

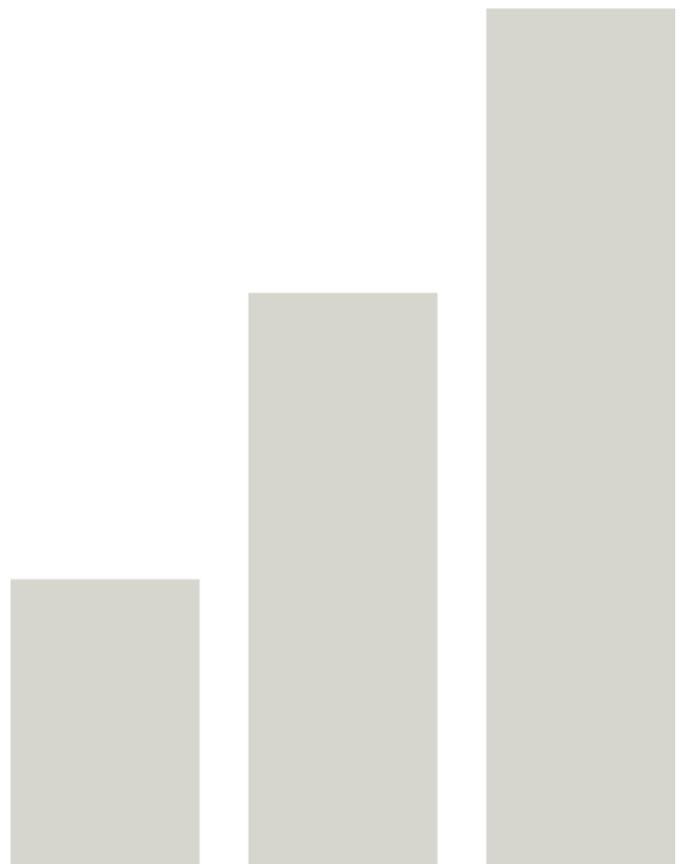
Post-Occupancy Evaluation

21st Century Libraries Initiative at the Free Library of Philadelphia

May 2019

Chapin Hall at the University of Chicago

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Executive Summary

The Free Library of Philadelphia undertook an ambitious redesign of five neighborhood libraries—Lillian Marrero, Logan, Lovett Memorial, South Philadelphia, and Tacony—as part of its Building Inspiration: 21st Century Libraries Initiative. Supported by a historic \$25 million gift from the William Penn Foundation, this effort aimed to transform the libraries physically and programmatically and to help FLP articulate its vision for flexible, functional, and welcoming neighborhood libraries.

To document usability improvements and inform future renovations, Chapin Hall at the University of Chicago collaborated with Kimberly Bolan and Associates to conduct a post-occupancy evaluation. Below we present key findings and recommendations for future renovations.

Methods

Findings were drawn from multiple data sources including: focus groups and interviews with customers and staff at renovated libraries, structured observations and walkthroughs of renovated and contrast¹ libraries, surveys about library utilization and satisfaction with customers and staff at renovated and contrast libraries, and FLP administrative data.

Key Findings

Usability Improvements

Renovations improved customer satisfaction and access to library facilities and technology.

- Overall customer satisfaction with the renovated libraries increased.
- General customer access and Americans with Disabilities Act (ADA) accessibility dramatically improved, compared to contrast libraries.
- Customers appreciated the expanded access to power outlets and technology.
- Customers reported greater satisfaction with materials checkout and return.

Renovations strengthened the capacity of libraries to serve as community hubs.

- Customers positively described the libraries' new bright, spacious and inviting feel.
- Customers and staff felt the renovations expanded how their libraries served as gathering places.

Renovations facilitated changes in service delivery.

¹ Walkthroughs were conducted at 10 contrast libraries: Blanche A. Nixon/Cobbs Creek, Charles Santore, Holmesburg, Independence, McPherson Square, Ramonita G. de Rodriguez, Richmond, Roxborough, Wyoming, and Wynnefield.

- Customers reported increased satisfaction with staff assistance.
- Staff reported the renovations helped them deliver more diverse programming.
- Average program attendance per month increased significantly.

Design Challenges

- The physical layout of service spaces and location of technology to support self-service limited their usability for customers and staff.
- Designated spaces for children and teens were not fully functional.
- The open floor concept, in combination with hard surface flooring without acoustical treatments (in four of the five locations), resulted in high sound levels.
- Interior finish choices increased building maintenance needs.
- Library collections, décor, and signage did not incorporate the unique character and interests of local communities.
- Staff needs and expertise were not adequately integrated into the design process, limiting input to support efficiencies in the renovated spaces.

Recommendations for Future Renovations

- Involve staff across all phases of schematic design, design development, and execution.
- Develop flexible system-wide standards to guide future renovation efforts.
- Integrate community and customer interests into individual library design.
- Prioritize low maintenance and longevity in selecting interior furnishings and finishes.
- Consider enhancements, including adding signage, redesigning service points, improving acoustical treatments, and further developing children's and teen areas.
- Continue to monitor space and technology use to inform planning for future renovations.

Background

Neighborhood library resources—including knowledgeable and welcoming library staff, access to diverse and up-to-date materials and technology, and engaging programming—are foundational to the Free Library of Philadelphia’s mission to advance literacy, guide learning, and inspire curiosity. Inviting and inclusive physical spaces that can serve as community gathering places are another critical element.

In 2012, the Pew Charitable Trusts released a report describing the challenges facing the Free Library of Philadelphia (FLP) as part of its Philadelphia Research Initiative (Shubik-Richards & Dowdall, 2012). The report described patterns of library use amidst the city’s budget crisis and FLP’s administration changes in the mid-2000s. The report also compared usage of Philadelphia’s library system with fourteen similarly sized urban public library systems. In Philadelphia, library use was below average compared with other cities, despite FLP’s number of branches per capita. The report highlighted that FLP lagged behind its counterparts in meeting the needs of its population. Specifically, Pew recommended that FLP create specific spaces for teens and young children, redesign the libraries to be more warm and welcoming, and increase electronic resources and multimedia, including public use computers and e-books.

Ultimately, this report spurred FLP leaders and other stakeholders to rethink FLP’s overarching mission to address the needs and interests of Philadelphia residents. FLP commenced a 2-year strategic planning process shortly before Pew released the report. The planning process incorporated input from 150 stakeholders, including staff, community representatives, and consultants. The process yielded a 5-year strategic plan, in which FLP committed to a new mission to “advance literacy, guide learning, and inspire curiosity, and a new vision of building an enlightened community devoted to lifelong learning” (Free Library of Philadelphia, 2012).

Building Inspiration: 21st Century Libraries Initiative

FLP announced the Building Inspiration: 21st Century Libraries capital campaign in 2014, with a historic gift of \$25 million from the William Penn Foundation, a local family foundation committed to improving communities in Philadelphia and promoting child well-being. As part of this initiative, FLP administration selected five geographically diverse neighborhood libraries for a massive redesign based on library staff input, census data, and the results of a market segmentation study that examined community needs. The 21st Century Libraries Initiative aimed to transform the five libraries physically and programmatically and to help FLP articulate its vision for neighborhood libraries as “flexible, functional, and welcoming spaces to best engage customers” (Free Library of Philadelphia, 2014).

One key goal was to shift from a traditional library service model to a more progressive model of self-service holds, checkouts, and returns. Accessibility was another priority, both in terms of easy customer access to library buildings and to library materials and information technology. FLP also sought to promote innovative and targeted programming that aligned with community

interests and addressed key constituencies identified in FLP's Strategic Plan. Each renovated library was assigned a programmatic service emphasis as detailed in Table 1.

Table 1. Renovated Libraries and Service Emphases

Library name	Neighborhood(s) served	Focus area
Lillian Marrero Library	Fairhill, Glenwood, West Kensington	Early childhood literacy; services for new Americans
Logan Library	Fern Rock, Logan, Orgontz	Family literacy
Lovett Memorial Library	Mount Airy	Community partnerships
South Philadelphia Library	Passyunk Square, Point Breeze, West Passyunk, Wharton	Health literacy; services for new Americans
Tacony Library	Holmesburg, Mayfair, Tacony, Wissinoming	Small business owners and entrepreneurs

As FLP prepared to transform five of its neighborhood libraries, the administration sought ideas from world-renowned libraries. FLP’s president and director, Siobhan Reardon, with the project architect, James Keller, found the greatest inspiration in the De Nieuwe Bibliotheek in Almere, Netherlands. Several elements from the Almere public library informed the development of FLP’s 21st Century Library model. The 21st Century Library model included a communal “living room” area, a children’s area, a teen space, study rooms, and meeting rooms. Additional elements drawn from the Almere public library included modular furniture, bright, well-lit spaces, and purposeful positioning of books and resources on shelves.

Renovations at each of the five libraries applied the 21st Century Library model with adaptations to accommodate physical differences among the library buildings. The renovations also addressed structural issues at each location. Branch staff and community stakeholders provided preliminary input but were not engaged in the development of the building plan, overall facility design, or interior design process.

Rationale for a Post-occupancy Evaluation

Beyond physical and programmatic changes in the five libraries, FLP administration sought to understand how the 21st Century Library model could be adapted and applied to the renovation of other neighborhood libraries in the future. FLP contracted with Chapin Hall to document improvements in usability, identify opportunities to inform future capital renovations, and understand the role of the renovated libraries in their communities. In collaboration with Kimberly Bolan and Associates (KBA), a consulting firm focused on improving libraries across the country, Chapin Hall proposed a post-occupancy evaluation (POE) of the renovated libraries. A POE is described as

a process of systematically evaluating the performance of buildings after they have been built and . . . differs from other evaluations of building performance in that it focuses on the requirements of building occupants, including health, safety, security, functionality

and efficiency, psychological comfort, aesthetic quality, and satisfaction. (National Academy Press, 2001)

Because FLP invested in both architectural and service delivery enhancements, the research team investigated how these changes have worked together from the perspectives of staff and customers. Given the ways in which the 21st Century Libraries Initiative aimed to transform the selected FLP branch libraries, it was critical to understand the influence of the renovations on library customers, staff, and the community.

Research Questions

To guide the POE, we developed a core set of research questions through a literature review and discussion with FLP administration about what they hoped to learn about the renovated libraries. The research questions focused on three components of library renovations: library utilization; community perceptions and needs; and satisfaction (see Table 2).

Table 2. POE Research Questions

Areas of inquiry	Research questions
Library utilization	<ol style="list-style-type: none">1. How do key community groups and library staff use renovated libraries?2. How does the reorganization of library spaces influence management of staff and completion of staff tasks and responsibilities (for example, time efficiencies, space needs to implement workflow, etc.)?3. How does the technology deployed in the new libraries impact the intended use of the spaces (for example, self-checkout, door counters, materials, security system)?4. How easy are the spaces to clean and maintain? What is the intended life span of the renovation components?
Community perceptions, expectations, and needs	<ol style="list-style-type: none">5. How do community members and library staff perceive the role of libraries?6. How does the design of renovated libraries align with community-specific needs and shared expectations?
Satisfaction	<ol style="list-style-type: none">7. To what extent are customers and staff satisfied with the design and resources of the renovated libraries?

Methods

This study employed a mixed-methods design to address the research questions and yield comprehensive insights about the renovated libraries and the potential application of the 21st Century Library model in future renovation projects. We conducted surveys, focus groups, interviews, and observations to capture how customers and staff members used and interacted in library spaces, as described in Table 3. The team also analyzed FLP administrative data to understand use patterns at the 21st Century and contrast libraries. Because qualitative data were not collected prior to the renovations, with assistance from FLP staff, we also identified 10 contrast neighborhood libraries that served communities with similar demographic and socioeconomic characteristics and had similar building architecture and layout to the renovated libraries.²

Table 3. Overview of Data Sources

	21st Century libraries (n = 5)		Contrast libraries (n = 10)	
	Customers (n)	Staff members (n)	Customers (n)	Staff members (n)
Surveys	112	34	205	45
Focus groups	43	--	--	--
Group interviews	--	20	--	--
Structured observations		29	--	--
Walkthrough observations		5		10
Administrative data				
Circulation data	X			
Customer computer use	X			
Programming	X			
Attendance				

We describe the specific methods used to collect these data below.

Surveys

We administered online surveys to customers and staff at the five renovated libraries and ten contrast libraries in fall 2018. With both surveys, the research team first developed a comprehensive list of questions about the renovations’ intended improvements and potential unintended effects. The questions also covered topics typically investigated in post-occupancy

² Contrast libraries include Blanche A. Nixon/Cobbs Creek, Charles Santore, Holmesburg, Independence, McPherson Square, Ramonita G. de Rodriguez, Richmond, Roxborough, Wyoming, and Wynnefield.

evaluations, such as usability, accessibility, and the look and feel of library spaces. We designed the customer survey to be completed in approximately 10 minutes, in either English or Spanish. We designed the staff survey to be completed in approximately 15 minutes. Multiple FLP staff members familiar with the renovations reviewed the surveys and provided feedback. We refined the surveys to ensure items were easy to understand and aligned with the research questions. See Appendices E and F for copies of the surveys.

For the customer survey, library staff distributed flyers and bookmarks advertising the survey in all of the renovated and contrast libraries, and FLP staff members at these libraries encouraged customers to complete the survey. We provided four of the five renovated libraries with an electronic tablet to support survey participation at these locations.

For the staff survey, we provided branch managers with an introduction and link to the survey by email, which they passed along to their staff members. We made follow-up phone calls to remind branches with low completion rates about the survey. Seventy-nine staff responded, including 34 (67%) of the 51 staff members at 21st Century libraries and 45 (51%) of the 89 staff members at contrast libraries.³ At least three staff members per library responded at 14 of the 15 libraries.

Characteristics of customer survey respondents

The sample of customers responding to the survey were similar at the five 21st Century libraries and the 10 contrast libraries. As shown in Table 4, customer survey respondents were just over 40 years old, on average, and the majority (72%) identified as female. White customers comprised the largest racial/ethnic identity, followed by those identifying as black (and Hispanic). Respondents tended to be well educated, with a little more than half having an undergraduate or graduate degree. On average, respondents had first visited a renovated or contrast library more than a decade ago.

³ Staff members 18 years or older working at a renovated or contrast library were invited to take the staff survey. We did not offer incentives to staff members.

Table 4. Customer Survey Respondent Demographics

	21st Century (n = 5)	Contrast (n = 10)
Respondents (number)	112	205
Age (mean, in years)	41.5	40.7
Gender (%)		
Female	72	72
Male	26	26
Identifies in another way	2	2
Race/ethnicity (%)		
White	41	60
Black	38	22
Hispanic	7	9
Asian	5	2
American Indian	0	1
Middle Eastern	2	1
Other race	5	3
Two or more races	1	4
Education level (%)		
Less than high school diploma	3	2
High school diploma or GED	28	29
Some training/technical school	14	14
Undergraduate degree	32	30
Graduate degree	23	26
Years since first visiting this library (mean)	10.9	12.5

Characteristics of staff survey respondents

Most staff survey respondents identified either as library assistants/digital resource specialists or as librarians/branch managers. The average respondent had been at their current library for several years, and had worked at the FLP for a decade. See Table 5 for additional details.

Table 5. Staff Survey Respondent Demographics

	21st Century (n = 5)	Contrast (n = 10)
Respondents (number)	34	45
Job role (%)		
Library assistant or digital resource specialist	51	49
Librarian or branch manager	39	45
Security guard	10	4
Early childhood specialist	0	2
Total years at current library (mean years)	4.0	5.2
Total years at FLP (mean years)	9.9	12.7

Focus Groups with Customers at Renovated Libraries

We used a semi-structured protocol to guide focus group conversations with customers at the five 21st Century libraries. The protocol addressed three themes: experiences with renovation planning, experiences with the renovated library overall, and usability of spaces and design elements common to the 21st Century libraries (for example, living room, shelving). We piloted the protocol with an initial group of customers and revised the questions to improve flow. A copy of the focus group guide can be found in Appendix I.

With assistance from library staff, we recruited customers at the libraries, offering a \$30 gift card for participation. Forty-three customers participated in 8 focus groups in July and August 2018. We recruited teens for one of these focus groups to ensure that we specifically captured young people’s perspectives on using the renovated libraries.

Interviews with Library Staff Members at Renovated Libraries

We created a semi-structured protocol to interview library staff at the five 21st Century libraries. The protocol addressed four themes: experiences with renovation planning, experiences with the library overall, usability of spaces and design elements common to the 21st Century libraries (for example, living room and shelving), and workflow and interactions with customers in the new spaces. We piloted the protocol and then revised the protocol to improve the flow of interviews. We interviewed staff either individually or in small groups in July and August 2018. Each interview lasted approximately 30 minutes. See Appendix J for a copy of the interview guide.

We also held a group interview with three community organizers supporting the 21st Century libraries. We adapted the staff protocol to integrate questions that would help deepen our

understanding of the community organizer role and their interactions with customers and other library staff members.⁴

Structured Observations at Renovated Libraries

We conducted structured observations at the 21st Century libraries to capture how customers and staff used and interacted in the library spaces. There were three rounds of observations (in June, September, and October 2018), each round including two observations⁵ at each 21st Century library, and each observation lasting between 80 to 90 minutes. The goal for this observation structure was to sample users' behaviors across a variety of times of day, days of the week, and times of the year. During each observation, we systematically documented typical and expected library use behaviors, quantified activity levels, and detailed specific user behaviors using the instrument provided in Appendix B.

Typical behaviors. We documented typical behaviors for library users to quantify how prevalent specific activities were across the different library locations, areas within the libraries, and various observation times. Specific areas included: entry, service points, living room, children's area, teen space, computer area, and study rooms.

Activity measurements. We documented specific user activities to quantify the popularity of different areas based on the number of customers present in an area, the number of customers entering and exiting a designated area, the number of seats and work surfaces used, and the environmental conditions (temperature and noise level) of the areas. We took environmental measurements using a digital thermometer and used a sound measurement smartphone application to assess the general environmental comfort level of the area.

Qualitative/anecdotal observations. The teams took detailed notes about user behaviors specific to the area of the library under observation. The observations provided context and informed interpretation of typical behaviors and activity levels.

We observed the 21st Century libraries during times that we anticipated would be active as well as times we anticipated would be quiet. During the observations, we documented 203 customers using library spaces across the five libraries. Overall, South Philadelphia experienced higher usage and activity than the other libraries.

Each library was observed as operating in two modes:

Quiet periods. We defined quiet periods as during the school day when children were at school or during the summer when school was not in session.

⁴ This report summarizes the aggregate experiences of library staff, including community organizers. A separate brief describes the role and contributions of community organizers to the development of the 21st Century libraries as community spaces.

⁵ The one exception is Logan, which we were only able to observe once in the third round.

Active periods. We defined active periods as the immediate hours after school dismissal through library closing.

Walkthrough Observations at Renovated and Contrast Libraries

To conduct facilities assessments, we conducted walkthrough observations at the five renovated libraries in January 2018 and the 10 contrast libraries during September and October 2018. Each walkthrough included: (1) a tour of all public and staff-only areas with the library managers⁶; (2) photo documentation of spaces (80–100 photographs per building); and (3) informal discussions with staff about usability. Photo documentation captured:

- Exterior and interior building conditions
- Layout of spaces
- Usability pros and cons
- Space adjacencies and sight lines
- Items related to customer service (for example, service desks, self-check machines, self-serve holds)
- Study rooms
- Overall aesthetics
- Technology-related items, including computers and access to power outlets
- ADA accessibility

⁶ One library did not have staff available at the time scheduled for the walkthrough observation.

Findings

Customers highly valued having newly renovated libraries in their communities. They consistently described the 21st Century libraries as bright, spacious, and inviting spaces. They appreciated the expanded access to technology, including high-quality library computers and comfortable spaces to charge and use their own devices. Among many improvements, customers reported greater satisfaction after the renovations with staff assistance and the experience of checking out and returning materials. The following findings highlight critical improvements to library usability resulting from the renovations as well as design challenges.

Improvements to Library Architecture and Design

The 21st Century Library design promoted a spacious, modern feel through an open floor plan design at all five libraries. The entrances and other library spaces were retooled for easier access to library buildings, materials, and information technology. All five renovated libraries had designated children's and teen areas, a "living room," study rooms, and meeting rooms. The renovations also included new power outlets and a computer bar at all five libraries, and dedicated computer labs at two of the five libraries.

Building accessibility and safety

Entrances. Improving the physical accessibility of the libraries was a significant emphasis of the renovations.⁷ Library entrances changed significantly at most renovated libraries. The addition of new walkways and sidewalks facilitated pedestrian access, and the inclusion of automatic doors and ramps provided wheelchair access. After the renovations, all users, including those with mobility limitations, can access the buildings. Among the five 21st Century libraries, South Philadelphia was easiest for customers to access, since the single-level building is on the same grade as the sidewalks.

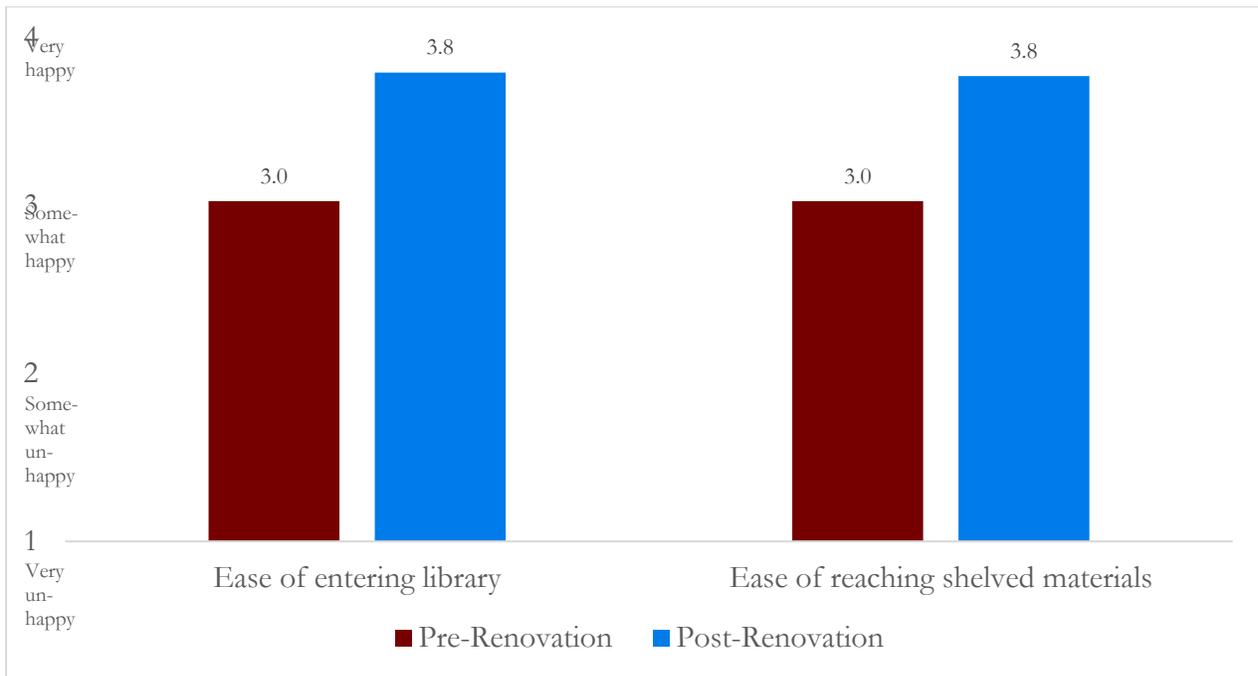
Renovations also included replacing turnstiles with radio frequency identification (RFID)-equipped gates that doubled as people counters. Removing the turnstiles resulted in wider paths at the entrance, allowing customers to enter and exit more easily, especially those using mobility aids or pushing strollers. In focus groups, customers reported they appreciated not having to go through turnstiles as part of entering the library building. One customer reflected on the changes, "It's a lot easier to get in and out of the building compared to how it was before."

Consistent with observations and focus group comments, surveyed customers also reported improvements in getting into and around the library buildings (see Figure 1).

⁷ Parking was limited at all five locations due to limited street parking, a common issue for urban libraries. All libraries were located within walking distance to public transportation.

Elevators. The renovations added elevators to all multilevel libraries allowing users to move easily between levels. Customers and staff suggested that the addition of the elevators contributed to the open feel of these libraries. “I get on the elevator, it just gives me a different feel. . . it's like come up, there's fresh air, there's air conditioning in here, it's cool,” explained one customer in a focus group. Prior to the renovations, there had not been elevators at either location, which meant that customers had to walk up a flight of stairs to access certain library spaces. In some cases, such as Lillian Marrero and Tacony, elevators were now part of the entrance experience.

Figure 1. Surveyed Customer Satisfaction with the Ease of Entering Libraries and Reaching Shelved Materials at Renovated Libraries



Shelved materials. Surveyed customers reported that it was easier to reach shelved materials in the renovated libraries, as compared to before the renovations. However, the design of the shelving created some accessibility challenges. At two branches (South Philadelphia and Tacony), staff commented that older customers struggled to browse materials without somewhere to sit down. “I have had elderly patrons complain about how it's not fair that they have to sit on the floor,” explained one staff member. Another staff member commented about the shelving design, saying, “We were told that the bottom shelves [would] be pitched at an angle so that adults would just look down and they'd see the books looking out back. . . [instead] they are parallel to the floor, so you've got to get down on the floor to browse the bottom shelves.” At one branch (Lovett), staff reported that they do not shelve books on the lowest shelf to improve accessibility for customers.

In some libraries, the layout of the shelving also created accessibility challenges for customers and staff. The narrow space between some areas (such as study carrels) and shelves meant that

staff had difficulty getting the book cart to the shelves. “You can't really shelve very well. . . that's the biggest problem I have,” reported one staff member.

ADA accessibility. Renovations significantly improved ADA accessibility. All 21st Century libraries were highly accessible for those with disabilities. Most contrast libraries were almost completely inaccessible to users with mobility limitations and challenges, in comparison (see Table 6).

Table 6. ADA Accessibility at Renovated and Contrast Libraries

	Building entrance and main floor	Additional levels	Movement within building	Restrooms
Renovated Libraries				
Lillian Marrero	Accessible	Accessible	Reasonably compliant ^a	Reasonably compliant
Logan	Accessible	Accessible	Reasonably compliant	Reasonably compliant
Lovett Memorial	Accessible	Accessible	Reasonably compliant	Reasonably compliant
South Philadelphia	Accessible	Accessible	Reasonably compliant	Reasonably compliant
Tacony	Accessible	Accessible	Reasonably compliant	Reasonably compliant
Contrast Libraries				
Charles Santore	Accessible (<i>initial vestibule only</i>)	No (<i>rest of library requires ascension of a few stairs</i>)	Reasonably compliant	Not fully compliant (<i>very narrow corridor</i>)
Holmesburg	Not accessible - stairs	Not accessible - stairs	Reasonably compliant	Not accessible - stairs
Independence	Accessible	N/A – Single level	Reasonably compliant	Reasonably compliant
McPherson	Not accessible - stairs	Not accessible - stairs	Reasonably compliant	Reasonably compliant
Nixon/Cobbs Creek	Not accessible - stairs	Accessible (<i>second entrance to meeting room</i>)	Reasonably compliant	Reasonably compliant
Richmond	Accessible (<i>via side ramp</i>)	Not accessible - stairs	Reasonably compliant	Reasonably compliant
Rodriquez	Accessible (<i>via ramp; slope and entry width might not be fully compliant</i>)	Not accessible - stairs	Reasonably compliant	Not fully compliant (<i>very narrow corridor</i>)
Roxborough	Not accessible - stairs	Not accessible - stairs	Minimal compliance (<i>stairs separate multiple levels</i>)	Not accessible - stairs
Wynnefield	Accessible (<i>though narrow entrance turnstile</i>)	Accessible (<i>additional floors are staff only</i>)	Reasonably compliant	Compliant

Wyoming	Accessible (only when exterior elevator is functional)	Accessible (only when exterior elevator is functional)	Reasonably compliant	Accessible (only when exterior elevator is functional)
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^a “Reasonably compliant” means that a mobility impaired user could move around the spaces of the primary service areas without major issues, though some paths and non-critical areas might not meet ADA aisle width requirements.

Safety. Customers overwhelmingly reported feeling safe in the renovated libraries; 94% of respondents indicated that they were somewhat or very happy with the safety of the library after the renovations, compared to 75% prior to the renovations. Customers reported similar feelings of safety outside of the libraries pre- and post-renovation. Staff did not report a significant change on their feelings of safety between pre- and post-renovation.

Staff identified safety concerns related to how the renovated spaces were set up. For example, at Lillian Marrero, staff described school age children as reluctant to participate in programming offered in the large meeting room because it was located downstairs. At Lovett, staff identified the lack of sight lines in the branch, along with the location of the bathroom next to the children’s area, as potential safety concerns. And at all of the 21st Century libraries, staff described leaning on shelves as a safety issue, as the shelves can flip over.

Access to materials

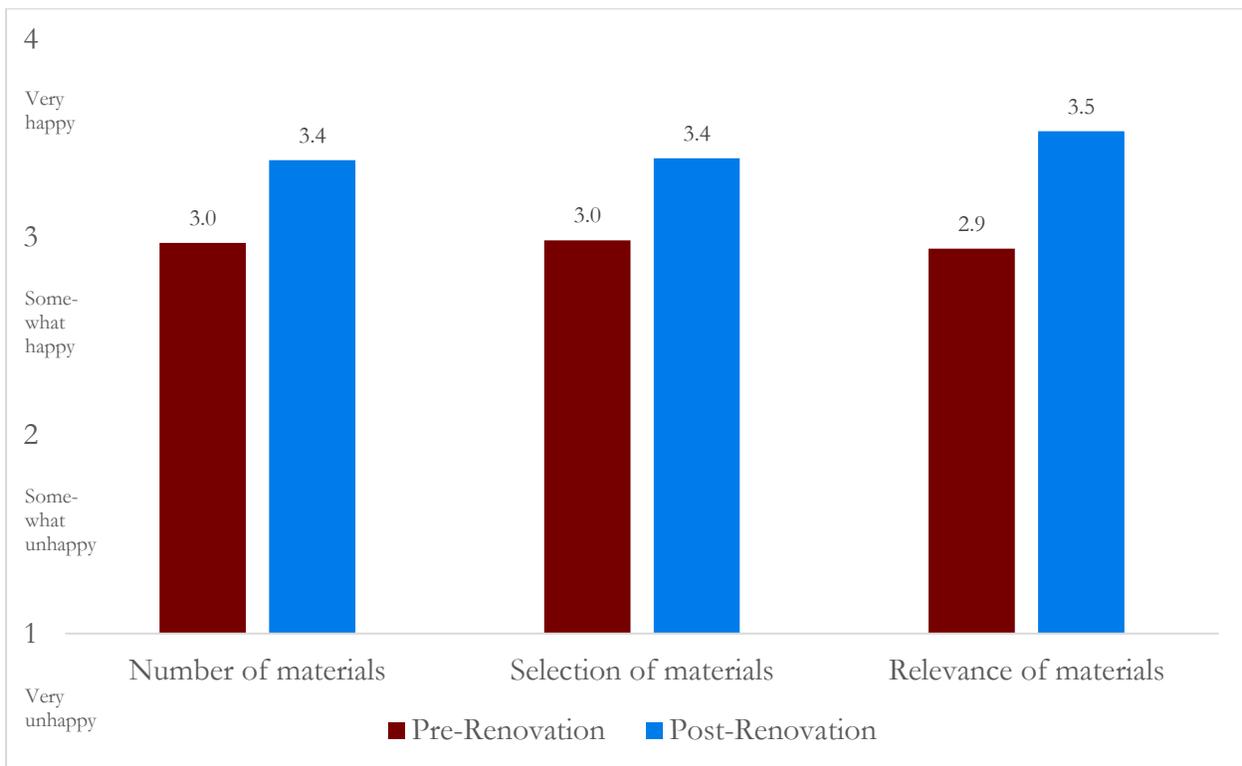
FLP purchased brand new materials (for example, hardback books, DVDs, and CDs) for the renovated libraries. Both customers and staff liked having access to these updated materials. Several customers commented on the newer selection of movies in particular as a positive aspect of 21st Century Library collections. Staff commented that, in some cases, they did not have space to shelve all the new materials assigned to their branch. As one staff member explained, “When we first opened, we got a large collection of books. But with the way that the space was designed, it couldn't accommodate all of the books.”

Figure 2 summarizes the satisfaction of customers with the number and selection of materials in library collections. Customers reported greater satisfaction with the number and selection of materials after renovations (a mean of 3.4 after the renovations, compared to 3.0 beforehand). Staff, however, reported greater satisfaction with the completeness of collections prior to renovations (a mean of 1.6 after the renovations, compared with a mean of 2.7 before the renovations).

FLP intentionally reduced the non-fiction and reference collections in 21st Century libraries, based on the premise that customers preferred to access information using online databases and other electronic resources, but this led to challenges. Staff members reported that customers “don't want you to tell them you're not allowed to have a book, go look it up online.” They also expressed frustration with not being able to address basic reference questions with their available collection. “When a kid comes in with a list of books that they need for school, or they're doing a project on X, Y, and Z. . . I'm like,” You can wait two weeks for a hold to come,” explained one staff member.

Customers and staff expressed concerns about the significant reduction of materials available in 21st Century libraries.⁸ “Great material, albeit it seems thin in terms of books,” wrote one surveyed customer. Another customer wrote, “Very disappointing to see how few books there are now.” Staff described the limited collections as the “number one complaint,” citing children’s, teen, and non-fiction as collections with particularly limited materials. In addition, staff and customers noted that specialized collections of high interest to community members—urban fiction in one branch, materials in languages spoken by community members in other branches, and novels assigned by the Philadelphia School District—were significantly reduced.

Figure 2. Customer Satisfaction with the Number, Selection, and Relevance of Library Collections at Renovated Libraries



Customers and staff also expressed varied opinions about the diversity of content at the renovated libraries. A customer who frequented the South Philadelphia library, which serves a large African American community, stated: “And what I’m saying is, for African Americans, and Black history, they didn’t have it.” Similarly, a customer from Lillian Marrero, located in a predominately Latinx neighborhood, said, “[The library] doesn’t represent [the cultures of the community]. . . I would have books in there in Spanish.” Consistent with customer and staff comments, we observed that there were limited foreign language materials, with some exceptions at Lillian Marrero and South Philadelphia.

⁸ For example, one staff member described a greater than 50% reduction at his branch.

Furthermore, customers and staff highlighted the importance of the placement of the high-interest materials housed at the renovated libraries. For example, they expressed concern that the materials on African-American history and Black authors were at the back of the library where they were not easy to find. They also reported that having “urban fiction” as a small, standalone collection made it difficult to locate these materials.⁹ Lillian Marrero and Lovett located select collections near their entrances and customer service desks, an approach that could be applied to increase access to high-interest materials across the renovated libraries.

Customers recognized and appreciated that they could reserve any book they wanted online. However, one consequence of the smaller size of collections was that customers frequently needed to put holds on materials, rather than being able to access them directly in the branch. As one staff member explained, “If you come to the library for a book, you always have to put it on hold and order it from someplace.” Staff described customers as increasingly coming to the library expressly to pick up holds, rather than to browse collections as in the past. Consistent with this impression, surveyed customers in 21st Century libraries reported reserving materials 3.5 times per month on average, compared to 3.3 times per month prior to the renovations.

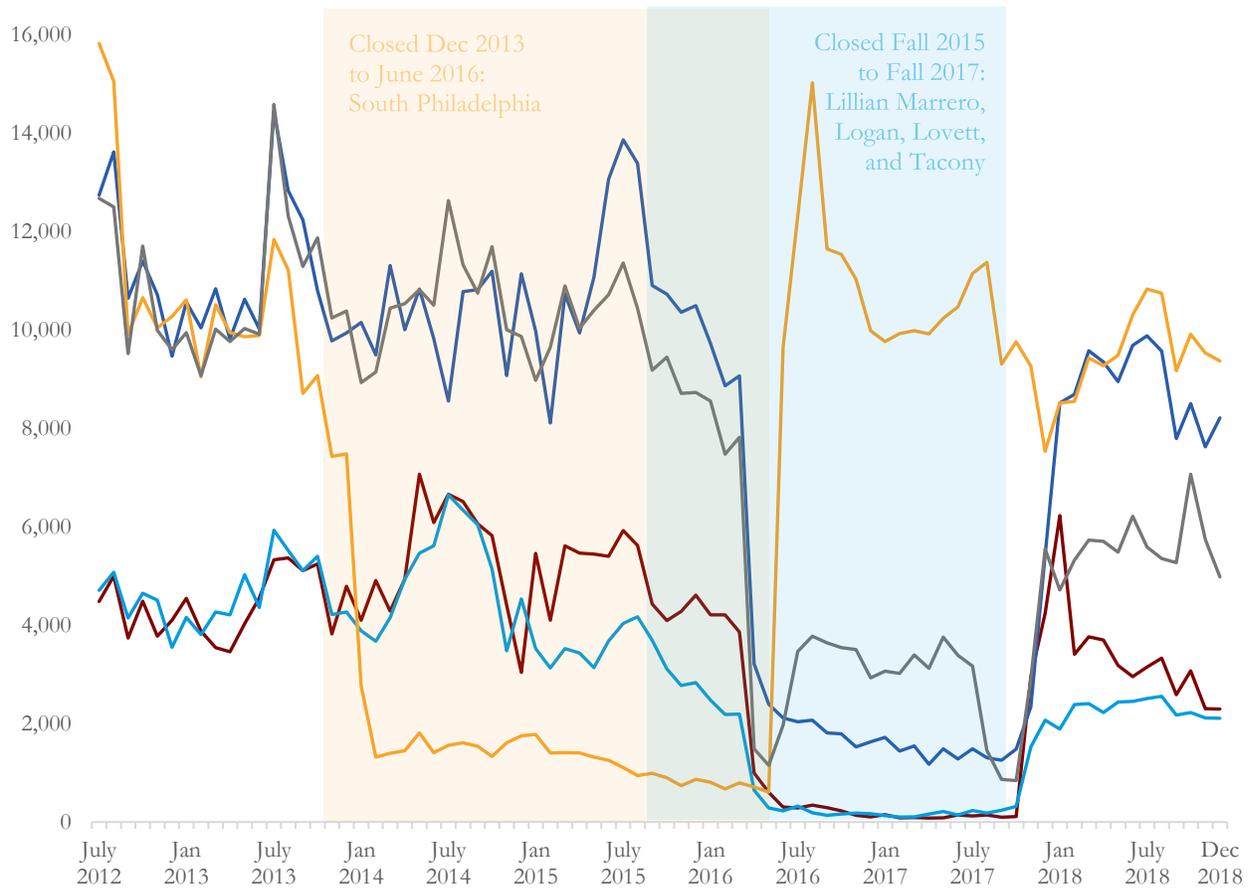
Figure 3 shows the overall circulation trends for the 21st Century libraries pre- and post-renovation. Circulation declined in all of the libraries post-renovation, ranging from a reduction of 7% at South Philadelphia to a reduction of 50% at Logan. These trends are consistent with the idea that customers may perceive collections as limited at the renovated libraries or come to the library for purposes other than checking out material. At the same time, this reduction in circulation is consistent with long-term national trends¹⁰ and generally comparable to what the contrast libraries have experienced.¹¹

⁹ As noted in Yorio and Ishizuka (2018), where and how to shelve books written for diverse audiences is an ongoing debate in the field.

¹⁰ Nationally, circulation dropped 11% between 2012 and 2017 (American Library Association, 2018).

¹¹ The contrast libraries experienced a 36% reduction in their average monthly circulation when comparing South Philadelphia’s pre- and post-renovation periods, and a 27% reduction when comparing the other four 21st Century’s pre- and post-renovation periods.

Figure 3. Circulation at Renovated Libraries^a



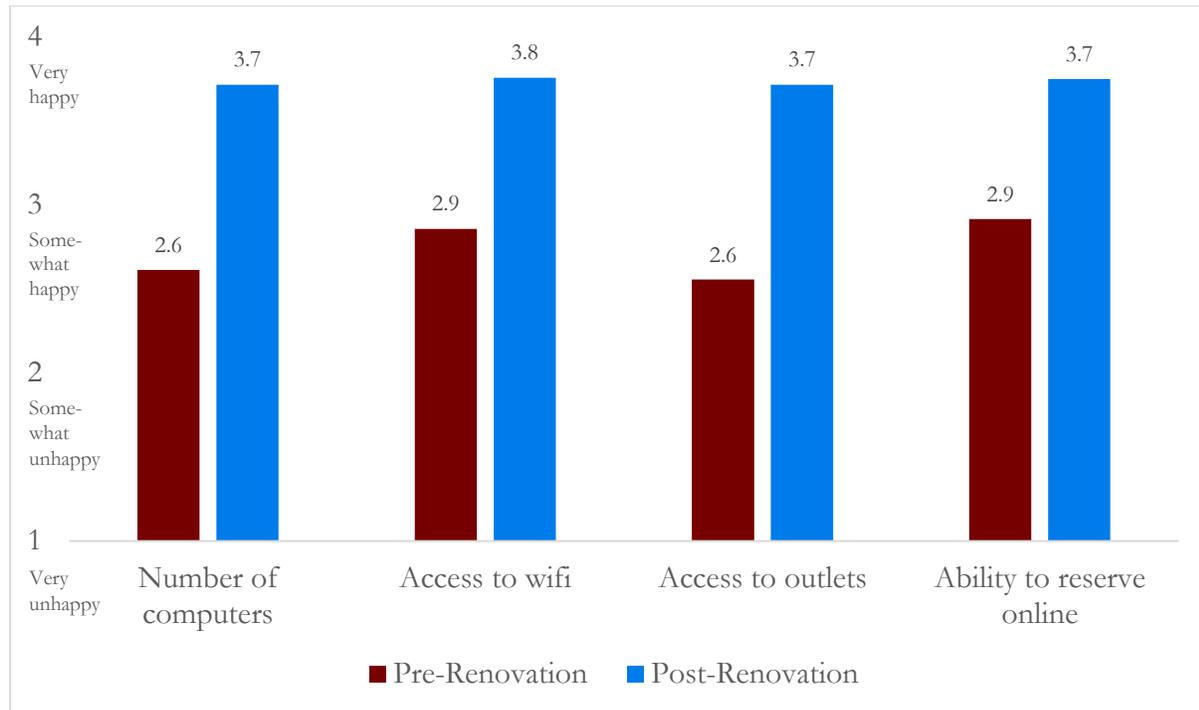
Lillian Marrero	Logan	Lovett	South Philadelphia	Tacony
Monthly average	Monthly average	Monthly average	Monthly average	Monthly average
Before: 4,850	Before: 4,534	Before: 10,738	Before: 10,968	Before: 10,631
After: 3,331	After: 2,289	After: 8,862	After: 10,178	After: 5,597
(-31%)	(-50%)	(-17%)	(-7%)	(-47%)

^a Pre-renovation includes July 2012 to June 2013 for South Philadelphia and July 2012 to June 2015 for Lillian Marrero, Logan, Lovett, and Tacony. Post-renovation includes the totals from July 2016 to December 2018 for South Philadelphia, and January 2018 to December 2018 for Lillian Marrero, Logan, Lovett, and Tacony.

Access to technology

The renovations vastly improved library and personal technology use relative to the previous customer experience at the 21st Century libraries. Customers reported significant improvements in access to technology as a result of the renovations, including improvements in the number of computers and access to power outlets (see Figure 4).

Figure 4. Customer Satisfaction with the Ease of Using Technology at Renovated Libraries



Computers and computer areas. FLP significantly upgraded the computer areas in the renovated libraries, providing them with much more updated technology than what was available in the contrast libraries. Seventy-two percent of surveyed staff said that most or all of the computers were high quality after the renovations, whereas just 33% of staff said this was the case prior to the renovations. In walkthroughs and structured observations, the research team noted that allotted computer space and comfort for customers was visibly higher in the renovated libraries than in the contrast libraries. Staff at two 21st Century libraries (South Philadelphia and Tacony) characterized computer access as the most important resource they offer the public. One staff member said:

This lab is essential because we have a lot of people coming in looking for jobs and they need more than the standard time, and they also need someone to help them. A lot of older people come in who, you know, just aren't good on computers, and they're back in the workforce, and they need that kind of help.

Customers in focus groups reported they enjoyed using the computer lab and would like this space to be open during all library hours. Staff noted that customers preferred to use the lab because it was less crowded and allowed them more time (30 minutes to 1 hour) than when they accessed computers in the main library or children's area. An area of concern for staff, however, was keeping the computer lab open when library staff members were absent. Additionally, computer stations were not set up to facilitate comfortable access by users with limited mobility. During observations at Lillian Marrero, one customer had significant difficulty positioning her assistive mobility device at the computer station and accessing the computer.

Overall, too much space appeared to be allocated to computers in the renovated libraries. During observations, libraries with both computer labs and banks of computers in the main library (for example, Lillian Marrero and South Philadelphia) were not close to capacity. Lovett's computers were always at less than 50% capacity during observations. According to FLP administrative data, computer use overall remained unchanged at one library and declined at the other four (see Figure 5). This decline in library computer use aligns with what the contrast libraries have experienced,¹² indicating that, as with circulation, the renovations did not have a significant impact on library computer use.

Different factors at each library may explain why library computer use did not trend upward. The renovated libraries support people using personal devices through by fast Wi-Fi speeds and seating that is comfortable and in close proximity to power outlets for charge. During observations, Lovett and South Philadelphia had the highest percentage of users bringing their own computing devices into the library. In contrast, library staff at Logan and Tacony reported wanting to add computers to accommodate customer requests. Besides actual limits to computer access, customer perceptions of limited access may also have affected usage of library computers. Continuing to monitor these trends to see if use increases will support making the appropriate amount of space and technology available to customers.

Power outlets. Both staff and customers in the renovated libraries identified user access to power outlets as a significant improvement. While usage of personal devices varied widely from location to location, some amount of personal laptop, phone, and headphone use—and use of outlets—was observed at all 21st Century libraries. Customers at four 21st Century libraries explicitly described the benefit of having power outlets in the library furniture to charge personal devices, drawing contrasts with having to crawl on the floor or having no access at all in other library spaces.

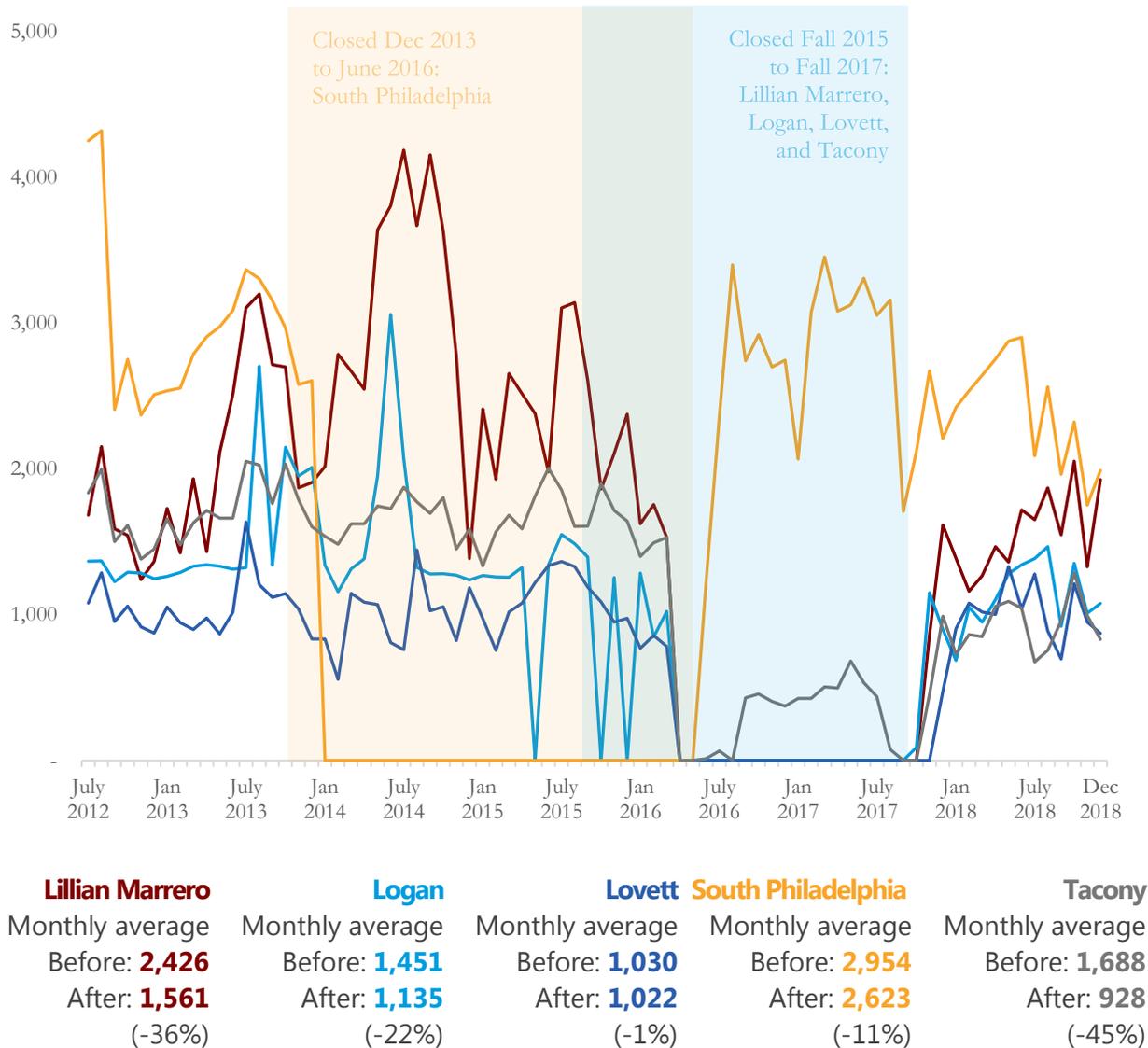
According to staff, customers were particularly excited about the new comfortable furniture and floor outlets in the living room and cafe areas. As one staff member explained, "Most libraries have one table per charging station; so every single chair is filled, and people are on top of each of other. Here, people can sit next to each other. They can have their own space." In comparison, several contrast libraries lacked adequate places for customers to plug in their personal devices.

Though the 21st Century libraries typically had power sources where the public needed them, there were some areas where that was not the case. For example, customers were not generally aware of the power source under the banquette seating in the living room areas (see Figure A6 in Appendix C). Even at sites with available power outlets (for example, Logan and South Philadelphia), customers regularly stretched cords across walkways to access power in floor boxes and wall outlets.

¹² The contrast libraries experienced a 35% reduction in their average monthly computer use when comparing South Philadelphia's pre- and post-renovation periods, and a 23% reduction when comparing the other four 21st Century's pre- and post-renovation periods.

Staff identified one important consideration for embedded outlets in future renovation projects: city electrical staff only provide building repairs. Maintenance staff are not permitted to fix outlets located in furniture so broken outlets remained unrepaired.

Figure 5. Customer Computer Use at Renovated Libraries^a



^a Pre-renovation includes July 2012 to June 2013 for South Philadelphia and July 2012 to June 2015 for Lillian Marrero, Logan, Lovett, and Tacony. Post-renovation includes the totals from July 2016 to December 2018 for South Philadelphia and January 2018 to December 2018 for Lillian Marrero, Logan, Lovett, and Tacony.

Self-check machines. One key goal of the 21st Century Library model was to shift to a more progressive model of self-service holds, checkouts, and returns. The renovations added self-check machines and security systems that employed RFID to help automate borrowing materials. Approximately two-thirds of customers surveyed at renovated libraries were very happy with the process of materials checkout (67%, $n = 69$) and materials return (70%, $n = 71$) after the renovations.

However, surveyed customers described both positive and negative experiences with the self-check machines. For example, one customer wrote, "It's really easy. I personally enjoy the machine where you can check out the books yourself." However, another wrote, "Automated check in/out leave a lot to be desired." Customers in the focus groups also conveyed varied perspectives on the self-checkout process. Some customers described the automated checkout process as a modern and more efficient system (for example, "It makes it a whole lot easier. And it saves a lot of time getting in and out. You know, with only having to swipe your card, and then just keep right on going."). In contrast, other customers preferred to check out materials with the help of a staff member. In interviews and surveys, staff noted that older customers tended to be more reluctant to use the self-check machines, while younger customers appeared to like the independence and privacy afforded by self-checkout.

Limitations in physical space and software also influenced how customers experienced the self-checkout process in 21st Century libraries. Staff at one library noted there was not sufficient space to accommodate the high volume of customer holds, which made it difficult to store materials and slowed down their workflow. Staff and customers also commented that the self-check machines broke down frequently (for example, at least one machine was down daily). In addition, customers could not use the self-check machines for all items. Staff and customers commented on the frustration of starting the self-checkout process and then needing to wait in line at the customer service desk to check out specific types of materials like multiple DVD sets. The mixed results regarding the materials checkout process (shown in Figure 6) suggests that the staff checkout assistance needed due to self-check machine limitations seemed both satisfactory to customers and inefficient to staff members.

Staff and customers commented that the self-check machines could be difficult for customers to navigate, particularly without instructions or a staff member nearby to provide assistance. For example, customers did not always know how to close out the self-checkout process, resulting in additional materials checked out to their accounts. In addition, entering a personal identification number (PIN) that is separate from their library card had been confusing for some customers.

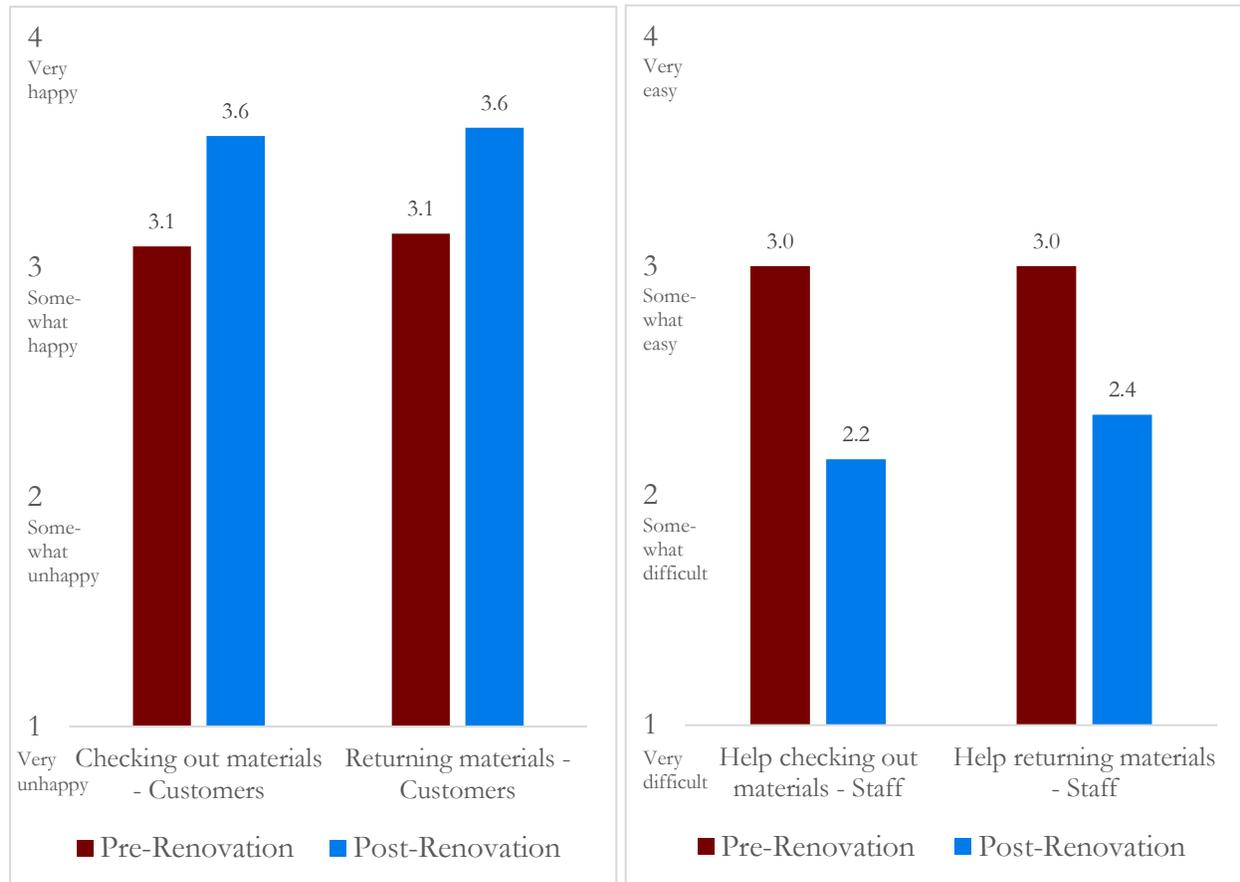
Automated materials handling. We observed that customers frequently used the automated materials handling technology at South Philadelphia.¹³ Proximity to the main entrance and customer service desk increased ease of access for customers in South Philadelphia. Staff liked the automated materials handling technology but also reported that they continued to complete some scanning manually. For example, they still had to do manual scanning when customers asked about returned materials that had not been checked in or when the automated materials handling technology was out of order. As one staff member described:

It does help a lot because coming from a traditional branch, you literally have to manually scan every single item. So it does help when it works. But when it doesn't, we have to just go back, resort back to the old way.

¹³ The other four 21st Century libraries were not equipped with automated materials handling.

We also observed that the size of the staff room was not large enough to accommodate the automated materials handling equipment and staff use.

Figure 6. Customer and Staff Satisfaction with the Ease of Checking Out and Returning Materials at Renovated Libraries



RFID security. Staff focus groups and interviews highlighted two issues hindering the effectiveness of RFID as part of the security system. First, the security system sounded for all materials with RFID chips, including checked-out materials and those being returned. At some branches, staff reported that self-check machines and customer service desks are close enough to the entrance/exit that the security system sounds alarms for those materials automatically. Staff and customers further commented on the high noise level associated with the security system.

Second, the current physical setup facilitated unintentional checking out of materials. Staff reported that accidental checkouts occur in two ways: (1) customers set materials on the RFID pad at the customer service desk that they do not intend to check out; and, (2) the reader picks up the RFIDs from materials belonging to other customers standing close to the reader. Staff noted that both the small size of the customer service desk and location of customer lines contributed to accidental checkouts. Staff also noted that when customers used the self-checkout process, they unintentionally checked out CD and DVD sets that were incomplete.

One goal of the renovations was to free up staff to support customers by expanding self-service options. Importantly, we observed that the location and placement of self-check machines at all locations discouraged customer use. Often, the self-check machines faced users as they entered and not as they exited. Self-check machines typically were not near self-serve holds, and often positioned away from staff, limiting their ability to provide assistance. Even at South Philadelphia, the library demonstrating the highest self-checkout use, we noted in observations that the machines were not positioned to facilitate customer use.

Interior spaces

The renovations provided customers with a number of different types of spaces including living rooms, teen spaces, children’s spaces, meeting/study spaces, and computer labs. In general, customers at all locations used the different interior spaces, particularly at busy times (see Table 7). During the afterschool hours, noise levels at all libraries were very high and seating areas were at or near capacity, which appeared to drive away some customers. At Lillian Marrero specifically, the location of the makerspace¹⁴ table contributed to traffic flow issues during observations. Customers frequently used the computer area and living room at all locations. During other times, there was ample space for users throughout each of the facilities, and the noise levels were much lower.

Table 7. Customer Use of Space during Active Period Observations^a

	Lillian Marrero	Logan	Lovett Memorial	South Philadelphia	Tacony
Living Room	Low	High	High	High	High
Children’s Area	High	High	High	High	High
Teen Area	Low	Low	Low	High	Low
Computers	High	High	Low	High	High
Study Rooms	Low	Low	Low	High	Low

^a We defined active periods as afterschool hours during the school year.

Living room. The tables at the banquette seating in the living room areas consistently proved too small to accommodate more than two people. In addition, there were not enough task chairs at the tables. We noted that some customers were unable to move the large, heavy pieces of furniture in the living rooms to accommodate their needs. This was a significant issue, since the ability for both library staff and users to be able to reconfigure spaces is a core concept in today’s public libraries. The casters on the banquette seating indicate it should be movable. Integrated lighting in the banquette furniture also limited overall flexibility. Staff at one library

¹⁴ The American Library Association (2013) defines makerspaces as library spaces “where patrons and experts... come together to learn new techniques and train others in a skill.” In makerspaces, libraries often provide materials and technology that would otherwise be difficult for customers to acquire.

noted they appreciated the more flexible space after the renovations and were using the space for interactive activities (for example, yoga) as well as other programming.

Children's spaces. The children's areas were the most popular spaces at all locations. Staff and customers highlighted the programming provided to young children as being very successful in building engagement with the library. Space allocation in all the areas focused primarily on early literacy and included educational toys and seating for very young children. Given the volume of use, only the renovated children's area at Lillian Marrero was large enough to accommodate customers comfortably. In addition, although all spaces were attractive and clean, most lacked décor that would appeal to children.

Furnishings and interactive elements for older children and pre-teens (ages 7-12) were limited to tables, chairs, and computers at all locations. Additionally, there was limited or no seating for parents and caregivers at all locations. We observed several parents attempting to sit in child-height chairs. Staff noted there are no backs on the benches, making them uncomfortable for caregivers. Staff also reported they had not received all the materials they ordered for the space (for example, play tables and rugs).

The toys added to the children's area as part of the renovations were a positive addition. However, customers and staff noted that sometimes the toys were loud and the sound traveled to other areas of the library, especially with hard surface floors and no sound barriers.

Teen spaces. Given the limited space overall at FLP's branches, it is challenging to create developmentally appropriate teen areas. None of the 21st Century Library locations had allocated appropriate square footage to create these spaces. We observed underused teen spaces at all locations. Primarily, the teen spaces were unused or used by people other than teenagers. Teen areas were not clearly defined or labeled. Some libraries located the teen collection within or nearby the teen area, but signage was not clear. Other than the collection signage, there was no indication of the intention of these spaces.

Customers, including teens, reported being unaware that there were dedicated teen spaces. Staff shared concerns that the design of the seating, the lack of privacy, and the limited amount of space in the teen areas did not support interactions among teen customers. In particular, staff shared concerns about the design of the banquette seating. It was difficult for those sitting on the inside to exit when multiple people were sitting at the banquette. When there were significant numbers of teens at the library, the seating was not adequate, which resulted in teens sitting in other areas of the library. One customer said:

I had the impression when they were renovating it that there was going to be a space for teenagers where they wouldn't get yelled at for goofing around and being teenagers. And they could just be themselves. . . . It's sorely missing. And I thought that it was going to be in the plan. I feel bad for them. There are adults making just as much noise.

One library with a multiplayer gaming system reported having challenges with their teen space as teens use the space for both gaming and programming. Teens expressed that they liked

having access to the gaming system, and library rules dictated that it be shared to allow more young people to play. However, the teen space is in the public area, which can create complaints about noise from other customers.

Meeting and study rooms. Large meeting spaces appeared adequate and attractive. They are not as flexible as they could be for a public library today (for example, most of the renovated libraries do not have divider walls or flip and nest tables). In terms of quiet versus active or collaborative spaces, all locations were primarily active libraries. All locations had some designated quiet space, but only South Philadelphia had enclosed study rooms, which were the most highly used study rooms of all renovated libraries. One staff member in South Philadelphia said:

They're very popular. They're in demand. Because they're in the quietest space in the library. The library isn't really quiet anymore. And so people request it because they know they can shut the door and it's literally quiet in there.

The study rooms at the other locations had sound issues due to the open ceiling design. Staff reported frequently having to remind youth about the open ceilings and that their conversations could be overheard. During the observations, customers rarely used the LCD monitors located in study rooms and collaboration booths. The primary usage of these devices occurred when library staff set up gaming activities in these areas. In addition, staff did not understand the technology deployed in the meeting rooms and received frequent complaints about usability.

Customers reported appreciating access to meeting spaces and the quiet offered by the study spaces (99% were somewhat or very happy, compared with 61% before renovations). Given the high use of the spaces, some customers reported challenges in booking meeting space at their local library. One customer had concerns that existing neighborhood clubs that had used space prior to the renovations were no longer able to access the space. Staff noted that managing space reservations at the busier libraries required significant staff time, saying, "It's fully booked and people are constantly calling about it."

*Restrooms.*¹⁵ The public restrooms remained problematic spaces after the renovations at all five 21st Century libraries. Due to broken "occupied" door indicators and other safety issues for the public, library staff members had abandoned the original intent of leaving restrooms unlocked and using an "occupied" indicator on the door. All locations distributed keys for restroom use, which took up considerable staff time during observations. Customers consistently found the keys difficult to operate. In addition, the restroom doors were heavy and the locks were difficult to open, both of which limited accessibility.

The limited sight lines between the restrooms and service points at Lovett, South Philadelphia, Tacony, and Lillian Marrero (on the lower level) also created challenges for security oversight. The lack of signage directing customers to the bathroom was an issue in one library. In addition,

¹⁵ Plumbing and water pressure issues, leading to leaky toilets and having to close early, were a recurring issue at Logan.

customers and staff at three libraries (Logan, Lovett, and South Philadelphia) described needing more bathrooms to accommodate demand during larger group programming.

Several fixture choices and placements in the public restrooms could have been more effective. For example, the location of auto sensors caused liquid soap to puddle on floors and the urinals to flush constantly. At Lovett, the placement of the urinal interfered with opening the restroom door. We also noted ventilation issues outside several of the public and staff restrooms. In addition, restrooms at the renovated libraries were not adequately maintained, with toilet seat cover dispensers and wall-mounted soap dispensers often empty and paper towel waste on floors.

Staff work rooms

Staff work rooms at four¹⁶ of the 21st Century locations were too small to support staff in their various roles. These locations did not have enough storage for library supplies and equipment nor a workspace with a proper standing height. As a result, staff stored work supplies and personal belongings under their desks. Some staff reported not having desks (Lillian Marrero and Logan). At three locations, branch managers did not have offices (Logan, Lovett, and Tacony).

At all locations, workspace configurations did not support efficient workflow, especially for receiving deliveries. There was not enough space to accommodate storage of delivery totes. In addition, the three-bin sorters took a significant amount of work room space. During observations, we saw that the totes often blocked walkways or were stacked too high for staff to access easily. We also observed staff members struggling to move heavy totes.

Work rooms at four libraries (Marrero, Lovett, South Philadelphia and Tacony) had narrow and crowded walkways, which impeded workflow. One library (South Philadelphia) had a column in the center of the work room. Additionally, the steep incline of the materials return into the staff areas at Logan and Tacony caused loud disturbances for staff as materials fell to the lower level, which also contributed to wear and tear on library materials.

In addition, housing the work room and service points on different floors of the library (Logan and Tacony) compounded workflow challenges. This separation between critical library spaces reduced the amount of time staff were available to provide customer service, a particular concern for libraries with minimal staffing. Librarians also reported concerns about supervising and supporting other staff due to the limited sight lines. As noted earlier, the long steep shoot of the interior materials returns meant that the sound of falling materials constantly disrupted staff work.

¹⁶ Logan, in contrast, appeared to have ample space for staff.

Facility maintenance and upkeep

Interior spaces. All main levels of the renovated libraries were attractive, clean, bright, and airy. In line with the goal of promoting a consistent look and feel across the libraries, interior décor choices were similar: wall colors were neutral or muted, seating finishes were often colorful, and other finishes were primarily neutral. At Lillian Marrero, Logan, and Tacony), however, the lower levels were dimly lit and felt closed in.

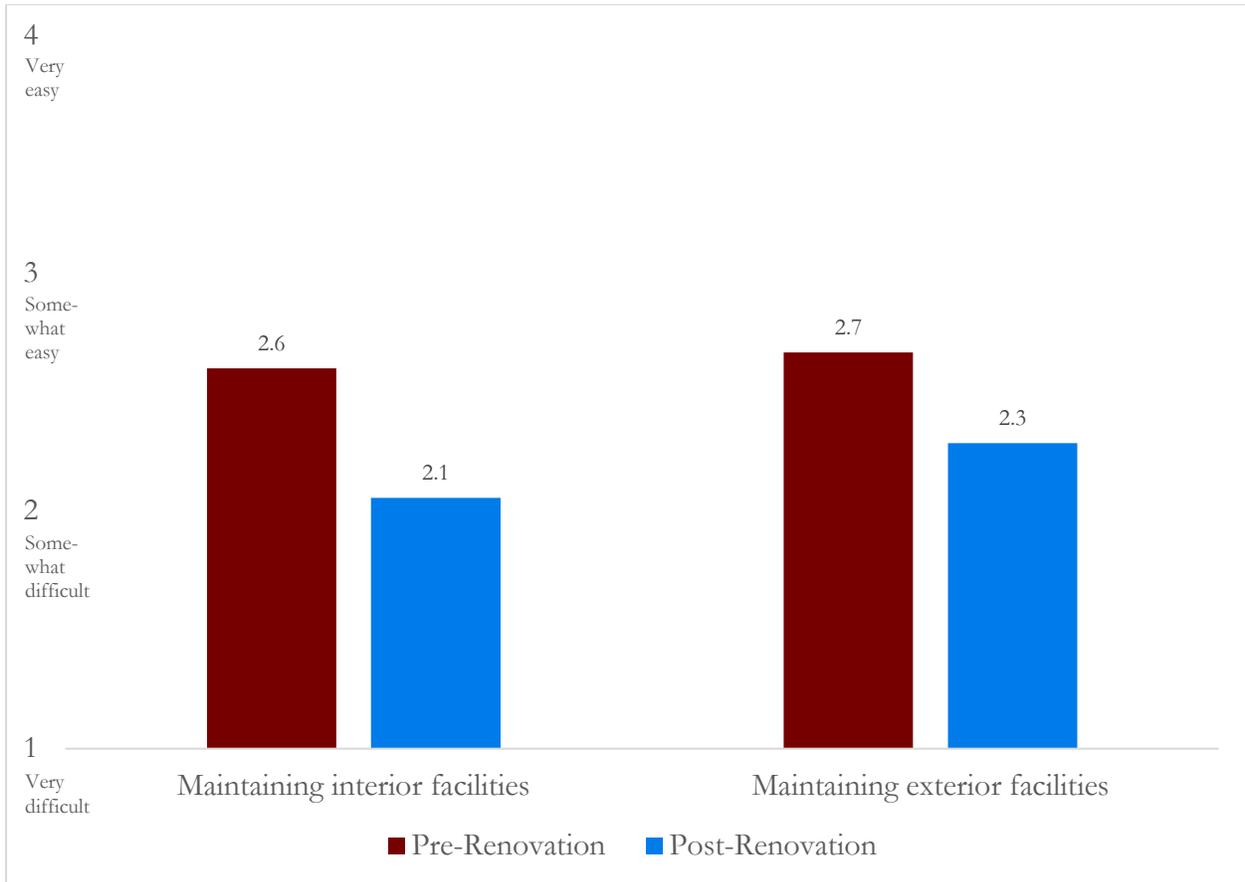
Furniture and finishes (for example, fabrics, laminates, wood, etc.) were noticeably newer than at the contrast libraries.¹⁷ While furnishings and finishes were generally in good condition, we noted several visible maintenance issues during observations conducted fairly soon after the libraries reopened. For example, library seating already looked worn (for example, stained lounge seats at South Philadelphia and stained task chairs at Lillian Marrero) and perimeter shelving was chipped or stained (Lillian Marrero, Logan, and Tacony). We also noted cracked walls in the meeting room at Lovett and dirty drum shades and pendant light fixtures at Lovett and Logan. Staff and customers also reported other types of needed building repairs, for example, out-of-order automatic doors and elevators.

In some cases, flooring choices made it difficult for staff to keep indoor and outdoor spaces clean. For example, the carpet tile installed under the makerspace at Lillian Marrero was difficult for staff to keep clean (as opposed to an easy-to-clean hard surface floor). As shown in Figure 7, staff reported more difficulty maintaining renovated indoor and outdoor spaces than before the renovations. Observers noted scuffs on the slight-colored wood and laminate flooring at several libraries. Staff at locations with this flooring also reported that they did not have maintenance instructions or adequate cleaning supplies.

Exterior spaces. Outdoor space was not a designated focus of the 21st Century Library model. In focus groups, Lovett customers discussed the importance of the outdoor space to the community for hosting events and for creating a safe play space for summer and afterschool programming. Among the renovated libraries, we observed customers using the outdoor space only at Lovett. This outdoor space was both attractive and functional. In comparison, the lack of clearly designated seating areas and inconsistent grounds maintenance appeared to discourage customer use of outdoor space at three locations (Lillian Marrero, Logan, and Tacony). Tacony's and Lillian Marrero's grassy areas were also fenced off from users.

¹⁷ We observed a low level of finish quality and poor construction at Tacony specifically. This was not the case at the other four locations.

Figure 7. Staff Satisfaction with the Ease of Maintaining Library Spaces at Renovated Libraries



In renovated libraries, security guards were responsible for interior and exterior space maintenance. Staff indicated that a lack of capacity and dedicated resources negatively affected the maintenance of indoor and outdoor spaces, which was consistent with what the research team’s observations. One staff member said:

We have one facility guard, and he has to deal with the whole building and outside...he's expected to mow and clean, and so the branch is not as clean as it should be. But it's hard for him to maintain.

Improvements to Service Delivery

To support service delivery, the renovations placed service points, including self-check machines, near the library entrances as part of supporting a model of self-service holds, checkouts, and returns. The 21st Century libraries included modular furniture to support the delivery of programming to both small and large groups. In addition, a service emphasis was assigned to each library with the goal of offering specialized collections and programming to customers.

Customer service points

Customer service desks at all 21st Century libraries are located near the entrance. Customers appreciated library staff greeting them when they arrived. As reported by one customer, “[Staff have] spoken to me every time I walk through this door, and they have said ‘good night’ every time I walked out.” Customers also liked that the service points were easy to find, commenting that they knew they could walk over to the service point to get help and would not get lost.

All customer service points—customer service desks, information desks, children’s services desks, security desks, materials returns, self-checkout stations, and self-serve holds—appeared consistent with ADA requirements, as summarized in Table 6. However, customer service desks, information desks, and children’s services desks did not consistently have pull-up space to approach from both the fronts and sides of the desks as recommended by ADA code (see Appendix F). And self-check machines did not always have a side approach, in contrast with standards for service counters.

During observations, staff and customers appeared to have adequate space to place their materials at information and children’s service points at all locations. However, the information desks and children’s service desks were located close together at Logan, Lovett, and Tacony, which limited staff sight lines and decreased customer access. Further, we observed poor sight lines between service points and other areas in which staff worked, including security guards, which posed a safety risk. Regarding materials returns, we observed that customers generally had difficulty finding and using interior material drops at Logan, Lovett, and Tacony. Since there was no wayfinding signage to mark locations of the drops at Lovett and Tacony, customers at these libraries had particular difficulty identifying material returns and required considerable assistance from staff.

Staff identified three workflow concerns with location of the customer service points. First, staff at all of the libraries reported that desks at service points were too small to serve customers effectively. We observed that customer service desks were undersized for both staff and library users. The desks could not accommodate all of the library technology and space for customers’ belongings when checking out or getting assistance from staff. Staff also did not have desk space to handle paperwork or store supplies. To improve desk functionality, staff added a book cart next to the customer service desk to serve as a shelf for returns at one location and a file cabinet and a cart to hold supplies at another.

Second, staff noted that having only one computer located at the customer service desk limited their ability to serve customers. With only one staff member able to serve customers at a time, customers experienced long wait times at the end of the day, especially when self-check machines were out of order. “You feel helpless when your coworker is bogged down with ten people, you can’t do anything,” commented one staff member. In addition, staff noted that having the service point and self-check machines in close proximity meant that when lines got long, they “snaked around” and crossed over, confusing customers about where they should wait. The lines also blocked access to other library spaces like the living room. Customer service

desks also continued to function as circulation desks, with some customers preferring to check materials in and out with a staff member.

Third, staff raised safety concerns related to the height of the desks. They reported that the desks were too low and “too accessible”, that is, customers approached the desks from behind or touched staff members to get their attention. Customers also were easily able to read computer screens displaying private information.

Shelving and displaying materials

Shelving collections. Librarians often split collections into sections located in different areas of the library at the five locations. In interviews, staff reported that the lack of shelving space directly affected the organization of collections. Staff reported that the physical layout of the libraries made it difficult for customers to locate materials: “They ask like, ‘Where is fiction?’ And, then, ‘Where is like the general area?’ And I’ll just explain, “Oh, it starts here at, you know, A, and it goes all the way around the circle,”” described one staff member. At Tacony, for example, the limited shelving space in the children’s area resulted in librarians shelving most children’s non-fiction with the adult non-fiction and children’s book displays located in other sections of the library.

Lovett and Lillian Marrero located select collections near their entrances and customer service desks. None of the locations had a marketplace or popular library near their entrances and service points, one way that libraries can support customer access to high-interest materials.

The “75% rule” for the amount of materials on shelves, a guideline intended to promote consistency with the look and feel of the 21st Century libraries, further limited available shelving space. Staff members noted that libraries looked neater and that having this amount of space helped with shelving. “Seventy-five to eighty percent is actually where I’d like them. I want to have room to re-shelve things but less than that, people ask where all the books are,” explained one staff member. Staff also noted that customers interpreted empty shelves as the library not having materials, as opposed to the materials being in circulation.

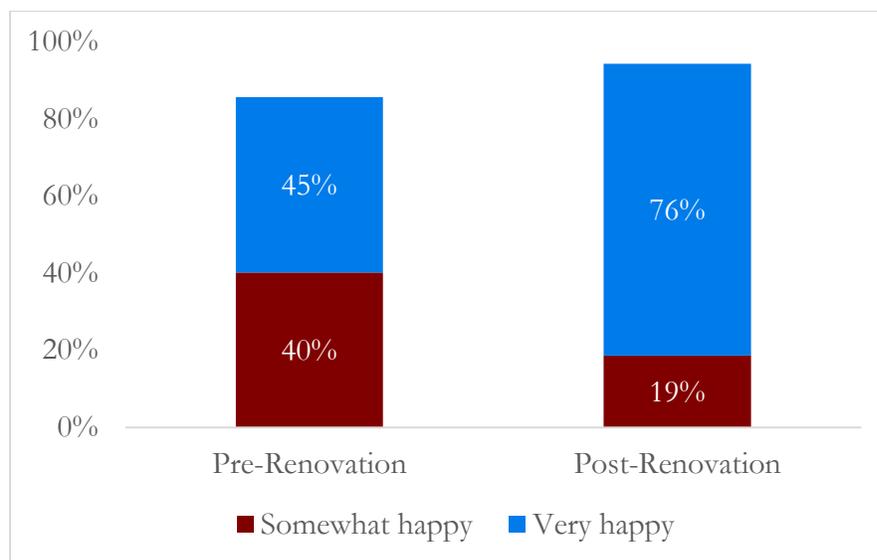
Displaying library materials. In observations, we saw that renovated libraries had more display space than contrast libraries but less shelving overall. Staff repeatedly pointed out that book displays were an important element of libraries—and that the amount of shelving limited their ability to display materials. While the renovated libraries had some level of face-out merchandising of new books, in interviews staff expressed concerns about their ability to implement this practice with limited shelving. “Libraries should be pushing new books for an entire year, and they should be front faced as much as possible, where you have it displayed so you can see the cover instead of the spine. . . we’re completely blocked from doing that.” reported one staff member. In addition, displays were not always available within sections where related collections were housed; for instance, children’s displays were at the entrance of the library only and not in the children’s area.

Another factor complicating how staff promoted library materials was FLP’s guideline that staff keep the top of shelving free of materials and resources in the renovated libraries. The design of libraries did not integrate book displays, a key strategy for engaging customers and promoting new materials. Instead, staff used shelving for book displays, which further limited shelving space for collections. As described by one staff member, “We *need* display space. Passive programming and displays count a great deal towards circulation and the lack of them directly impacts our ability to encourage good reading habits in children and teens.” In addition, the layouts of Logan Memorial, South Philadelphia, and Tacony did not support displays of new books and materials near the library entrances and service points.

Assisting customers

Staff assistance. As shown in Figure 8, almost all customers (95%) reported that they were “very” or “somewhat” happy with staff assistance after the renovations; this compares with 85% who said they were very or somewhat happy with staff assistance at the contrast libraries. Customers overwhelmingly reported that they felt that the librarians were knowledgeable and helpful. One customer shared, “I like the availability of the librarians and the helpfulness of the librarian.”

Figure 8. Customer Satisfaction with Staff Assistance at Renovated Libraries^a

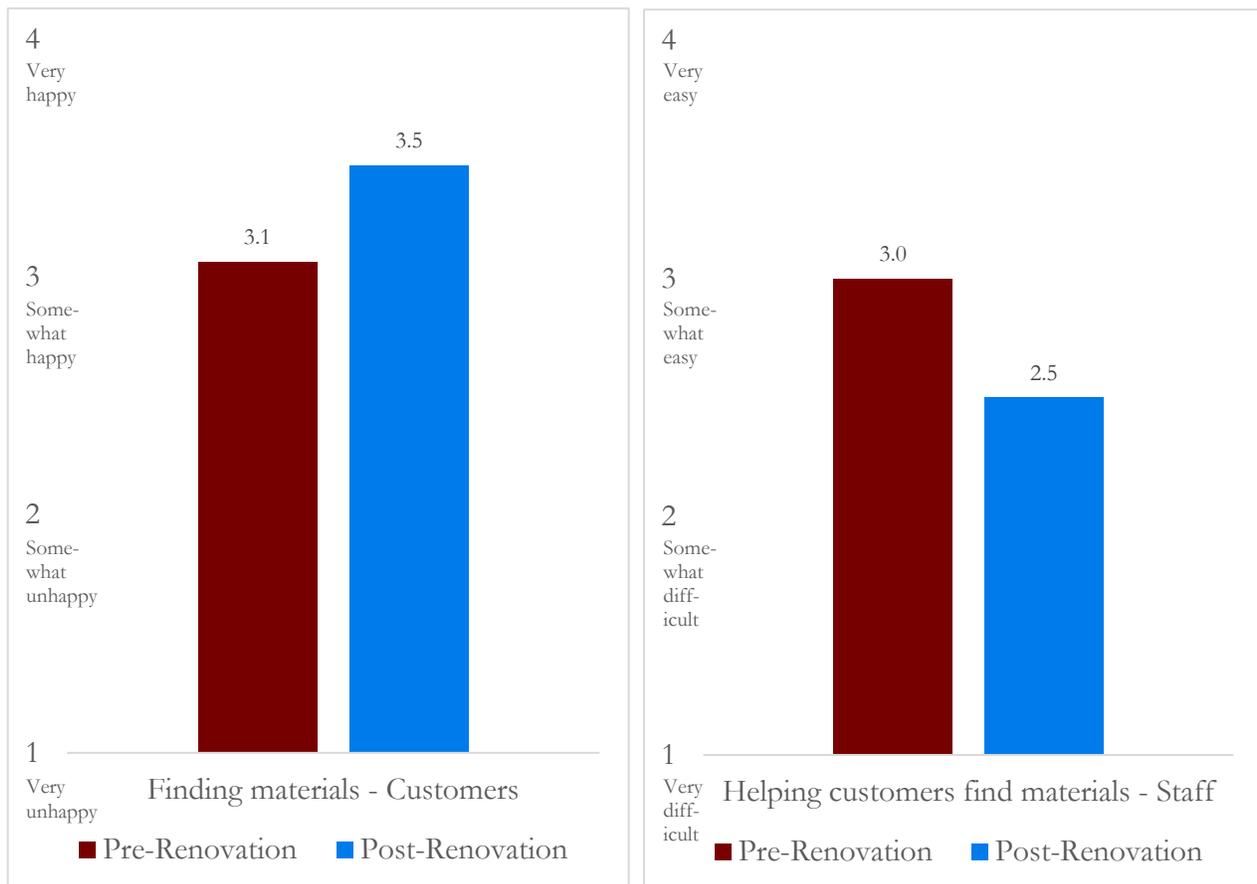


Finding materials. On the question of how the renovations impacted customers’ ability to find materials, we found mixed results. Overall, as shown in Figure 9, surveyed customers reported it was easier to find materials at the renovated libraries where 61% were “very happy” with how easy it was to find materials, compared to 38% at the contrast libraries. During structured observations, experienced customers seemed to have a sense of where to go within each of the libraries. Inexperienced customers, on the other hand, had difficulty navigating and finding materials. We did not observe overhead directional signage in any of the 21st Century libraries. Staff noted that they were not supposed to put signs on walls or doors, which meant that there

were no signs directing people to restrooms, meeting and study rooms, printers, or reservation computers.

Overall, fewer surveyed staff agreed that it was easy to help customers find materials after the renovations: 33% reported that this was “difficult” or “very difficult,” compared with 0% before the renovations. While it is likely that this result partly reflects that staff were still getting used to the renovated spaces, interviews and observations suggest that the new layouts and library rules about aesthetics made it more difficult for staff to assist customers. In interviews, staff reported that they spent a great deal of time helping customers navigate the space and locate materials. For example, one staff member commented that it was easier for her to walk a customer to the fiction section than to explain how to get there. Customers also reported challenges finding specific materials based on broad categories a challenge: “You’ve got two [signs]: fiction, non-fiction. Where am I supposed to find history, biography, geography? I’ve got to keep asking.”

Figure 9. Customer and Staff Satisfaction with the Ease of Finding Materials at Renovated Libraries



We observed that shelving signage was small and difficult to read across locations. Staff reported that the shelving signage broke easily when it fell to the floor, and frequently was pushed in with the books, making it unhelpful for locating materials. When shelves were

incorrectly labeled, staff could not make the appropriate corrections. More generally, staff did not have permission to modify the new shelving signage system to better meet customer needs. Moreover, while contrast libraries integrated multilingual signage, renovated libraries did not have signage in languages other than English.

Hours of operation. Customers raised concerns that libraries were not open on weekends¹⁸ and that the hours of the renovated libraries did not vary from those of other libraries in close proximity. They expressed hope that when one branch closed early, another nearby would be open for evening hours. One customer said:

When they opened here, I was hoping it would have different hours than the [other neighborhood library] so that I could . . . have maybe two evenings a week here and two evenings a week at [the other neighborhood library]. And they have exactly the same [hours].

Customers also expressed some confusion about the libraries' schedules because the hours were not always consistent from one week to the next.

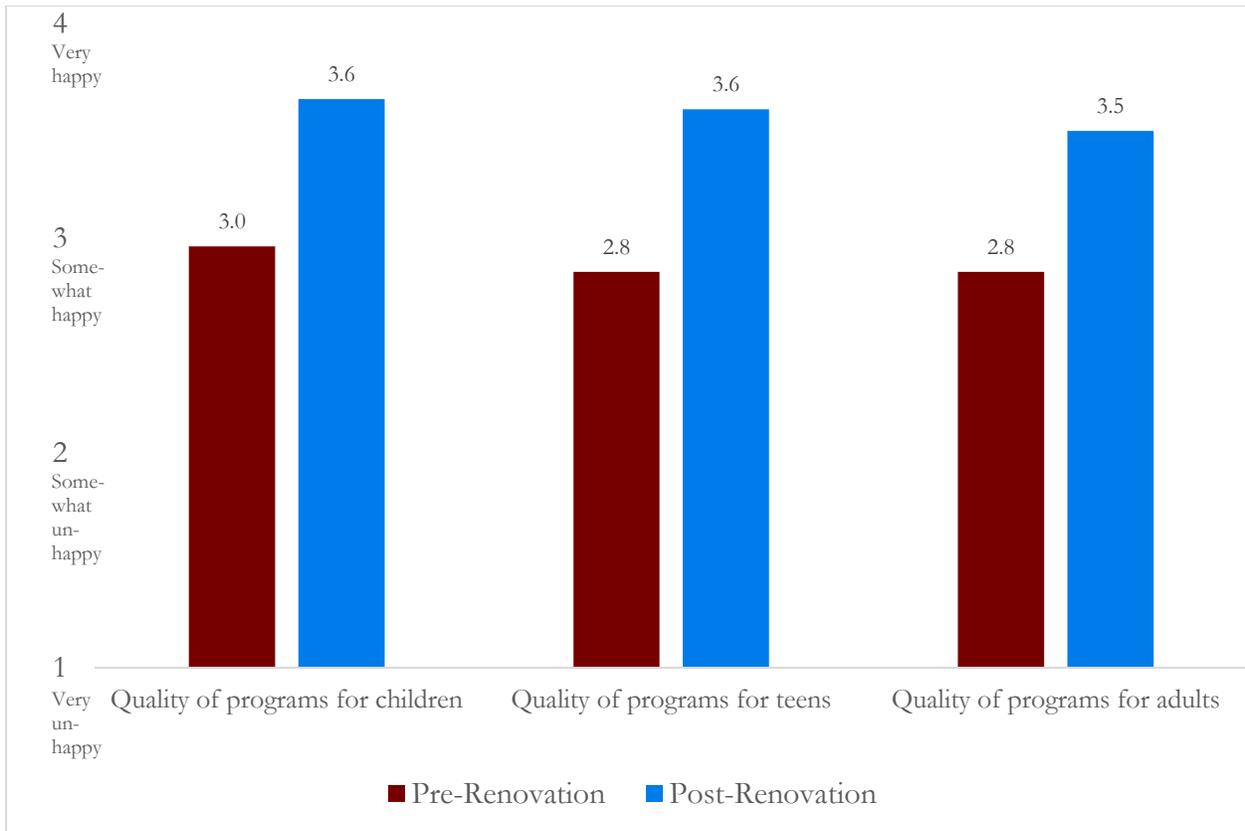
Delivering programming

Customers expressed strong satisfaction with the space available for programming and quality of programming for all ages at renovated libraries (see Figure 10). Additionally, customers described specific ways in which specific library programming aligned with community needs. One customer observed, "The activities that are here, you know, food trucks and outdoor movies and celebrations of different kinds, and all the different programs that happen here are . . . symbolic of the community and the diversity."

Creating flexible spaces to support different types of programming was one of the goals of the 21st Century Library design and furniture selection. Customers at all the libraries commented on how much they enjoy the programming opportunities available to the community, which ranged from cooking classes to large outdoor events. One customer said, "It's amazing. Like they have jazz one day, they'll have cooking class one day. Everything is going on. It's more like a main library." Customers noted the opportunity presented in programming to draw the community into the library, particularly for those who might not be seeking to browse or check out materials.

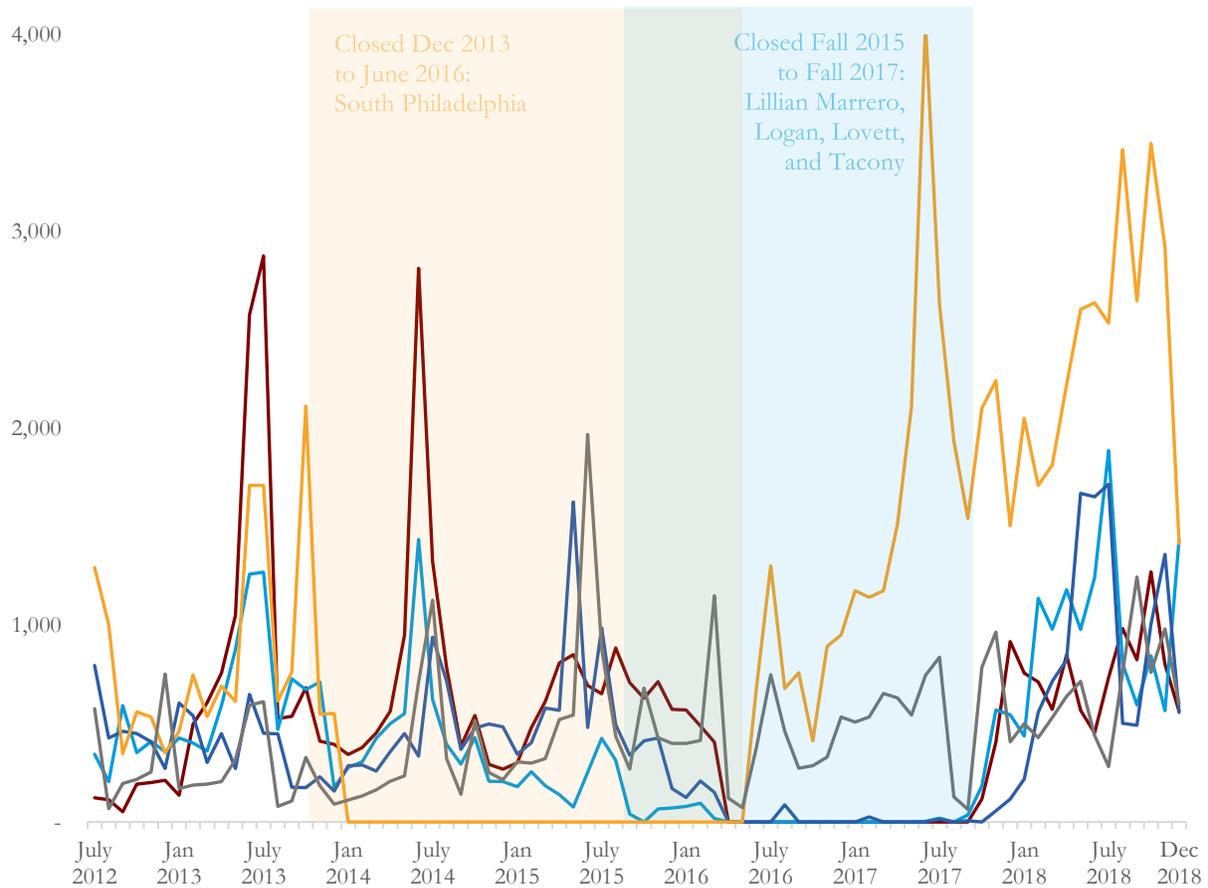
¹⁸ We completed interviews and surveys prior to the plan to open FLP branches on Saturdays.

Figure 10. Customer Satisfaction with the Quality of Programming at Renovated Libraries



Only a few of our structured observations were at the time of these library programs and events, but FLP administrative data suggests that new program spaces have positively influenced this service area (see Figure 11). In comparing program attendance data before and after the renovations, findings showed that average program attendance per month increased significantly for all renovated libraries.

Figure 11. Customer Program Attendance at Renovated Libraries^a



Lillian Marrero	Logan	Lovett	South Philadelphia	Tacony
Monthly average	Monthly average	Monthly average	Monthly average	Monthly average
Before: 688	Before: 470	Before: 464	Before: 737	Before: 367
After: 757	After: 1,007	After: 939	After: 1,918	After: 656
(+10%)	(+114%)	(+102%)	(+160%)	(+79%)

^a Pre-renovation includes July 2012 to June 2013 for South Philadelphia and July 2012 to June 2015 for Lillian Marrero, Logan, Lovett, and Tacony. Post-renovation includes the totals from July 2016 to December 2018 for South Philadelphia, and January 2018 to December 2018 for Lillian Marrero, Logan, Lovett, and Tacony.

For staff, the open floor concept had advantages and disadvantages with respect to supporting programming. Being able to move the living room and children’s area furniture enabled branches to offer programming like jazz shows and yoga classes to a large number of customers in an open space. However, the libraries with hard surface floors experienced issues with the banquette seating and shelving unintentionally sliding even when the casters were locked, which could be a result of an improper type of caster for the type of flooring (that is, hard vs. soft casters).

At the same time, the lack of walls meant that sound from programming carried throughout the library. Staff specifically noted that everyone could hear story times and children playing with

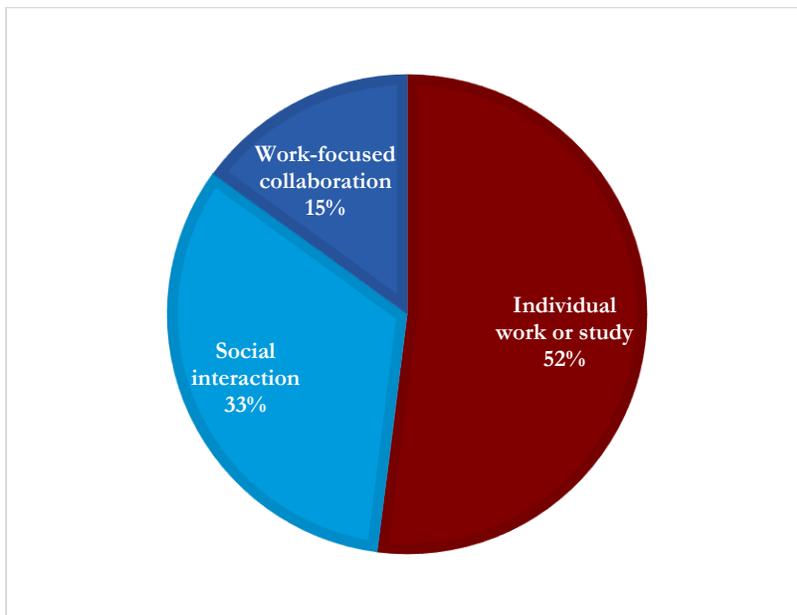
toys because there was not a dedicated story time room or enclosed children’s area. Children’s areas were physically located next to the adult spaces in all locations.

While many customers reported specific library programs they attended, they also indicated that they were often unaware of upcoming library events. “I’m sure it’s happening all around me, but I don’t know that it’s promoted,” said one customer. Another customer commented that it was only as part of coming into the library to get or return books that she saw the list of programs offered at her branch. They recommended adding signs or an electronic kiosk outside of the library to advertise upcoming events and featured resources. Staff at the 21st Century libraries, including community organizers, commented on the importance of “low-tech, high-touch” communication strategies to promote programming to community members. They noted that the social media and Internet-based approaches supported by central library staff were not very effective in reaching their community members, many of whom do not have Internet access outside of what they receive at the library.

Serving as gathering spaces

In line with FLP’s mission, we observed customers using the library as both a place to work and to socialize. Among the 203 customers observed as part of structured observations, half (53%) used the library for individual study and work (see Figure 12).

Figure 12. How Customers Were Observed Using Renovated Library Spaces



In focus groups and interviews, customers and library staff articulated multiple roles that the 21st Century libraries serve in their communities. A recurring theme was that the public library is a place to learn new things and build community. Customers expressed that they used the library to develop new skills; meet with colleagues, friends, and family; work, learn, and study; and access materials. They reported that library staff supported all of these activities. One

customer stated, "It helps you to evolve, I believe, because it opens your mind and you get a chance to improve that, as well as your life and how you go about doing."

Following the renovations, customers said that the libraries had become more like community centers with various activities for people of all ages. They also commented that the library had become more interactive and less "quiet." Customers at three of the 21st Century libraries described their branches as the new community or recreation center in their community. The library is "a rec[reation] center for your mind," explained one customer.

Across the renovated libraries, many customers liked that their branch was more inviting and "much more relaxed about people talking than it used to be." Another said, "It's not your traditional 'shh' library. [People] are actually making sounds and I love it, you know. Cooking classes, and nutrition classes, and jazz, and crocheting and, you know, it's a lot going on, and. . . what the community wants."

As summarized in Table 8, customers and staff described the libraries as community resource centers, gathering places, safe spaces, and a site for learning opportunities that uniquely responded to the needs of community members. These comments stood in contrast to comments about the lack of materials reflecting community cultures and languages described above. For example, staff highlighted the Lillian Marrero branch's response to the needs of Hurricane Maria evacuees (that is, serving as an intake site after the government-supported site in the community was shutdown) and addressing food insecurity in the community more generally. Similarly, staff described Tacony's green space and temperature-controlled environment as a big draw for both families with young children and elderly community members to visit that area of the community. Customers and staff also talked about the ways that diverse and engaging library programming responded to community needs, mentioning offerings focused on early childhood and children, health and wellness, English as a Second Language, afterschool programming, citizenship application information, and small business development. They also highlighted that the library is a free place to go (that is, you do not have to buy a coffee or food in order to sit inside) and is sometimes the only space available to work in the neighborhood.

Table 8. Role of the Library in the Community

Role	Lillian Marrero	Logan	Lovett Memorial	South Philadelphia	Tacony
Community resource center	x	x	x	x	
Child and family literacy resource		x		x	x
Gathering place for children	x		x	x	
Safe space in the community	x				x
Gathering place for adults and local organizations		x			x
Partner for local schools	x				
Community green area					x

In alignment with the intent of creating more welcoming spaces, we examined the ease of identifying the buildings as libraries from the outside. Many of the renovated buildings lacked key visual elements that signal the presence of a public library from a distance (see Figure 13). Exterior signage, for example, was visible from only one side of buildings. For several libraries, we could not easily read the exterior signs because colors of the signage blended into the building or the font size was too small.

Figure 13. Approaches to Lillian Marrero Library (Left) and Logan Library (Right)



Service emphasis implementation

FLP assigned specific service emphases to the renovated libraries with the intent of offering customers specialized collections and programming. Three branches had literacy service emphases (early childhood literacy at Lillian Marrero, family literacy at Logan, and health literacy at South Philadelphia). Two of these branches also focused on services for new Americans (Lillian Marrero and South Philadelphia). The remaining two branches had service emphases related to community development (community partnerships at Lovett and small business entrepreneurs at Tacony). South Philadelphia's model differed from the other four branches because it was co-located with the Children's Hospital of Philadelphia and had a dedicated community health resource center.

Customers reported in focus groups that they were generally not aware of the identified service emphases of the libraries. Library staff also suggested that customers perceived their branches as general libraries and that few customers traveled specifically to access resource related to the service emphasis. Evidence from the walkthroughs and structured observations also demonstrated that these service emphases were not very visible to customers through signage or programming. The one exception was South Philadelphia given its co-location with the Children's Hospital of Philadelphia and focus on health literacy. As part of discussing this library's emphasis, one customer suggested the need to "focus on letting the community know that this library is focusing on health, because I didn't know. . . and I like that."

Staff across the libraries reported a lack of training and specific resources to guide implementation of the service emphases. For example, staff at Tacony wanted to know more about the process of applying for licenses, permits, and other aspects of entrepreneurship in order to implement this library's service emphasis more effectively. Staff at South Philadelphia similarly felt that the service emphasis-aligned programming they had developed to-date was less successful than the branch's more traditional library programming. Library staff also did not necessarily feel that the assigned service emphasis best reflected community interests. For example, staff at Tacony suggested that family literacy would have been a good fit given the demographics of their neighborhood and customer usage patterns.

Summary of Findings and Recommendations

Summary of Findings

The Free Library of Philadelphia undertook an ambitious redesign to transform five neighborhood libraries physically and programmatically. The 21st Century Library design introduced new types of spaces as well as easier customer access to library buildings, updated library materials, and expanded access to information technology. This redesign also implemented new technology to support a more progressive model of self-service holds, checkout, and returns and other changes to promote customer engagement.

The findings of this evaluation highlight that, overall, customers and staff both valued the renovations to the 21st Century libraries. Customer satisfaction with facilities and customer service was higher after renovations. Programming attendance also increased at these locations. Improvements to library usability included: improved customer access to library facilities and technology, greater capacity to serve as community hubs, and enhanced service delivery. Both customer and staff perspectives on the five 21st Century libraries before and after renovations, as well as the team's observations of the ten contrast libraries, demonstrate a number of ways in which these transformations resulted in more flexible, functional, and welcoming library spaces. Below we discuss overall findings.

Across the libraries, customers and staff felt that the renovations contributed to their libraries serving as resource centers and gathering places. Notably, the new living room, meeting rooms, and study rooms were very popular with customers—to the extent that staff wanted to develop strategies to ensure that the meeting and study spaces remained accessible to neighborhood groups. Similarly, children's areas at four of the five renovated libraries were too small to accommodate customers given their popularity and high volume of use. These uses of the renovated libraries represented a key intent of the 21st Century Library design's emphasis on maximizing public spaces. The renovations also dramatically increased general customer access to library facilities and improved ADA accessibility, compared to contrast libraries. The changes also resulted in a spacious, airy, home-like feel that customers reported helped make them feel welcome in the new library spaces. Consistent with this goal of the design, we observed many customers interacting socially and working collaboratively.

Many customers liked the independence offered by the new self-service options, in alignment with the design intent of moving toward a more progressive model of self-service holds, self-checkout, returns, and the ability to reserve materials online. Findings suggested that addressing physical distance and limited lines of sight between customer service points and self-checkout machines would increase staff's capacity to support customers with the self-service options. While some customers may continue to prefer the traditional model of checkout with library

staff, adapting the current layout and engaging library staff to identify where signage and specific instructions are needed will support customer use of these investments.

Similarly, customers greatly appreciated the brand new, updated materials included in collections at the renovated libraries. The new materials, the streamlining of collections, and new FLP guidelines for shelving and signage reinforced the open, uncluttered aesthetic underpinning the 21st Century Library design. But while customers and staff liked this new look and feel, they cited reductions to materials and challenges locating collections as ongoing concerns. FLP administrative data show declines in circulation at these libraries. Several factors may be contributing to these trends, including perceptions of collections available at the libraries being limited and customers coming to the library with the goal of working collaboratively or enjoying social connections (as opposed to using library materials). Importantly, circulation also generally trended downward at the contrast libraries, and at public libraries nationally, as noted previously.

The 21st Century Library design, inspired by elements of the public library in Almere, was intended to help standardize and articulate expectations for the look and feel of FLP's neighborhood libraries. While the renovations brought greater consistency to the five libraries, customers and staff wanted materials and collections that better reflected the unique cultures and languages of their communities. It is important to note that collections are not the only way to incorporate the unique character and interests of the community. For example, the more flexible spaces helped staff design diverse and engaging programming that yielded increased attendance at the renovated libraries. Customers very positively described both library programming and their strong relationships with library staff.

Compared to customers, staff also reported more mixed responses to the renovated spaces. Like customers, they appreciated the updated facility resources, including new technology, power outlets, and materials. But they also expressed concerns about usability, both in terms of their own work responsibilities and the experience of customers. For example, the small size of customer service desks and limited space allocated to work rooms made it more difficult to carry out routine library work tasks. While downsizing service desks provides a good way to increase public space, furnishing choices also play an important role in supporting good workflow and quality customer service. Similarly, while providing minimal signage supports a "clean" look, customers unfamiliar with the layout of the renovated libraries sometimes struggled to locate particular materials, rooms where programming was being held, and other library spaces. These aspects of the design impacted staff's ability to support customers and limited workflow efficiencies.

Limitations

This study has two primary limitations. First, the research team did not have access to the 21st Century libraries prior to the renovations. As a result, we were not able to make direct before and after comparisons regarding usability and satisfaction with the library spaces. Rather, we relied on the triangulation of administrative data, observations of contrast libraries, surveys, focus groups, and interviews with customers and staff to capture pre- and post-renovation

experiences, to understand the effects of the renovations and inform recommendations. Second, we recruited customer survey respondents and focus group participants at libraries. The perspectives they shared are not necessarily representative of library customers in general or, more importantly, community members living in the neighborhoods served by the libraries. Nevertheless, the consistency in themes across locations suggest that these data yielded relevant insights into the general customer experiences with the 21st Century Library design.

Recommendations

As summarized above, in the renovations of the five libraries, the FLP made considerable progress towards meeting the goals set forth in the Building Inspiration: 21st Century Libraries Initiative to transform, reimagine, and reshape Philadelphia's neighborhood libraries to meet the changing needs of their customers. This study highlighted a number of improvements to the physical environments of the five libraries and their capacity to serve their unique communities. The study also uncovered several design challenges that can inform the future adaptation of the 21st Century Library design and future library renovations. Below, we outline six recommendations to guide future renovations to transform FLP's neighborhood libraries. We offer these recommendations to further enhance FLP's ability to play a vital role in the lives of all its residents, now and in the future, and continue to provide intrinsic and economic value to its communities.

Involve staff across all phases of schematic design, design development and execution.

FLP should engage branch managers and frontline staff members across all phases of schematic design, design development, and execution. Ideally, a consistent and representative small group of branch staff would be consulted through each phase of the design process, including predesign, schematic design, and design development. Though not binding, their input would either be incorporated in the design or lead to discussions of alternative design possibilities.

Develop flexible, system-wide standards to guide future renovations.

Set standards for décor and signage, and then tailor the specific design for each library to reflect the unique building and surrounding community. FLP might consider the following strategies:

- Standardize service desks, self-service points, online public access catalog (OPAC) stations, and power access points. These elements will gain the most from full standardization and are not as critical to the look and feel of the branches.
- Create a pool of furnishings and finishing choices broad enough to work with diverse library building layouts and fit the specific needs of library users.
- Develop signage guidelines, including for multilingual and graphics-based signage.

Integrate community and customer interests into individual library design.

Tailor the design for future libraries using FLP standards to reflect the surrounding community and address customer interests. Additionally, engage customers and staff in selecting a service emphasis that reflects community interests and train staff to support this type of specialized service delivery.

Prioritize low maintenance and longevity in selecting interior furnishings and finishes.

Define and implement FLP-wide standards to support general maintenance and investment in cost-effective, energy-efficient, low-maintenance buildings and grounds. In future renovations, FLP should prioritize appropriate, durable, and easily maintained flooring, wall finishes, furniture finishes, and fabrics so buildings experience the best return on investment. In addition, consider the development of a comprehensive preventive maintenance program that includes staff training and logistical support to help to keep all buildings functioning as designed.

Consider enhancements, including adding signage, redesigning service points, improving acoustical treatments, and further developing children's and teen areas.

FLP might consider the following enhancements:

- Improve customer wayfinding and accessibility by adding signage to highlight where collections and library spaces are located, to support self-service checkout, and to improve the location of power outlets. Include multilingual or symbolic signage at libraries serving communities with populations that speak languages other than English.
- Expand staff capacity to help customers by purchasing larger customer service desks or using mobile desks to accommodate an auxiliary staff point for checkout at busy times. Relocate service points to increase sight lines and public access at the most frequent points of service need.
- Mitigate noise levels during busy times by working with acoustic experts to develop strategies for each library.
- Further develop children's and teen areas by adding interactive materials to support early literacy and engage older children and preteens (ages 7–12); designating a part of this space for older children and preteens; and adding more tables and seating for children and families.

Continue to monitor space and technology use to inform future renovation plans.

Leverage relevant administrative data to inform decision making about future library renovations. Monitoring trends and growth factors in how customers use the renovated libraries can guide how FLP allocates space and investments in technology updates.

Conclusion

This study/assessment contributed to deeper understanding of how FLP customers and staff experience the ambitious transformation of the five 21st Century libraries. Our findings, drawn from across multiple data sources, highlight the critical importance of these libraries to the communities they serve. These findings illustrate the potential for the renovated spaces to support increased social interaction and utilization of materials and technology, which is particularly valuable in under-resourced neighborhoods.

We also identified the need for greater attention to usability for customers and staff, particularly during planning and pre-occupancy evaluation. This will ensure the architecture and interior design decisions further the effectiveness of FLP's library spaces. As a city of neighborhoods, it is especially critical that FLP engage staff and customers to align library renovations with the unique interests of individual communities. In particular, the design process for future renovations should take into account the various reasons that customers in particular communities come to their library. FLP customers expressed a deep appreciation for the role of the library and library staff. Continuing to tailor each space to its community will further enhance the use and effectiveness of FLP's future library spaces.

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Appendix A. Facility Assessment Criteria

This appendix summarizes the facilities assessment process used in walkthrough observations. We completed assessments of the five 21st Century libraries and the 10 contrast libraries. Below, we outline the specific evaluation criteria, which are based on recommended practices for modern public library spaces.

Building Criteria

Today's ideal public library is fun, yet functional; personable, yet automated; social, yet reflective. The library facility is attractive, up-to-date, welcoming, community-oriented, and family-friendly. Three general categories guide library design considerations:

- Customer spaces
- Technology
- Staff spaces

Customer spaces. A library is a welcoming community-gathering place. Although a library houses materials and technology, it is primarily a place for people. It welcomes all people and provides appropriate spaces, collections, and services. The various areas of the library are flexible, intuitive, and easily navigated. The physical environment is comfortable and inviting, with quiet spaces as well as areas for social interaction. Décor, furniture, and fixtures are stylish, durable, and easy to maintain. Critically, these furnishings are also flexible; that is, they can be easily moved to adapt to and accommodate the varying needs of both staff and library users. Facilities are well lit, balancing natural and artificial lighting to be easy on the eyes and appropriate to how customers use various spaces. Windows allow for views of pleasant vistas and have appropriate window coverings. Amenities such as outdoor spaces and opportunities for food and beverages add to the customer experience. All areas of the building have sufficient restrooms, ample seating, access to power outlets, and are ADA accessible.

Technology. The ideal library is designed with technology in mind so that it is seamlessly integrated into all areas of the facility. There are an appropriate number of in-house computers, printers, photocopiers, scanners, and self-check machines to meet customer needs, and the location of these items allows for their efficient use. The library provides ample power and appropriate furnishings so that customers can use their personal devices in comfort. Staff use technology to maximize efficiency with impersonal, repetitive tasks so that they have more time to provide more personalized support to the public. Finally, the library's technology setup is flexible to accommodate the integration of new technologies over time.

Staff spaces. Staff spaces are adequately sized, organized for efficiency, and ergonomic. Behind-the-scenes storage is ample and well-organized. Service points are modular, flexible, well-

placed, and functional for both staff and customers. Materials and finishes are durable and easy to maintain.

Site Criteria

The ultimate success of a library hinges on where it is located. Selecting the ideal site situates the library within the community to maximize convenience and ease of use for customers. What follows is a set of criteria that can guide a successful site selection process.

Concentration of popular destinations. The ideal library is located near a commercial area and high-density housing, since close proximity to foot traffic increases accessibility. Other desirable adjacencies include schools, community centers, and other civic amenities. It is important to keep in mind that library locations tend to reinforce existing social and demographic patterns.

Accessibility and visibility. The site is easily accessible by automobile, public transit, bicycle, and on foot; it is visible and approachable from a main roadway and close to major intersections. The site has potential for clear signage and easily-identifiable entry points.

Capacity. The site is large enough to accommodate a sufficient square or rectangular footprint for the building. It is able to meet the parking needs of customers and staff, with parking available on site, on the street, in a nearby structure, or shared with adjacent properties. The site can accommodate Delivery vehicles and after-hours material returns.

Surrounding Environment. The ideal library is located in an area with a strong positive identity and image. The building enhances and supports the neighboring area and surrounding buildings. Its attractive surrounding scenery draws in customers and allows for beautiful views from inside and outside the facility. Natural features like shade trees and smooth grassy areas provide space for outdoor programs and for individuals to relax and interact.

Facility Assessment Rubric

	Good	Adequate	Inadequate	Poor	Notes and ideas for improvement
LIBRARY ACCESSIBILITY					
Patron vehicles					
Delivery vehicles					
Exterior materials return					
Pedestrian access					
Daily parking					
Event parking					
Proximity to major roads					
ADA accessibility (exterior and interior)					
LIBRARY VISIBILITY					

	Good	Adequate	Inadequate	Poor	Notes and ideas for improvement
Upon approach					
Entry points					
Easily identifiable as a library					
INTERIOR PUBLIC AND SERVICE SPACES					
Lobby and entrances					
Interior materials return					
Friends area					
Service Points (Includes service desks, self-checks, self-serve holds as well as overall functionality, workflow, and layout)					
New books and materials					
Quiet areas					
Social and collaboration areas					
Adult collection and space					
Technology space					
Children's collection and space					
Teen collection and space					
Small group meeting rooms and spaces					
Medium-sized meeting room(s)					
Large meeting room(s)					
Restrooms					
TECHNOLOGY					
Computers and technologies for the public					
Future capacity for additional technology					
Online Public Access Catalogs (OPACs)					
Self-checkout availability					
Other technology					
STAFF AREAS					
Staff entrance					
Staff work room					

	Good	Adequate	Inadequate	Poor	Notes and ideas for improvement
Courier and delivery					
General office space					
Maintenance and janitorial space					
Other staff spaces (for example, staff lounge)					
Storage					
Other					
EXPERIENTIAL CONSIDERATIONS					
Décor and aesthetics					
Overall furniture and fixtures					
Wayfinding and signage					
Lighting (natural and artificial)					
Noise management and acoustics					
Other					
VISTAS, VIEWS AND OUTDOOR SPACES					
Neighboring elements create views from interior spaces					
Opportunity for outdoor program spaces					

Appendix B. Structured Observation Rubrics

Public Areas

DATE: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Mo Tu We Th Fr Sa Su	START TIME: END TIME:	LIBRARY NAME: AREA NUMBER:
INTERACTIONS: <input type="checkbox"/> user-user <input type="checkbox"/> caregiver-child <input type="checkbox"/> staff-user <input type="checkbox"/> staff-staff <input type="checkbox"/> silent study <input type="checkbox"/> work-focused conversation <input type="checkbox"/> social conversation <input type="checkbox"/> using a non-English language <input type="checkbox"/> evidence of collaboration <input type="checkbox"/> working alone <input type="checkbox"/> other _____ COMMENTS:		
TECHNOLOGY USAGE: <input type="checkbox"/> personal device <input type="checkbox"/> library device <input type="checkbox"/> headphones <input type="checkbox"/> other _____ COMMENTS:		
USAGE OF OTHER MATERIALS: <input type="checkbox"/> personal books/materials <input type="checkbox"/> library books/materials <input type="checkbox"/> toys/interactives <input type="checkbox"/> food/drink <input type="checkbox"/> other _____ COMMENTS:		
OTHER BEHAVIORS: <input type="checkbox"/> users look confident in their library use <input type="checkbox"/> users look lost/confused/frustrated in their library use <input type="checkbox"/> users standing in line <input type="checkbox"/> self-check users seem comfortable/confident with operation <input type="checkbox"/> staff are busy <input type="checkbox"/> staff are readily available to users <input type="checkbox"/> other _____ COMMENTS:		
COMFORT AND SPACE: <input type="checkbox"/> users look comfortable <input type="checkbox"/> users look uncomfortable <input type="checkbox"/> users look cold <input type="checkbox"/> users look hot <input type="checkbox"/> users have enough room for their belongings <input type="checkbox"/> users do not have enough space for their belongings		

users are moving the furniture other _____

COMMENTS:

ADDITIONAL OBSERVATIONS:

APPROX. NUMBER OF OBSERVED USERS IN THE AREA: _____

SEATS USED: _____ **SEATS UNUSED:** _____ **WORK-SURFACES USED:** _____ **WORK-SURFACES UNUSED:** _____

COMMENTS:

SEATING/AREA CHOICES OF PREFERENCE (WHAT FILLS UP FIRST):

NOISE LEVEL: _____ **dB** **AIR TEMP:** _____ **deg F** **LIGHTING:** _____ **LUX**

COMMENTS:

Staff Areas

DATE:	DAY OF WEEK:	TIME:
LIBRARY NAME:		AREA : 8 (STAFF ONLY AREAS)
WORK AREA DESCRIPTION (E.G. WHAT STAFF WORK IN THIS AREA, WHAT FUNCTIONS ARE DONE):		
GENERAL SPACE OBSERVATIONS:		
WORK BEING PERFORMED DURING OBSERVATION:		
APPROXIMATE NUMBER OF STAFF IN THE AREA DURING THE OBSERVATION: _____		
DO STAFF SEEM TO HAVE ADEQUATE SPACE TO PERFORM ASSIGNED TASKS?		
DOES WORKFLOW APPEAR EFFICIENT OR IS THERE SIGNIFICANT DOUBLE HANDLING OF MATERIALS? (DICTATED BY SPACE LAYOUT NOT PROCESS CHOICES)		

DO STAFF HAVE TO MAKE EXCESSIVE MOVEMENT THROUGH SPACE/BUILDING TO COMPLETE TASKS?

WHAT OBSTACLES EXIST IN TERMS OF SPACE LAYOUT OR ALLOCATION?

NOISE LEVEL: _____ dB AIR TEMP: _____ deg F LIGHTING: _____ LUX

COMMENTS:

ADDITIONAL OBSERVATIONS:

Appendix C. ADA Code Regarding Side Approaches

ADA Code, section 305.5 states that at most elements, clear floor or ground space should allow for either a forward or a side approach. For better usability, a forward approach is required at certain elements, including dining and work surfaces, drinking fountains, lavatories, and most sinks. A side approach is typically provided or required at sales and service counters. Centering the clear floor or ground space on elements is often advisable, but only required at drinking fountains, kitchen work surfaces, and washers and dryers; not at service counters.

Regarding approach size, section 305.3 states: "The minimum size (30" by 48") applies whether the space is positioned for forward or side approaches. Additional space is required when the space is confined on three sides and is obstructed for more than half the depth, such as when elements are recessed in alcoves." In sections 305.4 and 306, knee and toe space allowances for forward approaches are outlined.

Maximums for how far an individual must reach to access an element, such as a self-checkout machine, vary for forward and side approaches. From section 308.3: "The range for side reach, like forward reach is 15" to 48" if unobstructed. The maximum reach depth for this range is 10" measured from the available clear floor space. The maximum high reach is reduced to 46" when the reach over an obstruction is deeper than 10" (to a maximum of 24"). Obstructions at side reaches are limited to a height of 34."

Appendix D. Customer Survey

Survey Introduction

Welcome to the [Free Library of Philadelphia visitor survey](#)! We look forward to receiving your feedback.

The Free Library of Philadelphia is partnering with Chapin Hall at the University of Chicago and Kimberly Bolan and Associates to better understand how library visitors use the resources and spaces available at specific library branches.

This survey should take about **10 minutes** to complete. At the end, we will ask for your email address so that we can send you a **\$10 Target GiftCard™**, as a way of thanking you for your time.

Please note: you will not be eligible to receive the \$10 Target GiftCard™ if there is evidence that you submitted more than one response or completed the survey in a random manner. Also, library staff members are not eligible to receive the gift card.

Please [click the Next Page button below](#) to continue.

If you are taking this survey on a tablet or smart phone, please [turn the device sideways](#). This will make the survey easier to read and complete.

All library visitors 18 or older who have visited one of these library branches are eligible to participate:

- Blanche A. Nixon/Cobbs Creek
- Charles Santore
- Holmesburg
- Independence
- Lillian Marrero
- Logan
- Lovett Memorial
- McPherson Square
- Ramonita G. de Rodriguez
- Richmond
- Roxborough
- South Philadelphia
- Tacony
- Wynnefield
- Wyoming

If you have not visited any of these libraries or are not 18 or older, you are not eligible to participate. We encourage you to speak with a library staff member at your branch to share any feedback you have. Please close out of this browser window.

Otherwise, please click Next Page to continue.

Your responses are confidential. Your participation in the survey is voluntary and will not result in any direct benefit to you. You can stop taking the survey at any time without penalty.

If you have any questions about this survey, please contact Dr. Jennifer Axelrod:

Chapin Hall at the University of Chicago
1313 E 60th St
Chicago, IL 60637
jaxelrod@chapinhall.org

If you have questions or concerns regarding the confidentiality of your responses, please contact the Chapin Hall/Social Service Administration IRB Office:

University of Chicago
969 E 60th St
Chicago, IL 60637
(773) 834-0402
ssairb@uchicago.edu

[Click the Next Page button below to confirm that you are 18 or older and consent to take this survey.](#)

Your Library Branch

Let's begin with a few questions about the library branches that you visit.

Which library branch below do you visit most often?

- Blanche A. Nixon/Cobbs Creek
- Charles Santore
- Holmesburg
- Independence
- Lillian Marrero
- Logan
- Lovett Memorial
- McPherson Square
- Ramonita G. de Rodriguez
- Richmond
- Roxborough
- South Philadelphia
- Tacony
- Wynnefield
- Wyoming
- I have not visited any of these branches [End Survey]

Besides the [branch] branch, which library branches below do you visit regularly? *Check all that apply.*

- Blanche A. Nixon/Cobbs Creek
- Charles Santore
- Holmesburg
- Independence
- Lillian Marrero
- Logan
- Lovett Memorial
- McPherson Square
- Ramonita G. de Rodriguez
- Richmond
- Roxborough
- South Philadelphia
- Tacony
- Wynnefield
- Wyoming
- Other branches not listed here
- I have not visited any of these branches

Other FLP branches: _____

Since you chose [branch] Library as the library branch in the list that you visit most often, the remaining questions will be about your experience there. We will refer to it simply as "[branch]".

As you may know, [branch] was closed for renovations between [date] and [date].

[21st Century libraries]

BEFORE the renovations, how often did you visit [branch]?

- I never visited before the renovations
- Less than once per month
- About once per month
- About once per week
- More than once per week

[21st Century libraries]

AFTER the renovations, how often do you visit [branch]?

- I have not visited since the renovations
- Less than once per month
- About once per month
- About once per week
- More than once per week

[21st Century libraries; if visit frequency changed from before to after]

Why do you visit [branch] [more/less] often after the renovations?

How often do you visit [branch]?

- Less than once per month
- About once per month
- About once per week
- More than once per week

In what year did you first visit [branch]? _____

Library Use

Next, we want to learn more about how you use library resources at [branch].

Please note: when we talk about “materials” in this survey, we mean all items that can be borrowed from the library, such as books, audiobooks, magazines, CDs, and DVDs.

[21st Century libraries]

BEFORE the renovations at [branch], how often did you...

	Never	Less than once per month	About once per month	About once per week	More than once per week	I don't know
Browse materials in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reserve materials online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a public computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the wireless internet (wifi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[21st Century libraries]

AFTER the renovations at [branch], how often do you...

[Contrast libraries]

At [branch], how often do you...

	Never	Less than once per month	About once per month	About once per week	More than once per week	I don't know
Browse materials in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reserve materials online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a public computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the wireless internet (wifi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please note: when we talk about “programs” in the survey, we mean all events, classes, and clubs offered at the library, such as storytimes, book clubs, author events, play groups, computer classes, movie screenings, writing clubs, gaming events, ESL groups, and events for job seekers.

[21st Century libraries]

BEFORE the renovations at [branch], how often did you...

	Never	Less than once per month	About once per month	About once per week	More than once per week	I don't know
Sit down to read or relax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sit down to do work or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring a child or teen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[21st Century libraries]

AFTER the renovations at [branch], how often do you...

[Contrast libraries]

At [branch], how often do you...

	Never	Less than once per month	About once per month	About once per week	More than once per week	I don't know
Sit down to read or relax	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sit down to do work or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring a child or teen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Materials

Next, we want to learn more about your experiences at [branch].

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the materials at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
<u>Number</u> of books and other materials	<input type="radio"/>				
<u>Selection</u> of books and other materials	<input type="radio"/>				
<u>Display</u> of books and other materials	<input type="radio"/>				
Ease of finding materials on your own using signs and labels	<input type="radio"/>				
Relevance of materials for the community	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the materials at [branch]?

[Contrast libraries]

How happy are you with the materials at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
<u>Number</u> of books and other materials	<input type="radio"/>				
<u>Selection</u> of books and other materials	<input type="radio"/>				
<u>Display</u> of books and other materials	<input type="radio"/>				
Ease of finding materials on your own using signs and labels	<input type="radio"/>				
Relevance of materials for the community	<input type="radio"/>				

What would you like to tell us about the materials at [branch]?

Technology

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the technology at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Number of available computers	<input type="radio"/>				
Access to wireless internet (wifi)	<input type="radio"/>				
Access to outlets for charging devices	<input type="radio"/>				
Ability to reserve materials online	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the technology at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Number of available computers	<input type="radio"/>				
Access to wireless internet (wifi)	<input type="radio"/>				
Access to outlets for charging devices	<input type="radio"/>				
Ability to reserve materials online	<input type="radio"/>				

[Contrast libraries]

How happy are you with the technology at [branch]?

What would you like to tell us about the technology at [branch]?

Number of Programs

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the number of programs at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Number of <u>book-related programs for adults</u> (ages 18 and older), such as book clubs and author events	<input type="radio"/>				
Number of <u>other programs for adults</u> , such as computer classes, movie screenings, ESL groups, and events for job seekers	<input type="radio"/>				
Number of <u>programs for teens</u> (ages 13 to 17), such as writing clubs and gaming events	<input type="radio"/>				
Number of <u>programs for children</u> (ages 0 to 12), such as storytimes and play groups	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the number of programs at [branch]?

[Contrast libraries]

How happy are you with the number of programs at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Number of <u>book-related programs for adults</u> (ages 18 and older), such as book clubs and author events	<input type="radio"/>				
Number of <u>other programs for adults</u> , such as computer classes, movie screenings, ESL groups, and events for job seekers	<input type="radio"/>				
Number of <u>programs for teens</u> (ages 13 to 17), such as writing clubs and gaming events	<input type="radio"/>				
Number of <u>programs for children</u> (ages 0 to 12), such as storytimes and play groups	<input type="radio"/>				
What would you like to tell us about the <u>number of programs</u> at [branch]?					

Quality of Programs

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the quality of programs at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Quality of <u>book-related programs for adults</u> (ages 18 and older), such as book clubs and author events	<input type="radio"/>				
Quality of <u>other programs for adults</u> , such as computer classes, movie screenings, ESL groups, and events for job seekers	<input type="radio"/>				
Quality of <u>programs for teens</u> (ages 13 to 17), such as writing clubs and gaming events	<input type="radio"/>				
Quality of <u>programs for children</u> (ages 0 to 12), such as storytimes and play groups	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the quality of programs at [branch]?

[Contrast libraries]

How happy are you with the quality of programs at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Quality of <u>book-related programs for adults</u> (ages 18 and older), such as book clubs and author events	<input type="radio"/>				
Quality of <u>other programs for adults</u> , such as computer classes, movie screenings, ESL groups, and events for job seekers	<input type="radio"/>				
Quality of <u>programs for teens</u> (ages 13 to 17), such as writing clubs and gaming events	<input type="radio"/>				
Quality of <u>programs for children</u> (ages 0 to 12), such as storytimes and play groups	<input type="radio"/>				

What would you like to tell us about the quality of programs at [branch]?

Rooms

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the rooms at [branch]?

[Contrast libraries]

How happy are you with the rooms at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Large meeting rooms	<input type="radio"/>				
Bathrooms	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the rooms at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Large meeting rooms	<input type="radio"/>				
Bathrooms	<input type="radio"/>				
Small study rooms or quiet rooms	<input type="radio"/>				
Computer lab	<input type="radio"/>				

What would you like to tell us about the rooms at [branch]?

Spaces

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the spaces at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Spaces to read or relax	<input type="radio"/>				
Spaces to do work or study	<input type="radio"/>				
Space for teens	<input type="radio"/>				
Space for children	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the spaces at [branch]?

[Contrast libraries]

How happy are you with the spaces at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Spaces to read or relax	<input type="radio"/>				
Spaces to do work or study	<input type="radio"/>				
Space for teens	<input type="radio"/>				
Space for children	<input type="radio"/>				

What would you like to tell us about the spaces at [branch]?

Service

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the service at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Assistance from staff members	<input type="radio"/>				
Hours open on <u>weekday mornings and afternoons</u> (Monday through Friday 8am to 5pm)	<input type="radio"/>				
Hours open on <u>weekday evenings</u> (Monday through Friday 5pm to 9pm)	<input type="radio"/>				
Hours open on the <u>weekend</u> (Saturday and Sunday)	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the service at [branch]?

[Contrast libraries]

How happy are you with the service at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Assistance from staff members	<input type="radio"/>				
Hours open on <u>weekday mornings and afternoons</u> (Monday through Friday 8am to 5pm)	<input type="radio"/>				
Hours open on <u>weekday evenings</u> (Monday through Friday 5pm to 9pm)	<input type="radio"/>				
Hours open on the <u>weekend</u> (Saturday and Sunday)	<input type="radio"/>				

What would you like to tell us about the service at [branch]?

Feel

[21st Century libraries]

BEFORE the renovations, how happy were you with how it felt to be at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Noise level	<input type="radio"/>				
Lighting (natural and artificial)	<input type="radio"/>				
Feeling of safety <u>inside</u> the building	<input type="radio"/>				
Feeling of safety <u>outside</u> the building	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with how it feels to be at [branch]?

[Contrast libraries]

How happy are you with how it feels to be at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Noise level	<input type="radio"/>				
Lighting (natural and artificial)	<input type="radio"/>				
Feeling of safety <u>inside</u> the building	<input type="radio"/>				
Feeling of safety <u>outside</u> the building	<input type="radio"/>				

What would you like to tell us about how it feels to be at [branch]?

Ease of Use

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with how easy it was to use resources at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Ease of getting into and around the building	<input type="radio"/>				
Ease of reaching materials on shelves	<input type="radio"/>				
Ease of <u>checking out</u> materials	<input type="radio"/>				
Ease of <u>returning</u> materials	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with how easy it is to use resources at [branch]?

[Contrast libraries]

How happy are you with how easy it is to use resources at [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Ease of getting into and around the building	<input type="radio"/>				
Ease of reaching materials on shelves	<input type="radio"/>				
Ease of <u>checking out</u> materials	<input type="radio"/>				
Ease of <u>returning</u> materials	<input type="radio"/>				

What would you like to tell us about how easy it is to use resources at [branch]?

Overall Appearance

[21st Century libraries]

BEFORE the renovations at [branch], how happy were you with the overall appearance of [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Overall appearance of the <u>inside</u> of the library	<input type="radio"/>				
Overall appearance of the <u>outside</u> of the library	<input type="radio"/>				

[21st Century libraries]

AFTER the renovations at [branch], how happy are you with the overall appearance of [branch]?

[Contrast libraries]

How happy are you with the overall appearance of [branch]?

	Very unhappy	Somewhat unhappy	Somewhat happy	Very happy	Don't know or not applicable
Overall appearance of the <u>inside</u> of the library	<input type="radio"/>				
Overall appearance of the <u>outside</u> of the library	<input type="radio"/>				

What would you like to tell us about the overall appearance of [branch]?

Other Thoughts

What else would you like to tell us about your experiences at [branch]?

About You

Finally, please answer the following questions about yourself. This information helps us understand who is visiting the library and how they use the space, resources, and services.

Which of the following best describes you?

- Resident from the neighborhood close to [branch]
- Resident from elsewhere in Philadelphia
- Representative from a local community organization
- Free Library of Philadelphia staff member
- Other

Other – please describe: _____

What is your age? _____

What is your gender?

- Female
- Male
- I identify in another way

Gender – I identify as: _____

Which of the following best describes you? *Check all that apply.*

- White
- Black or African American
- Hispanic, Latino, or Spanish origin
- Asian
- American Indian or Alaska Native
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- Some other race, ethnicity or origin

Other – please describe: _____

What is the highest level of education you have completed?

- Less than high school diploma or GED
- High school diploma or GED
- Some training or technical school
- Undergraduate degree
- Graduate degree

Thank You

Thank you for taking this survey. We value your time and feedback. Your responses are confidential and will be shared with the Free Library of Philadelphia as they design future library renovations.

We would like to send you a **\$10 Target GiftCard™ by email** to show our appreciation. Would you like to receive a gift card? (*You must be 18 or older; limit one per visitor.*)

- Yes
- No

Please provide your email address for the gift card: _____

[Receiving gift card]

We have received your email address and will send you a confirmation email by the next business day. Once you reply to our email, we will send you your \$10 Target GiftCard™.

Please **click the Submit button below** to complete this survey. Thanks again for participating!

[Not receiving gift card]

Since we did not receive your email address on the previous page, you will not receive a \$10 Target GiftCard™.

Please **click the Submit button below** to complete this survey. Thanks again for participating!

Appendix E. Staff Survey

Survey Introduction

Welcome to the [Free Library of Philadelphia staff survey!](#) Thanks for sharing your feedback with us.

The *Free Library of Philadelphia* is partnering with *Chapin Hall at the University of Chicago* and *Kimberly Bolan and Associates* to better understand the experiences of library staff and customers at specific FLP libraries. We asked customers at your library to complete a separate set of questions to further inform understanding about how library spaces and resources are being used. Now, we would like to hear from you.

Please note that your responses are confidential. This survey should take about 15 minutes to complete.

Please [click the Next Page button below](#) to continue.

If you are taking this survey on a smart phone, please [turn the device sideways](#). This will make the survey easier to read and complete.

All staff members who are 18 or older and currently work at one of these FLP libraries are eligible to participate:

- Blanche A. Nixon/Cobbs Creek
- Charles Santore
- Holmesburg
- Independence
- Lillian Marrero
- Logan
- Lovett Memorial
- McPherson Square
- Ramonita de Rodriguez
- Richmond
- Roxborough
- South Philadelphia
- Tacony
- Wynnefield
- Wyoming

[If you do not currently work at one of the libraries listed above or are not 18 or older, you are not eligible to participate.](#) We encourage you to speak with your branch manager to share any feedback you have. Please close out of this browser window. Otherwise, please click [Next Page](#) to continue.

Your participation in the survey is voluntary and will not result in any direct benefit to you. You can stop taking the survey at any time without penalty.

If you have any questions about this survey, please contact Dr. Jennifer Axelrod:

Chapin Hall at the University of Chicago
1313 E 60th St
Chicago, IL 60637
jaxelrod@chapinhall.org

If you have questions or concerns regarding the confidentiality of your responses, please contact the Chapin Hall/Social Service Administration IRB Office:

University of Chicago
969 E 60th St
Chicago, IL 60637
(773) 834-0402
ssairb@uchicago.edu

[Click the Next Page button below to confirm that you are 18 or older and consent to take this survey.](#)

Your History with FLP

Let's begin with a few questions about your history with FLP.

At which FLP library below do you currently work?

- Blanche A. Nixon/Cobbs Creek
- Charles Santore
- Holmesburg
- Independence
- Lillian Marrero
- Logan
- Lovett Memorial
- McPherson Square
- Ramonita de Rodriguez
- Richmond
- Roxborough
- South Philadelphia
- Tacony
- Wynnefield
- Wyoming
- I do not work at one of these libraries **[End Survey]**

What is your role at [branch]?

- Security guard
- Library assistant or digital resource specialist
- Librarian or branch manager
- After-school leader
- Other
- Prefer not to answer

Other role – please describe: _____

What year did you start working at [branch]? _____

What year did you start working at FLP (in any library or role)? _____

Books and Other Materials

Next, we will ask about your perceptions of the customer resources offered at [branch].

	Not enough	Sufficient	Too many	Don't know or not applicable
[21 st Century libraries] <u>Number</u> of books and other materials BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[21 st Century libraries] <u>Number</u> of books and other materials AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Contrast libraries] <u>Number</u> of books and other materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None are complete	Some are complete	Most or all are complete	Don't know or not applicable
[21 st Century libraries] <u>Collections</u> of books and other materials BEFORE the renovations, such as the children's collection, urban fiction collection, and foreign language collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[21 st Century libraries] <u>Collections</u> of books and other materials AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Contrast libraries] <u>Collections</u> of books and other materials, such as the children's collection, urban fiction collection, and foreign language collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the books and other materials would benefit the staff and/or customers at [branch]?

Customer Computers

	Not enough	Sufficient	Too many	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Number</u> of computers available to customers BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Number</u> of computers available to customers AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Number</u> of computers available to customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None are high quality	Some are high quality	Most or all are high quality	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Quality</u> of computers available to customers BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Quality</u> of computers available to customers AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Quality</u> of computers available to customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the computers available to customers would benefit the staff and/or customers at [branch]?

Space and Furniture for Adults

How would you describe the space and furniture for adult customers at [branch], including space and furniture read, relax, work, and study?

	Not enough	Sufficient	Too many	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of space for adult customers BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of space for adult customers AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of space for adult customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None of it is usable	Some of it is usable	Most or all of it is usable	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of space for adult customers BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of space for adult customers AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of space for adult customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the space and furniture for adult customers would benefit the staff and/or customers at [branch]?

Space and Furniture for Teens

How would you describe the space and furniture for teens at [branch], including space and furniture read, relax, work, and study?

	Not enough	Sufficient	Too many	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of space for teens BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of space for teens AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of space for teens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None of it is usable	Some of it is usable	Most or all of it is usable	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of space for teens BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of space for teens AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of space for teens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the space and furniture for teens would benefit the staff and/or customers at [branch]?

Space and Furniture for Children

How would you describe the space and furniture for children at [branch], including space and furniture read, relax, work, and study?

	Not enough	Sufficient	Too many	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of space for children BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of space for children AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of space for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None of it is usable	Some of it is usable	Most or all of it is usable	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of space for children BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of space for children AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of space for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the space and furniture for children would benefit the staff and/or customers at [branch]?

Programs

How would you describe the spaces used for programs at [branch]?

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know or not applicable
<i>[21st Century libraries]</i> The spaces at [branch] allowed for high-quality <u>programs for adults</u> BEFORE the renovations	o	o	o	o	o
<i>[21st Century libraries]</i> The spaces at [branch] allows for high-quality <u>programs for adults</u> AFTER the renovations	o	o	o	o	o
<i>[Contrast libraries]</i> The spaces at [branch] allows for high-quality <u>programs for adults</u>	o	o	o	o	o
<i>[21st Century libraries]</i> The spaces at [branch] allowed for high-quality <u>programs for teens (ages 13 to 17)</u> BEFORE the renovations	o	o	o	o	o
<i>[21st Century libraries]</i> The spaces at [branch] allows for high-quality <u>programs for teens</u> AFTER the renovations	o	o	o	o	o
<i>[Contrast libraries]</i> The spaces at [branch] allows for high-quality <u>programs for teens (ages 13 to 17)</u>	o	o	o	o	o
<i>[21st Century libraries]</i> The spaces at [branch] allowed for high-quality <u>programs for children (ages 6 to 12)</u> BEFORE the renovations	o	o	o	o	o
<i>[21st Century libraries]</i> The spaces at [branch] allows for high-quality <u>programs for children</u> AFTER the renovations	o	o	o	o	o
<i>[Contrast libraries]</i> The spaces at [branch] allows for high-quality <u>programs for children (ages 6 to 12)</u>	o	o	o	o	o
<i>[21st Century libraries]</i> The spaces at [branch] allowed for high-quality <u>programs for young children (ages 0 to 5)</u> BEFORE the renovations	o	o	o	o	o
<i>[21st Century libraries]</i> The spaces at [branch] allows for high-quality <u>programs for young children</u> AFTER the renovations	o	o	o	o	o
<i>[Contrast libraries]</i> The spaces at [branch] allows for high-quality <u>programs for young children (ages 0 to 5)</u>	o	o	o	o	o

What changes (if any) to the spaces used for programs would benefit the staff and/or customers at [branch]?

Customer Rooms

How would you describe the large meeting room(s) at [branch]?

	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of large meeting room(s) BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of large meeting room(s) AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of large meeting rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None is high quality	Some is high quality	Most or all is high quality	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Quality of technology</u> in large meeting room(s) BEFORE the renovations, including any projectors, screens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Quality of technology</u> in large meeting room(s) AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Quality of technology</u> in large meeting room(s) , including any projectors, screens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None of it is usable	Some of it is usable	Most or all of it is usable	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of large meeting room(s) BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of large meeting room(s) AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of large meeting room(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the large meeting room(s) would benefit the staff and/or customers at [branch]?

How would you describe the small meeting room(s) at [branch] **AFTER** the renovations?

	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of small meeting room(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None is high quality	Some is high quality	Most or all is high quality	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Quality of technology</u> in small meeting room(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	None of it is usable	Some of it is usable	Most or all of it is usable	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of small meeting room(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the small meeting room(s) would benefit the staff and/or customers at [branch]?

Exterior Spaces

How would you describe the exterior spaces at [branch]?

	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of exterior spaces BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of exterior spaces AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of exterior spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None of them are usable	Some of them are usable	Most or all of them are usable	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of exterior spaces BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of exterior spaces AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of exterior spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the exterior spaces would benefit the staff and/or customers at [branch]?

Circulation Desk

How would you describe the circulation desk at [branch]?

	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of circulation desk BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of circulation desk AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of circulation desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never usable	Usable some of the time	Usable most or all of the time	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of circulation desk BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of circulation desk AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of circulation desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the circulation desk would benefit the staff and/or customers at [branch]?

Service Points

How would you describe the service points at [branch]?

	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of service points BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of service points AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of service points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never usable	Usable some of the time	Usable most or all of the time	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of service points BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of service points AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of service points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the service points would benefit the staff and/or customers at [branch]?

Bookshelves and Displays

How would you describe the bookshelves and displays at [branch]?

	Not enough	Sufficient	Too many	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Number</u> of bookshelves BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Number</u> of bookshelves AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Number</u> of bookshelves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Too low to the ground	About right	Too tall	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Height</u> of bookshelves BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Height</u> of bookshelves AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Height</u> of bookshelves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Not enough	Sufficient	Too much	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Empty space</u> on bookshelves BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Empty space</u> on bookshelves AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Empty space</u> on bookshelves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not enough	Sufficient	Too many	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Number</u> of book displays BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Number</u> of book displays AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Number</u> of book displays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of book displays BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of book displays AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of book displays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the bookshelves and displays would benefit the staff and/or customers at [branch]?

Staff Work Room

How would you describe the staff work room at [branch]?

	Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Size</u> of staff work room BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Size</u> of staff work room AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Size</u> of staff work room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never usable	Usable some of the time	Usable most or all of the time	Don't know or not applicable
<i>[21st Century libraries]</i> <u>Usability</u> of staff work room BEFORE the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> <u>Usability</u> of staff work room AFTER the renovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> <u>Usability</u> of staff work room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the staff work room would benefit the staff and/or customers at [branch]?

Space for Storage and Holds

How would you describe the space for storage and holds at [branch]?

	None available	Too small	Sufficient	Too many	Don't know or not applicable
<i>[21st Century libraries]</i> Size of storage space for <u>library program materials</u> BEFORE the renovations	<input type="radio"/>				
<i>[21st Century libraries]</i> Size of storage space for <u>library program materials</u> AFTER the renovations	<input type="radio"/>				
<i>[Contrast libraries]</i> Size of storage space for <u>library program materials</u>	<input type="radio"/>				
		Too small	Sufficient	Too large	Don't know or not applicable
<i>[21st Century libraries]</i> Size of shelving space for <u>materials on hold</u> BEFORE the renovations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> Size of shelving space for <u>materials on hold</u> AFTER the renovations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> Size of shelving space for <u>materials on hold</u>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What changes (if any) to the space for storage and holds would benefit the staff and/or customers at [branch]?

Feel

How would you describe the feel at [branch]?

		Too quiet	About right	Too loud	Don't know or not applicable
<i>[21st Century libraries]</i> Noise level BEFORE the renovations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> Noise level AFTER the renovations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> Noise level		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Too dim	About right	Too bright	Don't know or not applicable
<i>[21st Century libraries]</i> Lighting BEFORE the renovations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[21st Century libraries]</i> Lighting AFTER the renovations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>[Contrast libraries]</i> Lighting		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Very difficult	Difficult	Easy	Very easy
<i>[21st Century libraries]</i> Ease of getting into and around the building BEFORE the renovations	<input type="radio"/>				
<i>[21st Century libraries]</i> Ease of getting into and around the building AFTER the renovations	<input type="radio"/>				

[Contrast libraries] Ease of getting into and around the building	<input type="radio"/>				
	Very unsafe	Unsafe	Safe	Very safe	Don't know or not applicable
[21 st Century libraries] Feeling of safety <u>inside</u> the building BEFORE the renovations	<input type="radio"/>				
[21 st Century libraries] Feeling of safety <u>inside</u> the building AFTER the renovations	<input type="radio"/>				
[Contrast libraries] Feeling of safety <u>inside</u> the building	<input type="radio"/>				
	Very unsafe	Unsafe	Safe	Very safe	Don't know or not applicable
[21 st Century libraries] Feeling of safety <u>outside</u> the building BEFORE the renovations	<input type="radio"/>				
[21 st Century libraries] Feeling of safety <u>outside</u> the building AFTER the renovations	<input type="radio"/>				
[Contrast libraries] Feeling of safety <u>outside</u> the building	<input type="radio"/>				

What changes (if any) to the fee would benefit the staff and/or customers at [branch]?

Job Responsibilities

How would you describe your experience carrying out the following job responsibilities at [branch]?

	Very difficult	Difficult	Easy	Very easy	Don't know or not applicable
[21 st Century libraries] Helping customers <u>find</u> materials BEFORE the renovations	<input type="radio"/>				
[21 st Century libraries] Helping customers <u>find</u> materials AFTER the renovations	<input type="radio"/>				
[Contrast libraries] Helping customers <u>find</u> materials	<input type="radio"/>				
[21 st Century libraries] Helping customers <u>check out</u> materials BEFORE the renovations	<input type="radio"/>				
[21 st Century libraries] Helping customers <u>check out</u> materials AFTER the renovations	<input type="radio"/>				
[Contrast libraries] Helping customers <u>check out</u> materials	<input type="radio"/>				
[21 st Century libraries] Helping customers <u>return</u> materials BEFORE the renovations	<input type="radio"/>				
[21 st Century libraries] Helping customers <u>return</u> materials AFTER the renovations	<input type="radio"/>				
[Contrast libraries] Helping customers <u>return</u> materials	<input type="radio"/>				
[21 st Century libraries] Helping customers find rooms and spaces BEFORE the renovations	<input type="radio"/>				

<i>[21st Century libraries]</i> Helping customers find rooms and spaces AFTER the renovations	<input type="radio"/>				
<i>[Contrast libraries]</i> Helping customers find rooms and spaces	<input type="radio"/>				
<i>[21st Century libraries]</i> Reserving rooms for customers BEFORE the renovations	<input type="radio"/>				
<i>[21st Century libraries]</i> Reserving rooms for customers AFTER the renovations	<input type="radio"/>				
<i>[Contrast libraries]</i> Reserving rooms for customers	<input type="radio"/>				
<i>[21st Century libraries]</i> Arranging spaces for programs BEFORE the renovations	<input type="radio"/>				
<i>[21st Century libraries]</i> Arranging spaces for programs AFTER the renovations	<input type="radio"/>				
<i>[Contrast libraries]</i> Arranging spaces for programs	<input type="radio"/>				
<i>[21st Century libraries]</i> Maintaining the building's <u>interior</u> facilities BEFORE the renovations	<input type="radio"/>				
<i>[21st Century libraries]</i> Maintaining the building's <u>interior</u> facilities AFTER the renovations	<input type="radio"/>				
<i>[Contrast libraries]</i> Maintaining the building's <u>interior</u> facilities	<input type="radio"/>				
<i>[21st Century libraries]</i> Maintaining the building's <u>exterior</u> facilities BEFORE the renovations	<input type="radio"/>				
<i>[21st Century libraries]</i> Maintaining the building's <u>exterior</u> facilities AFTER the renovations	<input type="radio"/>				
<i>[Contrast libraries]</i> Maintaining the building's <u>exterior</u> facilities	<input type="radio"/>				
<i>[21st Century libraries]</i> Maintaining security using line of sight BEFORE the renovations	<input type="radio"/>				
<i>[21st Century libraries]</i> Maintaining security using line of sight AFTER the renovations	<input type="radio"/>				
<i>[Contrast libraries]</i> Maintaining security using line of sight	<input type="radio"/>				
<i>[21st Century libraries]</i> Adding RFID chips to materials from other libraries AFTER the renovations	<input type="radio"/>				

What would you like to tell us about carrying out your job responsibilities at [branch]?

Other Thoughts

What would you like to tell us about the hours of operation at [branch]?

What else would you like to tell us about your experiences as a staff member at [branch]?

Thank You

Thank you for taking this survey. We value your time and feedback. We plan to provide the Free Library of Philadelphia with a report on library spaces and resources that includes findings from this survey.

Please [click the Submit button below](#) to complete this survey. Thanks again for participating!

Appendix F. Focus Group Protocol for Customers and Community Group Representatives

Obtain Verbal Consent

Study. On behalf of the Free Library of Philadelphia, Chapin Hall is conducting a post occupancy evaluation of the five branches that were recently renovated. Post occupancy evaluations look at how people use building spaces after a renovation. We are conducting focus groups with community members and community organizers, as well as interviews with staff to better understand how you and others are using library spaces. During this focus group, I will first ask about the role of this library in the community. Then, I have some questions that focus on about how you use different spaces in the library. Finally, I would like to discuss changes to the library overall and your recommendations for improvements.

Request to audio-record. With your permission, we would like to audio-record this focus group. We want to be able to focus on what you say today. Recording allows us to focus on the conversation, not taking notes; however, my colleague will be taking some notes throughout the conversation. The notes and recording help us to accurately report on what we talked about today. You can ask us to turn off the recorder at any time during the focus group. We can also conduct the focus group without recording.

Information will be treated as confidential. Our research team will treat the information you provide today as confidential. Your name will not be included in today's notes. If we quote you in a report, we will only do so in a way that no one is able to identify you. We will also review our notes using the recording to check for accuracy and destroy the recording when this study ends.

Use of information. The reports from this study will focus on themes from across our conversations with community organizers, community members, and staff, not on any one person or conversation. These reports will be shared with the Free Library of Philadelphia to help them improve library spaces and how they partner with communities like yours.

Participation is voluntary. Your participation is voluntary and you may chose not to participate.

Minimal risks. There are minimal risks associated with participation. You do not need to answer any questions during our conversation. You can also leave at any time. Your participation will not affect your relationship with the Free Library of Philadelphia.

Benefits. Today is an opportunity to share your experiences. The information, opinions, and ideas that you provide will be used to improve library spaces in Philadelphia.

We want to respect your time and make sure we cover all of our questions. It is now (time) and we will wrap up our conversation at (time).

Do you have any questions or concerns before we begin?

Do you agree to participate?

Do you agree to be audio-recorded?

Introduction (5 minutes)

1. Let's start with introductions. Please say your name and one thing you like about coming to the library.
-

Part 1. Library Role in the Community (10 minutes)

2. What are some reasons you come to the library?
 - a. Probe: Is this the main library you visit? Why or why not?
3. What purpose does this library serve in the community?
 - a. Probe: This library focuses on _____. How well do you think this library serves this focus?

Lillian Marrero: New Americans

Logan: Children/family literacy

Lovett: Community engagement/local connections

Tacony: Small business

South Philadelphia: Health

4. In what ways does the library reflect, or not reflect, the cultures represented in the local community?
-

Part 2. Library Functionality and Utilization (30 minutes)

In this section, we are going to talk about what you think about the space.

5. Let's walk through the space and talk about the renovations. [Start at the front of the library and then walk through the spaces. For example, "Let's start with the circulation desk. What do you like or dislike about the desk?" Then, move through the rest of the library by asking them about the self-checkouts, the children's space, the teen space, the living room, the study tables, the quiet rooms, and the meeting space(s)].
6. What changes, if any, have you noticed in the books and materials available at this library?
7. What change, if any, have you noticed about the signage (e.g., locating a book about a specific topic)?
8. What is your experience of the staff in this library?

- a. Probe: Which staff members do you interact with?
 - b. Probe: When do you reach out to them?
 - c. Probe: How easy or difficult is it to find them?
 - d. Probe: How helpful are they
9. What safety concerns, if any, do you have at this library?
 10. What forms of technology do you use at this library? What forms of technology do you wish the library had or had more of (e.g., computers or cell phone charging stations)?
 11. How else has your experience at this library changed since the renovation?

General Satisfaction and Conclusion (5 minutes)

12. What recommendations do you have for FLP when they renovate other libraries in the future?
13. Is there anything else I should have asked to help me understand your experiences at this library?

Thank you for sharing your experiences and your time today. As I mentioned, we are conducting focus groups with community organizers and interviews with library staff as part of the post occupancy evaluation. We anticipate sharing findings with the Free Library of Philadelphia in early 2019.

Appendix G. Library Staff Interview Protocol

Obtain Verbal Consent

Study. On behalf of the Free Library of Philadelphia, Chapin Hall is conducting a post occupancy evaluation of the five branches that were recently renovated. Post occupancy evaluations look at how people use building spaces after a renovation. We are conducting interviews with staff and focus groups with community members and community organizers to better understand how you and patrons are using library spaces. During our conversation, I will first ask about the role of this library in the community. Then, I have some questions that focus on about how you and patrons use different spaces in the library. Finally, I would like to discuss changes to the library overall and your recommendations for improvements.

Request to audio-record. With your permission, we would like to audio-record this interview. We want to be able to focus on what you say today. Recording allows us to focus on the conversation, not taking notes. The notes and recording help us to accurately report on what we talked about today. You can ask us to turn off the recorder at any time during the interview. We can also conduct the interview without recording.

Information will be treated as confidential. Our research team will treat the information you provide today as confidential. Your name will not be included in today's notes. If we quote you in a report, we will only do so in a way that no one is able to identify you. We will also review our notes using the recording to check for accuracy and destroy the recording when this study ends. [If conducting with 2 staff members] We also ask that you maintain confidential what your colleagues share in this conversation.

Use of information. The reports from this study will focus on themes from across our conversations with community organizers, community members, and staff, not on any one person or conversation. These reports will be shared with the Free Library of Philadelphia to help them improve library spaces.

Participation is voluntary. Your participation is voluntary and you may chose not to participate.

Minimal risks. There are minimal risks associated with participation. You do not need to answer any questions during our conversation. You can also leave at any time. Your participation will not affect your relationship with the Free Library of Philadelphia.

Benefits. Today is an opportunity to share your experiences. The information, opinions, and ideas that you provide will be used to improve library spaces in Philadelphia.

We want to respect your time and make sure we cover all of our questions. It is now (time) and we will wrap up our conversation at (time).

Do you have any questions or concerns before we begin?

Do you agree to participate? Do you agree to be audio-recorded?

Part 1. Library Role in the Community [10 minutes]

1. How long have you been working at this library? With the Free Library of Philadelphia? Were you working here prior to the renovation?
2. What purpose does this library serve in the community?
 - a. Probe: This library focuses on _____. How well do you think this library serves this focus?

Lillian Marrero: New Americans

Logan: Children/family literacy

Lovett: Community engagement/local connections

Tacony: Small business

South Philadelphia: Health

- b. Probe: In what ways does the library reflect, or not reflect, the cultures represented in the local community?
3. What are the most important services and programs offered at this branch? Why is that?
 - a. Probe: In what ways has the renovation affected these services/programs, if at all? Can you give a specific example?

Part 2. Library Functionality and Utilization since the Renovation [15 minutes]

4. Let's walk through the space and talk about the renovations. [Start at the front of the library and then walk through the spaces. For example, "Let's start with the circulation desk. What do you like or dislike about the desk?" Then, move through the rest of the library by asking them about the self-checkouts, the children's space, the teen space, the living room, the study tables, the quiet rooms, the meeting space(s), and their workspace].
5. What changes, if any, have you noticed in the books and materials available at this library? What are patrons saying about these changes since the renovation?
6. What change, if any, have you noticed about the signage (e.g., locating a book about a specific topic), displays, and shelving? What are patrons saying about these changes?
7. What forms of technology do patrons use at this library? What forms of technology are missing? What forms of technology should the library have more of (e.g., computers or cell phone charging stations)? What have you heard patrons say about the technology?
8. Are there other ways the renovation affects your work that we haven't discussed?
 - a. Probe: What change, if any, have you noticed about safety?
9. [If they worked here pre-renovation] Before the renovations, what kinds of opportunities (if any) did you and other staff members have to provide input on the renovation plans?
 - a. Probe: If you participated, what was the process like?
10. [If they worked here pre-renovation] To what extent do the renovations reflect staff input?

11. What is the communication like with Central Office related to these renovations and expectations related to the renovations (for example, how shelves should be 75% full)?
-

General Satisfaction and Conclusion [5 minutes]

12. What recommendations do you have for FLP when they renovate other libraries in the future?
13. Is there anything else I should have asked to help me understand the renovation of this library?

Thank you for sharing your experiences and your time today. As I mentioned, we are conducting focus groups with community members and community organizers as part of the post occupancy evaluation. We anticipate sharing findings with the Free Library of Philadelphia in early 2019.