

LibQUAL+ User Survey

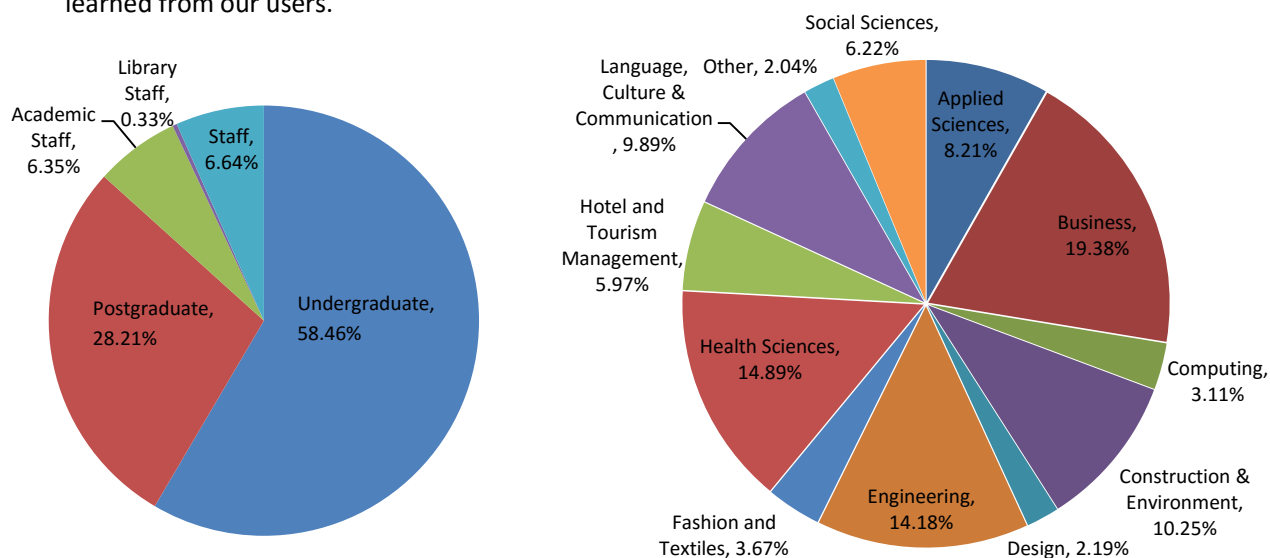
29 Oct - 9 Dec 2015

Pao Yue-kong Library

The Hong Kong Polytechnic University

LibQUAL+™ 2015 Survey @ PolyU

The Hong Kong Polytechnic University Library conducted its third LibQUAL+™ survey from 29 Oct to 9 Dec 2015, together with five other UGC funded university Libraries¹ (JULAC Libraries) in Hong Kong. A total of 2,019 valid responses and 1,078 comments were received. This document shares what we learned from our users.



The survey, developed and administered by the Association of Research Libraries (ARL) of the United States, measures users' perceptions of service quality and identifies gaps between desired, perceived and minimum service levels. It consisted of 22 core questions, where users are asked to rate, on a 9-point Likert scale (1=lowest, 9-highest) on the following three dimensions:

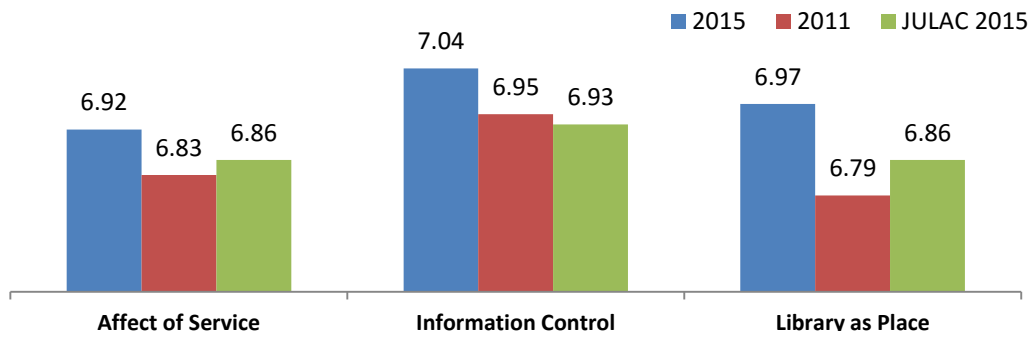
1. Affect of Service (i.e. how well library staff are delivering their services)
2. Information Control (i.e. Library collections, physical and electronic, and tools to access them)
3. Library as Place (i.e. Library building, equipment and facilities)

The Library has agreed, as a member of JULAC, to conduct the LibQUAL+ survey every few years apart together with participating JULAC libraries. The last LibQUAL+ survey conducted was in 2011.

Perceived Level of Services – How users believe the Library is performing?

Compared with survey results in 2011, we see an overall improvement over time. PolyU scores are also above the average scores of other JULAC Libraries by 0.9-1.6%. Information Control is rated as the dimension with the highest perceived level of services (7.04). It is followed by Library as Place (6.97) and scoring slightly below that is Affect of Services (6.92). Library as Place saw the greatest improvement compared to 2011 (3%), with Affect of Service and Information Control both improved by 1%.

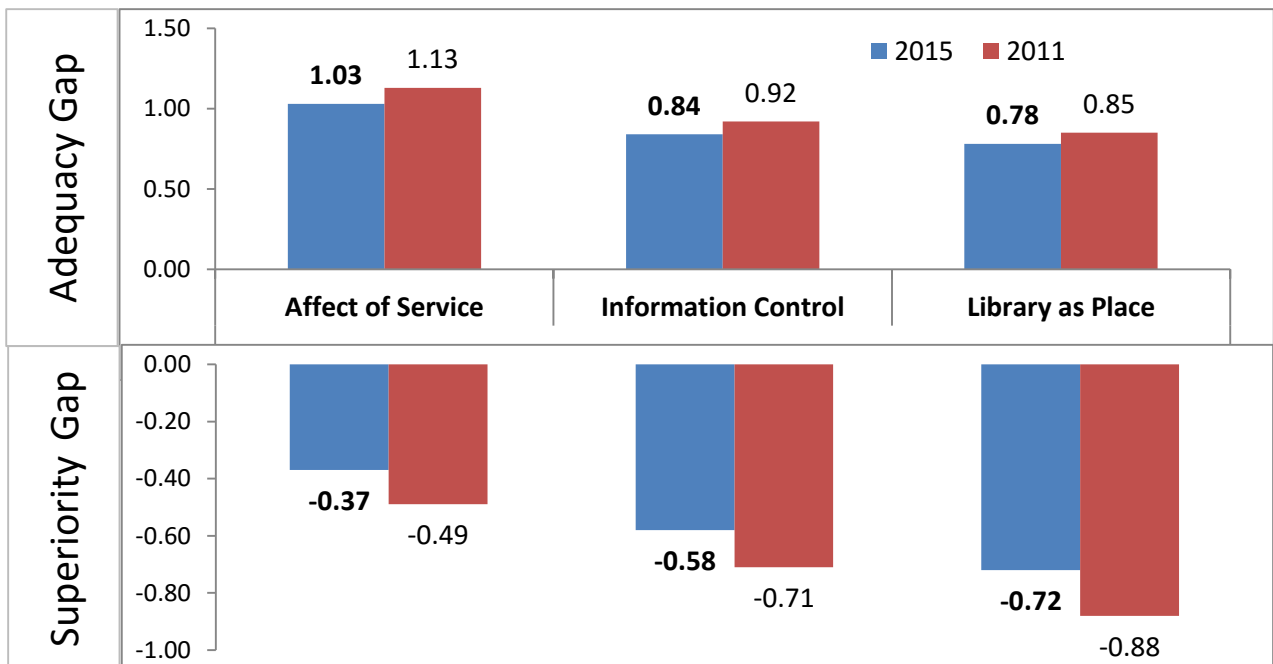
¹ Six UGC funded university libraries conducted the 3rd LibQUAL Survey in 2015 as a consortium. The six universities are the Hong Kong Polytechnic University, Hong Kong University of Technology, City University of Hong Kong, Hong Kong Baptist University, Hong Kong Institute of Education and Lingnan University.



The Adequacy Gap & Superiority Gap - where should we improve?

The Adequacy Gap is calculated by subtracting the minimum score from the perceived score. The smaller the score, the less satisfied the users are. Compared with 2011, there is a slight decline in all scores in 2015. As mentioned, perceived scores in all three dimensions saw an improvement. Therefore, the slight decline in Adequacy Gap can be attributed a relatively marked increase in users' minimum acceptable level of services across all three dimensions. The least satisfied dimension is Library as Place (0.78), followed by Information Control (0.84). Affect of Service (1.03) is the most satisfied dimension.

Superiority Gap is calculated by subtracting the desired score from the perceived score. The more negative the score is, the more room there is for improvement. Compared with 2011, the overall superiority gaps in all areas have been reduced, meaning that we are relatively more able to meet users' needs. In 2015, Library as Place has the biggest negative gap (-0.72), followed by Information Control (-0.58), and Affect of Service (-0.37).



The Top 5

Most Satisfied Services (by adequacy gap)	Most Important Services (by desired level of services)	Services Needing Improvement (by superiority gap)
Library staff who instill confidence in users (1.29)	Quiet space for individual work (7.86)	Quiet space for individual work (-0.85)
Library staff who are consistently courteous (1.10)	A haven for study, learning, or research (7.83)	Space for group learning and group study (-0.83)
Willingness to help users (1.04)	A library Web site enabling me to locate information on my own (7.71)	Making electronic resources accessible from my home or office (-0.76)
Library staff who have the knowledge to answer user questions (1.03)	Making electronic resources accessible from my home or office (7.70)	Library space that inspires study and learning (-0.71)
Library staff who deal with users in a caring fashion (0.99)	A comfortable and inviting location (7.69)	A haven for study, learning, or research (-0.65)

By Type of Users

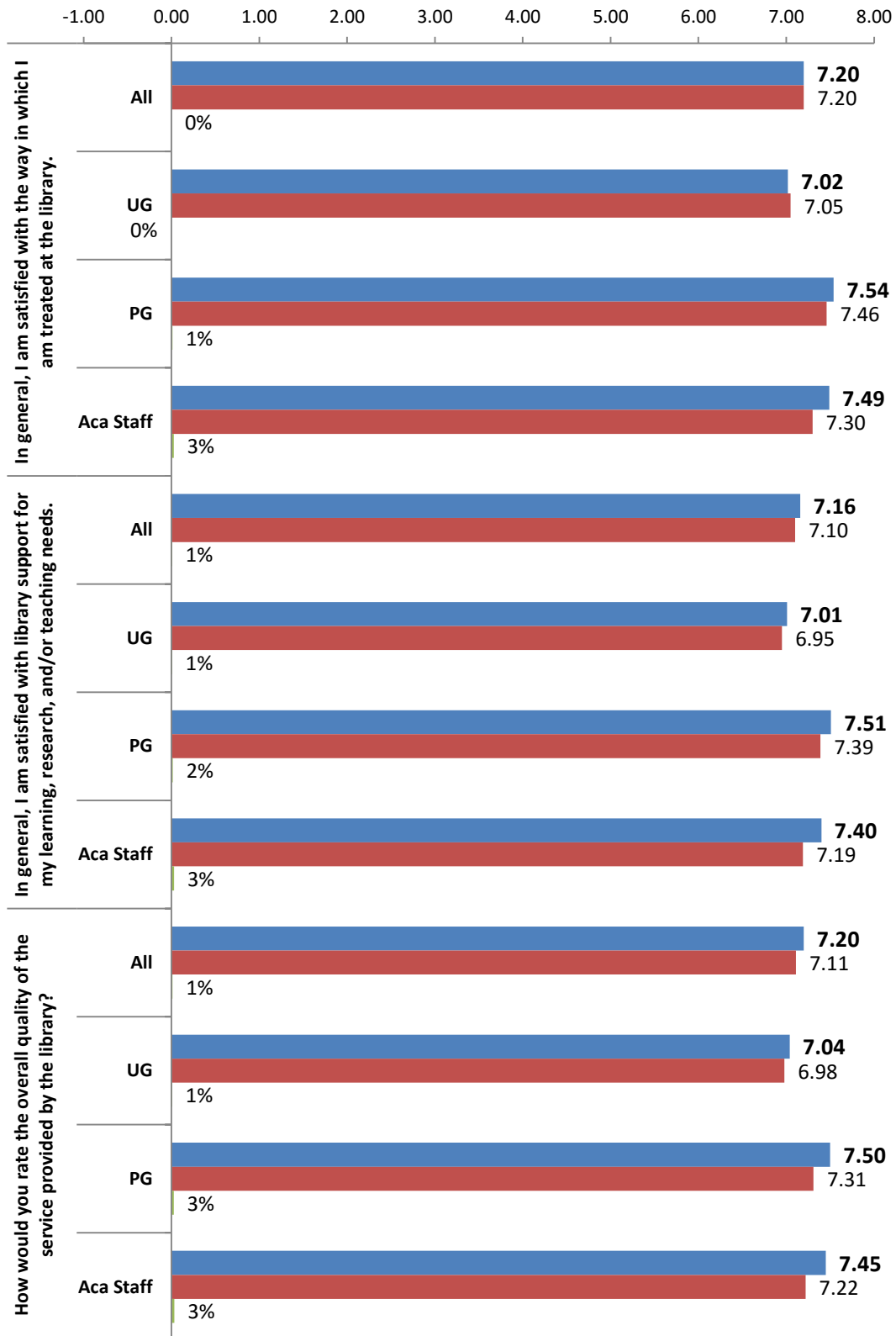
	Services least satisfied (lowest adequacy gap)	Services needing improvement (highest superiority gap)
Undergraduates	Quiet space for individual work	Space for group learning and group study
Postgraduates	Quiet space for individual work	
Academic Staff	A library Web site enabling me to locate information on my own	A library Web site enabling me to locate information on my own, and Easy-to-use access tools that allow me to find things on my own

General Satisfaction

There were three questions related to level of general satisfaction on library services. Most mean scores in 2015 exceeded those in 2011. In all questions, postgraduates were consistently more satisfied (average score=7.52), followed by academic staff (7.45) and undergraduates (7.02). Academic staff was the user group with the greatest increase in average satisfaction score (3%). All user groups saw an increase in satisfaction on all questions with the only exception being UG where a slight decrease was observed in the first question (7.05 to 7.02, 0% difference).

General Satisfaction

■ 2015 ■ 2011 ■ Change



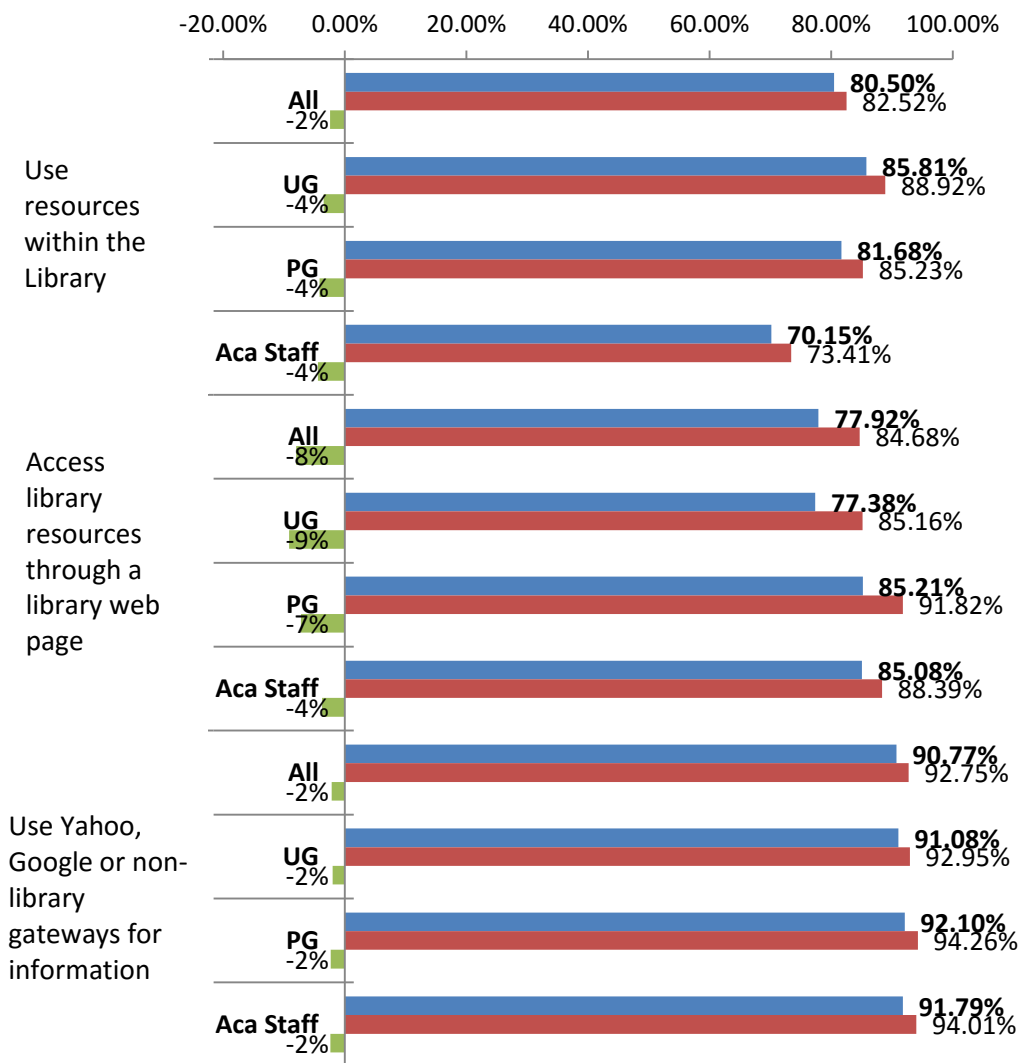
Use of the Library

While the vast majority (90.77%) of users used search engines like Google regularly, most still use library resources either within the Library (80.50%) or via the Library Homepage (77.92%) on a daily or weekly basis.

Undergraduates are the most frequent users of library resources *within* the Library - 86% use resources within the library on a weekly or daily basis, in contrast to 82% of postgraduates and 70% of academic staff. Postgraduates and academic staff are more likely to use the Library Homepage to access library resources (85% for both, in contrast to 77% for undergraduates). Overall, there is a decline in use of the Library and web access - 2% and 8%, respectively. However, there is also a decline in the use of non-library gateways (2%) suggesting that, in general, our survey responders this time may have less frequent information finding and usage habits.

Library use: daily/weekly

■ 2015 ■ 2011 ■ Change



Minimum Acceptable Level of Service

The highest minimum acceptable level of service received was in the Information Control (6.20) dimension, followed by Library as Place (6.19) and Affect of Service (5.88). In general, postgraduates and academic staff had higher minimum acceptable levels of service. In 2015, minimum acceptable levels have risen (3-5%) for all user groups in all three dimensions compared to 2011.

Desired Level of services – What users believe is important?

This score measures the value in which users place on a particular type of service, and their expectation. Higher score implies higher expectation or importance. In 2015, our users ranked Library as Place (7.69) as the most important dimension, followed by Information Control (7.62) and Affect of Service (7.29). Overall, compared to 2011, the desired level of services our users' expect maintained consistently high, with Library as Place replacing Information Control as most important.

As with 2011 results, postgraduates have the highest expectation on all categories. Both undergraduates and postgraduates regarded Library as Place as most important (7.69 and 7.83, respectively), with postgraduates rating it as the highest score received this survey, underpinning their desire for improvement in Library space facilities. Academic staff regarded Information Control (7.75) as most important.

Perceived Level of Services – How users believe the Library is performing?

These figures indicate user perception on the service they are currently receiving. Information Control (7.04) has the highest total score, followed by Library as Place (6.97) and Affect of Service (6.92). In general, postgraduates are the most satisfied group of users, while undergraduates are the least satisfied.

Overall speaking, all scores recorded an improvement over 2011 by 1-4%. All user groups regarded Library as Place as the most improved area (3-4% increase). This result reaffirmed our users' support for the Library's continual effort in improving the area that is among the most important to them.

Adequacy Gap– Are we meeting the minimum level of requirement?

The service adequacy gap is calculated by subtracting the minimum score from the perceived score. It shows the extent to which we are meeting the minimum expectation of users. All figures below are positive, indicating that the perceived level of service is above the minimum acceptable level of service. Overall speaking, Affect of Service (1.03) has the highest score, followed by Information Control (0.84) and Library as Place (0.78).

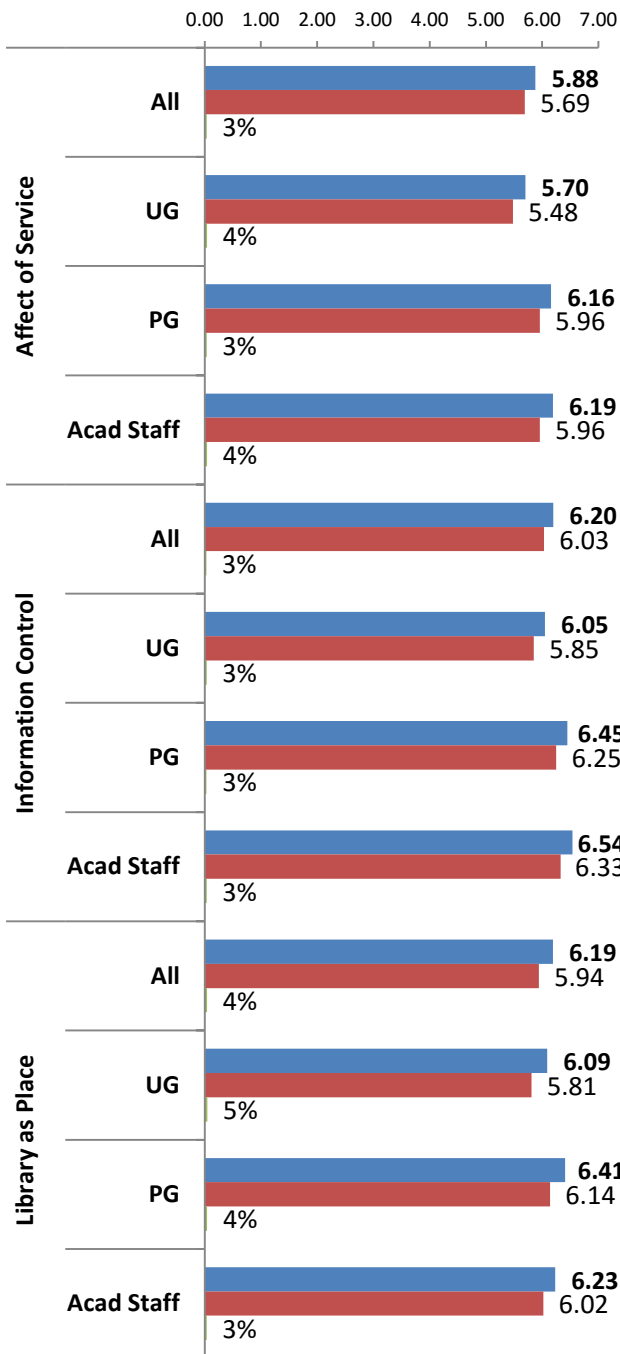
In 2015, there is a decline in scores for undergraduates and postgraduates compared to 2011 whereas an improvement of 2-6% was observed for academic staff. The largest decline was observed in undergraduates which saw a 12-13% drop in all three areas, while the drop for postgraduates was within the mild range of 4-6%. With reference to the minimum and perceived score sections of this document, the decline in adequacy gap can be attributed to the relatively marked increase in users' minimum levels compared to the increase in perceived levels.

Superiority Gap – where should we improve?

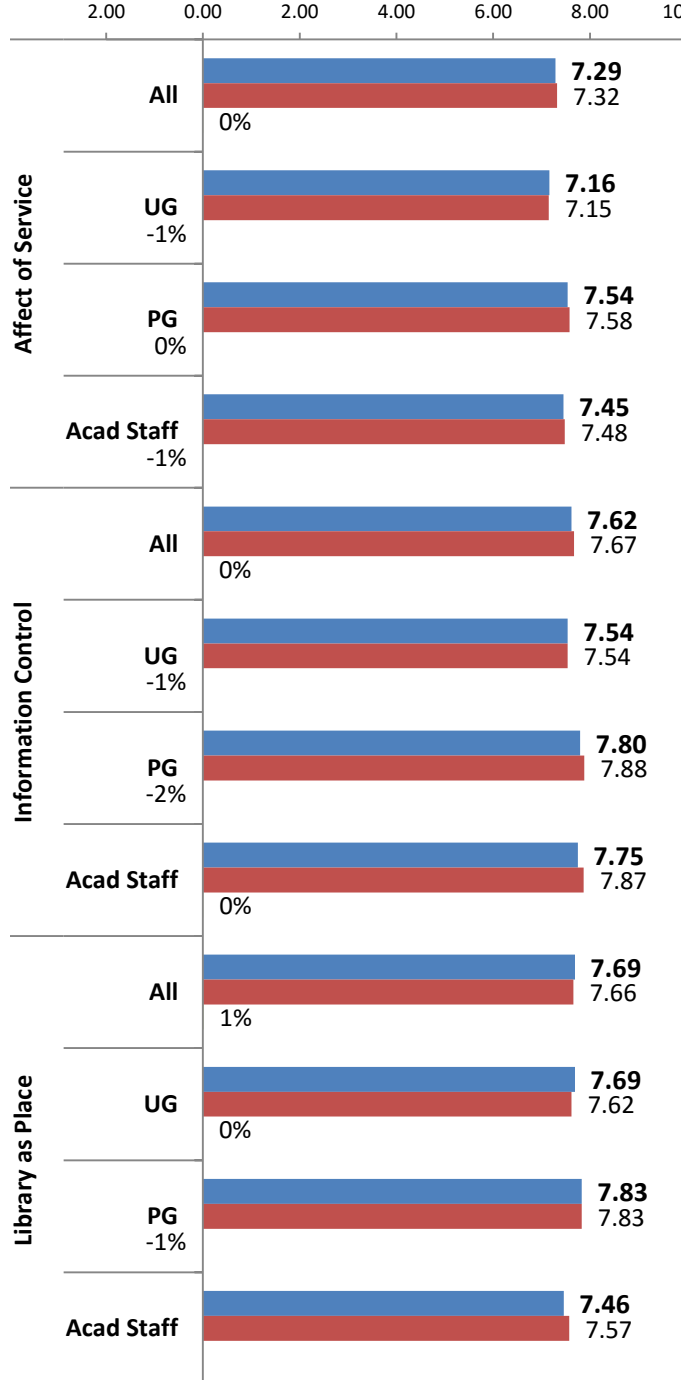
Superiority Gap measures how well the Library is meeting the expectations of our users. It is calculated by subtracting the desired score from the perceived score. A more negative number indicates more room for improvement. In 2015, of the three dimensions, Library as Place has the biggest gap (-0.72) between current and desired level of services, followed by Information Control (-0.58), and the smallest gap in Affect of Service (-0.37). The largest superiority gap observed was from undergraduates on Library as Place (-0.88), indicating that there is most room for improvement in this area. In contrast, the smallest gap was from academic staff on Affect of Service (-0.24), indicating that our staffs' current level of customer service has almost reached their desired level.

Compared with 2011, the superiority gaps in all areas have been reduced considerably among all user groups (11%-55%), meaning that the level of services we currently provide are drawing nearer to our users' desired levels. There is also a marked improvement in academic staff's superiority gaps in all three areas. Compared with 2011, there is a 55%, 42% and 50% improvement in Affect of Service, Information Control, and Library as Place, respectively.

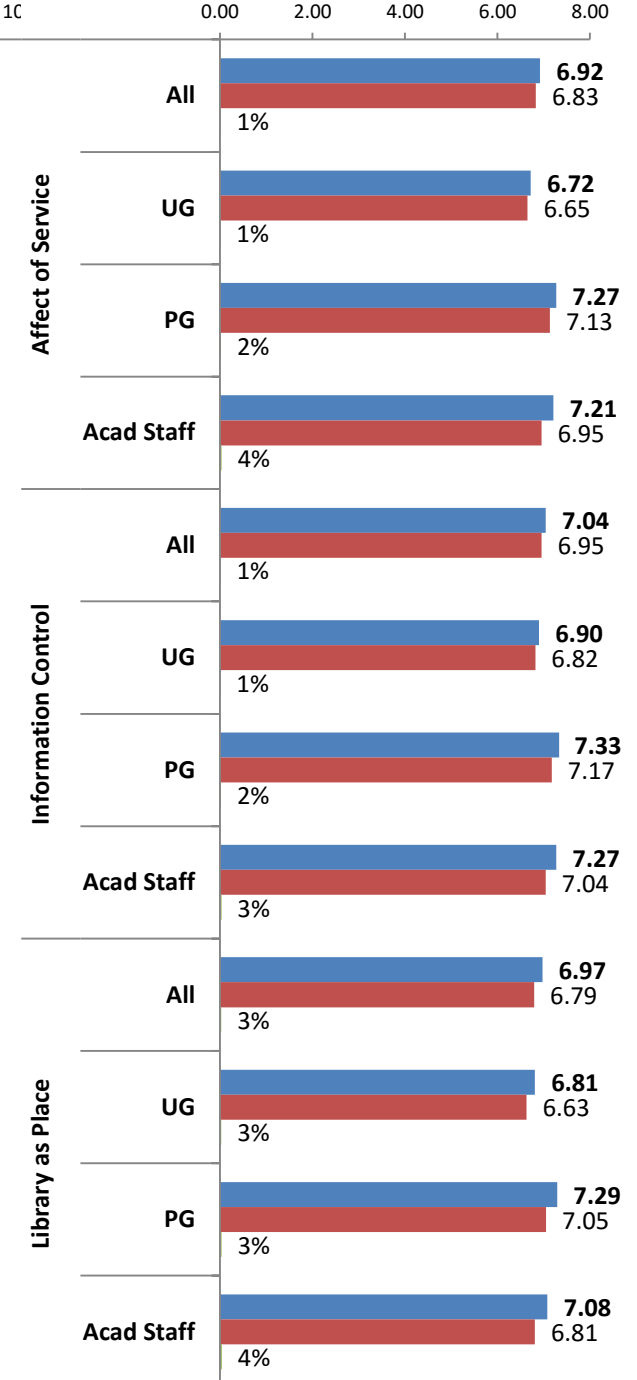
Minimum acceptable level of service



Desired level of service



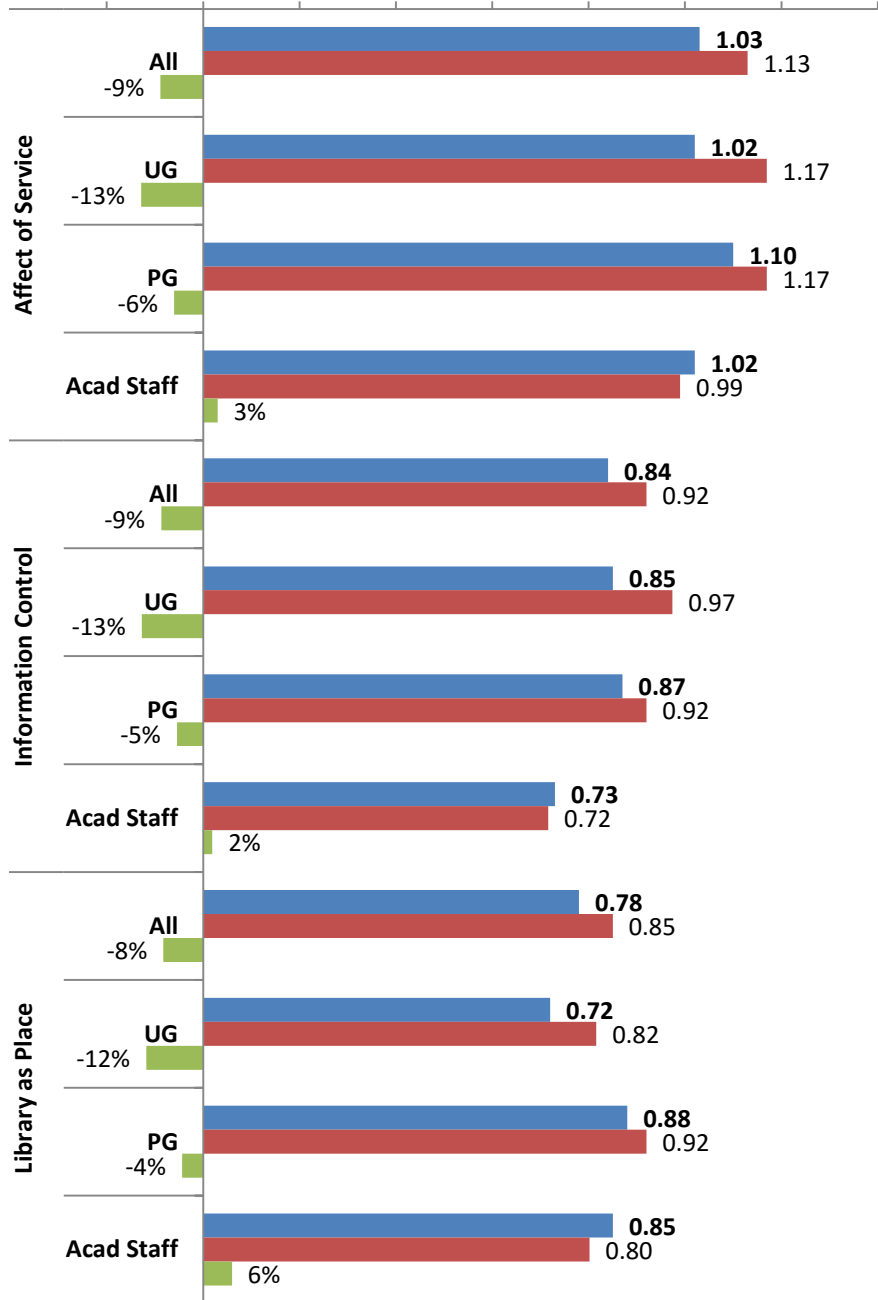
Perceived level of service



**Adequacy gap
(perceived minus minimum)**

2015 2011 Change

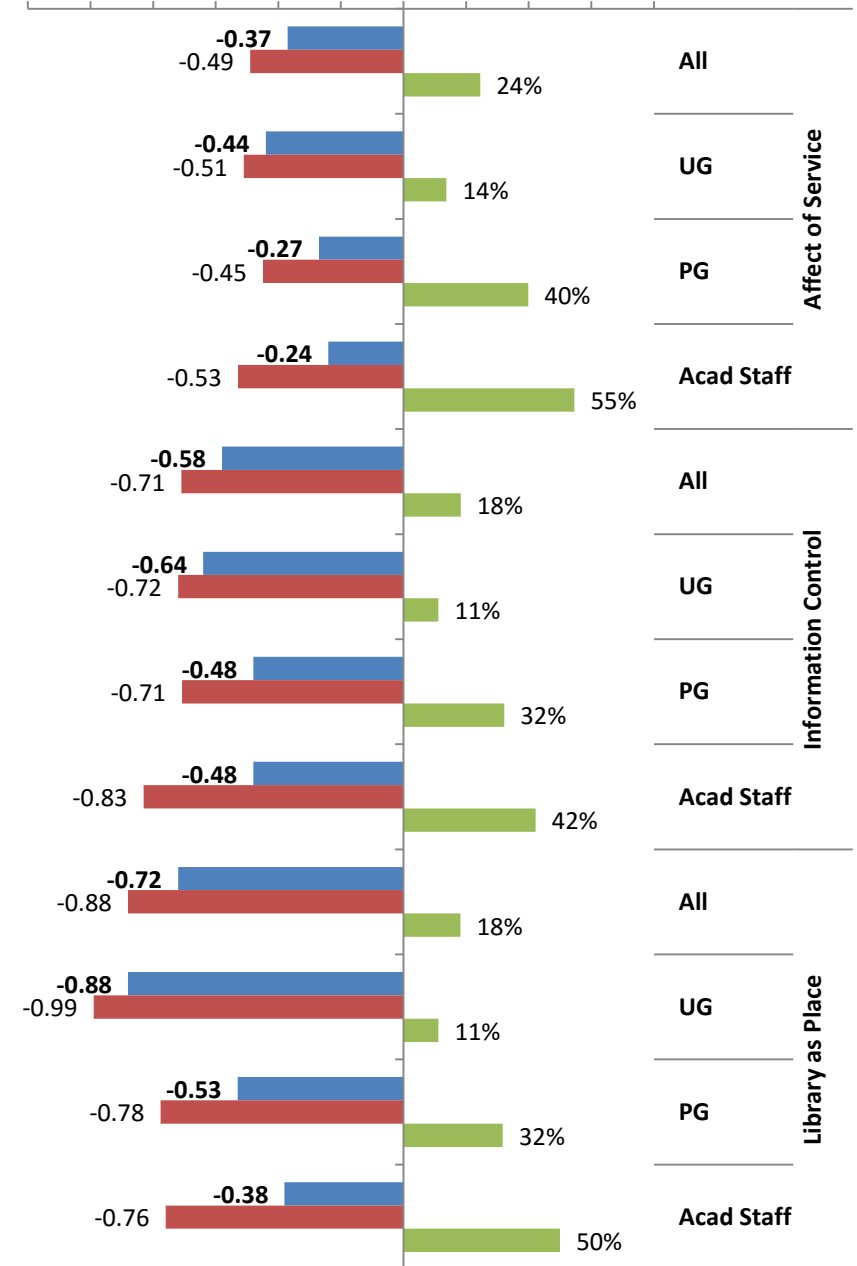
0.20 0.00 0.20 0.40 0.60 0.80 1.00 1.20 1.40



**Superiority gap
(perceived minus desired)**

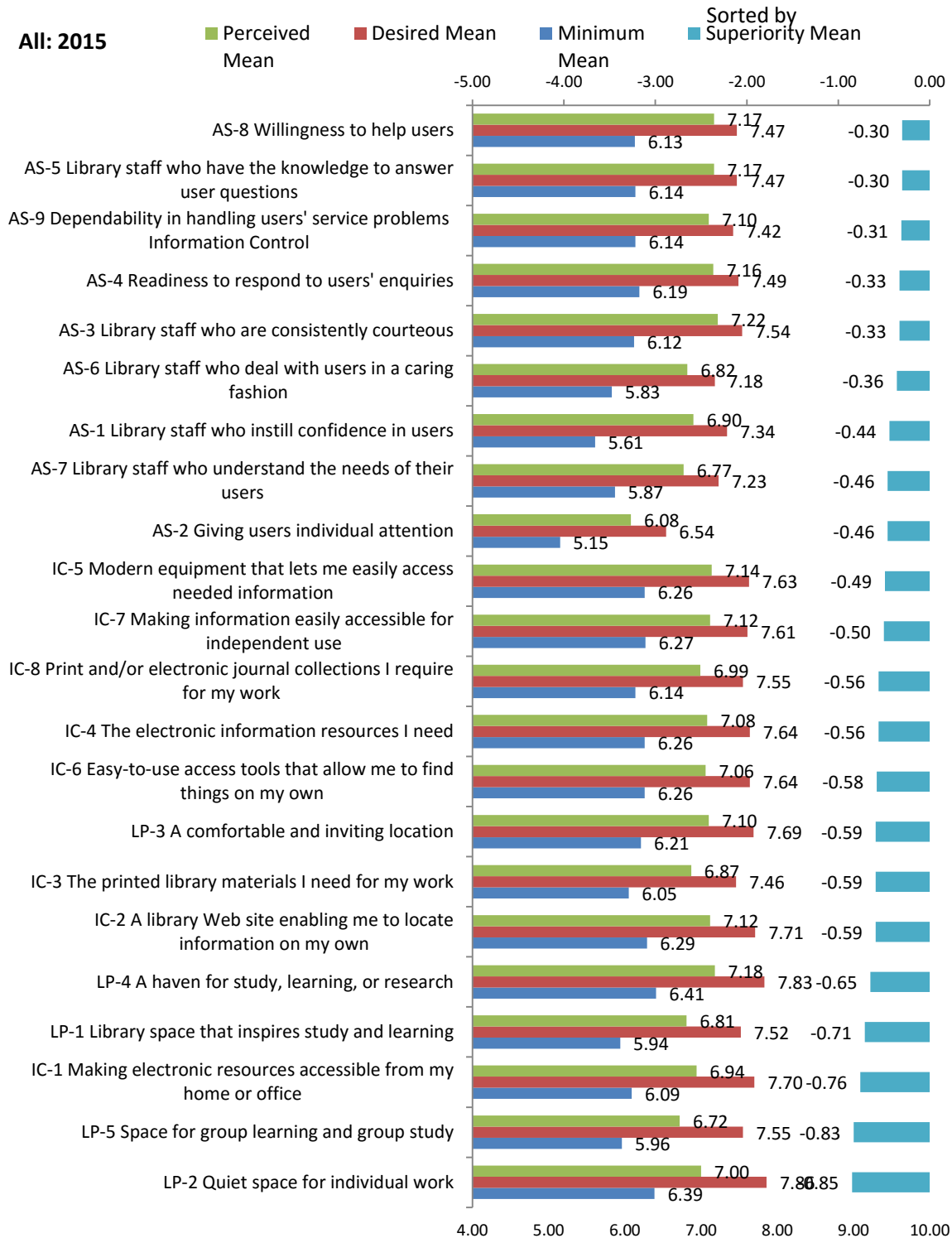
2015 2011 Change

-1.20 -1.00 -0.80 -0.60 -0.40 -0.20 0.00 0.20 0.40 0.60 0.80



Core Questions Summary

The below chart show the perceived, desired and minimum mean of individual survey questions sorted by superiority mean. In general, all Affect of Service questions received the most favourable scores followed by Information Control and Library as Place.

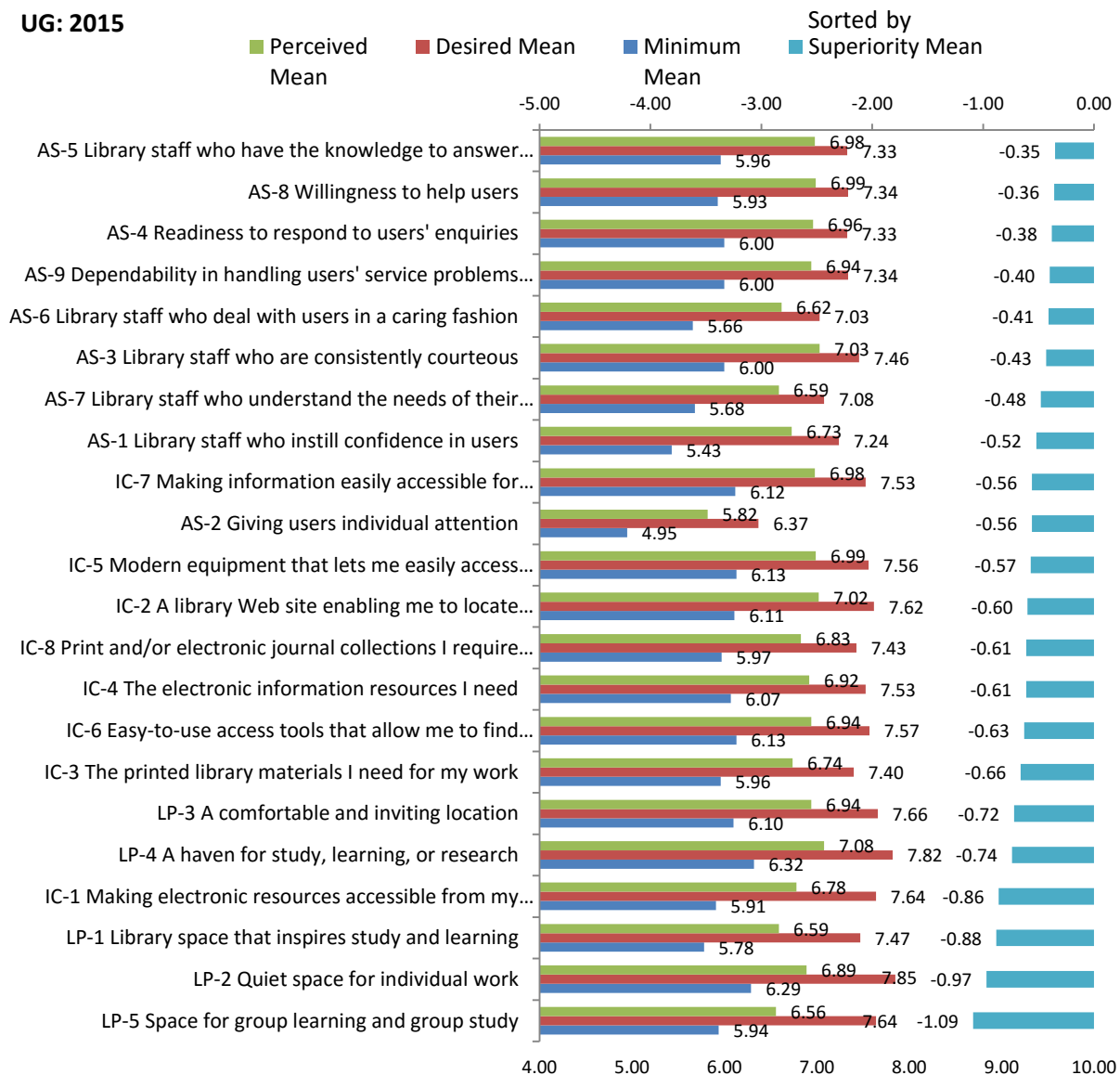


Core Question Summary: Undergraduates

Consistent with all above analysis, undergraduates find the Library's Affect of Service areas most closely meet their desired service levels. In particular, undergraduates most appreciate Library staff's professional knowledge in solving their queries (-0.35), and willingness to help users (-0.36).

The areas that undergraduates would most like the Library to improve upon (highest superiority gaps) are mostly in the Library as Place dimension: "Space for group learning and group study" (-1.09), "Quiet space for individual work" (-0.97), "Library space that inspires study and learning" (-0.88), "Make electronic resources accessible" (-0.86) and "A haven for study, learning or research" (-0.74). Furthermore, as can be seen below, undergraduates also consider Library space (both in amount of space and ambience) as their most important Library service - "Quiet space for individual work" and "A haven for study, learning or research" received the highest desired scores. Therefore, it can be concluded that not only do undergraduates regard Library space as their most important service, but it also falls short in addressing their needs the most.

UG: 2015

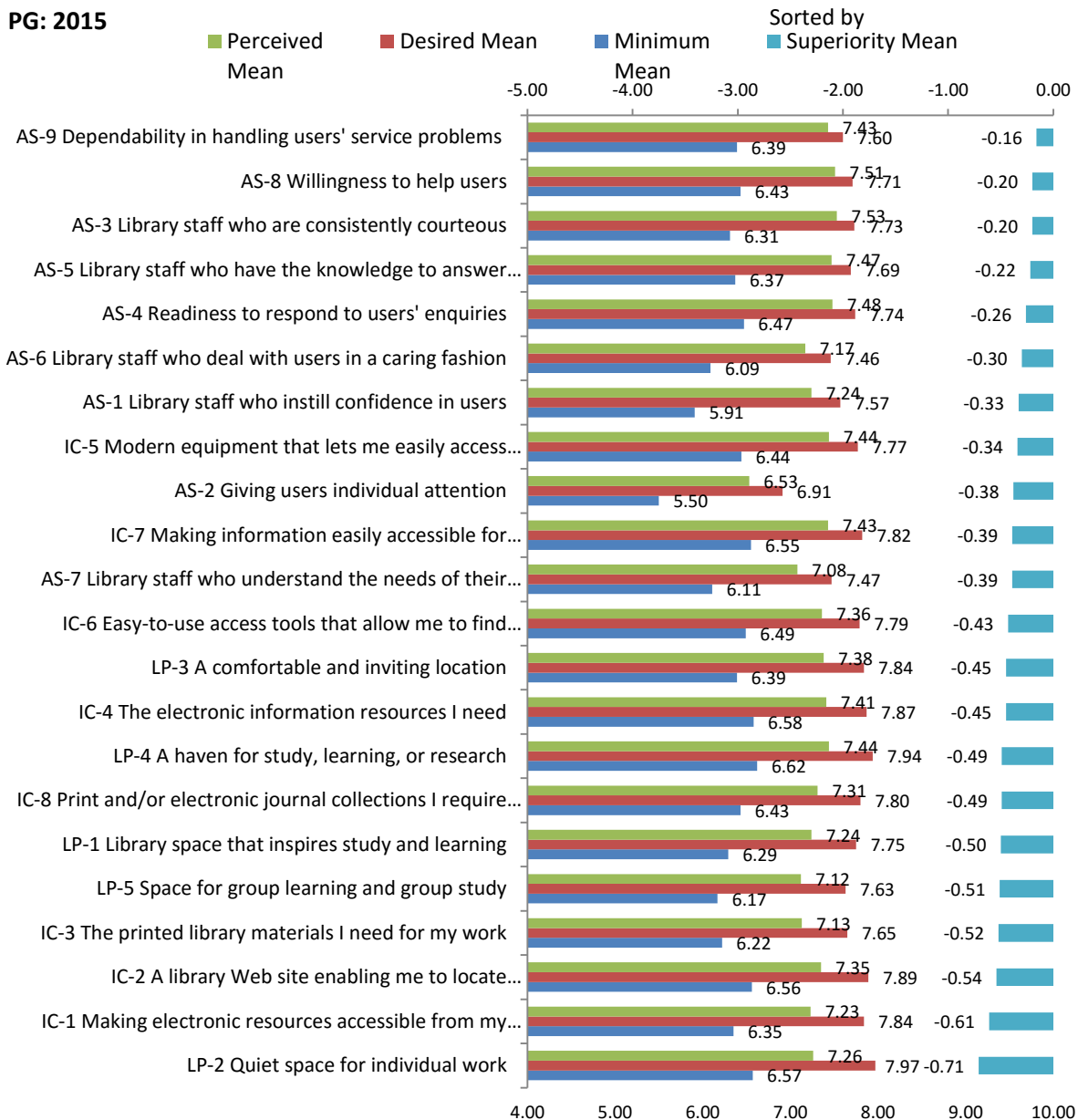


Core Question Summary: Postgraduates

Consistent with all above analysis, postgraduates find the Library’s Affect of Service areas most closely meet their desired service levels. In particular, postgraduates most appreciate “Dependability in handling users’ service problems” (-0.16) and “Willingness to help users” (-0.20).

Postgraduates rated “Quiet space for individual work” as the area that is most important (highest desired score) as well as needing the most improvement (largest superiority gap), underscoring the importance of improvement in this area for both our undergraduate and postgraduate users.

The subsequent three areas postgraduates rated as needing most improvement are in the Information Control dimension – “Making electronic resources accessible from my home or office” (-0.61), “A library web site enabling me to location information on my own” (-0.54) and “The printed library materials I need for my work” (-0.52).



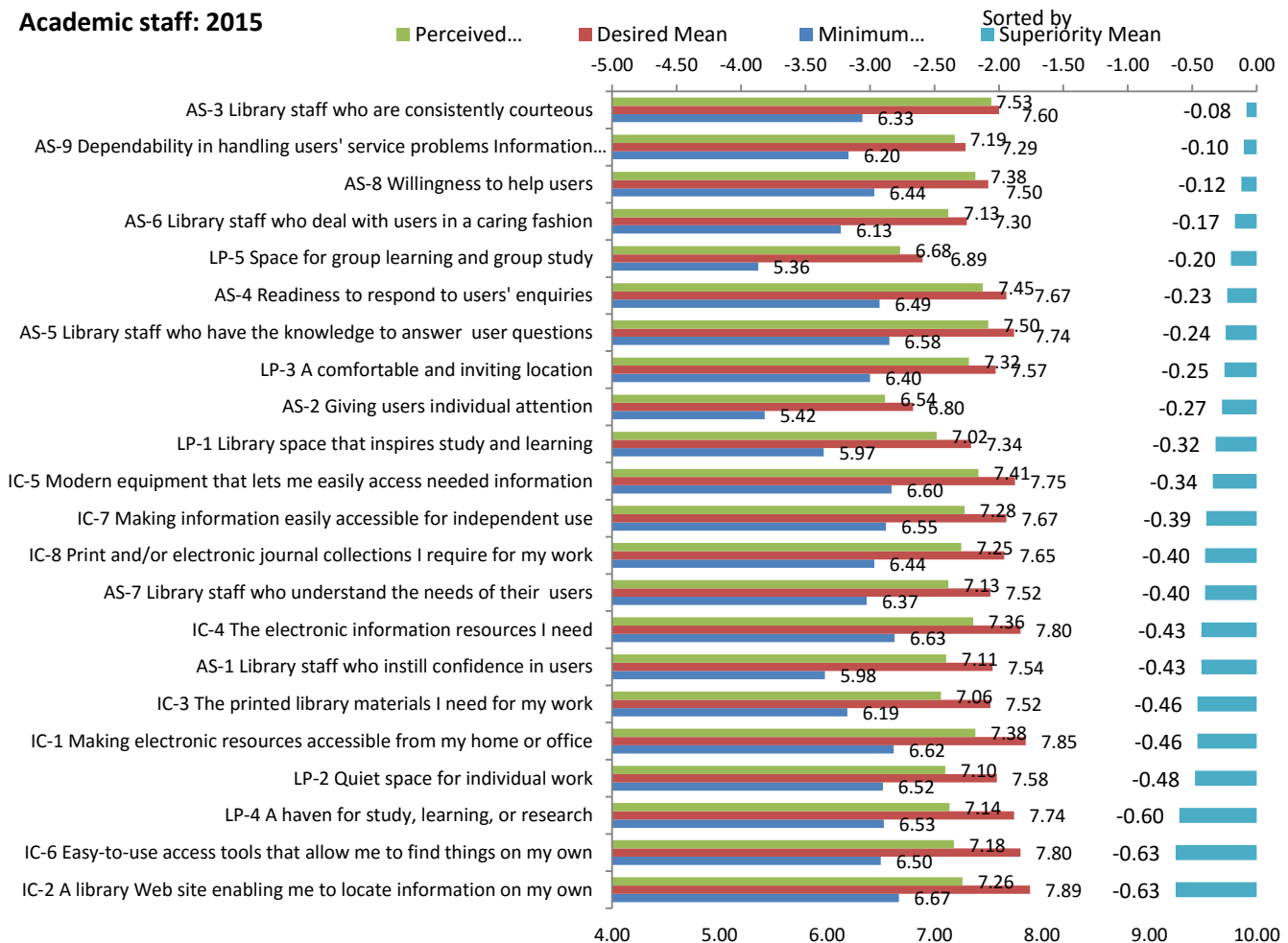
Core Question Summary: Academic Staff

Again, consistent with all above analysis, academic staff find the Library's Affect of Service areas most closely meet their desired service levels. In particular, academic staff most appreciate "Library staff who are consistently courteous" (-0.08), "Dependability in handling users' service problems" (-0.10) and "Willingness to help users" (-0.12).

The top five areas academic staff rated as needing most improvement are a mix of Information Control and Library as Place dimensions. Scoring the same superiority gap (-0.63), the two areas most needing improvement are: "A library website enabling me to find things on my own" and "Easy-to-use access tools that allow me to find things on my own". This is followed by a haven for study, learning or research (-0.60), quiet space for individual work (-0.48), and electronic resources accessible from home or office (-0.46). While it may be expected that academic staff would rank areas related to access to information resources as most needing improvement because it is most closely related to their work, the results suggest that they highly value the Library as Place and see areas in this dimension as crucial in needing improvement.

It is also interesting to note that, similar to undergraduates and postgraduates, academic staff also considered the Library as a haven for study, learning or research important to their academic pursuits as well as being the third area most needing of improvement (Desired Mean = 7.74, Superiority Mean = -0.60). This result reinforces the Library's role as the University's learning hub in the eyes of the PolyU community.

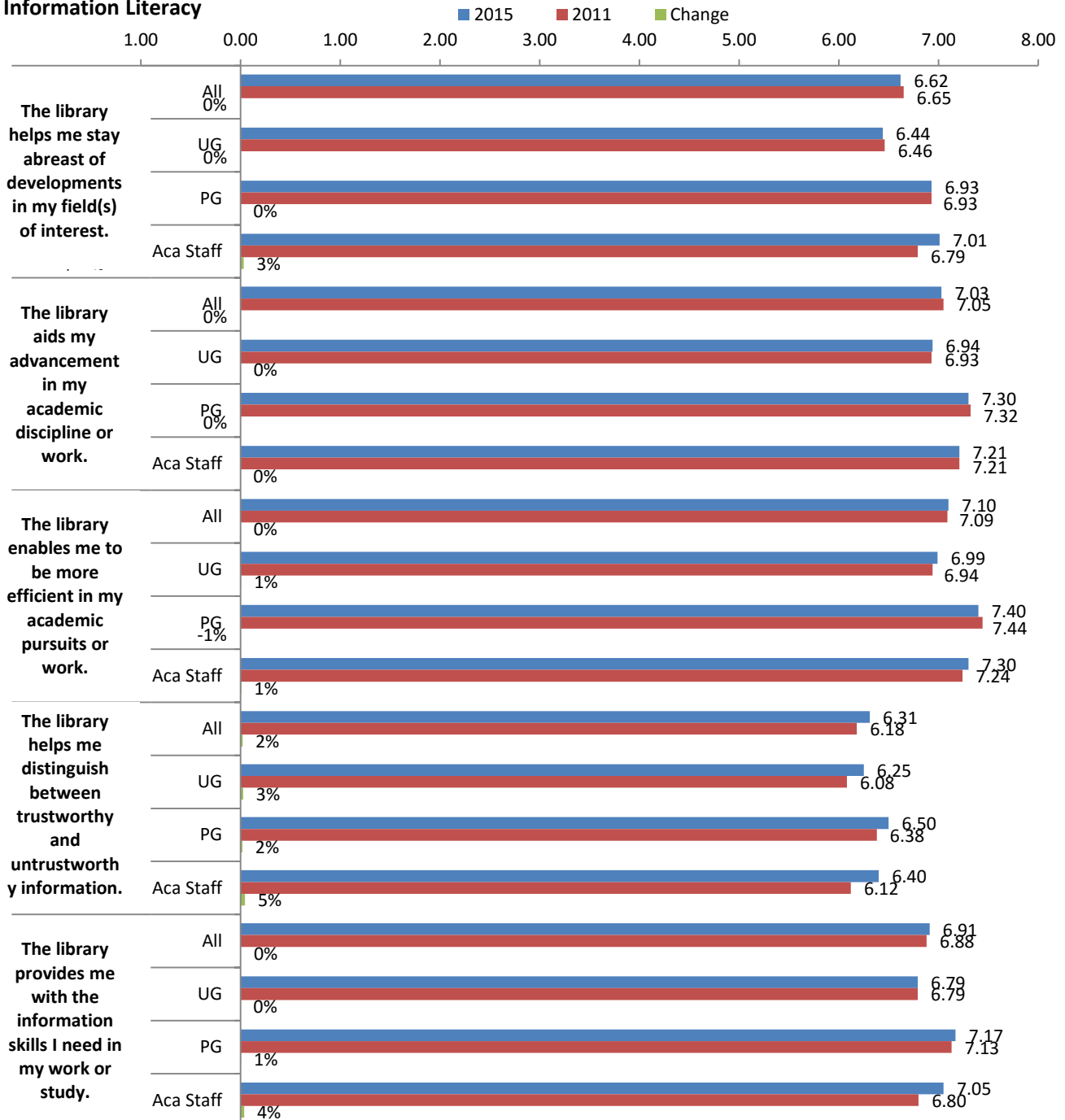
Academic staff: 2015



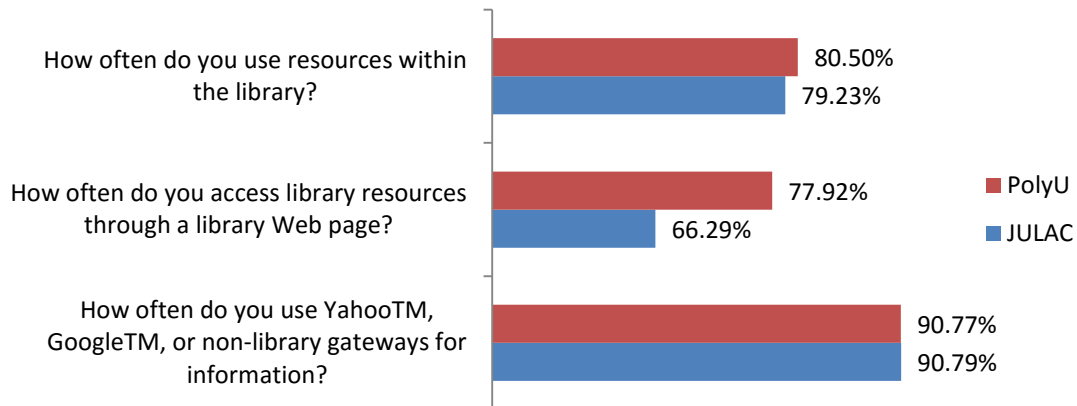
Information Literacy

In general, most scores have improved in 2015 compared to 2011. Recording the highest average score (7.06), postgraduates considered the Library to have aided them in information literacy the most among the user groups. This is followed by academic staff (6.99) and undergraduates (6.68). Academic staff is the user group that saw the most improvement, in particular, a 5% and 4% increase were observed in the questions “The library helps me distinguish between trustworthy and untrustworthy information” and “The library provides me with the information skills I need in my work or study”, respectively.

Information Literacy

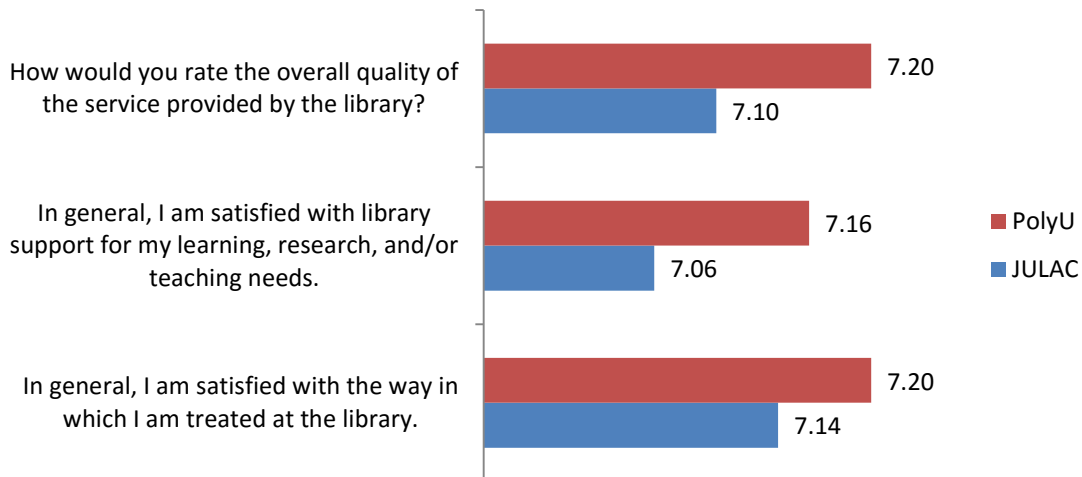


Benchmarking with JULAC – Use of Library



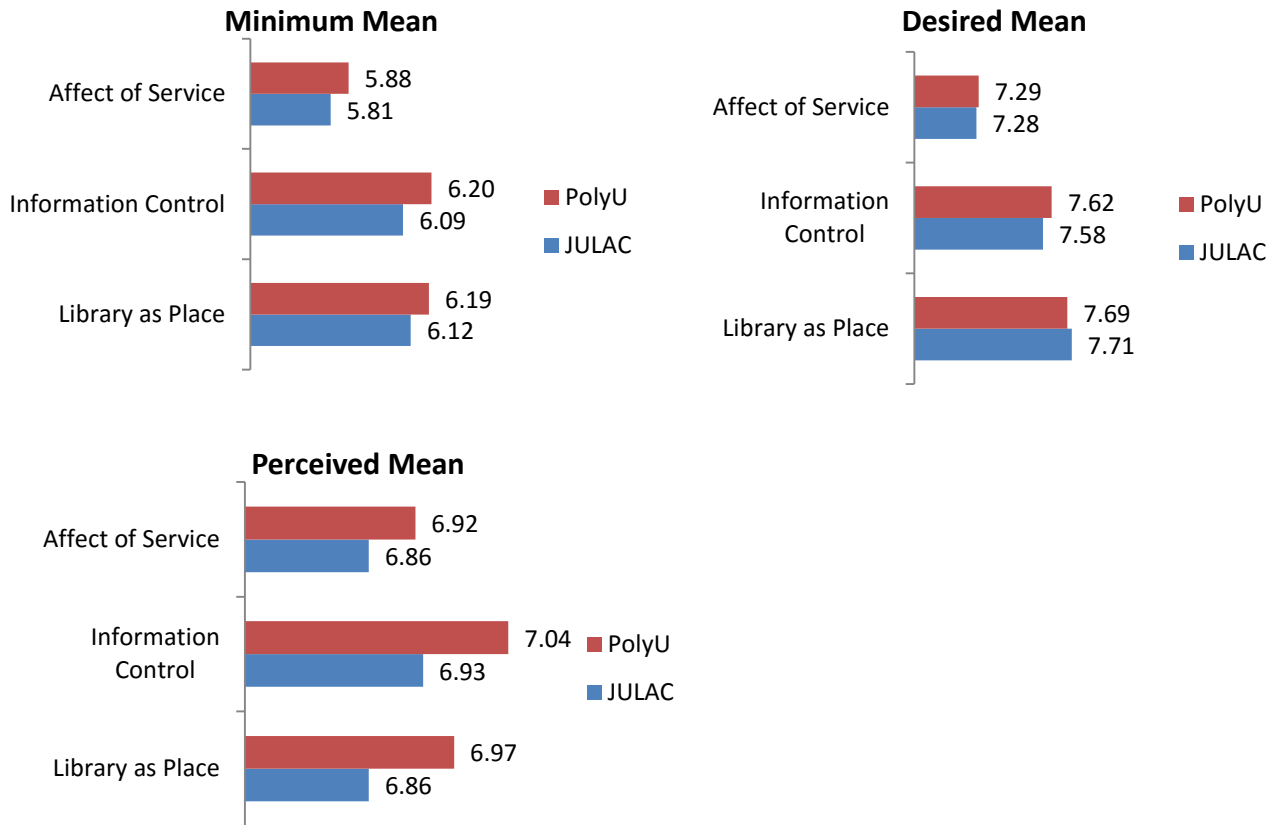
Over 80% of PolyU users access resources inside the Library on a daily/weekly basis, above the JULAC average of 79.23%. 77.92% of PolyU users accessed library resources through the Library homepage on a daily/weekly basis, indicating the Library has a substantially higher proportion of frequent users (16.1%) on its Homepage compared to the JULAC average of 66.29%. In terms of using non-library gateways to find information, PolyU was slightly below the JULAC average by 0.02%.

Benchmarking with JULAC – Satisfaction



Compared to the JULAC average, the Library's user satisfaction scores were higher in all three measures of satisfaction by 1.4%, 1.4% and 0.8% in the order presented.

Benchmarking – Minimum, Desired and Perceived Level of Services

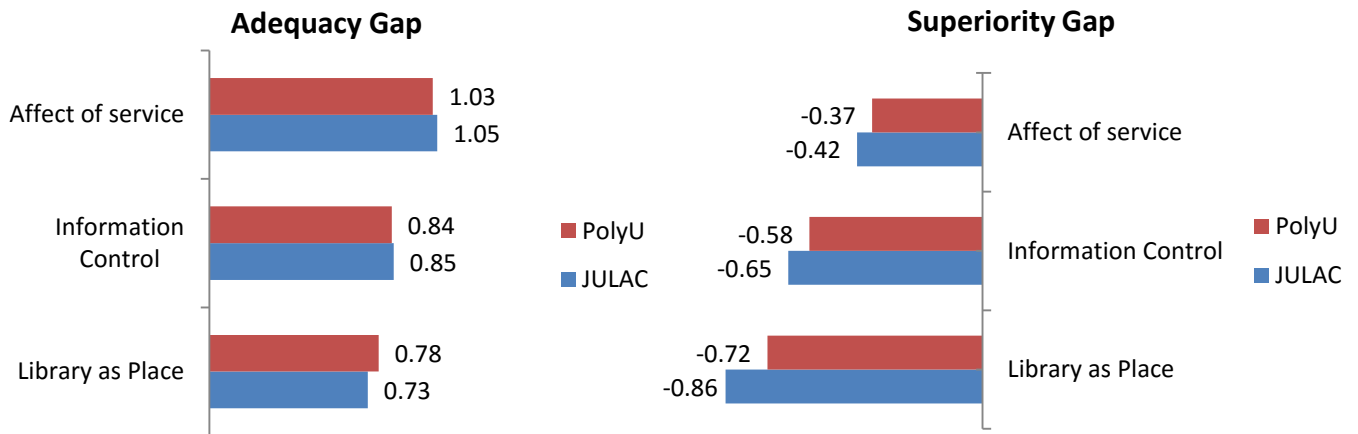


Overall, the Library’s minimum, desired, and perceived means for all three dimensions are all above the JULAC average, with the only exception being the desired mean for Library as Place slightly lower in comparison.

The Library’s desired means for the three dimensions - Affect of Service, Information Control and Library as Place - are similar to the JULAC means, only differences of 0.1%- 0.5% were observed. In contrast, the Library’s perceived means were higher than the JULAC means for all three dimensions by 0.9%-1.6%. Meanwhile, the Library’s minimum means showed the greatest difference comparatively, being 1.1-1.8% higher than the JULAC means.

These results indicate that, while desired levels are similar across JULAC users, our users rated the Library’s current level (perceived mean) of client services, collections and access tools, and Library equipment and space facilities higher than average scores for JULAC libraries. The results also indicated that our users have higher minimum acceptable levels of service on all three dimensions of Library services compared to JULAC libraries.

Benchmarking – Adequacy Gap and Superiority Gap

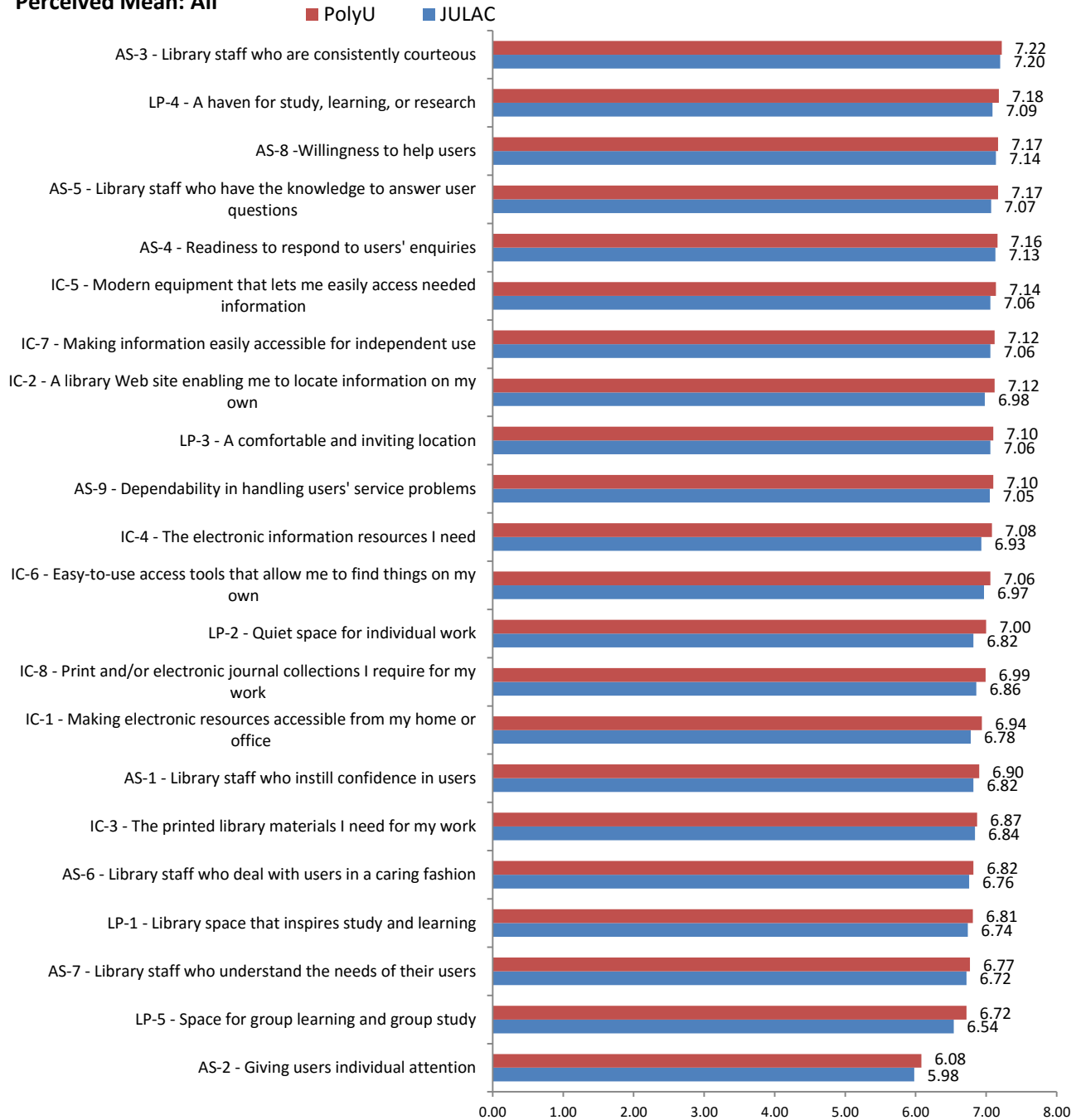


The Library's adequacy gap scores are slightly lower than the JULAC average for Affect of Service and Information Control by 1.9% and 1.2%, respectively, but higher than JULAC average for Library as Place by 6.6%. The results suggest that the Library is more able to meet users' minimum acceptable level of service for Library as Place and less able to do so for Affect of Service and Information Control, when compared to average score for JULAC libraries.

In contrast, the Library's superiority gaps are all relatively higher (more positive) than the JULAC average by 12.7%, 11.4% and 17.7% for Affect of Service, Information Control and Library as Place, respectively. It indicates that the Library's current service level is closer to our users' desired levels compared to other JULAC libraries.

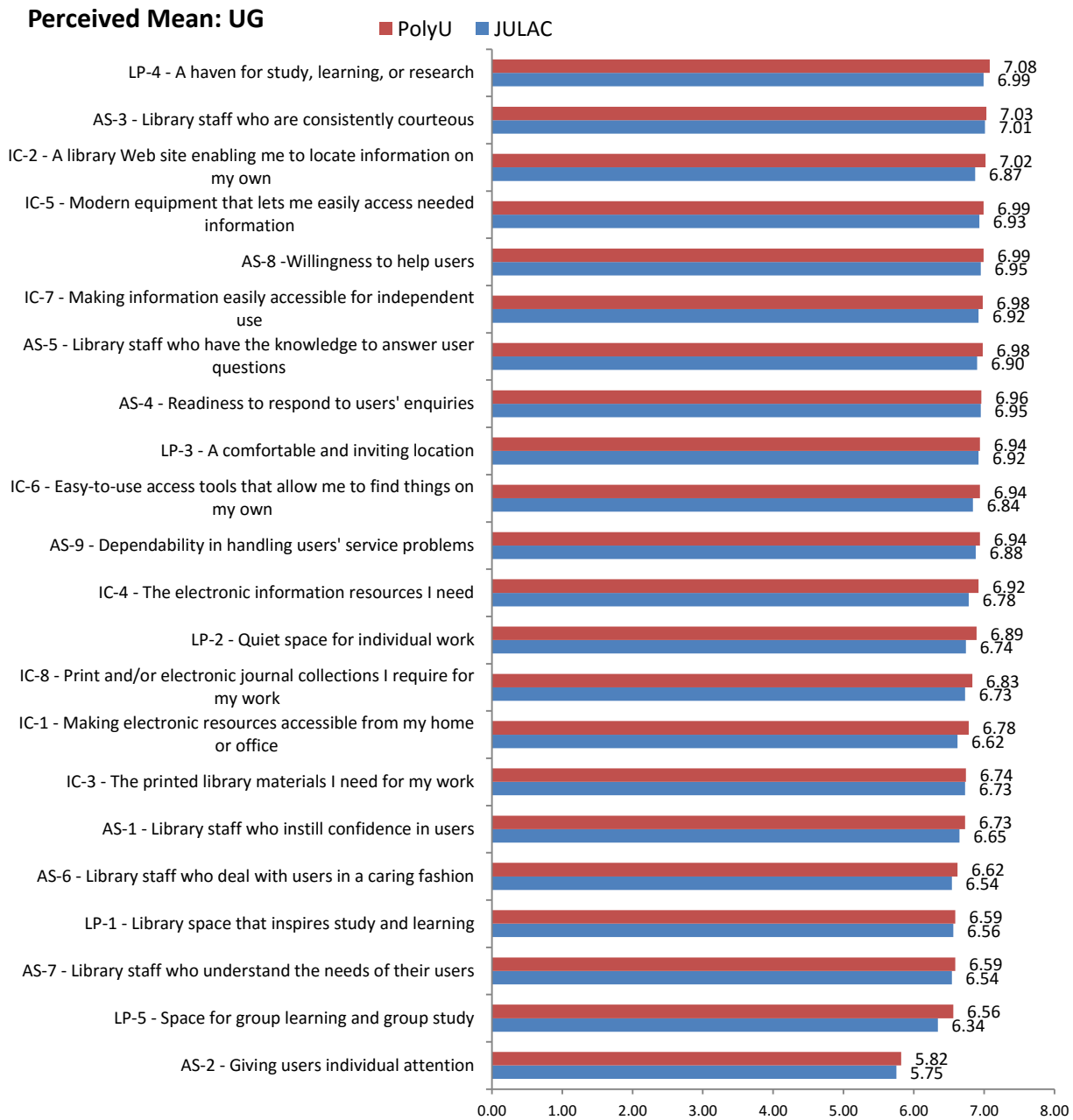
Benchmarking – Core Question Summary

Perceived Mean: All



When comparing the overall individual perceived means for core questions, the Library scored above the JULAC average in all questions by 1-3%.

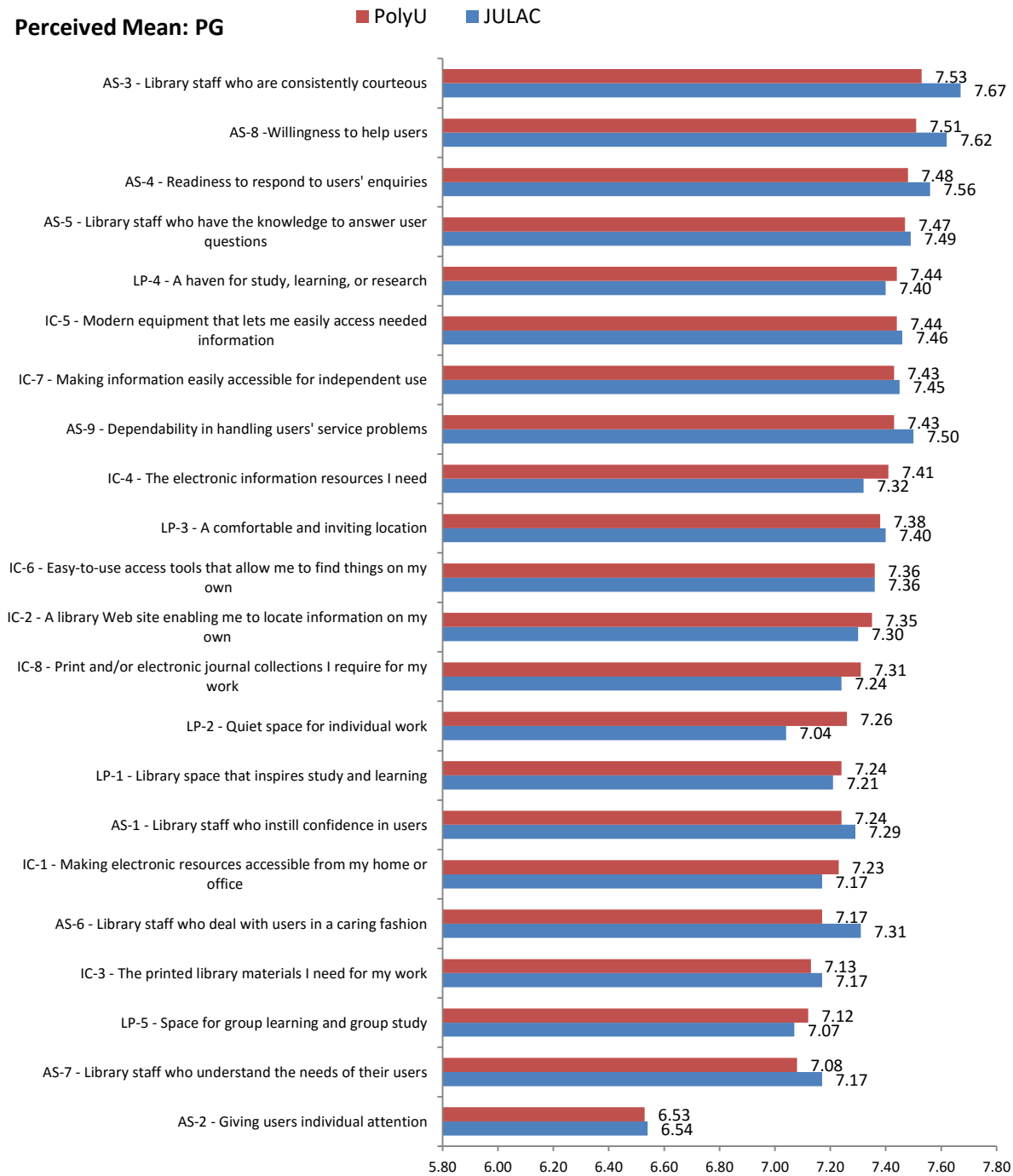
Benchmarking – Core Question Summary: UG



Undergraduate individual core question perceived means showed similar trends. Undergraduates rated the Library's current level of services in all questions higher than the JULAC average by 1-3%.

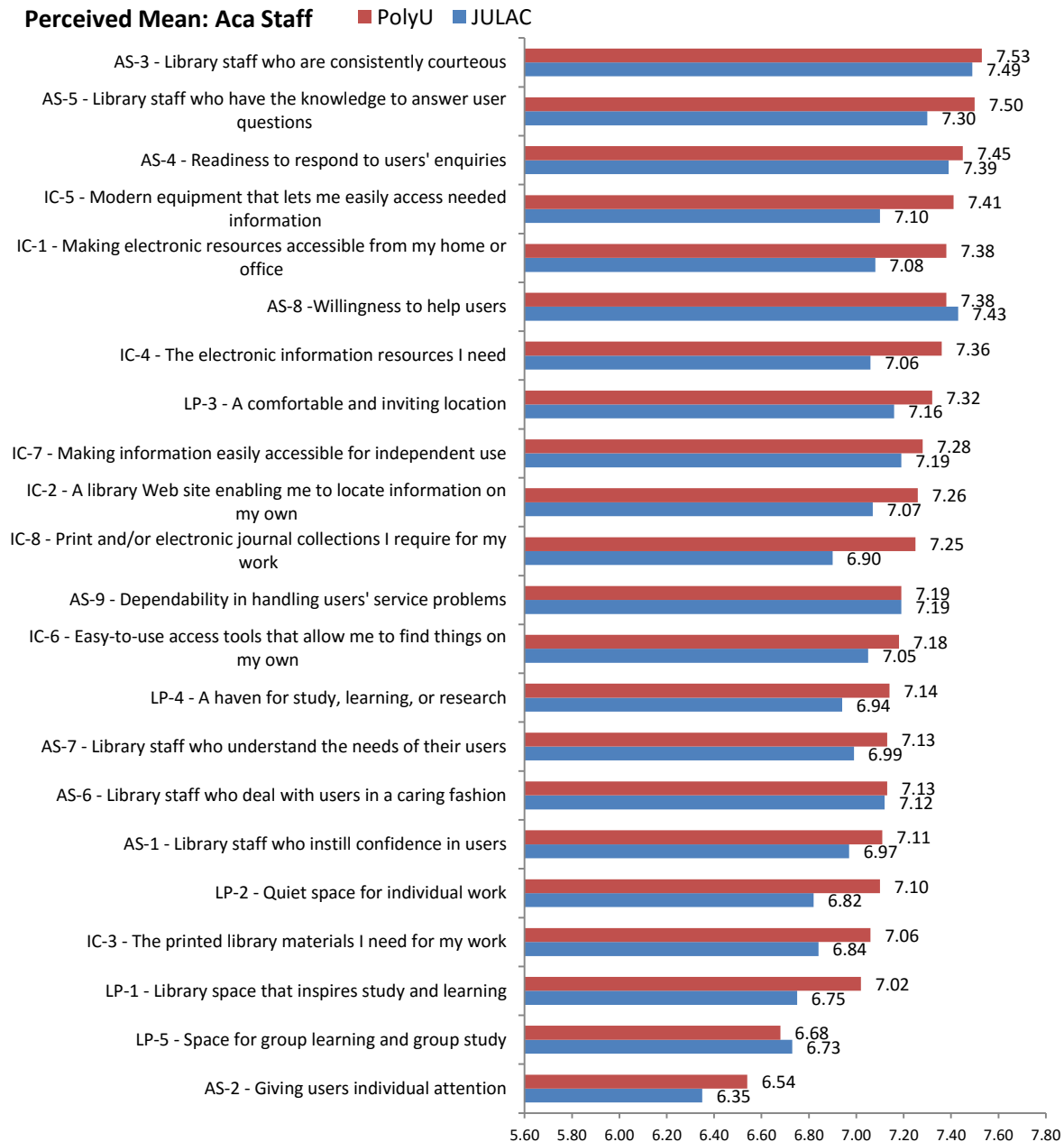
Benchmarking – Core Question Summary: PG

Perceived Mean: PG



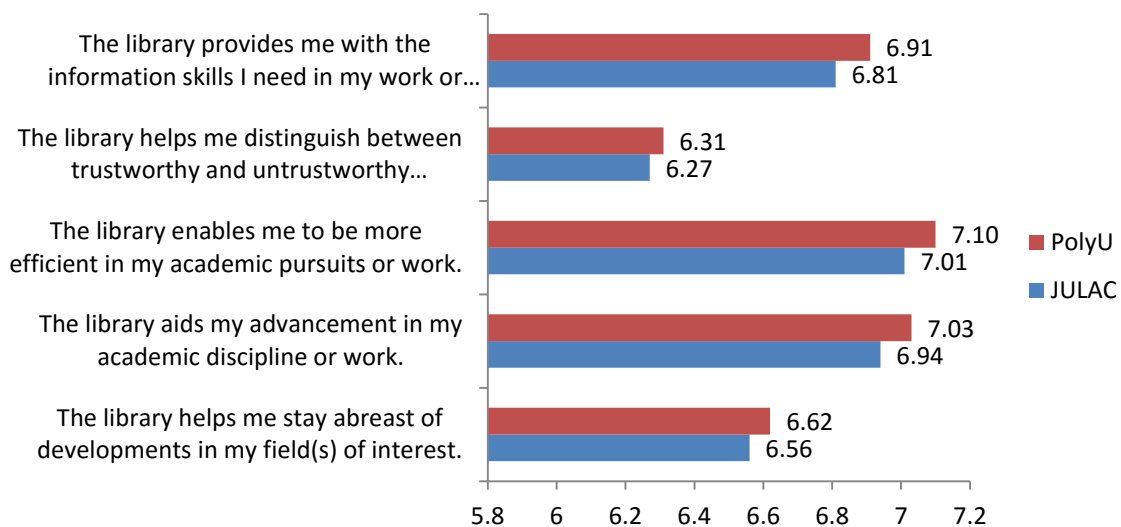
In contrast, individual core question perceived means for PG showed a different trend. Of the 22 questions, scores for 7 questions were higher than the JULAC average by 1-3% (4 in Information Control and 3 in Library as Place), whereas 8 were lower by 1-2% (7 in Affect of Service and 1 in Information Control). There was less than 1% difference in the remaining questions.

Benchmarking – Core Question Summary: Academic Staff



The results for Academic staff were generally similar to the overall and undergraduate trend, though larger differences were observed between Academic Staff scores and JULAC average. All scores for the Library were higher than the JULAC average by 1-5% (compared to 1-3% for overall and undergraduate scores), with the exception of “Space for group learning” and “Willingness to help users” which were lower than the JULAC average by 1%. Academic staff rated the Library’s services for “Print and/or electronic journal collections I require for my work” and “Modern equipment that lets me easily access needed information” especially high when compared to JULAC average (5% and 4% above, respectively).

Benchmarking – Information Literacy



In Information Literacy, the Library scored above the JULAC average for all five questions by 0.6-1.5%. These results suggest that our users agree, to a higher extent than the JULAC libraries on average, that the Library has assisted in their academic work through its information literacy initiatives.

Written comments

The last question of the LibQUAL survey was an open-end question for users to comment on the Library Services. A total of 1,078 comments were received and classified into various categories. Below is a summary of the comments received, our responses and planned/implemented actions to address issues identified and to improve service quality.

Information Resources & Research Tools

Collection

There were 127 comments on the Library's collection.

User comments:

Users appreciated that the Library has acquired a wide array of resources useful for their learning, teaching and research. A user commented that "PolyU Lib provides very good resources, and particularly the online resources, which helps a lot in my research and teaching preparation." In addition, users felt that the Library values their opinion in acquiring resources as they can recommend resources through the "Suggest a Purchase" service. Users would like the Library to expand its collection of e-journals (27 comments) (such as nutrition and endocrinology [2 comments]), books/e-books (32 comments) for subjects (such as fashion and textiles [3 comments], design and fine arts [4 comments], culture studies and humanities [3 comments], health sciences [1 comment]) and books in Chinese (12 comments). Users suggested the Library could also acquire more non-academic resources for leisure reading (10 comments), such as popular novels/books in English and Chinese, periodicals (e.g. National Geographic [1 comment]), and updated AV materials (6 comments).

Library's response:

To increase its provision of resources for users, the Library has implemented and planned various initiatives to expand its collection. In an overview, the Library has joined several Demand Driven Acquisition (DDA) programmes, such as Elsevier, Wiley, Sage and Cengage, acquired best-seller and award winning books, as well as subscribed to new e-books and e-journal databases. In terms of resources for specific subjects users commented on, the Library currently subscribes to 191 print and e-journals on nutrition from major database platforms (such as Springer, ScienceDirect and EBSCOhost), 1,240 volumes of books/e-books and audiovisual materials on fashion, textile and design were acquired in 2015. Currently, around 20% of the Library's collection of books/e-books are in Chinese, the Library will continue to acquire subject-based resources according to their needs. For textbooks, the Library has actively solicited course readings from faculty staff to expand its collection of textbooks and e-textbooks to support undergraduate curriculum, and whenever possible, implemented e-preferred policy for books with unlimited/multiple user licenses to supply more copies of textbooks for undergraduate users. The Library has also acquired more contemporary and ancient Chinese resources, AV materials, and resources on various subject disciplines recommended by faculty staff and faculty librarians. The Library has an ever-expanding collection of non-academic resources, such as novels and periodicals (including National Geographic). Promotion of these resources will be intensified via e-bulletins, book shelve end panels, posters, and topical book exhibitions.

The Library plans to: (1) Continue to extend its coverage of e-journals (e.g. Taylor & Francis e-journals, JSTOR Art & Science VI e-journals, Cambridge Archive Edition Online, Sage e-journals, Nature e-journals and Wiley e-journals); (2) Acquire more e-books on various disciplines (e.g. Oxford Scholarship Online, EBSCO e-books, Bloomsbury e-books, Elsevier e-books collection and e-books from various publishers); (3) Acquire more e-versions of highly demanded books with unlimited/multiple user license; (4) continue to liaise with faculty staff to expand and update course readings list; (5) Promote the use of Chinese resources database - 讀秀 and purchase more Chinese e-books from various sources (Chinamaxx Digital Library, Airiti, CNKI, and 中國基本古籍庫); (6) Expand Library Chinese e-journals (e.g. Min Guo Periodicals Full Text(民國時期期刊全文數據庫) (1911-1949).

PolyU staff and students are also welcome to use the Library's "Suggest a Purchase" service to recommend books they would like the Library to acquire for their use.

Online Resources, Library Homepage

There were 35 comments on the Library Homepage and online resources.

User comments:

Users noticed that some hyperlinks for online resources such as journal articles are broken (10 comments). Also e-shelf cannot be found in the Home page and myRecord (1 comment).

Library's response:

At times content providers will change hyperlinks to their content without notice, therefore, the Library has established a workflow and implemented a mechanism to swiftly check and detect broken links for online resources. Users are also welcome to report any broken links they find by clicking the "Report Broken Link" button on the PolyU e-link webpage. The Library also regularly liaises with content providers, where necessary, to fix problems in accessing Library subscribed online resources. The Library will consider the feasibility of adding "e-shelf" on the Homepage and myRecord.

Inter-Library Loan & HKALL

There were 5 comments on Inter-Library Loan & HKALL.

User comments:

Users found the HKALL service efficient, but sometimes hard to use. A guide on how to use is appreciated.

Library's response:

The Library will continue to improve HKALL and inter-library loan and document delivery services (ILL). This year, the ILL service has been extended to all undergraduates to support their learning and research.

OneSearch

There were 24 comments on the Library's OneSearch discovery tool.

User comments:

Users commented that OneSearch functionality can be more intuitive to show relevant results when searching with keywords (18 comments).

Library's response

The Library has been continuously improving OneSearch's capabilities as an information discovery tool. OneSearch's bento result display format can help users filter results of different categories in a quicker way compared to the classic catalogue. The OneSearch discovery platform was enhanced to provide more facets for filtering search results as well as improvement in record displays, while the classic catalogue was revamped to allow better linkage to OneSearch and other relevant Library services. During the year, the Library has been collaborating with all JULAC libraries to acquire a new Shared Integrated Library System (ILS) with enhanced functionalities. The Library also plans to upgrade OneSearch to the newest available version soon which should improve its keyword search capabilities.

Information Literacy

User Education

There were 30 comments on the Library's user education initiatives.

User comments:

Users appreciated that workshops are useful and relevant for academic pursuits at PolyU - from familiarizing undergraduates to Library resources, to providing useful information for research staff and postgraduates on writing and publishing their research output, as well as guiding all levels of users on researching and making use of scholarly/information resources for their work and study. Users would like the Library to provide more of these useful workshops (12 comments), especially during evenings and weekends so as to not clash with users' timetables. It was also suggested that the Library should hold more workshops and/or provide quick one-minute guides on the Library Homepage to summarize the vast array of Library resources and services offered to users so that they can be fully utilized (10 comments).

Library's response:

Since last semester, the Library has increased the number of workshops in the evenings and re-ran popular workshops in Saturday afternoons. However, the turnout rates of some sessions were not high. The Library will continue to provide more evening and Saturday workshops and explore holding workshops at other times which might be convenient for students/staff to attend (e.g. lunch time), while simultaneously monitor attendance to identify time slots that are popular with users. The Library has also been continuously reviewing and improving our workshops, including developing new workshop content, mode of delivery, and access to class materials and so on. Two new specialized topics for Biology and Chemistry, and Health Sciences have been prepared and will be offered in the coming semester. A new workshop on job hunting is also being prepared. Since last academic year, workshop participants can also download class materials online after completing the workshop via the Library Homepage. The Library has a collection of online tutorials and how-to videos available to all users and we plan to enhance promotion of these guides by making them more accessible and discoverable on the Library Homepage, in addition to enriching tutorial contents with transcripts.

To help users find out about Library services with ease, the Library has produced a virtual orientation video that summarize a wide range of library services in 3 minutes. The Library plans to create short, easily digestible video clips to promote useful Library services via the Library Homepage and various social media channels.

Facilities and Equipment

Group Discussion and Private Study Area

There were 169 comments on group discussion and private study areas within the Library.

User comments:

Users commented that the newly renovated spaces provide a comfortable environment to study. However, users find that Library space is very limited and not spacious enough to accommodate them. Seats and space for individual (29 comments) and group study (41 comments) are insufficient as users frequently could not find seats (12 comments), especially during examination and revision periods. Study spaces, such as 24-hour Study Centre, are often too crowded (7 comments). Users expressed that more group study rooms for discussion and presentation practice (48 comments) are needed to support their learning.

Library's response:

In view of the high demand for collaborative study space, in addition to 24-hour Study Centre (Room L001) and Discussion Zone 2 in L010 on G/F, the Library has converted Room L019 into a discussion zone with a variety of new flexible furniture, and group study tables with video displays to facilitate group discussion and collaborative

study. Four new study rooms have also been built by revamping the former Photocopying Unit area. Room L017 has also been refurbished with flexible furniture to support collaborative study and active learning.

To alleviate long-term space shortage problem, the Library continues to pursue funding for the Library Extension and Revitalization Capital Works Project with the aim to expand and fully revive the Library's building.

Facilities and Furniture

There were 71 comments on the Library's facilities and furniture.

User comments:

Furniture in the Library is dated and users felt that they can be renewed (10 comments). Sound separation inside the Library, such as in Group Study Rooms and Research Carrels could be improved (6 comments). Further, because some chairs are not height-adjustable, some users find the chair-to-table height uncomfortable for prolonged use (6 comments).

Library's response:

The Library has been refurbishing various reading rooms to renew furniture to meet user needs, including Room L019, L017, L401, and L501. Plans to renovate 4/F and 5/F research carrels have been submitted to the University's Work Funding Sub-committee for their consideration. The Library is also planning to refurbish L114, L501 and L505. In particular, since January 2016, study tables and chairs in L401 have been renewed, new study carrels are now in L401 and L501. Problematic ergonomic chairs in REC Research Carrels will also be replaced soon.

To minimize noise disturbance to users, double-glazed doors and windows have been installed in all group study rooms. As research carrels are provided for quiet study, excessive noise from users is not expected. Library staff will continue to monitor the noise levels in different areas of the Library, and where necessary, remind users to lower their voices.

Research Carrels

There were 45 comments concerning the Library's research carrels.

User comments:

Users commented that renovation and new furniture are needed in 4/F and 5/F research carrels facilities (7 comments). Furthermore, the provision of research carrel facilities can be increased (11 comments) and that eligibility for research carrel advanced reservation could be extended to undergraduates (6 comments).

Library's response:

In view of users' need for quiet study space, the Library has provided 133 new study carrels with partitions on 4/F and 5/F for all users. Undergraduate users can also walk in to use any REC research carrel including those two carrels designated for SEN students. The Library is now working closely with CDO in planning for the renovation of 4/F and 5/F where more research carrels will be provided in the areas.

Photocopying/Printer/Scanner Services

There were 81 comments on photocopying, printer, and scanner services at the Library.

User comments:

Users would like more printers (26 comments) at the Library and better maintenance (24 comments) to reduce printing error and downtime. Users would also appreciate stationary, such as staplers, to be provided near the printer (9 comments).

Library's response:

The Library has upgraded 14 network printers over the past year, and will continue to do so with the target to replace all black and white printers before the next academic year. Staplers are now available near all network printers or copiers.

Computers/Notebook PCs/Mac

There were 77 comments on the Library's computing facilities, including computers, notebook PCs, and Macs.

User comments:

Users would like to the Library to increase provision of computers and laptops for loan at the Library (44 comments).

Library's response:

Seeing increasing demand from our users, the Library is currently planning to provide more notebook PCs and iPads for loan to our users soon.

Remote Access/Wi-Fi

There were 58 comments on Wi-Fi connection inside the Library.

User comments:

Users commented that the speed of Wi-fi needs to improved (52 comments).

Library's response:

With support from ITS, the Library has been improving the Wi-Fi network over the past two years. Nearly 20 additional Access Point (APs) have been installed and all APs have been upgraded in the summer of 2014 to improve Wi-Fi coverage and connectivity. The Library has been continuously monitoring its internet facilities and upon detecting some unstable internet connection cases in the last few months, and reported problems to ITS for further investigation. ITS has since upgraded the network routers in the Library which is anticipated to significantly improve network connection speed and performance. The Library will continue to monitor the situation and follow up where necessary.

Toilets

There were 37 comments on toilet facilities in the Library.

User comments:

Users commented that the toilets in the Library are often dirty (19 comments) and that there are insufficient female toilet facilities (23 comments) causing inconvenience due to waiting in long queues, especially during examination periods.

Library's response:

The Library has been working with FMO to ensure regular and frequent cleaning of toilets during the day. To minimize down-time, the Library has arranged with FMO to re-schedule cleaning services so that more manpower is available early in the morning. This should help to ensure that toilets are thoroughly cleaned every day without causing much inconvenience to users. In response to inadequate female toilet facilities in particular, the Library is following up with FMO to convert one male toilet into one for female use.

Drinking Facilities

There 31 comments on the Library's drinking facilities.

User comments:

Users would like the Library to provide hot water drinking facilities (20 comments) and better maintenance of water fountains (5 comments) to minimize down-time.

Library's response:

After a prolonged period of expressing our users' requests for hot water to FMO, the Library has worked with FMO to pilot run a new drinking machine that provides both hot and cold water in the Library. Most drinking fountains in the Library have resumed service after water safety test results were confirmed safe for consumption. Remedial works for two problematic drinking fountains on G/F are in progress by FMO.

Power Points

There 27 comments on power points within the Library.

User comments:

Users would like more power sockets in group and individual study areas (24 comments), such as 1/F. Further, users noticed that some of the power points in 1/F study carrels are not working and in need of repair (3 comments).

Library's response:

The Library plans to add over 200 power outlets in L114 (quiet study area) and in L009 (collaborative study area) in summer 2016. The power control switches for L115 have been checked and were found to be in working order. The Library will further check for any problems in the power outlets at each individual study carrel.

Signage

There were 18 comments on the Library's signage.

User comments:

Signage on each floor could be improved. Users have difficulty in locating books based on their call number using the direction board (8 comments). Clear signage indicating the noise level expected from users in each area is suggested (9 comments).

Library's response:

The Library has been investigating ways to improve navigation for our users since last year, collaborating with students and academic staff of School of Design to employ a user-driven approach to improve way-finding inside the Library. A Wayfinding Task Force was set up to implement the fruits of this collaboration with the help of a design consultant. Currently, this project is in its final stage with final installation expected in March/ April 2016.

Physical Environment

Air Conditioning/Ventilation

There were 79 comments on air quality and temperature level.

User comments:

Users commented that the temperature inside the Library is often too cold (72 comments). They would also like to see improvements in air quality and ventilation (8 comments).

Library's response:

The Library has been continuously working with FMO to ensure air conditioning temperatures and ventilation are maintained at comfortable levels for our users. However, as the Library was built in the 1970s and was not designed in mind to accommodate the large size of our current student population, there are structural limitations in the building's ventilation. As such, for the past few years we have been working with FMO and CDO to explore a long-term solution to improve air quality and temperature control. After meeting with FMO and CDO to discuss feasible solutions, the Library has submitted plans to upgrade the ventilation system to the University's Work Funding Sub-committee for their consideration.

Cleanliness of Library Areas

There were 15 comments on the cleanliness of Library areas.

User comments:

Users commented cleanliness and hygiene in research carrels and 24-hour Study Centre could be improved.

Library's response:

To help ensure the public areas are cleaned regularly without causing much inconvenience and disturbance to users, the Library has requested FMO to consider re-scheduling the cleaning service arrangement of all public areas in the Library so that more manpower is available early in the morning to finish the routine cleaning services. The Library will continue to work with FMO to follow up on this issue.

Library Hours and Policy

Opening Hours

There were 12 comments on the Library's opening hours.

User comments:

Six users suggested the Library to open earlier on Sundays, while four users asked the Library to open on public holidays. Two users would like the Library to open earlier on weekdays.

Library's response:

The 24-hour Study Centre is open whenever the Library is closed, including public holidays. Since November 2015, the adjacent quiet study zone (Room L003) is also open for 24-hour access to cater for the needs for quiet study space after Library hours. In order to efficiently allocate the University's resources, the Library carefully considers the needs of our users, their usage patterns, and our manpower when determining the Library's opening hours. Please be assured that we will continue to monitor user needs and review our opening hours accordingly. We will also intensify our promotion efforts to raise users' awareness of those facilities.

Food and Drink Policy

There were 8 comments on the Library's food and drink policy.

User comments:

Users have suggested increasing areas in the Library where drinks, such as coffee, are allowed.

Library's response:

Drinks in proof-spill containers are now allowed in the Multi-purpose Hall for students and staff to stay refreshed during their discussions, study, and research. Situated inside the Library, the LibCafe also provides readily access to a wide selection of food and beverages in a relaxed environment for students and staff to take a break from their learning activities.

User Services from Library Staff**Library Staff**

There were 116 comments on Library staff.

User comments:

Users commended Library staff for their politeness, helpfulness and for providing valuable services to users (50 comments). However, some technical knowledge, such as some Endnote features (how to create a folder and group references together [1 comment]), assisting with connecting notebook to printer via Wi-Fi [1 comment], and language skills (1 comment), could be improved. Users would like more frequent interventions by Library staff when users are noisy in quiet/silent zones (29 comments). Noise generated by Library staff when working in public areas could also be improved (11 comments). Security guards at the Library entrance could be more polite, they are also sometimes not so clear about the Library's food and drink policy (3 comments).

Library's response:

To ensure that Library staff possess adequate knowledge to assist users, the Library has trained professional librarians to answer advanced research questions. More training will be provided to counter staff on helping users to use common Library tools, such as Endnote, printing facilities, and enhance their communication skills. To provide on-demand instant assistance to all users using Endnote, the Library has added a Frequently Asked Question section to the Endnote Libguide, and the Endnote user guide would also be put at a more prominent place on the Library Homepage.

To avoid noise from user discussions causing disturbance to users who are working quietly, the Library has zoned its areas by different noise levels and purposes to accommodate the different needs of our users. Collaboration zones are intended for collaborative group work where moderate levels of noise are expected from group discussion. Silent and quiet zones are intended for quiet study where minimal noise levels are expected and should always be observed. Library staff has been patrolling regularly to ensure that the noise levels are appropriate for different zones in the Library, and reminding users to keep their voices down when necessary. Staff rovers will also ask users talking on the phone to do so at stairwells, and also to move to discussion zones/group rooms if they are chatting in quiet areas. Users can also alert a Library staff member if there is a persistent noise issue. The Library plans to intensify staff patrolling during peak seasons and redesign all signage in the Library in the summer of 2016 to enable users to easily choose the right study zone for their needs. To minimize disturbance due to noise caused by Library staff when working in public areas, the Library has reminded all Library staff to keep their voices down and reduce the noise they generate as much as possible, and will continue to monitor the situation. The Library will also inform FMO about the user comments on the manners of the security guards and provide information about the Library's food and drink policy to the security booth for the guards' reference.