



University of
Connecticut

LIBRARIES

Final Report

USER Survey • Conducted Fall 2001

Storrs Campus
Regional Campuses

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Table of Contents

I.	Introduction	1
II.	Methodology and Survey Design	1
	A. Sample	1
	B. Procedure	
	C. Method and Design	2
III.	Results Summary	3
IV.	Demographics	
	Survey Respondents by Primary Academic Status	4
	Primary UConn Campus Affiliation	5
	School / College Affiliation	6
V.	Libraries Collections & Services	
	UConn Library Most Frequently Used	8
	Use of Library for Research	9
	Use of Library for Class Preparation	10
	Connection to Library from Residence or Office	11
	Electronic Course Reserve Connection from Residence or Office	12
	Electronic Journals Connection from Residence or Office	13
	Online Databases Connection from Residence or Office	14
	Contact or Consult with Subject Specialist Liaison	15
VI.	Assistance (Library Personnel)	18
VII.	Services	19
	Satisfaction	20
	Top Three Priorities	20
VIII.	Collections	22
	Satisfaction	22
	Top Three Priorities	24
IX.	Equipment	25
	Satisfaction	25
	Top Three Priorities	26
X.	Facilities	27
	Satisfaction	27
	Top Three Priorities	28
XI.	Overall Satisfaction with UConn Libraries	30
XII.	Appendices	
	A. Survey Instrument	

I. Introduction

The University of Connecticut Libraries are committed to supporting the academic, research, and curriculum needs of the University's faculty and students. In support of this commitment, the Libraries regularly gather input from users via a variety of methods such as user and library service quality surveys, electronic and print comments, and focus groups. These activities yield data that assist the Libraries' commitment to continuous improvement. User assessment, perspective, and comments are considered a critical and integral contribution to a data collection that assists the Libraries in benchmarking, planning, and decision-making responsibilities.

During late Fall 2001, the University Libraries conducted its first online, system-wide survey of faculty, doctoral, masters and undergraduate students. The survey was distributed by email to all faculty, doctoral, and masters students and a random sample of undergraduate students. The purpose of the survey was to learn faculty and students ratings regarding use, satisfaction, and importance of the Libraries' assistance, collections, services, equipment, and facilities. 1193 participants responded to the 68 item survey with representation from faculty, doctoral, masters, and undergraduate groups. Survey respondents were asked to indicate their top three priorities and were given an opportunity to provide comments within each area. Survey participants were eligible to enter their names in a raffle to win a gift certificate to the UConn Coop or the Grand Prize of a personal digital assistant.

The 2001 survey built on information gathered during the first phase of user surveys and included items to assess new collections and services. Several questions were revised and refined to provide more specific data. Items were added to assess library assistance, an area not previously evaluated. Respondents were also asked to indicate importance for each assistance, collections, services, facilities, and equipment item. For collections, services, facilities, and equipment respondents were asked to indicate their top three priorities.

The University Libraries remain committed to gathering feedback from faculty and students and using this data to enhance and improve collections and services. User surveys, Library Service Quality surveys, focus groups, and other data gathering activities furnish information that augments our ability to provide effective, quality library collections and services for the University of Connecticut community.

II. Methodology and Survey Design

A. Sample

The library survey sample consisted of all full-time faculty, all doctoral and masters students enrolled in degree programs, and a random sample of undergraduates from each campus including Storrs, Avery Point, Hartford, Stamford, Torrington, and Waterbury. Based on statistics provided by the University Office of Institutional Research (2001), 975 full-time faculty members, 4,362 graduate (doctoral and masters) students in degree programs, and 5,000 undergraduates randomly selected from a total population received the survey. 1193 participants responded to the survey. Statistics from the University of Connecticut's Office of Institutional Research were used to ensure reasonable representation in the sample with respect to campus status, primary campus, and school affiliation and are reported in the findings.

B. Procedure

The survey was distributed to each population sample via an email letter from the Director of Library Services. The letter included the survey purpose, a hyperlink to the survey's web address to facilitate access to the survey, contact information for questions, and assurance of participant confidentiality. Participation in the study was voluntary. All participants were offered an opportunity to submit their names into a raffle. Raffle incentives included a chance to win either a Palm Pilot or one of 150 gift certificates to the University of Connecticut Coop. Over the nine week period, from the Fall of 2001 to January of 2002, response files were monitored to maintain perspective on response rate. A second reminder about the survey was distributed along with hyperlink to the web location to the sample initially contacted to solicit more survey participants. Microsoft Excel and the Statistical Program for Social Sciences (SPSS) were used to compile and generate data for analysis. Responses to open-ended questions were organized in accordance with university status and comment category. The Office of Research at the Neag School of Education worked jointly with the University of Connecticut's USER team to analyze data.

C. Method and Design

The survey instrument was designed for online use using Microsoft FrontPage and housed on the server located at the University of Connecticut's Neag School of Education. The 2001 Library User Survey questions built on the first phase of user surveys: faculty (1997), graduates (2000), and undergraduates (1999). Sixty-eight items within three basic categories addressed participant demographics, use of the library collections and satisfaction and importance of library resources and services. The first section consisted of items that required naming of university status, campus affiliation, school or college affiliation, and main library of use. A 5-point Likert scale was used by participants in the second section to rate frequency of participant use or access to the library for research, class preparation, electronic course reserve, web page, electronic journals, online databases, and the subject specialist liaison. Specific library resources and services were represented by multiple items in each category. For each item, respondents were asked to indicate ratings for satisfaction and importance as related to assistance, services, collections, facilities, and equipment using a 5-point Likert scale. Options were also provided for respondents to indicate if they did not use or did not know about specific resources or services. Respondents were asked to indicate their top three priorities for services, collections, facilities and equipment. Comment areas were included after each major category.

Descriptive statistics, frequencies and percents, were generated at both the aggregate and status level.

III. Results Summary

In summary, 92.1% (N=1099) of the total population surveyed indicated strong overall satisfaction (M=4.04) with means for each individual university status group ranging from 3.92 to 4.10. 90.2 % of respondents cited Homer Babbidge as the library used most frequently with the remaining Storrs departmental and regional campus libraries drawing approximately 7.6% of the population surveyed. Respondents indicated that 26.1% of the total population visited the library in person at least once a week for research purposes, with 38.1% of the undergraduate population using the library once a week for class purposes. Faculty, doctoral, and masters students are the predominant users of remote access to online databases or journals on a weekly. Doctoral and masters student respondents indicated 19.7% weekly usage of Electronic Course Reserve while undergraduates indicated highest use monthly (21.7%) and by semester (21.5%).

Analysis of each major category indicates that participants are generally very satisfied with all types of resources or services. In the area of Assistance, satisfaction means ranged from 3.75 (Computer/copy services) to 4.20 (Info/Reference Desk) and importance means ranged from 3.51 (Exit control) to 4.46 (Info/reference desk). While participants feel that computer copy services are highly important, ranking reflects only moderate to high satisfaction. Highest non-use was reported for Culpeper Media Library (44.3%) and Archives and Special Collections (60%).

In the area of Library Services, satisfaction means ranged from 3.78 (Accuracy of library catalog in relation to books on the shelf) to 4.31 (Subject specialist liaisons) and importance means ranged from 3.59 (Library class instruction) to 4.66 (Accuracy of library catalog in relation to books on the shelf). General trends show respondents place high value but are less satisfied with accuracy, the web page, library hours, order of books on the shelf, and Homer. Areas reflecting highest percentages of non-use include Library class instruction (48.1%), Placing materials on reserve (44.3%), Electronic Course Reserve (39.4%) or Print Course Reserve (38.5%). 37.1% of total survey respondents indicated that they do not use the subject specialist liaison.

In the area of Collections, satisfaction means ranged from 3.55 (Sound recordings) to 4.20 (Books). Importance means ranged from 3.35 (Sound recordings) to 4.60 (Books). General trends show participants place high value but are less satisfied with Books, Full-text articles, Electronic indexes and databases, and Journals and magazines. Areas of highest non-use include Archives (59%), Maps (57.8%), Videos (51.20%), Government documents (44.46%) , Microform (42.2%), and Newspapers (36.9%).

In the area of equipment, satisfaction means ranged from 3.57(Audio) to 3.97 (Internet). Importance means ranged from 3.47 (Audio) to 4.61 (Copiers). General trends show participants place high value but are less satisfied with copiers and Internet computers. Areas reflecting highest non-use include Audio (74.1%), Video (64%), Microform readers (57.3%), and Microlab (57.2%).

In the area of facilities, satisfaction means ranged from 3.42 (Group study space) to 4.02 (Cafe). Importance means ranged from 3.48 (Listening room) to 4.48 (Individual study space). General trends show participants place high value but are less satisfied with Group study space, Temperature, Noise, Restrooms, and 24 hour study space. Areas of highest non-use include Listening rooms (66.2%), Video (59.5%), and Library classroom(s) (52.8%).

A standard multiple regression analysis was conducted for the purpose of determining if overall satisfaction could be predicted by independent variables related to assistance, service, collections, equipment, and facilities. Only one of the independent variables, assistance, contributed significantly to prediction of overall satisfaction ($sr^2 = .05$). The 5 independent variables, assistance, service, collections, equipment, and facilities in combination contributed another .275 in shared variability. Altogether, 32.5% of the variability in overall satisfaction was predicted by assistance, collections, services, equipment, and facilities.

Priorities for funding collections indicated a preference for: Full-text on-line (25.8%), Books (22%) and Journals and Magazines (13.4%). Priorities for funding services included: Hours (16.1%), Accuracy of catalog in relation to books on the shelf (15.5%), Inter-Library Loan (12.3%), Homer (11.2%) and the Web Page (8.2%). Top equipment priorities were: Copiers (31.4%) and Computers with Internet Access (28.9%). Facility funding should be directed towards improving individual study space (14.8%), noise levels (8.4%), group study space (8.4 %) and the café (8.1%).

For further review and analysis, the complete results obtained from the survey are presented below in table and graph form for each item on the survey.

IV. Demographics: Survey Questions 1 – 3

Survey Question 1. Please indicate your primary academic status. (Select one only)

Administrator	<input type="radio"/>
Faculty	<input type="radio"/>
Doctoral Degree Student	<input type="radio"/>
Master's Degree Student	<input type="radio"/>
Undergraduate Student	<input type="radio"/>

Survey Respondents by Primary Academic Status

Frequencies and percentages are shown in **Table 1** to facilitate comparison between the sample and the comparable university population as indicated by statistics provided by the *Office of Institutional Research*.

Table 1. Survey Respondents by Academic Status

Status	Survey Respondents		<i>Office of Institutional Research</i>	
	Frequency	Percentage %	Frequency	Percentage %
Faculty / Administrator	264	22.4	975	4.2
Graduate Students [Doctoral & Masters]	365	31.0	4362	19.0
Undergraduate Student	548	46.6	17610	76.7

Responses not indicated: **16 / 1.3%**

Total surveyed: **1177**

Total Survey - Academic Status

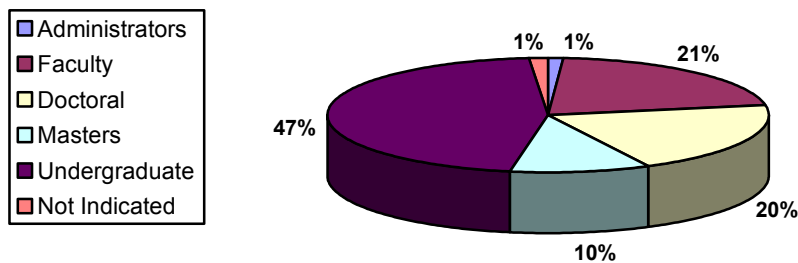


Figure 1

Survey Question 2. Indicate your primary UConn campus affiliation. (Select one only)

Storrs	<input type="radio"/>
Avery Point	<input type="radio"/>
Hartford	<input type="radio"/>
Stamford	<input type="radio"/>
Torrington	<input type="radio"/>
Waterbury	<input type="radio"/>

Survey Respondents by Primary UConn Campus Affiliation

From the total sample of 1193 participants, 91.9 % referenced Storrs, Connecticut as their primary campus at the University of Connecticut.

Table 2 identifies the frequency of responses in accordance with campus and status.

Only a small percentage of participants, 1.5 %, did not indicate primary campus affiliation.

Office of Institutional Research statistics are provided to facilitate comparisons.

The sample offers a reasonable representation of survey participants on the STORRS campus.

Table 2: Primary UConn Campus Affiliation

CAMPUS	Storrs	Avery Point	Hartford	Stamford	Torrington	Waterbury
Administrator	12	0	1	0	0	0
Faculty	223	7	10	5	2	3
Doctoral	235	7	1	0	0	0
Masters	108	0	10	3	1	0
Undergraduate	517	12	4	4	3	6
Total Sample (# / %)	1091 / 91.9	26 / 2.2	26 / 2.2	12 / 1.0	6 / .5	9 / .8
<i>Office of Institutional Research (# / %)</i>	19264 / 84	664 / 2.9	994 / 4.4	1104 / 4.8	370 / 1.6	547 / 2.4

Response not indicated: **18 / 1.5%**

Total Surveyed: **1193**

Survey Question 3. Indicate your School/College affiliation. (Select one only)

Agriculture & Natural Resources	<input type="radio"/>
Allied Health	<input type="radio"/>
Business Administration	<input type="radio"/>
Continuing Studies	<input type="radio"/>
Education	<input type="radio"/>
Engineering	<input type="radio"/>
Family Studies	<input type="radio"/>

Fine Arts	<input type="radio"/>
Liberal Arts & Sciences	<input type="radio"/>
Nursing	<input type="radio"/>
Pharmacy	<input type="radio"/>
Social Work	<input type="radio"/>
Undecided	<input type="radio"/>

Frequency Based on University Status by University School/College Affiliation

Data in **Table 3** also identifies frequency of response in accordance with university academic status.

At the doctoral level, larger numbers of student responses are from Liberal Arts and Sciences (135), Education (39), and Engineering (29).

At the masters level, larger numbers of student response are from Liberal Arts and Sciences (42) and Education (25).

At the undergraduate level, larger numbers of student responses are from Liberal Arts and Sciences (234), Business Administration (68), Undecided (49), Engineering (48), and Education (30).

The largest numbers of faculty responses are from Liberal Arts and Sciences (132) and the School of Agriculture (21); and the School of Education (20).

Reasonable representativeness is portrayed by comparing OIR statistics with the total sample per each school.

Table 3. Frequency Based on University Status by University School/College Affiliation

School	Administrator	Faculty	Doctoral	Masters	Undergraduate	Total Sample #	Survey %	OIR Statistics #	OIR %
Agriculture	0	21	19	14	19	73	6.1	839	4.0
Allied Health	2	5	2	2	14	26	2.2	218	1.0
Business Administration	2	15	6	12	68	103	8.7	2654	12.7
Continuing Studies	1	1	0	0	3	5	.4	75	.4
Education	3	20	39	25	30	117	9.8	976	4.65
Engineering	0	13	29	7	48	97	8.2	1665	7.93
Family Studies	1	6	3	4	19	33	2.6	686	3.0
Fine Arts	0	17	0	5	24	46	3.9	653	3.1
Liberal Arts & Sciences	3	134	135	42	234	549	46.0	11929	56.9
Nursing	0	8	1	1	21	31	2.6	495	2.36
Pharmacy	0	3	8	0	16	28	2.4	400	1.9
Social work	1	7	0	8	1	17	1.4	382	1.82
Undecided	0	0	0	1	49	51	4.3		

Response not indicated: **17 / 1.4%**

Total Surveyed: **1193**

Responses by School/College Affiliation

An analysis of the total survey depicted by **Figure 2** shows higher percentages of responses were received from Liberal Arts and Sciences (46%), Education (9.8%), Business Administration (8.7%), and Engineering (8.2%).

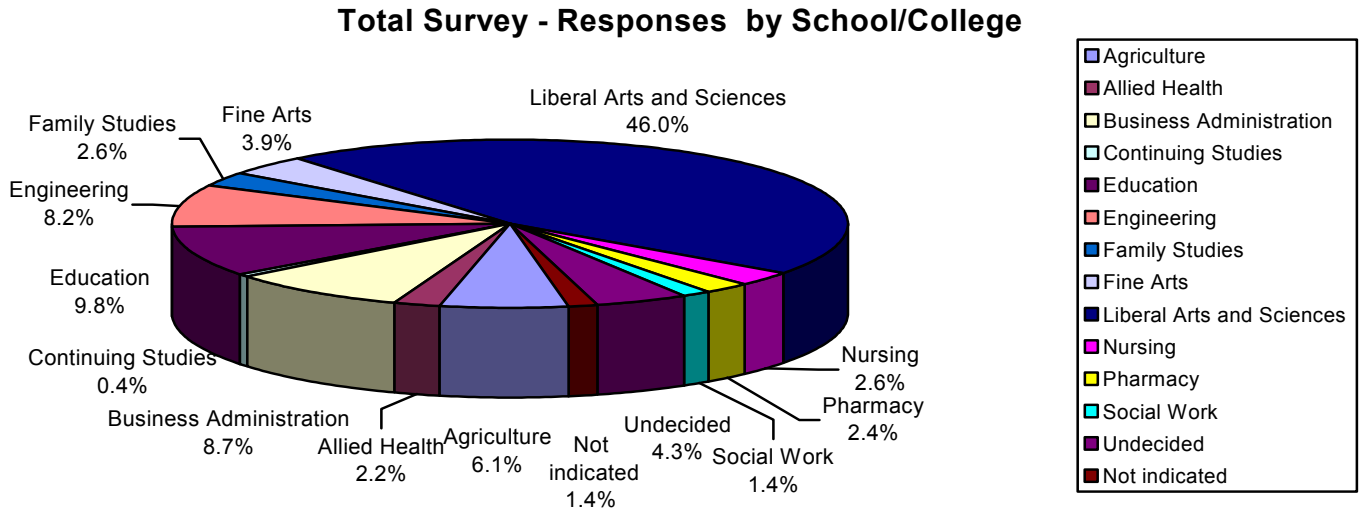


Figure 2

V. Libraries' Collections & Services: Survey Questions 4 through 11

Survey Question 4. Indicate the UConn Library you use most. (Select one only)

[Your answers to questions 5–21 should reflect the library you use most—the library you choose here.]

Homer Babbidge Library	<input type="radio"/>
Archives & Special Collections (Dodd Research Center)	<input type="radio"/>
Music & Dramatic Arts Library	<input type="radio"/>
Pharmacy Library	<input type="radio"/>
Avery Point Library	<input type="radio"/>
Hartford (Harleigh B. Trecker) Library	<input type="radio"/>
Stamford (Jeremy Richard) Library	<input type="radio"/>
Torrington Library	<input type="radio"/>
Waterbury (Edward H. Kirschbaum) Library	<input type="radio"/>
I do not use any UConn Library	<input type="radio"/>

UConn Library Most Frequently Used

90.2 % of respondents cite Homer Babbidge as the library used most frequently.

A review of data in **Table 4** for all other regional libraries and the Dodd Research Center indicates the percentage of use ranges between .3 % and 1.9 %.

The 2.1 % of survey respondents not indicating a particular library were immediately forwarded to the end of the survey where comments could be added.

Of those also indicating university status, frequencies were as follows: undergraduate (5), masters (1), doctoral (4), and faculty (3).

The few comments linked with this group simply state they “wouldn’t change anything” and they had “passed through Homer Babbidge and it seemed quite good.”

Table 4. Library Most Frequently Used by Survey Respondents

Library	Survey #	Respondents %
Homer Babbidge	1076	90.2
Archive and Special Collections (Dodd Research Center)	4	.3
Music & Dramatic Arts Library	16	1.3
Pharmacy	10	.8
Avery Point Library	15	1.3
Hartford (Trecker Library)	22	1.9
Stamford (Jeremy Richard Library)	10	.8
Torrington Library	5	.4
Waterbury (Edward H. Kirschbaum Library)	10	.8
Responses not indicated	25	2.1
Total Respondents	1168	97.9

Survey Question 5. I use the library in person for research:

At least once a week	At least once a month	At least once a semester	Don't use	Don't know about
○	○	○	○	○

Use of Library for Research

Table 5 reflects the number of survey respondents and the frequency of response in relation to each university status group.

26.1 % of the population surveyed visits the UConn Library in person at least once a week.

7.4 % reported non-use of UConn Libraries.

Only a small percentage, .9 %, note they did not know about the library.

2.3 % of the population surveyed chose not to respond to this indicator.

Table 5. Use of Library for Research

University Status	Once A Week		Once A Month		Once A Semester		Don't Use		Don't Know About	
	#	%	#	%	#	%	#	%	#	%
Administrative	1	7.7	3	23.1	5	38.5	3	23.1	1	7.7
Faculty	46	18.3	118	47.6	69	27.8	15	6	1	.4
Doctoral	108	44.4	98	40.3	31	12.8	3	1.2	0	0
Masters	50	41	33	27.5	33	27.5	5	4.2	1	.8
Undergraduate	104	19	160	29.2	202	36.9	62	11.3	8	1.5
Total Survey	311	26.1	414	34.8	342	28.8	88	7.4	11	.9

Responses not indicated total survey: 27 / 2.3 %

Valid N total survey: 1166 / 97.7%

Total Survey - Research

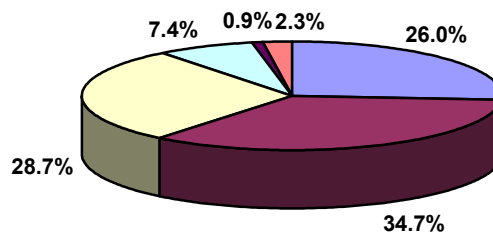
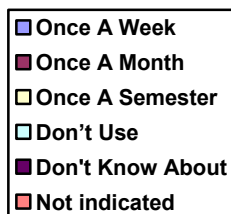


Figure 3

Survey Question 6. I use the library in person for class preparation:

At least once a week	At least once a month	At least once a semester	Don't use	Don't know about
○	○	○	○	○

Use of the Library for Class Preparation

Analysis of **Table 6** indicates respondents use of the library for class preparation maintains a fairly even distribution in each category: once a week (26.2 %); once a month (25 %); once a semester (25.4 %); and don't use (19.5 %).

Further breakouts of the data in accordance with university status indicate 38.1 % of undergraduates and 32 % of masters rely on use of the library for class preparation once a week.

39.8 % of the faculty surveyed visit the library for class preparation once a semester.

Table 6. Use of the Library for Class Preparation

University Status	Once A Week		Once A Month		Once A Semester		Don't Use		Don't Know About	
	#	%	#	%	#	%	#	%	#	%
Administrative	0	0	1	7.7	4	30.8	7	53.8	1	7.7
Faculty	19	7.6	64	25.5	100	39.8	62	24.7	2	.8
Doctoral	44	18.1	62	25.5	58	23.9	73	30	3	1.2
Masters	39	32	26	21.3	27	22.1	24	19.7	2	1.6
Undergraduate	209	38.1	144	26.3	111	20.3	67	12.2	4	.7
Total Survey	313	26.2	298	25	303	25.4	233	19.5	12	1

Responses not indicated total survey: **34 / 2.8 %**

Valid N total survey: **1159 / 97.2%**

Total Survey - Class Preparation

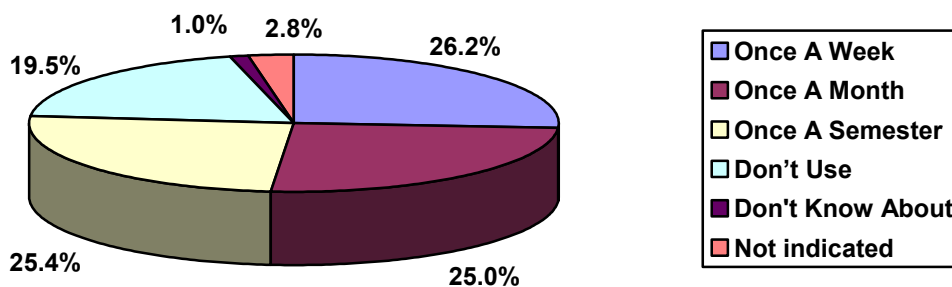


Figure 4

Survey Questions 7. I connect to the library from my residence or office:

At least once a week	At least once a month	At least once a semester	Don't use	Don't know about
○	○	○	○	○

Connection to Library from Residence or Office

42.5 % of all respondents connect to the library from a residence or office once a week.

A breakout by university status in **Table 7** suggests faculty, doctoral, and masters students make the most use of this service on a weekly basis with respective percentages at 63.3 %, 69.5 %, and 52.5 %.

21.7 % of undergraduates report being non-users of this service and 9.1 % indicated they don't know about it.

Table 7. Connection to Library from Residence or Office

University Status	Once A Week		Once A Month		Once A Semester		Don't Use		Don't Know	
	#	%	#	%	#	%	#	%	#	%
Administrative	2	15.4	5	38.5	3	23.1	1	7.7	2	15.4
Faculty	159	63.3	57	22.7	18	7.2	10	4	4	1.6
Doctoral	169	69.5	49	20.2	9	3.7	13	5.3	2	.8
Masters	64	52.5	23	18.9	15	12.3	17	13.9	2	1.6
Undergraduate	109	19.9	142	25.9	118	21.5	119	21.7	50	9.1
Total Survey	507	42.5	278	23.3	163	13.7	160	13.4	60	5.0

Responses not indicated total survey: **25 / 2.1%**

Valid N total survey: **1168 / 97.9%**

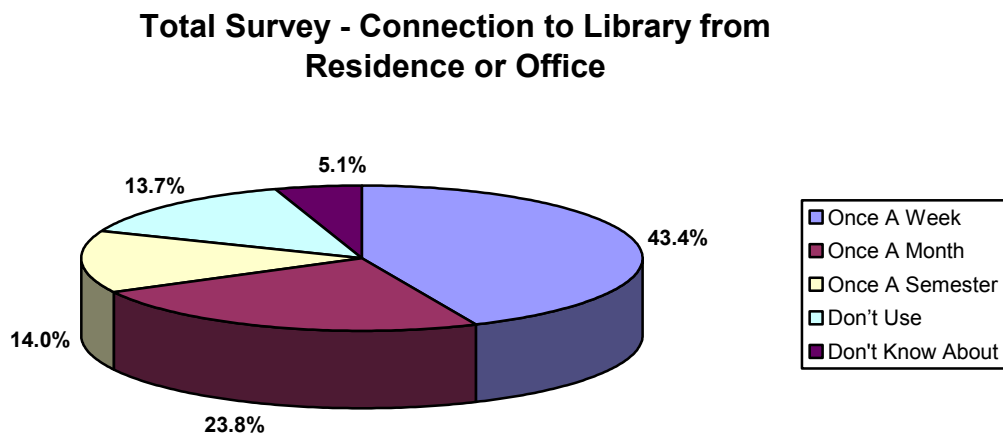


Figure 5

Survey Question 8. I connect to Electronic Course Reserve (ECR) from my residence or office:

At least once a week	At least once a month	At least once a semester	Don't use	Don't know about
○	○	○	○	○

Electronic Course Reserve Connection from Residence or Office

40.8 % of the total population surveyed indicate they are not Electronic Course Reserve users.

University students normally access ECR to retrieve course materials designated by faculty. Thus, student use is tied to faculty use.

This is reflected in **Table 8** where 62.2 % of the faculty population surveyed indicated that they do not use ECR.

While 15.3 % of undergraduates do not know about ECR, undergraduates also are among the highest users of ECR with 21.5 % indicating use once a semester.

Table 8. ECR – Connection from Residence or Office

University Status	Once A Week		Once A Month		Once A Semester		Don't Use		Don't Know	
	#	%	#	%	#	%	#	%	#	%
Administrative	0	0	0	0	2	15.4	7	53.8	3	23.1
Faculty	23	9.2	19	7.6	31	12.4	156	62.2	19	7.6
Doctoral	29	11.9	27	11.1	38	15.6	124	51	22	9.1
Masters	24	19.7	15	12.3	16	13.1	52	42.6	11	9.0
Undergraduate	69	12.6	119	21.7	118	21.5	145	26.5	84	15.3
Total Survey	147	12.3	180	15.2	205	17.2	487	40.8	139	11.7

Responses not indicated: **35 / 2.9%**

Valid N total survey: **1158 / 97.1%**

Figure 6 provides a graphical breakdown of percentages of use for the total survey.

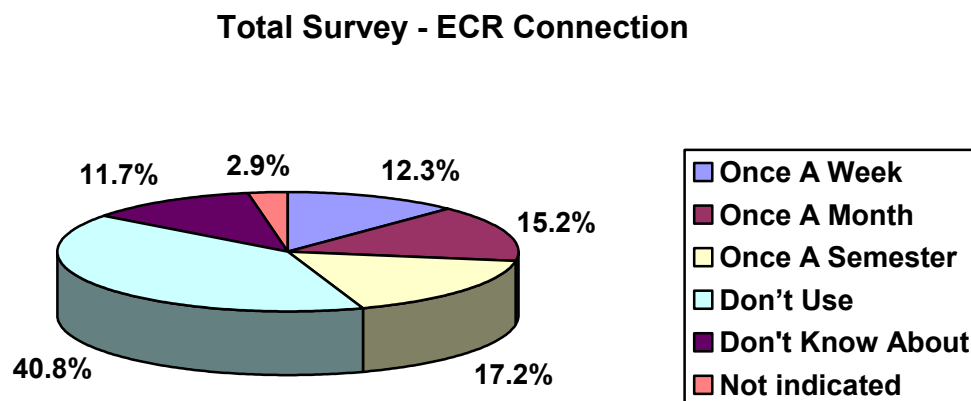


Figure 6

Survey Question 9. I connect to electronic journals from my residence or office:

At least once a week	At least once a month	At least once a semester	Don't use	Don't know about
○	○	○	○	○

Electronic Journals – Connection from Residence or Office

A review of **Table 9** shows connecting to electronic journals from a residence or office is most important for faculty, doctoral, and masters students with percentages within each group at 41 %, 55.6 %, and 34.4 % respectively.

Coursework differences combined with data depicted in **Tables 5** and **6** may explain why high percentages of the undergraduate population still either don't use or don't know about this service.

Table 5 data indicates 36.9 % of the undergraduate population uses the library for research only once a semester.

Table 6 data indicates undergraduate library use for class preparation at least once a week is significantly higher than masters, doctoral, and faculty groups.

Table 9. Electronic Journals – Connection from Residence or Office

University Status	Once A Week		Once A Month		Once A Semester		Don't Use		Don't Know	
	#	%	#	%	#	%	#	%	#	%
Administrative	2	15.4	3	23.1	2	15.4	4	30.8	2	15.4
Faculty	103	41	68	27.1	30	12.0	35	13.9	9	3.6
Doctoral	135	55.6	57	23.5	19	7.8	26	10.7	5	2.1
Masters	42	34.4	29	23.8	16	13.1	25	20.5	6	4.9
Undergraduate	39	7.1	91	16.6	116	21.2	205	37.4	84	15.3
Total Survey	324	27.2	250	21	184	15.4	295	24.7	106	8.9

Responses not indicated total survey: 34 / 2.8 %

Valid N total survey: 1159 / 97.2%

Total Survey - Electronic Journals Connection

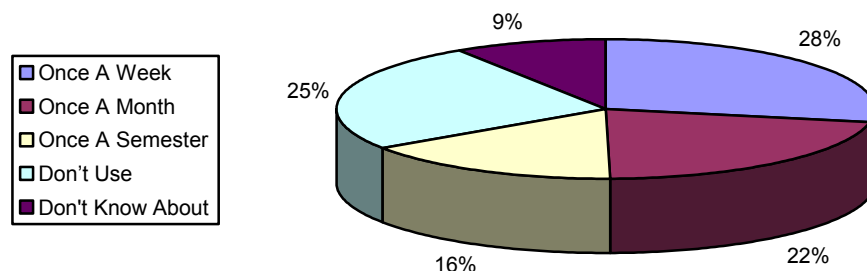


Figure 7

Survey Question 10. I connect to online databases from my residence or office:

At least once a week	At least once a month	At least once a semester	Don't use	Don't know about
○	○	○	○	○

Online Databases – Connection from Residence or Office

As reported in **Table 10** and depicted graphically in **Figure 8**, 30.6 % of the total survey respondents indicated that they connect to the online databases at least once a week.

Trends in the data show 50 % or more within each user group access these databases at least once a month.

Within the faculty and doctoral groups, access occurs once a week for 45 % and 53.1 % of each respective group.

Given the undergraduates response to the survey, 30.1% within this group still don't use the databases, with an additional 12.8 % reporting they don't know about them.

Table 10. Online Databases – Connection from Residence or Office

University Status	Once A Week		Once A Month		Once A Semester		Don't Use		Don't Know	
	#	%	#	%	#	%	#	%	#	%
Administrative	3	23.1	3	23.1	3	23.1	2	15.4	2	15.4
Faculty	113	45	66	26.3	31	12.4	29	11.6	8	3.2
Doctoral	129	53.1	62	25.5	22	9.1	20	8.2	7	2.9
Masters	44	36.1	32	27.9	17	13.9	21	17.2	4	3.3
Undergraduate	72	31.1	105	19.2	126	23	165	30.1	70	12.8
Total Survey	365	30.6	271	22.7	199	16.7	238	19.9	91	7.6

Responses not indicated total survey: **29 / 2.4 %**

Valid N total survey: **1164 / 97.6%**

Total Survey - Online Databases

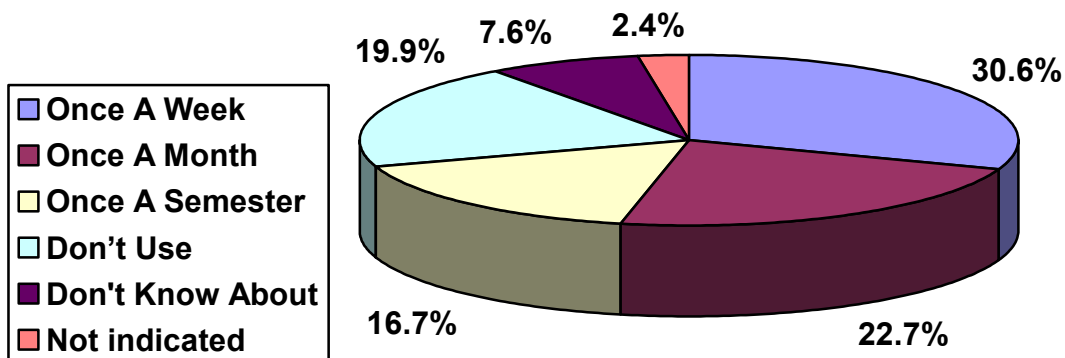


Figure 8

Survey Question 11. I contact or consult with a subject specialist liaison librarian:

At least once a week	At least once a month	At least once a semester	Don't use	Don't know about
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Contact or Consult with Subject Special Liaison

97.6 % of the survey participants responded to this indicator.

Subject Specialist liaison data is reported in **Table 11** for the total survey with cross tabulations also performed to reflect percentages within each user group in accordance with university academic status.

Of the total respondents (37 %) do not use this service and (17.8 %) don't know about it.

As can be inferred from **Figure 9**, 42.9 % of the population make use of this service weekly, monthly, or on a once a semester basis.

Over half, 51%, of the faculty respondents report use of the liaison once a semester.

With the exception of the faculty user group, trends in the data indicate over 50 % of doctoral, graduates, and undergraduates either don't use or don't know about the service.

**Table 11. Contact or Consult with Subject Specialist Liaison
Total Survey and University Academic Status**

University Status	Once A Week		Once A Month		Once A Semester		Don't Use		Don't Know	
	#	%	#	%	#	%	#	%	#	%
Administrative	0	0	3	23.1	3	23.1	5	38.5	2	15.4
Faculty	9	3.6	33	13.1	128	51	60	23.9	16	6.4
Doctoral	4	1.6	30	12.3	84	34.6	95	39.1	28	11.5
Masters	6	4.9	13	10.7	40	32.8	50	41	12	9.8
Undergraduate	7	1.3	33	6	114	20.8	229	41.8	154	28.1
Total Survey	27	2.3	113	9.5	371	31.1	441	37.0	212	17.8

Responses not indicated total survey: **29 / 2.4%**

Valid N total survey: **1164 / 97.6%**

Figure 10 presents data reflecting the use of the subject area liaison associated with each school/college.

This profile indicates the *Liberal Arts and Sciences* liaison is frequently used at least once a semester by 250 survey respondents.

The second highest frequency use is reported by the *School of Education* with 59 respondents using the service at least once a semester.

Both *Agriculture* and *Engineering* have 32 respondents using the service at least once a semester.

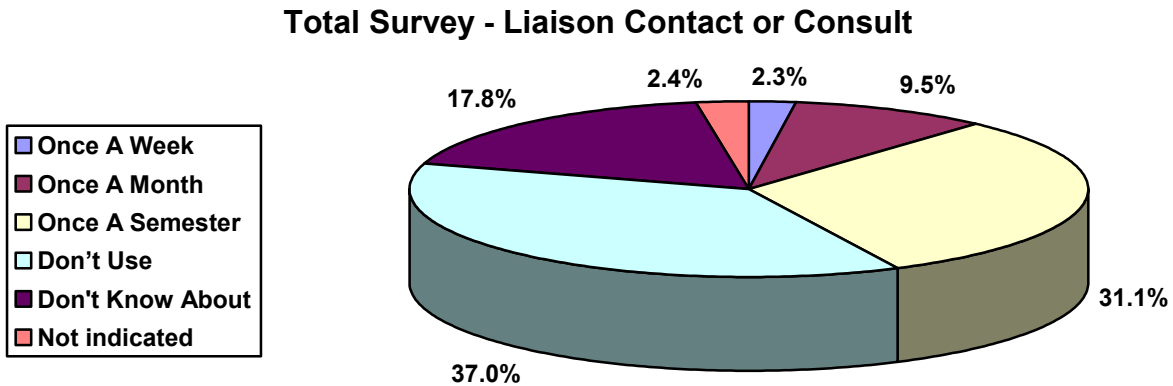


Figure 9

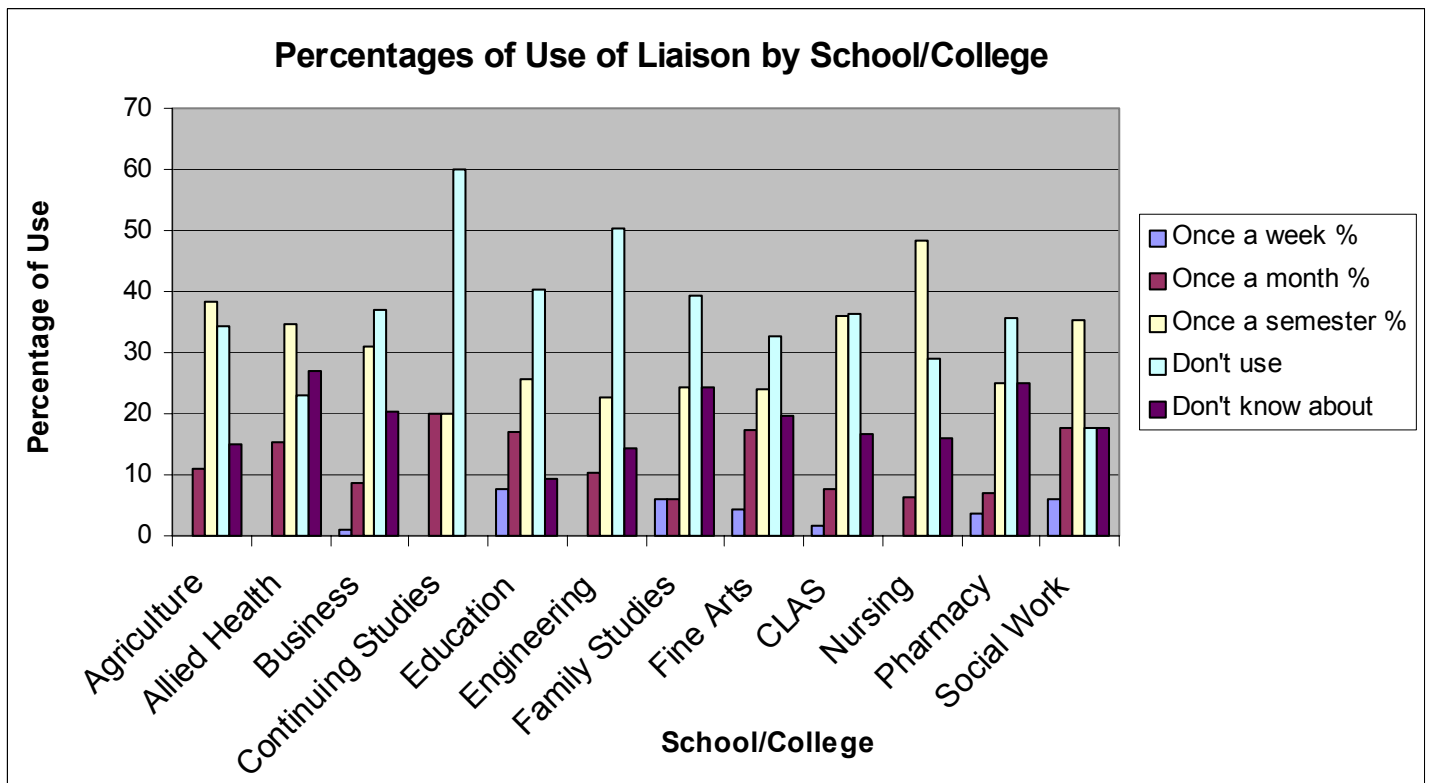


Figure 10

Table 12. Frequency and Percentages of Use of Liaison per School/College

SCHOOL	Once a week		Once a month		Once a semester		Don't use		Don't know	
	#	%	#	%	#	%	#	%	#	%
Agriculture	0	0	8	11	28	38.4	25	34.2	11	15.1
Allied Health	0	0	4	15.4	9	34.6	6	23.1	7	26.9
Business Administration	1	1.0	9	8.7	32	31.1	38	36.9	21	20.4
Continuing Studies	0	0	1	20	1	20	3	60	0	0
Education	9	7.7	20	17.1	30	25.6	47	40.2	11	9.4
Engineering	0	0	10	10.3	22	22.7	49	50.5	14	14.4
Family Studies	2	6.1	2	6.1	8	24.2	13	39.4	8	24.2
Fine Arts	2	4.3	8	17.4	11	23.9	15	32.6	9	19.6
Liberal Arts and Sciences	10	1.8	42	7.7	198	36.1	199	36.2	91	16.6
Nursing	0	0	2	6.5	15	48.4	9	29	5	16.1
Pharmacy	1	3.6	2	7.1	7	25	10	35.7	7	25.0
Social Work	1	5.9	3	17.6	6	35.3	3	17.6	3	17.6
Undecided	1	2.0	1	2.0	3	5.9	21	41.2	25	49

VI. Assistance

Survey Question 12. The staff of the University of Connecticut Libraries want to provide the best possible assistance. For each of the following, please indicate both your **satisfaction** with and the **importance** of the assistance provided by library personnel. (5 indicates a high level of satisfaction; 1 a low level)

	Satisfaction					Importance				
	Low		High			Low		High		
	1	2	3	4	5	1	2	3	4	5
Archives & Special Collections (Dodd Research Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Circulation Desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer & Copy Services Desk (Babidge Library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culpeper Media Library Desk (Babidge Library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exit Control (Babidge Library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information / Reference Desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reserve Desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assistance – Satisfaction With and Importance Of

Survey participants were asked to respond within a scale of 1 (Very dissatisfied) to 5 (Satisfied) in accordance to categories reflected in **Table 12**.

Means in all categories ranged between 3.75 – 4.20 indicating that most users are satisfied with assistance in the library.

Respondents place a high value of importance on the *Information/Reference Desk* ($M=4.46$) and *Reserve Desk* ($M=4.13$), and are satisfied with the assistance in both areas with ($M=4.20$) and ($M=3.96$) respectively.

Assistance with *Computers/Copiers* ($M=4.12$) and the *Circulation Desk* ($M=4.08$) are important to library users.

High percentages of non-use were reported in the area of *Archives* (60 %) and *Culpepper Media Library* (44.3 %). 11.7 % of the population surveyed does not know about the *Culpepper Media Library*.

Table 12. Satisfaction With and Importance Of Library Assistance

Pearson r correlation coefficients

Type of Assistance	Correlation r	Importance			Satisfaction				
		N	Mean - Importance	Std. Dev.	N	Mean - Satisfaction	Std. Dev.	Total Sample (% no use)	Total Sample (% don't know)
Archives/ Special Collections	.38**	739	3.62	1.31	353	3.90	.88	60.0	7.5
Circulation Desk	.23**	958	4.08	1.06	928	3.96	.89	15.0	3.5
Computer/Copy Services	.23**	872	4.12	1.02	807	3.75	1.03	25.2	2.8
Culpepper Media Desk	.30**	686	3.56	1.19	473	3.79	.98	44.3	11.7
Exit Control	.33**	925	3.51	1.29	943	3.78	1.15	9.8	6.6
Information/ Reference Desk	.31**	963	4.46	.84	950	4.20	.89	14.8	2.1
Reserve Desk	.42**	443	4.13	.98	261	3.96	.91	9.6	.7

Correlation is significant at .01 (2 tailed) level

Correlation is significant at .05 (2 tailed) level

VII. Services

Survey Question 13. The University of Connecticut Libraries provide many types of services. For each of the following items, please indicate both your **satisfaction** with and the **importance** of the service provided by the Libraries. (5 indicates a high level of satisfaction; 1 a low level)

	Satisfaction					Don't use	Don't know about	Importance					
	1	2	3	4	5			1	2	3	4	5	
A. Accuracy of library catalog in relation to materials on shelf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Course reserves (print)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Course reserves (electronic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Interlibrary loan / Document delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Libraries' web page	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Library class instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Library hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Library materials shelved in proper order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Loan periods for books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Online catalog (HOMER)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Placing materials on reserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Subject specialist liaison librarians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Services – Satisfaction With and Importance Of

Survey participants were asked to respond within a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied) in accordance to categories associated with library services as reflected in **Table 13**.

Means in all categories range between 3.78 – 4.31 indicating most users are well within the **satisfied** to **very satisfied** range with library services.

The importance of various library services is within the 3.59 – 4.66 range.

Respondents are most satisfied with *Liaisons* ($M=4.31$), *Loan Period* ($M=4.25$), *Interlibrary Loan* ($M=4.18$), placing *Materials on Reserve* ($M=3.99$), and *Electronic Course Reserves* ($M=3.97$).

Of highest importance to participants are *Accuracy of Catalog* in relation to materials on the shelf ($M=4.66$), *Online Catalog (HOMER)* ($M=4.57$), *Library Materials Shelved in Proper Order* ($M=4.63$), *Hours* ($M=4.54$), and the *Libraries' web page* ($M=4.40$).

37.1 % of the population surveyed don't know about or use (16.3 %) the Liaisons. This is also reflected in the responses to **Question 11**.

Satisfaction with the liaison is moderately correlated with consult or contacting the liaison ($r=.43$).

A large percent of the respondents indicate they do not use for *Library Class Instruction* (48.1 %), placing *Materials on Reserve* (44.3 %), and *Course Reserves – Electronic* format (39.4 %) or *Course Reserves – Print* format (38.5 %).

Table 13. Library Services – Satisfaction and Importance Descriptive Statistics

Service Type	Correlation	Importance			Satisfaction				
		N	Mean - Importance	Std. Dev.	N	Mean - Satisfaction	Std. Dev.	% of Total Sample (no use)	% of Sample (don't know)
A. Accuracy of library catalog in relation to materials on shelf	.14**	942	4.66	.69	946	3.78	.98	12.90	3.00
B. Course reserves (print)	.39**	740	4.04	1.08	601	3.93	.88	38.50	6.00
C. Course reserves (electronic)	.24**	704	4.16	1.08	570	3.97	.98	39.40	7.10
D. Interlibrary loan	.28**	819	4.38	1.05	700	4.18	.98	30.10	6.30
E. Libraries' web page	.19**	978	4.40	.87	994	3.90	.95	10.20	1.40
F. Library class instruction	.50**	607	3.59	1.24	431	3.78	1.05	48.10	10.30
G. Library hours	.13**	1012	4.54	.76	1077	3.93	1.08	3.20	0
H. Library materials shelved in proper order	.10**	978	4.63	.68	995	3.86	.99	8.00	3.60
I. Loan periods for books	.25**	936	4.33	.86	949	4.25	.98	12.10	3.10
J. Online catalog (Homer)	.17**	968	4.57	.74	989	3.95	1.04	8.70	2.80
K. Placing materials on reserve	-.14**	646	3.98	1.08	506	3.99	.92	44.30	7.50
L. Subject specialist liaison librarians	.44**	649	4.04	1.15	486	4.31	.88	37.10	16.30

Correlation is significant at .01 (2 tailed) level

Correlation is significant at .05 (2 tailed) level

Survey Question 14. From the (A – L) list above, please indicate your **top three priorities** for service enhancement.

Service: Top Three Priorities

Participants were asked to rate the top three priorities for library service. Complete results are found in **Table 14**.

Overall, 86 % of survey respondents (n=1026) note a first priority, 82.9 % a second priority, and 78.5 % a third priority.

Hours (16.1 %), *Accuracy of Catalog* in relation to books on the shelf (15.5 %), *Interlibrary Loan* (12.3 %), *HOMER* (11.2 %), and the *Web Page* (8.2 %) are top priorities for the population.

A review of **Figure 11** shows areas receiving the most emphasis for priority 1 – 3 include *HOMER*, the *Web Page*, *Hours*, and *Accuracy of Catalog*.

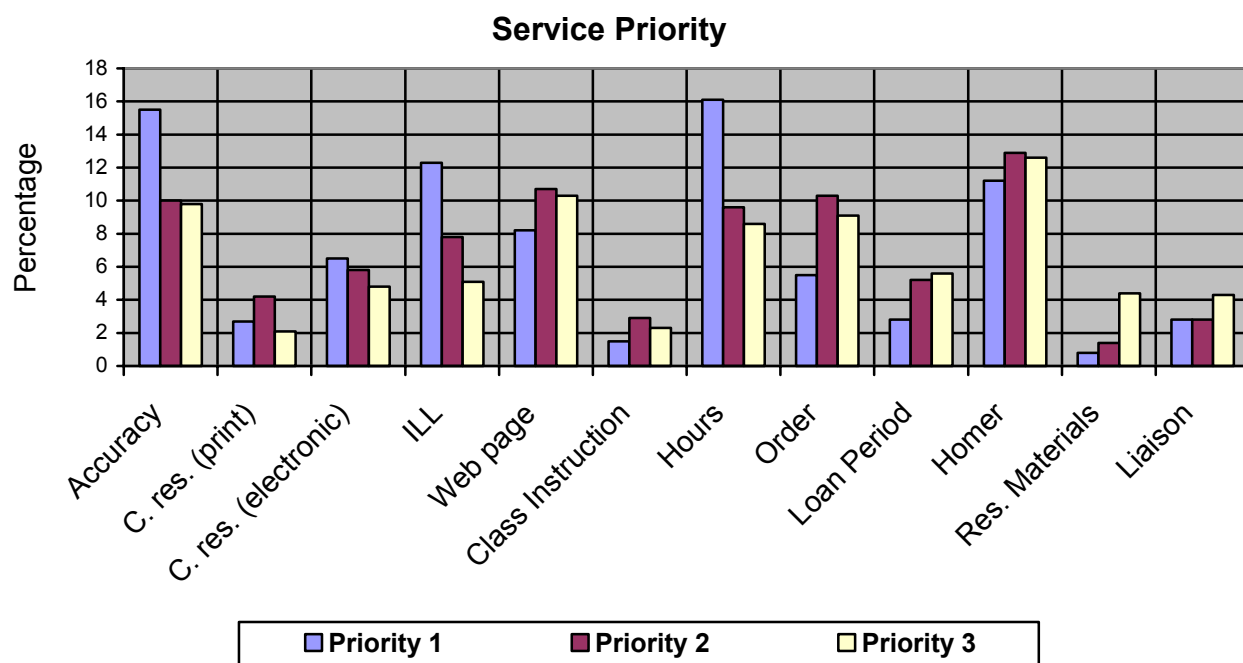


Figure 11

Table 14. Service Priority Ratings

Type of Service	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Accuracy of library catalog in relation to materials on shelf	185	15.5	119	10	117	9.8
B. Course reserves (Print)	32	2.7	50	4.2	25	2.1
C. Course reserves (Electronic)	77	6.5	69	5.8	57	4.8
D. Interlibrary loan/ Document delivery	147	12.3	85	7.8	61	5.1
E. Libraries' web page	98	8.2	128	10.7	123	10.3
F. Library class Instruction	18	1.5	35	2.9	27	2.3
G. Library hours	192	16.1	114	9.6	103	8.6
H. Library materials shelved in proper order	66	5.5	123	10.3	108	9.1
I. Loan periods for books	34	2.8	62	5.2	63	5.3
J. Online catalog (HOMER)	134	11.2	154	12.9	150	12.6
K. Placing materials on reserve	9	.8	17	1.4	52	4.4
L. Subject specialist liaison librarians	34	2.8	33	2.8	51	4.3
Total Survey	1026	86.0	989	82.9	937	78.5
Not Indicated by Participants	167	14.0	204	17.1	256	21.5

VIII. Collections

Survey Question 15. The University of Connecticut Libraries provide many forms of information and tools for finding information. For each of the following, please indicate both your *satisfaction* with and the *importance* of the materials provided by the Libraries. (5 indicates a high level of satisfaction; 1 a low level)

	Satisfaction						Don't use		Don't know about		Importance									
	Low		High								Low		High							
	1	2	3	4	5						1	2	3	4	5					
A. Archives & Special Collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Electronic full-text articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Electronic indexes & databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Government documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Journals & magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Maps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Microform research collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Reference books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Sound recordings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collections – Satisfaction With and Importance Of

Survey participants were asked to respond within a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied) in accordance to categories reflected in Table 15. Means in all categories ranged between **3.55 (Sound recordings) — 4.00 (Reference Books)** indicating most users are satisfied with library collections.

Ranges of means addressing importance within each category ranged between **3.35 (Sound recordings) — 4.60 (Books)**.

Respondents place a high value of importance on *Books* (\underline{M} =4.60), *Electronic full-text articles* (\underline{M} =4.58), *Journals & Magazines* (\underline{M} =4.53), *Electronic indexes & databases* (\underline{M} =4.53) and *Reference books* (\underline{M} =4.28).

Survey responses addressing moderate to high use satisfaction with collections include *Reference books* (\underline{M} =4.00), *Archives & Special Collections* (\underline{M} =3.91), *Electronic indexes and databases* (\underline{M} =3.90), and *Books* (\underline{M} =3.85).

The weaker correlations between satisfaction and importance that were statistically significant at the .01 level occurred in relation to *Books* (r =.13), *Electronic full-text articles* (r =.11), *Journals & Magazines* (r =.10) and *Electronic indexes & databases* (r =.24).

High percentages of non-use are in the area of *Archives & Special Collection* (59 %), *Maps* (57.8 %), *Government documents* (44.6 %), *Microform research collections* (42.2 %), and *Newspapers* (36.9 %).

7.3 % of the population surveyed did not know about *Archives & Special Collections*.

Table 15. Collections – Satisfaction and Importance Descriptive Statistics
 Pearson r correlation coefficients.

Collections	Correlation	Importance			Satisfaction				
		N	Mean - Importance	Std. Dev.	N	Mean - Satisfaction	Std. Dev.	Total Sample (% no use)	Total Sample (% don't know)
A. Archives & Special Collections	.38**	762	3.65	1.27	354	3.91	.86	59.0	7.30
B. Books	.13**	926	4.60	.73	968	3.85	.93	5.00	0
C. Electronic full-text articles	.11**	882	4.58	.80	859	3.75	1.01	14.50	2.40
D. Electronic indexes & databases	.24**	883	4.53	.81	870	3.90	.90	11.90	2.40
E. Government documents	.35**	587	3.74	1.19	371	3.65	.89	44.60	3.20
F. Journals & Magazines	.10**	893	4.53	.80	888	3.79	.97	8.70	.30
G. Maps	.43**	510	3.39	1.28	237	3.68	.99	57.80	2.60
H. Microform research collections	.39**	581	3.60	1.22	346	3.68	.94	42.20	3.20
I. Newspapers	.33**	605	3.69	1.15	410	3.74	.99	36.90	1.30
J. Reference books	.38**	796	4.28	.92	749	4.00	.82	5.00	1.30
K. Sound recordings	.51**	471	3.35	1.25	179	3.55	1.02	13.20	.80
L. Videos	.26**	577	3.69	1.20	379	3.61	1.05	51.20	4.70

Correlation is significant at .01 (2 tailed) level

Correlation is significant at .05 (2 tailed) level

Survey Question 16. From the (A – L) list above, please indicate your **top three priorities** for collections enhancement.

Collections: Top Three Priorities

Participants were asked to rate the top three priorities for library collections. Complete results are found in **Table 16**.

Overall, 82.8 % of survey respondents (n=988) note a first priority, 80 % a second priority, and 76.5 % a third priority.

Electronic full-text articles (25.8 %), *Books* (22 %), and *Journals & Magazines* (13.4 %) are top priorities.

A review of **Figure 12** shows areas receiving the most emphasis for priority 1 – 3 include *Electronic full-text articles*, *Journals & Magazines*, *Books*, and *Electronic indexes & databases*.

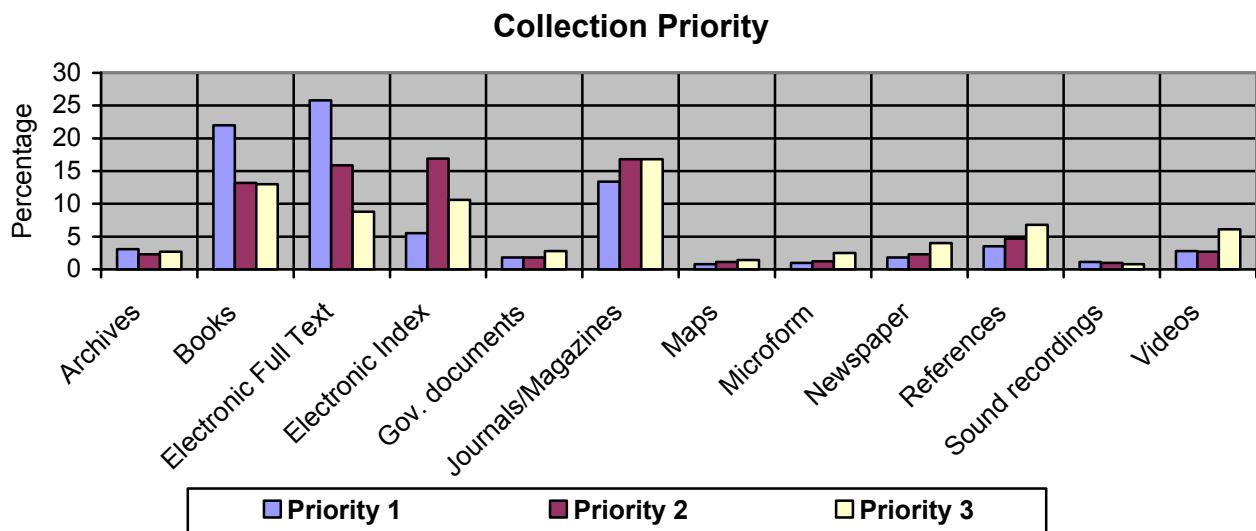


Figure 12

Table 16. Collection Priority Ratings

Type of Collection	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Archives and Special Collections	37	3.1	27	2.3	32	2.7
B. Books	263	22.0	157	13.2	155	13.0
C. Electronic full-text articles	308	25.8	190	15.9	105	8.8
D. Electronic indexes and databases	66	5.5	202	16.9	127	10.6
E. Government documents	21	1.8	22	1.8	34	2.8
F. Journals and magazines	160	13.4	201	16.8	201	16.8
G. Maps	10	.8	13	1.1	17	1.4
H. Microform research collections	12	1.0	14	1.2	30	2.5
I. Newspapers	22	1.8	28	2.3	48	4.0
J. References books	42	3.5	56	4.7	81	6.8
K. Sound recordings	13	1.1	12	1.0	10	.8
L. Videos	34	2.8	32	2.7	73	6.1
Total respondents	988	82.8	954	80.0	913	76.5
Responses not indicated	205	17.2	239	20.0	280	23.5

IX. Equipment

Survey Question 17. The University of Connecticut Libraries provide many kinds of equipment. For each of the following items, please indicate both your **satisfaction** with and the **importance** of the equipment provided by the Libraries. (5 indicates a high level of satisfaction; 1 a low level)

	Satisfaction						Don't use		Don't know about		Importance				
	Low		High								Low		High		
	1	2	3	4	5						1	2	3	4	5
A. Audio equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Internet computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Laser printers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Microform readers / printers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Microlab computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Photocopiers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Video equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equipment: Satisfaction With and Importance Of

Survey participants were asked to respond within a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied) in accordance to categories reflected in **Table 17**.

Means in all categories range between **3.36 (Photocopiers) — 3.97 (Internet computers)** indicating most users are moderately satisfied with library equipment.

Ranges of means addressing importance within each category ranged between **3.47 (Audio equipment) — 4.61 (Photocopiers)**.

Respondents place a high value of importance on *Copiers* (\underline{M} =4.61), *Internet computers* (\underline{M} = 4.55), and *Laser printers* (\underline{M} =4.26).

Survey responses addressing moderate satisfaction with equipment include *Internet computers* (\underline{M} =3.97), *Microlab computers* (\underline{M} =3.87), and *Laser printers* (\underline{M} =3.83).

The largest discrepancy, or weakest correlation between satisfaction and importance that was statistically significant, occurred in relation to *Photocopiers* (r =.01).

High percentages of non-use were reported in the area of *Audio equipment* (70.1 %), *Video equipment* (64 %), *Microform readers* (57.3 %), and *Microlab computers* (57.2 %).

Table 17. Equipment — Satisfaction and Importance Descriptive Statistics
Pearson r correlation coefficients

Equipment	Correlation	Importance			Satisfaction				
		N	Mean - Importance	Std. Dev.	N	Mean - Satisfaction	Std. Dev.	Total Sample (% no use)	Total Sample (% don't know)
A. Audio equipment	.46**	468	3.47	1.26	180	3.51	1.11	70.10	6.20
B. Internet computers	.19**	806	4.55	.83	794	3.97	1.00	23.50	1.70
C. Laser Printers	.11**	639	4.26	1.02	520	3.83	1.09	44.80	3.20
D. Microform Readers	.25**	566	3.70	1.19	343	3.45	1.09	57.30	5.40
E. Microlab computers	.31**	519	4.00	1.19	334	3.87	1.04	57.20	6.10
F. Photocopiers	.01**	899	4.61	.72	938	3.36	1.20	11.80	1.30
G. Video equipment	.39**	499	3.70	1.24	262	3.59	1.09	64.00	5.30

Correlation is significant at .01 (2 tailed) level

Correlation is significant at .05 (2 tailed) level

Survey Question 18. From the (A – G) list above, please indicate your **top three priorities** for equipment enhancement.

Equipment: Top Three Priorities

Participants were asked to rate the top three priorities for library equipment. Complete results are found in **Table 18**.

Overall, 78.7 % of survey respondents (n=939) note a first priority, 67.9 % a second priority, and 61.2 % a third priority.

Photocopiers (31.4 %), and **Computers with Internet access** (28.9 %) are top priorities.

A review of **Figure 14** shows that areas receiving the most emphasis for priority 1 – 3 include Copiers, Computers with Internet access, and Laser printers.

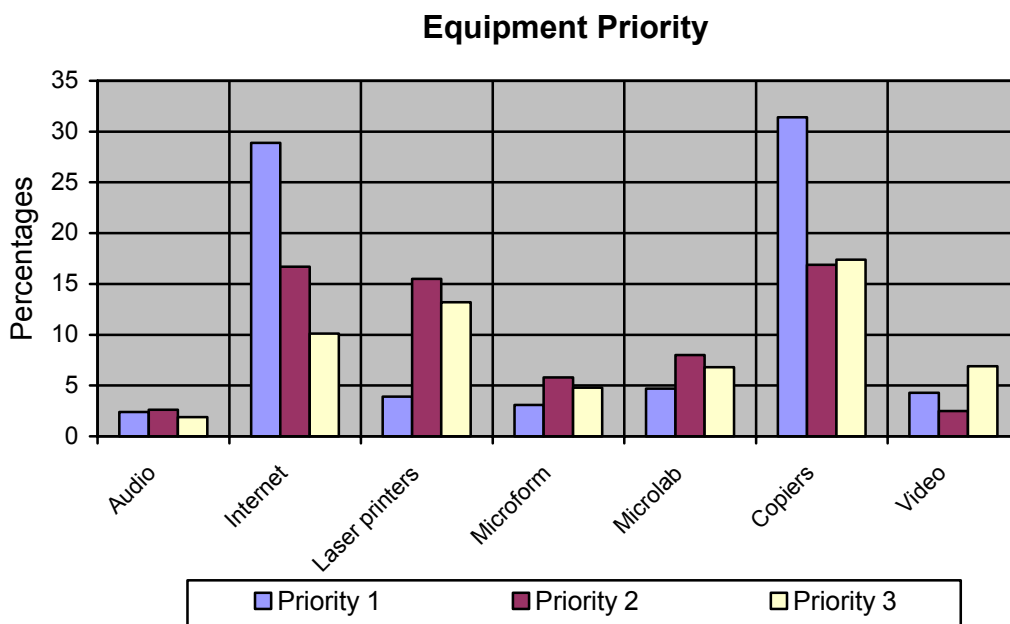


Figure 13

Table 18. Equipment Priority Rating

Type of Equipment	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Audio equipment	29	2.4	31	2.6	23	1.9
B. Internet Computers	345	28.9	199	16.7	121	10.1
C. Laser printers	46	3.9	185	15.5	158	13.2
D. Microform readers/printers	37	3.1	69	5.8	57	4.8
E. Microlab computers	56	4.7	95	8.0	81	6.8
F. Photocopiers	375	31.4	202	16.9	208	17.4
G. Video equipment	51	4.3	29	2.4	82	6.9
Total survey respondents	939	78.7	810	67.9	730	61.2
Response not indicated	254	21.3	383	32.1	463	38.8

X. Facilities

Survey Question 19. The University of Connecticut Libraries facilities have a variety of physical and environmental components. For each of the following, please indicate both your **satisfaction** with and the **importance** of the Libraries' facilities. (5 indicates a high level of satisfaction; 1 a low level)

	Satisfaction						Don't use		Don't know about		Importance				
	Low		High								Low		High		
	1	2	3	4	5						1	2	3	4	5
A. Bookworms Cafe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
B. Compliance with ADA (Americans with Disabilities Act)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C. Elevators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D. Group study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
E. Individual study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
F. Informational / directional signs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G. Library classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
H. Lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I. Listening Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
J. Noise level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K. Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
L. Temperature / air quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
M. 24-hour study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
N. Video theaters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Facilities – Satisfaction With and Importance Of

Survey participants were asked to respond within a scale of 1 (Very Dissatisfied) to 5 (Satisfied) in accordance to categories reflected in **Table 19**.

Means in all categories range between **3.42 (Group study space) — 4.02 (Bookworms Café)** indicating that most users are moderately satisfied with library facilities.

Ranges of means addressing importance within each category range between **3.48 (Listening rooms) — 4.48 (Individual study space)**.

Respondents place a high value of importance on *Individual study space* ($M=4.48$), *Noise level* ($M=4.43$), *Lighting* ($M=4.32$), *ADA Compliance* ($M=4.29$), and *24-hour study space* ($M=4.27$).

Survey responses addressing moderate satisfaction with facilities include *Bookworms Café* ($M=4.02$), *Lighting* ($M=4.01$), *ADA Compliance* ($M=3.96$), *Individual study space* ($M=3.95$), and *Library classrooms* ($M=3.87$).

The weakest correlations between satisfaction and importance that are statistically significant are *Noise level* ($r=.08$), *Restrooms* ($r=.17$), and the *24-hour study space* ($r=.16$).

High percentages of non-use are *Listening rooms* (66.2%), *Video theaters* (59.5%), *Library classrooms* (52.8%), and *ADA Compliance* (46.1%), and *24-hour study space* (42.7%).

19.9% of the population don't know about *ADA compliance*.

Table 19. Facilities – Satisfaction and Importance Descriptive Statistics
Pearson r correlation coefficients

Facilities	Correlations	Importance			Satisfaction				
		N	Mean - Importance	Std. Dev.	N	Mean - Satisfaction	Std. Dev.	Total Sample (no use)	Total Sample (don't know)
A. Bookworms Café	.26**	836	4.00	1.10	832	4.02	.93	20.4	1.7
B. ADA Compliance	.07	521	4.29	1.16	301	3.96	1.03	46.1	19.9
C. Elevators	.22**	798	3.86	1.16	798	3.69	1.05	23.3	1.2
D. Group study space	.06	678	4.17	1.08	597	3.42	1.20	39	2.3
E. Individual Study Space	.21**	814	4.48	.87	812	3.95	1.11	21.6	1.4
F. Informational signs	.21**	896	4.25	.90	967	3.81	.98	8.2	1.9
G. Library classrooms	.41**	545	3.70	1.20	388	3.87	.93	52.8	6.0
H. Lighting	.18	947	4.32	.89	1036	4.01	.92	2.9	1.4
I. Listening rooms	.51	434	3.48	1.30	193	3.75	1.02	66.2	8.2
J. Noise	.08*	944	4.43	.82	1026	3.73	1.07	3.5	1.3
K. Restrooms	.17**	914	4.20	.91	998	3.76	1.13	5.9	1.4
L. Temperature	.03	950	4.3	.85	1047	3.66	1.11	2.3	1.3
M. 24-Hour study	.16**	630	4.27	1.03	515	3.53	1.30	42.7	5.0
N. Video theaters	.31**	473	3.56	1.21	272	3.72	1.01	59.5	8.0

Correlation is significant at .01 (2 tailed) level

Correlation is significant at .05 (2 tailed) level

Survey Question 20. From the (A – N) list above, please indicate your **top three priorities** for facilities enhancement.

Facilities: Top Three Priorities

Participants were asked to rate the top three priorities for library facilities with all results indicated in **Table 20**.

Overall, 76.9% of survey respondents (n=917) note a first priority, 72.3 % a second priority, and 66.3% a third priority.

Individual study space (14.8 %), *Noise levels* (8.4 %), and *Group study space* (8.4 %), *Bookworms Café* (8.1 %), *Temperature* (6.7 %), *Informational Signs* (6.4 %) , and *24-hour study space* (5.9 %) are top priorities.

A review of **Figure 14** shows areas receiving the most emphasis for priority 1 – 3 include *Individual study space*, *Noise levels*, *Temperature*, *Group study space*, *Bookworms Café*, the *24-hour study* and *Restrooms*.

Facility Priority

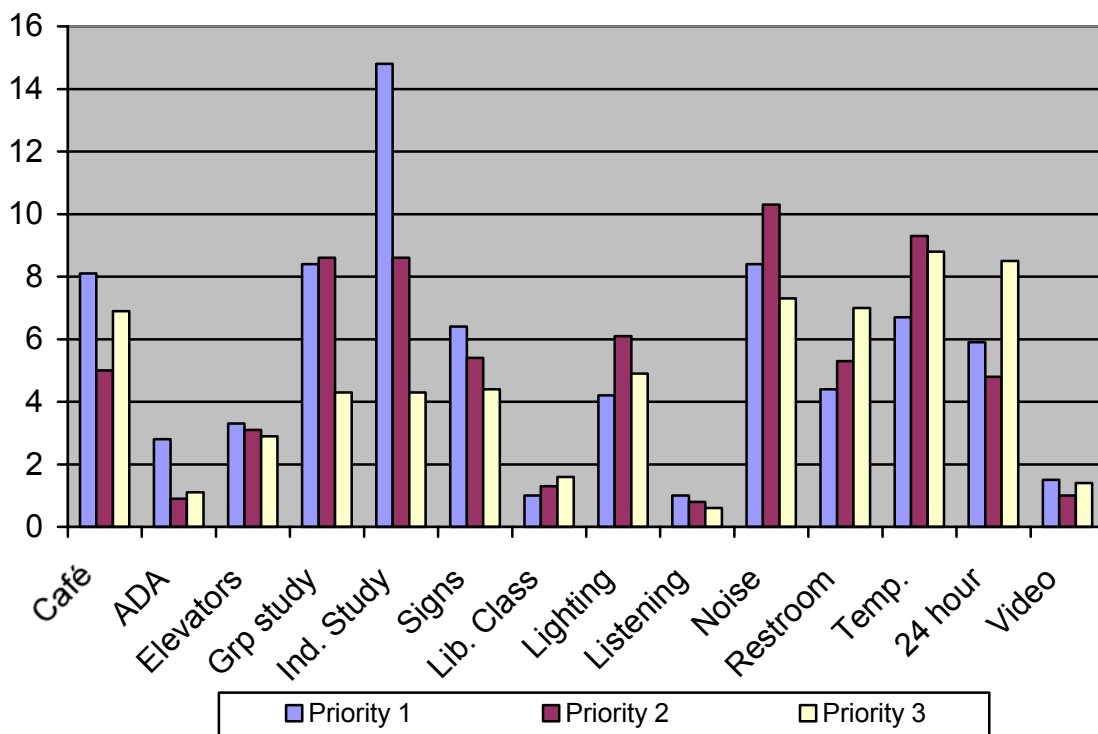


Figure 14

Table 20. Facility Priority Ratings

Type of Facility	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Bookworms Café	97	8.1	60	5.0	82	6.9
B. Compliance with ADA (Americans with Disabilities Act)	34	2.8	11	.9	13	1.1
C. Elevators	39	3.3	37	3.1	35	2.9
D. Group study space	100	8.4	103	8.6	51	4.3
E. Individual study space	177	14.8	123	10.3	80	6.7
F. Informational/directional signs	76	6.4	64	5.4	52	4.4
G. Library classrooms	12	1.0	16	1.3	19	1.6
H. Lighting	60	4.2	73	6.1	58	4.9
I. Listening rooms	12	1.0	10	.8	7	.6
J. Noise level	100	8.4	123	10.3	87	7.3
K. Restrooms	52	4.4	63	5.3	84	7.0
L. Temperature/air quality	80	6.7	111	9.3	105	8.8
M. 24 hour study space	70	5.9	57	4.8	101	8.5
N. Video theaters	18	1.5	12	1.0	17	1.4
Total survey respondents	917	76.9	863	72.3	791	66.3
Responses not indicated	276	23.1	330	27.7	402	33.7

XII. Overall Satisfaction

Survey Question 21. Please indicate your **overall satisfaction** with the University of Connecticut Libraries. (5 indicates a high level of satisfaction; 1 a low level)

	Satisfaction						Don't use		Don't know about
	Low				High				
	1	2	3	4	5				
Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>

Overall Satisfaction with University of Connecticut Libraries

92.1 % of the respondents (**n=1099**) indicate **strong overall satisfaction** with the UConn Libraries as indicated by a mean of **4.04**.

A review in accordance with university academic status is depicted in **Table 21**.

Table 21. Overall Satisfaction Descriptive Statistics

Status	N	Mean	Std. Dev.
Administrator	11	4.27	.64
Faculty	230	4.00	.77
Doctoral	235	3.92	.70
Masters	117	3.98	.78
Undergraduate	498	4.10	.63
Overall Satisfaction	1099	4.04	.70