

Library Committee

13th February 2014

Results from LibQUAL+ Survey, November 2013

Brief description of the paper

The paper gives the results of the LibQUAL+ survey carried out in October/November 2013, including background information about the survey, and an analysis of the free text comments. There will be a paper outlining the ways in which the Library is responding to the survey presented at the May Library Committee.

Action requested

Library Committee is invited to comment on these results, and to indicate the areas which are important to address.

Resource implications

While this paper has no resource implications, any response to the survey results may have resource implications.

Risk Assessment

There is no risk assessment included in the paper

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes.

If 'Yes, please state.

The report is being reviewed for any potential equality and diversity issues in order that they might be identified, considered and addressed.

Freedom of Information

Can this paper be included in open business? Yes

Originator of the paper

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Edinburgh University Library Committee

LibQUAL+ 2013

Executive summary

Between 21st October-18th November 2013, Information Services conducted the international LibQual+ survey which helps libraries define and measure service quality. The University Library has participated in the survey every two years since 2003.

The results of LibQUAL+ 2013 continue the trend of improvement in overall satisfaction with the quality of Library services. However, while the results for Undergraduate and Academic staff indicate increased satisfaction, results from Postgraduates show a decline in satisfaction. In particular, perceived service quality has decreased in the *Service* and *Collections* categories. Although no negative scores were recorded by Postgraduates in any of the three categories, some questions have very low scores and suggest, along with analysis of the free text comments, where service improvements for this group could be explored.

Nevertheless, in 2013, there are some standout improvements; Undergraduate satisfaction with *Library as place* has almost doubled since 2011 and for the first time in four surveys, Academic Staff do not record an overall negative score in the *Collections* category. While this result is an improvement on 2011, when six out of eight questions in the category were scored negatively by Academic staff, in 2013, three questions still record a negative score, indicating there remains some progress to be made in this area.

Library Collections is where Academic staff and Postgraduates have the highest expectations of quality of service. All user groups have high expectations when it comes to the Library making electronic resources accessible from their home or office. The scores received for the question relating to the provision of print materials records a lower score, suggesting lower expectations in this area. Nevertheless, a significant number of free text comments request more copies of core text books and more books in certain subject areas.

Undergraduates continue to place most importance on Library as place. Despite a number of comments recorded requesting additional group study space, both Undergraduate and Postgraduate users appear to place greater importance on quiet, individual study space than group study space.

In 2011 and 2013 the local question, *the ability to navigate library webpages easily*, was chosen. There is a negligible improvement in this score. We cannot be certain when asked about a library website if participants' answers refer to the web pages only or to the catalogue and other library web based services. However, with the Searcher review, the migration to Drupal, a new LMS, we should aim for significant improvement in this score in 2015.

Edinburgh University Library Committee

LibQUAL+ 2013

Introduction

Between 21st October-18th November 2013, Information Services conducted the international LibQual+ survey which helps libraries define and measure service quality. The University Library has participated in the survey every two years since 2003.

In 2013, the total number of valid survey responses was 1186. This is slightly less than the number of responses received in 2011 (1320). It is worth noting that the last time the survey was conducted was during the Main Library Redevelopment Project when there was significant disruption to students using the building and therefore, more obvious activity about which to comment.

The LibQUAL+ Survey 2013 recorded a total of 446 valid free-text comments. This represents 38.9 % of survey respondents. This is less than in 2011 when almost half (48.6%) of those completing the survey submitted a free-text comment. Proportionally, Academic staff commented more than other user groups, with 43.8% of Academic staff leaving a free-text comment.

In 2013, as in 2011, the largest group of respondents were Undergraduates (48%) and the overwhelming majority (69%) of respondents state the Main Library to be the library they use most often. The largest number of respondents was affiliated to HSS (59%).

Follow up

A paper will be produced for the next Library Committee meeting in mid-May in which we will respond to the issues raised and discuss how to make improvements in response to user feedback. In addition, the paper will be discussed at forthcoming meetings of the College Library Committees or equivalents.

Appendices

This paper is an overall review of the results, and includes three appendices. Appendix A (page 11) provides a demographic summary, Appendix B (page 12) is an analysis of the free text comments and Appendix C (Page 24) describes the survey and how it was managed.

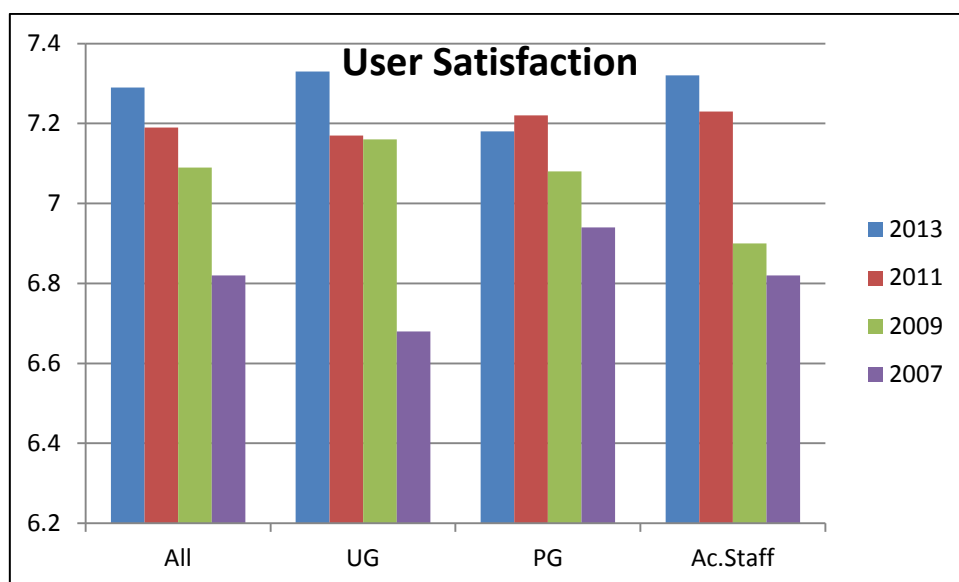
General satisfaction

There are three general questions which respondents were asked to rate on a scale of 1 (strongly disagree) to 9 (strongly agree):

1. In general, I am satisfied with the way in which I am treated at the library
2. In general, I am satisfied with library support for my learning, research and/or teaching needs
3. How would you rate the overall quality of the service provided by the library? (*extremely poor to extremely good*)

We take the average scores for the three questions for each of the user groups to determine users' general satisfaction with the Library.

Since 2003, general satisfaction with the library service has increased steadily. The results from the 2013 survey continue the trend with overall satisfaction improving on 2011's results. The graph below shows that both Undergraduate and Academic staff satisfaction continues to increase. However, in 2013, Postgraduate satisfaction with the library service fell slightly. In particular, Postgraduates are significantly less satisfied when it comes to library support for learning, research and/or teaching needs.



Overall, Undergraduates are the most satisfied group and Postgraduates the least satisfied. Academic staff are the most satisfied with the way they are treated in the Library and only fractionally less satisfied than Undergraduates.

User expectations and service adequacy scores

For each of the 22 core questions users were asked to rate, on a scale 1 (low)-9 (high), the service quality they would like to receive (desired), the minimum they would expect to receive (minimum) and what they actually receive (perceived) (see Appendix C).

User expectation is deduced from the desired score. The higher the score, the higher the value a user places on the service.

The service adequacy gap score is calculated by subtracting the minimum score from the perceived score on any given question, for each user. In general, service adequacy is an indicator of the extent to which we are exceeding the minimum expectations of our users. A negative score indicates the users' perceived level of service is below the minimum they would expect.

It is rare for libraries who conduct the LibQUAL+ survey to achieve the desired service levels.

User expectations

The survey's 22 core questions fall into three broad categories:

- 1) Affect of service (Service)
- 2) Information control (Collections)
- 3) Library as place (Accommodation)

The greater the desired service level score, the greater the quality of service expected from the user.

The graph, *Desired service level*, below, indicates library users' expectations in the three categories.



Academic staff and Postgraduates have the highest expectations of service in the category, *Collections*. *Library as place* is most important for Undergraduates and significantly less important for Academic staff. Customer service is more important to Academic staff and Postgraduates and least important to Undergraduates. These results reflect 2011 and are consistent with previous years.

One notable difference is the desired service level score for *Collections*. Overall, this score has fallen from 2011, with both Undergraduates and Academic staff now recording lower expectations of service in this area. However, the score from Postgraduates is slightly higher than in 2011, indicating expectations of service in this area, by this group, have increased. Higher expectations may also help explain the decreased score in overall Postgraduate satisfaction.

1. Service

The category relating to Service (Affect of Service) is where overall, users have their lowest expectations. However, this score is very much influenced by the majority of Undergraduate survey respondents for whom this category is the least important of the three. Service is more important to Postgraduate and Academic users and notably less important to Undergraduates.

- Question AS-2, *Giving users individual attention*, scores lowest for all three user groups, but significantly lower for Undergraduates. For Undergraduate students, Question AS-5, *Library staff who have the knowledge to answer user questions*, scores the highest.
- The second highest scoring question for both Undergraduate and Postgraduate users is AS-3, *Library staff who are consistently courteous*. The importance of this element of service delivery to students is reflected in the number of free text comments (90) received, both positive and negative, about Library staff.
- For Academic staff, Question AS-4 receives the highest score, suggesting that *a readiness to respond to users' enquiries*, is the most important area of service in this category for this group.

2. Collections

The category relating to the Collections (Information Control) is where Academic staff, closely followed by Postgraduates, have the highest expectations of quality of service.

- In this category, all three user groups score Question IC-1 *Making electronic resources accessible from my home or office* the highest, indicating that this is the area where they have highest expectations. All groups

score Question IC-8 as the second highest in the category, *Print and/or electronic journal collections I require for my work*.

- Scores for Question IC-2, *A library website enabling me to locate information on my own*, indicate that this is much more important to Postgraduates and Academic Staff than to Undergraduates.
- In this category, Question IC-3, *The printed materials I need for my work*, receives the lowest score from all groups suggesting this is where users have lowest expectations and that print resources are less important to those surveyed than electronic resources.

3. Library as place

There are five questions dedicated to Library as place. Satisfyingly, this is the category where we can see most improvement. In 2011, the Main Library Redevelopment Project (MLRP) was underway causing significant disruption to student study spaces in the library. The MLRP is complete and the Noreen and Kenneth Murray Library has since opened which, we would assume has contributed to higher scores in this area.

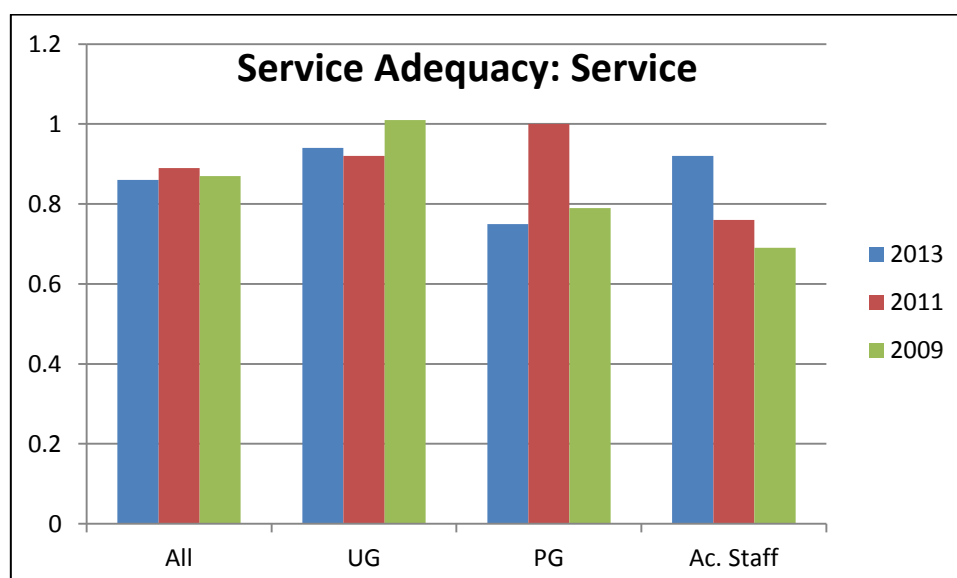
- As in 2011, Undergraduates place the greatest importance on the *Library as place*. For both Undergraduates and Postgraduates the most important service element, determined by the high scores allocated, is, *Quiet space for individual work* (Question LP-2).
- Interestingly, despite the large number comments received relating to the lack of group study space (See Appendix B), Question, LP-5, *Space for group learning and group study*, receives the lowest score from Undergraduate and Postgraduate users. The scores in this section suggest that quiet individual study space is more important than group space.
- Unsurprisingly, Library as place is significantly less important for Academic staff.

Service adequacy

Service adequacy is the gap between the minimum level of service a user expects and the perceived level of service he/she receives. A negative score indicates the users' perceived level of service is below the minimum they would expect. The graphs below show the average service adequacy scores for the questions in each of the three categories (Service, Collections and Library as place) for each user group, for the surveys in 2007, 2009, 2011 and 2013.

1. Service

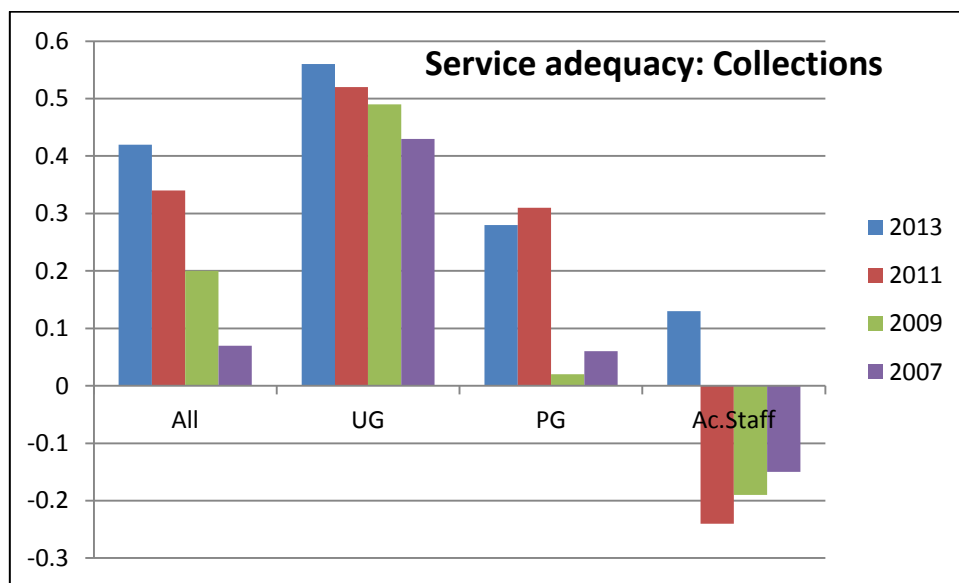
There are nine questions relating to Service (essentially customer service) and library staff, the graph below shows the average adequacy scores for all nine questions.



- Overall, service adequacy is less in 2013 than in 2011. This means the gap between the perceived level of service and the minimum level of service acceptable has decreased.
- However, the overall perception of a reduction in service is due to the scores recorded by Postgraduates for whom service adequacy in this area has dropped 25% in 2013.
- Service adequacy in this area has increased for both other user groups; slightly for Undergraduates and significantly for Academic Staff.
- Nevertheless, despite the slight downturn, as in previous years, no question relating to library service and staff received a negative score.

2. Collections

There are eight questions relating to the provision of collections and access to resources the graph below shows the average adequacy scores for the eight questions.

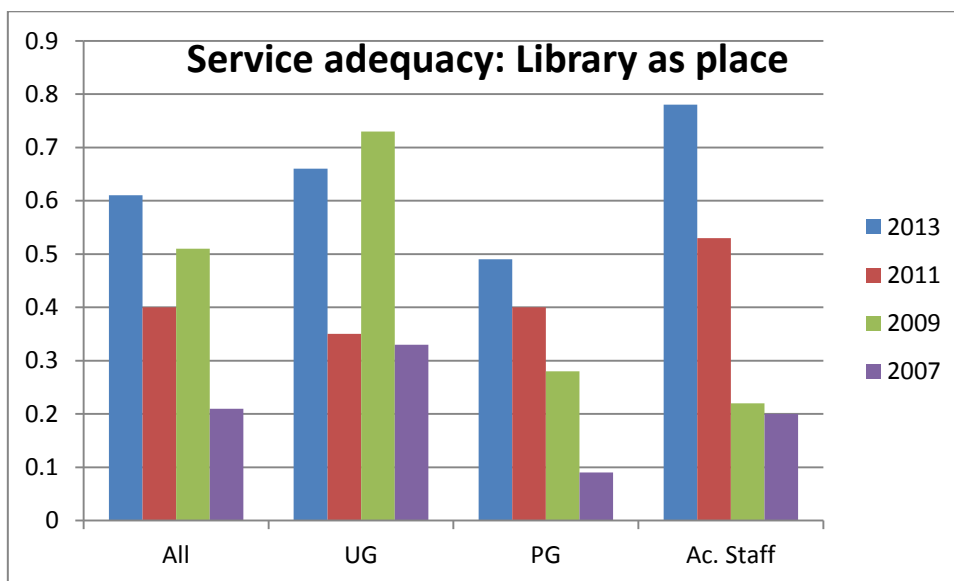


- Overall, service perception in this category continues to improve, most strikingly amongst Academic Staff, who for the first time in four surveys, have recorded an overall positive score for Collections.
- However, Postgraduates perceive the quality of service in this area to have decreased since 2011. Nevertheless, no question in this category receives a negative score from this group.
- By contrast, and despite the improvement in overall service perception from Academic staff, there are still three areas in this category which fall **below** the minimum level of service expected. The three questions for which Academic staff recorded negative scores are;
 1. IC-2, A website enabling me to locate information on my own,
 2. IC-4, The electronic information resources I need and
 3. IC-8, The print/or electronic journal collections I require for my work.

3. Library as place

There is significant overall improvement across all user groups in this area compared to 2011. Improvement in perception of service quality is highest amongst Undergraduates whose satisfaction with *Library as place* has almost doubled since 2011.

In 2011, in the midst of the Main Library Redevelopment Project, the question, *Quiet space for individual work*, received a negative score from both Undergraduates and Postgraduates. There are five questions relating to Library as Place, the graph below shows the average adequacy scores for the five questions.



- Satisfyingly, in 2013, with the MLRP finished, no questions in this category received a negative score, indicating that perception of service quality in this area has improved.
- Nevertheless, in 2013, the Postgraduates score for the question, *Quiet space for individual work*, is only just above zero (0.01). Indicating the Library still has to make improvements in this area for this group.
- Despite improved scores in this area, many of the free-text comments received refer to the lack of study space.
- In this category we exceed the desired service level for a question: Academic staff rate the provision of group study and learning space provided as **above** the desired level. Although an excellent result, we should bear in mind that Academic staff are least likely to use the Library building for study and also have lower expectations of service in this area.

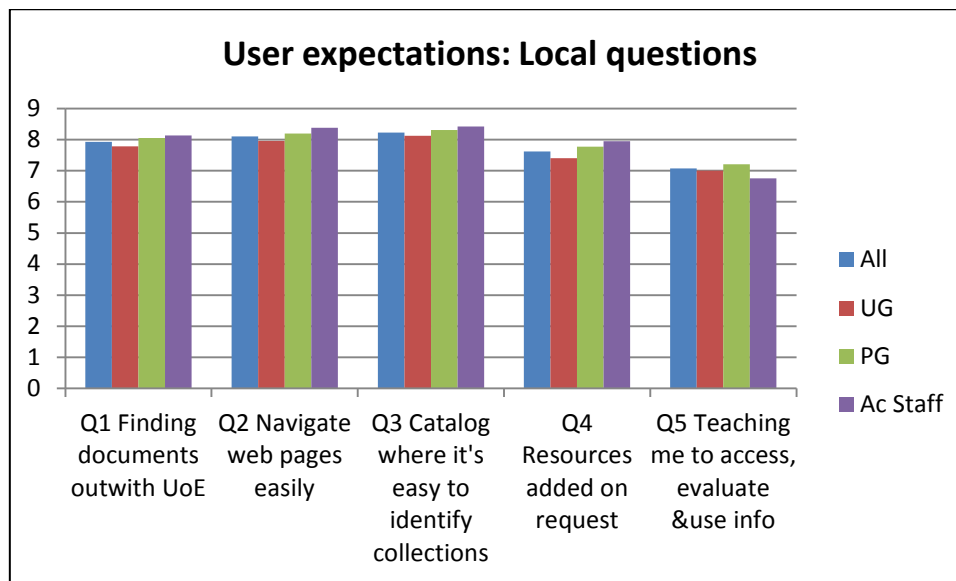
Local questions

Users were also asked to rate following five 'local' questions which we selected from a list provided by LibQUAL+:

1. A service which can find for me rapidly and easily the documents not available in my own institution
Purpose: How well known is our Inter-Library Loan service?
2. Ability to navigate library Web pages easily
Purpose: Our web site is a key resource, and we need to monitor its effectiveness. Asked last time, hope to see an improvement.
3. An electronic catalog where it's easy to identify printed and electronic documents offered by my institution.
Purpose: Benchmark, and hope to see improvement as we invest in Resource Discovery over the coming years.
4. Resources added to library collections on request
Purpose: How well known are our Patron Driven Acquisition and Request a Book (RAB) services known?
5. Teaching me how to access, evaluate, and use information.
Purpose: Requested by User Services Division to look at information literacy training

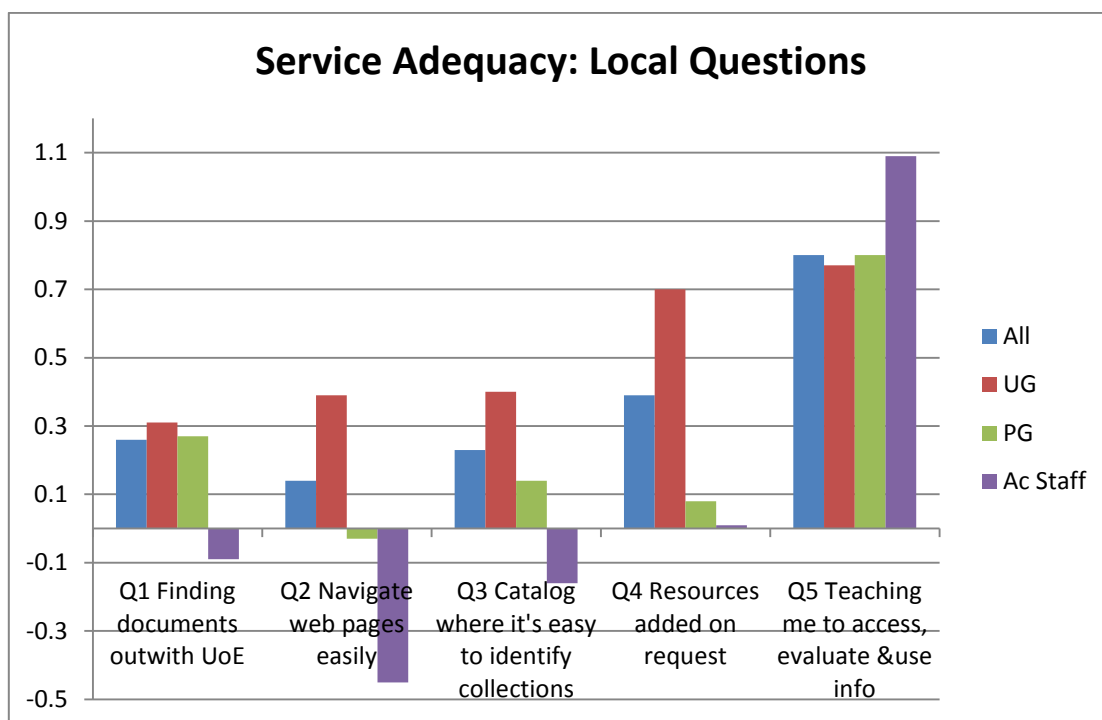
User expectations: Local questions

The graph below illustrates users' desired service levels (expectations) in relation to the five local questions.



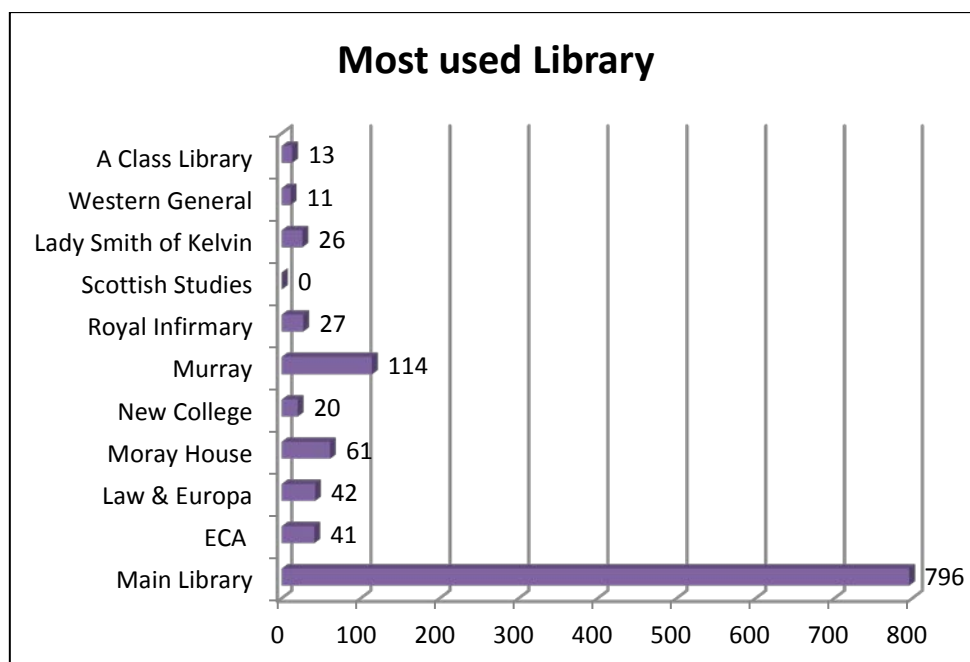
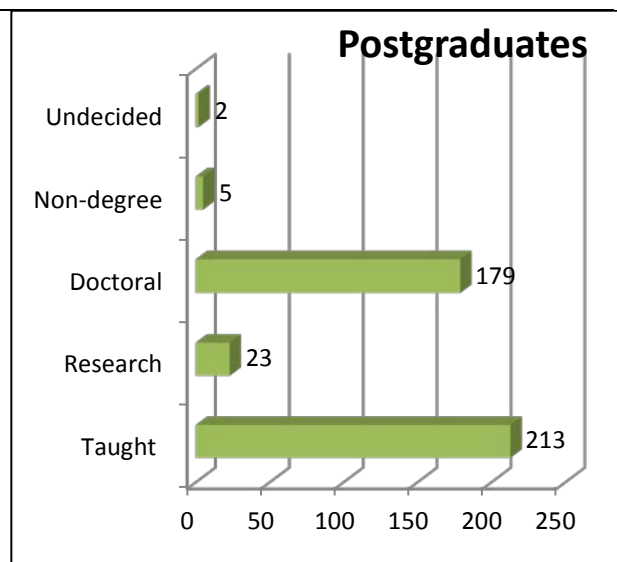
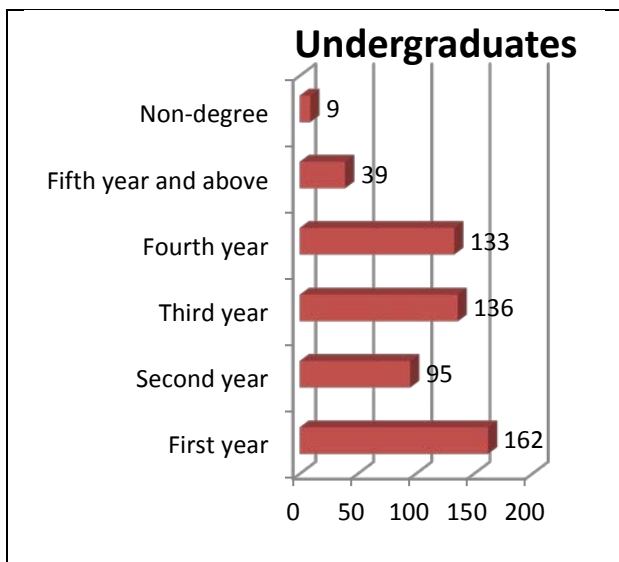
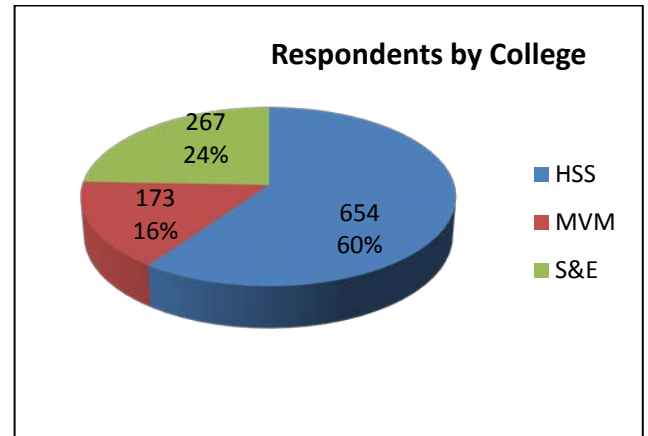
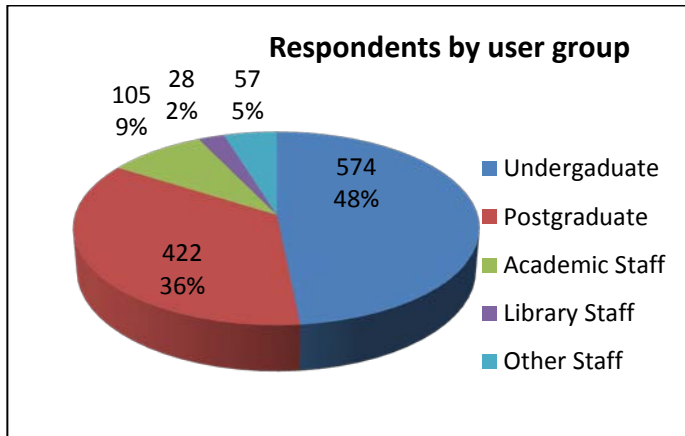
- For Questions 1-4 Academic staff have the highest expectations and Undergraduates have the lowest expectations of service quality in these areas.
- For Question 5, *Teaching me how to access, evaluate, and use information*, Postgraduates have the highest expectation of service quality and Academic staff the lowest.
- All user groups have the highest expectations when it comes to Question 3, *An electronic catalog where it's easy to identify printed and electronic documents offered by my institution*.

Service Adequacy: Local Questions



- Overall, Undergraduates are the most satisfied with service quality relating to the five Local Questions.
- Academics are the least satisfied with service quality relating to Questions 1-4. (Note that this group also has the highest expectations for these services). With services relating to Questions 1-3 falling **below** the minimum level of service expected by Academic staff and Question 4, *Resources added to library collections on request*, barely scoring above zero.
- Q2, *Ability to navigate library Web pages easily* falls **below** the minimum level of service quality for both Postgraduates and Academic Staff. Despite the negative score, there is, in fact, a slight improvement on the score received in 2011 for this question.
- Academic staff perceive service quality relating to Question 5, *Teaching me how to access, evaluate, and use information*, to be the highest, although this group has the lowest expectations in this area. This question was also used in the 2011 survey.
- In 2013, the overall perception of service has improved. However, amongst Postgraduate students service quality in this area has declined slightly.

Appendix A: Demographic Summary



Appendix B Comment Analysis

Introduction

At the end of the LibQUAL+ survey participants are invited to leave a comment. There were 1186 completed valid surveys, free-text comments were attached to 38.1% of responses. This is less than in 2011 when almost half (48.6%) of those completing the survey submitted a free-text comment. Of the 105 Academic Staff participating in the survey, 43.8% left a comment.

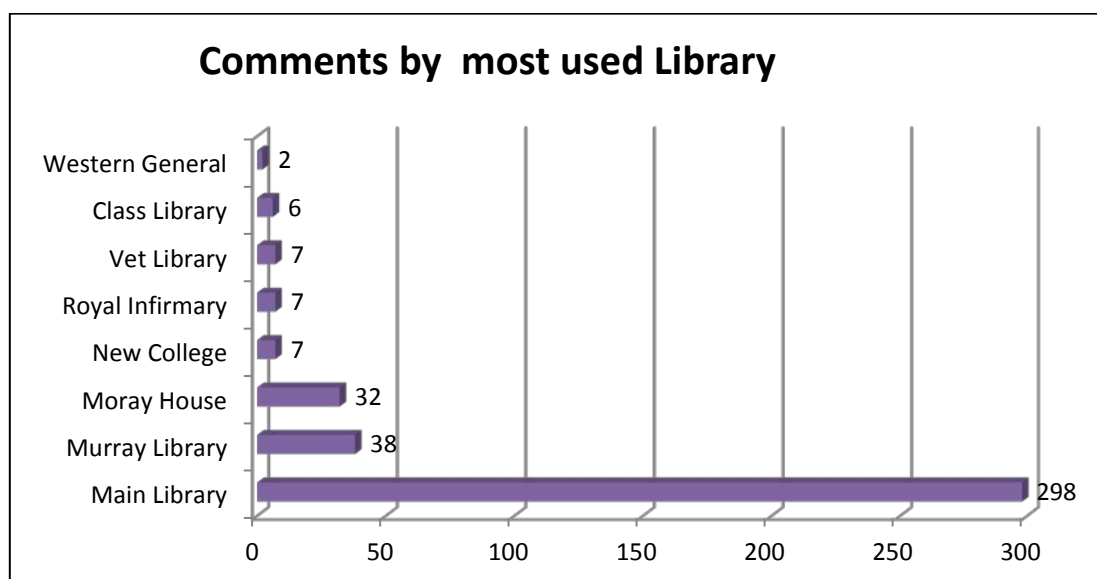
Comments were made anonymously. However, participants were encouraged to leave an email address to enable the Library to respond directly to feedback. No participant included an email address with his/her comment. Similarly, in 2011, only one email address was supplied. Users, having supplied an email address to enter the prize draw, may not have realised that, if they wished a response, they were required to add their email address twice.

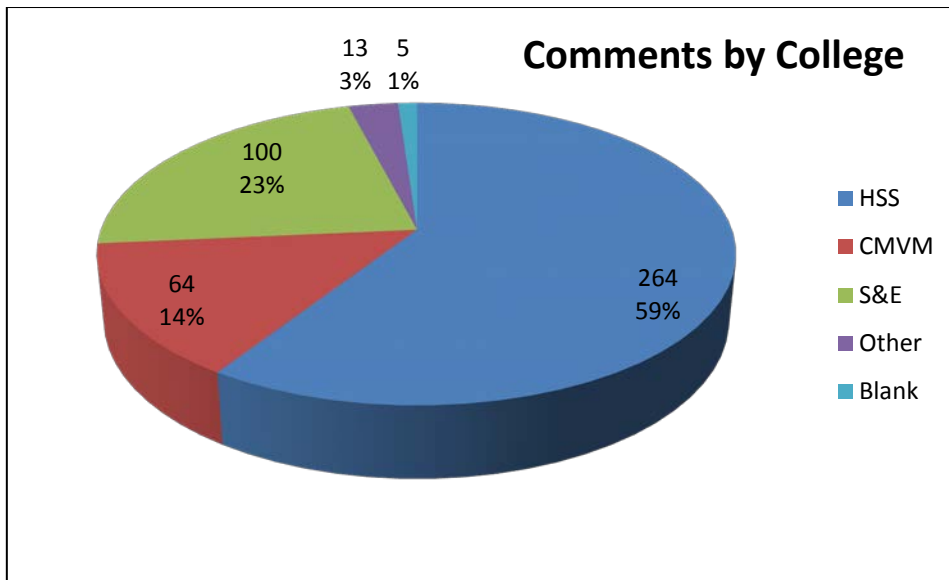
Demographics

Summary

There were 446 free text comments made by survey participants. As expected, comments covered a broad range of topics and conveyed a range of opinions. Also as expected, there is a mixture of positive and negative comments. Overall, 45.5% of total comments received were made by Undergraduates. Academic staff were most likely to leave a comment with 43.8% of Academic respondents selecting to do so. The majority of comments (59%) came from users affiliated to Humanities and Social Science and from people who use the Main Library most often (66.8%). As in 2011, the top three categories for comment were: Study space, Collections and Staff.

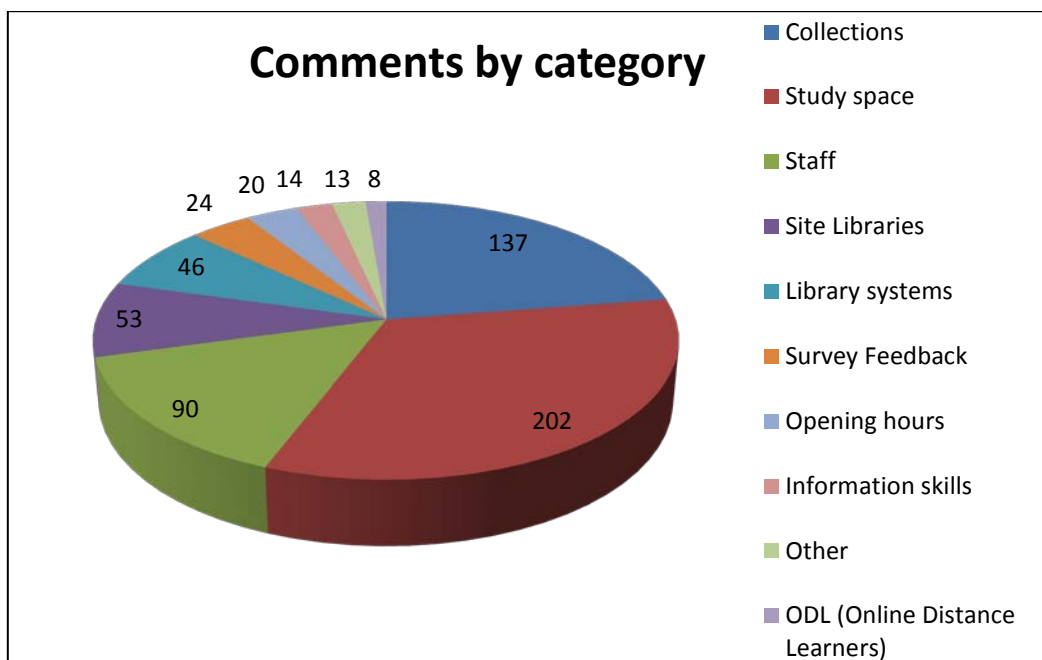
Number of comments by user group				
	Respondents by user group	Comments by user group	% of total comments received	% of user group leaving a comment
Undergraduates	574	203	45.5%	35.4%
Postgraduates	422	173	38.8%	41%
Academic Staff	105	46	10.3%	43.8%
Admin/other academic related staff	57	17	3.8%	12.3%
Library staff	28	3	0.67%	14.6%
Other (No information provided)	17	4	0.9%	23.5%





Comments by category

Comments were categorised using 10 broad subject headings. These categories were further divided, when required, into sub categories. Unsurprisingly, given the majority of Undergraduate responses, almost half of the comments received refer to Study space. This was also true in 2011.



Study space

As in 2011, study space is the most frequently mentioned category in the comments received in 2013.

Using the library to study is described by users as, *'fantastic'*, *'excellent'*, *'a great place to work'*, *'great environment to learn'*, *'really decent'* and *'easy and comfortable to use'*.

However, there are issues with study space, most commonly, lack of study space. There are 72 comments which either, refer to the lack of study space, the library being overcrowded or the difficulty students experience finding a study space (individual or group). Typical comments include:

'The staff are generally nice, the building is good. BUT there isn't enough space...'

'I think the Library is great but wish there was more room for private study as often it is a struggle to find a desk. I also think more pods would be fantastic....'

'The library is a great place to work. I just suggest there should be more space for independent study'

In particular, students remark on a lack of study space during the exam period. A third year undergraduate warns,

'The amount of study space is again becoming an issue, the library is often full by 11am through term, suggesting there will be major problems come exam season'.

Scores provided in the LibQUAL+ survey indicate that both Undergraduates and Postgraduates place greater value on, *'a quiet space for individual work'*, than on *'Space for group learning and group study'*. Seven people would like to see more private study space, yet there are 32 comments asking for more group study space and in particular, more study pods.

A first year Undergraduate describes her experience, *'There could be more learning group pods, as in 8 weeks our study group hasn't been able to access one ...'*

Another first year Undergraduate comments; 'Good group study areas, but never any places available. More pods would help a lot.'

Several users complain that study pods are frequently occupied by individuals and that it can be *'embarrassing'* to ask people to move. A Taught Postgraduate explains the issue;

The study pods are great, but there are rarely any vacant ones. I think this is because many people use them by themselves rather than for group study. There are signs saying they're meant for group work, but still the pods are often used for individual purposes. If there was a way to change this then that would make them even better and relevant.

Computing facilities are mentioned in 35 of the comments in this category. These Library users believe there is a lack of computers in the library and would like to see more available computers which worked better (ie faster). Lack of plug sockets or the power supply not working at all desks is also mentioned by students.

Nine comments relate to printing facilities. Two praise the printing facilities, five comments are complaints about problems with cards and the cost of printing (too expensive). Two users also complain that money was taken off their cards without actually printing anything. And two people say that when things do go wrong that it's difficult to find someone to help.

Noise when studying in the libraries is an issue for 24 users, across various library sites who made a comment.

A Taught Postgraduate highlights her frustration,

I've been a student here for over 4 years. I think the library is amazing. The only thing I REALLY wish we had was a floor or a space where it was like STRONGLY compulsory to be completely SILENTWhistling/whispering/overly loud music from staff and students is something my friends and I are often lamenting about.

A third year Undergraduate suggests; *'There needs to be stronger signage or another method of keeping the quiet and silent floors actually quiet and silent. It's really annoying when people just carry on the conversations they were having before they entered [the library]'*.

There are ten comments about the temperature in the Main Library which is described as, *'far too hot'* *'airless and stuffy'* and, *'very warm to the point of being uncomfortable'*.

Four people think that food should be allowed in more areas of the Main Library. One user thinks the café is too small and two that that food and drink is overpriced. Two users ask for better facilities for drinking water and three ask for hot water to be provided. Four comments relate to the toilet facilities.

The majority of comments refer to the Main Library. However, more space, more computers and more group study space are also requested for the Murray Library and Moray House Library. Noise is a specific issue identified at Moray House Library. Further comments relating to site libraries and study space are included in the summary of Site Library comments.

Collections

The LibQual+ survey shows that for the first time in four surveys, Academic satisfaction with collections has improved.

A member of academic research staff supports this result,

I have high expectations for availability of digital resources and these aren't yet fully met, but I want to note that I've noticed a significant improvement in the level of service provided over the last 12 months compared to the previous year.

However, for one HSS History, Classics & Archaeology academic the collections still fall short of what is required,

Here EUL is a perfectly good library for a middle of the road university; but the collections, above all in printed books of the last 30-40 years and especially those not in English, are way below what a top international university should have -- at least in my field. I cannot conduct my research in Edinburgh easily because of this, and have to travel frequently...

In this category, 35 comments mention the book collections. Users identify gaps in the collections and twelve users ask for more copies of core textbooks.

A third year Undergraduate explains,

New and compulsory books need to be available in the library - if there are 300 people on the course, Having one, or in some cases no copies of a textbook, despite the fact that staff have requested it is not enough.

Two postgraduates perceive that the Library collections have been sacrificed to make way for social space, one comments,

When did it get decided that university libraries were places for people to socialise, be comfortable or to fill with study space instead of cramming in as many and as varied collections of books as possible?

Seven users, one Academic and six PhD students comment on their experiences of requesting a book for purchase. Three remark on the length of time it takes between making a request and the book becoming available; *'requests for even quite humble purchases seem to take an inordinate amount of time..'*

Three comment on the process of requesting items for purchase, from using the required form, the process being, 'too opaque', to requesting notification when the item is available.

An academic asks,

The library is wonderful and my only negative response was in relation to the form we have to use in order to recommend book purchases. There MUST be a quicker more efficient system???

Two academics make reference to the E-reserve service the Library provides. There is praise for the service from a Physics and astronomy professor, who says,

The library staff has been especially helpful in obtaining publisher's permission to make available chapters of books to students for courses.

However, another Academic, 'would like more assistance scanning textbook chapters as needed for uploading on Learn.'

31 of the 40 making comments about ejournals are Postgraduates or Academic staff. 23 of the 40 would like to see the range of ejournal titles extended and highlight gaps either in subject areas or in collections eg the library doesn't subscribe to archive or current issues of some journals.

A Postgraduate highlights the issue,

As an undergrad, the library was great (easy availability of study space aside) As a postgrad, many new titles, or not well known journals are not available within the main library system. Iliad is a great resource, but you can hardly use it all the time. The NLS and NMS vital resources at my study level.

A Professor expresses concern,

A recurring problem I've had is not being able to access early articles electronically in journals the library has electronic access to for only a subset restricted to later years. This is potentially a growing problem as libraries discontinue paper subscriptions: articles from a few decades ago are occasionally interesting but will become increasingly difficult to obtain

The HUB (High Use Book Collection) and Reserve are mentioned by eight users. Three users question the usefulness of being able to take a book out on a three hour loan. A first year undergraduate states,

'Generally very good, HUB useful, but 3 hour loan terms can make getting the best out of a book impossible. Longer terms and more copies would be better'.

Another first year Undergraduate asks the distinction between Reserve and Short Loan should be distinct and another that the organisation of short loan between the HUB and other floors is, 'difficult'.

Two users would also like to be able to borrow and return items to any of the University's libraries. Other comments relate to longer loan times, waiving fines, more copies of books in the HUB, replacing missing books and not being able to find books on shelves.

Eight comments specifically mention ebooks. Most users would like to see more ebooks added and access made easier. However, a Research Postgraduate criticises the library's preference for ebooks,

In terms of books, too much reliance seems to be placed on e-books, which are not suitable for postgrad study, eg because they can only be read online or on pdfs which are designed to stop working after 24 hours...

By contrast, another thinks, 'it would be great if eventually all books available in the library were made electronic.'

Five comments refer to Inter-Library Loans. One user would prefer to talk to staff rather than manage the loans online. Two users, aware of the service indicate that although ILLiad is a 'great resource', it doesn't compensate for not having materials locally. Conflicting opinions are given, by Postgraduate Research students describing their experience of Inter-Library Loans:

'I'm impressed by how quickly interlibrary loan requests have arrived - thank you. It's also great to have an allocation of free requests.'

By contrast another says, *'The one gripe I have is inter-library loans, the process and outcomes have not been all they should be.'*

Several survey participants have taken the opportunity to highlight subject areas where they think the Collections could be improved.

Library staff

Library staff, including security staff and cleaners were mentioned in 90 user comments. As you would expect there is a mixture of positive and negative comments.

Overall of 68.9% comments about staff were categorised as Praise (39, 43.3 %) or as Strong praise (23, 25.6%). Staff are referred to as, *'very helpful', 'friendly, 'excellent' 'great' 'fantastic' and 'open'*.

A fourth year undergraduate comments, *'I enjoy visiting the library as the staff are always open, friendly and helpful and this allows me to do what I require with little stress and hassle'*

Several site libraries including, New College, ECA , the Art & Architecture and Law & Europa Libraries are singled out for praise by students.

A postgraduate praises New College Library,

'New College library is one of the most special library spaces across the university- I'm not at all surprised that students from other schools come to use this space. Thank you to the hardworking staff, who are well loved and respected.'

Fourth year undergraduate remarks, *'I think the ECA library is an excellent resource, and its the staff who make it excellent'*

Ten Academic staff made comments about Library staff, 90% of the comments praised or strongly praised staff,

An academic from The College of Medicine and Veterinary Medicine, *'The support that the librarians offer to our students is greatly valued both by students and supervisors.'*

Two academics named and praised a member of staff by name. In particular, staff at the Lady Smith of Kelvin Veterinary Library were singled out for praise by two academics.

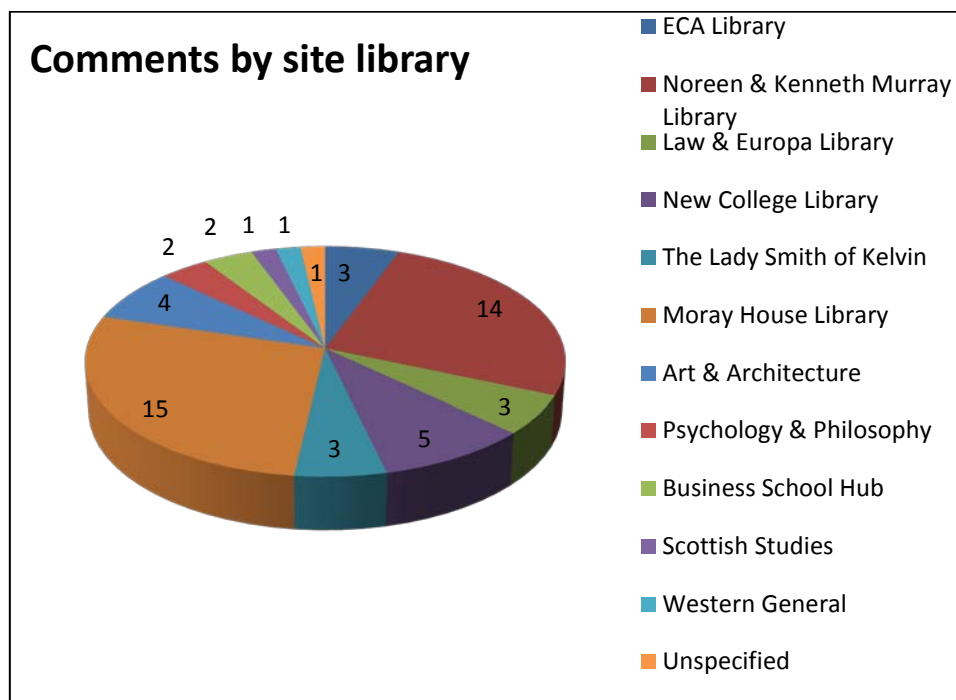
The LibQUAL+ report shows that Academic staff have the highest expectation when it comes to quality of (customer) service. Perceived service adequacy in this area has improved since 2011 and the fact that no Academic staff made a negative comment about their experience of Library staff is extremely positive.

By contrast, 29.2% (26) were categorised as Complaint (18, 20.2%) or Strong complaint (8, 9%). Postgraduates made 11 of the 26 negative comments and Undergraduates the remaining 14 negative comments. Most negative comments claim staff have been rude and unhelpful or appearing not to trust students. A second year undergraduate remarks,

'In general, the service at the library is good, but from others and my own experience it can be a really touch and go whether you get someone who is very willing to help and friendly or someone who doesn't seem bothered or seems irritated by you.'

Site Libraries

There were 53 (11.9%) comments which specifically mentioned Site Libraries by name.



Noreen and Kenneth Murray Library

There were 14 comments mentioning the Noreen & Kenneth Murray Library. Six comments praise or strongly praise the library.

A third year Undergraduate writes,

'The Murray Library is a great place to study (alone or in a group) between lectures and tutorials when going home and back would be a waste of time.'

A first year Undergraduate adds, *'The Murray Library is the best academic library I've been to, clean, nice staff, well designed!'*

However, the library is criticised by nine users for the lack of personal study space and computers that are available, A fifth year Undergraduate sums up opinion,

'The physical space available and helpfulness of staff are of high quality, although the physical study space in the KB library is terrible. There is very little space available in the library itself, making study when books are required rather inconvenient.'

Moray House Library

There were 44 respondents who selected, Moray House School of Education as their discipline. Fifteen of these users added a comment which specifically mention Moray House Library, although six of these users name the Main Library as the Library they use most often. Four users say that Moray House Library is too noisy and six say it can be too crowded making it difficult to find a study space. Two users would like to see extended opening hours. Five comments relate to experiences with staff.

A second year Undergraduate sums up opinion;

This library in my opinion isn't big enough and does not have enough dedicated quiet study space like in the Main Library. The library often becomes far too busy and the librarians can sometimes have lots to do so support isn't always there. I would love to see a floor dedicated to quiet study in the Moray House Library. An upgrade to the Moray House Library is much needed for the students at this campus. I would much prefer to be in Moray House Library as it is smaller, and as said it does get busy, but the librarians are much friendlier here, and when not busy are much more helpful. More comfy chairs, a lick of paint, a dedicated floor for quiet study, and a floor for group study (like the pods in Main Library) would be great. And I know of several students who would love this. Also, longer hours in the library would be great. 08:00-22:00hrs Mon-Fri would be ideal.

The Lady Smith of Kelvin Veterinary Library

Three survey participants, one academic and two undergraduates, mention The Lady Smith of Kelvin Library. Two praise the quality of the service and staff. One undergraduate wishes the library were bigger and with more private study spaces.

A third year undergraduate writes,

'The staff are very friendly and helpful. I just wish the size of the Lady Smith of Kelvin Library was bigger, as it can get quite congested in there at times and hard to find a private place to study'

The Library and Staff are praised by an Academic,

I am very pleased with quality of service provided by the staff in the Lady Smith of Kelvin Veterinary Library.....The Lady Smith of Kelvin Veterinary Library is one of the most aesthetically pleasing veterinary libraries that I have been in and this does promote a feeling of academic comfort'.

The third comment really bemoans the lack of veterinary resources in the Main Library but does mention that students don't travel to Easter Bush during revision week but use the Main Library instead.

ECA Library

Three users made comments specifically about the Edinburgh College of Art Library. Two comments were from Undergraduates, one a first year, the other a fourth year, and strongly praised the library.

First year undergraduate;

'ECA library is a fantastic resource and I have yet to fail in finding any information I've been searching for within the library'.

A fourth year undergraduate singles out staff; *'I think the ECA library is an excellent resource, and it's the staff who make it excellent'*

This is a nice illustration of the library meeting both new students' and more experienced students' needs.

The third comment from a Postgraduate Research student, suggests that having a dedicated space in the library for group work would be helpful.

New College Library

There were five comments which referred to New College Library. Three comments came from Undergraduates and one from a Postgraduate Research student.

The Postgraduate describes New College:

'New College library is one of the most special library spaces across the university- I'm not at all surprised that students from other schools come to use this space. Thank you to the hardworking staff, who are well loved and respected.'

However, the increase in other students using the space is an issue for a fourth year Undergraduate who comments that,

This year there has been a rise in non-New College based students using New College library, whilst this is not a problem in itself it has raised the following issues. The noise level in the library has increased disproportionately to the number of folk in there, and more frustratingly, the number of people using the library has increased to the point that it is now sometimes difficult to find a space to work.

A second year Undergraduate would like to see extended opening hours at New College Library and improved copying facilities.

Law & Europa Library

Three Undergraduate Law students comment on the Law & Europa Library. The first thinks it's better than the Main Library. The remaining two Undergraduates have very different experience of the Law & Europa Library. One user has had a very positive experience, *'I am extremely satisfied with the Law Library. Friendly, knowledgeable staff have helped me find all of the resources I require.'*

By contrast, the other user finds the library intimidating and has consequently avoided using it.

Western General Library

One comment was recorded in reference to the Western General Library. A Postgraduate Research student suggests that more computers at this location would be useful.

Class Libraries

The following class libraries were referenced in user comments; the Art & Architecture Library, the Business School's HUB, the Psychology & Philosophy Library and Scottish Studies Library.

Art & Architecture Library

Three third year Undergraduates and an Academic commented specifically on the Art & Architecture Library. Two users provide strong praise for the library;

'We love our Art & Architecture Library and want to keep it going. Libraries are particularly useful when located in the buildings where we teach'.

'The library that I use most often is Minto House Library, and the staff there are fantastic'.

Business School Hub

Although not an IS Library, two Taught Postgraduates state that they use the Business School Hub most often and praise the service provided.

'I mainly use the Business School Hub which is very convenient for my studies. I am very satisfied with the service offered. Thank you.'

Psychology & Philosophy Library

The Psychology & Philosophy Library is singled out for praise by two Taught Postgraduate users;

'I found staff at the main library and in Psychology generally excellent in their attitude and service delivery'

'It is a great idea to have a subject library within the building. Makes studying a lot easier and access to materials is prompt...'

Scottish Studies

There is strong praise for the Scottish Studies Library from an Academic, *'many thanks and well done on keeping the Scottish Studies library intact (with its excellent librarian on site)'*

Survey Feedback

Without a doubt LibQUAL+ is not the simplest survey to complete, as it asks users to rate their minimum, perceived and desired levels of service for each question. There were 24 comments on the survey itself, one third came from Academic staff. The majority of comments assert that the survey is too complicated, too long and confusing.

A Postgraduate states;

'Library overall very good. However this survey is insane - the most confusing and long-winded I've ever taken. Please get some advice on designing the next one - 28 options per line is insanity...'

Eight users point out that some of the questions are irrelevant or difficult to answer, two because the questions assume people use the physical library and neglect the online user.

An academic states, *'Many of these questions assume that I use the library buildings - I do not. I do however access the online library resources frequently'*.

One user points out that the survey may be difficult, for users for whom English is not their first language and another comments on the language used, *" a 'haven for learning' might be a slightly grandiose epithet"*.

Library Systems

The category *Library Systems* covers the catalogue, Searcher, the e-journal portal and the website. There were 46 comments in this area. However, it is not always easy to identify the system or service to which a user refers. Systems are referred to as, *'the library search engine'* and *'library search function'* making it difficult to determine if users mean the Library catalogue or Searcher or indeed the website. This perhaps underlines the confusion users have, in general, when faced with multiple library systems. Several comments made suggest some users are confused.

A second year Undergraduate comments, *'I find the various library online catalogues very confusing and often I can find a book using one resource and then am unable to find it using another'*

An academic adds, *'[I]would prefer the electronic resources to be more user friendly for finding the different services. It's not very clear at the moment and it's my most important aspect for my research.'*

By contrast, a Postgraduate Research student praise the Library's search systems, *'Online journal and search access is excellent....'*

There are 12 comments referencing the library catalogue. There is no strong consensus. Comments reflect personal experience and opinion. The majority suggest enhancements such as, including a floor plan showing where books are shelved, introducing single sign on, adding more e-books and providing the option to preview digital publications. One user comments that the OPACs are poorly maintained and another, rather alarmingly, finds it *'shameful and indefensible'* that we don't provide an online catalogue.

Three of the four comments relating to Searcher highlight a known issue which the current Discovery Review is addressing, namely that it is not clear when items are held by or accessible via the library. The remaining comment is from a student based outwith Edinburgh who is experiencing access issues.

A postgraduate student comments, *'The search tool for journal articles is excellent'* However, one users says that he does not know how to use 'find it@edinburgh' but another uses it via Google Scholar as his main search tool.

The question, *ability to navigate library Web pages easily*, was scored negatively by both Postgraduates and Academic staff, given this, and the importance all user groups place on this service and on having, *'An electronic catalog where it's easy to identify printed and electronic documents offered by my institution'*, it is surprising that only nine comments were recorded with specifically mentioned the website.

Eight of the nine comments highlight the difficulty users have navigating to resources. Comments come from Academic staff and Postgraduates;

'The website is also highly irritating and not very user friendly (but this could be because of the structure of the university website).'

'the library webpage need some developments in the area of access to electronic resources. It is not fluid and natural. I have to search for the button each time I am trying to access e-journals'

One user bypasses the library systems altogether and uses Google Scholar.

Opening hours

There were 20 comments relating to Library Opening hours. Ten comments were made by Undergraduates and ten by Postgraduates. 60% of comments related to the Main Library. Other Libraries mentioned were; Moray House Library, Noreen and Kenneth Murray Library, Law & Europa Library and New College Library.

Unsurprisingly, 19/20 comments asked for extended opening hours. Nine users asked for extended weekend hours across the libraries mentioned. Four of the nine users, three using the Main Library and one using the Royal Infirmary Library, asked for longer opening hours on Sundays. Three respondents, who use the Main Library most often, asked for 24hour opening.

A Postgraduate Doctoral research student comments of the Main Library, *'....should be 24 hours and I am continually disappointed that it is not'*.

Three users asked for extended Main Library and Royal Infirmary Library opening hours during the exam period, one of these users suggested 24 hour opening during the exam period.

Three of the ten Postgraduates to leave comments about Opening hours lament the reduced service hours over the summer. Taught Postgraduates comment, *'Things tend to shut down over the summer - a period when Masters students need the library most!'*

'The opening hours of the main library throughout the year were not very postgraduate-friendly as the library closed after the semester of the undergraduate students ended although the master thesis of the postgraduates was due to the middle of August'.

Two users suggest that current opening hours have a detrimental effect on their results;

'I found that during the summer term, the greatly reduced hours of the library impacted on my ability to use the facility. I felt that this had a great impact on my ability to study for my dissertation.'

Comments relating to Site Libraries all asked for extended opening hours, especially over the weekends.

Information skills

Comments relating to training, help or being confused when use Library services and resources were categorised under the heading, *Information skills*. Users talk of *'struggling'*, having *'no idea how to access'* and being, *'confused'*.

There were 14 comments recorded in this category with over half (57.1%) coming from Postgraduate students. The majority of comments were either *Neutral Observations* about personal experience using the library or *Suggestions* as to what the library could do to help people learn more about using library, specifically online, resources. Suggestions include, more IS skills courses, training sessions, better guidance and one page guides.

A fourth year Undergraduate,

'I was unaware of the great resources that are available online until late year 2/early year 3 of my studies. Being a fresh college graduate, I didn't know what academic journals were or how to access them, and therefore often based my essays on information found through google etc. A better communication of information resources at an early stage would be helpful'

An academic remarks,

'.....my main issue with the library is accessing resources through the web site..... I find it difficult to find them from the library main pages. Also I am sure that the library offers many things that I don't know about, but I've no idea how to go about finding them!'

A Postgraduate sums up the main issue in this area,

'It is a very good library providing good support to its users. however, most students are unaware of the kind of support which library can provide.'

Online Distance Learners (ODLs)

As previously stated, the LibQUAL+ survey questions are very much directed towards physical users experience and expectations of the library's services. This may explain the relatively low number of responses from Online Distance Learners who made eight of the free text comments recorded.

Seven of the eight Online Distance Learners had only used the library's services online. One user had visited the physical library and described a, *'sense of belonging'*, when he did.

One Online Distance Learner stated he received, *'reasonable information from the library'* and three others, praised the service they receive, the online resources they use are described as, *'excellent'*, *'extremely good'* and one user is *'very satisfied with amount of e-journals available'*. By contrast, one Online Distance Learner said that, *'accessing course material is mostly very time consuming and frustrating.'*

Appendix C Background Information

The survey is a web-based tool that measures users' minimum, perceived and desired levels of service quality and identifies the gaps between them. There were 44 questions in the survey:

- 22 Core questions falling into three broad categories :
 1. Affect of service (Services)
 2. Library as place (Accommodation)
 3. Information control (Collections)

- 5 questions on topics selected by Edinburgh University Library Management Team:
 1. A service which can find for me rapidly and easily the documents not available in my own institution
 2. Ability to navigate library Web pages easily
 3. An electronic catalog where it's easy to identify printed and electronic documents offered by my institution
 4. Teaching me how to access, evaluate, and use information.
 5. Resources added to library collections on request
 - 3 questions on library usage patterns
 - 8 questions on levels of satisfaction and information literacy outcomes
 - 6 demographic questions

In addition, participants are invited to leave a free text comment at the end of the survey.

- Three email lists were randomly generated to target core user groups: undergraduates, post-graduates and staff. We are currently unable to generate random email lists which exclude non-academic/research staff. Therefore, a random sample of all staff were, by default, included in the lists and invited to participate.
- There was no option to submit a paper survey.
- In total 11,500 Library users received an email asking them to complete the survey. In 2013 the response rate was 10.3%.
- Messages, including a reminder, were sent asking people to complete the survey form online. All the responses were confidential, and no personal data was passed to the survey organisers.
- In addition, the survey was promoted on the Library blog, on MyEd and on the plasma screens in the Main Library.
- An incentive was offered to encourage people to complete the survey. Participants were given the opportunity to enter a prize draw to win one of two iPad minis.
- The prizes were presented shortly after the survey closed and a blog post showing the winners receiving their prize, was published on the Library blog : <http://libraryblogs.is.ed.ac.uk/blog/2013/12/09/libqual-ipad-mini-winners/>
- In total 1186 valid responses were received and 446 free text comments were recorded.
- The results were submitted directly to the LibQUAL+ team who analysed the data and produced a report. Our report is published online and we have online access to all the other institutions' reports.

Core Questions

Library users were asked to rate statements on a scale of 1-9 (1 is lowest, 9 highest) indicating for each, the **desired** level of service they would like to receive, the **minimum** they are willing to accept, and the actual level of service they **perceive** to be provided.

The results group the questions into three categories of library service quality:

- Affect of service (9 questions)
- Library as place (5 questions)
- Information control (8 questions)

LibQUAL+ presents the results using various graphs, including radar charts. Radar charts expose the “gaps” between the minimum, perceived and desired levels of service . “Gaps” are one of 4 colours:

- Yellow and blue indicate that users’ perceptions of service fall within, what LibQUAL+ terms, the “zone of tolerance”.
- Red represents negative scores and indicates that users’ perceived level of service is **below** their minimum level of service.
- Green shows that users’ perceived level of service is **above** their desired level of service.

Charts are available for each user group and for all users combined.

Library Selected Questions

Users were asked for their judgements on the same 3 scales for 5 further questions which we had selected from a list provided by LibQUAL+.

Library Usage Patterns Questions

Users were asked 3 questions about how frequently they accessed library resources both online and within the physical library.

General Satisfaction Questions

There were 3 general questions which respondents were asked to rate on a scale of 1 (strongly disagree) to 9 (strongly agree).

Information literacy outcome questions

There were 5 questions which respondents were asked to rate on a scale of 1 (strongly disagree) to 9 (strongly agree).

Comments

Some 446 respondents made comments at the end of the survey.

FULL REPORT

The full report will be available via the Library & University Collections webpages in due course:

<http://www.ed.ac.uk/schools-departments/information-services/about/organisation/library-and-collections>

Further general information on LibQUAL+ can be found at <http://www.libqual.org>

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