

Access Focus Group Feedback on Soho LEX/LRC service.

We got feedback from two Access Focus Groups on the 20th Feb. and the 23rd Feb. The student reps present were from the following Access classes:

- Nursing
- Midwifery
- Health and Human Science
- Applied Science
- Engineering

Student Conduct – comments on student code:

Students all agreed the points are fair and clear, however they complained that –

- They can't study in the LRC because it's too noisy.
- Some students are getting away with breaking the rules, surreptitiously eating and talking on mobile phones.
- They need a quiet area to study in where strict silence is enforced and the noise from the LEX Area is cut out.

It is difficult to monitor the LRC because the desks of the LRC staff are in the reception area. We do regularly monitor however some students are breaking the rules when we're not there.

The lack of a sound-proof quiet area is a recurrent complaint, which, as it stands, we cannot address except by booking classrooms with computers for Access students to use (currently there are two classrooms on Fridays booked for them, S201 and S206). However we cannot constantly monitor these.

Use of e-resources:

- The Access students who attended regularly use the e-resources, including text-books on *ebRARY*, *MyMaths* and *Exam Solutions*
- Some present were not familiar with the *online library catalogue* despite the e-resources workshop in which we showed this resource to them.
- All present complained that *Turn-it-in* was unreliable. We have received one training session on it but could do with a refresher so that we can help students who are having trouble with it.

LRC Moodle pages:

- They admitted that although most of them use the general *Moodle* pages and e-resources, they didn't really look at the LRC news pages.
- Sometimes students have problems signing in to *Moodle*.

IT issues – Laptops:

- Students sometimes have problems logging on to laptops.
- There are not enough laptops, and laptops don't always work.
- They are interested in the possibility of having self-checkout laptops.
- They often can't connect to the WiFi.

- They are very happy that they can now print from laptops. However they would like to have a back-up printer as, in the past, the single student printer has often stopped working.
- They do not feel the need for laptops that are available for overnight use.

Books:

- A majority of students still feel there is a shortage of books despite the LRC replacing those that have gone missing.
- Three students (from Health and Human Science and Engineering) said they were happy with the stock since we ordered more books.
- All of the students would like us to extend our Access reference collection to cover all the key course texts.

The LRC is ordering more Access books and hopes that the library gate will continue to reduce the number going missing. The LRC is going to extend its closed-access reference collection and produce displays listing the titles it holds.

LRC skills sessions:

Students are positive about the skills sessions the LRC provides, however

- A majority would like refresher sessions on Harvard Referencing as they are still having trouble with it, especially with tricky cases such as multiple authors.
- They are not sure whether the LRC and their teachers are following the same Harvard Referencing conventions.

The LRC staff are going to organise refresher Harvard Referencing sessions and email Usha their Harvard Referencing material complete with examples of references to ensure that they and the teachers are singing from the same hymn sheet.

Events and Activities – connecting with students:

Students felt that they were very well informed about current and coming events. Elisha from the LEX team has been very busy promoting them, speaking to classes, student reps and teachers. They particularly like the fact that they choose some activities as a class such as the recent paint-balling.

Students would like to continue liaising with Elisha to organise regular trips and activities within their tutor/course groups.

Developments that you would like to see introduced in the LRC:

- More printers.
- More laptops
- Better WiFi.
- A quiet area.
- More Access books
- A reference collection of key course texts.
- Refresher Harvard Referencing sessions.

Attending the next LRC Committee Meeting:

Soho student reps will attend the meeting scheduled for the 8th March at 12 pm in the Soho centre.

ESOL student feedback on the Soho LRC/LEX Area

A total of 51 ESOL students were surveyed, ranging from Entry 1 to Level 2, and covering every period in the class timetable from classes starting at 9.15am to classes starting at 6.30pm. The feedback form used is on page 9.

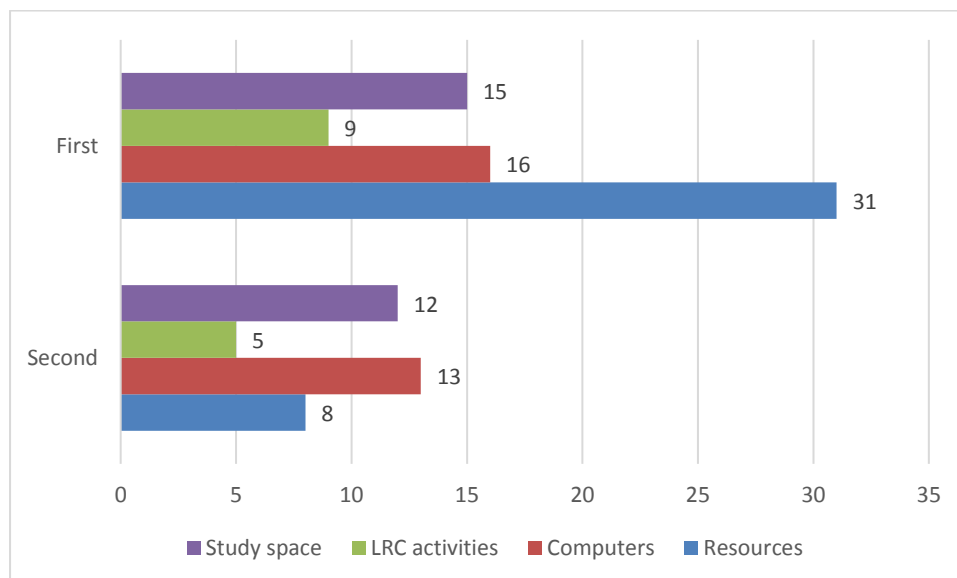
For the first question (“What is most important to you in the LRC?”) students were asked to rank from 1 (most important) to 4 (least important) four aspects of the library service:

- Study space
- LRC activities
- Computers
- Books, CDs, DVDs

They were also given an *other* option for any aspect important to them that is not listed.

31 students chose *resources* as the most important (*First*). After *resources* came *study space*, chosen by 16 students.

A majority of students chose *computers* as the second most important aspect (*Second*), followed closely by *study space*.

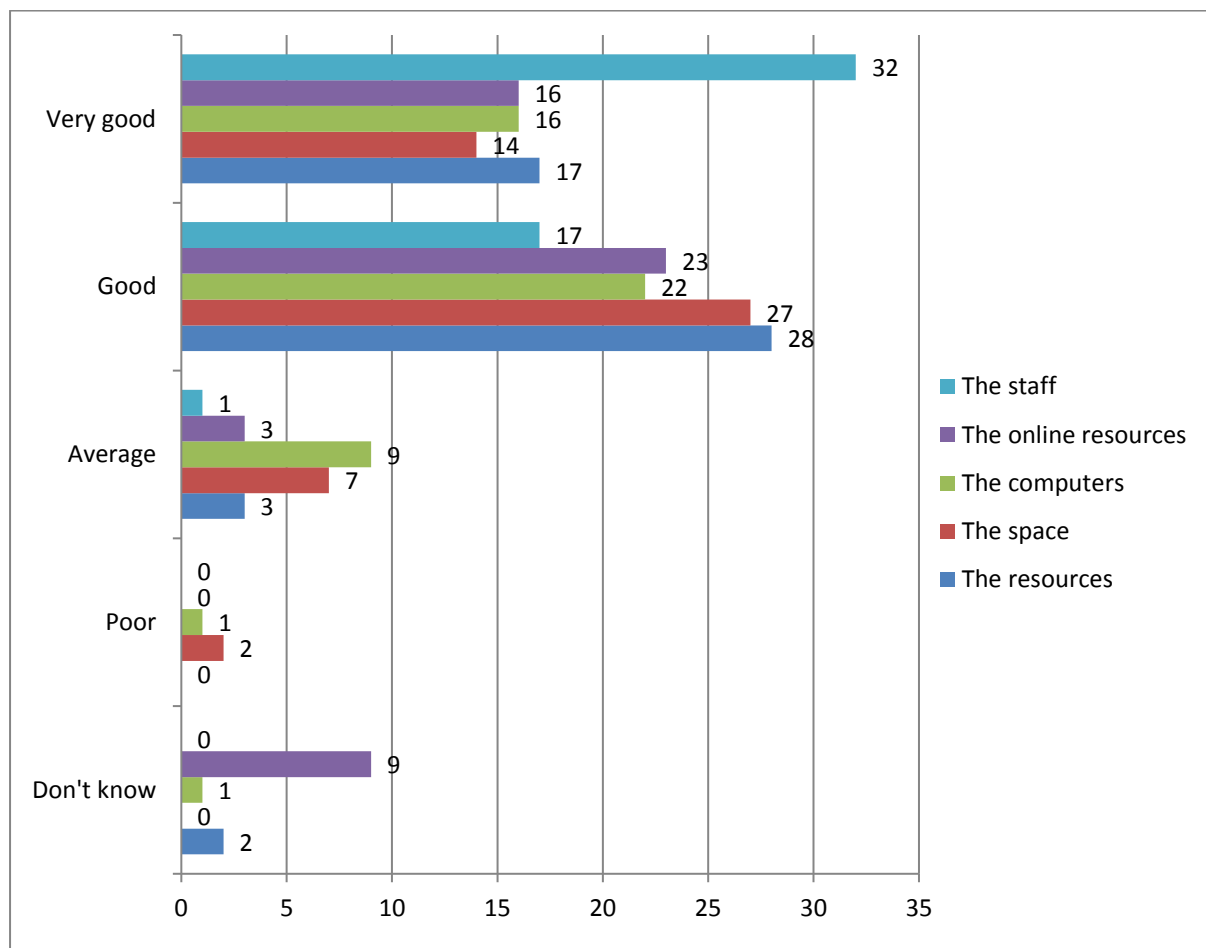


There was no significant difference between morning and evening students' choices, which both followed the same pattern.

The second question asked students to rate from “Very good” to “Poor” five aspects of the LRC service:

- The resources
- The space
- The computers
- The online resources
- The staff

Below is a complete breakdown of the ratings from “Very Good” to “Poor” that each aspect of the LRC service received.



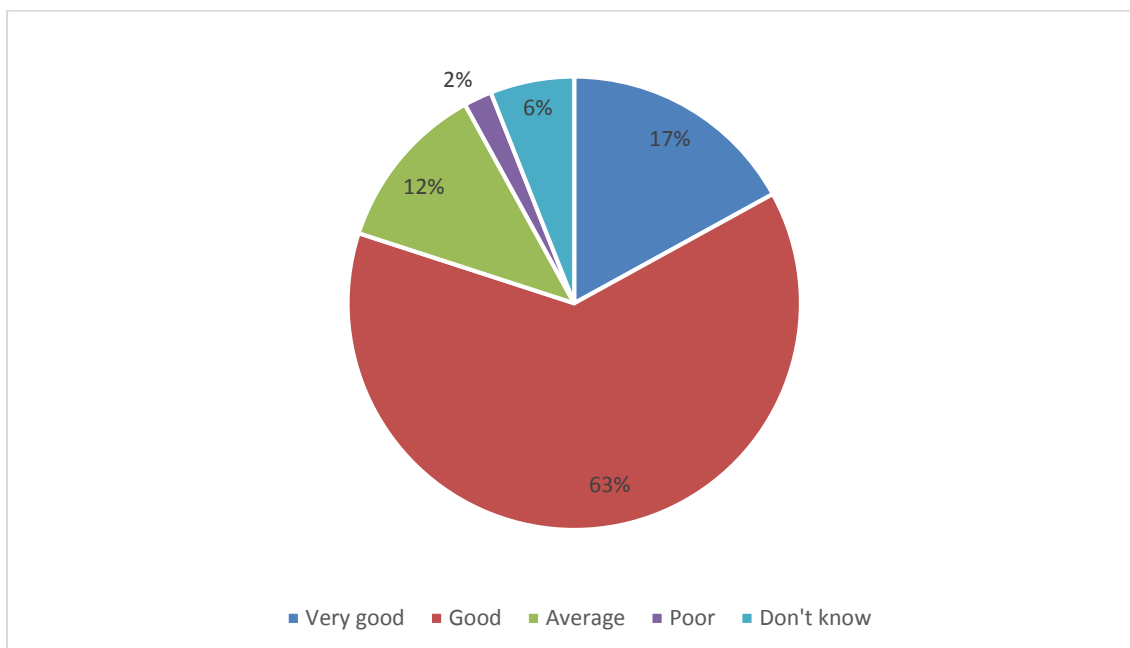
The *staff* received the greatest number of “Very good” responses (32), followed by the *online resources* (17). The *space* received the least number of “Very good” responses (14).

The *resources* received the greatest number of “Good” responses (28) followed by the *space* (27).

The **computers** received the greatest number of “Average” and “Poor” responses (10) followed by the **space** (9).

The **online resources** received the greatest number of “Don’t know” responses (9), which suggests that more can be done to promote them, perhaps promoting them through more class visits as well as through regular inductions.

Overall, 80% of responses were in the “Very Good” and “Good” categories, 12% in the “Average” category, and 2% in the “Poor” category:



The **staff** received the greatest percentage of “Very good” and “Good” responses (33%), followed by the **resources** (30%). The **computers** received the smallest percentage of “Very good” and “Good” responses (25%). Some have broken down quite frequently and the number of available laptops does not always meet demand.

For the third question (“Is there anything you would add to the library service or change?”) 16 students responded. The largest number of responses were requests that the library have more resources (10); more books (6); more films (2); more online resources (1); and more computers (1). Four students requested that we have a canteen/coffee shop and three students that we have more sofas.

Addition or change	Number of students who requested addition or change
More books	3
More bestsellers	2
More new books in English	1
More films	2
More computers	1
More online resources	1
Canteen/coffee shop	4
More sofas	3
More careers advisors	1
Better smell in library	1
More toilets	1

We have been forced to reduce our stock (and cut DVDs) as we have had to reduce the number of bookcases to accommodate the enlarged lounge area. This may explain why ten responses to Question 3 were about increasing resources, especially the number of books, despite the fact that the *resources* were positively rated overall.

It is clear from this survey that the ESOL students are much happier with the *space*. In the survey last May the *space* received the largest number of “Poor” responses and was the aspect of the LEX/LRC service which the largest number of students would like to see changed. The new layout has clearly improved matters with the books concentrated around the LRC computers and the LEX Area boasting more tables and chairs and two sofas. Nonetheless there is no quiet area and, despite our frequent monitoring of the library and ban on mobile phones there, I suspect this is what the students would like, and why, despite a positive rating overall, the *space* received the largest number of “Average” and “Poor” responses (if only by a small margin).

Overall, the LRC and LEX Area received more positive feedback from ESOL students in this January survey than in the May/June 2016 survey with 80% of responses in the “Very Good” and “Good” categories compared with 68% in May/June, and only 14% in the “Average” and “Poor” categories compared with 25% in May/June.

Soho Learning Centre/LEX Area Feedback Form

1. What is most important to you in the library? Is it:

Rank from 1 to 4. 1 is most important and 4 is least important.

- The study space
- The resources: books, DVDs, CDs
- The computers with free internet access
- The LRC activities (e.g. CV workshop, writing competition, etc.)
- Other

2. What do you think of the following:

	Very good	Good	Average	Poor	Don't know
The resources					
The space					
The computers					
The online resources					
The staff					

3. Anything you would add to the service or change?

Write it here (and on the back of the paper if you wish):