

The University of Chicago Library

Library Survey 2011: Undergraduates

Executive Summary

Assessment Project Team

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Library Survey 2011: Undergraduates Executive Summary

Survey Background and Design

The 2011 Survey of Undergraduates, which ran from February 8-22 2011, is the second part of the University of Chicago Library's annual survey program. Last year's survey covered graduate and professional students; next year's will survey the faculty. The 22-question survey, designed by the Assessment Project Team and based upon the 2010 survey (in order to permit comparability of results), covered:

- Demographic information: division/school, year at the University
- Collections: importance, satisfaction, comments/suggestions
- Spaces/activities: primary library, library satisfaction, frequency of visits (physical/remote), comments/suggestions, activities when visiting library, all-night study spaces
- Library website usage
- Existing services: usage, satisfaction, comments/suggestions
- New services: importance of services presented as options, top pick, comments/suggestions
- Contribution to academic success, overall satisfaction

Response rate was excellent; we had 1352 completed responses, 26% of the undergraduates who were sent the survey. This response rate is nearly 3 times that of our 2007 LibQUAL+ survey, which had only 417 responses (9% of those invited to participate). All data discussed in this report are based on completed survey responses, although all 1100 comments were analyzed¹, regardless of whether or not the respondent had completed the other portions of the survey.

Questions 1 & 2: Collegiate division and year in College

Respondents were allowed to select more than one collegiate division in Question 1; as a result, the total exceeds 100%. A significant portion of respondents (21%) chose undeclared/other as their collegiate division. For those identifying with specific division, 30% selected biological or physical sciences, 20% selected humanities, 37% selected social sciences, and 3% selected New Collegiate Division.

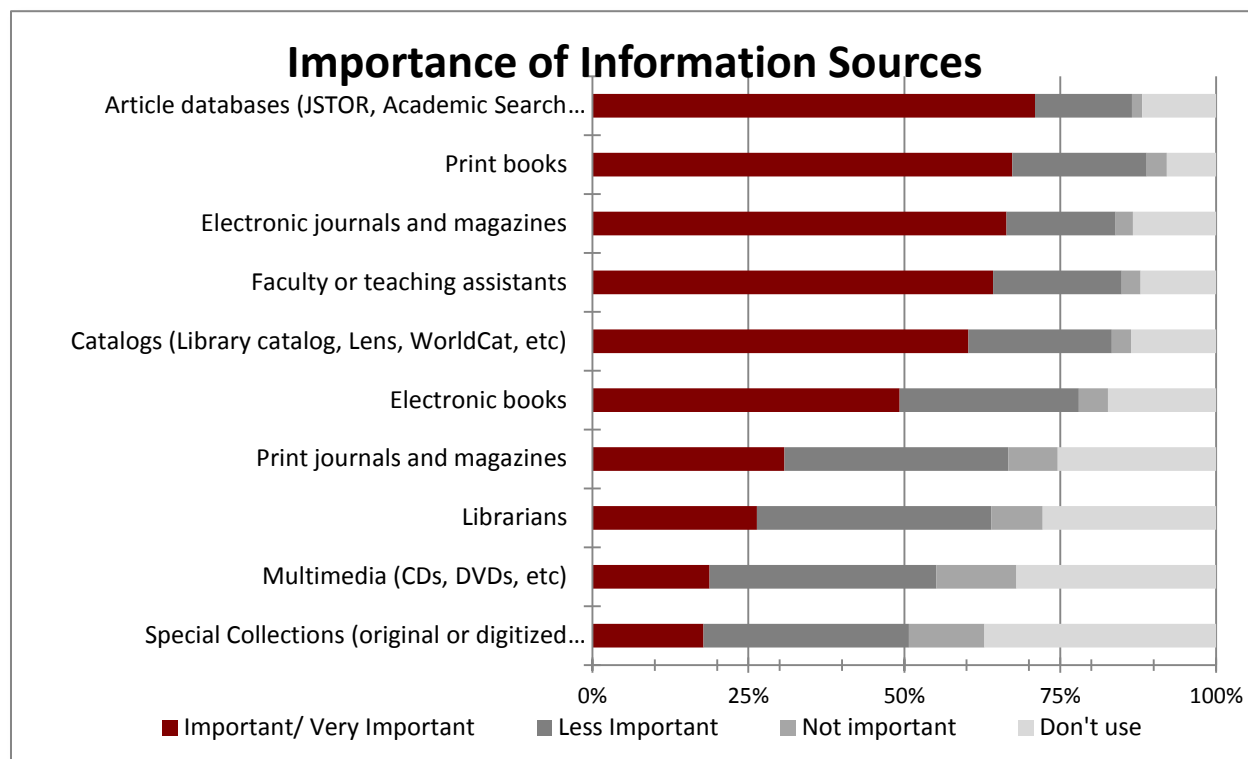
Approximately 31% of respondents said that they were first years; 23% were second years, 22% were third years, and 24% were 4th years or beyond.

Question 3: Importance of sources

When asked about the importance of information sources to their work, more than 50% of respondents indicated that print books, electronic books, article databases, electronic articles, catalogs, and faculty/teaching assistants were important or very important.²

¹ The Assessment Project Team gratefully acknowledges the work of the comment analysis team: Margaret Schilt, David Bietila, Will Degenhard, Ray Gadke, John Kimbrough, and Rebecca Starkey

² Respondents are considered to have indicated that something was "important or very important" if they selected a 4 or 5 on a scale in which 0 is "Don't Use", 1 is "Not Important" and 5 is "Very Important".



Although 65% characterize electronic journals as important or very important, print journals lag behind at about 30%. As we expected, upperclassmen value Library collections more highly, with fourth year students consistently rating the various information resources very important/important more often first years do. . Print books are most important to the New Collegiate and Humanities Division (with more than 60% considering them very important) while less important to the Sciences (approximately one third of Biological and Physical Sciences respondents rated print books as very important). Social Sciences is in the middle at 42%. Article databases are most important to Humanities and Social Sciences (over 60% rate as very important); Sciences are at 45-55%.

Question 4: Satisfaction with collections



77% of respondents are satisfied or very satisfied with the print collections; 74% responded likewise as to the article databases. The only areas with significant percentages of dissatisfied responses are electronic books and multimedia. These results are borne out by the comments. Students are migrating to electronic books and would like more of them and would also like more CDs and DVDs, primarily for recreational rather than scholarly use.

Representative comments

"I mostly use the Regenstein library, and I appreciate the collections and the staff's services very much"

"not enough copies of some books and books in poor condition"

"As I science major, I always want access to more journals, and more years of journals."

"It is very frustrating when you are trying to read articles from the literature and don't have access to the science journal....I would recommend broadening the journal subscriptions."

“Sometimes we are missing occasional volumes from a print collection of journals. There are a few journals we don't subscribe to. I run into this problem often enough when looking for articles, though it's usually easy to work around it.”

“I would like to see more additions to the Multimedia collections, particularly CDs. I would recommend expanding the collection to include more contemporary recordings, esp. modern jazz, rock, funk, and fusion.”

“The Library's increase to my efficient use of time is negative. This is not a reflection on the Library; in fact, I wish it were more so, since the reason it is negative is that I keep finding these fascinating books when I'm looking for something else! ... That is to say? Good work. Keep it up.”

“Purchase more electronic books so we don't have to go to the library. Perhaps allow e-books to be downloaded chapter by chapter (sometimes you only need one chapter!).

E-books of common Core readings should be available.”

“More ebooks, but right now the electronic reader is not very easy to use and is very clunky. If you could somehow use another provider or design your own, that would be MUCH appreciated. It would also be useful if we could download ebooks to our computers for a certain amount of time, or perhaps on kindles/iPads for a certain amount of time.”

Question 5: Suggestions for improvement of the collections

The comments can be summarized by the word “more”. Undergraduates want more books – especially copies of textbooks, popular books and reserve books – and more multimedia, and more electronic books and journals.

Representative comments:

“Perhaps add more copies of widely read literature (British, American, and translations of world literature), because on multiple occasions I have looked up a book I wanted only to find it checked out with no other copies.”

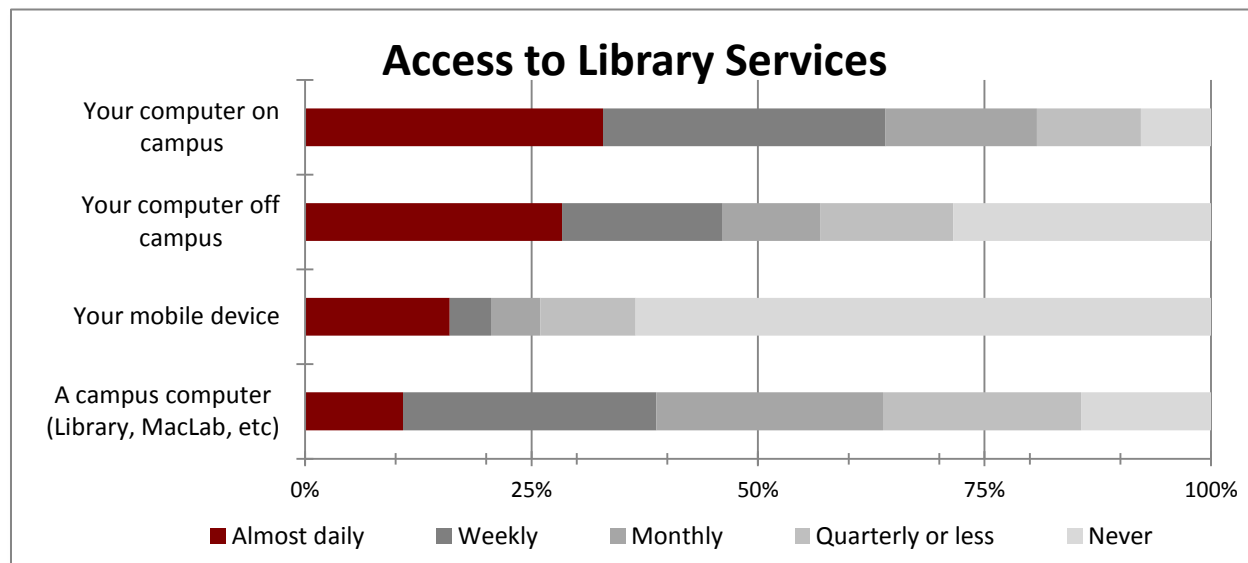
“More new fiction and creative nonfiction!”

“It would be great if the library could have copies of textbooks in the library. If I want to study in the library I have to lug all my stuff over. “

“More movies.”

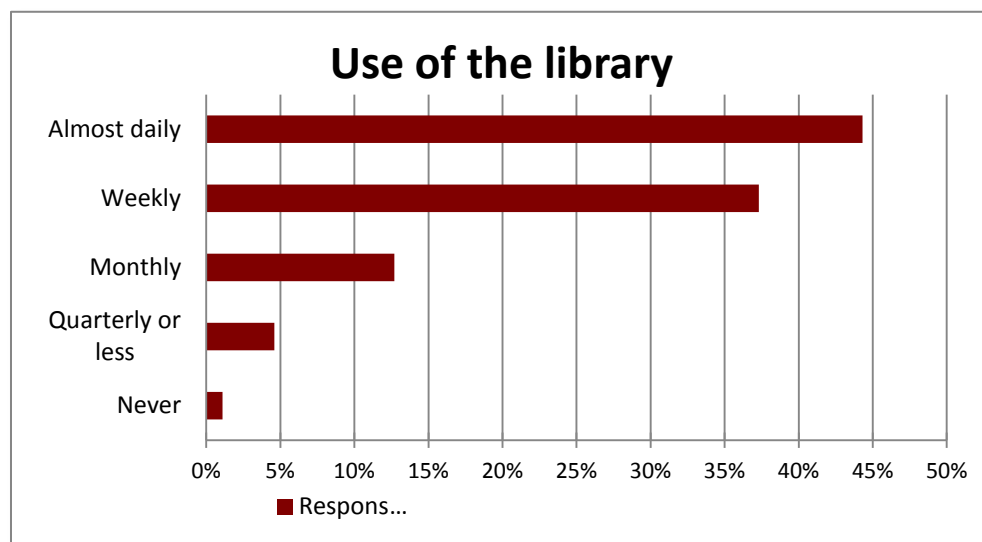
“Purchase more electronic books so we don't have to go to the library.”

Question 6: Computer access



This question asked how often the students access Library resources from campus computers, their own computers on campus, their own computers off campus, their own computers off campus or mobile devices. Only 10% reported using campus computers to access library resources on an almost daily basis and an additional 27% weekly. About 15% report almost daily use of mobile devices to access Library resources. Students report using their own computers to access Library resources, both on- and off- campus, more frequently. 56% use their own computer on-campus (which may include their dorm rooms) weekly or almost daily and 45% use their own computer off-campus weekly or almost daily. These responses track fairly consistently the results of the graduate and professional student survey, and suggest that use of the Library’s public access work stations may decline over time. We had expected that undergraduates would use the Library computers more frequently than graduate students, but found that not to be borne out by the data.

Question 7: Frequency of visits to campus libraries

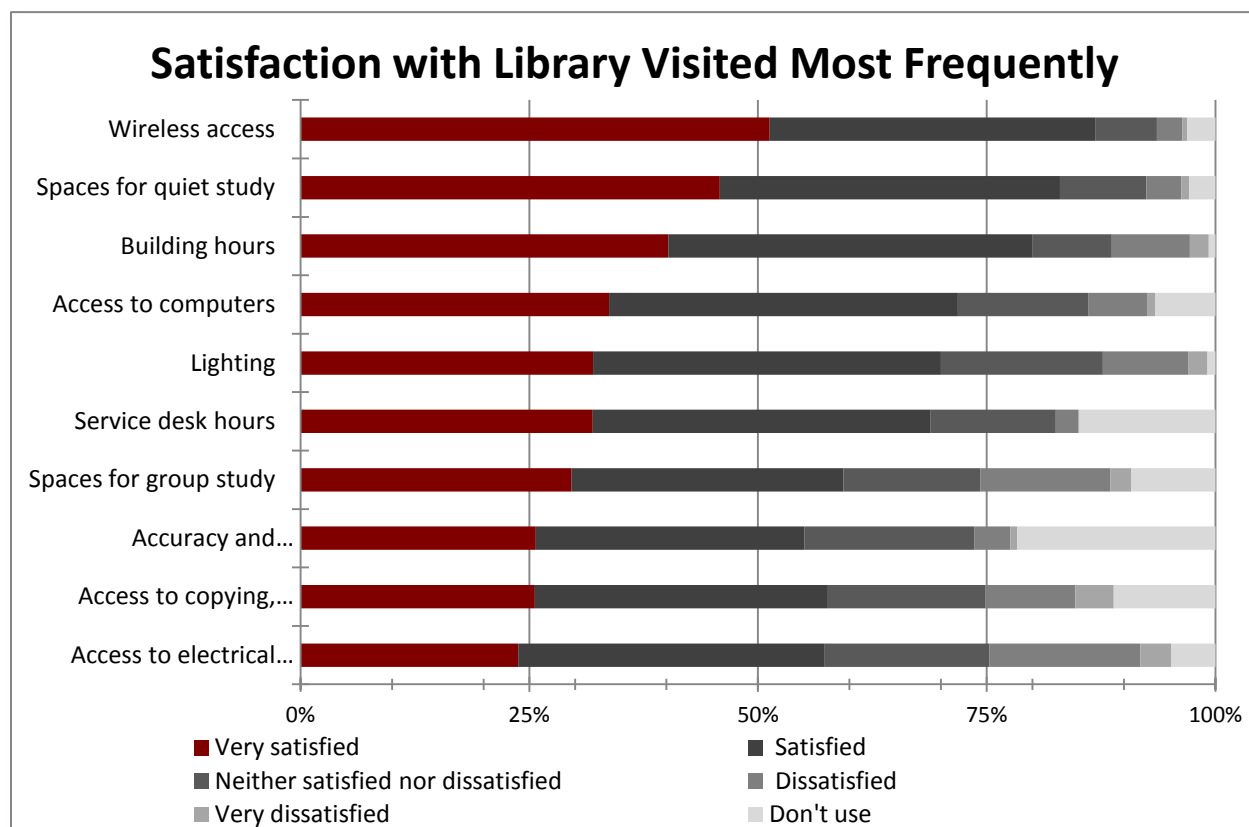


The Library's physical spaces are very heavily used by undergraduates. 45% of respondents visit a library almost daily; another 37% visit a library weekly. Added together, 82% of respondents visit a campus library at least once a week. Only 4% report visiting quarterly or less. These responses demonstrate the importance of the Library to undergraduates as a physical space.

Question 8: Which library do you visit most often?

As expected, the Regenstein Library predominates at almost 85%. Crerar follows at 11%. D'Angelo and Eckhart account for 3% each.

Question 9: Satisfaction with the Library visited most often



Students were asked to rate their satisfaction with the following aspects of the library they visited most often: building hours, service desk hours, spaces for quiet study, spaces for group study, access to computers, wireless access, access to electrical outlets, access to copying, printing and scanning, lighting, accuracy and timeliness of reshelving.

Students are generally satisfied. Respondents report that they are satisfied or very satisfied with wireless access (85%), spaces for quiet study (80%), building hours (78%) access to computers (73%). Dissatisfaction was generally very low, but increased to about 16% for spaces for group study, access to electrical outlets and lighting. The need for more electrical outlets argues that students are becoming accustomed to bringing their laptops or other electronic devices to the Library.

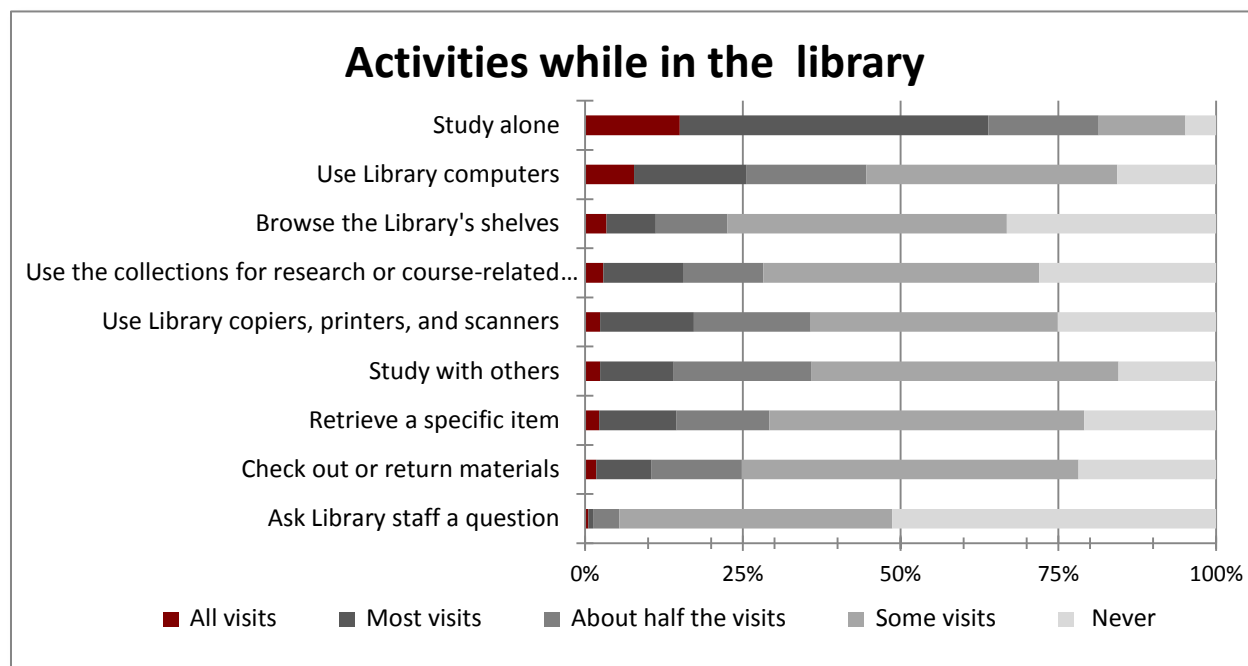
Representative comments:

“The Reg has most of all the resources I need on a daily basis. And its located at the center of campus.”

“I love studying in the library even if I don't always use their services when I'm there. It's clean, the staff is nice, and there are usually people I know so I don't feel alone when I have to do work. The air can get really dry inside the Reg though, and the water fountains on the A-level desperately need fixed. I also often have breathing issues in the winter time while in the Reg because I'm allergic to mold/mildew; I understand this is a difficult problem for a building that houses books and especially for the A-level because it is slightly below ground, but it does hamper my ability to spend time in the library sometimes. Despite these suggestions, I enjoy a lot of time studying and seeing friends in the library and for the most part am satisfied with the environment”

“D'Angelo: Intimidating and not my kind of place. Eckhart: A nice atmosphere, but not enough space to study sometimes. Crerar: Less impersonal than the Reg, but not too rich, sleep-inducing, and crowded, as Harper often is. The Reg: Lots of space and overall satisfactory, but very occasionally depressing. SSA: So beautiful and inviting! I like that you don't need an ID to enter. It reminds me of a public library. I wish the weekend hours were better. Harper: A convenient location, and sometimes good for reading. The couches are good for sleeping.”

Question 10: Activities while in the Library



80% of respondents study alone on half, most or all of their visits. 45% use library computers and 30% copy, print or scan and study with others. 25-30% retrieve a specific item or check out materials and use the collections or browse. Only 5% report asking library staff a question on half, most or all of their visits and 52% have never asked Library staff a question.

Question 11: Frequency of visits to specific libraries

Almost 80% of respondents visit the Regenstein Library weekly, with half of them visiting almost daily. 30% visit the Crerar at least once a month or more.

Question 12: Suggestions about physical spaces

The comments report tension between students who use Library spaces for quiet study and those who use them for group study or socializing. This suggests a need for better division between quiet and group study spaces. Lighting is an issue – students report that the Reg is dim and that the lights in Harper have an annoying hum, to the extent that usage of Harper is adversely affected. Students want more electrical outlets (suggesting increased laptop use) and longer hours.

Representative comments

“How about making the study spaces in the Reg cheerier? Some art, maybe, or quotes from famous women”

“Reg should have more study rooms, and make registering them open to student groups.”

“More group study spaces are needed in the Reg. More 24-hour spaces need to be available during finals.”

“Reopening the all-night study space in Crerar would significantly help undergraduates complete their work. We keep late hours, and at night we need a place to work that is both quiet and physically isolated, so we can focus completely. Crerar has this environment, but is no longer open past 1 am. The A-level and Harper are both crowded, and the former usually noisy, making it very difficult to work on a problem set or long paper through the night. Reopening the all-night study space in Crerar would help us to be more effective students.”

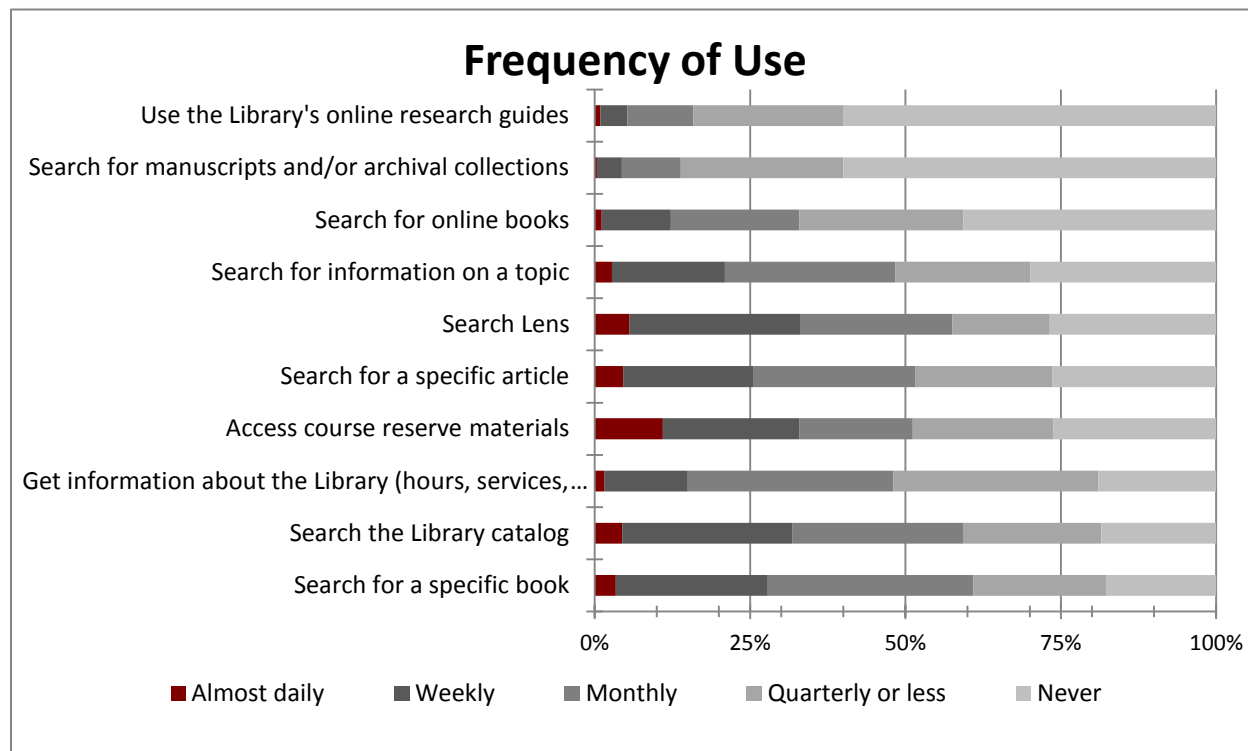
Question 13: Use of all-night study spaces between 1:00 and 8:00 AM

Regenstein’s A-level is used a little more than Harper Commons. 25% of respondents report that they use Harper Commons monthly or weekly; 30% used JRL’s A-level monthly or weekly. Adding in quarterly usage boosts those percentages to 50% for Harper and 60% for JRL, suggesting that usage increases at finals.

Question 14: Attractions of all-night study spaces for those who use them

Harper is preferred for quiet study (75%) and available seating (50%). The Regenstein A-level is preferred for group study (77%), available computing equipment (82%), socializing (74%), available reading materials (77%) and to a lesser extent safety (63%) and convenience (61%).

Question 15: Use of Library website to accomplish specific tasks



More than half of undergraduates use the Library website at least once each month to search for a specific book, to search the Library catalog, to search Lens, to access course reserves, or to search for a specific article.

Their responses do not indicate a strong preference for either Lens or the catalog; usage is approximately equal for each. Research guides are underused; whether this reflects a lack of need for the information found there or a lack of awareness is not clear. Almost 50% of respondents search for information on a topic at least monthly; research guides should be promoted more heavily.

Representative comments:

“The library catalog systems are difficult to navigate and not very user-friendly.”

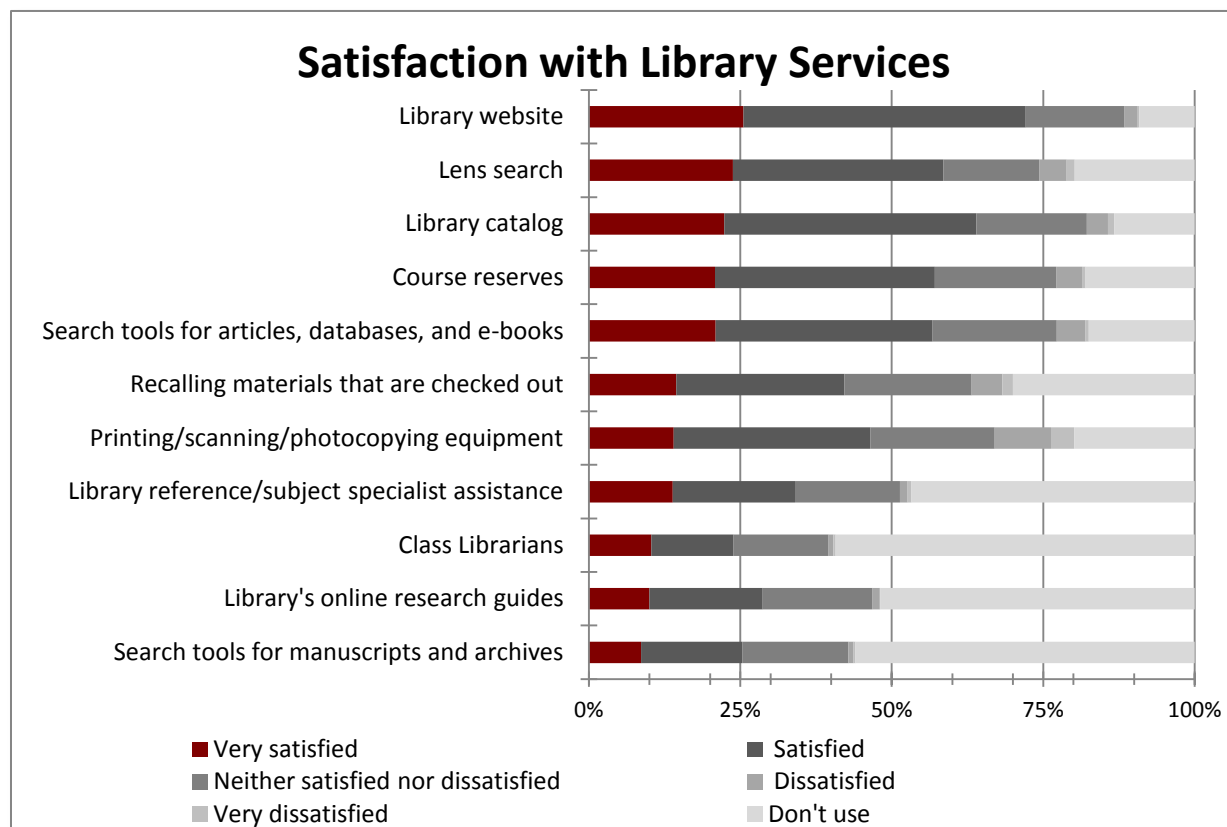
“The library catalog and Lens search are the most important things on this list.”

“Another area for improvement is the search "catalogs." In the age where google has set the standards for easily locating information, searching for books in the library leaves something to be desired. For instance, simply typing an author's name into Lens usually produces poor results-many books containing parts of the name in the title for instance, rather than a book by the author of that name; and many similar complaints. But asking searchers to specify the 'type' of search, e.g. author, title, subject, is out-dated. The answer is smart searching. How to implement, this I cannot say; but clearly it is not outside the realm of the feasible. “

“I would prefer to be able to view books on course reserves in a pdf style format.”

“Online course reserves could be done better. I'd say PDF's--often large numbers of short PDF's--account for maybe 60% of the reading I do, and I spend a considerable amount of time tracking everything down.”

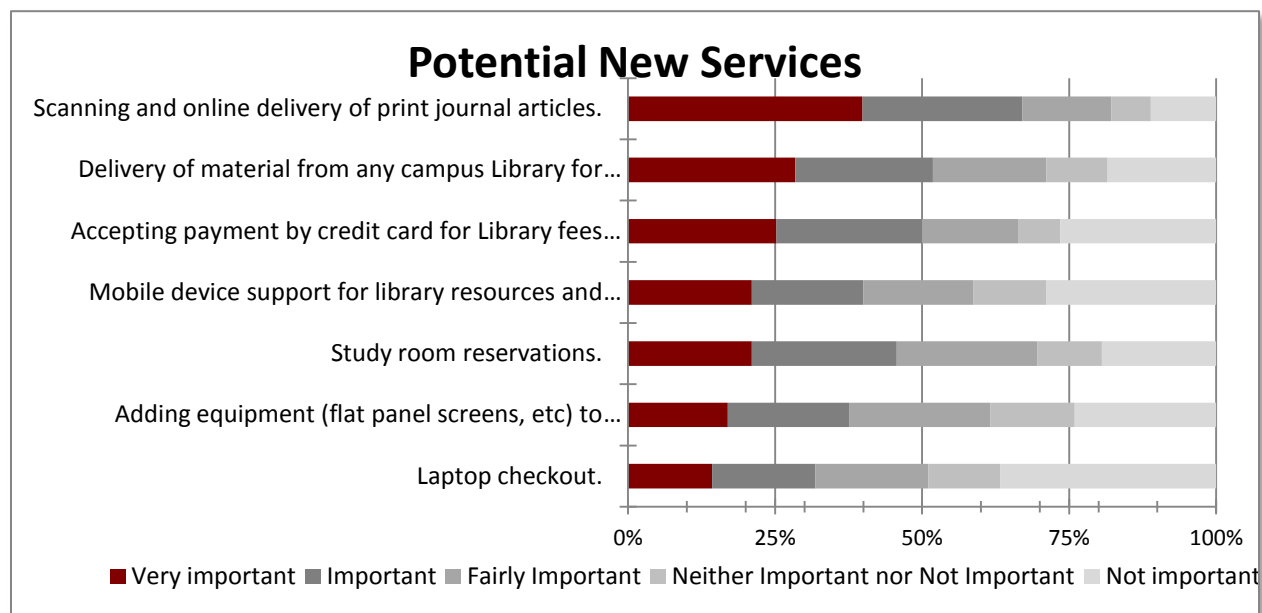
Question 16 and 17: Satisfaction with specific Library services and comments or suggestions



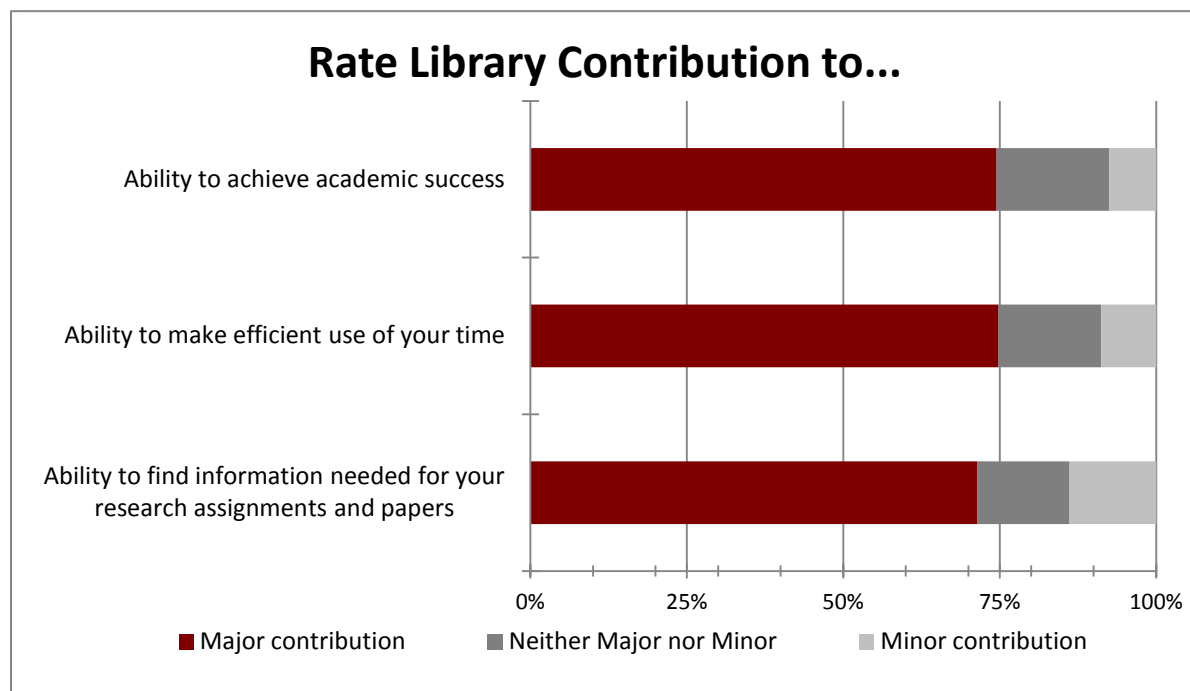
Responses to this question indicate specific areas where the Library could improve its services or marketing. 20% of respondents are dissatisfied or very dissatisfied with printing, scanning and copying services. More than 50% of respondents never use class librarians or research guides; only about half have used reference librarians or subject specialists. As with Question 15, it is unclear whether this reflects a lack of need or lack of awareness. The comments focus on printing, scanning and copying; many complain that they are too expensive. Also, commenters mention that Lens and the catalog are not intuitive enough.

Questions 18 and 19: New services

Scanning of print articles is preferred by 27%; paging by 17% and study room reservations by 16%.

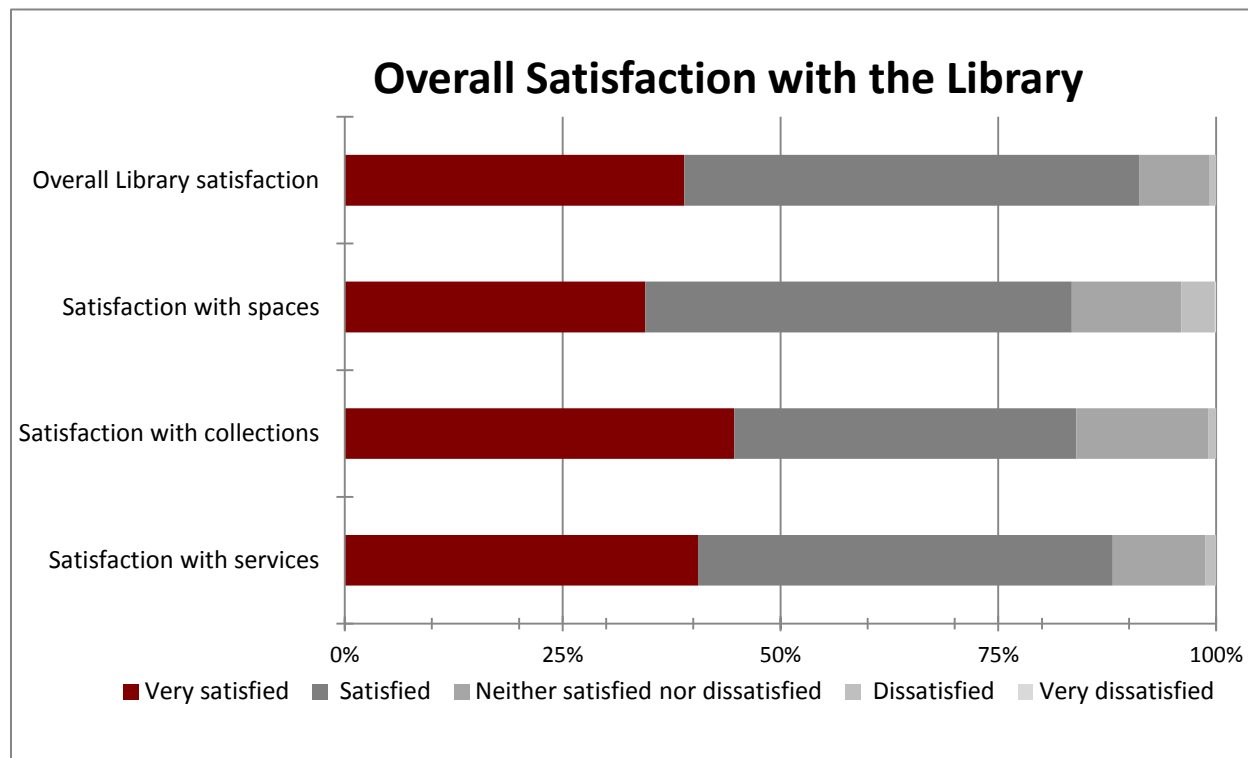


Question 20: Impact of Library



3 out of 4 respondents say that the Library has made a major contribution to their ability to achieve academic success and their ability to make efficient use of their time; 71% their ability to find information needed for research assignments and papers.

Question 21: Overall satisfaction with the Library



Between 80% and 90% of respondents are satisfied or very satisfied with the Library overall, Library spaces, collections and services. About 40% are very satisfied. These responses indicate that the Library is generally meeting the perceived needs of the undergraduates. Less than 1% of respondents are dissatisfied or very dissatisfied with Library collections and services, slightly more (4%) with Library spaces.

Question 22: Overall comments

Deeper analysis of the comments to the survey is included in the Comments section of this report. While comment analysis is necessarily subjective, the important areas of concern appear to be the following:

Spaces: commenters rely on the Library for quiet and group study spaces, as well as space to socialize with their friends. These needs are sometimes in conflict and the students look to the Library to do a better job of providing for the needs while reducing the tensions among them.

Collections: commenters are concerned with the availability of textbooks, course materials and course reserves. They would like the Library to have more copies readily available, to reduce wait times and to avoid purchasing and carrying books to class. They feel that more e-books would help to meet this demand.

Many commenters request more multimedia (CDs, DVDs), although often acknowledging that their wish is for recreational, not research material. Commenters also frequently asked for more recreational reading. They would like the Library to fill their public library needs, as well as research library needs.

Services: printing, copying and scanning cause considerable annoyance. Some of the commenters' requests are unreasonable (printing should be free, or at least a certain allotment of printing), but others

may be less so. It might be possible, for example, to reduce the price of scanning and better publicize webshare, to reduce reliance on printing.

The Library's website tools (Lens, the catalog, article databases) are criticized as non-intuitive. This reflects a certain naivete on the part of the students and a lack of understanding of the complexity of the information environment. Continuing and strengthening the Library's focus on instruction and outreach would be appropriate.

Representative comments:

There would be no University of Chicago without its libraries

The library is the most important tool I use at this school... I check out books for class, secondary materials, or to supplement required textbooks. I use the reg computers almost every day, and the u-site for writing lab reports. I use a particle physics book from crerar, because the one our teacher picked out for the course, is crap. I think anything the library can do (and it does a lot already) to encourage students to utilize more of its resources, will only be for the better.

Keep up the good work!

I love the Reg -- I just wish more material, including books and journals, was available online.

I wish the library had more licenses to useful programs on library computers, like Matlab or scientific data analysis programs (origin, sigmaplot, etc.). Or that there was a University-wide license where we could get those sort of programs on our own computers. Either one would be good. Also, there are not enough study spaces in the Reg, or enough computers. Gets crowded and hard to find a spot to do your work, even in the middle of the quarter.

COMMENT ANALYSIS: EXECUTIVE SUMMARY

There were 1057 comments made in response to the open-ended questions. The comments were coded and then grouped into subject areas. Summaries, with representative comments are shown here. The Appendix to this report includes all comments grouped by subject area rather than question number.

COLLECTIONS

COLLECTIONS, Generally

Summary

Undergraduates expressed general satisfaction with the Library's print collections. Many comment positively on the wealth of available materials. The negative comments on Collections generally tend to identify very specific resources or particular subject areas that the commenter wished were more robust. We separated out from these comments those that requested more of everything. Those comments follow in a separate section.

Representative comments

While I may not use print materials as much, it is absolutely wonderful to have such a collection as the UChicago Library's available to me if and when I need it.

The library is a fantastic resource. I only wish that I had learned how to use it better in my first two years.

To be honest, the collection I've seen on the fourth floor of the Regenstein is a little lack-luster, but maybe I'm not looking hard enough.

You should have all the books on all topics. Rather than having many books that are repeated.

COLLECTIONS, "More" generally

Summary

Requests for "more" dominated the collections comments, so much so we moved those comments into a separate section. Comments range from the general: "Get new, recently published books" to the very specific: "More foreign language books would be great, especially in east European languages such as Georgian", but the general message is more of everything. These comments support a conclusion that the Library's traditional focus on collections continues to serve our users, even undergraduates.

COLLECTIONS, Specific areas

Summary

Certain areas of the collections especially pertinent to undergraduates received many comments. Users commented extensively on textbooks and books on reserve for classes, recreational reading and the CD/DVD collections.

COLLECTIONS, Textbooks and books on reserve

Summary

Undergraduates would like the Library to buy many more copies of required textbooks and books placed on course reserve. Reasons range from a desire not to have to carry too many heavy books around to getting alternative explanations of difficult concepts. Frustration at competing for access is evident.

Representative Comments

I would prefer if especially for science classes the library had more than one copy of the textbook- the books are heavy and it is nice to not have to carry them to campus every day.

There are many standard physics textbooks that the Library owns 1 or 2 copies of (I'm thinking specifically of Introduction to Quantum Mechanics by Griffiths, but I ran up against this problem quite a few times). Often times both copies are checked out, even when they're on reserve.

Provide more books that are required for courses

COLLECTIONS, More recreational reading

Summary

Undergraduates want the Library to have more recreational reading books and magazines. Leisure reading is a priority for them and they are frustrated that the Library does not provide a wider range.

COLLECTIONS, CD/DVDs

Summary

This category received 53 comments. The words “more” or “expand” appear repeatedly. Undergraduates like CD/DVD collections and would like to have more of them. The comments reflect primarily recreational use of these collections. 30 more people asked for more CD/DVDs than wanted more recreational reading.

Representative comments

Bigger dvd selection would be awesome, though that really has nothing to do with my studies

More multimedia (DVDs)--there is nothing quite like learning from a documentary. I would appreciate more social science-centric ones.

COLLECTIONS: Electronic Resources

Summary

The commenters want more e-books (56 comments) and e-journals (33 comments). Several view e-books as the ultimate solution to recall and reserves issues. For these commenters, digital is not the future; it is their present. There are also indications in these comments that undergraduates need more instruction to discover and access the e-resources we do have. There are few comments regarding access and interface issues, suggesting that undergraduates are by and large well able to manipulate our web environment.

Representative comments

I really would like to see more electronic books.

I feel that the more electronic resources--the better. I like print books a lot, but when you're competing with other students to get the material first... well.. then it's better to have either many print editions (which the library cannot support) or more electronic material.

Would be great if there were ebooks that were necessary for my core classes

DIGITIZE EVERYTHING. PUT IT ALL ONLINE

It would be nice if more journals and magazines were available online, especially older ones.

I think that we should have access to more article databases. And I think that it ought to be made more apparent which databases we have access to.

I use the electronic journals the most, and I find the sources exhaustive and abundant.

COLLECTIONS: Access/Interface Issues

Summary

Even though undergraduates are generally enthusiastic about e-books, a few raise usability and interface issues. They also comment that links to e-books, e-journals and databases are frequently broken.

COLLECTIONS: Organization

Summary

Commenters like to browse the stacks, and they appreciate organization of the collections in ways that facilitate browsing. A few comment on how much they like the Harper collection as it is smaller, more accessible and more browsable.

COLLECTIONS: Lost/Missing Books

Summary

9 commenters want the Library to replace missing books more quickly.

SERVICES

SERVICES: Bibliographers

Summary

The students who have consulted bibliographers/librarians are generally positive about the services they've received.

Representative comments

the research helpers are always so cheerful and helpful; asking them questions usually makes my day.

The staff of the libraries has always been top notch in every respect. The subject specific librarians are often a godsend. Kudos, and thanks!

The research guides could stand to be streamlined and updated, and it could be clearer to new users how the function/what information is stored where.

I want to know more about using librarians but can never make the sessions they hold. There should be a how do guide online.

SERVICES: Circulation

Summary

Only a few students commented specifically about circulation and those comments made specific suggestions, e.g. making CDs renewable online.

SERVICES: Recalls

Summary

The comments about the recall system can be summed by these two responses:

**“It’s so annoying when someone recalls something that I checked out”
“It should be easier/faster to recall books.”**

The comments reflect the natural tension arising when people are sharing resources. Recall policies are a balancing of interests; getting the balance right may require revisiting it from time to time. A few of the comments suggest a need for better publicity of recall policies.

SERVICES: Reserves/E-reserves

Summary

Comments on course reserves focus on two issues: students would like more copies of coursebooks to be placed on reserve, and they are experiencing long loading times in the course reserve module in Chalk. A tangible improvement could be made here by working with Chalk staff to reduce the amount of time it takes to load an e-reserve on Chalk.

Representative comments

More copies of books on reserve or have longer check out times.

Books placed on reserve for use in class are often limited to too few copies

The library course reserves via the Chalk website take FOREVER to load, especially if a professor takes full advantage of the feature. Why is this? Is there any way this loading wait time can be reduced?

SERVICES: Stacks/Reshelving

Summary

There are 12 comments coded under this category; only two of them refer to an experience of not finding a book that was supposed to be on the shelf. Compared to earlier surveys, the lack of complaints in this category suggests that the Library is making progress on making the bookstacks more efficient and user-friendly.

SERVICES: Outreach/Instruction

Summary

Many commenters expressed ignorance about particular services and a desire for more information. These comments suggest a need for more or different outreach/instruction activities for undergraduates.

Representative comments

I feel like I don't know how to use any of the libraries resources because no one is there to help me find anything, and no one has shown me how to use any of the information. If I did need to check out a book for something I wouldn't even know where to start because there are just so many books, and I wouldn't know who to ask for help.

Overall great. Wish I utilized it better in general. Perhaps more often having library orientation programs?

There needs to be how-to pages for accessing the electronic journals and jstors using the uchicago ID from outside the library. They need to be easily to find and accessible from the library website.

SERVICES: Staff

Summary

Commenters characterized the staff as “friendly” and “helpful”. There were few negative comments.

SERVICES: Library services generally

Summary

Commenters took this opportunity to express their general satisfaction with library services..

Representative comments

Please add extension cords to Eckhart and extend the hours of the SSA library. Other than that, I am thrilled with the UChicago library services.

The service is excellent. The facility is also exceptional.

The Library services here are superb, keep up the great work.

TECHNOLOGY

TECHNOLOGY, Catalog

Summary

Comments regarding the catalog were generally complaints. These were a mix of general complaints (typically that the catalog was not user-friendly or that it was difficult to navigate), and specific issues. Most specific issues were only cited in a single comment, but some issues that were raised repeatedly included the difficulty of searching for foreign language materials, or for print journals in general. Several respondents suggested that HIP and Lens be merged. A

comment that came up frequently emphasized that the catalog was the most important item the library offered, in comparison to other topics of the survey.

Representative comments

The lion's share of the library's focus should be on improving and streamlining its online catalogs and related tools. (To make them as user-friendly and helpful as possible.)

The library catalog can be kind of finicky - I search for a book by title, and it won't find any results, but then I try ISBN, and oh, look! 7 copies!

I just have difficulty finding books sometimes. Might be better to organize in a more simplistic way.

TECHNOLOGY, Lens

Summary

Lens comments were predominantly very general negative appraisals (25 comments). They included comments that Lens results should be better organized, that it should be improved, or that it was generally bad. There were less specific complaints than for HIP, but there was a perception that Lens was weak for exact citation searches (5 comments). Also, some respondents believe that Lens did not display everything in the collection (3 comments). There were more positive comments for Lens (5 comments) than the catalog.

Representative comments

Please make Lens easier to use. I've yet to figure out how to search for X but not Y - it doesn't seem to be an option in advanced search.

Lens needs to be easier to use. I have typed in the titles of books and the database cannot find them. I am not sure why considering they are popular books and I am sure the library has them.

I find Lens hard to navigate but only because it offers so many features. I would have also appreciated a optional or mandatory class on library use during orientation.

TECHNOLOGY, E-resources/E-journals

Summary

The most frequent comment here was that article databases are hard to navigate, or that it is difficult to locate articles (8 comments). Other occasionally mentioned

issues were complaints about proprietary e-book interfaces (2 comments), and desire to have links to popular databases on the main page (3 comments).

TECHNOLOGY, Website

Summary

There were relatively few comments regarding the web site (around 22 comments). Most were general complaints that the site was hard to navigate or disorganized (5 comments). Specific issues cited were that research guides were hard to find (3 comments), or that recent changes to the site were confusing (3 comments).

Representative comments

Make the website and online search tools more intuitive.

Library website is too complicated to navigate - e-reserve link should be on the opening page.

Is there a new format of the webpage? Seems more difficult to maneuver than it previously has been.

The library website is helpful, but is sometimes hard to navigate/find what you want. For example, I was once shown the library's online research guides, however, had trouble finding them on my own.

TECHNOLOGY, Printing/copying/scanning

Summary

The most frequent comment regarding printing was dissatisfaction with the expense (41 comments). Students requested either free or less expensive printing. Several respondents suggested that double-sided printing specifically should be half-price (5 comments). Many complained that technical problems with printers were frustrating or had wasted money (17 comments). There were requests for more printers, especially on the 1st floor of Regenstein, and more stations to put funds on cards (7 comments).

Representative comments

The Unified Printing system is horrible and extortionist.

Oftentimes the printers on the first floor are jammed with students trying to print what I can only imagine to be self-published manuscripts of some epic work or other, and it is inconvenient/ impossible to find another printer that is relatively close and not being used. Maybe the library should consider installing new printing stations, perhaps not in the physical space of the libraries themselves?

Often there are printer glitches which is frustrating because I lose a lot of money, especially after hours when no one can help. Maybe it would be helpful to have troubleshooting instructions next to the printers, or clear indications of documents it cannot handle (e.g. large pdfs)

It'd be nice if we didn't have to pay for the printing/scanning/photocopying. It's insane, my friends are always like, seriously, you have to pay for that?

TECHNOLOGY, Off-campus access

Summary

This topic was not frequently commented on (10 comments total). The only comment registered multiple times (4 comments) was that a better (or more easily located) explanation of how to get off-campus access to databases is needed.

Representative comments

There needs to be how-to pages for accessing the electronic journals and jstors using the uchicago ID from outside the library.

TECHNOLOGY, Computing/technology

Summary

The most common concern was a need for more public computers (17 comments). A few specified a need for more computers at Eckhart and Crerar, but most comments specified that it was Regenstein that was in most need of computers. Several commented on wanting wireless coverage in the Regenstein stacks (5 comments). The only comments regarding flat screens in study rooms and laptop rentals were opposed to these ideas.

Representative comments

We definitely need more available computers downstairs and in other spaces and it would be nice to have more printers downstairs.

I have continual problems with the wireless access dropping my connection.

SPACES

SPACES, Library Use

Summary

These comments varied, but most (14 comments) simply indicated that the respondent had not had to use the library for research, and could not comment on the resources. Others commented that the Library was an important part of their academic productivity (8 comments).

Representative comments

I wouldn't have ever finished a research paper without the U of C library. It is glorious.

SPACES, Browsing

Summary

This was not a major issue for comments, with only two respondents mentioning browsing.

SPACES, Building access/hours

Summary

All comments suggested either extending library hours (34 comments), or allowing easier undergraduate access to D'Angelo (18 comments). Of the suggestions to extend hours, there were proposals that specified each library (15 comments regarding Regenstein, 9 comments regarding Crerar, 4 regarding Eckhart, and 2 regarding SSA). Some comments suggested that 24-hour access be provided for more areas (10 comments), most often Crerar.

Representative comments

This being UChicago, there is *definitely* a market for having the library open later on the weekend. Over my time here I have spoken to a myriad of students who are extremely frustrated that the libraries close at 10 pm on Friday and Saturday. If then were open even an hour or three more, like Northwestern's main library, we would be very grateful, especially because there is NO other quiet place to study late on the weekends when the dorms, Hutch, etc. are noisy. For the sake of the hard workers, please consider making this change!!!

I'll say it again: it is a tragedy that Crerar is no longer open 24 hours.

It would be fantastic if the undergraduate IDs allowed us access to the law library. Also, it would be nice if the law library were open 24 hours, or at least the lower open lounge area. I live in south campus, and, especially during the winter, I love the law library because I don't have to cross the midway, but the hours are inconvenient and the fact that I always have to wait for the staff attendant to let me in is frustrating.

SPACES, Cleaning/maintenance

Summary

There were relatively few comments on this topic (14 comments total), and they were distributed across a variety of individual issues, ranging from white board markers to water fountains. The only repeat issues were a few calls for cleaner bathrooms, and for stricter enforcement of the no food policy.

Representative comments

The a-level of the reg smells like mildew/death and the lights give me headaches.

Furthermore, the Men's bathrooms in Crerar are so disgusting, I only use them if the nearby buildings are not open. I would literally just go outside to use the restroom if that were socially acceptable. The smell is abominable.

SPACES, Eating

Summary

There were few comments on this topic (14 comments total). Several called for stricter enforcement of the no food policy. Otherwise there were scattered suggestions for food options at Crerar, more vending machines, and more working water fountains.

Representative comments

Also, it would be nice if Crerar library had a place to get something to eat and/or drink. It is very inconvenient that it does not.

No one actually check whether people bring in food to the a-level. I saw people get pizza delivered to the library.

SPACES, Electrical outlets

Summary

All comments on this topic either encouraged the addition of new outlets (38 comments), or complained about existing broken outlets (16 comments). For suggestions for new outlets, most comments which mentioned specific libraries referred to Regenstein (18 comments) or Eckhart (9 comments). Reports of broken outlets were nearly all in reference to Regenstein (14 comments).

Representative comments

In the Reg I have had trouble with electrical outlets; they are often hard to find, and sometimes do not work.

More outlets on the floor on every floor would be helpful

More outlets in the reading rooms are really needed to make better use of the space and my time at the Reg.

SPACES, Environment - general

Summary

There were several trends here: many complained that Regenstein's atmosphere was depressing or not inviting (16 comments), while a smaller group praised Regenstein as comfortable and spacious (5 comments). Others praised library spaces in general as satisfactory (10 comments).

Representative comments

I find the Reg pretty dissatisfying both aesthetically and functionally, but I'm not sure much can be done to it save for completely tearing it down and rebuilding it. I don't know what the Brutalists were thinking...

I like the diversity of spaces in the Reg. It's nice to switch up one's studying environment.

The spaces are satisfactory!

SPACES, Furniture

Summary

There were not clear trends with these comments, but they included praise for the comfortable chairs in Regenstein's window alcoves (2 comments), complaints about the seat backs of Regenstein's hard seating (2 comments), solicitations for more couches in Regenstein (3 comments), and notes the need for comfortable chairs at Crerar (3 comments).

Representative comments

The reg chairs by the windows are amazing.
Also, the chairs in Regenstein and their seatbacks are slanted very uncomfortably. A flat, solid wooden chair would be much more comfortable

It would be nice if there was more comfortable seating in Crerar's foyer.

SPACES, Heating/cooling

Summary

The most frequent comment was that the libraries are too cold (10 comments), specifically Regenstein (4 comments). Others were annoyed by the noise of fans in Harper (4 comments).

Representative comments

The Regenstein Library is too cold. I would use it, and other libraries, much more frequently if they were warmer. Because they are so cold I find myself falling asleep which isn't conducive to studying.

Harper Commons has a very noisy ventilation system, and the lighting system seems inefficient.

SPACES, Lighting

Summary

Many (29 comments) felt that Regenstein's lighting was depressing or overly harsh and severe, while others called for more spaces in the libraries with natural light (12 comments). Some expressed irritation with problems with stacks lighting systems (5 comments).

Representative comments

Regenstein-The lighting makes it hard to spend long period of time there--too clinical and depressing.

I would appreciate spaces with more natural light to study - both Harper and the Regenstein have very little sunlight. Crerar gets some sunlight but only during certain hours of the day.

SPACES, Noise/cell phones

Summary

Most comments regarding noise either complained that Regenstein, and the A-level, in particular are too loud (16 comments), or urged the Library to add an all-night quiet study space (12 comments). Others asked for stricter enforcement of quiet and group study areas (6 comments).

Representative comments

The Regenstein library needs more regulation of the A-Level, or at least more semi-quiet group study spaces-- it can get kind of rowdy down there, and very loud, but that's where most of the usually-available group study spaces are, so it can be difficult to find a semi-quiet place to work with a group

Regenstein has no cell reception on the A level. Because this is the only level where collaborative study is encouraged, it's inconvenient that you can't use your phone to arrange meetups.

SPACES, Safety

Summary

Only two respondents left comments regarding safety, one regarding Regenstein snow clearance, and another about late night safety near Harper.

SPACES, Study space

Summary

Comments regarding study space focused on two major issues: more late night study space (39 comments), and improvements to group study spaces (60 comments). Comments on late night study emphasized the need for more quiet spaces open late or 24 hours (24 comments), or extending hours for libraries in general. Some urged the Library to bring back 24 hour access to Crerar (8 comments).

Many encouraged the addition of more group study spaces to Regenstein (22 comments). Others urged stricter enforcement of the policies for these rooms, to ensure that individuals did not use them (8 comments). Some suggested subdividing large group study rooms to produce more smaller spaces (5 comments).

Providing more well-stocked white boards was a priority for 8 respondents.

Representative comments

More silent and group study space is needed.

The A-Level is a circus after 1am. This is fine during the day, I wish there were another space in the Reg where we could study late and in quiet.

Group study rooms are almost always occupied by a single person with headphones on. I wish there were a better system to make sure people are using the rooms for actual group study, and are coming and going in a reasonable timeframe.

Please bring back the all-night study space in Crerar! The a-level is simply not a place for serious students to get work done, and the open-room setup of Harper is too distracting. We're University of Chicago students- we need quiet places to work where we also have the perception of being alone.