

LibQUAL 2013

UBC Vancouver survey results

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UBC Library Assessment
LibQUAL Analysis Working Group

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Executive Summary

In February and March 2013 UBC Library implemented the LibQUAL survey at the Vancouver campus to measure faculty and student perceptions of library services. There were 918 valid responses, 40% of which included written comments. A working group of library staff members reviewed the comments to identify themes that provide context for overall survey results.

Survey respondents rated the quality of UBC Vancouver library services at 7.3 on a scale of 1 to 9, the same as in 2010. Overall survey results focus the library's attention on areas where **a)** perceived performance is not aligned with user expectations, and **b)** user expectations are especially high or low.

- Many survey comments suggest an awareness gap when it comes to library services. Some users seem unaware of what the library offers and ask for resources that are already available. Improving awareness could help boost user perceptions of the library.
- Respondent expectations are highest when it comes to the quality and accessibility of UBC Library's online collections, particularly among faculty and graduate students. This is also the area where the library's perceived performance is lowest relative to expectations.
- UBC library meets expectations on questions about customer service. Students and faculty recognize the people who serve them and appreciate the work of library staff.
- Students desire a variety of library environments and facilities to meet their different needs. Quiet study space stands out as a priority, particularly among undergraduate respondents.
- The survey does not measure the library's teaching and learning program directly but results suggest user expectations are low when it comes to orientation and instruction sessions.

About this report

Most of the interpretive work is the collective effort of the LibQUAL Analysis Working Group, tasked with summarizing and presenting the content of respondents' written survey comments:

- Charlotte Beck
- Danielle Bugeaud
- Jeremy Buhler (chair)
- Cathaleen Finnegan
- Laurie Henderson
- Ebony Magnus
- Kat McGrath
- Shawwna Parlongo
- Frank Sayre
- Bronwen Sprout
- Jon Strang

Jeremy Buhler and Ebony Magnus assembled the report, framing the themes identified by the group in relation to overall LibQUAL results and writing introductory and concluding passages. Credit for interpretive insight belongs with the group; Jeremy takes responsibility for errors or omissions in compilation and editing.

If working independently most of us would revise this document, stressing something here, downplaying another there. But differences of opinion in collective writing are an essential part of the process and raise questions that encourage deeper engagement with the material at hand. We hope this report also raises questions and curiosity in the reader and leads to discussions with colleagues, further exploration of the results, and meaningful consultation with library users.

Introduction

What

LibQUAL is a standardised survey instrument developed by the Association of Research Libraries (ARL) that measures *user perceptions* of library services. The survey questions focus on three service areas:

- library collections and access
- customer services
- library physical spaces

To reduce the burden on individual respondents UBC uses a short version of LibQUAL called LibQUAL Lite. Each respondent answers demographic questions, four core questions about library services, and a random sample from the remaining questions. No single person answers every survey item but collectively the library hears from all user groups on each question.

Where

As in past years, UBC Library ran separate surveys for the Okanagan and Vancouver locations. This report is limited to results of the Vancouver survey.

When

UBC Library ran LibQUAL in 2007, 2009, 2010, and 2013. On the Vancouver campus the 2013 survey opened on February 12 and ran for 3 weeks, spanning reading week and closing on March 4.

Who

A random sample of UBC Vancouver undergraduate students, graduate students, and faculty members received an email invitation and a link to participate in the survey. The Office of Planning and Institutional Research (PAIR) and Faculty Relations provided contact information for a representative cross-section of the campus population.

Why

Libraries implement LibQUAL periodically to better understand user priorities and to monitor library performance relative to student and faculty expectations. Much is changing in academic libraries, at UBC and around the world. To make the most of available resources we need to understand users' needs and their experience of the library.

How

With the help of many. In 2013 UBC Library joined a consortium of nearly [50 Canadian academic libraries](#) implementing the LibQUAL survey. Closer to home, LibQUAL planning and analysis working groups were instrumental in communication, survey distribution, and in the analysis of results.

Overview of UBC Vancouver results

Response rates and demographic representation

The overall response rate in 2013 was 15%, down slightly from 17% in 2010.

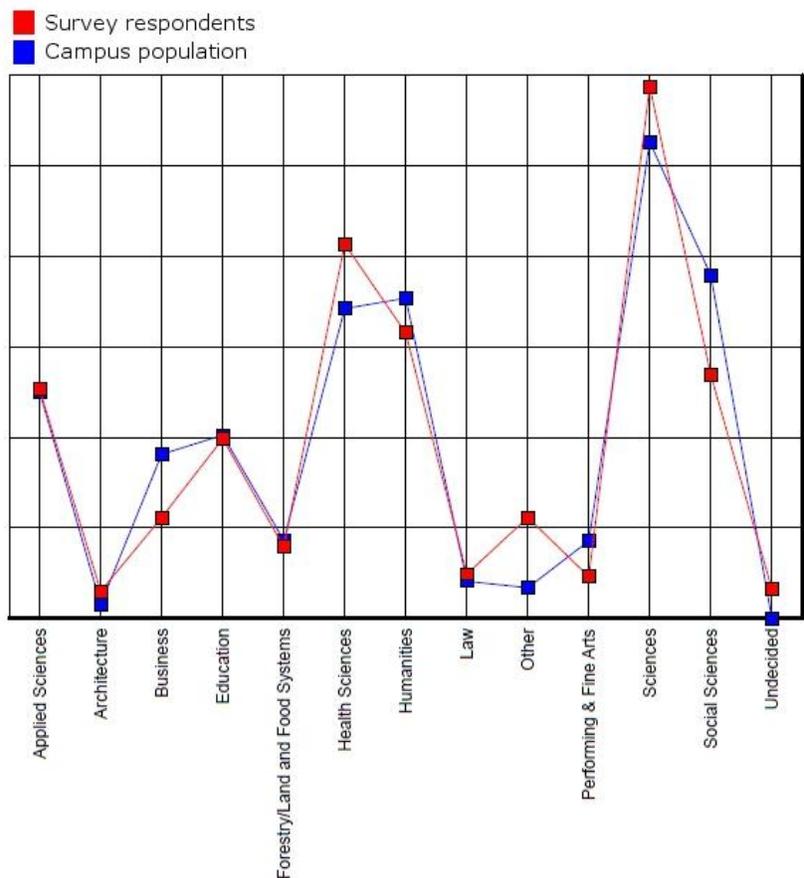
population	sample size	successful delivery*	# of responses	response rate
Undergraduate students	2700	2607	313	12%
Graduate students	1800	1769	370	21%
Faculty	1800	1733	235	14%
Total	6300	6109	918	15%

*Excludes email delivery failures; does not mean recipients actually opened email

Proportionate representation of the campus population is more important than the response rate itself. As shown in the graph at right, the percentage of survey responses from each discipline follows the distribution of total campus population, indicating that results are not strongly skewed in favour of particular disciplines.

82% of respondents use physical or online library services at least *weekly*

5% use the library *quarterly or never*



Overall quality of library service

Every survey respondent is asked to “rate the overall quality of the service provided by the library” on a scale of 1 to 9. In 2013 respondents rated UBC Vancouver libraries at **7.3**, the same as in 2010. The table below shows ratings by academic discipline for the 2010 and 2013 survey years. (See Appendix C for ratings by library branch.)

Caution: The number of respondents for some disciplines is small and should not be considered a meaningful representation of the population.

Academic discipline	2010		2013		Change
	rating	N	rating	N	
UBC overall	7.3	619	7.3	918	-0.01
Health Sciences	7.6	107	7.6	152	-0.09
Education	7.4	61	7.5	73	0.09
Law	7.1	9	7.5	18	0.39
Performing & Fine Arts	7.5	13	7.5	17	-0.07
Other	7.5	35	7.4	41	-0.05
Applied Science	7.3	62	7.4	93	0.13
Forestry/Land and Food Systems	7.0	26	7.3	29	0.34
Social Sciences	7.4	83	7.3	99	-0.15
Business	7.0	31	7.2	41	0.20
Science / Math	7.2	119	7.1	216	-0.11
Humanities	6.9	64	7.0	116	0.14
Undecided	6.4	5	6.8	12	0.35
Architecture	6.5	4	6.7	11	0.23

How we analyzed respondent comments

40% of respondents submitted written comments, providing a rich data set that helps clarify and interpret overall survey results. Library Assessment coded the comments and assigned them to the same thematic groups used in 2010 LibQUAL analysis: *Access*, *Collections*, *Customer Service*, *Library as Place*, and *Teaching & Learning*.

The LibQUAL Analysis Working group met weekly in April and May to identify prominent themes in each set of comments. Summaries from each week’s discussion were distributed for review and revised at the following meeting or by email. Jeremy Buhler and Ebony Magnus compiled the weekly reports, adding context from the numerical survey results.

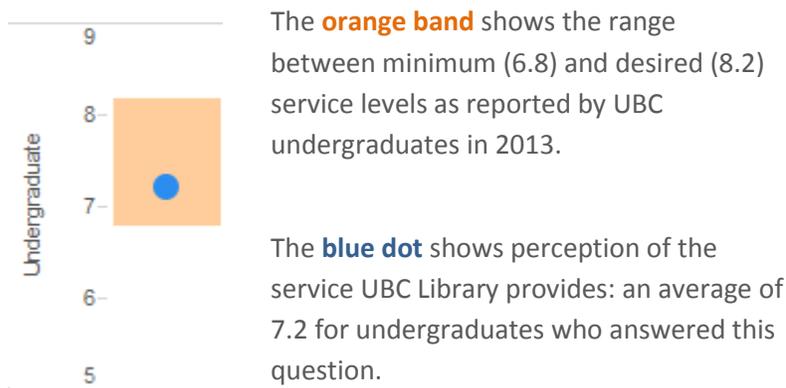
Comments about *Access* overlap significantly with those about *Collections* and the two are treated jointly in this report. Likewise, the People & Places section in this report describes both *Customer Services* and *Library as Place* comments.

Understanding graphs of survey results

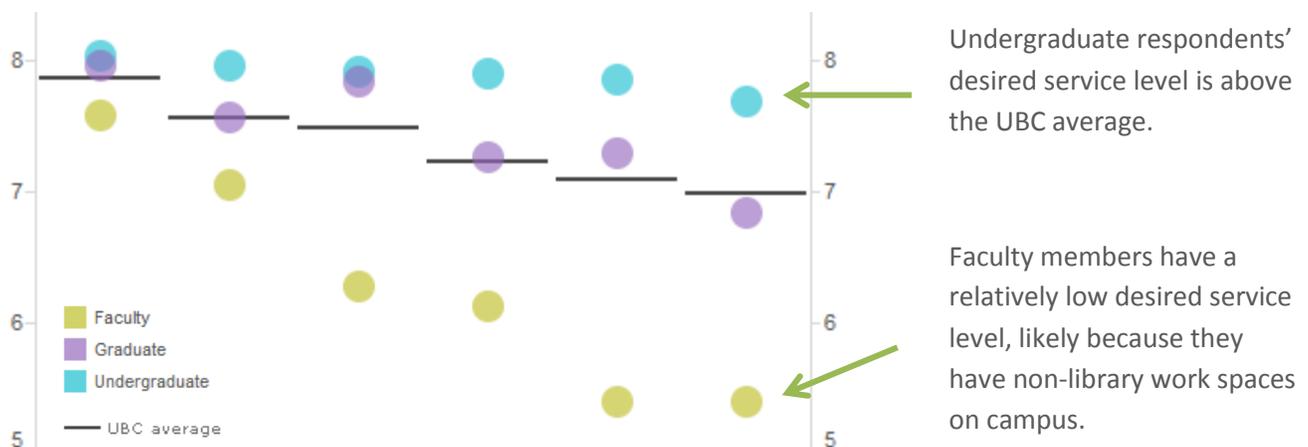
For most LibQUAL questions respondents provide 3 scores on a scale of **1 to 9**:

- **desired** the level of service he/she personally wants to receive
- **perceived** the level of service he/she feels UBC Library currently provides
- **minimum** the minimum acceptable level of service

When viewed together these scores show library performance relative to respondent expectations. Throughout the report results of this kind are presented in bar graphs like the one below about *making electronic resources accessible from my home or office...*



Another type of graph illustrates how desired service levels vary depending on user group. When it comes to questions about library spaces,



In addition to the graphs in this report, an interactive online visualization showing 2007, 2010, and 2013 survey results for all user groups is available at http://public.tableausoftware.com/views/UBCLibrarysurveyofstudentandfacultyperceptions/UBCLibraryLibQUALdashboard?:embed=y&:toolbar=no&:display_count=no

Collections & Access

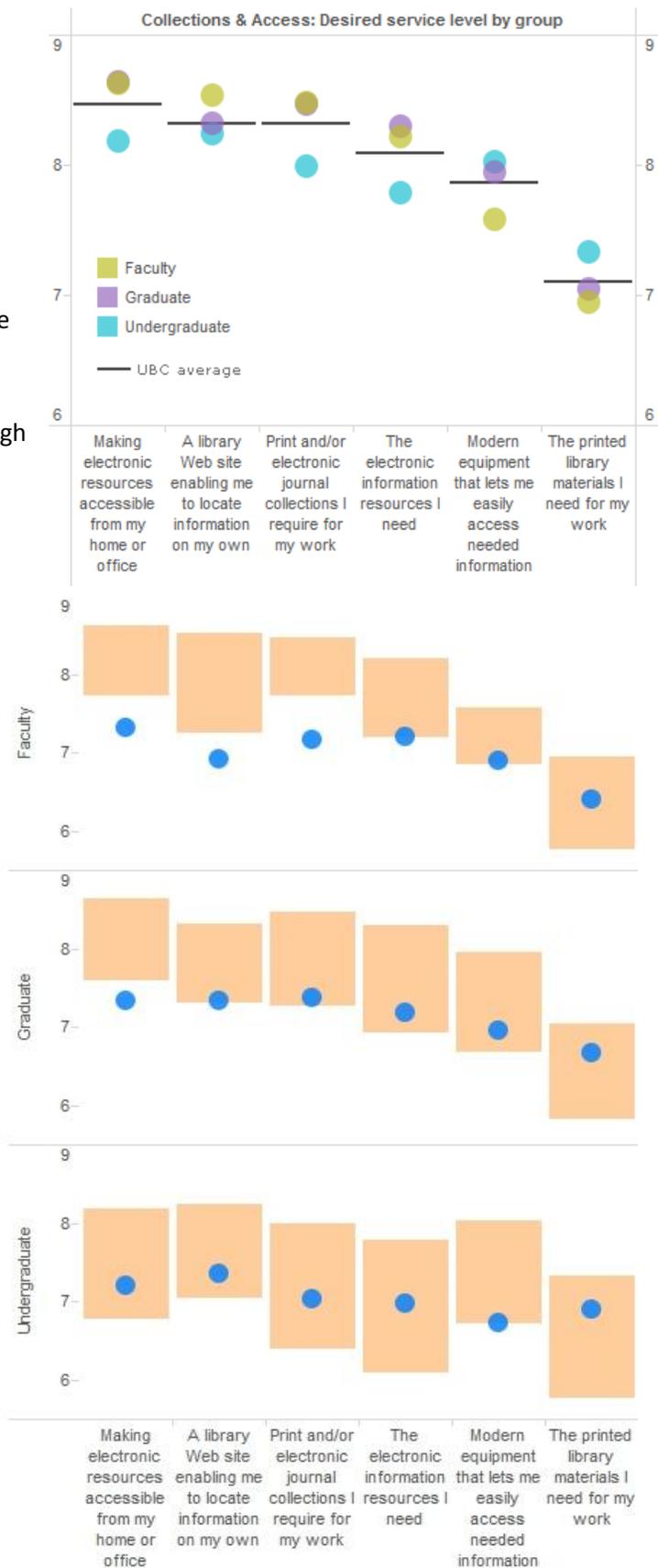
Respondent expectations are highest when it comes to the quality and accessibility of UBC Library’s online collections.

The graph at top right shows *desired* service levels for selected LibQUAL questions about collections and access. For most questions, faculty and graduate student expectations are higher than the UBC average. The desired service level for “printed library materials” is relatively low for all respondent groups, though still above 7 on a 9-point scale.

The bar graphs at bottom right show perceived UBC Library service (blue dots) relative to acceptable service levels (orange bars) for each respondent group. Where dots are below the orange bar, users perceive UBC Library service to be below minimum acceptable levels. Among faculty respondents the perceived service level is near or below the minimum on most questions in this set.

Students rate the library slightly higher, though perceived service is barely above the minimum for graduate students. Undergraduate students rate the library particularly low when it comes to modern equipment for accessing needed information.

There were many positive comments about the extent of UBC Library’s eResources. Other comments shed light on potential areas for improvement. Themes from the survey comments about collections and access are described in the following sections.



The branch I visit most often is... online

Library users increasingly access services and collections via the library website – so much so that multiple respondents answered “other” when asked which library branch they used most often, indicating the website as their most commonly used “branch.”

Remote access

- Remote access to the library is of the utmost importance to respondents who are unable to visit the library because they work or study far from campus, and for those whose research no longer requires on-site access.
- Users want intuitive online interfaces and clear channels to connect with library staff who can assist them.
- Several comments mention the frequency of changes to the library website and search features. While some respondents simply acknowledge the constancy of change, others express frustration at the perceived lack of stability or consistency in the library’s online presence.

Range and quality of resources

- Many respondents acknowledge and appreciate the growing electronic collections available through the library.
- Even respondents who express satisfaction with eResource collections emphasize the need for ongoing collection development and improved access, suggesting expectations will likely keep rising.

Reaching users at the point of need

- Respondents express frustration when they are met with an obstacle and cannot find an online channel to get help. Barriers at the point of need discourage users from taking advantage of – or even becoming aware of – available library services.
- Online library users often remark on the helpfulness and expertise of library staff. Access to real people remains important, even in the provision of virtual services.

Overall impressed by the amount of research that can be done online but this should also continue to improve to keep up with an ever growing number of students who rely primarily on the internet. – *Undergraduate, Humanities*

The most important thing is providing good online access to a wide variety of journals. I think that the library achieves this well. – *Faculty, Science*

When I cannot locate an item (e.g. journal article) I hit that “access problems?” button and email the library. I always receive a prompt and helpful response to access it online somehow. – *Graduate, Health Sciences*

One issue that exists of promotion of resources. For example, if someone knows how to submit a trouble ticket about an electronic resource, the service is fast and great, but not everyone does. Also, there is lots of support available, but people often have to find it themselves, so they may not be taking advantage of all that's offered. – *Graduate, Social Sciences*

Streamlining access

Respondents appreciate library collections but express frustration at barriers related to authentication and to eBook platforms. Implied in several comments is the desire for prepackaged delivery of information that suits their style of learning and research. One respondent remarks that she is “spoiled by Google's ability to practically read [her] mind” and that this colours her appraisal of library search functionality.

Functionality of online interfaces

- Several comments suggest existing online interfaces, including the library website, are not intuitive or efficient.
- Many respondents comment negatively on the shift from myVPN to EZProxy. Some consider EZProxy inconvenient compared to myVPN because of the perception that UBC licensed eResources are no longer available through Google searches. Some users appear not to know why the change was necessary, and one asks “How is this an advance over VPN?”
- Some respondents perceive library search tools to be unreliable. These comments referred to format and appropriateness of search results, as well as to descriptions of what is available from the library (e.g. full text online journal coverage).
- Some respondents complain about having to login repeatedly, or to use different login credentials in different interfaces, referring to this as redundant and unnecessary.

EBook availability and usability

- Comments suggest a need for library guidance on eBook use, platforms, and devices. Some eBook users appear to misunderstand the reason for restrictions on use, blaming the library or the user interface.
- Several respondents express their appreciation for UBC Library's extensive eBook collection and their desire for continued growth.
- Some note that they do not use UBC-licensed eBooks because access is inconvenient. Comments indicate general dissatisfaction with the interface and functionality of the eBook platform *ebrary*.

User communities and personas

- Respondents recognize themselves as members of user communities organized around disciplines and levels of study. They expect the library to provide access and services that respond to their specific needs.
- All users should be considered when developing library services or platforms. One faculty respondent remarks that personas representing all user groups (including faculty) should inform the design of the library website.

Collections and services to support UBC teaching

- Multiple comments express a desire for library to expand its holdings of course readings and reference materials, in both print and electronic format.
- Some perceive circulation policies for course reserves to be too restrictive, noting the short loan periods. These respondents suggest the library could improve availability by extending loan periods or purchasing additional copies of high-use materials.

- Some users suggest new services that could enhance or improve their library experience. One of the most common recommendations was for expanded document delivery services, especially between branches and offices on the Point Grey campus.

User interface, and overall usability of the web interface would really benefit from a complete overhaul. With some typical user in mind, including faculty personas, not just students. – *Faculty, Applied Science*

The current e-book reader that is used by the ubc library website is terrible (ebrary). [...] I love that the books are available, but the interface is so slow, unforgiving, and difficult to navigate that it impedes my learning. I much prefer when books are available as Adobe Digital Editions. – *Graduate, Humanities*

There has to be a way to get more copies of course reserves so that students can have them out for longer (2 - 3 days). – *Undergraduate, Health Sciences*

The recent switch away from VPN to CWL for off-campus access is confusing [...] Also, there is some inconsistency (complete randomness!!) on campus in whether a journal website has to be accessed through the library or not to download content (initially I am often asked to pay for an article, before I figure out that if I go through eJournals for access, it is free). – *Faculty, Science*

On-demand branch delivery and term-long checkout periods for graduate students would be very helpful. – *Graduate, Social Sciences*

People & Places

Customer service questions

Students and faculty recognize the people who serve them and appreciate the work of library staff.

Customer service is the LibQUAL survey area where UBC library performs best, meeting and in some cases exceeding users' expectations. By far the majority of survey comments about customer service are positive, and many refer to the friendliness and helpfulness of library staff.

The graph at top right shows respondents' desired service level on several questions related to customer service. Employees who understand users' needs and have the knowledge to answer questions are highly valued. Respondents have lower expectations when it comes to receiving individual attention from staff, shown at the far right of the graph. The desired service level for this survey item was lower than in the 2010 LibQUAL survey for all respondent groups.

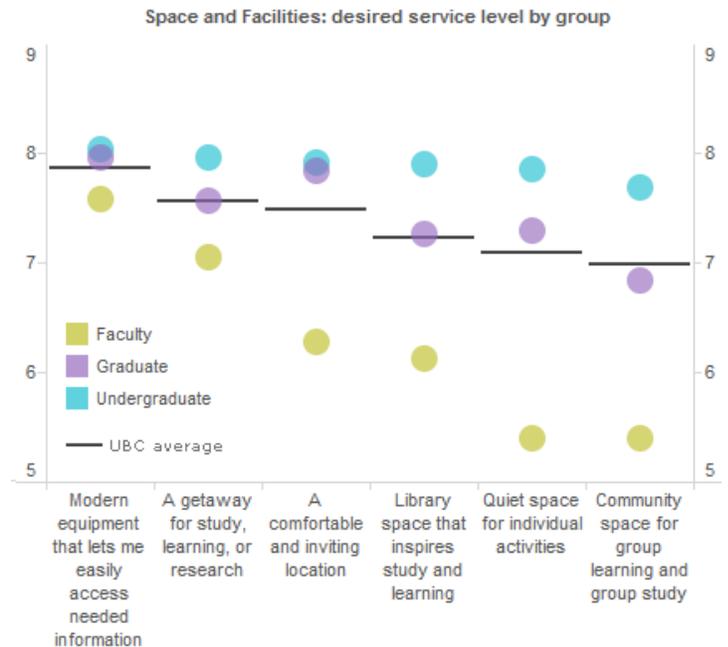
The bar graphs at bottom right show perceived UBC Library service (blue dots) relative to acceptable service levels (orange bars) for each respondent group on LibQUAL customer service questions. In most cases user perceptions of library service is well within the acceptable range, though further exploration is warranted by the low faculty score for "employees who understand the needs of their users."



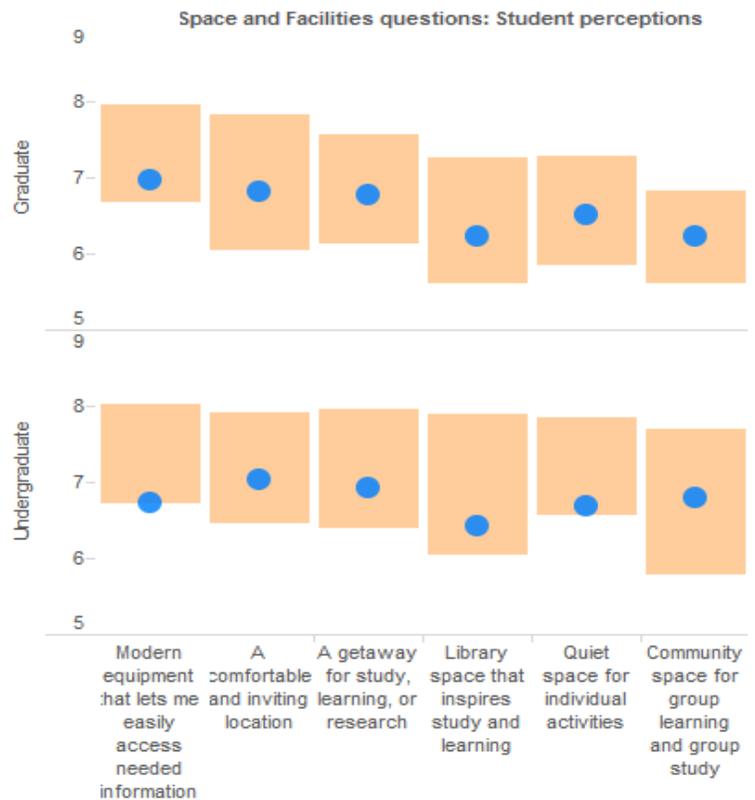
Space and facilities questions

When it comes to space students really do want it all. Respondents identify a wide range of activities performed in the library and expect a variety of environments and resources to suit different needs.

The desired service level on survey questions about space varies greatly depending on user group. As shown in the graph at top right, faculty expectations are much lower than those of graduate and undergraduate students who use the library as a place to research, study, and meet. Undergraduate student expectations are the highest of the three user groups, and all groups highlight the need for “modern equipment that lets me easily access needed information.”



Because library physical spaces are less important to faculty – and because the library already exceeds their expectations on nearly all questions about space – the bar graphs at right emphasize student perceptions. On the whole, library performance is within the acceptable range, though slightly lower for undergraduate students who rely more heavily on library spaces and workstations.



The graph also illustrates the importance of modern equipment (e.g. computer workstations, printers, wireless networks) and the desire among undergraduate respondents for more “quiet space for individual activities,” a message echoed in the survey comments.

Library spaces and customer service can contribute positively to students’ physical and mental well-being. Themes from respondents’ comments related to people and places are described in the following pages.

People matter

In their comments, respondents acknowledge and express appreciation for the library staff who assist them. Personalized help is valued over self-serve channels, whether it is provided at staffed service points or in a virtual environment.

UBC Library staff are friendly and helpful

- The words “friendly” and “helpful” are used repeatedly by survey respondents to describe the service and attitude of UBC library staff. Positive comments outweigh negative ones by far, reflecting the high scores in LibQUAL questions related to customer service.
- Some users write that there are too few people to provide help when needed. As one respondent succinctly put it: “Not enough staff. Large spaces but nobody to help”.
- In a number of comments respondents identify specific library staff by name and highlight positive working relationships.

Flexible, people-powered services are important to library users

- When users have questions or are looking for information, services that are backed up by a person – whether online or in-person – are viewed more positively than existing self-service options.
- Some respondents identify library policies and operational decisions they consider barriers to using the library. Examples include fines, service hours, and borrowing periods.
- The perceived rigidity of library policies and the perceived inability of library staff to make exceptions to policy are considered barriers to service by some users.

The library staff are wonderful, always willing to help. – *Faculty, Applied Science*

I am a distance education student living outside of the Greater Vancouver area so I never use the library facilities on site. However, connecting to the library online has been a very pleasant experience for me. Questions regarding research materials and library connection were answered very efficiently and the library staff were very helpful. – *Graduate, Education*

Whenever I have had need to use the library facilities I have found the staff very friendly and helpful. – *Undergraduate, Applied Science*

For the UBC Libraries in general, and I have used a lot of them, the reference librarians have always been extremely helpful and their comments have made the difference innumerable times. Overall, and comparing to libraries at universities around the world, UBC Library system is a very good one. – *Faculty, Health Sciences*

I am blown away by the attentiveness of every library staff member I have come across so far. Whether I am trying to print or need help researching they are always willing to help in a friendly way. – *Graduate, Other*

Users value a variety of spaces

Comments suggest a tension between the desire for traditional library spaces – associated with print collections and private study – and commons spaces for collaboration and access to non-library services.

Users recognize and appreciate the variety of spaces offered by UBC Library and the different cultures of use associated with each.

Study spaces and noise level

- There is a need for discrete areas for quiet study as well as for group space where more noise is permitted. 2013 LibQUAL survey comments highlight the need for more quiet spaces in particular.
- Some graduate students request exclusive, reserved spaces to study and securely store belongings.
- Some respondents favour an all-services environment to study, break to eat, and/or get coffee. Suggestions for embedded lounge areas or cafés appear in multiple comments.
- Some respondents complain about disturbances from other patrons eating food in library study spaces.

Finding and maintaining the desired space

- Users recognize the different environments or “characters” of different branches. Some choose where to study based on the character of the space rather than disciplinary affiliation.
- Several respondents indicate they would like to be more aware of the different spaces available to them. In some cases they describe a preferred space – a reading room, a non-UBC library, or another location off-campus – but are unaware if a similar space exists at UBC.
- Users who identify with particular branches and staff are affected by what they perceive as constant change (construction, library reorganization, etc.). Some indicate that changes are made without sufficient consultation, sometimes to the detriment of users and library staff (e.g. Music Library closure)
- The etiquette associated with a space is important to users. Some request that selected spaces be clearly designated as quiet, and that this standard be enforced.

Availability and desirability

- The challenge of accommodating various user needs is compounded by overcrowding in desirable locations. High volume reflects the popularity of library spaces, but it makes it difficult to meet the needs of all who wish to study in a particular location.
- Because of overcrowding some respondents looking for quiet study space choose to work outside the library. Some also report difficulty finding available computer workstations.
- Positive space features like comfortable, ergonomic furniture and natural light are highly regarded, while space that is perceived as inhospitable can limit productivity and increase stress. Respondents appreciate inviting spaces that allow for focused work and reduce stress levels.
- Multiple comments express dissatisfaction about the repurposing of collection or study space for administrative space (e.g. Koerner level 6).

I enjoy that different libraries have different attitudes towards their study space so every individual can study at a place that suits them. – *Undergraduate, Science*

Need more space for quiet study! With good natural lighting! – *Undergraduate, Health Sciences*

I really enjoy the quiet work zones for studying and working. These areas cannot be undervalued as they have been crucial to my success and to my maintenance of stress. – *Graduate, Forestry/Land & Food Systems*

I mainly use law to study as it is quiet and they have their no-food policy. I think it would be a good thing to implement it in other libraries as well. – *Undergraduate, Science*

Graduate students need private spaces to work and lock up their valuables when they need to use the washroom, grab a coffee, etc. Long days spent constantly packing and unpacking your belongings do not make the library a convenient place to work. – *Graduate, Humanities*

The thing that would be most welcome in terms of improvement would be the availability of seating [...]. As I complete this survey, I am currently sitting on the floor in the library. – *Undergraduate, Applied Science*

Supporting study with technology

Users appreciate and depend upon the provision of technology such as computer workstations, wireless internet access, printers, and scanners. However, the value of this technology is diminished when it becomes too difficult to access or when its condition slows the performance of basic tasks.

Availability

- Comments indicate that there are not enough computers to accommodate users at popular locations. Some users who require short-term access to a workstation – to search the catalogue or a database – express frustration about computer availability.
- Multiple comments highlight the need for more printers and for scanners.

Functionality

- Respondents remark on the condition of supporting technology at UBC Library, noting especially the slowness of computers in some locations.
- Comments suggest that users know the potential of multifunction printers and copiers (e.g. scanning) but are frustrated that some functions are disabled.

My primary concern is the lack of access to scanning functions on virtually all of the photocopiers. The university [...] has deliberately disabled the scan to pdf, scan to email, and scan to USB stick functionality. This is extremely frustrating. – *Undergraduate, Law*

Buy more printers. Buy more computers. – *Undergraduate, Science*

The computers in the library are dilapidated dinosaurs and work extraordinarily slowly. I feel like throwing them on the ground! [...] If I have not done my homework about the books I need BEFORE coming to the library I am in trouble. – *Faculty, Humanities*

Speed up the computers. – *Undergraduate, Social Sciences*

Teaching & Learning

The LibQUAL survey is not designed to measure a library's teaching and learning activities. While we can glean some information from UBC results, on their own they are not enough on which to base programming decisions.

There is only one question in the 2013 survey that relates to the library's teaching and learning activities. As an optional question it was seen by 20% of respondents, 28% of whom answered N/A. The question asks about service levels "when it comes to library orientations / instruction sessions," but it conflates the terms without defining either, and it does not represent the range of library teaching and learning initiatives.

Given these limitations this question should be interpreted with care, but the results are suggestive. Among all user groups in 2013 this survey question has **a)** one of the lowest desired service levels, and **b)** one of the highest rates of N/A responses (see Appendix B.2). It is also the only question where UBC currently exceeds expectations for all user groups, and by a wide margin among undergraduates.

Respondent comments often shed light on specific issues underlying survey scores but there are fewer comments about teaching and learning than about other service areas. This may owe in part to the survey instrument, which prompts reflection about collections, people, and spaces but not specifically about instruction.

Below are themes related to teaching and learning that emerge from the survey comments. These deserve further exploration, especially as the library considers its role in the campus-wide Flexible Learning initiative.



Instructional role of the library

- Few comments portray the library as an instruction *provider*, but comments about other services often highlight the role of the library *supporting* instruction. Respondents often comment on the quality and availability of course materials, as well as other services that support their academic work.
- Comments that reveal gaps in user awareness of library resources suggest an opportunity for future teaching and learning development.

The right content at the right time and place

- A few respondents identify specific instructional needs that might not be met by generic or multi-discipline information literacy sessions. Several respondents express a desire for workshops and tutorials on discipline- and tool-specific content, whether in person or online.
- Delivering content at the right time and at the point-of-need could increase the perceived value of library instruction programs. Some comments request instruction or orientation sessions that

the library already offers, suggesting lack of awareness of existing programs or conflicts in scheduling.

Library expertise is valued

- Some respondents identify areas where the library provides a level of expertise not found elsewhere on campus. Information and instruction on systematic reviews is mentioned as a highly valued service provided by librarians.
- Some respondents recognize library expertise but note that there is insufficient support for their discipline or specific needs.
- All comments that refer to workshops respondents have attended are positive.

The library has accommodated doctoral requests for special tutoring both in our usual classroom as well as within the library itself. The librarians have offered help aimed at each student in my program. The service level and commitment to our learning has been exceptional in every way. – *Graduate student, Education*

I think the workshops offered by the library are very useful. I attended two so far and they were very helpful! – *Graduate student, Science*

I would like more opportunities for courses to keep me up-to-date about electronically researching Canadian, US, UK and foreign law. – *Faculty, Law*

I'm not currently very good at finding materials online. I could really use a tutorial that met me where I'm at. – *Faculty, Health Sciences*

Conclusion and priorities

LibQUAL results focus the library's attention on areas where **a)** perceived performance is not aligned with user expectations, and **b)** user expectations are especially high or low. Survey results reflect user perceptions and are not themselves mandates for action, but the library should note these areas and take action as appropriate to maintain or improve service quality.

In most cases this will require further consultation to better understand the experience of specific user groups. Library staff members at all levels are encouraged to use LibQUAL results to inform their work and to consult the Assessment Librarian (Jeremy Buhler) for help interpreting results in relation to specific projects.

Below are several system-wide priorities that emerge from the 2013 LibQUAL results. This list is not comprehensive, nor does it take into account variations across library branches or academic disciplines. It should be considered a starting point for reflection, discussion, further exploration, and action.

Awareness of library services. Many survey comments suggest an awareness gap when it comes to library services. Some users seem unaware of what the library offers and ask for resources that are already available (e.g. ScienceDirect, ILL). Others express frustration at decisions that do not make sense to them, apparently unaware of the reason for change (e.g. transition from VPN to EZ-Proxy, changes to physical spaces). Improving awareness could help boost user perceptions of the library.

eResource collections and access. Expectations are highest when it comes to the quality and accessibility of UBC Library's online collections, particularly among faculty and graduate students. Since UBC's first LibQUAL survey in 2007 the highest expectations are consistently for **a)** remote access to collections and **b)** a website that enables users to find information on their own. This is also the area where perceived service is lowest relative to desired service levels.

Helping students find the desired library space. 2013 LibQUAL results highlight the need for a variety of spaces with an emphasis on quiet study space, a message echoed in a recent survey of UBC students (see Appendix A). The appropriate mix of space types will vary by branch and depend to some degree on the target user population. There may be an opportunity to brand and promote library spaces to specific audiences, making it easier for students to find the kind of space that suits their needs.

Understanding users' instructional needs and expectations. The survey does not measure the library's teaching and learning program directly but results suggest user expectations are low when it comes to orientation and instruction sessions. The evidence is not conclusive and further study is recommended to inform the development of teaching and learning activities.

Appendix A: Related surveys and data sources

LibQUAL results often confirm what observant staff members already know about UBC Library users.

This strengthens the evidence for decision making, especially when echoed by other data sources.

Below are examples of surveys that complement and provide context for interpreting LibQUAL results.

Student Senate Caucus UBC Library Survey (2013)

"In November, 2012 the Senate Library Committee (SLC) asked the student members of the Senate Library Committee (SLC) to make a presentation about how UBC students use the UBC library and the UBC library informal learning spaces. To prepare for this presentation a ten question survey called the Student Senate Caucus Library Survey was designed and distributed across campus. There were 429 student responses to the survey of which 400 were undergrad student responses." (Excerpt from the Executive Summary of the survey report.)

The full report including detailed survey results is expected to be available from the Senate section of the AMS website in Fall 2013.

Ithaka S+R US Faculty Survey (2012)

"The Ithaka S+R US Faculty Survey has focused since its inception on capturing an accurate picture of faculty members' practices, attitudes, and needs. In the fifth triennial cycle, fielded in fall 2012, the survey focused on research and teaching practices broadly, as well as the dissemination, collecting, discovery, and access of research and teaching materials." (quoted from

<http://www.sr.ithaka.org/research-publications/us-faculty-survey-2012>)

The survey report and a video presentation of the most recent results are available from the link above. They provide insight into faculty perceptions of the library as well as context for understanding local LibQUAL results.

National Survey of Student Engagement (NSSE, 2011)

In the 2011 NSSE survey, UBC undergraduate students identified *study spaces* and *academic support services* as high priorities when asked what the University "most needs to address to improve the student academic/learning experience outside the classroom." Library collections and services such as circulation and internet/computer access were low on the list for the same question. The emphasis on study spaces confirms what LibQUAL respondents tell us in 2013, but the apparently low valuation of internet and computer hardware differs from some LibQUAL results.

For detailed NSSE results from 2011 and previous years see

<http://www.pair.ubc.ca/surveys/nsse/index.shtml>

Research Commons at Koerner Library Survey (2011)

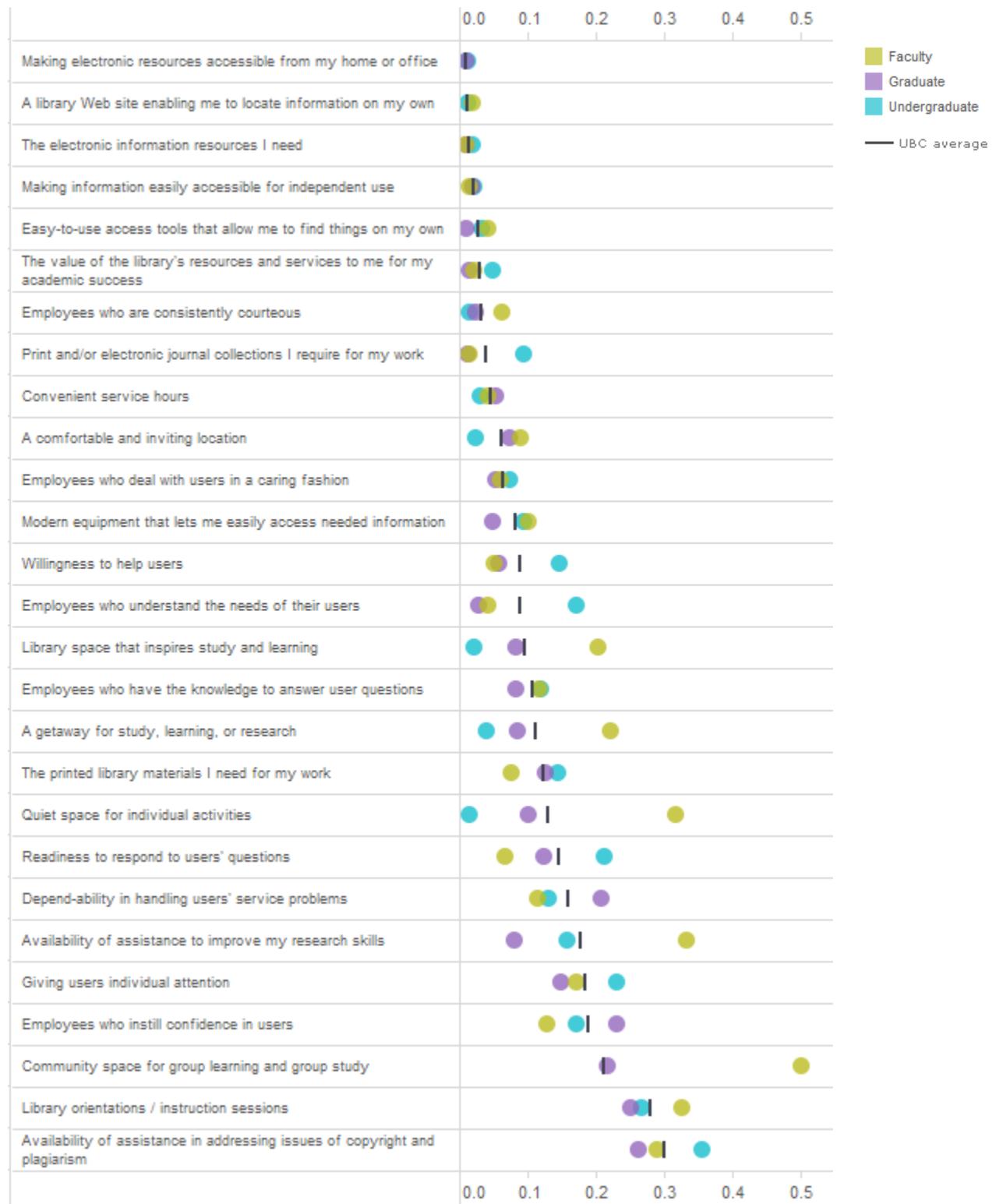
396 UBC graduate students responded to survey distributed in March 2011 about a proposed Research Commons in Koerner Library. When asked about desired library facilities 61% of respondents expressed a desire for quiet study spaces. When asked about hardware and equipment 79% identified the need for electrical outlets and 68% indicated scanners. For more information about the survey instrument and results contact UBC Library Assessment (jeremy.buhler@ubc.ca).

Appendix B: Questions by desired service level and % of N/A responses

B.1: Questions sorted from highest to lowest Desired Service Level as indicated by respondents



B.2: Questions sorted from lowest to highest Percentage of N/A responses



Appendix C: Core questions by library branch and academic discipline

In the LibQUAL Lite version of the survey used at UBC Library, each respondent answers a random subset of the survey questions. Only **four core questions** are asked of every respondent. The tables on the next pages show results for the core questions by library branch and by academic discipline.

Caution: The number of respondents for some branches and disciplines is small and should not be considered a meaningful representation of the population.

Some tables include a column for library performance expressed as a percentage:

- When the perceived service level is equal to the desired level, performance is considered **100%**
- When the perceived service level is equal to the minimum level, performance is **0%**

Appendix C.1: Overall quality of service

How would you rate the overall quality of the service provided by the library?
(Scale of 1-9, sorted from high-to-low by 2013 rating.)

Discipline	2010		2013		Change
	rating	N	rating	N	
UBC overall	7.3	619	7.3	918	-0.01
Health Sciences	7.6	107	7.6	152	-0.09
Education	7.4	61	7.5	73	0.09
Law	7.1	9	7.5	18	0.39
Performing & Fine Arts	7.5	13	7.5	17	-0.07
Other	7.5	35	7.4	41	-0.05
Applied Science	7.3	62	7.4	93	0.13
Forestry/Land and Food Systems	7.0	26	7.3	29	0.34
Social Sciences	7.4	83	7.3	99	-0.15
Business	7.0	31	7.2	41	0.20
Science / Math	7.2	119	7.1	216	-0.11
Humanities	6.9	64	7.0	116	0.14
Undecided	6.4	5	6.8	12	0.35
Architecture	6.5	4	6.7	11	0.23

Library used most often	2010		2013		Change
	rating	N	rating	N	
UBC Overall	7.3	619	7.3	918	-0.01
Asian Library	5.7	3	8.0	4	2.33
St Pauls Hospital Library	7.9	8	7.9	7	-0.02
BMB	8.1	21	7.8	24	-0.26
Education Library	7.5	45	7.6	53	0.14
Music Library	8.2	5	7.5	11	-0.65
David Lam	7.0	25	7.5	21	0.44
Hamber Library	7.1	7	7.4	14	0.29
Law Library	7.0	6	7.4	26	0.38
Woodward Library	7.5	125	7.4	207	-0.15
IKB Learning Centre	7.1	161	7.2	244	0.08
Koerner Library	7.2	190	7.2	271	-0.04
Other/virtual	7.4	16	7.1	29	-0.30
Xwi7xwa Library	8.0	2	6.7	3	-1.33
Okanagan Library	8.0	1			N/A
Robson Square Library	7.5	2			N/A
N/A	7.5	2	8.0	4	0.50

Appendix C.2: Electronic information resources

When it comes to *the electronic information resources I need...*

(Sorted from high-to-low by performance; see p25 for explanation of performance score.)

Library used most often	The electronic information resources I need			
	Performan..	Perceived service level	N (excl. N/A)	N/A
David Lam Management Resear..	52%	6.9	21	
Hamber Library	48%	7.2	14	
Education Library	43%	7.4	53	
Irving K Barber Learning Centre	39%	7.0	238	6
Xwi7xwa Library	33%	7.0	3	
Woodward Library	28%	7.2	205	2
Koerner Library	20%	7.1	270	1
Law Library	18%	7.2	26	
Asian Library	14%	7.3	4	
Biomedical Branch Library, VGH	4%	7.7	23	1
Music Library	-9%	7.3	11	
St Pauls Hospital Library	-50%	7.4	7	

Discipline	The electronic information resources I need			
	Performan..	Perceived service level	N (excl. N/A)	N/A
Applied Science	51%	6.9	90	3
Science / Math	40%	7.2	214	2
Business	38%	6.9	40	1
Education	29%	7.4	73	
Other	28%	7.1	40	1
Humanities	21%	7.1	116	
Health Sciences	20%	7.3	151	1
Social Sciences	18%	7.0	97	2
Forestry/Land and Food Systems	16%	7.2	28	1
Undecided	14%	5.5	12	
Law	8%	7.3	18	
Architecture	6%	6.8	11	
Performing & Fine Arts	-23%	6.9	17	

Appendix C.3: Customer service

When it comes to *employees who deal with users in a caring fashion...*

(Sorted from high-to-low by performance; see p25 for explanation of performance score.)

Library used most often	Employees who deal with users in a caring fashion			
	Performan..	Perceived service level	N (excl. N/A)	N/A
Asian Library	83%	8.0	4	
Music Library	80%	8.4	11	
Woodward Library	79%	7.5	199	8
Biomedical Branch Library, VGH	79%	7.7	23	1
Xwi7xwa Library	67%	7.7	3	
Hamber Library	61%	7.4	14	
Irving K Barber Learning Centre	60%	7.2	225	19
David Lam Management Resear..	59%	7.2	19	2
Koerner Library	52%	7.3	254	17
Law Library	50%	7.6	25	1
Education Library	35%	7.2	52	1
St Pauls Hospital Library	33%	8.4	5	2

Discipline	Employees who deal with users in a caring fashion			
	Performa..	Perceived service level	N (excl. N/A)	N/A
Applied Science	86%	7.6	89	4
Health Sciences	82%	7.6	139	13
Science / Math	71%	7.1	197	19
Forestry/Land and Food Systems	66%	7.5	28	1
Performing & Fine Arts	63%	8.1	16	1
Business	56%	7.0	38	3
Social Sciences	51%	7.4	96	3
Humanities	45%	7.2	110	6
Law	41%	7.6	17	1
Undecided	36%	6.4	11	1
Other	26%	7.1	40	1
Education	25%	7.4	69	4
Architecture	-30%	7.1	11	

Appendix C.4: Core questions by library branch and academic discipline

When it comes to *library space that inspires study and learning...*

(Sorted from high-to-low by performance; see p25 for explanation of performance score.)

Library used most often	Library space that inspires study and learning			
	Performan... %	Perceived service level	N (excl. N/A)	N/A
St Pauls Hospital Library	220%	6.5	6	1
Biomedical Branch Library, VGH	93%	6.8	20	4
Asian Library	71%	6.3	4	
Hamber Library	68%	6.4	14	
Woodward Library	67%	6.4	179	28
Irving K Barber Learning Centre	37%	6.5	232	12
Koerner Library	28%	6.1	250	21
Education Library	24%	6.2	46	7
Law Library	23%	6.8	26	
Music Library	13%	6.3	11	
David Lam Management Resear..	4%	6.6	19	2
Xwi7xwa Library	-100%	5.0	1	2

Discipline	Library space that inspires study and learning			
	Performa... %	Perceived service level	N (excl. N/A)	N/A
Health Sciences	91%	6.4	132	20
Applied Science	69%	6.6	88	5
Science / Math	54%	6.4	194	22
Law	52%	7.1	18	
Other	35%	6.2	37	4
Social Sciences	34%	6.0	86	13
Forestry/Land and Food Systems	22%	6.5	24	5
Education	22%	6.4	59	14
Undecided	9%	6.2	12	
Business	6%	6.3	39	2
Humanities	5%	5.8	115	1
Performing & Fine Arts	-4%	6.4	17	
Architecture	-44%	6.0	11	