LibQUAL+®

LIBRARY SURVEY REPORT

2014

香港中文大學圖書館
The Chinese University of Hong Kong Library

Executive Summary

- To assess library service quality, the CUHK Library conducted the LibQUAL+ survey from November 3 – 23, 2014.

- The Library received 6,649 valid responses and nearly half of the respondents (47%) provided written comments. 69% of respondents indicated that they used the University Library frequently.

- Core questions of the survey covered three service dimensions of service quality: Affect of Service *(helpfulness and competency of library staff)*; Information Control *(access to and provision of print and electronic resources)*; and Library as Place *(physical environment)*. For each question, respondents were asked to indicate their **minimum** acceptable service level, their **desired** service level, and their **perceived** service level provided by the Library on a scale from 1 (low) to 9 (high). Two gap scores were calculated: Service Adequacy *(Perceived Score – Minimum Score)* and Service Superiority *(Perceived Score – Desired Score)*. The gap scores are scaled such that higher scores are more favorable.

- **Overall Performance:** The results in 2014 showed marked improvement across all service dimensions in comparison to the 2007 and 2011 LibQUAL+ surveys. Library as Place received the highest level of satisfaction among three service dimensions. The rating is benchmarked against the survey outcomes of ARL (Association of Research Libraries) peers. The Library's overall service performance rating of 1.23 *(adequacy mean scores)* is notably higher than the ARL peers' average rating of 0.71.

- **Affect of Service:** The service rating slightly increased to 1.28 compared with 1.25 in the 2011 survey. Most comments received in this area were positive in nature. Overall, users were satisfied with the professionalism and dedication of library staff.

- **Information Control:** The overall performance in this area showed considerably improvement (1.12) compared with the results in 2011 (0.92). Faculty and postgraduate students had higher expectations in collections and e-resources while undergraduate students placed more emphasis on physical environment. Over the past few years the Library has continued to strengthen its electronic resources, in part as a response to findings in previous surveys.

- **Library as Place:** Results indicated that users' perception of the quality of the Library as Place improved significantly since the opening of the new Main Library Extension in 2012. This dimension saw the biggest change in perceptions, and subsequently a higher adequacy score of 1.32. The new Library Extension meets users' expectations in providing an inspiring space for study, learning, and research.

1. The Survey

It was the third time the CUHK Library participated in the LibQUAL+ survey and the first time the LibQUAL+ Lite survey was used. LibQUAL+ was developed and administered by the Association of Research Libraries in the United States to gauge users' perceptions, preferences, and expectations of library services.

The survey consisted of 22 core questions to measure the quality of library services in three dimensions:

- **Affect of Service (AS)** - helpfulness and competency of library staff
- **Information Control (IC)** - access to and provision of print and electronic resources
- **Library as Place (LP)** - physical environment

The LibQUAL+ Lite portal used item sampling methods to gather data on all 22 core questions. Each respondent answered 8 of 22 possible questions. Three questions were common in each survey (one from each of the three service dimensions), and another five questions were randomly generated.

In addition to the eight questions, the survey contained questions on general satisfaction with the library, information literacy outcomes, library use, and an open-ended comment box where users could submit their feedback on library service.
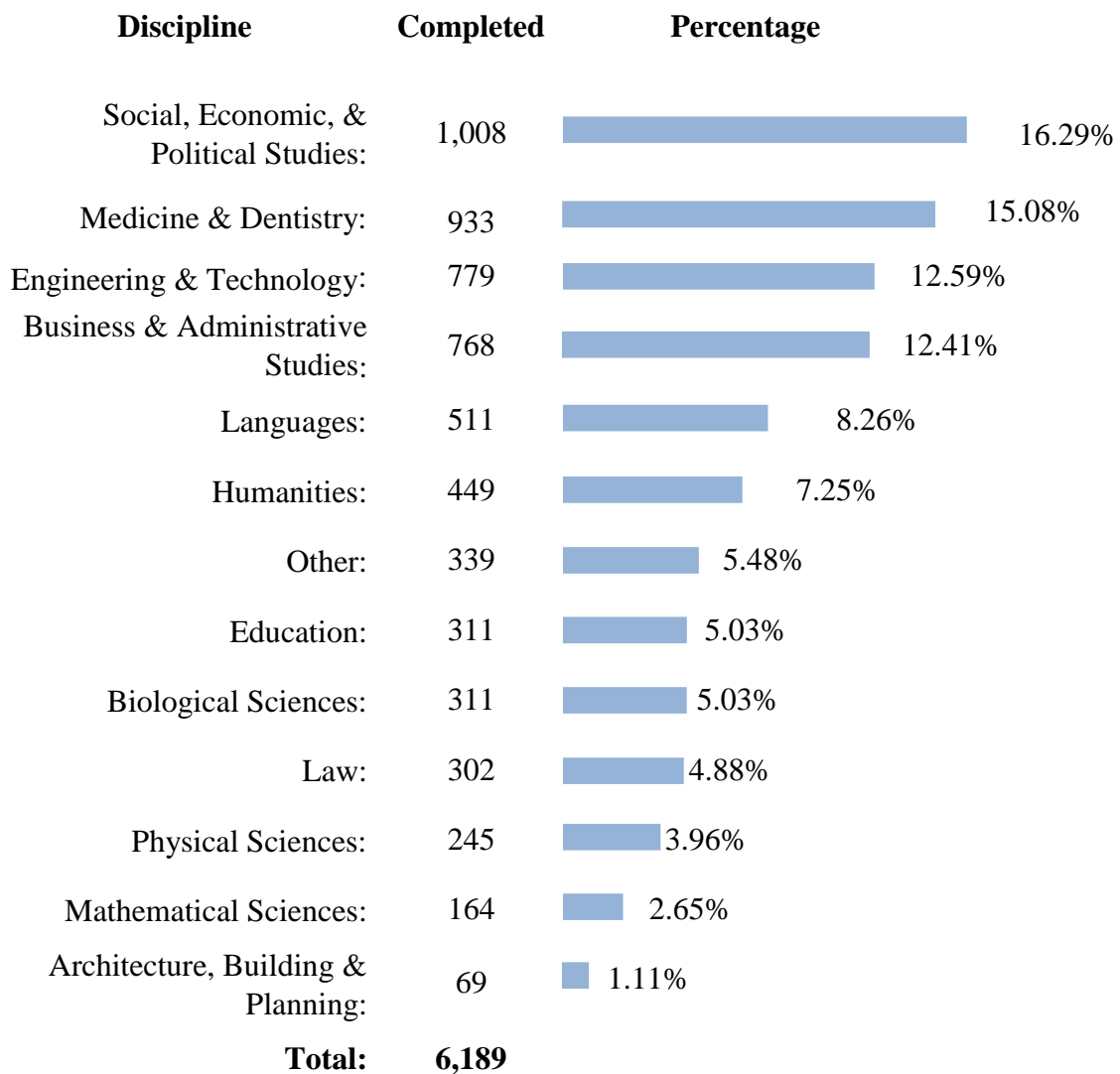
2. Response Rate

The following table shows the response rate by user group. In total, 6,649 surveys were completed. The response rate was about 141% higher than the responses gathered in 2011 (2,763).

Figure 1. Respondents by User Group

User Group	Completed	Percentage
Undergraduate:	3,786	56.94%
Postgraduate:	1,984	29.84%
Academic Staff:	420	6.32%
Staff:	450	6.77%
Library Staff:	9	0.14%
Total:	**6,649**	

Figure 2 shows a breakdown of students and academic staff by discipline, based on the LibQUAL+ standard discipline categories. Over 30% of respondents were from the Faculty of Social Science (16.29%) and Faculty of Medicine (15.08%).

Figure 2. Respondents by Standard Discipline

Discipline	Completed	Percentage
Social, Economic, & Political Studies:	1,008	16.29%
Medicine & Dentistry:	933	15.08%
Engineering & Technology:	779	12.59%
Business & Administrative Studies:	768	12.41%
Languages:	511	8.26%
Humanities:	449	7.25%
Other:	339	5.48%
Education:	311	5.03%
Biological Sciences:	311	5.03%
Law:	302	4.88%
Physical Sciences:	245	3.96%
Mathematical Sciences:	164	2.65%
Architecture, Building & Planning:	69	1.11%
Total:	**6,189**	

3. Core Survey Questions Summary

3.1 Scoring

There were eight questions in the survey. Users were asked for their judgments on 3 scales for each survey question: the **desired** level of service they would like to receive, the **minimum** they are willing to accept, and the actual level of service they **perceive** to have been provided. The scoring was on a scale from 1 (low) to 9 (high). Library staff ratings are not counted in the aggregated mean scores since the focus is on the Library users only. Two gap scores were calculated:

Service Adequacy = Perceived Score – Minimum Score
Service Superiority = Perceived Score – Desired Score

Service Adequacy is an indicator of the extent to which the Library is meeting the minimum expectations of our users. A positive service adequacy score indicates that users' perceived level of service quality is above their minimum acceptable level and a negative score implies a need for improvement.

Service Superiority is an indicator of the extent to which the Library is exceeding the desired expectations of our users. A negative value of service superiority means that users' perceived level of service is below their desired level of service. The superiority gap is usually negative since it measures the difference between perceived and ideal library service. However, a negative score is a cause for concern.

In general, the higher the adequacy and service superiority scores, the better the Library's performance. The adequacy scores are usually cited by libraries participating in the LibQUAL+ survey.

3.2   Results

The following table displays mean or average scores for each core question.

Figure 3. Core Questions Summary

ID	Question Text	Minimum (M) Mean	Desired (D) Mean	Perceived (P) Mean	Adequacy (P-M) Mean	Superiority (P-D) Mean
Affect of Service						
AS-1	Library staff who instill confidence in users	5.60	7.18	6.88	1.28	-0.30
AS-2	Giving users individual attention	4.81	6.39	5.96	1.16	-0.42
AS-3	Library staff who are consistently courteous	5.90	7.49	7.31	1.42	-0.17
AS-4	Readiness to respond to users' enquiries	5.89	7.43	7.08	1.20	-0.35
AS-5	Library staff who have the knowledge to answer user questions	5.79	7.32	7.00	1.22	-0.31
AS-6	Library staff who deal with users in a caring fashion	5.50	7.27	6.87	1.37	-0.40
AS-7	Library staff who understand the needs of their users	5.44	7.10	6.62	1.18	-0.47
AS-8	Willingness to help users	5.90	7.49	7.15	1.25	-0.34
AS-9	Dependability in handling users' service problems	5.98	7.48	7.08	1.10	-0.40
Overall for Affect of Service		**5.59**	**7.23**	**6.87**	**1.28**	**-0.36**
Information Control						
IC-1	Making electronic resources accessible from my home or office	5.91	7.60	6.92	1.01	-0.68
IC-2	A library Web site enabling me to locate information on my own	6.01	7.78	7.12	1.10	-0.67
IC-3	The printed library materials I need for my work	5.83	7.57	6.91	1.07	-0.66
IC-4	The electronic information resources I need	5.46	7.56	6.69	1.23	-0.87
IC-5	Modern equipment that lets me easily access needed information	5.95	7.69	7.18	1.22	-0.51
IC-6	Easy-to-use access tools that allow me to find things on my own	5.95	7.72	6.90	0.96	-0.81
IC-7	Making information easily accessible for independent use	5.96	7.68	6.93	0.97	-0.75
IC-8	Print and/or electronic journal collections I require for my work	5.82	7.57	6.89	1.07	-0.69
Overall for Information Control		**5.77**	**7.63**	**6.88**	**1.12**	**-0.74**
Library as Place						
LP-1	Library space that inspires study and learning	5.67	7.59	7.05	1.38	-0.54
LP-2	Quiet space for individual work	6.23	7.92	7.05	0.82	-0.87
LP-3	A comfortable and inviting location	6.02	7.76	7.54	1.52	-0.23
LP-4	A haven for study, learning, or research	6.24	7.93	7.46	1.22	-0.47
LP-5	Space for group learning and group study	5.60	7.39	7.03	1.43	-0.36
Overall for Library as Place		**5.84**	**7.67**	**7.16**	**1.32**	**-0.51**
Overall:		**5.73**	**7.50**	**6.95**	**1.23**	**-0.55**

Overall, respondents indicated that the performance of CUHK Library was above their minimum expectations and that the Library's greatest strength was in the area of Library as Place *(physical environment)*, which received higher adequacy scores (1.32). Although most comments received in regard to the new Library Extension were favorable, more effort is needed to provide individual study and quiet spaces that align with the needs of students.

The chart below illustrates the adequacy mean scores (P-M) for the year 2007, 2011 and 2014. The overall results in 2014 showed improvement across all three service dimensions in comparison to previous years, especially in Library as Place and Information Control dimensions. This is an indication that the Library has consistently delivered services above users' expectations. For example, over the past few years the Library has strengthened its electronic resources. At present, the Library provides access to over 12,000 e-journals and 4.5 million e-books. In addition to collections and electronic resources, more inspirational facilities, from technology-rich collaborative study space in the Learning Garden plus the Research Commons zoned for postgraduates and researchers, to individual study carrels, are available to accommodate different learning styles.

Figure 4. Service Adequacy 2007, 2011 & 2014
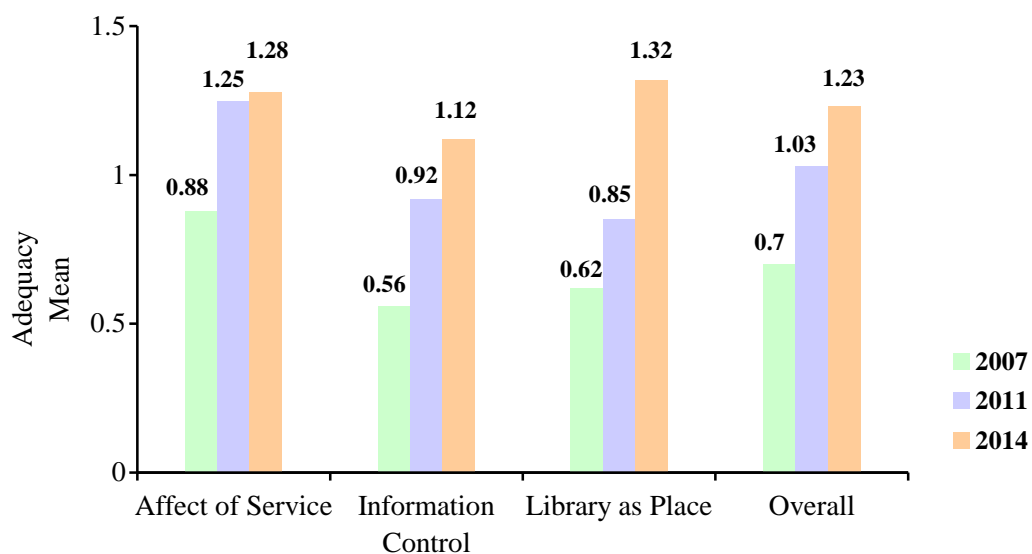
3.3 Expectations/Needs of CUHK Library Users

The following table displays the most desired service dimension by user group. The results indicated that postgraduate students and academic staff had the highest desired level or expectations in Information Control, while undergraduate students rated Library as Place as more important for their study and learning.

Figure 5. Most Desired Service Dimensions - Summary by User Group

Dimension	Undergraduate n=3,786	Postgraduate n=1,984	Academic Staff n=420	Staff n=450
Affect of Service	7.06	7.51	7.51	7.15
Information Control	7.53	**7.85**	**7.81**	7.31
Library as Place	**7.65**	7.82	7.55	**7.34**

Below are the top five areas where Library performance was most/least satisfactory based on adequacy scores.

Top five most satisfactory areas:
- A comfortable and inviting location
- Space for group learning and group study
- Library staff who are consistently courteous
- Library spaces that inspires study and learning
- Library staff who deal with users in a caring fashion

Top five least satisfactory areas requiring improvement:
- Quiet space for individual work
- Making information easily accessible for independent use
- Easy-to-use access tools that allow me to find things on my own
- Making electronic resources accessible from my home or office
- The print library materials I need for my work

4. Satisfaction with Library Services

Respondents were asked three general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service. The following table shows the mean scores of these questions, where n is the number of respondents. Each question was given a rating of 1-9, with 1 being the lowest rating and 9 being the highest.

Figure 6. Users' Satisfaction Questions

Satisfaction Question	Undergraduate n=3,783	Postgraduate n=1,984	Academic Staff n=420	Staff n=450	Overall n=6,637
In general, I am satisfied with the way in which I am **treated** at the library.	7.29	7.70	7.59	7.29	**7.43**
In general, I am satisfied with **library support** for my learning, research, and/or teaching needs.	7.23	7.60	7.49	6.98	**7.34**
How would you rate the **overall quality** of the service provided by the library?	7.26	7.59	7.48	7.17	**7.36**

The chart below indicates that all satisfaction ratings in 2014 are increased compared with 2007 and 2011 scores.

Figure 7. Satisfaction Question Results 2007, 2011 & 2014
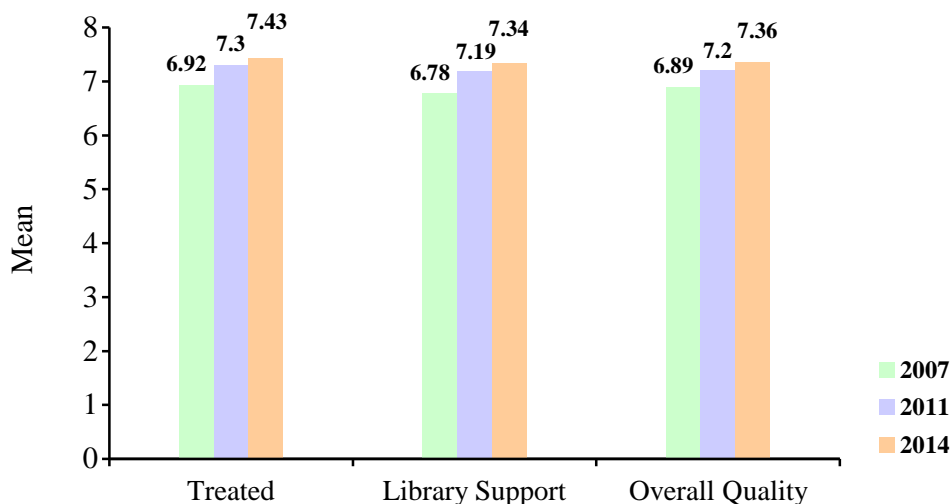
5. Information Literacy Outcomes

There were five questions on information literacy in which the respondents were asked to rate their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly disagree".

Figure 8. Information Literacy Outcomes Questions

Information Literacy Outcomes Question	Undergraduate n=3,783	Postgraduate n=1,984	Academic Staff n=420	Staff n=450	Overall n=6,637
The library helps me stay abreast of developments in my field(s) of interest.	6.69	7.05	7.05	6.73	**6.83**
The library aids my advancement in my academic discipline.	7.12	7.51	7.38	6.92	**7.24**
The library enables me to be more efficient in my academic pursuits.	7.11	7.48	7.42	6.88	**7.22**
The library helps me distinguish between trustworthy and untrustworthy information.	6.16	6.40	6.02	6.18	**6.22**
The library provides me with the information skills I need in my work or study.	6.99	7.38	7.23	7.04	**7.12**

The results in 2014 showed improvement in all aspects over the previous years.

Figure 9. Information Literacy Outcomes 2007, 2011 & 2014
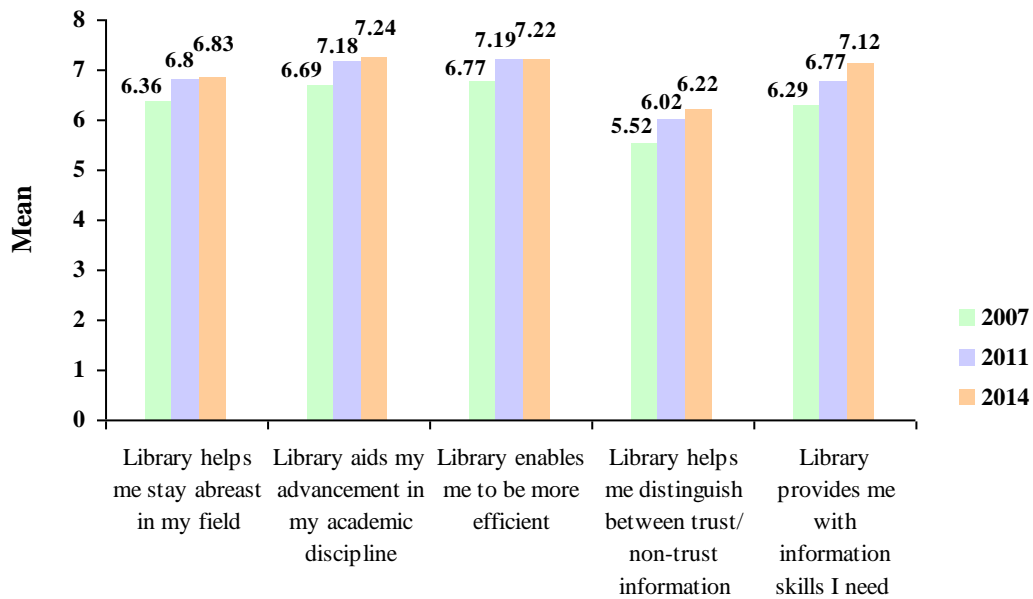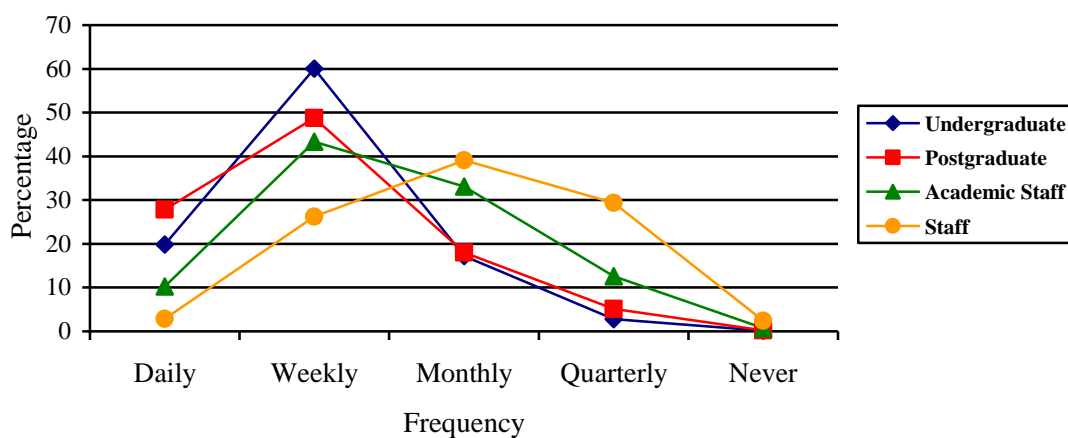

6. Frequency of Library Use

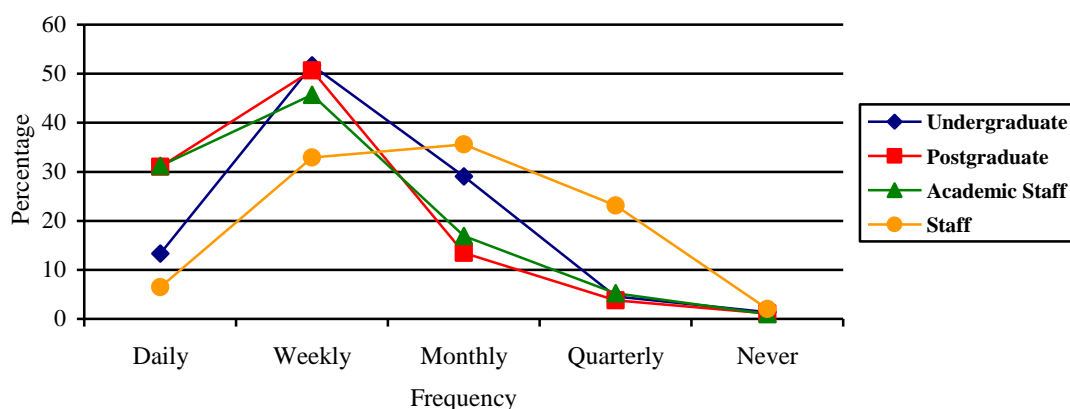The survey asked questions related to frequency of library use:

- How often do you use resources within the library?
- How often do you access library resources through a library web page?

The responses are plotted on the charts below.

Figure 10. Frequency of Use of Resources on Library Premises

Figure 11. Frequency of Access through a Library Web Page

Undergraduate students were more likely to visit the Library, with 80% using Library resources and facilities on a daily or weekly basis compared with 77% of postgraduate students and 54% of academic staff. On the other hand, academic staff and postgraduate students used electronic resources through the Library's web pages more frequently than undergraduates.

7. Comparison to ARL Peers

7.1   Overall Service Adequacy

The following table compares the performance of CUHK Library in each dimension of library service quality with that of peer institutions, where n is the number of respondents.

Figure 12. Service Dimensions － CUHK Library vs. ARL Peers

| Dimension	Minimum (M) Mean	Desired (D) Mean	Perceived (P) Mean	Adequacy (P-M) Mean	Superiority (P-D) Mean
Affect of Service					
CUHK (n=6,640)	5.59	7.23	6.87	**1.28**	**-0.36**
ARL* (n=9,331)	6.49	7.75	7.33	**0.83**	**-0.43**
Information Control					
CUHK	5.77	7.63	6.88	**1.12**	**-0.74**
ARL	6.53	7.87	7.12	**0.60**	**-0.75**
Library as Place					
CUHK	5.84	7.67	7.16	**1.32**	**-0.51**
ARL	6.19	7.67	6.94	**0.76**	**-0.72**
Overall:					
CUHK	**5.73**	**7.50**	**6.95**	**1.23**	**-0.55**
ARL	**6.44**	**7.79**	**7.15**	**0.71**	**-0.64**

including 10 consortium institutions in America that participated in the 2014 LibQUAL+ survey

The CUHK Library's adequacy gap scores in Affect of Service, Information Control, and Library as Place exceeded its peer institutions. Its overall service performance rating of 1.23 *(adequacy mean scores)* was notably higher than the peers' average rating of 0.71.

7.2 Results for Information Literacy Outcomes

The CUHK Library's mean scores for the question on "Library helps me stay abreast in my field" were higher than the ARL peers' rating. The scores of other questions were close.

Figure 13. Information Literacy Outcomes － CUHK Library vs. ARL Peers
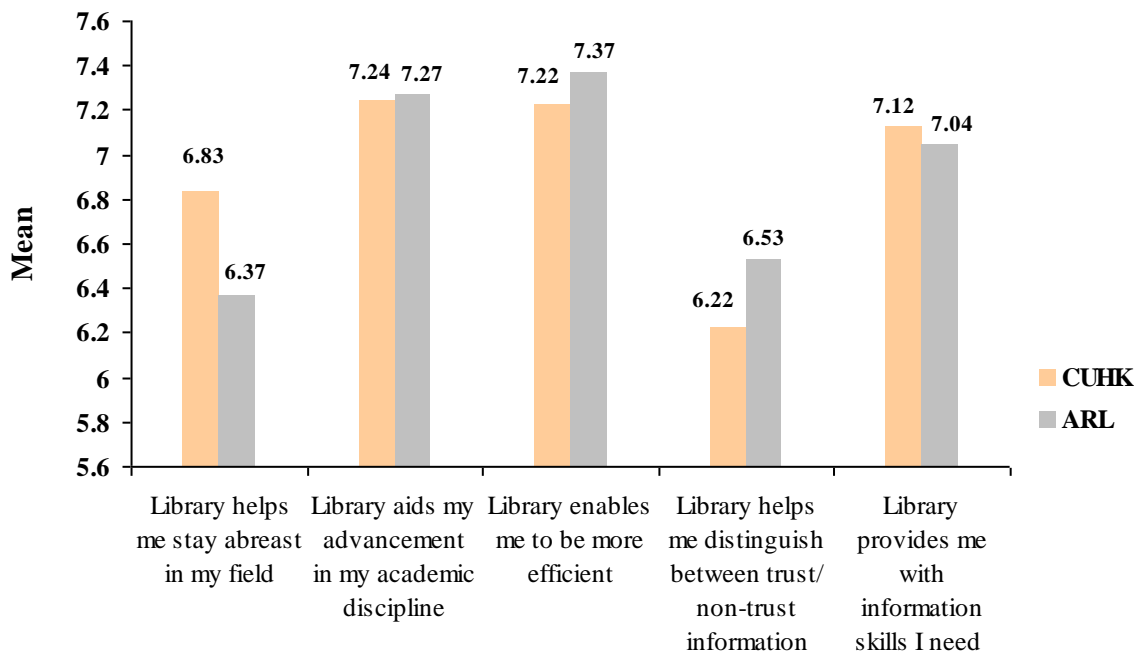
8. Comments

There were 3,120 respondents (47%) providing valuable feedback through the comment box (Appendix I).

The Library wishes to thank all CUHK members who made this a meaningful and representative survey.

References

Association of Research Libraries and Texas A&M University (2014). *LibQUAL+ 2014 Survey. ARL.* Retrieved from http://www.libqual.org/documents/LibQual/ publications/2014/ARL_2014.pdf

Association of Research Libraries and Texas A&M University (2014). *LibQUAL+ 2014 Survey. The Chinese University of Hong Kong*. Retrieved from http://www.libqual.org/documents/c1b6ae38-78fe-46b6-a146-ded662265cdc

Appendix I: Comments and Responses

3,120 comments were received. Many comments were about Library services and staff, of which approximately 80% were positive. Below are some examples:

- I highly satisfied with the service provided. It is a really good place to study and revise.

- I am very happy that I can get convenient access to the electronic sources from the Library. At the same time, I enjoy the service provided by the Library including notice, workshop and Interlibrary Loan and Document Delivery Services.

- Actually, i'm very satisfied with the library service. I feel that i'm in paradise. Thank you so much for offering me such a comfortable and free environment to study!

- A pleasant, tidy and comfortable environment that optimizes students in continuous self- directed learning.

- Extensive collection of reference books. Convenient online search engine. Occasionally cannot find spare computers to use, but mostly can find one within 15 minutes. Printing service never fails. Brightly lit and provides very well reading and studying atmosphere, within the library as well as in learning garden

- CUHK librarians are always very friendly and helpful. Books and resources are well ordered. I have been to other university libraries, the CUHK provides the best services. Students are well disciplined and quiet. I like it the most.

- Much appreciated for the generous help from the library staff. I benefit a lot through the library courses offered. Thanks again.

- The librarians are excellent.

- Activities held in learning garden in the University Library are great.

- Good place for studying 經常去圖書館。

- 很好的一個學習環境，設備非常完善。

- 圖書館設施完備、服務周到、受益良多:）

Thank you for the positive feedback. We are encouraged and will continue to provide quality and professional services to our users. Other frequently commented categories are listed below:

Library Hours	
Comment:	**Response:**
• *Expect main library whole building 24 hours opening everyday* • *如可以提早開放時間更好*	The Learning Garden at the University Library, the Li Ping Medical Library and the Learning Commons at Wu Ho Man Yuen Building (jointly operated with ITSC) are open 24 hours a day 7 days a week during semester. As well, both the Chung Chi College Elisabeth Luce Moore Library and the New Asia College Ch'ien Mu Library are open until 2 a.m. during the examination periods. Energy saving, security and manpower issues amongst others are the Library's concerns when considering the opening hours.

Borrowing	
Comment:	**Response:**
• *Overall, the staff is efficient and polite. However, there are always long queues in the counter of University Library. I hope that more staff members can be allocated to the counter so that our waiting time can be shortened.* • *More self-served borrowing is good.* • *可以引入自動借書還書機器，這樣可以增加效率。現在幫忙借書還書的工作人員可以專門負責回答讀者的諮詢。*	To manage the long queue at the counter and to provide better library services, the Library has committed to enhance the self-service of loan and return of books with RFID technology. New Asia Library and the Medical Library will go live with RFID self-service in summer 2015 and the rest of the libraries in summer 2016. With the new RFID self-service, library users will enjoy greater convenience, enhanced efficiency, and higher privacy. The Library will have more manpower to provide better enquiry and other services to suit users' needs.
• *Longer loan periods for reserve books, LRC collection books and more copies*	The loan periods are set so as to ensure there is equitable access by all students. We are prepared to consult on the existing loan periods for reserve book to see if the service can be improved. The Library is producing a Collection Development policy that in consultation with Library Users Group and Faculty sets out a policy on multiple copies. It should be available shortly.

Comment	Response
- *Sometimes the due date of the book borrowed changes and is notified through only the email. Plz try not to change the due date of book once it is checked out.* - *催還制不公，不應加重罰款*	To ensure equitable access to its collections to all users, the Library provides a recall service which shortens the loan period of materials on loan for 30 days or more so that these items can be available for another user who needs the materials. The new due date will be shown in users' Library Record at the Library Online Catalogue and in the Recall Notice sent to the users. To help users return the library materials on time, the Library also sends out a "Coming Due Alert" notice to users with items due in three days. To avoid late return and incurring fines, please make sure your email address is in our system. You can add/update your email address via My Library Record at the Library homepage.

Collections

Comment:	Response:
- *Should be able to provide more books in each course reserve* - *希望多一些課堂需要的 text book*	The Library has been working closely with teaching departments on acquiring textbooks and course reading materials according to the course reading list. More copies of textbooks will be purchased according to the recommendation from the teaching departments. The Library is producing a Collection Development policy that in consultation with Library Users Group and Faculty sets out a policy on multiple copies. It should be available shortly.
- *I wish the library can speed up the procurement process.* - *加快推薦購買書籍速度*	The Library has been working with vendors to source books more efficiently. Library materials are supplied by reputable international and local book vendors. Books published with small print runs may become out of print quickly and books published several years ago are also difficult to source, but we are continually reviewing our processed to make them as efficient as possible.

• *can have more copies for a book* • *書種類多但每種的數量少*	Multiple copies will be acquired when necessary. The Library is producing a Collection Development policy that, in consultation with Library Users Group and Faculty, sets out a policy on multiple copies. It should be available shortly.
• *Increase the number of subscriptions to academic journals.* • *希望能有更多新出版的書籍*	The CUHK Library has one of the strongest collections among UGC libraries; there are 2.5 million print items and more than 9,000 print journal subscriptions. We are continuously acquiring new resources in collaboration with teaching departments. Students and faculties are welcome to make recommendations via the Online Suggestion Form: https://library.cuhk.edu.hk/acquire

E-Resources

Comment:	Response:
• *More electronic journals should be available.* • *希望有更多的資料庫可以使用* • *希望有更多電子書*	The CUHK digital library comprises 4.5 million electronic books, more than 120,000 electronic journals and 670 databases. The majority of these resources are accessible both on and off campus from the Library's web pages. We are continuously enhancing our electronic collection to support teaching and learning at CUHK. Students and faculties are welcome to make recommendations via the Online Suggestion Form: https://library.cuhk.edu.hk/acquire
• *希望可以增加一些電子期刊資料庫和一些中文書籍* • *電子期刊的中文資料庫較少，台灣地區的學術論文未能囊括*	Around 100 Chinese databases are provided by the Library, among which, HyRead 台灣全文資料庫, 中文電子學位論文服務, 台灣電子期刊服務網 and 月旦法學知識庫 are related to Taiwan. More Chinese titles can be found at Databases List.
• *Would be nice if books could be checked out to my kindle, or other electronic media.*	The service model of checking out Kindle e-books to your own devices is not available in Hong Kong. The

• *Borrowing Kindle is a very good service. If it can include some Science Books in Kindle, it will be better.*	Library has been reviewing and monitoring the Kindle e-reader lending service regularly. In the near future, more Kindle e-readers and more e-book titles will be provided.
• *Sometimes, I found the Easy Search of the library is not very accuracy. Research results provided some useless information, although these information have more or less relations with retrieval keywords. In sum, library services and facilities are great. Thank you!* • *I am truly impressed by the improvements of CUHK library system over the past two years, new buildings, updates on computer and new software, and especially those salons and exhibitions hold in Learning Garden at Ulin. While in terms of academic support, I think there are rooms for improvement, a better online catalogue searching system to be one example (especially the accuracy of search result).*	The Library has recently upgraded the system to enhance the relevancy and accuracy of the search results particularly for those records containing Chinese characters. Continuous improvement will be made from time to time to ensure user expectations are met.

Library Workshops & Activities

Comment:	**Response:**
• *The library workshops are great, especially those related to open access and publications, as well as the workshop of RefWork and searching databases.* • *workshop is useful but time-consuming to attend, suggest putting the related information or advice such as advance searching methods online as a on-line resources for interested user.* • *more workshops~*	In the past years, the Library has organized some specific workshops such as enhancing presentation skills, theses writing, open access, writing and publishing in academic journals, copyright, information security, and creating researcher id, which were well received by students and researchers. The Library will provide more workshops to meet the study and research needs of students. Users may also request workshops for a particular subject area or a specific assignment at

- *It would be better that the Library System could coordinate more with other disciplines and identify more external training or self-learning projects, such as empirical studies and academic editing.*

- *很興幸開學初上了 Library Orientation,學會了如何用圖書館的網上資源,申請 JULAC 卡和 reserve discussion room 等,非常實用.圖書館職員都很有善和樂意幫忙.而且圖書館的氣氛能令人更集中學習.*

any time during the year.

In addition to face-to-face workshops, users can learn in a virtual environment through the online tutorials, e.g., Research Smart, Discipline-specific Library Research Skills

Computing & Printing Facilities

Comment:

- *more computers should be provided and they should be upgraded*
- *Quite efficient, but sometimes feel that more computers can be added*
- *Amount of computers in cclib should increase as people need to wait quite long for just printing few documents*

Response:

The Library is currently providing 500+ public computers across all its branches. This is the highest ratio among all UGC libraries. A rolling program to upgrade the PCs is in place. In the recent two years, all the public computers in branches were replaced and upgraded. We have also improved the PC performance during 2014 by employing a faster hard disk technology.

CUHK is very supportive for the BYOD (Bring-Your-Own-Device) policy. Library users are encouraged to bring their own computing devices into the Library. Full Wi-Fi coverage and power sockets are provided for these devices.

- *maybe more printers are needed*
- *When will the wifi-printing be available again for Mac users?*
- *The study environment is nice. More wifi printing machines are needed.*
- *Adding more photocopiers and*

The Library has made every effort to ensure optimal support for its printing services. In 2014, a review of all public printing devices was conducted resulting in the upgrade and addition of multi-function photocopiers (MFP) and printers. Currently the Library is providing across all libraries a total of

scanners is better	72 MFPs. 48 of these are now equipped with Wi-Fi printing which supports Windows-based laptop, smartphone and tablet, and 16 also support Mac OS-based laptop. Three more express printers were also added in branches.
	A total of 15 MFPs also offer a charged scanning service. At the same time, the Library is aware of the performance of the flat-bed scanners and has added more speedy scanners in some branches.
• *the wireless printing is complicated to use for mobile device, I had to find the ip of printer, download a Ricoh software, and then proceed. I tried once, and it took so much time. Why not put some instructional flyers around?* • *基本滿意，圖書館每一層的佈置都令我對學習充滿動力，學科資料也足夠多，但是有一點不太滿意的是，wifi 自助式列印服務無法下載至私人電腦中，不知道是否程式錯誤，這一點不是很方便。*	The Library understands your concern and is well aware of the difficulties of using Wi-Fi printing. We are constantly providing feedback to the MFP vendor which developed the Wi-Fi/Mobile printing solution, and urging improvements.
• *Please improve the wifi system in the Learning Garden.* • *The wifi is slow and unstable* • *環境很好,職員態度不錯,唯應加強圖書館裡面的 WIFI 連線速度* • *圖書館的 wifi 明顯在考試期間等的使用高峰期有連接不佳及速度過慢的情況，wifi 應以應付最高峰期的使用情況作標準*	The Library is now providing full Wi-Fi coverage in all public areas. Popular areas such as the Learning Garden and Research Commons are equipped with a higher density of Wi-Fi Access Points. The New Asia Library will undergo a renovation in summer 2015; this will include upgrade to the Wi-Fi network there. Please note the Wi-Fi connection is ultimately based on ITSC's networking infrastructure, which has set a maximum capacity for the network throughput.
• *It would be great if a cheaper printing service can be provided for printing in bulk.*	The Library acknowledges the need to provide a printing service that is affordable to most students and at the

• *Costly printing cost*	same time to protect the environment by discouraging unnecessary printing. A review was done in September 2012 and determined that the current level of the printing charges is appropriate. We will however consider aligning the charge for network printing and printing from MFPs. We will also periodically review the printing charge and update whenever it is necessary.
• *It's very nice already. It would be better if the booking of a group-discussion room is easier.* • *I suggest that the booking system of room can be more user convenient.*	The Library will be working with the system vendor to enhance the user interface to make it more intuitive. We will also improve the speed performance by upgrading the internal system components.

Other Facilities

Comment:	Response:
• *Not enough seats and facilities need upgrading*	The various branch libraries that need renovation are being reviewed for upgrading and this will occur over the next few years as funding becomes available.
• *Not very convenient to get hot water* • *More water refilling stations would help* • *希望在各圖書館內有更多，標誌更明顯的飲水處，並提供熱水。*	Fountains with hot and cold water are available on all floors of the University Library and also in the branch libraries. Users may refer to the floor plans or ask our library staff for the location of the water fountains.

Noise and Temperature

Comment:	Response:
• *Group study rooms are not sound-proof. Cause disturbance to library users outside the study rooms and cause inconvenience for study room users that they have to keep their volume low during conversations in order not to disturb others outside.* • *希望小組討論室的隔音設計有所提升，特別是進學園內的討*	The Library has been working with the Campus Development Office (CDO) to explore how to make the Bubble Group Study Rooms soundproof as far as possible. Work will be carried out in Summer 2015 to improve the soundproofing .

論室，在內時常被投訴聲浪過大。

- *I think the temperature of the indoor areas should be adjusted a bit because it is too cold in summer and too warm in winter.*

- *希望圖書館的冷氣溫度可以調高些。*

The Library has set its temperature in the range of 21-23 Degree Celsius and the relative humidity of 45-60%, which is suitable for users and books. However, it is inevitable that the temperature may fluctuate under different weather conditions. Besides, the cooling effect may be more noticeable in areas nearby the air grilles. If users feel unusually cold or hot in a certain area, please contact staff at the Circulation Counter.