A) Areas of Significance (Based on "Recurrence" and "Spread" Through Comments) (Verified through Interrater Comparison; 72% verification by NVIVO and QDAMiner):

1. **Books Are Vital To The Library (37%)**:
   This thematic area refers to the strong view among participants that books are absolutely essential to the "life-blood" of the University Library. There was strong descriptive resonance and recurrence of the notion that book resources make the University Library what it is and the value of books is often determined by long-term usage (and not necessarily "official circulation"). Participants expressed how book resources offer important historical and perspectival vantage points across time frames and that it seemed that our University Library has forgotten this notion. This theme also included a thematic thread that book resources ought to be increased every year in line with the needs of the academic programs.

2. **Academic Departments Need Both Print & Electronic Resources (20%)**:
   This area refers to the felt sentiment by respondents that SJSU academic departments benefit from the meaningful integration of print (books) and electronic resources (journals, databases). Books, electronic journals, and electronic databases were deemed as the most valuable by forum participants. All of these resources were framed as "necessary" for the varied range of academic disciplines and fields that constitute the SJSU community. To not feature these in line with the needs of the academic programs that use these (and their students) would be to NOT fulfill the "mission of the university library."

3. **Academic Departments Need Bigger Purchasing Budgets For Library Materials (17%)**:
   This area refers to the perception of forum respondents that SJSU academic departments need much larger purchasing budgets via their liaisons to acquire "urgent" and "needed" print and electronic resources for their students and faculty members. Extant purchasing budgets were deemed as "wholly inadequate" and "absurd" in terms of acquiring materials that enable programs to fulfill the promised academic mission of learning and knowledge discovery.

4. **Academic Departments Should Drive the Purchasing Budget Decisions & Resource Selection Decisions (14%)**:
   This area represents the felt sentiment among forum respondents that academic programs need to be centrally involved in how much should be allocated to their purchasing budgets and which resources should be selected. Participants highlighted how the University Library has in recent years had weak purchasing budgets and therefore could not acquire needed materials which are needed to serve SJSU students in their majors. In addition, forum participants shared that the University Library would often discard of books in their disciplinary area without consulting with their academic departments.
5. The LOFT Initiative Is Dangerous For the Academic Needs of the SJSU Community (8%):
This area refers to the view among participants that the CSU systemwide initiative, LOFT (Libraries of the Future) was "dangerous" and "harmful" to the SJSU Library and all of its campus members. Forum participants expressed that the need to be "cost-effective" should not trump the needs of SJSU campus members to have book and print resources that are readily available and furnished at our immediate campus facility. (Note: Most participants at every forum spoke in reference to the LOFT initiative even before a query about it was posed, thereby indicating a high level of negative sentiment around LOFT.)

6. SJSU Library Needs To Be Careful About Electronic Database/Resource Subscriptions (4%):
This area refers to the concern expressed by respondents that while electronic and journal database resources were valuable, that these type of resources are made vulnerable given the nature of publishers and how their offerings may expire at any given time. Thus, a journal subscription may expire and may discontinue a needed journal at any given time, thereby creating a knowledge gap for specific academic departments. The University Library needs to create a long-term strategy in consultation with academic programs for how to handle these situations.

B) Emergent Response Patterns (from NVIVO, QDAMiner):

- Areas (above) stem from recurrences (frequency and comprehensiveness).
- Areas of resonance (salient emphasis and strength/intensity of sentiment):
  
  o Books = library
    - 86% positive word association between the terms "books," "SJSU Library," and "need."
    - 70% shared sentiment across all campus roles (student, faculty, staff, librarians administrators)
    - There was a semantic link between the term "library" and "book" - that the two notions were conjoined. (You could not have one without the other.)

  o Library was working "against" SJSU's academic programs
    - 68% oppositional association between the library and its functions for academic departments and programs
    - Comments reveal that the library has been "anti-academic" in that its focus, collaborations, and priorities do not consider "academic needs."
    - 42% of the comments articulated in the forums that discussed the library, also presented a "negative/converse" statement within the following 100 words about what it is doing for academic programs.
    - These comments had the most intensely negative connotations via such terms as "anti," "working against," "hiding," and "neglecting" out of all of the statements made in the forums.

  o LOFT Initiative was negatively identified and associated throughout the forums.
    - 97% negative word associations were made in reference to LOFT with such terms as "short-sighted," "dangerous," "dictatorial," "anti-intellectual," "harmful," and "poisonous."
• Comments referencing the LOFT initiative were mentioned in the first 10 minutes in half of the forum sessions held.
• Comments also reveal that participants were motivated to participate in the forums to "speak out against" the LOFT Initiative. Thus, the perception of LOFT by forum participants is overwhelmingly negative and embedded 71% of all forum comments.

Other Response Patterns:
  o 81% of responses (forum) reflected the notion of what the SJSU Library "has not done"; meaning, the future of the SJSU Library was based (and seemingly determined) on respondents' past experiences (NVIVO, QDAMiner).
    • The queries about the mission statements ultimately turned into response vehicles about what the library was not doing for its academic community. Mission Statement #1 was largely deemed "useless" with its SJSU Strategic Plan language; Mission Statement #2 was well received although forum participants disputed the extent to which it matched the reality of university library actions.
    • Robust semantic association (78%) made between the terms "future" and "can't" and "has never."

  o Longest, continuous threads of conversation (keeping on the same topic) among at least three to five participants, occurred around the issue of "retaining, preserving, and increasing book resources" and the dangers of the "LOFT Initiative" (41% of comments).

  o There was a positive word association (61%) between the "library" and "study spaces" for all student participants. Student participants expressed the importance of the library in enabling a space for them to focus on their academic studies, immerse themselves in library resources, and prepare for academic exams and assignments.

  o On a scale of specificity, respondents were the most specific [35% specification rate (10% is the standard)] when describing reliance on print resources and the need to increase such resources at SJSU's library (and to a level that had once been thriving).

Overall:
  o The query about the library's role in meeting the needs of academic programs yielded the most comments from respondents (67% followed by 15% for the LOFT Initiative query). This query had the most continuous and verbally productive comment threads (averaging over 5 respondents at a time, with utterances on average of 82 words+)

  o The "LOFT Initiative" comments had the most strongly felt and emotionally charged language (57%), with the most negatively framed adjectives ("disturbing," "anti-intellectual," "dangerous," "antagonistic") and phrasings (73%).

  o Laptop and iPad rentals made possible through the library possessed the most positively framed adjectives ("helpful," "amazing," "supportive") and phrasings (41%).
While most of us are highly familiar with the key analytic terms and phrases with respect to quantitative analysis, the terms utilized for a detailed qualitative analysis may be new. The following are the key analytic methodologies utilized with regards to interpreting qualitative analysis when used with qualitative analysis software programs:

- **Conceptual Agreement**: A close match in meaning and association between or among two or more concepts and themes/nodes

- **Conceptual Linkage**: A relational connection between or among two or more concepts and themes/nodes in either a positive (converging) or negative (diverging) direction

- **Context Analysis**: An examination of the usage of a concept or theme in relation to the surrounding 1,000 words (either preceding or succeeding), as well as the entire data transcript
  - **Broad**: Refers to an analysis of the linguistic context for 1,000 words around a concept or theme
  - **Narrow to Broad**: Refers to a close- to far-range analysis of the linguistic context around a concept or theme examining transcript segments of varying lengths (e.g., 50, 100, 150, 200, 250, 300, 500, or 1,000 words)

- **Coverage**: In the qualitative analysis software program, NVIVO, coverage refers to the conceptual emphasis of a theme within and across provided responses. Thus, "coverage" factors in more than the quantitative amount or presence of a theme but the recurrence of a theme in relation to its conceptual/thematic emphasis within and across responses (among words and statements from respondents). Usually, the upper range of comprehensive coverage is 25-30% for a theme/node

- **Emphasis and Source Analysis**: A test that examines the usage of a concept or theme in the first ten to thirty words of a response. Such a test reveals a potential source of focus for interpreting or understanding a concept or response to a posed question

- **Specificity**: A test that measures the level of detail or "concreteness" present in a theme or in relation to a concept

- **Semantic Relationship**: A validity test that measures the usage and context of a meaning of a concept, theme, or word. This test is used to validate the agreement or connection of a meaning/definition between or among two or more concepts or themes

- **Word Association**: Refers to a correlational relationship (either positive or negative) between two or more "words" in the context of their usage and implied meanings