ST JOHN'S COLLEGE
UNIVERSITY OF CAMBRIDGE

Working Library User Survey

2013

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Contents

1. Introduction and Background

In the Lent Term 2013, an online user survey was conducted of the Working Library. Responses were invited from all students and Fellows of the College.

The aims of the survey were fourfold, namely, to garner users' perspectives on -

- the extent to which they consider the Working Library to meet their needs

- how current library usage patterns change across the three Terms of the academic year

- how they predict their future usage patterns may change

- the extent to which in general the Library fulfils its purpose in contributing to College life and learning.

User surveys of the Working Library are normally conducted every four years. Their underlying purpose and end goal is to collect relevant and appropriate data from all users that will in turn enable the Working Library to improve its contribution to College academic life going forward, and to fulfil its departmental role in the most effective way.

All members of the College academic community – students and Fellows – were invited to participate in the Working Library User Survey (WLUS). A total of 1,040 email invitations were initially sent out, followed by two reminders, the first after 5 days, and the second after 7 days. In all, 426 (41%) of respondents completed the survey. Of the total respondents, 230 (54%) were undergraduates; 41 (9.6%) were one-year postgraduates; 114 (26.8%) were other postgraduates; 36 (8.5%) were Fellows; 5 (1.1%) were others.
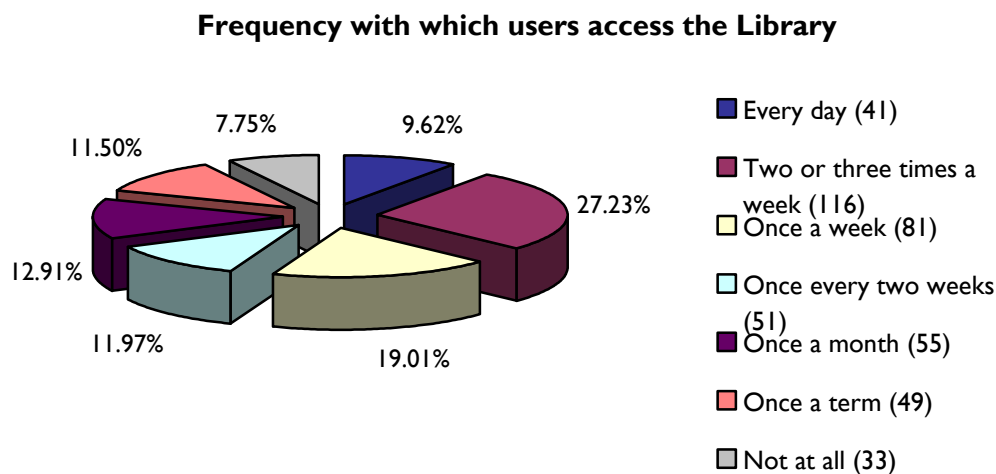
2.   Library usage patterns

This section reports general findings relating to how often users access the Library, and then more specific findings relating to patterns of usage of Library services for undergraduates, postgraduates and Fellows across the three Terms.

2.1. How often users access the Library

Survey findings confirm that the highest group (27%) use the Working Library on average two or three times a week; the second highest group (19%) visit the Library once a week; and the third (about 9%) access the Library every day (See Figure 1). Non-users numbered 33 (7.8%). Thus, more than one half of the total respondents use the Library at least once a week, and about a quarter visit it two or three times a week.

Figure 1

Frequency with which users access the Library

Legend:
- Every day (41)
- Two or three times a week (116)
- Once a week (81)
- Once every two weeks (51)
- Once a month (55)
- Once a term (49)
- Not at all (33)

Values shown: 9.62%, 27.23%, 19.01%, 11.97%, 12.91%, 11.50%, 7.75%

<u>Comment</u>
Overall, the findings suggest the Working Library is used by a large majority of College members (only 7.8% were non-users), and more than one third use it at least two or three times a week. Given the availability of other libraries, this is an encouragingly high usage.

2.2. How usage patterns vary across the three Terms
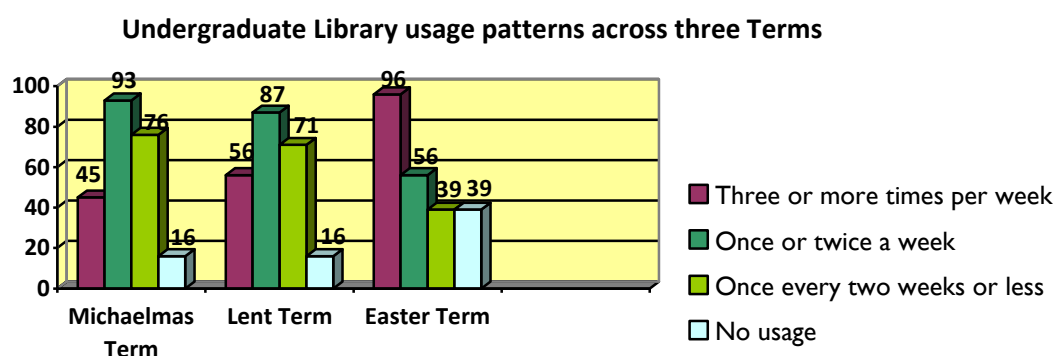
<u>Undergraduate usage</u>

Survey findings show that a total of 214 (93%) undergraduate respondents used the Library both in Michaelmas and Lent Terms, whereas 191 (83%) used the Library in the Easter Term (see Figure 2). Overall, there appears to be slightly less usage of the Library in the Easter Term compared with the other two Terms.

There appears to be interesting variations of intensity of usage across the three Terms. For example, Figure 2 shows that the modal group for Michaelmas and Lent Terms is that which uses the Library once or twice a week (93 ie. 40% and 87, ie. 38%, respectively). The modal group for the Easter Term, however, is that which uses the Library two or three times a week (96, ie. 42%).

In addition, the number and proportion of undergraduates frequenting the Library more often, that is, three or more times per week increases successively for each of the three Terms: ranging from 45 (19.6%) in Michaelmas Term, 56 (24%) in Lent Term, to 96 (42%) in the Easter Term. Hence the number of undergraduates frequenting the Library three or more times per week more than doubles when comparing the first and third Terms.

By contrast, the number and proportion of undergraduates frequenting the Library less often, that is, once or twice a week, and/or once every two weeks or less, decreases successively for each of the three Terms: aggregating both groups, the diminishing numbers are – Michaelmas Term, 169 (73.5%); Lent Term, 158 (68.7%); and Easter Term, 95 (41.3%) – revealing a dramatic fall-off in the Easter Term. A further point of note occurs in the pattern of non-usage – which shows equal numbers for Michaelmas and Lent Terms (16 (7%)), but a dramatic rise for the Easter Term (39 (17%)).

Figure 2

Undergraduate Library usage patterns across three Terms

Legend:
- Three or more times per week
- Once or twice a week
- Once every two weeks or less
- No usage

Comment

Explanation is needed for:

1. Why figures for those using the Library 3 or more time per week show successive increases across the three Terms, especially in the Easter Term. And why there is a large increase in non-users in the Easter Term.

2. Why figures for those using the Library less often (once or twice a week/once every two weeks) diminish sharply, especially in the Easter Term.

Both 1 and 2 above are probably related: Easter Term usage stands out as markedly different from the other two Terms – this is the Examination period, and student intensity of usage reflects their need for revision. Conversely, as more students access the Library more frequently, the number of students using the Library less often, falls significantly. The increase in non-users during the Easter Term is probably accounted for by their preference to locate themselves elsewhere for revision.
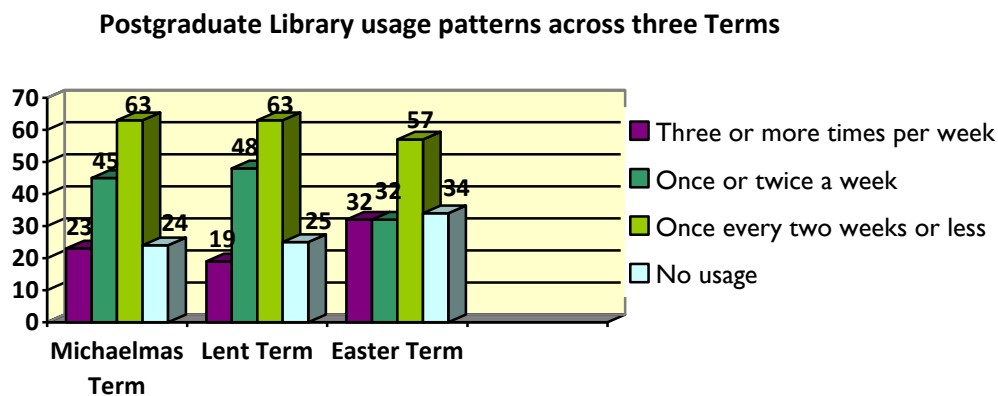
<u>Postgraduate usage</u>

Survey findings show that a total of 131 (85%) postgraduate respondents used the Library in the Michaelmas Term, 130 (84%) in the Lent Term, and 121 (78%) in the Easter Term (see Figure 3). Overall, there appears to be slightly less usage of the Library in the Easter Term compared with the other two Terms. This is in line with the trends noted for undergraduate usage.

In addition, the number and proportion of postgraduates frequenting the Library more often, that is, three or more times per week is highest in the Easter Term, although unlike the undergraduate trend of successive increases across the three Terms, this is not the case with postgraduates (eg. the Lent Term usage is slightly less than the Michaelmas Term). Hence the number of postgraduates frequenting the Library three or more times per week in the Easter Term is about one-third higher than in the earlier two Terms.

By contrast, the number and proportion of postgraduates frequenting the Library less often, that is, once or twice a week, and/or once every two weeks or less, shows a marked reduction in the Easter Term. Aggregating both groups, the numbers for each Term are – Michaelmas Term, 108 (70%); Lent Term, 111(72%); and Easter Term, 89 (57%) – revealing a significant fall-off in the Easter Term. This aligns with a similar falling-off among undergraduates using the Library less often in the Easter Term. A further point of note occurs in the pattern of non-usage – which shows roughly equal numbers for Michaelmas and Lent Terms (c. 25 (16%)), and a rise for the Easter Term (34 (22%)), similar to the undergraduate trend, but less pronounced.

Figure 3

Postgraduate Library usage patterns across three Terms

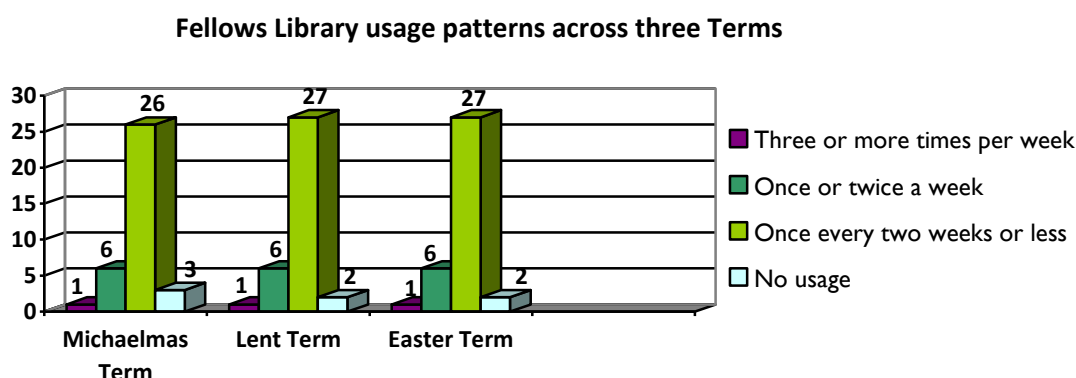<u>Comments</u>

Explanation is needed for:

1. Why figures for postgraduates using the Library 3 or more time per week increases in the Easter Term. And why there is an increase in non-users in the Easter Term.

2. Why figures for those using the Library less often (once or twice a week/once every two weeks) diminish in the Easter Term.

Both 1 and 2 above are probably related: Easter Term usage stands out as markedly different from the other two Terms – this is the Examination period and/or the period for submission of theses, and student intensity of usage reflects such pressure. Conversely, as more students access the Library more frequently, the number of students using the Library less often. The increase in non-users during the Easter Term is probably accounted for by their preference to locate themselves elsewhere for revision. These trends resemble those for undergraduates, but are less marked.

Fellows' usage

Of a total of 36 Fellows who responded, 26 or 27 (72%) claimed to frequent the Library once every two weeks or less (see Figure 4). This figure shows remarkable consistency across all three Terms. This consistency was repeated across all three Terms for the second highest group, namely those who use the Library once or twice a week – which numbered 6 (17%). Only one Fellow claimed to use the Library three times a week or more. Non-users were also consistent across the three Terms – 2 or 3 (6%).

Figure 4

Fellows Library usage patterns across three Terms

Comments

Unsurprisingly, the pattern of Fellows' usage bears no relation to that of both student groups. For example, first, there is absolute consistency of usage patterns across all three Terms. Secondly, the modal and dominant group is that which uses the Library less often, notably, once every two weeks or less. Again, this finding is not surprising, given that the Working Library is regarded primarily as serving its student population.

2.3. *Usage patterns of Library services for all three Terms*

Figure 5 shows the most common Library services used by students and Fellows are borrowing/returning/renewing items (68%), followed by studying or revising (65%), and consulting books or journals (64%). Library lockers were least used (95% of respondents did not use them).

Figure 5

Usage patterns of Library services
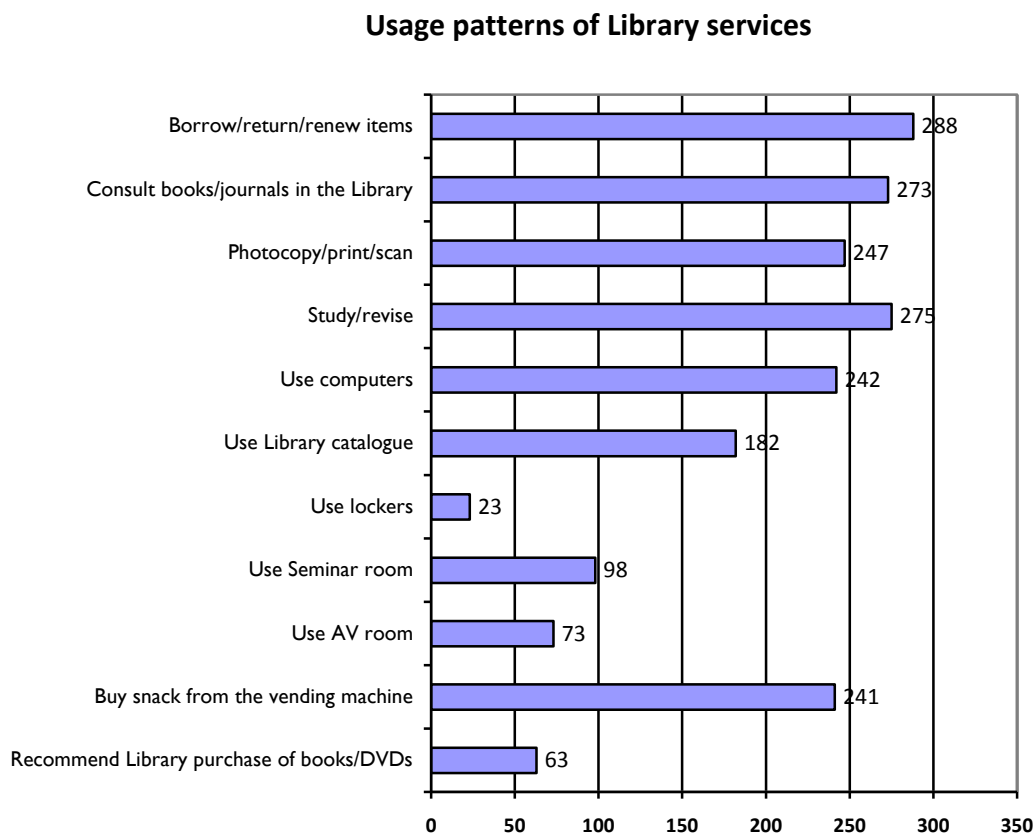
Undergraduate usage of Library services

Based on raw scores in Figure 6 below, the Library services most used by undergraduate students across all three Terms are - borrowing/returning/renewing of items (75.7% of respondents), followed by study/revision (73.6%), and consulting books/journals (68.3%). The Michaelmas Term is the busiest, with 80% of the respondents borrowing Library items; while the Easter Term has the lowest level of borrowing, with 69% of the respondents. It is noticeable that usage for all three services slightly declines for each successive Term, if only marginally for Michaelmas and Lent Terms, but more markedly for Easter Term.

Figure 6

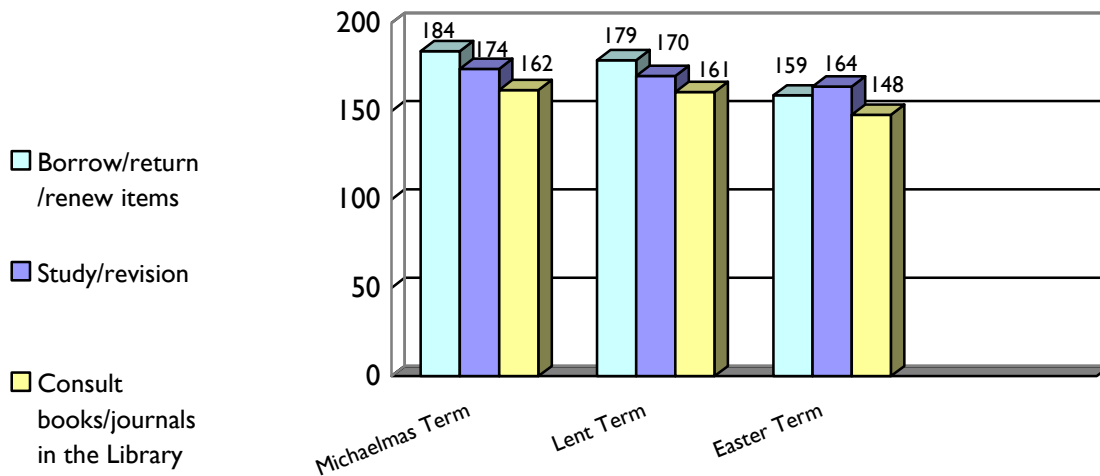**Undergraduates' three most used Library services**

Table 1 shows the levels of use for the three main Library services across the three Terms. Main conclusions from Table 1 are: 'heavy usage' (3 or more times per week) is highest for revision and study than for borrowing/returning/renewing, or for consulting books/journals; 'heavy usage' for all three services is highest in the Easter Term; 'non-usage' of the three services is highest in the Easter Term; in contrast, the two middle levels of usage (moderate and low usage) for all three services are highest in the Michaelmas and Lent Terms, and least in the Easter Term.

Table 1

Breakdown of undergraduate levels of usage of Library services across three Terms

	Borrow/return/renew items			Study/revision			Consult books/journals in the Library		
	MT	**LT**	**ET**	**MT**	**LT**	**ET**	**MT**	**LT**	**ET**
Heavy usage	29	29	38	44	44	90	18	18	28
Moderate usage	66	64	54	68	71	38	59	60	54
Low usage	89	86	67	62	55	36	85	83	66
No usage	46	51	71	56	60	66	68	69	82

Heavy usage: three or more times a week
Moderate usage: once or twice a week
Low usage: once every two weeks or less frequently

<u>Comments</u>

It appears that more students borrow in the Michaelmas Term as it is the beginning of the academic year. The percentage of borrowers declines slightly for the Lent Term, and is lowest for the Easter Term (69%) presumably because most students are studying or revising for their examinations. This finding is supported by corresponding evidence that a high proportion of students study or revise in the Library, and do so more frequently, in the Easter Term, when 90 (39%) of them study or revise in the Library 'three or more times per week', compared to 44 (19%) in both Michaelmas and Lent Terms.

It is noteworthy that while for all three services, 'heavy usage' is highest in the Easter Term, the same Term is also the highest for 'non-usage.' This suggests that there is an undergraduate polarising effect in the Easter Term, with one group of students increasing their use of Library services, and another group choosing to study and use services elsewhere.

<u>Postgraduate usage of Library services</u>

Based on raw scores in Figure 7, the Library services most used by postgraduate students across all three Terms are - studying or revising (61%), followed by borrowing items (56%) and using computers (56%). The Michaelmas Term is the busiest, with 63% of the respondents using the Library for studying/revising; while the Easter Term has the lowest level of revising/studying, with 56% of the respondents. It is noticeable that usage of all three services slightly declines successively for each Term, if only marginally for Michaelmas and Lent Terms, but more markedly for Easter Term.

Figure 7

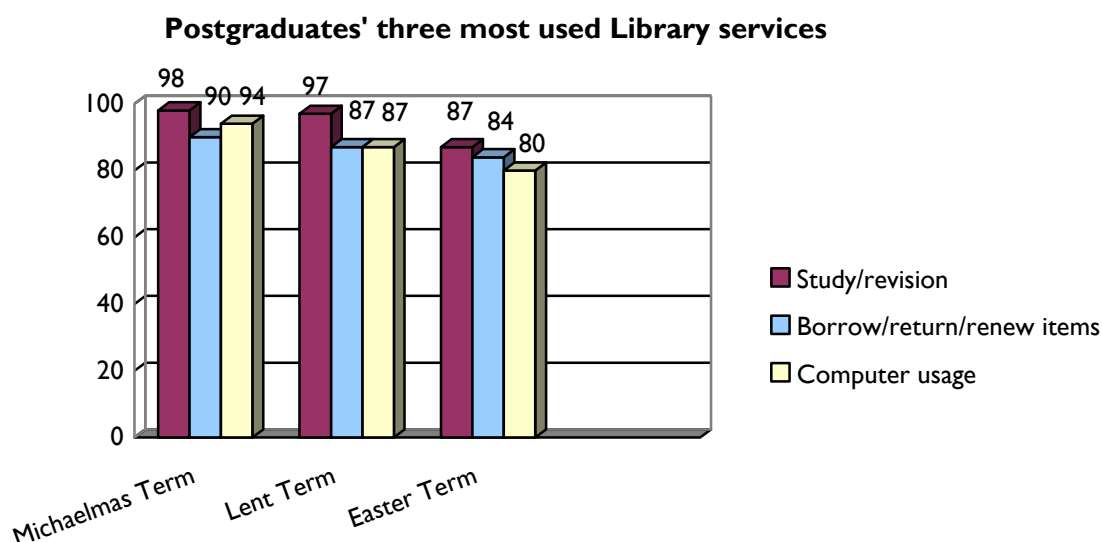Postgraduates' three most used Library services

Table 2 shows the levels of use for the three main Library services across the three Terms. Main conclusions from Table 2 are: 'heavy usage' (3 or more times per week) is highest for revision and study, followed by computer usage, and a very low heavy use for borrowing/returning/renewing; 'heavy usage' for all three services is fairly even across all three Terms; 'non-usage' of the three services increases slightly with successive Terms, being highest in the Easter Term; in contrast, the two middle levels of usage (moderate and low) for all three services are highest in the Michaelmas and Lent Terms, and least in the Easter Term.

Overall, the usage of these three Library services across the three Terms is generally 'moderate' (once or twice a week) or 'low' (once every two weeks or less); aggregating both moderate and low usage accounts for about one half of the users – study/revision (45%); borrow/return/renew items (55%); and use of computers (50%).

Table 2

Breakdown of postgraduate levels of usage of Library services across three Terms

	Study/revision			Borrow/return/renew items			Computer usage		
	MT	LT	ET	MT	LT	ET	MT	LT	ET
Heavy usage	25	22	25	2	1	1	12	10	9
Moderate usage	32	36	26	25	25	26	32	28	28
Low usage	41	39	36	63	61	57	50	49	43
No usage	57	58	68	65	68	71	61	68	75

Heavy usage: three or more times a week
Moderate usage: once or twice a week
Low usage: once every two weeks or less frequently

Comments

The Library services most used by postgraduate students across all three Terms are –
Study or revision (61%), followed by borrowing items (56%) and use of computers (56%). Thus the postgraduates differ from undergraduates in the sequencing of the top three services most used (undergraduates' top three services being - borrowing/returning/renewing, study/revision, and consulting books/journals).

There appears to be little difference in postgraduate students' use of the three most used services across the Michaelmas and Lent Terms, although there is a slight fall in the use of all three in the Easter Term. One may surmise that this is the effect of examinations; however, for this reason it is inexplicable why study and revision also appears to fall away, if only slightly, in the Easter Term.

Patterns of postgraduate levels of use show stability across all three Terms. That is, 'heavy', 'moderate' and 'low' usage seems to vary relatively little across all three Terms. This is quite different from undergraduate levels of usage, which reflect a rise in 'heavy use' in the Easter Term. No such equivalent rise is discernible in the postgraduate group. However, there is a tendency for non-usage to increase with each successive Term, being highest in the Easter Term (thus aligning with the undergraduate trend).

Fellows' use of Library services

With reference to Figure 8, Fellows report using the Library for the following three top services, in order: 30 (83%) consult books/journals in the Library, followed by borrowing 23 (64%), and using the Library catalogue 18 (50%). The pattern of usage of these top three services is remarkably consistent across all three Terms, showing little propensity to change.

Figure 8

Fellows' three most used Library services across three Terms
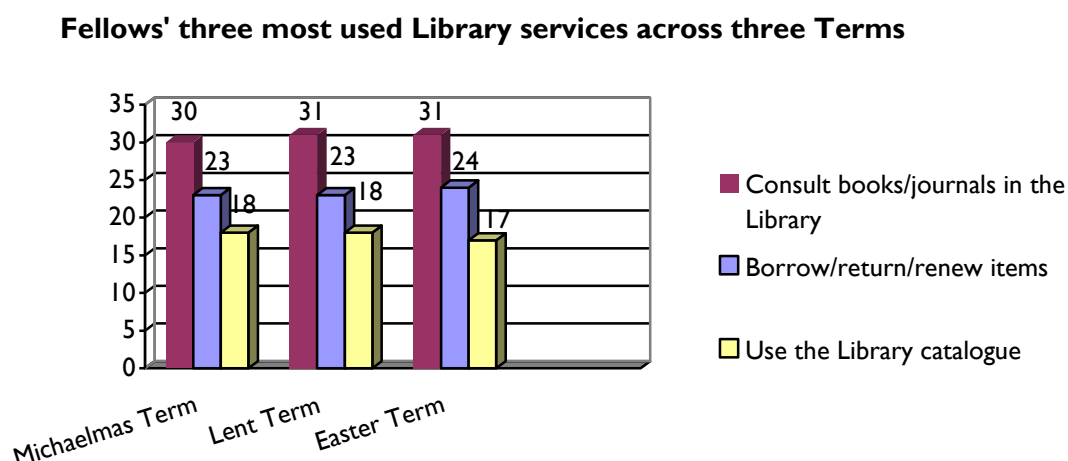
In regard to the frequency of Fellows' use of Library services, as shown in Table 3, it is overwhelmingly (about 70%) 'low use' (once every two weeks or less). The pattern of Fellows' usage shows a clear consistency across all three Terms, and in this respect is quite different from student usage, which tends to fall away in the Easter Term.

Table 3

Breakdown of Fellows' levels of usage of Library services across three Terms

	Consult books/journals in the Library			Borrow/return/renew items			Library catalogue usage		
	MT	**LT**	**ET**	**MT**	**LT**	**ET**	**MT**	**LT**	**ET**
Heavy usage	1	1	1	1	1	1	0	0	0
Moderate usage	4	4	3	1	1	1	1	1	1
Low usage	25	26	27	21	21	22	17	17	16
No usage	6	5	5	13	13	12	18	18	19

Heavy usage: three or more times a week
Moderate usage: once or twice a week
Low usage: once every two weeks or less frequently

Comments

Perhaps unsurprisingly, patterns of Library use adopted by Fellows bear little similarity with either of the student cohorts (undergraduate or postgraduate). Fellows' most used service is to consult books and journals (a reference function), which was in neither of the student groups' top three services. While borrowing/returning/renewing – Fellows' second most used Library service aligns with the priority reflected in students' usage, Fellows accorded importance to use of the Library catalogue as their third most important service (not mentioned in either of the student groups' top three services).

A further difference between Fellows' and students' patterns of use is the more stable and consistent patterns exhibited by Fellows across all three Terms. However, Termly differences are thus miniscule when compared to student patterns, which dip in the Easter term. Consistent usage among Fellows throughout the year is probably reflective of their academic and research functions which are on-going, whereas students attend to revision, examinations, and thesis completion in the Easter Term, with consequential changes in the usage patterns.

3. Library rules

This section reports the findings relating to the use of phones, food and drink, and noise.

3.1. Use of Phones: User perspectives on the Library rule that phones must be switched to silent setting and calls must be made outside the Library

When asked whether they generally agree with the rule, nearly all respondents 418 (98%) either 'fully agree' or 'mostly agree' with the rule. Figure 9 shows that 418 respondents (98%) either 'strongly agree' or 'agree' with the rule, that is, they find it appropriate, as they do not wish to disturb other users; 414 respondents (97%) value quietness when working in the Library; 363 (85%) said they could communicate with their friends using text messaging instead of voice.

Figure 9
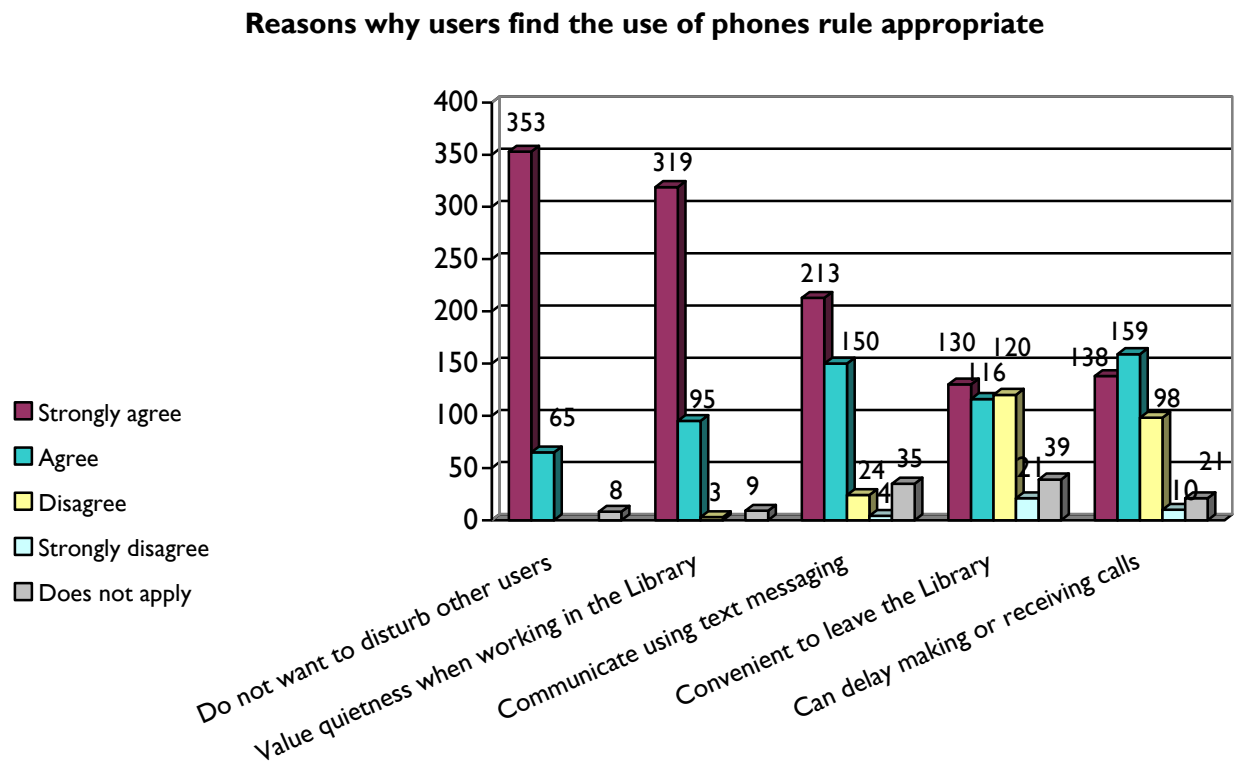
Reasons why users find the use of phones rule appropriate

However, respondents were also asked whether there are aspects of the rule that they find 'inappropriate'. The responses can be seen in Figure 10 below. Among the main reasons why respondents find the rule inappropriate is that they sometimes need to speak urgently on their mobile phones (184, ie. 43%), they can always find somewhere private in the Library to make calls, such as toilets, Seminar Room (150, ie. 35%), and it is inconvenient to leave the Library before making or receiving calls (141, ie. 33%).

Figure 10

Reasons why users find the use of phones rule inappropriate
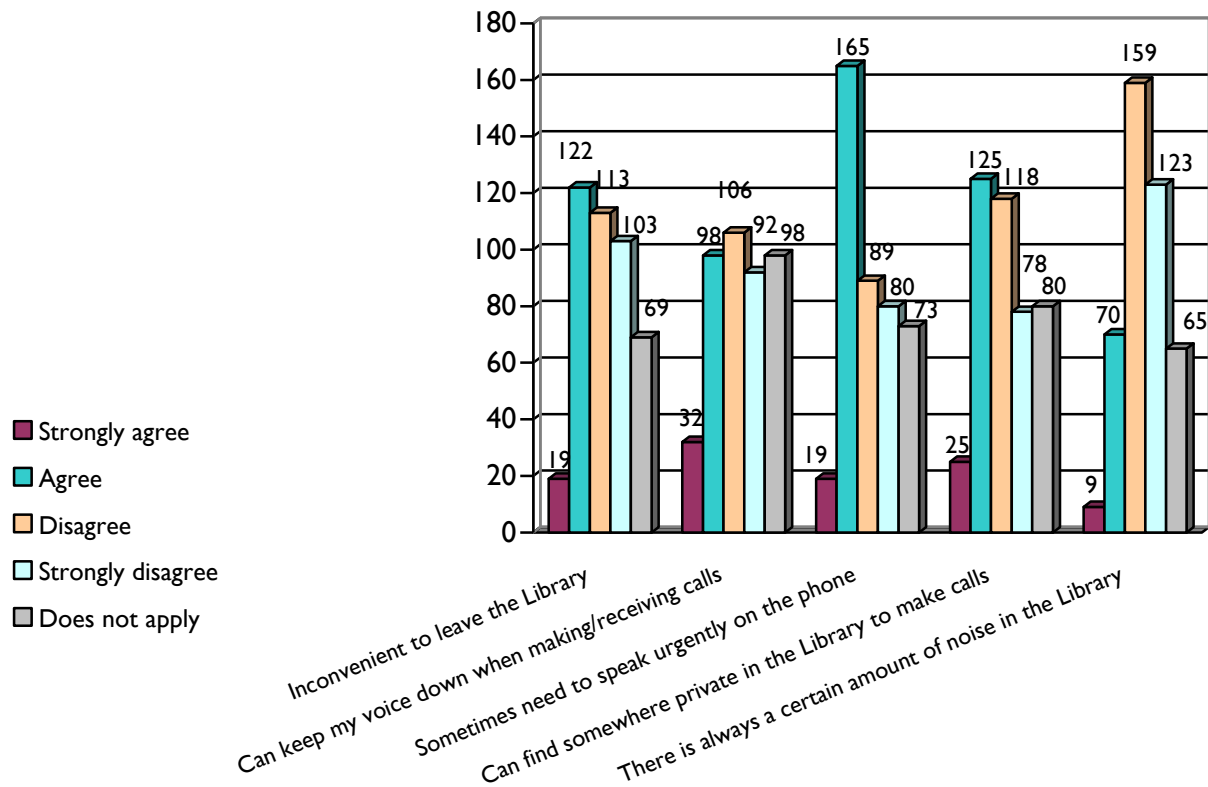
3.2. *Food and drink: User perspectives on the Library rule that food and alcoholic drink must not be brought into the Library. Food purchased from the vending machine within the Library may be consumed only in certain parts of the building as the Librarian shall from time to time designate for this purpose.*

More than one half of all respondents, that is 277 respondents (65%), either 'fully agree' or 'mostly agree' with the rule. As shown in Figure 11 below, 328 respondents (77%) either 'strongly agree' or 'agree' that the rule is appropriate because they find the smell of food lingering in the Library is unpleasant; other main reasons for the appropriateness of the rule are that food may be dropped on books and/or carpets (320 respondents ie. 75%), and that they may inconvenience other users (309 respondents ie. 73%).

Figure 11
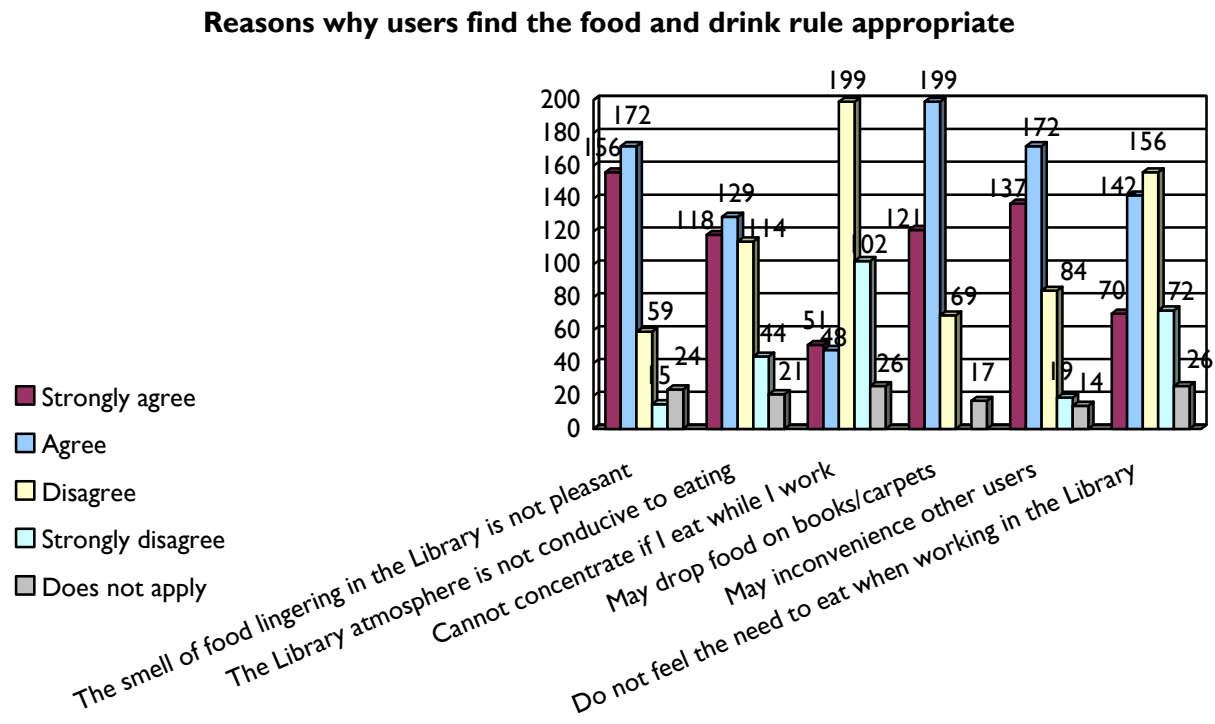
Reasons why users find the food and drink rule appropriate

However, respondents were also asked whether there are aspects of the rule that they find 'inappropriate'. The responses can be seen in Figure 12 below. Among the main reasons why respondents find the rule inappropriate is that they claim eating in the Library enables them to work without interruption (215 respondents ie. 50%). Other reasons given for the inappropriateness of the rule are – eating helps reduce stress when working (192, ie. 45%); and eating helps concentration when working (191, ie. 45%).

Figure 12

Reasons why users find the food and drink rule inappropriate

Legend:
- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Does not apply
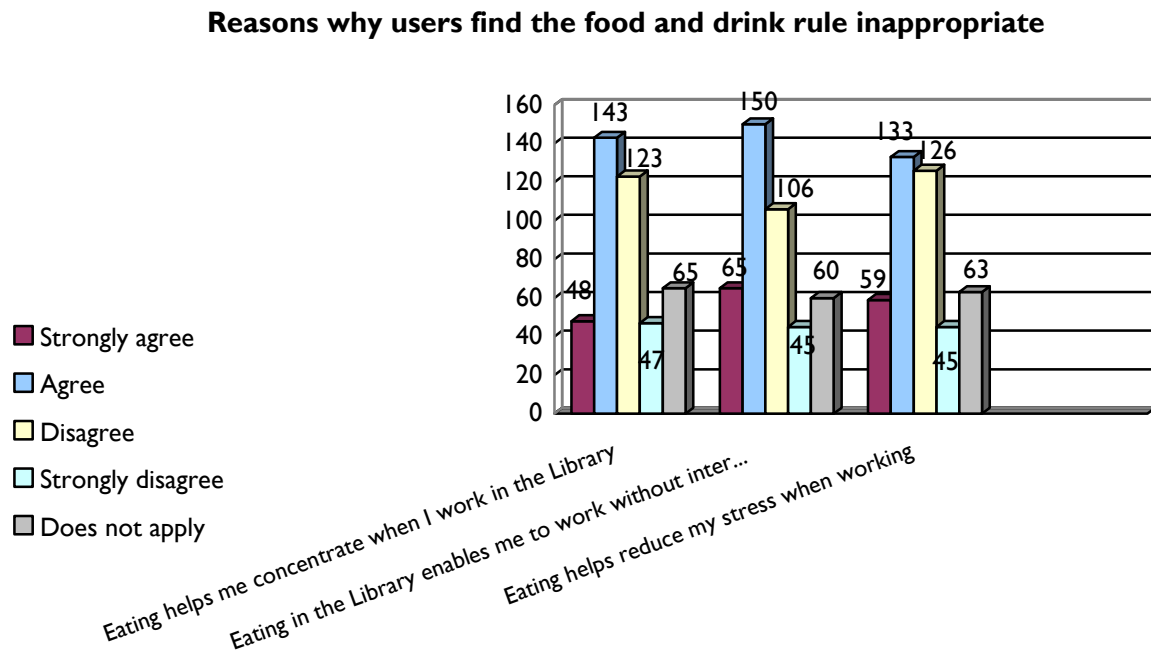
3.3. Noise levels in the Library

The Library rule states that behaviours or actions which interfere with the use of the Library by other members of the College are forbidden and may be reported to the Dean.
In this respect, there is an expectation that noise levels should be kept to a minimum.

When respondents were asked noise levels they generally experience when working in the Library, more than one half (256 ie. 60%) claim to experience 'subdued noise' when working in the Library; a further 70 respondents (16%) experience silence (see Figure13).

Figure 13

Actual noise level users generally experience in the Library

Legend:
- Silence (70)
- Subdued noise (256)
- Moderate noise (60)
- Loud noise (5)
- Does not apply (35)
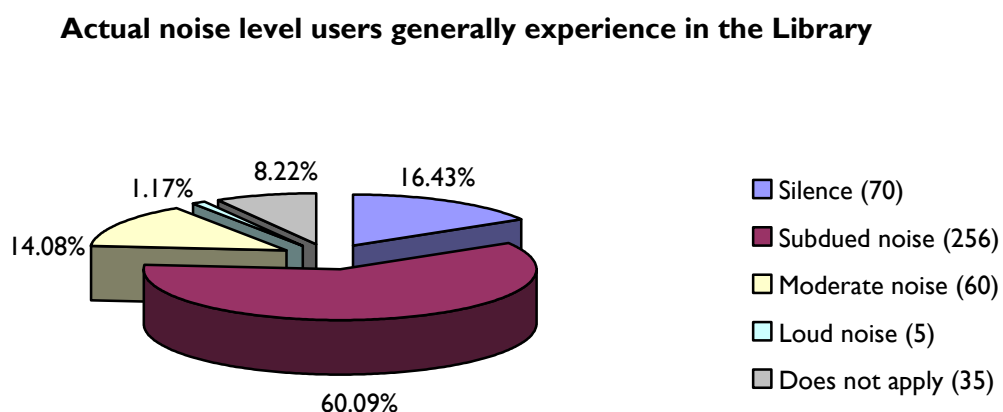
When respondents were asked about their preferred level of noise when working in the Library, nearly half of the respondents (206 ie. 48%) said they prefer silence; while 191 respondents (45%) them prefer 'subdued noise' (see Figure14).

Figure 14

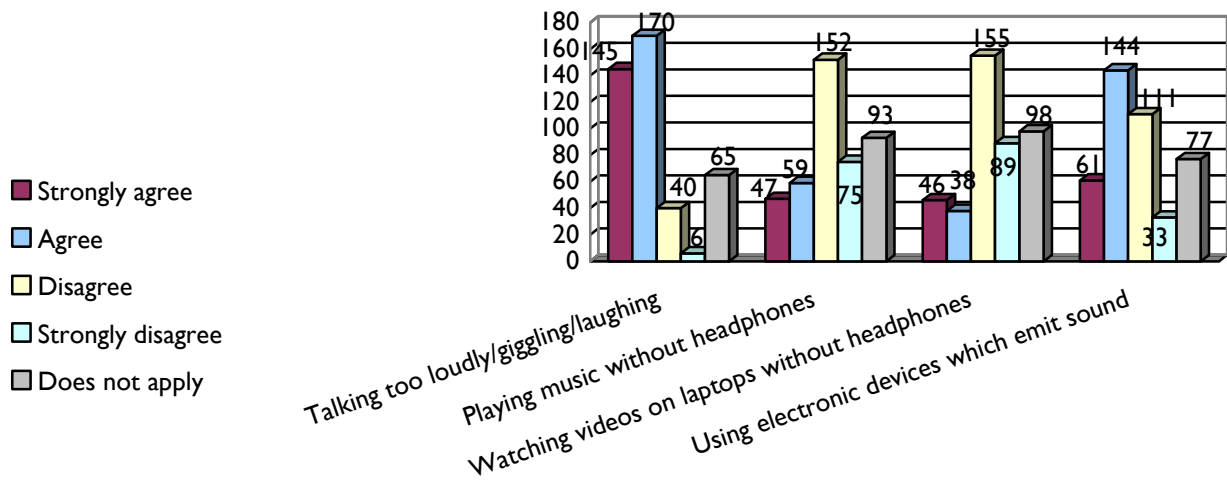**Users' preferred noise level in the Library**
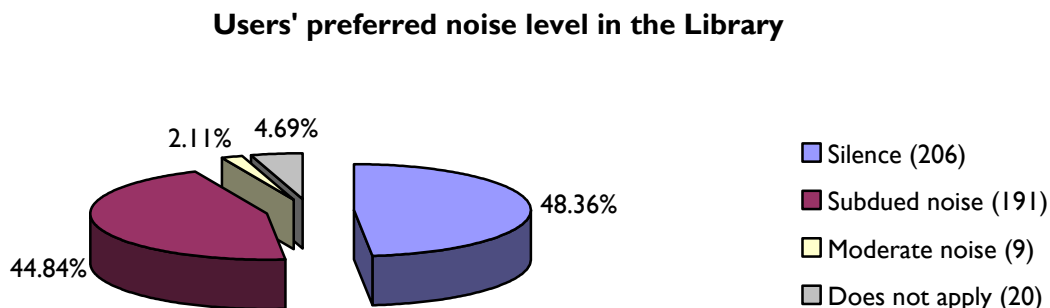
When respondents were asked about how often they are able to find a work space which meets their preferred level of noise, 279 (65%) of them replied either 'always' or 'often'; 82 (19%) replied 'sometimes', and 9 (2%) 'never'.

When respondents were asked about the causes or reasons for those occasions when their work in the Library may be disturbed (see Figure 15 below), a majority (315 ie. 74%) either 'strongly agree' or 'agree' that it is due to others 'talking too loudly, giggling or laughing'. A second major reason is others' use of electronic devices which emit sound, such as mobile phones (205, ie. 48%). However, there is more ambivalence about the effects of 'others watching videos on laptops without headphones' (84, ie. 20% 'strongly agree' or 'agree' that it is a disturbance, while a majority 244, ie. 57% 'disagree' or 'strongly disagree' that it is a disturbance. Likewise, when asked whether 'others playing music without headphones' is a disturbance, 106 either 'strongly agree' or 'agree' (25%), while a majority 227 (53%) either 'disagree' or 'strongly disagree'.

Figure 15

Factors influencing users' levels of disturbance when working in the Library

Legend:
- ■ Strongly agree
- ■ Agree
- □ Disagree
- □ Strongly disagree
- ■ Does not apply

Categories:
- Talking too loudly/giggling/laughing
- Playing music without headphones
- Watching videos on laptops without headphones
- Using electronic devices which emit sound

Values shown: 145, 170, 40, 6, 65, 47, 59, 152, 75, 93, 46, 38, 155, 89, 98, 61, 144, 111, 33, 77

Comments

Nearly one half of users (48%) prefer 'silence' when working in the Library, and 45% prefer 'subdued noise'; thus taken together, 93% prefer either no noise or subdued noise.

An interesting conclusion is that when users experience noise, they seem more intolerant of others 'laughing, talking or giggling', and more accepting of noise in the form of 'music without headphones' and 'watching videos without headphones'.

4. Library resources and facilities

This section reports the findings relating to the usage of Library equipment, learning resources, and the level of satisfaction/dissatisfaction with the current provision of resources/equipment/facilities.

4.1. Usage of Library equipment

Respondents were asked to indicate their level of usage in regard to the Library's equipment (see Figure 16 below). Of the fourteen items of equipment listed, usage is significant for six. In order of use, they are – desktop computers (70%), printers (68%), the self-borrowing machine (54%), scanners (45%), photocopiers (43%), and the vending machine (26%). The least used items of Library equipment were the overhead projector (4%) and microfiche reader (3%).

Figure 16

Usage of Library equipment

Desktop computers	300
The Library's own laptop computers	48
Self-borrowing machine	231
Photocopiers	183
Printers	288
Scanners	192
Microfilm reader	16
Microfiche reader	13
DVD player	21
Overhead projector	18
Data projector	21
Smart board	22
Vending machine	112
Lockers	29
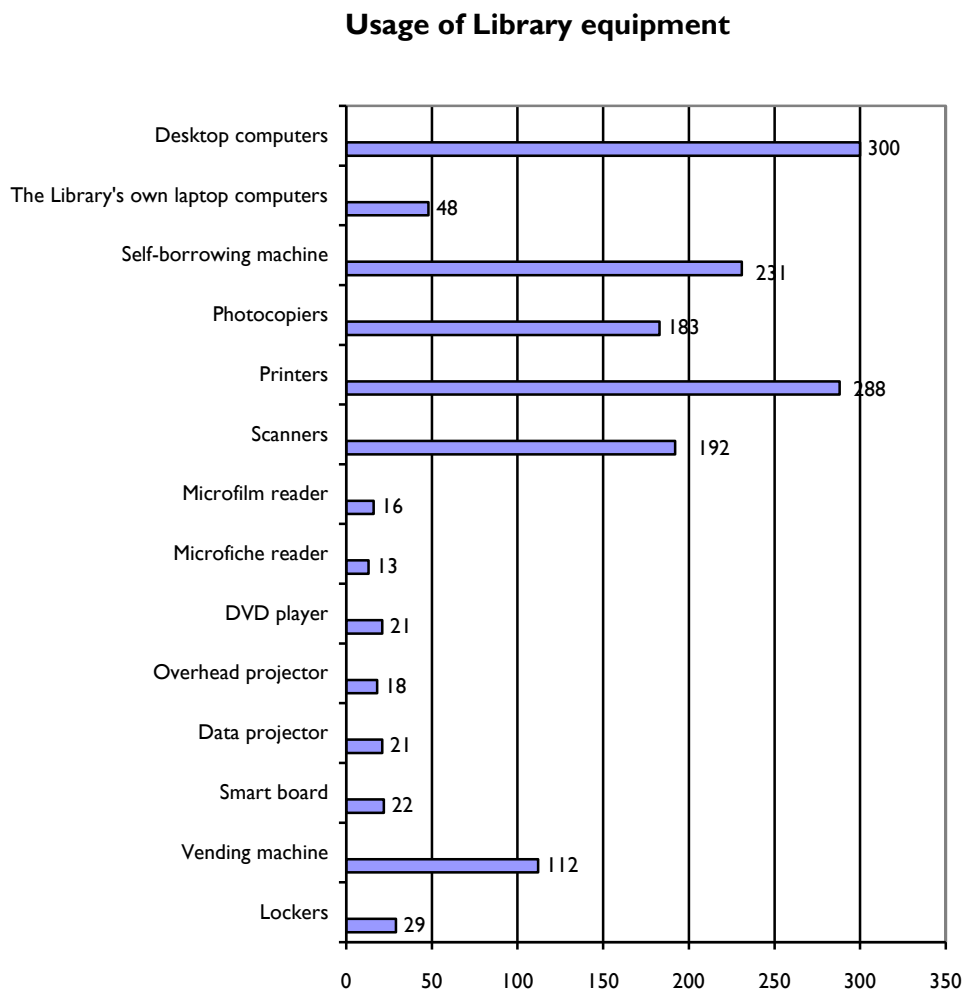
4.2. Use of Library learning resources

Respondents were asked to indicate their use of the Library's main learning resources by ranking in order of priority. Table 4 shows the average score for seven learning resources. The average scores were obtained by assigning each rank a score, counting the number of times it appears in each position and dividing by the total number of respondents. Print books are still the most commonly used learning resource (average score 6.16), followed by e-journals (average score 4.51) and e-books (average score 3.86). The least used item is audio-visual items (average score 1.99).

Table 4

| Rank	Learning resources	Average score	
1	Print books	6.16	Most used
2	E-journals	4.51	
3	E-books	3.86	
4	Print journals	3.82	
5	Reference materials (e.g. dictionaries)	3.39	
6	Information and advice from Library staff	2.61	
7	Audio-Visual items	1.99	Least used

4.3. Level of satisfaction/dissatisfaction with the current provision of resources/equipment/facilities

Respondents were asked to indicate their level of satisfaction/dissatisfaction with the Library's current provision of resources, equipment and facilities. Undergraduate and postgraduate respondents were differentiated (see Figures 17 and 18, respectively).

In regard to undergraduate responses (Figure 17), more than two-thirds are either 'very satisfied' or 'satisfied' with the self-borrowing machine (69%), and with the availability of individual desk space (159, ie. 69%). This is followed by satisfaction with the wireless facility (156, ie. 68%). It is worth noting that nearly one half of the respondents (104, ie. 45%) were 'very satisfied' with the self-borrowing machine, which was only installed last summer 2012. In contrast, while dissatisfaction is generally minimal, the highest level of dissatisfaction is with 'availability of core texts and course books' (35, ie.15%).

Figure 17

Undergraduates' levels of satisfaction of Library resources/equipment/facilities
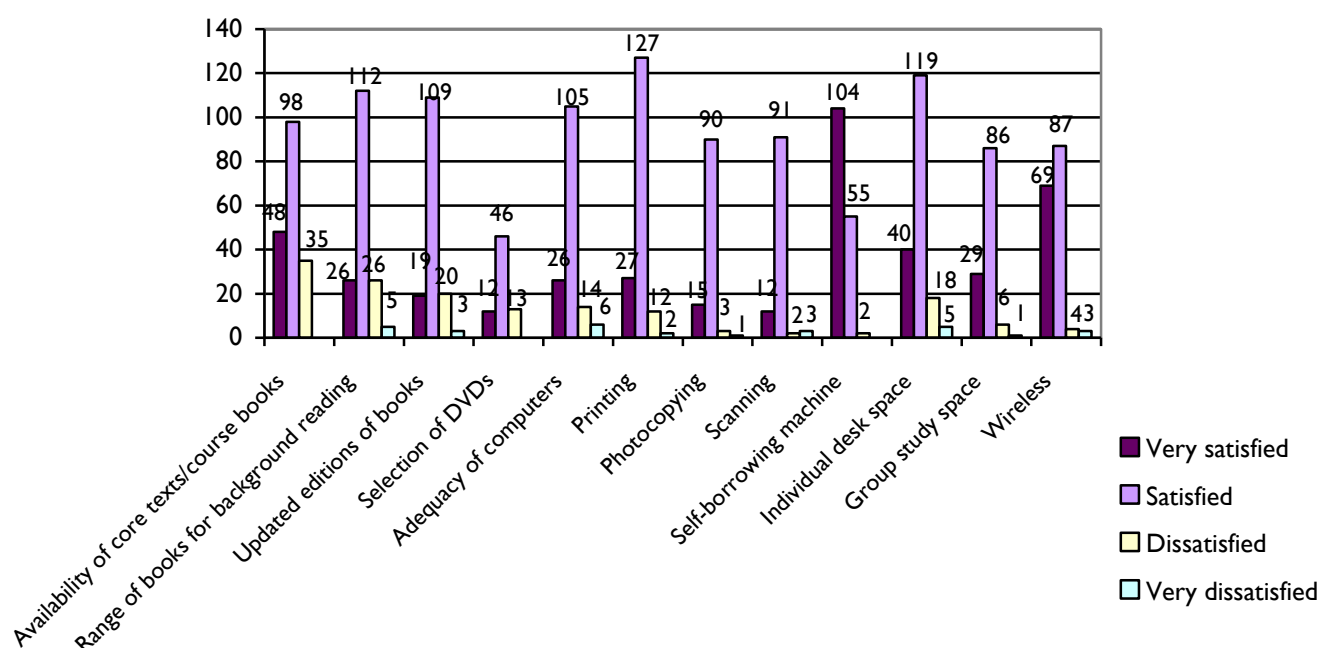
In regard to postgraduate responses (Figure 18), more than one half are either 'very satisfied' or 'satisfied' with the wireless facility (96. ie. 62%); this is followed by the availability of individual desk space (88, ie. 57%) and printing (86, ie. 56%). When considering the two resources that attract the highest 'very satisfied' response, the self-borrowing machine (26% of respondents) and wireless facility (22%) stand out (see Figure 18 below).

Figure 18

Postgraduates' levels of satisfaction of Library resources/equipment/facilities

Chart values (Very satisfied / Satisfied / Dissatisfied / Very dissatisfied):

- Availability of core texts/course books: 15, 59, 8, 6
- Range of books for background reading: 12, 64, 12, 4
- Updated editions of books: 9, 61, 15, 1
- Selection of DVDs: 8, 40, 10, 2
- Adequacy of computers: 11, 69, 13, 2
- Printing: 18, 69, 11, 4
- Photocopying: 15, 53, 8, 3
- Scanning: 16, 54, 7, 4
- Self-borrowing machine: 40, 38, 1
- Individual desk space: 20, 69, 17, 3
- Group study space: 20, 44, 6, 1
- Wireless: 34, 61, 5, 4

Legend:
- ■ Very satisfied
- ■ Satisfied
- □ Dissatisfied
- □ Very dissatisfied

Comments

In general, users make heavy use of desktop computers, printers and the newly installed self-borrowing machine. In regard to the use made of individual learning resources, print books are ranked first, and still remain the dominant source. By contrast, e-books are ranked third in the order of the most used learning resources. However, the position is reversed when it comes to journals; e-journals are ranked second, while print journals are pushed down to fourth rank. It appears that users still prefer to learn from print books rather than e-books; however, the reverse is the case with journals, where e-journals have a generally higher level of acceptance.

In relation to levels of satisfaction/dissatisfaction with the Library's provision of resources/equipment/facilities, undergraduates express highest levels of satisfaction with the self-borrowing facilities and with individual desk space, followed by wireless. Postgraduates, however, rank the wireless facility as their highest level of satisfaction followed by individual desk space and then printing. High usage of, and satisfaction with, the self-borrowing facility is encouraging, especially as it has only been operating some six months. High levels of satisfaction regarding the provision of wireless and individual desk space indicate that the Library is providing a positive environment for users, conducive to their learning.

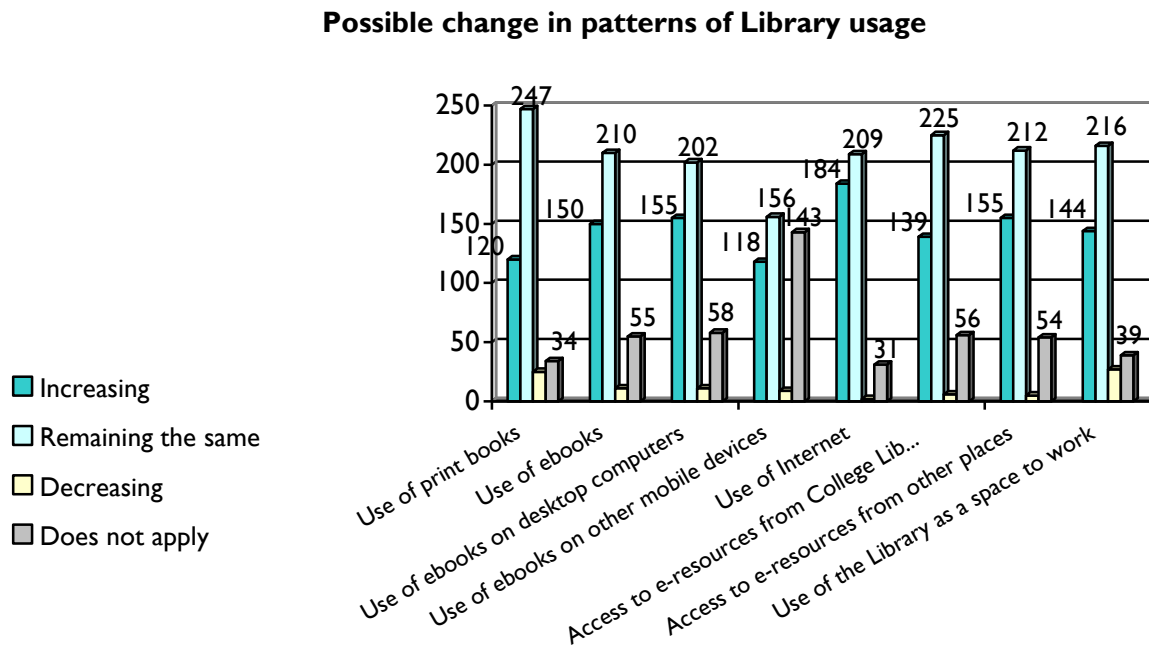## 5. Possible changes in future patterns of Library usage

5.1. Users' predicted changes in their future use of Library resources

Respondents were asked to predict how their usage of learning resources might change going forward. Figure 19 below captures their predictions, chief among which is that respondents expect their use of all resources either to remain the same, or to increase. Hardly any respondents think that their use of any of the resources might decrease. For every resource, the modal group indicates that their use of the resource will 'remain the same'. The second highest group predict that their use of all resources 'will increase'.

The largest numbers of respondents predicting their use will remain the same apply to the following resources, in order – use of print books (58%), access to e-resources/e-books/information from the College Library (53%), use of Library space to work (51%), access to e-books/e-resources/information from home/office/other libraries (50%), use of e-books only if print copies are unavailable (49%), use of internet to find information (49%), and use of e-books on desktop/laptop computer (47%).

The largest number of respondents predicting their use of resources will increase apply to the following, in order - use of internet to find information (43%), use of e-books on desktop/laptop computers (36%), access to e-books/e-resources/information from home/office/other libraries (36%), use of e-books only if print copies are unavailable (35%), and use of Library space to work (34%), while only 27% predict that their 'use of e-books on mobile devices', such as smartphones/Kindles/ipads/e-readers, will increase. Interestingly, the 27% claiming their use of e-books on mobile devices will increase, is less than the 34% who claim that this resource will not apply to them.

Figure 19

Possible change in patterns of Library usage

Legend:
- Increasing
- Remaining the same
- Decreasing
- Does not apply

Categories: Use of print books; Use of ebooks; Use of ebooks on desktop computers; Use of ebooks on other mobile devices; Use of Internet; Access to e-resources from College Lib...; Access to e-resources from other places; Use of the Library as a space to work

5.2. College members' preferred ways of being kept informed of Library news

Respondents were asked to rank their preferred ways of being kept informed of Library news. The average scores (see Table 5 below) were obtained by assigning each rank a score, counting the number of times it appears in each position and then dividing by the total number of respondents.

Despite the wide range of social media (eg. twitter and facebook), the survey findings suggest that most respondents prefer conventional ways to be kept informed. Respondent preferences, in order, are - email (average score 4.83), followed by notices in the Library (average score 4.19), and Library webpage (average score 4.06), while the least preferred method is twitter (average score 0.64).

Table 5

Rank	Ways to be kept informed	Average score	
1	Email	4.83	Most preferred
2	Notices in the Library	4.19	
3	Library webpage	4.06	
4	Information on plasma screen in foyer	3	
5	From friends	2.37	
6	Twitter	0.64	Least preferred

<u>Comments</u>

Overall, respondents predicted that their use of all learning resources would either stay the same or increase.

Despite the availability of a wide selection of electronic books, nearly three-fifths of all respondents (58%) think they will continue to use print books; correspondingly, 49% of the respondents said they will only use e-books if print copies are not available.

Nearly half of the respondents (47%) said they will continue to use e-books on desktop or laptop computers, while a lower proportion - 37% - predict that they will use e-books on other mobile devices (e.g. smartphone/Kindle/ipad/e-reader). This difference between use of e-books on computer as compared with mobile devices may be because desktop or laptop computers have larger screens which make the reading of e-books easier. In addition, currently, it is not possible to download all e-books on to mobile devices, such as Kindle.

In regard to 'the use of e-books on mobile devices', such as smartphones/Kindles/ipads/e-readers it was stated above that the number of respondents claiming this will 'not apply' to them (34%), outnumbers those who predict an increased usage (27%). This rather high 'does not apply' figure may be because respondents either do not own one of these mobile devices, or they do not know how to download e-books on to them.

Finally, in regard to being kept informed of Library news, respondents overwhelmingly prefer more conventional methods of information, such as email, and notices in the Library.
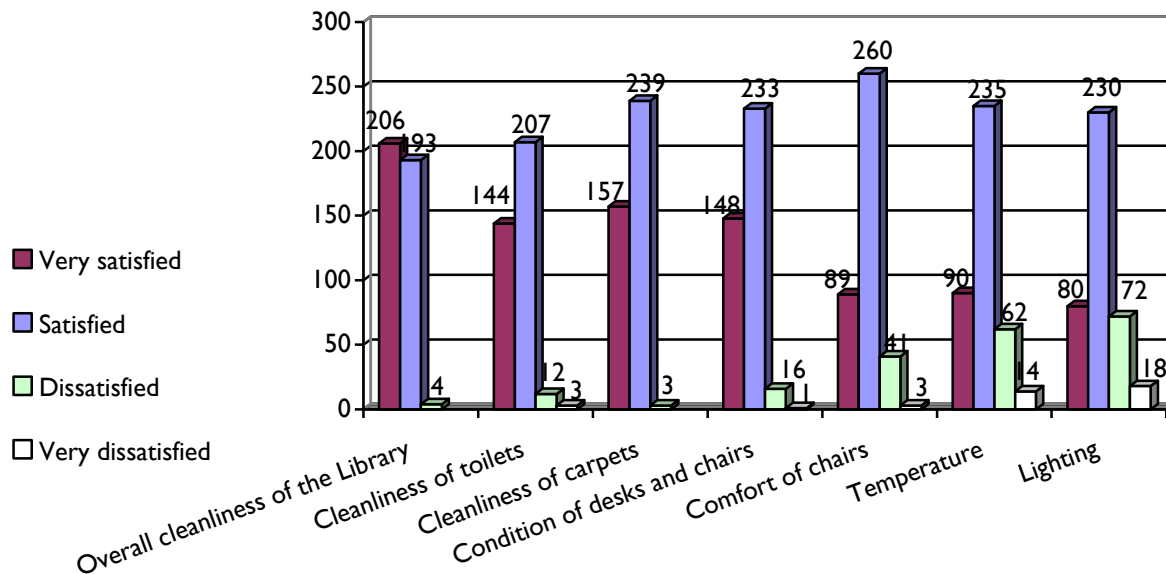
6. Levels of satisfaction

6.1. *User levels of satisfaction/dissatisfaction with the Working Library as a work environment?*

Respondents were asked to express their levels of satisfaction/dissatisfaction with various aspects of the Library as a work environment. These aspects include overall cleanliness, cleanliness of toilets and carpets, the condition of desks and comfort of chairs, temperature and lighting.

As seen in Figure 20, the overall cleanliness of the Library (94%) drew the highest levels of 'very satisfied' or 'satisfied' from respondents. This is followed in descending order of 'very satisfied' or 'satisfied' by the cleanliness of carpets (93%), the condition of desks and chairs (89%), cleanliness of toilets (82%), and comfort of chairs (82%). The two lowest levels of 'very satisfied' or 'satisfied' are for temperature (76%), and lighting (73%). Conversely, the only significant levels of 'dissatisfied' or 'very dissatisfied' are for temperature (18%) and lighting (21%).

Figure 20

Levels of satisfaction with the Working Library as a work environment

Since most user dissatisfaction is levelled at temperature and lighting, it is instructive to look at a selection of comments made by respondents about each. These are simply listed below:

Selected comments on temperature

- Sometimes in some areas it gets unbearably cold
- Sometimes it can be too cold in the winter (especially out of term)
- The library is far too cold to work once the heating is switched off at night
- It can get very cold sometimes, particularly out of term, which is when I use it
- Some parts of the library are too cold – especially the study room on the mezzanine floor with the science/math/engineering books
- It can get cold, especially when desks are near the windows
- It's often really cold
- Temperature can be quite cold at night especially if working overnight
- All areas apart from the enclosed area on the Mezzanine, and the Third Floor in sunshine, are very drafty and therefore working for any extended period of time leaves you very cold.

Selected comments on lighting

- Often it's really dark when working in the evening, and lighting is either insufficient or difficult to find switch... Also either too hot or too cold
- The desk lights should be higher (or have longer stems) so as to create a diffuse pool without putting a bulb in one's field of vision.

- I like the individual desk lamps; great idea that they didn't have at my old library. Much…much… much…. preferred to overly harsh strip lighting overhead. Makes the library much more peaceful and pleasant to study in, particularly at night, where you can glance up and see little picturesque blooms of light in the windows as you approach, rather than a sterile blaze of fluorescents.
- The lighting is far too low for my comfort. I would prefer brighter bulbs to the warm, low lighting provided by the current bulbs. Also, the desk lamps are not enough to compensate for the general low lighting. The current level of light makes me feel very tired and is one of the main reasons I dislike working in the library after 4pm.
- The lamps have delicate switches and often, one finds that they have been broken. On wet or cold days, the library temperature plummets drastically.
- It gets VERY dark at night even with the lights on, so I don't work in the library then
- There could be more/brighter lights,
- Too dark on many of the floors. New Mezzanine lighting should also be fitted on all other floors if possible. Also, chairs without the wheels are too low for many of the desks. I personally can't use them.
- Need much better lamps. Hard to work when dark outside.

6.2. User levels of satisfaction/dissatisfaction with the quality of service offered by Working Library staff?

Respondents were asked to assess their levels of satisfaction/dissatisfaction with the quality of service offered by the Working Library staff. These aspects include staff politeness, helpfulness, knowledge and expertise, and efficiency.

As indicated in Figure 21, respondents are 'very satisfied' or 'satisfied' with the following characteristics of Working Library staff, in descending order – helpfulness (88%), politeness (88%), efficiency (86%), knowledge and expertise (84%).

Figure 21

Levels of satisfaction with Working Library staff

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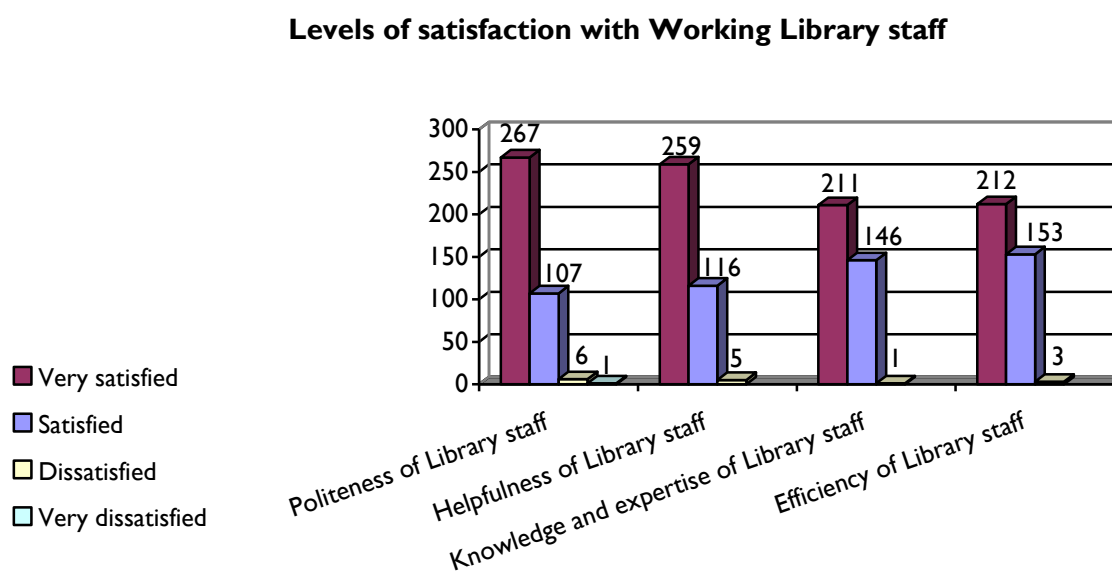
Selected comments about Working Library staff

- They're so nice and helpful! I don't ask them much for help with specifically how to research my topic (have a fair bit of experience at that at this point), but I bother them with lots of logistical questions.
- All the staff have always been very friendly and efficient whenever I needed anything.
- What excellent staff we have - but only to be expected from St John's!
- Topping team.
- As a newly arrived student from a much younger colonial institution, I have been simply amazed at the level of professionalism, courtesy, efficiency, effectiveness and overall actually-doing-somethingness of the library staff, both in college and elsewhere. I'm from a largely self-service library, staffed by casually-employed students, who were universally rude, incompetent, unfriendly and unprofessional.
- Always ready to help. I'm not sure whether I'd feel I wasn't wasting their time by asking them questions about the various library resources and how to use them. They could perhaps advertise their willingness to help rather more often.
- VERY helpful, and patient towards my stupid questions. Thank you all.
- amazing amazing staff - cannot underscore that point enough.
- All the library staff are fantastic!!
- It would be good if there was an easier way to get staff attention when no-one is standing immediately by the desk

6.3. Selected comments from respondents about services they would like to see improved or made available in the Working Library

In an open comments section in the survey, respondents were invited to suggest improvements to any part of the Working Library. Below is a list of the main ideas and suggestions forthcoming:

- A hot water dispenser would be nice. Extra seating is required, especially in exam term, as there is more desk space than chairs available.
- Improved scanning machines. Better lighting
- More renewals; one only is annoying. And emails reminding you that your books will go overdue before they do, not afterwards. Also, I find it generally difficult to access e-journals Cambridge subscribes to (and I am stunned by how much we don't get); if the library worked on a better centralized portal to all that, that would be amazing, though I recognize it's something you'd hope the university would do.
- A wider selection of general reading/fiction books would be appreciated, but I'm well aware that this is not the primary purpose of the library.
- Perhaps more publicity about the availability of DVDs (surprisingly few people I know are aware of this)
- Can you do intra-college library loans? This would be useful as sometimes the book you want isn't in the UL or Faculty library but in another College.
- I sometimes feel as though I would like an area with comfortable chairs/sofa's to read in.
- Maybe have a fax machine?
- I would like to see more e-books made available that are common course textbooks. Often I find that copies of prescribed course textbooks are taken out. Alternatively, the library could ensure that there is at least one 'Not to be Taken Out' copy of course textbooks. 'Book in Use' slips should also be available on every floor of the library and clearly marked. Purchasing low-profile keyboards for the computers would be an excellent idea - this would significantly reduce the sound of typing at computers which can be a common, irritating source of noise.

- I have had a number of experiences of trying to use the desktops and they take several minutes to boot up, which since I tend to be in a hurry when I'm working isn't really acceptable.
- 1. The ability to connect laptops to internet via cable 2. Unix operating system on at least some of the library desktop computers
- Upgrade of the computer system and free printing after a flat rate library charge on the college bill for all students
- Wireless network easier to connect to like in other college libraries where connecting to lapwing is simple rather than the arduous process of trying to connect to John's network or eduroam.
- A greater number of computers would be extremely useful for those of us either without laptops or without easily mobile laptops, as it is often very difficult to find a spare computer to work on.
- The operating system on desktop machines is out of date.
- Workshops on how to use twitter.

<u>Comments</u>

While respondents are very positive about most aspects of the work environment of the Library, two aspects in particular attract most dissatisfaction. The first is the low levels of light in many parts of the Library, a problem which is most experienced in evenings and at night. The second is the temperature, which many criticise as too cold to permit productive work. Students are most vulnerable when they are sitting still for long periods, and after hours, when the heating may be turned down. In both respects, it is recommended that appropriate action be taken to address the problems.

Respondents expressed very high levels of satisfaction with the quality of service offered by the Working Library staff (all services between 84% and 88%). It is difficult to react to such a response other than to say that it is very reassuring.

A number of useful ideas emanate from the list of suggestions for Library improvement: among these are greater publicity for DVDs that are acquired; a wider selection of general interest books, and core textbooks to be made available as e-books.

7. **The Library departmental aim is:** *To provide a modern, efficient and welcoming Library service for all members of the College, and for all others with valid reasons to make use of the College's Library collections and facilities, so enabling the College to fulfil its statutory aims.*

Overall user assessment of the degree to which the Library meets its departmental aim

Nearly all respondents (409, ie. 96%) thought the Library meets its departmental aim either 'fully' or 'mostly' (Figure 23 below). This is clearly a very reassuring result for all concerned.

Figure 22

Degree to which the Library meets its departmental aim

3.82% 1.17%
42.72%
53.29%

Fully (227)
Mostly (182)
Partly (12)
Minimally (5)