

University of Connecticut Libraries

Graduate Student Survey • 1998 - 1999

Storrs Campus
Regional Campuses

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

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University of Connecticut Libraries 1998 – 1999 Graduate 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, graduate and undergraduate students. The series began with a survey of faculty conducted during Fall 1996. The survey of Storrs undergraduate students was conducted during Fall 1997 and during Spring 1998 for regional campus students. Graduate students were surveyed during Fall 1998 and Spring 1999.

The Graduate Student survey represents the first system-wide survey of graduate students conducted by the University of Connecticut Libraries. The purpose of this surveys was to learn about graduate student use of, attitudes towards, and satisfaction with the Libraries' collections, services, equipment 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 data collection that will assist the Libraries in benchmarking, planning, and decision-making responsibilities.

II. Sampling Plan and Methodology

The USER Team surveyed graduate students system-wide by census. Beginning mid Fall 1998, surveys were mailed via US mail to 4540 graduate students. Each survey was accompanied by a letter from the Director of Libraries describing the purpose and importance of the survey. Pre-addressed, stamped envelopes were provided for returning the completed survey. The first mailing generated 1129 responses for a return rate of 25%. A second mailing generated 425 additional responses for a total of 1554 completed surveys and a 35% return rate. The number of completed surveys yielded a 95% confidence level and ± 1.92 confidence interval.

Data Analysis

The survey instrument and data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). The input of survey data was contracted out to an independent company. Data analysis yielded frequency distributions and percents for each question. Cross-tabulations for specified questions were also conducted. Responses to open-ended questions were compiled by the USER Team and organized by comment category and program affiliation. The USER Team was assisted by the Bureau of Educational Research in analyzing and interpreting survey data.

III. Survey Results

The Graduate Student Survey was divided into three sections:

- Demographics
- Use of UConn Libraries Collections and Services
- Satisfaction with Collections, Services, Equipment and Facilities

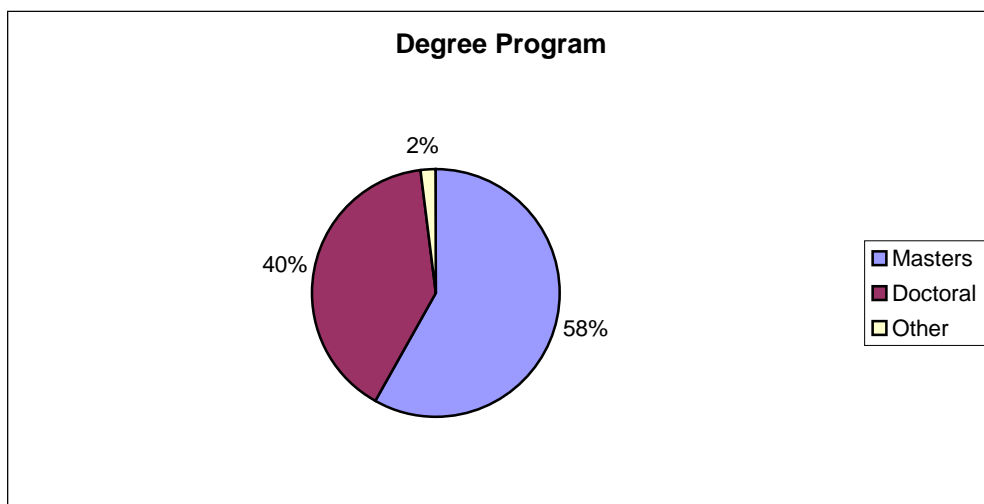
This report summarizes responses relating to these areas with graphic representation of data and textual analysis. Survey comments are included in an appendix.

A. Profile of Survey Respondents – Demographics

1. *Q. 1 Please indicate your degree program.*

The distribution of respondents by degree correlates with the graduate student statistics reported by the University’s Office of Institutional Research (OIR).

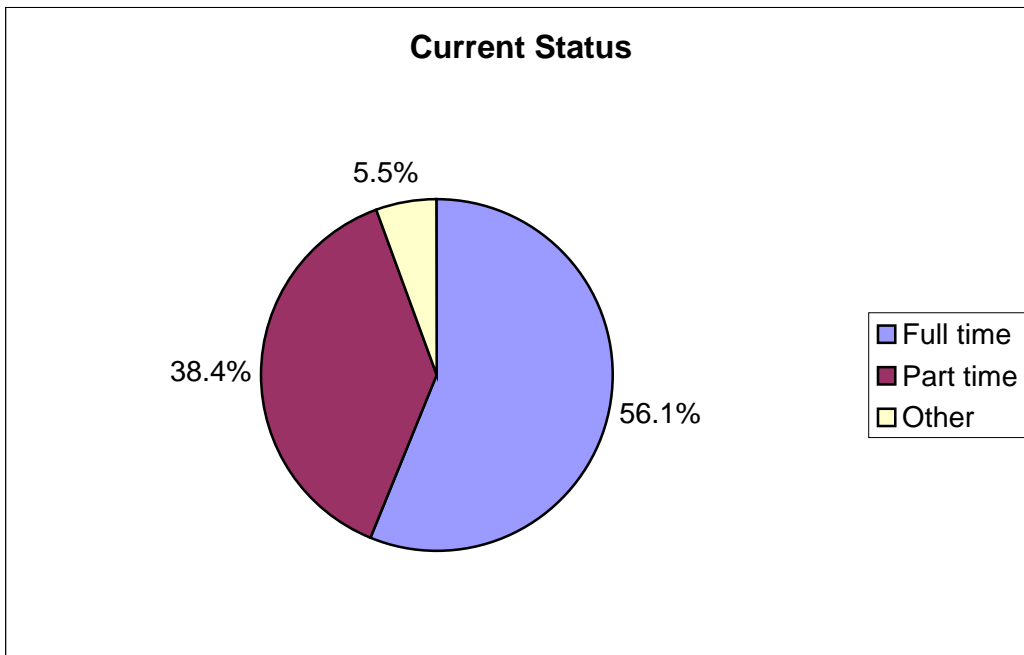
Degree Program	Survey Respondents		OIR	
	%	#	%	#
Masters Program	58.0	(917)	60.2	(3020)
Doctoral Program	40.0	(632)	33.7	(1991)
Other	2.0	(32)	NA	



2. Q.2 Please indicate your current status.

Students were asked to indicate student status. Results indicate a larger percentage of full-time students and a smaller percentage of part-time students in the survey sample as compared to the statistics provided by the OIR.

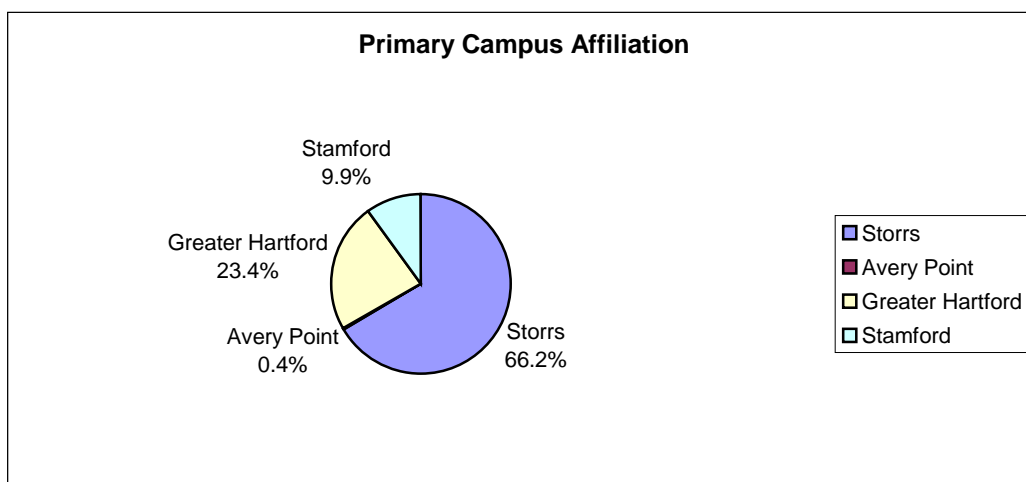
Student Status	Survey Respondents		OIR	
	%	#	%	#
Full time student	56.1	(885)	49.2	(2667)
Part time student	38.4	(606)	50.7	(2744)
Other	5.5	(86)	NA	



3. *Q.3 Please indicate your primary UConn Campus affiliation.*

Students were asked to indicate primary UConn campus affiliation. The data is reflective of degree programs currently offered at Storrs and regional campuses and correlates OIR statistics.

Campus Affiliation	Survey Respondents		OIR	
	%	#	%	#
Storrs	66.2	(1045)	65.0	(3380)
Avery Point	0.4	(7)	.04	(24)
Greater Hartford	23.4	(370)	24.2	(1258)
Stamford	9.9	(156)	10.6	(554)



4. *Q.4 Where do you currently live?*

Students were asked to indicate where they reside. Results support the limited graduate housing at the Storrs campus and the lack of housing at any regional campus. This statistic is not maintained by the Office of Institutional Research.

Residence	Survey Respondents		OIR
	%	#	
On Campus	6.4	(100)	NA
Off Campus	93.6	(1474)	NA

5. *Q.5 What is your age?*

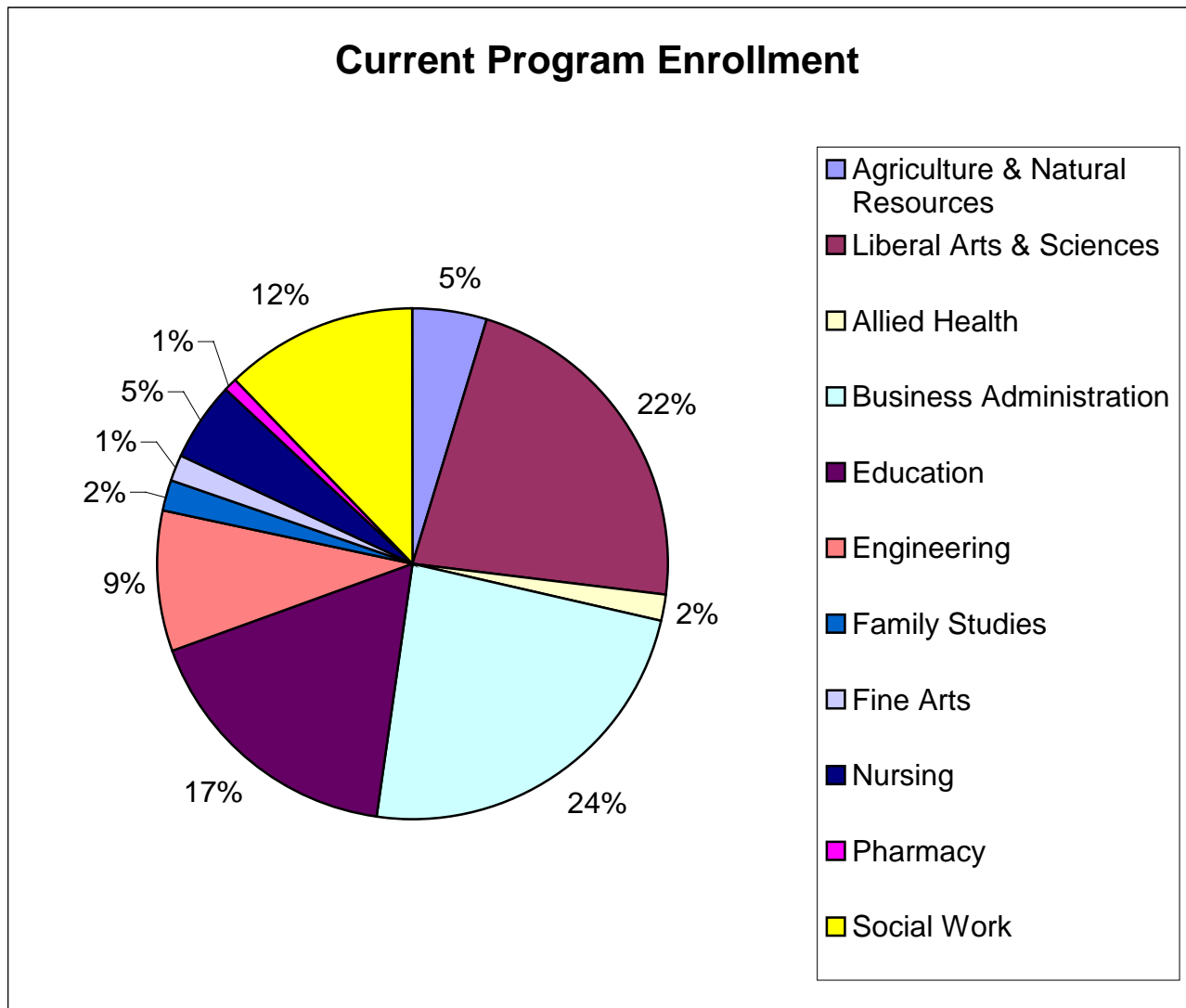
Students were asked to indicate their age. This statistic is not maintained by the Office of Institutional Research.

Age	Survey Respondents		OIR
	%	#	
25 years or younger	16.2	(245)	NA
26 years or older	83.8	(1265)	NA

6. Q. 6 In which program are you currently enrolled?

Graduate student respondents indicated their academic affiliation as follows:

Program	Survey Respondents		Surveys Sent
	%	#	
College of Agriculture and Natural Resources	4.7	(74)	155
College of Liberal Arts & Sciences	22.4	(351)	1420
School of Allied Health	1.6	(25)	37
School of Business Administration	23.5	(369)	1045
School of Education	17.4	(273)	722
School of Engineering	8.8	(138)	393
School of Family Studies	2.0	(31)	71
School of Fine Arts	1.5	(23)	100
School of Nursing	5.1	(80)	147
School of Pharmacy	.9	(14)	56
School of Social Work	12.2	(191)	391



B. Use of the UConn Libraries Collections & Services

1. Q. 7 Please indicate the primary UConn library you use.

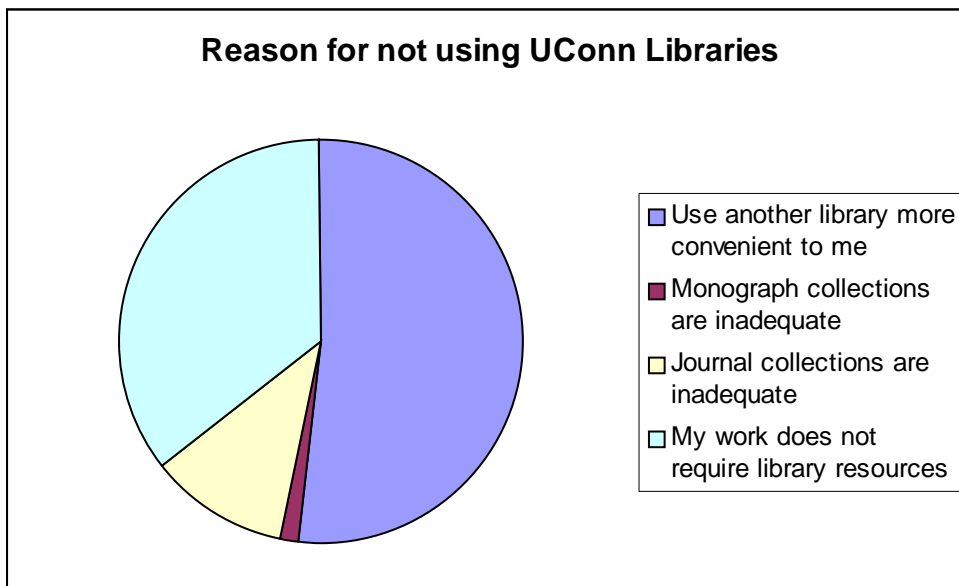
Graduate students indicated the library they use most often. Babbidge Library was overwhelmingly selected by most graduate students followed by Harleigh B. Trecker Library. This data is reflective of degree programs offered at Storrs and regional campuses. Interestingly, approximately 11% of graduate students do not use any UConn Library.

Primary Library	Survey Respondents	
	%	#
Homer Babbidge Library (Storrs)	68.7	(931)
Art & Design Library (HBL)	0.2	(3)
Map & Geographic Info. Center (HBL)	0.1	(1)
Cookson Music Library (Storrs)	0.8	(11)
Dodd Research Center (Storrs)	0.1	(2)
Pharmacy Library (Storrs)	0.2	(3)
Avery Point Library	0.4	(5)
Harleigh B. Trecker Library (Hartford)	21.3	(288)
Jeremy Richard Library (Stamford)	7.9	(107)
Torrington Library	0.1	(2)
Waterbury Library	0.1	(2)
<i>I do not use any UConn Library</i>	11.7	(186)

2. Q. 7A Please indicate why you do not use the UConn Libraries.

Students were asked to select a choice for not using any of the Storrs or regional campus libraries. Convenience and course requirements were chosen more frequently as reasons for non-use rather than inadequacies of book or journal collections.

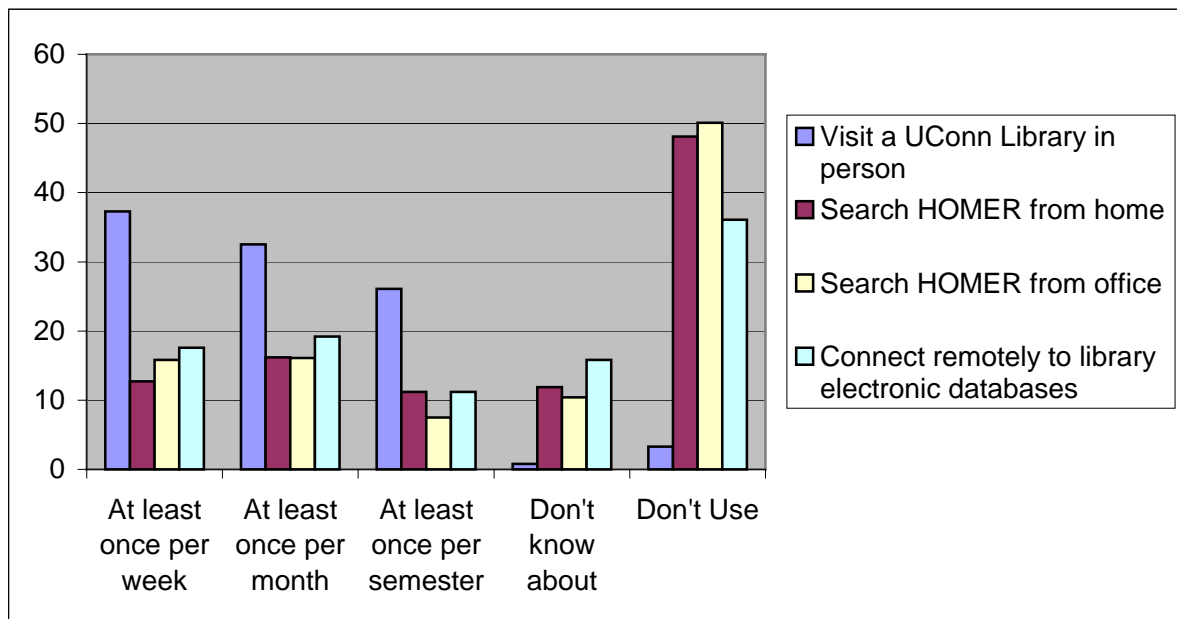
Reason for not using UConn Libraries	Survey Respondents	
	%	#
I use another library more convenient to me.	6.6	(105)
The monograph collections are inadequate	.2	(3)
The journal collections are inadequate	1.4	(22)
My work does not require library resources	4.6	(73)



3. **Q. 8** 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 37% of graduate students visit a UConn Library in person at least once a week. Slightly fewer visit the library at least once a month. Graduate students indicated that they search HOMER from home or office and connect remotely to electronic databases less frequently than they visit the library. However, a large percentage of students indicated that they "Don't Use" HOMER (from home or office) or connect remotely to electronic databases.

	At least once a week	At least once a month	At least once a semester	Don't know about	Don't use
	%	%	%	%	%
I visit a UConn Library in person.	37.3	32.5	26.1	0.8	3.3
I search HOMER from home.	12.7	16.2	11.2	11.9	48.0
I search HOMER from my office.	15.8	16.0	7.5	10.4	50.2
I connect (remotely) to electronic databases offered by the library	17.6	19.2	11.2	15.8	36.2

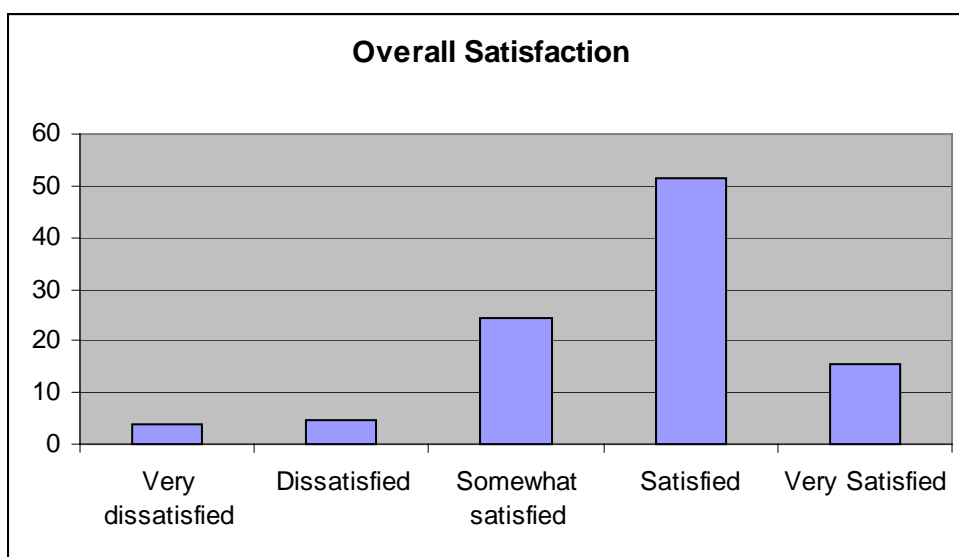


C. Satisfaction with Library Resources, Services & Facilities

1. Q.9 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). A breakout of overall satisfaction by program enrollment follows.

Satisfaction Level	Survey Respondents	
	%	#
Very dissatisfied	3.9	(56)
Dissatisfied	4.7	(67)
Somewhat satisfied	24.5	(348)
Satisfied	51.3	(728)
Very satisfied	15.6	(221)



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

Overall, how satisfied are you with your primary 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). A breakout of overall satisfaction ratings by campus, program affiliation and status follows. Analysis of the graduate student satisfaction ratings for collections, services, equipment and facilities indicated specific high and low satisfaction items based on an overall satisfaction rating of 3.70.

Highest Satisfaction Included

Interlibrary Loan	4.22
Reference in person	4.16
E-Databases – in library	3.97
Course Reserve – paper	3.93
Reference collection	3.92

Lowest Satisfaction

Photocopiers	2.72
Microfilm/fiche readers	3.26
Audio collections	3.38
Video collections	3.39
Mainframe terminals	3.50

Overall Satisfaction by Campus Affiliation

Graduate students indicated their overall satisfaction by campus affiliation as follows:

	Rating/Respondents	OIR Program Enrollment
	1-5 Scale / #	#
Storrs	3.79 (991)	3380
Avery Point	3.83 (6)	24
Greater Hartford	3.40 (310)	1258
Stamford	3.74 (110)	554

Overall Satisfaction by Program Affiliation

Within academic affiliations, graduate student respondents indicated their overall satisfaction as follows:

	Rating/Respondents	Surveys Sent
	1-5 Scale / #	
College of Agriculture and Natural Resources	3.88 (69)	
College of Liberal Arts & Sciences	3.77 (339)	
School of Allied Health	3.77 (22)	
School of Business Administration	3.65 (273)	
School of Education	3. (255)	
School of Engineering	3.68 (135)	
School of Family Studies	4.20 (29)	
School of Fine Arts	3.76 (21)	
School of Nursing	3.51 (69)	
School of Pharmacy	4.78 (14)	
School of Social Work	3.32 (181)	

Overall Satisfaction by Student Status

Graduate students indicated their overall satisfaction by status as follows:

	Rating/Respondents	OIR Program Enrollment
	1-5 Scale / #	#
Masters Program	3.63 (784)	3020
Doctoral Program	3.70 (605)	1991
Other	3.76 (29)	NA

3. 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.

	<i>Mean</i>
Overall satisfaction with primary UConn library	3.70

1. Satisfaction with Library Collections

Archives & special collections	3.80
Audio collections	3.38
Book collections	3.75
Electronic databases (library use)	3.97
Electronic databases (remote use)	3.65
Federal and state documents	3.85
Journal collections (paper)	3.81
Map collections	3.85
Microtext research collections	3.68
Microtext journal & newspaper collections	3.68
Newspaper collections (paper)	3.73
Reference collections	3.92
Video collections	3.39

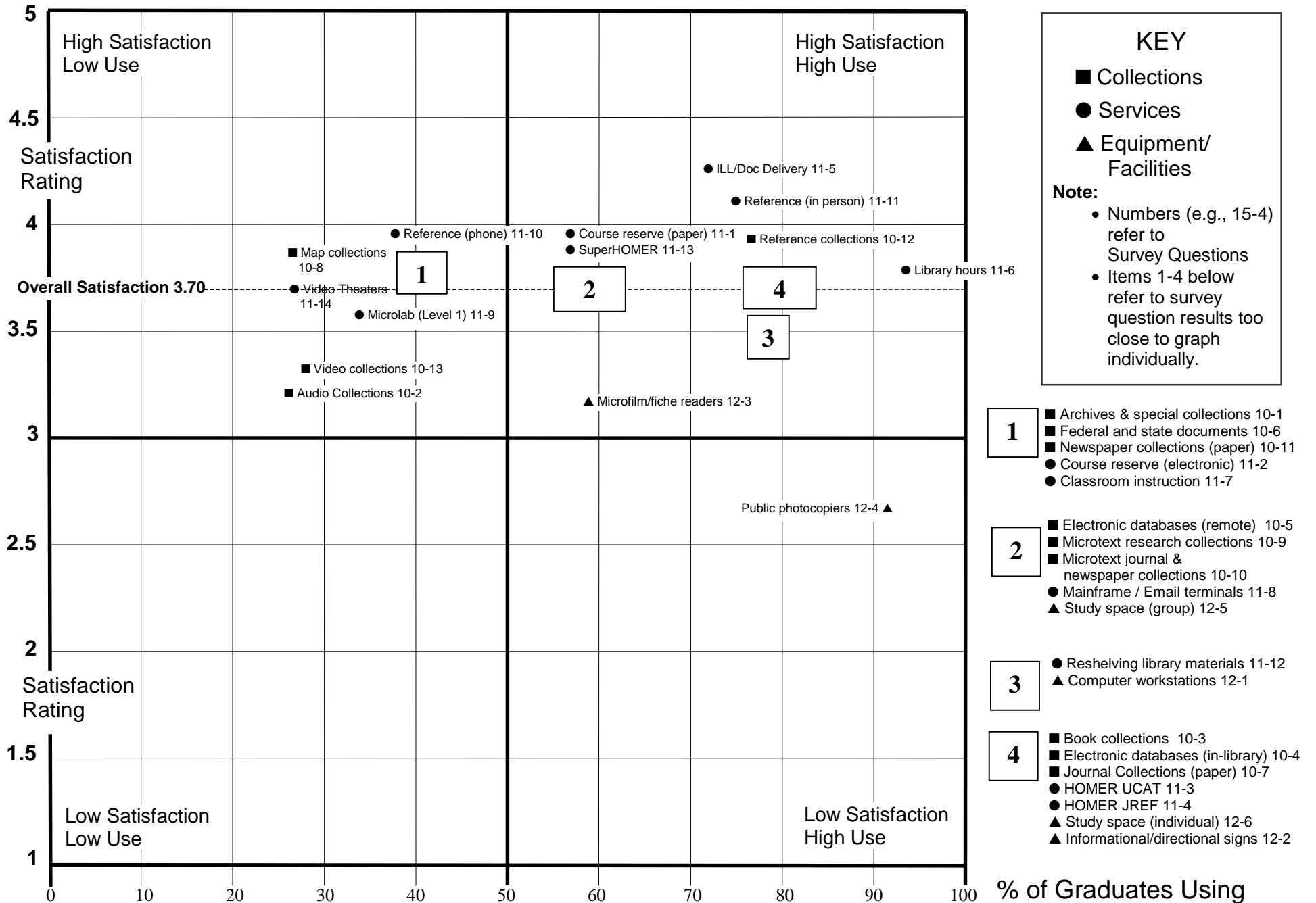
2. Satisfaction with Library Services

Course reserve (paper)	3.93
Course reserve (electronic)	3.85
HOMER UCAT (online catalog)	3.91
HOMER JREF (journal indexes)	3.81
Interlibrary Loan/Document Delivery	4.22
Library hours	3.81
Library classroom instruction	3.79
Mainframe/Email terminals	3.85
Microlab (Level 1)	3.62
Reference (by telephone)	3.93
Reference (in person)	4.16
Reshelving of library materials	3.60
SuperHOMER	3.91
Video Theaters	3.72

3. Satisfaction with Library Equipment & Facilities

Computer workstations	3.60
Informational/directional signs	3.81
Microfilm/fiche readers	3.26
Public photocopiers	2.72
Study space (for groups)	3.51
Study space (for individuals)	3.88

4. Graphic Representation of Specific Ratings • Graduate Students All Campuses



IV. Comments (Summaries)

Summary of Graduate Survey Comments

Fall 1998 – Spring 1999

1554 Surveys/594 Returned with Comments

This summary includes representative comments from graduate students at the Greater Hartford, Stamford, and Storrs campuses. Comments from Regional Campus users are identified in parentheses, all others are from Storrs. The complete file of comments is attached as Appendix D.

Circulation

These comments refer to circulation policies and procedures. Many of them question the extended loan policy. Several suggest email notifications, especially for recall notices.

- “I have been inconvenienced several times by the year long check out policy”
- “And ...allowing people to have books for one year is also a problem”
- “I am continually upset by the recall policy in terms of when notices are mailed out in relation to deadlines”
- “Why in electronic days do we not get notified by email if we want to be?”

Collection 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. Included in this category are comments about shelving of materials as well as comments about materials “missing” from the shelves.

- “The specific fiche was not there; it was either miss-filed or just gone completely...this happens more often than it should”
- “Very often a particular book I am searching for is nowhere to be found”
- “When I’ve reported missing books, they haven’t been found or replaced”
- “*Methods in Enzymology* is a serial and should not be available for check out”
- “Stack signs are horrific!”
- “Recently I can rarely read any current newspaper and magazines...since nobody controls the circulation ...anybody can pick them up and leave them anywhere”
- “I deeply regret the elimination of the current journal room...most schools have a current journal room subdivided by discipline”
- “This semester I looked for several books which should have been shelved according to Homer...I couldn’t find them...I was told I could get them through ILL...that seems a bit silly if UConn owns the books!”
- “...it is nearly impossible to fully utilize archives/spec. collections in ADL [Art & Design Library] anyway...why not make the process a little less adversarial”
 - “Shelving of journals-difficult to locate when shelved by organization not journal name”

Collections

Comments regarding the collections have been divided into two groups: print and online. There were a few general comments that did not refer specifically to online or print, but the majority of the collections comments can be filed in one of these two categories. The Online section includes comments about indexes as well as text resources. Requests for materials in a few specific subject areas are mentioned in each category.

Online

- “It would be nice to see journals in electronic format”
- “How much of the library can be placed on the internet?”
- “I like the silver-platter version of MLA index much better than the FirstSearch platform”
- “Inspec was great”
- “Reference section is good and electronic databases for journals is okay”
- Specific requests:
 - National Trade Data Bank CD-ROM (Hartford)*
 - Social work (Hartford)
 - Education (Stamford)
 - Computers & Chemical Engineering*

Print

- “You need to keep up on and order more journals”
- “There needs to be more emphasis on the content of the materials of the library”
- “Book and journal collections should be enhanced”
- “STOP CANCELLING JOURNALS”
- “I think that more money should be allocated to buying more books and journals rather than beautifying the library”
- “Keep up to date with latest publications of books and videos”
- Specific requests:
 - Industry and Manufacturing journals (Hartford)
 - Latinos and Puerto Ricans (Hartford)
 - Medical journals (Hartford)
 - Social work (Hartford)
 - Education (Stamford)
 - Advanced Materials*
 - Agriculture
 - Biochemistry
 - Chinese language books
 - Education
 - Educational counseling
 - Educational psychology
 - Electrical engineering
 - Electronic engineering
 - Immunology
 - Internet technology
 - Japanese newspapers
 - Journal of Crystal Growth*
 - Latin American periodicals
 - Literary journals
 - Medical journals
 - Mental health
 - Microbiology including Food microbiology and Veterinary microbiology
 - Molecular self-assembly
 - Nanotechnology
 - Nursing
 - Pathobiology
 - PBS videos, current

Psychology
Rehabilitation
Sexuality research
Social work
Thin Film Solids

Computers/Printers

This category contains comments regarding the computers and printers. Comments generally focus on an inadequate number of computers and the cost of printing.

- “More SuperHomers which don’t require payment for printing”
- “The library needs to provide access to Mac computers and not just the PCs”
- “The number of computers is still lacking”
- “The computers need to be upgraded and there is a need for them (I mean more of them”
- “Need PCs with zip drives”
- “The library microfilm/fiche readers and printers are very bad”
- “The library is the core of an educational institution and there is always a line for a computer”

Education of Users (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.

- “Better orientation to library services”
- “I have the impression there are services of which I am unaware but would like to learn more about”
- “What is Homer?”
- “No understanding of how to really use the resources that are high-tech”
- “Mail announcements of workshops to grad students”
- “It is better if lectures about how to use the library are given”
- “How are the instructional classrooms reserved?”
- “I do not use the Babbidge Library because it is so BIG and confusing and difficult to use”
- “I think more orientations should be offered to grad students because like many freshmen we are completely new to the facility”
- “In filling out the survey, I realized my satisfaction level is directly related to my competency level...the more I know about a library product and how to use it the more satisfied I am...definitely need more instruction”
- “How do I find out about getting a study carrel?”

Email

This category contains comments regarding email through the mainframe. A majority of respondents suggest a system upgrade.

- “Upgrade the mainframe”
- “Ditch the mainframe”
- “If the University wants to be a “State of the art” educational facility the mainframe system needs to be upgraded”

Environment

This category contains comments regarding the physical surroundings and atmosphere in the Libraries.

- “The library often appears dirty” (Hartford)
- “Study area is not well lit” (Stamford)
- “The atmosphere in the library is very good”
- “The library is too hot!”
- “Enforce quiet study areas in the library”
- “Homer Babbidge Library is a very unappealing, uncomfortable environment...I don't look forward to the time I need to spend there doing research”

Exit Control

This category contains comments about Babbidge Library exit control.

- “It is extremely inconvenient to have to open bags every time when leaving the library...when will it be automated so that it just beeps if you have a book in your bag...frankly I'm surprised Uconn is so far behind in implementing such a system”
- “...why must we stop...open bags for someone to peek in, re-close bag, walk through an electronic gate each time...sometimes I avoid the library just knowing how annoying it's going to be to leave!!”

HOMER

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

- “I get very frustrated using HOMER and JREF”
- “JREF has been very disappointing”
- “Homer is a great hindrance rather than resource for research”
- “...I can get more current info regarding books/texts through Amazon.com and BarnesandNoble.com than Homer UCAT!!”
- “Homer is difficult to use at times”

Hours

There are several comments requesting extended hours.

- “Library hours during the short breaks (i.e. Spring Break) are very inconvenient” (Hartford)
- “I find the library very frustrating...the hours do not meet the needs of students who are working and going to school” (Hartford)
- “The Hartford Branch needs longer hours...” (Hartford)
- “Unfortunately, Library hours are very limited for working MBA part-time students...inaccessible time frames” (Stamford)
- “Stamford library needs to be open both days of the weekend” (Stamford)
- “Stamford's hours need to coincide with courses offered at Stamford location” (Stamford)
- “Extend library hours during the weekends (Sunday morning)”
- “Expand Saturday hours”
- “The library should be open 24 hours”
- “If library hours during school breaks can be expanded this would serve the grad students better”
- “My biggest complaint with the library services are its hours”

- “UConn have good sources, but the library hours are so difficult for students that attend Graduate School”
- “Hours need to be expanded to include Friday evening, Saturday evening, and Sunday morning”

Interlibrary Loan

This category concerns interlibrary loan and document delivery services.

- “I am very appreciative of the many times the library has gotten many books and articles from other libraries for me” (Hartford)
- “The ILL is one of the best services offered by the library...they do a great job”
- “ILL is great”
- “ILL is the best office on campus”
- “ILL is the best department...especially the department head...very helpful!”
- “Your ILL staff is the finest I’ve ever encountered”
- “If ILL could not find an item, please inform them so one stops waiting for the article”

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.

- “Need improved microfilm/fiche machines at Trecker Library” (Hartford)
- “Please get microtext better organized and better functioning machines”
- “The microfilm machines are normally broken including the printer”
- “Great library except the microfilm/fiche always seems to be broken or difficult to use”
- “Microfilm-very difficult to operate”
- “The microfiche cost is too inflated”

Photocopiers

There are several comments expressing concern with photocopying and photocopiers.

- “I think the library could use new copy machines...it is the most frustrating thing in here” (Hartford)
- “Harleigh B. Trecker are 1978 models...they suck...please put better one in that cost less to use...it should be 5 cents a copy not 10...Staples does it for 2 cents...you guys should be able to do it for 5...I’m sure if you think really hard and get everyone’s input you can do it...I’m looking forward to your successful implementation” (Hartford)
- “How in the world are 10 copiers supposed to suffice for this big of a grad student body?”
- “Xeroxes are the worst part of the library”
- “Get new copiers...if you can afford millions of dollars for a new library, you can find some money for new copiers”
- “I wish there were more copiers with a zoom function”
- “I’d like the copiers to be fixed more frequently...quite often they are broken and one has to wait a long time for the ones that work”
- “Need more photocopiers, especially with reduction capabilities”

Remote Access

These comments concern networked access to the libraries’ databases and electronic resources from outside the libraries.

- “I wish there was an ease of use for connecting from home...I would appreciate any technology to help me be more efficient at information gathering” (Hartford)
- “Certain databases like Stat-USA are not available remotely via the internet...it would be more convenient if I could access them remotely” (Hartford)
- “Used remote databases last year and was frustrated , so go in person now” (Hartford)
- “Even with a PPP account I cannot seem to reference many of the journals under JREF that I would like to”
- “As a graduate student who lives out of the area I would like SuperHomer to be accessible from my home”
- “For graduate and faculty research purposes, all possible efforts should be made to provide remote access to the bulk of Uconn’s electronic databases”
- “I wish I could connect to more on-line materials from my home...I have applied for the password-sent it back to you, and am still unable to access reserved reading...no one at the library seems to be able to help me get my home computer linked with Uconn”

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, and staff expertise.

- “The librarians are very helpful” (Hartford)
- “I think the Reference Librarians are terrific” (Hartford)
- “The library staff is very skilled; however would like to see less students and more professionals” (Hartford)
- “Personnel working checkout counter frequently sit and talk to each other in social related conversations...this is very disturbing to those attempting to study within range of their voices” (Hartford)
- “Your staff at Stamford have been extremely helpful-wonderful people” (Stamford)
- “Reference and Info staff are excellent”
- “Generally very helpful and friendly staff”
- “I like the liaison staff member from the library to depts...ours has always been very helpful”
- “The Homer Babbidge Library is excellent and staffed with incredible people”
- “The library staff are sometimes curt and rude (not always)”
- “Some student workers do not know what’s going on-better training’s necessary-they look lousy studying”

Study Space

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

- “Quiet spaces for study needs improvement” (Hartford)
- “Study space is often quite noisy”
- “Also, hard to find quiet comfortable study space...group rooms not soundproof”
- “I can never find an even remotely quiet place to read in the Babbidge Library...you really need a quiet study room rather than a small area in the busiest area of the library”
- “Sometimes the use of a group study room is the only feasible alternative to avoid being disrupted by a young and noisy crowd of undergraduates...I am sure that by assigning either a level floor or part of the library to graduate students only this matter would most likely be minimized if not solved”
- “More rooms for group work”

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.

- “The last two Sundays I made the trip to do research at the W.Hartford library the references were not available due to problems connecting to the Main Computer...very frustrating when time is limited for research work” (Hartford)
- “The libraries resources are woefully inadequate...moreover, even the resources there are remain unusable because of difficulties with the system”
- “More WWW computers in first floor of Homer Babbidge”
- “The library internet access services do not meet the needs of the graduate student...they are cumbersome and difficult to navigate...the databases CONSTANTLY go down or are so slow that you can spend an entire day, which I don’t have as a single working mother”

General

- “The Trecker staff are great but the library is an utter disgrace...if possible, I avoid the library at all costs and drive out of my way to go elsewhere” (Hartford)
- “I only go there to study for exams” (Stamford)
- “The new setup is slightly confusing, I hate the way the new doors open...very round about way to get into the library”
- “Inconvenient parking is the major reason the library is not used more often...early closing on Fri. night is a drag also...I almost got locked in once, I couldn’t believe the library closed that early”
- “The new computer lab is always filled w/people that are word processing...this seems like a waste of the new computers that one should be hooked to the www...either time limits should be in place or word processing computers (486) should be established...service is good, the building looks great”
- “More space in the twenty-four hour room—a vending machine in the twenty-four hour room would be good”
- “The staff does a great job...a district student library would foster community and provide some benefits for advanced researchers”
- “Resume book sale on every Monday”
- “The library improvements over the last three years have been tremendous...also, reference librarians have been , without fail, wonderfully helpful...keep up the good work”

Graduate Survey Comments Fall 1998 – Spring 1999

A Breakdown of the Comments from the Graduate Student Survey by Category

A total of 594 surveys with comments were received. 167 of these surveys were from Regional Campus users; 427 were from Storrs campus users. A total of 987 different comments were tallied and organized into the following categories. The numbers in parentheses refer to the percentage of the 987 comments that fell into this particular category.

Circulation (1.1%)

Hartford	1
Stamford	1
Storrs	9
<i>TOTAL</i>	<i>11</i>

Computers/printers (4.9%)

Hartford	14
Stamford	2
Storrs	33
<i>TOTAL</i>	<i>49</i>

Collection management (7.8%)

Hartford	3
Stamford	1
Storrs	73
<i>TOTAL</i>	<i>77</i>

Education of Users (Communication) (5.7%)

Hartford	16
Stamford	3
Storrs	37
Miscellaneous	1
<i>TOTAL</i>	<i>57</i>

Collections (1.3%)

Hartford	3
Stamford	1
Storrs	9
<i>TOTAL</i>	<i>13</i>

Email (2.1%)

Hartford	2
Storrs	19
<i>TOTAL</i>	<i>21</i>

Collections/print (8.8%)

Avery Point	1
Hartford	12
Stamford	1
Storrs	73
<i>TOTAL</i>	<i>87</i>

Environment (1%)

Hartford	2
Stamford	1
Storrs	9
<i>TOTAL</i>	<i>12</i>

Collections/online (1.7%)

Hartford	3
Stamford	1
Storrs	13
<i>TOTAL</i>	<i>17</i>

Exit Control (<1%)

Storrs	3
<i>TOTAL</i>	<i>3</i>

Collections/video (<1%)

Storrs	6
<i>TOTAL</i>	<i>6</i>

General (17.2%)

Hartford	37
Stamford	14
Storrs	117
Miscellaneous	2
<i>TOTAL</i>	<i>170</i>

Culpeper (<1%)

Storrs	1
<i>TOTAL</i>	<i>1</i>

HOMER (2.2%)

Hartford	1
Storrs	21
<i>TOTAL</i>	22

Hours (7.5%)

Hartford	16
Stamford	16
Storrs	43
<i>TOTAL</i>	75

ILL/Document Delivery (7.4%)

Hartford	4
Storrs	70
<i>TOTAL</i>	74

Microtext (2.5%)

Hartford	4
Storrs	21
<i>TOTAL</i>	25

Photocopiers (11.2%)

Hartford	19
Stamford	1
Storrs	91
<i>TOTAL</i>	111

Remote Access (4.9%)

Hartford	13
Storrs	36
<i>TOTAL</i>	49

Reserves (<1%)

Hartford	3
Storrs	5
<i>TOTAL</i>	8

Staff (10.6%)

Hartford	30
Stamford	4
Storrs	71
<i>TOTAL</i>	105

Study Space (1.9%)

Hartford	4
Stamford	1
Storrs	14
<i>TOTAL</i>	19

SuperHOMER (2.2%)

Hartford	6
Storrs	15
Miscellaneous	1
<i>TOTAL</i>	22

V. Conclusion

Results of the Graduate Student Survey have been forwarded to the Libraries' Leadership Council for review and consideration. This information will be used for system-wide planning efforts and decision-making to enhance and improve collections, services, equipment and facilities in support of graduate student research and academic pursuits.

The Bureau of Educational Research of the Neag School of Education assisted the USER Team in analyzing and interpreting graduate student survey data.

VI. Appendices

A. Survey Instrument

B. Library Letter to Graduate Students

C. Follow-up Letter to Graduate Students

D. Comments

by Category / Program / Campus

by Category / Campus / Program

by Program / Campus / Category

by Campus / Program / Category

F. User Team Members