Augustana Library Feedback Project: Final Report

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Submitted by Alissa Droog, March 18, 2020

UNIVERSITY OF ALBERTA LIBRARY

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Executive Summary

Introduction

The purpose of the Augustana Library Feedback Project was to gather direct feedback from faculty and students at the Augustana campus about library resources, services and communications. The library wanted to listen and engage in strategic conversations with users to inform future decision making and best practices for the Augustana campus library going forward. The project took place over 9 months (July 2019-March 2020) and used a combination of methodologies that included a survey of Augustana faculty, focus groups with students and website usability testing with students. As this project was broad and ambitious in its scope, the findings are general. It is recommended that these findings be used as the basis for further investigation, feedback and conversations.

Faculty Survey

The Augustana Library Feedback Survey circulated via the augfaculty@ualberta.ca listserv between Nov. 12-26, 2019. The survey received 44 responses from approximately 150 people on the listserv, drawing a diverse group of faculty members from all three departments on campus, with most participants having worked at the campus for 10+ years.

Findings indicate that Augustana Faculty strongly value library staff and make good use of library resources with a particular focus on databases, library websites, print/ebooks and recommending purchases. However, more work can be done to promote library services for faculty such as open journal publishing, reading list and course linking services, ERA,

systematic review support and research data management. Many participants had used library instructional services before and commented positively on library instruction and videos. Faculty prefer to receive communications from the library via personalized messages such as emails from library staff, agenda items at departmental/faculty council meetings and visiting the library.

Student Focus Groups
A series of 4 focus groups took place at the Augustana Campus Library in November 2019. Three major themes emerged inductively through the content analysis:
1. **Space is everything:** Space is the most important thing about the Library to students at Augustana and students' comments on library space were both numerous and detailed. Students frequently discuss the library as both a focussed study space and as a social, community space and enjoy the atmosphere in the space.
2. **Library Resources:** Focus group discussions indicate that student awareness and use of library resources is largely informed by their experiences outside of the library. Despite these differences, databases and citation guides were consistently amongst the most important resources mentioned by students and many other resources were either considered "nice to have" or there was a lack of awareness about these sources.
3. **Helpful Staff:** In contrast to their numerous unprompted comments on library spaces, students rarely discuss library staff or staff-based services without being prompted. Although students do not frequently talk about staff when discussing the library, when discussed, staff are often described as helpful.

Website Usability Testing
The Library ran two different pop-up style website usability testing sessions at the Augustana Campus on Jan. 27 and 28th, 2020 for 2 hours each day. 19 participants completed the usability testing on each day with 38 students participating in this exercise in total.

Task 1: Finding Articles Based on a Citation: 16.7% (3/18) students were able to complete this task successfully and an additional 38.9% (7/18) were able to find the article eventually, but did not use a method that would always work.

Task 2: Findings e/books on a topic: 66.7% (12/18) students were often able to successfully find books on a topic.

1. **Students struggle to differentiate and find different types of sources:** Students struggle to understand the differences between sources like articles and books and how that difference translates into different search strategies for these sources. Both the University of Alberta library and Augustana library homepages contribute to this confusion as their main search bars don't clearly identify what types of sources can and cannot be found from that search bar.
2. **Two library websites contribute to confusion:** Having 2 library websites sometimes requires students to navigate and understand the differences between both of them for the task they are trying to complete. The Augustana library homepage has fewer options

on it which, when set up well for a certain task, allows that task to be completed with more ease. The University of Alberta Library homepage has many more options on it which can make it harder for students to choose where to go to find different sources.

3. **Library instruction at Augustana may impact student searching habits:** There are some correlations between the way that Library instruction is taught at Augustana and student searching habits.

Summary of Recommendations

One of the biggest challenges with any assessment study is that the findings support a variety of recommendations. Below are a series of recommendations that could be implemented based on the findings of this study:

Assessment Practices For a full list of best practices related to library assessment, see [Appendix A: Annotated Bibliography of Library Assessment Practices](#)	
A1	Develop a culture of continuous assessment at the library in which small assessment projects take place frequently to answer practical questions.
A2	As this large-scale assessment project had broad aims and used a variety of methods, future assessment at Augustana should be smaller in scope, targeted at questions that this study brings up, and practical in its focus.
A3	Add a physical suggestion box for patrons to continue to provide feedback to the library.
A4	This study did not have a strong representation of first year students at Augustana. Further assessment should be done to better understand how the library can respond to the needs of first year students at Augustana..
Spaces and Facilities Note that all of these recommendations are based on feedback from student focus groups.	
SF1-3	Bookable Group Study Spaces 1. Keep online booking for study rooms 2. Consider making more study rooms and adding soundproofing to the walls as sound carries between rooms. 3. Consider adding technology to each of the study rooms.
SF4-5	Access to Library Space 4. Students would like to see more of the library space available 24/hr space. 5. Examine usage trends and determine whether to open later on Friday nights and earlier on weekend mornings.

SF6-9	Facilities Requests
	    6. Students would like to see more tables for study space during exams
	    7. Consider moving the treadmill to a quieter or more private space so students don't feel self-conscious using it. As an alternative, set up privacy screens around the treadmill.
	    8. Ask cleaning staff refrain from using the floor cleaner before the library closes as this can be quite loud.
	    9. Add doors or paper towel dispensers to lower level bathrooms as this is a quiet study space and the current lack of doors and hand dryers are very loud.

SF10-11	Library Technology
	    10. Library workstations are very slow, especially the Macs-perhaps remove some Mac stations (this has been completed, March 2020)
	    11. Check all keyboards as some of the keys on some workstations don't work.

SF12-14	Other recommendations
	    12. Host more student art exhibitions and for longer periods of time
	    13. Continue engaging students with the whiteboard. Try to use quirky and creative questions that students can have fun answering.
	    14. The Jenga game during wellness week is really loud. Consider moving it outside of the library or not doing this as it's disruptive to students.

Resources	
R1	The lack of use/awareness about certain resources (print journal, print reference, CD and DVD collections, CD, DVD, print reference collection, equipment lending, ski lending, pillows) should be further investigated by the Augustana Campus Library in order to determine whether to promote these resources or discuss the continued investment in these resources and having them on site. Note that print journal volumes and the majority of the print reference collection have already been moved to accessible storage at the Research & Collections Resource Facility (RCRF).
R2	Continue to update and invest time in citation guides as these are well-used and well-liked by students at Augustana.
Services	
S1	Services for Faculty: Given that few faculty are using library services for faculty, the library should increase targeted and effective promotional efforts for these services to ensure that faculty know how the Library can partner with them throughout the research process.

S2	Reference Services: The Library should conduct further assessment to determine if the current service model and hours for reference services are best allocated and sufficient for students at Augustana.
S3	Services for Students: Consider finding ways that more library staff can engage and connect with students in memorable and meaningful ways through reference and instruction services.
S4-9	Instruction Services 4. Increase variety of library instruction in upper-year courses. 5. Continue providing instructional services to faculty and videos for the FYS classes. 6. Promote library instructional services to faculty so that they better understand what's available to them. 7. Investigate more what instructional support faculty would like to recieve. 8. Continue teaching students to find known books and articles, as well as books and articles on a topic, in library instruction and while providing reference. 9. Negotiate with faculty to spend more time in library instruction teaching students to differentiate between source types so that they can translate this understanding into their research. This should be coupled with making library websites clearer so students know what source types they are capable of finding using different research tools.
Communication	
C1	The library should do the following to engage with faculty ● Invest *more* time reaching faculty from the Library Advisory Committee ● *Continue* to communicate with faculty via emails, agenda items at meetings and library visits ● Invest *less* time communicating to faculty via posters and social media.
C2-5	Students recommended the following to increase the visibility of library communications in focus groups: 2. Placing flyers near the printers in addition to the service desk as this is a high traffic area 3. Only using posters with intention on the campus and in high traffic areas to avoid "poster overload" 4. Students would like to see more outreach for events, specific resources like streaming services and equipment 5. Students stated that successful posts in the Augustana Weekly newsletter use catchy captions and avoid long lead times.

C6	The best methods to communicate with students at Augustana are the Augustana weekly and SUTV. Good methods to communicate include word of mouth via SLA's (Student Library Assistants) and flyers at the service desk. Least effective forms of communication are posters, the library website and library signage.
Websites One of the biggest challenges from this study is making recommendations about changes to library websites, as the findings from this study could be used to support a variety of recommendations. With that said, below are a list of potential recommendations that could be taken based on these findings:	
W1-2	The results of this study show the students struggle to understand how searching for different types of sources might affect how they search. Potential solutions include: 1. Replace multiple search engines on the University of Alberta Library website with one, google-like search engine that can search different types of sources at once. This would help as students wouldn't need to use different methods to find different types of sources. 2. Clarify the wording about what different search functions on both websites do. For example, both "Start your search" on the University of Alberta Library website and "Library Catalogue" on the Augustana Library homepage do not specify that one is searching the library catalogue excluding articles.
W3	Potential changes to the Augustana Library homepage: 3. Consider adding the "Search for Articles" option to the homepage (similar to the University of Alberta Library website) to ensure that students can find articles. Had this been on the homepage for task 1, students may have had more success.
W4	Removing the Augustana Library homepage: 4. One of the findings from this study is that having different library websites contributes to confusion for students and they end up using different methods to find different things on different websites. Given that the Augustana Library Website uses library resources to keep it maintained and has many of the same functions as the main website and doesn't necessarily contribute to higher rates of success at finding resources than the main website, it would be reasonable to remove the second website and move any unique content for Augustana to another section of the website.
W5	Continue to do pop-up usability testing to see how students are finding articles. It is especially recommended to continue assessing if students have better success

	at finding articles on a specified topic as this may mirror their habitual use of library resources a bit more and would inform improved website design and instruction.

W6-7	Recommendations from student focus groups
	    6. Add an events section to the Augustana Library Website
	    7. Post SLA jobs on the Augustana Library Website

Introduction

The purpose of the Augustana Library Feedback Project was to gather feedback directly from faculty and students at the Augustana campus about library resources, services and communications and to engage in strategic conversations with users to inform future decision making and best practices. The project took place over 9 months (July 2019-March 2020) and used a combination of a survey of Augustana faculty, focus groups with students and website usability testing with students to gather feedback on these broad topics. Project partners (listed below), provided advice and feedback on the direction of this large-scale assessment project and the project itself was worked on by over 25 people (see Project Team). As the project was broad in its scope, the findings can only be taken in context and should be used as the basis for further investigation. Note that the assessment instruments (survey and focus group questions, usability task design) have been tested, piloted and anyone is welcome to modify and adapt them for further assessment work with attribution.

Project Partners
- University of Alberta Libraries
- Augustana Technology andLearning Services
- Augustana Library Advisory Committee
- Augustana Academic Council
- Augustana Students' Association

Section 1: Faculty Survey

About the Survey

The [Augustana Library Feedback Survey](#) circulated Nov. 12-26, 2019 via the [augfaculty@ualberta.ca](#) listserv and received 44 responses. The [augfaculty@ualberta.ca](#) listserv is sent to approximately 150-160 academic faculty members including those who attend Faculty Council as well as some non-academic staff who work at the Augustana Campus. Although it was possible for non-academic staff to fill out the survey, the demographics section indicates that the majority of staff who filled out the survey are faculty. Of these 44 respondents, 35 completed the entire survey.

Survey Design and Analysis
The survey was developed by staff at the University of Alberta Library (see [Appendix B: Faculty Survey Questions](#)). The survey was piloted by 13 people including 6 faculty members at Augustana, 4 librarians from UAL and 1 staff member at Augustana at the end of October/beginning of November.

Analysis of this survey first involved removing 7 empty survey responses and 2 previews of the survey without responses. As some participants chose to enter their answer into the "Other:___" box for each question, the open-text answers were re-coded into the data if applicable to one of the categories for each question, or left as "other" if inapplicable to the various categories available for each question. All data was downloaded from Qualtrics and analyzed in MS Excel. Open text data was analyzed using grounded theory method.

Limitations:
- It is possible that some non-faculty members filled out the survey as it was distributed via a listserv that also includes some non-academic staff at the Augustana campus.
- The data only represents what participants self-reported. As such, it is possible that since this is a survey from the library, participants may have chosen to over-report their use of library resources and services. Moreover, as this data is self-reported, it doesn't reflect the actual usage of these services and resources, only participants own perceptions of their use of library services and resources. Other quantitative data that the library collects might provide increased insight into these findings.

Summary of Findings

Demographic Questions
The survey drew a diverse group of faculty members at Augustana, representing all three departments. The survey responses represent mostly tenured or tenure-track faculty at

Augustana who have worked at the university for 10+ years. Note that the demographics section asked very broad questions and was not mandatory in the survey as Augustana is a small campus and we didn't want to identify anyone.

How long have you worked at Augustana?

Category	Number of responses
10+ years	24
0-10 years	12
No Response	4
Other	4

Number of responses

In which department do you primarily work?

Department	Number of Responses
Department of Social Sciences	13
Department of Science	10
Department of Fine Arts and Humanities	14
No Response	4
Other	3

Number of Repsonses

Chart: What is your position at Augustana?

- Contract Academic Staff (Associate lecturer, Contract Lecturer, Adjunct...): 9
- Tenured/tenure-track professor (Professor, Associate Professor or Assistant Professor): 28
- No Response: 4
- Other: 3

(x-axis: Number of Responses, y-axis: Position)

Library Resources and Services

Overall, survey participants from Augustana make good use of library resources including online library resources, databases and websites, print materials, and recommending purchases. The Library can do more to promote specific library services for faculty in the future.

Chart: When you look for information such as a journal article or book for your research, where do you typically start?

- 39% — Augustana Campus Library webpage: library.ualberta.ca/augustana
- 34% — University of Alberta Libraries website: library.ualberta.ca
- 22% — Google Scholar: scholar.google.com
- 0% — Academic Social Networks (ResearchGate, Academia.edu, Mendeley, etc.)
- 5% — Other:

- 73% of participants reported using either the University of Alberta Library or Augustana Campus Library website to start their research.

Thinking back on the last 3 academic years, please tell us how frequently you used the following types of **library resources** for your research and teaching.
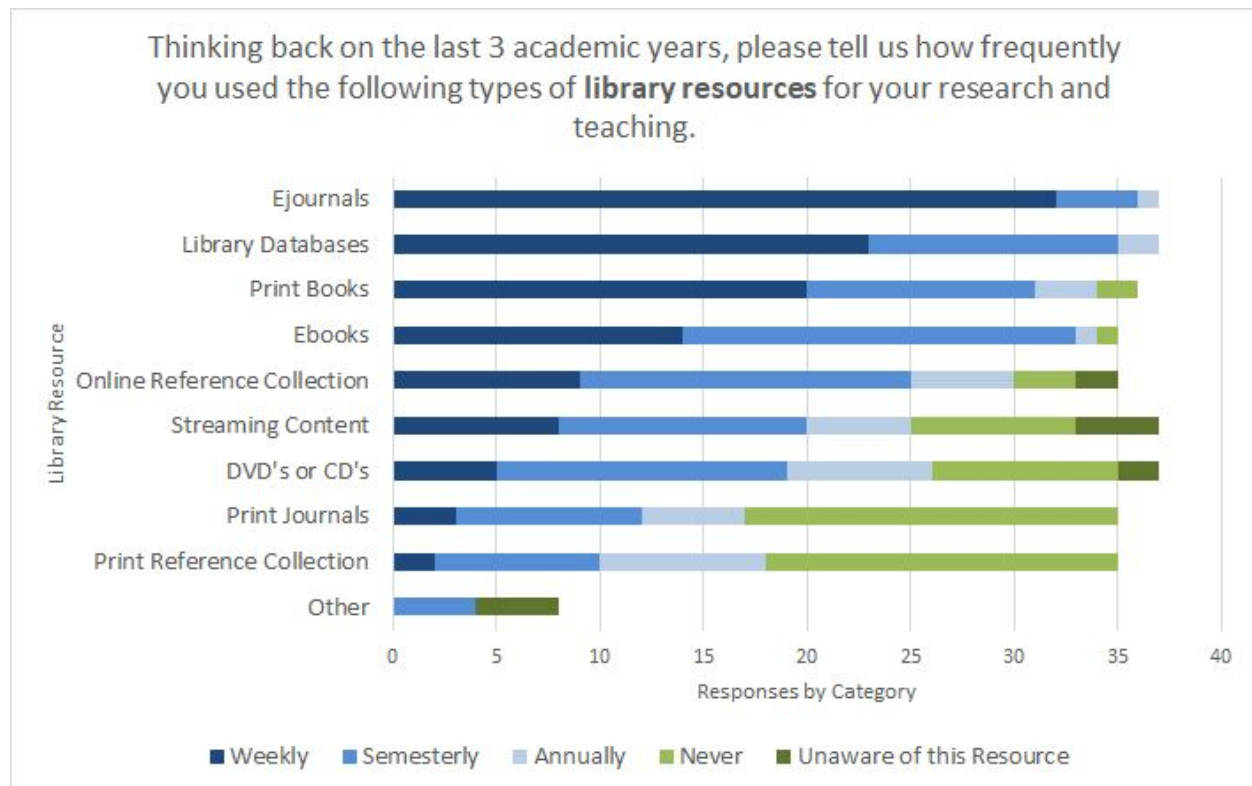
Library Resources
- Over 85% of survey participants reported that they use eJournals, databases and print/ebooks weekly or semesterly.
- Physical collections including the print journal, print reference, CD and DVD collections are not used frequently by participants.

Thinking back on the last 3 academic years, please tell us how frequently you used the following **library services**.
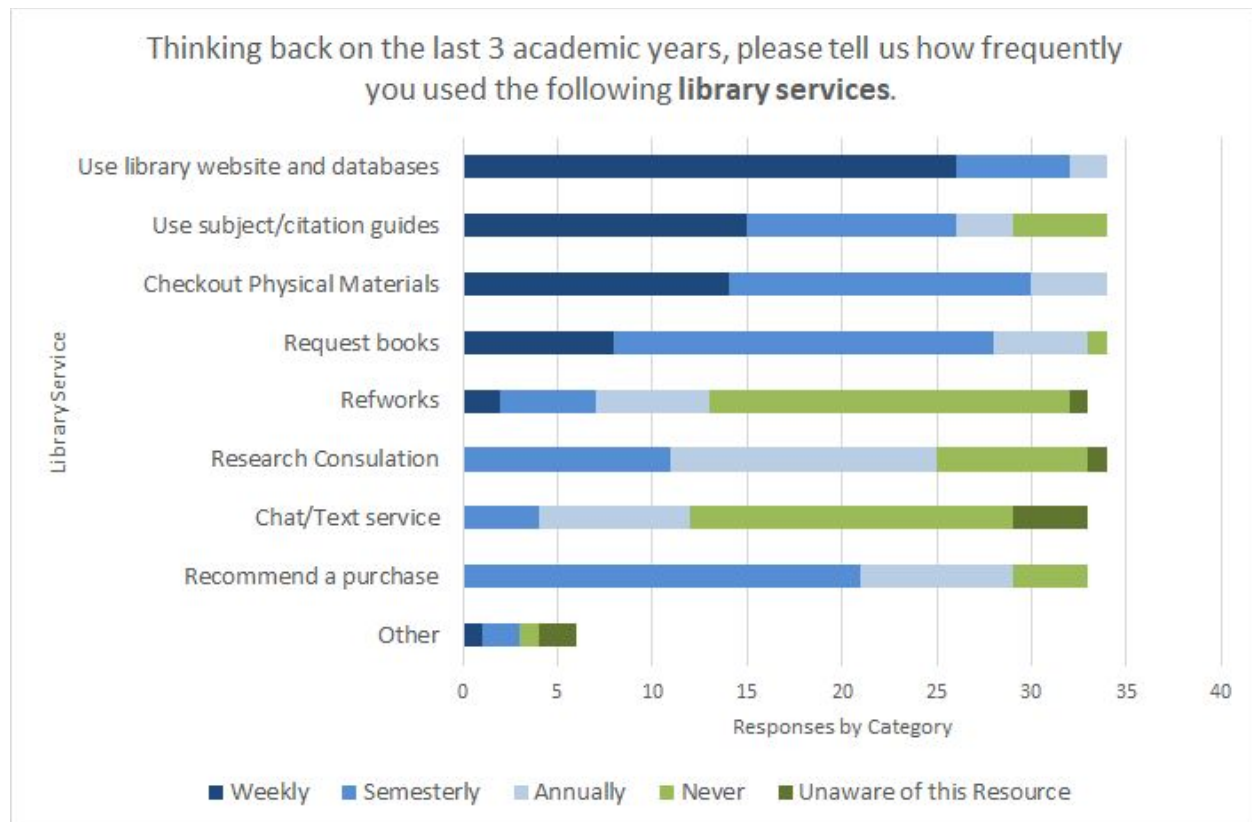
Library Services
- ● Participants reported that they use the library websites/databases, subject and citation guides, checking out/placing holds on physical materials and recommending purchases most frequently.
- ● Participants reported using the chat/text service and Refworks least often.

Thinking back on the last 3 academic years, please tell us how frequently you used the following types of **library services for faculty.**

Library Services for Faculty (y-axis categories, top to bottom):
Open journal or textbook publishing
Text mining support
Reading list service
Linking to course reading service
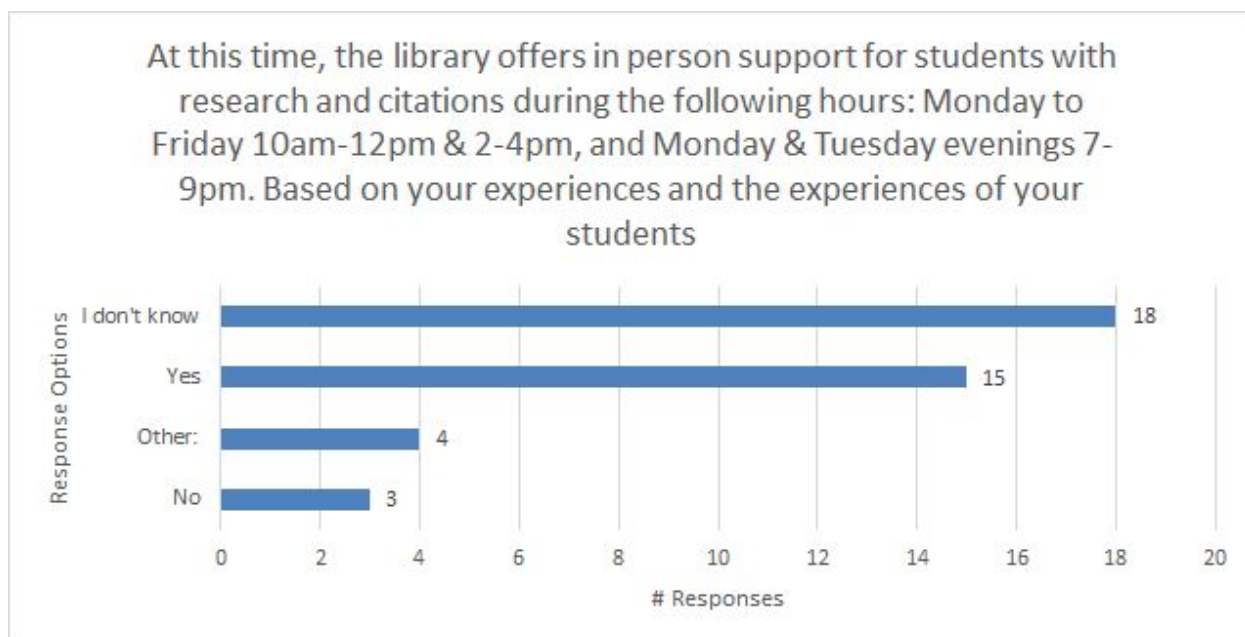Research impact services
ERA
Systematic review support
Research data management support
Other

Responses by Category (x-axis: 0 to 40)

Legend: ■ Weekly ■ Semesterly ▪ Annually ▪ Never ■ Unaware of this resource

Services for Faculty
- The most frequently used library services for faculty include the "reading list service" and "linking to course reading service" with 30% of participants using these services semesterly/annually.
- Many faculty at Augustana do not use or are unaware of many of the library services for faculty.

Recommendation:

S1	Services for Faculty: Given that few faculty are using library services for faculty, the library should increase targeted and effective promotional efforts for these services to ensure that faculty know how the Library can partner with them throughout the research process.

Reference Hours

At this time, the library offers in person support for students with research and citations during the following hours: Monday to Friday 10am-12pm & 2-4pm, and Monday & Tuesday evenings 7-9pm. Based on your experiences and the experiences of your students
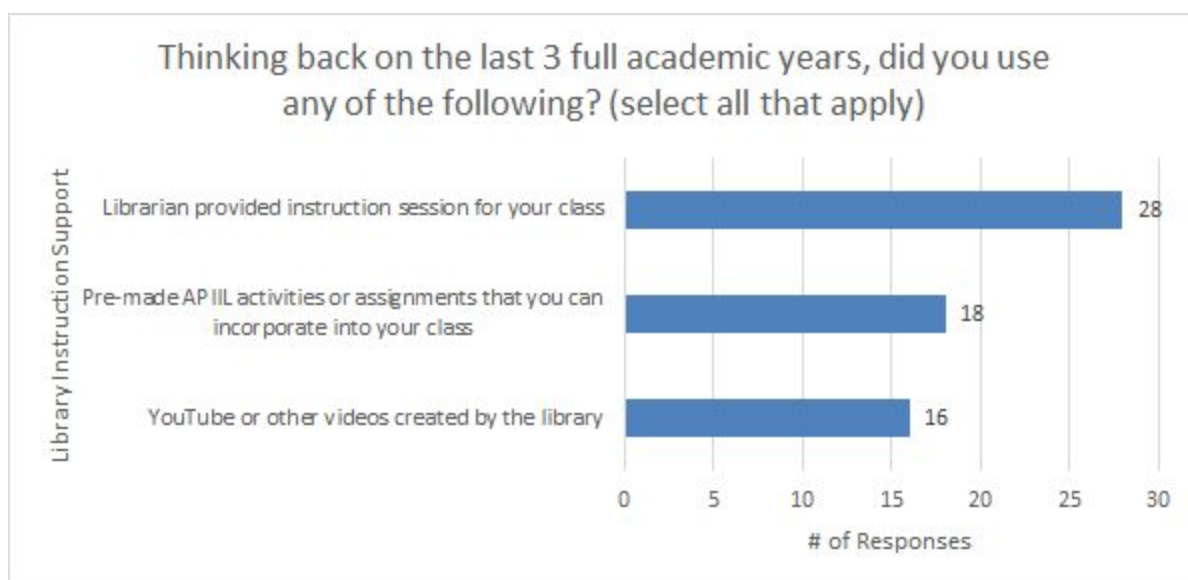
45% (18/40) of participants are unsure if the current reference hours provided by the library to students are sufficient. 37.5% (15/40) believe that these hours are sufficient.

Recommendations:

S2	Reference Services: The Library should conduct further assessment to determine if the current service model and hours for reference services are best allocated and sufficient for students at Augustana.

Library Instruction Services

Thinking back on the last 3 full academic years, did you use any of the following? (select all that apply)

Of the 44 participants in this survey at least 28 faculty have used instructional services from the library. When asked to comment on their experiences with library instructional services,

participants included positive comments about library instruction, videos and the Augustana Plan for the Integration of Information Literacy (APIIL).

Comments on Library Instruction (Sessions, APIIL, Videos)
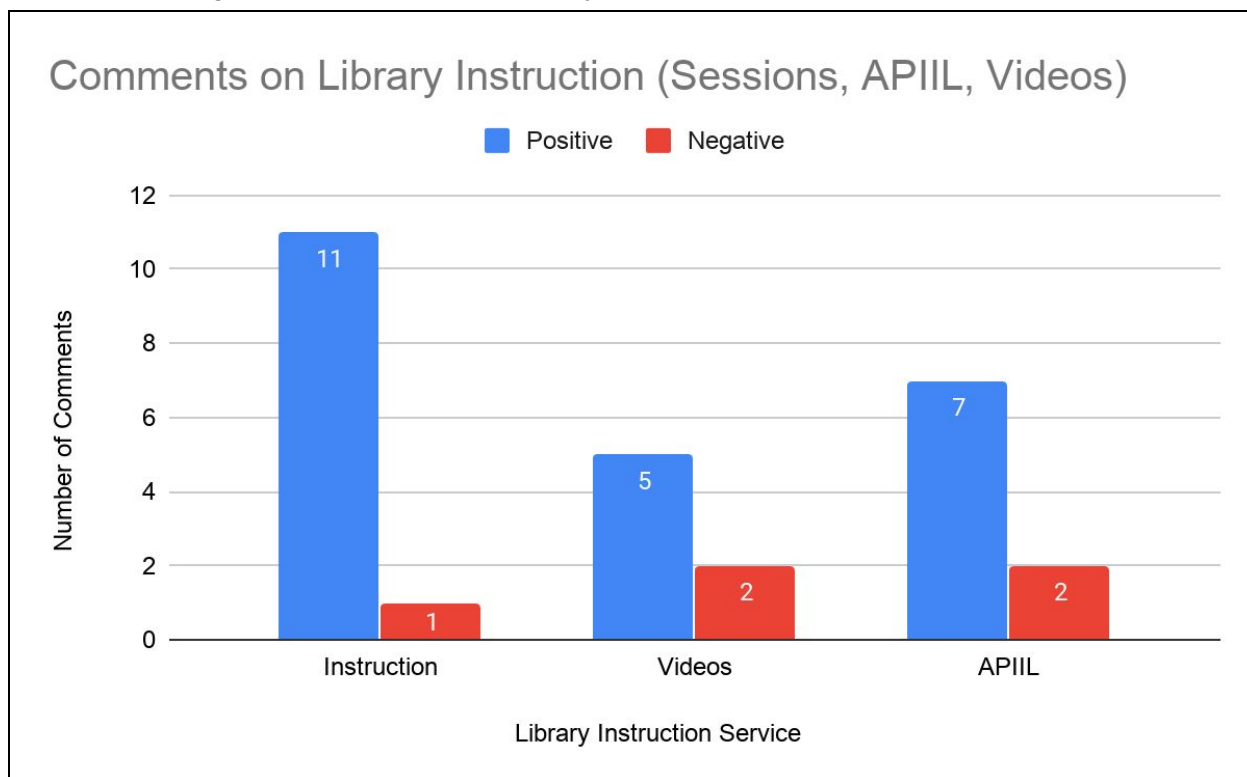
Out of 20 open text responses, only eight make direct connections to *how* services have made a difference for student learning. These responses focus on specific skills students develop through the use of these services, for example, using databases, research and searching skills, citations and avoiding plagiarism. Instead of explaining *how* these services make a difference, responses discuss various services (including ones they did not select) in order to comment on general usefulness: *if* services are helpful rather than *how* they are helpful. Overall, most references to library instruction services are positive. Instruction is considered "helpful" or "beneficial" and related to developing student skills (11 comments are positive about instruction; 1 comment about instruction not being used). Videos are similarly reviewed, often in connection with other services (eg. "APIIL activities and videos") without a description of how they are helpful (5 comments are positive about using videos; 2 comments about not using videos). Like videos, APIIL is described as used with other services; however, there are more specific comments about its usefulness such as connecting APIIL to developing skills, supporting classroom goals, and appreciating APIIL's Augustana context (7 comments about APIIL being "important" or relating APIIL activities to specific skills; 2 comments on why APIIL is not/should not be used). The generally positive responses are not surprising, as the question asks how the services already in use make a difference for student learning.

5/20 responses indicate some confusion over the availability of these library services and how to use them. For example, comments such as "I don't know," "I didn't know we had these
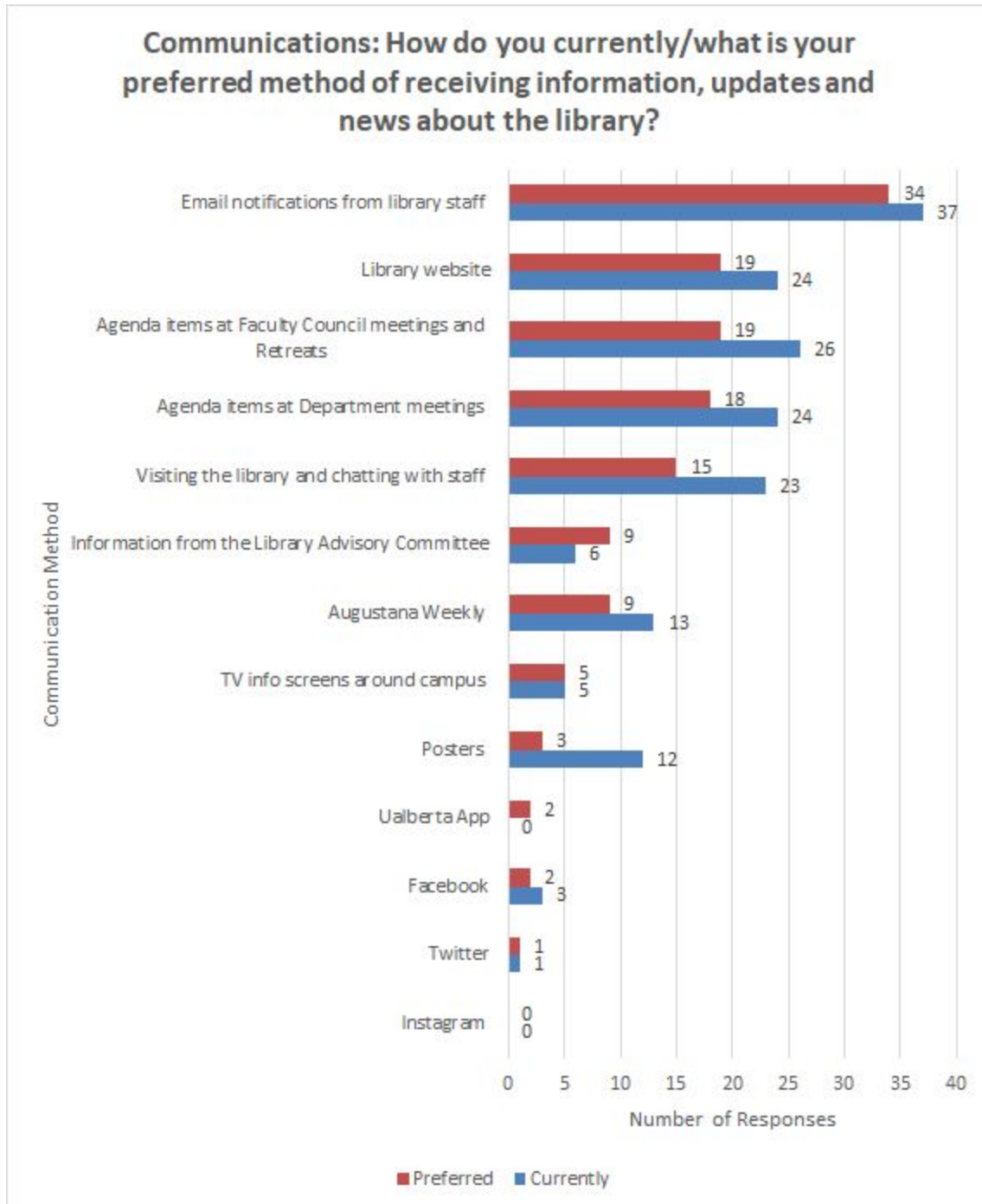
[videos]", or "I need to do a better job…" suggest a lack of awareness of what services are offered and how instructors can effectively integrate these various services into their courses.

Recommendations:

S5	Continue providing instructional services to faculty and videos for the FYS classes.
S6	Promote library instructional services to faculty so that they better understand what's available to them.
S7	Investigate more what instructional support faculty would like to recieve.

Communications

Faculty prefer to receive communications from the library via personalized messages such as emails from library staff, agenda items at departmental/faculty council meetings and visiting the library. They also like to hear from the library via the website. Less impactful ways of communicating with faculty include the Augustana Weekly, posters and social media.

Communications: How do you currently/what is your preferred method of receiving information, updates and news about the library?

Communication Method	Preferred	Currently
Email notifications from library staff	34	37
Library website	19	24
Agenda items at Faculty Council meetings and Retreats	19	26
Agenda items at Department meetings	18	24
Visiting the library and chatting with staff	15	23
Information from the Library Advisory Committee	9	6
Augustana Weekly	9	13
TV info screens around campus	5	5
Posters	3	12
Ualberta App	2	0
Facebook	2	3
Twitter	1	1
Instagram	0	0

Number of Responses

Recommendations:

C1	The library should do the following to engage with faculty
	● Invest *more* time reaching faculty from the Library Advisory Committee
	● *Continue* to communicate with faculty via emails, agenda items at meetings and library visits
	● Invest *less* time communicating to faculty via posters and social media.

Open Text Survey Comments

Question:

Do you have anything you want to share about the role of the library in meeting your research and teaching needs? This may include things we are doing well, things that could be improved, or any other comments you may have.

Analysis:

With 17 total responses, feedback on this question varied widely. Because of the small response size, it is challenging to draw any firm recommendations, but there were a range of themes that were present in the responses. The most common theme that arose was the level of use and need for print versus digital resources, in both faculty research and student work. With both collection formats, opinions were inconclusive, with 3/8 respondents noting the need for the physical collection to improve, 2/8 respondents say it should be maintained at the current level, while 3/8 respondents did not make specific comments regarding its quality. For the digital collection there was a similar breakdown (2/6 wanting improvements, 2/6 for maintaining and 2/6 without specific quality comments).

There was a positive awareness of library staff among respondents (6 comments) and those who noted frustrations perceived the issue to be with the larger UAL bureaucracy, not individual staff members at Augustana Library. Another common theme with generally positive comments was library support for classroom teaching (6 comments). Comments focus on services such as APIIL (4/6 comments), instructional sessions from library staff (4/6 comments) and the general role of the library in supporting information literacy and critical evaluation skills in the classroom (1/6 comments). While these comments tended to provide examples of existing services and supports, when it came to library support for students outside of the classroom (6 comments) only 1 respondent noted a current example of existing support for students, while 5 respondents provided suggestions for other ways the library could provide support in the future. The suggestions varied but there was a common theme of a need for flexibility in support for students. There was also general mention of the level of value of non-specific "library services" (4/17 comments) which did not distinguish between teaching, research or student support.

Less common comments included the role of the library in faculty research needs (4/17 respondents), the Library website and search functions (3/17 comments, all negative), adding new materials to Course Materials (2/17 comments, all negative), and citation guides (2/17 comments, all positive).
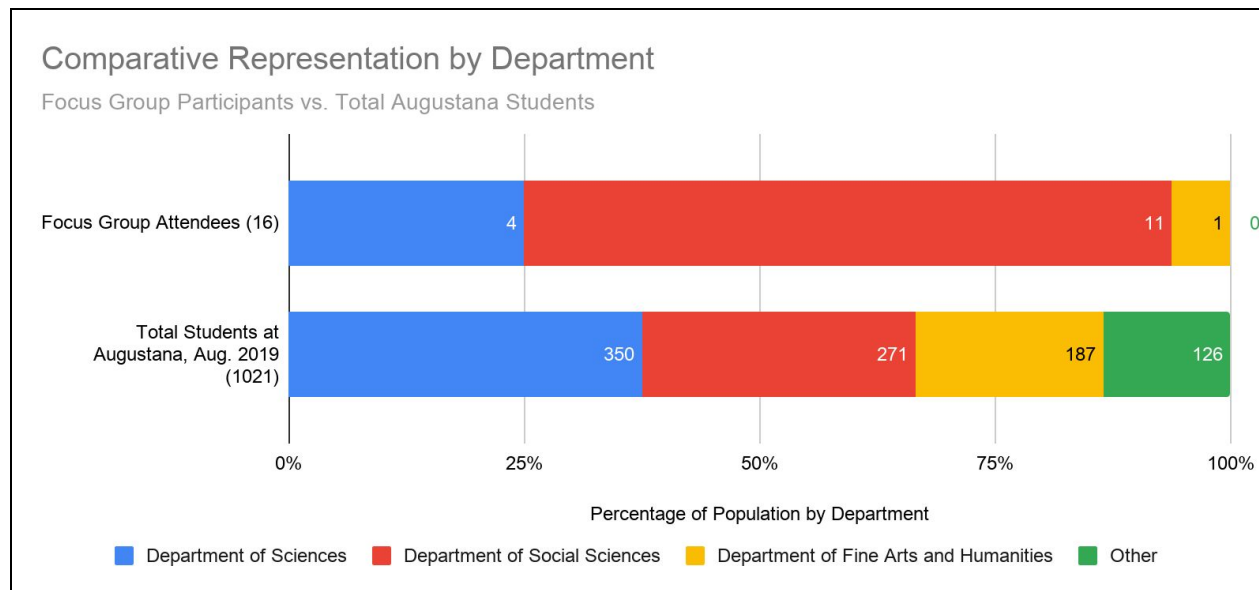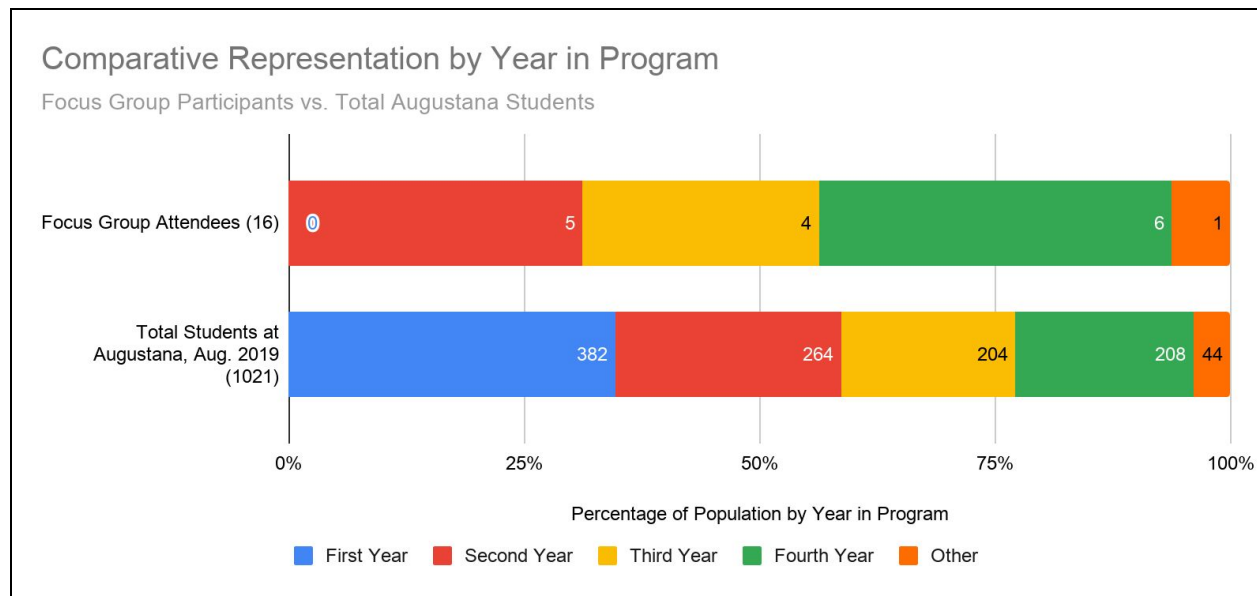
Section 2: Student Focus Groups

About the Focus Groups

To gather feedback from students about their experiences with the Library, a series of 4 focus groups were run on Nov. 18 and 19, 2019. Students were asked 8 questions in 4 categories: Perceptions of the Library, Communicating with the Library, Library Resources, Library Services and Conclusions (see Appendix A: Focus Group Script).

Sample Size:

16 students attended the focus groups with an average of 4 students per group. To understand how the sample reflects the overall population of students at Augustana, see the graphs below:

Comparative Representation by Department
Focus Group Participants vs. Total Augustana Students

Comparative Representation by Year in Program
Focus Group Participants vs. Total Augustana Students

	First Year	Second Year	Third Year	Fourth Year	Other
Focus Group Attendees (16)	0	5	4	6	1
Total Students at Augustana, Aug. 2019 (1021)	382	264	204	208	44

Percentage of Population by Year in Program

■ First Year ■ Second Year ■ Third Year ■ Fourth Year ■ Other

*Data about Total Students at Augustana was pulled from Tableau on Aug. 19, 2019 for the 2018-2019 year

Notably, the sample includes few students from the Department of Fine Arts and Humanities and no first year students. Although not a perfect representation of the student population at Augustana, the discussions with students during the focus groups provide direct student perspectives on library services and are very valuable to understanding student experiences with the Library.

Focus Group Design and Analysis

Focus group design was completed in consultation with various library staff and received feedback from one faculty member, one student from the Library Advisory Committee and one student from the Augustana Students Association.

Three library staff worked together to code the focus group notes over the course of 2 months. Using grounded theory method, the group allowed themes to emerge by reading through and coding the focus group notes for each question that was asked. After this, the group met to discuss overarching themes.

Limitations:
- Due to time restraints, this project used a note-taker instead of recording and transcribing the focus group conversations. This limits the analysis in that the group was unable to analyze the verbatim comments by students and that some comments would have been missed.
- It is possible that participants choose not to disclose negative perceptions of the library during the focus group for a couple reasons. First, the focus groups were run by library staff, one of whom was recognizable to students as a library staff member from the Augustana Campus Library. As many students in this small community know library staff, they may not have been as candid in their discussion of the library. Secondly, the focus

groups took place in the library space and students may not have felt comfortable sharing criticisms of the library within the space.

Summary of Findings

Space is Everything: Conceptions of Library Space
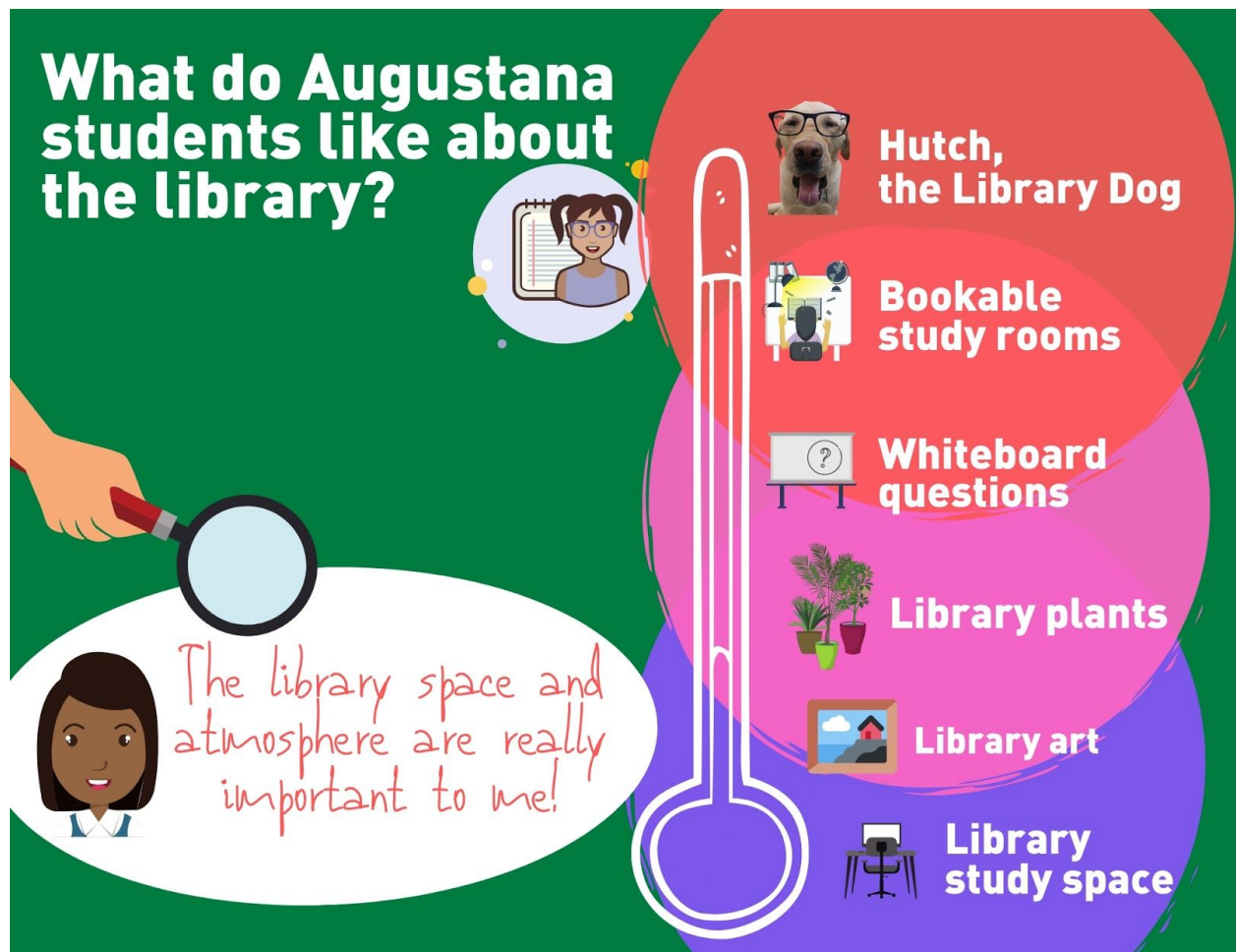
There was a predominant theme that the library space is the most important thing about the Library to students at Augustana and students' comments on library space were both numerous and detailed. Students frequently discuss the library as both a focussed study space and as a social, community space and enjoy the atmosphere in the space. Prominent themes about library space are summarized below:

Diversity of Space
When asked what they use the library for, students often described the library as a space that lends itself to different levels of engagement: as a focussed study space and a social, community space on the campus. 8/16 students discussed how they use the library space in contrast to their home study spaces as being less distracting than home.6/16 students

discussed how they use the space as a social space where they meet and/or study with friends or use group study rooms to work on projects or club meetings. A prominent theme that emerged from these discussions is that students like the range of ways that they can use the library space and how there are unofficial rules about the space. For example, the lower level is used for quiet study and the main level is used as a more social space.

Bookable Study Spaces
Bookable group study rooms were a prominent theme in discussions of library space. Participants use these spaces frequently and enjoy booking them online (as this is a recent change at the Augustana Campus Library). However, they disagreed over the access and ease of use that these spaces present. Lack of room availability was a concern, as was the availability and ease of use of technology available within some of these spaces.

Library Atmosphere
Another theme that emerged the importance of the atmosphere in the library space. This theme became most apparent when students were asked to rank a series of non-academic library resources including items in the space like printers, plants or the treadmill desk, unique collections like pillows and skiis and library events like art exhibits and the Human Library. In this activity, students consistently ranked those things that contribute to the atmosphere of the library space such as Hutch, the study spaces themselves, plants and whiteboard questions as more important than unique collections, library technology or library events.

The sorting activity also revealed a number of sentiments about specific library resources/ spaces/ events which are summarized below.
- Hutch: Hutch was consistently ranked as one of the most important things about the Library to Augustana students. Some students commented that Hutch helps them with mental health.
- Whiteboard Questions: Students really enjoy the whiteboard questions in the library as they contribute to the way that they see the Library as a community space. When discussing the whiteboard questions, students often reminisced about their favourite questions like "what's the silliest superpower?", showing that students prefer abstract questions that allow them to be creative in their responses.
- Art Exhibitions: Students see art as a function of what they enjoy about the library space. The importance of art to the library was perceived as varied; some students came to the library specifically to see art exhibitions, while others passively engage with the exhibits. Many students commented that they would like to see more student art on display in the library, and for longer periods of time.
- Treadmill Desk: Only 1/16 students from the focus groups had used the treadmill desk. When discussing the treadmill desk, some students revealed that they are too self-conscious to use it as it's in a very visible location and the noise from the treadmill could disrupt students in the nearby silent study room.

- Library Computers/workstations: Students are ambivalent about the public work stations. Some students only use the stations to print. There was dissatisfaction expressed regarding the keyboards.
- Printers/Photocopiers: Most students have used the printers and find this is a valuable service to have. There was no mention of the cost to print, however there was dissatisfaction with the ease of printing from their own devices.

Access to Space

Although we did not ask about library hours, 5/16 students in 3/4 focus groups brought up concerns about access to library spaces, echoing the findings from the MSPWG Final Report (MSPWG, 2019, pg. 16). Students who commented on access to library spaces often asked if it was possible to have longer library hours on Fridays and weekends, and a larger 24/hr space as the current space can become cramped.

Recommendations:

|	
SF1-3	Bookable Group Study Spaces 1. Keep online booking for study rooms 2. Consider making more study rooms and adding soundproofing to the walls as sound carries between rooms. 3. Consider adding technology to each of the study rooms.
SF4-5	Access to Library Space 4. Students would like to see more of the library space available 24/hr space. 5. Examine usage trends and determine whether to open later on Friday nights and earlier on weekend mornings.
SF6-9	Facilities Requests 6. Students would like to see more tables for study space during exams 7. Consider moving the treadmill to a quieter or more private space so students don't feel self-conscious using it. As an alternative, set up privacy screens around the treadmill. 8. Ask cleaning staff refrain from using the floor cleaner before the library closes as this can be quite loud. 9. Add doors or paper towel dispensers to lower level bathrooms as this is a quiet study space and the current lack of doors and hand dryers are very loud.
SF10-11	Library Technology 10. Library workstations are very slow, especially the Macs-perhaps remove some Mac stations (this has been completed, March 2020) 11. Check all keyboards as some of the keys on some workstations don't work.

SF12-14	Other recommendations
	12. Host more student art exhibitions and for longer periods of time
	13. Continue engaging students with the whiteboard. Try to use quirky and creative questions that students can have fun answering.
	14. The Jenga game during wellness week is really loud. Consider moving it outside of the library or not doing this as it's disruptive to students.

Library Resources: The Essential and Nice to Have

Focus group discussions indicate that student awareness and use of library resources is largely informed by their experiences outside of the library. Despite these differences, databases and citation guides were consistently amongst the most important resources mentioned by students and many other resources were either considered "nice to have" or there was a lack of awareness about these sources. Prominent themes are discussed below.

Students' personal experiences outside of the library (their personal life, their major, the courses they are taking, if they've worked at a library before, past library instruction, etc.) shape how they use the library and what resources they are aware of/use. For example, those students who had used the reference collection before had used it for specific classes, and those who had used the streaming service had also been introduced through a class. Moreover, some students who had worked in libraries before had more knowledge of library resources than those who hadn't.

Student Preferences for Library Resources
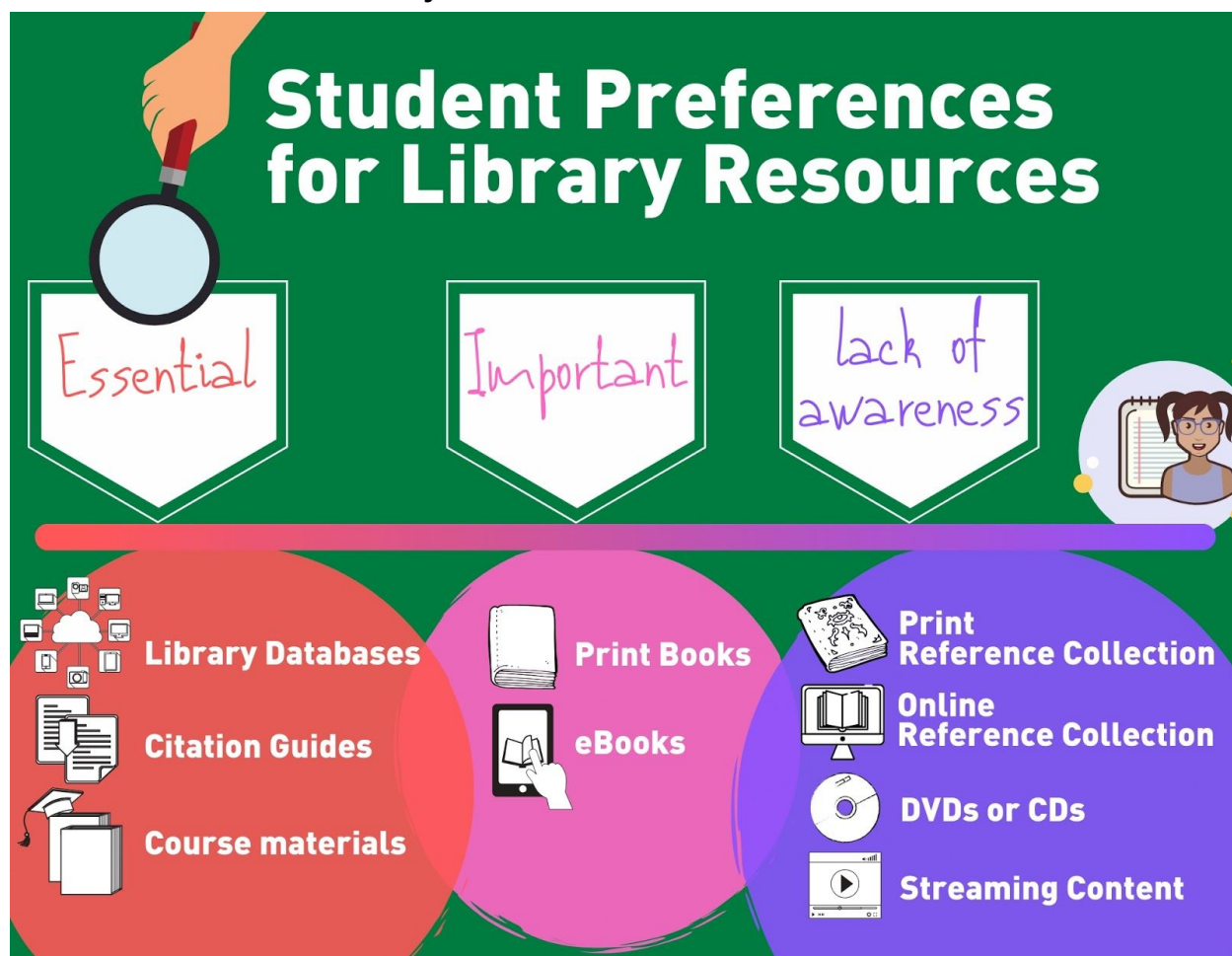
In an activity where students ranked library resources as a group, students consistently placed databases and citation guides as most important to them. In the conversations which accompanied this activity, students discussed themes such as how they use databases really frequently for class assignments, or how students use citation guides as "lifesavers". One student even exclaimed how they have shared the citation resources from the Library with peers from other institutions. Students also frequently placed course materials and books (e and print) as important to them. Students had little understanding of what a reference source is and were unaware of further resources available to them such as DVD's, CD's and streaming services. The students who were aware of streaming content or reference sources spoke positively about them. The graphic above summarizes how students ranked library resources in the 4 focus groups.

Print vs. Electronic Resources
When asked what they use the library for, 6/16 students discussed how they use online resources from the library. Positive comments about online resources focussed on ease of use, the ability to use resources from home and lots of use for databases, subject guides and citation guides. While students have divergent opinions on their preference for electronic or print

sources, it is interesting to see that students tended to group both formats together in the ranking activity, regardless of this preference. This supports the finding that students tend to see a resource for its value, regardless of the format that it's presented in.

Nice to Have

An interesting theme that emerged throughout the ranking activities is that many students who participated in the focus groups appreciate the concept of a service or resource that the library provides, but have never utilized the resource themselves. For example, this disconnect can be seen in that many students believe that the equipment lending program is important as is evidenced by how high they placed it in their ranking activity (see graphic below), while only 3/16 participants mentioned using it themselves. The graphic below summarizes a number of library services and resources (library computers, printer and photocopies, equipment lending, art exhibitions, the human library, skiing equipment and the treadmill desk) that were discussed like this with those resources at the top being most used.

Recommendations:

R1	The lack of use/awareness about certain resources (print journal, print reference, CD and DVD collections, CD, DVD, print reference collection, equipment lending,

	ski lending, pillows) should be further investigated by the Augustana Campus Library in order to determine whether to promote these resources or discuss the continued investment in these resources and having them on site. Note that print journal volumes and the majority of the print reference collection have already been moved to accessible storage at the [Research & Collections Resource Facility (RCRF)](#).
R2	Continue to update and invest time in citation guides as these are well-used and well-liked by students at Augustana.

Helpful Staff

In contrast to their numerous unprompted comments on library spaces, students rarely discuss library staff or staff-based services without being prompted. Although students do not frequently talk about staff when discussing the library, when discussed, staff are often described as helpful. Themes relating to service and instruction are detailed below.

Service
Students expressed diverging views when asked about their experiences with asking for help from the library:
- 4/16 commented about how they don't seek help from the library, but they recognize the library as a source of help.
- 1 student asks their professors for help first.
- 3/16 had accessed library services in "emergency" situations.
- 2/16 were unable to obtain assistance from the library because it wasn't during reference hours.
- 5/16 did access reference services and comments about this often include the word "helpful"

Notably, all comments about the chat service (4/16) were positive and discuss how quick the service is.

Recommendations:

S3	<u>Services for Students:</u> Consider finding ways that more library staff can engage and connect with students in memorable and meaningful ways through reference and instruction services.

Perceptions of Library Instruction
Overall, students indicate that library instruction sessions are helpful, but 11/16 focus group participants discussed how instruction becomes repetitive after first year classes. Students were divided as to whether repetition was a redundant (5/16) or a good refresher (3/16). Students also commented on how they like when librarians come into their classes as it creates a personal connection, however, they would like to see more people teach so they can develop relationships with more people in the library.

First Year Seminar (FYS) Library Instruction

6/16 students in the focus groups value the library component of FYS, believe that it is helpful and helps introduce them to the library, however 1 student questioned whether it has a lasting impact on students. Comments on FYS focussed on how students like having the instructional videos for future reference and recognize the value of the assignments, even if they may not have enjoyed them while they did them. 2/16 students would like to see more information about citations in FYS, and earlier in the term.

Recommendations:

S4	Increase variety of library instruction in upper-year courses.

Communications

Almost all (15/16) students receive communications from the library in one way or another but sometimes they have to seek out information about the library. Based on cumulative data from the focus groups, it appears that Students *most frequently* find out information from the library via the Augustana Weekly emails and SUTV screens in the library. Although used less, word of mouth, talking to peer staff members (student library assistants) and flyers at the desk are also effective methods of communication. They are *least likely* to hear from the library via the Ualberta app, posters, website, library signage or by talking to staff at the service desk.

- **The Augustana Weekly** appears to be the most effective method for communication with 11/16 students mentioning that they at least skim these emails, although some read it regularly. Feedback from students about Augustana Weekly include: avoiding long lead time for events and using catchy captions.
- **Social Media:** 3/16 students mentioned finding out about library news through social media, but each student discussed different social media channels when talking about library communications, there isn't a consensus about which social media channels students would use to hear from the Library.
- **The UAlberta App**: 2/16 students mentioned that this app is new and it might be too early to know if it will be an effective communication method for the library.
- **Student Recommendations:** Students recommended the following to increase the visibility of library communications: adding an events section to the Augustana Library website, placing flyers near the printers as this is a high traffic area, and using posters with intention in places where students walk or in the Forum as there is "poster overload" at the campus.

Recommendations:

C2-5	Students recommended the following to increase the visibility of library communications in focus groups: 2. Placing flyers near the printers in addition to the service desk as this is a high traffic area 3. Only using posters with intention on the campus and in high traffic areas to avoid "poster overload"

	4. Students would like to see more outreach for events, specific resources like streaming services and equipment 5. Students stated that successful posts in the Augustana Weekly newsletter use catchy captions and avoid long lead times.
C6	The best methods to communicate with students at Augustana are the Augustana weekly and SUTV. Good methods to communicate include word of mouth via SLA's (Student Library Assistants) and flyers at the service desk. Least effective forms of communication are posters, the library website and library signage.
W6	Add an events section to the Augustana Library Website
W7	Post SLA jobs on the Augustana Library Website

Section 3: Usability Testing

About the Usability Testing

The Library ran two different pop-up style website usability testing sessions at the Augustana Campus on Jan. 27 and 28th, 2020 for 2 hours each day. Both tests were designed to be completed by student participants in 5-minutes and did not require registration. For the full testing methodology, please see Appendix A: Pop-Up Usability Testing Design. On January 27th, students were tasked with finding a journal article from a citation. On January 28th, students were tasked with finding an e/book on the topic of plastic pollution in the ocean. Note that students started each test without an internet browser open so as to allow library staff to witness which library website students would use when given a choice and to mimic their home environment as much as possible.

Sample Size:
19 participants completed the usability testing on each day with 38 students participating in this exercise in total. See the findings for each test for information about the sample for each test.

Usability Design and Analysis
The usability testing was developed by staff at the University of Alberta Library with feedback from 11 staff at the University Library and from the Augustana Campus faculty and staff. Notes were taken during each usability test which were compiled and analysis consisted of comparing which steps participants took to complete each task, how many methods they tried before completing the task, and whether they were able to successfully complete the task without assistance from the facilitator.
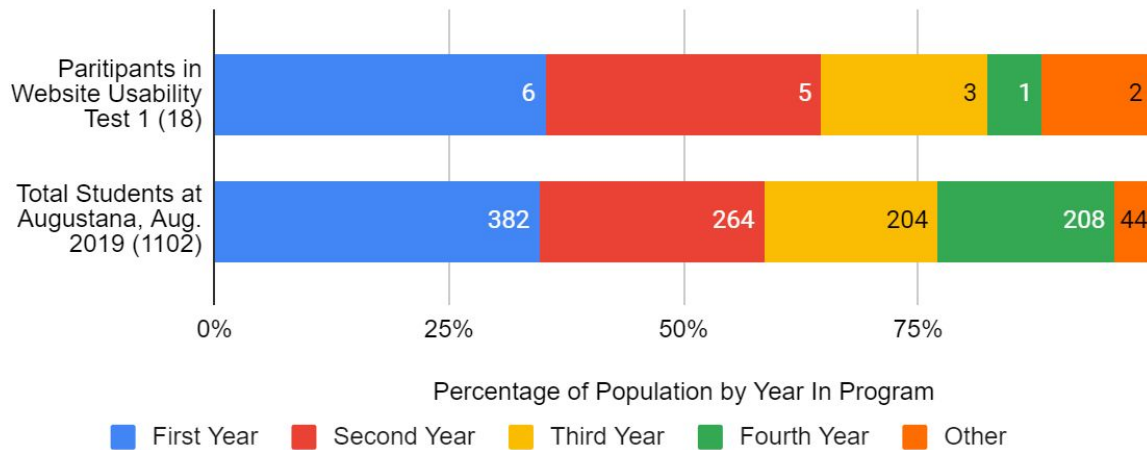
Test 1: Finding a journal article from a citation

Demographics
19 students participated in the usability testing, 18 of which are included in the results of the study here as 1 test automatically routed to the University of Alberta Library website, thus nullifying the results. Participation in this test was fairly representative of the Augustana Campus student body with a bit of overrepresentation of the Department of Social Sciences and underrepresentation from the Department of Fine Arts and Humanities.
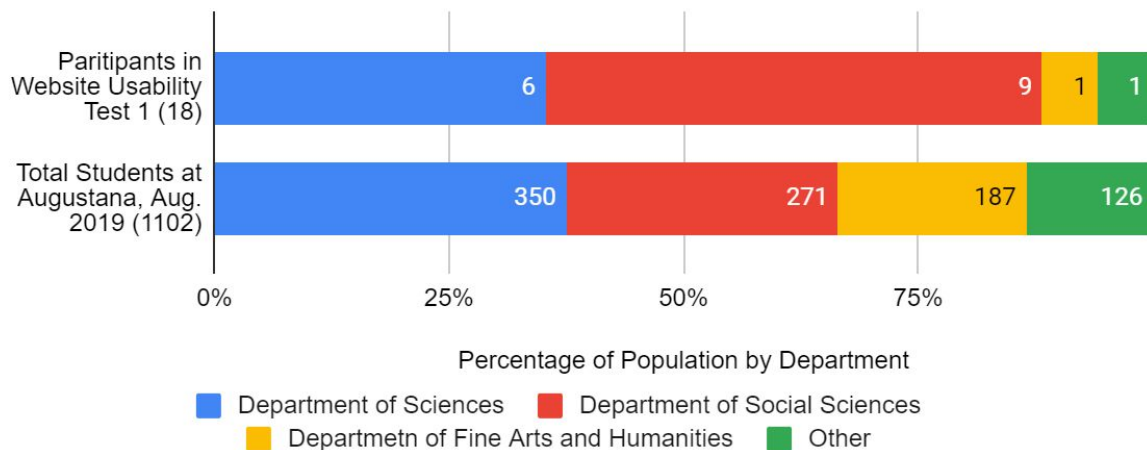
Comparative Representation by Year in Program
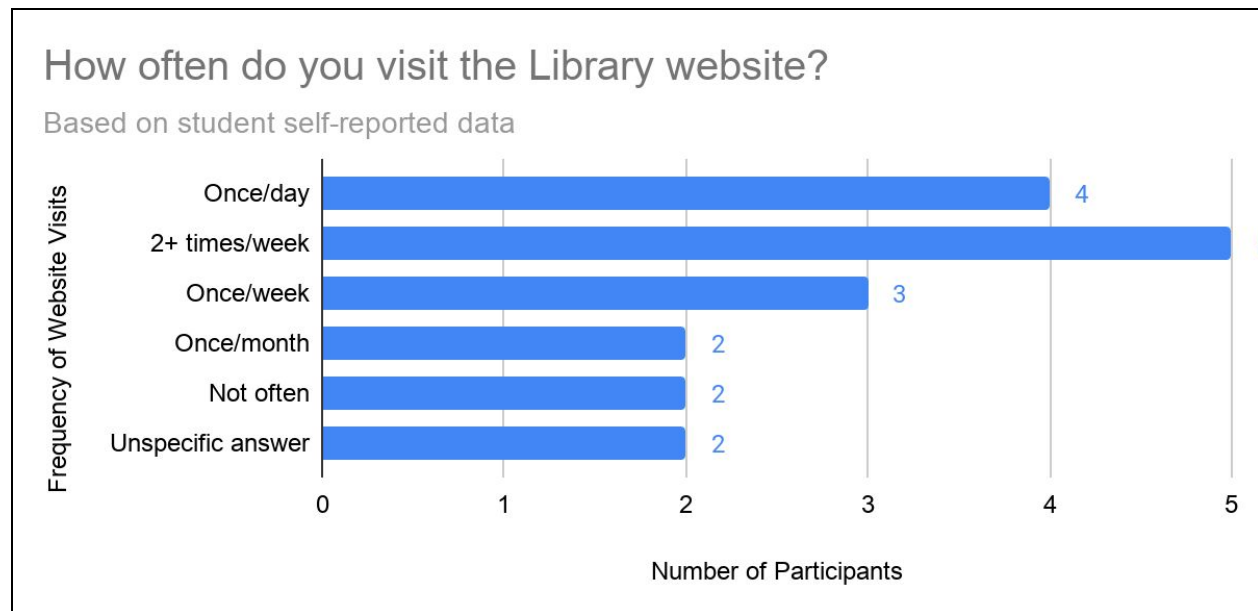Website Usability Test 1 Participants vs. Total Students at Augustana

Paritipants in Website Usability Test 1 (18): First Year 6, Second Year 5, Third Year 3, Fourth Year 1, Other 2

Total Students at Augustana, Aug. 2019 (1102): First Year 382, Second Year 264, Third Year 204, Fourth Year 208, Other 44

Percentage of Population by Year In Program

■ First Year ■ Second Year ■ Third Year ■ Fourth Year ■ Other

Comparative Representation by Department
Website Usability Test 1 Participants vs. Total Students at Augustana

Paritipants in Website Usability Test 1 (18): Department of Sciences 6, Department of Social Sciences 9, Departmetn of Fine Arts and Humanities 1, Other 1

Total Students at Augustana, Aug. 2019 (1102): Department of Sciences 350, Department of Social Sciences 271, Departmetn of Fine Arts and Humanities 187, Other 126

Percentage of Population by Department

■ Department of Sciences ■ Department of Social Sciences
■ Departmetn of Fine Arts and Humanities ■ Other

Limitations

- Students don't appear to find articles from a citation very often and some mentioned that they have never had to do this before.
- Students may have adapted their habitual methods for this task because they wanted to conform to the researcher librarian's expectations by using library resources when they may normally use a different method (e.g., google).
- As the facilitator did not share what discipline or class the article might be used for, some students may not have been able to modify their existing searching habits from a specific discipline to fit this general task.

Findings

How often do you visit the Library website?

Based on student self-reported data

Frequency of Website Visits

Once/day	4
2+ times/week	5
Once/week	3
Once/month	2
Not often	2
Unspecific answer	2

Number of Participants

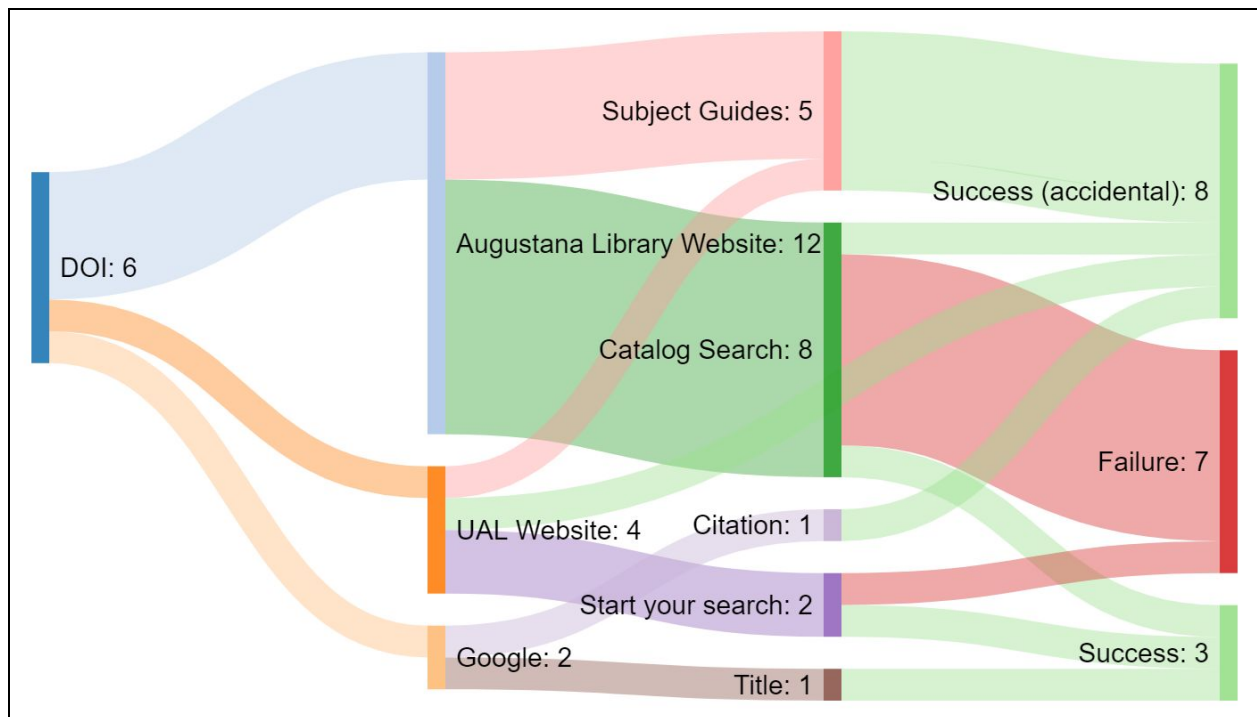12/18 (66.7%) of participants reported that they use a library website at least once a week during the school year.

Number of Attempts to Complete the Usability Task

Test 1: Finding a journal article from a citation

Participants

1 Method	3
2 Methods	8
3 Methods	2
4 Methods	2
5 Methods	2
6 Methods	1

methods used to complete usability task
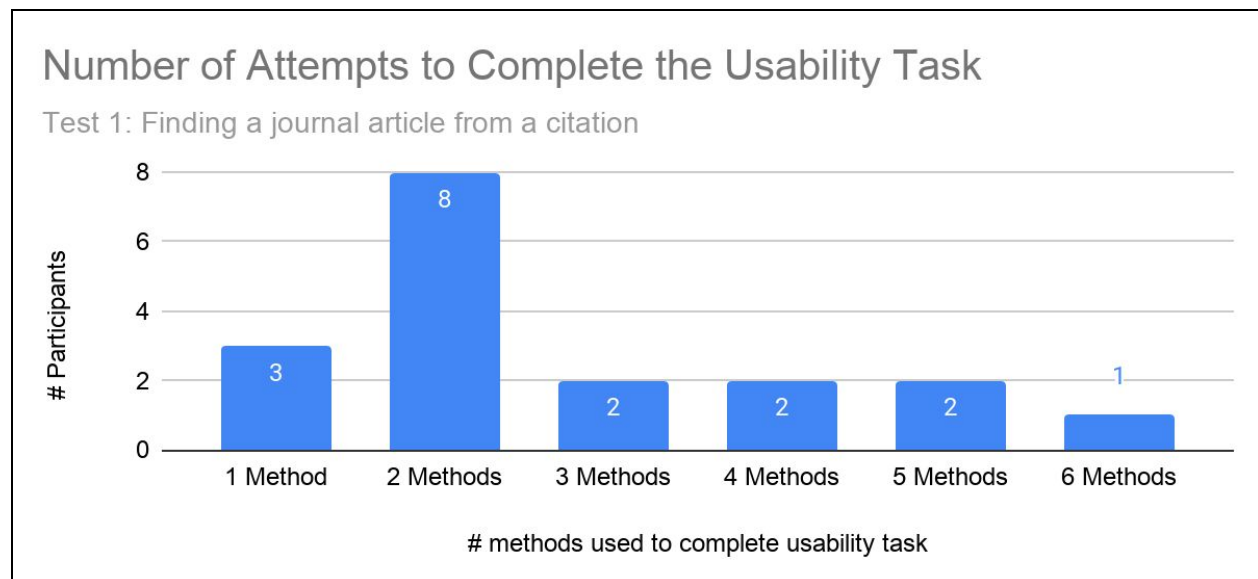
83.3% (15/18) participants used at least 2 different methods before completing the task. The average number of attempts used to find the article was 2.8.

Starting Website: Finding an article from a citation

Google
5.6%

University of Alberta
11.1%

Clicking on DOI
33.3%

Augustana Library
50.0%
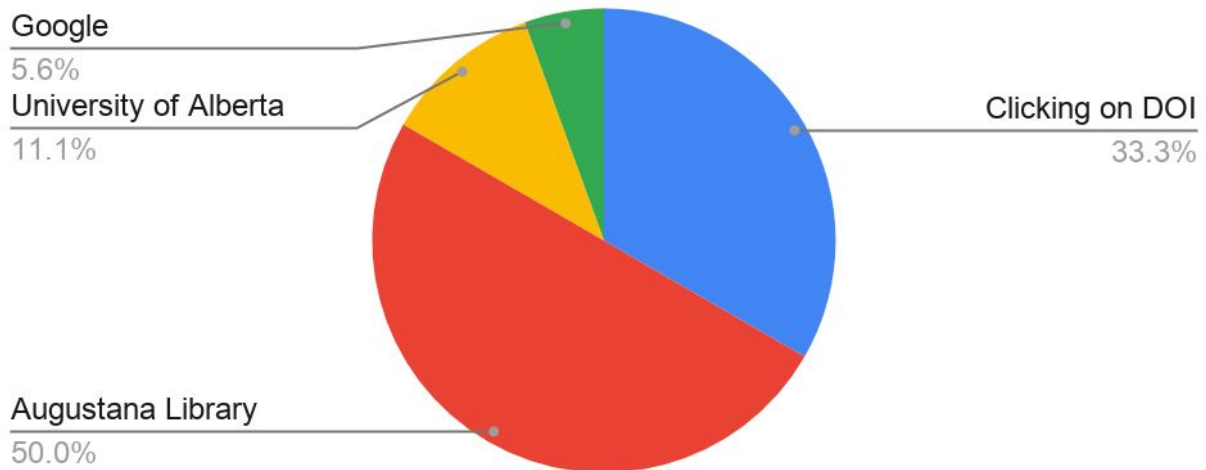
9/18 (50%) of students started their search for the article by navigating to the Augustana Library Website. It is possible that students chose to navigate to a library website first because this testing was run by the library and students may have pressured themselves to use library resources.

Process Flow: Finding an article from a citation

DOI: 6

Subject Guides: 5

Augustana Library Website: 12

Catalog Search: 8

UAL Website: 4   Citation: 1

Start your search: 2

Google: 2

Title: 1

Success (accidental): 8

Failure: 7

Success: 3

Process Flow: Finding and article from a citation

Image Notes: The Sankey Diagram above visualizes the first 3 steps that participants used to complete the usability task, as well as whether they were ultimately successful or not. It does

not summarize the entire search process that a participant used as most participants took the whole 5 minutes to complete the task with 83.3% (15/18) using at least 2 different methods to find the article before ultimately becoming successful or not. Therefore, the purpose of this diagram is to visualize the first steps that participants took to complete the task and note trends in whether these first steps led to success or failure in finding the article.

- **Success:** Only 3/18 (16.7%) of students completed this task successfully using a method that would work for finding any article.
- **Accidental Success:** Another 7/18 (38.9%) completed the task successfully, but used a method which may not have worked for another article or only found the article after a number of failed attempts. Of the students who were accidentally successful:
  - 4 navigated to a subject guide and asked the facilitator what discipline the citation was for in order to choose the appropriate subject guide and database for the chosen article. This is an accidental success because it's not always possible to know which databases will include a given article.
  - 1 searched in the UAL website under "search for articles" but searched by date first which would not typically work.
  - 1 pasted the whole citation in Google after giving up searching on the Augustana Library Website
  - 1 started with Google and ended up finding the article via the Augustana Library Website.
- **Failure:** 3/18 (16.7%) of students were unsuccessful or required the facilitator's assistance in order to find the article.
  - 5/7 students who were unable to complete the task used the Augustana Library Website's catalog search feature to search for the author of the article (3), for the title of the journal article (2) or for the full citation (1). As the Library Catalog does not include individual journal articles, this method would not work.
- **Connections to Library Instruction:** At Augustana, students are often shown how to find an article by searching for the journal title first. Notably, 2 students tried this method and both appeared to be confused once they navigated to the journal website and only one student was successful using this approach.

Overall, students did not have a lot of confidence completing this task and many struggled with it. As 12/18 (66.7%) of students reported using the library website at least weekly, it is surprising that many did not know how to find an article from a citation. Perhaps they are using the website for different purposes, but it was nevertheless surprising that this type of task was challenging. Part of the problem appears to be that students don't understand that searching for articles is different than searching for books, and that this is compounded by the wording on library websites which fail to clarify that these search strategies are different. It is possible that faculty aren't assigning students to find specific articles and simply link out to articles from eClass.
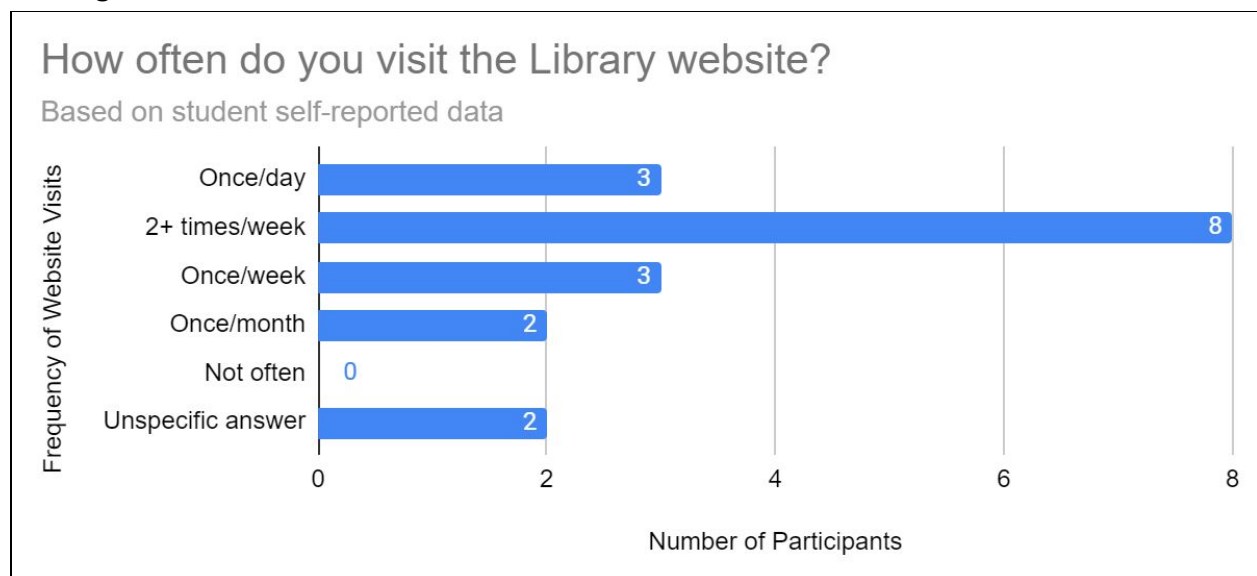
Test 2: Finding books on a topic

Demographics

19 students participated in the usability testing, 18 of which are included in the results of the study here as 1 test automatically routed to the University of Alberta Library website, thus nullifying the results. Participation in this test was fairly representative of the Augustana Campus student body with overrepresentation of the Department of Social Sciences and underrepresentation of 4th year students and students from the Department of Fine Arts and Humanities.
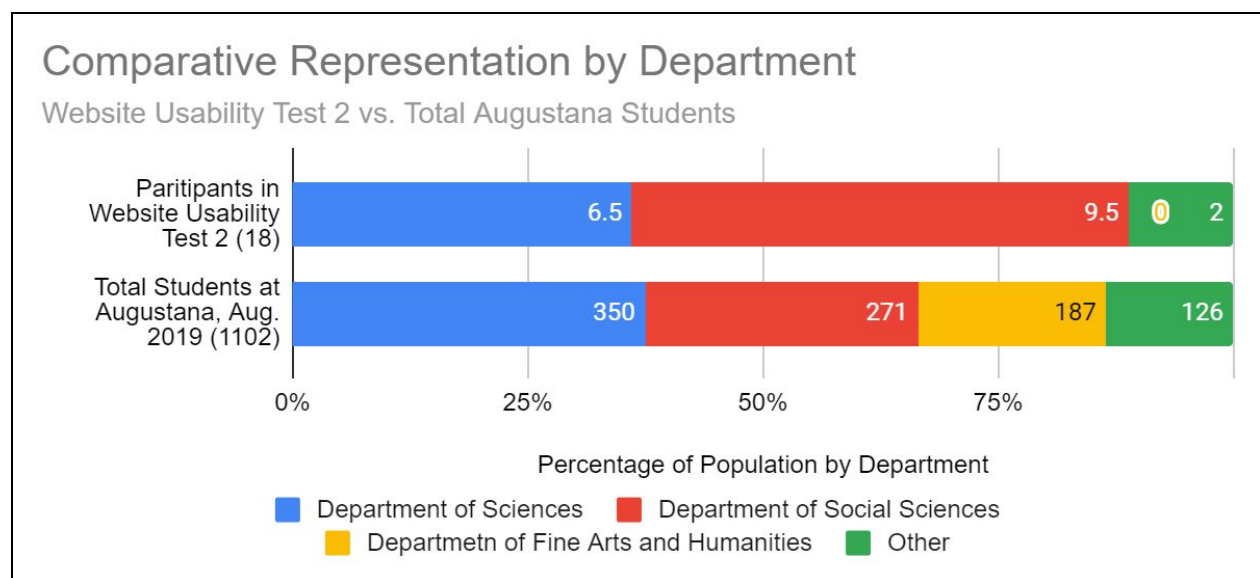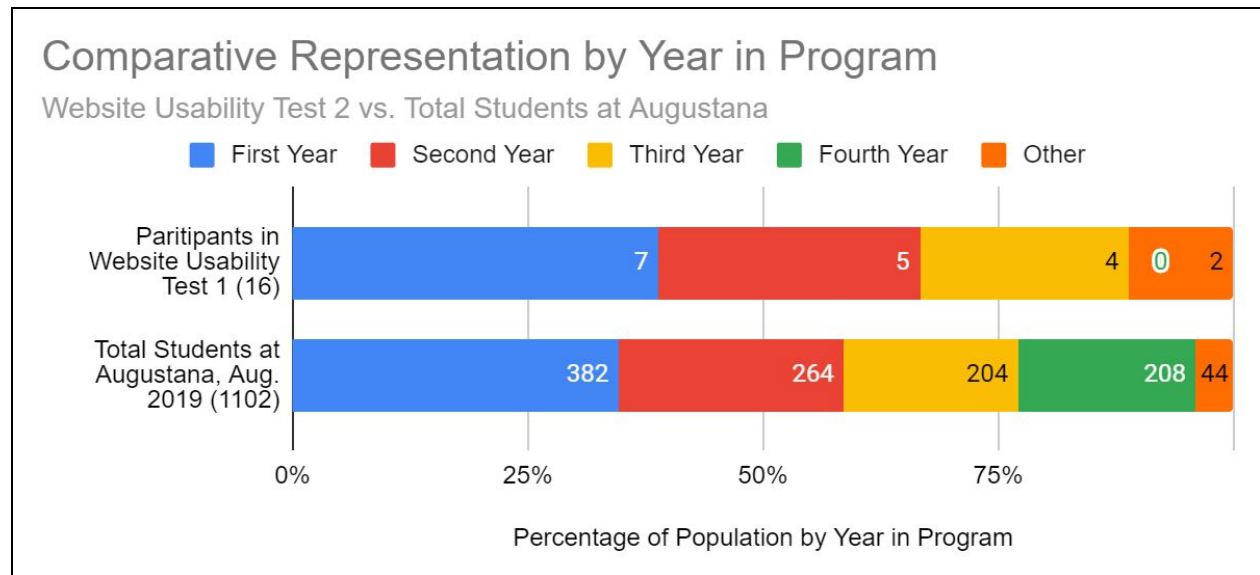
Limitations

- Although the words "book/ebook" were highlighted and bolded in the task prompt for this test, many students assumed that they were looking for articles or didn't understand that looking for a book is different than looking for an article.
- Students may have adapted their habitual methods for this task because they wanted to conform to the researcher librarian's expectations by using library resources when they may normally use a different method (e.g., google).
- As this test took place in the library, we could have had more students attend who were already library users and thus bias the results. To mitigate this, the usability setup was close to the stairs that are used as a route across campus in order to capture non-library users who were just passing through.

Findings

How often do you visit the Library website?
Based on student self-reported data

14/18 (77.8%) of participants reported that they use the library website at least once a week during the school year.

Number of Attempts to Complete the Usability Task

Test 2: Finding books on a topic
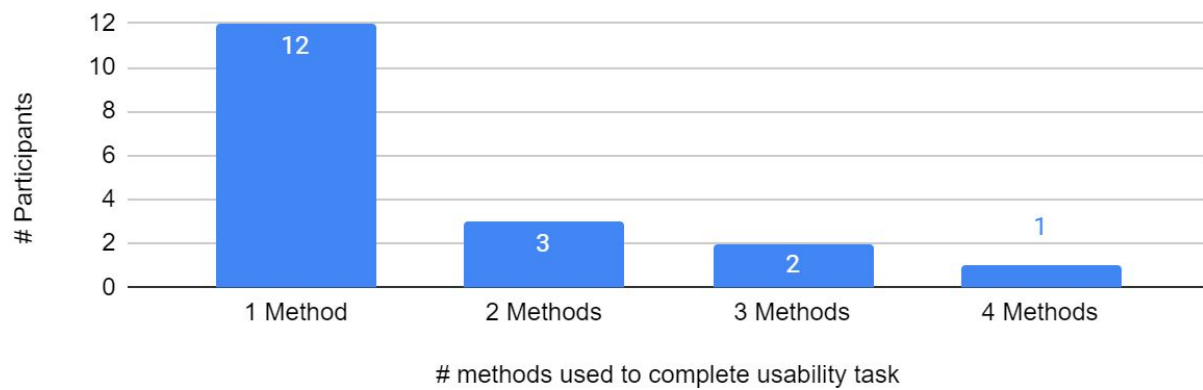
33.3% (6/18) participants used at least 2 different methods before completing the task.

Starting Website: Finding books on a topic

Google
11.1%

University of Alberta Library…
27.8%

Augustana Library Website
61.1%
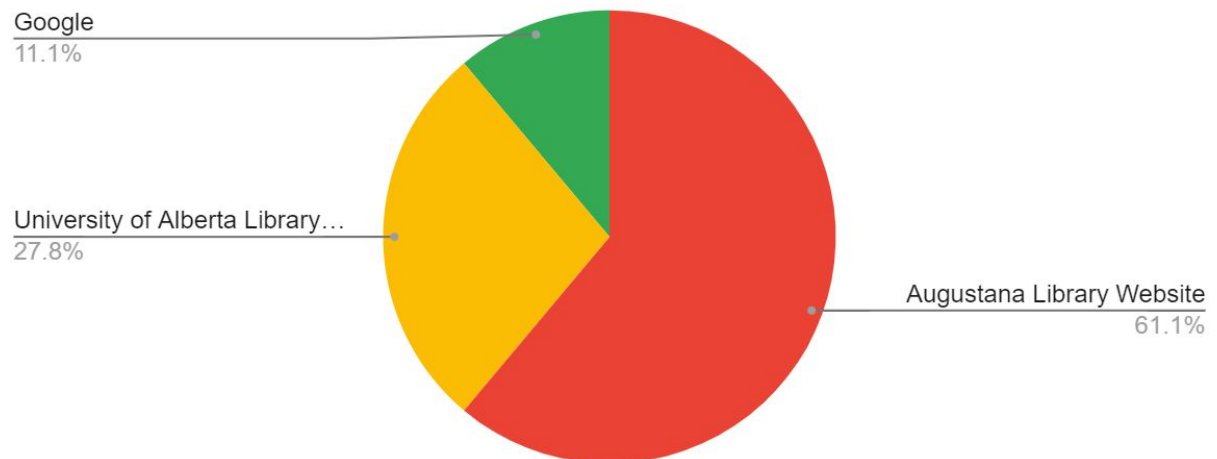
11/18 (61%) of students started their search for a book by navigating to the Augustana Library Website.
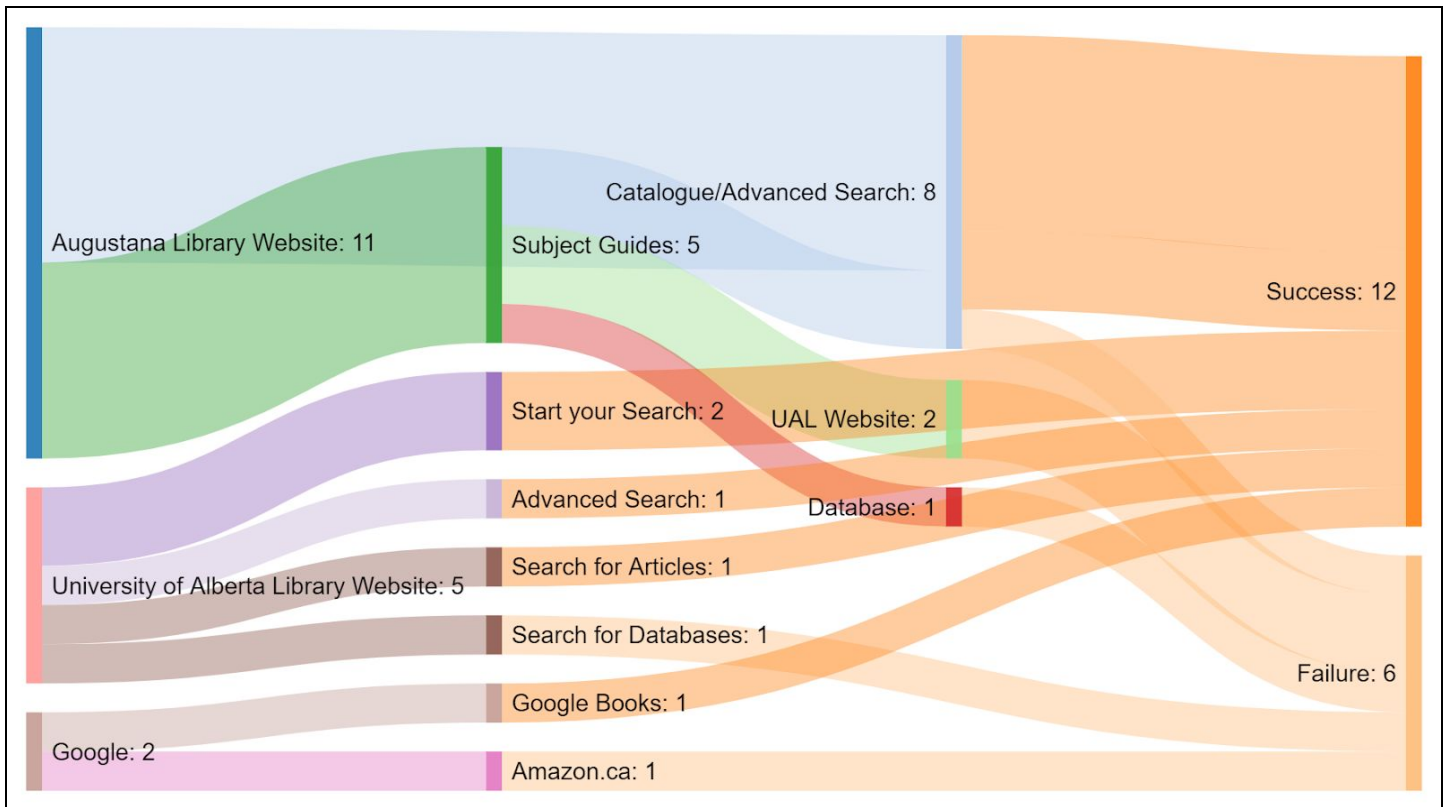
Process Flow: Finding books on a topic

Image Notes: The Sankey Diagram above visualizes the first 3 steps that participants used to complete the usability task, as well as whether they were ultimately successful or not. It does not summarize the entire search process that a participant used as most participants took the whole 5 minutes to complete the task, 83.3% (15/18) started over and tried multiple strategies to find the article before ultimately becoming successful or not. Therefore, the purpose of this diagram is to visualize the first steps that participants took to complete the task and note trends in whether these first steps led to success or failure in finding the article.

- **Success:** 12/18 (66.7%) of students were successful in finding a print/ebook on the topic of plastic pollution in oceans, either via the library website or through Google (1 person). Of those that were successful:
    - 7/11 (63.6%) of those who used the Augustana Library website were successful using a catalogue/advanced search and 4/5 (80%) of those who used the UAL website found a book by using one of the search functions on the homepage.
    - 1 student found a book on Google books. As the task prompt did not specify how they had to find a book or whether they had to use a library catalogue, this method is counted as a success. This student then searched for the book in the library catalogue to ensure that they could obtain a copy.
    - Students who accessed the UAL website used a variety of methods to find a book (start your search, advanced search, search for articles, search for

databases) which suggests that it isn't clear which search box would be most useful in searching for books.
- **Failure:** 6/18 (33.3%) of students were unable to complete this task without help. Of these, 3/6 (50%) found articles instead of books and didn't realize that they had failed to find a book.

Similar to task 1, students didn't have a lot of confidence completing this task. Although over half completed the task, many struggled. The success-rate for completing this task was slightly higher than task 1. At least 3/18 students mentioned that they have never searched for a book in the library before.

Summary of Findings

Students struggle to differentiate and find different types of sources

The findings from this study show that students struggle to understand the differences between different types of resources such as an article or a book, and how that difference in source type translates into different search strategies. This became most clear during the second task in which 3/18 students found an article instead of a book and declared that they had successfully completed the task.

One of the challenges that *may* contribute to this is that both the University of Alberta and Augustana websites label their main search bars in ways that don't clearly identify what students can/can't find using that search bar. The University of Alberta Library website uses "Start your search" and the Augustana website uses "Library Catalogue", neither of which clarify for students that individual articles can't be found using that search bar.

Two library websites contribute to confusion

19.4% (7/36) students used both the Augustana and University of Alberta library homepages during usability testing and at least 2 made comments about how they use or prefer 1 library website over the other (and were divided on this). Although more research should be done to better assess the situation, it seems that having 2 separate websites requires students to choose which one to use and then understand which they should use depending on the given task they are trying to complete. This is complicated by the fact that the usability testing revealed advantages and disadvantages to using both websites (see below).
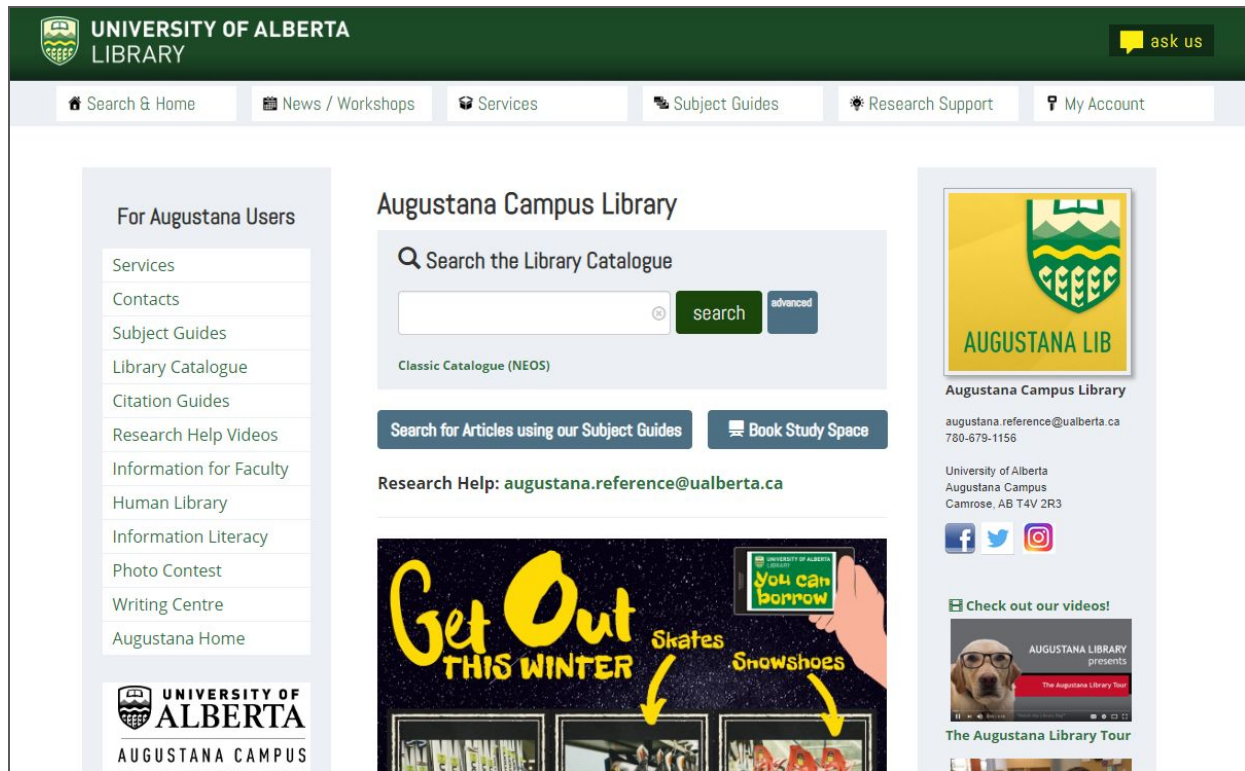
[The Augustana library homepage](#) has fewer options on it, and therefore, there are clearer trends in how students find different types of material (see Sankey diagrams). The positive side of this is that the website makes it easy to find certain types of sources. For example, the Augustana website has the "Library Catalogue" at the centre of the page, making it easier for students to find books. The downside of this approach is that, if the website is not set up well for a specific thing, students struggle with that task. For example, there isn't an easy way to search for an article by a citation from the Augustana website and this may have contributed to how students struggled to find this resource in task 1.
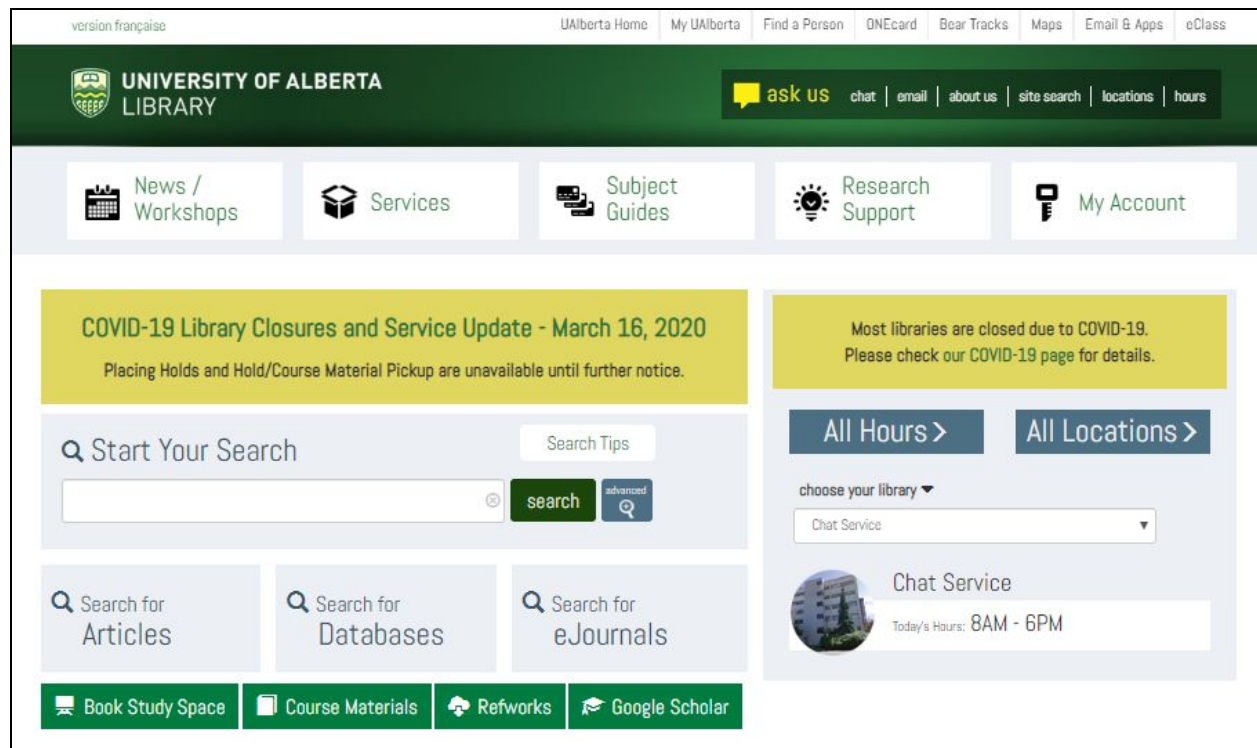
[The University of Alberta Library homepage](#) has many more options on it than the Augustana homepage. The positive side of this is that students can more easily differentiate how to find different types of resources using "Search for articles" or "search for databases", although the "Start your search" wording is less clear. The downside of this website is that, with so many options, students are more likely to be overwhelmed by their choices and confused about where to go to find resources. This is seen in the Sankey diagrams for both tasks in that students navigate to a variety of different places from this homepage to complete a given task.

Library instruction at Augustana may impact student searching habits

Although it is not possible to know if the way that a student researches is based on library instruction, there are some correlations between the way that library instruction is taught at Augustana and what was witnessed during the usability testing.

- Students at Augustana are taught to use the Augustana library homepage and 55.5% (20/36) students navigated to the Augustana Library homepage first.
- Students at Augustana are taught to do research by using subject guides. 9/36 (25%) of participants navigated straight to the subject guides on the Augustana homepage as if by muscle memory.
- In the library component of the First Year Seminar (FYS), students complete an exercise where they must prove to a library staff member that they are capable of finding a book in the catalogue and then in the stacks. Students are also taught to find articles based on a citation in FYS. Although both of these skills are taught, the rates for success to completing similar tasks in the usability testing was not very high, with 3/18 successfully finding an article from a citation and 12/18 finding a book on a topic. This also likely

reflects how frequently students complete these tasks. It would be interesting to see how students did in a usability test where they had to find articles on a topic.

Recommendations

One of the biggest challenges from this study is making recommendations about changes to library websites, as the findings from this study could be used to support a variety of recommendations. With that said, below are a list of potential recommendations that could be taken based on these findings:

Websites	
W1-2	The results of this study show the students struggle to understand how searching for different types of sources might affect how they search. Potential solutions include: 5. Replace multiple search engines on the University of Alberta Library website with one, google-like search engine that can search different types of sources at once. This would help as students wouldn't need to use different methods to find different types of sources. 6. Clarify the wording about what different search functions on both websites do. For example, both "Start your search" on the University of Alberta Library website and "Library Catalogue" on the Augustana Library homepage do not specify that one is searching the library catalogue excluding articles.
W3	Potential changes to the Augustana Library homepage: 7. Consider adding the "Search for Articles" option to the homepage (similar to the University of Alberta Library website) to ensure that students can find articles. Had this been on the homepage for task 1, students may have had more success.
W4	Removing the Augustana Library homepage: 8. One of the findings from this study is that having different library websites contributes to confusion for students and they end up using different methods to find different things on different websites. Given that the Augustana Library Website uses library resources to keep it maintained and has many of the same functions as the main website and doesn't necessarily contribute to higher rates of success at finding resources than the main website, it would be reasonable to remove the second website and move any unique content for Augustana to another section of the website.
W5	Continue to do pop-up usability testing to see how students are finding articles. It is especially recommended to continue assessing if students have better success at finding articles on a specified topic as this may mirror their habitual use of

	library resources a bit more and would inform improved website design and instruction.
Instruction	
S8	Continue teaching students to find known books and articles, as well as books and articles on a topic, in library instruction and while providing reference.
S9	Negotiate with faculty to spend more time in library instruction teaching students to differentiate between source types so that they can translate this understanding into their research. This should be coupled with making library websites clearer so students know what source types they are capable of finding using different research tools.

References

Bratland, M., Brown, C., Greenshields, M., Kufor-Boakye, K., Klassen, K., Murphy, S., Shores, S., Sparling, A. & Wilcox, S. (2019). *Final Report: Master Space Plan Working Group.* University of Alberta Libraries.

Appendices

Appendix A: Annotated Bibliography of Library Assessment Practices

By Carley Angelstad and Rynnelle Weibe

Aksu Dunya, B., & De Groot, S. (2019). Revision of an academic library user experience survey. *Performance Measurement & Metrics, 20*(1), 48-59. https://doi.org/10.1108/PMM-10-2018-0026

      The University of Illinois at Chicago Library facilitated online surveys to faculty and students from 2008-2012. While it began as a computer access survey, the Student Experience Survey has expanded to include other physical spaces and services, as well as the digital services and resources the library provides.The article outlines the successful revisions made to the survey, specifically in relation to planning and coordinating assessment. Using a survey design methodology, the authors assert that revision, piloting, and stakeholder buy-in help build effective survey tools that result in useful data about user needs, usage, and links between library services and academic outcomes. Survey changes were made in three main areas: wording and content, response categories and scaling and design, font and layout. These revisions, along with other factors, saw survey completion numbers double from 2016 to 2018, and can be used as a framework for other libraries that want to regularly track and report their impact on students.

Best Practices:
- To keep the survey brief and navigable, group questions by content area and eliminate any redundant questions (p. 51)
- For online surveys with multiple questions, a matrix design using a grid format is recommended, to reduce the cognitive load on participants (p. 51)
- For online surveys, only ask certain questions if students answered in a particular way (ex/ Do you use the physical library? "Yes" Asks follow up questions about space use) (p. 51)
- When designing survey questions, use fewer words and simple structures. Avoid double-barreled questions that don't result in a specific understanding of what resources & services people have used (p. 51-2)
- Include examples of concepts and weblinks in your questions - this helps guide respondents to recall their personal experiences (Ex/ "Do you use search engines? For example, Google, Bing) (p. 52)
- For more accurate recall by participants, shorten the recall period (Ex/ when asking about the retrieval process, ask participants to think about "last semester" rather than "last year") (p. 52)

- Place any demographic questions at the end of the survey (p. 52)
- To minimize vagueness in response options, label all categories, not just the first and last and have the distance between and two response categories be conceptually equal (p. 52)
- If your survey uses a rating scale, do not offer a "neutral" option on questions where there isn't a clear mid-point meaning (p. 52)
- For frequency of use questions, in order to collect meaningful data to relate to GPA, break up the question into two parts - one using a scale of importance, one using a scale of rate of use (p. 52-3)
- Using a quantitative scale for frequency of use questions is challenging because participants can misremember and inflate numbers (p. 53)
- Response options in categorical scales should be mutually exclusive and exhaustive (p. 53)
- Open-ended questions allow students to share their library experiences and informs libraries on how students consider the impact the library has on their success and what types of resources they associate with learning (p. 53)
- In the design, layout and font of online surveys (p.53):
  - Use a minimal amount of screens, so participants don't abandon the survey halfway through
  - Have a large response box and make it expandable for open-ended questions
  - Keep the font and type consistent
  - Bold the body of each questions, to simplify and provide a visual cue

Becher, M., & Flug, J. (2005). Using student focus groups to inform library planning and marketing. *College & Undergraduate Libraries, 12*(1-2), 1-18. https://doi.org/10.1300/J106v12n01_01

In this article, Becher and Flug outline American University's 2001 experience with the library-wide service quality assessment LibQUAL+ survey and their follow up assessment process to better understand the negative results and test hypotheses related to the survey. With three randomly selected focus groups of undergraduate students, the authors used a variety of assessment tools, including rating, general discussion, and a questionnaire, to determine the students' level of satisfaction and importance in relation to the eight LibQUAL+ Quality indicators (Access to Collections, Assurance, Empathy, Library as Place, Reliability, Responsiveness, Tangibles, Self-reliance, and Instruction) (p. 4). This resulted in a rich source of data and analysis involved reviewing this unstructured data to find trends and patterns, in order to generalize across the broader undergraduate population.The authors suggest that these results can be used to inform planning and marketing strategies.The authors found that developing a culture of assessment creates a better understanding of user needs and that these findings are a useful tool for positive change.

Best Practices:
- Use a neutral facilitator for focus groups and draw on local experts if you don't have experience in facilitation (p. 5)
- If using email for focus group invitations, use a separate email account, not associated with an individual person
    - In the email, include a description of the event, a choice of dates and times, and the promise of food and other free swag (p. 5-6)
- Host focus groups in neutral spaces (ex/ Students Union) (p. 6)
- Combine and compare the results of your assessment with other on-campus assessment, for a better picture of perceptions and attitudes (p. 9-10)
- Have clear & limited objectives when using a focus group method, so that discussion topics can be explored at length (p. 11)
    - Use a combination of structured and unstructured questions, so that people can express themselves in different ways (p. 11)
    - Using a combination of written evaluations and recorded discussion to provide a rich source of data (p. 11)
- Be cautious of using a small sample size to generalize results too broadly - one assessment tool alone cannot provide a full picture (p. 11)
- Don't be defensive when receiving feedback & check your assumptions
    - "the best approach is to be ready to build upon the positive and use criticism to improve library service" (p. 11)
- Assessment data should be shared broadly and done continuously (p. 12)

Tatarka, A., Chapa, K., Xin, Li, & Rutner, J. (2010). Library assessment plans: four case studies. *Performance Measurement & Metrics, 11*(2), 199-210. https://doi.org/10.1108/14678041011064106

Using a case study method, this article reviews and summarizes the experiences of four academic libraries (University of Chicago, Columbia University, University of Texas Southwestern Medical Center, and Cornell University) that have recently created or re-designed their library assessment plans, reviewing the similarities and differences that exist between them. Generally, these libraries began by creating the position of Assessment Librarian and/or developing an Assessment Team to create and guide the assessment plan. This plan can be broad or specific, depending on the degree to which an assessment culture already exists in the library and the university. Generally the assessment plan supports a range of goals, including quality of data, informed planning and implementation of services, information transparency and independence, and to act as a framework for new and evolving assessment practices within the institution. The authors aim to assist academic libraries at every stage of planning an assessment program, and to show that rigorous assessment is vital to understanding local needs and priorities, which requires a contextual understanding of your organizational structure, planning cycles, and the realities of limited resources and attainable goals.

Best Practices:

- University of Chicago
  - Having priority levels for tasks can help you decide where to start (p. 202)
  - Don't underestimate the amount of time needed to refine an assessment project's objective and methodology. This makes analyzing, synthesizing and writing up results much easier (p. 202, 209)
  - When reporting on results, be sure to focus on key issues and include action-based recommendations (p. 202)
- Columbia University
  - You can build a culture of assessment through staff education, forums, intranet, in-person communication of findings to library staff, the university, and the public (p. 203, 204)
  - Aligning your assessment plan with a broader strategic plan helps integrate the plan as a touchstone for all future assessment activities (p. 204)
  - This library found that because this was the first time they were doing large scale assessment, their program was more focused on culture and organization - creating a document that would make assessment accessible and communicate its value. This needs to be followed up in the future by more practical assessment goals in future years (p. 204)
  - It is challenging to keep the assessment document "alive"
    - Because it is flexible, some priorities are out of date. However, it can still act as a theoretical foundation for assessment, providing direction and focus (p. 204)
  - Staff input into the research and writing of the assessment plan is invaluable, building buy-in among departments and helping to focus the plan on the needs of staff and the strategic goals of the library (p. 204)
- University of Texas Southwestern Medical Center
  - Ensure that the assessment plan includes multi-year details such as: when evaluation would occur, methods to be used, who will be involved, the population to be studied, rational, projected outcomes, and projected start/end dates (p.206)
  - Assessment plans should be approved with the understanding that they must be reviewed and updated as needed (p. 206)
  - Share results of assessment for staff (on intranet, in-person presentations, item of discussion in manager meetings) and on campus (on the website, a "tell us what you think" blog, where ongoing feedback is encouraged) (p. 206)
  - Include assessment information when creating strategic plan objectives and integrate assessment into every aspect of the library (p. 206)
  - Outcomes-based assessment requires support from staff, to ensure that data is collected consistently (p. 207)
- Cornell University
  - Be sure to have ongoing reflection, so that eventually, assessment is "invisible and inseparable" from every library function and a separate assessment unit is no longer needed (p. 208)

- ○ Having an adaptive assessment plan allows you to be responsive to needs, but makes it hard to control timing (p. 209)
- ○ Having six month milestones for the assessment team helps to prioritize activities and acts as an excellent self-assessment tool (p. 209)
- ○ Good planning and vigilance can limit scope creep in adaptive projects where it can be challenging to say no and hard to recognize the point of diminishing returns (p. 209)

Dunya, B. A., & De Groote, S. (2017). Review essay: The documentation of library assessment planning process, lessons learned and suggestions. Partnership: The Canadian Journal of Library & Information Practice & Research, 12(1), 1-7. https://doi.org/`0.21083/partnership.v12i1.4006

This article reviews library assessment literature that has been published since 2010, in order to compile current and relevant information for academic libraries at every stage of library assessment planning. It focuses on literature related to the creation of assessment plans, including the tools used, challenges faced, and suggestions for other libraries. The authors did a formal search of relevant databases, using the keywords "assessment planning," "library assessment," and "library assessment plan" and found six academic libraries' assessment planning processes that had been reported as case studies. This review found that most libraries included had shared reasons for creating outcome-focused plans, including data-driven priorities and decision making, improved and organized data collection and reporting, justifying library value and impact, quality improvement, transparency, and efficiency. The main tools used by these libraries to develop assessment plants included literature reviews, examining existing data sources such as surveys and past meeting agendas, and surveying staff members. The authors also found that through the process of designing assessment plans, libraries are able to better organize and track assessment efforts, record results, and document lessons learned.

Best Practices:
- Libraries should periodically reassess their plans, to add, drop, or change components as needed (p.4)
- Adaptive plans can respond to emerging needs for planning success but can also cause a lack of direction and creating timeline problems (p. 4,5)
- Having staff involved through focus groups, interviews of surveys can help facilitate a culture of assessment (p. 5)
- Team-based plans are good for embedding projects into department, but needing to build consensus can slow down the assessment cycle (p. 5)
- Assessment plans should be rooted
- Early on in the assessment planning process, libraries should incorporate campus goals into their plans, by having members of the assessment team meet with external staff (faculties, campus assessment team members, office of research staff), to identify

existing resources and assessment initiatives outside the library and to collaborate on future projects (p. 6)
- Assessment plans should be related to previous assessment efforts, with a goal of translating existing data collection and reporting into "systematic, goal-focused, and meaningful library assessment initiatives" (p. 6)
- Assessment planning should have realistic and achievable goals in relation to the time and resources that a library has. This should be balanced with including staff opinions and expectations, to increase buy-in (p. 6)

Bhanu, P. (2019). A Review of service quality assessment of library and information centres. *Library Philosophy and Practice,* (May 2019), 1-17. Retrieved from http://login.ezproxy.library.ualberta.ca/login?url=https://search.proquest.com/docview/2236688675?accountid=14474

In this article, Bhanu reviews various surveys conducted in academic libraries internationally. He focuses on SERVQUAL and LIBQUAL+ and highlights the general results these libraries found when surveying students about quality of library services. Bhanu bases service quality assessment on user perceptions, measuring the difference between the expectations and outcomes of service. This article does not point to specific uses or advantages to surveying or these survey tools; rather, it focuses on the importance of regular quality assessment and the information that can be found through surveys. Bhanu argues that libraries must conduct frequent quality surveys to discover how to change service delivery, especially in order to improve service in a digital environment.

Best Practices:
- Assessment for service quality must be continuous, providing feedback for implemented changes (p. 6-7)
- Focus on improving areas that are below the Zone of Tolerance (ZOT) (p. 13)
- It is important to measure service performance in various areas such as effect of service, service effectiveness, information control and access, and library as place (p. 12-13).

Hossain Shoeb, Z. (2011). Identifying service superiority, zone of tolerance and underlying dimensions. *Library Review, 60*(4), 293-311. https://doi.org/10.1108/00242531111127857
- Zone of Tolerance: "range of service performance which customers or users consider satisfactory" (n.p.)
- SERVQUAL asks users to identify service quality in three categories: minimum, desired, and perceived. The Zone of Tolerance is calculated using the mean minimum, perceived, and desired levels from individual user groups (undergraduates, graduates, faculty, etc.) and all users; the distance between the minimum and desired service quality is the Zone of Tolerance. Any service ranked below this would be frustrating to the user.

Xi, Q., Zhao, H., Hu, Y., Tong, Y., & Bao, P. (2018). Case studies and comparison between two models for assessing library service quality. *The Electronic Library, 36*(6), 1099-1113. http://dx.doi.org/10.1108/EL-11-2016-0246

   Chinese libraries use both LibQUAL+ and non-LibQUAL+ assessment methods. This study examines the development of two assessments, one of each type, and analyzes the results from each. AHP (Analytic Hierarchy Process) models are mathematical and require expert involvement in order to develop the assessment matrix. It evaluates multiple aspects together, mathematically weighing each element and creating a hierarchy. This is particularly useful for aspects of quality that are difficult to quantify. LibQUAL+ questionnaires focus on user assessment and are less complex. These questionnaires are popular among libraries, and many libraries modify these models for their studies. While these assessment models offer unique advantages, the authors conclude that the aim of both models is the same: assessing library service quality. Out of this study, the authors found that LibQUAL+ provides better user assessment within individual libraries, whereas AHP models should be used by experts to compare service quality between libraries.

Best practices:
- Either model is suitable as they both assess library service quality, though LibQUAL+ is better suited for user assessments.

Lau, C. C. S. (2018). Assessing and improving library services at Georgia Southern university. *Library Philosophy and Practice,* (Aug 2018), 1-13. Retrieved from http://login.ezproxy.library.ualberta.ca/login?url=https://search.proquest.com/docview/2164441931?accountid=14474

   This article describes selective assessment programs used by Zach S. Henderson Library, and discusses how these findings were used to improve library services. The main assessment within this study is the library-wide service quality assessment using a LibQUAL+ questionnaire (conducted in 2003, 2006, 2010, 2013, 2016). The survey asked 22 core questions within three dimensions: Affect of Service (effectiveness or helpfulness of the staff), Information Control (access and availability of information and resources), and Library as Place (physical environment), asking users to rate their answers using a 1-9 scale. Based on the results of this study, the library made numerous changes, mostly focusing on improving Affect of Service results, as well as additional elements such as adding more computers and comfortable seating areas. The Zach S. Henderson Library conducts assessment cycles as well as additional assessments through various methods to follow up after changes have been implemented, using the results of these surveys to develop annual Institutional Efficiency plans, and align with library and university goals and strategies (p. 4). Throughout the article, Lau argues that assessment must be continuous and is essential for improving service, prioritizing resources, and developing and achieving strategic goals.

Best Practices:

- Assess in a variety of ways: LibQUAL+ questionnaires, follow up surveys, meeting with students, feedback forms for specific changes (eg. on/beside new additions), online suggestion box, randomly select customers to complete a survey (pp. 9, 11)
  - Meet with stakeholders to assess (eg. student groups)
- Conduct additional follow-up surveys (small scale, brief) to collect feedback about changes (p. 8).
- Compare survey results (rankings on a scale) with written comments (p. 6).
- Actually implement changes in order to meet or surpass the minimum expectations in the next assessment cycle (p. 7).

Liebst, A. & Feinmark, D. (2016). Tools of academic library assessment: the user survey. *Journal of Library Administration*, *56*(6), 748–755. https://doi.org/10.1080/01930826.2016.1199144

This article discusses a variety of survey methods libraries have developed and used to assess library services. It is important to assess libraries as it relates to long term strategic goals and institution plans, and can directly influence decision making. Liebst and Feinmark argue that effective surveys that produce meaningful results require customized methods and questions formatted to a library's specific needs and audience. The authors suggest that in addition to providing useful information about service quality with the aim to improve, surveys can help academic libraries demonstrate their "impact on and value to the learning process" at their institution (p. 749). The article describes numerous tools for assessment, and the focus of each, suggesting that the choice of tool or method must depend on the assessment's purpose, objectives, and questions. Though surveys are economical and efficient, Liebst and Feinmark suggest going beyond the survey to more qualitative studies in order to make meaningful improvements.

Tools in the article:
- LibQUAL+: library stats and performance measures
- MINES (Measuring the Impact of Networked Electronic Services): purpose of e-resources and demographics
- ARL (Association of Research Libraries) has created user survey kits
- MISO (Measuring Information Service Outcomes): web-based, quantitative for perceptions of the library and computing services
- HEDS (Higher Education Research Institute) NSSE (National Survey of Student Engagement) surveys
- Association of College and Research Libraries (ACRL) created ACRLMetrics to compare ACRL members libraries' resources
- Various associations and institutions create their own survey tools
- Canadian Association of Research Libraries (CARL): Canadian Library Assessment Workshop for using outcomes-based evidence to demonstrate the library's value
- Quantitative surveys: operational data, e-resource use
- Qualitative survey: focus group, case studies, reviews, complaints

- Group-specific surveys: students, disciplines, etc.
- Data analysis of web page stats

Best practices:
- Choose assessment methods based on assessment purpose (p. 752).
- Create questions based on how you anticipate user groups may understand and respond (p. 752).
  - Connect questions to specific library services or collections (p. 753).
- Create a list of target areas and action items for improvements based on the results (p. 752-753).

Luther, M. (2016) Total library assessment. *Library of Journal Administration, 56*(2), 158-170. DOI: 10.1080/01930826.2015.1116335

Luther discusses Total Library Assessment (TLA), which he defines as a "macro-perspective" of library-level assessments. TLA includes evaluation through comparison and tracking changes to demonstrate progress, as well as assessment through investigating specific aspects in order to make decisions and changes (p. 160). Luther describes assessment as posing questions, answering questions, showing progress, demonstrating value, and ultimately steering organizations (p. 160). The questions posed in the assessment guide the choice of methods used, and mixed-methods and triangulation provide feedback from various angles. Luther discusses LibQUAL+'s scope: effect of service, information control, and library as place (p.161), as well as holistic approaches that assess the library's internal and external user perspectives (p. 162). TLA uses a library-level assessment instead of granular, because, as Luther argues, user library interactions are cumulative (p. 163). TLA can help assessment librarians gain a deeper understanding of the perspectives of users, by assessing multiple areas using mixed-methods and various levels.

Best Practices:
- Assessment is integrated into library work (eg. reference librarians assess reference interviews) so that those who are knowledgeable about the area are collecting and analyzing the data (p. 165).
- An assessment timeline should be a 3-5 year cycle aligned with the library or university's strategic goals (p. 167).
- Single assessment methods may be used to assess multiple areas, thus "diffusing the focus of a survey," though this is not always advisable (p. 168).
- Greater use of a library service does not indicate good quality (p. 164).
- Conduct various levels of assessment simultaneously (p. 168):
  - Hard-wired data collection: number of downloads, hits, attendance collected from the library tool
  - Routine assessments: conduct at minimum once per semester

- ○ Intensive assessment: requires more than a semester to plan, implement, and analyze, and involves training the librarians involved

Thompson, S. M. (2018). Assessment's role in building student support to facilitate change. *Performance Measurement and Metrics, 19*(2), 101-110. DOI 10.1108/PMM-10-2017-0050

California State University San Marcos (CSUSM) library conducted a survey with the objectives of better understanding students' satisfaction with specific hours, and gathering feedback about how to improve these hours. The survey included both Likert scale satisfaction ratings and a place for free text suggestions after each scale, and was available online and on paper at the library and around campus. Due to the feedback collected in this survey, the library offered slightly extended hours, but was unable to implement 24 hour study space due to limited funding, though it was highly requested. These changes were met with increased satisfaction levels in the Customer Satisfaction Survey conducted months later. Because the library involved the student government in promoting survey participation, the student government was aware of the demands for extended hours and increased student fees in order to allow the library to offer 24/5 service space.

Best Practices:
- Include multiple types of survey questions; free text spaces after each Likert scale question provides specific context for suggestions (p. 103).
- Communicate with stakeholders such as student governments to encourage student participation (p. 103).
- Trial potential changes and collect assessment data to compare to survey results (p. 103).
- Increase awareness and participation in the survey through survey timing (eg. conduct the survey during finals when more students are using the library, set up survey tables at lunch time), location (eg. put paper copies and pencils in prominent locations, share survey links), and incentives (eg. offer bags and pens with the library logo) (p. 103).
- Respond to feedback immediately with small steps, rather than waiting until a complete solution is implemented in order to keep students engaged (p. 107).

Appendix B: Faculty Survey Questions

Introduction

Thank you for participating in the Augustana Library Feedback Project!

Purpose: This survey of faculty members will be used to gather feedback about the Augustana Library. Input from this survey will inform future decision making (by the University of Alberta Library in consultation with faculty and students at Augustana Campus) to continue offering excellent library services and resources to the Augustana campus community.

Estimated Time:This survey consists of 12 questions and will take approximately 5-10 minutes of your time.

Anonymity: All responses to this survey will be anonymized. In reporting results from this survey, potentially identifying information within results will not be shared.

Consent: You indicate your consent by participating in this survey.

Questions or Concerns: If you have any further questions regarding this study, please contact Alissa Droog, Digital Literacies Resident Librarian at adroog@ualberta.ca or 780-492-1456.

Demographic Questions

1. How long have you worked at Augustana?
o   0-5 years
o   5-10 years
o   10+ years
o   Other: _____

2. In which department do you primarily work?
o   Department of Fine Arts and Humanities
o   Department of Science
o   Department of Social Sciences
o   Other: _____

3. What is your position at Augustana?
o   Tenured or Tenure-Track Professor (Professor, Associate Professor or Assistant Professor, etc.)
o   Contract Academic Teaching Staff (Associate lecturer, Contract Lecturer, Adjunct Professor, Instructor, etc.)
o   Other: _____

Communicating with the Library

4. How do you **currently** receive information, updates and news about the library? (select all that apply)

▢　Agenda items at Faculty Council meetings and Retreats
▢　Agenda items at Department meetings
▢　Information from the Library Advisory Committee
▢　Augustana Weekly
▢　Visiting the library and chatting with staff
▢　Email notifications from library staff
▢　Library website
▢　Posters
▢　TV info screens around campus
▢　Facebook
▢　Twitter
▢　Instagram
▢　Ualberta App
▢　Other: _____

5. What would be your **preferred** way to receive information, updates and news about the library? (select all that apply)

▢　Agenda items at Faculty Council meetings and Retreats
▢　Agenda items at Department meetings
▢　Information from the Library Advisory Committee
▢　Augustana Weekly
▢　Visiting the library and chatting with staff
▢　Email notifications from library staff
▢　Library website
▢　Posters
▢　TV info screens around campus
▢　Facebook
▢　Twitter
▢　Instagram
▢　Ualberta App
▢　Other: _____

6. At this time, the library offers in person support for students with research and citations during the following hours: Monday to Friday 10am-12pm & 2-4pm, and Monday & Tuesday evenings 7-9pm. Based on your experiences and the experiences of your students, are these hours of service sufficient?

o　Yes
o　I don't know
o　No
o　Other: _____

Library Resources

7. Thinking back on the last 3 academic years (Sept.-Aug.), please tell us how frequently you used the following types of **library resources** for your research and teaching.

	Weekly	Semesterly	Annually	Never	Unaware of this resource
Library databases (Academic Search Complete, JSTOR, PubMed, Scopus, etc.)	○	○	○	○	○
Ebooks	○	○	○	○	○
Print books	○	○	○	○	○
Ejournals (Scholarly journals that you access online, ex: Nature, Journal of Canadian Studies, etc.)	○	○	○	○	○
Print journals	○	○	○	○	○
Print reference collection (dictionaries, encyclopedias, manuals, etc.)	○	○	○	○	○
Online reference collection	○	○	○	○	○
DVDS or CD's	○	○	○	○	○
Streaming content (movies, documentaries, music, etc.)	○	○	○	○	○
Other:	○	○	○	○	○

8. When you look for information such as a journal article or book for your research, where do you typically start?

o   Augustana Campus Library webpage: library.ualberta.ca/augustana

o   University of Alberta Libraries website: library.ualberta.ca

o   Google Scholar: scholar.google.com

o   Academic Social Networks (ResearchGate, Academia.edu, Mendeley, etc.)
o   Other: _____

Library Services

9. Thinking back on the last 3 academic years (Sept.-Aug.), please tell us how frequently you used the following **library services.**

	Weekly	Semesterly	Annually	Never	Unaware of this resource
Checkout physical materials from the library	○	○	○	○	○
Request books from other libraries	○	○	○	○	○
Recommend a purchase	○	○	○	○	○
Use the library website and databases to find resources	○	○	○	○	○
Use library subject or citation guides (Ex. English Subject Guide)	○	○	○	○	○
Use chat or text service	○	○	○	○	○
Research consultation with a librarian	○	○	○	○	○
Use Refworks	○	○	○	○	○
Other:	○	○	○	○	○

10. Thinking back on the last 3 academic years (Sept.-Aug.), please tell us how frequently you used the following **library services for faculty**.

	Weekly	Semesterly	Annually	Never	Unaware of this service
Reading list service	○	○	○	○	○
Linking to course reading service	○	○	○	○	○

Research impact services	○	○	○	○	○
Systematic review support	○	○	○	○	○
Research data management support	○	○	○	○	○
ERA: repository of UAlberta intellectual output	○	○	○	○	○
Open journal or textbook publishing	○	○	○	○	○
Text mining support	○	○	○	○	○
Other:	○	○	○	○	○

11. Thinking back on the last 3 full academic years (Sept.-Aug.), did you use any of the following? (select all that apply)
▢   Librarian provided instruction session for your class
▢   YouTube or other videos created by the library
▢   Premade APIIL activities or assignments that you can incorporate into your class
▢   Not applicable

11. (Supplementary question) Please comment on how the above library services (instruction sessions, videos, or APIIL activities) have made a difference to your students' learning.
_____

Your Views
12. Do you have anything you want to share about the role of the library in meeting your research and teaching needs? This may include things we are doing well, things that could be improved, or any other comments you may have.
_____
_____
_____

End of Survey Message
Thank you for your feedback about the Augustana Library!

Interested in our Findings?

If you are interested in receiving a copy of our findings from the Augustana Library Feedback Project, please share your email by clicking here. Your email will only be used to disseminate the findings of this project and is unconnected to your responses to the survey.

Appendix C: Recruitment Email for Faculty Survey

Send to: augfaculty@augustana.ca and cc Karsten. Note that this is a moderated list, You can send it and cc Karsten and then you will get a confirmation when it gets sent out.

Subject: Library Feedback Survey for Augustana Faculty

Dear faculty members at Augustana,

I invite you to participate in a survey to gather feedback about the Augustana Campus Library.

- **Purpose:** This survey of faculty members will be used to gather feedback on the Augustana Library. Input from this survey will inform future decision making to continue offering excellent library services and resources to the Augustana community.
- **Estimated Time:** This survey consists of 12 questions and will take approximately 5-10 minutes of your time.
- **Anonymity**: All responses to this survey will be anonymized. In reporting results from this survey, potentially identifying information within results will not be shared.
- **Consent**: You indicate your consent by participating in this survey.
- **Questions or Concerns:** If you have any further questions regarding this study, please contact Alissa Droog, Digital Literacies Resident Librarian at adroog@ualberta.ca or 780-492-1456.

Survey Link:

https://libraryualberta.ca1.qualtrics.com/jfe/form/SV_0OmGuzDqKnBjLw1
Survey Deadline: Tues. Nov. 26 at 4:00 PM.

A Note on Ethics: I would like to acknowledge that we started the process to go through ethics approval for this survey, but due to time constraints, had to withdraw the application.

Sincerely,
Alissa Droog

Appendix D: Focus Group Script

Introduction Script

Thank you for participating in the Augustana Library Feedback Project! My name is Alissa and I will be leading the session today, and my name is Cody and I will be taking notes of our conversations today.

 (*Have students fill out an informed consent form* and highlight all aspects).

How many people have participated in a focus group before? A focus group is really just a conversation between different people on a couple topics. I have a few questions to start the discussion, but what we're really hoping for is for you to chat about these topics amongst yourself to see what we can learn from you.

- **Purpose:** This focus group will gather feedback on the Augustana Library. Input from this survey will inform future decision making to continue offering excellent library services and resources to the Augustana community.
- **Estimated Time:** This focus group will be 1 hour long and consists of about 7 questions.
- **Right to Leave:** You have a right to leave at any time
- **Confidentiality:** Everything you say today is confidential – the library, your professors or others will not know who participated or who made which comments. In reporting results from this focus group, potentially identifying information within results will not be shared.
- **Questions or Concerns:** If you have any further questions regarding this study, please contact Alissa Droog, Digital Literacies Resident Librarian at adroog@ualberta.ca or 780-492-1456.

Ground Rules

I just want to set a couple expectations for this hour first though.

1. Everyone should have an equal opportunity to speak. If you notice that you are speaking more than others, we encourage you to sit back for a minute. Similarly, if you find that you are speaking less, I encourage you to share your thoughts.
2. Please feel free to share your opinions. It's okay to disagree, and if you do, let us know so we don't leave hearing only one opinion on a topic. At the same time, please disagree respectfully.
3. We are hoping to have a whole group conversation so we can hear everything. Please don't talk over one another.
4. Think big – you may not know exactly what is and isn't possible, so all feedback is welcome.

Questions

Introductions:

Let's start by having everyone introduce themselves. Please tell us:

- Your first name (this will be used only in the session today)
- Your major and minor
- Year in program
- Why you signed up for this focus group

We are now just going to ask a series of 7 questions for the next hour. There aren't many questions because we'd really just like to have everyone chat as a group. We hope that you answer these questions within the context of your overall academic success and academic experiences as a student at Augustana.

Note to Facilitator: Go around the table twice for each question to catch people's initial opinions and refined ones.

Perceptions of the Library

1. What do you use the library for, and why? When answering this question, please consider both the physical and online library spaces.

Communicating with the Library

2. How do you find out about information, updates and news about the library?
   ○ Have you ever been to an event at the library? If so, how did you find out about it?
   ○ How did you find out about the resources you use at the library?

Library Resources
3. The library has access to a wide variety of resources and would like to know which of these are most important to you. Work together to rank/organize these resources from most useful to least useful.
   ○ Library Databases (Academic Search Complete, JSTOR, Academic Search Complete, PubMed, Scopus, etc.)
   ○ Course Materials
   ○ Ebooks
   ○ Print books
   ○ Course Materials/Reserves
   ○ Print reference collection (dictionaries, encyclopedias, citation manuals)
   ○ Online reference collection (dictionaries, encyclopedias, citation manuals)
   ○ DVDS or CD's
   ○ Streaming content (movies, documentaries, music, etc.)
   ○ Have something to add? _____
4. The library also offers a variety of services and would like to know which of these are most important to you. Work together to rank/organize these resources from most useful to least useful.
   ○ Hutch
   ○ Bookable Study Rooms

- Library Study Space
- Plants
- Library Computers
- Library Printers and Photocopiers
- Electronic equipment (laptops, chargers, etc.)
- Whiteboard Questions
- Skiing equipment
- The Human Library
- Library Art Exhibitions
- Treadmill Desk
- Pillows and/or Light Lamps
- Have something to add? _____

Library Services

5. What is your overall experience with requesting help from the Augustana library in person or via chat?
6. Librarians often teach about research strategies while promoting library resources. They may do this by visiting your class or providing videos for the first year seminar. Please tell us about your experiences with librarians teaching you about research.
    - --Can you remember times when a librarian has visited your class to talk about research? What do you recall that visit being like? What do you recall from the visit?
    - --Do you remember using any advice or information that the librarian mentioned?
    - --Did you find the librarian's visit helpful? Why or why not?

Conclusion

7. Of all the things that have come up in our discussion today, what do you feel is the most important for us to consider as we move forward with recommendations for the library?
8. Do you have any additional comments that you would like to share?

Thank you so much for participating today! We will be running Website Usability Testing in January. Is anyone interested in being contacted to participate? If so, please fill in this following sign-up sheet. Participation will take no more than an hour and participants will be given a $25.00 credit towards their OneCard.

Appendix E: Informed Consent Form for Focus Groups

UNIVERSITY OF ALBERTA
LIBRARIES

INFORMATION LETTER and CONSENT FORM

Augustana Library Feedback Project

Research Investigator:
Alissa Droog
Digital Literacies Resident Librarian
HT Coutts Education & Kinesiology, Sport and Recreation Library
University of Alberta
Phone: 780-492-1456
adroog@ualberta.ca

Background and Purpose
Thank you for volunteering to participate in our focus group. We would like to gather feedback about the Augustana Campus Library based on your experiences with the library as a student. This research will help improve the Augustana Campus Library. Findings from this study may be shared with the University of Alberta and wider community to improve library assessment practices. Before you make a decision, one of the researchers will go over this form with you. You are encouraged to ask questions if you feel anything needs to be made clearer. You will be given a copy of this form for your records.

Study Procedures
During this focus group you will be asked a few questions to start discussions about your experiences and perceptions of the Augustana Campus Library. This focus group will include between 2 and 10 people and will take up to 60 minutes to complete. A note taker will be present to take notes about the discussions in the room and all notes will be anonymized and confidential.

Benefits
You will not personally benefit from participating in this focus group, but insights and observations made may provide the basis for improvements to the Augustana Campus Library.

Risks
The risks involved in participating in this study are minimal, no greater than you would encounter in your everyday life. If we learn anything during the research that may affect your willingness to continue being in the study, we will tell you right away.

Voluntary Participation and Freedom to Withdraw
You are under no obligation to participate in this study and participation is completely voluntary. You may opt out of this study and may request to have any collected data withdrawn and not included in the study. If you wish to opt-out of this study, you may do so by notifying Alissa Droog <adroog@ualberta.ca> by December 1, 2020.

Remuneration
All participants of this focus group will be offered a meal and light refreshments.

Confidentiality & Anonymity
Data from this study will primarily be used for quality assurance purposes and will form the basis of an internal report for the University of Alberta Libraries and Augustana Campus staff which will consist of observations and recommendations for improving services. The data from this study may also be used for research purposes including scholarly presentations, publications and teaching. Participants **will not** be personally identified in any current or potential uses of these data. Data will be kept confidential to University of Alberta Libraries staff. Data will be kept on a secure password protected University of Alberta Libraries' servers for a minimum of 5 years following completion of the study and when appropriate destroyed in a way that ensures privacy and confidentiality.

While we will make every effort to protect the confidentiality of what is discussed during the focus groups, we cannot guarantee that others from the group will do the same. Please respect the confidentiality of others outside of the focus group.

If you are interested in receiving a copy of our research findings, please indicate below:

- ❏   Yes, I would like a copy of the research findings. Email address_____
- ❏   No, I would **not** like a copy of the research findings

Further Information
If you have any further questions regarding this study, please do not hesitate to contact:
Alissa Droog, Digital Literacies Resident Librarian
adroog@ualberta.ca | 780-492-1456

Consent Statement
I have read this form and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I agree to participate in the research study described above and will receive a copy of this consent form. I will receive a copy of this consent form after I sign it.

_____   _____
Participant's Name (printed) and Signature   Date

_____   _____
Name (printed) and Signature of Person Obtaining Consent   Date

Appendix F: Pop-Up Usability Testing Design

Pop-Up Test 1: Finding an Article

Research Question: How do students at Augustana find articles for class?

Purpose: This behaviour-based task will allow us to see how Augustana students find materials based on a citation. By starting them on a blank desktop, we can see which websites (Google Scholar, https://www.library.ualberta.ca/, https://www.library.ualberta.ca/augustana) they use to find these resources.

Limitations:

- As many students do this type of task from their own computer, we will not be able to see how they typically access these resources (ex. We won't know if they use bookmarks for certain webpages to access these resources, or if they use a Mac, how that differs for them at home).
- Our user group is not a "new user" to the system we are testing. Most students at Augustana are exposed to a video in their first-year seminar that teaches them to find an article by finding the eJournal. Thus, students may show a preference for this method.

Logistics

Proposed Date: Jan. 27, 2019, 12-2

Location: The Forum

Image: Testing Design setup in the Forum.

Required Resources:
- Table and 3 chairs
- Medium tablecloth from Cameron Library
- Poster stand and poster for library (see Appendix B)
- Augustana laptop with mouse and charger
- Second monitor for notetaker to monitor progress of student
- Extension cord in case we need 3 plugs?
- Word Document with activity prompt and citation
- Printed copy of activity prompt and citation
- Chocolates

Pre-Survey
1. Please indicate your status
    a. 1st year student
    b. 2nd year student
    c. 3rd year student
    d. 4th year student
    e. Other:
2. What is your major? _____
3. During the school year, how often do you use the library website or online resources?

Task
Set up the computer so the only window open is a word document with the activity prompt and citation on it.

Your professor assigned the following reading for class. Please find the material.

Mousseau, M. (2003). The nexus of market society, liberal preferences, and democratic peace: Interdisciplinary theory and evidence. *International Studies Quarterly*, *47*(4), 483-510. http://dx.doi.org/10.1046/j.0020-8833.2003.00276.x

Post-Task Question
1. How satisfied are you with the process you used to find this material?
    a. Very unsatisfied
    b. Unsatisfied
    c. Neutral
    d. Satisfied
    e. Very satisfied

Pop-Up Test 2: Finding Resources on a Topic

Research Question: How do students at Augustana find books on a particular topic?
Purpose: This behaviour-based task will allow us to see how Augustana students find books when provided with a topic. By starting them on the desktop, we can see which websites

(google Scholar, https://www.library.ualberta.ca/, https://www.library.ualberta.ca/augustana)
they use to find these resources.

Limitations:

- As many students do this type of task from their own computer, we will not be able to see how they typically access these resources (ex. We won't know if they use bookmarks for certain webpages to access these resources).
- Our user group is not a "new user" to the system we are testing. Many students at Augustana are taught to use the Augustana Library webpage to find books. Thus, students may show a preference for this method.
- As this test will take place in the library, we may have more students attend who are already library users and bias the results. To mitigate this, the usability setup will be close to the stairs which are used as a route across campus and should capture non-library users who are just passing through.

Logistics

Proposed Date: Jan. 28, 2019, 12-2

Location: Augustana Campus Library (Forum was booked)

Image: Testing design setup in the Augustana Campus Library

Required Resources:

- Table and 3 chairs
- Medium tablecloth from Cameron Library
- Poster stand and poster for library (see Appendix B)

- Augustana laptop with mouse and charger
- Second monitor for notetaker to monitor progress of student
- Extension cord in case we need 3 plugs?
- Printed copy of activity prompt
- Chocolates

Pre-Survey

1. Please indicate your status
   a. 1st year student
   b. 2nd year student
   c. 3rd year student
   d. 4th year student
   e. Other:
2. What is your major? _____
3. During the school year, how often do you use the library website or online resources?

Task

Set up the computer so no windows are open.

Your professor has asked you to find books for a project on plastic pollution in the ocean. Please find a book/ebook on this topic.

Post-Task Question

2. How satisfied are you with the process you used to find this material?
   a. Very unsatisfied
   b. Unsatisfied
   c. Neutral
   d. Satisfied
   e. Very satisfied

Appendix G: Advertisement for Usability Testing