Phase II University of Iowa Libraries Graduate and Professional Student Study

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Phase II
UNIVERSITY OF IOWA LIBRARIES
GRADUATE AND PROFESSIONAL STUDENT STUDY

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EXECUTIVE SUMMARY

The Graduate and Professional Student survey is the second phase of a three-part study designed to assess patron satisfaction with library-wide services and resources at the University of Iowa Libraries. This project began as a pilot study in 1996. The purpose of this survey is to obtain objective, quantifiable information from graduate and professional students at the University of Iowa about library services and resources.

The objectives of the Graduate and Professional Student Study were:

- to learn and understand how graduate and professional students access library resources and services;
- to learn what library services, resources, collections and facilities graduate and professional students use for study, teaching and research;
- to identify graduate and professional students' perception of library resources and services;
- to learn how satisfied graduate and professional students are with library resources and services; and
- to identify graduate and professional students' unmet needs and areas for improvement.

Staff in the University of Iowa Registrar’s Office drew a random sample of approximately 10% (707) of the graduate and professional student population. The sample population was stratified by individual college delineation (10%/Dentistry, Medicine and Pharmacy), field within the Graduate College (10%/Business, Dentistry, Education, Engineering, Liberal Arts, Medicine and Nursing) and by special enrollment within the Graduate College (10%/PI², CER³, G9⁴, Ad Hoc Interdisciplinary Ph.D. Program participants, Interdisciplinary Masters Program, and Off-Campus program participants). Selected students were excluded from the study population prior

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1 Graduate students are enrolled in the Graduate College. Professional students are enrolled in the Colleges of Medicine, Dentistry, Law, and Pharmacy. Since the Law Library is administered by the College of Law, law students were excluded from the study population.
2 Professional Improvement (PI) students are graduate students who enroll to take additional classes for their jobs. There is no limit on the number of semesters a student may enroll in the professional improvement (PI) category.
3 Certificate (CER) students are enrolled through the Graduate College in the teacher certification program.
4 Graduate 9 (G9) students are special graduate students in the Graduate College who must be officially admitted to a graduate program after two semesters.
to sampling for one or more of the following reasons: lack of exposure to the university libraries, involvement in pre-test activities, restricted addresses or registered as graduating fall 1998.

Two consecutive mailings resulted in a response rate of 44%. Of those surveyed: 49% of the 35 graduate and professional students sampled from the College of Dentistry, 58% of the 26 sampled from the College of Engineering, 39% of the 233 sampled from the College of Liberal Arts, 46% of the 78 sampled from the College of Education, 31% of the 92 sampled from the College of Business, 71% of the 17 sampled from the College of Nursing, 58% of the 55 sampled from the College of Pharmacy, 40% of the 119 sampled from the College of Medicine and 42% of the 62 sampled from the other graduate and professional student programs responded.

Recommendations about some areas of concern cannot be made without further study. Listed below are the recommendations supported by the findings of this study.

**Physical Facilities**
- Remodel and refurbish the libraries.

**Collections**
- Expand and update current collections, particularly journals.
- Improve physical arrangement of the collections.
- Review stack maintenance to improve the graduate and professional students’ ability to locate needed materials, paying particular attention to shelving and shelfreading.

**Equipment**
- Replace the microfilm/microfiche equipment throughout the library system.
- Work with the Copy Center’s Managers to increase the number and quality of photocopiers throughout the library system.
- Propose a reduction in cost per page of photocopies to the Copy Center’s Managers.

**OASIS**
- Replace the system.
Awareness and Use of Available Services and Resources

- Increase efforts, by all library units, to publicize library resources and services and to introduce graduate and professional students to the full range of resources and services available to them.

Staff
- Keep in mind the graduate and professional students' preference for human contact while planning and reviewing library services.
OVERVIEW

In 1996 the University of Iowa Libraries embarked on a four-year process to assess user satisfaction with library-wide resources and services. A pilot survey was developed and administered during the fall 1996 semester that served as the catalyst for the development and eventual implementation of a more broadbased analysis beginning in 1997. The University of Iowa library system is complex, serving a broad patron base (undergraduates, graduate and professional students, faculty and staff). Therefore, the User Needs Assessment Group developed a three-step research implementation approach. Because undergraduates represent our largest patron community they were the first group studied. The undergraduate study was completed during the 1997/98 academic year and a final report submitted to the libraries’ Executive Council June 1, 1998. Summer 1998 marked the beginning of the graduate and professional student study. The final phase of the User Needs Assessment Project, the faculty and staff study, will begin during the summer semester of 1999.

University of Iowa Graduate and Professional Student Population
There are 6,235 students enrolled in the Graduate College at the University of Iowa. Professional, combined degree program and certificate students account for an additional 1,085 advanced degree candidates. The Graduate College confers master’s and Ph. D. degrees in more than 90 major fields. Among 131 public research universities recently ranked in Hugh Davis Graham’s and Nancy Diamond’s 1997 book *The Rise of the American Research Universities*, the University of Iowa ranked among the top 20 based on the quantity and quality of research performance (The Center for the Book, 1997).

One of the key strategic goals of the University of Iowa is the maintenance and support of premier graduate and professional programs. As one of only two public research universities in the state of Iowa, the UI has a special role in graduate and professional education. In the knowledge-intensive world of the future, graduate and professional education will play a central role, and because of the limited opportunities for such education within the state of Iowa, this part of the University of Iowa’s mission will increase in importance over time.
Before library services are planned for graduate students, it is helpful to know what external factors are influencing the ways these students use the library. Demographic information, assumptions about the information gathering skills of graduate students, the expectations graduate students have of the library and what influences their expectations, and how library staff and services can be designed to help these students be successful in their studies are all issues that need to be addressed.

Some of the universal characteristics of successful graduate students were: the successful student is able to see beyond the present with a clear idea of what s/he wants from a professional career and the successful student is ambitious (Cooke, Sims, & Peyrefitte, 1995). The most productive professionals were the most productive graduate students (Stein & Weidman, 1989). A literature review of career goals (Globetti, Globetti, & Smith, 1991) found that when graduate students at Alabama were asked to rank weighted goals, making a significant contribution to the profession ranked seventeenth out of twenty choices.

Graduate students are not only conducting library research, but they are also trying to adjust to departmental politics, planning their academic program, and acclimating to the campus culture. Students in the humanities struggle to obtain funds for their education, and deal with large projects (Hodgson & Simoni, 1995; Cooke, Sims, & Peyrefitte, 1995). The nature of science programs requires a team approach, but humanities students, unlike those in sciences, are not accepted into graduate school with the understanding that they will be on a research team.

Hodgson and Simoni (1995) cite a trend noted by the National Research Council that graduate students in the humanities are taking longer to graduate and graduating at a lower rate than do science graduate students. They also note that often humanities students write longer dissertations and are more likely to select their topic versus the sciences where the advisor is more likely to assist in topic selection. Humanities students are less likely to be funded by their departments as research assistants or teaching assistants and in both science and humanities disciplines, study may be adversely affected by the quality of the relationship with the advisor. Minorities share the same concerns and also may feel isolated from other students (being the
"only one"). In addition, minorities are apprehensive about the competitive nature of graduate school, and may have misgivings about the racial climate (Adams, 1993).

Helping graduate students learn to use the library and find information can be a problem that the librarian and faculty member each wrongly assume the other is addressing. Faculty have other methods of gathering information not available to a new graduate student which can shortcut the need for extensive information gathering at the library. They generally have established contacts with colleagues and share articles and bibliographies with them (Barry, 1997). They may also have departmental funds available to cover some of the costs of attending conferences.

Even if faculty use computers in information seeking, retrieval and management, they are probably not prepared to train graduate students in these skills. Barry (1997) conducted a longitudinal study of the research behavior of ten established academics and eleven newer researchers (doctoral students, post-doctoral and assistant researchers) in math and education. Among the tools employed to gather data were interviews, diaries, questionnaires, and observation. She found that experienced academics who have had three to five years access to hardware and software training and support in the use of the electronic library had acquired only some of the necessary skills. Barry concludes that librarians should take the lead in information skills training but can no longer be solely responsible. Training for information skills should also be required of research supervisors (Barry 1997.)

A pilot study by Simon (1995) on information retrieval techniques found that 51.8% of the respondents in her study at Wayne State University showed a ten year or greater length of time between the undergraduate degree and graduate studies. The study also showed that students misjudged the amount of time necessary to conduct a thorough literature search, and that because many of these students live off-campus, they may use a public, personal, or employer's library to find information, instead of an academic library. Graduate students, like undergraduates, will modify their topic or ignore relevant bodies of information if the source is not electronic (Bane, 1995), and ask for help only as a last resort (Simon, 1995).
Grabowski, Suciati and Pusch (1990) conducted a survey to develop a profile of the most likely users of electronic communication (e-mail). The profile of the most likely user was a childless, full-time, doctoral candidate with an assistantship, who had a part-time or no job. So those who might benefit most, part-time commuters with outside responsibilities, are not necessarily using the tool that would benefit them the most.

A number of surveys have been developed to assist in the investigation of graduate student library needs and graduate student use of library services and resources. They serve to confirm and pinpoint the current needs of these students and to offer insight into the graduate student's perception of the library. A number of libraries have studied their graduate populations with this and the goals of their institutions in mind, usually prior to expansions or upgrades in services and resources. Others just want to understand all aspects of their academic community. The literature indicates the need for overall study of graduate student use of the library (Parrish, 1989; Poirier & Varughese, 1994; Azubuike & Greaves, 1989; McCarthy, 1995), discipline specific studies (Maxwell, 1991; Libutti, 1991; Koss, 1996), and study of those research services and resources geared mainly towards graduate students and faculty (Lyons & Phillips, 1987; Perrault & Arseneau, 1995).

Using a multi-method approach, Bowling Green State University (Parrish, 1989) conducted a study to understand the graduate student research environment. A questionnaire was developed and sent to the graduate population, graduate advisors of selected departments were interviewed, library and Graduate College data were analyzed, and graduate course syllabi were studied.

Seventeen graduate advisors or graduate department chairs were questioned about basic information and program options (thesis or comprehensive), the number of full and part-time students, research information and skills related to their discipline, common problems in graduate students completing their projects, database searching funds and the availability of a department library.

The syllabus study involved the collection of 350 course syllabi and descriptions to identify assignments that require library use (Parrish, 1989). A letter was sent to faculty members,
requesting a copy of their syllabus for each graduate course taught. The syllabi collected covered a two-year period, to cover courses taught in alternate years (1986-1988).

In 1988, 1,799 questionnaires were mailed to all graduate students with the exception of those out of the country, those who had graduated, or those with no available address (Parrish, 1989). Students were questioned about their assignments, research topics, previous library experience, and the types of services and resources they used. A response rate 46% was obtained with the initial and one follow-up mailing.

Parrish (1989) acknowledged that it is the literature review process that brings most graduate students to the library, but most graduate students are not comfortable using the library. When questioned about finding materials in the library, 82% indicated that the library had the journals they sought (Parrish, 1989). Fifty-seven percent indicated that they located what they needed 75 percent of the time. Reasons for not finding a desired item included not coming to the library because they lived a distance away. Over fifty percent of the students used resources at other libraries. The top three resources utilized by the respondents were the card catalog (89%), the online catalog (61%) and librarians (60%) (Parrish, 1989). Seventy-two percent of the respondents had some sort of library orientation or instruction.

Parrish (1989) concludes that faculty are essential to graduate education and guide graduate students in their use (or non-use) of the library. When faculty members are unaware of library resources and services or misinformed about the library, they pass problems along to their students.

In the spring of 1993, Louisiana State University (LSU) conducted a survey of the university community to study their users’ library search strategy and success in locating materials (Poirier & Varughese, 1994). The study was limited to random passers-by during a one-week period. The three-section survey covered demographic information, library use and user attitudes towards library services and attitudes toward facilities. The eighth hypothesis which stated that students come to the library mainly to do research was confirmed. Findings indicate that 60% come to do research, 25% to study using their own materials, 10% to use reserve, 9% to make
photocopies, and 6% to study using library materials or borrow books for their own pleasure. Graduate students made up 11% of the respondents.

During the spring of 1993, the acting dean of the University of Rhode Island Library requested an investigation into students' use of the library in order to plan future programs (McCarthy, 1995). The library conducted a study with three objectives: to identify students' perceived effectiveness in identifying, locating and selecting resources; to assess their reasons for satisfaction or dissatisfaction in their search; and to analyze what they need to improve their effectiveness in using the resources. Findings indicated that while most students (86%) believe that they can use library resources effectively, more than half (60%) are satisfied with their search for information and the materials found. Students expect to find more materials on the shelf when they need them. They recognized the need for more assistance using the library, and thus requested training sessions or classes.

**Discipline Specific Studies**

While the majority of the surveys reviewed above offer global ways to study the graduate population and the findings offer libraries the means with which to better promote, design and evaluate services and resources, librarians have also studied the library use of graduate students within specific disciplines. Such studies offer insight into the expectations the individual departments have of libraries.

Based on faculty requests and a needs assessment, a sequential library instruction program for medical students at the University of Tennessee Center for the Health Sciences (UTCHS) was developed in cooperation with the medical faculty (Graves & Selig, 1986). The program is included in the College of Medicine curriculum and presented to students to meet their specific information needs.

The UTCHS medical faculty validated the importance of developing life long information seeking and gathering skills by including it in the medical school curriculum. The medical faculty and the library conducted a needs assessment to determine what had to be taught. The study showed that two types of library instruction are necessary for medical students: (1) an orientation to the physical facilities and services provided by the UTCHS Library, and (2) more
formal instruction emphasizing the organization and efficient use of biomedical information. Findings indicated that among the reasons given most often by residents for coming into the library were to find information for patient care, to find information for a conference, or to read the newspaper. Findings also indicated that a significant number of residents entering the library had been exposed to some form of library instruction during medical school. These findings indicate that library instruction may encourage the habit of independent library use.

According to a descriptive survey targeting 537 nursing programs (with a 47% response rate and 36% valid response rate) (Guenther, 1991), there is a lack of systematic and continuing compilation of data on nursing school libraries. Seventy-nine percent of the nursing collections are located in the main library. Seventy-nine percent of the nursing collections were started after 1960, and 82% of the respondents indicated that it was difficult or impossible to extract specific discipline collection data from their total figures.

A 12-item survey questionnaire investigating the reading patterns of Emory University Business School graduate students in the class of 1977 and the class of 1983 showed that the part-time EMBA students relied most heavily on monographic material while full-time MBA students used mainly periodical literature (Futas & Vidor, 1986). Due to the available technology, improved library and service quality, the class of 1983 used more online databases and were more likely to continue using the library after graduation. Improving circulation and loan policies for part-time professional graduate students was suggested.

A 1977 survey of 114 anthropology graduate students at the University of Chicago found that footnotes were heavily relied on as access routes to other information, that published literature and classes were often used as a direct source of information or as guides to other information, and that informal conversations with other anthropologists were cited as useful for general information (Prendergast, 1978). Prendergast reports minimal use of abstracting services and indexes, a surprisingly heavy use of Reader’s Guide to Periodical Literature and a surprisingly low use of the Peabody Museum Index. The majority of respondents indicated that they often locate information too late for the information to be useful to them and that they are willing to take a library methodology course.
Maxwell (1991) conducted thesis research to study use patterns of selected computer-based bibliographic information systems by graduate students in the Faculty of Education at the University of Alberta, Canada, during the winter 1991 term, and to pinpoint methods to increase their use. The findings from this study indicated that relevancy and use of selected resources varied by the user's program and department as well as the system itself. Non-use of selected resources was related to lack of library experience, not computer experience, especially when the system in question was available only in the library. There were other reasons for non-use, including lack of need and time to learn, anxiety about computers and asking for help, problems with scheduling and use of other sources. Cost was an issue with the use of BRS. Therefore, Maxwell concludes, users need an adequate number of computer workstations, training and staff assistance to improve use rates and the quality of searches conducted. In fact, 85-97% of searchers considered library staff assistance essential.

Recommendations are based on the discrepancy between "potential" and current use of most of the computer-based systems (Maxwell, 1991, p. 124). Students use the online resources when no other is available, but continue to use print resources when the online version is available at no cost. Maxwell contends that the library should develop a detailed plan to replace the print resources with online resources, which should include revising the instructional program and ensuring access to the system.

Respondents reported using six methods to learn about resources: an instructor, library staff, a student, a workshop, print instructions and the computer screen (Maxwell, 1991). They were most satisfied with library staff and workshops and least satisfied with print or a computer screen. Respondents wanted library instruction at the beginning of their courses.

In summary, Maxwell (1991) notes that most online catalog users learn from printed instruction, but printed instructions are the least favored information service. Users also learn from library staff, others, formal instruction and other media. Students prefer human contact. Even with printed instructions available, students still require additional assistance from library staff.
During the spring of 1990, Fordham University Library (Libutti, 1991) conducted three graduate education studies. The first study assessed the spring 1990 course syllabi for inclusion and non-inclusion of items on the bibliographies in the Fordham library system, another examined collection support for doctoral dissertation research and a third study focused on student information literacy needs. The third study, a self-report on educational information literacy needs, included 161 students from all three divisions within the Graduate School of Education. Following this questionnaire, 74 of the respondents participated in a focus group. They were given a variant questionnaire on the preferred method of delivery of information literacy instruction. Library staff then offered a variety of new resources and instructional formats based on the responses to the focus group questionnaire.

Kent State University (Koss, 1996) studied the information needs and research skills of eighty-five Masters of Business Administration (MBA) students in the first summer session of 1996 in order to discover the types of information and resources used when researching business topics (for class assignments, research and individual projects). The university felt that there was no research about the weaknesses and strengths of library resource collections for graduate students conducting research, specifically regarding MBA students (both full-time and part-time).

The eighteen-question survey was placed in student mailboxes in the Graduate School of Business Administration (Koss, 1996). Seventy questionnaires were returned for a response rate of 82.4%. Students were asked about the type of library they used and which they used most often (Kent State University, other academic libraries, local library, special/corporate library, none or other). The survey also included questions about the type of information students seek, what databases they use, how many citations they print, and whether they thought formal training about these resources would be useful. When asked about their means of accessing information (library staff, professor, computer, microforms, and home/office modem) respondents indicated that they most frequently use computers (85.7 percent) to access information. Respondents also frequently use current periodicals (83.3%), bound periodicals (75%) and business reference books (55.1%) when searching for information.
The Kent State University researchers made two important recommendations: (1) Librarians should promote their skills on a greater level to students and faculty so that MBA students can broaden their knowledge base and better utilize library resources and (2) Librarians should work with professors in creating and giving instructional sessions.

Libraries have found it beneficial to study the use, perception, and satisfaction of both faculty and graduate students who teach. Studies have found that, in some cases, variables need to be better operationalized.

In April of 1987, Dr. William Lyons of the Office of Institutional Research, University of Tennessee, conducted a survey of all teaching faculty members and graduate teaching assistants to gather information on the quality of the library system and the quality of the library's facilities, collection and services (Lyons & Phillips, 1987). The survey addressed an overall evaluation of the library, preferences for a range of library policies (actual or desired) and background measures for comparison across divisions and colleges by rank. Results indicated that the respondents were very satisfied with the resources at the library and with the quality of the library staff assistance and that respondents thought the quality of class presentations by librarians were excellent. However, most respondents did not take advantage of having the librarians speak to their classes. While the rating for the quality of the undergraduate collection for research was good or excellent (68%), the ratings dropped for the quality of the graduate collection for research. It was discovered that the respondents had varying opinions regarding library policies about library hours and circulation of periodicals. Respondents were also questioned about document delivery, the physical facilities and asked to consider priorities for library service and collections.

Louisiana State University (LSU) conducted an interlibrary loan survey of two user groups, graduate students and faculty/staff, in the spring of 1992 (Perrault & Arseneau, 1995). The purposes of the survey were to report on the level of satisfaction with the interlibrary loan service and to compare graduate students’ and faculty/staff perceptions and expectations of interlibrary loan. Graduate students made up a slightly smaller percentage of the total respondents (48.1%) than faculty/staff when the two groups were combined for overall results. The results were
analyzed using descriptive statistics. Because of the number of sparse cells in the Likert scale ratings, any statistical association between the two groups would not be reliable.

This was not a first study and the results confirmed the findings of the previous study; namely, that students are very satisfied with the services (Perrault & Arseneau, 1995). A large number (93.26%) rated the services satisfactory (3) to excellent (5) on a five point scale. In regards to turnaround time, there was a difference between the responses of the two groups. Graduate students perceived that their requests were met more often within a week than did the faculty/staff. Still, this report concludes that the findings do not indicate that there is a great difference between the rate of perception and satisfaction for this service. It also concludes that the supply time indicated by the users was, in fact, shorter than their perception of the supply time.

**International Student Library Users**

International students play a significant role in contributing to the United States economy, education, science and technology (So, 1994). They are permanent and integral members of the American campus, but may need special library services. In order to meet international students’ special needs, So suggests that libraries offer native language and individualized bibliographic instruction, special staff development training, and out-reach activities.

Natowitz (1995) reported on 18 recent articles on international students’ use of U.S. academic libraries and the issues of cultural diversity on campus, language barriers, cultural barriers, and technological barriers. In developing successful bibliographic instruction and staff training programs, Natowitz suggests more concrete approaches to increasing the sensitivity toward and understanding of different cultures, performing quantitative statistical before-and-after studies of program effectiveness, and addressing budgetary and funding issues that affect planning in a climate of fiscal austerity.

Ball and Mahony (1987) and Moeckel and Presnell (1995) also stressed the importance of recognizing the different information-seeking behaviors of international students, which are
based on cultural and functional differences between foreign and U.S. libraries. For example, other cultures emphasize textbook learning, little classroom participation, and memorization. The critical thinking skills necessary to use the library successfully may not be developed sufficiently. Furthermore, many countries do not use the Dewey Decimal or Library of Congress classification systems. Finally, international students may have only 50% of the reading comprehension of their American counterparts.

Stressing the importance of recognizing different information seeking behaviors of foreign students which are based on cultural differences and differences between overseas libraries and those in the United States, Ball and Mahony (1987) discuss bibliographic instruction and staff development specifically designed to improve the service to foreign students. To overcome these barriers, a model, which consists of five programs: 1) Promotional, 2) Instructional, 3) Staff development, 4) Written, and 5) Purchase, is presented.

In-person interviewing of 54, mostly Asian, foreign students studying at the University of California, Berkeley revealed that these students encountered numerous problems in using the library (Liu, 1993). Common complaints were: 1) inability to fully understand what the librarian said during orientation tours, 2) unfamiliarity with open stacks, 3) no knowledge of how to recall a book, 4) unfamiliarity with the classification system, and 5) no knowledge of how to use the Library of Congress Subject Headings. Liu recommends native language tours, glossaries, and special workshops about the library system and technology for international students.

A user survey at the University of Illinois on the Urbana campus used a six-page questionnaire specifically developed to assess primary library use, online catalog and other computer use by international students (Allen, 1993). The results show 61.2% of the international students reporting computer database literature searching as new to them, 59.6% reporting interlibrary loans (ILL) as a new service, 50.5% reporting the online catalog as new to them, 44.6% reporting taking no library instructional sessions, and 37.2% reporting that the online catalog was sometimes difficult to use. Since most international students are graduate students with advanced knowledge of the literature in their fields, yet unfamiliar with technological advances
in bibliographic access and the services offered by large U.S. academic libraries, the author suggests designing distinctive library services to reach them.

According to a Kent State University survey, a typical international student is 26 to 30 years old, male, in a graduate program, and attends school full time (McKenzie, 1995). A total of 67.3% of respondents had no experience in using electronic databases in their native country. Of those who answered the question about taking the library tour, 50.9% did take the tour. Most (87.5%) used reference services and ILL service (75%). Most (78.8%) would like the library to contain more multicultural materials, especially native newspapers (40.6%). The study suggests that due to cultural differences and language barriers, international students may be uncomfortable asking for assistance from library staff, unaware of many library services, and intimidated by the size of the library.

International students do not understand the interlibrary loan (ILL) network and the copyright laws in the United States and may have retrieval problems (Irving, 1994). The one-on-one ILL interview, background knowledge of ILL in bibliographic instruction, and workshops for ILL library staff are recommended for improving the ILL service to international students.

Ibadan University Library (Azubuike & Greaves, 1989) conducted a study to determine graduate students' awareness of the library's services and to determine the relationship between the students' awareness of the services and use of the services. Two hundred twenty-five (225) questionnaires were distributed to graduate students registered for the 1992/1993 session. The services studied were divided into four categories: 1) educational services, 2) basic information services, 3) question-answering, and 4) intensive information services.

Results indicate that the average graduate student is aware of slightly less than half of the library services offered (Azubuike & Greaves, 1989). Still, their awareness varied as to the type of service. More of the students claimed awareness of assistance in searching (88%) as opposed to assistance in use of materials and group or individual library instruction (64%). Even though students were aware of these services, they rarely made use of them. The authors hypothesized that this may be the result of students' reluctance to approach librarians for assistance.
Azubuike & Greaves, in their literature review, found two reports that appeared to confirm this. The RQ article, "Why don't they ask questions?" (Swope & Katzer, 1972) indicates that library users sometime think their questions are too elementary. They either do not want to disturb the librarian or have had a negative experience with a librarian in the past. In the 1977 article, "Student perceptions of academic librarians" (Hernon & Pastine, 1977), it was reported that some users believe librarians should not locate their materials for them. A third cause may be that, even though they are aware of the services, users feel the services aren't really required. Still, the respondents had favorable attitudes toward 52% of the reference resources, services, and facilities. The authors conclude, "inadequate exploitation of the services is strongly related to low level of awareness" (p. 345).

Four recommendations to improve graduate students’ awareness of these services were constructed, including advertising, user behavior research and experimentation, for-credit user education programs, and a library management policy on reference services.

**Future Considerations**

What can be done to assist graduate students? Various authors have compiled lists of helpful strategies: 1) a library orientation specifically for graduate students that addresses their area of study, 2) provide a faculty mentor in their department, 3) supportive colleagues, and 4) adequate funding (Adams, 1993).

Two authors (Stoan, 1991; Palmer, 1991) caution against any expectation libraries may have of changing attitudes of faculty or graduate students. Stoan (1991) observes that scholars “function as information-generating and information-seeking individuals, their behavior is logical and successful given the nature of the intellectual work they are doing and the limitations of the access literature; education has failed to bring about a change in their behavior and is unlikely to do so in the future” (p 238). He suggests training in the mechanics of retrieval, informing faculty and students of new acquisitions, and leaving it at that. Palmer (1991) concludes that no population can be regarded as an undifferentiated whole, even if that population works together and shares common goals.
In summary, the literature presents a profile of clients who need and want assistance from humans, who must work around jobs and family to get research done, who may already be familiar with computers but need help learning electronic databases, and who may be attempting to build up a personal collection of materials necessary for their research, with preference for whatever is fastest—that is, full-text materials available remotely. They may have received a bit of encouragement and assistance from peers and advisors or mentors, but may need a bit more help after being away from academia for some time.
METHODOLOGY

This survey is the third in a series of efforts by the User Needs Assessment Committee of the University of Iowa Libraries to obtain objective, quantifiable information from our library users about library services and resources. To review how each of the project objectives were operationalized please refer to the directional references in parentheses.

Project Goals
1. Determine which information services and resources library users use.
2. Measure library users’ perception of and satisfaction with library services and resources.
3. Establish what information resources and services library users need.
4. Ascertain library users’ future needs.
5. Increase dialogue/involvement with library users.

Project Objectives
A random stratified sample of the graduate and professional student population was drawn to accomplish the following:
1. Know and understand how graduate and professional students access library resources and services (Addendum 1, questions 13-27; 57-77);
2. Know what library services, resources, collections and facilities graduate and professional students use for study, teaching and research (Addendum 1, questions 28-46; 47-56);
3. Know graduate and professional students’ perception of library resources and services (Addendum 1, questions 111-118);
4. Know how satisfied graduate and professional students are with library resources and services (Addendum 1, questions 79-95; 97-103; 105-109; 110-118); and
5. Identify unmet needs and areas for improvement (Addendum 1, questions 78, 96, 104, 110, 119 and 132)
Survey Design
The survey instrument was designed and administered by members of the User Needs Assessment Committee of the University of Iowa Libraries. Input was solicited system-wide via the UI Libraries User Services Departmental Heads Committee (USDHC), Collection Management Committee (CMC) and Executive Council. Technical assistance related to survey design and implementation was provided by Professor Tim Ansley of the University of Iowa’s Iowa Testing Program, and on focus group facilitation by Adjunct Professor Sue Dallam.

Pre-test
A random sample of 200 graduate and professional students was drawn by the Registrar to pre-test the survey. All members of the User Needs Assessment Committee were given twenty-five names and asked to secure five participants each. Participants were solicited by telephone. To facilitate this process, group members were given a sample script to guide their conversations. As an added incentive, twenty dollar gift certificates were given to each participant who completed the pre-test analysis. Pre-test participants were mailed reminder notices one week prior to the event.

Under the leadership of Professor Sue Dallam, the survey was pre-tested by twenty graduate and professional students on Tuesday, February 10, 1998. The twenty pre-test participants were all graduate students in the following programs: PHD (8); MA (3); MS (3); MAC (1); MAT (1) and Professional Improvement (4).

Professor Dallam was responsible for group facilitation and the analysis of pre-test results. The pre-test results highlighted issues related to unfamiliar library terminology, areas of inconsistency related to formatting, physical facilities of the libraries, photocopying, staffing concerns and scaling issues. The survey was ready for distribution in early December, 1998.

Sampling
The University of Iowa has a vast number of graduate and professional degree granting programs which made sampling a very challenging task. Initially, it is important to note that before
drawing the actual sample for this study, a total of 1,777 students were eliminated for various reasons, including: lack of exposure to the university libraries (e.g., workshop students, dental health sciences students, residents and interns, hospital certificate program students and undergraduate programs in the Colleges of Medicine, Dentistry and Pharmacy), assignment of faculty privileges by the library system (post doctoral appointments and fellows), involvement in the pre-test activities, restricted address or registered as graduating Fall, 1998.

With that in mind, the study population consisted of 7,154 graduate and professional students enrolled during the Fall 1998 semester. The sample was stratified according to the following criteria (see Table 1):

1. By individual college delineation: 10% (29 students) of students enrolled in the College of Dentistry (excluding students enrolled in the Bachelors of Oral Science and Dental Health Sciences Program), 10% (71 students) of the students enrolled in the College of Medicine (excluding residents, fellows, interns, nuclear medical technology students, medical technology program participants and students enrolled in the hospital certificate programs), and 10% (48 students) of the students enrolled in the College of Pharmacy (including Pharm.D. students; excluding students enrolled in the Bachelor of Pharmacy program).

2. For the graduate and professional students in the Graduate College, a 10% random sample by field: Business Administration (92 students), Dentistry (6 students), Education (78 students), Engineering (26 students), Liberal Arts (233 students), Medicine (48 students), Nursing (17 students) and Pharmacy (7 students), was conducted as well. Graduate students are enrolled in the Graduate College. Professional students are enrolled in the Colleges of Medicine, Dentistry, Law, and Pharmacy. Since the Law Library is administered by the College of Law, law students were excluded from the study population.

3. A 10% sample of graduate and professional PI, CER, and G9, Ad Hoc Interdisciplinary Ph.D. program participants, Interdisciplinary Masters Program, and Off Campus Program participants were also included (62 students). Professional Improvement (PI) students are graduate students who enroll to take additional classes for their jobs. There is no limit on the number of semesters a student may enroll in the professional improvement (PI) category. Certificate (CER) students are enrolled through the Graduate College in the teacher
certification program. Graduate 9 (G9) students are special graduate students in the Graduate College who must be officially admitted to a graduate program after two semesters.

**Initial and Follow-up Mailings**

On January 14, 1999, the graduate and professional student survey was mailed to 717 University of Iowa graduate and professional students. A total of 50 (7%) surveys were mailed to students who lived in university housing and 667 (93%) to students living off campus. The initial mailing yielded a response rate of 31.9% (228 returned surveys).

Study participants who had not returned their surveys by the requested return date of February 5, 1999 were mailed a follow-up letter and second survey on February 12, 1999. The second and final mailing resulted in an 11.7% increase in the returned surveys.

Overall, a total of 318 surveys were returned representing a response rate of 44%.

**Data Coding and Analysis**

The survey included six open-ended questions. The User Needs Assessment Committee coded and analyzed the open-ended responses. The University of Iowa Data Entry Department coded the survey data, the University of Iowa Evaluation and Examination Service compiled the descriptive statistics and Dr. Chester S. Rzonca, Associate Professor (Planning Policy Leadership Studies) and Dr. Timothy Ansley, Associate Professor (Iowa Testing Program) guided the statistical analysis.
FINDINGS

This segment of the report will begin with a discussion of the Descriptive Statistics, followed by the Content Analysis, and will conclude with the Statistical Analysis.

Descriptive Statistics

This first segment of the findings is organized according to question order. Therefore, a discussion of the findings will begin with the results of Section I: General Questions about the University of Iowa Libraries, followed by a discussion of Section II: Special Departments, Section III: Library Services, Section IV: User Satisfaction, Section V: Demographics, and conclude with a discussion of the content analysis of the open-ended responses.

In Sections I through III the following use categories have been collapsed: “Very Frequently and Frequently” were collapsed to represent the higher end of use and “Seldom and Never” were collapsed to represent lack of use, “Sometimes,” the middle category, stands alone.

In Section IV the satisfaction categories “Very Satisfied and Satisfied” were collapsed to represent the higher end of satisfaction: and “Dissatisfied and Very Dissatisfied” have been collapsed to depict dissatisfaction. The “Somewhat” category was considered separately.

For the questions in Section IV that relate to overall agreement, “Strongly Agree and Agree” were collapsed to show overall agreement, and the categories “Disagree and Strongly Disagree” were collapsed to show overall disagreement with a given statement. The “Somewhat Agree” category was considered separately.

SECTION I. GENERAL QUESTIONS ABOUT THE UNIVERSITY OF IOWA LIBRARIES

Library Usage

The graduate and professional students who responded to our survey “Very Frequently or Frequently” use the Main Library (40%) and the Hardin Library for the Health Sciences (36%). Respondents use the remaining eleven branch libraries less often. For example, the third most highly used library, the Psychology Library, is used by only 12% of the respondents. The Geology Library is the least used, less than one percent (.33%) reported using it. The range of
respondents who “Seldom or Never” use any of the libraries besides the Main and Hardin Libraries is 80%-98%. (Table 15, 16 and Chart 1a and 1b)

Weekday vs. Weekend Library Use
Graduate and professional students responding to our survey use the libraries more often during the week than on the weekends. Forty-seven percent (47%) of the respondents use the libraries Monday-Friday, 8-5pm, and 46% after 5pm. Conversely, 33% percent of the respondents use the libraries on Saturdays and 31% on Sundays. (Table 16)

Purpose of Library Use
The top reasons cited by graduate and professional students for using the libraries were to check out/borrow books and other material (49%), check out/borrow magazines/journals (44%) and to use the photocopiers (44%). However, large numbers of respondents “Seldom or Never” use any of the libraries to use a non-library computer cluster (62%), recall items (61%) or study (42%). (Table 17 and Chart 2)

Questions About Library Resources
Graduate and professional students “Never or Seldom” use Library Explorer (87%); printed handouts (71%); ask a faculty member, another student or someone other than library staff (63%) or use the library’s website (62%) to answer questions about any of the Libraries. In contrast, when the categories “Very Frequently, Frequently and Sometimes” are looked at collectively we see that graduate and professional students prefer to ask a library staff member (60%) for assistance. (Table 18)

Use of Library Services
Graduate and professional students responding to our survey use public service desks (27%) and reserve services (25%). They “Seldom or Never” use reference consultations (89%), assigned study carrels (80%), the Information Commons or Information Arcade (74%), or Interlibrary Loan/Document Delivery (70%). (Table 19)
Printed resources
The resources utilized most by respondents are journals (63%) and books (52%). Fourteen percent (14%) of graduate and professional students who responded to our survey use printed indexes and bibliographies. Six percent (6%) or fewer use any other printed resource. (Table 20)

Electronic resources
Graduate and professional students who responded to our survey often use electronic indexes and bibliographies (48%), electronic journals (31%) and electronic books (19%). Five percent (5%) or fewer use any other electronic resource. Large numbers of the respondents “Seldom or Never” use maps/aerial photos (95%), videos (85%) or electronic newspapers (83%). (Table 21)

SECTION II. SPECIAL DEPARTMENTS
Respondents rarely use any of the libraries’ special departments. Nine percent (9%) of the respondents use the Information Commons, eight percent (8%) use Media Services, seven percent (7%) use the Information Arcade and six percent (6%) use Government Publications. Three percent (3%) or fewer use any of the other special departments. (Table 22)

SECTION III. LIBRARY SERVICES
Reference Services
To obtain assistance with reference services, respondents prefer to contact library staff in person. Sixty-one (61%) contact library staff in person when “Very Frequently, Frequently and Sometimes” are considered collectively. In contrast, the respondents “Seldom or Never” obtain reference services by telephone (81%) or by e-mail (86%). (Table 23)

Instructional Services
Graduate and professional students responding to our survey “Seldom or Never” utilize library instructional services in a library (85%) or outside a library (96%). (Table 23)
Circulation Services
Most often respondents obtain circulation services in person (25%). They “Seldom or Never” obtain these services by telephone (80%) or by e-mail/web form (83%). (Table 23)

Interlibrary Loan/Document Delivery (ILL/DD)
When they use ILL/DD services, graduate and professional students responding to our survey speak to a staff member (18%) or use a paper form (15%). However, the “Seldom or Never” responses for use of these services ranged from 65% for “speak to a library staff member in person” to 91% for using a “telephone”. (Table 23)

Libraries Websites
Respondents “Seldom or Never” use the libraries’ websites from within a library (68%) or from outside a library (62%). (Table 24)

Search Engines
Graduate and professional students responding to our survey use Netscape (31%) more often than Microsoft Internet Explorer (11%) or text based interfaces (3%). (Table 24)

OASIS
OASIS is used more often by respondents from within one of the libraries (50%) rather than from outside one of the libraries (34%). (Table 24)

Library Catalogs
Graduate and professional students responding to our survey use LCAT (52%). However, they “Seldom or Never” use LIBCATS (70%). (Table 24)

SECTION IV. USER SATISFACTION
In calculating user satisfaction, “Very Satisfied and Satisfied” were collapsed into one percentage. Also, n (sample size) was based on the respondents who reported actually using each resource or service. This approach reflected the level of satisfaction of only those who
reported using the resource or service. For example, 162 out of 307 respondents or 53% were satisfied with print or electronic indexes, databases, and bibliographies. However, only 239 respondents reported using this service; therefore, 68% of those using the service were satisfied. (Table 25)

Print and Electronic Resources
The graduate and professional students who responded to our survey are satisfied with most of our print and electronic resources. Journals (73% or 194); indexes, databases, and bibliographies (68% or 162); maps/aerial photos (68% or 33); handouts (65% or 92); books (63% or 161); Special Collections/Archives/Rare Books (62% or 38); and a library’s website (61% or 107) all received higher than 60% satisfaction ratings. Ten percent or more of the respondents are dissatisfied with the East Asian materials (19% or 7), videos (12% or 10) and software (10% or 7), that which can be checked out or software that can be used in the library (10% or 10).

Library Services
Seventy-seven percent (77% or 188) of the respondents are “Very Satisfied or Satisfied” with the services provided by the public service desk (reference, circulation, information, and/or help desk) in the libraries. Nearly 60% of the respondents are satisfied with every service. Three quarters, or more, are satisfied with the public service desk(s) (77% or 188), reference consultations (77% or 91) and ILL/DD (75% or 96). Only the “Assignment of Study Carrels” (29% or 23) received more than a 6% dissatisfaction rating.

Library Equipment and Facilities
Respondents are satisfied with the libraries’ informational_DIRECTIONAL Signage (71% or 182) and computer workstations (61% or 150). Fewer respondents are satisfied with study and research space (53% or 133), public photocopiers (49% or 127) and microfilm/microfiche readers (47% or 51). Eighteen (19%) percent to 20% of the respondents were dissatisfied with the latter three services. (Table 25)

User Perceptions
Respondents agree that: the library staff is helpful (83% or 223), the library offer the services I need (78% or 221), the staff is courteous (78% or 208), overall the libraries do a good job of
supporting coursework (62% or 164), the libraries have sufficient resources and materials to support my research (61% or 169) and the libraries have sufficient resources and materials to support my teaching (59% or 85). Fewer respondents agree that the libraries have pleasant physical facilities (39% or 111), and that overall, they can easily locate the materials they need (54% or 154). (Table 26)

SECTION V. DEMOGRAPHICS

Degree Objective
Master's Degree (39%) and Ph.D. (36%) students made up the bulk of the respondents. (Table 4)

Gender
Fifty-nine percent (59%) of the respondents were female and 41% were male. In comparison with the Registrar's data, female respondents were overrepresented in the survey data. (Table 5)

Age
Most of the respondents were in the 25 and under (34%) or the 35 and over (26%) age groups. In comparison with the Registrar's data, 30 and over age categories were overrepresented in the survey data. The 26-29 age group was slightly underrepresented by the survey data. (Table 6)

Housing
Most of the respondents lived off-campus (90%); this was also true of the majority of those surveyed (93%). (Table 7)

Enrollment Status
Seventy percent (70%) of the respondents were full-time graduate and professional students. Part-time students were underrepresented by the survey data. Although they accounted for 46% percent of the sample, only 30% percent responded. (Table 8)

College
The highest response rate by college came from the graduate and professional students in the College of Nursing. Twelve of the seventeen (71%) nursing students surveyed responded. The
Colleges of Pharmacy (58%) and Engineering (58%) also had response rates over 50% percent. The Business students are underrepresented by the survey data since they had a low response rate (30%). The percent of total respondents by college were Liberal Arts (30%), Medicine (15%), Education (12%), Pharmacy (11%), Business (9%), Other (9%), Dentistry (6%), Nursing (4%), and Engineering (5%). (Table 9)

Field
When asked to self-identify their field of study, the majority of respondents selected Biology/Bio-medicine/Health (38%). Other fields were selected less often, Arts & Humanities (16%), Social Sciences (14%), Education (12%), Math/Science/Engineering (11%), and Business (9%). (Table 10)

International Student
Eight-five percent (85%) of the respondents were immigrants/citizens of the United States. International students were slightly underrepresented by the survey data, even though over 44% of those surveyed responded. (Table 11)

Racial Identity
Seventy-eight percent (78%) of the respondents were White/Caucasian. Asian/Asian American (13%), Prefer Not to Respond (5%), Black/African American (2%), American Indian/Alaskan (1 or .33%), and Mixed (1%) accounted for the remaining 22% of the respondents. (Table 12)

Teaching Assistant and /or Research/Graduate Assistant
Thirty-six percent (36%) of respondents are or have been a teaching assistant. Forty-five percent (45%) of respondents are or have been a research/graduate assistant. (Table 13)

Years of Affiliation w/UI
More respondents have been associated with the University of Iowa for 1-3 years (34%) than any other category. As compared to the Registrar’s data, those affiliated with the University less than one year and from 1-3 years are underrepresented by the survey data while the other categories are overrepresented. (Table 14)
CONTENT ANALYSIS OF OPEN-ENDED RESPONSES

Q78: Comments or Suggestions About Library Services (About Q57-77)
(Regarding the following services: Reference, Instructional, Circulation, ILL/DD, Libraries’ Web sites, Graphical and Text Based search engines and OASIS)

Sixty-nine (69) comments were received in response to this question. The majority of responses (35%) identify a lack of awareness of library services and resources as well as a need for more information and general instruction in this area. Fewer comments (19%) reflect dissatisfaction with OASIS (12%) and other database interfaces and access (7%). With regard to OASIS, respondents find the system difficult to search and expressed the need for an updated, user-friendly system. Twelve percent (12%) of the comments relate to staff and include both positive and negative opinions that highlight the need for more staff and more staff training.

Q96: Comments or Suggestions About Libraries’ Resources (About Q79-95)
(Regarding the following resources: Indexes, Databases and Bibliographies, Software, Journals, Microfilm/Microfiche, Newspapers, Books, Maps/Aerial photos, LCAT, LIBCATS, Handouts, Videos, Library Explorer and Collections-East Asian, Government Documents and Special Collections/Archives/Rare Books.)

Ninety-nine (99) comments were received in response to this question. The majority (51%) of comments relate specifically to collections. Thirty-one percent (31%) of the comments reflect a need to expand and update the collections and another 16% specify that needed materials are not on the shelf or are difficult to locate. Eighteen percent (18%) of the comments focus on electronic resources with half specifically related to OASIS.

Q104: Comments or Suggestions About Library Services (About Q97-103)
(Regarding the following services: Public Service Desk/s, Reserve, Reference Consultations, Instructional Sessions, Information Commons/Information Arcade, ILL/DD, and Study Carrels.)

Seventy-four (74) comments were received in response to this question. The majority of comments (43%) focus on facilities. Issues that were highlighted include negative comments about study carrels (26%), the need to remodel and refurbish the Libraries (9%), and a desire for longer building hours (7%). The next largest area of responses involves staff (20%), with an even split of positive and negative responses.
Q110: Comments or Suggestions About Libraries' Equipment and Facilities (About Q105-109) (Regarding the following: Computer Workstations, Signage, Microfilm/Microfiche Readers, Photocopiers, Study and Research Space.)

One hundred forty-four (144) comments were received in response to this question, which were concentrated in two areas. Fifty-four percent (54%) of the comments relate to equipment. Twenty-nine percent (29%) of the responses identify a need for more, better, and cheaper photocopiers. Twenty-two percent (22%) of the comments identify a need for more and better computers, microfilm/microfiche equipment, and printers. The second major area of responses relates to facilities (39%). Seventeen percent (17%) of responses identify a need to remodel and refurbish the facilities and 11% the need for more study space.

Q119: Comments or Suggestions For Improving Overall Satisfaction with the Libraries (About Q111-118)

One hundred three (103) comments were received in response to this question. Forty-seven percent (47%) of the responses relate to the physical facilities of the libraries, particularly the need to remodel and refurbish them (29%). Thirty percent (30%) of the responses relate to collections. More specifically, 19% of the responses highlight the need to expand and update the collections and 9% reveal the respondents' difficulty in locating materials. Thirteen percent (13%) of the comments relate to staff, with the majority being positive (8%).

Q132: Other Comments or Suggestions Regarding the Libraries (Overall Comments)

Ninety comments (90) were received in response to this question. The majority of comments (36%) relate to library facilities. To illustrate, 14% of the responses identify a need to remodel and refurbish the Libraries, and 11% of the responses reflect a need for the expansion of building hours. Twenty-two percent (22%) of the comments relate to collections, with 13% indicating a need to update and expand them.

Summary of Responses

In total, 579 comments and/or suggestions were collected in response to six open-ended questions. A brief summary of the responses by category is cited below.
Facilities
Thirty-one percent (31%) of the comments relate to facilities. Thirteen percent (13%) of the responses identified a need to remodel and refurbish the Libraries; the need for new chairs was mentioned repeatedly. Eight percent (8%) of the responses reflected a sense of dissatisfaction with current study space and study carrels.

Collections
Twenty percent (20%) of the open-ended comments related to collections. Twelve percent (12%) of the responses identified a need to expand and update the collections and 6% of the responses identified respondents' frustration in finding materials. Physical arrangement and shelving were highlighted as prevailing reasons for the frustration.

Equipment
Sixteen percent (16%) of the open-ended comments related to equipment. Eight percent (8%) of the responses indicated a strong dissatisfaction with current photocopy equipment, including quantity, quality, and copy costs. Seven percent (7%) of the responses identified a need for more and better computers, printers, and microfilm/microfiche equipment.

Staff
Nine percent (9%) of the open-ended comments were staff related. Four percent (4%) of these comments were positive and 3% negative.

Electronic Resources
Eight percent (8%) of the open-ended comments related to electronic resources. Six percent (6%) of the responses identified dissatisfaction with OASIS and other databases interfaces/access.

Services and Resources
Seven percent (7%) of the open-ended comments identified a lack of awareness of selected library services and resources as well as highlighted the need for more information and instruction in this area.
General Comments
Six percent (6%) of the open-ended comments were general comments about the Libraries. The remainder of the comments included selected services, the Information Arcade, and the survey itself.
**STATISTICAL ANALYSIS**

Chi square test of significance was conducted to determine relationships between questions 13-118 (dependent variables) and each demographic measure (independent variables), questions 120-131, excluding the open-ended responses. The criterion level used for each of the correlations was $p \leq .05$. Therefore, we are 95% or more confident that the relationships described below did not occur by chance. Only significant chi square relationships are reported below. (Table 27)

Degree Objective (Q120) response categories were collapsed according to the following:
- Group 1. Ph.D.
- Group 2. Masters (MA)
- Group 3. Health Sciences Degrees (DDS, MD, PharmD)

1. Degree Objective (Q120)/Independent Variable

**SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES**

**LIBRARY HOURS**

(Q120) Degree objective x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .000

**Highlights:** 71.8% of the Ph.D. students “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

41% of the MA students “Seldom or Never” use the Libraries M-F, 8-5pm.

36.4% of the students pursuing health sciences degrees “Sometimes” and 36.4% “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

(Q120) Degree objective x (Q14) Use of Libraries, Monday–Friday, after 5pm?
Chi square = .002

**Highlights:** 52.7% of the Ph.D. students “Very Frequently or Frequently” use the Libraries M-F, after 5pm

34.7% of the MA students “Seldom or Never” use the Libraries M-F, after 5pm

57.6% of the students pursuing health sciences degrees “Very Frequently or Frequently” use the Libraries M-F, after 5pm
(Q120) Degree objective x (Q15) Use of Libraries, on Saturday?
Chi square = .000

**Highlights:** 41.8% of the Ph.D. students “Very Frequently or Frequently” use the Libraries on Saturday.

50% of the MA students “Seldom or Never” use the Libraries on Saturday.

37.9% of the students pursuing health sciences degrees “Very Frequently or Frequently” use the Libraries on Saturday.

(Q120) Degree objective x (Q16) Use of Libraries on Sunday?
Chi square = .003

**Highlights:** 37.3% of the Ph.D. students “Very Frequently or Frequently” use the Libraries on Sunday.

50.8% of the MA students “Seldom or Never” use the Libraries on Sunday.

40.9% of the students pursuing health sciences degrees “Very Frequently or Frequently” use the Libraries on Sunday.

**LIBRARY USE**

(Q120) Degree objective x (Q18) Use the Libraries to check out/borrow magazines/journals.
Chi square = .000

**Highlights:** 62.7% of the Ph.D. students “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journals.

44% of the MA students “Seldom or Never” use the Libraries to check out/borrow magazines/journals.

38.5% of the students pursuing health sciences degrees “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journal.

(Q120) Degree objective x (Q19) Use the Libraries to Check out/borrow books and other material.
Chi square = .000

**Highlights:** 79.2% of the Ph.D. students “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.
36.8% of the MA students “Seldom or Never” use the Libraries to check out/borrow magazines/journals.

39.4% of the students pursuing health sciences degrees “Seldom or Never” use the Libraries to check out/borrow books and other material.

(Q120) Degree objective x (Q20) Use the Libraries to recall books.
Chi square = .000

Highlights: 43.6% of the Ph.D. students “Sometimes” use the Libraries to recall books.

77.6% of the MA students “Seldom or Never” use the Libraries to recall books.

82.8% of the students pursuing health sciences degrees “Seldom or Never” use the Libraries to recall books.

(Q120) Degree objective x (Q21) Use the photocopiers in the Libraries.
Chi square = .007

Highlights: 48.2% of the Ph.D. students “Very Frequently or Frequently” use the photocopiers in the Libraries.

38.5% of the MA students “Seldom or Never” use the photocopiers in the Libraries.

59.1% of the students pursuing health sciences degrees “Very Frequently or Frequently” use the photocopiers in the Libraries.

LIBRARY RESOURCES

(Q120) Degree objective x (Q25) Use a library staff member to answer questions about any of the Libraries.
Chi square = .000

Highlights: 51.9% of the Ph.D. students “Sometimes” use a library staff member to answer questions about any of the Libraries.

48.7% of the MA students “Seldom or Never” use a library staff member to answer questions about any of the Libraries.
54.5% of the students pursuing health sciences degrees “Seldom or Never” use a library staff member to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q120) Degree objective x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .001

Highlights: 43.6% of the Ph.D. students “Sometimes” use the public service desk/s at any of the Libraries

43.6% of the MA students “Seldom or Never” use the public service desk at any of the Libraries.

43.9% of the students pursuing health sciences degrees “Sometimes” use the public service desk at any of the Libraries.

(Q120) Degree objective x (Q29) Use reserve services in any of the Libraries.
Chi square = .000

Highlights: 37.3% of the Ph.D. students “Sometimes” use reserve services in any of the Libraries.

60.7% of the MA students “Seldom or Never” use reserve services in any of the Libraries.

43.9% of the students pursuing health sciences degrees “Seldom or Never” use reserve services in any of the Libraries.

(Q120) Degree objective x (Q33) Use assigned study carrels in any of the Libraries.
Chi square = .000

Highlights: 80% of the Ph.D. students “Seldom or Never” use assigned study carrels in any of the Libraries.

90.6% of the MA students “Seldom or Never” use assigned study carrels in any of the Libraries.

65.2% of the students pursuing health sciences degrees “Seldom or Never” use assigned study carrels in any of the Libraries.
PRINT RESOURCES

(Q120) Degree objective x (Q35) Use journals in any of the Libraries.
Chi square = .000

Highlights: 85.5% of the Ph.D. students “Very Frequently or Frequently” use journals in any of the Libraries.

42.4% of the MA students “Very Frequently or Frequently” use journals in any of the Libraries.

61.5% of the students pursuing health sciences degrees “Very Frequently or Frequently” use journals in any of the Libraries.

(Q120) Degree objective x (Q36) Use books in any of the Libraries.
Chi square = .000

Highlights: 77.1% of the Ph.D. students “Very Frequently or Frequently” use books in any of the Libraries.

38.1% of the MA students “Very Frequently or Frequently” use books in any of the Libraries.

35.9% of the students pursuing health sciences degrees “Seldom or Never” use books in any of the Libraries.

ELECTRONIC RESOURCES

(Q120) Degree objective x (Q41) Use indexes, databases and/or bibliographies in any of the Libraries.
Chi square = .000

Highlights: 65.5% of the Ph.D. students “Very Frequently or Frequently” use indexes, databases and/or bibliographies in any of the Libraries.

47.5% of the MA students “Seldom or Never” use indexes, databases and/or bibliographies in any of the Libraries.

45.5% of the students pursuing health sciences degrees “Very Frequently or Frequently” use indexes, databases and/or bibliographies in any of the Libraries.

(Q120) Degree objective x (Q42) Use journals in any of the Libraries.
Chi square = .034

**Highlights:** 50.5% of the Ph.D. students “Seldom or Never” use journals in any of the Libraries.

60.2% of the MA students “Seldom or Never” use journals in any of the Libraries.

39.4% of the students pursuing health sciences degrees “Seldom or Never” use journals in any of the Libraries.

**SECTION II: SPECIAL DEPARTMENTS**

**SERVICE UNITS**

(Q120) Degree objective x (Q47) Use the Information Arcade.
Chi square = .012

**Highlights:** 63.3% of the Ph.D. students “Seldom or Never” use the Information Arcade.

79.7% of the MA students “Seldom or Never” use the Information Arcade.

81.8% of the students pursuing health sciences degrees “Seldom or Never” use the Information Arcade.

(Q120) Degree objective x (Q48) Use Media Services.
Chi square = .000

**Highlights:** 57.3% of the Ph.D. students “Seldom or Never” use Media Services.

83.9% of the MA students “Seldom or Never” use Media Services.

92.4% of the students pursuing health sciences degrees “Seldom or Never” use Media Services.

(Q120) Degree objective x (Q50) Use Government Publications.
Chi square = .006

**Highlights:** 73.6% of the Ph.D. students “Seldom or Never” use Government Publications.
82.2% of the MA students “Seldom or Never” use Government Publications

95.5% of the students pursuing health sciences degrees “Seldom or Never” use Government Publications.

(Q120) Degree objective x (Q54) Use the Information Commons.
Chi square = .000

**Highlights:** 79.1% of the Ph.D. students “Seldom or Never” use the Information Commons.

81.2% of the MA students “Seldom or Never” use the Information Commons.

50% of the students pursuing health sciences degrees “Seldom or Never” use the Information Commons.

**SECTION III: LIBRARY SERVICES**

**REFERENCE SERVICES**

(Q120) Degree objective x (Q59) Contact library staff in person for reference services.
Chi square = .000

**Highlights:** 40% of the Ph.D. students “Very Frequently or Frequently” contact library staff in person for reference services.

43.2% of the MA students “Seldom or Never” contact library staff in person for reference services.

53% of the students pursuing health sciences degrees “Seldom or Never” contact library staff in person for reference services.

**CIRCULATION SERVICES**

(Q120) Degree objective x (Q64) Speak to a library staff member in person for circulation services.
Chi square = .000

**Highlights:** 46.4% of the Ph.D. students “Very Frequently or Frequently” speak to a library staff member in person for circulation services.
61% of the MA students “Seldom or Never” speak to a library staff member in person for circulation services.

62.1% of the students pursuing health sciences degrees “Seldom or Never” speak to a library staff member in person for circulation services.

INTERLIBRARY LOAN/DOCUMENT DELIVERY (ILL/DD)

(Q120) Degree objective x (Q67) Speak to a library staff member in person to submit ILL/DD requests.
Chi square = .000

Highlights: 43.1% of the Ph.D. students “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

80.5% of the MA students “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

78.5% of the students pursuing health sciences degrees “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

GRAPHICAL AND TEXT BASED INTERFACE TOOLS

(Q120) Degree objective x (Q73) Use text based interface tools to access a library’s Website.
Chi square = .047

Highlights: 86.4% of the Ph.D. students “Seldom or Never” use text based interface tools to access a library’s Website.

95.7% of the MA students “Seldom or Never” use text based interface tools to access a library’s Website.

97% of the students pursuing health sciences degrees “Seldom or Never” use text based interface tools to access a library’s Website.

OASIS

(Q120) Degree objective x (Q74) Access OASIS from within one of the Libraries.
Chi square = .000
Highlights: 70.9% of the Ph.D. students “Very Frequently or Frequently” access OASIS from within one of the Libraries.

38.5% of the MA students “Seldom or Never” access OASIS from within one of the Libraries.

40.9% of the students pursuing health sciences degrees “Seldom or Never” access OASIS from within one of the Libraries.

(Q120) Degree objective x (Q75) Access OASIS from outside one of the Libraries.
Chi square = .000

Highlights: 54.5% of the Ph.D. students “Very Frequently or Frequently” access OASIS from outside one of the Libraries.

59.3% of the MA students “Seldom or Never” access OASIS from outside one of the Libraries.

66.7% of the students pursuing health sciences degrees “Seldom or Never” access OASIS from outside one of the Libraries.

(Q120) Degree objective x (Q76) Access LCAT.
Chi square = .000

Highlights: 77.3% of the Ph.D. students “Very Frequently or Frequently” access LCAT.

43.2% of the MA students “Seldom or Never” access LCAT.

45.5% of the students pursuing health sciences degrees “Seldom or Never” access LCAT.

SECTION IV: USER SATISFACTION

LIBRARY EQUIPMENT AND FACILITIES

(Q120) Degree objective x (Q105) Computer Workstations.
Chi square = .035

Highlights: 56.3% of the Ph.D. students “Very Satisfied or Satisfied” with the Libraries computer workstations.

67.1% of the MA students “Very Satisfied or Satisfied” with the Libraries computer workstations.
61.7% of the students pursuing health sciences degrees “Very Satisfied or Satisfied” with the Libraries computer workstations.

(Q120) Degree objective x (Q108) Public Photocopies.
Chi square = .019

Highlights: 37.6% of the Ph.D. students are “Somewhat Satisfied” with the public photocopiers.

59.6% of the MA students “Very Satisfied or Satisfied” with the public photocopiers.

54% of the students pursuing health sciences degrees “Very Satisfied or Satisfied” with the public photocopiers.

OVERALL SATISFACTION

(Q120) Degree objective x (Q114) The Libraries have sufficient resources and materials to support my research.
Chi square = .001

Highlights: 48.2% of the Ph.D. students “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

62.1% of the MA students “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

78.7% of the students pursuing medical degrees “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

(Q120) Degree objective x (Q116) The Libraries have pleasant physical facilities.
Chi square = .037

Highlights: 38.5% of the Ph.D. students “Strongly Agree or Agree” that the Libraries have pleasant physical facilities.

47.5% of the MA students “Strongly Agree/Agree” that the Libraries have pleasant physical facilities.

40% of the students pursuing health sciences degrees “Somewhat Agree” that the Libraries have pleasant physical facilities.
SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q121) Gender x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .009

Highlights: 40.2% of the Female respondents “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

56.3% of the Male respondents “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

LIBRARY USE

(Q121) Gender x (Q18) Use the Libraries to check out/borrow magazines/journals?
Chi square = .017

Highlights: 38.5% of the Female respondents “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journals.

53.2% of the Male respondents “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journals.

(Q121) Gender x (Q19) Use the Libraries to check out/borrow books and other material.
Chi square = .011

Highlights: 42.9% of the Female respondents “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

60.5% of the Male respondents “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journals.

(Q121) Gender x (Q21) Use the photocopiers in the Libraries.
Chi square = .002

Highlights: 47.8% of the Female respondents “Very Frequently or Frequently” use the photocopies in the Libraries.
44% of the Male respondents “Seldom or Never” use the photocopiers in the Libraries.

LIBRARY RESOURCES

(Q121) Gender x (Q24) Use the printed handouts to answer questions about any of the Libraries.
Chi square = .031

Highlights: 66.5% of the Female respondents “Seldom or Never” use the printed handouts to answer questions about any of the Libraries.

80% of the Male respondents “Seldom or Never” use printed handouts to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q121) Gender x (Q32) Use ILL/DD services in any of the Libraries.
Chi square = .042

Highlights: 73.9% of the Female respondents “Seldom or Never” use ILL/DD services in any of the Libraries.

66.4% of the Male respondents “Seldom or Never” use ILL/DD services in any of the Libraries.

SECTION IV: USER SATISFACTION

PRINT AND ELECTRONIC RESOURCES

(Q121) Gender x (Q85) Books.
Chi square = .050

Highlights: 62.7% of Female respondents “Very Satisfied or Satisfied” with the Libraries’ books.

63.2% of the Male respondents “Very Satisfied or Satisfied” with the Libraries’ books.

3. Age (Q122)/Independent Variable
Age categories were collapsed according to the following:
Group 1: 25 and under
Group 2: 26-29
Group 3: 30 and over

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q122) Age x (Q14) Use of Libraries, Monday–Friday, after 5pm?
Chi square = .000

Highlights: 39.2% of the respondents 30 and over “Very Frequently or Frequently” use the Libraries M-F, after 5pm
45.8% of the respondents 26-29 “Very Frequently or Frequently” use the Libraries M-F, after 5pm
53.8% of the respondents 25 and under “Very Frequently or Frequently” use the Libraries M-F, after 5pm

(Q122) Age x (Q16) Use of Libraries on Sunday?
Chi square = .028

Highlights: 47.7% of the respondents 30 or over “Seldom or Never” use the Libraries on Sunday.
40.3% of the respondents 26-29 “Seldom or Never” use the Libraries on Sunday.
37.5% of the respondents 25 and under “Sometimes” use the Libraries on Sunday.

LIBRARY USE

(Q122) Age x (Q22) Use the photocopiers in the Libraries.
Chi square = .034

Highlights: 69.8% of the respondents 30 and over “Seldom or Never” use a nonlibrary computer cluster.
68.1% of the respondents 26-29 “Seldom or Never ” use a nonlibrary computer cluster.
51.5% of the respondents 25 and under “Never or Seldom” use a nonlibrary computer cluster.

PRINT RESOURCES

(Q122) Age x (Q34) Use indexes and bibliographies in any of the Libraries.
Chi square = .006

Highlights: 51.6% of the respondents 30 and over “Seldom or Never” use indexes and bibliographies in any of the Libraries.

66.7% of the respondents 26-29 “Seldom or Never” use indexes and bibliographies in any of the Libraries.

73.5% of the respondents 25 and under “Seldom or Never” use indexes and bibliographies in any of the Libraries.

SECTION II: SPECIAL DEPARTMENTS

SERVICE UNITS

(Q122) Age x (Q50) Use Government Publications.
Chi square = .038

Highlights: 76.9% of the respondents 30 or over “Seldom or Never” use Government Publications.

87.5% of the respondents 26-29 “Seldom or Never” use Government Publications.

84.6% of the respondents 25 and under “Seldom or Never” use Government Publications.

(Q122) Age x (Q54) Use the Information Commons.
Chi square = .000

Highlights: 76.7% of the respondents 30 and over “Seldom or Never” use the Information Commons.
86.1% of the respondents 26-29 “Seldom or Never” use the Information Commons.

60.6% of the respondents 25 and under “Seldom or Never” use the Information Commons.

SECTION III: LIBRARY SERVICES

INTERLIBRARY LOAN/DOCUMENT DELIVERY (ILL/DD)

(Q122) Age x (Q67) Speak to a library staff member in person to submit ILL/DD requests.
Chi square = .022

Highlights: 57.4% of the respondents 30 and over “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

63.9% of the respondents 26-29 “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

75.7% of the respondents 25 and under “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

OASIS

(Q122) Age x (Q77) Access LIBCATS
Chi square = .014

Highlights: 66.9% of the respondents 30 and over “Seldom or Never” access LIBCATS.

63.9% of the respondents 26-29 “Seldom or Never” access LIBCATS.

79.8% of the respondents 25 and under “Seldom or Never” access LIBCATS.

SECTION IV: USER SATISFACTION

OVERALL SATISFACTION

(Q122) Age x (Q116) The Libraries have pleasant physical facilities.
Chi square = .012
Highlights: 45.8% of the respondents 30 and over “Strongly Agree or Agree” that the Libraries have pleasant physical facilities.

39.1% of the respondents 26-29 “Somewhat Agree” and 39.1% “Strongly Agree or Agree” that the Libraries have pleasant physical facilities.

39.8% of the respondents 25 and under “Strongly Disagree or Disagree” that the Libraries have pleasant physical facilities.

4. Housing (Q123)/Independent Variable

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

Place of Residence (Q123)/Independent Variable
(Q123) Place of Residence x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .028

Highlights: 44.9% of the respondents living Off-Campus “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

64.5% of the respondents living in University Housing “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

(Q123) Place of Residence x (Q15) Use of Libraries, on Saturday?
Chi square = .021

Highlights: 36% of the respondents living Off-Campus “Seldom or Never” use the Libraries on Saturday.

54.8% of the respondents living in University Housing “Sometimes” use the Libraries on Saturday.

LIBRARY USE

(Q123) Place of Residence x (Q19) Use the Libraries to Check out/borrow books and other material.
Chi square = .009

Highlights: 47.2% of the respondents living Off-Campus “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.
76.7% of respondents living in University Housing “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

(Q123) Place of Residence x (Q20) Use the Libraries to recall books.
Chi square = .006

Highlights: 64.9% of the respondents living Off-Campus “Seldom or Never” use the Libraries to recall books.
45.2% of the respondents living in University Housing “Sometimes” use the Libraries to recall books.

(Q123) Place of Residence x (Q22) Use the nonlibrary computer clusters in the Libraries.
Chi square = .000

Highlights: 66.8% of the respondents living Off-Campus “Seldom or Never” use a nonlibrary computer cluster in the Libraries.
43.3% of the respondents living in University Housing “Very Frequently or Frequently” use a nonlibrary computer cluster in the Libraries.

LIBRARY RESOURCES

(Q123) Place of Residence x (Q23) Use Library Explorer to answer questions about any of the Libraries.
Chi square = .008

Highlights: 89.7% of the respondents living Off-Campus “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.
71% of the respondents living in University Housing “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.

(Q123) Place of Residence x (Q24) Use printed handouts to answer questions about any of the Libraries.
Chi square = .001

Highlights: 75.1% of the respondents living Off Campus “Seldom or Never” use printed handouts to answer questions about any of the Libraries.
45.2% of the respondents living in University Housing “Seldom or Never” use printed handouts to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q123) Place of Residence x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .014

**Highlights:** 38.3% of the respondents living Off Campus “Sometimes” use the public service desk at any of the Libraries.

54.8% of respondents living in University Housing “Sometimes” use the public service desk at any of the Libraries.

(Q123) Place of Residence x (Q29) Use reserve services in any of the Libraries.
Chi square = .017

**Highlights:** 48.9% of the respondents living Off-Campus “Seldom or Never” use reserve services in any of the Libraries.

48.4% of the respondents living in University Housing “Sometimes” use reserve services in any of the Libraries.

SECTION II: SPECIAL DEPARTMENTS

SERVICE UNITS

(Q123) Place of Residence x (Q50) Use Government Publications.
Chi square = .026

**Highlights:** 84% of the respondents living Off-Campus “Seldom or Never” use Government Publications.

64.5% of the respondents in University Housing “Seldom or Never” use Government Publications

(Q123) Place of Residence x (Q56) Use the East Asian Collection.
Chi square = .000

**Highlights:** 97.5% of the respondents living Off-Campus “Seldom or Never” use the East Asian Collection.
71.0% of the respondents living in University Housing “Seldom or Never” use the East Asian Collection.

SECTION III: LIBRARY SERVICES

REFERENCE SERVICES

(Q123) Place of Residence x (Q59) Contact library staff in person for reference services.
Chi square = .006

**Highlights:** 41.8% of the respondents living Off-Campus “Seldom or Never” contact library staff in person for reference services.

45.2% of the respondents living in University Housing “Sometimes” contact library staff in person for reference services.

CIRCULATION SERVICES

(Q123) Place of Residence x (Q64) Speak to a library staff member in person for circulation services.
Chi square = .002

**Highlights:** 49.8% of the respondents living Off-Campus “Seldom or Never” speak to a library staff member in person for circulation services.

45.2% of the respondents living in University Housing are “Sometimes” speak to a library staff member in person for circulation services.

GRAPHICAL AND TEXT BASED INTERFACE TOOLS

(Q123) Place of Residence x (Q73) Use text based interface tools to access a library’s Website.
Chi square = .001

**Highlights:** 94.5% of the respondents living Off-Campus “Seldom or Never” use text based interface tools to access a library’s Website.

77.4% of the respondents living in University Housing “Seldom or Never” use text based interface tools to access a library’s Website.
OASIS

(Q123) Place of Residence x (Q74) Access OASIS from within one of the Libraries.
Chi square = .017

Highlights: 47.4% of the respondents living Off-Campus “Very Frequently or Frequently” access OASIS from within one of the Libraries.
71% of the respondents living in University Housing “Very Frequently or Frequently” access OASIS from within one of the Libraries.

(Q123) Place of Residence x (Q75) Access OASIS from outside one of the Libraries.
Chi square = .000

Highlights: 53.1% of the respondents living Off-Campus “Seldom or Never” access OASIS from outside one of the Libraries.
54.8% of the respondents living in University Housing “Very Frequently or Frequently” access OASIS from outside one of the Libraries.

(Q123) Place of Residence x (Q76) Access LCAT
Chi square = .001

Highlights: 49.5% of the respondents living Off-Campus “Very Frequently or Frequently” access LCAT.
80.6% of the respondents living in University Housing “Very Frequently or Frequently” access LCAT.

SECTION IV: USER SATISFACTION

LIBRARY EQUIPMENT AND FACILITIES

(Q123) Place of Residence x (Q106) Information/Directional signs
Chi square = .011

Highlights: 74% of the respondents living Off-Campus are “Very Satisfied or Satisfied” with the information/directional signs.
48.3% of the respondents living in University Housing are “Very Satisfied or Satisfied” with the information/directional signs.
5. **Enrollment (Q124)/Independent Variable**

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q124) Enrollment x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .000

**Highlights:** 54.9% of the respondents enrolled full-time “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

43.3% of the respondents enrolled part-time “Seldom or Never” use the Libraries M-F, 8-5pm.

(Q124) Enrollment x (Q14) Use of Libraries, Monday–Friday, after 5pm?
Chi square = .000

**Highlights:** 54.0% of the respondents enrolled full-time “Very Frequently or Frequently” use the Libraries M-F, after 5pm.

40.7% of the respondents enrolled part-time “Seldom or Never” use the Libraries M-F, after 5pm.

(Q124) Enrollment x (Q15) Use of Libraries, on Saturday?
Chi square = .001

**Highlights:** 37.6% of the respondents enrolled full-time “Very Frequently or Frequently” use the Libraries on Saturday.

49.5% of the respondents enrolled part-time “Seldom or Never” use the Libraries on Saturday.

(Q124) Enrollment x (Q16) Use of Libraries on Sunday?
Chi square = .000

**Highlights:** 37.1% of the respondents enrolled full-time “Very Frequently or Frequently” use the Libraries on Sunday.
54.9% of the respondents enrolled part-time "Seldom or Never" use the Libraries on Sunday.

**LIBRARY USE**

(Q124) Enrollment x (Q18) Use the Libraries to check out/borrow magazines/journals.
Chi square = .000

**Highlights:** 52.4% of the respondents enrolled full-time "Very Frequently or Frequently" use the Libraries to check out/borrow magazines/journals.

42.9% of the respondents enrolled part-time "Seldom or Never" use the Libraries to check out/borrow magazines/journals.

(Q124) Enrollment x (Q19) Use the Libraries to check out/borrow books and other material.
Chi square = .017

**Highlights:** 55.5% of the respondents enrolled full-time "Very Frequently or Frequently" use the Libraries to check out/borrow books and other material.

37.8% of the respondents enrolled part-time "Very Frequently or Frequently" use the Libraries to check out/borrow books and other material.

(Q124) Enrollment x (Q21) Use the photocopiers in the Libraries.
Chi square = .006

**Highlights:** 50.5% of the respondents enrolled full-time "Very Frequently or Frequently" use the photocopiers in the Libraries.

39.6% of the respondents enrolled part-time "Seldom or Never" use the photocopiers in the Libraries.

(Q124) Enrollment x (Q22) Use a nonlibrary computer cluster in the Libraries.
Chi square = .024

**Highlights:** 57.9% of the respondents enrolled full-time "Seldom or Never" use a nonlibrary computer cluster in the Libraries.
74.4% of the respondents enrolled part-time “Seldom or Never” use a nonlibrary computer cluster in the Libraries.

LIBRARY SERVICES

(Q124) Enrollment x (Q29) Use reserve services in any of the Libraries.
Chi square = .002

Highlights: 41.5% of the respondents enrolled full-time “Seldom or Never” use reserve services in any of the Libraries.

58.2% of the respondents enrolled part-time “Seldom or Never” use reserve services in any of the Libraries.

(Q124) Enrollment x (Q33) Use assigned study carrels in any of the Libraries.
Chi square = .033

Highlights: 77.4% of the respondents enrolled full-time “Seldom or Never” use assigned study carrels in any of the Libraries.

90.1% of the respondents enrolled part-time “Seldom or Never” use assigned study carrels in any of the Libraries.

PRINT RESOURCES

(Q124) Enrollment x (Q35) Use journals in any of the Libraries.
Chi square = .000

Highlights: 70.8% of the respondents enrolled full-time “Very Frequently or Frequently” use journals in any of the Libraries.

45.1% of the respondents enrolled part-time “Very Frequently or Frequently” use journals in any of the Libraries.

(Q124) Enrollment x (Q36) Use books in any of the Libraries.
Chi square = .006

Highlights: 56.9% of the respondents enrolled full-time “Very Frequently or Frequently” use books in any of the Libraries.
42.2% of the respondents enrolled part-time “Very Frequently or Frequently” use books in any of the Libraries.

ELECTRONIC RESOURCES

(Q124) Enrollment x (Q41) Use indexes, databases and/or bibliographies in any of the Libraries.
Chi square = .010

Highlights: 53.5% of the respondents enrolled full-time “Very Frequently or Frequently” use indexes, databases and/or bibliographies in any of the Libraries.

41.8% of the respondents enrolled part-time “Seldom or Never” use indexes, databases and/or bibliographies in any of the Libraries.

(Q124) Enrollment x (Q42) Use journals in any of the Libraries.
Chi square = .002

Highlights: 46.5% of the respondents enrolled full-time “Seldom or Never” use journals in any of the Libraries.

64.4% of the respondents enrolled part-time “Seldom or Never” use journals in any of the Libraries.

SECTION II: SPECIAL DEPARTMENTS

SERVICE UNITS

(Q124) Enrollment x (Q54) Use the Information Commons.
Chi square = .012

Highlights: 69.3% of the respondents enrolled full-time “Seldom or Never” use the Information Commons.

82.4% of the respondents enrolled part-time “Seldom or Never” use the Information Commons.

SECTION III: LIBRARY SERVICES
CIRCULATION SERVICES

(Q124) Enrollment x (Q64) Speak to a library staff member in person for circulation services.
Chi square = .040

Highlights: 44.1% of the respondents enrolled full-time “Seldom or Never” speak to a library staff member in person for circulation services.

51.6% of the respondents enrolled part-time “Seldom or Never” speak to a library staff member in person for circulation services.

INTERLIBRARY LOAN/DOCUMENT DELIVERY (ILL/DD)

(Q124) Enrollment x (Q67) Speak to a library staff member in person to submit ILL/DD requests.
Chi square = .007

Highlights: 63.2% of the respondents enrolled full-time “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

70% of the respondents enrolled part-time “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

LIBRARIES’ WEBSITE

(Q124) Enrollment x (Q69) Access a Library's Website from within one of the Libraries.
Chi square = .004

Highlights: 63% of the respondents enrolled full-time “Seldom or Never” access a library’s Website from within one of the Libraries.

82.4% of the respondents enrolled part-time “Seldom or Never” access a library’s Website from within one of the Libraries.

OASIS

(Q124) Enrollment x (Q74) Access OASIS from within one of the Libraries.
Chi square = .023
Highlights: 53.1% of the respondents enrolled full-time “Very Frequently or Frequently” access OASIS from within one of the Libraries.

42.2% of the respondents enrolled part-time “Very Frequently or Frequently” and 42.2% “Seldom or Never” access OASIS from within one of the Libraries.

(Q124) Enrollment x (Q76) Access LCAT.
Chi square = .025

Highlights: 55.9% of the respondents enrolled full-time “Very Frequently or Frequently” access LCAT.

46.2% of the respondents enrolled part-time “Very Frequently or Frequently” access LCAT.

SECTION IV: USER SATISFACTION

LIBRARY EQUIPMENT AND FACILITIES

(Q124) Enrollment x (Q106) Information/Directional signs.
Chi square = .029

Highlights: 66.5% of the respondents enrolled full-time “Very Satisfied or Satisfied” with the Libraries information/Directional signs.

83.6% of the respondents enrolled part-time “Very Satisfied or Satisfied” with the Libraries information/Directional signs.

(Q124) Enrollment x (Q109) Study and Research Space.
Chi square = .002

Highlights: 46.6% of the respondents enrolled full-time are “Very Satisfied or Satisfied” with study and research space in the Libraries.

71% of the respondents enrolled part-time are “Very Satisfied or Satisfied” with study and research space in the Libraries.

OVERALL SATISFACTION

(Q124) Enrollment x (Q116) The Libraries have pleasant physical facilities.
Chi square = .005
Highlights: 37.4% of the respondents enrolled full-time "Strongly Agree or Agree" that the Libraries have pleasant physical facilities.

43.6% of the respondents enrolled full-time "Strongly Agree or Agree" that the Libraries have pleasant physical facilities.

6. College (Q125)/Independent Variable

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q125) College x (Q14) Use of Libraries, Monday–Friday, After 5pm?
Chi square = .002

Highlights: 66.7% of the respondents enrolled in the College of Engineering “Very Frequently or Frequently” use the Libraries M-F, after 5pm.

64.7% of the respondents enrolled in the College of Dentistry “Very Frequently or Frequently” use the Libraries M-F, after 5pm.

51.1% of the respondents enrolled in the Liberal Arts “Very Frequently or Frequently” use the Libraries M-F, after 5pm.

(Q125) College x (Q15) Use of Libraries, on Saturday?
Chi square = .000

Highlights: 66.7% of the respondents enrolled in the College of Nursing “Seldom or Never” use the Libraries on Saturday.

46.8% of the respondents enrolled in the College of Medicine “Sometimes” use the Libraries on Saturday.

48.9% of the respondents enrolled in the College of Liberal Arts “Very Frequently or Frequently” use the Libraries on Saturday.

(Q125) College x (Q16) Use of Libraries on Sunday?
Chi square = .000

Highlights: 78.6% of the respondents enrolled in the College of Business “Seldom or Never” use the Libraries on Sunday.
46.8% of the respondents enrolled in the College of Medicine “Sometimes” use the Libraries on Sunday.

44.4% of the respondents enrolled in the College of Liberal Arts “Very Frequently or Frequently” use the Libraries on Sunday.

**LIBRARY USE**

(Q125) College x (Q18) Use the Libraries to Check out/borrow magazines/journals.
Chi square = .000

**Highlights:** 75% of the respondents enrolled in the College of Business “Never or Seldom” use the Libraries to check out/borrow magazines/journals.

36.1% of the respondents enrolled in the College of Education “Sometimes” use the Libraries to check out/borrow magazines/journals.

56% of the respondents enrolled in Other colleges “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journal.

**LIBRARY SERVICES**

(Q125) College x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .022

**Highlights:** 60.7% of the respondents enrolled in the College of Business “Seldom or Never” use the public service desk/s at any of the Libraries.

50% of the respondents enrolled in the College of Nursing “Sometimes” use the public service desk at any of the Libraries.

41.1% of the respondents enrolled in the College of Liberal Arts “Very Frequently or Frequently” use a public service desk/s at any of the Libraries.

**PRINT RESOURCES**

(Q125) College x (Q35) Use journals in any of the Libraries.
Chi square = .000

**Highlights:** 67.9% of the respondents enrolled in the College of Business “Seldom or Never” use journals in any of the Libraries.
41.2% of the respondents enrolled in the College of Dentistry “Sometimes” use journals in any of the Libraries.

80% of the respondents enrolled in the College of Engineering “Very Frequently or Frequently” use journals in any of the Libraries.

**ELECTRONIC RESOURCES**

(Q125) College x (Q41) Use indexes, databases and/or bibliographies in any of the Libraries.
Chi square = .000

**Highlights:** 75% of the respondents enrolled in the College of Business “Seldom or Never” use indexes, databases and/or bibliographies in any of the Libraries.

41.2% of the respondents enrolled in the College of Dentistry “Sometimes” use indexes, databases and/or bibliographies in any of the Libraries.

62.2% of the respondents enrolled in the College of Liberal Arts “Very Frequently or Frequently” use indexes, databases and/or bibliographies in any of the Libraries.

**SECTION III: LIBRARY SERVICES**

**REFERENCE SERVICES**

(Q125) College x (Q59) Contact library staff in person for reference services.
Chi square = .000

**Highlights:** 40% of the respondents enrolled in the College of Engineering “Very Frequently or Frequently” contact library staff in person for reference services.

75% of the respondents enrolled in the College of Business “Seldom or Never” contact library staff in person for reference services.

58.8% of the respondents enrolled in the College of Dentistry “Sometimes” contact library staff in person for reference services.

**LIBRARIES’ WEBSITE**
(Q125) College x (Q69) Access a Library’s Website from within one of the Libraries.
Chi square = .015

**Highlights:** 92.9% of the respondents enrolled in the College of Business “Seldom or Never” access a library’s Website from within one of the Libraries.

83.3% of the respondents enrolled in the College of Nursing “Seldom or Never” access a library’s Website from within one of the Libraries.

70.6% of the respondents enrolled in the College of Dentistry “Seldom or Never” use access a library’s Website from within one of the Libraries.

**OASIS**

(Q125) College x (Q74) Access OASIS from within one of the Libraries.
Chi square = .000

**Highlights:** 73.3% of the respondents enrolled in the College of Engineering “Very Frequently or Frequently” access OASIS from within one of the Libraries.

70% of the respondents enrolled in the College of Liberal Arts “Very Frequently or Frequently” access OASIS from within one of the Libraries.

70.4% of the respondents enrolled in the College of Business “Seldom or Never” access OASIS from within one of the Libraries.

(Q125) College x (Q75) Access OASIS from outside one of the Libraries.
Chi square = .000

**Highlights:** 86.7% of the respondents enrolled in the College of Engineering “Very Frequently or Frequently” access OASIS from outside one of the Libraries.

82.1% of the respondents enrolled in the College of Business “Seldom or Never” access OASIS from outside one of the Libraries.

76.5% of the respondents enrolled in the College of Dentistry “Seldom or Never” access OASIS from outside one of the Libraries.

**OVERALL SATISFACTION**
(Q125) College x (Q116) The Libraries have pleasant physical facilities.
Chi square = .030

Highlights: 66.7% of the respondents enrolled in the College of Nursing “Strongly Agree or Agree” that the Libraries have pleasant physical facilities.

60% of the respondents enrolled in the College of Engineering “Strongly Agree or Agree” that the Libraries have pleasant physical facilities.

50% of the respondents enrolled in other colleges “Strongly Agree or Agree” that the Libraries have pleasant physical facilities.

7. Field of Study (Q126)/Independent Variable

Please note that Field of Study response categories were collapsed according to the following:

- Group 1. Arts & Humanities, Education, Social Sciences, and Business (Other Fields)
- Group 2. Biological Sciences/Biomedicine/Health Sciences and Math/Sciences/Engineering (Sciences)

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q126) Field of Study x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .023

Highlights: 50.3% of the respondents enrolled in the Sciences “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

43.9% of the respondents enrolled in the Other Fields “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

LIBRARY USE

(Q126) Field of Study x (Q20) Use the Libraries to recall books.
Chi square = .004
Highlights: 68.2% of the respondents enrolled in the Sciences “Seldom or Never” use the Libraries to recall books.

55.6% of the respondents enrolled in the Other Fields “Seldom or Never” use the Libraries to recall books.

LIBRARY RESOURCES

(Q126) Field of Study x (Q24) Use printed handouts to answer questions about any of the Libraries.
Chi square = .011

Highlights: 79.9% of the respondents enrolled in the Sciences “Seldom or Never” use printed handouts to answer questions about any of the Libraries.

64.3% of the respondents enrolled in the Other Fields “Seldom or Never” use printed handouts to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q126) Field of Study x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .047

Highlights: 42.7% of the respondents enrolled in the Sciences “Sometimes” use the public service desk/s at any of the Libraries.

37.7% of the respondents enrolled in the Other Fields “Sometimes” use the public service desk/s at any of the Libraries.

(Q126) Field of Study x (Q31) Use the Information Commons or Information Arcade.
Chi square = .022

Highlights: 67.3% of the respondents enrolled in the Sciences “Seldom or Never” use the Information Commons or Information Arcade.

87% of the respondents enrolled in the Other Fields “Seldom or Never” use the Information Commons or Information Arcade.

(Q126) Field of Study x (Q32) Use ILL/DD services in any of the Libraries.
Chi square = .002

Highlights: 73.3% of the respondents enrolled in the Sciences “Seldom or Never” use ILL/DD services in any of the Libraries.
68.2% of the respondents enrolled in the Other Fields “Seldom or Never” use ILL/DD services in any of the Libraries.

(Q126) Field of Study x (Q33) Use assigned study carrels in any of the Libraries.
Chi square = .016

**Highlights:** 75.3% of the respondents enrolled in the Sciences “Seldom or Never” use assigned study carrels in any of the Libraries.

86.4% of the respondents enrolled in the Other Fields “Seldom or Never” use assigned study carrels in any of the Libraries.

**PRINT RESOURCES**

(Q126) Field of Study x (Q35) Use journals in any of the Libraries.
Chi square = .035

**Highlights:** 67.8% of the respondents enrolled in the Sciences “Very Frequently or Frequently” use journals in any of the Libraries.

58.7% of the respondents enrolled in the Other Fields “Very Frequently or Frequently” use journals in any of the Libraries.

(Q126) Field of Study x (Q36) Use books in any of the Libraries.
Chi square = .050

**Highlights:** 45.9% of the respondents enrolled in the Sciences “Very Frequently or Frequently” use books in any of the Libraries.

59.1% of the respondents enrolled in the Other Fields “Very Frequently or Frequently” use books in any of the Libraries.

**ELECTRONIC RESOURCES**

(Q126) Field of Study x (Q42) Use journals in any of the Libraries.
Chi square = .008

**Highlights:** 42.7% of the respondents enrolled in the Sciences “Seldom or Never” use journals in any of the Libraries.
60.4% of the respondents enrolled in the Other Fields “Seldom or Never” use journals in any of the Libraries.

SECTION II: SPECIAL DEPARTMENTS

SERVICE UNITS

(Q126) Field of Study x (Q48) Use Media Services.
Chi square = .000

Highlights: 87.3% of the respondents enrolled in the Sciences “Seldom or Never” use Media Services.

65.2% of the respondents enrolled in the Other Fields “Seldom or Never” use Media Services.

(Q126) Field of Study x (Q50) Use Government Publications.
Chi square = .001

Highlights: 90.7% of the respondents enrolled in the Sciences “Seldom or Never” use Government Publications.

73.5% of the respondents enrolled in the Other Fields “Seldom or Never” use Government Publications.

(Q126) Field of Study x (Q51) Use Special Collections/Rare Book Room.
Chi square = .000

Highlights: 98.7% of the respondents enrolled in the Sciences “Seldom or Never” use Special Collections/Rare Book Room.

81.3% of the respondents enrolled in the Other Fields “Seldom or Never” use Special Collections/Rare Book Room.

(Q126) Field of Study x (Q54) Use the Information Commons.
Chi square = .000

Highlights: 61.3% of the respondents enrolled in the Sciences “Seldom or Never” use the Information Commons.

85.1% of the respondents enrolled in the Other Fields “Seldom or Never” use the Information Commons.
SECTION III: LIBRARY SERVICES

OASIS

(Q126) Field of Study x (Q74) Access OASIS from within one of the Libraries. 
Chi square = .005

Highlights: 40.7% of the respondents enrolled in the Sciences “Very Frequently or Frequently” access OASIS from within one of the Libraries.

59.1% of the respondents enrolled in the Other Fields “Very Frequently or Frequently” access OASIS from within one of the Libraries.

(Q126) Field of Study x (Q76) Access LCAT. 
Chi square = .001

Highlights: 42% of the respondents enrolled in the Sciences “Very Frequently or Frequently” access LCAT.

63.2% of the respondents enrolled in other fields “Very Frequently or Frequently” access LCAT.

(Q126) Field of Study x (Q77) Access LIBCATS. 
Chi square = .003

Highlights: 77.9% of the respondents enrolled in the Sciences “Never or Seldom” access LIBCATS.

63.4% of the respondents enrolled in other fields “Seldom or Never” access LIBCATS.

SECTION IV: USER SATISFACTION

OVERALL SATISFACTION

(Q126) Field of Study x (Q114) The Libraries have sufficient resources and materials to support my research. 
Chi square = .000
Highlights: 70.8% of the respondents enrolled in the Sciences “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

50% of the respondents enrolled in other fields “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

8. International Student Status (Q127)/Independent Variable

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q127) International Student Status x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .000

Highlights: 42.9% of the respondents who are not international students indicated that they “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

69.6% of the international student respondents “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

LIBRARY USE

(Q127) International Student Status x (Q17) Use the Libraries to study.
Chi square = .003

Highlights: 45.1% of the respondents who are not international students indicated that they “Seldom or Never” use the Libraries to study.

50% of the international student respondents “Very Frequently or Frequently” use the Libraries to study.

(Q127) International Student Status x (Q19) Use the Libraries to check out/borrow books and other material.
Chi square = .000

Highlights: 45.1% of the respondents who are not international students indicated that they “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.
79.5% of the international student respondents “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

(Q127) International Student Status x (Q20) Use the Libraries to recall books.
Chi square = .000

**Highlights:** 68.4% of the respondents who are not international students indicated that they “Seldom or Never” use the Libraries to recall books.

56.5% of the international student respondents “Sometimes” use the Libraries to recall books.

(Q127) International Student Status x (Q21) Use the photocopiers in the Libraries.
Chi square = .003

**Highlights:** 47.9% of the respondents who are not international students indicated that they “Very Frequently or Frequently” use the photocopiers in the Libraries.

54.3% of the international student respondents “Seldom or Never” use the photocopiers in the Libraries.

(Q127) International Student Status x (Q22) Use the nonlibrary computer cluster in the Libraries.
Chi square = .027

**Highlights:** 66.3% of the respondents who are not international students indicated that they “Seldom or Never” use the nonlibrary computer cluster in the Libraries.

45.7% of the international student respondents “Seldom or Never” use the nonlibrary computer cluster in the Libraries.

**LIBRARY RESOURCES**

(Q127) International Student Status x (Q23) Use Library Explorer.
Chi square = .000
Highlights: 91.1% of the respondents who are not international students indicated that they “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.

68.9% of the international student respondents “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.

(Q127) International Student Status x (Q26) Use a Library’s Website to answer questions about any of the Libraries.
Chi square = .037

Highlights: 64.1% of the respondents who are not international students indicated that they “Seldom or Never” use a library’s Website to answer questions about any of the Libraries.

50% of international student respondents “Seldom or Never” use a library’s Website to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q127) International Student Status x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .047

Highlights: 38.6% of the respondents who are not international students indicated that they “Sometimes” use the public service desk/s at any of the Libraries.

47.8% of the international student respondents “Sometimes” use the public service desk/s at any of the Libraries.

(Q127) International Student Status x (Q29) Use reserve services in any of the Libraries.
Chi square = .040

Highlights: 47.9% of the respondents who are not international students indicated that they “Seldom or Never” use reserve services in any of the Libraries.

43.5% of the international student respondents “Sometimes” use reserve services in any of the Libraries.
PRINT RESOURCES

(Q127) International Student Status x (Q36) Use books in any of the Libraries.
Chi square = .000

Highlights: 47.5% of the respondents who are not international students indicated that they “Very Frequently or Frequently” use books in any of the Libraries.

80.4% of the international student respondents “Very Frequently or Frequently” use books in any of the Libraries.

SECTION III: LIBRARY SERVICES

REFERENCE SERVICES

(Q127) International Student Status x (Q59) Contact library staff in person for reference services.
Chi square = .003

Highlights: 42.7% of the respondents who are not international students indicated that they “Seldom or Never” contact library staff in person for reference services.

41.3% of the international student respondents “Very Frequently or Frequently” and 41.3% “Sometimes” contact library staff in person for reference services.

INTERLIBRARY LOAN/DOCUMENT DELIVERY (ILL/DD)

(Q127) International Student Status x (Q67) Speak to a library staff member in person to submit ILL/DD requests.
Chi square = .009

Highlights: 68.2% of the respondents who are not international students indicated that they “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

47.8% of the international student respondents “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.
LIBRARIES’ WEBSITE

(Q127) International Student Status x (Q69) Use a Library’s Website from within one the Libraries.  
Chi square = .001

**Highlights:** 72.9% of the respondents who are not international students indicated that they “Seldom or Never” use a library’s Website from within one of the Libraries.

45.7% of the international student respondents “Seldom or Never” use a library’s Website from within one of the Libraries.

(Q127) International Student Status x (Q70) Use a Library’s Website from outside one the Libraries.  
Chi square = .025

**Highlights:** 65.6% of the respondents who are not international students indicated that they “Seldom or Never” use a library’s Website from outside one of the Libraries.

45.7% of the international student respondents “Seldom or Never” use a library’s Website from outside one of the Libraries.

GRAPHICAL AND TEXT BASED INTERFACE TOOLS

(Q127) International Student Status x (Q71) Access a Library’s Website from Netscape.  
Chi square = .000

**Highlights:** 57.3% of the respondents who are not international students indicated that they “Seldom or Never” access a library’s Website from Netscape.

63% of the international student respondents “Very Frequently or Frequently” access a library’s Website from Netscape.

(Q127) International Student Status x (Q72) Access a Library’s Website by using Microsoft Internet Explorer.  
Chi square = .004

**Highlights:** 76.9% of the respondents who are not international students indicated that they “Seldom or Never” access a library’s Website by using Microsoft Internet Explorer.
54.3% of the international student respondents “Seldom or Never” access a library’s Website by using Microsoft Internet Explorer.

**OASIS**

(Q127) International Student Status x (Q74) Access OASIS from within one of the Libraries.
Chi square = .001

**Highlights:** 47.9% of the respondents who are not international students indicated that they “Very Frequently or Frequently” access OASIS from within one of the Libraries.

60.9% of the international student respondents “Very Frequently or Frequently” access OASIS from within one of the Libraries.

(Q127) International Student Status x (Q75) Access OASIS from outside one of the Libraries.
Chi square = .000

**Highlights:** 54.2% of the respondents who are not international students indicated that they “Seldom or Never” access OASIS from outside one of the Libraries.

60.9% of the international student respondents “Very Frequently or Frequently” access OASIS from outside one of the Libraries.

(Q127) International Student Status x (Q76) Access the Libraries’ computerized catalogs and indexes from LCAT.
Chi square = .000

**Highlights:** 48.1% of the respondents who are not international students indicated that they “Very Frequently or Frequently” access LCAT.

78.3% of the international student status “Very Frequently or Frequently” access LCAT.

**SECTION IV: USER SATISFACTION**

**PRINT AND ELECTRONIC RESOURCES**

(Q127) International Student Status x (Q79) Indexes, databases, and bibliographies
Chi Square: .003

Highlights: 72.4% of the respondents who are not international students indicated that they “Very Satisfied or Satisfied” with the indexes, databases and bibliographies.

48.8% of the international student respondents are “Somewhat Satisfied” with the indexes, databases and bibliographies.

LIBRARY EQUIPMENT AND FACILITIES

(Q127) International Student Status x (Q114) The Libraries have sufficient resources and materials to support my research.
Chi square = .000

Highlights: 66.4% of the respondents who are not international students indicated that they “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

41.3% of the international student respondents “Somewhat Agree” that the Libraries have sufficient resources and materials to support my research.

9. Racial Identity (Q128)/Independent Variable

Please note that Racial Identity response categories were collapsed according to the following:
• Group 1. White/Caucasian.
• Group 2. Black/African American, American Indian or Alaskan native, Mixed (parents not of same racial category) and Prefer Not to respond (Other Minorities)
• Group 3. Asian

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q128) Racial Identity x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .000

Highlights: 70.7% of the Asian respondents “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.
69.2% of the Other Minorities respondents % of the MA students “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

40.3% of the White/Caucasian respondents “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

LIBRARY USE

(Q128) Racial Identity x (Q19) Use the Libraries to Check out/borrow books and other material.
Chi square = .005

Highlights: 71.8% of the Asian respondents “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

68.0% of the Other Minorities respondents “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

44.7% of the White/Caucasian respondents “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

(Q128) Racial Identity x (Q20) Use the Libraries to recall books.
Chi square = .000

Highlights: 51.2% of the Asian respondents “Sometimes” use the Libraries to recall books.

42.3% of the Other Minorities respondents “Seldom or Never” use the Libraries to recall books.

69.4% of the White/Caucasian respondents “Seldom or Never” use the Libraries to recall books.

(Q128) Racial Identity x (Q22) Use a nonlibrary computer cluster in the Libraries.
Chi square = .005

Highlights: 41.5% of the Asian respondents “Very Frequently or Frequently” and 41.5% “Seldom or Never” use the nonlibrary computer clusters in the Libraries.

70.8% of the Other Minorities respondents “Seldom or Never” use the nonlibrary computer clusters in the Libraries.
66.1% of the White/Caucasian “Seldom or Never” use the nonlibrary computer cluster in the Libraries.

LIBRARY RESOURCES

(Q128) Racial Identity x (Q26) Use a Library’s Website to answer questions about any of the Libraries.
Chi square = .038

Highlights: 48.8% of the Asian respondents “Seldom or Never” use a library’s Website to answer questions about any of the Libraries.

61.5% of the Other Minorities respondents “Seldom or Never” use a library’s Website to answer questions about any of the Libraries.

64.3% of the White/Caucasian respondents “Seldom or Never” use a library’s Website to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q128) Racial Identity x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .019

Highlights: 48.8% of the Asian respondents “Sometimes” use the public service desk/s at any of the Libraries.

46.2% of the Other Minorities respondents “Very Frequently or Frequently” use the public service desk/s at any of the Libraries.

39.5% of the White/Caucasian “Sometimes” use the public service desk/s to answer questions about any of the Libraries.

(Q128) Racial Identity x (Q29) Use reserve services in any of the Libraries.
Chi square = .021

Highlights: 39% of the Asian respondents “Seldom or Never” use reserve services in any of the Libraries.

50% of the Other Minorities respondents “Very Frequently or Frequently” use reserve services in any of the Libraries.

50% of the White/Caucasian respondents “Seldom or Never” use reserve services in any of the Libraries.
(Q128) Racial Identity x (Q30) Use Reference Consultations in any of the Libraries.
Chi square = .030

Highlights: 80.5% of the Asian respondents “Seldom or Never” use Reference Consultations in any of the Libraries.

80.8% of the Other Minorities respondents “Seldom or Never” use Reference Consultations in any of the Libraries.

93.2% of the White/Caucasian respondents “Seldom or Never” use Reference Consultations in any of the Libraries.

(Q128) Racial Identity x (Q31) Use the Information Commons or Information Arcade.
Chi square = .029

Highlights: 73.2% of the Asian respondents “Seldom or Never” use the Information Commons or Information Arcade.

50% of the Other Minorities respondents “Seldom or Never” use the Information Commons or Information Arcade.

77.2% of the White/Caucasian respondents “Seldom or Never” use the Information Commons or Information Arcade.

PRINT RESOURCES

(Q128) Racial Identity x (Q36) Use books in any of the Libraries.
Chi square = .005

Highlights: 73.2% Asian respondents “Very Frequently or Frequently” use books in any of the Libraries.

57.7% of the Other Minorities respondents “Very Frequently or Frequently” use books in any of the Libraries.

48.3% of the White/Caucasian respondents “Very Frequently or Frequently” use books in any of the Libraries.

ELECTRONIC RESOURCES

(Q128) Racial Identity x (Q42) Use journals in any of the Libraries.
Chi square = .015
Highlights: 43.9% of Asian respondents “Very Frequently or Frequently” use journals in any of the Libraries.

50% of the Other Minorities respondents “Very Frequently or Frequently” use journals in any of the Libraries.

55% of the White/Caucasian respondents “Seldom or Never” use journals in any of the Libraries.

SECTION III: LIBRARY SERVICES

REFERENCE SERVICES

(Q128) Racial Identity x (Q59) Contact library staff in person for reference services.
Chi square = .007

Highlights: 41.5% of the Asian respondents “Very Frequently or Frequently” contact library staff in person for reference services.

42.3% of the Other Minorities respondents “Very Frequently or Frequently” contact library staff in person for reference services.

43.5% of the White/Caucasian respondents “Seldom or Never” contact library staff in person for reference services.

CIRCULATION SERVICES

(Q128) Racial Identity x (Q64) Speak to a library staff member in person about circulation services.
Chi square = .000

Highlights: 43.9% of the Asian respondents “Very Frequently or Frequently” speak to a library staff member in person about circulation services.

46.2% of the Other Minorities respondents “Very Frequently or Frequently” speak to a library staff member in person about circulation services.

52.7% of the White/Caucasian respondents “Seldom or Never” speak to a library staff member in person about circulation services.
INTERLIBRARY LOAN/DOCUMENT DELIVERY (ILL/DD)

(Q128) Racial Identity x (Q67) Speak to a library staff member in person to submit ILL/DD requests.
Chi square = .014

Highlights: 48.8% of the Asian respondents “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

57.7% of the Other Minorities respondents “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

68.8% of the White/Caucasian respondents “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

LIBRARIES’ WEBSITE

(Q128) Racial Identity x (Q69) Use a Library’s Website from within one of the Libraries.
Chi square = .001

Highlights: 43.9% of the Asian respondents “Seldom or Never” use a library’s Website from within one of the Libraries.

57.7% of the Other Minorities respondents “Seldom or Never” use a library’s Website from within one of the Libraries.

74.3% of the White/Caucasian respondents “Seldom or Never” use a library’s Website from within one of the Libraries.

GRAPHICAL AND TEXT BASED INTERFACE TOOLS

(Q128) Racial Identity x (Q71) Use Netscape to access a Library’s Website.
Chi square = .002

Highlights: 56.1% of the Asian respondents “Very Frequently or Frequently” use Netscape to access a library’s Website.

50% of the Other Minorities respondents “Seldom or Never” use Netscape to access a library’s Website.

55.6% of the White/Caucasian respondents “Seldom or Never” use Netscape to access a library’s Website.
(Q128) Racial Identity x (Q72) Use Microsoft Internet Explorer to access a Library’s Website.
Chi square = .004

**Highlights:** 48.8% of the Asian respondents “Seldom or Never” use Microsoft Internet Explorer to access a library’s Website.

76.9% of the Other Minorities respondents “Seldom or Never” use Microsoft Internet Explorer to access a library’s Website.

77.4% of the White/Caucasian respondents “Seldom or Never” use Microsoft Internet Explorer to access a library’s Website.

**OASIS**

(Q128) Racial Identity x (Q75) Access OASIS from outside one of the Libraries.
Chi square = .011

**Highlights:** 53.7% of the Asian respondents “Very Frequently or Frequently” access OASIS from outside one of the Libraries.

46.2% of the Other Minorities respondents “Very Frequently or Frequently” access OASIS from outside one of the Libraries.

54% of the White/Caucasian respondents “Seldom or Never” access OASIS from outside one of the Libraries.

(Q128) Racial Identity x (Q76) Access LCAT.
Chi square = .023

**Highlights:** 73.2% of the Asian respondents “Very Frequently or Frequently” access LCAT.

61.5% of the Other Minorities respondents “Very Frequently or Frequently” access LCAT.

48.1% of the White/Caucasian respondents “Very Frequently or Frequently” access LCAT.

**SECTION IV: USER SATISFACTION**

**PRINT AND ELECTRONIC RESOURCES**

(Q128) Racial Identity x (Q79) Indexes, databases and bibliographies.
Chi square = .006
Highlights: 54.3% of the Asian respondents are “Somewhat Satisfied” with indexes, databases and bibliographies.

65.2% of the Other Minorities respondents are “Very Satisfied or Satisfied” with indexes, databases and bibliographies.

72.9% of the White/Caucasian respondents “Very Satisfied or Satisfied” with indexes, databases and bibliographies.

LIBRARY EQUIPMENT AND FACILITIES

(Q128) Racial Identity x (Q106) Information/Directional Signs.
Chi square = .011

Highlights: 52.8% of the Asian respondents are “Very Satisfied or Satisfied” with the Information/Directional signs.

60.9% of the Other Minorities respondents are “Very Satisfied or Satisfied” with the Information/Directional signs.

75.6% of the White/Caucasian respondents are “Very Satisfied or Satisfied” with the Information/Directional signs.

OVERALL SATISFACTION

(Q128) Racial Identity x (Q114) The Libraries have sufficient resources and materials to support my research.
Chi square = .032

Highlights: 42.5% of the Asian respondents “Somewhat Agree” that the Libraries have sufficient resources and materials to support my research.

60% of the Other Minorities respondents “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

64.8% of the White/Caucasian respondents “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

10. Research or Graduate Assistant (Q129)/Independent Variable
SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q129) Research/Graduate Assistant x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .000

Highlights: 67.6% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

37.3% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use the Libraries M-F, 8-5pm.

(Q129) Research/Graduate Assistant x (Q14) Use of Libraries, Monday–Friday, after 5pm?
Chi square = .000

Highlights: 54.4% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” use the Libraries M-F, after 5pm.

38.8% of the respondents who have never been Research/Graduate Assistants “Very Frequently or Frequently” use the Libraries M-F, after 5pm.

LIBRARY USE

(Q129) Research/Graduate Assistant x (Q18) Use the Libraries to Check out/borrow magazines/journals.
Chi square = .000

Highlights: 61.2% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journals.

40.2% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use the Libraries to check out/borrow magazines/journals.

(Q129) Research/Graduate Assistant x (Q19) Use the Libraries to Check out/borrow books and other material.
Chi square = .000
Highlights: 74.8% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

38.2% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use the Libraries to check out/borrow books and other material.

(Q129) Research/Graduate Assistant x (Q20) Use the Libraries to recall books.
Chi square = .000

Highlights: 39.3% of the respondents who are or have ever been Research/Graduate Assistants “Sometimes” use the Libraries to recall books.

81.4% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use the Libraries to recall books.

LIBRARY RESOURCES

(Q129) Research/Graduate Assistant x (Q25) Use a library staff member to answer questions about any of the Libraries.
Chi square = .000

Highlights: 50.4% of the respondents who are or have ever been Research/Graduate Assistants “Sometimes” use a library staff member to answer questions about any of the Libraries.

49.4% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use a library staff member to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q129) Research/Graduate Assistant x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .006

Highlights: 40% of the respondents who are or have ever been Research/Graduate Assistants “Sometimes” and 39.4% “Seldom or Never” use the public service desk/s at any of the Libraries.
40% of the respondents who have never been Research/Graduate Assistants “Sometimes” use the public service desk/s at any of the Libraries.

(Q129) Research/Graduate Assistant x (Q29) Use reserve services in any of the Libraries.
Chi square = .002

Highlights: 35.6% of the respondents who are or have ever been Research/Graduate Assistants “Sometimes” and 35.6% “Seldom or Never” use reserve services in any of the Libraries.

55.3% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use reserve services in any of the Libraries.

(Q129) Research/Graduate Assistant x (Q30) Use Reference Consultations in any of the Libraries.
Chi square = .005

Highlights: 84.3% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” use Reference Consultations in any of the Libraries.

95.3% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use Reference Consultations in any of the Libraries.

(Q129) Research/Graduate Assistant x (Q32) Use ILL/DD services in any of the Libraries.
Chi square = .000

Highlights: 51.9% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” use ILL/DD services in any of the Libraries.

85.9% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” ILL/DD services in any of the Libraries.

PRINT RESOURCES

(Q129) Research/Graduate Assistant x (Q35) Use journals in any of the Libraries.
Chi square = .000
Highlights: 80.1% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” use journals in any of the Libraries.

49.1% of the respondents who have never been Research/Graduate Assistants “Very Frequently or Frequently” use journals in any of the Libraries.

(Q129) Research/Graduate Assistants x (Q36) Use books in any of the Libraries.
Chi square = .000

Highlights: 74.1% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” use books in any of the Libraries.

36.9% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use books in any of the Libraries.

ELECTRONIC RESOURCES

(Q129) Research/Graduate Assistants x (Q41) Use indexes, databases and/or bibliographies in any of the Libraries.
Chi square = .000

Highlights: 61.8% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” use indexes, databases and/or bibliographies in any of the Libraries.

38.8% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use indexes, databases and/or bibliographies in any of the Libraries.

SECTION II: SPECIAL DEPARTMENTS

SERVICE UNITS

(Q129) Research/Graduate Assistant x (Q48) Use Media Services.
Chi square = .000

Highlights: 64.0% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” use Media Services.
85.9% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use Media Services.

(Q129) Research/Graduate Assistant x (Q50) Use Government Publications.
Chi square = .036

Highlights: 76.5% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use Government Publications.

86.5% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use Government Publications.

SECTION III: LIBRARY SERVICES

REFERENCE SERVICES

(Q129) Research/Graduate Assistant x (Q59) Contact library staff in person for reference services.
Chi square = .001

Highlights: 36.0% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” contact library staff in person for reference services.

45.9% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” contact library staff in person for reference services.

CIRCULATION SERVICES

(Q129) Research/Graduate Assistant x (Q64) Speak to a library staff member in person for circulation services.
Chi square = .000

Highlights: 39.7% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” speak to a library staff member in person for circulation services.

61.2% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” speak to a library staff member in person for circulation services.
INTERLIBRARY LOAN AND DOCUMENT DELIVERY (ILL/DD)

(Q129) Research/Graduate Assistant x (Q67) Speak to a library staff member in person to submit ILL/DD requests.
Chi square = .000

Highlights: 48.5% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

78.6% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” speak to a staff member in person to submit ILL/DD requests.

LIBRARIES’ WEBSITE

(Q129) Research/Graduate Assistant x (Q69) Use a Library’s Website from within one of the Libraries.
Chi square = .021

Highlights: 62.2% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” use a library’s Website from within one of the Libraries.

74.0% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use the library’s Website from within one of the Libraries.

(Q129) Research/Graduate Assistant x (Q70) Use a Library’s Website from outside one of the Libraries.
Chi square = .019

Highlights: 54.8% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” use a library’s Website from outside one of the Libraries.

68.8% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use the library’s Website from outside one of the Libraries.

GRAPHICAL AND TEXT BASED INTERFACE TOOLS

(Q129) Research/Graduate Assistant x (Q71) Access a Library’s Website using Netscape.
Chi square = .004

**Highlights:** 41.9% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” access a library’s Website using Netscape.

58.2% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” access a library’s Website.

(Q129) Research/Graduate Assistant x (Q73) Use text based interface tools to access a Library’s Website.
Chi square = .021

**Highlights:** 88.2% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” use text based interface tools to access a library’s Website.

96.4% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” use text based interface tools to access a library’s Website.

**OASIS**

(Q129) Research/Graduate Assistant x (Q74) Access OASIS from within one of the Libraries.
Chi square = .000

**Highlights:** 66.9% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” access OASIS from within one of the Libraries.

43.8% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” access OASIS from within one of the Libraries.

(Q129) Research/Graduate Assistant x (Q75) Access OASIS from outside one of the Libraries.
Chi square = .000

**Highlights:** 55.1% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” access OASIS from outside one of the Libraries.

66.5% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” access OASIS from outside one of the Libraries.
(Q129) Research/Graduate Assistant x (Q76) Access LCAT.
Chi square = .000

**Highlights:** 74.3% of the respondents who are or have ever been Research/Graduate Assistants “Very Frequently or Frequently” access LCAT.

45.3% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” access LCAT.

(Q129) Research/Graduate Assistant x (Q77) Access LIBCATS.
Chi square = .000

**Highlights:** 57.0% of the respondents who are or have ever been Research/Graduate Assistants “Seldom or Never” access LIBCATS.

81.5% of the respondents who have never been Research/Graduate Assistants “Seldom or Never” access LIBCATS.

**SECTION IV: USER SATISFACTION**

**PRINT AND ELECTRONIC RESOURCES**

(Q129) Research/Graduate Assistant x (Q85) Books.
Chi square = .005

**Highlights:** 59.4% of the respondents who are or have ever been Research/Graduate Assistants are “Very Satisfied or Satisfied” with books.

66.4% of the respondents who have never been Research/Graduate Assistants “Very Satisfied or Satisfied” with books.

**LIBRARY EQUIPMENT AND FACILITIES**

(Q129) Research/Graduate Assistant x (Q105) Computer Workstations.
Chi square = .044

**Highlights:** 56.5% of the respondents who are or have ever been Research/Graduate Assistants are “Very Satisfied or Satisfied” with the Libraries’ computer workstations.
65.4% of the respondents who have never been Research/Graduate Assistants are “Very Satisfied or Satisfied” with the Libraries’ computer workstations.

(Q129) Research/Graduate Assistant x (Q108) Public Photocopies.
Chi square = .014

Highlights: 41.3% of the respondents who are or have ever been Research/Graduate Assistants are “Very Satisfied or Satisfied” with the public photocopiers.

55.6% of the respondents who have never been Research/Graduate Assistants are “Very Satisfied or Satisfied” with the public photocopiers.

OVERALL SATISFACTION

(Q129) Research/Graduate Assistant x (Q114) The Libraries have sufficient resources and materials to support my research.
Chi square = .001

Highlights: 49.6% of the respondents who are or have ever been Research/Graduate Assistants are “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

71.3% of the respondents who have never been Research/Graduate Assistants are “Strongly Agree or Agree” that the Libraries have sufficient resources and materials to support my research.

11. Teaching Assistant (Q130)/Independent Variable

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY HOURS

(Q130) Teaching Assistant x (Q13) Use of Libraries, Monday–Friday, 8-5pm?
Chi square = .000

Highlights: 63.4% of the respondents who are or have ever been Teaching Assistants “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.

37.3% of the respondents who have never been Teaching Assistants “Very Frequently or Frequently” use the Libraries M-F, 8-5pm.
LIBRARY USE

(Q130) Teaching Assistant x (Q18) Use the Libraries to Check out/borrow magazines/journals.
Chi square = .000

Highlights: 58.6% of the respondents who are or have ever been Teaching Assistants “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journals.

36.5% of the respondents who have never been Teaching Assistants “Very Frequently or Frequently” use the Libraries to check out/borrow magazines/journals.

(Q130) Teaching Assistant x (Q19) Use the Libraries to Check out/borrow books and other material.
Chi square = .000

Highlights: 67.6% of the respondents who are or have ever been Teaching Assistants “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

40.4% of the respondents who have never been Teaching Assistants “Very Frequently or Frequently” use the Libraries to check out/borrow books and other material.

(Q130) Teaching Assistant x (Q20) Use the Libraries to recall books.
Chi square = .000

Highlights: 40.9% of the respondents who are or have ever been Teaching Assistants “Sometimes” use the Libraries to recall books.

75.5% of the respondents who have never been Teaching Assistants “Seldom or Never” use the Libraries to recall books.

LIBRARY RESOURCES

(Q130) Teaching Assistant x (Q25) Use a library staff member to answer questions about any of the Libraries.
Chi square = .000

Highlights: 51.4% of the respondents who are or have ever been Teaching Assistants “Sometimes” use a library staff member to answer questions about any of the Libraries.
48.5% of the respondents who have never been Teaching Assistants “Seldom or Never” use a library staff member to answer questions about any of the Libraries.

LIBRARY SERVICES

(Q130) Teaching Assistant x (Q28) Use the public service desk/s at any of the Libraries.
Chi square = .002

Highlights: 38.7% of the respondents who are or have ever been Teaching Assistants “Sometimes” use the public service desk/s at any of the Libraries

40.7% of the respondents who have never been Teaching Assistants “Sometimes” use the public service desk/s at any of the Libraries.

(Q130) Teaching Assistant x (Q29) Use reserve services in any of the Libraries.
Chi square = .015

Highlights: 36.0% of the respondents who are or have ever been Teaching Assistants “Sometimes” and 36.0% “Seldom or Never” use reserve services in any of the Libraries.

52.6% of the respondents who have never been Teaching Assistants “Seldom or Never” use reserve services in any of the Libraries.

(Q130) Teaching Assistant x (Q32) Use ILL/DD services in any of the Libraries.
Chi square = .000

Highlights: 50.5% of the respondents who are or have ever been Teaching Assistants “Seldom or Never” use ILL/DD services in any of the Libraries.

82.5% of the respondents who have never been Teaching Assistants “Seldom or Never” use ILL/DD services in any of the Libraries.

PRINT RESOURCES

(Q130) Teaching Assistant x (Q35) Use journals in any of the Libraries.
Chi square = .001
Highlights: 73.2% of the respondents who are or have ever been Teaching Assistants “Very Frequently or Frequently” use journals in any of the Libraries.

57.0% of the respondents who have never been Teaching Assistants “Very Frequently or Frequently” use journals in any of the Libraries.

(Q130) Teaching Assistant x (Q36) Use books in any of the Libraries.
Chi square = .000

Highlights: 67.6% of the respondents who are or have ever been Teaching Assistants “Very Frequently or Frequently” use books in any of the Libraries.

43.8% of the respondents who have never been Teaching Assistants “Very Frequently or Frequently” use books in any of the Libraries.

ELECTRONIC RESOURCES

(Q130) Teaching Assistant x (Q41) Use indexes, databases and/or bibliographies in any of the Libraries.
Chi square = .040

Highlights: 57.1% of the respondents who are or have ever been Teaching Assistants “Very Frequently or Frequently” use indexes, databases and/or bibliographies in any of the Libraries.

42.8% of the respondents who have never been Teaching Assistants “Very Frequently or Frequently” use indexes, databases and/or bibliographies in any of the Libraries.

SECTION II: SPECIAL DEPARTMENTS

SERVICE UNITS

(Q130) Teaching Assistant x (Q48) Use Media Services.
Chi square = .001

Highlights: 67.0% of the respondents who are or have ever been Teaching Assistants “Seldom or Never” use the Information Arcade.

81.4% of the respondents who have never been Teaching Assistants “Seldom or Never” use the Information Arcade.
(Q130) Teaching Assistant x (Q51) Special Collections/Rare Book Room.
Chi square = .021

**Highlights:** 83.9% of the respondents who are or have ever been Teaching Assistants
"Seldom or Never" use Special Collections/Rare Book Room.

93.3% of the respondents who have never been Teaching Assistants
"Seldom or Never" use Special Collections/Rare Book Room.

(Q130) Teaching Assistant x (Q56) East Asian Collection.
Chi square = .015

**Highlights:** 91.1% of the respondents who are or have ever been Teaching Assistants
"Seldom or Never" use the East Asian Collection.

96.9% of the respondents who have never been Teaching Assistants
"Seldom or Never" use the East Asian Collection.

**SECTION III: LIBRARY SERVICES**

**REFERENCE SERVICES**

(Q130) Teaching Assistant x (Q59) Contact library staff in person for reference services.
Chi square = .004

**Highlights:** 36.6% of the respondents who are or have ever been Teaching Assistants
"Very Frequently or Frequently" contact library staff in person for reference services.

43.8% of the respondents who have never been Teaching Assistants
"Seldom or Never" contact library staff in person for reference services.

**INTERLIBRARY LOAN/DOCUMENT DELIVERY (ILL/DD)**

(Q130) Teaching Assistant x (Q67) Speak to a library staff member in person to submit ILL/DD requests.
Chi square = .000

**Highlights:** 50.9% of the respondents who are or have ever been Teaching Assistants
"Seldom or Never" speak to a staff member in person to submit ILL/DD requests.
73.4% of the respondents who have never been Teaching Assistants "Seldom or Never" speak to a staff member in person to submit ILL/DD requests.

**OASIS**

(Q130) Teaching Assistant x (Q74) Access OASIS from within one of the Libraries. 
Chi square = .017

**Highlights:** 59.8% of the respondents who are or have ever been Teaching Assistants "Very Frequently or Frequently" access OASIS from within one of the Libraries.

44.0% of the respondents who have never been Teaching Assistants "Very Frequently or Frequently" access OASIS from within one of the Libraries.

(Q130) Teaching Assistant x (Q75) Access OASIS from outside one of the Libraries. 
Chi square = .000

**Highlights:** 48.2% of the respondents who are or have ever been Teaching Assistants "Very Frequently or Frequently" access OASIS from outside one of the Libraries.

59.3% of the respondents who have never been Teaching Assistants "Seldom or Never" access OASIS from outside one of the Libraries.

(Q130) Teaching Assistant x (Q76) Access LCAT. 
Chi square = .000

**Highlights:** 67.9% of the respondents who are or have ever been Teaching Assistants "Very Frequently or Frequently" access LCAT.

43.8% of the respondents who have never been Teaching Assistants "Very Frequently or Frequently" access LCAT.

(Q130) Teaching Assistant x (Q77) Access LIBCATS. 
Chi square = .000

**Highlights:** 50.5% of the respondents who are or have ever been Teaching Assistants "Seldom or Never" access LIBCATS.

82.3% of the respondents who have never been Teaching Assistants "Seldom or Never" access LIBCATS.
SECTION IV: USER SATISFACTION

LIBRARY EQUIPMENT AND FACILITIES

(Q130) Teaching Assistant x (Q105) Computer Workstations.
Chi square = .006

Highlights: 58.8% of the respondents who are or have ever been Teaching Assistants are “Very Satisfied or Satisfied” with the Libraries’ computer workstations.

62.8% of the respondents who have never been Teaching Assistants are “Very Satisfied or Satisfied” with the Libraries’ computer workstations.

12. University of Iowa (UI) Years of Affiliation (Q131)/Independent Variable

The UI Years of Affiliation response categories are:
• Group 1. Less than 1 year
• Group 2. 1-3 years
• Group 3. 4-5 years
• Group 4. Over 5 years

SECTION I: GENERAL QUESTIONS ABOUT THE LIBRARIES

LIBRARY RESOURCES

(Q131) Years of Affiliation x (Q23) Use Library Explorer to answer questions about any of the Libraries.
Chi square = .023

Highlights: 88.4% of the respondents with over 5 years of affiliation with the UI “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.

96.4% of the respondents with 4-5 years of affiliation with the UI “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.

87.5% of the respondents with 1-3 years of affiliation with the UI “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.

79.3% of the respondents with less than 1 year of affiliation with the UI “Seldom or Never” use Library Explorer to answer questions about any of the Libraries.
LIBRARY SERVICES

(Q131) Years of Affiliation x (Q32) Use ILL/DD in any of the Libraries.
Chi square = .025

**Highlights:** 59.8% of the respondents with over 5 years of affiliation with the UI “Seldom or Never” use ILL/DD in any of the Libraries.

66.1% of the respondents with 4-5 years of affiliation with the UI “Seldom or Never” use ILL/DD in any of the Libraries.

74% of the respondents with 1-3 years of affiliation with the UI “Seldom or Never” use ILL/DD in any of the Libraries.

86.2% of the respondents with less than 1 year of affiliation with the UI “Seldom or Never” use ILL/DD in any of the Libraries.

SECTION III: LIBRARY SERVICES

LIBRARIES’ WEBSITE

(Q131) Years of Affiliation x (Q96) Use a Library’s Website from within one of the Libraries.
Chi square = .020

**Highlights:** 75.6% of the respondents with over 5 years of affiliation with the UI “Seldom or Never” use a library’s Website from within one of the Libraries.

75.0% of the respondents with 4-5 years affiliation with the UI “Seldom or Never” use a library’s Website from within one of the Libraries.

69.5% of the respondents with 1-3 year’s affiliation with the UI “Seldom or Never” use a library’s Website from within one of the Libraries.

50.9% of the respondents with less than 1 year of affiliation with the UI “Seldom or Never” use a library’s Website from within one of the Libraries.
SECTION IV: USER SATISFACTION

OVERALL SATISFACTION

(Q131) Years of Affiliation x (Q116) The Libraries have pleasant physical facilities.
Chi square = .029

Highlights: 42.9% of the respondents with over 5 years of affiliation with the UI
"Somewhat Agree" that the Libraries have pleasant physical facilities.

43.6% of the respondents with 4-5 years of affiliation with the UI
"Strongly Agree or Agree" that the Libraries have pleasant physical facilities.

35.4% of the respondents with 1-3 years of affiliation with the UI
"Somewhat Agree" that the Libraries have pleasant physical facilities.

50% of the respondents with less than 1 year of affiliation with the UI
"Strongly Agree or Agree" that the Libraries have pleasant physical facilities.
CONCLUSION

Descriptive Statistics

Physical Facilities
The physical facilities of the Libraries are major area of concern for graduate and professional students. When asked, only 39% of the respondents agree that the Libraries have pleasant physical facilities.

Collections
Collections were also cited as an area of concern for graduate and professional students. More specifically, less than two-thirds (61%) of the respondents agree that the Libraries have sufficient resources and materials to support their research, while even fewer agree that the libraries have sufficient resources to support their teaching (59%). Only 54% of the respondents can easily locate the materials they need.

Equipment
Library equipment is another main area of concern for graduate and professional students. Fewer respondents are satisfied with library computer workstations (62%), study and research space (53%), public photocopies (49%) and microfilm/microfiche readers (47%).

In Person Library Service
Graduate and professional students prefer to speak to library staff to obtain assistance in any of the libraries. Although respondents can obtain assistance from a number of different sources, i.e., Library Explorer, printed handouts, the library’s website and asking faculty or other students, 60% of the respondents indicated that they prefer to ask a library staff member.
Staff and Services

Overall, graduate and professional students are very satisfied with staff and services. Respondents agree that library staff is helpful (83%) and courteous (78%). Nearly 60% of the respondents are satisfied with every service. For example, 77% of the respondents are “Very Satisfied or Satisfied” with the services provided by the public service desk (reference, circulation, information, and/or help desk).

Other Issues

Graduate and professional students are not taking full advantage of the Libraries’ offerings in terms of instructional sessions, special departments, and Interlibrary Loan/Document Delivery services.

It is important to note that although respondents chose not to use electronic resources to address queries about any of the Libraries, 48% of the respondents use the electronic indexes, databases and bibliographies, and 31% use the electronic journals.

Content Analysis of Open Ended Questions

Physical Facilities

The area of most concern to respondents was the physical facilities of the Libraries. Graduate and professional students stated very clearly that the current physical facilities, with the exception of the Pappajohn Business Library, are not conducive to study or use of collections and are in major need of remodeling and refurbishing. The need for new chairs was mentioned repeatedly, as was the need for more study space and assigned study carrels. Respondents also expressed the need for expanded building hours, and in some cases, service unit hours.

Collections

The next largest area of concern identified by the respondents was collections. More specifically, graduate and professional students felt that the University Libraries’ collections needed to be expanded and updated; many of these comments related to the collections in general but many also specifically cited the journal collection. Concern was also expressed about the availability
of materials and difficulty in locating them; this was attributed both to the physical arrangement of the materials and to materials not being on the shelf.

**Equipment**
The third major area of concern was related to equipment, particularly photocopiers. This frustration related to the cost, quantity, and quality of the copiers within the Libraries. The need for more and better computers and printers, and also more and better microfilm and microfiche equipment were identified as well.

**OASIS**
There was dissatisfaction with some of the electronic resources, including OASIS and other database interfaces/access. The respondents found OASIS outdated and difficult to search.

**Awareness of Library Services and Resources**
Graduate and professional students indicated that they were not aware of the full range of services and resources available within the Libraries. They expressed interest in more general instruction sessions and printed materials outlining services and resources. They also suggested finding alternative methods for distributing this information, such as via e-mail.

**Staff**
Graduate and professional students expressed some very positive comments about staff but also indicated some negative encounters. The need for more staff, and in some cases, more staff training was also mentioned.

**General**
It is also important to note that the respondents also mentioned positive comments in general about the Libraries.
RECOMMENDATIONS

Recommendations about some areas of concern cannot be made without further study. Listed below are the recommendations supported by the findings of this study.

Physical Facilities
- Remodel and refurbish the libraries.

Collections
- Expand and update current collections, particularly journals.
- Improve physical arrangement of the collections.
- Review stack maintenance to improve the graduate and professional students’ ability to locate needed materials, paying particular attention to shelving and shelfreading.

Equipment
- Replace the microfilm/microfiche equipment throughout the library system.
- Work with the Copy Center’s Managers to increase the number and quality of photocopiers throughout the library system.
- Propose a reduction in cost per page of photocopies to the Copy Center’s Managers.

OASIS
- Replace the system.

Awareness and Use of Available Services and Resources
- Increase efforts, by all library units, to publicize library resources and services and to introduce graduate and professional students to the full range of resources and services available to them.

Staff
- Keep in mind the graduate and professional students’ preference for human contact while planning and reviewing library services.
REFERENCES


The Center for the Book. (1997) *Graduate Study at the University of Iowa*. Iowa City, IA: The Center for the Book.


Appendix: Section A

University of Iowa Libraries
Graduate and Professional Student Survey
Dear Student:

On behalf of the University of Iowa Libraries we are conducting a graduate and professional student survey to evaluate the effectiveness and efficiency of library services. Your participation in this survey is completely confidential. No names are associated with individual responses. A three-digit number is recorded in the top right-hand corner of the survey for the purpose of follow-up mailings. Only those participants, who do not return their surveys by February 5, 1999, will receive follow-up requests.

You were chosen to participate in this survey through the use of a random selection process. Each graduate and professional student had an equal chance of being selected. Graduate and professional students enrolled at the University of Iowa during the fall 1998 semester were included in the study population. Please respond even if you are no longer enrolled at the University of Iowa.

Your participation in this survey is completely voluntary, but crucial to the success of our project. Your responses will give us an idea of how well we have met your information needs, and help us improve future services.

The University of Iowa Libraries is committed to creating a learning environment that encourages quality research and scholastic achievement. Your participation in this survey provides us with the feedback required to achieve this goal.

It will take you approximately 17 minutes to complete this survey. Unless otherwise instructed, for each question please circle the one numeric response which best reflects your answer. Please return the completed survey in the self-addressed stamped envelope enclosed in this mailing by February 5, 1999.

Thank you.

University of Iowa Libraries User Needs Assessment Committee
Leo Clougherty, Co-facilitator
Carlette Washington-Hoagland, Co-facilitator
Hope Barton
Jim Cheng
John Forys
Toby Lyles
Dottie Persson
Christine Walters
Dear Student:

On January 15, 1999 a graduate and professional student survey packet from the University of Iowa Libraries User Needs Assessment Committee was mailed to you. The purpose of the survey is to assess the effectiveness and efficiency of library wide services. We are aware that you are very busy, but hope that you take the time to respond.

Your participation in this survey is completely confidential. No names are associated with individual responses. A three-digit number is recorded in the top right hand corner of your survey for the purpose of follow-up mailings. Please disregard this request if you have already submitted a completed survey.

You were chosen to participate in this survey through the use of a random selection process. Each graduate and professional student had an equal chance of being selected. Graduate and professional students enrolled at the University of Iowa during the fall 1998 semester were included in the study population. Please respond even if you are no longer enrolled at the University of Iowa.

Your participation in this survey is completely voluntary, but crucial to the success of our project. Your responses will give us an idea of how well we have met your information needs, and help us improve future services.

The University of Iowa Libraries is committed to creating a learning environment that encourages quality research and scholastic achievement. Your participation in this survey provides us with the feedback required to achieve this goal.

It will take you approximately 17 minutes to complete this survey. Unless otherwise instructed, for each question please circle the one numeric response which best reflects your answer. Please return the completed survey in the self-addressed stamped envelope enclosed in this mailing by March 5, 1999.

Thank you.

University of Iowa Libraries User Needs Assessment Committee:
Leo Clougherty, Co-facilitator
Carlette Washington-Hoagland, Co-facilitator
Hope Barton
Jim Cheng
John Forys
Toby Lyles
Dottie Persson
Christine Walters
SECTION I. General Questions about the University of Iowa Libraries

The University of Iowa has 11 branch libraries and one Main Library. How frequently do you use any of the following libraries?

<table>
<thead>
<tr>
<th>Library Name</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Art Library (Art Building)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Biological Sciences Library (Biology Building)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Chemistry Library (Chemistry Building)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Engineering Library (Main Library)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Geology Library (Trowbridge Hall)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Hardin Library for the Health Sciences (Hardin Lib)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Main Library</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Marvin A. Pomerantz Business Library (Pappajohn Business Administration Building)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Mathematical Sciences Library (MacLean Hall)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Physics Library (Van Allen Hall)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Psychology Library (Seashore Hall)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Rita Benton Music Library (Music Building)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

How frequently do you use any of the above libraries during the following time periods?

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Monday-Friday (8am-5pm)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Monday –Friday (After 5pm)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Saturday</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Sunday</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Question</td>
<td>Very Frequently</td>
<td>Frequently</td>
<td>Sometimes</td>
<td>Seldom</td>
<td>Never</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>17. Study</td>
<td></td>
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<tr>
<td>18. Check out/borrow magazines/journals</td>
<td></td>
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<td></td>
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<tr>
<td>19. Check out/borrow books and other material</td>
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<tr>
<td>20. Get a book that is currently checked out (recall)</td>
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<tr>
<td>21. Use the photocopiers</td>
<td></td>
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</tr>
<tr>
<td>22. Use a nonlibrary computer cluster (for example the</td>
<td></td>
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<tr>
<td>Instructional Technology Cluster-ITC, Iowa Computer Aided Engineering</td>
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<tr>
<td>Cluster-ICAEN or Advanced Real Time Information Center-ARTIC)</td>
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<tr>
<td>23. Library Explorer (the computer program that explains how to use</td>
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<td></td>
<td></td>
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<tr>
<td>the library)</td>
<td></td>
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<tr>
<td>24. Printed handouts (informational guides and brochures about the</td>
<td></td>
<td></td>
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<tr>
<td>Libraries' resources and services)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>25. A library staff member</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>26. A library's Website</td>
<td></td>
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<tr>
<td>27. A faculty member, another student or someone other than library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Public service desk/s (reference, circulation, information, or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>help desk)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Reserve</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Reference consultations (reference by appointment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Information Commons or Information Arcade to develop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentations, Web pages or scan material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Interlibrary loan/document delivery services (obtain research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>material not owned by the University of Iowa Libraries)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Assigned study carrels</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How frequently do you use the following **print resources** in any of the Libraries?  

<table>
<thead>
<tr>
<th></th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. Indexes and bibliographies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>35. Journals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. Books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. Card Catalog</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. Microfilm or microfiche (including newspapers)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. Newspapers (excluding the Daily Iowa/II)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. Maps/Aerial Photos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

How frequently do you use the following **electronic resources** in any of the Libraries?  

<table>
<thead>
<tr>
<th></th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Indexes, databases, bibliographies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>42. Journals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>43. Books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>44. Newspapers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45. Maps/Aerial Photos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>46. Videos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**SECTION II. Special Departments**

How frequently do you use the following service units?  

<table>
<thead>
<tr>
<th></th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. Information Arcade</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>48. Media Services (videos, microfilm, microfiche)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>49. Iowa Women's Archives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>50. Government Publications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>51. Special Collections/Rare Book Room</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>52. Map Collection</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>53. John Martin Rare Book Room</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>54. Information Commons</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>55. Rita Benton Music Library, Listening Room</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>56. East Asian Collection</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
SECTION III. Library Services

Reference Services
To obtain assistance in any of the libraries (reference services), how frequently do you contact staff in the following ways?

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronically (by e-mail or Web form)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>By telephone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>In person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Instructional Services
To learn about information resources and services, how frequently do you attend a library instructional session given by library staff in the following locations?

<table>
<thead>
<tr>
<th>Location</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>In any of the Libraries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>In a nonlibrary location</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Circulation Services
To renew, recall, check on items you have checked out, or check on the status of other items (circulation services) in any of the Libraries, how frequently do you use the following?

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail or Web form</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Telephone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Speak to a library staff member in person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Interlibrary Loan/Document Delivery Services
To obtain books, journal articles, theses and other research materials not owned by the University of Iowa Libraries or to inquire about services in any of the Libraries, how frequently do you use the following?

<table>
<thead>
<tr>
<th>Type of Contact</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail or Web form</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Telephone</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Speak to a library staff member in person</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Paper form/card</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Libraries' Websites
How frequently do you use a library's Website from the following locations?

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>69. Within one of the Libraries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>70. Outside one of the Libraries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Graphical and Text Based Search Engines
How frequently do you access a library's Website using one of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>71. Netscape</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>72. Microsoft Internet Explorer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>73. Text based Interface tool (Lynx, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

OASIS (Libraries' Computerized Catalogs and Indexes)
How frequently do you access the Libraries' computerized catalogs and indexes from the following locations?

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>74. From within one of the Libraries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>75. From outside one of the Libraries</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

How frequently do you access the following?

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>76. LCAT (to find University of Iowa books and other materials)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>77. LIBCATS (to find material owned by other libraries, such as the University of Wisconsin Library, Iowa State University Library, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

78. What comments or suggestions do you have about library services listed above (questions 57-77)?
SECTION IV. User Satisfaction

The next set of questions is designed to address how satisfied you are with the University of Iowa Libraries (Main Library and 11 branch libraries).

Please indicate your level of satisfaction with the following print and electronic resources:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Never Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>79. Indexes, databases, and bibliographies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>80. Software that can be checked out/borrowed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>81. Software that can be used only in the library</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>82. Journals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>83. Microfilm or microfiche (including newspapers)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>84. Newspapers (excluding the Daily iowanIDl)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>85. Books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>86. Maps/Aerial Photos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>87. LCAT (UI computerized catalog)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>88. LIBCATS (University of Wisconsin, Iowa State University Library etc., computerized catalog)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>89. Videos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>90. Handouts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>91. Library Explorer (the computer program that explains how to use the library)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>92. A library's Website</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>93. East Asian materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>94. Government documents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>95. Special collections/archives/rare books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

96. What comments or suggestions do you have about the Libraries' resources listed above (questions 79-95)?
Please indicate your level of satisfaction with the following library services:

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Never Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>97. Public service desk/s</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>98. Reserve</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>99. Reference consultations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>100. Library instructional sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>101. Information Commons or Information Arcade to develop presentations, Web pages or scan material</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>102. Interlibrary loan/document delivery services (obtain research material not owned by the University of Iowa Libraries)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>103. Assignment of study carrels (Hardin Library and Main Library)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

104. What comments or suggestions do you have about the Libraries' services listed above (questions 97-103)?

Please indicate your level of satisfaction with the following libraries' equipment and facilities:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Never Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>105. Computer workstations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>106. Information/directional signs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>107. Microfilm/microfiche readers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>108. Public photocopiers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>109. Study and research space</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

110. What comments or suggestions do you have about the Libraries' equipment and facilities listed above (questions 105-109)?
Please indicate your overall agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Does Not Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>111. The Libraries offer the services I need.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>112. The Libraries' staff is helpful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>113. The Libraries' staff is courteous.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>114. The Libraries have sufficient resources and materials to support my research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>115. The Libraries have sufficient resources and materials to support my teaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>116. The Libraries have pleasant physical facilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>117. Overall, I can easily locate the materials I need within the Libraries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>118. Overall, the Libraries do a good job of supporting coursework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>

119. What comments or suggestions do you have that would improve your overall satisfaction with the Libraries (questions 111-118)?

SECTION V. DEMOGRAPHICS

Finally, we would like to ask some questions about you for statistical purposes. For each question please circle the one numeric response which best reflects your answer.

120. What is your degree objective?


121. Gender:

    1. Male  2. Female
122. What age category are you in?
   1. 25 and under  
   2. 26-29  
   3. 30-34  
   4. 35 and over

123. Where are you living?
   1. University Housing  
   2. Off-Campus Housing

124. Are you currently a:
   1. Part-time student (Enrolled for less than 9 hours.)  
   2. Full-time student (Enrolled for 9 or more hours.)

125. In what college are you currently enrolled?
   1. Dentistry  
   2. Engineering  
   3. Liberal Arts  
   4. Education  
   5. Business  
   6. Nursing  
   7. Pharmacy  
   8. Medicine  
   9. Other

126. In what field are you currently enrolled?
   1. Arts & Humanities  
   2. Education  
   3. Social Sciences  
   4. Biological Sciences/Biomedicine/Health Sciences  
   5. Math/Sciences/Engineering  
   6. Business

127. Are you an international student (Student Visa)?
   1. Yes  
   2. No

128. Racial Identity
   1. White/Caucasian  
   2. Black/African American  
   3. Asian/Asian American  
   4. American Indian or Alaskan native  
   5. Mixed (parents not of same racial category)  
   6. Prefer Not to Respond

129. Are you or have you ever been a Research/Graduate Assistant:
   1. Yes  
   2. No
130. Are you or have you ever been a Teaching Assistant:
   1. Yes  2. No

131. How many years have you been affiliated with the University of Iowa?
   1. Less than 1 year
   2. 1-3 years
   3. 4-5 years
   4. Over 5 years

132. What other comments or suggestions do you have regarding any of the libraries?

Please return by February 5, 1999
Thank you for your input
Appendix: Section B

University of Iowa Registrar

Select Demographics

Fall 1998 Enrollment
### COLLEGE OF DENTISTRY

Enrollment = 300, Sample Population = 288; Sample = 29
Data: December 7, 1998

<table>
<thead>
<tr>
<th>Deg Ob</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Area</th>
<th>Inter'natl</th>
<th>Year@UI</th>
<th>Ethnic</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certif</td>
<td>Male</td>
<td>195</td>
<td>25 &amp; under</td>
<td>153</td>
<td>Dent</td>
<td>288</td>
<td>57</td>
<td>Other</td>
</tr>
<tr>
<td>DDS</td>
<td>Female</td>
<td>93</td>
<td>26-29</td>
<td>105</td>
<td>Off-Camp</td>
<td>280</td>
<td>148</td>
<td>NativeAm</td>
</tr>
<tr>
<td>MD</td>
<td></td>
<td>30-34</td>
<td>21</td>
<td>LA</td>
<td>Citizen</td>
<td>272</td>
<td>31</td>
<td>AfricanAm</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>35+</td>
<td>9</td>
<td>Ed</td>
<td></td>
<td>&gt;5</td>
<td>52</td>
<td>MexAm</td>
</tr>
<tr>
<td>PharmD</td>
<td></td>
<td>No value</td>
<td></td>
<td>Bus</td>
<td></td>
<td></td>
<td>Asian</td>
<td>13</td>
</tr>
<tr>
<td>PI</td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td>White</td>
<td>233</td>
</tr>
<tr>
<td>PhD</td>
<td></td>
<td></td>
<td></td>
<td>Nurs</td>
<td></td>
<td></td>
<td>Intern'l</td>
<td>5</td>
</tr>
<tr>
<td>Comb Deg</td>
<td></td>
<td></td>
<td></td>
<td>Pharm</td>
<td></td>
<td></td>
<td>PR Main</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td>Med</td>
<td></td>
<td></td>
<td>PR Com</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
<td>288</td>
</tr>
</tbody>
</table>

### COLLEGE OF DENTISTRY

Enrollment = 300, Sample Population = 288; Sample = 29
Data: December 7, 1998

<table>
<thead>
<tr>
<th>Deg Ob</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Area</th>
<th>Inter'natl</th>
<th>Year@UI</th>
<th>Ethnic</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certif</td>
<td>Male</td>
<td>195</td>
<td>25 &amp; under</td>
<td>153</td>
<td>Dent</td>
<td>288</td>
<td>57</td>
<td>Other</td>
</tr>
<tr>
<td>DDS</td>
<td>Female</td>
<td>93</td>
<td>26-29</td>
<td>105</td>
<td>Off-Camp</td>
<td>280</td>
<td>148</td>
<td>NativeAm</td>
</tr>
<tr>
<td>MD</td>
<td></td>
<td>30-34</td>
<td>21</td>
<td>LA</td>
<td>Citizen</td>
<td>272</td>
<td>31</td>
<td>AfricanAm</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>35+</td>
<td>9</td>
<td>Ed</td>
<td></td>
<td>&gt;5</td>
<td>52</td>
<td>MexAm</td>
</tr>
<tr>
<td>PharmD</td>
<td></td>
<td>No value</td>
<td></td>
<td>Bus</td>
<td></td>
<td></td>
<td>Asian</td>
<td>13</td>
</tr>
<tr>
<td>PI</td>
<td></td>
<td></td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td>White</td>
<td>233</td>
</tr>
<tr>
<td>PhD</td>
<td></td>
<td></td>
<td></td>
<td>Nurs</td>
<td></td>
<td></td>
<td>Intern'l</td>
<td>5</td>
</tr>
<tr>
<td>Comb Deg</td>
<td></td>
<td></td>
<td></td>
<td>Pharm</td>
<td></td>
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### COLLEGE OF MEDICINE

Enrollment = 1,481, Sample Population = 707; Sample = 71  
Data: December 7, 1998

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<th>Gender</th>
<th>Age</th>
<th>Housing</th>
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<th>Inter'natl</th>
<th>Year@UI</th>
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**Total**: 707

### COLLEGE OF PHARMACY

Enrollment = 493, Sample Population = 475; Sample = 48  
Data: December 7, 1998

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<th>Inter'natl</th>
<th>Year@UI</th>
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**Total**: 475
### GRADUATE COLLEGE - BUSINESS

Enrollment = 994, Sample Population = 921; Sample = 92

Data: December 7, 1998

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<th>Year@UI</th>
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### GRADUATE COLLEGE - DENTISTRY

Enrollment = 62, Sample Population = 58; Sample = 6

Data: December 7, 1998

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<th>Area</th>
<th>Inter'natl</th>
<th>Year@UI</th>
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<th>Enrollment</th>
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## GRADUATE COLLEGE - EDUCATION

Enrollment = 897, Sample Population = 780; Sample = 78  
Data: December 7, 1998

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<th>Inter'natl</th>
<th>Year@UI</th>
<th>Ethnic</th>
<th>Enrollment</th>
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<td>Immigrant</td>
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<td>LA Citizen</td>
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<td>PhD</td>
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<td>Other Nurs</td>
<td>211 Engr</td>
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<td>104 NativeAm</td>
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## GRADUATE COLLEGE - ENGINEERING

Enrollment = 312, Sample Population = 255; Sample = 26  
Data: December 7, 1998

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<th>Year@UI</th>
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<th>Enrollment</th>
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<td>Univ Hous</td>
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<td>26-29 Off-Camp</td>
<td>211 Engr</td>
<td>Immigrant</td>
<td>7 1 - 3 yr</td>
<td>104 NativeAm</td>
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<td>104</td>
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<td>MD</td>
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<td>LA Citizen</td>
<td>65 4 - 5 yr</td>
<td>55 MexAm</td>
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<td>Ed</td>
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<td>Other</td>
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### GRADUATE COLLEGE - LIBERAL ARTS

Enrollment = 2,596, Sample Population = 2,334; Sample = 233
Data: December 7, 1998

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<th>Inter'natl</th>
<th>Year@UI</th>
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<th>Enrollment</th>
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<td>Dent</td>
<td>Foreign</td>
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<td>LA</td>
<td>2334</td>
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<td>4 - 5 yr</td>
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### GRADUATE COLLEGE - MEDICINE

Enrollment = 574, Sample Population = 482; Sample = 48
Data: December 7, 1998

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<td>Off-Camp</td>
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<td>Engr</td>
<td>Immigrant</td>
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<tr>
<td>Comb Deg</td>
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**Data:** December 7, 1998
**GRADUATE COLLEGE - MEDICINE**
Enrollment = 574, Sample Population = 482; Sample = 48
Data: December 7, 1998

<table>
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<tr>
<th>Deg Ob</th>
<th>Gender</th>
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<th>Housing</th>
<th>Area</th>
<th>Inter'natl</th>
<th>Year@UI</th>
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<th>Enrollment</th>
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### GRADUATE COLLEGE - NURSING

**Enrollment = 215, Sample Population = 167; Sample = 17**  
**Data: December 7, 1998**

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### GRADUATE COLLEGE - OTHER

**Enrollment = 627, Sample Population = 615; Sample = 62**  
**Data: December 7, 1998**

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<th>Area</th>
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<th>Year@UI</th>
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Data: December 7, 1998
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<td>20, 4 - 5 yr</td>
<td>9 AfricanAm</td>
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<td>9 Ed</td>
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GRADUATE COLLEGE - PHARMACY
Enrollment = 77, Sample Population = 72; Sample = 7
Data: December 7, 1998
Appendix: Section C

Survey Data

Tables/Charts/Graphs
<table>
<thead>
<tr>
<th>College/Area</th>
<th>Total Population*</th>
<th>Study Population N**</th>
<th>Number in Sample n</th>
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<tbody>
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<td>Medicine</td>
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<td>48</td>
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<tr>
<td>Nursing</td>
<td>215</td>
<td>167</td>
<td>17</td>
</tr>
<tr>
<td>Other</td>
<td>627</td>
<td>615</td>
<td>62</td>
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<td>Pharmacy</td>
<td>77</td>
<td>72</td>
<td>7</td>
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<td>--</td>
<td>--</td>
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<td>--</td>
<td>--</td>
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<td><strong>SUBTOTAL</strong></td>
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<td><strong>GRAND TOTAL</strong></td>
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<td><strong>7,154</strong></td>
<td><strong>717</strong></td>
</tr>
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</table>

* Based on fall 1998 enrollment as of December 7, 1998.

** Excluded from study population: Workshop students, Post-doctoral appointments, December 1998 candidates for degree, students who have restricted address information, Dental Health Sciences students, Residents and Interns, Fellows, Hospital Certificate Programs, and undergraduate programs in the Colleges of Medicine, Dentistry and Pharmacy.
<table>
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<th>Mailings</th>
<th>Respondents</th>
<th>% of Sample (n=717)</th>
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<tr>
<td>First Mailing</td>
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<td>Usable surveys</td>
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<td>Out of Country</td>
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* Not included in response rate calculation.
### TABLE 4
Degree Objective

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<th>Study Population</th>
<th>% of Total N</th>
<th>Sample Population</th>
<th>% of Total n</th>
<th>Respondents (Missing Data=1)</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
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<td>4.04%</td>
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<td>4.58%</td>
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<td>36.59%</td>
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<td>25</td>
<td>8.17%</td>
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<td>25.00%</td>
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<td>3.95%</td>
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Note: Question 120 in user survey.

* Data provided by the Registrar.
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<th>% of Total N</th>
<th>Sample Population n*</th>
<th>% of Total n</th>
<th>Respondents</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
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<td>Female</td>
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<td>100.00%</td>
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<td>100.00%</td>
<td>48.01%</td>
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Note: Question 121 in user survey.
* Data provided by the Registrar.
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<th>Study Population N*</th>
<th>% of Total N</th>
<th>Sample Population n*</th>
<th>% of Total n</th>
<th>Respondents</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
</tr>
</thead>
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<td>2248</td>
<td>31.42%</td>
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<td>33.61%</td>
<td>104</td>
<td>33.88%</td>
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<tr>
<td>26-29</td>
<td>1936</td>
<td>27.06%</td>
<td>173</td>
<td>24.13%</td>
<td>72</td>
<td>23.45%</td>
<td>41.62%</td>
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<td>15.57%</td>
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<td>50</td>
<td>16.29%</td>
<td>47.62%</td>
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<td>81</td>
<td>26.38%</td>
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<tr>
<td>Unknown</td>
<td>122</td>
<td>1.71%</td>
<td>14</td>
<td>1.95%</td>
<td>0</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>7154</td>
<td>100.00%</td>
<td>717</td>
<td>100.00%</td>
<td>307</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Question 122 in user survey.
* Data provided by the Registrar.
### Table 7

**Housing**

<table>
<thead>
<tr>
<th>Housing</th>
<th>Study Population N*</th>
<th>% of Total N</th>
<th>Sample Population n*</th>
<th>% of Total n</th>
<th>Respondents</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Housing</td>
<td>547</td>
<td>7.65%</td>
<td>50</td>
<td>6.97%</td>
<td>31</td>
<td>10.10%</td>
<td>62.00%</td>
</tr>
<tr>
<td>Off-Campus Housing</td>
<td>6607</td>
<td>92.35%</td>
<td>667</td>
<td>93.03%</td>
<td>276</td>
<td>89.90%</td>
<td>41.38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7154</td>
<td>100.00%</td>
<td>717</td>
<td>100.00%</td>
<td>307</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Question 123 in user survey.*

* Data provided by the Registrar.
<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Study Population N*</th>
<th>% of Total N</th>
<th>Sample Population n*</th>
<th>% of Total n</th>
<th>Respondents (Missing Data=2)</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>3888</td>
<td>54.35%</td>
<td>384</td>
<td>53.56%</td>
<td>213</td>
<td>69.84%</td>
<td>55.47%</td>
</tr>
<tr>
<td>Part-time</td>
<td>3266</td>
<td>45.65%</td>
<td>333</td>
<td>46.44%</td>
<td>92</td>
<td>30.16%</td>
<td>27.63%</td>
</tr>
<tr>
<td>Total</td>
<td>7154</td>
<td>100.00%</td>
<td>717</td>
<td>100.00%</td>
<td>305</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Question 124 in user survey.
* Data provided by the Registrar.
<table>
<thead>
<tr>
<th>College</th>
<th>Study Population N*</th>
<th>% of Total N</th>
<th>Sample Population n*</th>
<th>% of Total n</th>
<th>Respondents (Missing Data=3)</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dentistry**</td>
<td>346</td>
<td>4.84%</td>
<td>35</td>
<td>4.88%</td>
<td>17</td>
<td>5.59%</td>
<td>48.57%</td>
</tr>
<tr>
<td>Engineering</td>
<td>255</td>
<td>3.56%</td>
<td>26</td>
<td>3.63%</td>
<td>15</td>
<td>4.93%</td>
<td>57.69%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>2334</td>
<td>32.63%</td>
<td>233</td>
<td>32.50%</td>
<td>91</td>
<td>29.93%</td>
<td>39.06%</td>
</tr>
<tr>
<td>Education</td>
<td>780</td>
<td>10.90%</td>
<td>78</td>
<td>10.88%</td>
<td>36</td>
<td>11.84%</td>
<td>46.15%</td>
</tr>
<tr>
<td>Business</td>
<td>921</td>
<td>12.87%</td>
<td>92</td>
<td>12.83%</td>
<td>28</td>
<td>9.21%</td>
<td>30.43%</td>
</tr>
<tr>
<td>Nursing</td>
<td>167</td>
<td>2.33%</td>
<td>17</td>
<td>2.37%</td>
<td>12</td>
<td>3.95%</td>
<td>70.59%</td>
</tr>
<tr>
<td>Pharmacy**</td>
<td>547</td>
<td>7.65%</td>
<td>55</td>
<td>7.67%</td>
<td>32</td>
<td>10.53%</td>
<td>58.18%</td>
</tr>
<tr>
<td>Medicine**</td>
<td>1189</td>
<td>16.62%</td>
<td>119</td>
<td>16.60%</td>
<td>47</td>
<td>15.46%</td>
<td>39.50%</td>
</tr>
<tr>
<td>Other</td>
<td>615</td>
<td>8.60%</td>
<td>62</td>
<td>8.65%</td>
<td>26</td>
<td>8.55%</td>
<td>41.94%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>7154</td>
<td>100.00%</td>
<td>717</td>
<td>100.00%</td>
<td>304</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Question 125 in user survey.
* Data provided by the Registrar.
** Combines those enrolled in their respective College and the Graduate College.
<table>
<thead>
<tr>
<th>Field</th>
<th>Respondents</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>50</td>
<td>16.34%</td>
</tr>
<tr>
<td>Education</td>
<td>36</td>
<td>11.76%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>44</td>
<td>14.38%</td>
</tr>
<tr>
<td>Biological Sciences/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BioMedicine/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>117</td>
<td>38.24%</td>
</tr>
<tr>
<td>Math/Sciences/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>33</td>
<td>10.78%</td>
</tr>
<tr>
<td>Business</td>
<td>26</td>
<td>8.50%</td>
</tr>
<tr>
<td>Total</td>
<td>306</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Note: Question 126 in user survey.
<table>
<thead>
<tr>
<th>Student Status</th>
<th>Study Population N*</th>
<th>% of Total N</th>
<th>Sample Population n*</th>
<th>% of Total n</th>
<th>Respondents</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Student</td>
<td>1107</td>
<td>15.47%</td>
<td>104</td>
<td>14.50%</td>
<td>46</td>
<td>14.98%</td>
<td>44.23%</td>
</tr>
<tr>
<td>Immigrant/Citizen</td>
<td>6047</td>
<td>84.53%</td>
<td>613</td>
<td>85.50%</td>
<td>261</td>
<td>85.02%</td>
<td>42.58%</td>
</tr>
<tr>
<td>Total</td>
<td>7154</td>
<td>100.00%</td>
<td>717</td>
<td>100.00%</td>
<td>307</td>
<td>100.00%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Question 127 in user survey.
* Data provided by the Registrar.
<table>
<thead>
<tr>
<th>Racial Identity*</th>
<th>Respondents</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>240</td>
<td>78.18%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>6</td>
<td>1.95%</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>41</td>
<td>13.36%</td>
</tr>
<tr>
<td>American Indian or Alaskan native</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Mixed (parents not of same racial category)</td>
<td>3</td>
<td>0.98%</td>
</tr>
<tr>
<td>Prefer Not to Respond</td>
<td>16</td>
<td>5.21%</td>
</tr>
<tr>
<td>Total</td>
<td>307</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

* Study population and sample population data could not be provided by the Registrar.
<table>
<thead>
<tr>
<th>Assistantship</th>
<th>Study Population N*</th>
<th>Respondents (Yes)</th>
<th>% of Total Respondents (Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Graduate Assistantship**</td>
<td>994</td>
<td>137</td>
<td>44.63%</td>
</tr>
<tr>
<td>Teaching Assistantship**</td>
<td>1458</td>
<td>112</td>
<td>36.48%</td>
</tr>
</tbody>
</table>

Note: Questions 129-130 in survey.
* Study population data provided by the Graduate College. Sample population data could not be provided by the Registrar.
** Number for Fall 1998.
<table>
<thead>
<tr>
<th>Years of Affiliation</th>
<th>Study Population N*</th>
<th>% of Total N</th>
<th>Sample Population n*</th>
<th>% of Total n</th>
<th>% of Total Respondents</th>
<th>Respondents as % of n in Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1 year</td>
<td>1640</td>
<td>22.92%</td>
<td>188</td>
<td>26.22%</td>
<td>58</td>
<td>18.89%</td>
</tr>
<tr>
<td>1-3 years</td>
<td>2902</td>
<td>40.56%</td>
<td>266</td>
<td>37.10%</td>
<td>105</td>
<td>34.20%</td>
</tr>
<tr>
<td>4-5 years</td>
<td>903</td>
<td>12.62%</td>
<td>88</td>
<td>12.27%</td>
<td>56</td>
<td>18.24%</td>
</tr>
<tr>
<td>&gt;5 years</td>
<td>1709</td>
<td>23.89%</td>
<td>175</td>
<td>24.41%</td>
<td>88</td>
<td>28.66%</td>
</tr>
<tr>
<td>Total</td>
<td>7154</td>
<td>100.00%</td>
<td>717</td>
<td>100.00%</td>
<td>307</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Note: Question 131 in user survey.
* Data provided by the Registrar.
<table>
<thead>
<tr>
<th>Name</th>
<th>Very Frequently/Frequently</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Art Library</td>
<td>10</td>
<td>3.26%</td>
<td>8</td>
<td>2.61%</td>
</tr>
<tr>
<td>Biological Sciences Library</td>
<td>5</td>
<td>1.63%</td>
<td>15</td>
<td>4.89%</td>
</tr>
<tr>
<td>Marvin A. Pomerantz Business Library</td>
<td>19</td>
<td>6.19%</td>
<td>26</td>
<td>8.47%</td>
</tr>
<tr>
<td>Chemistry Library</td>
<td>10</td>
<td>3.26%</td>
<td>10</td>
<td>3.26%</td>
</tr>
<tr>
<td>Engineering Library</td>
<td>26</td>
<td>8.47%</td>
<td>15</td>
<td>4.89%</td>
</tr>
<tr>
<td>Geology Library</td>
<td>1</td>
<td>0.33%</td>
<td>2</td>
<td>0.65%</td>
</tr>
<tr>
<td>Hardin Library for the Health Sciences</td>
<td>110</td>
<td>35.83%</td>
<td>45</td>
<td>14.66%</td>
</tr>
<tr>
<td>Main Library</td>
<td>124</td>
<td>40.39%</td>
<td>65</td>
<td>21.17%</td>
</tr>
<tr>
<td>Mathematical Sciences Library</td>
<td>10</td>
<td>3.26%</td>
<td>26</td>
<td>8.47%</td>
</tr>
<tr>
<td>Physics Library</td>
<td>2</td>
<td>0.65%</td>
<td>8</td>
<td>2.61%</td>
</tr>
<tr>
<td>Psychology Library</td>
<td>36</td>
<td>11.73%</td>
<td>23</td>
<td>7.49%</td>
</tr>
<tr>
<td>Rita Benton Music Library</td>
<td>6</td>
<td>1.95%</td>
<td>1</td>
<td>0.33%</td>
</tr>
</tbody>
</table>

Note: Questions 1-12 in user survey.
Chart 1a
Use of Main Library

- Very Frequently/Frequently: 38.11%
- Sometimes: 40.39%
- Seldom/Never: 21.17%
- Missing Data: 0.33%
Chart 1b
Use of Hardin Library

- Very Frequently/Frequently: 48.86%
- Sometimes: 35.83%
- Seldom/Never: 14.66%
- Missing Data: 0.65%
<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Library</td>
<td>5</td>
<td>1.63%</td>
<td>5</td>
<td>1.63%</td>
<td>8</td>
<td>2.61%</td>
<td>18</td>
<td>5.86%</td>
<td>270</td>
<td>87.95%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Biological Sciences Library</td>
<td>2</td>
<td>0.65%</td>
<td>3</td>
<td>0.98%</td>
<td>15</td>
<td>4.89%</td>
<td>32</td>
<td>10.42%</td>
<td>254</td>
<td>82.74%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Marvin A. Pomerantz Business Library</td>
<td>10</td>
<td>3.26%</td>
<td>9</td>
<td>2.93%</td>
<td>26</td>
<td>8.47%</td>
<td>30</td>
<td>9.77%</td>
<td>230</td>
<td>74.92%</td>
<td>2</td>
<td>0.65%</td>
</tr>
<tr>
<td>Chemistry Library</td>
<td>5</td>
<td>1.63%</td>
<td>5</td>
<td>1.63%</td>
<td>10</td>
<td>3.26%</td>
<td>21</td>
<td>6.84%</td>
<td>265</td>
<td>86.32%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Engineering Library</td>
<td>13</td>
<td>4.23%</td>
<td>13</td>
<td>4.23%</td>
<td>15</td>
<td>4.89%</td>
<td>26</td>
<td>8.47%</td>
<td>237</td>
<td>77.20%</td>
<td>3</td>
<td>0.98%</td>
</tr>
<tr>
<td>Geology Library</td>
<td>1</td>
<td>0.33%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>0.65%</td>
<td>8</td>
<td>2.61%</td>
<td>293</td>
<td>95.44%</td>
<td>3</td>
<td>0.98%</td>
</tr>
<tr>
<td>Hardin Library for the Health Sciences</td>
<td>65</td>
<td>21.17%</td>
<td>45</td>
<td>14.66%</td>
<td>45</td>
<td>14.66%</td>
<td>36</td>
<td>11.73%</td>
<td>114</td>
<td>37.13%</td>
<td>2</td>
<td>0.65%</td>
</tr>
<tr>
<td>Main Library</td>
<td>65</td>
<td>21.17%</td>
<td>59</td>
<td>19.22%</td>
<td>65</td>
<td>21.17%</td>
<td>51</td>
<td>16.61%</td>
<td>66</td>
<td>21.50%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Mathematical Sciences Library</td>
<td>3</td>
<td>0.98%</td>
<td>7</td>
<td>2.28%</td>
<td>26</td>
<td>8.47%</td>
<td>17</td>
<td>5.54%</td>
<td>252</td>
<td>82.08%</td>
<td>2</td>
<td>0.65%</td>
</tr>
<tr>
<td>Physics Library</td>
<td>2</td>
<td>0.65%</td>
<td>0</td>
<td>0.00%</td>
<td>8</td>
<td>2.61%</td>
<td>13</td>
<td>4.23%</td>
<td>283</td>
<td>92.18%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Psychology Library</td>
<td>17</td>
<td>5.54%</td>
<td>19</td>
<td>6.19%</td>
<td>23</td>
<td>7.49%</td>
<td>32</td>
<td>10.42%</td>
<td>215</td>
<td>70.03%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Rita Benton Music Library</td>
<td>4</td>
<td>1.30%</td>
<td>2</td>
<td>0.65%</td>
<td>1</td>
<td>0.33%</td>
<td>9</td>
<td>2.93%</td>
<td>290</td>
<td>94.46%</td>
<td>1</td>
<td>0.33%</td>
</tr>
</tbody>
</table>

Note: Questions 1-12 in user survey.
<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Friday (8am-5pm)</td>
<td>143</td>
<td>46.58%</td>
<td>85</td>
<td>27.69%</td>
<td>77</td>
<td>25.08%</td>
<td>2</td>
<td>0.65%</td>
</tr>
<tr>
<td>Monday-Friday (After 5pm)</td>
<td>140</td>
<td>45.60%</td>
<td>91</td>
<td>29.64%</td>
<td>75</td>
<td>24.43%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Saturday</td>
<td>100</td>
<td>32.57%</td>
<td>100</td>
<td>32.57%</td>
<td>106</td>
<td>34.53%</td>
<td>1</td>
<td>0.33%</td>
</tr>
<tr>
<td>Sunday</td>
<td>95</td>
<td>30.94%</td>
<td>92</td>
<td>29.97%</td>
<td>119</td>
<td>38.76%</td>
<td>1</td>
<td>0.33%</td>
</tr>
</tbody>
</table>

Note: Questions 13-16 in user survey.
<table>
<thead>
<tr>
<th>Name</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Missing Data</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Monday-Friday (8am-5pm)</td>
<td>70</td>
<td>22.80%</td>
<td>73</td>
<td>23.78%</td>
<td>85</td>
<td>27.69%</td>
<td>41</td>
<td>13.36%</td>
</tr>
<tr>
<td>Monday-Friday (After 5pm)</td>
<td>45</td>
<td>14.66%</td>
<td>95</td>
<td>30.94%</td>
<td>91</td>
<td>29.64%</td>
<td>38</td>
<td>12.38%</td>
</tr>
<tr>
<td>Saturday</td>
<td>29</td>
<td>9.45%</td>
<td>71</td>
<td>23.13%</td>
<td>100</td>
<td>32.57%</td>
<td>57</td>
<td>18.57%</td>
</tr>
<tr>
<td>Sunday</td>
<td>32</td>
<td>10.42%</td>
<td>63</td>
<td>20.52%</td>
<td>92</td>
<td>29.97%</td>
<td>48</td>
<td>15.64%</td>
</tr>
</tbody>
</table>

Note: Questions 13-16 in user survey.
<table>
<thead>
<tr>
<th>Rationale</th>
<th>Very Frequently/ Frequently</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Study</td>
<td>89</td>
<td>28.99%</td>
<td>86</td>
<td>28.01%</td>
</tr>
<tr>
<td>Check out/borrow magazines/journals</td>
<td>135</td>
<td>43.97%</td>
<td>79</td>
<td>25.73%</td>
</tr>
<tr>
<td>Check out/borrow books and other materials</td>
<td>151</td>
<td>49.19%</td>
<td>73</td>
<td>23.78%</td>
</tr>
<tr>
<td>Recall a book</td>
<td>37</td>
<td>12.05%</td>
<td>78</td>
<td>25.41%</td>
</tr>
<tr>
<td>Use photocopiers</td>
<td>136</td>
<td>44.30%</td>
<td>68</td>
<td>22.15%</td>
</tr>
<tr>
<td>Use a nonlibrary computer cluster</td>
<td>65</td>
<td>21.17%</td>
<td>46</td>
<td>14.98%</td>
</tr>
</tbody>
</table>

Note: Questions 17-22 in user survey.
<table>
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<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Missing Data</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>51 16.61%</td>
<td>38 12.38%</td>
<td>86 28.01%</td>
<td>62 20.20%</td>
<td>66 21.50%</td>
<td>4 1.30%</td>
<td>3.18</td>
<td>1.36</td>
</tr>
<tr>
<td>Check out/borrow magazines/journals</td>
<td>54 17.59%</td>
<td>81 26.38%</td>
<td>79 25.73%</td>
<td>40 13.03%</td>
<td>49 15.96%</td>
<td>4 1.30%</td>
<td>2.83</td>
<td>1.32</td>
</tr>
<tr>
<td>Check out/borrow books and other materials</td>
<td>75 24.43%</td>
<td>76 24.76%</td>
<td>73 23.78%</td>
<td>40 13.03%</td>
<td>37 12.05%</td>
<td>6 1.95%</td>
<td>2.63</td>
<td>1.32</td>
</tr>
<tr>
<td>Recall a book</td>
<td>13 4.23%</td>
<td>24 7.82%</td>
<td>78 25.41%</td>
<td>71 23.13%</td>
<td>116 37.79%</td>
<td>5 1.63%</td>
<td>3.84</td>
<td>1.15</td>
</tr>
<tr>
<td>Use photocopiers</td>
<td>56 18.24%</td>
<td>80 26.06%</td>
<td>68 22.15%</td>
<td>49 15.96%</td>
<td>52 16.94%</td>
<td>2 0.65%</td>
<td>2.87</td>
<td>1.35</td>
</tr>
<tr>
<td>Use a nonlibrary computer cluster</td>
<td>29 9.45%</td>
<td>36 11.73%</td>
<td>46 14.98%</td>
<td>57 18.57%</td>
<td>133 43.32%</td>
<td>6 1.95%</td>
<td>3.76</td>
<td>1.37</td>
</tr>
</tbody>
</table>

Note: Questions 17-22 in user survey.
<table>
<thead>
<tr>
<th>Method</th>
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<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Library Explorer</td>
<td>14 4.56%</td>
<td>23 7.49%</td>
<td>267 86.97%</td>
<td>3 0.98%</td>
</tr>
<tr>
<td>Use Printed Handouts</td>
<td>14 4.56%</td>
<td>71 23.13%</td>
<td>219 71.34%</td>
<td>3 0.98%</td>
</tr>
<tr>
<td>Ask a Library Staff Member</td>
<td>58 18.89%</td>
<td>127 41.37%</td>
<td>118 38.44%</td>
<td>4 1.30%</td>
</tr>
<tr>
<td>Use a Library's Website</td>
<td>58 18.89%</td>
<td>58 18.89%</td>
<td>189 61.56%</td>
<td>2 0.65%</td>
</tr>
<tr>
<td>Ask a Faculty Member, Another Student or Someone Other Than Library Staff</td>
<td>36 11.73%</td>
<td>76 24.76%</td>
<td>192 62.54%</td>
<td>3 0.98%</td>
</tr>
</tbody>
</table>

Note: Questions 23-27 in user survey.
<table>
<thead>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Use Library Explorer</td>
<td>5</td>
<td>1.63%</td>
<td>9</td>
<td>2.93%</td>
<td>23</td>
<td>7.49%</td>
<td>78</td>
<td>25.41%</td>
<td>189</td>
<td>61.56%</td>
<td>3</td>
<td>0.98%</td>
<td>4.44</td>
</tr>
<tr>
<td>Use Printed Handouts</td>
<td>1</td>
<td>0.33%</td>
<td>13</td>
<td>4.23%</td>
<td>71</td>
<td>23.13%</td>
<td>91</td>
<td>29.64%</td>
<td>128</td>
<td>41.69%</td>
<td>3</td>
<td>0.98%</td>
<td>4.09</td>
</tr>
<tr>
<td>Ask a Library Staff Member</td>
<td>12</td>
<td>3.91%</td>
<td>46</td>
<td>14.98%</td>
<td>127</td>
<td>41.37%</td>
<td>74</td>
<td>24.10%</td>
<td>44</td>
<td>14.33%</td>
<td>4</td>
<td>1.30%</td>
<td>3.30</td>
</tr>
<tr>
<td>Use a Library's Website</td>
<td>16</td>
<td>5.21%</td>
<td>42</td>
<td>13.68%</td>
<td>58</td>
<td>18.89%</td>
<td>68</td>
<td>22.15%</td>
<td>121</td>
<td>39.41%</td>
<td>2</td>
<td>0.65%</td>
<td>3.77</td>
</tr>
<tr>
<td>Ask a Faculty Member, Another Student or</td>
<td>4</td>
<td>1.30%</td>
<td>32</td>
<td>10.42%</td>
<td>76</td>
<td>24.76%</td>
<td>91</td>
<td>29.64%</td>
<td>101</td>
<td>32.90%</td>
<td>3</td>
<td>0.98%</td>
<td>3.83</td>
</tr>
<tr>
<td>Someone Other Than Library Staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
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</table>

Note: Questions 23-27 in user survey.
### TABLE 19
Use of Libraries' Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Frequently/Frequently</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Service Desk/s</td>
<td>82 26.71%</td>
<td>122 39.74%</td>
<td>101 32.90%</td>
<td>2 0.65%</td>
</tr>
<tr>
<td>Reserve</td>
<td>77 25.08%</td>
<td>86 28.01%</td>
<td>142 46.25%</td>
<td>2 0.65%</td>
</tr>
<tr>
<td>Reference Consultations</td>
<td>8 2.61%</td>
<td>21 6.84%</td>
<td>274 89.25%</td>
<td>4 1.30%</td>
</tr>
<tr>
<td>Information Commons or Information Arcade</td>
<td>27 8.79%</td>
<td>51 16.61%</td>
<td>226 73.62%</td>
<td>3 0.98%</td>
</tr>
<tr>
<td>Interlibrary Loan/Document Delivery Services</td>
<td>42 13.68%</td>
<td>47 15.31%</td>
<td>216 70.36%</td>
<td>2 0.65%</td>
</tr>
<tr>
<td>Assigned Study Carrels</td>
<td>28 9.12%</td>
<td>30 9.77%</td>
<td>247 80.46%</td>
<td>2 0.65%</td>
</tr>
</tbody>
</table>

Note: Questions 28-33 in user survey.
<table>
<thead>
<tr>
<th>Service</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Missing Data</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Public Service Desk/s</td>
<td>22</td>
<td>7.17%</td>
<td>60</td>
<td>19.54%</td>
<td>122</td>
<td>39.74%</td>
<td>61</td>
<td>19.87%</td>
</tr>
<tr>
<td>Reserve</td>
<td>21</td>
<td>6.84%</td>
<td>56</td>
<td>18.24%</td>
<td>86</td>
<td>28.01%</td>
<td>53</td>
<td>17.26%</td>
</tr>
<tr>
<td>Reference Consultations</td>
<td>2</td>
<td>0.65%</td>
<td>6</td>
<td>1.95%</td>
<td>21</td>
<td>6.84%</td>
<td>42</td>
<td>13.68%</td>
</tr>
<tr>
<td>Information Commons or Information Arcade</td>
<td>10</td>
<td>3.26%</td>
<td>17</td>
<td>5.54%</td>
<td>51</td>
<td>16.61%</td>
<td>59</td>
<td>19.22%</td>
</tr>
<tr>
<td>Interlibrary Loan/Document Delivery Services</td>
<td>16</td>
<td>5.21%</td>
<td>26</td>
<td>8.47%</td>
<td>47</td>
<td>15.31%</td>
<td>54</td>
<td>17.59%</td>
</tr>
<tr>
<td>Assigned Study Carrels</td>
<td>13</td>
<td>4.23%</td>
<td>15</td>
<td>4.89%</td>
<td>30</td>
<td>9.77%</td>
<td>22</td>
<td>7.17%</td>
</tr>
</tbody>
</table>

Note: Questions 28-33 in user survey.
### TABLE 20
Use of Libraries’ Printed Resources

<table>
<thead>
<tr>
<th>Printed Resources</th>
<th>Very Frequently/Frequently</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Indexes and Bibliographies</td>
<td>42</td>
<td>13.68%</td>
<td>71</td>
<td>23.13%</td>
</tr>
<tr>
<td>Journals</td>
<td>192</td>
<td>62.54%</td>
<td>53</td>
<td>17.26%</td>
</tr>
<tr>
<td>Books</td>
<td>159</td>
<td>51.79%</td>
<td>74</td>
<td>24.10%</td>
</tr>
<tr>
<td>Card Catalog</td>
<td>18</td>
<td>5.86%</td>
<td>32</td>
<td>10.42%</td>
</tr>
<tr>
<td>Microfilm or Microfiche</td>
<td>13</td>
<td>4.23%</td>
<td>38</td>
<td>12.38%</td>
</tr>
<tr>
<td>Newspapers (excluding the Daily Iowan/DI)</td>
<td>12</td>
<td>3.91%</td>
<td>37</td>
<td>12.05%</td>
</tr>
<tr>
<td>Maps/Aerial Photos</td>
<td>3</td>
<td>0.98%</td>
<td>17</td>
<td>5.54%</td>
</tr>
</tbody>
</table>

Note: Questions 34-40 in user survey.
### TABLE 20A
Use of Libraries' Printed Resources

| Printed Resources                       | Very Frequently |   |   |   | Frequently |   |   |   | Sometimes |   |   |   | Seldom |   |   |   | Never |   |   |   | Missing Data |   |   |   | Mean |   |   |   | Standard Deviation |
|----------------------------------------|-----------------|---|---|---|-------------|---|---|---|-----------|---|---|---|--------|---|---|---|-------|---|---|---|--------|---|---|---|---------|
| Indexes and Bibliographies            | 14 4.56%        | 28 9.12% | 71 23.13% | 75 24.43% | 114 37.13% | 5 1.63% | 3.82 | 1.17 |
| Journals                               | 97 31.60%       | 95 30.94% | 53 17.26% | 25 8.14% | 35 11.40% | 2 0.65% | 2.36 | 1.31 |
| Books                                  | 79 25.73%       | 80 26.06% | 74 24.10% | 37 12.05% | 33 10.75% | 4 1.30% | 2.55 | 1.29 |
| Card Catalog                           | 5 1.63%         | 13 4.23% | 32 10.42% | 80 26.06% | 173 56.35% | 4 1.30% | 4.33 | 0.94 |
| Microfilm or Microfiche                 | 1 0.33%         | 12 3.91% | 38 12.38% | 91 29.64% | 163 53.09% | 2 0.65% | 4.32 | 0.86 |
| Newspapers (excluding the Daily Iowan/DI) | 1 0.33%         | 11 3.58% | 37 12.05% | 78 25.41% | 178 57.98% | 2 0.65% | 4.38 | 0.86 |
| Maps/Aerial Photos                     | 0 0.00%         | 3 0.98% | 17 5.54% | 36 11.73% | 249 81.11% | 2 0.65% | 4.74 | 0.6  |

Note: Questions 34-40 in user survey.
### TABLE 21
Use of Libraries' Electronic Resources

<table>
<thead>
<tr>
<th>Electronic Resources</th>
<th>Very Frequently/Frequently</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Indexes, Databases,</td>
<td>147</td>
<td>47.88%</td>
<td>62</td>
<td>20.20%</td>
</tr>
<tr>
<td>Bibliographies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>94</td>
<td>30.62%</td>
<td>53</td>
<td>17.26%</td>
</tr>
<tr>
<td>Books</td>
<td>57</td>
<td>18.57%</td>
<td>41</td>
<td>13.36%</td>
</tr>
<tr>
<td>Newspapers</td>
<td>16</td>
<td>5.21%</td>
<td>32</td>
<td>10.42%</td>
</tr>
<tr>
<td>Maps/Aerial Photos</td>
<td>5</td>
<td>1.63%</td>
<td>9</td>
<td>2.93%</td>
</tr>
<tr>
<td>Videos</td>
<td>13</td>
<td>4.23%</td>
<td>32</td>
<td>10.42%</td>
</tr>
</tbody>
</table>

Note: Questions 41-46 in user survey.
<table>
<thead>
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<th>Electronic Resources</th>
<th>Very Frequently</th>
<th></th>
<th>Frequently</th>
<th></th>
<th>Sometimes</th>
<th></th>
<th>Seldom</th>
<th></th>
<th>Never</th>
<th></th>
<th>Missing Data</th>
<th></th>
<th>Mean</th>
<th></th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indexes, Databases, Bibliographies</td>
<td>80</td>
<td>26.06%</td>
<td>67</td>
<td>21.82%</td>
<td>62</td>
<td>20.20%</td>
<td>26</td>
<td>8.47%</td>
<td>71</td>
<td>23.13%</td>
<td>1</td>
<td>0.33%</td>
<td>2.81</td>
<td>1.50</td>
<td></td>
</tr>
<tr>
<td>Journals</td>
<td>46</td>
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<td>48</td>
<td>15.64%</td>
<td>53</td>
<td>17.26%</td>
<td>57</td>
<td>18.57%</td>
<td>101</td>
<td>32.90%</td>
<td>2</td>
<td>0.65%</td>
<td>3.39</td>
<td>1.46</td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>23</td>
<td>7.49%</td>
<td>34</td>
<td>11.07%</td>
<td>41</td>
<td>13.36%</td>
<td>46</td>
<td>14.98%</td>
<td>160</td>
<td>52.12%</td>
<td>3</td>
<td>0.98%</td>
<td>3.94</td>
<td>1.34</td>
<td></td>
</tr>
<tr>
<td>Newspapers</td>
<td>4</td>
<td>1.30%</td>
<td>12</td>
<td>3.91%</td>
<td>32</td>
<td>10.42%</td>
<td>53</td>
<td>17.26%</td>
<td>203</td>
<td>66.12%</td>
<td>3</td>
<td>0.98%</td>
<td>4.44</td>
<td>0.92</td>
<td></td>
</tr>
<tr>
<td>Maps/Aerial Photos</td>
<td>2</td>
<td>0.65%</td>
<td>3</td>
<td>0.98%</td>
<td>9</td>
<td>2.93%</td>
<td>30</td>
<td>9.77%</td>
<td>261</td>
<td>85.02%</td>
<td>2</td>
<td>0.65%</td>
<td>4.79</td>
<td>0.60</td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>4</td>
<td>1.30%</td>
<td>9</td>
<td>2.93%</td>
<td>32</td>
<td>10.42%</td>
<td>45</td>
<td>14.66%</td>
<td>216</td>
<td>70.36%</td>
<td>1</td>
<td>0.33%</td>
<td>4.50</td>
<td>0.89</td>
<td></td>
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</tbody>
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Note: Questions 41-46 in user survey.
<table>
<thead>
<tr>
<th>Special Departments</th>
<th>Very Frequently/Frequently</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Information Arcade</td>
<td>22</td>
<td>7.17%</td>
<td>56</td>
<td>18.24%</td>
</tr>
<tr>
<td>Media Services</td>
<td>23</td>
<td>7.49%</td>
<td>50</td>
<td>16.29%</td>
</tr>
<tr>
<td>Iowa Women's Archives</td>
<td>1</td>
<td>0.33%</td>
<td>8</td>
<td>2.61%</td>
</tr>
<tr>
<td>Government Publications</td>
<td>17</td>
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<td>38</td>
<td>12.38%</td>
</tr>
<tr>
<td>Special Collections/Rare Book Room</td>
<td>10</td>
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</tr>
<tr>
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<td>16</td>
<td>5.21%</td>
</tr>
<tr>
<td>John Martin Rare Book Room</td>
<td>1</td>
<td>0.33%</td>
<td>7</td>
<td>2.28%</td>
</tr>
<tr>
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<td>28</td>
<td>9.12%</td>
<td>53</td>
<td>17.26%</td>
</tr>
<tr>
<td>Rita Benton Music Library, Listening Room</td>
<td>4</td>
<td>1.30%</td>
<td>6</td>
<td>1.95%</td>
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<tr>
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<td>3.26%</td>
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</table>

Note: Questions 47-56 in user survey.
### TABLE 22A
Use of Special Departments

<table>
<thead>
<tr>
<th>Special Departments</th>
<th>Very Frequently</th>
<th>Frequency</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Missing Data</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
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<td>Information Arcade</td>
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<td>3.58%</td>
<td>56</td>
<td>18.24%</td>
<td>65</td>
<td>21.17%</td>
</tr>
<tr>
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<td>1.30%</td>
<td>19</td>
<td>6.19%</td>
<td>50</td>
<td>16.29%</td>
<td>68</td>
<td>22.15%</td>
</tr>
<tr>
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<td>0.33%</td>
<td>0</td>
<td>0.00%</td>
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<td>2.61%</td>
<td>26</td>
<td>8.47%</td>
</tr>
<tr>
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<td>3.91%</td>
<td>38</td>
<td>12.38%</td>
<td>62</td>
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<td>2.61%</td>
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<td>6.84%</td>
<td>30</td>
<td>9.77%</td>
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<td>0.33%</td>
<td>16</td>
<td>5.21%</td>
<td>26</td>
<td>8.47%</td>
</tr>
<tr>
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<td>0.00%</td>
<td>1</td>
<td>0.33%</td>
<td>7</td>
<td>2.28%</td>
<td>14</td>
<td>4.56%</td>
</tr>
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<td>17.26%</td>
<td>48</td>
<td>15.64%</td>
</tr>
<tr>
<td>Rita Benton Music Library, Listening Room</td>
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<td>1.30%</td>
<td>0</td>
<td>0.00%</td>
<td>6</td>
<td>1.95%</td>
<td>6</td>
<td>1.95%</td>
</tr>
<tr>
<td>East Asian Collection</td>
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<td>1.30%</td>
<td>10</td>
<td>3.26%</td>
<td>9</td>
<td>2.93%</td>
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</table>

Note: Questions 47-56 in user survey.
<table>
<thead>
<tr>
<th>User Methods</th>
<th>Reference Services</th>
<th>Instructional Services</th>
<th>Circulation Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Frequently/Frequently</td>
<td>Sometimes</td>
<td>Seldom/Never</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td>Electronically (by e-mail or Web form)</td>
<td>16</td>
<td>5.21%</td>
<td>25</td>
</tr>
<tr>
<td>By Telephone</td>
<td>12</td>
<td>3.91%</td>
<td>43</td>
</tr>
<tr>
<td>In Person</td>
<td>80</td>
<td>26.06%</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In Any of the Libraries</td>
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<td>39</td>
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<tr>
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<tr>
<td></td>
<td>In a Nonlibrary Location</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-mail or Web form</td>
<td>27</td>
<td>8.79%</td>
<td>24</td>
</tr>
<tr>
<td>Telephone</td>
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<td>5.21%</td>
<td>45</td>
</tr>
<tr>
<td>Speak to a Library Staff Member in Person</td>
<td>76</td>
<td>24.76%</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interlibrary Loan/ Document Delivery Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-mail or Web form</td>
<td>18</td>
<td>5.86%</td>
</tr>
<tr>
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<td>Telephone</td>
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<td>2.28%</td>
</tr>
<tr>
<td></td>
<td>Speak to a Library Staff Member in Person</td>
<td>54</td>
<td>17.59%</td>
</tr>
<tr>
<td></td>
<td>Paper form/card</td>
<td>47</td>
<td>15.31%</td>
</tr>
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Note: Questions 57-68 in user survey.
<table>
<thead>
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<th>User Methods</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Missing Data</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number %</td>
<td>Number %</td>
<td>Number %</td>
<td>Number %</td>
<td>Number %</td>
<td>Number %</td>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Electronically (by e-mail or Web form)</td>
<td>7 2.28%</td>
<td>9 2.93%</td>
<td>25 8.14%</td>
<td>50 16.29%</td>
<td>214 69.71%</td>
<td>2 0.65%</td>
<td>4.49</td>
<td>0.93</td>
</tr>
<tr>
<td>By Telephone</td>
<td>2 0.65%</td>
<td>10 3.26%</td>
<td>43 14.01%</td>
<td>63 20.52%</td>
<td>187 60.91%</td>
<td>2 0.65%</td>
<td>4.39</td>
<td>0.89</td>
</tr>
<tr>
<td>In Person</td>
<td>24 7.82%</td>
<td>56 18.24%</td>
<td>107 34.85%</td>
<td>58 18.89%</td>
<td>61 19.87%</td>
<td>1 0.33%</td>
<td>3.25</td>
<td>1.19</td>
</tr>
<tr>
<td>In Any of the Libraries</td>
<td>0 0.00%</td>
<td>4 1.30%</td>
<td>39 12.70%</td>
<td>59 19.22%</td>
<td>203 66.12%</td>
<td>2 0.65%</td>
<td>4.51</td>
<td>0.76</td>
</tr>
<tr>
<td>In a Nonlibrary Location</td>
<td>1 0.33%</td>
<td>0 0.00%</td>
<td>7 2.28%</td>
<td>27 8.79%</td>
<td>269 87.62%</td>
<td>3 0.98%</td>
<td>4.85</td>
<td>0.46</td>
</tr>
<tr>
<td>E-mail or Web form</td>
<td>14 4.56%</td>
<td>13 4.23%</td>
<td>24 7.82%</td>
<td>27 8.79%</td>
<td>227 73.94%</td>
<td>2 0.65%</td>
<td>4.44</td>
<td>1.10</td>
</tr>
<tr>
<td>Telephone</td>
<td>5 1.63%</td>
<td>11 3.58%</td>
<td>45 14.66%</td>
<td>39 12.70%</td>
<td>206 67.10%</td>
<td>1 0.33%</td>
<td>4.41</td>
<td>0.97</td>
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<tr>
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<td>29 9.45%</td>
<td>47 15.31%</td>
<td>88 28.66%</td>
<td>46 14.98%</td>
<td>96 31.27%</td>
<td>1 0.33%</td>
<td>3.43</td>
<td>1.32</td>
</tr>
<tr>
<td>E-mail or Web form</td>
<td>10 3.26%</td>
<td>8 2.61%</td>
<td>14 4.56%</td>
<td>29 9.45%</td>
<td>244 79.48%</td>
<td>2 0.65%</td>
<td>4.60</td>
<td>0.94</td>
</tr>
<tr>
<td>Telephone</td>
<td>1 0.33%</td>
<td>6 1.95%</td>
<td>19 6.19%</td>
<td>34 11.07%</td>
<td>244 79.48%</td>
<td>3 0.98%</td>
<td>4.69</td>
<td>0.70</td>
</tr>
<tr>
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<td>20 6.51%</td>
<td>34 11.07%</td>
<td>52 16.94%</td>
<td>49 15.96%</td>
<td>149 48.53%</td>
<td>3 0.98%</td>
<td>3.90</td>
<td>1.30</td>
</tr>
<tr>
<td>Paper form/card</td>
<td>21 6.84%</td>
<td>26 8.47%</td>
<td>31 10.10%</td>
<td>20 6.51%</td>
<td>207 67.43%</td>
<td>2 0.65%</td>
<td>4.20</td>
<td>1.30</td>
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</table>

Note: Questions 57-68 in user survey.
<table>
<thead>
<tr>
<th>User Methods</th>
<th>Very Frequently/</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom/Never</th>
<th>Missing Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
</tr>
<tr>
<td><strong>Website</strong></td>
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</tr>
<tr>
<td>Within One of the Libraries</td>
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<td>14.66%</td>
<td>209</td>
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<tr>
<td>Outside one of the Libraries</td>
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<td>19.87%</td>
<td>53</td>
<td>17.26%</td>
<td>191</td>
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<tr>
<td><strong>Search Engines</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netscape</td>
<td>95</td>
<td>30.94%</td>
<td>55</td>
<td>17.92%</td>
<td>156</td>
</tr>
<tr>
<td>Microsoft Internet Explorer</td>
<td>33</td>
<td>10.75%</td>
<td>48</td>
<td>15.64%</td>
<td>225</td>
</tr>
<tr>
<td>Text based Interface Tool (Lynx, etc.)</td>
<td>9</td>
<td>2.93%</td>
<td>13</td>
<td>4.23%</td>
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<td><strong>OASIS</strong></td>
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<td>18.89%</td>
<td>95</td>
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<td>151</td>
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<tr>
<td><strong>Library Catalogs</strong></td>
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<tr>
<td>LCAT</td>
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<td>49</td>
<td>15.96%</td>
<td>96</td>
</tr>
<tr>
<td>LIBCATS</td>
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<td>12.05%</td>
<td>52</td>
<td>16.94%</td>
<td>214</td>
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</table>

Note: Questions 69-77 in user survey.
<table>
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<tr>
<th>User Methods</th>
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<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Missing Data</th>
<th>Mean</th>
<th>Standard Deviation</th>
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<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
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<tr>
<td>Within One of the Libraries</td>
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<td>5.54%</td>
<td>33</td>
<td>10.75%</td>
<td>45</td>
<td>14.66%</td>
<td>56</td>
<td>18.24%</td>
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<td>17.26%</td>
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<td>15.64%</td>
</tr>
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<td>15.96%</td>
<td>46</td>
<td>14.98%</td>
<td>55</td>
<td>17.92%</td>
<td>37</td>
<td>12.05%</td>
</tr>
<tr>
<td>Microsoft Internet Explorer</td>
<td>17</td>
<td>5.54%</td>
<td>16</td>
<td>5.21%</td>
<td>48</td>
<td>15.64%</td>
<td>33</td>
<td>10.75%</td>
</tr>
<tr>
<td>Text based Interface Tool (Lynx, etc.)</td>
<td>5</td>
<td>1.63%</td>
<td>4</td>
<td>1.30%</td>
<td>13</td>
<td>4.23%</td>
<td>24</td>
<td>7.82%</td>
</tr>
<tr>
<td><strong>Search Engines</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>33</td>
<td>10.75%</td>
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<td>From Outside One of the Libraries</td>
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<td>57</td>
<td>18.57%</td>
<td>50</td>
<td>16.29%</td>
<td>48</td>
<td>15.64%</td>
</tr>
<tr>
<td><strong>OASIS</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>LCAT</td>
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<td>28.34%</td>
<td>74</td>
<td>24.10%</td>
<td>49</td>
<td>15.96%</td>
<td>31</td>
<td>10.10%</td>
</tr>
<tr>
<td>LIBCATS</td>
<td>13</td>
<td>4.23%</td>
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<td>7.82%</td>
<td>52</td>
<td>16.94%</td>
<td>59</td>
<td>19.22%</td>
</tr>
</tbody>
</table>

Note: Questions 69-77 in user survey.
<table>
<thead>
<tr>
<th>User Satisfaction</th>
<th>Very Satisfied/ Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Dissatisfied/ Very Dissatisfied</th>
<th>Never Used</th>
<th>Missing Data</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td><strong>Print and Electronic Resources</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indexes, Databases, and Bibliographies</td>
<td>162</td>
<td>67.78%</td>
<td>67</td>
<td>28.03%</td>
<td>10</td>
<td>4.18%</td>
</tr>
<tr>
<td>Software that can be Checked Out/Borrowed</td>
<td>28</td>
<td>41.79%</td>
<td>32</td>
<td>47.76%</td>
<td>7</td>
<td>10.45%</td>
</tr>
<tr>
<td>Used Only in the Library</td>
<td>50</td>
<td>49.50%</td>
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<td>40.59%</td>
<td>10</td>
<td>9.90%</td>
</tr>
<tr>
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<td>73.21%</td>
<td>51</td>
<td>19.25%</td>
<td>20</td>
<td>7.55%</td>
</tr>
<tr>
<td>Microfilm or Microfiche (including newspapers)</td>
<td>53</td>
<td>47.75%</td>
<td>52</td>
<td>46.85%</td>
<td>6</td>
<td>5.41%</td>
</tr>
<tr>
<td>Newspapers (excluding the Daily Iowan/DI)</td>
<td>65</td>
<td>55.08%</td>
<td>43</td>
<td>36.44%</td>
<td>10</td>
<td>8.47%</td>
</tr>
<tr>
<td>Books</td>
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<td>75</td>
<td>29.30%</td>
<td>20</td>
<td>7.81%</td>
</tr>
<tr>
<td>Maps/Aerial Photos</td>
<td>33</td>
<td>67.35%</td>
<td>14</td>
<td>28.57%</td>
<td>2</td>
<td>4.08%</td>
</tr>
<tr>
<td>LCAT</td>
<td>144</td>
<td>61.28%</td>
<td>70</td>
<td>29.79%</td>
<td>21</td>
<td>8.94%</td>
</tr>
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<td>Dissatisfied/ Very Dissatisfied</td>
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<td>22.86%</td>
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Note: Questions 79-95, 97-103, and 105-109 in user survey.
Chart 3
User Satisfaction

- Very Satisfied/Satisfied
- Somewhat Satisfied
- Dissatisfied/Very Dissatisfied

Library Services

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<tr>
<th>Service Description</th>
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<th>Dissatisfied/Very Dissatisfied</th>
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Satisfaction %
Chart 3
User Satisfaction

- Very Satisfied/Satisfied
- Somewhat Satisfied
- Dissatisfied/Very Dissatisfied

Library Equipment and Facilities

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<tr>
<td>Study and Research Space</td>
<td>9.38%</td>
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<tr>
<td>Microfilm/Microfiche Readers</td>
<td>48.66%</td>
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<td>Public Photocopyers</td>
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<tr>
<td>Study and Research Space</td>
<td>18.52</td>
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<tr>
<td>Public Photocopyers</td>
<td>18.77%</td>
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<td>Study and Research Space</td>
<td>18.24%</td>
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Satisfaction %
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<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
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<th>Missing Data*</th>
<th>Mean</th>
<th>Standard Deviation</th>
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Note: Questions 79-95, 97-103, and 105-109 in user survey.
* Not counted in computation of Median, Mean, or Standard Deviation.
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<td>56 19.65%</td>
<td>8 2.81%</td>
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<td>223 82.29%</td>
<td>42 15.50%</td>
<td>6 2.21%</td>
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<tr>
<td>Libraries' Staff is Courteous</td>
<td>208 77.90%</td>
<td>52 19.48%</td>
<td>7 2.62%</td>
<td>36</td>
<td>4</td>
<td>267</td>
</tr>
<tr>
<td>Libraries Have Sufficient Resources and Materials to Support My Research</td>
<td>169 60.79%</td>
<td>75 26.98%</td>
<td>34 12.23%</td>
<td>26</td>
<td>3</td>
<td>278</td>
</tr>
<tr>
<td>Libraries Have Sufficient Resources and Materials to Support My Teaching</td>
<td>85 58.62%</td>
<td>49 33.79%</td>
<td>11 7.59%</td>
<td>154</td>
<td>8</td>
<td>145</td>
</tr>
<tr>
<td>Libraries Have Pleasant Physical Facilities.</td>
<td>111 38.95%</td>
<td>95 33.33%</td>
<td>79 27.72%</td>
<td>19</td>
<td>3</td>
<td>285</td>
</tr>
<tr>
<td>Overall, I can easily locate the materials I need Within the Libraries</td>
<td>154 53.66%</td>
<td>98 34.15%</td>
<td>35 12.20%</td>
<td>18</td>
<td>2</td>
<td>287</td>
</tr>
<tr>
<td>Overall, the Libraries do a Good Job Supporting Coursework</td>
<td>164 62.36%</td>
<td>80 30.42%</td>
<td>19 7.22%</td>
<td>39</td>
<td>5</td>
<td>263</td>
</tr>
</tbody>
</table>

Note: Questions 111-118 in user survey.
* Does not apply and missing data are not included in the n.
Chart 4
Graduate and Professional Student Perceptions

<table>
<thead>
<tr>
<th>Perception</th>
<th>Strongly Agree/Agree</th>
<th>Undecided</th>
<th>Disagree/Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries Offer the Services I need</td>
<td>77.54</td>
<td>19.65</td>
<td>2.81</td>
</tr>
<tr>
<td>Libraries' Staff is Helpful</td>
<td>82.29</td>
<td>15.50</td>
<td>2.21</td>
</tr>
<tr>
<td>Libraries' Staff is Courteous</td>
<td>77.90</td>
<td>19.48</td>
<td>2.62</td>
</tr>
<tr>
<td>Libraries Have Sufficient Resources and Materials to Support My Research</td>
<td>60.79</td>
<td>26.98</td>
<td>12.23</td>
</tr>
<tr>
<td>Libraries Have Sufficient Resources and Materials to Support My Teaching</td>
<td>58.62</td>
<td>33.79</td>
<td>7.59</td>
</tr>
<tr>
<td>Libraries Have Pleasant Physical Facilities</td>
<td>38.95</td>
<td>33.33</td>
<td>27.72</td>
</tr>
<tr>
<td>Overall, I can easily locate the materials I need Within the Libraries</td>
<td>53.66</td>
<td>34.15</td>
<td>12.20</td>
</tr>
<tr>
<td>Overall, the Libraries do a Good Job Supporting Coursework</td>
<td>62.36</td>
<td>30.42</td>
<td>7.22</td>
</tr>
<tr>
<td>User Perceptions</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Undecided</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>-----------</td>
</tr>
<tr>
<td>Libraries Offer the Services I need</td>
<td>42 14.74%</td>
<td>179   62.81%</td>
<td>56 19.65%</td>
</tr>
<tr>
<td>Libraries’ Staff is Helpful</td>
<td>67 24.72%</td>
<td>156   57.56%</td>
<td>42 15.50%</td>
</tr>
<tr>
<td>Libraries’ Staff is Courteous</td>
<td>63 23.60%</td>
<td>145   54.31%</td>
<td>52 19.48%</td>
</tr>
<tr>
<td>Libraries Have Sufficient Resources and Materials to Support My Research</td>
<td>31 11.15%</td>
<td>138   49.64%</td>
<td>75 26.98%</td>
</tr>
<tr>
<td>Libraries Have Sufficient Resources and Materials to Support My Teaching</td>
<td>17 11.72%</td>
<td>68    46.90%</td>
<td>49 33.79%</td>
</tr>
<tr>
<td>Libraries Have Pleasant Physical Facilities.</td>
<td>22 7.72%</td>
<td>89    31.23%</td>
<td>95 33.33%</td>
</tr>
<tr>
<td>Overall, I can easily locate the materials I need Within the Libraries</td>
<td>25 8.71%</td>
<td>129   44.95%</td>
<td>98 34.15%</td>
</tr>
<tr>
<td>Overall, the Libraries do a Good Job Supporting Coursework</td>
<td>29 11.03%</td>
<td>135   51.33%</td>
<td>80 30.42%</td>
</tr>
</tbody>
</table>

* Does not apply and missing data are not included in the n.

Note: Questions 111-118 in user survey.
### TABLE 27
Chi-Square at the .05 level

<table>
<thead>
<tr>
<th>Degree Objective</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>International Student</th>
<th>Racial Identity</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION I. General Questions about the University of Iowa Libraries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How frequently do you use any of the above libraries during the following time periods?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Monday-Friday (8am-5pm)</td>
<td>0.000</td>
<td>0.009</td>
<td>**</td>
<td>0.028</td>
<td>0.000</td>
<td>*0.000</td>
<td>0.023</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
</tr>
<tr>
<td>14 Monday-Friday (After 5pm)</td>
<td>0.002</td>
<td>**</td>
<td>0.000</td>
<td>**</td>
<td>0.000</td>
<td>0.002</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>0.000</td>
</tr>
<tr>
<td>15 Saturday</td>
<td>0.000</td>
<td>**</td>
<td>**</td>
<td>0.021</td>
<td>0.001</td>
<td>0.000</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>16 Sunday</td>
<td>0.003</td>
<td>**</td>
<td>0.028</td>
<td>**</td>
<td>0.000</td>
<td>0.000</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td></td>
</tr>
</tbody>
</table>

| **How frequently do you use any of the above libraries for the following purposes?** |
| 17 Study | †0.001 | ** | †0.000 | ** | †0.000 | *0.008 | †0.002 | 0.003 | †0.002 | ** | ** | ** |
| 18 Check out/borrow magazines/journals | 0.000 | 0.017 | ** | ** | 0.000 | 0.000 | ** | ** | ** | ** | 0.000 | 0.000 | ** |
| 19 Check out/borrow books and other material | 0.000 | 0.011 | ** | 0.009 | 0.017 | *0.000 | ** | 0.000 | 0.005 | 0.000 | 0.000 | ** |
| 20 Get a book that is currently checked out (recall) | 0.000 | ** | ** | 0.006 | ** | *0.000 | 0.004 | 0.000 | 0.000 | 0.000 | 0.000 | ** |

| **To answer questions about any of the Libraries, how frequently do you use the following resources?** |
| 23 Library Explorer\(^1\) | ** | ** | ** | ** | 0.008 | ** | ** | ** | ** | 0.000 | *0.000 | ** | ** | 0.023 |
| 24 Printed handouts | *0.045 | 0.031 | *0.003 | 0.001 | ** | *0.007 | 0.011 | ** | ** | ** | ** | ** | ** |
| 25 A library staff member | 0.000 | ** | ** | ** | ** | ** | ** | ** | ** | ** | 0.000 | 0.000 | ** |
| 26 A library's Website | ** | ** | ** | ** | ** | ** | ** | ** | ** | 0.037 | 0.038 | ** | ** | ** |
| 27 A faculty member, another student or someone other than library staff | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |

| **How frequently do you use the following services at any of the Libraries?** |
| 28 Public service desk/s | 0.001 | ** | ** | ** | 0.014 | ** | 0.022 | 0.047 | 0.047 | 0.019 | 0.006 | 0.002 | ** |
| 29 Reserve | 0.000 | ** | ** | ** | 0.017 | 0.002 | ** | ** | ** | 0.040 | 0.021 | 0.022 | 0.015 | ** |
| 30 Reference consultations\(^2\) | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 31 Information Commons or Information Arcade to develop presentations, Web pages or can materials | ** | ** | ** | ** | ** | ** | ** | *0.004 | 0.022 | ** | 0.029 | ** | ** | ** |

\(\ast\) ** \(\ast\) Interlibrary loan/document delivery services | 0.000 | 0.042 | ** | ** | ** | *0.000 | 0.002 | ** | ** | ** | 0.000 | 0.000 | 0.025 |
| 33 Assigned study carrels | 0.000 | ** | ** | ** | 0.033 | ** | 0.016 | ** | ** | ** | ** | ** | ** | ** |
| How frequently do you use the following print resources in any of the Libraries? | Degree | Objective | Gender | Age | Housing | Enrollment | College | Field | International Student | Racial Identity | RA/GA | TA | Years at UI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 34 Indexes and bibliographies | †0.000 | * | 0.006 | * | 0.000 | †0.000 | * | 0.000 | †0.019 | * | * | * | * |
| 35 Journals | 0.000 | * | * | 0.000 | 0.000 | 0.035 | * | 0.000 | 0.001 | * | * | * | * |
| 36 Books | 0.000 | * | * | * | 0.006 | *0.000 | 0.050 | 0.000 | 0.005 | 0.000 | 0.000 | * | * | * |
| 37 Card Catalog | † | * | * | 0.001 | †0.000 | * | * | * | * | * | * | * | * | * |
| 38 Microfilm or microfiche | †0.000 | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 39 newspapers | †0.050 | † | 0.048 | †0.028 | †0.005 | †0.036 | * | * | * | * | * | * | * | * |
| 40 Maps/Aerial Photos | *0.037 | †0.042 | * | * | * | * | * | * | 0.001 | 0.000 | * | * | * | * |

| How frequently do you use the following electronic resources in any of the Libraries? | Degree | Objective | Gender | Age | Housing | Enrollment | College | Field | International Student | Racial Identity | RA/GA | TA | Years at UI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 41 Indexes, databases, | 0.000 | * | * | 0.010 | 0.000 | * | * | * | 0.000 | 0.040 | * | * | * | * |
| 42 Journals | 0.034 | * | * | 0.002 | *0.006 | 0.008 | * | 0.015 | * | * | * | * | * | * |
| 43 Books | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 44 Newspapers | †0.050 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 45 Maps/Aerial Photos | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 46 Videos | 0.003 | †0.001 | 0.000 | 0.004 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |

SECTION II. Special Departments

| How frequently do you use the following service units? | Degree | Objective | Gender | Age | Housing | Enrollment | College | Field | International Student | Racial Identity | RA/GA | TA | Years at UI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 47 Information Arcade | 0.012 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 48 Media Services | 0.000 | ** | ** | ** | ** | *0.001 | 0.000 | ** | ** | 0.000 | 0.001 | ** | ** | ** | ** |
| 49 Iowa Women's Archives | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 50 Government Publications | 0.006 | ** | 0.038 | 0.026 | †0.042 | ** | 0.001 | ** | 0.036 | ** | ** | ** | ** | ** | ** |
| 51 Special Collections/Rare Book Room | †0.017 | ** | ** | ** | ** | *0.001 | 0.000 | ** | ** | 0.021 | ** | ** | ** | ** | ** |
| 52 Map Collection | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | *0.009 | ** | ** | ** | ** |
| 53 John Martin Rare Book Room | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | *0.044 | ** | ** | ** | ** |
| 54 Information Commons | 0.000 | ** | 0.000 | ** | 0.012 | *0.000 | 0.000 | *0.003 | ** | ** | ** | ** | ** | ** | ** |
| 55 Rita Benton Music Library, Listening Room | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 56 Ease Asian Collection | *0.022 | ** | ** | 0.000 | ** | ** | ** | ** | 0.000 | 0.000 | 0.000 | 0.015 | ** | ** | ** |

SECTION III. Library Services

Reference Services

To obtain assistance in any of the libraries (reference services), how frequently do you contact staff in the following ways?

<p>| How frequently do you contact staff in the following ways? | Degree | Objective | Gender | Age | Housing | Enrollment | College | Field | International Student | Racial Identity | RA/GA | TA | Years at UI |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 57 Electronically (by e-mail or Web form) | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 58 By telephone | †0.024 | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** | ** |
| 59 In person | 0.000 | ** | 0.006 | ** | 0.000 | ** | 0.003 | 0.007 | 0.001 | 0.004 | ** | ** | ** | ** | ** | ** |</p>
<table>
<thead>
<tr>
<th>Degree Objective</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>Interna-</th>
<th>Racial</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn about information resources and services, how frequently do you attend a library instructional session given by library staff in the following locations?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60 In any of the Libraries</td>
<td>**</td>
<td>**</td>
<td>*0.028</td>
<td>**</td>
<td>**</td>
<td>*0.003</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>61 In a nonlibrary location</td>
<td>**</td>
<td>**</td>
<td>*0.025</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

Circulation Services

To renew, recall, check on items you have checked out, or check on the status of other items (circulation services) in any of the Libraries, how frequently do you use the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>Interna-</th>
<th>Racial</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>62 E-mail or Web form</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>63 Telephone</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>64 Speak to a library staff member in person</td>
<td>0.000</td>
<td>**</td>
<td>**</td>
<td>0.002</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

Interlibrary Loan/Document Delivery Services

To obtain books, journal articles, theses and other research materials not owned by the University of Iowa Libraries or to inquire about services in any of the Libraries, how frequently do you use the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>Interna-</th>
<th>Racial</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 E-mail or Web form</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>66 Telephone</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>67 Speak to a library staff member in person</td>
<td>0.000</td>
<td>**</td>
<td>**</td>
<td>0.007</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>0.009</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>68 Paper form/card</td>
<td>0.000</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>*0.015</td>
<td>**</td>
<td>**</td>
<td>0.037</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

Libraries' Websites

How frequently do you use a library's Website from the following locations?

<table>
<thead>
<tr>
<th>Item</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>Interna-</th>
<th>Racial</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 Within one of the Libraries</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>0.004</td>
<td>0.015</td>
<td>**</td>
<td>**</td>
<td>0.001</td>
<td>0.001</td>
<td>0.021</td>
<td>**</td>
</tr>
<tr>
<td>70 Outside one of the Libraries</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>0.025</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

Graphical and Text Based Search Engines

How frequently do you access a library's Website using one of the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>Interna-</th>
<th>Racial</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>71 Netscape</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>0.000</td>
<td>0.002</td>
<td>0.004</td>
<td>**</td>
</tr>
<tr>
<td>72 Microsoft Internet Explorer</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>0.004</td>
<td>0.004</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>73 Text based Interface tool</td>
<td>0.047</td>
<td>**</td>
<td>**</td>
<td>0.001</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

OASIS (Libraries' Computerized Catalogs and Indexes)

How frequently do you access the Libraries' computerized catalogs and indexes from the following locations?

<table>
<thead>
<tr>
<th>Item</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>Interna-</th>
<th>Racial</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
<tbody>
<tr>
<td>74 From within one of the Libraries</td>
<td>0.000</td>
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<td>75 From outside one of the Libraries</td>
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How frequently do you access the following?

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<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>Interna-</th>
<th>Racial</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
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<td>**</td>
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<td>*0.000</td>
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TABLE 27 (cont.)
Chi-Square at the .05 level

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<th>Objective</th>
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<th>Age</th>
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<th>Enrollment</th>
<th>College</th>
<th>Field</th>
<th>International Student</th>
<th>Racial Identity</th>
<th>RA/GA</th>
<th>TA</th>
<th>Years at UI</th>
</tr>
</thead>
</table>
| Section IV. User Satisfaction

The next set of questions is designed to address how satisfied you are with the University of Iowa Libraries (Main Library and 11 branch libraries).

**Please indicate your level of satisfaction with the following print and electronic resources:**

<table>
<thead>
<tr>
<th>79 Indexes, databases,</th>
<th><strong>0.003</strong></th>
<th><strong>0.006</strong></th>
<th><strong>0.009</strong></th>
<th><strong>0.021</strong></th>
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</thead>
<tbody>
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<td><strong>0.014</strong></td>
<td><strong>0.028</strong></td>
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<tr>
<td>81 Software that can be used only in</td>
<td><strong>0.014</strong></td>
<td><strong>0.003</strong></td>
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<td><strong>0.035</strong></td>
<td><strong>0.039</strong></td>
<td><strong>0.011</strong></td>
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<tr>
<td>83 Microform or microfiche</td>
<td><strong>0.044</strong></td>
<td><strong>0.006</strong></td>
<td><strong>0.020</strong></td>
<td><strong>0.011</strong></td>
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<td><strong>0.003</strong></td>
<td><strong>0.006</strong></td>
<td><strong>0.002</strong></td>
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<td>85 Books</td>
<td><strong>0.041</strong></td>
<td><strong>0.026</strong></td>
<td><strong>0.028</strong></td>
<td><strong>0.005</strong></td>
</tr>
<tr>
<td>86 Maps/Aerial Photos</td>
<td><strong>0.014</strong></td>
<td><strong>0.003</strong></td>
<td><strong>0.018</strong></td>
<td><strong>0.005</strong></td>
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<td>89 Videos</td>
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<td>90 Handouts</td>
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<td><strong>0.028</strong></td>
<td><strong>0.032</strong></td>
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</tr>
<tr>
<td>91 Library Explorer1</td>
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<td><strong>0.008</strong></td>
<td><strong>0.018</strong></td>
<td><strong>0.005</strong></td>
</tr>
<tr>
<td>92 A library's Website</td>
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<td><strong>0.008</strong></td>
<td><strong>0.018</strong></td>
<td><strong>0.005</strong></td>
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<tr>
<td>93 East Asian materials</td>
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<td><strong>0.008</strong></td>
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<td>94 Government documents</td>
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<td><strong>0.008</strong></td>
<td><strong>0.018</strong></td>
<td><strong>0.005</strong></td>
</tr>
<tr>
<td>95 Special collections/archives/rare books</td>
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<td><strong>0.008</strong></td>
<td><strong>0.018</strong></td>
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</table>

**Please indicate your level of satisfaction with the following library services:**

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<th>97 Public service desk/s</th>
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<th><strong>0.006</strong></th>
<th><strong>0.009</strong></th>
<th><strong>0.021</strong></th>
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</thead>
<tbody>
<tr>
<td>98 Reserve</td>
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<td><strong>0.028</strong></td>
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<td>99 Reference consultations</td>
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<td><strong>0.008</strong></td>
<td><strong>0.018</strong></td>
<td><strong>0.005</strong></td>
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<tr>
<td>100 Library instructional sessions</td>
<td><strong>0.018</strong></td>
<td><strong>0.008</strong></td>
<td><strong>0.018</strong></td>
<td><strong>0.005</strong></td>
</tr>
<tr>
<td>101 Information Commons or Information Arcade to develop presentations, Web pages or scan material</td>
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<td><strong>0.006</strong></td>
<td><strong>0.018</strong></td>
<td><strong>0.005</strong></td>
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<tr>
<td>102 Interlibrary loan/document delivery services</td>
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<tr>
<td>103 Assignments of study carrels (Hardin Library and Main Library)</td>
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<td><strong>0.006</strong></td>
<td><strong>0.018</strong></td>
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<tr>
<td>104 Computer workstations</td>
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<td><strong>0.006</strong></td>
<td><strong>0.018</strong></td>
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<td>105 Information/directional signs</td>
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<td><strong>0.003</strong></td>
<td><strong>0.018</strong></td>
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<td>106 Microfilm/microfiche readers</td>
<td><strong>0.045</strong></td>
<td><strong>0.007</strong></td>
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<td>Degree Objective</td>
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<td>109 Study and research space</td>
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</table>

Please indicate your overall agreement with the following statements:

111 The Libraries offer the services I need
112 The Libraries's staff is helpful
113 The Libraries's staff is courteous
114 The Libraries have sufficient resources and materials to support my research
115 The Libraries have sufficient resources and materials to support my research
116 The Libraries have pleasant physical facilities
117 Overall, I can easily locate the materials I need within the Libraries
118 Overall, I can easily locate the materials I need within the Libraries

Note: Opened ended questions 78, 96, 104, 110, 119 and 132 and demographic questions 120 to 131 are not included in the table.

* Chi-square is significant, but not a valid measure.
** Chi-square is not significant.
† Chi-square is significant, but not deemed relevant for this study.
1. The computer program that explains how to use the library.
2. Reference by appointment.
3. To find University of Iowa books and other materials.
4. To find materials owned by other libraries, such as the University of Wisconsin Library, Iowa State University Library, etc.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Degree Objective</th>
<th>Gender</th>
<th>Age</th>
<th>Housing</th>
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Note: Opened ended questions 78, 96, 104, 110, 119 and 132 and demographic questions 120 to 131 are not included in the table.
* Chi-square is significant, but not a valid measure.
** Chi-square is not significant.
Appendix: Section D

Content Analysis of Open-ended Data
Appendix: Section D

Question #78
What comments or suggestions do you have about library services listed above (questions 57-77)?

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<td>Need more study space</td>
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<tr>
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Question #96
What comments or suggestions do you have about the Libraries’ resources listed above (questions 79-95)?

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<tr>
<td><strong>Facilities</strong></td>
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</tr>
<tr>
<td>Need longer building hours</td>
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</tr>
<tr>
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What comments or suggestions do you have about the Libraries' services listed above (questions 97 – 103)?

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Question #110
What comments or suggestions do you have about the Libraries’ equipment and facilities listed above (questions 105-109)?

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**Question #119**

What comments or suggestions do you have that would improve your overall satisfaction with the Libraries (Questions 111-118)?

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Question #132
What other comments or suggestions do you have regarding any of the libraries?

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GRAND TOTAL 579
## Summary of All Open Ended Question Responses by Category

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### Summary of All Open Ended Question Responses

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Total Responses: 578

4/23/99