University of Iowa Libraries Undergraduate User Needs Assessment Study

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UNIVERSITY OF IOWA LIBRARIES
UNDERGRADUATE USER NEEDS ASSESSMENT STUDY

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EXECUTIVE SUMMARY

In 1996, the User Needs Assessment Project was developed to assess library user satisfaction with current information services and resources, to help identify library-wide user services and resource needs, and to increase dialogue and involvement with library users. An analysis of current literature on library needs assessment tools and strategies aided the development and implementation of a pilot project that same year. As a result, both an implementation timetable and a three-step plan to assess the Libraries’ internal user community (undergraduate, graduate, faculty and staff users) was developed.

The objectives of the Undergraduate User Needs Assessment Survey were:

• to learn how undergraduates access library resources and services;

• to learn what library services, resources, and facilities undergraduates use for study and research;

• to identify undergraduate perceptions of library resources and services;

• to learn how satisfied undergraduates are with library resources and services; and

• to identify undergraduate unmet needs.

A literature review of current information (1985-present) on user needs assessment processes and tools supported the decision to develop a mailed survey. Prior to the administration of the survey, it was pre-tested by a representative sample of the undergraduate population.

A stratified random sample of approximately 10% (n=1790) of the undergraduate population was drawn by the Registrars’ Office. The study population was stratified by class level (freshmen, sophomores, juniors, seniors) and college (Liberal Arts, Engineering, Nursing, and Business). Special enrollment students (A9) and students who requested that their address be kept confidential were excluded from the sample.

Three consecutive mailings resulted in a response rate of 39.5%. Of those surveyed, 21% of the 493 freshmen, 33% of the 401 sophomores, 41% of the 442 juniors and 53% of the 454 seniors responded.
Recommendations

The following recommendations are supported by the findings:

**Physical Facilities**

- Remodel and refurbish the libraries, especially the Main Library.
- Establish a task force to review the physical layout of the Main Library to improve the location of materials.
- Improve signage in the libraries, especially the Main Library.
- Review stack maintenance to improve the undergraduate’s ability to locate needed materials, paying particular attention to shelving and shelfreading.

**Perceptions of Library Staff**

- Improve the libraries’ public image by providing additional training for all staff in public relations techniques.
- Improve student assistants’ attitude toward customer service. Provide student assistants with more customer service training.
- Improve student assistants’ knowledge of library resources and services with more training.

**Staffing of Service Desks**

- Keep in mind the undergraduates’ strong preference for human contact while planning and reviewing library services.
- Review staffing levels and hours of service at public service desks.

**Awareness of Library Services and Resources**

- Intensify efforts to publicize library resources and services.
- Increase classroom-based instruction, particularly at point-of-need.
• Work with the Copy Centers' Manager to improve the number, location, cost, quality, and maintenance of photocopiers throughout the library system.

• Consider follow-up studies to determine why undergraduate students are not using specialized services and resources.
OVERVIEW

I. Introduction

The University of Iowa, established in 1847, is a major national research university. It is also Iowa's first public institution of higher education. It has one of the most extensive research library systems in the country, and is a member of the Association of American Universities, an organization of institutions recognized for excellence in research. The University of Iowa maintains a balance between scholarly research and teaching. It places a strong emphasis on undergraduate, international, and interdisciplinary education and brings undergraduate, graduate, and professional students together with distinguished teachers and scholars in a close-knit, intellectual community.

II. The Library

Key to the success of any academic program is the quality of its library system. The University of Iowa Libraries' main function is three fold—to serve as a base of operation for access to information and resources, to function as a resource tool for faculty in the development and delivery of instructional programs specifically designed to enhance course development, and to support academic research. The University of Iowa Libraries serves approximately 28,000 undergraduate and graduate students and 1,700 faculty and instructors.


The University of Iowa Libraries represents the largest library system in Iowa, and contains over 3.8 million volumes.

III. Purpose

The University of Iowa Libraries is committed to creating a learning environment that encourages quality research and scholastic achievement to meet the needs of a diverse university community. One of the major initiatives developed to address this goal was the creation of "The User Needs Assessment Project." More specifically, this project was developed to assess library user satisfaction with current information services and resources, to help identify library-wide user services and resource needs, and to increase dialogue/involvement with library users.

The User Needs Assessment Group (UNAG) was appointed by the University of Iowa Libraries' Executive Council in 1996. An analysis of current literature on library needs assessment tools and strategies aided the development and implementation of a pilot project that same year. As a
result, UNAG developed both an implementation timetable and a three-step plan to assess the Libraries’ internal user community (undergraduate, graduate, faculty and staff users).

**LITERATURE REVIEW**

We as librarians have an ongoing interest in the measurement and improvement of public services, and in understanding the information search process. The concept of the undergraduate library has shifted from that of a place where large numbers of students are eased into intellectual life, nurtured by a large staff of professionals, physically present to assist in the completion of assignments such as lengthy term papers, to a place where students can successfully navigate independently at times convenient to them, twenty-four hours a day, seven days a week, with staff not physically present, but with guidance and advice from professionals still made available with the help of new technology (Watson, Foote, & Person, 1996; Stoffel, 1990).

In addition, we have received new challenges from institutions like the Carnegie Foundation for the Advancement of Teaching urging that the academic library fulfill its potential as a “salon” for the setting of intellectual values, be a “permanent exhibit of the powers and benefits of information literacy,” be an “information smorgasbord,” a “window,” a “watch-tower,” and a “multimedia kiosk” (Owens, 1987). Much is expected of us, and we have adopted numerous strategies to address the concerns and challenges presented to us. In the Carnegie Report, Owens makes four suggestions: first, that all undergraduates receive bibliographic instruction; second, that colleges should sustain the “culture of the book”; third, that book purchases be increased to a minimum of 5 percent of the college operating budget; and finally, that colleges work with local schools and community libraries to strengthen the information system for the general populace.

Dougherty (1991) also discusses a technical transformation in which researchers will attach more importance to locating and obtaining information, and less importance to where the information originated. He adds that library services need to accommodate the actual abilities of scholars to locate and retrieve library materials.

**User Survey**

There appears to be an adequate, if not abundant, number of reports on general undergraduate library user surveys conducted at large institutions. Some deal only with undergraduates, while others utilize one general survey for library users of differing status within the university community, including undergraduates. Still others create segmented surveys for faculty, staff, and graduate and undergraduate students, all under the umbrella of one library user survey (Berger & Hines, 1994). Current research indicates that user surveys have two main functions: 1) to gauge the users’ perception of current library resources and services, and 2) to gauge the future needs of library users. Researchers appear to agree that either the library and/or the information seeking and retrieval behavior of the users is undergoing change and that access to resources and the decrease or lack of increase, in library budgets requires a review of the allocation of resources. Libraries regularly do *use studies*, not *user studies*. As with use studies, user studies should also be repeated regularly. They become essential: 1) when a library has gone through significant change and needs to assess how the changes affected users’ views of service, or 2) when
significant changes are contemplated and user input and support are critical (Crist, Daub, & MacAdams, 1994).

The University of Michigan conducted a library user survey of graduate and undergraduate students and faculty. Research was conducted to respond to accountability demands, encouragement to adopt Total Quality Management and just-in-time concepts, the need for user training in new electronic sources, adjustments to a growing diverse population, and the need to reallocate resources in the library. The study also provided a sense of what was or was not working and assessed the library’s strengths and weaknesses. In seeking to be responsive to their customers, libraries regularly perform studies of the use of library resources. What libraries do not do regularly is determine user satisfaction with the library. The University of Michigan believed that users should be involved in decisions about the functions of public service (Crist, Daub, & MacAdams, 1994).

During a year-long study, the User Study Committee identified areas critical for user input. The committee gathered information from a cross-section of the population to shape the review. This allowed them to refine the areas of focus within the survey and to judge the readability of the survey. The committee worked with nine focus groups and conducted a telephone survey from a random sample of library users. The fifty-three participants divided among nine focus groups were recommended by librarians, faculty, and department chairs. The focus group sessions were led by an outside moderator who followed the guidelines of the committee, and an additional person took notes on the speakers’ behavior. The results indicated that the following areas required further study: 1) access to materials 2) library communication with patrons, and 3) staffing arrangements (Crist, Daub, & MacAdams, 1994, p. 39).

The University of Michigan hired a marketing firm to design and analyze the telephone survey, which offered further investigation of the findings of the focus group survey.

It took six weeks to conduct the telephone survey, which included fifty-three questions with a satisfaction range of 1 to 5, and one open ended question about the OPAC, Online Public Access Catalogue. A total of 351 surveys were completed. Results were weighted mathematically, “to reflect each group’s actual proportion in the campus population”. The planning committee made particular note of areas where the focus group participants and telephone survey respondents agreed and disagreed, and noted limitations of the telephone survey. The committee gained a baseline view of user satisfaction with the library as a whole, but with drawbacks in the numerical scoring, could not find major areas of concern or potential areas to cut if budget retrenchment became necessary (Crist, Daub, & MacAdams, 1994, p. 39).

A survey at Duke University (Berger & Hines, 1994) was initiated in an attempt to assist long-range planning efforts by determining user needs. A marketing research firm was chosen to conduct the study in order to avoid bias. The study involved focus groups and mailed surveys sent to the university community of faculty, staff, and graduate and undergraduate students. The focus group sessions defined the issues to be addressed in the surveys. The focus group participants included homogeneous groups of the university community--undergraduate and graduate students
and faculty from the "hard sciences" and undergraduate and graduate students and faculty from
the social sciences/humanities. None of the Libraries' staff were allowed to participate in the
focus groups. Representatives from the marketing firm hired to conduct the survey also facilitated
the focus groups as well as audio and video taped group interaction. The purpose of the focus
group sessions was to test and revise the survey, but it also provided qualitative insights.

There were four versions of the Duke University mailed survey, one for undergraduate students,
one for graduate students, one for faculty, and one for university staff, with approximately 1,250
people in each randomly selected group. Demographic information was requested, and the body
of the survey covered two broad categories—current usage and desired usage of the library, and
included three open-ended questions dealing with the future of the library. The survey was
distributed the first week of March 1993 and reminder cards were mailed two weeks later.

Nearly fifteen hundred (1,424) of the 5,000 surveys were returned (28.5 percent with a
confidence interval of 95 percent ± 2.6 percent). Two hundred and eighty-six responses were
from undergraduates.

The second half of the Duke University survey, desired usage, "focused on the perceptions of the
future, or ideal, structure for information retrieval, sometimes based in a library, sometimes not."
After ideas were gathered, respondents were asked what current library programs they would be
willing to eliminate in order to achieve the ideal library. Thirteen percent of the undergraduates
were willing to give up the library as a gathering place (Berger & Hines, 1994, p. 307-308)

A survey conducted at the Indiana University Journalism Library (Dupagne, Wilhoit, & Johnson,
1994) also explored the choices made because of scarce funding. At the time, the authors could
not find any research which assessed how journalism and mass communication students used the
library, although a 1981 study by Prather and Clemons indicated that these students probably used
more serials and made more library visits than other students.

Goals of the survey were to give "communication educators," not librarians, an idea of how the
library was being utilized and to help establish future priorities to meet the needs of the students.
The report is included in this literature review because the authors reviewed general surveys of
users at large institutions. They noted a lack of such journalism user education studies. One key
finding was that library use varied according to discipline. This became evident when the survey
was classified by field of study (Dupagne, Wilhoit, & Johnson, 1994, p.34-35).

Taylor (1990) stated that undergraduates have different information needs than that of faculty and
graduate students; undergraduates seek relevant information on a specific topic—their research
needs are centered around facts, statistics, concepts, and relatively recent information. Graduate
students and faculty have distinctly divergent research needs than that of the undergraduate—they
seek to find the correct information—information that is often new, and they possess the ability to
successfully navigate and sort through scholarly journals (which requires similar knowledge
shared by that of the researcher and those who write the articles). These needs should be
considered when reviewing library services. Earlham College used a model of faculty and
librarian cooperation as well as term paper consultation (combining library instruction and
The author admits that there was not a great deal of literature upon which to base their point; therefore, the planning group relied on five assumptions:

1. Undergraduate students are not well served by reference services that have not been planned with their special needs in mind.
2. One parcel of relevant information is largely interchangeable with another.
3. The best library for undergraduates is the one that makes it easiest and most efficient to find information without spoon-feeding.
4. We are discussing services to those undergraduates most unlike faculty and graduate students.
5. Libraries will not force service for undergraduates on students who are ready to operate at a more sophisticated level. (Taylor, 1990, p. 55-56)

The paper concluded that undergraduates seek relevant information on a topic, research projects are guided by instructors to help "students to better internalize ideas by the process of writing," and, in some cases, the instructor may be more interested in evidence of the students' research method than the results. These ideas have implications for collection development, bibliographic access, circulation, security, interlibrary loan, reference staff, and library instruction (Taylor, 1990, p. 57-64).

A group at the University of Toronto (Tillotson, Cherry, Clinton, 1995) studied use of the online public access catalog and of the university web-site by people telnetting into UTLink. They investigated who used the internet (men vs. women), why they used it, what type of information they needed, and how they intended to use the information they found. The research also involved participation by student-run focus groups, used to elicit additional suggestions. Focus group participants were recruited from classroom volunteers and from the pool of online survey respondents. Student facilitators prepared a written report and one of the researchers reviewed the videotaped focus group sessions. The telnet logs showed an approximate 17% response rate which was difficult to calculate accurately because the questionnaire could be partially filled out, and there was no way to identify people who might have answered the survey more than once.

The results of the focus group sessions and the internet survey showed that people using the internet wanted improved screen menus, some kind of subject arrangement to make navigation easier, and more online help screens and documentation. Accordingly, the library is planning several projects to help users get more training, and is working on a more useful site design. The study showed that 75% of users were male, 46% of users couldn't find what they were looking for, and 13% of internet sites were responsible for 80% of the telnet connections.
How Undergraduates Use the Library

A further review of the literature reflects efforts made by small and large libraries to devise ways of measuring not only how undergraduates use specific services provided by the library (Hoffinan & Belanger, 1990; Omaji, 1994; Valentine, 1993; Fister, 1992; Dupagne, Wilhoit, & Johnson, 1994; Jacobs, 1996; Beheshti, 1989), but assessing the psychological processes of information use, along with study on the changes in use patterns (Kuhlthau, 1991; Taylor, 1990; Doughtery, 1991; Watson, Foote, & Person, 1996). Beheshti (1989) has conducted research on the borrowing patterns of undergraduates to determine the amount of contact time students spend with library books in order to refine the definition of “use,” with the possible goal of changing loan periods to maximize contact time with materials for the greatest number of students. Kuhlthau (1991) studied not only the “cognitive aspects of information seeking,” but also examined the feelings of uncertainty and anxiety users commonly experience when gathering information. She believes the uncertainty can be anticipated and that librarians can improve user success by providing appropriate assistance.

A study by Fister (1992) concluded that assignments involving library research are not merely mechanical steps involving location, but part of a larger creative process, and that faculty play a large role in guiding the research of their students. She studied undergraduates who had completed successful research projects to compare their research processes to strategies taught in bibliographic instruction sessions. She noted that her research generated more questions than answers. Still, the students interviewed “had a sophisticated understanding of the nature of research, of the need to construct a response based on evidence rather than merely finding information and reporting on it”. It is significant to note that finding tools (e.g.; reference works, bibliographies, catalogs, indexes, etc.) were not always the best guides to relevant information. Using finding tools may be a good starting point for the preliminary phase of the research process; later phases force students to rely more on citations as the research questions are more clearly defined (Fister, 1992, p. 167-168).

There has been a shift in importance from input measures (collection size), to output measures (performance standards) (Powell, 1994) and efforts to reliably measure elusive concepts such as library impact on users. Nitecki (1996) explored the transferability of an assessment tool developed by marketing researchers to measure service quality for use with library users. The survey instrument measured the dimension of service by asking respondents to allocate points among different library services.

As is common in libraries and is reflected in the large body of literature, the standard method of research, the survey, is used widely to assess undergraduate perceptions of service (Hoffman & Belanger, 1990; Jacobs, 1996; Berger & Hines, 1994; Seay, Seaman, & Cohen, 1996; Chacha & Irving, 1991); but there have been many innovative methods added to improve quality, and accuracy, notably, focus groups (Meltzer, Maugham, & Fry, 1995; Crist, Daub, & MacAdam, 1994; Berger & Hines, 1994; Valentine, 1993; Tygett, Lawson, & Weessies, 1996) and electronic surveys (Dupagne, Wilhoit, & Johnson, 1994; Watson, Foote, & Person, 1996; Webster, 1995).
Refinements

The problem always encountered when conducting a survey of service quality is the difficulty in involving a significant number of undergraduates in the process. Many studies reveal problems in gathering a statistically significant, unbiased sample (Crist, Daub, & MacAdam, 1994; Berger & Hines, 1994; Dupagne, Wilhoit, & Johnson, 1994). Additional efforts involving telephone interviews to pretest questions (Schlichter & Pemberton, 1992); interviews with groups and individuals (Fister, 1992; Chacha & Irving, 1991; Tygett, Lawson, & Weessies, 1996); public forums (Timberlake, et al, 1989); and diaries (Kuhlthau, 1990) or a combination of mailed surveys and survey administration in classes have been used to compensate for these problems. As Schlichter points out, awareness of, and satisfaction with, services may be perceived differently among users so that survey results may be inconclusive, making it less likely the research will have an impact. He concludes that pre-testing survey questions is necessary so that respondents are choosing among clearly delineated areas of concern.

METHODOLOGY

Preliminary Analysis/Pilot Survey

In late spring of 1996 the User Needs Assessment Group was assigned the task of creating a tool to elicit specific information from the Libraries' user community (undergraduate, graduate, faculty and staff). Because the user community comprises a number of very large groups, the User Needs Assessment Group decided to develop specific instruments to address each user category separately. The undergraduate user category was chosen as the first group to study because it represents the Libraries' largest user group. As a result, a pilot survey was developed and administered to 138 undergraduate students enrolled in 11 Rhetoric II classes during the fall semester of 1996. This preliminary evaluation helped underscore the need to conduct a more broadbased analysis of the undergraduate student population.

Phase II User Needs Assessment Group/Undergraduate Survey

The Phase II User Needs Assessment Group was established in May 1997. This working group was assigned the task of developing and conducting a more comprehensive study of the undergraduate user group. To review how each of the objectives were operationalized please refer to the directional references in parentheses.

The objectives of the Phase II Undergraduate User Needs Assessment Survey were:

- to learn how undergraduates access library resources and services (Addendum 1, questions 18-22; 43-60);
- to learn what library services, resources, and facilities undergraduates use for study and research (Addendum 1, questions 1-17; 23-42);
• to identify undergraduate perceptions of library resources and services (Addendum 1, questions 74-80);

• to learn how satisfied undergraduates are with library resources and services (Addendum 1, questions 61-68 and 70-72); and

• to identify undergraduate unmet needs (Addendum 1, 69, 73, and 81 and Addendum 2).

Phase II Survey Design

A literature review of current information (1985-present) on user needs assessment processes and tools supported the Phase II User Needs Assessment Group’s decision to develop a mailed survey. The pilot survey was redesigned to better address each of the project objectives.

The first step in the redesign process was a thorough review and evaluation of the pilot survey by the Phase II User Needs Assessment Group. As a result, the pilot survey was restructured according to the following: question order; the development and introduction of new questions; question scaling; the development of introductory statements for each section; the development of a demographic section; the development of open-ended responses to address issues with infinite response categories; and the integration of definitions of library terminology.

As a second step, each of the library departmental heads, including Main Library, were given the opportunity to review the pilot survey and forward suggestions regarding additional inclusions. This proved to be a very useful process. It helped reinforce issues the Phase II User Needs Assessment Group had initially identified as imperative inclusions, and identified issues it had overlooked.

Next, the project’s statistical consultant evaluated the survey and made suggestions regarding scaling and other design issues. The survey was then reviewed by the University Registrar who helped underscore the need for more detailed instructions for undergraduates, and an editor who reviewed the survey for grammatical accuracy, readability, and consistency.

As a result the Undergraduate User Needs Assessment Survey is divided into the following five sections:

Section I: General questions about the library system
Section II: Main Library
Section III: Library services and departments
Section IV: User satisfaction with library services and resources
Section V: Demographics

The survey design consists of 78 forced choice questions, 3 open-ended questions, and 6 demographic questions.
Human Subjects Review Process

All research projects at the University of Iowa involving human subjects must first receive approval from the Human Subjects Review Committee prior to any contact with the target population. A Human Subjects Review Committee member or representative notifies all applicants of approval status within one to two weeks of application. The Human Subjects Review Committee approved the Phase II User Needs Assessment Project September 9, 1997.

Pre-test

Current research supported the Phase II User Needs Assessment Group's decision to utilize a focus group format for pre-testing the survey. The Undergraduate Survey was ready for pre-testing by November 1997. The Registrars Office compiled a random list of 500 names for the pretest. The Phase II User Needs Assessment Group recruited the participants by telephone. As a result, five undergraduates and one graduate student who had attended the University of Iowa as an undergraduate, participated in the pre-test activities.

The pre-test was held in the Main Library. A professional consultant from the Office of Management and Business Development facilitated group discussion. Initially, each participant was instructed to fill out a survey. Then, participants engaged in open dialogue about the survey. The pre-test project consultant analyzed the results and presented an oral report to the Phase II User Needs Assessment Group on November 20, 1997. The report was very useful. Findings helped pinpoint design flaws related to the use of library jargon, and improve the overall flow of question order.

The survey design was completed November 30, 1997.

Sampling

The study population consisted of the entire undergraduate student body (N=17,908) enrolled during the fall semester 1997, with two exceptions. A stratified random sample of approximately 10% (n=1790) of the undergraduate population was drawn by the Registrars' Office (See Table 1). The study population was stratified by class level (freshmen, sophomores, juniors, seniors) and college (Liberal Arts, Engineering, Nursing, and Business). Special enrollment students (A9) were excluded from the sample. A9 student classification includes students taking special courses but not officially enrolled in a degree-granting program. Students who requested that their address be kept confidential were also excluded from the sample.

Initial and Follow-up Mailings

On January 24, 1998, the undergraduate survey was mailed to 1,790 University of Iowa undergraduate students. A total of 530 (30%) surveys were mailed to students who lived on
campus (students living in university housing) and 1,260 (70%) to students living off campus. The initial mailing generated a 20% (358) response rate.

Study participants who had not returned their surveys by the requested return date of February 20, 1998 (1,432) were mailed a second survey on February 23, 1998. The second mailing resulted in a 10% increase in returned surveys.

The third and final mailing occurred March 20, 1998. A total of 948 surveys were mailed. The third mailing resulted in a 9% increase in returned surveys.

Overall, a total of 707 surveys were returned representing a response rate of 39.5% (Table 2).

**Data Coding and Analysis**

Staff in the University of Iowa Data Entry Department coded the survey data (with the exception of the three open-ended responses). The open-ended responses were coded and analyzed by the Phase II User Needs Assessment Group. The survey data from the forced choice questions were compiled and analyzed by staff at the University of Iowa Evaluation and Examination Services.

**FINDINGS**

This segment of the report 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: Main Library Departments, Section III: Library Services and Departments, Section IV: Overall User Satisfaction, V: Demographics, and conclude with a discussion of the content analysis of the open-ended responses. In Sections I through III the use categories "Very Frequently", "Frequently", and "Sometimes" have been collapsed. The "Seldom" response rate is sometimes large and may have a cumulative impact on the use of services or resources; however, its impact on decision making is different than the other use categories mentioned. Therefore, the "Seldom" and "Never" categories are considered separately. In Section IV the satisfaction categories "Very Satisfied", "Satisfied", and "Somewhat Satisfied" have also been collapsed and therefore, the "Never" category is considered separately as well.
SECTION I: GENERAL QUESTIONS ABOUT THE UNIVERSITY OF IOWA LIBRARIES

Library Usage:

The only library that a majority of respondents use is the Main Library (86%). Less than 50% of the respondents use any other library, even when one includes the “Seldom” use category. Some libraries receive very little use. For example, the Mathematical Sciences Library is used by only five percent (5%) of respondents, Geology four (4%) percent and Physics three (3%) percent. (Table 3 and Chart 1)

Purpose of Library Use

The top reasons cited by respondents for using the libraries were to study (72%), to use the photocopiers (70%) and to check out or borrow books, magazines and journals (68%). Students also frequently come to the library to use the Instructional Technology Clusters (60%). Only 18% of those surveyed come to the library to recall a book from another patron. However, large numbers of respondents seldom check out items (24%) and/or recall items (28%). (Table 4 and Chart 2)

Queries About Library Resources and Services

To answer questions about the libraries, 70% of the respondents seek assistance from library personnel, and 56% ask another student for help. Only 31% of the respondents use printed handouts, 20% use Library Explorer and nine percent (9%) use LWIS. A number of these respondents categorized their use of these methods for seeking assistance in these areas as “Seldom”. For three of these methods (printed handouts-29%, Library Explorer-19%, and LWIS-16%) more undergraduates selected “Seldom” than “Very Frequently,” “Frequently,” or “Sometimes.” Twenty-five percent (25%) of those surveyed also “Seldom” ask another student, and 19% “Seldom” ask a library staff member. (Table 5)

Library Services

Of the respondents, 70% reported that they use the libraries’ public service desks (reference, circulation, information, and/or help desk). Small numbers of those surveyed participate in reference consultations (7%) or attend Library Instructional Class Levels (3%). (Table 6)

Library Resources

Of those surveyed, 66% reported use of the libraries’ catalog (computerized and print), 40% use newspapers and 33% percent use the computers in the Information Commons and Information Arcade. Less than 30% use printed handouts (27%), printed indexes and bibliographies (22%), microfilm or microfiche (20%), CD-ROM databases (18%), videos (17%), or maps (10%). In this section, more respondents chose “Seldom” than “Very Frequently,” “Frequently” or
“Sometimes” for all of the resources except newspapers and card catalog. The response rate for “Never” was over 40% for every resource except the card catalog and newspapers. (Table 7)

SECTION II: MAIN LIBRARY DEPARTMENTS

Within the Main Library, 54% of those surveyed use the Reference/Information Desk, 49% use Access Services, 32% use the Information Arcade and 30% use Media Services. Other Main Library units receive little use. Twelve percent (12%) of the respondents use Government Publications. Eight percent (8%) use Special Collections. Four percent (4%) use the Iowa Women’s Archives, and four percent (4%) use the Map Collection. In this section, “Seldom” was the choice of more respondents than any other option for Iowa Women’s Archives, Government Publications, Special Collections, and Map Collection. The response rate for “Never” was over 40% for every department except Access Services (26%) and Reference/Information Desk (20%). (Table 8 and Chart 3)

SECTION III: LIBRARY SERVICES AND DEPARTMENTS

Use of Reference Services

To obtain reference assistance, 56% of the respondents asked a library staff member. Nineteen percent (19%) asked for help via telephone, and six percent (6%) asked for assistance via e-mail. Large numbers of the respondents never use email (87%) or the telephone (58%) to get reference assistance. (Table 9)

Use of Circulation Services

To obtain assistance with circulation services 45% of the respondents asked a library staff member in person, 18% by telephone, and only ten percent (10%) via e-mail. Again, many of the respondents never use e-mail (81%) or the telephone (69%) to access these services. (Table 9)

Access to LWIS

Less than 50% of the respondents reported ever using LWIS. Eighty percent (80%) never use LWIS from outside the library, and 73% never use it from within the library. Only 15% reported using LWIS from inside the libraries, while ten percent (10%) use it from outside the libraries. (Table 10)

Web Browsers

Netscape (83%) is the most widely used World Wide Web browser by the respondents. Forty-three percent (43%) of the respondents indicated that they use Microsoft Internet Explorer “Very Frequently,” “Frequently,” or “Sometimes.” Not many of the respondents use LYNX (8%), MOSAIC (4%) or another browser (19%). (Table 11)
Access to OASIS

The majority of respondents reported that they access OASIS from within a library (71%) rather than outside of a library (36%). Forty-five percent (45%) reported never accessing OASIS outside of a library while only 14% reported never accessing OASIS within a library. (Table 12)

Use of OASIS Catalogues and Indexes

Respondents use the LCAT section of OASIS most (77%). But 61% of the respondents reported that they use the Indexes section of OASIS to find citations to magazines and journal articles. Fifty-one percent (51%) reported never using LIBCATS. (Table 13)

SECTION IV: OVERALL USER SATISFACTION

In calculating user satisfaction, “Very Satisfied”, “Satisfied” and “Somewhat Satisfied” were collapsed into one percentage. Also, n (sample size) based on the respondents who reported actually using each resource or service was used. This approach reflected the level of satisfaction of only those who reported using the resource or service. For example, 90 or 14% of 656 respondents were satisfied with reference consultations. However, only 93 respondents reported using this service; so, 97% were satisfied.

Resources

The respondents are extremely satisfied with our resources. Satisfaction ranged from a low of 89% percent for the Card Catalog to a high of 95% for printed handouts. However, the majority of respondents indicated that they “never” use LWIS (71%), Library Explorer (64%), and CD-ROM databases (63%). Another important finding is that the maximum number of those surveyed who were very dissatisfied with any of the resources used at the UI Libraries was only three percent (3%). (Table 14 and Chart 3)

Services

Of those surveyed who used the services, 97% were satisfied with the services provided at the Public Service Desks. This is very high, especially since 85% of the respondents have used these desks. Ninety-four percent (94%) were also satisfied with Reference Consultations. Instructional Class Levels satisfied 88% of the respondents who attended them. However, most respondents “never” used Reference Consultations (86%) or participated in Instructional class levels (84%). (Table 14 and Chart 3)
Undergraduate Perceptions of Library Resources and Services

Much of what was found in overall satisfaction is reflected in these results as well. The majority of those surveyed agree that the Libraries offer the services they need (79%), that the Libraries' staff is helpful (77%), that the Libraries' staff is courteous (70%), that overall, the Libraries do a good job meeting their needs (66%) and the Libraries have sufficient resources and materials (66%). Respondents expressed lower levels of agreement regarding the libraries' pleasant physical facilities (50%) and their ability to locate easily the materials they need (49%). The Undecided category only ranged between 13% for offering the services they need, and 23% for ease in locating materials. The respondents disagreed with “Libraries have pleasant physical facilities” (30%) and “Overall, I can easily locate the materials I need” (28%) the most. (Table 15 and Chart 4)

SECTION V: DEMOGRAPHICS

Class Level

The percentage of responses increased directly with Class Level level, freshmen were the lowest percentage of the respondents (16%) and seniors the highest (37%). (Table 16) Of the freshmen (493) surveyed, only 21% responded. Thirty-three percent (33%) of the sophomores (401), 41% of the juniors (442) and 53% of the seniors (454) responded. (Table 16b)

In comparing the Registrar’s data with the survey data, freshmen are underrepresented among the respondents and seniors are overrepresented compared to the population. (Table 16a)

Sex

Sixty-four percent (64%) of the respondents were female. (Table 17) Even though the Registrar’s data includes A9 students and students with restricted addresses, it is apparent that men are underrepresented among the respondents. (Table 17a)

Age

Most of the respondents were in the 19-23 age groups (78%). (Table 18) Even though the Registrar’s data includes A9 students and students with restricted addresses, table 18a shows that those 18 and under are underrepresented and those 19-21 are overrepresented in the survey data.
Housing

Most of the respondents lived off-campus (74%). (Table 19) The Registrar's data (Table 19a) includes all students. However, there is only a slight variation in the percentages between the Registrar's data and the survey data.

Enrollment

Ninety percent (90%) of the respondents were full-time students. (Table 20) Even though the Registrar's data includes A9 students and students with restricted addresses, the percentages of respondents is close to the Registrar's data. (Table 20a)

College

While 76% (494 of 653) of the responses came from the Liberal Arts/Education students, only 32% of these students in the sample (494 of 1524) replied to our survey. Of the 114 Engineering students surveyed, only 40% responded to our survey. Of the 43 Nursing students in the sample, 60% responded. Of the 109 Business students surveyed, 74% responded. (Tables 1, 21 and 21a)

CONTENT ANALYSIS OF FORCED CHOICE QUESTIONS

Comments or Suggestions About Library Resources

One hundred and seventy (170) comments were received in response to this question and they were concentrated in four areas. The largest number of responses (18%) expressed dissatisfaction with OASIS, the primary concern being the need to update or replace the current OASIS system. A similar number (18%) also expressed frustration with the difficulty they encountered in locating library materials. A smaller number (13%) expressed the lack of awareness of available library resources and/or a need for more information and/or instruction in regard to library resources. The need for additional or updated library computers and printers was voiced by 13% of the respondents.

Comments or Suggestions About Library Services

Only 84 responses were received concerning library services, the majority of comments (54%) concerned library staff. Of the staff related comments that could be termed either negative or positive, slightly more than half were negative. Additionally, a need was expressed for more staff training. An additional 25% of the comments expressed a need for more publicity/awareness in regard to library services, and the need for more library instruction in various formats.
General Comments or Suggestions on How to Improve Library Services

This question generated 438 identifiable comments or suggestions. Of these responses the overwhelming majority (93%) dealt with some aspect of the physical facilities, collections or staff. Physical facilities were the area of most concern to 51% of the respondents. The area of most concern in regard to physical facilities was the need to refurnish and remodel the Main Library (28%). The need to purchase chairs in the Main Library was specifically mentioned by 10% of respondents. Eight percent (8%) expressed the need for additional or updated computers, printers, copiers, and network access.

In regard to collections, 27% of the respondents expressed some degree of frustration in locating or gaining access to library materials. These comments included the need for reshelving and processing materials more quickly, difficulty in understanding the physical arrangement of materials, dealing with misshelved, missing, or mutilated materials, the need for more signage, and the need to update and expand the collection.

Staff related comments comprised 15% of responses to this question and tended to be more negative than positive by a margin of nearly three to one. A need was also expressed for additional staff and better training for library personnel.
Statistical Analysis

Chi square test of significance was conducted to determine relationships between variables. The criterion level used for each of the correlations is .10. Therefore, we are 90% or more confident that the relationships described below did not occur by chance. Refer to Table 23 for Chi square analyses not describe below.

1. Physical Facilities
   • Q78 The libraries have pleasant physical facilities x Enrollment
     Chi square value = .001
     Enrollment
     Full-time=50.0% Agree and 32.2% Disagree
     Part-time=50.8% Agree and 15.4% Disagree
   • Q78 The libraries have pleasant physical facilities x Housing
     Chi Square value = .012
     Housing
     University Housing = 58.1% Agree and 21.6% Disagree
     Off Campus Housing = 47.4% Agree and 33.5% Disagree
   • Q78 The libraries have pleasant physical facilities x Age
     Chi square value = .001
     Age
     18 and Under = 67.24% Agree and 10.34% Disagree
     19-21 = 48.2% Agree and 34.5% Disagree
     22-23 = 41.3% Agree and 36.4% Disagree
     24+ = 59.8% Agree and 17.1% Disagree
   • Q78 The libraries have pleasant physical facilities x Class Level
     Chi square = .001
     Class Level
     Freshmen = 73% Agree and 11% Disagree
     Sophomores = 52.7% Agree and 29.8% Disagree
     Juniors = 44.4% Agree and 34.4% Disagree
     Seniors = 43.3% Agree and 36.1 Disagree

2. Perceptions of Library Staff
   • Q75 The libraries' staff is helpful x Age
     Chi Square = .028
     Age
     18 and under = 89.7% Agree and 0.0% Disagree
     19-21 = 74.8% Agree and 5.7% Disagree
     22-23 = 78.7% Agree and 7.4% Disagree
     24+ = 77.8% Agree and 11.1% Disagree
• Q75 The libraries' staff is helpful x Sex
  Chi Square = .092
  
  Sex
  Male = 76.6% Agree and 3.9% Disagree
  Female = 77.6% Agree and 7.4% Disagree

• Q75 The libraries' staff is helpful x Class Level
  Chi Square = .031
  
  Class Level
  Freshmen = 88% Agree and 2% Disagree
  Sophomores = 76.3% Agree and 3.8% Disagree
  Juniors = 74.6% Agree and 6.1% Disagree
  Seniors = 75.2% Agree and 9.2% Disagree

• Q76 The libraries' staff is courteous x Sex
  Chi Square = .003
  
  Sex
  Male = 74% Agree and 3.0% Disagree
  Female = 68% Agree and 10.7% Disagree

3. Specialized Resources and Services

Resources

• Q61 Please indicate how satisfied you are with Printed Handouts x Sex
  Chi Square .050
  
  Sex
  Male = 93.0% Satisfied and 7.0% Dissatisfied
  Female = 97.3% Satisfied and 2.8% Dissatisfied
  (270 Respondents never use this resource and 2 = omits)

• Q63 Please indicate how satisfied you are with LWIS (the Libraries’ Web Page) x College
  Chi Square = .031
  
  College
  Liberal Arts = 93.8% Satisfied and 6.2 Dissatisfied
  Business = 85.2% Satisfied and 14.8% Dissatisfied
  Education = 66.7% Satisfied and 33.3% Dissatisfied
  Engineering = 100% Satisfied
  Nursing =100% Satisfied
  ( 465 Respondents never use this Resource, 2 = omits; 50% of the cells have counts less than 5 )
• Q66 Please indicate how satisfied you are with OASIS x Sex
  Chi Square = .030
  
  
  \textbf{Sex}
  
  Male = 89.2\% Satisfied and 10.8\% Dissatisfied
  Female = 94.2\% Satisfied and 5.8\% Dissatisfied

  (72 Respondents never use this Resource, 2 = omits; thus 12\% of data are missing)

• Q68 Please indicate how satisfied you are with the Multimedia stations in the Information Arcade x Housing
  Chi Square = .044
  
  
  \textbf{Housing}
  
  University Housing = 89.9\% Satisfied and 10.1\% Dissatisfied
  Off Campus Housing = 95.9\% Satisfied and 4.1\% Dissatisfied

  (327 Respondents never use this Resource, 8 = omits; 25\% of the cells have expected counts less than 5)

• Q68 Please indicate how satisfied you are with the Multimedia stations in the Information Arcade x Sex
  Chi Square = .044
  
  
  \textbf{Sex}
  
  Male = 91.1\% Satisfied and 8.9\% Dissatisfied
  Female = 96.5\% Satisfied and 3.6\% Dissatisfied

  (327 Respondents never use this resource, 8 = omits; 51\% of the data are missing)

Services

• Q70 Please indicate how satisfied you are with the reference consultations x Sex
  Chi Square = .063
  
  
  \textbf{Sex}
  
  Male = 93.2\% Satisfied and 6.8\% Dissatisfied
  Female = 100\% Satisfied

  (561 Respondents never use this service, 2 = omits; thus 50\% of the cells have expected counts less than 5)

• Q24 How frequently do you use Reference consultations x Enrollment
  Chi Square = .006
  
  
  \textbf{Enrollment}
  
  Part-time = 78.8\% never use reference consultations
  Full-time = 84.0\% never use reference consultations

• Q71 Please indicate how satisfied you are with the Public service desk x Sex
  Chi Square = .097
Sex
Male = 95.7% Satisfied and 4.3% Dissatisfied
Female = 98.1% Satisfied and 1.9% Dissatisfied
(97 Respondents never use this resource, 2 = omits; thus 15 % of the data are missing)

Study Profile
A number of these variables did not require further analysis beyond a frequency distribution, and are therefore presented accordingly below:

Sex: Female
- 422 (64%) Respondents are female

Age: 19-23
- 390 (59%) Respondents are 19-21
- 122 (19%) respondents are 22-23

Use the Main Library
- 560 (86%) Respondents use the Main Library
- Q8 How frequently do you use the Main Library x College
  Chi Square = .002

  College
  Liberal Arts =88.9% use the Main Library
  Business =78.8% use the Main Library
  Education = 86.1% use the Main Library
  Engineering = 86.7% use the Main Library
  Nursing = 60% use the Main Library
  (25 Respondents never used this library, 5 = omits; 50 % of the cells have expected counts less than 5)

Respondents Prefer to get Assistance in Person
- Q43 To get assistance in any of the libraries, how frequently do you use e-mail to contact a library x College
  Chi square = .061

  College
  Liberal Arts = 88% never use e-mail
  Business = 86.4% never use e-mail
  Education = 83.7% never use e-mail
  Engineering = 73.9% never use e-mail
  Nursing = 92.3% never use e-mail
  (570 Respondents never use this service; 50% of the cells have expected counts less than 5)
• Q44 To get assistance in any of the libraries, how frequently do you use the telephone to call a library x Enrollment
  Chi square = .018

  **Enrollment**
  Part-time = 45.5% never use the telephone
  Full-time = 59.8% never use the telephone

• Q44 To get assistance in any of the libraries, how frequently do you use telephone to call a library x Housing
  Chi square = .005

  **Housing**
  University Housing = 68.2% never use the telephone
  Off Campus = 54.7% never use the telephone

• Q44 To get assistance in any of the libraries, how frequently do you use the telephone to call a library x Age
  Chi square = .021

  **Age**
  18 and under = 75% never use the telephone
  19-21 = 60% never use the telephone
  22-23 = 52.5% never use the telephone
  24+ = 47% never use the telephone

• Q44 To get assistance in any of the libraries, how frequently do you use the telephone to call a library x Sex
  Chi square = .014

  **Sex**
  Male = 65.8% never use the telephone
  Female = 54% never use the telephone

• Q44 To get assistance in any of the libraries, how frequently do you use the telephone to call a library x Class Level
  Chi square = .097

  **Class Level**
  Freshmen = 71.6% never use the telephone
  Sophomores = 59.9% never use the telephone
  Juniors = 55.3% never use the telephone
  Seniors = 54.2% never use the telephone

• Q45 To get assistance in any of the libraries how frequently do you speak to a library staff member in person x Housing
  Chi square = .032

  **Housing**
  University Housing = 51.2% speak to a library staff member
  Off Campus = 57.6% speak to a library staff member
Circulation Services

• Q47 To renew, recall, check on items you have checked out, or check on the Enrollment of other items, how frequently do you use the telephone x Enrollment
  Chi square = .008
  
  **Enrollment**
  Part time = 57.6% never use the telephone
  Full time = 70% never use the telephone

• Q47 To renew, recall, check on items you have checked out, or check on the Enrollment of other items, how frequently do you use the telephone x Housing
  Chi square = .004
  
  **Housing**
  University Housing = 75.3% never use the telephone
  Off Campus = 66.5% never use the telephone

• Q48 To renew, recall, check on items you have checked out, or check on the Enrollment of other items, how frequently do you speak to a library staff member in person x Housing
  Chi square = .020
  
  **Housing**
  University Housing = 36.5% speak to a library staff member in person
  Off Campus = 47% speak to a library staff member in person

• Q48 To renew, recall, check on items you have checked out, or check on the Enrollment of other items, how frequently do you speak to a library staff member in person x Class Level
  Chi square = .088
  
  **Class Level**
  Freshmen = 37.3% speak to a library staff member in person
  Sophomores = 47.7% speak to a library staff member in person
  Juniors = 39.8% speak to a library staff member in person
  Seniors = 48.8% speak to a library staff member in person

Respondents Predominately Use the Libraries to Study

• Q13 How frequently do you use any of the above libraries to study x Enrollment
  Chi square = .024
  
  **Enrollment**
  Part time = 62.1% use the libraries to study
  Full time = 73.6% use the libraries to study

• Q13 How frequently do you use any of the above libraries to study x Housing
  Chi square .001
  
  **Housing**
  University Housing = 57.1% use the libraries to study
  Off Campus = 77.9% use the libraries to study
• Q13 How frequently do you use any of the above libraries to study x Age
  
  \[ \chi^2 = .034 \]

  **Age**
  
  18 and under = 65% use the libraries to study
  19-21 = 75.3% use the libraries to study
  22-23 = 75.4% use the libraries to study
  24+ = 60.2% use the libraries to study

  **Respondents Predominately Use the Libraries to Check Out Materials**

  • Q14 How frequently do you use any of the above libraries to check out/borrow books, magazines/journals x Housing
  
  \[ \chi^2 = .001 \]

  **Housing**
  
  University Housing = 58.2% use the libraries to check out/borrow books, magazines/journals
  Off Campus = 71.1% use the libraries to check out/borrow books, magazines/journals

  • Q14 How frequently do you use any of the above libraries to check out/borrow books, magazines/journals x Sex
  
  \[ \chi^2 = .092 \]

  **Sex**
  
  Male = 63.7% use the libraries to check out/borrow books, magazines/journals
  Female = 70.1% use the libraries to check out/borrow books, magazines/journals

  • Q14 How frequently do you use any of the above libraries to check out/borrow books, magazines/journals x Class Level
  
  \[ \chi^2 = .002 \]

  **Class Level**
  
  Freshmen = 62.8% use the libraries to check out/borrow books, magazines/journals
  Sophomores = 64.4% use the libraries to check out/borrow books, magazines/journals
  Juniors = 63% use the libraries to check out/borrow books, magazines/journals
  Seniors = 75.3% use the libraries to check out/borrow books, magazines/journals

  **Respondents Predominately Use the Libraries to Make Photocopies**

  • Q16 How frequently do you use any of the above libraries to use the photocopier x Housing
  
  \[ \chi^2 = .001 \]

  **Housing**
  
  University Housing = 60.4% use the photocopier
  Off Campus = 73.9% use the photocopier

  • Q16 How frequently do you use any of the above libraries to use the photocopier x Age
  
  \[ \chi^2 = .017 \]
Age
18 and under = 54.2% use the photocopier
19-21 = 72.6% use the photocopier
22-23 = 76.2% use the photocopier
24+ = 62.7% use the photocopier

• Q16 How frequently do you use any of the above libraries to use the photocopier x Sex
  Chi square = .001
  Sex
  Male = 61.4% use the photocopier
  Female = 75.4% use the photocopier

• Q16 How frequently do you use any of the above libraries to use the photocopier x Class Level
  Chi square = .001
  Class Level
  Freshmen = 58.4% use the photocopier
  Sophomores = 69.7% use the photocopier
  Juniors = 65.8% use the photocopier
  Seniors = 79.2% use the photocopier

Respondents Rarely Use Technology to Get Assistance
• Q18 To answer questions about any of the libraries, how frequently do you ask another student x Age
  Chi square = .028
  Age
  18 and under = 58.3% ask another student
  19-21 = 59% asks another student
  22-23 = 56.2% asks another student
  24+ = 43.4% asks another student

• Q18 To answer questions about any of the libraries, how frequently do you ask another student x Sex
  Chi square = .030
  Sex
  Male = 51.5% ask another student
  Female = 59% ask another student

• Q19 To answer questions about any of the libraries, how frequently do you use Printed Handouts x Sex
  Chi square = .002
  Sex
  Male = 48.5% never use Printed Handouts
  Female = 34.4% never use Printed Handouts
• Q20 To answer questions about any of the libraries, how frequently do you use Library Explorer x Sex
  Chi square = .037
    Sex
    Male = 55.8% never use Library Explorer
    Female = 64% never use Library Explorer

• Q21 To answer questions about any of the libraries, how frequently do you use LWIS x Enrollment
  Chi square = .001
    Enrollment
    Part time = 69.7% never use LWIS
    Full time = 74.8% never use LWIS

• Q21 To answer questions about any of the libraries, how frequently do you use LWIS x Housing
  Chi square = .055
    Housing
    University Housing = 72.9% never use LWIS
    Off Campus = 74.9% never use LWIS

• Q22 To answer questions about any of the libraries, how frequently do you ask a library staff member x Sex
  Chi square = .001
    Sex
    Male = 63.1% asks a library staff member
    Female = 73.4% asks a library staff member

Respondents Rarely Use Specialized Resources
• Q26 How frequently do you use printed handouts x Housing
  Chi square = .017
    Housing
    University Housing = 40.6% never use printed handouts
    Off Campus = 45% never use printed handouts

• Q26 How frequently do you use printed handouts x Age
  Chi square = .076
    Age
    18 and under = 36.7%
    19-21 = 43.1% never use printed handouts
    22-23 = 51.2% never use printed handouts
    24+ = 42.2% never use printed handouts
• Q26 How frequently do you use printed handouts x Sex
  Chi square = .038
  Sex
  Male = 50.4% never use printed handouts
  Female = 40.1% never use printed handouts

• Q26 How frequently do you use printed handouts x Class Level
  Chi square = .012
  Class Level
  Freshmen = 32.4% never use printed handouts
  Sophomores = 41% never use printed handouts
  Juniors = 46.4% never use printed handouts
  Seniors = 48.5% never use printed handouts

• Q27 How frequently do you use Videos x College
  Chi square = .071
  College
  Liberal Arts = 59.7% never use videos
  Business = 70.4% never use videos
  Education = 60.5% never use videos
  Engineering = 76.1% never use videos
  Nursing = 80.8% never use videos
  (3 = omits; 22% of the cells have expected counts less than 5)

• Q27 How frequently do you use Videos x Age
  Chi square = .030
  Age
  18 and under = 71.7%
  19-21 = 61.5% never use videos
  22-23 = 56.6% never use videos
  24+ = 74.7% never use videos

• Q28 How frequently do you use microfilm or microfiche x College
  Chi square = .054
  College
  Liberal Arts = 52.9% never use microfilm or microfiche
  Business = 63.8% never use microfilm or microfiche
  Education = 51.2% never use microfilm or microfiche
  Engineering = 52.1% never use microfilm or microfiche
  Nursing = 73.1% never use microfilm or microfiche

• Q29 How frequently do you use CD-ROM databases x Housing
  Chi square = .077
Housing
University Housing = 68.2% never use CD-ROM databases
Off Campus = 61% never use CD-ROM databases

- Q29 How frequently do you use CD-ROM databases x Class Level
  Chi square = .067
  
  Class Level
  Freshmen = 64.7% never use CD-ROM databases
  Sophomores = 60.3% never use CD-ROM databases
  Juniors = 68% never use CD-ROM databases
  Seniors = 59.6% never use CD-ROM databases

- Q29 How frequently do you use CD-ROM databases x Sex
  Chi square = .019
  
  Sex
  Male = 56.4% never use CD-ROM databases
  Female = 66.5% never use CD-ROM databases

- Q32 How frequently do you use computers in the Information Arcade x Housing
  Chi square = .071
  
  Housing
  University Housing = 55.3% never use computers in the Information Arcade
  Off Campus = 45.8% never use computers in the Information Arcade

- Q32 How frequently do you use computers in the Information Arcade x Age
  Chi square = .007
  
  Age
  18 and under = 56.7% never use computers in the Information Arcade
  19-21 = 48.3% never use computers in the Information Arcade
  22-23 = 35.3% never use computers in the Information Arcade
  24+ = 61.5% never use computers in the Information Arcade

- Q32 How frequently do you use computers in the Information Arcade x Sex
  Chi square = .063
  
  Sex
  Male = 45.6% never use computers in the Information Arcade
  Female = 50.8% never use computers in the Information Arcade

- Q34 How frequently do you use maps x College
  Chi square = .059
  
  College
  Liberal Arts = 69.8% never use maps
  Business = 74.1% never use maps
  Education = 69.8% never use maps
  Engineering = 80.4% never use maps
Nursing = 92.3% never use maps
(471 Respondents never used this resource, 4 = omits; thus 39% of the cells have expected counts less than 5)

- Q34 How frequently do you use maps x Enrollment
  Chi square = .094

  Enrollment
  Part time = 67.7% never use maps
  Full time = 73% never use maps

- Q34 How frequently do you use maps x Sex
  Chi square = .029

  Sex
  Male = 68.7% never use maps
  Female = 74.4% never use maps

Respondents Rarely Use Library Technology
- Q51 How frequently do you use Netscape x College
  Chi square = .003

  College
  Liberal Arts = 82.3% use Netscape
  Business = 91.4% use Netscape
  Education = 83.7% use Netscape
  Engineering = 91.3% use Netscape
  Nursing = 61.5% use Netscape
(68 Respondents never used Netscape, 3 = omits; 50% of the cells have expected counts less than 5)

- Q17 How frequently do you use the ITC in any of the above libraries x College
  Chi square = .001

  College
  Liberal Arts = 64.6% use the ITC
  Business = 48.2% use the ITC
  Education = 72.1% use the ITC
  Engineering = 56.5% use the ITC
  Nursing = 26.9% use the ITC
(146 Respondents never used an ITC, 5 = omits; thus 22% of the cells have expected counts less than 5)

- Q56 How frequently do you access OASIS from within the libraries x College
  Chi square = .001

  College
  Liberal Arts = 76.5% use OASIS
  Business = 55.6% use OASIS
  Education = 74.4% use OASIS
Engineering = 62.2% use OASIS
Nursing = 65.4% use OASIS
(90 Respondents never used OASIS, 4 = omits; thus 28% of the cells have expected counts less than 5)

• Q56 How frequently do you access OASIS from within the libraries x Enrollment
  Chi square = .001

  Enrollment
  Full time = 56.1% access OASIS from within the libraries
  Part time = 73.5% access OASIS from within the libraries

• Q56 How frequently do you access OASIS from within the libraries x Age
  Chi square = .025

  Age
  18 and under = 66.7% access OASIS from within the libraries
  19-21 = 73.3% access OASIS from within the libraries
  22-23 = 77.1% access OASIS from within the libraries
  24+ = 61.5% access OASIS from within the libraries

• Q56 How frequently do you access OASIS from within the libraries x Sex
  Chi square = .074

  Sex
  Male = 67.1% access OASIS from within the libraries
  Female = 74.4% access OASIS from within the libraries

• Q56 How frequently do you access OASIS from within the libraries x Housing
  Chi square = .028

  Housing
  University Housing = 63.9% access OASIS from within the libraries
  Off Campus = 74.5% access OASIS from within the libraries

• Q58 When you use OASIS, how frequently do you access LCAT (to find UI books and other material) x College
  Chi square = .001

  College
  Liberal Arts = 80.9% access LCAT
  Business = 65.4% access LCAT
  Education = 76.7% access LCAT
  Engineering = 75.6% access LCAT
  Nursing = 61.5% access LCAT
(92 Respondents never used LCAT, 4 = omits; thus 39% of the cells have expected counts less than 5)
• Q58 When you use OASIS, how frequently do you access LCAT (to find UI books and other material) x Enrollment
  Chi square = .005
  Enrollment
  Part time = 63.6% access LCAT
  Full time = 78.6% access LCAT

• Q58 When you use OASIS, how frequently do you access LCAT (to find UI books and other material) x Age
  Chi square = .015
  Age
  18 and under = 65% access LCAT
  19-21 = 79.5% access LCAT
  22-23 = 82% access LCAT
  24+ = 67.1% access LCAT

• Q58 When you use OASIS, how frequently do you access LCAT (to find UI books and other material) x Sex
  Chi square = .055
  Sex
  Male = 74.3% access LCAT
  Female = 78.7% access LCAT

Respondents Experience Problems Locating Materials
• Q79 Overall, I can easily locate the materials I need x Enrollment
  Chi square = .032
  Enrollment
  Part time = 49.2% Agree
  Full time = 49.2% Agree

• Q79 Overall, I can easily locate the materials I need x Age
  Chi square = .086
  Age
  18 and under = 51.7% Agree
  19-21 = 46% Agree
  22-23 = 51.2% Agree
  24+ = 59.8% Agree

• Q79 Overall, I can easily locate the materials I need x Sex
  Chi square = .006
  Sex
  Male = 56.7% Agree
  Female = 45.2% Agree
CONCLUSION

Content Analysis of Opened Ended Questions: Concluding Remarks

The area of most concern to respondents was the physical facilities of the library. Although some concern was expressed about the physical condition of the departmental libraries, the Main Library was the overwhelming focus. These Undergraduates expressed a clear belief that the Main Library is in need of being remodeled and refurbished. They stated that the current physical condition of the Main Library and its furnishings are creating an atmosphere that is not conducive to study or ease-of-use. They particularly pointed out the need for replacing chairs. Also of concern was the need for additional and better computers and printers; and additional, cheaper, and updated copiers. They commented on the need for better maintenance of the restrooms in the building, and a need to extend building and service unit hours.

Next to their concern about physical facilities, the respondents expressed frustration at not being able to locate needed library materials. This frustration appears to have a number of causes: the current physical arrangement of library stacks; materials either missing, mutilated, or misshelved; and the library not owning materials listed in computerized indexes. They stated that there is a need to more quickly reshelve books and journals, expand and update the collection, and provide more and better signage. There is also the sense that the sheer size and complexity of the University Libraries and its collections overwhelm some students.

Additionally, these students indicated that they were not fully aware of the full range of resources and services available to them. They expressed the need for more publicity about these resources. They found it difficult to attend library sponsored instructional sessions because of conflicts with their already crowded schedules. They indicated that there was a need for more course-based library instruction that would occur either as part of their regularly scheduled classes or as separate required (for credit) library instructional classes.

Although the respondents indicated a degree of satisfaction in their dealings with library personnel, they also indicated experiencing a certain number of negative encounters. They expressed some need for additional training for part-time evening and weekend staff, in particular, in regard to customer service and awareness of library resources and services.

Overall Concluding Comments

A balanced perspective was solicited using 78 forced-choice and three (3)open-ended questions. Forty-seven percent (47%) of the undergraduates did not write a comment, and data analysis of the close-ended questions show that the undergraduate students are satisfied overall with the libraries.
Fifty-three percent (53%) of the undergraduate respondents did comment on one or more of the three open-ended questions. Content analysis of these questions along with data from the forced choice questions point to areas requiring attention—namely, physical facilities, perceptions of library staff, staffing of service desks, and awareness of library services and resources. The data suggest that undergraduates prefer human contact and gravitate toward on-site use of library services and resources.

A profile of a “typical” undergraduate library user at the University of Iowa emerges from the data. She is a 19-23 year old female who uses the Main Library, in person, to study, make photocopies and check out materials. She would be frustrated at times by her difficulty in finding resources. This female undergraduate would seek assistance from library staff, not technology, and would rarely, if ever, use any of the specialized resources or services in any of the University of Iowa Libraries. The researchers are left wondering how this profile would change if more undergraduates 18 and under or 24 and over and males would have responded to the survey.

The respondents overwhelmingly use the Main Library, which houses the humanities and social sciences materials. The specialized libraries received much lower use. The data suggest that the University of Iowa Libraries should concentrate its undergraduate efforts on services, collections, and facilities in the Main Library.

The responses to the open-ended questions demonstrate the respondents’ knowledge and understanding of the libraries’ fiscal situation. Even though these undergraduates desire some change, they realize that the lack of money slows progress.

The results of the survey identify where the libraries can concentrate their efforts for undergraduates. Undergraduate education presents challenges and opportunities for the library staff. Despite overall undergraduate satisfaction with the libraries, the survey pointed out areas requiring the library staff’s attention. Creativity, as well as additional monies and undergraduate input will improve the University of Iowa Libraries’ undergraduate services and resources.

**RECOMMENDATIONS**

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

**Physical Facilities**

- Remodel and refurbish the libraries, especially the Main Library.

- Establish a task force to review the physical layout of the Main Library to improve the location of materials.

- Improve signage in the libraries, especially the Main Library.
• Review stack maintenance to improve the undergraduate’s ability to locate needed materials, paying particular attention to shelving and shelfreading.

**Perceptions of Library Staff**

• Improve the libraries’ public image by providing additional training for all staff in public relations techniques.

• Improve student assistants’ attitude toward customer service. Provide student assistants with more customer service training.

• Improve student assistants’ knowledge of library resources and services with more training.

**Staffing of Service Desks**

• Keep in mind the undergraduates’ strong preference for human contact while planning and reviewing library services.

• Review staffing levels and hours of service at public service desks.

**Awareness of Library Services and Resources**

• Intensify efforts to publicize library resources and services.

• Increase classroom-based instruction, particularly at point-of-need.

• Work with the Copy Centers’ Manager to improve the number, location, cost, quality, and maintenance of photocopiers throughout the library system.

• Consider follow-up studies to determine why undergraduate students are not using specialized services and resources.
References


Jacobs, N.A. (June 1996). Students' perceptions of the library service at the University of Sussex: Practical quantitative and qualitative research in an academic library. Journal of Documentation, 52, 139-162.


Addendum 1: Undergraduate Survey
Unless otherwise instructed, for each question please circle the one numeric response which best reflects your answer.

SECTION I. General Questions about the University of Iowa Libraries

The University of Iowa has 11 departmental libraries, and one Main Library, how frequently do you use any of the following libraries:

<table>
<thead>
<tr>
<th>Library Description</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. 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>4. Chemistry/Botany Library (Chemistry Building)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Engineering Library (Main Library)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Geology Library (Trowbridge Hall)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. 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>8. Main Library</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 to:

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Study</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Check out/borrow books, magazines/journals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Get a book that is currently checked out (recall)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Use the photocopiers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Use the ITC (Instructional Technology Cluster, located on the 2nd Floor of Main Library)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
To answer questions about any of the libraries, how frequently do you:

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. ask another student?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. use Printed Handouts (Informational guides and brochures about the libraries' resources and services)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. use Library Explorer?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. use LWIS-the Libraries' Web Page?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. ask a library staff member?</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 services at any of the libraries:

<table>
<thead>
<tr>
<th>Service</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Public service desk (reference, circulation, information, and/or help desk)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Reference consultations (reference by appointment)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. Library instructional classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

How frequently do you use:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Printed handouts (Informational guides and brochures about the libraries' resources and services)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. Videos</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. Microfilm or microfiche</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. CD-ROM databases (such as ProQuest or Newsbank)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. Newspapers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. Card Catalog (computerized or printed)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. Computers in the 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>
</tr>
<tr>
<td>33. Printed indexes or bibliographies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34. Maps</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
SECTION II. Main Library Departments

How frequently do you use the following departments in the Main Library:

<table>
<thead>
<tr>
<th>Department</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>35. Access Services (Circulation and Reserve-to check out and renew books, or to help locate materials)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>36. Information Arcade</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>37. Media Services (videos, microfilm, microfiche)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>38. Reference/Information Desk</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>39. Iowa Women’s Archives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40. Government Publications</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>41. Special Collections</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>42. Map Collection</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

SECTION III. Library Services and Departments

Reference Services

To get assistance in any of the libraries (reference services), how frequently do you:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. use e-mail to contact a library?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>44. use the telephone to call a library?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>45. 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>

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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>46. use e-mail?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>47. use the telephone?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>48. 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>
**LWIS (Libraries' Web Page)**
How frequently do you use the Libraries' Web Page (LWIS) from:

<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>49. within one of the libraries?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>50. outside one of the libraries?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Web Browsers**
How frequently do you use the following World Wide Web browsers:

<table>
<thead>
<tr>
<th>Browser</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>51. Netscape</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>52. Microsoft Internet Explorer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>53. Mosaic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>54. Lynx</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>55. Other</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**OASIS (Libraries' Computerized Catalogues and Indexes)**
How frequently do you access the libraries' computerized catalogues and indexes (OASIS):

<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>56. 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>57. 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>

When you use OASIS, how frequently do you use the following:

<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>58. LCAT (to find Univ. 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>59. INDEXES (to find citations to magazine &amp; journal articles)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>60. LIBCATS (to find material owned by other libraries, such as Iowa City Public Library)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
SECTION IV. Overall User Satisfaction

The next set of questions is designed to address how satisfied you are with the resources and services you use at the University of Iowa Libraries (Main Library and 11 departmental libraries).

Please indicate if you are: 1-Very Satisfied, 2-Satisfied, 3-Somewhat Satisfied, 4-Dissatisfied, or 5-Very Dissatisfied with the following library resources and services:

<table>
<thead>
<tr>
<th>Resources:</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>61. Printed handouts</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>62. 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>63. LWIS (the Libraries' Web Page)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>64. CD-ROM databases</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>65. Reference materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>66. OASIS (Libraries' Computerized Catalogues and Indexes)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>67. Card catalog</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>68. Multimedia stations in the Information Arcade</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

69. What comments or suggestions do you have about the libraries' resources described above (questions 61-68)?

<table>
<thead>
<tr>
<th>Services:</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>70. Reference consultations (reference by appointment)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>71. Public service desk (where one would go to check out books—for example, a public service desk is located at the north entrance of the Main Library.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>72. Library instructional classes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

73. What comments or suggestions do you have about the libraries' services described above (questions 70-72)?
Please indicate if you 1-Strongly Agree, 2-Agree, 3-Undecided, 4-Disagree or 5-Strongly Disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>74. The libraries offer the services I need.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>75. The libraries' staff is helpful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>76. The libraries' staff is courteous.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>77. The libraries have sufficient resources and materials.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>78. The libraries have pleasant physical facilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>79. Overall, I can easily locate the materials I need.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>80. Overall, the libraries do a good job meeting my needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

81. What would you want the libraries to do to improve services?

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.

82. What is your class level?

83. Are you:
   1. Male 2. Female

84. What age category are you in?
   1. 18 and under 2. 19-21 3. 22-23 4. 24 and over

85. Where are you living?
   1. University Housing 2. Off-Campus Housing

86. Are you currently a:
   1. Part-time student (Enrolled for less than 12 hours.) 2. Full-time student (Enrolled for 12 or more hours.)

87. In what college are you currently enrolled?

Please return by March 13, 1998
Thank you for your input.
Addendum 2: Tables and Charts
Table 1: Study Population Stratification

<table>
<thead>
<tr>
<th>College</th>
<th>Class</th>
<th>N</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Liberal Arts</td>
<td>Freshmen</td>
<td>4561</td>
<td>456</td>
</tr>
<tr>
<td></td>
<td>Sophomores</td>
<td>3710</td>
<td>371</td>
</tr>
<tr>
<td></td>
<td>Juniors</td>
<td>3552</td>
<td>355</td>
</tr>
<tr>
<td></td>
<td>Seniors</td>
<td>3420</td>
<td>342</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15,243</td>
<td>1,524</td>
</tr>
<tr>
<td>Business</td>
<td>Freshmen</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Sophomores</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Juniors</td>
<td>502</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Seniors</td>
<td>593</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,095</td>
<td>109</td>
</tr>
<tr>
<td>Engineering</td>
<td>Freshmen</td>
<td>373</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Sophomores</td>
<td>282</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Juniors</td>
<td>238</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Seniors</td>
<td>254</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,147</td>
<td>114</td>
</tr>
<tr>
<td>Nursing</td>
<td>Freshmen</td>
<td>1</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>Sophomores</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Juniors</td>
<td>125</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Seniors</td>
<td>279</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>423</td>
<td>43</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>17,908</td>
<td>1,790</td>
</tr>
</tbody>
</table>

N=Total Undergraduate Population
n=Sample Population
* Zero Enrollment
*The College of Education is subsumed by the College of Liberal Arts. even though respondents were asked to self identify.
### Table 2: Response Rate Exclusionary Description

<table>
<thead>
<tr>
<th>Category</th>
<th>Exclusionary Rationale</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I do not care to respond</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Studying abroad</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Returned unanswered Survey</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Current Graduate Student</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Not currently enrolled at UI</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>No forwarding address</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Survey returned after Data Entry Completed</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>*Already completed survey</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

Usable surveys=656
Response rate calculation=656 + 55 / 1790 = 39.497
*Not included in response rate calculation
<table>
<thead>
<tr>
<th>Name</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</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>Art Library</td>
<td>11</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>18</td>
<td>3</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>Biological Sciences Library</td>
<td>6</td>
<td>1</td>
<td>13</td>
<td>2</td>
<td>46</td>
<td>7</td>
<td>67</td>
<td>10</td>
</tr>
<tr>
<td>Marvin A. Pomerantz Business Library</td>
<td>52</td>
<td>8</td>
<td>51</td>
<td>8</td>
<td>86</td>
<td>13</td>
<td>87</td>
<td>13</td>
</tr>
<tr>
<td>Chemistry/Botany Library</td>
<td>7</td>
<td>1</td>
<td>20</td>
<td>3</td>
<td>39</td>
<td>6</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>Engineering Library</td>
<td>21</td>
<td>3</td>
<td>32</td>
<td>5</td>
<td>46</td>
<td>7</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Geology Library</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>2</td>
<td>22</td>
<td>3</td>
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<tr>
<td>Hardin Library for the Health Sciences</td>
<td>36</td>
<td>5</td>
<td>43</td>
<td>7</td>
<td>84</td>
<td>13</td>
<td>78</td>
<td>12</td>
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<tr>
<td>Main Library</td>
<td>161</td>
<td>25</td>
<td>205</td>
<td>31</td>
<td>194</td>
<td>30</td>
<td>66</td>
<td>10</td>
</tr>
<tr>
<td>Mathematical Sciences Library</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>22</td>
<td>3</td>
<td>53</td>
<td>8</td>
</tr>
<tr>
<td>Physics Library</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>16</td>
<td>2</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Psychology Library</td>
<td>18</td>
<td>3</td>
<td>26</td>
<td>4</td>
<td>66</td>
<td>10</td>
<td>74</td>
<td>11</td>
</tr>
<tr>
<td>Rita Benton Music Library</td>
<td>11</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>25</td>
<td>4</td>
<td>39</td>
<td>6</td>
</tr>
</tbody>
</table>

*Questions 1-12 in user survey*
TABLE 4: Use of Libraries: Rationale*

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</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>Study</td>
<td>159</td>
<td>24</td>
<td>134</td>
<td>20</td>
<td>182</td>
<td>28</td>
<td>99</td>
<td>15</td>
</tr>
<tr>
<td>Check out/borrow books, magazines/journals</td>
<td>70</td>
<td>11</td>
<td>139</td>
<td>21</td>
<td>235</td>
<td>36</td>
<td>157</td>
<td>24</td>
</tr>
<tr>
<td>Recall a book</td>
<td>16</td>
<td>2</td>
<td>14</td>
<td>2</td>
<td>90</td>
<td>14</td>
<td>182</td>
<td>28</td>
</tr>
<tr>
<td>Use photocopiers</td>
<td>77</td>
<td>12</td>
<td>166</td>
<td>25</td>
<td>218</td>
<td>33</td>
<td>102</td>
<td>16</td>
</tr>
<tr>
<td>Use the Instructional Technology Cluster</td>
<td>98</td>
<td>15</td>
<td>121</td>
<td>18</td>
<td>177</td>
<td>27</td>
<td>110</td>
<td>17</td>
</tr>
</tbody>
</table>

*Questions 13-17 in user survey
<table>
<thead>
<tr>
<th>Method</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask another student</td>
<td>36 5</td>
<td>106 16</td>
<td>227 35</td>
<td>166 25</td>
<td>120 18</td>
<td>1 0</td>
<td>3.35</td>
<td>1.12</td>
<td>3.32</td>
</tr>
<tr>
<td>Use printed handouts</td>
<td>11 2</td>
<td>49 7</td>
<td>147 22</td>
<td>189 29</td>
<td>258 39</td>
<td>2 0</td>
<td>3.97</td>
<td>1.03</td>
<td>4.13</td>
</tr>
<tr>
<td>Use Library Explorer</td>
<td>4 1</td>
<td>40 6</td>
<td>85 13</td>
<td>126 19</td>
<td>400 61</td>
<td>1 0</td>
<td>4.34</td>
<td>0.96</td>
<td>4.68</td>
</tr>
<tr>
<td>Use L.WIS</td>
<td>4 1</td>
<td>14 2</td>
<td>42 6</td>
<td>108 16</td>
<td>487 74</td>
<td>1 0</td>
<td>4.62</td>
<td>0.75</td>
<td>4.83</td>
</tr>
<tr>
<td>Ask a Library staff member</td>
<td>84 13</td>
<td>152 23</td>
<td>220 34</td>
<td>127 19</td>
<td>71 11</td>
<td>2 0</td>
<td>2.92</td>
<td>1.17</td>
<td>2.91</td>
</tr>
</tbody>
</table>

*Questions 18-22 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>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Service Desk</td>
<td>64 10</td>
<td>145 22</td>
<td>249 38</td>
<td>123 19</td>
<td>75 11</td>
<td>0 0</td>
<td>3.00</td>
<td>1.12</td>
<td>2.98</td>
</tr>
<tr>
<td>Reference Consultations</td>
<td>6 1</td>
<td>11 2</td>
<td>26 4</td>
<td>65 10</td>
<td>548 84</td>
<td>0 0</td>
<td>4.73</td>
<td>0.70</td>
<td>4.90</td>
</tr>
<tr>
<td>Library Instructional Classes</td>
<td>3 0</td>
<td>1 0</td>
<td>20 3</td>
<td>65 10</td>
<td>566 86</td>
<td>1 0</td>
<td>4.82</td>
<td>0.52</td>
<td>4.92</td>
</tr>
</tbody>
</table>

*Questions 23-25 in user survey*
<table>
<thead>
<tr>
<th>Resource</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Handouts</td>
<td>11 2</td>
<td>40 6</td>
<td>123 19</td>
<td>194 30</td>
<td>287 44</td>
<td>1 0</td>
<td>4.08</td>
<td>1.01</td>
<td>4.29</td>
</tr>
<tr>
<td>Videos</td>
<td>7 1</td>
<td>17 3</td>
<td>85 13</td>
<td>132 20</td>
<td>415 63</td>
<td>0 0</td>
<td>4.42</td>
<td>0.89</td>
<td>4.71</td>
</tr>
<tr>
<td>Microfilm or Microfiche</td>
<td>5 1</td>
<td>21 3</td>
<td>104 16</td>
<td>162 25</td>
<td>362 55</td>
<td>2 0</td>
<td>4.31</td>
<td>0.90</td>
<td>4.60</td>
</tr>
<tr>
<td>CD-ROM Databases</td>
<td>10 2</td>
<td>34 5</td>
<td>72 11</td>
<td>127 19</td>
<td>412 63</td>
<td>1 0</td>
<td>4.37</td>
<td>0.97</td>
<td>4.71</td>
</tr>
<tr>
<td>Newspapers</td>
<td>18 3</td>
<td>63 10</td>
<td>178 27</td>
<td>171 26</td>
<td>224 34</td>
<td>2 0</td>
<td>3.80</td>
<td>1.10</td>
<td>3.90</td>
</tr>
<tr>
<td>Card Catalog</td>
<td>83 13</td>
<td>149 23</td>
<td>196 30</td>
<td>92 14</td>
<td>134 20</td>
<td>2 0</td>
<td>3.07</td>
<td>1.30</td>
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</tr>
<tr>
<td>Computers in Information Commons</td>
<td>38 6</td>
<td>74 11</td>
<td>110 17</td>
<td>117 18</td>
<td>316 48</td>
<td>1 0</td>
<td>3.91</td>
<td>1.27</td>
<td>4.40</td>
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<td>Information Arcade</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printed Indexes or Bibliographies</td>
<td>16 2</td>
<td>36 5</td>
<td>100 15</td>
<td>149 23</td>
<td>355 54</td>
<td>0 0</td>
<td>4.21</td>
<td>1.04</td>
<td>4.58</td>
</tr>
<tr>
<td>Maps</td>
<td>5 1</td>
<td>11 2</td>
<td>47 7</td>
<td>118 18</td>
<td>474 72</td>
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<td>0.76</td>
<td>4.81</td>
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</table>

*Questions 26-34 in user survey
<table>
<thead>
<tr>
<th>Department</th>
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<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</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>Number %</td>
<td>Number %</td>
<td>Number %</td>
</tr>
<tr>
<td>Access Services</td>
<td>45</td>
<td>7</td>
<td>81</td>
<td>12</td>
<td>199</td>
<td>30</td>
<td>157</td>
<td>24</td>
<td>173</td>
</tr>
<tr>
<td>Information Arcade</td>
<td>22</td>
<td>3</td>
<td>46</td>
<td>7</td>
<td>145</td>
<td>22</td>
<td>149</td>
<td>23</td>
<td>293</td>
</tr>
<tr>
<td>Media Services</td>
<td>18</td>
<td>3</td>
<td>31</td>
<td>5</td>
<td>145</td>
<td>22</td>
<td>168</td>
<td>26</td>
<td>293</td>
</tr>
<tr>
<td>Reference/Information Desk</td>
<td>39</td>
<td>6</td>
<td>94</td>
<td>14</td>
<td>221</td>
<td>34</td>
<td>167</td>
<td>25</td>
<td>134</td>
</tr>
<tr>
<td>Iowa Women's Archives</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>21</td>
<td>3</td>
<td>49</td>
<td>7</td>
<td>579</td>
</tr>
<tr>
<td>Government Publications</td>
<td>3</td>
<td>0</td>
<td>18</td>
<td>3</td>
<td>61</td>
<td>9</td>
<td>121</td>
<td>18</td>
<td>453</td>
</tr>
<tr>
<td>Special Collections</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>49</td>
<td>7</td>
<td>110</td>
<td>17</td>
<td>489</td>
</tr>
<tr>
<td>Map Collection</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>21</td>
<td>3</td>
<td>83</td>
<td>13</td>
<td>544</td>
</tr>
</tbody>
</table>

*Questions 35-42 in user survey
<table>
<thead>
<tr>
<th>Reference Services</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td>9 1</td>
<td>11 2</td>
<td>18 3</td>
<td>48 7</td>
<td>570 87</td>
<td>0 0</td>
<td>4.77</td>
<td>0.71</td>
<td>4.92</td>
</tr>
<tr>
<td>Telephone</td>
<td>14 2</td>
<td>25 4</td>
<td>86 13</td>
<td>149 23</td>
<td>382 58</td>
<td>0 0</td>
<td>4.31</td>
<td>0.98</td>
<td>4.64</td>
</tr>
<tr>
<td>Library Staff Member</td>
<td>59 9</td>
<td>105 16</td>
<td>203 31</td>
<td>157 24</td>
<td>132 20</td>
<td>0 0</td>
<td>3.30</td>
<td>1.21</td>
<td>3.31</td>
</tr>
</tbody>
</table>

| Circulation Services     | Number (%)      | Number (%) | Number (%)| Number (%)| Number (%)| Number (%)|      |                   |        |
|---                        |                 |            |           |           |           |           |      |                   |        |
| Email                     | 21 3            | 21 3       | 28 4      | 55 8    | 531 81  | 0 0   | 4.61 | 0.95              | 4.88   |
| Telephone                 | 12 2            | 28 4       | 77 12     | 88 13   | 451 69  | 0 0   | 4.43 | 0.98              | 4.77   |
| Library Staff Member      | 43 7            | 92 14      | 155 24    | 118 18  | 248 38  | 0 0   | 3.66 | 1.29              | 3.82   |

*Questions 43-48 in user survey
**TABLE 10: User Methods for Accessing LWIS**

<table>
<thead>
<tr>
<th>LWIS</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within a Library</td>
<td>4 1</td>
<td>20 3</td>
<td>70 11</td>
<td>83 13</td>
<td>479 73</td>
<td>0 0</td>
<td>4.54</td>
<td>0.85</td>
<td>4.82</td>
</tr>
<tr>
<td>Outside of a Library</td>
<td>5 1</td>
<td>17 3</td>
<td>38 6</td>
<td>71 11</td>
<td>525 80</td>
<td>0 0</td>
<td>4.67</td>
<td>0.76</td>
<td>4.88</td>
</tr>
</tbody>
</table>

*Questions 49-50 in user survey*
**TABLE 11: Use of Web Browsers: Frequency**

<table>
<thead>
<tr>
<th>Web Browser</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netscape</td>
<td>236 36</td>
<td>183 28</td>
<td>126 19</td>
<td>42 6</td>
<td>69 11</td>
<td>0 0</td>
<td>2.28</td>
<td>1.30</td>
<td>2.00</td>
</tr>
<tr>
<td>Microsoft Internet Explorer</td>
<td>79 12</td>
<td>85 13</td>
<td>121 18</td>
<td>82 13</td>
<td>288 44</td>
<td>1 0</td>
<td>3.63</td>
<td>1.45</td>
<td>4.02</td>
</tr>
<tr>
<td>Mosaic</td>
<td>2 0</td>
<td>5 1</td>
<td>18 3</td>
<td>47 7</td>
<td>579 88</td>
<td>5 1</td>
<td>4.84</td>
<td>0.52</td>
<td>4.94</td>
</tr>
<tr>
<td>Lynx</td>
<td>7 1</td>
<td>11 2</td>
<td>30 5</td>
<td>57 9</td>
<td>547 83</td>
<td>4 1</td>
<td>4.73</td>
<td>0.72</td>
<td>4.90</td>
</tr>
<tr>
<td>Other</td>
<td>34 5</td>
<td>31 5</td>
<td>59 9</td>
<td>59 9</td>
<td>458 70</td>
<td>15 2</td>
<td>4.37</td>
<td>1.16</td>
<td>4.80</td>
</tr>
</tbody>
</table>

*Questions 51-55 in user survey*
### TABLE 12. User Methods for Accessing OASIS*

<table>
<thead>
<tr>
<th>OASIS</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omit(s)</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within a Library</td>
<td>111 (17)</td>
<td>146 (22)</td>
<td>213 (32)</td>
<td>93 (14)</td>
<td>92 (14)</td>
<td>1 (0)</td>
<td>2.86</td>
<td>1.26</td>
<td>2.83</td>
</tr>
<tr>
<td>Outside of a Library</td>
<td>57 (9)</td>
<td>61 (9)</td>
<td>119 (18)</td>
<td>125 (19)</td>
<td>293 (45)</td>
<td>1 (0)</td>
<td>3.82</td>
<td>1.32</td>
<td>4.22</td>
</tr>
</tbody>
</table>

*Questions 56-57 in user survey*
<table>
<thead>
<tr>
<th>OASIS</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</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>
</tr>
<tr>
<td>LCAT</td>
<td>195</td>
<td>30</td>
<td>170</td>
<td>26</td>
<td>140</td>
<td>21</td>
<td>57</td>
<td>9</td>
<td>93</td>
</tr>
<tr>
<td>Indexes</td>
<td>103</td>
<td>16</td>
<td>135</td>
<td>21</td>
<td>155</td>
<td>24</td>
<td>88</td>
<td>13</td>
<td>174</td>
</tr>
<tr>
<td>LIBCATS</td>
<td>25</td>
<td>4</td>
<td>28</td>
<td>4</td>
<td>126</td>
<td>19</td>
<td>143</td>
<td>22</td>
<td>333</td>
</tr>
</tbody>
</table>

*Questions 58-60 in user survey*
<table>
<thead>
<tr>
<th>Resource</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Somewhat Satisfied</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
<th>Never Used**</th>
<th>Omits**</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Handouts</td>
<td>28</td>
<td>7</td>
<td>224</td>
<td>58</td>
<td>116</td>
<td>30</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>234</td>
</tr>
<tr>
<td>Library Explorer</td>
<td>15</td>
<td>6</td>
<td>118</td>
<td>51</td>
<td>78</td>
<td>33</td>
<td>15</td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>233</td>
</tr>
<tr>
<td>LWIS</td>
<td>11</td>
<td>6</td>
<td>98</td>
<td>52</td>
<td>65</td>
<td>34</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>189</td>
</tr>
<tr>
<td>CD-ROM Databases</td>
<td>22</td>
<td>9</td>
<td>128</td>
<td>53</td>
<td>75</td>
<td>31</td>
<td>11</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>241</td>
</tr>
<tr>
<td>Reference Materials</td>
<td>43</td>
<td>8</td>
<td>306</td>
<td>58</td>
<td>153</td>
<td>29</td>
<td>20</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>532</td>
</tr>
<tr>
<td>OASIS</td>
<td>97</td>
<td>17</td>
<td>299</td>
<td>52</td>
<td>140</td>
<td>24</td>
<td>35</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>580</td>
</tr>
<tr>
<td>Card Catalog</td>
<td>27</td>
<td>7</td>
<td>185</td>
<td>51</td>
<td>114</td>
<td>31</td>
<td>30</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>365</td>
</tr>
<tr>
<td>Multimedia Stations in Information Arcade</td>
<td>59</td>
<td>18</td>
<td>163</td>
<td>51</td>
<td>81</td>
<td>25</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>3</td>
<td>321</td>
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<td>Service</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Consultations</td>
<td>14</td>
<td>15</td>
<td>45</td>
<td>48</td>
<td>31</td>
<td>31</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>93</td>
</tr>
<tr>
<td>Public Service Desk</td>
<td>89</td>
<td>16</td>
<td>342</td>
<td>61</td>
<td>111</td>
<td>20</td>
<td>8</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>557</td>
</tr>
<tr>
<td>Library Instructional Classes</td>
<td>11</td>
<td>11</td>
<td>50</td>
<td>50</td>
<td>27</td>
<td>27</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>100</td>
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</tbody>
</table>

*Questions 61-68, 70-72 in user survey

**Not counted in computation of Median, Mean, or Standard Deviation
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th></th>
<th></th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Omits</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries offer the services I need.</td>
<td>103</td>
<td>16</td>
<td>414</td>
<td>63</td>
<td>88</td>
<td>13</td>
<td>32</td>
<td>5</td>
<td>13</td>
<td>2.14</td>
</tr>
<tr>
<td>Libraries' staff is helpful.</td>
<td>109</td>
<td>17</td>
<td>394</td>
<td>60</td>
<td>108</td>
<td>16</td>
<td>28</td>
<td>4</td>
<td>12</td>
<td>2.14</td>
</tr>
<tr>
<td>Libraries' staff is courteous.</td>
<td>103</td>
<td>16</td>
<td>353</td>
<td>54</td>
<td>144</td>
<td>22</td>
<td>38</td>
<td>6</td>
<td>14</td>
<td>2.24</td>
</tr>
<tr>
<td>Libraries have sufficient resources and materials.</td>
<td>96</td>
<td>15</td>
<td>333</td>
<td>51</td>
<td>140</td>
<td>21</td>
<td>67</td>
<td>10</td>
<td>14</td>
<td>2.34</td>
</tr>
<tr>
<td>Libraries have pleasant physical facilities</td>
<td>69</td>
<td>11</td>
<td>257</td>
<td>39</td>
<td>126</td>
<td>19</td>
<td>120</td>
<td>18</td>
<td>78</td>
<td>2.82</td>
</tr>
<tr>
<td>Overall, I can easily locate the materials I need.</td>
<td>48</td>
<td>7</td>
<td>273</td>
<td>42</td>
<td>149</td>
<td>23</td>
<td>135</td>
<td>21</td>
<td>46</td>
<td>2.78</td>
</tr>
<tr>
<td>Overall, the libraries do a good job meeting my needs.</td>
<td>69</td>
<td>11</td>
<td>362</td>
<td>55</td>
<td>144</td>
<td>22</td>
<td>59</td>
<td>9</td>
<td>12</td>
<td>2.35</td>
</tr>
</tbody>
</table>

*Questions 74-80 in user survey
**TABLE 16: Class Level**

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>102</td>
<td>16</td>
</tr>
<tr>
<td>Sophomores</td>
<td>132</td>
<td>20</td>
</tr>
<tr>
<td>Juniors</td>
<td>181</td>
<td>28</td>
</tr>
<tr>
<td>Seniors</td>
<td>240</td>
<td>37</td>
</tr>
<tr>
<td>Omits</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 2.85  
Standard Deviation: 1.08  
Median: 3.02  
n=655

**TABLE 17: Sex**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>234</td>
<td>36</td>
</tr>
<tr>
<td>Females</td>
<td>422</td>
<td>64</td>
</tr>
<tr>
<td>Omits</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 1.64  
Standard Deviation: .48  
Median: 1.72  
n=656

**TABLE 18: Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 and under</td>
<td>60</td>
<td>9</td>
</tr>
<tr>
<td>19-21</td>
<td>390</td>
<td>59</td>
</tr>
<tr>
<td>22-23</td>
<td>122</td>
<td>19</td>
</tr>
<tr>
<td>24 and over</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>Omits</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 2.35  
Standard Deviation: .81  
Median: 2.19  
n=655

**TABLE 19: Housing**

<table>
<thead>
<tr>
<th>Housing</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Housing</td>
<td>170</td>
<td>26</td>
</tr>
<tr>
<td>Off-Campus Housing</td>
<td>486</td>
<td>74</td>
</tr>
<tr>
<td>Omits</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 1.74  
Standard Deviation: 0.44  
Median: 1.83  
n=656

**TABLE 20: Enrollment**

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-time Students (&lt;12 hours)</td>
<td>66</td>
<td>10</td>
</tr>
<tr>
<td>Full-time Students (&gt;12 hours)</td>
<td>589</td>
<td>90</td>
</tr>
<tr>
<td>Omits</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 1.90  
Standard Deviation: 0.30  
Median: 1.94  
n=655

**TABLE 21: College**

<table>
<thead>
<tr>
<th>College</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>451</td>
<td>69</td>
</tr>
<tr>
<td>Business Administration</td>
<td>81</td>
<td>12</td>
</tr>
<tr>
<td>Education</td>
<td>43</td>
<td>7</td>
</tr>
<tr>
<td>Engineering</td>
<td>46</td>
<td>7</td>
</tr>
<tr>
<td>Nursing</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Uncertain</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Omits</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Mean: 1.67  
Standard Deviation: 1.20  
Median: 1.22  
n=653
TABLE 16a: Class Level, Comparison with Registrar’s Data

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Freshmen</th>
<th>%</th>
<th>Sophomores</th>
<th>%</th>
<th>Juniors</th>
<th>%</th>
<th>Seniors</th>
<th>%</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Data*</td>
<td>4,935</td>
<td>28</td>
<td>4,010</td>
<td>22</td>
<td>4,417</td>
<td>25</td>
<td>4,546</td>
<td>25</td>
<td>17,908</td>
<td>100</td>
</tr>
<tr>
<td>Survey Data</td>
<td>102</td>
<td>16</td>
<td>132</td>
<td>20</td>
<td>181</td>
<td>28</td>
<td>240</td>
<td>37</td>
<td>655</td>
<td>101</td>
</tr>
</tbody>
</table>

*Data provided by the Registrar.

TABLE 16b: Class Level, Comparison of Respondents to n

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Respondents</th>
<th>n*</th>
<th>% of n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>102</td>
<td>493</td>
<td>21</td>
</tr>
<tr>
<td>Sophomores</td>
<td>132</td>
<td>401</td>
<td>33</td>
</tr>
<tr>
<td>Juniors</td>
<td>181</td>
<td>442</td>
<td>41</td>
</tr>
<tr>
<td>Seniors</td>
<td>240</td>
<td>454</td>
<td>53</td>
</tr>
</tbody>
</table>

Total: 655 1,790

*Data provided by the Registrar.
### TABLE 17a: Sex, Comparison with Registrar's Data

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>%</th>
<th>Female</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Data*</td>
<td>8.609</td>
<td>46</td>
<td>10.145</td>
<td>54</td>
<td>18.754</td>
</tr>
<tr>
<td>Survey Data</td>
<td>234</td>
<td>36</td>
<td>422</td>
<td>64</td>
<td>656</td>
</tr>
</tbody>
</table>

*Includes A9 students and students with restricted addresses.
(University of Iowa Office of the Registrar. 1997. p. 5.)

### TABLE 18a: Age, Comparison with Registrar's Data

<table>
<thead>
<tr>
<th></th>
<th>18 &amp; Under</th>
<th>%</th>
<th>19-21</th>
<th>%</th>
<th>22-23</th>
<th>%</th>
<th>24 &amp; over</th>
<th>%</th>
<th>Total</th>
<th>%</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Data*</td>
<td>2.475</td>
<td>13</td>
<td>10.289</td>
<td>55</td>
<td>3.320</td>
<td>18</td>
<td>2.670</td>
<td>14</td>
<td>18.754</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Survey Data</td>
<td>60</td>
<td>9</td>
<td>390</td>
<td>59</td>
<td>122</td>
<td>19</td>
<td>83</td>
<td>13</td>
<td>655</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

*Includes A9 students and students with restricted addresses.
(University of Iowa Office of the Registrar. 1997. p. 36.)

### TABLE 19a: Housing, Comparison with Registrar's Data

<table>
<thead>
<tr>
<th></th>
<th>University</th>
<th>%</th>
<th>Off-Campus</th>
<th>%</th>
<th>Total</th>
<th>%</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Data*</td>
<td>5.737</td>
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<td>22.134</td>
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<td>27.871</td>
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<tr>
<td>Survey Data</td>
<td>170</td>
<td>26</td>
<td>486</td>
<td>74</td>
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<td>100</td>
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</table>

*Includes all students.
(University of Iowa Office of the Registrar. 1997. p. 37.)
### TABLE 20a: Enrollment, Comparison with Registrar's Data

<table>
<thead>
<tr>
<th></th>
<th>Part-time</th>
<th>%</th>
<th>Full-time</th>
<th>%</th>
<th>Total</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar's Data*</td>
<td>2,520</td>
<td>13</td>
<td>16,234</td>
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<td>Survey Data</td>
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<td>589</td>
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<td>100</td>
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</table>

*Includes A9 students and students with restricted addresses.

(University of Iowa Office of the Registrar, 1997, p. 5)

### TABLE 21a: College, Comparison with Registrar's Data

<table>
<thead>
<tr>
<th>College</th>
<th>N</th>
<th>n</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts*</td>
<td>15,243</td>
<td>1,524</td>
<td>494</td>
</tr>
<tr>
<td>Business</td>
<td>1,095</td>
<td>109</td>
<td>81</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,147</td>
<td>114</td>
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</tr>
<tr>
<td>Nursing</td>
<td>423</td>
<td>43</td>
<td>26</td>
</tr>
<tr>
<td>Uncertain</td>
<td></td>
<td></td>
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</table>

Total: 17,908 | 1,790 | 653

*Includes College of Education Students

Data provided by the Registrar.
<table>
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<tr>
<th>Question Number</th>
<th>Class Level</th>
<th>Sex</th>
<th>Age</th>
<th>Housing</th>
<th>Enrollment</th>
<th>College</th>
</tr>
</thead>
<tbody>
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<td>8</td>
<td>**</td>
<td>*</td>
<td>*0.002</td>
<td>**</td>
<td>0.001</td>
<td>*0.002</td>
</tr>
<tr>
<td>13</td>
<td>**</td>
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<td>0.034</td>
<td>0.001</td>
<td>0.024</td>
<td>**</td>
</tr>
<tr>
<td>14</td>
<td>0.002</td>
<td>0.092</td>
<td>**</td>
<td>**</td>
<td>0.001</td>
<td>**</td>
</tr>
<tr>
<td>16</td>
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<td>0.001</td>
<td>0.017</td>
<td>0.001</td>
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<td>**</td>
</tr>
<tr>
<td>17</td>
<td>**</td>
<td>**</td>
<td>0.001</td>
<td>**</td>
<td>0.001</td>
<td>*0.001</td>
</tr>
<tr>
<td>18</td>
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<td>0.030</td>
<td>0.028</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
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<td>**</td>
</tr>
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<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
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<td>**</td>
<td>**</td>
<td>0.055</td>
<td>0.001</td>
<td>**</td>
</tr>
<tr>
<td>22</td>
<td>**</td>
<td>0.001</td>
<td>**</td>
<td>**</td>
<td>**</td>
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</tr>
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<td>24</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>0.006</td>
<td>**</td>
</tr>
<tr>
<td>26</td>
<td>0.012</td>
<td>0.038</td>
<td>0.076</td>
<td>0.017</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>27</td>
<td>**</td>
<td>**</td>
<td>0.030</td>
<td>**</td>
<td>**</td>
<td>*0.071</td>
</tr>
<tr>
<td>28</td>
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</tr>
<tr>
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<td>**</td>
<td>0.012</td>
<td>**</td>
<td>0.067</td>
<td>**</td>
<td>0.034</td>
</tr>
<tr>
<td>32</td>
<td>**</td>
<td>0.063</td>
<td>0.007</td>
<td>0.071</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>34</td>
<td>**</td>
<td>0.029</td>
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<td>**</td>
<td>0.094</td>
<td>*0.059</td>
</tr>
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<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
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<td>0.014</td>
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<td>0.018</td>
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</tr>
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</tr>
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<td>0.008</td>
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</tr>
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<td>**</td>
</tr>
<tr>
<td>51</td>
<td>**</td>
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<td>**</td>
<td>0.003</td>
<td>*0.003</td>
</tr>
<tr>
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<td>**</td>
<td>0.074</td>
<td>0.025</td>
<td>0.028</td>
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</tr>
<tr>
<td>58</td>
<td>**</td>
<td>**</td>
<td>0.055</td>
<td>0.015</td>
<td>**</td>
<td>0.005</td>
</tr>
<tr>
<td>61</td>
<td>**</td>
<td>**</td>
<td>*0.050</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>63</td>
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<td>**</td>
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<td>**</td>
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<td>*0.031</td>
</tr>
<tr>
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<td>**</td>
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</tr>
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<td>**</td>
<td>*0.044</td>
<td>**</td>
<td>*0.044</td>
<td>**</td>
</tr>
<tr>
<td>70</td>
<td>**</td>
<td>**</td>
<td>*0.063</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>71</td>
<td>**</td>
<td>**</td>
<td>*0.097</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>75</td>
<td>0.031</td>
<td>0.092</td>
<td>0.028</td>
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<td>**</td>
</tr>
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<td>79</td>
<td>**</td>
<td>0.006</td>
<td>0.086</td>
<td>**</td>
<td>0.032</td>
<td>**</td>
</tr>
</tbody>
</table>

*Chi-square significant, but invalid measure.

**Chi-square not significant.
### TABLE 23: Significant Chi-Square at the .10 level, not used in report

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Class Level</th>
<th>Sex</th>
<th>Age</th>
<th>Housing Enrollment</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>**</td>
<td>0.006</td>
<td>0.055</td>
<td>0.003</td>
<td>0.013   *0.020</td>
</tr>
<tr>
<td>2</td>
<td>0.086</td>
<td>**</td>
<td>0.042</td>
<td>**</td>
<td>**      *0.038</td>
</tr>
<tr>
<td>3</td>
<td>0.003</td>
<td>**</td>
<td>0.005</td>
<td>0.041</td>
<td>0.001   ** *0.001</td>
</tr>
<tr>
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<td>**</td>
<td>**</td>
<td>**</td>
<td>**      *0.015</td>
</tr>
<tr>
<td>5</td>
<td>**</td>
<td>0.045</td>
<td>**</td>
<td>**</td>
<td>**      *0.001</td>
</tr>
<tr>
<td>6</td>
<td>*0.032</td>
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<td>0.002</td>
<td>**      ** **</td>
</tr>
<tr>
<td>7</td>
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<td>**</td>
<td>0.030</td>
<td>**</td>
<td>**      *0.001</td>
</tr>
<tr>
<td>9</td>
<td>**</td>
<td>0.011</td>
<td>**</td>
<td>**</td>
<td>**      *0.010</td>
</tr>
<tr>
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<td>**</td>
<td>0.059</td>
<td>**      *0.001</td>
</tr>
<tr>
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<td>0.001</td>
<td>0.007</td>
<td>0.001</td>
<td>**      *0.001</td>
</tr>
<tr>
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<td>**</td>
<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
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<tr>
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<td>**</td>
<td>**      0.085 *0.049</td>
</tr>
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<td>**</td>
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<td>**</td>
<td>0.051</td>
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<td>**</td>
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</tr>
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<td>**</td>
<td>**      0.041 0.008</td>
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<td>**</td>
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</tr>
<tr>
<td>41</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**      *0.069</td>
</tr>
<tr>
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<td>**      **</td>
</tr>
<tr>
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<td>**</td>
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<td>**</td>
<td>**      **</td>
</tr>
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<td>**</td>
<td>**</td>
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</tr>
<tr>
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<td>0.079</td>
<td>**</td>
<td>0.016</td>
<td>**      0.069 **</td>
</tr>
<tr>
<td>52</td>
<td>**</td>
<td>0.050</td>
<td>0.011</td>
<td>**</td>
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</tr>
<tr>
<td>53</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**      *0.002</td>
</tr>
<tr>
<td>54</td>
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<td>**</td>
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<td>**</td>
<td>**      **</td>
</tr>
<tr>
<td>55</td>
<td>**</td>
<td>**</td>
<td>0.023</td>
<td>0.078</td>
<td>**      *0.063</td>
</tr>
<tr>
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<td>**</td>
<td>**</td>
<td>**</td>
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</tr>
<tr>
<td>59</td>
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<td>**</td>
<td>**</td>
<td>**</td>
<td>**      0.037 *0.019</td>
</tr>
<tr>
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<td>**</td>
<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
<tr>
<td>62</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
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</tr>
<tr>
<td>64</td>
<td>**</td>
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<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
<tr>
<td>65</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
<tr>
<td>67</td>
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<td>**</td>
<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
<tr>
<td>72</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
<tr>
<td>74</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
<tr>
<td>77</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**      0.015 **</td>
</tr>
<tr>
<td>80</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**      **</td>
</tr>
</tbody>
</table>

*Chi-square significant, but invalid measure.

**Chi-square not significant.
Chart 1
Use of Main Library

- Very Frequently/Frequently/Sometimes: 86%
- Seldom: 10%
- Never: 4%
Chart 1a
Use of Main Library

■ Very Frequently/Frequently
▲ Sometimes
■ Seldom
□ Never

56%
30%
10%
4%
Chart 2
Undergraduate Use of the Libraries

■ Very Frequently/Frequently/Sometimes □ Seldom □ Never

Usage %

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study</td>
<td>72</td>
<td>15</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Check out/borrow books, magazines/journals</td>
<td>68</td>
<td>24</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Recall a book</td>
<td>53</td>
<td>18</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Use photocopiers</td>
<td>70</td>
<td>16</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Use the Instructional Technology Cluster</td>
<td>60</td>
<td>17</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Rationale
Chart 2a
Undergraduate Use of the Libraries

- Very Frequently/Frequently
- Sometimes
- Seldom
- Never

Study:
- Very Frequently/Frequently: 44%
- Sometimes: 32%
- Seldom: 15%
- Never: 12%

Check out/borrow books, magazines/journals:
- Very Frequently/Frequently: 36%
- Sometimes: 32%
- Seldom: 24%
- Never: 8%

Recall a book:
- Very Frequently/Frequently: 53%
- Sometimes: 28%
- Seldom: 14%
- Never: 4%

Use photocopiers:
- Very Frequently/Frequently: 37%
- Sometimes: 33%
- Seldom: 16%
- Never: 14%

Use the Instructional Technology Cluster:
- Very Frequently/Frequently: 33%
- Sometimes: 27%
- Seldom: 17%
- Never: 23%

Rationale
Chart 3
User Satisfaction

- Very Satisfied/Satisfied/Somewhat Satisfied
- Dissatisfied/Very Dissatisfied

Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Satisfaction %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Instructional Classes</td>
<td>88</td>
</tr>
<tr>
<td>Public Service Desk</td>
<td>97</td>
</tr>
<tr>
<td>Reference Consultations</td>
<td>94</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>Satisfaction %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia Stations in Information Arcade</td>
<td>94</td>
</tr>
<tr>
<td>Card Catalog</td>
<td>89</td>
</tr>
<tr>
<td>OASIS</td>
<td>93</td>
</tr>
</tbody>
</table>

Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Satisfaction %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Materials</td>
<td>95</td>
</tr>
<tr>
<td>CD-ROM Databases</td>
<td>93</td>
</tr>
<tr>
<td>LWIS</td>
<td>92</td>
</tr>
<tr>
<td>Library Explorer</td>
<td>90</td>
</tr>
<tr>
<td>Printed Handouts</td>
<td>95</td>
</tr>
</tbody>
</table>

Satisfaction %
Chart 3a
User Satisfaction

■ Very Satisfied/Satisfied  □ Somewhat Satisfied
■ Dissatisfied/Very Dissatisfied

Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Satisfaction %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Instructional Classes</td>
<td>61</td>
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<tr>
<td>Public Service Desk</td>
<td>77</td>
</tr>
<tr>
<td>Reference Consultations</td>
<td>63</td>
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</tbody>
</table>

Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Satisfaction %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia Stations</td>
<td>69</td>
</tr>
<tr>
<td>Card Catalog</td>
<td>58</td>
</tr>
<tr>
<td>OASIS</td>
<td>69</td>
</tr>
<tr>
<td>Reference Materials</td>
<td>66</td>
</tr>
<tr>
<td>CD-ROM Databases</td>
<td>62</td>
</tr>
<tr>
<td>LWIS</td>
<td>58</td>
</tr>
<tr>
<td>Library Explorer</td>
<td>57</td>
</tr>
<tr>
<td>Printed Handouts</td>
<td>65</td>
</tr>
</tbody>
</table>

Satisfaction %
Chart 4
Undergraduate Perceptions

- Libraries offer the services I need:
  - Strongly Agree/Agree: 13%
  - Undecided: 16%
  - Disagree/Strongly Disagree: 71%

- Libraries' staff is helpful:
  - Strongly Agree/Agree: 16%
  - Undecided: 16%
  - Disagree/Strongly Disagree: 68%

- Libraries' staff is courteous:
  - Strongly Agree/Agree: 22%
  - Undecided: 19%
  - Disagree/Strongly Disagree: 59%

- Libraries have sufficient resources and materials:
  - Strongly Agree/Agree: 21%
  - Undecided: 12%
  - Disagree/Strongly Disagree: 67%

- Libraries have pleasant physical facilities:
  - Strongly Agree/Agree: 30%
  - Undecided: 29%
  - Disagree/Strongly Disagree: 41%

- Overall, I can easily locate the materials I need:
  - Strongly Agree/Agree: 49%
  - Undecided: 23%
  - Disagree/Strongly Disagree: 28%

- Overall, the libraries do a good job meeting my needs:
  - Strongly Agree/Agree: 66%
  - Undecided: 22%
  - Disagree/Strongly Disagree: 12%
Addendum 3: Open-Ended Responses

Part A: Each question was categorized by subject. It should be noted that some respondents commented on various subjects in one or more of the open-ended questions.

Part B: Raw data.
Part A

QUESTION #69 – RESPONSES

Question 69: What comments or suggestions do you have about the libraries’ resources described above (questions 61-68)?

AUTOMATION
- OASIS - NEGATIVE: 30
- OASIS - POSITIVE: 3
- UPDATE NETSCAPE: 2
- MAKE LWIS BOOLEAN SEARCHABLE: 2
- MORE/BETTER INTERNET ACCESS: 2
- AUTOMATE CIRCULATION IN MUSIC LIBRARY: 1

COLLECTIONS
- HARD TO LOCATE/FIND MATERIALS: 22
- JOURNALS - MISSING, MUTILATED, DISORGANIZED: 9
- NEED MORE ONLINE RESOURCES: 6
- EXPAND/UPDATE COLLECTIONS: 5
- COMPLETE RECONVERSION PROJECT: 1
- CD-ROM’S - POSITIVE: 1

AWARENESS/INSTRUCTION (ARCADE/MAIN)
- UNAWARE OF SERVICES: 13
- NEED MORE INFORMATION/INSTRUCTION ON SERVICES: 11
- MORE/BETTER HANDOUTS/GUIDES: 7
- REQUIRE LIBRARY COURSE: 3
- TOURS NEEDED: 2
- MORE/BETTER SIGNAGE: 2
- LIBRARY INSTRUCTION - NEGATIVE: 2
- NEED LIBRARY NEWS LETTER: 1

EQUIPMENT
- MORE/BETTER COMPUTERS: 12
- MORE/BETTER PRINTERS: 11
- MORE/BETTER COPIERS: 1
- MORE/BETTER ITC PRINTERS: 1

STAFF
- NEED MORE: 2
- NEED MORE EDUCATION/TRAINING: 2
- NEGATIVE: 1
- POSITIVE: 1

FACILITIES
- NEED MODELED/UPDATED: 2

ARCADE
- ENLARGE: 2
- NEGATIVE: 1
- POSITIVE: 1

ITC
- NEGATIVE: 1
QUESTION # 73 – RESPONSES

Question 73: What comments or suggestions do you have about the libraries’ services described above (questions 70-72)?

STAFF
NEGATIVE 21
POSITIVE 19
NEED MORE TRAINING/EDUCATION 4
NEED MORE STAFF 1

INSTRUCTION/AWARENESS
NEED MORE PUBLICITY 7
UNAWARE 4
NEED REQUIRED LIBRARY INSTRUCTION 2
NEGATIVE 2
OFFER INSTRUCTION THROUGHOUT THE YEAR 1
NEED MORE WWW CLASSES 1
NEED MORE COMPUTER-BASED INTERNET INSTRUCTION 1
NEED MORE COURSE BASED INSTRUCTION 1
NEED MORE HANDOUTS 1
NEED MORE BUSINESS INSTRUCTION-BLOOMBERG COMPUTERS 1

COLLECTIONS
HARD TO LOCATE/FIND MATERIALS 7
EXPAND/UPDATE COLLECTIONS 1

CONSULTATIONS
UNAWARE 4
POSITIVE 1

GENERAL
POSITIVE 4
MISC. 1
**QUESTION #81 – RESPONSES**

Question 81: What would you want the libraries to do to improve services?

**FACILITIES**
- REMODEL/UPDATE FURNISHING BUILDING: 79
- NEED NEW CHAIRS: 45
- LONGER HOURS: 21
- MORE ORDER/SECURITY: 6
- LONGER HOURS (SOUTH ENTRANCE): 5
- MORE GROUP STUDY AREAS: 5
- CLEANER RESTROOMS: 5
- LONGER HOURS (DEPARTMENTS IN MAIN): 4
- LONGER HOURS (DEPARTMENTALS): 4
- FREE PARKING: 4
- CONSOLIDATE LIBRARIES: 3
- VENDING/LOUNGE AREA: 3
- BRING BACK BROWSING ROOM: 1
- SOUTH ENTRANCE – STUDY AREA – POSITIVE: 1

**COLLECTIONS**
- NEGATIVE – ORGANIZATION – DIFFICULT TO LOCATE MATERIALS: 42
- INCREASE/UPDATE: 33
- JOURNALS – RESHELF QUICKLY, MUTILATED, DISORGANIZED: 15
- MATERIALS – RESHELF MORE QUICKLY: 11
- NEED BETTER SIGNAGE: 9
- PROCESS MATERIALS MORE QUICKLY: 3
- NEED MORE ITEM LOCATION INFORMATION ON OASIS: 2
- POSITIVE: 2
- FINISH RETROSPECTIVE CONVERSION PROJECT: 1
- PROVIDE SCANNED FULL-TEXT OF COLLECTION: 1

**STAFF**
- NEGATIVE: 31
- POSITIVE: 11
- MORE STAFF NEEDED: 10
- NEED MORE STAFF EDUCATION/TRAINING: 6

**EQUIPMENT**
- MORE/BETTER COMPUTERS: 11
- MORE/BETTER PRINTERS: 8
- MORE/BETTER/CHEAPER COPIERS: 7
- MORE/BETTER INTERNET/NETSCAPE ACCESS: 5
- NEED LASER PRINTERS: 1

**ITC’S**
- MORE PRINTERS: 7
- BETTER COMPUTERS: 4
- DO NOT CHARGE FOR PRINTING: 1
- NEED LASER PRINTERS: 1

**INSTRUCTION/AWARENESS**
- NEED REQUIRED LIBRARY COURSE: 3
- NEED MORE INSTRUCTION FOR OFF-CAMPUS STUDENTS: 3
- NEED MORE COURSE-BASED INSTRUCTION: 2
<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEED TOURS</td>
<td>1</td>
</tr>
<tr>
<td>NEED MORE PUBLICITY</td>
<td>1</td>
</tr>
<tr>
<td>POSITIVE</td>
<td>1</td>
</tr>
<tr>
<td>SERVICES</td>
<td></td>
</tr>
<tr>
<td>CIRCULATION POLICIES – NEGATIVE</td>
<td>5</td>
</tr>
<tr>
<td>NEED TO AUTOMATE CIRCULATION IN MUSIC LIBRARY</td>
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</tr>
<tr>
<td>NEED MORE/BETTER ONLINE SERVICES</td>
<td>2</td>
</tr>
<tr>
<td>MORE PUBLICITY FOR LIBRARY HOURS</td>
<td>1</td>
</tr>
<tr>
<td>OASIS – NEGATIVE</td>
<td>1</td>
</tr>
<tr>
<td>NEED MORE ASSISTANCE FOR OLDER STUDENTS</td>
<td>1</td>
</tr>
<tr>
<td>ITC – NEEDS TO BE BETTER MAINTAINED</td>
<td>1</td>
</tr>
<tr>
<td>GENERAL</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY SHOULD PROVIDE MORE FUNDING FOR LIBRARY</td>
<td>2</td>
</tr>
<tr>
<td>MISC</td>
<td>4</td>
</tr>
</tbody>
</table>
Addendum 4: Cover Letters
Dear Student:

On behalf of the University of Iowa Libraries we are conducting an undergraduate 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 four digit number is written in the top left hand corner of your survey for the purpose of follow-up mailings. Only those participants who do not return their surveys by February 20, 1998, will receive follow-up requests.

You were chosen to participate in this survey through the use of a random selection process. Each undergraduate student had an equal chance of being selected. 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 are currently meeting 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 15 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.

Thank you.

University of Iowa Libraries User Needs Assessment Committee
Leo Clougherty
Carlette Washington-Hoagland
John Forys
Toby Lyles
Dottie Persson
Christine Walters
Dear Student:

On February 6, 1998 an undergraduate 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 with your academics, 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 four digit number is written in the top left hand corner of your survey for the purpose of follow-up mailings. Only those participants who do not return their surveys by March 20, 1998, will receive follow-up requests.

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Dear Student:

On March 1, 1998 an undergraduate 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 with your academics, 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 four digit number is written in the top left hand corner of your survey for the purpose of follow-up mailings. Only those participants who do not return their surveys by April 3, 1998, will receive follow-up requests.

You were chosen to participate in this survey through the use of a random selection process. Each undergraduate student had an equal chance of being selected. 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 are currently meeting your information needs, and help us improve future services.

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