

Library Survey 2010: Graduate and Professional Students Executive Summary

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Survey Background and Design

The 2010 Survey of Professional and Graduate Students, which ran from February 9-15, 2010, launched the University of Chicago Library's new annual survey program which will target, on a rotating basis, graduate students, faculty, and undergraduates. The 23-question survey, designed by the Assessment Project Team, covered

- Demographic information: division/school, degree program, whether respondents were in first year at University
- Collections: importance, satisfaction, impact on success, comments/suggestions
- Activities: physical/remote visits, activities when visiting library, website tasks
- Spaces: primary library, library satisfaction, frequency of visits, comments/suggestions
- Existing services/facilities: importance, satisfaction, comments/suggestions
- New services: importance of services presented as options, top pick, comments/suggestions
- Overall satisfaction

Questions 1, 2, and 3: Demographic Information

1: [Academic Division or School](#)

2: [Degree Program](#)

3: [Length of time as student at University of Chicago \(greater than or less than 1 year\)](#)

9,726 graduate and professional school students who were enrolled in a degree program received the survey. 1,791 students completed the survey, yielding an 18% response rate. A survey was considered complete if the respondent reached the end of the survey and submitted it for analysis, regardless of whether all questions were answered. The highest number of responses (423) came from the Social Sciences Division and the Humanities Division (303), which together account for 41% of the completed surveys.

The Humanities Division, the Divinity School, and Social Sciences Division are overrepresented in the survey results, while the Booth School of Business is underrepresented. The overall response rate of 18% is significantly affected by the very low response rate from the Booth School. When the Booth School is factored out, the overall response rate rises to 25%.

Approximately 31% of the survey responses came from students in their first year at the University. This percentage is roughly equal to the percentage of first year graduate students at the University (29%).

Question 4: Importance of collections and other resources to current research and study

The overwhelming majority of the graduate students surveyed rate collections as “Important” or “Very Important” to their success in research and study, and somewhat less important to their success in teaching. The most important Library collections resources were identified as e-journals, article databases, print books, catalogs, e-books and print journals. Non-Library resources like faculty and free internet resources were also ranked high in importance.

Question 5: Satisfaction with various kinds of collections

Satisfaction with collections was generally quite high; over 90% of respondents answered “Satisfied” or “Very Satisfied” for every collection type except for e-books and multimedia resources.

Question 6: Comments on collections

Graduate students want more e-books of all kinds and in all subject areas, more copies of “popular” items (i.e, frequently recalled books, reserve titles, textbooks, and standard works), and additional journal content, especially e-journal backfiles.

Question 7: Impact of Library collections on factors related to success as researcher and academic

Graduate students report that the Library’s collections are important to most of the activities they undertake and to their academic success. However, only half of the respondents report that the Library is important to their effectiveness as an instructor. The lower rating for instruction may reflect the fact that not all graduate students teach or it may express a need for better collections in teaching support.

Question 8: How often do you use a computer to access library resources from on- or off-campus, use a mobile device or visit a library in person?

75% of respondents access library resources from an off-campus computer daily or weekly. About 65% access library resources from an on-campus computer, and an equal percentage visit a library in person daily or weekly. Mobile devices are beginning to be used to access library resources; 14% of respondents use this form of access at least weekly.

Question 9: When visiting the library’s physical spaces, how often do you study alone, use the collections, retrieve an item, check out or return materials, use Library equipment, browse the shelves, study with others, ask Library staff a question?

The most common activities when visiting a library are to study alone, use the collections, and retrieve a specific item. The least likely activities are group study(though fully half of respondents do that at least on some visits and the comments suggest that group study spaces are not readily available) and asking Library staff a question.

Question 10: Library used most often

Most students use the library associated with their area of research - social sciences and humanities students in the Regenstein, law students at D’Angelo, BSD and PSD students at Crerar. Regenstein was the primary library of around 68% of the respondents.

Question 11: Satisfaction with primary library in ten service areas

Respondents were asked to rate their level of satisfaction with ten services at their primary library. Around 90% (excluding those with “no opinion”) report high levels of satisfaction with the stacks and desk service hours. Those areas with less than 75% of the users reporting “very satisfied” or “satisfied” tend to reflect known issues (a new printing/scanning system, limitations of a library’s design or infrastructure, or local issues like wireless access).

- Crerar: spaces for group study (62%), access to printing and scanning (73%),
- D’Angelo: wireless access (37%); group study spaces (69%), printing and scanning (72%)
- Eckhart: access to electrical outlets (53%)
- Regenstein: access to printing and scanning (61%), access to electrical outlets (68%), access to computers (69%), lighting (71%), spaces for group study (72%)
- SSA: access to electrical outlets (40%), access to printing and scanning (43%), spaces for group study (52%), building hours (73%)

Question 12: Frequency of library use

Law student respondents report the highest daily use of their library – 78%. Just over 71% of Regenstein users report at least weekly visits, and around 82% of Crerar users reported at least monthly use of the library.

Question 13: Suggestions for improvement

510 respondents submitted comments/suggestions about library spaces. Many elaborated on the space-related services raised in Question 10, stressing how for many graduate students their library functions as their office and desiring improvements to that space. Other issues were noise, the need for a better café in Regenstein, and complaints about the printing system.

Question 14: Use of the Library website to accomplish certain listed tasks

Searching for articles is the most frequent use of the Library’s website, and many who provided comments report frustration with their experiences, especially with the FindIt! button. 25% of respondents are at least weekly users of both the catalog and Lens. Heavy users of the Library catalog tend to be heavy users of Lens as well; more information on the reasons many students elect to use both interfaces would be useful. Online books seem to be gaining general acceptance, as over 30% of respondents search for online books at least weekly. Research guides are frequently consulted by only 12% of respondents.

Question 15: Library services: help from Circulation staff, help at the Reference Desk, help from the subject specialist, research guides, Ask-a-Librarian, library workshops and presentations. Please rate how important each service is to supporting your research and study.

A majority of respondents chose “not Important” or only “somewhat important” for every service listed, with the exception of D’Angelo respondents, a majority of whom rated as “important” or “very

important” help from Circulation (68%), help at the Reference Desk (72%) and help from subject specialists (51%).

Question 16: How can the Library improve its support of your research and study?

The answers to Question 16 shed a different light on the responses to Question 15. Many students responded, not that they had tried the services and found them wanting, but that they were unaware the services existed or what advantages they offered, suggesting that the Library evaluate its efforts to communicate the existence and benefits of library services. Comments also indicated a desire on the part of many users for better instruction in how to use the Library and its services.

Question 17: Please indicate your satisfaction with [several listed] Library services and facilities.

Students report satisfaction with the services they use, but a substantial percentage of respondents do not use the listed services. The one exception to this overall picture is printing/scanning/photocopying equipment, which has a relatively high percentage of dissatisfaction (25%).

Question 18: Please give us any comments or suggestions you have about the Library’s services and facilities.

The comments support a conclusion that while printing, scanning and photocopying is a problem, the services people use are generally appreciated. There is confusion and lack of knowledge about some of the services the Library offers.

Question 19: The Library is considering adding new services. Please indicate how important the following [listed services] would be to you if offered.

Scanning and online delivery of print journal articles is the most highly valued of the proposed new services of those listed. More zones for quiet study are the next most important, followed by paging and delivery of books to another library; respondents do not give support for mobile devices and more technology-equipped study rooms a high priority.

Question 20: If the Library could only offer one of [the listed] services, which would you pick?

Scanning and online delivery of print journal articles was listed first by 40% of respondents; designated zones for quiet study was second with 15%.

Questions 21: Suggestions for other services the Library could offer

Many comments expressed support for the potential services offered in questions 19 and 20, especially for the scanning and online delivery service. Suggestions for completely new services included assignment or renting of dedicated carrels or studies and permitting a limited amount of free printing and scanning per student each quarter.

Question 22: Overall satisfaction with the Library

93% of respondents to Question 22 about overall satisfaction with the Library indicated that they were “satisfied” or “very satisfied.” Approximately one-third professed to be “very satisfied.” Satisfaction levels were high across all divisions and schools and all degree levels.

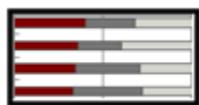
Qualitative Data

986 surveys included one or more responses to the six open-ended questions. The high overall satisfaction levels were reflected in the general tone of the comments – many compliments about the Library and its services and staff.

A group of six Library staff members used a text analysis program to code the comments into 43 categories ranging from “Bibliographer/reference” to “Website.”

The comments underscore the importance of the collections, both print and electronic, but also reflect a need to improve the tools for searching and linking to these resources and a need to better inform and instruct users about tools and services available to them.

Those who chose to comment focused less on negative or positive feedback, instead asking frequently for “more” or “better” – more books, more ebooks, more e-resources, more help, more computers, better study spaces , better lighting, better printing and scanning services, etc.



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Survey Background and Design

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The 23-question survey, designed by the Assessment Project Team covers the following¹:

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Surveyed Population and Response Rate

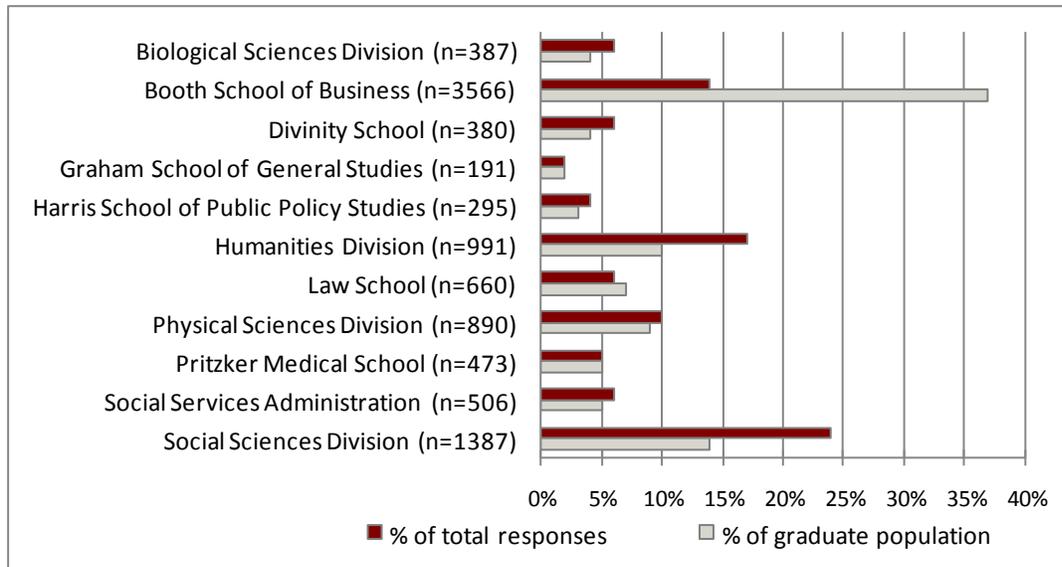
9,726 graduate and professional school students who were enrolled in a degree program received the survey. 1,791 students completed the survey, yielding an 18% response rate. A survey was considered complete if the respondent reached the end of the survey and submitted it for analysis, regardless of whether all questions were answered. Only completed surveys are included in this analysis.

Question 1: Academic Division or School

The highest number of responses (423) came from the Social Sciences Division and the Humanities Division (303), which together account for 41% of the completed surveys.

¹ We wish to acknowledge the work of our colleagues at MIT and the University of Washington who graciously agreed that we could adopt/adapt some of their questions.

Figure 1.1: Responses & Representativeness by Division or School



The Humanities Division, the Divinity School, and Social Sciences Division are heavily overrepresented in the survey results, while the Booth School of Business is profoundly underrepresented. Although 37% of graduate students are enrolled in the Booth School of Business, only 14% of the survey responses came from students at the Booth School.

The overall response rate of 18% is significantly affected by the very low response rate from the Booth School. When the Booth School is factored out, the overall response rate rises to 25%.

Figure 1.2: Survey Response Rates by Division or School

School/Division	Population	Responses	Response Rate
Biological Sciences Division (BSD)	387	106	27%
Booth School of Business	3,566	250	7%
Divinity School	380	116	31%
Graham School of General Studies	191	37	19%
Harris School of Public Policy Studies	295	80	27%
Humanities Division	991	303	31%
Law School	660	106	16%
Physical Sciences Division (PSD)	890	173	19%
Pritzker Medical School	473	96	20%
Social Sciences Division	1,387	423	30%
Social Services Administration (SSA)	506	101	20%
Total	9,726	1,791	18%

Question 2: Degree Program

Doctoral candidates responded to the survey at more than double the rate (29%, 934 responses) of non-doctoral candidates (13%, 857 responses). Although doctoral candidates comprise only 34% of the graduate student population, they account for 52% of the survey responses.

The lowest response rates are from the Booth School, with M.B.A. candidates having a 7% response rate. However, students in the Law School seeking a J.D. also responded at a much lower rate than other degree candidates.

Question 3: Is this your first academic year at the University of Chicago?

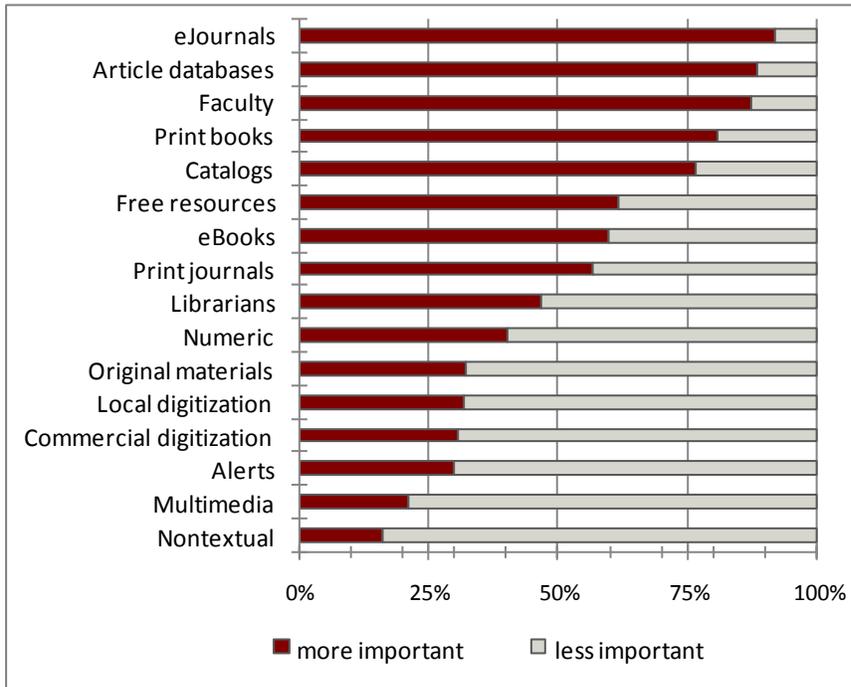
The percentage of respondents in their first year at the University of Chicago (31%, 557 respondents) was not significantly different from the percentage of first year students in the overall graduate student population (29%, 2842 students). Even so, first year students were more likely to respond to the survey than continuing students in all but two divisions or schools (the Harris School and the Physical Sciences Division). The tendency for first year students to respond to the survey was most pronounced in the Booth School, the school with the overall lowest response rate. First years make up only 34% of the Booth School population, but they account for 52% of the Booth School survey responses.

Question 4: How important are the following [collections and resources] to your current research and study?

- Print books
- Electronic books
- Print journals and magazines
- Electronic journals and magazines
- Article databases (JSTOR, Academic Search Premier, etc)
- Catalogs (Library catalog, Lens, WorldCat, etc)
- Free internet sources (Wikipedia, blogs, etc)
- Original manuscripts and archival materials
- Digitized collections of locally held manuscripts/archival material (Archival Photofiles, etc)
- Digitized commercial collections of manuscript/archival materials (Early English Books Online, etc.)
- Multimedia (CDs, DVDs, etc)
- Numeric data (scientific, economic, demographic, etc)
- Non-textual sources (maps, music scores, etc)
- Faculty, experts, other colleagues
- Librarians
- Current awareness/alerting services

Graduate students in all disciplines ranked e-journals and article databases very high in importance, ranking them slightly higher than faculty in importance). Also ranked as “Important” or “Very Important” by more than 50% of respondents were print books, catalogs, free resources, ebooks and print journals.

Figure 4-1. Relative importance of collection and other resources



Those who listed Crerar as their primary library placed less importance overall on print books (64% “More important”) and print journals (44% “More Important”) than did those who listed Regenstein as their primary library (87% and 60%, respectively). Students in the Humanities Division, Divinity School, and Social Sciences Division rank print books as “More important” more

often than do students in the sciences, although a majority of students in all groups rank print books as “More important.” Booth (full- and part-time) and Pritzker Medical School students rank the importance of e-books equal to or even somewhat higher than the importance of print books. Harris School, Social Services and Law School rank print books as somewhat more important than e- books, but not with the large differences observed in the Humanities Division, Social Sciences Division and Divinity School.

E-journals are viewed as “Important” or “Very important” by more than 90% of respondents in most disciplines, with only the Booth School and Graham School students rating e-journals somewhat lower. Only 31% of Law School and 38% of Pritzker Medical School students rated print journals as “Important” or “Very Important.”. Resources more valued by Humanities Division, Divinity School, and Social Sciences Division users include print books, catalogs, original manuscripts, and locally and commercially digitized texts and resources. Booth School, Harris School and science users rated numeric resources as “Important” or “Very Important” more often than did other groups, with 84% of Harris School users indicating this level of importance.

Multimedia resources and current awareness resources ranked very low in importance among almost all the groups of students. Graduate students may have techniques for keeping up with the literature that do not rely on current awareness resources that the Library provides.

It is obvious that Library collections are central to the intellectual life of graduate students in all disciplines at the University. In particular, graduate students rely heavily on online catalogs, article databases, and electronic journals already, and are starting to exhibit similar expectations for electronic books.

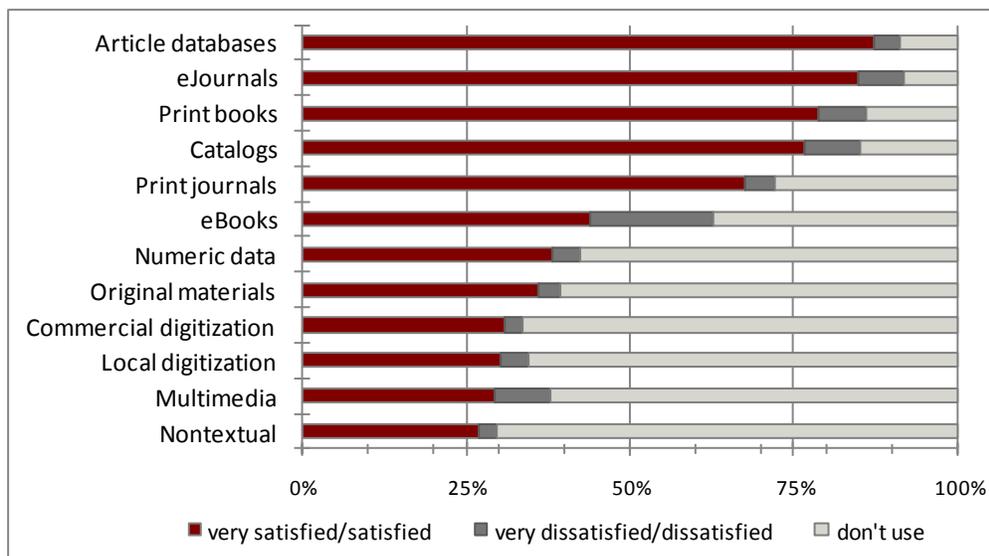
Librarians as resource were considered rather less important by a majority of respondents (see [Question 15](#)).

Question 5: In general, how satisfied are you with the Library collections?

- Print books
- Electronic books
- Print journals and magazines
- Electronic journals and magazines
- Article databases (JSTOR, Academic Search Premier, etc)
- Catalogs (Library catalog, Lens, WorldCat, etc)
- Original manuscripts and archival materials
- Digitized collections of locally held manuscripts/archival material (Archival Photofiles, etc)
- Digitized commercial collections of manuscript/archival materials (Early English Books Online, etc.)
- Multimedia (CDs, DVDs, etc)
- Numeric data (scientific, economic, demographic, etc)
- Non-textual sources (maps, music scores, etc)

A summary of the overall ratios of “Very Satisfied/Satisfied,” “Very dissatisfied/dissatisfied,” and “Don’t use” is shown in Figure 5-1.

Figure 5-1. Summary of satisfaction with various collections

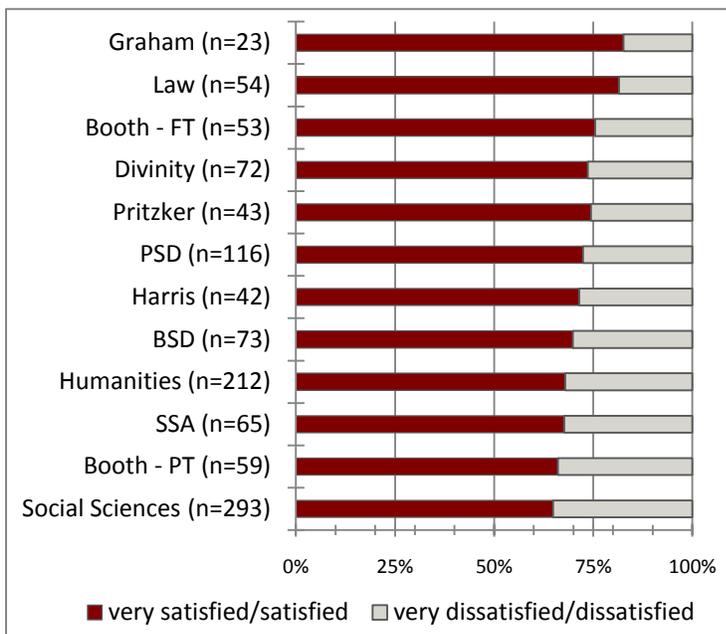


More than 90% of respondents who reported using these materials were either “satisfied” or “very satisfied” with print books, and print journals collections, electronic journals collections, and article databases. Although overall use was lower, more than 90% of those using these materials claimed to be “satisfied” or “very satisfied”: nontextual resources, numeric data, commercially digitized products, and

original manuscript and archival collections. Of those who used e-books, only 69% were either “Satisfied” or “Very Satisfied.” In examining the comments (Question 6.) this is likely an issue of quantity, rather than quality of e-books resources offered. In their words: “I would like more electronic copies of books, especially ones that are often checked out / recalled...” , “As a student living outside of Chicago while completing my dissertation, the ability to access electronic books online is very important”, and “More books available in searchable electronic form would be great! “ Similarly, 78% of multimedia users were more satisfied than less satisfied.

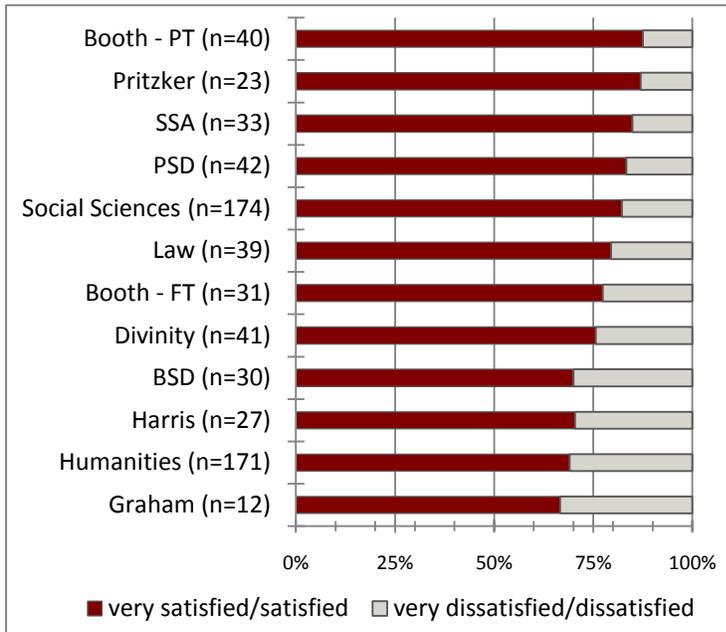
Figure 5-2. Differences in satisfaction by division/school for selected collection resources (Excludes non-users)

EBOOKS



A significant number of respondents do not yet use e-books (around 30%-60%, depending on discipline). In order to have a more meaningful picture of satisfaction, the results in Figure 5.2 are normalized to exclude “Don’t use.” Figure 5.2 shows that a significant number of respondents in all divisions/schools who used e-books are less than satisfied with the e-books collection.

MULTIMEDIA



The variation among divisions/schools in satisfaction with multimedia shows similar trends. Non-users accounted for 60-75% of all responses, but among those that did use multimedia resources, there were varying levels of satisfaction with the resources offered.

Question 6: Comments on collections

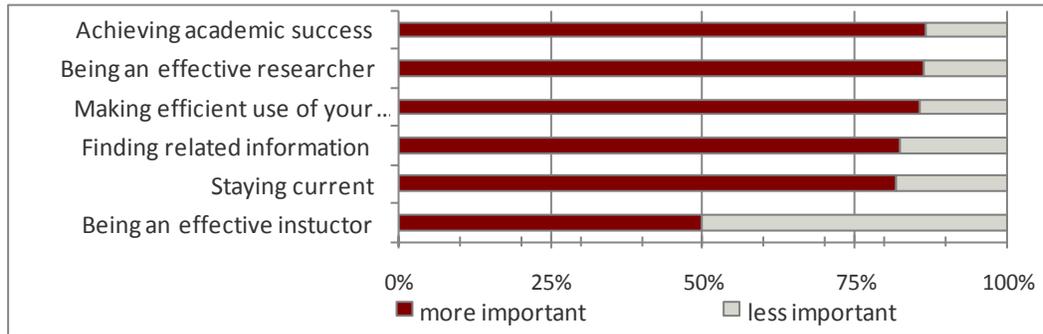
There were 324 coded comments related to collections and many more additional collection-oriented coded comments among the 400+ comments related to e-resources. The most frequent comments fell into the following categories:

- More e-books (at least 75 comments)
- More copies of course reserve books and standard textbooks (many of the 90 or so comments requesting more books were directed to reserves and textbooks)
- More copies of frequently recalled books
- More journal content (although this seems to be more a question of more backfiles, rather than needing lots of new titles) (at least 44 comments)

Question 7. How important are the University of Chicago Library collections to your ...

- Effectiveness as an instructor
- Effectiveness as a researcher
- Ability to stay current in your field
- Ability to find information in related fields or new areas
- Ability to make efficient use of your time
- Ability to achieve academic success

Figure 7-1. Impact of collections on effectiveness and ability to achieve academic goals



Graduate students report that the Library’s collections are important to most of the activities they undertake and to their academic success. However, only half of the respondents report that the Library is important to their effectiveness as an instructor. The lower rating for instruction likely reflects the fact that not all graduate students teach. Doctoral students in the Humanities Division, Social Sciences Division, and the Divinity School are now required to gain experience teaching as part of the doctoral work, but this requirement was only implemented during the tenure of the current University President. Students in some programs (like Law or Booth School) are unlikely to teach. Follow-up investigation is needed to determine graduate students would like more support from the Library for their teaching.

The importance of the Library’s collections is ranked lower by Booth, Harris, and Law School respondents. The numbers considering collections “Important” or “Very important” are especially low for the full-time Booth School students. The numbers are significantly higher for the part-time Booth School students.

Figure 7.2: Importance of Library by division

The Library is important or very important to:	Ability to Achieve Academic Success	Ability to Find Information	Ability to Keep Current	Ability to Make Efficient Use of Time	Effectiveness as a Researcher	Effectiveness as an Instructor	Average for all areas
Booth - Full Time	49% (60)	52% (65)	51% (63)	62% (77)	42% (52)	24% (29)	47%
Booth - Part Time	70% (86)	74% (89)	66% (80)	78% (93)	61% (72)	32% (35)	64%
Biological Sciences	91% (114)	90% (112)	92% (116)	85% (106)	90% (113)	51% (60)	83%
Divinity School	98% (114)	93% (108)	92% (106)	97% (111)	97% (113)	60% (64)	90%
Graham School	89% (33)	84% (31)	83% (30)	92% (34)	92% (34)	57% (20)	83%
Harris School	72% (57)	67% (52)	64% (49)	71% (55)	81% (63)	32% (22)	65%
Humanities	97% (293)	90% (269)	93% (279)	95% (284)	98% (294)	72% (214)	91%
Law School	80% (83)	73% (77)	66% (70)	80% (84)	80% (84)	23% (22)	67%
Pritzker	79% (59)	74% (55)	77% (58)	80% (60)	79% (59)	34% (24)	70%

The Library is important or very important to:	Ability to Achieve Academic Success	Ability to Find Information	Ability to Keep Current	Ability to Make Efficient Use of Time	Effectiveness as a Researcher	Effectiveness as an Instructor	Average for all areas
Physical Sciences	82% (138)	79% (134)	79% (134)	78% (132)	88% (149)	39% (65)	74%
Social Sciences	97% (407)	89% (374)	89% (371)	92% (387)	97% (407)	60% (238)	87%
SSA	95% (96)	94% (95)	90% (91)	95% (96)	88% (89)	45% (43)	85%

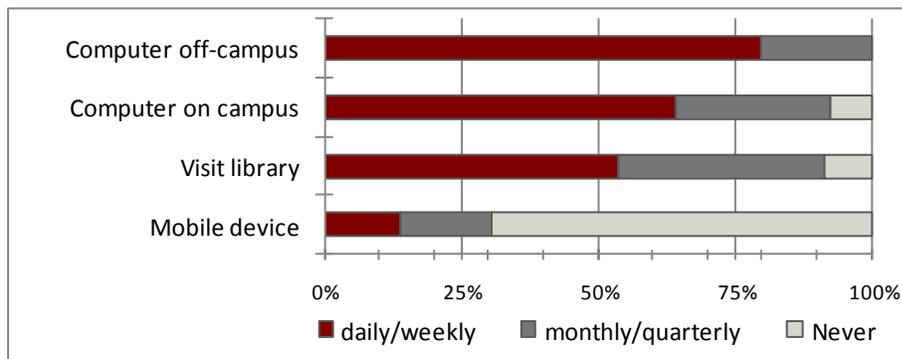
The Library collections received the highest importance ratings from the Humanities Division, the Divinity School, and the Social Sciences Division. 98% of students in the Humanities Division reported that the Library was “Important” or “Very important” to the effectiveness as a researcher and 98% of Divinity School students considered the Library “Important” or “Very important” to their ability to achieve academic success.

Question 8. In general, how often do you:

- Use a computer from off-campus to access the Library’s resources
- Use a computer anywhere on campus to access the Library’s resources
- Visit one of the University's libraries in person
- Use a mobile device to access the Library's resources

Respondents were given the option to choose: Never, Quarterly or less, Monthly, Weekly, or Almost daily. The daily/weekly and monthly/quarterly responses are merged in the graphs below.

Figure 8.1: Frequency of types of access to library resources

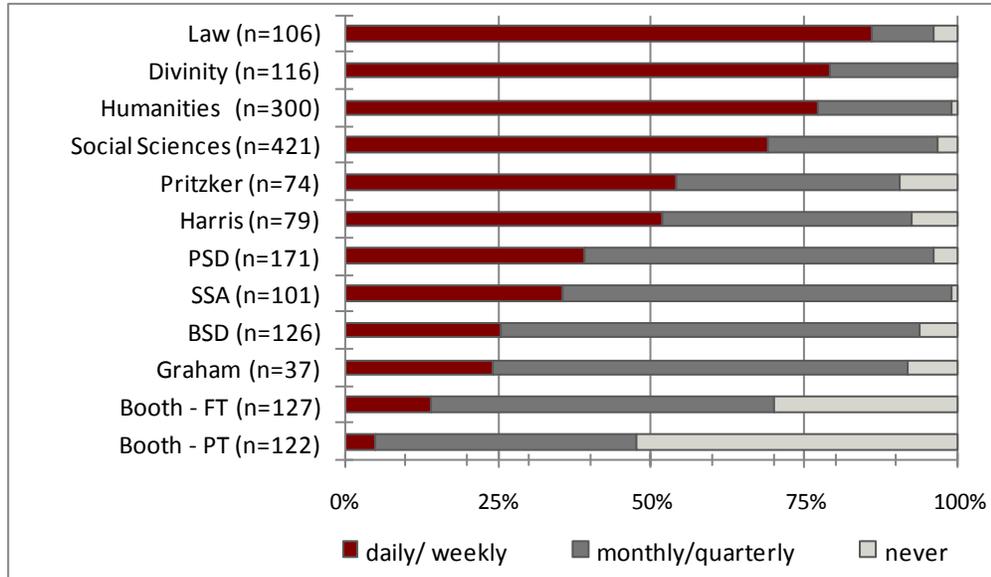


Use a computer from off- or on-campus to access the Library’s resources

76% of all respondents report frequent use of a computer from off-campus to access the Library’s resources; 64% report frequent use from on-campus computers; and 54% reporting frequent in-person use. Booth School students report the least frequent use; 39% report infrequent use from off-campus, 53% from on-campus.

Visit one of the University's libraries in person

Figure 8.2: Visit library in person



Use a mobile device to access the Library's resources

14% of all respondents report using a mobile device at least once a week to access library resources. Rates of daily/weekly access from mobile devices vary from 8% (Booth part-time) to 20% Social Services. This seems somewhat surprising, given that the Library's website make no special accommodations for small-screen devices.

Question 9. In general, when visiting the Library's physical spaces how often do you:

- Study alone
- Use the collections for research or course-related work
- Retrieve a specific item
- Check out or return materials
- Use Library equipment (computers, printers, scanners)
- Browse the Library's shelves
- Study with others
- Ask Library staff a question

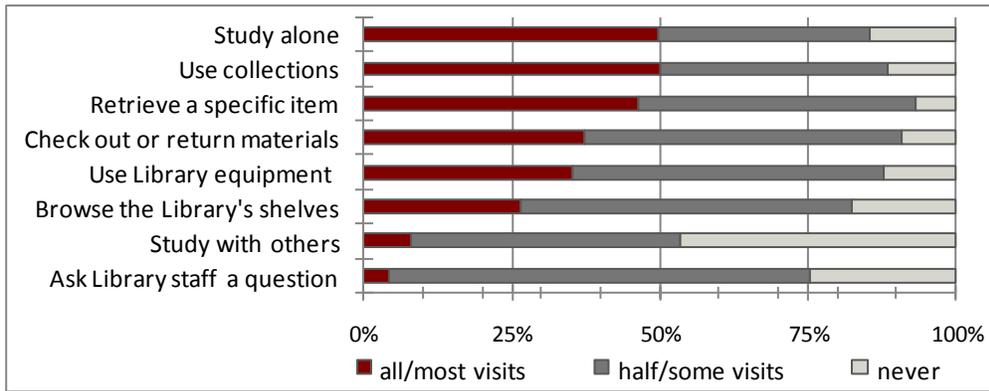
Excluded from the results below are respondents who, in Question 8, indicated that they never visit any library's physical spaces.

The most common activities when visiting a library are to study alone, use the collections, and retrieve a specific item. Group study is mentioned much less often, though fully half of respondents do that at least on some visits and the comments suggest that group study spaces are not readily available. 82.0% of respondents either never study with others, or only on some visits. The highest rates of frequent study with others are from Harris (23%), Pritzker Medical (22%), and Law School (19%).

50% of respondents report use of the collections on all or most visits. 47% retrieve a specific item, and 37% check out or return materials. 35% of all respondents report using Library equipment on most or all

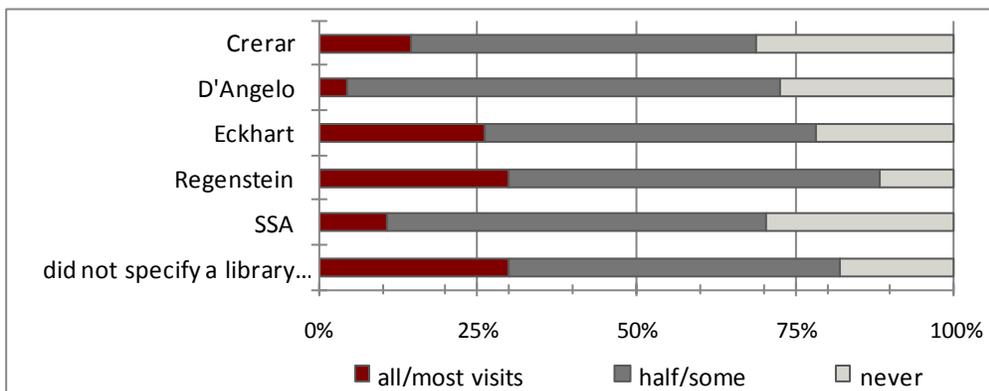
visits, this increases to 43% among weekly or daily library visitors. 4% of respondents who visit a library ask questions of Library staff on most or all visits; 12% ask on half or more visits. 59% of all respondents ask only on “some” visits (i.e. less than half of visits).

Figure 9.1: Activities when visiting library facilities



26% of respondents who visit a library browse the shelves on most visits; 93% of browse the shelves at least quarterly. Among weekly or daily visitors, 48% browse the shelves on at least half of their visits. This suggests that browsing the shelves remains an important activity among our graduate students, particularly among the frequent visitors.

Figure 9.1: Browse the Library's shelves by Library



Question 10: Which Library do you use most often?

D'Angelo Law Library (D'Angelo)
Eckhart Library (Eckhart)
John Crerar Library (Crerar)

Joseph Regenstein Library (Regenstein)
Social Services Administration Library (SSA)
Special Collections Research Center (SCRC)

Results indicate that most students use the library associated with their area of research - the Social Sciences Division and the Humanities Division in the Regenstein, Law School at D'Angelo, Biological Sciences and Physical Sciences Divisions at Crerar. There are also some exceptions: almost 60% of SSA, 25% of Pritzker Medical School students, and over 20% of the Physical Sciences Division students reported that they used Regenstein most frequently.

Figure 10.1: Department/division by primary library

	TOTAL	no primary library	Crerar	D'Angelo	Eckhart	Regenstein	SSA
Booth – Full Time	127	59	3	3	6	56	
Booth – Part Time	123	79	6	1	3	33	
Biological Sciences	126	45	69		3	9	
Divinity School	116	47	1			68	
Graham School	37	16	1		1	19	
Harris School	80	27	8	1		44	
Humanities	303	94	1			208	
Law School	106	41		65			
Pritzker	76	21	44			11	
Physical Sciences	173	56	55		37	25	
Social Sciences	423	135	8	3	2	274	
SSA	101	39	1	1		22	38
TOTAL	1,791	659	197	74	52	769	38
% of total responses		37%	11%	4%	3%	43%	2%
% of total with designated library			17%	7%	5%	68%	3%

Regenstein was the library that over 68% of the respondents reported using most often. This number is probably higher since 659 respondents chose to skip this question though almost 300 of them indicated in Question 12 that they used Regenstein either weekly or daily.

Question 11. For the Library you use most often, how satisfied are you with the following?

- Building hours
- Service desk hours
- Spaces for quiet study
- Spaces for group study
- Access to computers
- Wireless access
- Access to electrical outlets
- Access to printing and scanning
- Lighting
- Shelving/bookstacks maintenance

Users were presented with the 10 issues (randomly ordered) and asked to chose:

No opinion, Very dissatisfied, Dissatisfied, Satisfied, or Very satisfied.

“No opinion” responses ranged from around 10% on the questions about building hours and lighting to 42% having no opinion on the question about group study spaces.

Around 90% (excluding those with “no opinion”) report high levels of satisfaction with the stacks and desk service hours. Those areas with less than 75% of the users reporting being “very satisfied” or “satisfied” are shown below.

- Crerar: spaces for group study (62%), access to printing and scanning (73%)
- D’Angelo: wireless access (37%); spaces for group study (69%), access to printing and scanning (72%)
- Eckhart: access to electrical outlets (53%)
- Regenstein: access to printing and scanning (61%), access to electrical outlets (68%), access to computers (69%), lighting (71%), spaces for group study (72%)
- SSA: access to electrical outlets (40%), access to printing and scanning (43%), spaces for group study (52%), building hours (73%)

Figure 11.1 Satisfaction with library services and facilities by the library used most often. “No opinion” responses exclude those who did not report a primary library. Percentages exclude “no opinion” response.

	no opinion	Crerar	D'Angelo	Eckhart	Regenstein	SSA
Shelving/ bookstacks maintenance	171					
Very satisfied/Satisfied		92% (136)	93% (58)	95% (38)	88% (591)	96% (25)
Service desk hours	299					
Very satisfied/Satisfied		91% (118)	91% (62)	88% (30)	95% (537)	89% (24)
Building hours	116					
Very satisfied/Satisfied		86% (145)	87% (60)	84% (31)	89% (592)	73% (22)
Access to computers	182					
Very satisfied/Satisfied		92% (143)	83% (60)	89% (31)	69% (447)	82% (28)
Lighting	119					
Very satisfied/Satisfied		79% (136)	85% (64)	92% (36)	71% (484)	85% (28)
Wireless access	203					
Very satisfied/Satisfied		95% (145)	37% (27)	97% (28)	92% (582)	91 (30)
Spaces for quiet study	166					
Very satisfied/Satisfied		90% (148)	82% (58)	79% (27)	78% (507)	85% (28)
Access to printing and scanning	290					
Very satisfied/Satisfied		73% (93)	72.5% (50)	83% (10)	61 % (367)	43% (9)
Spaces for group study	472					
Very satisfied/Satisfied		62% (77)	70% (41)	77% (10)	72% (367)	52% (16)
Access to electrical outlets	256					
Very satisfied/Satisfied		90% (148)	76% (54)	53% (10)	68% (408)	40% (12)

Question 12. In general, about how often do you visit the libraries listed below?

Never, Quarterly or Less, Monthly, Weekly, Almost daily

Only 12% of the respondents report never having used Regenstein. Over half of the respondents report frequent (daily/weekly) use of Regenstein. Over 75% of those who reported that they used D'Angelo most frequently reported visiting daily. Almost 75% of the Regenstein users reported at least weekly use. Over 75% of Crerar users reported at least monthly use.

Figure 12.1: Frequency of visits to libraries

	Never	Quarterly or less	Monthly	Weekly	Almost daily	Daily/weekly visits
Crerar	44% (756)	29% (500)	16% (283)	9% (151)	2% (44)	20% (195)
D'Angelo	68% (1,187)	20% (342)	4% (78)	2% (28)	6% (99)	23% (127)
Eckhart	82% (1,425)	12% (200)	3% (60)	2% (34)	1% (11)	15% (45)
Regenstein	12% (206)	20% (354)	19% (337)	23% (413)	25% (444)	55% (857)
SCRC	78% (1,347)	18% (305)	3% (56)	1% (15)	0% (3)	5% (18)
SSA	81% (1,410)	11% (187)	3% (59)	3% (60)	1% (14)	23% (74)

Question 13. Please give us any comments or suggestions you have about the Library's physical spaces. Please indicate whether your comments or suggestions apply to a particular library.

510 comments (22% of all comments submitted) were submitted in response to this question. Many respondents noted how their library often functions as their office, and point to the tension between the use of space for group work and needing quiet study.

... In my department, there are no desks or dedicated spaces for PhD students, so unlike our lucky colleagues in the business school, the libraries are the best place to do work. It would not be an exaggeration to say that for many of us, the library is our office or primary workspace, and no, I'm not a historian. (Personally, I can't always focus when at home, so it is better to go to the library.)...

...It is difficult to find a truly quiet space in Regenstein to study without the imposition of cell phones and recreational chit chatter. I think that the taboo against noise in the library is slowly eroding and spreading to more and more spaces beyond the first floor, which is a zoo. I strongly think a more aggressive anti-cell phone campaign is in order...

Many of the issues raised in these comments are similar to those raised in both the 2004 and 2007 LibQUAL+ survey: lighting, furniture, temperature, eating, etc. and the same categories were used when coding all the comments. Many also take the opportunity to comment on the printing/scanning/photocopying system that was put in place in the Autumn Quarter.

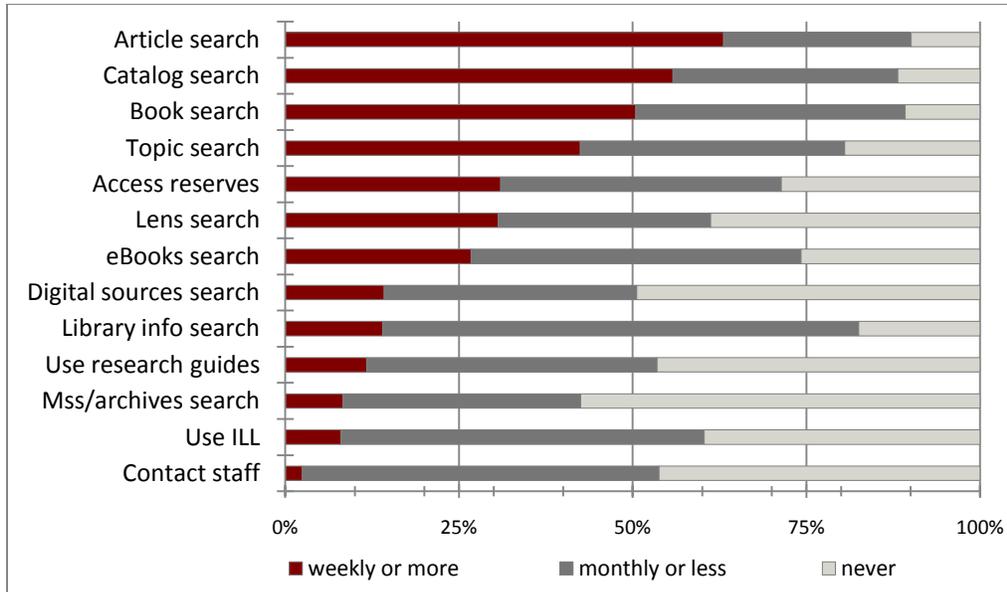
The printing system at the Reg is a nightmare, and it seems only to have gotten worse with the new system. One person printing a long document can gum up the works for ages, and, so far as I've been able to tell, you don't know where you are in the queue until you've already paid up for a particular printer. I've ended up double-paying because I didn't have time to wait for the person in front of me to print his/her 100-page document (not exaggerating; I think s/he was printing multiple dissertation chapters). Could there perhaps be a printer designated for, say, documents of five pages or less? Or, at the very least, some indication on each machine of how many pages it currently has in its queue?

Question 14. About how often do you use the Library website to accomplish the following tasks?

- Search for a specific **article**
- Search for a specific book
- Search for information on a topic
- Search the Library catalog
- Search Lens
- Access course reserve materials
- Search for online books
- Search for digitized collections or images
- Search for information about using the Library (hours, borrowing privileges, etc)
- Use the Library's online research guides
- Search for manuscripts and/or archival collections
- Request an item through interlibrary loan
- Consult with Library staff

Note that this question only asks about how often these tasks are performed *from the Library website*, and does not consider other starting points for these tasks.

Figure 14.1: Frequency of tasks at library website



Search for a specific article

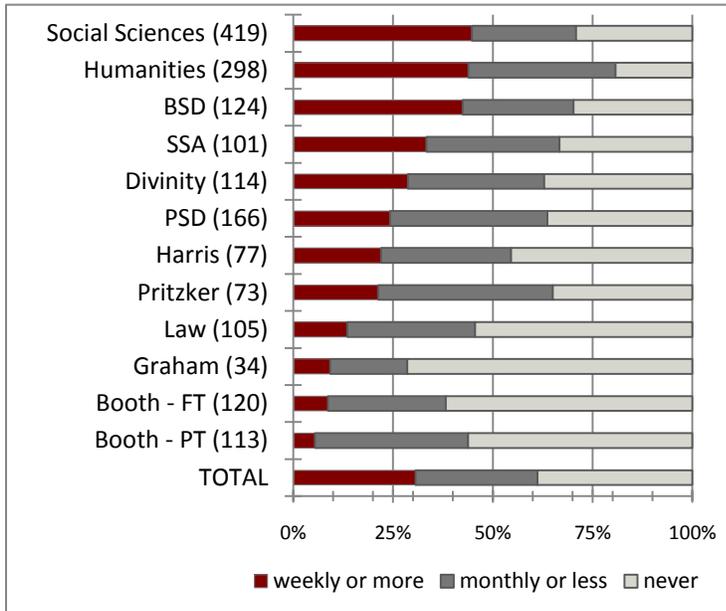
Searching for a specific article is performed weekly or daily by the most graduate students. The science librarians believe that searching for articles is more common among Biological Sciences and Physical Sciences Divisions students than survey results indicate, and that they frequently begin their article searching in other places.

Search for a specific book

There is a sharp divide between the divisions in the number of graduate students who search for a specific book from the Library website at least once a week. This is a weekly activity for over 75% of respondents in Humanities Division, Divinity School, or Social Sciences Division. This declines to 36% among Physical Sciences Division respondents, and the number is even lower for other divisions.

Search Library Catalog and Lens

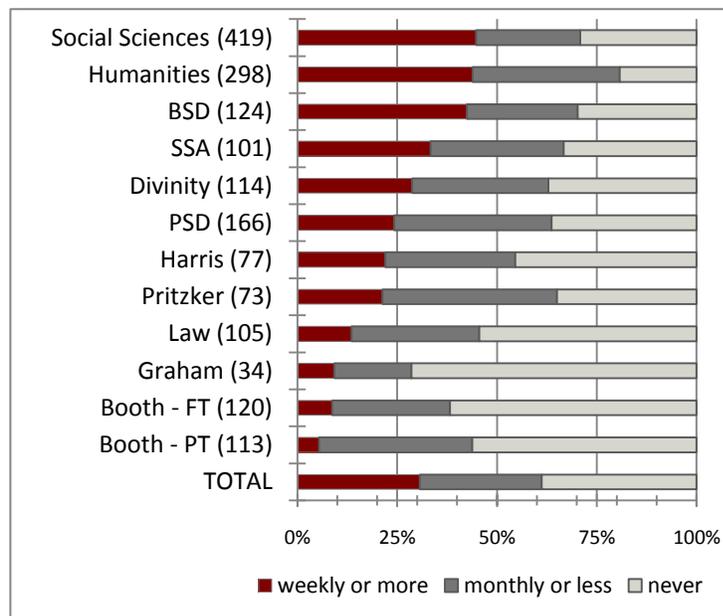
Figure 14.2: Search the Library catalog



The catalog is used at least weekly by over half of our graduate student respondents. Comments about the catalog are mixed.

Nearly a third of respondents use Lens at least weekly, though more than a third never use it. There were a number of comments about Lens, both positive and negative. As with the catalog, the highest rates of weekly use are from Social Sciences Division, Divinity School, and Humanities Division. The high reported rate of “Don’t use” raises questions: does Lens not work for many people, have instruction and promotion efforts been insufficient, or have many students already learned the catalog and choose not to learn a new tool?

Figure 14.3: Search Lens



A large number of graduate students use the catalog regularly but do not use Lens. Yet over a quarter of respondents use both the catalog and Lens at least once a week; nearly half of the weekly/daily catalog users also use Lens weekly or daily. So there is a substantial population that does not limit itself to one

or the other, but use both. The data indicate that frequent users use both tools. On the other hand, 10% of respondents never use either the catalog or Lens.

Both the catalog and Lens receive mixed comments, and satisfaction is similar among the users of each interface. Comments indicate that some people prefer to use Amazon or Google.

We need to understand what graduate students value about each interface. One possibility is that the two interfaces are best for different tasks, and closer analysis of the comments may provide some insight.

Search for online books

Over a quarter of respondents report searching for online books at least weekly. This represents significant adoption of this format. As with other services from the Library's website, Humanities Division, Social Sciences Division, and Divinity School have the greatest percentages of frequent users.

Question 15: The library provides the following services. Please rate how important each service is to supporting your research and study.

Figure 15.1: Importance of services to research and study

	Crerar	D'Angelo	Eckhart	Regenstein	SSA	Did not specify a library
Assistance from Library staff at a circulation desk						
Very important/important	37% (72)	68% (49)	36% (18)	43% (327)	34% (13)	45% (284)
Not/somewhat important	63% (123)	32% (23)	64% (32)	57% (426)	66% (25)	55% (348)
Assistance from Library staff at a reference desk						
Very important/important	31% (61)	72% (52)	26% (13)	38% (285)	58% (22)	43% (271)
Not/somewhat important	69% (135)	28% (20)	74% (37)	62% (467)	42% (16)	57% (361)
Assistance from the subject specialist librarian in your discipline						
Very important/important	21% (40)	51% (37)	10% (5)	44% (329)	26% (10)	44% (275)
Not/somewhat important	79% (153)	49% (35)	90% (45)	56% (422)	74% (28)	56% (354)
Research guides for specific topics or courses						
Very important/important	15% (29)	37% (27)	16% (8)	33% (257)	55% (21)	36% (225)
Not/somewhat important	85% (166)	63% (45)	84% (42)	67% (491)	45% (17)	64% (406)
Assistance from Library staff through Ask-a-Librarian						
Very important/important	17% (34)	31% (10)	14% (7)	22% (166)	32% (12)	27% (168)
Not/somewhat important	83% (162)	69% (50)	86% (42)	78% (584)	68% (26)	73% (458)
Library workshops and librarian presentations						
Very important/important	15% (29)	32% (23)	6% (3)	19% (143)	13% (5)	24% (153)
Not/somewhat important	85% (167)	68% (48)	94% (47)	81% (610)	87% (33)	76% (480)

The only services rated as important or very important by a majority of respondents at their primary library were at D'Angelo and SSA. More than half SSA primary users rated assistance from Library staff at a reference desk and research guides for specific topics or courses to be important or very important. Half the D'Angelo students who responded to the survey characterize assistance from a subject specialist as important or very important and 3/4 also so characterize assistance at the reference desk.

(At D'Angelo, these two categories are not really distinguishable, as the reference staff are all subject specialists.) Two-thirds of D'Angelo respondents rate assistance at the circulation desk as important or very important.

Services at other libraries were given much lower levels of importance. Respondents from Regenstein also were most positive about the services of Library staff at reference and circulation and subject specialists, though less than half rate them as important or very important. Only a third of Regenstein respondents considered research guides important or very important. The only areas indicated as important or very important by more than 21% of respondents who identified Eckhart and Crerar as their primary library are assistance from Library staff at the reference or circulation desks. Graduate and professional students from Crerar and Eckhart as a group do not highly value Ask-a-Librarian, research guides, or librarian workshops and librarian presentations. Regenstein responses regarding Ask-a-Librarian and workshops/presentations parallel Crerar and Eckhart.

Question 16 adds a new perspective to the data in Question 15.

Question 16: How can the Library improve its support of your research and study?

The 262 answers to Question 16 reveal that the answers to Question 15 may not be from students who have tried the services and found them wanting, but from students who were unaware that the services existed or what advantages they offered.

46 of the answers specifically referred to a lack of knowledge or lack of use of the services listed. Representative examples:

"I didn't know about the research guides. If I had known, I would have taken advantage of that service more." "I don't know how to use some of these things or how to access them or that they exist"

Several other respondents ask for more outreach and information about the services available, e.g. "The library should do a better job of advertising itself," and "More communication about what kinds of research-related questions users can ask librarians. I have no idea what kind of assistance the subject-area librarian can or can't provide."

Other comments indicated that those who used the services found them valuable. D'Angelo is in a unique position with respect to its patron group; every student has legal research classes with the librarians in their first year. Familiarity with reference librarians may partially explain the higher importance that Law School students place on library services.

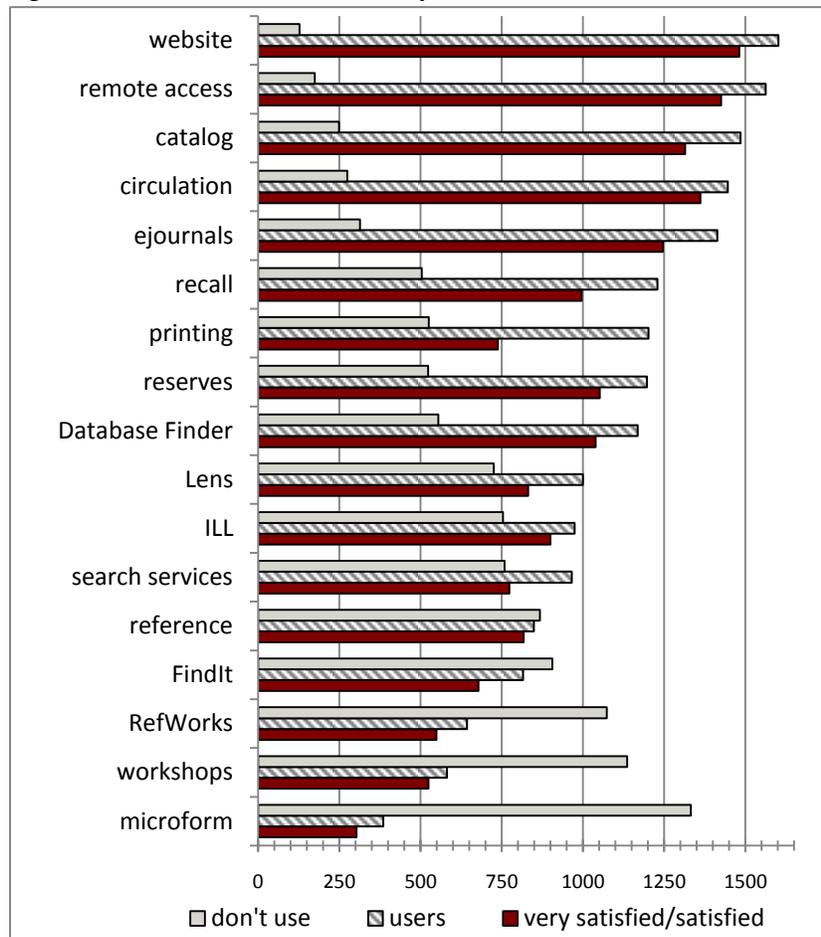
Many of the comments have excellent suggestions as to what successful marketing efforts would look like.

Question 17. Please indicate your satisfaction with the Library services and facilities listed below.

- Library website
- Library catalog
- Lens search
- Course reserves
- Interlibrary loan
- Staff searching for items not found on shelf
- Recalling materials that are checked out
- Circulation (check-out and returns)
- Library reference/subject specialist assistance, in person or online
- Library workshops and librarians' presentations
- Printing/scanning/photocopying equipment
- Microform equipment
- FindIt button
- Database Finder
- E-journals list
- RefWorks
- Off-campus access to electronic journals and databases

The responses to Question 17 reinforce the conclusions reached above with respect to Questions 15 and 16— the negative responses to Question 15 may be more a result of not being aware of or not using services rather than being unhappy with the services used.

Figure 17.1: Satisfaction with Library services and facilities



The only category with a large percentage of negative responses (39%) from those who use the service is printing, scanning and photocopying. The Library's website, the catalog and circulation services are heavily used and generally appreciated. Course reserves and interlibrary loan are appreciated by those who use them. The Library should consider better publicity and outreach for reference/subject specialist assistance, library workshops and librarian presentations, and the FindIt button. These services are appreciated by those who use them but are underused. Several comments in response to Question 16 revealed confusion and misunderstanding about what subject specialists do and how they can help.

An area that has seen substantial improvement since 2007 is off-campus or remote access. The comments to LibQUAL+ in 2007 reported widespread annoyance with off-campus access to electronic resources. In contrast, 82% of respondents to this survey indicate that they use the off-campus access and are satisfied or very satisfied with their service.

Lens is used less by graduate and professional students than the Library catalog (42% report they do not use Lens while only 14.3% do not use the Library catalog). Of those who use Lens, about 17% are not satisfied with it. Of those who use the Library catalog, about 12% are not satisfied with it. The percentages of unhappy users are not that different, which may indicate that Lens is insufficiently publicized, not that it is viewed as an unsatisfactory tool.

Four of the questions (course reserves, staff searching for items not found on shelf, library reference/subject specialist assistance and library workshops) raised the possibility of responses differing significantly by library. The chart below shows the responses to these questions by those who designated a primary library.

Figure 17.2: Satisfaction with selected Library services/facilities, by designated primary library

Course Reserves	Crerar	D'Angelo	Eckhart	Regenstein	SSA	Totals
Don't use	46% (87)	25% (18)	61% (30)	25% (188)	8% (3)	
Users Very satisfied/satisfied	89% (91)	94% (50)	84% (16)	88% (496)	83% (29)	
Users Very Dissatisfied/Dissatisfied	11% (11)	6% (3)	16% (3)	12% (65)	17% (6)	
	189	71	49	749	38	1,096
Library reference/subject specialist assistance, in person or online						
Don't use	72% (139)	23% (16)	90% (44)	47% (355)	61% (23)	
Users Very satisfied/satisfied	96% (51)	96% (52)	100% (5)	96% (378)	93% (14)	
Users Very Dissatisfied/Dissatisfied	4% (2)	4% (2)	0% (0)	4% (15)	7% (1)	
	192	70	49	748	38	1,097
Library workshops and librarians' presentations						
Don't use	79% (151)	38% (27)	88% (43)	67% (495)	63% (24)	
Users Very satisfied/satisfied	100% (41)	82% (36)	100% (6)	93% (232)	71% (10)	
Users Very Dissatisfied/Dissatisfied	0% (0)	18% (8)	0% (0)	7% (17)	29% (4)	
	192	71	49	744	38	1,094

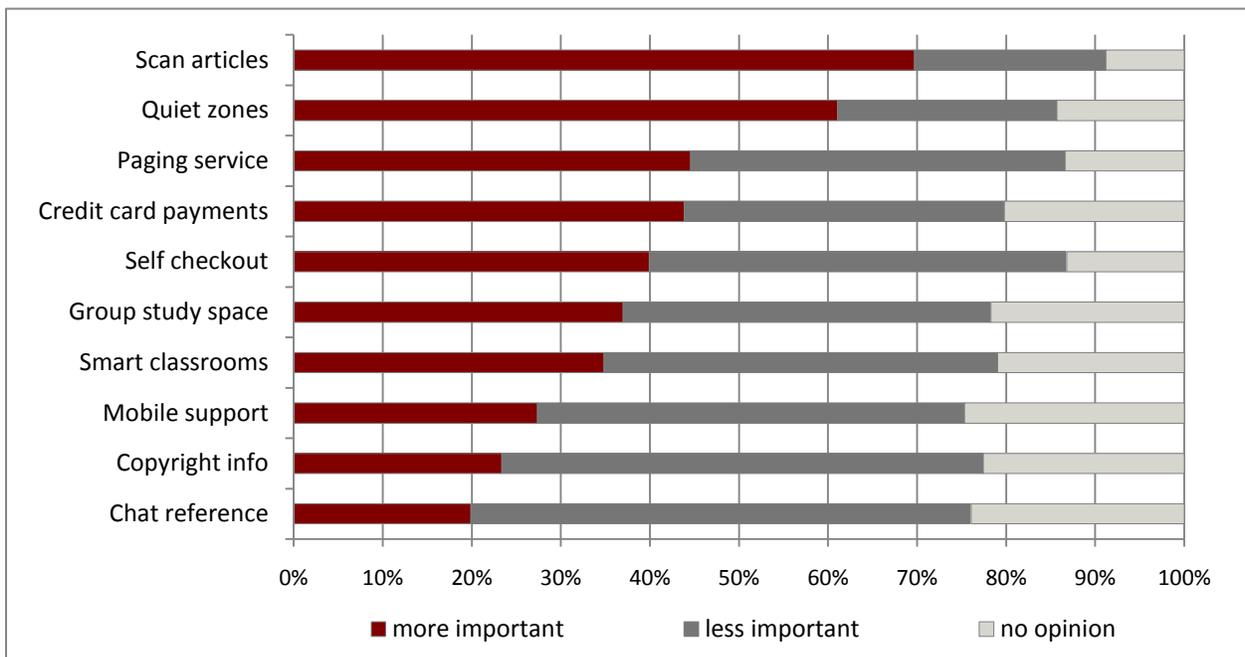
The percentages of those who do not use course reserves are much higher for Eckhart and Crerar than the other three libraries. Use of library reference and subject specialist assistance is much higher at D'Angelo than at any other library – 77% of D'Angelo respondents use the service.

Question 18. Please give us any comments or suggestions you have about the Library's services and facilities.

There were 439 responses to this question. A cursory overview confirms the impressions reported with respect to Question 17 above – printing, scanning and photocopying is a problem, the services people used are generally appreciated, and there is confusion and lack of knowledge about some of the services the Library offers.

Question 19. The Library is considering adding new services. Please indicate how important the following would be to you if offered.

Figure 19.1: Importance of possible new services



Graduate and professional students want scanning and online delivery of print journal articles and designated zones for quiet study in the Library. There are substantial minorities for whom credit card payment, paging, and self-service checkout are important or very important.

Question 20. If the Library could only offer one of these services, which would you pick?

Figure 20.1: Most desired new Library service

Service	Response
Scanning and online delivery of print journal articles.	39.9% (650)
Designated zones for quiet study in the Library.	15.2% (247)
Delivery of material from any campus Library for pickup at the campus Library of your choice.	10.1% (165)
Self-service checkout of books.	9.6% (157)
Additional group study spaces in the Library.	8.3% (135)
Accepting credit card payment for Library fees and fines.	6.4% (104)
Group study spaces equipped with technology (computers, flat panel screens, etc).	4.2% (69)
Mobile device support for library resources and services.	3.1% (50)
Online chat reference service.	2.0% (32)
Provide information about rights, permissions, and other copyright issues.	1% (20)

The responses to Question 20 reinforce the responses to Question 19: scanning and online delivery of print articles is the runaway favorite (39.9% of the responses), followed by quiet study zones (15.2%). There are minorities in favor of paging (10.1%, led by D'Angelo respondents) and self service checkout (9.6%).

Question 21: Are there other services that would help you with your research or study?

Of the 272 comments received, relatively few actually suggested new services for the Library to offer. Many used their comments to reiterate or expand upon support for the potential services offered in questions 19 and 20, especially for the scanning and online delivery service. Suggestions for completely new services included assignment or renting of dedicated carrels or studies and permitting a limited amount of free printing and scanning per student each quarter.

Question 22: Overall, how satisfied are you with the University of Chicago Library?

Overall satisfaction with the Library was high. 93% of respondents reported being “satisfied” or “very satisfied” with the Library. Satisfaction remained high regardless of degree sought and across academic schools and divisions.

Fully half of Divinity School students professed to be “very satisfied” with the Library, and 100% of Law School students said they were “satisfied” or “very satisfied” with the Library. The lowest satisfaction ratings were among Booth and Harris School students, but for even those schools satisfaction levels were in the 88-90% range. However, the percentage of students claiming to be “very satisfied” was significantly lower for Booth and Harris than for other academic areas.

Figure 22.1: Overall Satisfaction with Library by Academic Division or School

Overall Satisfaction	Very Dissatisfied	Dissatisfied	Satisfied	Very satisfied	Total	% Satisfied or Very Satisfied	% Very Satisfied
Booth - Full Time	2	11	92	17	122	89%	14%
Booth - Part Time	3	11	86	15	115	88%	13%
Biological Science	2	1	84	39	126	98%	31%
Divinity School	3	6	49	58	116	92%	50%
Graham School	1		15	19	35	97%	54%
Harris School	6	1	60	13	80	91%	16%
Humanities	16	13	161	113	303	90%	37%
Law School			76	30	106	100%	28%
Pritzker	2	5	54	15	76	91%	20%
PSD	11	6	103	52	172	90%	30%
Social Sciences	19	6	238	158	421	94%	38%
SSA	1	2	65	32	100	97%	32%

Qualitative data

986 surveys (some of which were not completed) included one or more responses to the six open-ended questions for a total of 2,403 comments and some 85,000 words.

- Question 6: Please share your suggestions for improving Library collections.
- Question 13: Please give us any comments or suggestions you have about the Library's physical spaces.
- Question 16: How can the Library improve its support of your research and study?
- Question 18: Please give us any comments or suggestions you have about the Library's services and facilities.
- Question 21: Are there other services that would help you with your research or study?
- Question 23: Please provide any additional comments or suggestions.

Six Library staff members used a text analysis program to code the comments into 43 categories ranging from "Bibliographer/reference" to "Website." Any comment could have been given more than one code.

The high overall satisfaction levels reported in other questions were reflected in the general tone of the comments – many compliments about the Library and its services and staff.

While past analysis of comments focused on whether the comment was positive or negative, the responses in this survey frequently asked for "more" or "better" – more books, more ebooks, more e-resources, more help, more computers, better study spaces, better lighting, better printing and scanning services.

The importance of the collections, both print and electronic, is underscored by the comments as is the need to improve the tools for searching and linking to these resources.

Many comments also reveal that our users are unaware of some of the resources and services the Library offers, e.g. the ability to submit a purchase request. All of the coded comments are available on the [Library Survey website](#). Short synopses of those codes that included more than a hundred comments are below.

Collections (324 comments)

The primary message of the comments on collections is "more"; graduate students want more materials in their area of specialty. A significant number want more copies of heavily used titles, especially titles that are on reserve. Many also requested that the Library have copies of textbooks available.

E-resources / e-journals (441 comments)

The overarching theme of the comments about electronic resources by graduate students is again "more." Students want more e-books, e-journals, databases, digitized microfilm, etc. Students also

expressed frustration over how to access e-resources on the Library's web site. Many students were confused about how Find It!, the E-Journals database, and Database finder work.

Outreach & instruction (168 comments)

Graduate students expressed frustration about their knowledge of Library services and resources and wanted more instruction. Many students expressed a desire for the Library to do more marketing about their resources and services via e-mails and alert services. Although the Library's workshops received many positive comments, many people were frustrated about the times chosen for workshops and that they were too general in focus.

Study space (189 comments)

The primary concern seems to be that there are not enough study spaces and the spaces do not have the amenities that students want. The few group study spaces that are available are not soundproof and do not have the kind of technology desired.

Suggestions (113 comments)

Respondents want scanning and electronic delivery of Library resources, including non-journal material. Respondents would also like designated quiet zones in the Library.