



University of
Connecticut

LIBRARIES

Summary Report USER Survey • Conducted Spring 2006

Storrs Campus
Regional Campuses

Report to Leadership Council Prepared by
University of Connecticut Libraries
USER Team

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I. Introduction

The University of Connecticut Libraries is committed to supporting the academic, research, and curriculum needs of the University's faculty and students system-wide. In support of this mission, input from users is gathered via a variety of methods, such as user and library service quality surveys; electronic and print comments gathering; and focus groups. These activities yield data that inform service improvement and collection enhancement efforts. User input, perspective and comments are considered a critical and integral part of data collection that assists the Libraries in benchmarking, planning and decision-making responsibilities.

During spring 2006, the University Libraries conducted an online, system-wide survey of faculty, administrators, postdoctoral researchers (hereafter referred to as faculty); doctoral and masters students (hereafter referred to as graduate students); and undergraduate students. The survey was distributed by e-mail to all faculty, doctoral, and masters students and a random sample of approximately half of all undergraduate students. The purpose of the survey was to gather data concerning use, satisfaction, and importance ratings of the Libraries' assistance, collections, services, equipment and facilities. 2513 participants responded to the 27 question survey with representation from faculty, doctoral, masters and undergraduate groups. Survey respondents were asked to indicate their top three priorities regarding library assistance, collections, services, equipment, and facilities and were given an opportunity to provide comments on each topic.

The 2006 survey built on information gathered during the first phase of user surveys and included additional questions to assess new collections and services. Several questions were revised and refined to provide more specific data. Questions were added to assess library assistance, an area not previously evaluated. Respondents were also asked to indicate the format preferred for journals, books, reference books, audio and video/DVD materials.

The statistical data and survey comments augment other information that helps the University Libraries provide effective, quality library collections and efficient and effective services for the University of Connecticut community. The University Libraries will use this survey data to identify areas for improvement and to enhance the services, collections, facilities, and equipment items rated most important by users.

II. Methodology and Survey Design

A. Sample

The library survey sample consisted of all full-time faculty, administrators, and post doctoral researchers, all doctoral and masters students enrolled in degree programs, and a random sample of half of all undergraduate students system-wide. Approximately 2,164 full-time faculty members, administrators, and post doctoral researchers, 5,663 graduate (doctoral and masters) students in degree programs, and 12,927 undergraduates, randomly selected from the total undergraduate student population, received the survey. A total of 2513 surveys were returned with an overall return rate of approximately 11%.

B. Procedure

The survey was distributed to each population sample via an e-mail from the Vice Provost of University Libraries. The e-mail included the survey purpose, a hyperlink to the survey's Web address to access the survey, contact information for questions, and assurance of participant confidentiality. Participation was voluntary. Participants were eligible to enter a raffle to win one of four iPods or \$50 gift certificates to the UConn Coop. During spring semester 2006, response files were monitored to maintain a perspective on response rate. A reminder was distributed along with hyperlink to survey's Web location to the entire initial sample to solicit more survey participation.

Statistical Program for Social Sciences (SPSS) was used to compile and generate data for analysis. Responses to open-ended questions were organized in accordance with university status, academic affiliation and comment category. The User Team was assisted in developing the online survey and generating survey data by Jamison Judd, a doctoral student who worked with the Neag School of Education, Collaborative Technology Center. The faculty sample was generated by Jennifer Traynor, Assistant Manager, Human Resources Data and Information Management, and Mark Wiggins, Systems Programmer, UITS Server Support Group, distributed the faculty, graduate, and undergraduate student samples via the University e-mail system.

C. Method and Design

The survey instrument was designed using ColdFusion and housed on the server located at the University of Connecticut's Neag School of Education. The 2006 Library User Survey questions built on the first and second phases of user surveys: faculty (1997), graduate (2000), and undergraduate students (1999) and all populations (2001). Twenty seven questions addressed demographics, on site and virtual use of the library collections, and satisfaction with and importance of library services, collections, facilities, and equipment. The first section included questions about university status, campus affiliation, and school or college affiliation. In the second section a 5-point Likert scale was used to ask about the library used most often and to rate frequency use of various library resources, such as research, class preparation, computers, electronic course reserve, Web pages, interlibrary loan, electronic journals, online databases, and the subject specialist liaison. Specific library resources and services were represented by multiple items in each of the assistance, services, collections, equipment, and facilities categories. Each item was rated for both its **importance** and **satisfaction**, that is, respondents were asked to indicate how satisfied they were with current offerings and how important those were to them generally. 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. The option to contribute comments was included after each major category.

Descriptive statistics, frequencies and percents, were generated at both the aggregate and status level. Cross tabulations for Questions 1, 2, and 3 are in process and will be available on Aletrona.

III. Results Summary

In summary:

- 72.2% (N=1790) of the total population responded to the overall satisfaction question and indicated high satisfaction (4.04) with means for each individual university status group ranging from 4.02 (Graduate Students) to 4.06 (Faculty) and 4.04 (Undergraduate Students).
- 68.3 of respondents cited Homer Babbidge as the library used most frequently with the remaining Storrs departmental and regional campus libraries drawing approximately 3.5% and 14.9% respectively of the population surveyed.
- Approximately 2.9% of survey respondents indicated *Don't use* any UConn Library.
- 40.3% of the total population visited the library in person at least once a week to study or use their own materials while 28.9% use a computer and 28.3% access e-mail.
- While 32.5% of respondents visit the library in person to consult or check out a book, about 29.3% visit the library to use journals or journal articles.
- 54.6% of respondents indicated they do not use the Library to socialize and relax.
- Survey respondents were asked to record their use of the Library from their residence or office.
On a weekly or monthly basis remote library use is attributed to:
 - using electronic resources 48.9%
 - accessing HOMER 41.6%
 - renewing or placing a hold on books 18.8%
 - placing interlibrary loan requests 18.2%.
- Analysis of each major category indicates participants are generally very satisfied with all types of resources and services.
- Ratings for *Assistance*, ranged from *Computer & Copy Services assistance* 3.71 to *Reference assistance* 4.24. Most users indicated they are satisfied with the assistance they receive in their primary library. Highest satisfaction ratings are for *Reference assistance* 4.24 and *Circulation assistance* 4.15. Importance means ranged from *Archives/Special Collections* 3.41 to *Reference assistance* 4.29). Highest *Don't use* was reported for *Reserve* (53.6%) and *Archives and Special Collections* (66.7%).
- Ratings for *Services*, in all categories, range between 3.87 and 4.31 indicating most users are well within the *satisfied* to *very satisfied* range with library services with the exception of *Search for missing books* which received a slightly lower rating of 3.25. Respondents are most satisfied with *Interlibrary Loan* 4.31, *Liaison* 4.24, *Loan period for books* 4.17, and *Library hours* 4.14. *Accuracy of Catalog in relation to materials on the shelf* 4.61, *Availability of materials on shelf* 4.52, *Library Hours* 4.49, and *HOMER* 4.49 are the items noted as most important to users.

- Ratings for *Collections*, in all categories, range between *Videos/DVDs* 3.80 and *Databases* 4.18 and *Special Collections* 4.18 indicating most users are satisfied with library collections. Importance ratings within each category ranged between *Sound recordings* 3.43 to *Journals (electronic)* 4.69. Respondents place high importance on *Journals (electronic)* 4.69, *Databases* 4.68, *Books (print)* 4.59, and *Books (electronic)* 4.28.
- Ratings of satisfaction with *Equipment*, in all categories, range between *Photocopiers* 3.35 and *Internet computers* 4.01 indicating most users are moderately satisfied with library equipment. Respondents are most satisfied with *Internet computers* 4.01, *Microlab computers* 3.95, and *Video/DVDs* 3.72. Respondents place high importance on *Photocopiers* 4.48, *Internet computers* 4.46, and *Printers* 4.37.
- Ratings of satisfaction with *Facilities*, in all categories, range between *24-Hour study space* 3.47 and *Public meeting rooms/space in Dodd Research Center* 4.15 indicating that most users are moderately satisfied with library facilities.
- Ratings of moderate satisfaction with *Facilities* include *Group Study Space* 3.56, *Bookworms Café* 3.94, *Lighting* 4.01, *Restrooms* 3.88, and *Temperature/Air Quality* 3.88. Ratings of higher satisfaction levels with facilities include *Lighting* 4.04, *Library Classrooms* 4.07, *Elevators* 4.09, and *Public meeting space at Dodd Research Center* 4.15. Respondents place high importance on *Individual study space* 4.58, *Noise level* 4.52, *Lighting* 4.35, *Temperature/Air Quality* 4.34, *24-Hour study space* 4.31 and *Informational signs* 4.24.
- Over all categories:
Ratings of **highest satisfaction** are for *Interlibrary Loan* 4.31, *Liaison librarians* 4.24, *Reference assistance* 4.24, *Meeting rooms at Dodd Research Center* 4.18, and *Special Collections* 4.18.
Ratings of **highest importance** went to *Journals (electronic)* 4.69, *Databases* 4.68, *Accuracy of the library catalog* 4.61, *Books (print)* 4.59, and *Reference assistance* 4.29.
Lowest satisfaction ratings are for *Search for missing books and journals* 3.25, *Photocopiers* 3.35, *24-hour study space* 3.47.
Highest Don't use ratings are for *Sound recordings* 78.0%, *University Archives* 77.0%, *Audio equipment* 75.3%, *Special Collections* 75.0%, and *Listening rooms* 72.8%.
- Survey respondents indicated their top priorities for services, collections, facilities, and equipment.
 - Services: Library materials shelved in proper order
Library hours
Accuracy of Catalog in relation to books on the shelf
HOMER, the library catalog
 - Collections: Journals (electronic)
Books (print)
Databases, electronic
 - Equipment: Photocopiers
Internet computers
Printers
 - Facilities: Individual study space
Noise level
Bookworms Café

Demographics: Survey Questions 1 – 2

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

Administrator	<input type="radio"/>
Faculty	<input type="radio"/>
Postdoctoral Fellow / Research Assistant / Research Associate	<input type="radio"/>
Doctoral Degree Student	<input type="radio"/>
Master's Degree Student	<input type="radio"/>
Undergraduate Student	<input type="radio"/>
first year	<input type="radio"/>
second year	<input type="radio"/>
third year	<input type="radio"/>
fourth year	<input type="radio"/>
other	<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 University data.

Table 1. Survey Respondents by Academic Status

Status	SURVEYS DISTRIBUTED		SURVEYS RETURNED		
	#	% of sample	#	% of returns	% of TOTAL returns
TOTAL Administrators, Faculty, Postdoctoral Fellow / Research Assistant / Research Associate	2,138	10.3%	350	16.3%	15.2
Administrator			28		1.2
Faculty			270		11.7
Postdoctoral Fellow / Research Assistant / Research Associate			52		2.3
TOTAL Graduate Students [Doctoral & Master's]	5,663	27.3%	522	9.2%	22.6
doctoral			272		11.8
masters			250		10.9
TOTAL Undergraduate Students	12,927	62.3%	1,432	11.0%	62.1
first year			406		17.6
second year			345		15.0
third year			313		13.6
fourth year			260		11.3
other			108		4.7
TOTAL	20,728		2,304		

Survey Question 2. 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"/>
humanities	<input type="radio"/>
life sciences	<input type="radio"/>
physical & applied sciences	<input type="radio"/>
social 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 2** also identifies frequency of response in accordance with university academic status.

At the aggregate level, the largest numbers of responses are from:

Liberal Arts and Sciences 44.4% (1109)

Business 9.9% (228)

Education 9.4% (216)

Agriculture 4.0% (114).

Representativeness portrayed by comparing OIR Enrollment data with the total sample per each school.

Table 2. Frequency Based on University Status by University School / College Affiliation

School	Total Sample #	Survey %	OIR Enrollment #	OIR %
Agriculture	114	5.0	1116	4.3
Allied Health	39	1.7	561	2.1
Business Administration	228	9.9	3294	12.8
Continuing Studies	46	2.0		
Education	216	9.4	1263	4.9
Engineering	197	8.6	2151	8.3
Family Studies	72	3.1	608	2.3
Fine Arts	67	2.9	693	2.7
Liberal Arts & Sciences	1109	44.4	13,179	51.4
humanities	257	11.2		
life sciences	173	7.5		
physical & applied sciences	183	8.0		
social sciences	496	17.7		
Nursing	50	2.2	761	2.9
Pharmacy	68	3.0	291	1.1
Social work	76	3.3	592	2.3
Undecided	102	4.4	1130	4.4
Total		100.0	25,639	

Use of UConn Libraries' Collections & Services

Survey Question 3. 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"/>
Art & Design Library	<input type="radio"/>
Map and Geographic Information Center (MAGIC), Map Library (Babbidge)	<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

68.3% of those responding to Question 3 cite Homer Babbidge as the library used they used most frequently.

A review of data in **Table 3** for all other regional libraries indicates percentage of use between .5% (Torrington) and 5.5% (Trecker).

Storrs departmental library use includes the Dodd Research Center, the Art & Design Library, the Map and Geographic Information Center (Map Library), the Music & Dramatic Arts Library, and the Pharmacy Library indicates the percentage of use ranges between .1% and 1.8%.

The 2.9% of survey respondents who don't use a UConn library were immediately forwarded to the end of the survey where comments could be added.

Table 3. Library Most Frequently Used by Survey Respondents

Library	Survey #	Respondents %
Homer Babbidge	1716	78.5
Archive and Special Collections (Dodd Research Center)	7	.3
Art & Design Library	18	.8
Map and Geographical Information Center (MAGIC), Map Library (Babbidge)	2	.1
Music & Dramatic Arts Library	39	1.8
Pharmacy	13	.6
Avery Point Library	67	3.1
Hartford (Trecker Library)	120	5.5
Stamford (Jeremy Richard Library)	64	2.9
Torrington Library	12	.5
Waterbury (Edward H. Kirschbaum Library)	63	2.9
I do not use any UConn Library	64	2.9
Total Respondents	2185	100.0

Survey Question 4. I use the Library in person to:

Table 4. Use of Library in Person

	TOTAL Respondents		TOTAL Respondents		TOTAL Respondents		TOTAL Respondents		TOTAL Respondents	
	Once / Week #	%	Once / Month #	%	Once / Semester #	%	Don't use #	%	Don't know about #	%
Attend a Library instruction session	22	1.2	27	1.4	396	21.0	1117	59.3	322	17.1
Use, review or check out a print book	318	15.8	656	32.5	639	31.6	383	19.0	23	1.1
Use or review journals or journal articles	416	20.7	587	29.3	555	27.7	433	21.6	15	.7
Study or use my own materials	802	40.3	391	19.6	244	12.2	545	27.4	10	.5
Socialize and relax	398	20.6	279	14.4	188	9.7	1055	54.6	14	.7
Use a library computer	571	28.9	406	20.6	283	14.3	706	35.7	9	.5
Access email	550	28.3	331	17.0	237	12.2	819	42.1	9	.5
Use library materials on reserve	164	8.5	242	12.5	465	24.0	1029	53.2	36	1.9
Use audio/video/DVD materials	76	3.9	152	7.9	372	19.3	1257	65.1	73	3.8
Access the Internet	609	31.2	347	17.8	247	12.7	739	37.9	9	.5
Consult with library staff	112	5.8	327	16.8	669	34.4	817	42.0	19	1.0
Use library electronic resources (databases, eJournals, eBooks)	601	29.9	475	23.7	367	18.3	549	27.3	16	.8

Survey respondents were asked to assess their **onsite use** of the Library.

Once / Week highest library use is to:

- Study/use own materials 40.3% (802)
- Access the Internet 31.2% (609)
- Use a Library computer 28.9% (571)
- Access email 28.3% (550)

Highest **Don't use** percentage:

- Use audio/video/DVD materials 65.1% (1257)
- Attend a library instruction session 59.3% (1117)
- Socialize and relax 54.6% (1055)
- Use library materials on reserve 50.2% (1029)

Once / Month highest library use is to:

- Use, review, or check out a book 32.5% (656)
- Use or review journals or journal articles 29.3% (587)
- Use a Library computer 20.6% (406)

Highest **Don't know about** percentage:

- Library instruction session 17.1% (322)

Once / Semester highest library use is to:

- Consult with library staff 34.4% (669)
- Use, review, or check out a book 31.6% (639)
- Use or review journals or journal articles 21.7% (555)
- Use Library Materials on Reserve 24.0% (465)

Survey Question 6. I connect to the library from my residence to:

Table 5. Connect to the Library from My Residence

	TOTAL Respondents		TOTAL Respondents		TOTAL Respondents		TOTAL Respondents		TOTAL Respondents	
	Once / Week #	%	Once / Month #	%	Once / Semester #	%	Don't use #	%	Don't know about #	%
Search HOMER, the Library catalog	863	41.6	607	29.2	315	15.2	251	12.1	41	2.0
Use Library electronic resources (databases, eJournals and eBooks)	1017	48.9	491	23.6	268	12.8	267	12.8	36	1.7
Place interlibrary loan requests	236	11.7	369	18.2	433	21.4	889	43.9	96	4.7
Renew or place a hold on books or other library materials	149	7.5	376	18.8	464	23.2	929	46.5	78	3.9
Consult a librarian via live reference help (askHOMER Live)	21	1.1	78	4.0	220	11.2	1339	68.1	309	15.7
Use electronic reserves	218	10.9	227	11.4	296	14.9	1106	55.5	144	7.2
Use information literacy / instruction gateway	52	2.7	77	3.9	138	7.1	1320	67.5	370	18.9
Use subject Web pages / guides	118	6.0	176	9.0	246	12.6	1133	57.9	283	14.5
Use the Map and Geographic Information Center's (MAGIC) Web pages	35	1.8	59	3.0	107	5.5	1330	58.0	426	21.8
Use Archives & Special Collections' (Dodd Research Center) Web pages	30	1.5	63	3.2	136	7.0	1366	69.0	358	18.3

Survey respondents were asked to note their use of the Library *from their residence or office*.

Once / Week highest resident or office use is to:

Use electronic resources 48.9% (1017)
Search HOMER 41.6% (863)

Once / Month highest resident or office use is to:

Search HOMER 29.2% (607)
Use electronic resources 23.6% (491)
Renew or place a hold on books 18.8% (376)
Place Interlibrary Loan requests 18.2% (369)

Once / Semester highest resident or office use is to:

Renew or place a hold on books 23.2% (929)
Place interlibrary loan requests 21.4% (433)
Search HOMER 15.2% (315)

Highest **Don't use** percentage:

All items **except**: Search HOMER 12.1% (251)
Use electronic resources 12.8% (267)

Highest **Don't know about** percentage:

askHOMER Live reference help 15.7% (309)
Use Archives & Spec. Collections Web pages 18.3% (358)
Use Information literacy/instruction gateway 18.9% (370)
Use Map and Geog. Info Web pages 21.8 (426)

Assistance

Survey Question 8. The staff of the University of Connecticut Libraries provides user assistance at several public service desks. 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	Don't use	Don't know about	1	2	3	4	5	
Archives & Special Collections assistance (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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Circulation assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 assistance (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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culpeper Media Library assistance (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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 (Low) to 5 (High) to categories about *assistance* reflected in **Table 6**.

Means in all categories ranged between **3.71** and **4.24** and indicate most users are satisfied with assistance received in their primary library.

Highest *satisfaction* ratings are for:

Reference assistance 4.24 (1098)
Circulation assistance 4.15 (1272)

Highest *Don't use* percentage:

Archives 66.7%
Culpepper Media Library 56.0%
Reserve 53.6%.

Highest *importance* ratings are for:

Reference assistance 4.26 (1273)
Circulation assistance 4.19 (1370)
Computer/Copy Services assistance 3.96 (1233)
Reserves 3.96 (1104)

Highest *Don't know about* percentage:

Archives 13.3%
Culpepper Media Library 11.6%

Table 6. Satisfaction With and Importance of Library Assistance

Type of Assistance	Satisfaction					Importance		
	N	Mean - Satisfaction	Std. Dev.	Total Sample (% Don't use)	Total Sample (% Don't know about)	N	Mean - Importance	Std. Dev.
Archives/ Special Collections	399	4.00	.987	66.7	13.3	924	3.41	1.43
Circulation	1272	4.15	.876	32.2	4.0	1370	4.19	1.03
Computer/Copy Services	1050	3.71	1.07	41.8	5.3	1233	3.96	1.14
Culpeper Media Library	640	3.92	.934	56.0	11.6	971	3.65	1.27
Reference	1098	4.24	.852	40.9	4.2	1273	4.29	.986
Reserve	804	4.10	.925	53.6	5.7	1104	3.96	1.16

Services

Survey Question 10. The University of Connecticut Libraries provides 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							Importance						
	Low			High				Don't use	Don't know about	Low		High		
	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' homepage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<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. Availability of materials on shelves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<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. HOMER, the Library catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<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														
L. Self check-out terminals (Babbidge)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<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. Search for missing books or journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<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. 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"/>
O. Subject Web pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<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 (Low) to 5 (High) to categories about *library services* as reflected in **Table 7**.

Means in all categories range between 3.87 and 4.31 indicating most users are well within the *satisfied* to *very satisfied* range with library services with the exception of *Search for missing books* which received a slightly lower rating of 3.25.

Means in all categories of *importance* of library services range between *Subject Web pages* 3.77 and *Accuracy of library catalog in relation to materials on the shelf* 4.61.

Highest **satisfaction** ratings:

Interlibrary Loan 4.31 (1081)
Liaison 4.24 (732)
Loan period for books 4.17 (1475)
Library hours 4.14 (1608)

Lowest **satisfaction** rating:

Searches for missing books or journals 3.25 (706)

Highest **importance** ratings:

Accuracy of library catalog 4.61 (1548)
Availability of materials on shelf 4.52 (1500)
Library Hours 4.49 (1565)
HOMER 4.49 (1512)

Highest **Don't use** percentage:

Library instruction 57.6%
Placing items on reserve 56.8%
Course reserves (print) 53.2%
Course reserves (electronic) 51.3%
Subject Web pages 50.1%

Highest **Don't know about** percentage:

Subject Web pages 13.1%
Liaisons 10.8%
Search for missing books 10.3%

[With the exception of items listed above, all other **Don't know about** library services percentages are under 10%.]

Table 7. Library Services – Satisfaction and Importance Descriptive Statistics

Services	Satisfaction					Importance		
	N	Mean - Satisfaction	Std. Dev.	Total Sample (% no use)	Total Sample (% don't know)	N	Mean - Importance	Std. Dev.
A. Accuracy of library catalog in relation to materials on shelf	1442	4.04	.932	18.7	4.1	1458	4.61	.760
B. Course reserves (print)	770	4.01	.853	53.2	5.1	1025	3.98	1.16
C. Course reserves (electronic)	792	4.04	.932	51.3	5.7	1022	4.14	1.11
D. Interlibrary loan / Document delivery	1081	4.31	.922	37.9	4.0	1261	4.42	.947
E. Libraries' homepage	1604	3.98	.939	12.5	1.2	1527	4.27	.967
F. Library class instruction	632	3.94	.975	57.6	8.2	937	3.62	1.26
G. Library hours	1680	4.14	1.07	7.5	1.8	1565	4.49	.835
H. Availability of materials on shelves	1542	3.92	.953	15.2	1.7	1500	4.52	.773
I. Loan periods for books	1475	4.17	.998	18.7	1.8	1465	4.31	.897
J. HOMER, the Library catalog	1594	4.07	.914	12.9	1.6	1512	4.49	.773
K. Placing materials on reserve	708	4.03	.934	56.8	4.9	943	3.89	1.12
L. Self check-out terminals (Babbidge)	1149	3.87	1.14	31.6	6.6	1244	3.85	1.16
M. Searches for missing books or journals	706	3.25	1.24	51.5	10.3	946	4.06	1.03
N. Subject specialist liaison librarians	732	4.24	.929	49.6	10.8	954	4.04	1.15
O. Subject Web pages	677	3.95	.909	50.1	13.1	895	3.77	1.19

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

Table 8. Service Priority Ratings

Type of Service	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Accuracy of library catalog in relation to materials on shelf	280	11.1	206	8.2	169	6.7
B. Course reserves (Print)	37	1.5	58	2.3	54	2.1
C. Course reserves (Electronic)	110	4.4	102	4.1	82	3.3
D. Interlibrary loan/ Document delivery	198	7.9	156	6.2	120	4.8
E. Libraries' homepage	105	4.2	137	5.5	119	4.7
F. Library class Instruction	30	1.2	38	1.5	50	2.0
G. Library hours	343	13.6	170	6.8	170	6.8
H. Library materials shelved in proper order	205	8.2	261	10.4	218	8.7
I. Loan periods for books	64	2.5	98	3.9	111	4.4
J. HOMER, the Library catalog	200	8.0	226	9.0	190	7.6
K. Placing materials on reserve	12	.5	26	1.0	30	1.2
L. Self check-out terminals (Babbidge)	71	2.8	59	2.3	97	3.9
M. Searches for missing books or journals	40	1.6	87	3.5	103	4.1
N. Subject specialist liaison librarians	46	1.8	42	1.7	50	2.0
O. Subject Web pages	30	1.2	51	2.0	88	3.5
Total Survey	1771	70.8	1717	68.3	1651	65.7
Not Indicated by Participants	742	29.5	796	31.7	862	34.3

Services: Top Three Priorities

Participants were asked to select their top three priorities for *service enhancement*.

A review of **Table 8** shows *services* receiving top priority are:

- H. Library materials shelved in proper order 27.3%
- G. Library hours 27.2%
- A. Accuracy of Catalog in relation to books on the shelf 26.0%

[These items also received the highest votes as second and third priorities.]

Collections

Survey Question 13. The University of Connecticut Libraries provides 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. Books (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"/>
B. Books (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"/>
C. Databases, 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"/>
D. 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"/>
E. Journals (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"/>
F. Journals (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"/>
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"/>
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"/>
I. Reference 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"/>
J. 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"/>
K. 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"/>	<input type="radio"/>	<input type="radio"/>
L. University Archives (Dodd Research Center)															
M. Videos/DVDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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 (Low) to 5 (High) to categories about *collections* reflected in **Table 9**.

Means in all categories ranged between *Videos/DVDs* 3.80 and *Databases* 4.18 and *Special Collections* 4.18 indicating most users are satisfied with library collections.

Highest **satisfaction** ratings:

Databases, electronic 4.18 (1542)
 Special Collections 4.18 (304)
 University Archives 4.17 (262)
 Reference collections 4.06 (756)
 Books (print) 4.09 (1553)
 Journals (electronic) 4.12 (1527)

Highest **Don't use** percentage:

Sound recording 78.0%
 University Archives 77.0%
 Maps 75.6%
 Special Collections 75.0%
 Microform research collections 73.3%

Highest **importance** ratings:

Journals (electronic) 4.69 (1474)
 Databases 4.68 (1498)
 Books (print) 4.58 (1498)
 Books (electronic) 4.28 (1175)

Highest **Don't know about** percentage:

University Archives 8.1%
 Special Collections 7.8%

Table 9. Collections – Satisfaction and Importance Descriptive Statistics

Collections	Satisfaction					Importance		
	N	Mean - Satisfaction	Std. Dev.	Total Sample (% no use)	Total Sample (% don't know)	N	Mean - Importance	Std. Dev.
A. Books (print)	1553	4.09	.866	12.6	.4	1498	4.59	.723
B. Books (electronic)	1020	3.86	1.01	37.3	5.5	1175	4.28	.995
C. Databases, electronic	1542	4.18	.894	12.3	1.2	1498	4.68	.668
D. Government Documents	555	3.92	.942	63.4	5.3	885	3.87	1.21
E. Journals (print)	1292	3.97	.945	26.5	1.1	1356	4.40	.914
F. Journals (electronic)	1527	4.12	.953	13.7	.9	1474	4.69	.671
G. Maps	347	3.91	.966	75.6	4.8	735	3.50	1.34
H. Microform research collections	366	3.86	.987	73.3	6.0	746	3.51	1.32
I. Reference collections	756	4.06	.786	53.7	3.4	950	4.06	1.08
J. Sound recordings	282	3.86	1.02	78.0	6.0	687	3.43	1.33
K. Special Collections (Dodd Research Center)	304	4.18	.896	75.0	7.8	710	3.61	1.33
L. University Archives (Dodd Research Center)	262	4.17	.933	77.0	8.1	671	3.57	1.35
M. Videos/DVDs	573	3.80	1.06	62.9	4.6	852	3.83	1.20

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

Table 10. Collection Priority Ratings

Type of Collection	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Books (print)	498	19.8	217	8.6	246	9.8
B. Books (electronic)	142	5.7	261	10.4	168	6.7
C. Databases, electronic	229	9.1	292	11.6	260	10.3
D. Government Documents	12	.5	33	1.3	54	2.1
E. Journals (print)	89	3.5	275	10.9	200	8.0
F. Journals (electronic)	540	21.5	347	13.8	241	9.6
G. Maps	18	.7	19	.8	32	1.3
H. Microform research collections	9	.4	24	1.0	38	1.5
I. Reference collections	15	.6	40	1.6	108	4.3
J. Sound recordings	20	.8	24	1.0	20	.8
K. Special Collections (Dodd Research Center)	9	.4	9	.4	26	1.0
L. University Archives (Dodd Research Center)	4	.4	9	.4	18	.7
M. Videos/DVDs	75	3.0	62	2.5	139	5.5
Total respondents	1660	66.1	1612	64.1	1550	61.7
Responses not indicated	853	33.9	901	35.9	963	38.3

Collections: Top Three Priorities

Participants were asked to select their top three priorities for *library collections*.

A review of **Table 10** shows *collections* receiving top priority are:

- F. Journals (electronic) 44.9%
- A. Books (print) 38.2%
- C. Databases, electronic 31.0%

Question 16. Preferred format for library collections: (Please respond to each category)

	Print	Electronic	No Preference
Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reference Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Respondents were asked to indicate their preferred format for book, journal, and reference materials. Overwhelmingly, print books are preferred over print journals or reference materials. 80% indicate preference for electronic journals and 47.8% for reference materials. Only 29.1% indicate no preference for reference materials in either print or electronic formats.

Table 11. Preferred format for library collections

Type of Collection	Print		Electronic		No Preference	
	#	%	#	%	#	%
Books	1237	69.0	395	22.0	161	9.0
Journals	249	13.4	1435	80.0	119	6.6
Reference Materials	412	23.1	852	47.8	520	29.1

Question 17. Preferred format for audio / visual collections: (Please respond to each category)

	Circulating disks or tapes	Web Streaming	No Preference
Audio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video / DVD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Respondents indicate no preference for *circulating* vs. *Web streaming* formats for audio 45.3% or video/DVD materials 41.8%.

Survey respondents are moderately interested in Web streaming audio 35.9% and video/DVD 30.1% materials.

Table 12. Preferred format for audio / visual collections

Type of Collection	Circulating disks or tapes		Web Streaming		No Preference	
	#	%	#	%	#	%
Audio	334	18.8	636	35.9	804	45.3
Video / DVD	501	28.1	536	30.1	745	41.8

Equipment

Survey Question 19. The University of Connecticut Libraries provides 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					Importance							
	Low		High			Low		High					
	1	2	3	4	5	Don't use	Don't know about	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"/>
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"/>
C. 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"/>
D. 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"/>
E. 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"/>
F. 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"/>
G. Video / DVD 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"/>

Equipment: Satisfaction With and Importance Of

Survey participants were asked to respond within a scale of 1 (Low) to 5 (High) to categories about *equipment* reflected in **Table 13**.

Means in all categories range between *Photocopiers* 3.35 and *Internet computers* 4.01 indicating most users are moderately satisfied with library equipment.

Highest **satisfaction** ratings:

Internet computers 4.01 (1263)

Microlab computers 3.95 (454)

Highest **Don't use** percentage:

Audio equipment 75.3%

Microform readers 72.2%

Video/DVDs 70.9%

Lowest **satisfaction** ratings:

Photocopiers 3.35 (1275)

Highest **Don't know about** percentage:

Microlab computers 6.6%

Microform readers 4.8%%

Highest **importance** ratings:

Photocopiers 4.48 (1322)

Internet computers 4.46 (1258)

Printers 4.37 (1062)

Table 13. Equipment — Satisfaction and Importance Descriptive Statistics

Equipment	Satisfaction					Importance		
	N	Mean - Satisfaction	Std. Dev.	Total Sample (% no use)	Total Sample (% don't know)	N	Mean - Importance	Std. Dev.
A. Audio equipment	327	3.69	1.04	75.3	6.2	701	3.62	1.29
B. Internet computers	1263	4.01	.995	28.2	.5	1258	4.46	.910
C. Microform readers / printers	407	3.60	1.09	72.2	4.8	757	3.69	1.25
D. Microlab computers	454	3.95	.954	67.6	6.6	748	3.92	1.24
E. Photocopiers	1275	3.35	1.25	27.4	.7	1322	4.48	.813
F. Printers	937	3.63	1.16	45.8	1.2	1062	4.37	.944
G. Video/DVD	466	3.72	1.07	70.0	3.6	788	3.83	1.20

Survey Question 19. From the (A – G) list above, please indicate your top three priorities for equipment enhancement.

Table 14. Equipment Priority Ratings

Type of Equipment	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Audio equipment	43	1.7	50	2.0	60	2.4
B. Internet computers	627	25.0	267	10.6	235	9.4
C. Microform readers / printers	53	2.1	61	2.4	80	3.2
D. Microlab computers	68	2.7	114	4.5	93	3.7
E. Photocopiers	521	20.7	405	16.1	301	12.0
F. Printers	133	5.3	425	16.9	353	14.0
G. Video / DVD equipment	91	3.6	87	3.5	195	7.8
Total survey respondents	1536	61.1	1409	56.1	1317	52.4
Response not indicated	977	38.9	1104	43.9	1196	47.6

Equipment: Top Three Priorities

Participants were asked to rate their top three priorities for *library equipment*.

A review of **Table 14** shows *library equipment* receiving top priority are:

- E. Photocopiers 48.8%
- B. Internet computers 45.0%
- F. Printers 36.2 % [*Printers* recorded high percentage as second 16.9% and third 14.0% priority.]

Facilities

Survey Question 22. 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							Importance						
	Low		High			Don't use	Don't know about	Low		High				
	1	2	3	4	5			1	2	3	4	5		
A. Bookworms Café	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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. 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"/>
C. 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"/>
D. 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"/>
E. 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"/>
F. 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"/>
G. 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"/>
H. 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"/>
I. 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"/>
J. Public meeting rooms / spaces (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"/>	<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 (Low) to 5 (High) to categories about *facilities* reflected in **Table 15**.

Means in all categories range between *24-Hour study space* 3.47 and *Public meeting rooms/space in Dodd Research Center* 4.15 indicating that most users are moderately satisfied with library facilities.

Highest **satisfaction** ratings:

Dodd public meeting space 4.15 (480)
Elevators 4.09 (1226)
Library Classrooms 4.07 (661)
Lighting 4.04 (1615)

Lowest **satisfaction** ratings:

Group study space 3.56 (999)
24-Hour study space 3.47 (1731)

Highest **Don't use** percentage:

Listening rooms 72.8%
Dodd public meeting space 65.7%
Library classrooms 58.7%
24-hour study space 49.0%
Group study space 42.5%

Highest **Don't know about** percentage:

Dodd public meeting space 6.9%
24-Hour study space 6.9%
Listening rooms 6.9%

High **importance** ratings are for:

Individual study space 4.58 (1316)
Noise level 4.52 (1501)
Lighting 4.35 (1493)
Temperature/Air Quality 4.34 (1513)
24-Hour study space 4.31 (962)
Informational signs 4.24 (1397)

Due to a technical problem, video theater data is not available.

Table 15. Facilities – Satisfaction and Importance Descriptive Statistics

Facilities	Satisfaction					Importance		
	N	Mean - Satisfaction	Std. Dev.	Total Sample (% no use)	Total Sample (% don't know)	N	Mean - Importance	Std. Dev.
A. Bookworms Café	1283	3.94	.991	26.0	2.2	1302	4.18	1.07
B. Elevators	1226	4.09	.960	30.4	.7	1264	3.84	1.24
C. Group study space	999	3.56	1.20	42.5	1.2	1100	4.25	1.04
D. Individual study space	1317	3.92	1.08	24.9	.9	1316	4.58	.795
E. Informational / directional signs	1451	3.91	.978	15.9	2.0	1379	4.24	.991
F. Library classrooms	661	4.07	.887	58.7	4.1	878	3.83	1.17
G. Lighting	1615	4.04	.921	7.9	1.0	1493	4.35	.901
H. Listening rooms	360	3.99	.960	72.8	6.9	709	3.65	1.29
I. Noise level	1626	3.72	1.12	7.1	1.4	1501	4.52	.782
J. Public meeting rooms / spaces (Dodd Research Center)	480	4.15	.894	65.7	7.1	757	3.78	1.23
K. Restrooms	1563	3.88	1.01	11.3	.9	1455	4.27	.909
L. Temperature / air quality	1650	3.88	.998	5.5	1.4	1513	4.34	.864
M. 24-Hour study space	1731	3.47	1.37	49.0	6.9	962	4.31	1.04
N. Video theaters	na	na	na	na	na	na	na	na

Survey Question 23. From the (A – N) list above, please indicate your **top three priorities** for facilities enhancement.

Table 16. Facility Priority Ratings

Type of Facility	First Priority		Second Priority		Third Priority	
	#	%	#	%	#	%
A. Bookworms Café	279	11.1	140	5.6	173	6.9
B. Elevators	34	1.4	48	1.9	52	2.1
C. Group study space	154	6.1	194	7.7	134	5.3
D. Individual study space	325	12.9	250	9.9	174	6.9
E. Informational / directional signs	97	3.9	53	2.1	54	2.1
F. Library classrooms	23	.9	20	.8	28	1.1
1790G. Lighting	88	3.5	153	6.1	110	4.4
H. Listening rooms	12	.5	13	.5	17	.7
I. Noise level	207	8.2	243	9.7	204	8.1
J. Public meeting rooms / spaces (Dodd Research Center)	16	.6	23	.9	26	1.0
K. Restrooms	59	2.3	85	3.4	119	4.7
L. Temperature / air quality	113	4.5	135	5.4	160	6.4
M. 24-Hour study space	123	4.9	91	3.6	105	4.2
N. Video theaters	22	.9	16	.6	42	1.7
Total survey respondents	1552	61.8	1464	58.3	1398	55.6
Responses not indicated	961	38.2	1049	41.7	1115	44.4

Facilities: Top Three Priorities

Participants were asked to rate their top three priorities for *library facilities*.

A review of **Table 16** shows *library facilities* receiving top priority are:

- D. Individual study space 29.7%
- I. Noise level 26.0%
- A.. Bookworms Café 13.6.1%

25. Overall Satisfaction

Survey Question 25. 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	○	○	○	○	○		○	○

Overall, faculty, graduate and undergraduate students indicated high overall satisfaction ratings for the Libraries at both the aggregate, group, and individual status levels.

Table 17. Overall Satisfaction Descriptive Statistics by Group

Status	N	Mean	Std. Dev.
Faculty	299	4.06	.781
Graduate Students	412	4.02	.792
Undergraduate Students	1079	4.04	.748
Overall Satisfaction	1790	4.04	.764

Table 18. Overall Satisfaction Descriptive Statistics by Individual Status Level

Status	N	Mean	Std. Dev.
Administrator	19	4.16	.688
Faculty	239	4.03	.809
Postdoctoral Fellow / Research Assistant / Research Associate	41	4.24	.624
Doctoral Degree Student	233	4.09	.726
Master's Degree Student	179	3.93	.865
Undergraduate			
first year	295	4.19	.711
second year	263	3.96	.785
third year	238	4.00	.712
fourth year	197	3.94	.771
other	86	4.16	.733