

University of Connecticut Libraries

Undergraduate Student Surveys • 1997 - 1998

Storrs Campus
Regional Campuses

**Report Prepared by
University of Connecticut Libraries
USER Team**

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www.lib.uconn.edu/survey/

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University of Connecticut Libraries 1997 – 1998 Undergraduate Student Surveys

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 have undertaken a series of system-wide user surveys to gather evaluative data from faculty, undergraduate students, and graduate students. The series began with a survey of faculty conducted during Fall 1996. The survey of undergraduate students at the Storrs campus was conducted during Fall 1997, and at the regional campuses during Spring, 1998.

These surveys represent the first system-wide survey of undergraduate students conducted by the University of Connecticut Libraries. The purpose of these surveys is to learn about undergraduate student use of, attitudes toward, and satisfaction with the Libraries' collections, services, and facilities. The information gathered represents an important advance in our effort to better understand library use by this segment of our primary user population. This information contributes to a collection of data that will assist the Libraries in benchmarking, planning, and decision-making responsibilities.

II. Sampling Plan and Methodology

A. Storrs Campus

In surveying undergraduate students, the Libraries were interested in gathering data from both lower level (freshman and sophomore) and upper level (junior and senior) students. In particular, data gathered from upper level undergraduate students was intended to reflect the populations from the University's major academic areas. Dr. Uwe Koehn, of the University's Statistics department, assisted the User Team in developing a sampling plan to achieve these goals. The sampling plan detailed a method of randomly selecting approximately 400 lower level (freshman and sophomore) students, and approximately 400 upper level (junior and senior) students from the following five major academic areas: College of Liberal Arts and Sciences (including Education, Family Studies, Fine Arts, and General Studies); College of Agriculture and Natural Resources; School of Allied Health (including Nursing and Pharmacy); School of Business Administration; and the School of Engineering. The sampling plan intended to create 6 samples of 400 each with a 95% confidence interval and a $\pm 5\%$ error rate.

To ensure a random sampling, the survey was conducted in class rather than in the Library. Using course and enrollment information maintained by the Registrar, Dr. Koehn generated a list of classes along with enrollment information for distribution purposes. Within each of the six sampling areas for the Storrs campus, classes were selected in order to distribute and collect data from approximately 400 students. Following a similar pattern, random classes were chosen to distribute and collect data from 400 regional campus students. A letter was sent to each faculty member whose class had been selected describing the purpose of the survey and the details of how library staff would conduct the survey. A USER Team contact person was included in each letter to facilitate any changes that might be needed regarding the date, time, or viability of conducting the survey with a particular class. In several instances, additional classes were selected to accommodate faculty preferences and lower class enrollment than indicated by registrar information.

During the week of November 17, 1997, USER Team members, in some instances accompanied by library liaisons, distributed approximately 2400 surveys in 62 undergraduate classes. Of the 1737 surveys returned, 401(23%) represented lower level responses and 1324 (76%) represented upper level responses. In an effort to achieve sampling plan objectives, slightly more than 400 surveys were distributed to students in each of the 6 samples. However, a discrepancy between class enrollment and actual attendance significantly affected the USER team's ability to retrieve the sample pool desired.

B. Regional Campuses

For the regional campuses (Avery Point, Greater Hartford, Stamford, Torrington, and Waterbury campuses), Dr. Koehn developed a similar plan to randomly sample students, with a 95% confidence interval and a $\pm 5\%$ error rate. Sample sizes for each campus were determined in proportion to regional campus student enrollment statistics. Since only two of the regional campuses had student populations large enough to draw a random sample of 400 students, it was decided to sample the regional campuses as a whole. During March 1998, surveys were distributed to undergraduate students at each of the regional campuses. Librarians at each campus distributed approximately 661 surveys in 25 classes and collected 458.

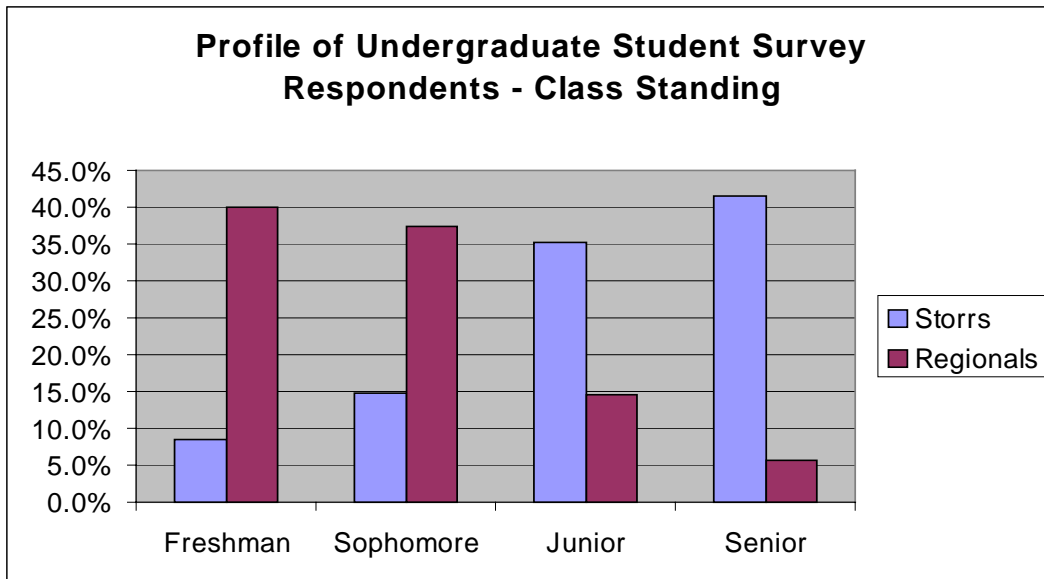
III. Survey Results

A. Profile of Survey Respondents

Q. 1 Please indicate your class standing.

The class distribution of Storrs and regional campus respondents reflects the sampling plan described in the Methodology section. Although the regional campuses were sampled as a whole without specific regard to student status, the results support the overall population, which concentrates on the first two years of undergraduate studies.

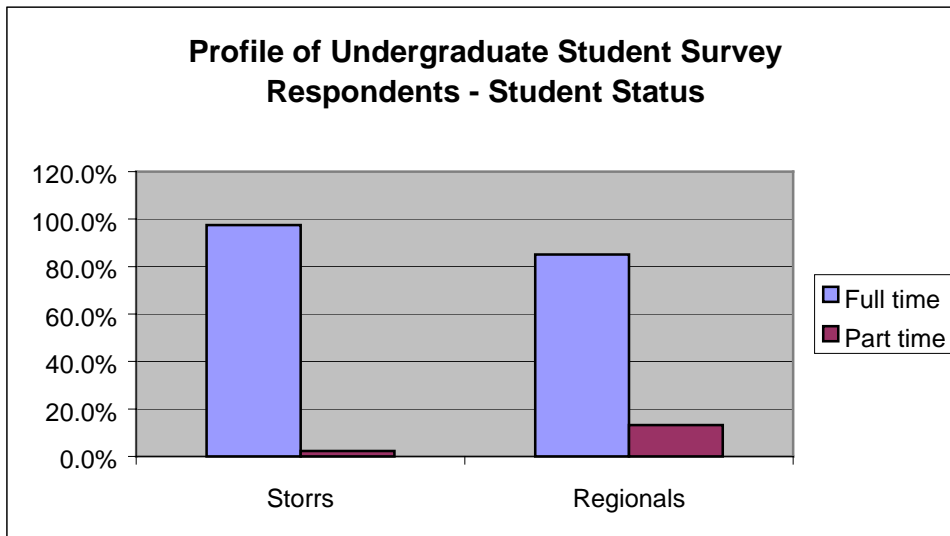
Class Standing	<u>Storrs</u>	<u>Regionals</u>
Lower Level (Freshman & Sophomore)	23.2%	77.5%
Upper Level (Juniors & Seniors)	76.7%	20.2%



Q. 2 Please indicate your current status.

Undergraduate students were asked to indicate student status. Results indicate a larger percentage of full-time students at the Storrs campus and a larger percentage of part-time students at the regional campuses.

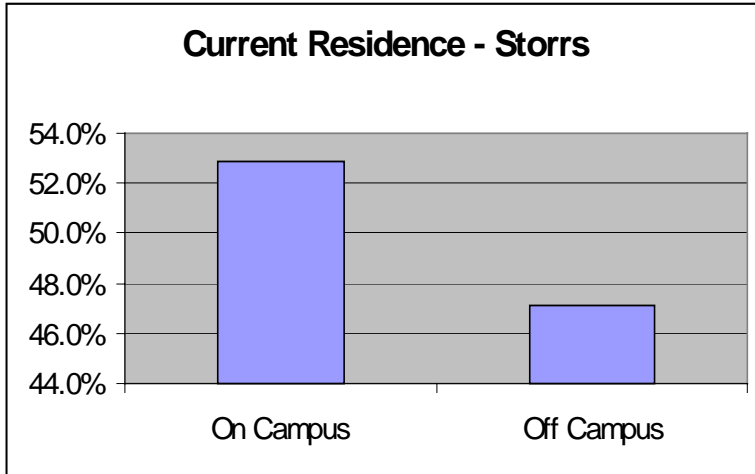
Student Status	<u>Storrs</u>	<u>Regionals</u>
Full time	97.5%	85.1%
Part time	2.3%	13.2%



Q. 3 *Where do you currently live?*

Storrs campus students were asked to indicate where they reside, on or off campus. Results indicate an almost even distribution between on and off campus residence. All regional campuses are non-residential; they were not surveyed for this item.

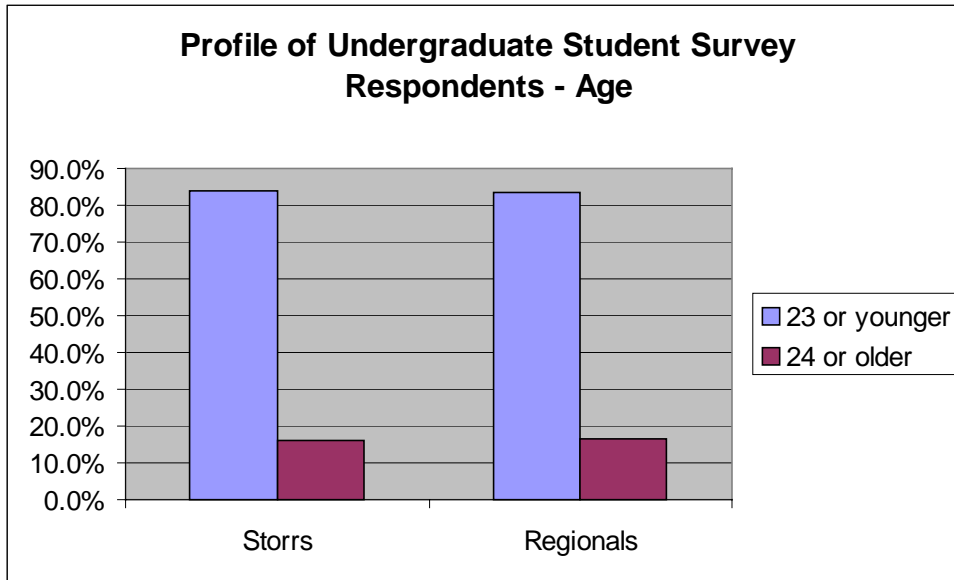
Current Residence	<u>Storrs</u>	<u>Regionals</u>
On campus	52.9%	N/A
Off campus	47.1	N/A



Q.4 *What is your age?*

Survey results indicate similar findings regardless of campus affiliation. The majority of respondents for both Storrs and regional campus students were 23 or younger.

Age	<u>Storrs</u>	<u>Regionals</u>
23 or younger	84.1%	83.6%
24 or older	15.9%	16.4%



B. Current Program Enrollment by Campus

Q. 5 *In which program are you currently enrolled?*

Undergraduate student respondents indicated their academic affiliation as follows:

1. Current Enrollment – Storrs

College of Agriculture and Natural Resources	11.5%
College of Liberal Arts & Sciences	18.7%
General Studies	.2%
School of Allied Health	6.4%
School of Business Administration	20.6%
School of Education	10.8%
School of Engineering	15.6%
School of Family Studies	.9%
School of Fine Arts	.7%
School of Nursing	7.2%
School of Pharmacy	6.1%
Undeclared	1.3%

2. Current Enrollment – Regional Campus Libraries

College of Liberal Arts and Sciences	67.9%
General Studies	22.2%
Undeclared	1.0%

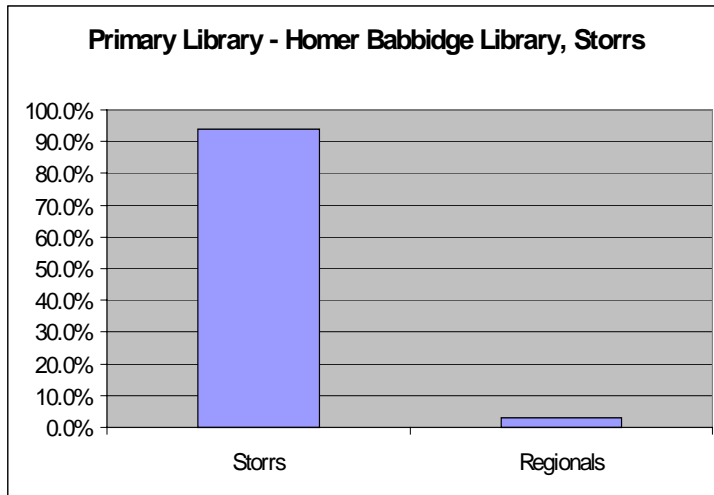
C. Primary Library Use by Campus

Q. 6 Please indicate the primary UConn library you use.

Undergraduate students at each campus indicated the library they use most often. Babbidge Library was overwhelmingly selected by Storrs campus students. The regional campus undergraduates selected campus libraries in approximate proportions to campus enrollments.

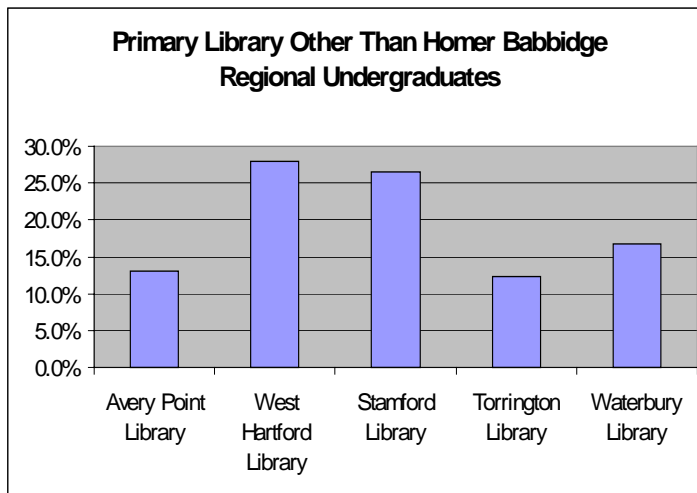
1. Storrs Campus

Homer Babbidge Library	94.1%
Art & Design Library	0.3%
Map Library	0.3%
Cookson Music Library	0.6%
Dodd Research Center	0.1%
Pharmacy Library	4.5%



2. Regional Campuses

Homer Babbidge Library	3.2%
Avery Point Library	13.0%
Harleigh B. Trecker Library	28.0%
Jeremy Richard Library	26.5%
Torrington Library	12.4%
Waterbury Library	16.8%

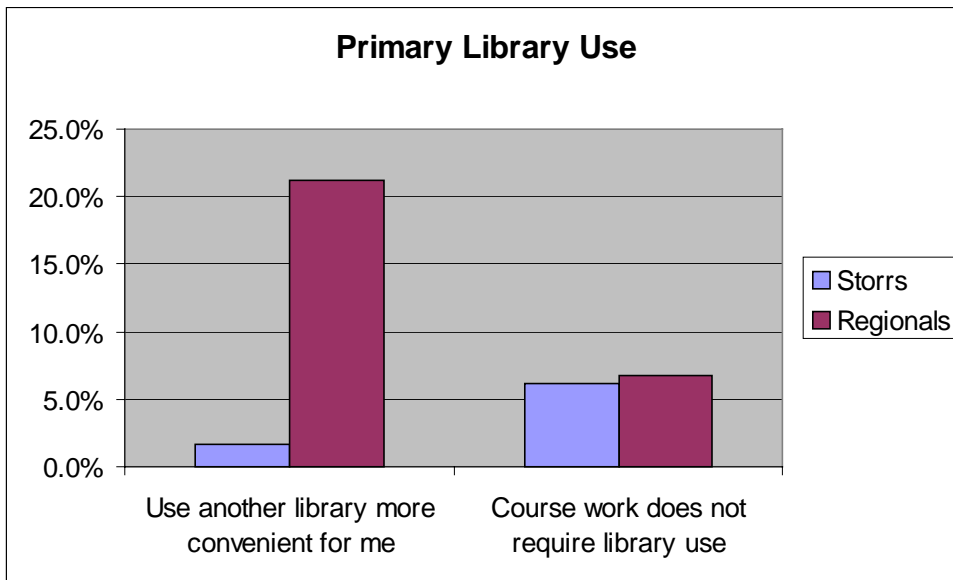


D. Comparison of Storrs & Regional Campuses Library Non-Use

Q. 6 (7–8) *I do not use any UConn library because:*

Students were asked to select a choice for not using the any of the libraries at the Storrs campus or, for regional campus students, the campus affiliated library. regional campus students indicated greater use (21%) of “another library more convenient to me” than Storrs (1.6%) campus students. However, nearly even numbers of Storrs (6.2%) and regional campus (6.8%) students indicated “course work does not require library use” as the reason for not using a UConn Library.

	<u>Storrs</u>	<u>Regionals</u>
Use another library more convenient to me	1.6%	21.2%
Course work does not require library resources	6.2%	6.8%

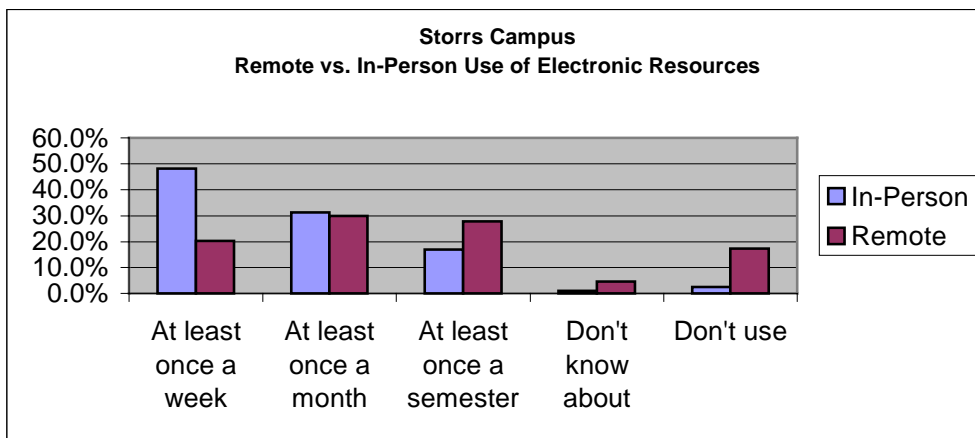


E. Comparison of Storrs & Regional Campuses Library Use

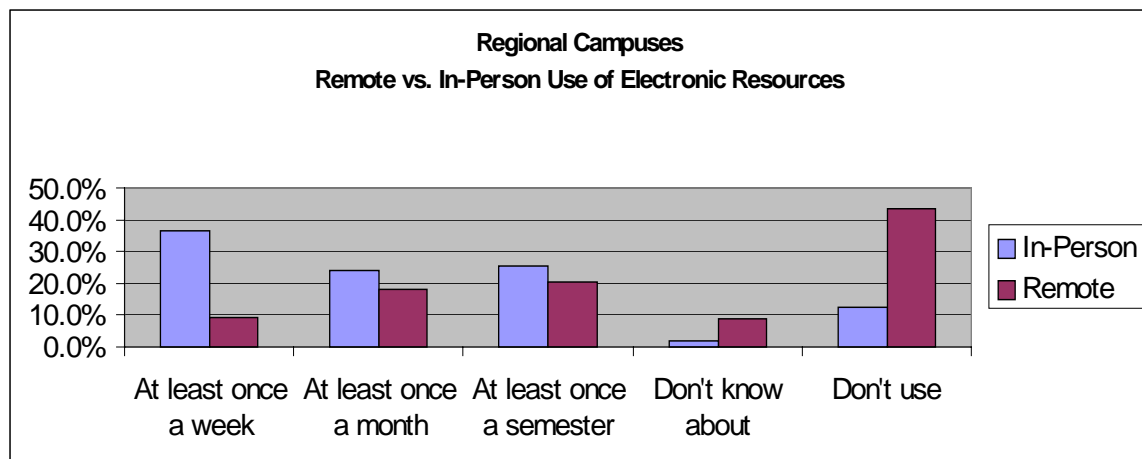
Q. 7 How would you characterize your current use of the UConn Libraries collections & services?

Students were asked the frequency of their use of the Libraries' collections and services either in person or by connecting remotely. Approximately 48% of Storrs campus students and 37% of regional campus students visit the library in person at least once a week. Slightly fewer students indicated monthly use: 31.3% of Storrs campus students and 24% of regional campus students. Storrs campus students, however, indicated more frequent remote use on a weekly basis: 20% weekly versus regional campus students at 9.4%. Monthly use is more closely matched for both groups with Storrs at 30% and the regionals at 24%. Monthly use is more closely matched for both groups with Storrs at 30% and the regionals at 24%.

1. Storrs	<u>In Person Use</u>	<u>Remote Use</u>
At least once a week	48.2%	20.2%
At least once a month	31.3%	30.0%
At least once a semester	17.0%	27.8%
Don't know about	1.0%	4.6%
Don't use	2.5%	17.3%



2. Regionals	<u>In Person Use</u>	<u>Remote Use</u>
At least once a week	36.5%	9.4%
At least once a month	24.0%	18.0%
At least once a semester	25.5%	20.4%
Don't know about	1.7%	8.9%
Don't use	12.3%	43.3%



F. Overall Satisfaction

Q. 8 Overall, how satisfied are you with your primary UConn library?

Respondents were asked to rate their overall satisfaction with their primary UConn library using a scale of 1 (Very Dissatisfied) to 5 (Very Satisfied). Undergraduate students at the Storrs campus (3.47) and the regional campuses (3.61) indicate similar overall satisfaction rating. A breakout of overall satisfaction by class standing and program enrollment follows.

1. Overall Satisfaction of Freshman/Sophomore & Juniors/Seniors by School/College

Analysis of the overall satisfaction of the upper level student surveys, reflected in the academic program affiliations, along with freshman/sophomore responses is indicated below.

	Sample Size	Overall
a. Storrs Campus Freshman/Sophomores	396	3.58
b. Storrs Campus Juniors and Seniors		
College of Agriculture and Natural Resources	173	3.46
College of Liberal Arts and Sciences	332	3.53
School of Allied Health	319	3.49
School of Business	276	3.40
School of Engineering	202	3.41
c. All Undergraduates at Regional Campuses		
Regional Campuses	458	3.61
d. Comparison of Undergraduate Overall Satisfaction by College or School		
	<u>Storrs</u>	<u>Regionals</u>
College of Agriculture and Natural Resources	3.46	N/A
College of Liberal Arts and Sciences	3.53	3.60
School of Allied Health	3.49	N/A
School of Business	3.40	N/A
School of Engineering	3.41	N/A
General Studies	3.62	3.63

2. Overall Satisfaction with Collections, Services, Equipment and Facilities

Analysis of the Undergraduate Student Survey results regarding satisfaction with collections, services, and equipment/facilities indicated specific areas of high and low satisfaction as compared with the overall satisfaction rating. Analysis of the Undergraduate Student Survey/Storrs Campus results, based on an overall satisfaction rating of 3.47, indicated satisfaction ratings for most items listed under collections, services, equipment/facilities that exceeded 3.47. Based on an overall satisfaction rating of 3.61, analysis of the Undergraduate Student Survey for the regional campuses indicated high satisfaction overall for collections, services, and equipment.

Storrs Campus

(Ratings based on overall satisfaction of 3.47)

Highest Satisfaction Included

SuperHOMER	3.96
Course Reserve – paper	3.88
Reference Collections	3.88
Electronic Databases – library use	3.86
Reference in Person	3.86
Video Theaters	3.86

Lowest Satisfaction

Reshelving Speed	3.41
Microfilm/Fiche Readers	3.42
Group Study Space	3.13
Public Copiers	2.94

Regional Campuses

(Ratings based on overall satisfaction of 3.61)

Highest Satisfaction

Reference in person	4.05
Study space for individuals	4.05
SuperHOMER	4.04
Study space for groups	3.97
Newspaper collections	3.92
Course reserve in paper	3.91

Lowest Satisfaction

Audio collections	3.58
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c. Specific Rankings of Library Collections, Services, Equipment and Facilities

Scores indicate **means** based on a **1** (very dissatisfied) to **5** (very satisfied) scale.

NS indicates item Not Surveyed.

	Storrs Campus Mean	Regional Campuses Mean
Overall satisfaction with primary UConn library	3.47	3.61

1. Satisfaction with Library Collections

Archives & special collections	3.69	NS
Audio collections	3.58	3.58
Book collections	3.80	3.76
Electronic databases (library use)	3.86	3.90
Electronic databases (remote use)	3.75	3.85
Federal and state documents	3.69	NS
Journal collections	3.71	3.83
Map collections	3.79	NS
Microtext collections	3.62	3.80
Newspaper collections	3.79	3.92
Reference collections	3.88	3.88
Video collections	3.73	3.70

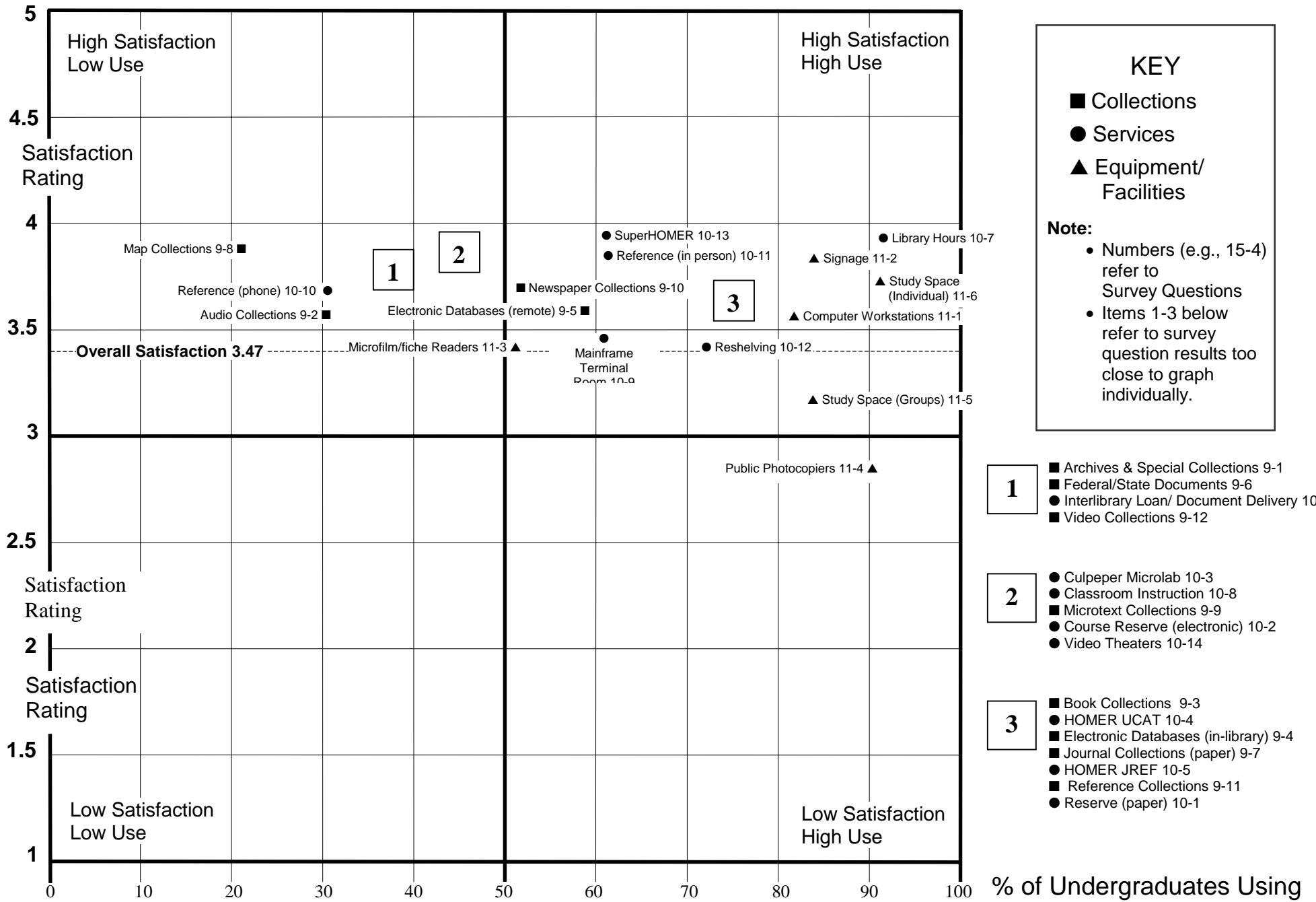
2. Satisfaction with Library Services

Course reserve (paper)	3.88	3.91
Course reserve (electronic)	3.75	3.86
Culpeper Microlab (Level 3)	3.71	NS
HOMER UCAT (online catalog)	3.82	3.94
HOMER JREF (journal indexes)	3.82	3.93
Interlibrary Loan/Document Delivery	3.70	3.89
Library hours	3.80	3.76
Library classroom instruction	3.61	NS
Mainframe terminal Room	3.47	NS
Reference (by telephone)	3.64	3.84
Reference (in person)	3.87	4.05
Reshelving of library materials	3.42	3.93
SuperHOMER	3.96	4.04
Video Theaters	3.86	NS

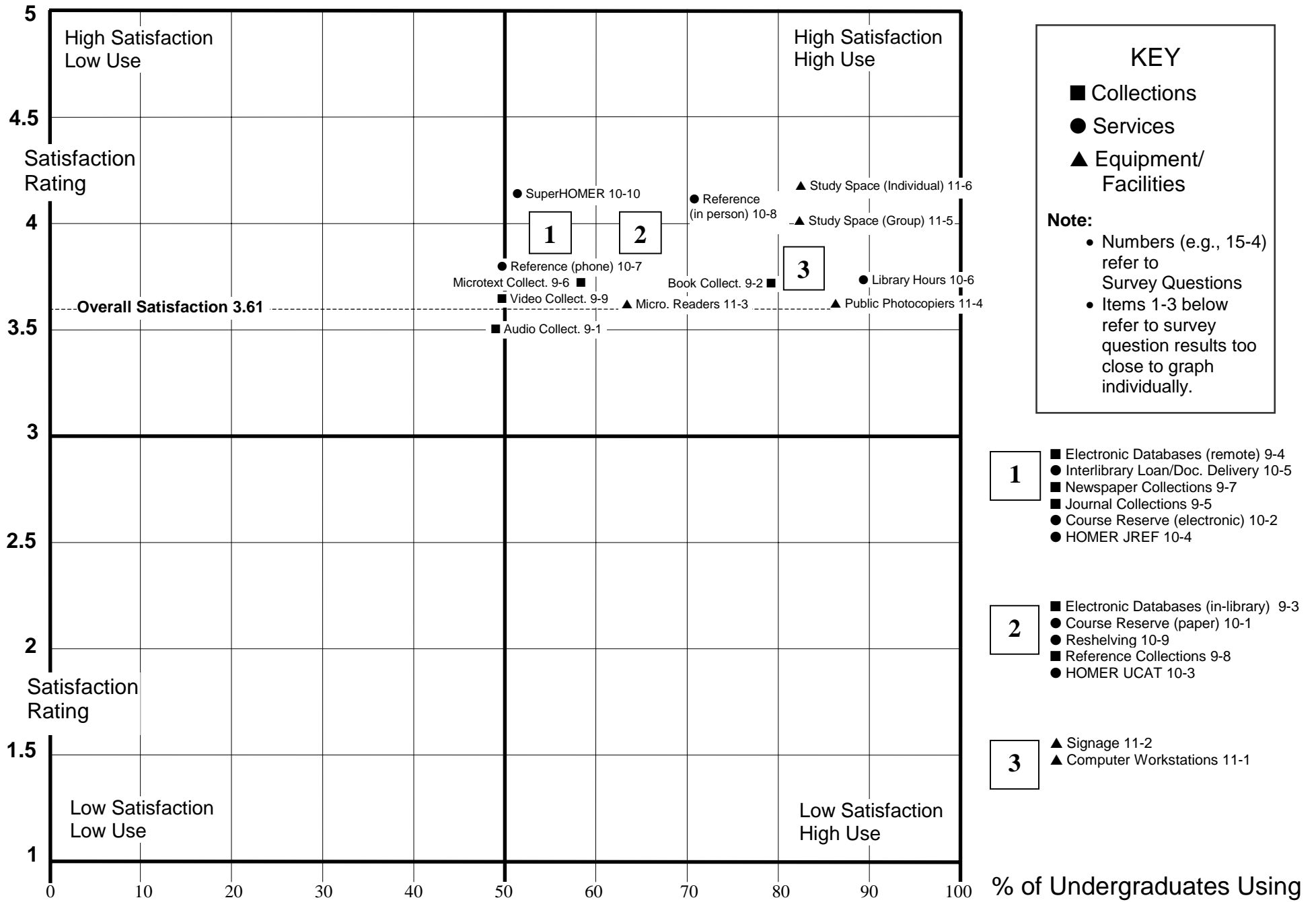
3. Satisfaction with Library Equipment & Facilities

Computer workstations	3.55	3.85
Informational/directional signs	3.75	3.80
Microfilm/fiche readers	3.42	3.67
Public photocopiers	2.94	3.67
Study space (for groups)	3.14	3.97
Study space (for individuals)	3.73	4.05

4. Matix: Use/Satisfaction Ratings of Collections, Services, Equipment/Facilities • Undergraduates Storrs Campus Libraries



5. Matix: Use/Satisfaction Ratings of Collections, Services, Equipment/Facilities • Undergraduates Regional Campus Libraries



IV. Comments (Overview) – Storrs Campus

1737 Surveys / 405 Returned with Comments

Books/Videos

Most of the comments express a general dissatisfaction with the quality of these collections, but the tone is not overwhelmingly negative. Requests for more materials in a few specific subject areas are mentioned.

- “The books I need never seem to be on the shelves”
- “Not enough books”
- “We need more videos for our classes”
- Subjects requested: agriculture, engineering, computer books, art

Collections Management

This category concerns how the collections throughout the building are organized. There are some references to particular library policies that fall in the area of collections management. Several of the comments seem to concern general confusion with using the collections.

- “There should be more staff walking around the floor to help students...it is a very large library and it can be very intimidating”
- “Directions on where to find them...should be more available or accessible”
- “It’s very hard to locate books in the library”
- “You should offer videos to take out of the library”
- “Why do grad students get to check books out for a year?”
- “The library is very confusing”
- “There is just too much information”
- “I feel it takes forever to find anything.”
- “Fix the numbering on Federal Documents.”

Communication

These comments indicate the importance of communication about the library itself. Some comments refer to library policies many are straightforward queries that could easily be answered with appropriate publicity. Several of these remarks seem to be a reflection of the need for the library to publicize its services more effectively.

- “Why is the downstairs study area closed?”
- “When is it going to be done?”
- “Also when books are overdue, do you ever contact the person?”
- “Need to provide more information on how to remotely connect to the library online resources...I had no knowledge of it”
- “I don’t think the databases are as updated as they should be and I think the online services are much too confusing”
- “Why can’t the library copy all reserve packets for a class and allow students to buy them?”
- “Also, need more instruction available in how to use computers such as JREF”
- “It would be helpful if there was more publicity for some Services”

Computers/Printers

This category contains comments regarding the computers and printers. Comments generally focus on an inadequate number of computers, unreliable equipment, and slow printers. Several comments express a desire for 24-hour access to computers.

- “Not enough computers!”
- “Printers need to be updated, they are too slow”
- “More computers with easier and faster Internet service”
- “...there should also be a 24hr computer lab which provides access to Mac’s and IBM’s”
- “Dell’s in Culpeper crash too often are too slow”
- “Computers should be available 24 hrs”
- “UConn puts all of its students at a disservice by not providing 24 hr access to computers...”

Construction

The comments in this category concern the building renovation/construction project. Comments focus on students' inability to use the building, overall physical discomfort, the need for a 24-hour study room, and general dissatisfaction with continued noise, heat, and odors.

- "When is the 24 hr study room coming back?"
- "I cannot study with all the construction"
- "The construction noise, fumes and noise from the workers interfere with my studying"
- "I find it frustrating and hard to concentrate with the temperature and light of the building as well as the construction"

Culpeper Library

This category has comments about the video theaters and the periodical microforms in the Culpeper Library. (Comments about the computer lab that used to be in Culpeper are under Computer/Printers.)

- "We need easier access to the video theaters for students"
- "More comfortable seats in the video theaters"
- "We need more videos for our classes"
- "You should offer videos to take out of the library – it would be much better"

Electronic Course Reserve / Reserve

This category contains comments regarding electronic and print course reserves. Comments center on timeliness, access to materials, adequate technology support, and the desire for more electronic course reserve materials overall.

- "Electronic course reserve seems to be always behind"
- "Please try to keep the ECR more up to date as I rely on taking solutions to homework assignments on the web"
- "ECR turnover is slow...don't use OCR it messes up documents on ECR"
- "Need to be able to take out more than 3 reserve items"
- "ECR was an excellent addition this year"
- "It is great that there are so many computer stations, but they do not have enough memory to print off Electronic Reserve items"

Email

This category contains comments regarding email through the mainframe. A majority of respondents suggest a system upgrade, more terminals, and terminals that work.

- "A more up-to-date email service would be appreciated"
- "Need to upgrade the computer system for email"
- "Get new computers for e-mail...they should all be Superhomers"
- "I think the computers used for email should be updated or at least all working...many students use these computers and the wait can be very long sometimes!"
- "I don't care for the Email system at all...it's out of the eighties"

Environment

This category contains comments regarding physical surroundings in the Library. Comments focus on the temperature (too hot), air quality (too stuffy), lighting, and furniture.

- "Better lighting would help"
- "Get some decent stools to sit on while using Homer"
- "Turn down the heat"
- "It is often too hot in the library...I find that I cannot spend a lot of time there because of this"
- "The air is too dry and it smells bad"

HOMER

This category contains comments regarding the online catalog for books and journal references, HOMER and JREF. Overwhelmingly, comments indicated user frustration and dissatisfaction with HOMER

- “You should make the library system easier to understand for incoming students or transfers...it’s very confusing and causes a lot of frustrating moments”
- “You should make the library system easier to understand and easier to access everything”
- “HOMER needs a new interface”
- “Make the UCAT/JREF more user friendly”
- “HOMER is impossible! I’ve never successfully completed a search on HOMER without the help of a librarian”
- “I find it very difficult to find what I’m looking for by UCAT or JREF”
- “You should have a comfortable chair for each HOMER station because it takes a long time to find what you want on the computers”

Hours

There are several comments requesting extended hours.

- “Longer hours on weekends”
- “Increase Saturday library hours...it is a more convenient day for off campus working students”
- “The working hours on Friday and Saturday only support this campus’ problem of students not doing work and resulting in partying...granted this is only one factor of many which contribute to UCONN alcoholism”
- “The hours should be extended through the night on at least one level”
- “The library should be open before noon on Sundays”
- “Please increase your hours on Friday and Saturday”

Journal collections

As with the remarks about the book collections, most of the comments express a general dissatisfaction with the quantity/quality of the journal collections. The general tone, though, is a bit stronger. There are a couple of specific journal titles requested as well as requests for more materials in a few subject areas.

- “Get more magazines”
- “Need more journals”
- “More current journals”
- Specific titles requested: American Nurseryman, Journal of Crystal Growth
- Subjects requested: natural resources, agriculture, education, sociology, engineering

Journals shelving

This is a separate category to underscore the number of comments concerning the shelving and accessibility of journals.

- “The only problem I have had is that the journals are not reshelfed regularly”
- “The journals need to be reshelfed a lot more quicker”
- “The reshelfing of books, especially journals is terrible”

Microtext

The comments in this category focus on use of the Libraries’ microtext collections and the provision of services requisite for the use of these materials. Comments in this category reflect users’ frustration with microtext equipment, photocopying, staff assistance, and photocopy fees.

- “Microtext machines are old and there are never enough people at the desk to help”
- “The microfilm/fiche readers and printers are awful! Some don’t work at all and print horribly!”
- “The quality of the Microtext printouts are very poor for the higher cost we not have to pay”
- “Please get a microcard printer. One is long overdue. Have you ever tried to do research without being able to make copies? It is frustrating to say the least.”
- “Microcards need printers!”

Newspapers

There are a few requests for more international and domestic newspapers. A couple of the comments refer to the shelving of newspapers.

- “Keep more international newspapers”
- “More domestic newspapers needed”
- “Newspapers and journals sections are completely disorganized and many issues are missing”

Photocopiers

There are several comments expressing concern with photocopying and photocopiers

- “Need more copiers”
- “Make sure that copiers are working – if you have 12 and only 3 work – it’s not very useful”
- “Photocopiers are hardly every working and are of poor quality”
- “Fix the photocopiers”
- “I think more copiers are needed – the wait is always incredible!”

Popular Fiction

These comments consistently request popular reading material.

- “The library is good for research but lacking in popular books”
- “I wish you kept bestsellers and new fiction”
- “I would like to see a fiction collection for leisure time reading”

Signage

This category contains comments regarding signage within the library building.

- “Maybe it’s just me, but the directional signs in the library aren’t very clear”
- “If you could have clearer directional signs, that would be great”
- “...a more clear manner of directing people to areas via signs”

Staff

The comments in this category focus on the quality of service. Comments in this category focused on users’ service experiences regarding quality, staff availability, staff expertise, and the need for assistance in locations other than Level 1.

- “Very satisfied with reference people”
- “The reference employees are not very helpful.”
- “It’s hard to find things...need more people to help.”
- “It seems VERY hard to get any personal help.”
- “There should be staff on the 3rd floor because those journals are extremely difficult to find...it’s like a maze.”
- “Staff is not all that educated with regard to computer problems.”
- “The organization of Babbidge is confusing and difficult to understand for a freshman. I haven’t been able to find a fiction book and the help of librarians was not any help – they don’t seem well informed.”

Study Space

This category contains comments regarding the Library’s study space. There are requests for group study rooms as well as quiet individual study space

- “There is not enough study space to meet with groups to talk”
- “The individual study rooms should be opened ASAP”
- “Need more group study space”
- “I have many group projects and it is extremely difficult to find a space to use and talk without interrupting others”
- “You need a study area for individuals where they are also able to eat or drink”
- “...more group work space and places where you can eat and provide coffee”

SuperHOMER

The comments in this category focus on the access to Internet resources, the World Wide Web, and electronic databases. Comments focused on the need for more computers, faster connections, and general access.

- “More computers for the Internet would add to the library...also more electrical outlets located at desk for laptops”
- “Need more SuperHOMERS!”
- “More computers with easier and faster Internet access”
- “I am dissatisfied with the time limit on Internet...time should be longer”
- “Not enough Internet access”
- “You should be able to access SuperHOMER from home without a charge if you are a student”

General

- “Homer Babbidge is a pit of disorganized anarchy”
- “I am concerned with the present situation of the library and would like to see things change”
- “Serve the students”
- “I’ve never used the library for anything other than studying”
- “It keeps getting better and better”
- “I don’t like surveys”
- “I like our library”

V. Comments (Overview) – Regional Campuses

Of the 458 surveys returned, 61 were returned with comments. The comments have been sorted by individual campus and then subdivided by category. The number of comments per campus (and per category) is low and comments do not display any obvious pattern or trend. Each comment, however, stands on its own as an individual reflection on library service.

VI. Conclusion

Results of the Storrs and regional campuses Undergraduate Student surveys have been forwarded to the Libraries’ Leadership Council for review and consideration. This information will be utilized for system-wide planning efforts and further decisions to enhance and improve collections and services that best assist our users in the accomplishment of research and academic pursuits.

The Bureau of Education Research of the School of Education assisted the USER team in compiling and analyzing the undergraduate student survey data.

VII. Appendices

A. Survey Instrument – Storrs

B. Survey Instrument – Regional Campuses

C. Library Letter to Faculty

D. Comments – Storrs

E. Comments – Regional Campuses

F. User Team Members