from British common law in so many respects. We’re constantly reading British law in all of our classes, yet the library is severely lacking in UK sources” or “More resources in computer networking would be appreciated”) to collection needs of certain groups (ie. “There should be greater emphasis placed on library resources for graduate students and faculty, rather than undergraduates” or “A larger international section with books in different languages would also be neat”) to very general comments about the collection (ie. “Books could be more up-to-date.”) There were plenty of positive comments about the collection as well, both related to the breadth of specific subject areas (ie. “Historical collection in my field (maritime security) is very good” and “The collection of math books is varied and well-kept”) and the collection at large (ie. “The library has a lot of useful books and resources. I frequently use many of them to research different topics.”)

### Online Content

Comments about the online content available at Dal libraries expressed either concern or satisfaction with the scope of the content (ie. “Dalhousie’s online subscriptions are too thin” vs. “I’m thrilled at the

level of electronic resources made available for us”). The number of negative references (67) and positive/neutral references (67) were the same, showing a wide variety of perceptions of online content availability.

### Online Content/Accessibility

Participants commenting on their experiences finding and navigating to online resources were for the most part frustrated, finding pathways to access cumbersome (ie. “Only suggestion would be to offer easier routes to finding credible journal articles. The current set up requires MANY steps to get to the articles. Perhaps streamline that process further if possible?”) Also present in this category were comments expressing concern about format and access issues stemming from the shift to e-books (ie. “The switch to more and more e-books has been a problem - in terms of accessing books held by other Novanet libraries in particular, but also sometimes it's nice to have a book you can actually flip through instead of waiting for pages to load, having it time out, etc. It's also a shame that the switch to e-books denies access to members of the broader community, making the university libraries a more elite, restricted service, despite the significant public investment in them.”)

### Print Collection

Comments about the print collection concerned the number of copies of particular print titles, the size of certain print collections (ie. “I find it frustrating sometimes with the lack of new relative hard cover material that I am looking for, related to environmental studies, science, history and management”), and more general comments about the size, scope, or datedness of the collection (ie. “Generally, I find that the Dalhousie Library does not have a very good selection of books in-house.”) Other participants expressed satisfaction with the print collection (ie. “The MacRae Library has the most wonderful collection of books that I have seen at any library”) and the new acquisitions section (ie. “Re: Killam Library - I am addicted to the new acquisitions bookcase, I love to browse it, sign-out books completely unrelated to my practice area.”)

### Print Collection/Accessibility

Participants commented less on the accessibility of print than on the accessibility of online content; however, one prevalent theme did emerge: respondents noted difficulty taking their online search findings to the physical shelves to locate the book (ie. “When you look books up on the library website it is very difficult to locate the book physically.”)

### Book Availability

This code specifically concerns the finding of books listed as owned by the libraries but were either missing/mis-shelved (ie. “Unfortunately, the Sexton Tech Library often doesn't have titles that it says it has online. I'm not sure if it is due to the staff making assumptions or titles being stolen, but I often find the quality of bookkeeping services very poor and I am often disappointed when a title that is shown to be present online, actually is nowhere to be found”) or checked out when the patron wanted to access them (ie. “There are a few books in my field that are very relevant but the library only has one copy and therefore everytime the book is needed it is usually on loan.”)

## Other Collections

Comments coded at this node were primarily concerned with course reserves (there was also one comment about AV materials, another about Special Collections, and one concerning the music collection). Participants wanted to see a higher volume of course readings moved to reserve and wanted easier access. An example comment was “I also find your system for retrieving reserve books cumbersome and not user-friendly. I recommend keeping a binder at the circulation desk containing a reserve list with call numbers, so that the patron is not expected to know call numbers of the books they are requesting.”

## Document Delivery

Comments about the Document Delivery service were largely positive. Respondents were pleased with the ability to access books from other institutions to supplement Dalhousie resources (ie. “I use Interlibrary loan frequently and I am always amazed by the quality of the service. I don't think there is any document that the library, through its various mechanisms, could not provide. And I don't limit my research to most available sources.”) Participants who responded negatively about Document Delivery critiqued the timeliness of delivery and the renew/return policies. One participant made the following suggestion: “If a book is acquired through Document Delivery, there should be a way for Killam to check with the lending library to see if the loan can be extended. Several times, I have returned a due book, only to re-order it again that day. It seems inefficient and possibly a waste of money to send a book across the country only to send it right back.”

## Instruction/Training

Respondents spoke very positively about instructional sessions and one-on-one training they had received from librarians – one participant commented “A presentation from the Science Biology librarian, made a huge difference of how I use the services now. Especially helpful when writing my thesis :)” Respondents making dissatisfied comments in this category wanted to see more tutorials/sessions or different content (ie. “I would appreciate [*sic*] having seminars/courses available by the library/university for those with limited computer skills. Too often I find that most seminars available are geared [*sic*] toward people with a higher level of computer skills than I possess. Often I do not understand the terminology being used, but do not wish to hold up everyone else, while things are to be explained to me.”)

## RefWorks/Citation management

Only four responses were coded at this node. Negative comments expressed the need for more in-depth training in RefWorks or a move to a different citation manager, while positive comments expressed contentment with RefWorks and with the support offered.

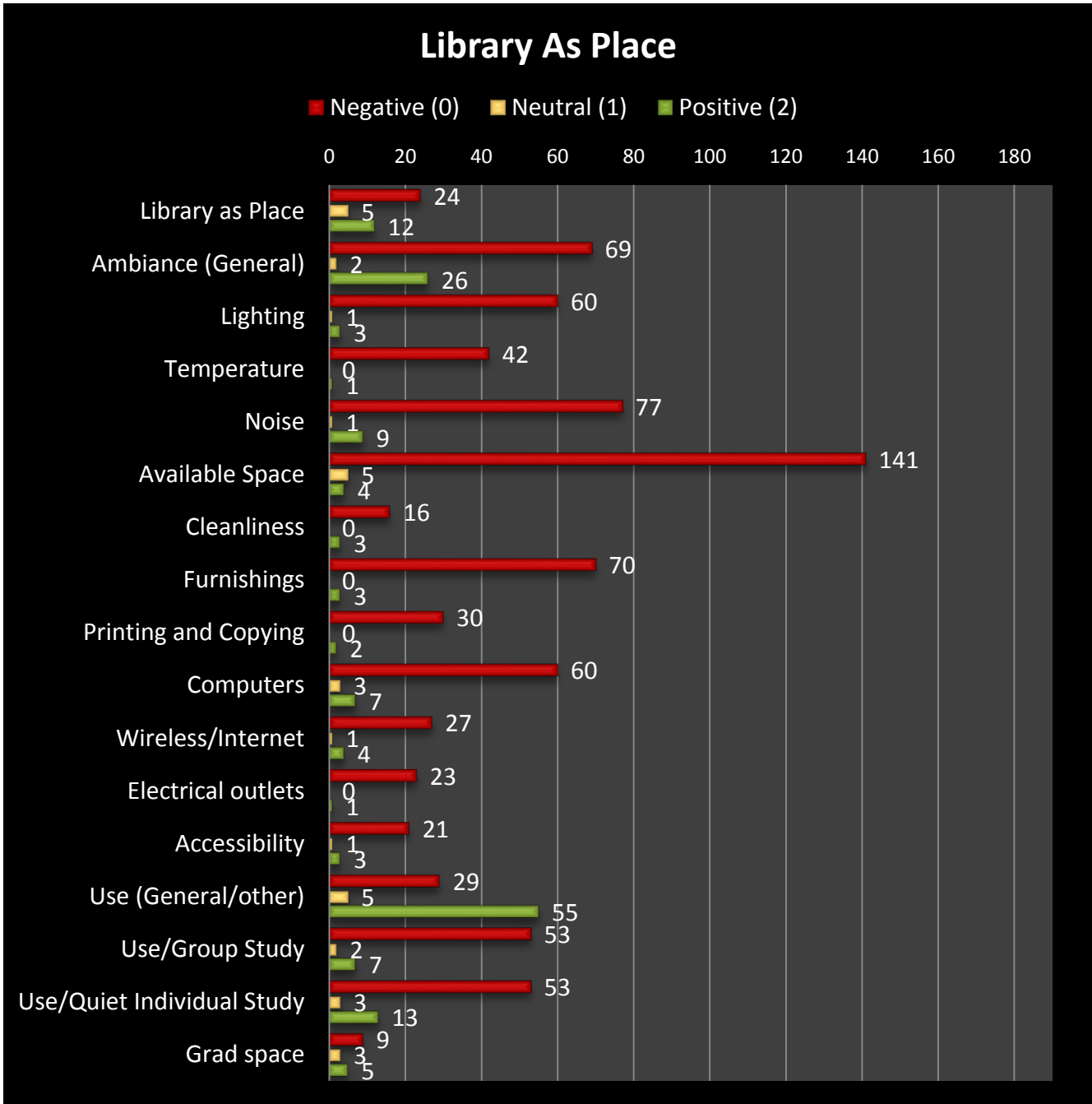
## Off-Campus Access

Ease of off-campus access was an issue for 10 respondents, who wanted to see more streamlined and dependable access. Example comments included “I wish the VPN worked all of the time so you could access all of the libraries websites” and “The Library should provide a easiest [*sic*] system to access to online resources at home. The current system, when you have to write your user and pass is annoying when you have to search and download a lot of pdf articles.” Participants reflecting positively on off-

campus access were generally pleased with the ability to use library resources from home: “I also really appreciate the accessibility of online journals at home.”

### Website

While a portion of excerpts coded at this node commented positively on the website (ie. “The online portal for the library is more than useful. Thank you for the good job”), the majority reinforced the quantitative data showing user dissatisfaction with the website. Respondents listed the website as unintuitive and in need of improvement. Typical comments include, “I really do not like the layout of novanet or the libraries website. I’m not sure the extent to which this is under your control, but I find it very tedious to navigate with numerous useless steps and pages and unclear layout that takes extra time to decipher [*sic*].” and “The Dal website can be difficult to navigate. Most students don't know what novanet is; the quick search on the main page is misleading and students may never learn the best way to search for materials.”



**LIBRARY AS PLACE**

The parent node “Library as Place” was used to capture any comments referencing the physical library in general without fitting easily into one of the other categories. Many of the comments referenced the building (ie. “New renovations at library continually (killam) are very nice” or “Killam should be renovated - particularly by adding carpets between the bookshelves to make it a quieter place.”)



## Accessibility

Comments coded at this node described the ease with which respondents felt able to navigate the physical library. The majority were negative and pointed to a sense of confusion and distraction when it came to accessing the physical space. Respondents requested more signage (ie. “The architecture of the Killum [*sic*] library is unfortunate both in the study spaces and the way the collection is stored. It would help to have better, simple signage indicating the topics of the sections, and ready available maps both online and in print for people to use to show book locations generally and study spaces and there [*sic*] level of noise.”) There were also some comments about the accessibility of the third floor.

## Ambiance (General)

Ambiance (General) was a parent for a number of other codes contributing to the atmosphere of the library space. Excerpts receiving this code either referenced the atmosphere in general or referenced some aspect of the atmosphere not covered by the child nodes. Comments at this node were fairly general and quite divided in sentiment. Negative comments included “I think the library could also use some more personable touches, such as more art in heavy traffic areas” and “it would be nice if the space was updated a bit to be made more welcoming and comfortable.” Positive comments include “Library has wonderful ambiance for students and management has done a great job in maintaining the same” and “I really like the Kellogg's environment.”

## Available Space

141 excerpts referenced the need for more space in the libraries. A separate node was created for comments referencing the need for more individual and group study space, so the 141 comments grouped negatively under “Available Space” addressed the need for more space/seating in general. Comments grouped here were straightforward in nature: “I would love to have more study/seating space in the library”; “The Kellogg library gets so packed at certain times of year, that I've actually not been able to find a seat at times. More study space is needed”; “More work space in Sexton library is required!”; “The Killam Library is far too overcrowded”; “As the Killam Library is the main and most central library on campus I think there should be more study spaces available.”

## Cleanliness

A number of respondents mentioned cleanliness as a factor detracting from the ambiance of the campus libraries. Cleanliness was sometimes mentioned in conjunction with other atmosphere-related complaints such as temperature and lighting, and was often cited in connection with food and food policies (ie. “There should also be spaces in Killam where no food/drink is allowed, as Killam is often quite unclean.”) Comments about the cleanliness of tables, desks, and study rooms were also noted. Cleanliness was also mentioned positively in connection with other atmosphere factors in the following comment: “I have found reasons to commend in writing the Kellogg Health Service Library management and staff (including housekeeping services) for the fact that it is a quiet, well-lit space, clean, warm, and staffed with amazingly supportive assistants, which makes it an absolute go-to place for studying with focus for me! Bravo!”

## Lighting

Participants critiquing the lighting at the libraries expressed the need for more natural light to brighten the space. Comments included “The Killam is very dark and I know it is a reason many people don't like coming here, if there was a way to get more natural light or less florescent light that would make the whole library experience better.” The majority of comments (79.7%; 43.3% after normalization) about lack of lighting were directed at the Killam Library.

## Noise

The Noise node captured criticisms of the noise level at the libraries, but not the enforcement of the noise rule (this was captured under Policies/Quiet). Comments included “Noise level on the main floor is disruptive due to carts with wheels and students having loud conversations” and “I find that the employees in this library are very loud at times. They often talk and discuss matters in the middle of the library and sometimes talk across the library with no concern for being quiet and respectful of library users that require a quiet work environment.” This node was also weighted positively when respondents commended the quiet atmosphere of the library. One respondent noted “My favorite thing about the law library is how quiet it is.”

## Temperature

Comments about temperature were straightforward – participants found the libraries too hot or too cold and often expressed the need for better heating and cooling systems. Example comments included “The work environment is always too hot implementation of an air conditioning system is needed because there are spots in the library that would be nice to work in but don't due to the heat and the problems listed above” and “Also, it's usually just a little too cold in the libraries... this doesn't keep me awake, it makes me uncomfortable.”

## Computers

Comments grouped under the Computers node were largely concerned with the number of computers available and the variety of software to be found on the computers. Excerpts referencing the former were both positive and negative (ie. “lots of computers and rarely have to wait to use one” vs. “not enough computers”) while references to software typically requested more (ie. “I think there needs to be more computers with Adobe Creative Suite software! 8 is way too few.”)

## Electrical Outlets

Twenty-three respondents requested more outlets for laptops in general or at specific locations in the libraries. Comments included “The space available in the Dunn Library could also be improved to include greater access to electrical plugs for laptops,” “More power outlets required for the Sexton library. Especially in lower floor study cubbies,” “Power bars for all tables and study spaces in the Kellogg Library please. There are still some power deserts where users can only work with their laptops as long as battery power lasts!,” and “There should be more electrical plugs in study areas in order to charge computers. In the grad study room in Killam library a lot of them do not work.”

## Wireless/Internet

Participants were concerned with the speed and consistency of the wireless and Internet connection in the libraries. Comments included “Only issue is slow internet when using my wireless devices. It is however understandable considering the huge number of users” and “It would be much better if there was a better wifi connection. Whenever I am in the stacks on any floor, my computer cannot get any signal.” One respondent reflected positively on the improvements to the wireless connection: “One thing I will say, having been a Dal student for > 5yrs, is THANK YOU for the MORE RELIABLE/ACCESSIBLE/CONSISTENT wifi!!”

## Furnishings

The main themes for comments coded at this node were more/bigger/better windows and more comfortable chairs and tables. Comments included “It would be nice to have more windows in the Killam!,” “I love our library, but the windows need work. Ice inside,” “would use the premises more often for studying, writing etc if the ergonomics of the seating, tables etc and the environment were improved,” and “Good comfy chairs next to outlets would also be nice. a [*sic*] section with adjustable standing desks would be even better.”

## Printing and Copying

Price, functionality, and the number of available printers, copiers, and scanners were the main concerns within excerpts coded at this node. Comments included “Some services could be improved (i.e., cheaper printing, and greater access to poster printing),” and “I rely on the LC printers for most of my printing, and the fact that they are often broken-down is a source of frustration and inconvenience.”

## Use (General/other)

Comments coded here referenced general use of the libraries (ie. “The library is the best resource for studying, and helps me separate my school work/projects from my personal life at home.”) Negative comments expressed dissatisfaction with the libraries as study spaces (ie. “I would use libraries more if there was more study space available and less of a “hang out” zone”) while positive comments referenced the libraries as good study spaces (ie. “I always come to the library to do assignments and study. It is a nice peaceful place where people are there to help you accomplish your work and what you have to do.”) One respondent suggested “Book displays in that main commons area with all the computers next to the check out desk would be nice. Highlighting a specific topic or a topical concern. I like the new books shelf but a little effort could make it way way way more attractive than just stashing books on it. Little signage... little fun... little design goes a long way,” while another suggested “In general it would also be good to have a place for off campus students to store personal items in a central location such as the Killam.”

## Use/Group Study

Negative comments coded here were largely concerned with the need for more group study space. Respondents appreciated this type of diverse space and wanted to see more of it. Comments included “More group study space that does not need to be booked in advance is needed in the Killam” and “It would be nice to have more group study areas in the sexton library that do not have to be quiet.”

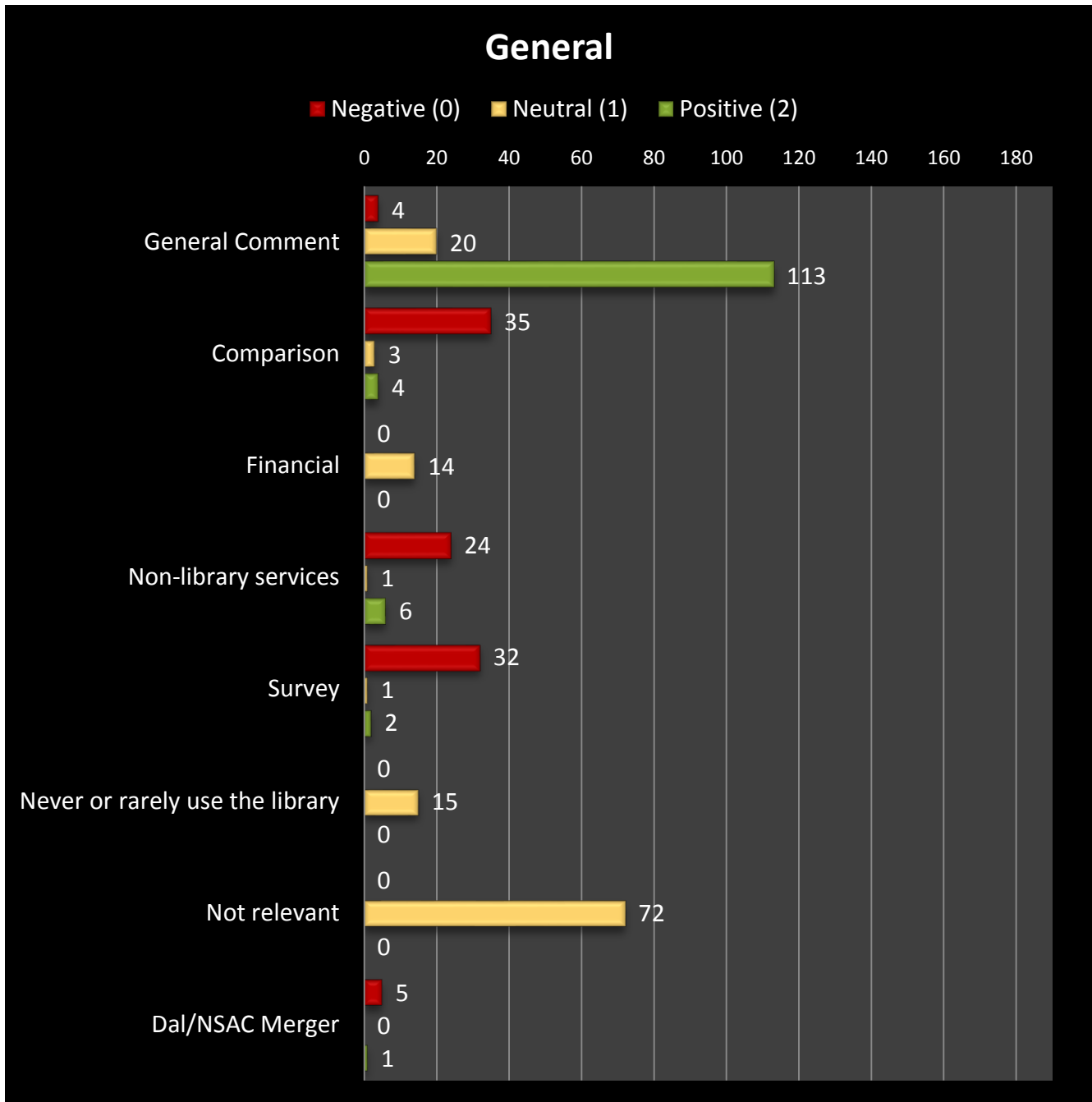
Positive comments also reaffirmed the extent to which respondents valued group study space: “MacRae library is great for both individual study and group work.”

#### Use/Individual Study

While 62 respondents referenced group study space as valuable at the libraries, 69 respondents mentioned quiet/individual space. As with the Group Study category, negative comments, such as “More quiet study space is really the biggest requirement that I have which the [Killam] library is not currently meeting,” expressed the need for more quiet space, while positive comments articulated appreciation for the quiet space already available (ie. “I enjoy going to the Dal Medical library. everyone is friendly and i enjoy the quiet work spaces they provide.”)

#### Grad Space

Negative comments about the Killam grad space were quite varied, covering lack of space, computer availability, noise, segregation between graduate and undergraduate students, and enforcement of lounge rules. Positive comments were more general (ie. “The graduate lounge is a very good addition to the Killam Memorial Library.”)



GENERAL

Comparison

The Comparison code was applied whenever a respondent compared Dalhousie libraries to those of another institution. The comparison concerned issues such as journal access and electronic search tools and overall atmosphere. A number of respondents referenced the library at Saint Mary’s University as a more appealing physical space.

## Dal/NSAC Merger

Six excerpts in total, all from users of the MacRae library, referenced the impact of the Dal/NSAC merger. One comment referenced improved service following the merger, while the negative comments centred around difficulty with electronic access following the merger, such as “I don't need much help when it comes to the library and information but the off-campus library access eludes me in my attempt to access articles i can on campus. Before Dal took over at the AC I was able to easily figure it out on my own but the new dal seems to be hiding the information from me.”

## Financial

Excerpts coded at this node were not weighted – these respondents tended to qualify a negative reference with the assumption that budget constraints were responsible. Examples include “The libraries themselves suffer from underfunding, and this is most clear in their limited hours and staff” and “The library staff do their best to be helpful insofar as they are able given their budgetary constraints.”

## General Comment

These comments were mostly positive (79%) and neutral (18%) and did not fit easily into the other categories. Positive excerpts were complimentary in a very broad sense (ie. “Fabulous!”, “Keep up the good work!”). Neutral comments were either impartial statements about the libraries (ie. “It’s difficult to find ongoing relevance to the traditional roles in the library”) or were equally positive and negative (ie. “Satisfactory,” or “It does what it needs to do but it should be better.”)

## Never or rarely use the library

Excerpts coded at this node were not weighted. Respondents were either unequivocal in stating that they rarely or never use the library (ie. “I have no need at this time to use the library”) or specified lack of use of the physical space (ie. “I am a medical resident situated off-site (in the Annapolis Valley), so I never use physical library services.”)

## Non-Library Services

References to food options and services in the Killam atrium dominated this category. Many respondents wanted to see more food available, particularly snack options (ie. “it would be nice if there was some sort of coffee counter or snack bar in the library”). Another prevalent theme was the Subway in the Killam atrium – most respondents referencing the Subway did so negatively (ie. “I HATE the Subway vendor in the courtyard, and I think the redesigning of the space is cheap – third-tier shopping mall food court. The SMELL means that I now NEVER sit there” and “Replacing the inspirational, symbolic fountain in the Killam library with a Subway was a bad choice.”) Other respondents were happy with the food services (ie. “Second Cup is a blessing and the employees there are always friendly!”)

## Not relevant

Comments considered irrelevant to the goals of this survey ranged from inconsequential series' of letters or numbers or "n/a" to statements related to the respondents' degree path or relationship to the university.

## Survey

Excerpts coded at this node were largely critical of the LibQUAL+ survey design. A number of respondents found the survey difficult to understand, while many others were frustrated by the lack of a third option for the mandatory field "sex."