

**1994
STUDENT SURVEY
ON THE
UNIVERSITY OF VIRGINIA LIBRARY**

A Report prepared by

**The University of Virginia Library
Management Information Committee**

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1. Contents

The main body of the report includes a listing of the ratings for each question as well as some analysis and commentary. Appendix I is a library by library breakdown of the ratings of the individual questions on the survey. Appendix II is a compilation of all services, resources and facilities listed in the order in which they appeared on the survey questionnaire. Appendix III is a listing of the ratings of all services, resources, and facilities in the 1993 faculty survey. Appendix IV includes the survey instrument and the letters which were sent to each student in the sample.

2. How and why the survey was taken - Expected use of results

This survey is the second in a series of efforts to obtain reliable, objective information from the University Library's clientele. This survey of graduate and undergraduate students mirrors a survey done of the faculty in the spring of 1993. Some questions were modified to better suit the student population. We plan to follow-up with groups of students, including a student library advisory committee.

The survey was designed and administered by members of the Management Information Committee and the Administration of the University Library. Technical and clerical assistance was provided by the Center for Survey Research of the University.

The population to survey included both the graduate and undergraduate students. Excluded were students from Health Sciences Center, the Law School, and the Darden School, all of which are served by their own libraries. The Office of Institutional Studies selected a random sample of 800 undergraduate students and 700 graduate students.

We received 810 responses from the 1500 members of the sample. The return rate for graduate students (64.7%) was significantly higher than that for undergraduates (42.8%). But both groups returned enough surveys for the results to be reliable indicators of opinions among undergraduate and graduate populations. Although the same questionnaire went to graduate students and undergraduates, the results were tallied and analyzed separately for each group in order to identify the different interests and needs of each group.

The results of the survey will be used by library management to improve services. The survey will help to identify the strengths and weaknesses of the library, and it will give an indication of what our priorities should be.

3. Who are the student users, and which libraries do they use?

The class level distribution of the 810 students who responded to the survey was:

First year	80	9.9%
Second year	94	11.6%
Third year	88	10.9%
Fourth year	81	10.0%
Graduate student	453	55.9%
Other/ No answer	14	1.7%

52.6% of the responding students were female, 45.6% male.

The demographic breakdown of the respondents was:

African American	5.7%
Asian	10.7%
Caucasian	77.8%
Hispanic	.9%
Native American	.1%
Other/ No answer	4.8%

As in the faculty survey a majority of respondents were in the College of Arts and Sciences. The Engineering School was well represented.

Architecture	5.2%
Arts & Sciences	63.6%
Commerce	4.0%
Education	10.0%
Engineering	17.2%

Students were asked to indicate their majors. The most common majors were Psychology (59), English (57), History (48), Government & Foreign Affairs (44), Biology (37), and Commerce (36).

The survey asked respondents to indicate which libraries they had used in the 1993/1994 academic year. Alderman had the highest number of graduate students; Clemons had the most undergraduate users. Listed below are the percentage of graduates and undergraduates who used each of the libraries in 1993/94.

Library	Students who used it in 1993/1994	
	Graduate students	Undergraduates
Alderman	85.2%	89.2%
Clemons	72.0	95.3
Science/Engr.	54.7	49.0
Bio/Psych	23.2	36.2
Education	32.7	22.4
Fine Arts	20.5	21.0
Music	10.4	18.1
Math/Astronomy	10.8	14.6
Commerce	6.0	16.0
Chemistry	10.2	8.7
Physics	11.5	3.8
None of these	0.4	0.1

Students were also asked to name the library they use most often, i.e., their primary library. Alderman and Clemons shared the top spot among all students; almost a third of the graduates named Alderman as their primary library, while over 50% of the undergraduates named Clemons as the library they used most. It is notable that libraries other than Alderman serve as the primary libraries of two thirds of all graduate students.

Percentage of students who named it as a primary library

Library	Graduate students	Undergraduates
Clemons	5.5%	52.8%
Alderman	32.9	16.3
Science/Engr.	20.0	11.1
Education	16.3	0.9
Fine Arts	6.4	4.7
Bio/Psych	6.6	3.5
Commerce	2.0	3.2
Chemistry	4.2	0.0
Physics	2.2	0.3
Music	0.2	2.0
Math/Astronomy	0.7	1.2
None of these	1.3	0.6

4. How often do students use the library?

Students were asked to estimate the frequency of their library use. They were asked to include all library uses, including dialing into VIRGO, telephone queries, interlibrary loan requests as well as in-person visits to a library building. Over 70% of graduates and over 40% of undergraduates report using a library at least twice a week. Listed below are the answers to the question: "...how OFTEN have you used a library or library service?"

	Graduate Students	Undergraduates
Five or more times a week	27.8%	12.4%
Two to four times a week	35.1	30.0
About once a week	21.3	26.5
Once or twice a month	8.7	13.5
Several times a semester	5.3	14.4
Once a semester or less	1.6	3.2
I haven't use the Library during 1993/94	0.2	0.0

5. When do students use the libraries?

Students were asked to note all the times when they used their primary library for study and research. While graduate students indicated their highest use time (for research and study) was weekdays from noon to 6 pm, undergraduates indicated they used the libraries most from 6 to 10 pm on weekdays. Both groups report a surprising amount of Saturday afternoon use.

Percentage using the library at this time for study/research

Time	Graduate Students		Undergraduates	
	Study	Research	Study	Research
Weekdays noon-6pm	42.4%	71.5%	27.7%	46.6%
Weekdays 6-10pm	29.1	39.5	49.3	49.9
Saturday noon-6pm	29.4	46.4	34.7	39.1
Sunday 6-10pm	23.6	28.0	35.3	33.5
Sunday 11am-6pm	23.4	36.4	27.1	32.4
Weekdays 10pm-midnight	13.7	15.7	40.2	18.7
Weekdays 8am-noon	19.6	36.6	11.4	12.2
Sunday 10pm-midnight	11.3	13.2	30.3	14.9
Saturday 9am-noon	11.5	21.2	7.3	9.0
Saturday 6-10pm	10.6	11.5	11.1	10.8
Weekdays midnight-2am	4.0	3.1	16.3	5.5
Sunday midnight-2am	3.8	1.8	13.4	4.7

Graduate students seem to be more consistent in their use pattern, whether the use is research or study. With minor variations they indicate the same use periods.

Undergraduates, for the most part, do the same with two exceptions. While Weekdays noon-6pm rates the second highest research time for undergraduates, it rates the sixth in study time. Likewise, Weekdays 10pm-midnight rates the sixth highest in research time but second in studying.

6. Would students make use of extended hours?

Students were asked how many times this year they had to leave a library because it was closing. Slightly more than 50% of each group reported they had been forced to leave the library at least once.

Number of times forced to leave the library because it was closing	Graduate students	Undergraduates
0	46.0%	41.2%
1	13.8	18.2
2	12.4	12.4
3	9.0	7.4
4	4.5	5.6
5	2.0	2.1
More than 5	12.2	13.2

Students were also asked if they took advantage of extended library hours during exam time in December; 22.8 per cent of graduate students and 36.8 per cent of undergraduates answered "yes."

7. What are the reasons students don't use the libraries?

For both graduates and undergraduates the most common reason for not using the library is the lack of convenient parking. The second greatest problem for undergraduates is excessive noise, while graduate students complain that the library isn't open when needed and (third) the libraries don't own what they need. "Other" problems were noted by a sizable number of both graduates and undergraduates; these respondents specified a number of different problems, but the most frequent complaints concerned environmental factors--temperature problems, uncomfortable furniture etc.

Reason for not using	Percentage identifying each problem	
	Graduate students	Undergraduates
Parking is unavailable or inconvenient	25.6%	30.3%
The library is too noisy	9.9	16.3
The library is not open when I need it	14.3	7.3
Other	12.6	8.7
The libraries don't own what I need	12.8	2.0
Aren't enough seats	7.1	7.6
The library is inconveniently located	4.2	8.2
The library is not required for my work	3.3	7.9
VIRGO is difficult to use	3.5	3.5
The library is difficult to use	2.0	4.4
I don't feel safe in the library	2.4	2.9
I can't find my way around the library	0.7	4.1
Pages are missing from library materials	2.6	0.6
The library staff is unhelpful	0.9	1.2

The individual library reports should indicate if any of these problems are concentrated in particular libraries.

8. What do students do when they can't find the information/items they need?

The survey asked "... do you find the information/items you need?" Graduate students were evenly split on this question; 50% answered "yes" and 50% "no." Undergraduates were more successful; 67% answered this question affirmatively. Those students who answered "no" were asked a follow-up question: "When I don't find what I need, usually..." The responses to the follow-up were:

Solution	Graduate Students	Undergraduates
I ask Circulation for help	64.5%	67.6%
I ask Reference for help	57.3	62.0
I place a hold or recall	64.9	28.7
I browse the stacks	35.5	48.1
I use what I have and hope for the best	27.5	43.5
I go to Interlibrary Loan	50.7	11.1
I place a search request	43.1	13.9
I give up and leave	18.0	33.3

Solution	Graduate Students	Undergraduates
I go to another library	21.3	29.6
I ask a friend for help	9.5	22.2
I use Internet	20.4	4.6
I look for a guide or brochure	10.0	9.3
Other	4.3	3.7
I talk to a bibliographer	1.4	0.0

Both undergraduates and graduate students readily ask for help from Circulation and Reference; however, the two groups are strikingly different in their responses when they don't find what they need. Undergraduates are much less likely to put a hold or a search on a book, or to go to interlibrary loan. They are more likely to browse the stacks, ask a friend, go to another library, or simply to give up.

9. Satisfaction/visibility ratings of all services, resources and facilities

The survey questionnaire used a numerical scale to evaluate the various activities, resources, facilities and services of the Library. All respondents were asked to evaluate a total of 65 items. Both graduates and undergraduates were asked to rate each item from 1 ("Not at all Satisfied") to 5 ("Very Satisfied"). If they were not familiar with an item, they could mark "X" or leave the question blank.

The results were tallied separately for graduate students and undergraduates. These two groups are both students, but their interests vary greatly, as do their patterns of library use also.

When the results were tallied, each item received four scores--two scores for each of the two groups of students, graduate students and undergraduates. One score was the number of people who rated the item on the 1 to 5 scale; this figure, the number of respondents who had an opinion about the item, indicates the **visibility** or impact of the particular item. The other score is a mean rating. In calculating this value, only the responses in the 1 to 5 scale were used. This figure of course indicates the level of **satisfaction** for the particular item.

The results of the calculations are presented below. On the left side is a description of the particular service or resource. Next is the mean rating (satisfaction) among graduate students for the particular item, followed by the percentage of graduate students (visibility) who rated the item. The next column is the mean rating (satisfaction) by undergraduates, and the final column is the percentage of undergraduates who rated the item (visibility).

It is useful to group the 65 items into categories based on satisfaction and visibility. If an item is rated at 4.0 or higher by **both** undergraduates and graduate students, then it is categorized as "high" satisfaction. Both groups agree the Library is doing these things very well. Conversely, if an item received a mean rating of less than 3.5 from both undergraduates and graduates, then it is placed in the category of "low" satisfaction. Both groups are not happy with this item. If an item receives a mean rating of between 3.5 and 4.0 from either or both groups, it is placed in the "mixed" category.

The visibility scores fit into analogous categories. If two thirds (66.7%) or more of the respondents in **both** groups rate a particular item, then it is considered "high" visibility. If fewer than one third (33.3%) of the respondents in both groups rate a particular item, then it is "low" visibility. If an item receives a visibility score of between 33.3% and 66.7% from either group, then it is classified as "mixed."

	Graduate Students		Undergraduates	
	Mean Score	Percent Responding	Mean Score	Percent Responding
HIGH SATISFACTION // HIGH VISIBILITY				
Checking out books	4.32	94.0	4.27	88.0
Returning books	4.31	93.4	4.26	88.0
Checking out reserve materials	4.08	67.1	4.16	72.0
Answer reference questions in person	4.20	82.3	4.02	75.8
Locating reserve materials	4.09	69.8	4.06	73.5
Library catalog (VCAT)	4.06	91.8	4.08	87.5
HIGH SATISFACTION // MIXED VISIBILITY				
Telephone renewals	4.59	62.9	4.49	28.9
Video collections	4.16	39.1	4.19	72.0
Use ILL/LEO to borrow a book	4.08	47.9	4.17	13.7
Video classrooms in Clemons	4.12	23.4	4.11	49.6
Dial-in access to VIRGO	4.09	63.4	4.10	48.4
Do online searches	4.06	56.3	4.01	42.3
MIXED SATISFACTION // HIGH VISIBILITY				
Reference collections	3.95	82.3	3.95	84.8
Book collections	3.78	94.3	4.04	88.6
WILS periodical index	3.80	83.0	4.01	79.0
Loan period (length of loan)	4.08	88.1	3.65	66.8
Journal collections	3.74	94.3	3.90	85.1
Physical condition of materials	3.79	84.8	3.83	86.3
Reserve loan periods	3.58	70.6	3.55	72.3
Directional signs	3.56	77.5	3.52	79.0
Lighting in library	3.27	90.5	3.65	91.3
Study space	3.08	69.8	3.60	85.4
MIXED SATISFACTION // MIXED VISIBILITY				
Hold/recall a book	4.24	72.6	3.95	44.3
Answer reference questions by phone	4.14	42.4	3.95	28.3
Reference help with computer resources	4.12	52.8	3.91	45.8
Library services on the GWIS	3.88	51.2	3.89	35.0
Other computer resources	3.97	44.4	3.80	25.9
Documents collections	3.89	36.0	3.87	36.7
Newspaper collections	3.78	49.2	3.93	70.6
NABS newspaper index	3.88	21.9	3.80	34.1
Fairness of library fines	3.89	71.3	3.74	61.2
Printed guides on how to use the library	3.89	41.9	3.70	36.4
Microform collections	3.72	54.5	3.85	68.2
CART/CCON periodical index	3.86	37.3	3.70	30.3
ENWR 101 library instruction	3.91	7.7	3.61	42.3

	Graduate Students		Undergraduates	
	Mean Score	Percent Responding	Mean Score	Percent Responding
MIXED SATISFACTION // MIXED VISIBILITY continued				
Online help for VIRGO	3.69	74.0	3.81	64.1
Computers--excluding word processors	3.68	50.6	3.69	59.2
Self guided ENWR tour	3.92	5.3	3.40	41.1
Word processing facilities	3.63	35.3	3.62	59.5
Fiche/film readers and printers	3.21	51.4	3.53	62.7
Carrel space	3.08	55.4	3.62	73.8
MIXED SATISFACTION // LOW VISIBILITY				
Manuscript collections	4.04	14.8	3.95	11.4
Electronic text center	4.07	12.8	3.89	7.9
Audio collections	3.93	13.0	3.97	27.1
Help with documents and maps	3.96	24.9	3.89	26.5
Help with documents computers	4.02	13.2	3.82	19.8
Rare book collections	4.02	24.1	3.81	23.6
General library tours	3.88	21.0	3.87	31.8
Course specific library session	4.06	19.9	3.69	22.7
ABII periodical index	3.93	15.5	3.74	19.2
Electronic classroom in Alderman	3.90	4.6	3.77	6.4
Have a book rush cataloged	3.73	20.3	3.90	9.0
Map collections	3.73	16.3	3.81	23.0
Slide collections	3.79	9.3	3.70	7.9
Libra (library newsletter)	3.72	22.5	3.77	11.4
Help with GIS systems	3.93	6.4	3.53	11.1
Non-English collections	3.64	22.1	3.69	20.7
LOW SATISFACTION // HIGH VISIBILITY				
Temperature in library	3.07	91.8	3.28	91.5
Photocopiers in libraries	2.72	92.1	2.95	90.4
Change machines	2.73	71.5	2.76	84.8
LOW SATISFACTION // MIXED VISIBILITY				
Printers--excluding word processors	3.47	47.9	3.42	55.7
Find missing books	3.44	62.0	3.35	37.0
Individual facilities to watch videos	3.47	44.2	3.17	80.8
LOW SATISFACTION // LOW VISIBILITY				
Requesting new books	3.35	18.8	3.23	9.0
Requesting new journals	3.04	15.7	3.25	8.2

Analysis

A. High Ratings--What is the library doing well?

Circulation services generally rated near the top--checking out and returning books, using reserve; all of these services had high visibility and high satisfaction. Telephone renewals received the highest satisfaction rating from both undergraduates and graduates, but lower visibility ratings. ILL/LEO also received high rating; this service has much more visibility among graduate students (47.9%) than among undergraduates (13.7%). In-person reference and online search assistance both received high ratings. The VCAT catalog and dialing in to VIRGO both received high ratings; the visibility of VCAT was much higher than dial-in access. The only collection which was rated high by both graduates and undergraduates was the video collection; the only facility which received high ratings from both groups was the set of video classrooms in Clemons.

B. Low Ratings--Where do we find dissatisfaction?

Our student patrons are not happy with several of the type of machines in the Library--photocopiers, change machines, and computer printers. They are generally unhappy with the temperature in the library as well. The video carrels in Clemons receive a very low rating, especially from undergraduates. Both graduates and undergraduates are unhappy with the Library's efforts to find missing books.

Few students (whether graduate or undergraduate) expect to request new books or journals. However, among those who would like to make such requests, the level of satisfaction is very low, ranging from 3.04 to 3.35.

C. Mixed ratings--how do graduates and undergraduates differ?

The basic collections (books and journals) of the Library receive higher ratings from undergraduates than graduate students. Undergraduates were less satisfied with hold, recall, and search procedures.

Special collections, both books and manuscripts, receive higher ratings from graduate students than undergraduates, but visibility is rather low for both groups. Non-English language collections receive a mid-range satisfaction rating (3.6-3.7) from both groups, but the visibility rating is rather low for both groups (20-22%). In something of a surprise, microform collections received higher satisfaction and visibility ratings from undergraduates than from graduate students; undergraduates may be accustomed to the Clemons microfiche periodical collection, which is now being superseded by ProQuest.

Graduate students seem content with regular loan periods (4.08), but undergraduates are not so pleased (3.65); the two week loan period at Clemons may be a problem. Reserve loan periods did not receive extremely low ratings, but they were far from popular with each group (3.58 for graduates, 3.55 for undergraduates.)

Graduate students gave higher ratings to specialized electronic resources, such as the Electronic Text Center and the Electronic classroom in Alderman; however, visibility was very low for both groups.

In general, graduate students gave higher ratings to instructional services than did undergraduates. Course specific library sessions received much higher ratings from graduate students than undergraduates. This is particularly true for ENWR 101 (First year English composition) instruction; apparently the graduate teaching assistants are happy with the program, but the students receiving the instruction are not as

satisfied.

10. Mean satisfaction ratings for each general category

When we look at the satisfaction ratings in each of the general categories, we find that circulation and reference received the highest average ratings. Graduate students were particularly pleased with the services in these two categories, but not as happy with the collections, which received a higher score from undergraduates. Instruction services scored in the mid-range for both groups, but graduate scores are distinctly higher.

The last line ("combined rating") lists the average satisfaction scores for the ratings for all services, resources and facilities in the entire survey. Graduate student scores are slightly higher than those of undergraduates. In 1993 the faculty survey gave a combined satisfaction rating of 4.03 to all services, resources, and facilities.

Category	Graduate Students	Undergraduates
Reference services	4.14	3.98
Circulation services	4.12	3.99
Computers	3.91	3.93
Government Documents	3.97	3.80
Reserve services	3.91	3.92
Collections	3.83	3.93
Instruction in library use	3.89	3.65
Facilities	3.24	3.42
Collection development & ordering	3.21	3.24
Combined rating	3.77	3.76

11. Services for disabled students

The survey asked respondents who identified themselves as disabled to evaluate ease of entry into libraries, equipment and staff assistance. Only four individuals identified themselves as disabled. Most of them did not answer the questions relating to services for the disabled, so we do not have any reliable information regarding these services. The library did receive an overall satisfaction rating of 4.5 from the four self-identified disabled students.

12. Overall student priorities for library spending.

Each respondent was asked to check off his or her three highest priorities for library spending. Students place a high value on the traditional library formats--books and journals. Both graduates and undergraduates gave their highest rating to books. However, they are quite aware of and interested in electronic means of accessing traditional library materials, i.e., bibliographic databases, and they value electronic texts and journals.

Undergraduates placed "extending library hours" second on their list of priorities, while graduate students gave this item a slightly lower rating. Graduate students found journals, computerized bibliographic databases, and document delivery to be more important than did undergraduates, while undergraduates gave the third highest rating to videorecordings and multimedia. Both groups gave a relatively high priority to "improving climate control and facilities." Undergraduates also gave a high rating to "in person assistance in library use."

Priority	Graduate Students	Undergraduates
Books	68.4%	52.8%
Magazines/journals	52.1	24.8
Computerized bibliographic databases	37.5	20.4
Extending library hours	17.0	27.1
Electronic texts and online journals	22.5	17.5
Improving climate control and facilities ¹	7.4	19.8
Videorecordings and multimedia	7.9	25.7
In person assistance in library use	7.1	21.0
Document delivery (ILL/LEO)	16.3	3.5
Physical preservation of materials	8.2	11.1
Science data in electronic format	4.6	8.5
Online assistance in library use	4.6	7.6
Other	5.5	6.1
Classes and short courses in library use	3.8	7.6
Visual images in electronic format	4.2	6.1
Microforms	3.3	7.0
Social science data in electronic format	3.5	6.1
Rare books and manuscripts	3.1	5.8
Music in electronic format	0.7	4.4

13. Students' overall satisfaction with the University Libraries.

The final question on the survey asked students to rate on a 1 to 5 scale their "overall satisfaction" with the library. Students gave a high overall satisfaction rating to the library, but undergraduates gave a higher rating than graduate students. The overall ratings by students were somewhat lower than the 4.09 overall rating from faculty in the 1993 survey.

The University Library system is traditionally grouped into four categories: Alderman, Clemons, the Humanities and Social Sciences libraries (Commerce, Education, Fine Arts, and Music), and the Science libraries (Science/Engineering, Biology/Psychology, Chemistry, Mathematics/Astronomy, and Physics). Since each student identifies a primary library, it is possible to calculate an overall satisfaction rating for each library type. The chart below lists the mean of overall ratings and the number of respondents (in parenthesis) for each library and library type.

The overall ratings for individual libraries and library categories of course varied considerably, although no libraries received low ratings.

Library	Graduate Students	Undergraduates
Alderman	4.05 (149)	4.05 (56)
Clemons	4.12 (25)	4.03 (181)
Humanities and Social Science (HSS) Libraries:		
Commerce (closed in June 1994)	3.89 (9)	3.82 (11)
Education	3.99 (74)	4.00 (3)
Fine Arts	3.72 (29)	4.13 (16)
Music	4.00 (1)	3.86 (7)
<i>HSS Composite</i>	3.91 (113)	3.97 (37)
Science Libraries:		
Bio/Psych	3.93 (30)	4.00 (12)
Chemistry	3.89 (19)	0.00 (0)
Math/Astronomy	4.33 (3)	4.00 (4)
Physics	4.60 (10)	4.00 (1)
Science/Engr	3.82 (91)	3.89 (38)
<i>Science Composite</i>	3.92 (153)	3.93 (55)
University Library Composite	3.96 (450)	4.01 (334)

14. Conclusion

Students are very positive about the library and most of its services, resources, and facilities, but they tend to give higher scores on the overall rating than on the ratings of the individual items. In general the ratings of both undergraduates and graduate students are lower than those given by the faculty in 1993.

APPENDIX I**Library by Library Breakdown of Results**

The main body of the report presents information for the entire University Library. This appendix presents results for the individual locations within the University Library system. Each student was asked to name a primary library--the library which he or she used most often. This section takes the data from four multi-part questions and subdivides the results by the primary library. The results for each library include a mean score and the number of respondents for each part of each question. In addition, results are compiled for the five science libraries as a group.

The four questions covered in this section are:

15. Please tell us why you don't use the University Library or its services more often: (Please check all that apply)

17. When I don't find what I need, usually... (Please check all that apply)

19. For each of the following library resources, facilities and services. please circle the appropriate number indicating your degree of satisfaction with it *at the present time*.

24. Please check your three highest priorities for library spending: [Please check no more than three boxes]

APPENDIX II

Satisfaction and Visibility
Library Resources, Facilities and Services
Grouped by General Category

This information is grouped into the same categories as in the survey questionnaire. Each item includes a mean satisfaction rating and a visibility rating for graduates and undergraduates. Within each category the items are sorted by the satisfaction rating.

	Graduates Satisfaction (visibility)	Undergraduates Satisfaction (visibility)
A. Collections		
Video recordings	4.16 (39.1%)	4.19 (72.0%)
Manuscripts	4.04 (14.8)	3.95 (11.4)
Rare books	4.02 (24.1)	3.81 (23.6)
Reference collections	3.95 (82.3)	3.95 (84.8)
Audio recordings	3.93 (13.0)	3.97 (27.1)
Documents	3.89 (36.0)	3.87 (36.7)
Slide Collections	3.79 (9.3)	3.70 (7.9)
Physical condition of materials	3.79 (84.8)	3.83 (86.3)
Book collections	3.78 (94.3)	4.04 (88.6)
Newspapers	3.78 (49.2)	3.93 (70.6)
Journal collections	3.74 (94.3)	3.90 (85.1)
Map collections	3.73 (16.3)	3.81 (23.0)
Microforms	3.72 (54.5)	3.85 (68.2)
Non-English language materials	3.64 (22.1)	3.69 (20.7)
B. Computer Resources		
Dial-in access to VIRGO	4.09 (63.4%)	4.10 (48.4%)
VCAT	4.06 (91.8)	4.08 (87.5)
Other computer services	3.97 (44.4)	3.80 (25.9)
ABII	3.93 (15.5)	3.74 (19.2)
NABS	3.88 (21.9)	3.80 (34.1)
GWIS	3.88 (51.2)	3.89 (35.0)
CART/CCON	3.86 (37.3)	3.70 (30.3)
WILS	3.80 (83.0)	4.01 (79.0)
Online help - VIRGO	3.69 (74.0)	3.81 (64.1)
C. Facilities		
Video classrooms in Clemons	4.12 (23.4%)	4.11 (49.6%)
Electronic Text Center	4.07 (12.8)	3.89 (7.9)
Electronic classroom in Alderman	3.90 (4.6)	3.77 (6.4)
Computers (not word processing)	3.68 (50.6)	3.69 (59.2)
Word processing computers	3.63 (35.3)	3.62 (59.5)
Directional signs	3.56 (77.5)	3.52 (79.0)

	Graduates Satisfaction (visibility)	Undergraduates Satisfaction (visibility)
C. Facilities (Cont'd)		
Individual video carrels	3.47 (44.2)	3.17 (80.8)
Printers (not word processing)	3.47 (47.9)	3.42 (55.7)
Lighting	3.27 (90.5)	3.65 (91.3)
Fiche/film reader/printers	3.21 (51.4)	3.53 (62.7)
Study space	3.08 (69.8)	3.60 (85.4)
Carrel space	3.08 (55.4)	3.62 (73.8)
Temperature	3.07 (91.8)	3.28 (91.5)
Change machines	2.73 (71.5)	2.76 (84.8)
Photocopiers	2.72 (92.1)	2.95 (90.4)
D. Circulation Services		
Telephone renewals	4.59 (62.9%)	4.49 (28.9%)
Checking Out Books	4.32 (94.0)	4.27 (88.0)
Returning Books	4.31 (93.4)	4.26 (88.0)
Hold/Recall a Book	4.24 (72.6)	3.95 (44.3)
ILL/Document Delivery	4.08 (47.9)	4.17 (13.7)
Loan period (Length of loan)	4.08 (88.1)	3.65 (66.8)
Fairness of Library Fines	3.89 (71.3)	3.74 (61.2)
Rush Cataloging	3.73 (20.3)	3.90 (9.0)
Finding missing books	3.44 (62.0)	3.35 (37.0)
E. Collection Development		
Requesting new books	3.35 (18.8)	3.25 (8.2)
Requesting new journals	3.04 (15.7)	3.23 (9.0)
F. Reference services		
Answer questions in person	4.20 (82.3)	4.02 (75.8)
Answer questions by phone	4.14 (42.4)	3.95 (28.3)
Reference help with computers	4.12 (52.8)	3.91 (45.8)
Do online searches	4.06 (56.3)	4.01 (42.3)
G. Government Documents Services		
Help with documents computers	4.02 (13.2)	3.82 (19.8)
Help with documents and maps	3.96 (24.9)	3.89 (26.5)
Help with GIS	3.93 (6.4)	3.53 (11.1)
H. Reserve Services		
Locating reserve materials	4.09 (69.8)	4.06 (73.5)
Checking out reserve material	4.08 (67.1)	4.16 (72.0)
Reserve loan periods	3.58 (70.6)	3.55 (72.3)

Graduates
Satisfaction (visibility)

Undergraduates
Satisfaction (visibility)

I. Instructional in the use of Library Resources and Services

Course specific instruction	4.06 (19.9)	3.69 (22.7)
Self guided ENWR tour	3.92 (5.3)	3.40 (41.1)
ENWR 101 Library instruction	3.91 (7.7)	3.61 (42.3)
Printed guides	3.89 (41.9)	3.70 (36.4)
General library tours	3.88 (21.0)	3.87 (31.8)
LIBRA	3.72 (22.5)	3.77 (11.4)

**APPENDIX III
SATISFACTION AND VISIBILITY RATINGS
1993 FACULTY SURVEY**

This information is taken from the 1993 faculty survey. It is included in this document so the reader may compare ratings for the same items in the faculty survey and the student survey.

**All Services and Resources
1993 Faculty Survey**

HIGH SATISFACTION // HIGH VISIBILITY

	Mean Score	Percentage Responding
Telephone renewals	4.68	71.6
LEO	4.50	61.6
In person reference	4.46	77.7
Telephone reference	4.46	63.0
Placing books on reserve	4.38	74.2
Placing holds/recalls	4.37	79.7
Interlibrary loan	4.26	76.2
Placing photocopies on reserve	4.22	63.9
Dial access to VIRGO	4.09	79.7
Reference book collections	4.02	85.4
Ordering new books	4.00	59.3

HIGH SATISFACTION // LOW VISIBILITY

	Mean Score	Percentage Responding
Library tours	4.62	19.8
Classroom instruction	4.54	26.1
Help with documents	4.45	31.2
Help with GIS	4.35	4.9
Help with maps	4.29	10.0
Rush cataloging	4.28	35.5
Help with CD-ROMs	4.27	18.3
Online searching	4.25	37.2
E-text center	4.18	8.0
Electronic classroom	4.14	4.0
Video classrooms	4.11	20.3
Govt. Documents collections	4.06	41.0
NABS	4.04	13.2
ABI Inform	4.03	8.6
Newspaper collections	4.01	42.7

LOW SATISFACTION // HIGH VISIBILITY

	Mean Score	Percentage Responding
VCAT library catalog	3.99	84.2
WILS	3.81	63.9
Find missing books	3.79	65.3
Book collections	3.78	95.4
Online help for VIRGO	3.67	73.9
Journal collections	3.63	95.7
Photocopiers	3.26	71.1

LOW SATISFACTION // LOW VISIBILITY

	Mean Score	Percentage Responding
Microform collections	3.97	33.8
GWIS	3.97	44.4
Video collections	3.92	28.1
CART/CCON	3.90	45.3
Rare books collections	3.84	21.2
Printed guides	3.82	49.9
Map collections	3.69	17.5
Manuscript collections	3.65	13.8
Sound recording collections	3.62	11.2
Video carrels	3.61	25.5
CD-ROM collections	3.58	23.8
Slide collections	3.50	11.5
Ordering new journals	3.03	47.9

APPENDIX IV

Survey and Letters

This section contains a copy of the survey itself and the letters from the University Librarian which were sent to students in the sample.

1994 Student Survey

I. GENERAL INFORMATION

Please provide the following demographic information, which we will use only for statistical analysis. This information is strictly confidential.

1. What year are you? Please circle one answer.

1. 1st year
 2. 2nd year
 3. 3rd year
 4. 4th year
 5. Master's program
 6. Ph.D. program
 7. Other (please specify)
-

2. Male Female

3. Which best describes you?

African-American/Black Asian Caucasian/White

Hispanic Native American/American Indian

Other (please specify)

4. Please specify your intended major or major/degree program: _____

5. Please specify your school or college:

Architecture Arts and Sciences Commerce

Education Engineering

6. Do you have a disability or other condition which could limit your ability to use the library?

Yes No

If Yes, please specify _____

II. YOUR USE OF THE LIBRARY COLLECTIONS AND SERVICES

The purpose of this survey is to evaluate the services provided by the University Library. We operate 11 libraries around Grounds (listed below). The libraries of the Law School, Darden School, and Health Sciences Center are *not* under the administration of the University Library.

7. Which of the following libraries have you visited or used once or more in the current academic year? Please check all that apply.

1. Alderman
2. Biology/Psychology
3. Chemistry
4. Clemons
5. Commerce
6. Education
7. Fine Arts
8. Math/Astronomy
9. Music
10. Physics
11. Science and Engineering
12. Used none of these since Sept. 1993

8. Which *one* of these libraries do you use MOST OFTEN? Please circle only one answer:

1. Alderman
2. Biology/Psychology
3. Chemistry
4. Clemons
5. Commerce
6. Education
7. Fine Arts
8. Math/Astronomy
9. Music
10. Physics
11. Science and Engineering
12. Other _____

9. Thinking of the LIBRARY YOU USE MOST OFTEN (answer in question 8), when do you use that library for *study*? Please check all that apply.

Weekdays	Saturday	Sunday
1 8am-noon	6 9am-noon	9 11am-6pm
2 noon-6pm	7 noon-6pm	10 6pm-10pm
3 6pm-10pm	8 6pm-10pm	11 10pm-midnight
4 10pm-midnight		12 midnight-2am
5 midnight-2am		

10. Thinking of the LIBRARY YOU USE MOST OFTEN (answer in question 8), when do you use that library for *research* (when are you likely to be asking reference questions)? Please check all that apply.

Weekdays	Saturday	Sunday
1 8am-noon	6 9am-noon	9 11am-6pm
2 noon-6pm	7 noon-6pm	10 6pm-10pm
3 6pm-10pm	8 6pm-10pm	11 10pm-midnight
4 10pm-midnight		12 midnight-2am
5 midnight-2am		

11. Thinking of the LIBRARY YOU USE MOST OFTEN (answer in question 8), how many times during this academic year have you had to leave the library because it was closing? Please circle only one answer.

0 1 2 3 4 5 more than 5

12. Did you take advantage of extended library hours during exam time last December?

Yes No Never heard of

13. During this academic year, how OFTEN have you used a library or a library service? Please include *all* library uses, e.g., dialing into VIRGO, telephone queries, interlibrary loan requests, as well as in-person visits to a library building. Please circle only one answer.

1 Five or more times a week

2 Two to four times a week

3 About once a week

4 Once or twice a month

5 Several times a semester

6 Once a semester or less

7 I haven't used the University Library during 1993/1994

14. Are there any reasons why you don't use the libraries more often?

[Please circle either 1 or 2]

1 NO - my current rate of use is sufficient to meet my needs

2 YES

16. When you use the libraries do you FIND the information/items you need?

[Please circle either 1 or 2]

1 YES - I find the information/items I need

2 NO

III. YOUR SATISFACTION WITH LIBRARY RESOURCES, FACILITIES AND SERVICES

19. For each of the following library resources, facilities and services, please circle the appropriate number indicating your degree of satisfaction with it *at the present time*. If you have not heard of a service or don't use it, circle X.

	Not Satisfied					Very Satisfied	Never Heard of/ Don't Use
A. Collections							
Books	1	2	3	4	5		X
Magazines/Journals	1	2	3	4	5		X
Newspapers	1	2	3	4	5		X
Microforms (fiche, film)	1	2	3	4	5		X
Reference books	1	2	3	4	5		X
Government Documents	1	2	3	4	5		X
Maps	1	2	3	4	5		X
Audio recordings	1	2	3	4	5		X
Video recordings	1	2	3	4	5		X
Slide collections	1	2	3	4	5		X
Rare Books	1	2	3	4	5		X
Manuscripts	1	2	3	4	5		X
Non-English language materials	1	2	3	4	5		X
Physical condition of materials	1	2	3	4	5		X
B. Computer Resources							
<i>VIRGO databases</i>							
• Dial-in access to Virgo	1	2	3	4	5		X
• Online help for Virgo	1	2	3	4	5		X
• Library catalog (VCAT)	1	2	3	4	5		X
• WILS periodical index	1	2	3	4	5		X
• CART/CCON periodical index	1	2	3	4	5		X

• NABS newspaper index	1	2	3	4	5	X
• ABII periodical index	1	2	3	4	5	X
Library Services on the GWIS	1	2	3	4	5	X
Other computer resources (for example NewsBank, PAIS, ERIC, Science Citation Index)	1	2	3	4	5	X
C. Facilities						
Electronic Text Center	1	2	3	4	5	X
Video classrooms in Clemons	1	2	3	4	5	X
Electronic Classroom in Alderman	1	2	3	4	5	X
Study space	1	2	3	4	5	X
Carrel space	1	2	3	4	5	X
Temperature in library	1	2	3	4	5	X
Lighting in library	1	2	3	4	5	X
Facilities for individuals to watch videos	1	2	3	4	5	X
Photocopiers in libraries	1	2	3	4	5	X
Change machines	1	2	3	4	5	X
Directional signs	1	2	3	4	5	X
Fiche/film readers & printers	1	2	3	4	5	X
Word processing facilities (e.g. Clemons Computer Lab)	1	2	3	4	5	X
Computers (excluding word processing facilities)	1	2	3	4	5	X
Computer printers (excluding word processing facilities)	1	2	3	4	5	X
Computer printers (excluding word processing facilities)	1	2	3	4	5	X
D. Circulation Services						
Checking out books	1	2	3	4	5	X
Returning books	1	2	3	4	5	X
Hold/recall a book for you	1	2	3	4	5	X
Finding missing books for you	1	2	3	4	5	X
Renew your books by telephone	1	2	3	4	5	X
Have a book rush cataloged	1	2	3	4	5	X
Borrow a book not owned by U.Va. libraries (ILL, LEO services)	1	2	3	4	5	X
Loan period (length of loan)	1	2	3	4	5	X
Fairness of library fines	1	2	3	4	5	X

E. Collection Development

Requesting new books	1	2	3	4	5	X
Requesting new journals/magazines	1	2	3	4	5	X

F. Reference Services

Answer your questions in person	1	2	3	4	5	X
Answer your questions by phone	1	2	3	4	5	X
Do online searches	1	2	3	4	5	X
Help you with computer resources	1	2	3	4	5	X

G. Government Documents

Help with documents and maps	1	2	3	4	5	X
Help with computer resources	1	2	3	4	5	X
Help with geographic information systems (GIS)	1	2	3	4	5	X

H. Reserve book services

Locating reserve materials	1	2	3	4	5	X
Checking-out reserve materials	1	2	3	4	5	X
Appropriateness of loan periods (e.g. 2 hours, 2 days)	1	2	3	4	5	X

I. Instruction in the Use of Library Resources and Services

General library tours	1	2	3	4	5	X
English Writing (ENWR 101) library instruction	1	2	3	4	5	X
Self-guided ENWR tour	1	2	3	4	5	X
Course specific library sessions given by library staff	1	2	3	4	5	X
Printed guides on how to use library services	1	2	3	4	5	X
LIBRA (library newsletter)	1	2	3	4	5	X

J. If YOU ARE disabled, please evaluate the following: (otherwise go on to question 20)

Ease of entry into libraries	1	2	3	4	5	X
Equipment provided to aid in using materials	1	2	3	4	5	X
Staff Assistance	1	2	3	4	5	X

IV. YOUR NEEDS AND PRIORITIES

20. Does the library provide all the information resources and services you need for research and study? [Please circle either 1 or 2]

1 YES - U.Va. libraries provide all the services I require

2 NO

22. In your opinion, what is the greatest strength of the University Library?

23. In your opinion, what is the ONE thing the library could do that would most improve its services?

24. Please check your three highest priorities for library spending: [Please check no more than three boxes]

1. Books
2. Classes and short courses in the use of library resources
3. Computerized bibliographic databases (e.g. indexes, abstracts)
4. Document delivery (LEO/interlibrary loans)
5. Electronic texts and online journals
6. Extending library hours
7. Improving climate control and other physical facilities
8. In-person assistance in using the library
9. Magazines/Journals
10. Microforms (fiche, film)
11. Music in electronic and interactive formats
12. Online assistance in using the library
13. Physical preservation of materials
14. Rare books and manuscripts
15. Social science data in electronic format (e.g. census data)
16. Science data in electronic format (geographical information, molecular structures)
17. Videorecordings and multimedia
18. Visual images in electronic format (art, architecture, etc.)
19. Other, please specify: _____

V. YOUR OVERALL SATISFACTION

25. Please rate your OVERALL SATISFACTION with the library

Not at all Satisfied					Very Satisfied	No Opinion
1	2	3	4	5		X

If you would be willing to participate in further small group sessions exploring similar questions and issues in more depth, please fill in your name and telephone number below and indicate any particular area(s) of interest. Please note that if you provide this information, your responses to this survey will no longer be anonymous, but they will remain confidential except for discussing them with you.

YES, I would be willing to help the Library further by participating in small group discussions to be held at a future date:

NAME (Please print): _____

TELEPHONE: _____

ELECTRONIC MAIL ADDRESS (if you use E-mail): _____

AREA(S) OF SPECIAL INTEREST: _____

THANK YOU for taking the time to answer these questions about the University library and its services! Please place this survey in the envelope provided and mail it back immediately.

26. Additional comments about the resources, facilities, and services provided by the University Library:

1st Letter to Undergraduate Selectees

March 18, 1994

Dear Student,

The University Library continually strives to maintain and improve the quality of our library and information services. As part of this effort we are working to gather more complete and current information on how well our resources, services, facilities, and staff are satisfying the needs of our clientele.

As a major step in this evaluation process, we have developed the enclosed student questionnaire, with the assistance of the Center for Survey Research. We are sending it to a representative sample of graduate and undergraduate students at the University. We wanted to keep the questionnaire brief, but to allow ample opportunity to express your views about the services of the library. We plan to use the results of this student survey, and the results of last year's faculty survey, to review and revise present library services and to guide future improvements.

We drew your name randomly from a list of students and are asking you to respond. For our results to be representative of the entire student population, it is important that each questionnaire be completed and returned. Please take a few minutes now to answer these questions and return the questionnaire to the Center for Survey Research in the accompanying envelope. If you have access to the University's messenger mail, you can help us reduce costs by using that service to return the questionnaire. Otherwise, you can return it via U.S. Mail.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so the staff at the Center for Survey Research can check your name off of the mailing list when your questionnaire is returned. Your name will not be placed on the questionnaire or reported to the Library. Results from the survey will be presented in aggregate; no individuals will be identified. However, if you would like your personal views to be better known to us, we have provided a space at the end of the survey where you may give us your name if you wish. We welcome any additional comments you may wish to make.

We will be glad to send you a copy of the results of the survey; if you want to receive a copy, please send us your name and address on the reverse side of this letter. If you have questions about this survey, you may contact me at 4-3026, or Jim Self of the Library's Management Information Committee at 4-7411. Thanks in advance for your help with this evaluation.

Sincerely,

Karin Wittenborg
University Librarian

1st Letter to Graduate Student Selectees

March 18, 1994

Dear Graduate Student,

The University Library continually strives to maintain and improve the quality of our library and information services. As part of this effort we are working to gather more complete and current information on how well our resources, services, facilities, and staff are satisfying the needs of our clientele.

As a major step in this evaluation process, we have developed the enclosed student questionnaire, with the assistance of the Center for Survey Research. We are sending it to a representative sample of students at the University. We wanted to keep the questionnaire brief, but to allow ample opportunity to express your views about the services of the library. We plan to use the results of this student survey, and the results of last year's faculty survey, to review and revise present library services and to guide future improvements.

We drew your name randomly from a list of students and are asking you to respond. For our results to be representative of the entire student population, it is important that each questionnaire be completed and returned. Please take a few minutes now to answer these questions and return the questionnaire to the Center for Survey Research in the accompanying envelope. If you have access to the University's messenger mail, you can help us reduce costs by using that service to return the questionnaire. (Your academic department office should have a box for messenger mail.) Otherwise, you can return it via U.S. Mail.

You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so the staff at the Center for Survey Research can check your name off of the mailing list when your questionnaire is returned. Your name will not be placed on the questionnaire or reported to the Library. Results from the survey will be presented in aggregate; no individuals will be identified. However, if you would like your personal views to be better known to us, we have provided a space at the end of the survey where you may give us your name if you wish. We welcome any additional comments you may wish to make.

We will be glad to send you a copy of the results of the survey; if you want to receive a copy, please send us your name and address on the reverse side of this letter. If you have questions about this survey, you may contact me at 4-3026, or Jim Self of the Library's Management Information Committee at 4-7411. Thanks in advance for your help with this evaluation.

Sincerely,

Karin Wittenborg
University Librarian

2nd Letter to Selectees

April 18, 1994

Dear Student,

We recently sent you a questionnaire, the **Student Survey on the University Library**. As we have not received your completed survey, we thought perhaps it had been misplaced, and that another copy would make it possible for you to help us.

Because we sent this questionnaire to a limited--but representative--sample, it is very important that your response be included in the study. Otherwise, the results may not accurately reflect the opinions of undergraduate and graduate students at the University. If we don't get replies from nearly all of our sample, our results will not be as trustworthy as we would wish.

Enclosed is a copy of the survey, the cover letter, and a return envelope. Please fill out the survey and return it to the Center for Survey Research in the enclosed envelope. Please be assured that your responses to the survey will be completely confidential.

We appreciate your time in filling out the survey. The results will be an important element as the Library plans its future. Thank you for your help.

Sincerely,

Karin Wittenborg
University Librarian