



Winnetka-Northfield Public Library District

Assessment and Needs Identification Study  
Teen Survey Report

January 2011



**Refreshing.**

**Reliable.**

**Results.**



A division of  
L.C. Williams & Associates

**Winnetka-Northfield Public Library District**

**TEEN SURVEY REPORT**

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## Winnetka-Northfield Public Library District

### RESULTS OF A SURVEY OF TEENS RESIDING IN THE SERVICE AREA EXECUTIVE SUMMARY

This project was completed for the Winnetka-Northfield Public Library District (Library District) Strategic Planning Committee by the L.C. Williams & Associates (LCWA) Research Group. The study was undertaken to evaluate the current services as well as future needs of the community relating to Library services. This information was prepared to help guide the committee in developing a Strategic Plan for the District.

This report communicates findings from a quantitative survey completed by teens in 135 households in the villages of Winnetka, Northfield and Kenilworth from October 26 to December 3, 2010. This number of responses statistically provides results with a relatively imprecise margin of error of +/- 8 percentage points at a 95% confidence level.

#### Summary of survey findings

**Primary library of use.** Approximately six in 10 of the teen respondents consider themselves mainly users of the Winnetka Public Library; nearly a quarter say the Northfield Public Library, and very few say they mostly use the Winnetka-Northfield Public Library District website. One in 10 mainly uses another library, and 5% use no library.

**Overall satisfaction with the Library District.** More than two-thirds of respondents are satisfied with the overall experience provided by the Library District. Fewer than one in 10 is dissatisfied, and 14% are ambivalent.

**Overall impact of the Library District on the community.** Two-thirds of respondents agree they are likely to use the Library District in the next year. However, just four in 10 say the Library District facilities and services are meeting the needs of teens in their community.

**Relative importance of Library District facilities and services.** The library staff and technology (e.g., computers, wireless Internet access) are rated important in making the Library District valuable to the largest percentages of respondents. Fewer than three in 10 rate programs and events important.

**Importance of library staff.** Three-quarters of respondents consider the staff important in making the Library District valuable to them personally. Very few say staff is unimportant, and approximately one in 10 is ambivalent.

**Satisfaction with Library District staff.** Two-thirds of respondents are satisfied with the staff at Library District facilities. One in 10 is dissatisfied, and nearly two in 10 are ambivalent.

**Importance of technology.** Nearly three-quarters of respondents consider technology important in making the Library District valuable to them personally. Nearly one in 10 finds it unimportant, and 13% are ambivalent.

**Satisfaction with Library District technology.** Approximately four in 10 respondents are satisfied with the technology at Library District facilities. Nearly two in 10 are dissatisfied, and nearly three in 10 are ambivalent.

**Opinions relating to Library District technology.** Nearly half of the respondents agree that the Library District facilities are places they would go to use a computer/laptop or access free wireless Internet, and approximately four in 10 say the Library District should offer advanced technologies. Fewer than three in 10 say the Library District facilities have software that meets their needs; however, more than half are ambivalent or unsure.

**Importance of the collection of materials.** More than two-thirds of respondents consider the collection of materials (e.g., books, music, movies, audio books, etc.) important in making the Library District valuable to them personally. 13% say it is unimportant, while two in 10 are ambivalent or unsure.

**Satisfaction with the Library District's collection of materials.** Approximately half of the respondents are satisfied with the Library District's collection of materials, while 12% are dissatisfied. Nearly three in 10 are ambivalent.

**Opinions relating to the Library District's collection of materials.** More than half of respondents feel the Library District should offer more teen-related materials, and nearly half feel there should be a better variety in the teen collection.

**Importance of library atmosphere.** Nearly two-thirds of respondents consider library atmosphere important in making the Library District valuable to them personally. One in 10 feels it is unimportant, and more than two in 10 are ambivalent.

**Satisfaction with the Library District atmosphere.** Nearly six in 10 respondents are satisfied with the atmosphere at Library District facilities. 15% are dissatisfied, and approximately two in 10 are ambivalent.

**Opinions relating to Library District atmosphere.** A large majority of respondents agree that the Library District facilities should have an atmosphere that accommodates doing homework or studying, approximately seven in 10 feel it should accommodate reading for fun, and nearly six in 10 say it should accommodate working in groups. Fewer than half of the respondents agree with the statement: "Teens feel welcomed/invited at the Library District facilities."

**Importance of teen facilities.** Six in 10 respondents consider teen facilities important in making the Library District valuable to them personally. Approximately one in 10 finds teen facilities unimportant, and nearly three in 10 are ambivalent or unsure.

**Satisfaction with Library District teen facilities.** Slightly more than a third of respondents are satisfied with the Library District's teen facilities. However, approximately two in 10 are dissatisfied, and three in 10 are ambivalent.

**Opinions relating to Library District facilities.** Nearly two-thirds of respondents agree it is important to have a special area designed specifically for teen users at Library District facilities, and nearly half agree that teens should be able to meet with a tutor there. A much smaller percentage – fewer than three in 10 – feel Library District facilities are divided fairly among children, teens and adults.

**Importance of various aspects in teen area.** A large majority of respondents indicate that having a quiet place to study and comfortable seating are important aspects of a teen area. Other aspects most respondents find important include (in order of frequency): extra hours during finals week; a wide variety of teen books, music, movies and magazines; rooms for group projects; and technology that supports group projects. In contrast, much smaller percentages feel a librarian just for teens and brighter colors are important to have.

**Importance of Reference/Research Section.** More than one-half of respondents consider the Reference/Research Section important in making the Library District valuable to them personally; whereas nearly two in 10 find it unimportant, and nearly three in 10 are ambivalent or unsure.

**Satisfaction with the Library District Reference/Research Section.** Approximately four in 10 respondents are satisfied with the Library District's Reference/Research Section. One in 10 is dissatisfied, slightly more than two in 10 are ambivalent, and nearly a quarter have not visited.

**Opinions relating to the Library District Reference/Research Section.** Nearly three-quarters of respondents agree the Library District Reference/Research Section should offer users more digital/online materials that are accessible from home. Nearly six in 10 say the Library District should offer more teen-related resources, such as college and test preparation materials, and more than half feel there should be a shift toward digital materials and resources.

**Importance of programs and events.** Nearly three in 10 respondents consider programs and events important in making the Library District valuable to them personally. However, a third of respondents find them unimportant. Of the remaining four in 10, nearly a quarter are ambivalent, and 14% don't know.

**Satisfaction with Library District programs and events.** Just a quarter of respondents are satisfied with the Library District's programs and events. Nearly two in 10 are dissatisfied, nearly a quarter are ambivalent, and one-third say they have not visited.

**Likelihood of participation in various programs/events.** Nearly six in 10 respondents say they would be likely to participate in support and activities related to school events, such as finals and college prep; more than four in 10 would likely participate in homework help, and nearly four in 10 are likely to participate in a teen-oriented movie night. Still, more than half say they would be unlikely to participate in interactive games, special learning activities or book club to discuss teen books, in general.

**Key drivers of positive outcomes** were determined statistically and appear in the body of the report.

## **PROJECT PURPOSE AND METHODOLOGY**

This project was completed for the Winnetka-Northfield Public Library District (Library District) Strategic Planning Committee by the L.C. Williams & Associates (LCWA) Research Group. The study was undertaken to evaluate the current services as well as future needs of the community relating to Library services. This information was prepared to help guide the committee in developing a Strategic Plan for the District.

The survey of teens was a companion to a survey of adults, which followed a series of focus groups and interviews that informed an effective survey questionnaire.

This report communicates findings from the quantitative survey completed by teens in 135 households in the villages of Winnetka, Northfield and Kenilworth from October 26 to December 3, 2010. This number of responses statistically provides results with a relatively imprecise margin of error of +/- 8 percentage points at a 95% confidence level. With this number of responses, the results may be informative, but, because of the small number of survey completions and the large margin of error, they should be used with caution.

The teen portion of this research project supplemented the adult portion and consisted of four components: focus group and interviews, survey question development, data collection, and data analysis and report presentation. Rigorous analyses of survey data reveal the relative importance of various factors and, using advanced analytics, the predictors of positive outcomes.

A brief summary of each phase of the study that relates to teens follows.

### **Conduct focus group and interviews and analyze data**

LCWA conducted a teen focus group on August 19, 2010. Participants, recruited by LCWA from the communities served, represented a variety of demographic characteristics. In addition, telephone interviews with teens were used to supplement the focus group data. An audiotape transcript of the focus group and detailed notes from the interviews were then analyzed by an experienced qualitative analyst, with attention to identifying important perceptions, factors, patterns, similarities and differences. A report of qualitative findings is in Appendix E.

### **Develop survey questions**

LCWA worked together with the Library District Board and staff to draft the survey questions, and several rounds of drafting, reviewing and revising took place before the final versions were approved.

### **Collect survey data**

Survey questions were placed in a four-page questionnaire that was included in a mailed survey packet. The Library District provided an Excel file with mailing information for all households which were to receive a survey. Each survey was coded with a unique number that connects it to the mailing list.

Surveys also were programmed by LCWA as Web-based versions, and the URL for the Web-based surveys was included in the mailed survey packet. For better statistical sampling, survey instructions suggested that in households with multiple teens the survey should be completed by the one whose birthday comes next. (Note: Web-based participants were required to enter their survey code before proceeding with the survey.)

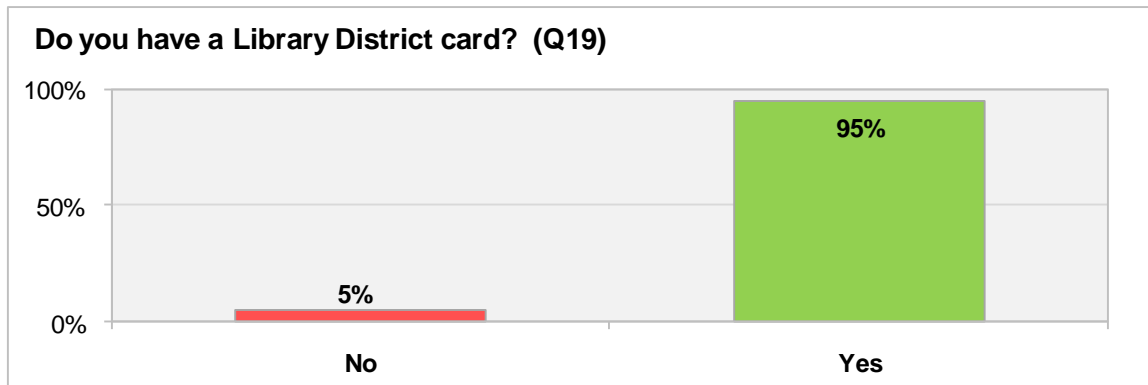
Using a mailing list provided by the Library District, a survey packet was mailed October 26 to each of the approximately 5,500 residential addresses that were provided by the villages of Northfield, Winnetka and Kenilworth. A second survey packet was mailed to households that had not yet participated on November 12. Responses on printed surveys returned and received by December 3 were entered into a database and combined with the electronic responses for analysis.

### **Analyze data, prepare and present report**

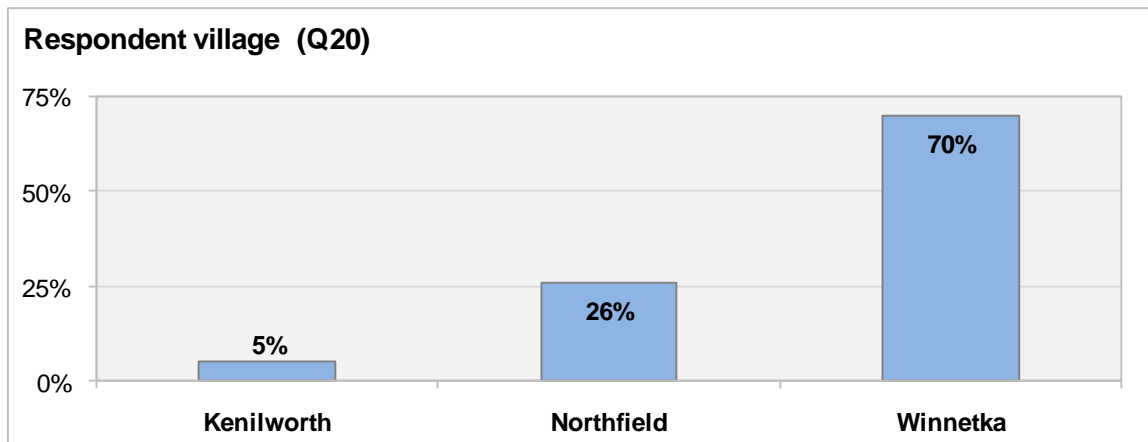
A total of 135 teens completed the survey (112 print; 23 online). During data analysis, frequencies and means were calculated for the quantitative data, and qualitative analyses were performed for “Other, specify” and open-ended items. Advanced analyses also were completed. Correlations were calculated and regression analyses were performed for selected questions. The results of these advanced analyses are included in the “Key drivers of positive outcomes” section of the report. Tables for the overall results are included in Appendix A. (Note: Percentages in charts are rounded to the nearest whole number and may vary slightly from data tables.) Details of responses to other-specify questions and an open-ended question are included in Appendix C.

## **RESPONDENT DEMOGRAPHICS**

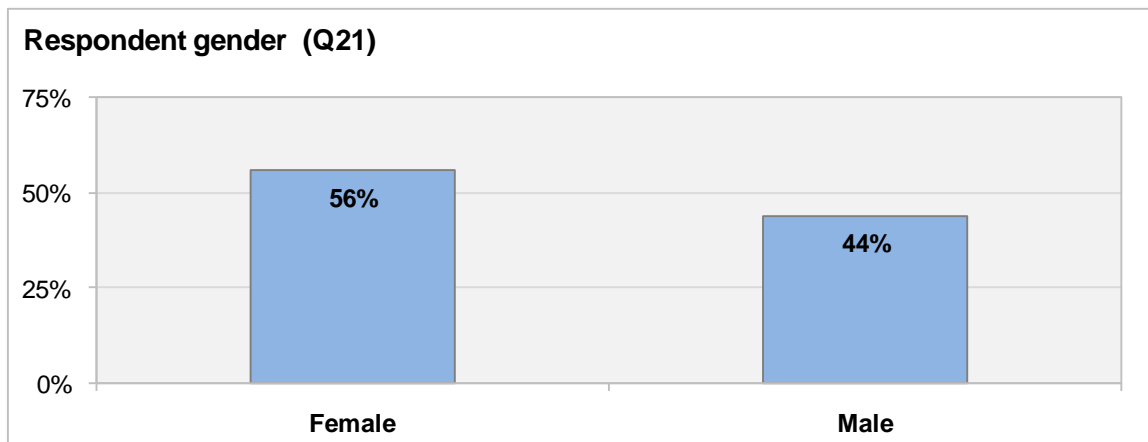
**Library District card.** Nearly all respondents have a Library District card (95%).



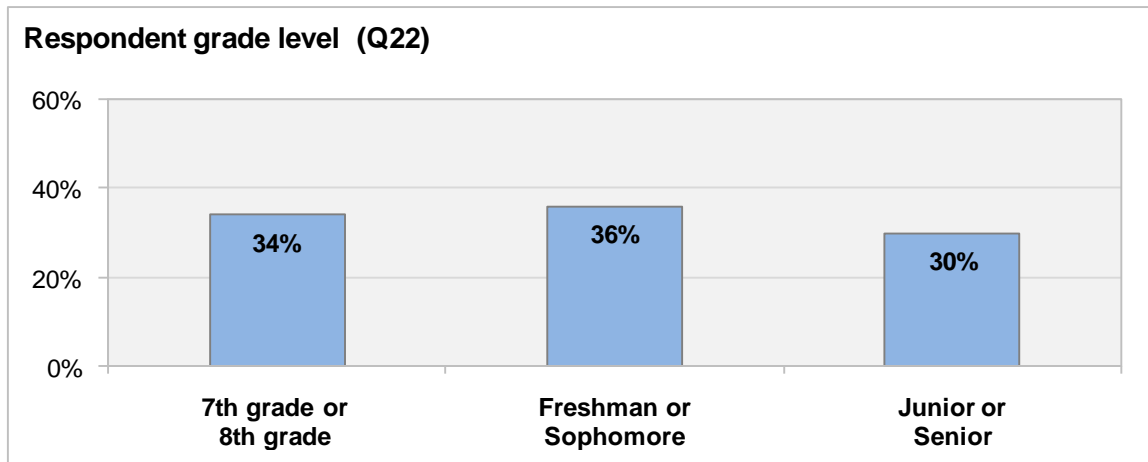
**Village of residence.** Residents of Winnetka, Northfield and Kenilworth are represented in the survey results. Most respondents live in Winnetka (70%); however, approximately one-quarter live in Northfield (26%), and 5% live in Kenilworth.



**Gender.** Slightly more than half of the respondents are female (56%); fewer than half are male (44%).



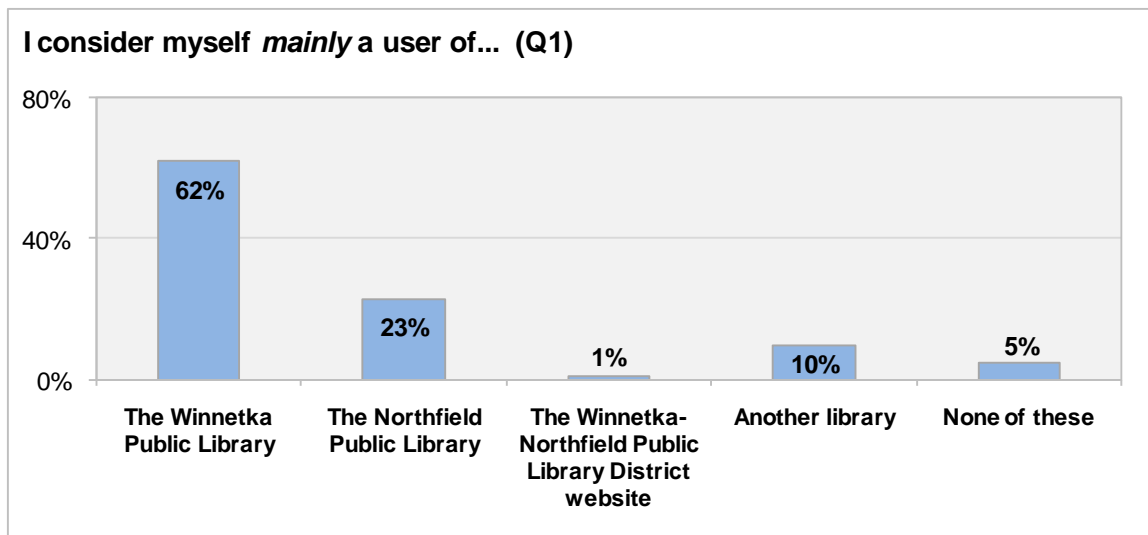
**Grade level.** Respondents are split fairly evenly across the different grade levels. 36% are freshmen or sophomores, 34% are in the 7<sup>th</sup> or 8<sup>th</sup> grades, and 30% are juniors or seniors.



## **DETAILED FINDINGS**

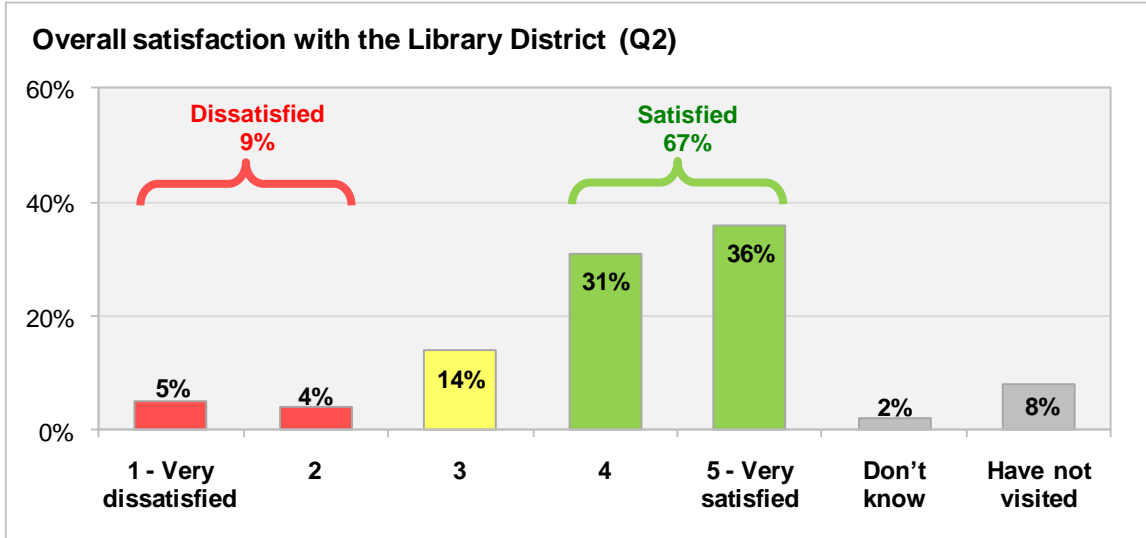
### **Library Use and Satisfaction**

**Primary library of use.** More than six in 10 respondents consider themselves mainly users of the Winnetka Public Library (62%); nearly one-quarter say the Northfield Public Library (23%), and very few say they mostly use the Winnetka-Northfield Public Library District website (1%). The remaining respondents indicate using another library (10%) other than Library District facilities or none at all (5%).

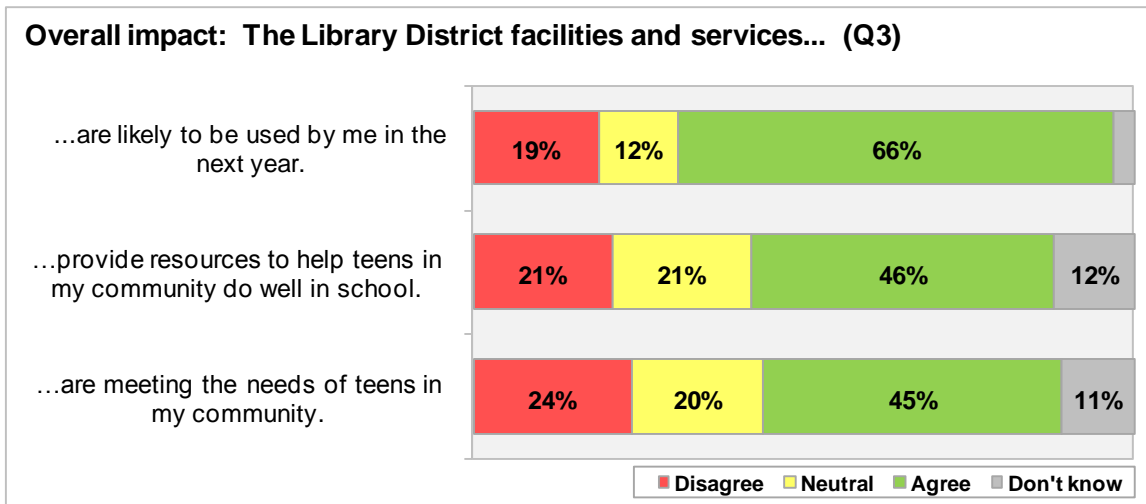


Of the 10% of respondents who indicate mainly using another library, some specify New Trier High School (6), Wilmette Public Library (2) and Glencoe Public Library (2). Also named by one respondent each are Northbrook Public Library, Regina Dominican High School and Skokie Public Library.

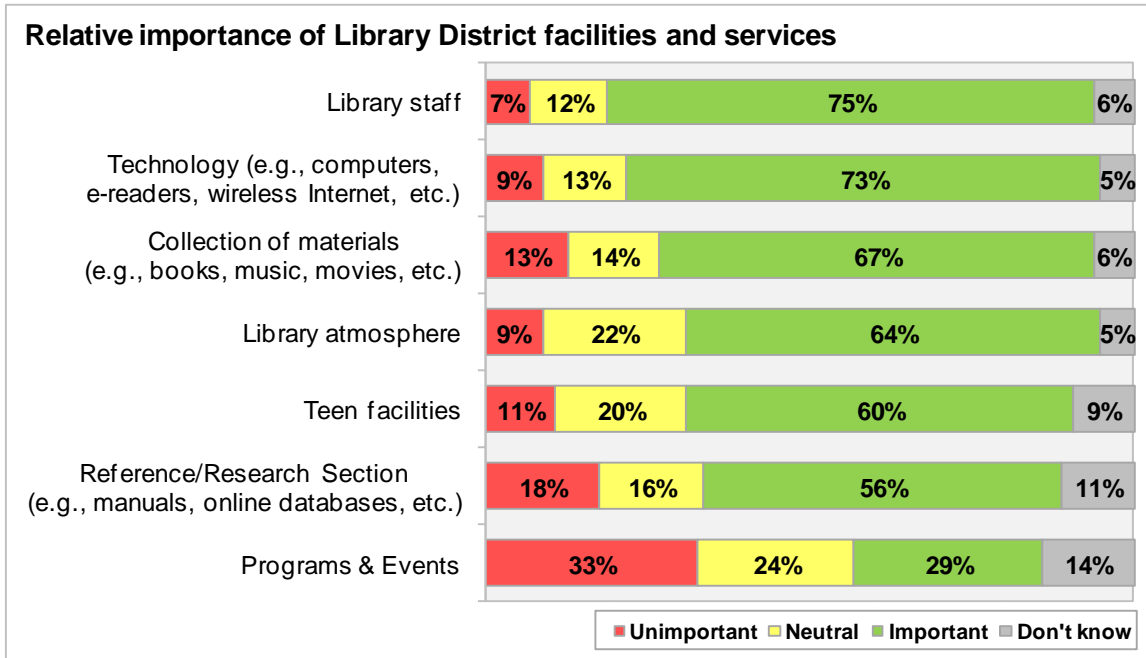
**Overall satisfaction with the Library District.** More than two-thirds of respondents say they are very satisfied (36%) or satisfied (31%) with the overall experience provided by the Library District. Small percentages are very dissatisfied (5%) or dissatisfied (4%), 14% are ambivalent, and the remaining respondents either have not visited (8%) or don't know (2%).



**Overall impact of the Library District on the community.** Two-thirds of respondents say the Library District facilities and services are likely to be used by them within the next year (66%). However, just four in 10 say the Library District facilities and services provide resources to help teens in their community do well in school (46%) and are meeting their needs (45%).



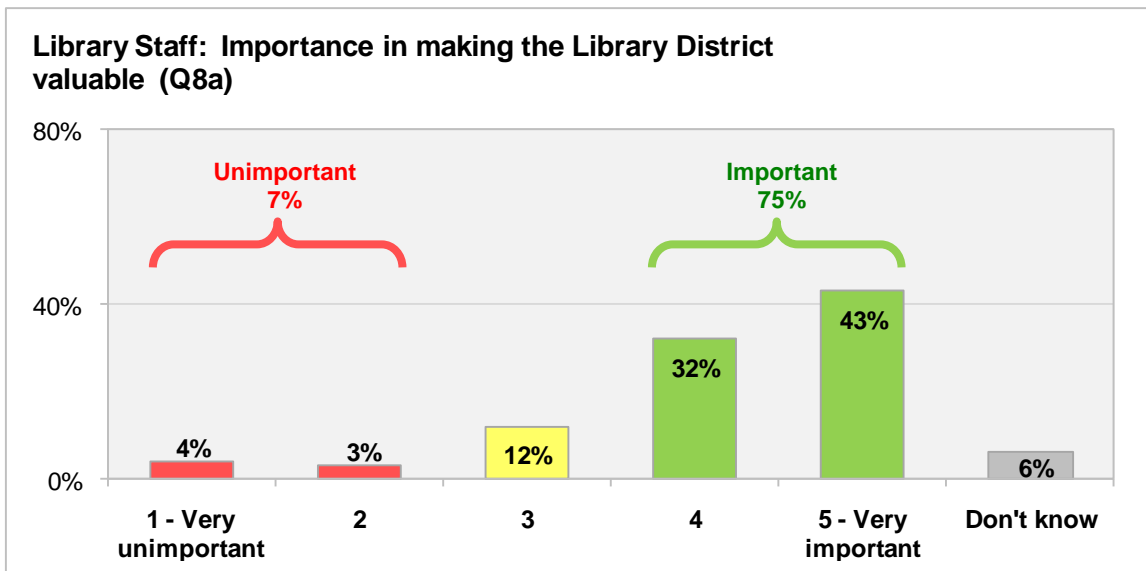
**Relative importance of Library District facilities and services.** Approximately three-quarters of respondents rate library staff (75%) and technology (73%) important in making the Library District valuable to them personally. Just three in 10 rate programs and events important (29%).



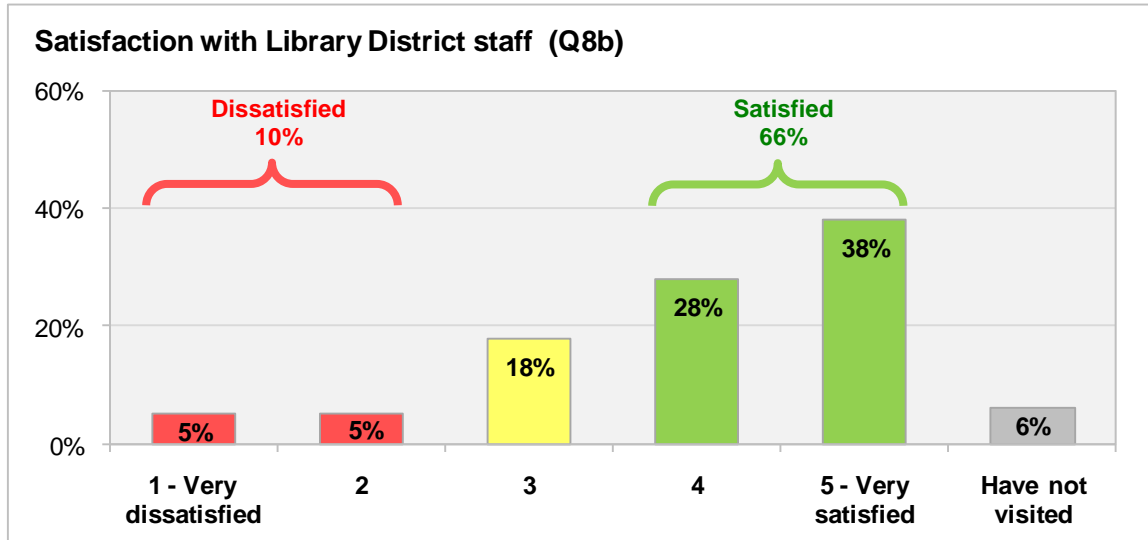
Detail for each of the facilities and services listed above follows.

**Library Staff**

**Importance of library staff.** Three-quarters of respondents consider the staff very important (43%) or important (32%) in making the Library District valuable to them personally. Just 7% indicate the staff is very unimportant (4%) or unimportant (3%), 12% are ambivalent, and 6% don't know.

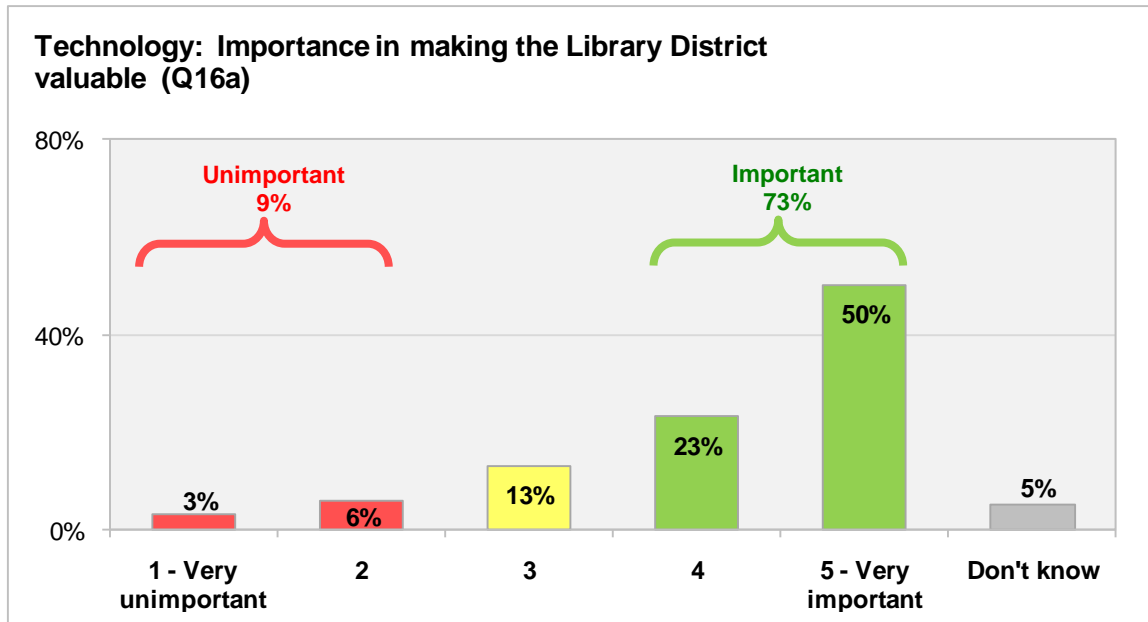


**Satisfaction with Library District staff.** Two-thirds of respondents are very satisfied (38%) or satisfied (28%) with the staff at Library District facilities. One in 10 is very dissatisfied (5%) or dissatisfied (5%), nearly two in 10 are ambivalent (18%), and 6% have not visited.

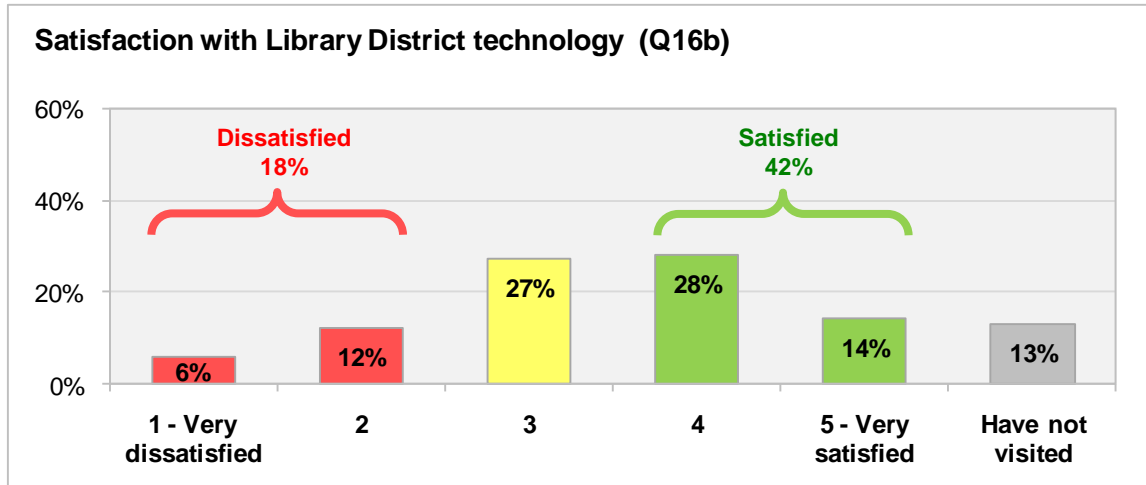


**Technology (computers, e-readers, wireless Internet access, etc.)**

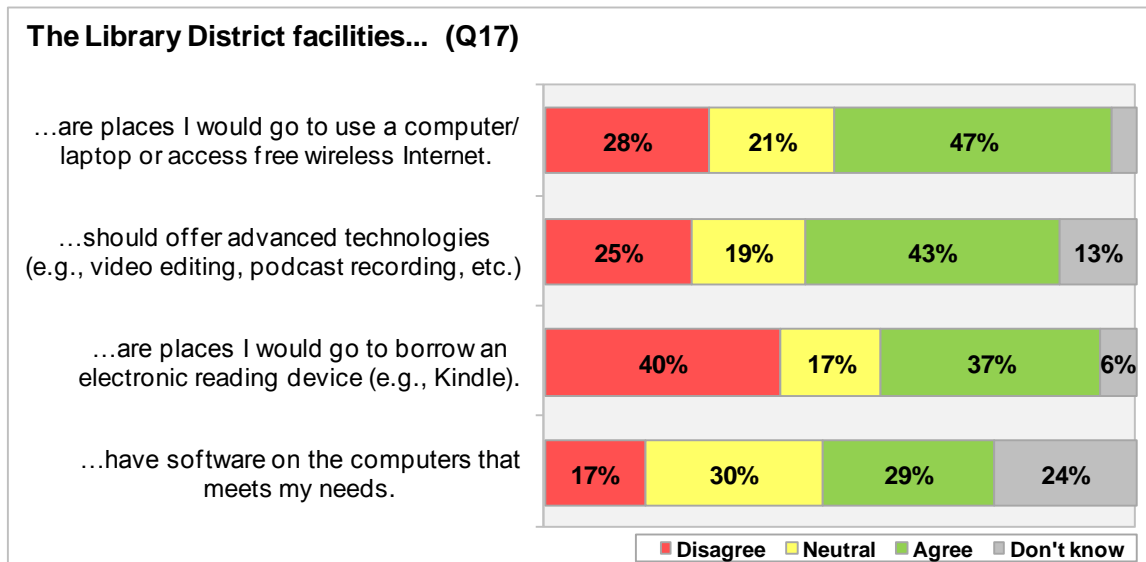
**Importance of technology.** Nearly three-quarters of respondents consider technology very important (50%) or important (23%) in making the Library District valuable to them personally. Nearly one in 10 finds it unimportant (6%) or very unimportant (3%), 13% are ambivalent, and 5% don't know.



**Satisfaction with Library District technology.** Approximately four in 10 respondents are satisfied (28%) or very satisfied (14%) with the technology at Library District facilities. Nearly two in 10 are dissatisfied (12%) or very dissatisfied (6%). The remaining four in 10 are either ambivalent (27%) or have not visited (13%).



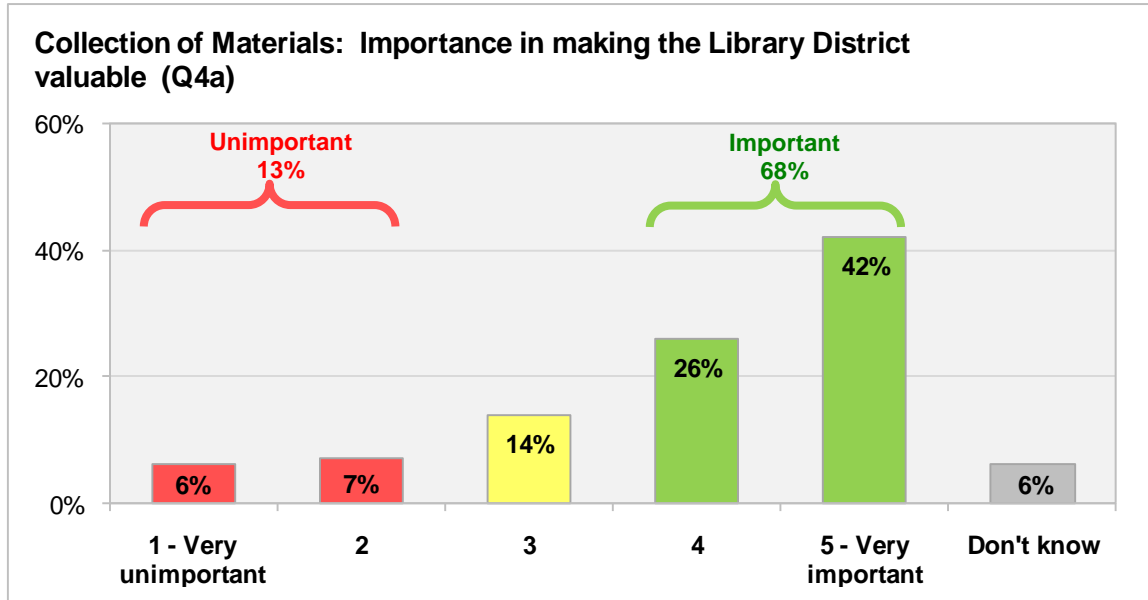
**Opinions relating to Library District technology.** Nearly half of the respondents agree that the Library District facilities are places they would go to use a computer/laptop or access free wireless Internet (47%), and approximately four in 10 say the Library District should offer advanced technologies (43%). Fewer than three in 10 say the Library District facilities have software that meet their needs (29%); however, note that fairly large percentages are ambivalent (30%) or unsure (24%).



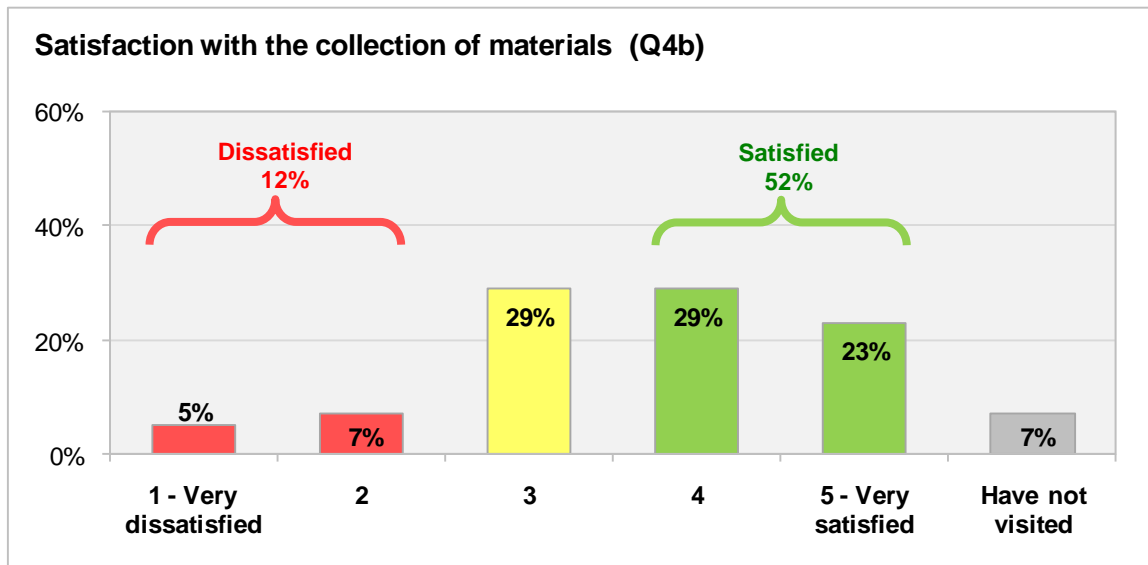
Of those who disagree that the Library District facilities have software on computers that meets their needs, several specify that Microsoft Word (5), and Apple Macintosh hardware (4) and software (1) should be added. Also mentioned are Microsoft Excel (2), Microsoft PowerPoint (2), Adobe Photoshop (2), Comic Life (1), Skype (1) and Sims (1). “New programs” (1) and “software with better login reliability” also are requested.

## Collection of Materials

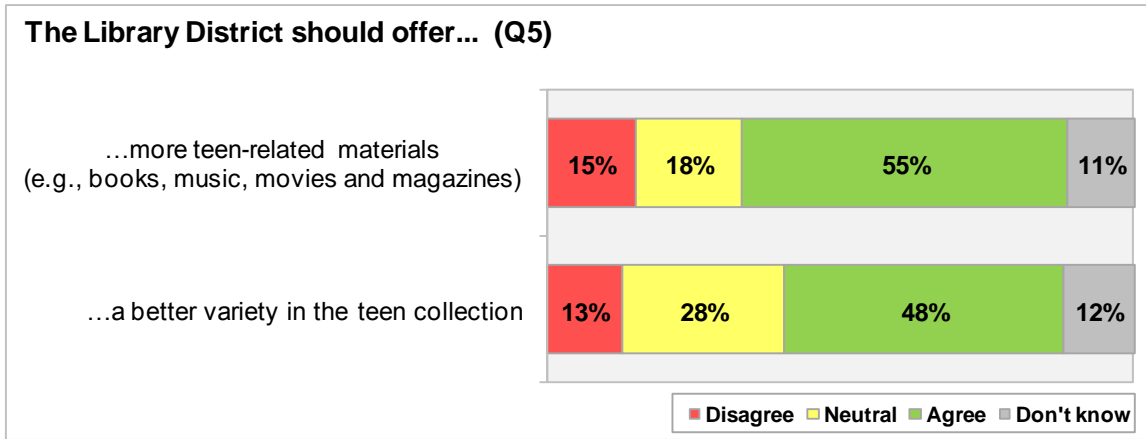
**Importance of the collection of materials.** More than two-thirds of respondents consider the collection of materials (e.g., books, music, movies, audio books, etc.) very important (42%) or important (26%) in making the Library District valuable to them personally. 13% say it is unimportant (7%) or very unimportant (6%), 14% are ambivalent, and 6% don't know.



**Satisfaction with the Library District's collection of materials.** Approximately half of the respondents are satisfied (29%) or very satisfied (23%) with the Library District's collection of materials, while 12% are dissatisfied (7%) or very dissatisfied (5%). Nearly three in 10 are ambivalent (29%), and 7% have not visited.

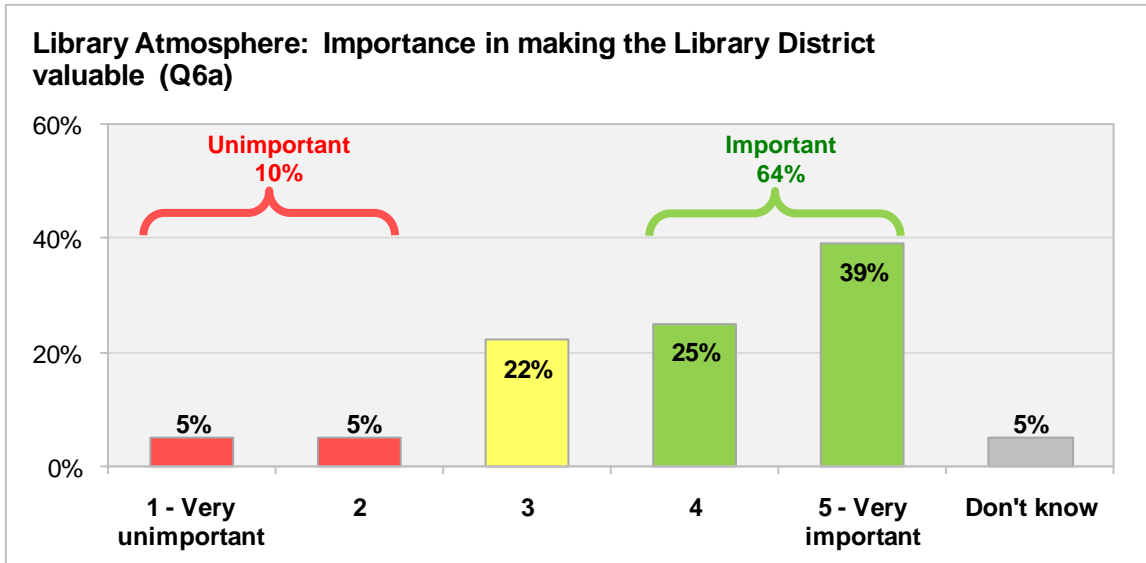


**Opinions relating to the Library District's collection of materials.** More than half of the respondents feel the Library District should offer more teen-related materials (55%), and nearly half say the variety offered in the teen collection should be better (48%).

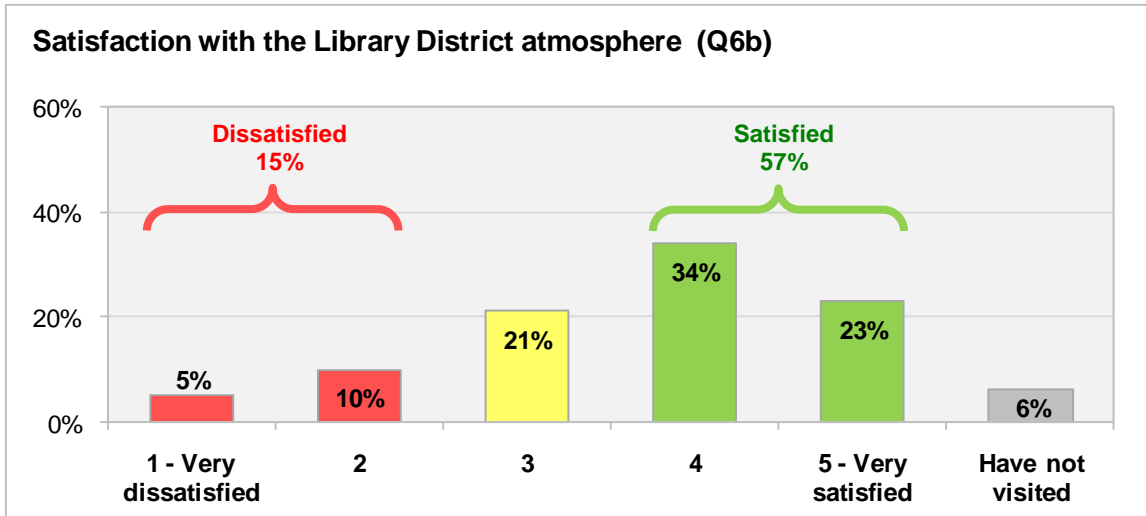


**Library Atmosphere**

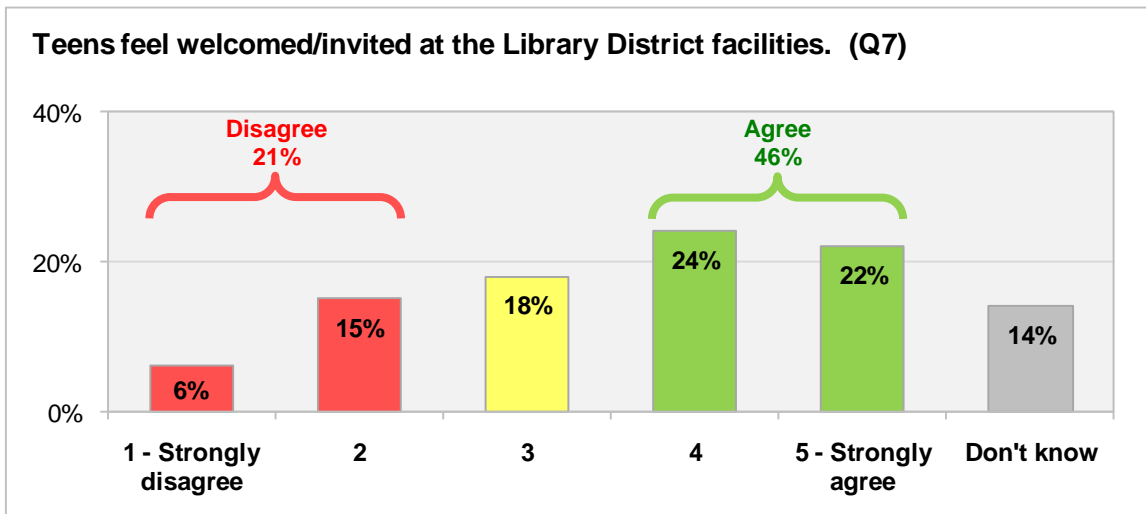
**Importance of library atmosphere.** Nearly two-thirds of respondents consider library atmosphere very important (39%) or important (25%) in making the Library District valuable to them personally. One in 10 feels it is very unimportant (5%) or unimportant (5%), about two in 10 are ambivalent (22%), and 5% don't know.



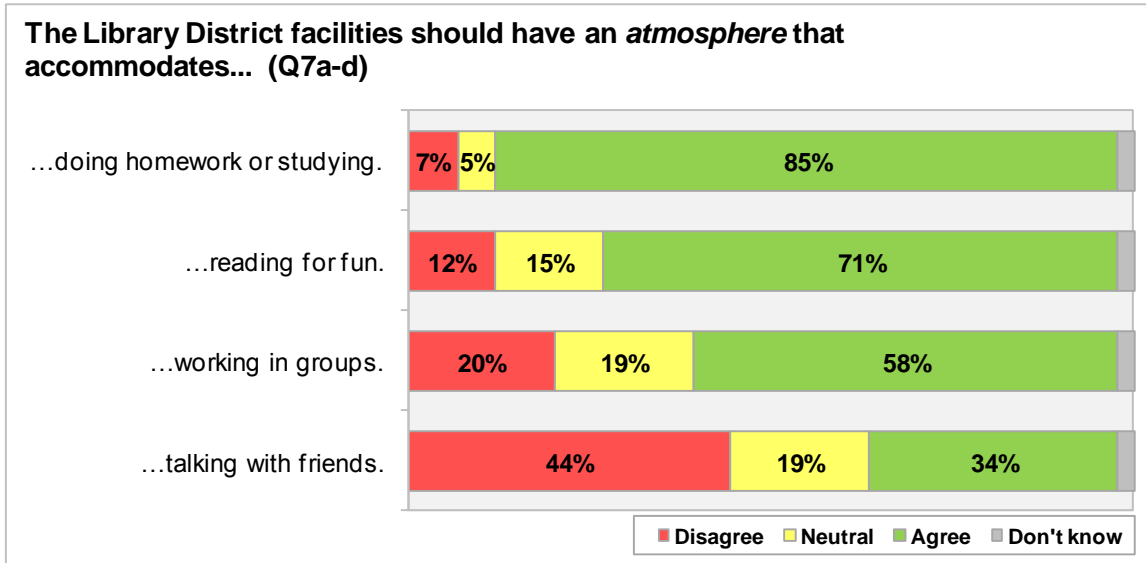
**Satisfaction with Library District atmosphere.** Nearly six in 10 respondents are satisfied (34%) or very satisfied (23%) with the atmosphere at Library District facilities; 15% are dissatisfied (10%) or very dissatisfied (5%). Approximately two in 10 are ambivalent (21%), and 6% have not visited.



**Opinions relating to Library District atmosphere.** Fewer than half (46%) of the respondents agree with the statement: “Teens feel welcomed/invited at the Library District facilities.” Approximately two in 10 disagree (21%), and nearly a third are ambivalent (18%) or don’t know (14%).

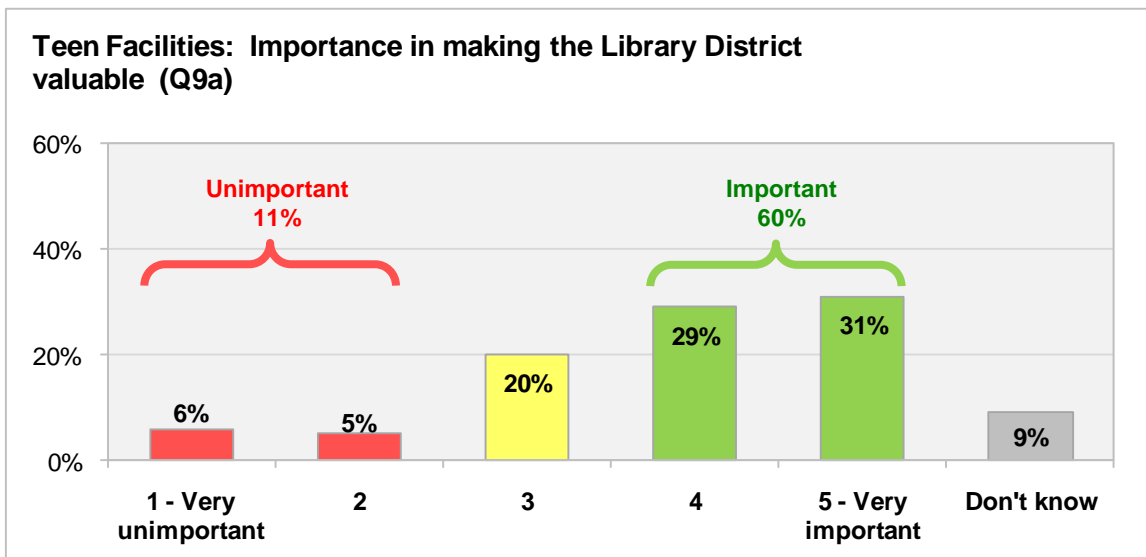


A large majority of respondents agree that the Library District facilities should have an atmosphere that accommodates doing homework or studying (85%), approximately seven in 10 feel it should accommodate reading for pleasure (71%), and nearly six in 10 say it should accommodate working in groups (58%). One-third (34%) think talking with friends should be accommodated; however, the majority of teen respondents disagree (44%) or are ambivalent (19%).

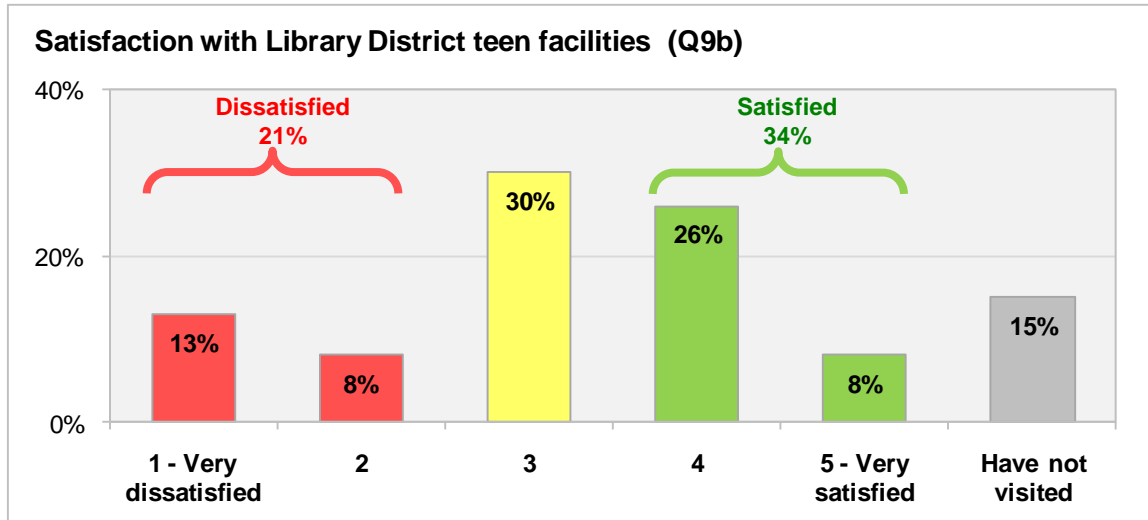


**Facilities**

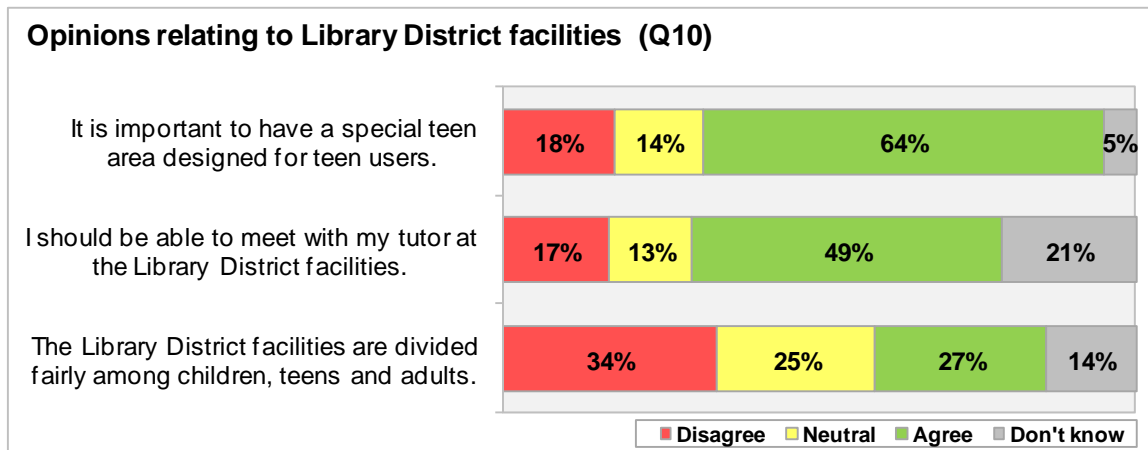
**Importance of teen facilities.** Six in 10 respondents consider teen facilities very important (31%) or important (29%) in making the Library District valuable to them personally. Approximately one in 10 finds teen facilities very unimportant (6%) or unimportant (5%), two in 10 are ambivalent (20%), and 9% don't know.



**Satisfaction with Library District teen facilities.** Slightly more than a third of respondents are satisfied (26%) or very satisfied (8%) with the Library District's teen facilities. However, approximately two in 10 are very dissatisfied (13%) or dissatisfied (8%). Fairly large percentages are ambivalent (30%) or have not visited (15%).

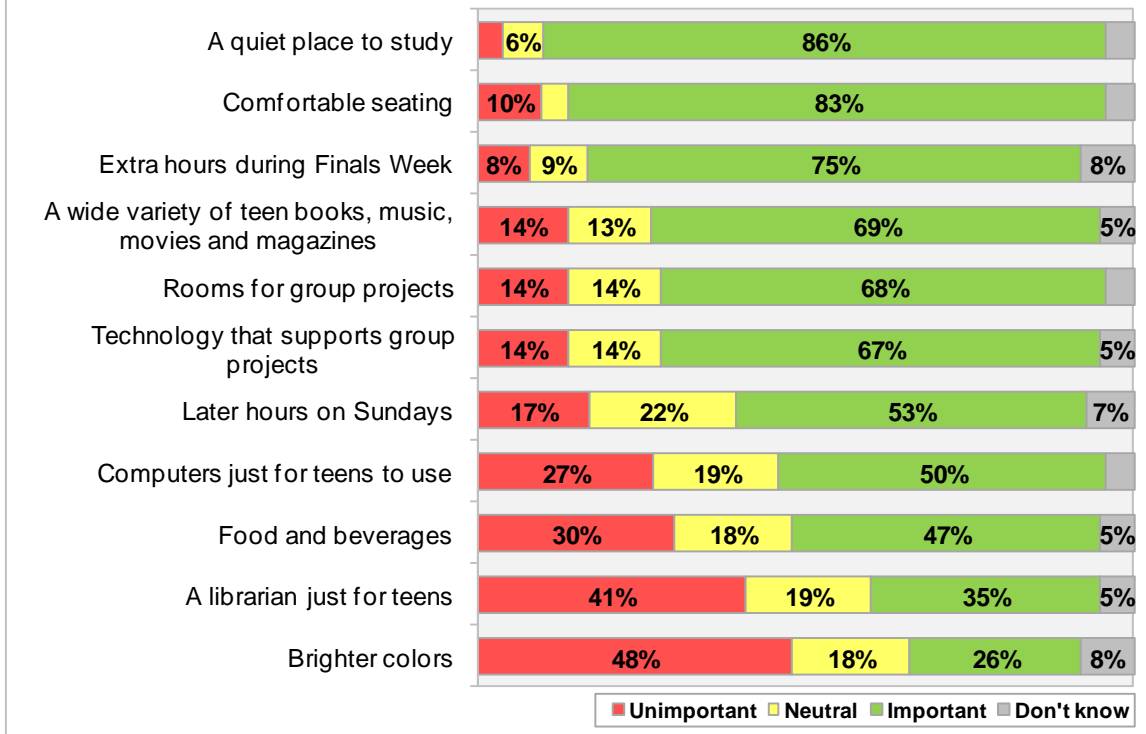


**Opinions relating to Library District facilities.** Nearly two-thirds of respondents (64%) agree it is important to have a special area designed specifically for teen users at Library District facilities, and nearly half agree that teens should be able to meet with a tutor there (49%). A much smaller percentage – fewer than three in 10 – feel Library District facilities are divided fairly among children, teens and adults (27%).



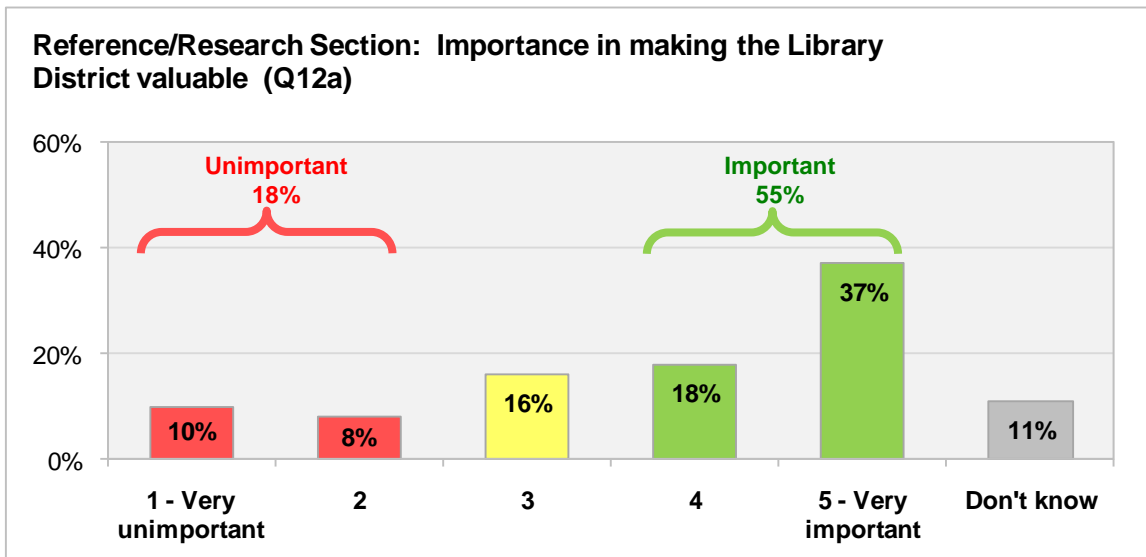
**Importance of various aspects in teen area.** A large majority of respondents indicate having a quiet place to study (86%) and comfortable seating (83%) are important aspects of a teen area. Also considered important by many teen respondents are extra hours during finals week (75%); a wide variety of teen books, music, movies and magazines (69%); rooms for group projects (68%); and technology that supports group projects (67%). In contrast, much smaller percentages feel a librarian just for teens (35%) and brighter colors (26%) are important aspects in a teen area.

**Importance of having various aspects in a teen area: (Q11)**

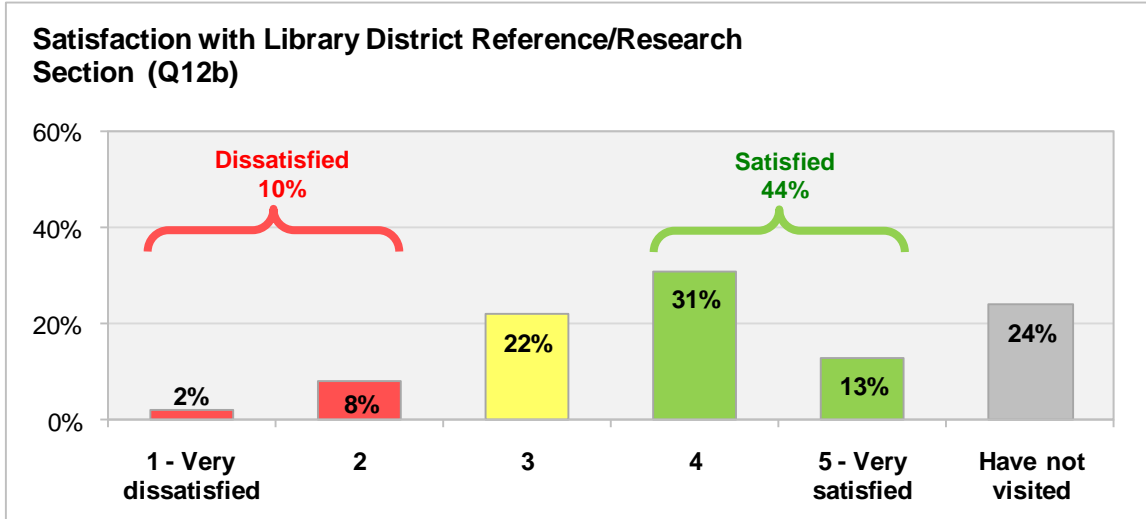


**Reference/Research Section (manuals, directories, encyclopedias, online databases, etc.)**

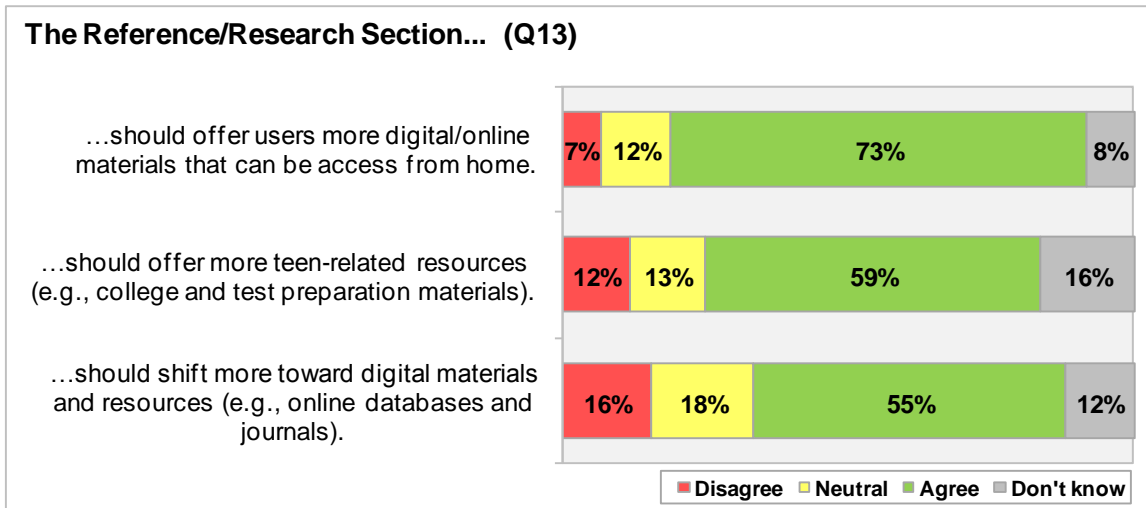
**Importance of Reference/Research Section.** More than half of respondents consider the Reference/Research Section very important (37%) or important (18%) in making the Library District valuable to them personally; whereas nearly two in 10 find it very unimportant (10%) or unimportant (8%). Nearly three in 10 are ambivalent (16%) or don't know (11%).



**Satisfaction with the Library District Reference/Research Section.** Approximately four in 10 respondents are satisfied (31%) or very satisfied (13%) with the Library District's Reference/Research Section. One in 10 is dissatisfied (8%) or very dissatisfied (2%), slightly more than two in 10 are ambivalent (22%), and nearly a quarter indicate that they have not visited (24%) the Reference/Research Section.

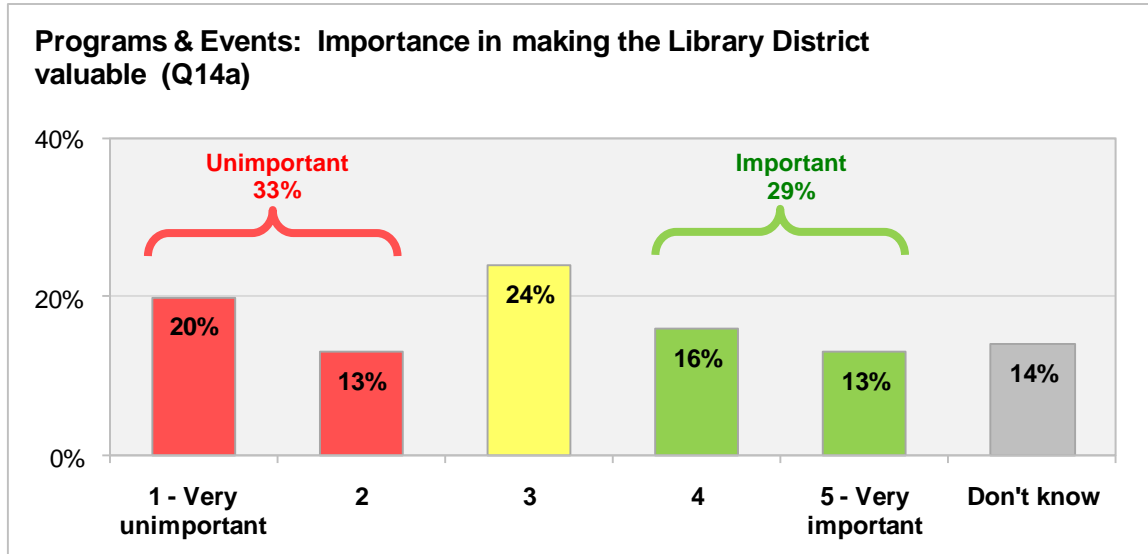


**Opinions relating to the Library District Reference/Research Section.** Nearly three-quarters of respondents agree the Library District Reference/Research Section should offer users more digital/online materials that can be accessed from home (73%). Nearly six in 10 say the Library District should offer more teen-related resources, such as college and test preparation materials (59%); and more than half feel there should be a shift toward digital materials and resources (55%).

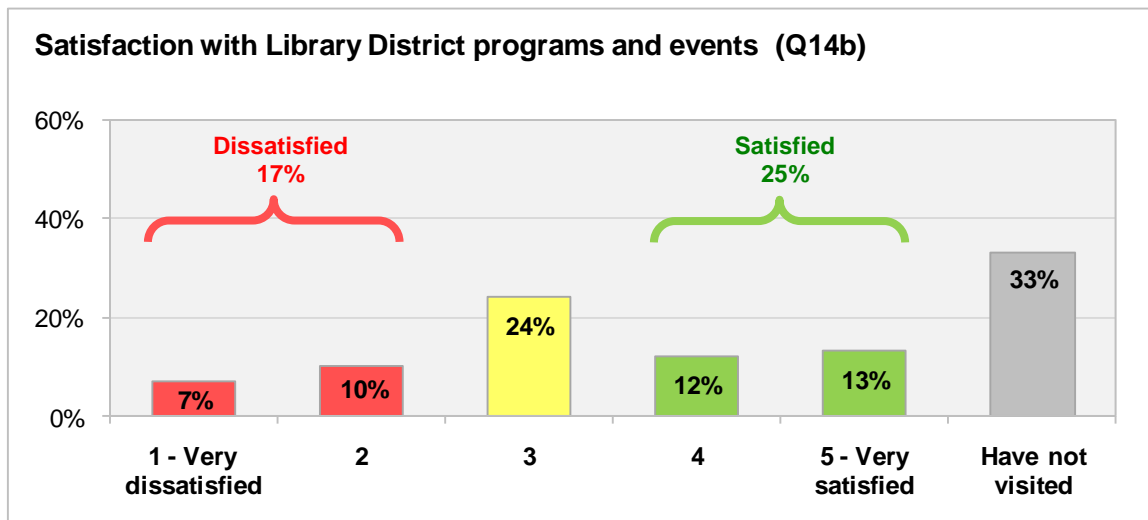


## Programs & Events

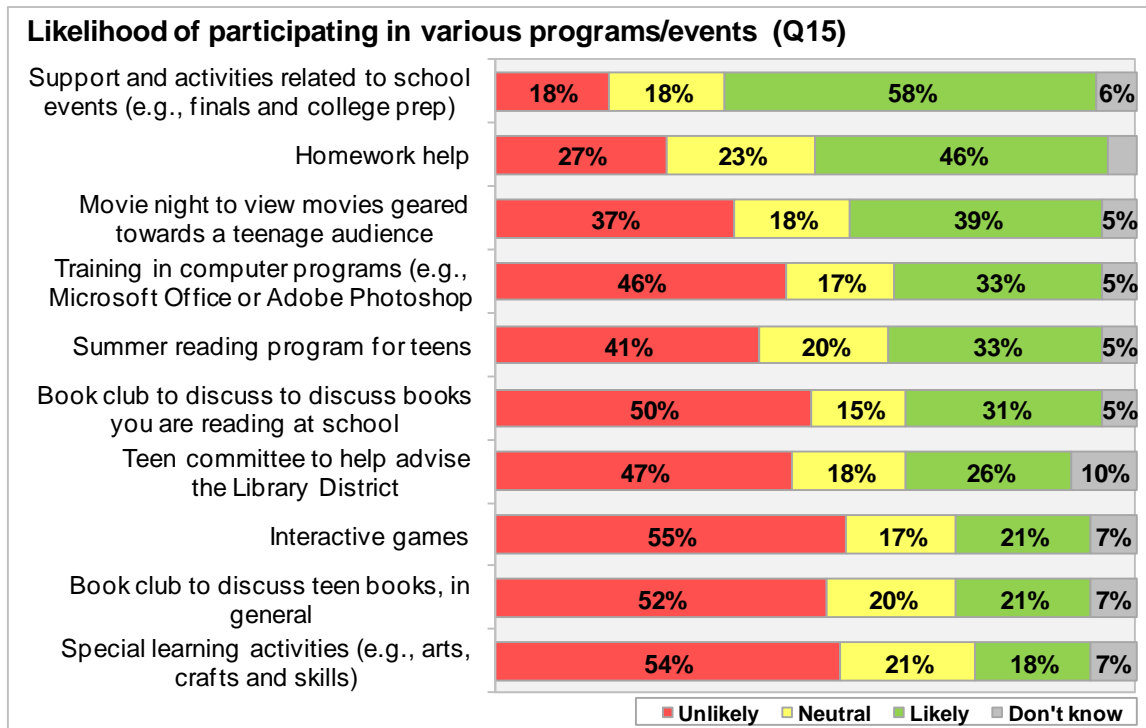
**Importance of programs and events.** Nearly three in 10 respondents consider programs and events important (16%) or very important (13%) in making the Library District valuable to them personally. However, a third of respondents find them very unimportant (20%) or unimportant (13%). Nearly a quarter are ambivalent, and 14% don't know.



**Satisfaction with Library District programs and events.** Just a quarter of respondents are very satisfied (13%) or satisfied (12%) with the Library District's programs and events. Nearly two in 10 are dissatisfied (10%) or very dissatisfied (7%), nearly a quarter are ambivalent (24%), and a third have not visited (33%).



**Likelihood of participation in various programs/events.** Nearly six in 10 respondents say they would be likely to participate in support and activities related to school events, such as finals and college prep (58%), more than four in 10 would likely participate in homework help (46%), and nearly four in 10 are likely to participate in a movie night to view movies geared for teens (39%). More than half say they would be unlikely to participate in interactive games (55%), special learning activities (such as arts, crafts and skills) (54%) or book club to discuss teen books, in general (52%).



### **Key drivers of positive outcomes**

Researchers conducted advanced analyses (linear and stepwise regression) to statistically identify patterns and factors – key drivers – that will predict desired outcomes. These drivers are not mere correlations, but rather statistical predictors of desired perceptions or behaviors. Some drivers may seem obvious, and some may have more practical applications than others in terms of strategic planning, but all have great potential to help achieve desired outcomes.

The key drivers are listed in order of their influence for each outcome.

### ***To increase the likelihood that teens will use Library District facilities and services in the future...***

- ▶ increase the perception among teens that the Library District meets their needs.
- ▶ provide resources to help teens in the community do well in school.
- ▶ increase teen satisfaction with Library District staff.
- ▶ increase teen satisfaction with the atmosphere at Library District facilities.
- ▶ make teens feel welcome/invited at Library District facilities.

***To increase perception among teens that the Library District provides resources to help teens to well in school...***

- ▶ make teens feel welcome/invited at Library District facilities.
- ▶ increase teen satisfaction with the atmosphere at Library District facilities.
- ▶ increase teen satisfaction with the collection of materials the Library District offers.
- ▶ increase teen satisfaction with Library District teen facilities.

***To increase perception among teens that Library District facilities and services are meeting their needs...***

- ▶ make teens feel welcome/invited at Library District facilities.
- ▶ increase teen satisfaction with the atmosphere at Library District facilities.
- ▶ increase teen satisfaction with Library District teen facilities.
- ▶ increase teen satisfaction with the collection of materials the Library District offers.
- ▶ increase teen satisfaction with Library District staff.

***To make teens feel welcome/invited at Library District facilities...***

- ▶ increase teen satisfaction with the atmosphere at Library District facilities.
- ▶ provide an atmosphere that accommodates doing homework or studying.
- ▶ increase teen satisfaction with Library District teen facilities.
- ▶ provide resources to help teens in the community do well in school.
- ▶ increase teen satisfaction with the collection of materials the Library District offers.

**Other teen comments about the Library District**

The 135 survey participants provided 67 suggestions for change by responding to an open-ended request in the questionnaire: If you have other comments about the Library District, please write them briefly below.

Teens provide comments on:

- ▶ Facility attributes (20) – Desire a designated teen area and meeting rooms for group projects; establish an area for breaks where food and drink are allowed; add couches to silent reading areas; update and redecorate library interiors.
- ▶ Collections (12) – Fill the “large gap” between materials for adults and materials for teens; add more teen books and more books for tweens and teen movies.
- ▶ Staff (7) – Can be unpleasant and intimidating. Northfield staff described more positively. Librarians should be “nicer and peppier,” and suggest books and computer material.
- ▶ Services (5) – Provide students help with studying; solicit book suggestions with a suggestion box; price resources and technology so patrons are aware of the value

before checking something out; provide more information on how to borrow and use a Kindle, and increase remote access to resources.

- ▶ Technology (4) – Provide Kindles and Playaways for teens; ensure both libraries offer reliable WiFi services, and change computers to Apples.
- ▶ Programming/classes (3) – Increase programming for tweens; offer technology classes, and bring in experts to speak with students (e.g., sports, science).
- ▶ Miscellaneous comments – both positive (12) and negative (4)

A detailed summary and all verbatim responses are included in Appendix C.