

Summary Report

Washburn University Library

Focus Group Sessions

October 25-26, 2000

Submitted by

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Methodology

The focus group methodology was employed during these sessions. Focus groups are principally used as pre-assessment planning tools. Though occasionally the results from focus groups are so compelling that the organization can move immediately into action, more typically they serve to identify areas where more assessment needs to be done, thus saving the organization time and effort.

Since the focus was on how the library is perceived by its users, participants were all library users. They were not randomly selected from the entire Washburn population. Nonetheless, participants appeared to range, in their use of the library, from neophytes to veterans. Most faculty appeared to be in the Social Sciences, with a very few in the Sciences and Humanities. This distribution may also have been close to the case for the student participants. One Washburn staff member, who is also a student, was present for one of the student sessions; otherwise, Washburn staff members were not represented.

Four focus group sessions were conducted, one with faculty (N = 12) and three with Washburn students (N = 30). No one but the consultant and the participants were present for the sessions, which were held in a room in the Washburn Student Union. Sessions lasted from 1.25 to 1.5 hours. All participants were given token gifts in appreciation of their donating their time.

Though the consultant had had a few conversations with the library director, principally by way of advising on construction of the questionnaire, selection of participants, making travel arrangements, etc., he had not visited the campus libraries or had any contact with the participants before the sessions. His only role during the sessions was to facilitate—to listen and record responses.

After a brief preview of the session, the consultant distributed information and questionnaire sheets (see attachment #1). Participants were asked to reflect their own experiences and views in their responses and not those of friends, colleagues, or cohort groups. Reviewing their experience with the Library 1) as a place, 2) as services and collections, and 3) as people, participants were asked to respond to the three open-ended questions on the questionnaire:

1. What is working?
2. What needs improvement?
3. What future opportunities are there, in your view, for the Library to serve you better?

When all participants had finished their written responses to the questionnaire, the consultant asked each person, in round-robin fashion, to contribute one item from her/his responses to question #1. These comments were recorded on flip chart sheets. When all participants had had a turn, remaining comments were taken in any order. The same process was used then for questions 2 and 3. Next, participants were asked to review all

the flip charts and identify the major messages they wanted to convey to the library. These responses appear under “Question 4” in the raw responses:

4. Reviewing your comments, what are the major messages you want to communicate to the library today?

Definitions

Though participants were given the categories of 1) library as place, 2) library as services and collections, and 3) library as people before they began responding, they did not label their individual comments. These categories were applied by the consultant during off-site analysis of the responses. Another person might categorize the comments differently. It may be useful, therefore, to understand the definitions that were used in the categorization and labeling process.

Library as Place. This category corresponds to the **Tangibles** criterion in classic customer service analysis. It focuses on the physical appearance of facilities and equipment and the physical appearance of service providers.

Library as Services and Collections. This category corresponds to the **Reliability** criterion in classic customer service analysis. It focuses on the ability of the service provider to provide what is promised, dependably and accurately, regardless of whether human interaction is required or not. For example, most library customers feel that the library is promising collections that will meet their needs and services that will help them navigate the world of information.

Library as People. This category focuses on the personal interaction criteria of classic customer service analysis: **Responsiveness, Assurance, and Empathy**. Responsiveness focuses on the willingness of service providers to help customers promptly. Assurance focuses on the knowledge displayed by service providers to customers and their ability to convey trust, competence, and confidence. Empathy focuses on the degree of caring and individual attention that service providers show when they are assisting customers.

Analysis of the Responses

Focus: Library as Place, Services/Collections, People

All responses	N = 225	100%
Library as Place	46	20.4%
Library as Services/Collections	152	67.5%
Library as People	27	12.0%

Focus: 1. Working; 2. Needs Improvement; 3. Future; 4. Major Messages

All Responses	N = 221*	100%
1. Working	55	24.8%
2. Needs Improvement	94	42.5%
3. Future Opportunities	43	19.5%
4. Major Messages	29	13.1%

*Not all responses could be counted in this analysis.

Focus: Question 1: What is working?

All Responses	N = 55	100%
Library as Place	12	21.8%
Library as Services/Collections	27	49.1%
Library as People	16	29.1%

Focus: Question 2: What needs improvement?

All Responses	N = 94	100%
Library as Place	21	22.3%
Library as Services/Collections	66	70.2%
Library as People	7	7.4%

Focus: Question 3: Future Opportunities?

All Responses	N = 43	100%
Library as Place	9	20.9%
Library as Services/Collections	33	76.7%
Library as People	1	2.3%

Focus: Question 4: Major Messages?

All responses:	N = 29	100%
Library as Place	4	13.8%
Library as Services/Collections	22	75.9%
Library as People	3	10.3%

Analysis of Major Areas of Comment

In addition to the categorization by place, services and collections, and people, major areas were identified in the analysis as a means of determining where the library might want to focus in its further assessment work. In each of the following area analyses, the assumption is that question #1 is the only question that indicates customer satisfaction. Responses to questions #2 and #3 and most responses to question #4, in one way or another, indicate that there is room for improvement. It is important to note that this is not always the same as “dissatisfaction.” It is also important to note that all comments represent perceptions. That a library user perceives that a service does not exist does not necessarily mean that it does not exist, though such a response might point to the need for improved publicity of the service.

Collections. This was, by far, the most commented-upon area in the responses. Forty-three comments (19.1% of the total) were received. Only three (7.5%) were in the “working” area. Others (92.5%) suggested need for improvement. Among the chief criticisms were several that suggested the collection simply did not meet the needs of respondents in fundamental ways. The chief problem, especially for students and faculty in the professional schools, was the lack of an adequate on-site journal collection or access to full text of needed journals. There was some feeling that collections were not being kept up-to-date. A frequent theme was that, although Interlibrary Loan worked well for getting materials, this was not an acceptable solution to the problem of not having the materials on site or immediately available online. One special problem was mentioned: the impending departure of the Menninger Clinic, along with its important journal holdings in psychology and social work. Another significant area of comment was that there were not enough copy of in-demand materials; this area included the idea, for example, that there should be copies of textbooks on reserve in the library since there were often difficulties, particularly at the beginning of the year, in getting sufficient copies through the bookstore.

Collections were seen as deficient in non-traditional areas, especially computer resources. Students and faculty both spoke of their need for full-text access to journal articles online.

The collection development process accounted for five of these comments, chiefly from faculty who felt there should be a better way to involve them in the process than the present BNA slips.

Though some comments were unique—the sports section missing from newspapers, not enough recreational reading—the lack of adequate collections for study and research, a core function for academic libraries and a core expectation of college library users, was an overwhelmingly common theme.

Equipment. There were thirty-three comments (14.7% of the total) about equipment, chiefly computers, copy machines, and printers. Only three (9.1%) of these suggested that equipment was an area of library service that was working. Thirty comments (90.9%) suggested there was room for improvement.

One theme was that students need what they called “real computers,” machines they could use to download onto diskettes, work from their own software, etc. There should also be more computers. Complaints about copy machines and printers divided along two lines: 1) the machines sometimes did not work and 2) paying for copies and printing was very inconvenient. The latter complaint appeared not to focus so much on the respondents not wanting to pay for printing as on perceived high cost, having to print out and pay for more than you needed, and having to worry about having change and working card machines. Several students suggested they would prefer to pay for copying and printing as part of an up-front activity fee rather than under the present pay-as-you-go arrangement. Though it is not important to them as users, most respondents did not seem to know that not all computers are managed by the Library.

Library Skills and Library Instruction. This area accounted for twenty-eight comments (12.4% of the total). The area comprises reported difficulties with navigating the library and its systems as well as comments on library skills instruction. Five of these comments (17.9%) suggested instruction and navigation were working; twenty-three (82.1%) suggested the need for improvement.

Several comments focused on problems in navigating the Mabee library and the computer system. Though some praised the instructional efforts of the library, others found that there was not enough of the appropriate kind of instruction—brief in-person sessions and clear point-of-use instruction—that would help them navigate the system. Some characterized the instruction as over their heads—too technical—while one person found it too elementary.

Library Hours. Though both faculty and students spoke of needing longer library hours, this was not as strong a theme as, for example, collections. There were fourteen comments about hours (6.2% of the total). Three of these (21.4%) were positive and eleven (78.6%) suggested that improvement was needed. Moreover, the focus of comments on extended hours was very broad, encompassing summers, evenings, mornings, weekends, inter-sessions, exam periods, etc. A few themes emerged, however. Hours were not seen as convenient for many non-traditional students, and some faculty

found them inconvenient, for example, when they were doing last-minute preparation before the school term began.

Quiet Study, Group Study, Lounge Areas. There were thirteen comments (5.8% of the total) in this area. Though three comments indicated an appreciation for specific group and quiet study areas in the library, ten focused on inadequate quiet study and group study facilities and on the lack of comfortable lounge areas. Again, the perceived needs are broad. Students wanted more group study facilities to support the work on team projects as assigned by instructors. Many wanted more quiet study. In the category of future developments, faculty wanted a lounge area where they could interact with other faculty, and students wanted a lounge area where they could get a cold drink and take a break. A few working students wanted a place in the library where their children could play safely or do homework while they themselves worked in the library.

Library Staff. There were twenty-seven comments about library staff (12.0%) of the total. Twelve of these were very positive (41.4%), and fifteen suggested the need for improvement (58.6%). A major theme was that student library workers were often not effective as service providers—that they needed customer service training. Though regular staff received generally high marks for their helpfulness, anticipation of questions, etc., there were a few reported instances of condescension and poor service on the part of individual staff members. Respondents reported that these encounters had a lasting effect on them.

The Building. The Library building received mixed reviews. Only eleven comments were received on the building's design and appearance (see also study and lounge areas above). Some found the library comfortable and clean. Some appreciated the scale of the building, pointing to the KSU library as an example of a scale that was too large and intimidating. On the other hand, suggestions that improvement was needed focused on the old-fashioned appearance of the facility. One respondent called it “that 70's building,” and several indicated that refurbishment was needed.

Remote Access. This area focuses on access only. See earlier, especially under “collections” for comments on content. Seven comments were recorded, four being positive. The three comments suggesting need for improvement focused on difficulties with getting into the system—delays, not having the appropriate sign-in information, etc. Though few in number, these comments were strongly advanced by participants who have become quite dependent on remote access.

Interlibrary Loan. There were eight comments on Interlibrary Loan, five of them positive and three suggesting that there could be improvement. See above, also, for comments on the need for access to journals no matter how effective ILL is.

Recommendations

Most of the following recommendations focus on further assessment. Occasionally, recommendations for possible immediate action are also made. The recommendations are organized according to the major areas discussed in the previous section.

Implicit in the recommendations is the assumption that an organization has only so many resources—so much money, time, and energy—to address perceived problems, either through further assessment or further action. I have tried to indicate where the effort should be put and where further effort might be delayed.

Collections. Collections should be the primary area for further assessment and action. This is both a core functional responsibility for libraries and a core area of expectations of customers. It is recommended that the primary focus be on collections that support instruction, both undergraduate and graduate, at Washburn. Furthermore, assessment should focus on the current journal collection, how it is meeting and not meeting user needs, and where it needs to be strengthened. There may need to be some study of the proportions between journal acquisitions and other kinds of acquisitions to determine if resources can be reallocated to journal acquisitions. As an immediate action, the Library should explore membership in consortia that make current journals available electronically, beginning with the possibility of joining a consortium in Kansas. This would probably be the most cost-effective means of providing the Washburn community with the journal resources they need.

Further, studies such as those developed in the 1980s by Paul Kantor, might be applied to determining the programmatic areas where library collections are currently failing Washburn users and where special development is needed.

Finally, in the area of collection development process, two areas should be further explored. On a practical level, is there an electronic alternative to distributing BNA selection slips to faculty? Moreover, it is this consultant's recommendation that the present system in which teaching faculty have control over the collection development process be re-examined. My experience has told me that placing the collection development process under the library, with strong input from the faculty, is a better system. One reason is that faculty no longer have to be bothered with item-by-item review.

Equipment. Whether or not they are a traditional and appropriate function of library service, equipment such as photocopiers, printers, and computers are core to library service today. This is an area where some immediate action can be taken. One respondent suggested, for example, that there be a regular patrol to make sure, perhaps on an hourly basis, that equipment is working properly, that there is change in machines, etc. On the assessment level, the library should conduct spot checks of equipment and record and analyze whether machines are working, etc.

The installation of “real computers” in the Library appears not to be under the Library’s control; it could as well represent a considerable expense, in both one-time and continuing costs. Nonetheless, there is an opportunity here to survey users further and in more detail on their use of computing equipment and their unmet needs.

Library Skills and Library Instruction. This is an area where further assessment of problems and needs is required before action is taken. There could, for example, be assessment of difficulties that users have in the library during exit interviews. There is probably also room for a straightforward survey of both faculty and students of instructional needs. Especially articulated in these sessions was the need for basic navigational instruction—for example, how to access databases, how to use them. Surveys could be targeted on this area.

Library Hours. This is, of course, a perennial area of complaint/request by library users around the world, many of whom want the library available for study purposes rather than, strictly speaking, library purposes. Most respondents appeared to suggest that having the building open was the critical need; full services and full staff were not required by many. The breadth of need expressed in these sessions suggests that, if the library were able to expand hours, it should first do further assessment to find out which hours would benefit the most users. Some focus might be placed on the needs of working students to determine if, given current hours of opening, they might be especially disadvantaged.

Quiet Study, Group Study, Lounge Areas. This was not a high-profile area during the sessions and therefore no further assessment is recommended at this time.

Library Staff. An area for immediate action is intensified training of student workers in customer service excellence, the establishment of customer service performance standards for them, and continued monitoring of performance. Unfortunate incidents involving regular staff appeared to be far outweighed by positive experiences, so no further assessment or action is recommended at this time. The library should, however, have a continuing means of evaluating customer experiences, which would include experiences with staff.

The Building. Overall, this does not seem to be an area for further immediate work, given the work that should be done in areas such as collections and equipment. Though there are some aesthetic objections, the general feeling is that the building is OK. Individual comments need to be reviewed, however, to ascertain if there are opportunities for improvement.

Remote Access. Though there were relatively few comments in this area, it has become a core area of library service. The library should consider some assessment efforts in this area, perhaps following up with users who have been trained in remote access skills to find out about their experiences.

Interlibrary Loan. This area appears, overall, to be working. No further assessment or action is recommended at this time.

“Orphans”

In any broad assessment effort such as these focus group sessions, the investigator is looking for commonalities, themes. In these sessions, 179 comments could be categorized as common themes. These are presented in the section immediately preceding this. There are also 46 comments that did not fit these categories and did not constitute significantly large categories themselves. Some of these comments fell outside the scope of the focus group effort—for example, comments about the Law Library, campus parking and campus lighting, and the Library’s lack of responsiveness to students who had applied for jobs. Some were simply isolated, reflecting the sentiments of one person. These “orphans” should be reviewed, however, for any useful content that the consultant might have missed.

ATTACHMENT I: QUESTIONNAIRE

Washburn University Library
Focus Group Sessions: October 25 and 26, 2000
Facilitator: George J. Soete, Library Consultant

Which category best fits you?

- Undergraduate Student
- Graduate Student
- Faculty Member
- Other (please explain: _____)

Purpose: These focus group sessions fit within the Library's long-range strategic planning initiative to assess user needs and satisfaction and to make changes and develop new services and programs based on the data collected.

Outcome: These sessions are an important first step in the assessment effort. The data gathered in these sessions will be used to plan and implement further assessment efforts – for example, to develop comprehensive written surveys. The summary data coming out of these sessions will also be important to the Library. If you wish, the Library will share the summary reports of these sessions with you.

Focus: Please focus on your experience and your needs as a library user.

Areas for you to consider: How is the Library doing?

- . . . ***as a place:*** the appearance of the facility, equipment, and staff; the convenience and usability of the facility.
- . . . ***as services and collections:*** how consistent and reliable is the library in serving your needs?
- . . . ***as people:*** how knowledgeable and competent are staff; how responsive are they; how attentive are they to your individual needs?

Considering how the Library serves you as a place, as services and collections, and as people, please take a few minutes to respond to the following questions. Your notes will be collected at the end of the session.

1. What is working?

2. What needs improvement?

3. What future opportunities are there, in your view, for the Library to serve you better?

Attachment II: Flip Chart Comments

1. What is working?

- Both libraries look nice.
- Staff is willing to help.
- Carnegie staff bend over backwards to help.
- The magazine browsing area is nice.
- Downstairs in the Mabee Library is nice and quiet.
- Increased lighting makes me feel safer in the library at night.
- Staff are nice.
- Free access to databases from my home is great.
- Group study rooms.
- Instruction in using databases.
- The library's forms are great—those that instruct in database use and others.
- The hours work for me.
- Interlibrary Loan. I used it [recently?] for the first time, and the staff made it easy for me. Very fast response.
- Connection to ATLAS and other libraries.
- It's great to be able to order books from other libraries and be notified by e-mail.

2. What needs improvement?

- Actually finding a book in the library can be confusing and time-consuming.
- Hours of opening are not enough—need to be earlier, later, weekends.
- Nursing materials are out of date, often 5 years and older. Students are told by instructors not to use anything older than five years.
- We have to pay for printing.
- We don't have to pay for printing in the computer lab—contrast.
- There is no scanner for us to use in the library.
- It is unclear which computers can be used for which functions.
- Law Library—on one visit I couldn't figure out who worked there and who was just hanging out.
- Non-traditional students should be better instructed in gaining remote access to databases. There was a problem with many students not knowing that they had to register for a password at the library before trying to access the system from home.
- It's not always clear what's on microfiche. This wastes our time.
- We need more than abstracts; we need full text when we search databases.
- Barcode activation problem. The activation instructions were faulty. See above (Non-traditional students. . . .)
- Education journals. We don't have all that we should have. Especially the fast-rising titles where the hot new stuff is being written. Collection is not keeping up with our needs.
- Climate control is inconsistent. Sometimes too cold.

Group I: Students

- ❑ Copiers don't function reliably. There should be regularly hourly patrols to make sure they're working.
 - ❑ Staff are sometimes loud and boisterous in Mabee.
 - ❑ There are not enough group study rooms such as those on the lower level of Mabee.
 - ❑ The sports section is often missing from the newspaper. Put the newspapers on pole binders.
 - ❑ There should be a better selection of materials—e.g. to support Spanish language instruction. For example, Spanish language newspapers published in Kansas.
 - ❑ There should be big, comfortable reading chairs.
 - ❑ The library should be open as long as possible. Hours now too short. Staff with students—they need the work.
 - ❑ The building is not conducive to work. Not very attractive. Colors, especially the orange. They called it, "That 70's Place." Bring it up to date.
 - ❑ Modernize. Take a hint from Barnes and Noble.
 - ❑ Reserves should have all current textbooks—and more than one copy. This would be a tremendous service to students. For example, when the bookstore runs out of books at the beginning of the term, etc.
 - ❑ There should be VCRs, other such equipment to check out and use, for example, for reports in class.
 - ❑ Library computers aren't very clean. They're sticky sometimes.
 - ❑ Need time limits on circulation. Six weeks is too long.
 - ❑ More chalk for the chalkboard and leave the markers for the whiteboard.
 - ❑ Not enough current materials—both books and journals.
 - ❑ Library does not have Ethernet hookups for laptops.
3. What future opportunities are there, in your view, for the Library to serve you better?
- ❑ Technology, technology, technology—more of it. DVDs, CDs, interactive tutorials.
 - ❑ If you have to charge for e.g. printing, charge up-front as part of activity fees. Don't put us to the inconvenience of paying as you go.
 - ❑ We should have full journals available online.
 - ❑ Library staff should wear nametags or be identifiable in some other way.
 - ❑ Bring down or eliminate the cost of printing by using cheaper printers, paper, etc. Subsidize printing.
 - ❑ Have real, actual computers in the library that are fully functional. Not just networked computers where you can't upload, download, etc.
 - ❑ Get some MacIntosh computers—at least a few for Mac users.
 - ❑ Have a closed-off lounge area with refreshments, etc., where people can talk. Perhaps on the third floor.
 - ❑ Have classes, sessions on databases, research methods—short sessions that anyone can attend.
 - ❑ More extensive instructional program, more flexible. See above.

Group I: Students

- Update the journal collection.

4. Reviewing your comments, what are the major messages you want to communicate to the library today?

- Need classes, brief seminars on library use, brief but good.
- Journals need to be brought up to date—more of them and more recent.
- Textbooks on reserve.
- Technology, technology, technology.
- Hours, as many as possible.
- Keep the noise level down.
- Figure out how not to charge for printing. It's a real inconvenience.
- Make the interior more attractive and redo it to meet all types of study needs. Quiet individual study, group work, etc.
- Have actual computers.
- Straighten out automatic barcode problem.

1. What is working?

- Friendly, helpful, competent staff. Many votes for this one.
- Facility is easy to use, accessible.
- The Web site works well.
- Staff is very well prepared, knows the needs of the community.
- Myriad of databases.
- The online catalog works well.
- Access from their offices to online services is much appreciated.
- The building is well designed.
- Staff are responsive to user needs, especially when new programs were in the works.
- Our librarians provide leadership in the regional library community.
- The lecture programs are appreciated.
- Faculty present their research in progress in library programs.
- The library is open to the community. Very service oriented.
- Collections are good relative to school size.
- Librarians serve on university committees. Very active in the university community, very much involved on campus.
- Library representative attends meetings of faculty in various schools. [but in one instance it was suggested that this did not happen]
- Interlibrary loan is great.
- Great collection in the area of alcohol and drugs.
- Good cooperation with the law library.
- Several members said they never heard complaints about the library from students or colleagues.
- The electronic classroom is great.

2. What needs improvement?

- Library is understaffed. Sometimes results in long waits.
- Bound journals are sometimes simply not there. Checked out? Rethink circulation policy for these.
- Facility is too small. Should be bigger to accommodate collections of depth, more computers, etc.
- Lighting is poor in some places; hard to find things in the stacks.
- There is no faculty lounge or place for faculty to gather, talk.
- Student assistants are not always competent, well trained.
- Student assistants need customer service training.
- Occasionally, books just disappear.
- Interlibrary Loan is inconsistent. Sometimes there are long delays.
- Scholarly journal collection not adequate. Needs shoring up, maintenance.
- Faculty loans are due at inconvenient times.
- Hours need to be expanded, especially for part-time faculty.

Group II: Faculty

- Member reported an instance in which new program support seemed politicized. Department was asked to use grant fund to buy materials and then found that the library had bought many under their own funds anyway.
- Program support does not always seem equitable.
- Shrinking professional journal collection.
- Should be able to keep ILL books longer, perhaps pay for longer loans?
- Not enough easy chairs in the library.
- Improve the décor a bit—with some plants, for example.
- Summer hours are too limited. It would be ok to have longer hours with a skeleton staff.
- BNA slips don't work very well. Many members wanted to see the full range of what is available.
- Can BNA slips be provided online?
- One member preferred the Choice cards.
- An outreach newsletter is needed to keep faculty informed of stuff that is below their radar.
- Faculty don't get feedback about orders. Was my item received? Could this be done on the Web?
- Copy machines are too often out of order.
- Cataloging (e.g., videos that took a year to be processed) can be slow.
- More and newer computers for the electronic classroom.

3. What future opportunities are there, in your view, for the Library to serve you better?

- Full-text access to journals.
- Extend hours, especially for students.
- Identify the building better from the outside. Pull students in with better signs. Many of them don't know where the library is.
- Faculty lounge and reading area where faculty from different disciplines can meet, converse.
- Larger classroom in the library—one that might accommodate classes of 30-35 students.
- The library needs an addition, more space.
- Digitize archives, other collections.

4. Reviewing your comments, what are the major messages you want to communicate to the library today?

- Members wanted the library to understand the strong accent on the positive, especially with regard to the great professional staff.
- There aren't enough staff. One member suggested morale was low because of this.
- The building design is good, comfortable.
- Need to have electronic access to full text.

Group II: Faculty

- ❑ It would be fine to take up the slack in the journal collections with electronic access. Please make a decision and act quickly. Holes are developing in the collection.
- ❑ Increase our knowledge of books, journals, etc., that we should know about—through newsletters, etc.
- ❑ Interlibrary Loan becomes even more important with growing access to journals in electronic form.

1. What is working?

- Independent work is made easy.
- Service is very helpful—even phone service. Good reference service.
- Library is well-organized—easy to find materials.
- Longer hours during finals.
- Library is user-friendly.
- People are more than helpful.
- Good computer resources.
- ILL is responsive—good communication.
- The library is clean.
- Everything is properly managed.
- I am greeted with a smile.

2. What needs improvement?

- Access to library computers from home has been very slow, frustrating. Respondents have had to wait for hours to get on line.
- Copy machines are often down. Copies are too expensive. Card machines sometimes don't work, forcing students to pay single copy prices. Must copy reserves and it's made very inconvenient.
- Inside of library needs a facelift—too dark and gloomy.
- Staff should make more of an effort to ask patrons if they need help.
- Location for the book drop-off is inconvenient. Could there be book drops in parking lots, other campus buildings?
- Slow access to computers from home.
- Printing is too expensive.
- Library needs more printers and copy machines.
- Instruction: too much “jibber-jabber” and not enough actually showing students how to do things.
- Two respondents reported single bad experiences with individual regular staff members, not students. They felt put down and this had a lasting impression on them. Will not go back to this person.
- Student workers generally offer poor service. They don't seem trained. They talk to each other and eventually get around to helping you.
- One respondent uses Social Work Abstracts. Full articles are usually located elsewhere and are not accessed fast enough to meet the need. Library should be providing full text to journal articles.
- Library was unresponsive to one of the participants who applied for a library job.
- The campus is not well lit at night. Dangerous.

3. What future opportunities are there, in your view, for the Library to serve you better?

- There should be more staff available during busier times.

Group III: Students

- ❑ Need regular staff in the computer center to provide help. Sometimes there is no one there and students have to turn on computers themselves. This thought was echoed by someone else.
- ❑ Make the computer lab more visible; post hours, have better signage.
- ❑ Need a service where someone can walk students through what's available—orientation.
- ❑ Offer seminar sessions in basic library skills—current sessions are not very effective—jibber-jabber factor. Such sessions need to be well advertised.
- ❑ Library needs more of the “incredible lady” who teaches the for-credit course in library skills.
- ❑ There should be perhaps an up-front one-time fee for access to computers and to full text articles. Willing to pay a premium.
- ❑ There should be more copies of in-demand materials.
- ❑ Should be stiffer penalties for theft. Story of three needed items that had been stolen.
- ❑ More convenient access to book drops.
- ❑ Longer hours. The library is often closed when I need it.
- ❑ Library should be open 24/7, during breaks, etc.
- ❑ There should be clearer signage—for example of the hours of opening of the computer lab.

4. Reviewing your comments, what are the major messages you want to communicate to the library today?

- ❑ Computers: improve access to them. Need more computers and better remote access. At least one person was willing to pay a premium for this.
- ❑ Full text access—absolutely necessary for people in areas such as social work.
- ❑ As-needed instruction in basic library and computer skills.
- ❑ Bring down or eliminate the high costs of photocopying and printing.
- ❑ Service: make it more accessible—little or no waiting. More service. More user-friendly—currently uneven.

1. What is working?

- Online catalog/connections—once you know how to use them.
- Staff is helpful and friendly.
- Quiet study levels are a good thing.
- Later hours during finals.
- No fees for ILL, including photocopies.
- Services are good for new students—was easy to find way around.
- Seems to be enough computers.
- Everything is well organized.
- Good atmosphere, friendly staff.
- So far, collection meetings my research needs.
- Staff go the extra mile.
- Staff are alert to needs when you are in the library.
- The library is clean.

2. What needs improvement?

- Collection is not good for personal or recreational reading.
- Collection in African-American literature is not as good as it should be.
- Need more copies of in-demand materials.
- Need later hours; e.g. Friday and Saturday nights, mornings. To accommodate working students esp. Echoed.
- Don't feel comfortable bringing my child to the library. Need designated area for children.
- Not enough reference materials—especially scholarly journals.
- Menninger is leaving. We need to shore up inadequate collections in psychology and social work journals.
- I have trouble finding someone to help me, esp. on level 3.
- Need a call box or rover on floors 1 and 3.
- I need the articles here. ILL is great, but. . . .
- Professional librarians can sometimes be snotty and condescending—if you don't know the system.
- There is insufficient instruction in basic skills, so this is a circular problem. You don't know what you're doing and they then condescend to you.
- Much instruction is repetitive and at too basic a level.
- Need someone at the reference desk until the library closes—to serve working students who need help after evening classes are over.
- Update collections—books are old, brittle, falling apart in areas such as drawing.
- There is more teamwork in our classes, but not nearly enough group study space in the library. Echoed twice.
- Remote access to First Search. Impossible to understand and use from home. It needs to be more user-friendly.
- Copy cards are very irritating. You lose them, etc.

Group IV: Students

- No place to get a drink, other than water.
- No change machine for library facilities such as copy machine. Desk sometimes runs out of change.
- No Western Kansas newspapers.
- Point-of-use instruction on e.g. First Search is too technical.
- Printing is too expensive. Echoed three times.
- Printer #1 is especially troublesome.
- You get charged for pages you don't need or want (blanks, junk) when you pay for printing.
- Two members interviewed for library jobs and never heard anything back.

3. What future opportunities are there, in your view, for the Library to serve you better?

- Library should check with students, not just with faculty, about what they'll be needing. Echoed.
- Great big poster explaining the LC call number system. Echoed five times.
- Real computers, please, with features like floppy disk drives.
- Should be a comment, suggestion box for continual feedback.
- Have more instruction in 100 and 200 courses.
- Library not easily accessible.
- Special classes, quick seminars in basic library skills.
- More copies of in-demand titles.
- Need FAQs, common problems encountered—and steps to solving the problems.
- Periodicals, remote storage of, bad to have to access them at night.
- Later hours needed during mid-terms, and in general.
- More book drops, better placed.
- Parking!
- Recommended reading section. Staff recommends. Like in Barnes and Noble.

4. Reviewing your comments, what are the major messages you want to communicate to the library today?

- Access to computer system: includes real computers, more computers, better remote access.
- Hours—as many more as possible.
- Collections: includes more copies, professional journals (Menninger issue), scholarly journals, personal reading, more multi-cultural materials, some books are too old.
- Library difficult to use.
- Printing: eliminate or reduce cost.
- More/larger group study areas.
- Child-friendly area is needed.