

Report

University of Memphis Libraries Undergraduate Student Survey Fall 1999

Prepared by the Libraries' Survey Committee

Introduction and Methodology:

The University of Memphis Libraries' Survey Committee was appointed by the Associate Director of Libraries in March 1999. The Committee was formed in response to the University of Memphis Libraries' Strategic Plan (Goal IV, Objective 3), "Initiate and implement a survey to determine the needs and expectations of library users and report findings to the Libraries' Administrative Council for their use in future planning. (2000)" The Libraries Administrative Council felt that a general user survey would serve to inform the planning process because one had not been conducted by the Libraries in the recent past.

Purpose:

The Committee decided that the primary purposes of the survey were to evaluate the strengths and weaknesses of current library services and to inform the planning process. The Committee wanted to answer the questions:

1. What resources and services do students and faculty use?
2. What is the level of user satisfaction with these resources and services?
3. What are the future needs of our library users?

A secondary purpose of the survey was to inform users of services they might not know about by asking questions about those services.

Target Population:

Undergraduate students, graduate students, off-campus students, and faculty of The University of Memphis comprised the target audience for the survey. The McWherter Library and the five branch libraries (Chemistry, Earth Sciences, Mathematics, Music, and Audiology and Speech Pathology) were included in the survey. Since the needs and usage patterns of the diverse groups identified to be surveyed are believed to be different, a separate survey instrument was considered appropriate for each group. The undergraduate student survey, which this report covers, was the first to be undertaken.

Although the survey of undergraduate students was conducted in Fall of 1999, enrollment data for Spring 1999 were used as they were readily available from the *1999 Spring Enrollment Profile* published by The University of Memphis Office of Institutional Research. The total number of undergraduate students during Spring 1999 was 13,992. Freshmen were excluded from the target audience. Since the survey was to be conducted in the Fall, the committee felt that freshmen would not have had a chance to use the library and be acquainted with its services and facilities in the short time they were at The University before the survey was conducted. Thus the population for the study comprised a total of 10,764 sophomores, juniors, and seniors. Sophomores made up about 25%, juniors about 25%, and seniors 50% of the total population. The colleges included were

The College of Arts and Sciences, The Fogelman College of Business and Economics, The College of Communication and Fine Arts, The College of Education, The Herff College of Engineering, The Loewenberg School of Nursing, and The University College. Independent divisions such as Aerospace Studies, Military Science, Naval Science and Transitional Studies were excluded.

Sample:

Constraints of resources and staff precluded the Committee from adopting a very large sample. A sample size of 13% (falling between 10% - 15%) was considered adequate and manageable. This figure put the sample at 1400. The following table represents the number of surveys required at the three levels:

Level	Percent of Sample	Number of Surveys
Sophomores (2000 Level)	25%	350
Juniors (3000 Level)	25%	350
Seniors (4000 Level)	50%	700

In order to make the sample representative, a sampling technique was devised which included credit hours produced by each college at the 2000, 3000, and 4000 levels as well as the enrollment numbers at these three levels. At each level, the total number of credit hours produced by a particular college was expressed as a percentage of the total number of credit hours produced at that level. This percentage was then used to determine the number of surveys that would be administered from the total number of surveys to be administered at that level. For instance, it was determined that at the 2000 level, a total number of 350 surveys would need to be administered. The College of Arts and Sciences produced 41% of the total credit hours at that level. 41% of 350 is 144 which was the number of surveys to be administered to students from the College of Arts and Sciences taking 2000 level courses. Within each college, classes were chosen from the constituent departments depending on the number of credit hours produced by each department. Within each department, classes were randomly selected until the sample was reached. Independent study classes and seminars were not included in the sample because they did not meet regularly.

To ensure a good response rate, surveys were administered in each class. Using *The University of Memphis, Fall 1999 Schedule of Classes* the Survey Committee made up a list of about 76 classes that were surveyed. (Appendix 2 is a list of classes surveyed.) Once the classes were identified, instructors were contacted with a memorandum signed by the Provost, requesting permission to administer the survey during a class period of their choice. (Appendix 3 is copy of the memorandum.) Faculty and staff from the libraries helped in administering the survey in the classes between October and November 1999.

Response Rates:

The following tables compare the number of surveys needed to reach the target sample at each level by department with the number of completed surveys actually returned. The last column presents the percentage of surveys returned in each case.

2000 Level Courses					
College	Number of Credit Hours	% of Total Credit Hours	Number of Surveys Needed	Number of Surveys Returned	% of Returned from Needed
Arts and Sciences	14,072	41%	144	77	53%
Communication & Fine Arts	5,106	15%	49	41	84%
Education	3,597	10%	35	33	94%
Engineering	1,298	4%	14	12	86%
Business	9,698	28%	98	60	61%
Nursing	280	1%	4	65	1625%
University College	250	1%	4	15	375%
Total	*34,364	100%	348	303	87%

* This total reflects the total number of credit hours at the 2000 level including Independent Divisions that are not included here

3000 Level Courses					
College	Number of Credit Hours	% of Total Credit Hours	Number of Surveys Needed	Number of Surveys Returned	% of Returned from Needed
Arts and Sciences	15,418	40%	140	87	62%
Communication & Fine Arts	3,449	9%	32	54	169%
Education	4,469	12%	42	35	83%
Engineering	1,928	5%	18	22	122%
Business	10,470	27%	95	68	72%
Nursing	1,771	5%	18	19	106%
University College	1,251	3%	11	22	200%
Total	*38,840	101%	356	307	86%

*This total reflects the total number of credit hours at the 2000 level including Independent Divisions that are not included here

4000 Level Courses					
College	Number of Credit Hours	% of Total Credit Hours	Number of Surveys Needed	Number of Surveys Returned	% of Returned from Needed
Arts and Sciences	6,635	27%	189	136	72%
Communication & Fine Arts	3,859	16%	112	65	58%
Education	5,159	21%	147	76	52%
Engineering	2,137	9%	63	44	70%
Business	5,013	21%	147	89	61%
Nursing	970	4%	28	32	114%
University College	393	2%	14	7	50%
Total	*24,213	100%	700	449	64%

* This total reflects the total number of credit hours at the 4000 level including Independent divisions that are not included here

Actual returns at the three levels are reflected in the following table:

Returned Survey Totals All Levels					
Level	Number of Credit Hours	% of Total Credit Hours	Number of Surveys Needed	Number of Surveys Returned	% of returned from needed
2000 level	34,364	35%	348	303	87%
3000 level	38,840	40%	356	307	86%
4000 level	24,213	25%	700	449	64%
Level Unknown	0	0%	0	26	
Total	97,417	100%	1404	1085	77%

A total of 1404 surveys were planned with 1085 completed. A total return rate of 77% was achieved. One reason for this was that a number of classes did not have full attendance by students. Another reason was that some students dropped the course and so the anticipated returns were not achieved.

The following table compares the percentage of surveys targeted from each college with the percentage returned. As can be seen, a lower percentage of surveys were actually recovered than targeted in most cases. As mentioned earlier, both absent students, and students dropping courses, may cause this to occur. In addition, even though a specific number of classes at the three different levels were targeted with a specific number of students enrolled in each class, freshman may take an upper level course and juniors or

seniors may take a lower level course. Therefore, it may be entirely possible that a 3000 level course may have more seniors enrolled than juniors. This could result in altering the estimated numbers of students of a certain level that were assumed to be in that class. Moreover, in some cases, class sizes were large, resulting in a greater number of students answering the survey than required. In addition, 12% of students either did not report their major or specified an unidentifiable major, which contributed to under-reporting this information. Had all students specified their majors, reported returns may have been higher. Higher returns specified for The Loewenberg School of Nursing and The Herff College of Engineering were the combined result of over-sampling on the part of the Survey Committee as well as an increase in the number of students enrolled in the target classes.

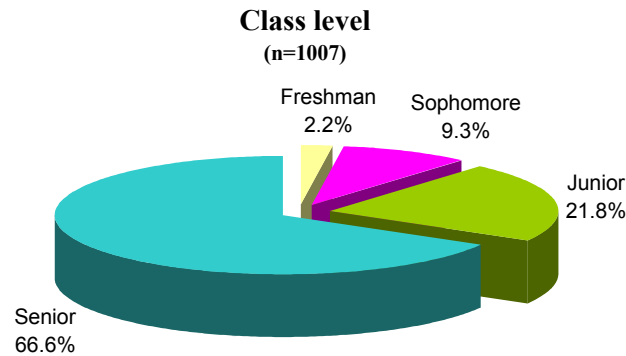
Returned Survey Totals By College			
College	% of Sample Needed (n=1404)	% of Sample Returned (n=1085)	% Difference of Returned from Needed
Arts and Sciences	34.00%	19%	-15%
Communication & Fine Arts	14.00%	13%	-1%
Education	16.00%	13%	-3%
Engineering	7.00%	9%	2%
Business	24.00%	21%	-3%
Nursing	3.00%	11%	8%
University College	2.00%	2%	
Unknown		12%	
Total	100%	100%	

Results:

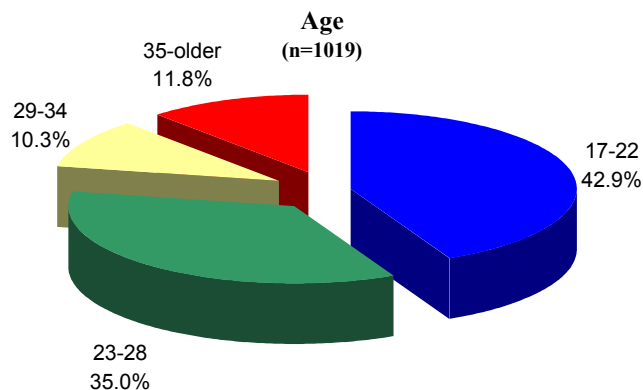
Unless otherwise specified, results reported are based on valid percentages derived from the numbers of undergraduates responding to each question. (The number of responses (n) varies; see tables for details.) A majority of results reported are for the McWherter Library because it is the main library on campus. The branch libraries (Mathematics, Music, Chemistry, Audiology and Speech Pathology, and Earth Sciences), due to their specialized nature, are used by only a small number of undergraduates and responses for these libraries were often statistically insignificant. Therefore, results for the branches are selectively reported.

Characterization of Actual Population Surveyed:

Characterizing the completed survey pool presents an interesting picture. Of the 1007 students who responded to the question, 2% were freshmen, 9% sophomores, 22% seniors and 67% seniors. This shows that although freshmen were not targeted at all, a small percentage was represented in the sample. A mere 9% of sophomores were represented although 25% were targeted, and only 22% of juniors were represented even though 25% were targeted. Seniors comprised the largest reporting group and were over represented by about 17%, with an intended sample size of 50%.

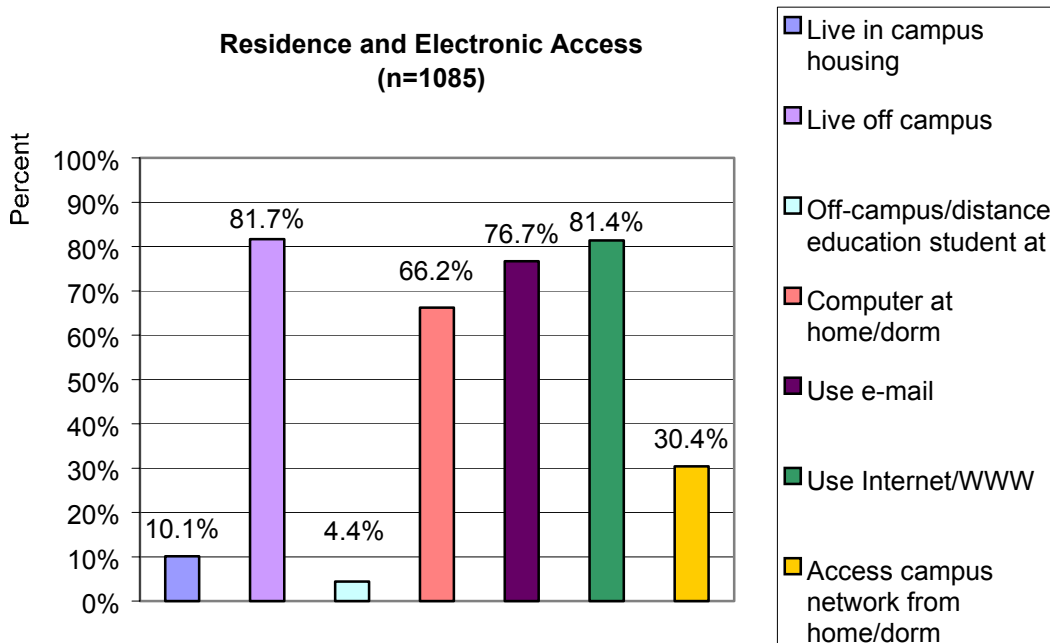


With the numbers of adult students increasing in universities all over the country, the committee was interested in finding out the age groups represented among undergraduate students. Of the 1019 respondents 42.9% belonged to the 17-22 years age group, 35% belonged to the 23-28 year age group, 10.3% represented the 29-34 year age group, and 11.8% were 35 years or older.

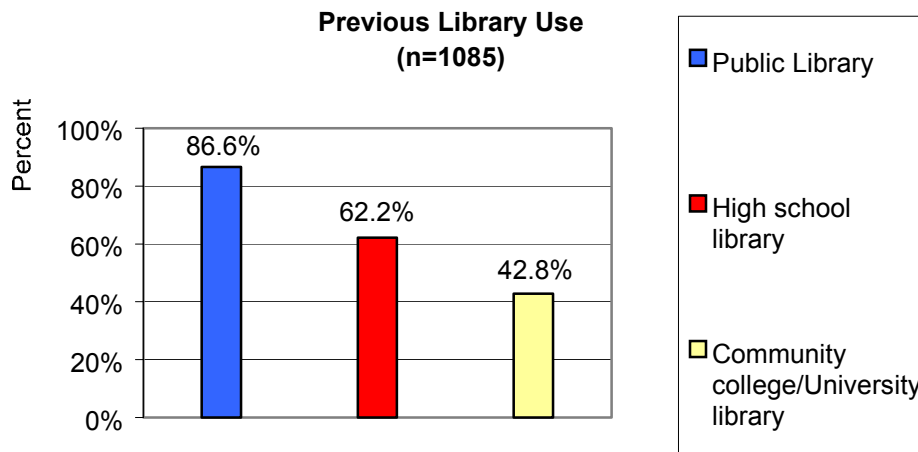


Being an urban commuter school, it is not surprising that a mere 10% of undergraduate students live in campus housing while 81.7% who live off campus and commute to the University. Although surveys were administered to students in classes on campus, 4.4%

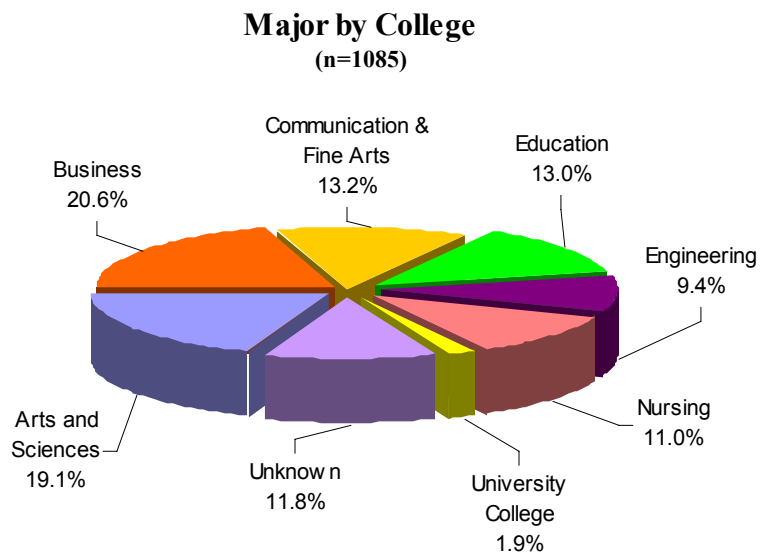
of the students reported that they were also distance education students. This substantiates the Committee's belief that some distance education students do attend classes on campus. In this electronic age, 66.2% of students reported possessing a computer at home or in their dormitories. It is not surprising that 81.4% of undergraduates use the Internet and 76.7% use email. On the other hand, it is striking that only 30.4% of students reported accessing the campus computer network from home or from their dormitories. As this was the only way to access library databases from off-campus until recently (Spring 2000) when proxy server enhancements were implemented, it signals limited use of the libraries electronic resources from outside the libraries. In effect, less than half the numbers of students who have access to a personal computer dial into the university network.



To gain further insight into the general competencies of undergraduates, they were asked to specify whether they had used a library prior to joining the University. Of the 1085 respondents to the entire survey, 940 or 86.6% had used the public library, 675 or 62.2% had used a school library and 464 or 42.8% had used a library while attending community college. This shows that a majority of undergraduates had some previous experience in using libraries. Armed with this familiarity, it may be inferred that they may be more likely to use University library services. It may also be possible that students may demand more of their University libraries because they may have some previous knowledge of a certain level of services that they may expect from a competent library system.



Colleges represented in the survey based on students' responses to the question regarding their major are shown below.



Overall Impression:

Of the 1075 students reporting, 99% use the McWherter Library, the main library for The University of Memphis Libraries system. Of those who use McWherter, 38.6% use the library at least once a week or more, 30.8 % use the library once a month, and 25.3% use the library once a semester. It may be worth noting that 5.3% of students do not use McWherter Library. For the branch libraries, the highest use is once a semester, then once a week, followed by once a month. The usage pattern for the Chemistry library varies somewhat from the other branches in that almost equal numbers of students use the library once a semester and once a week.

[Insert table 1 for overall use]

Overall-Frequency of Use									
	At least once a Week		Once a month		Once a semester		Never		Total Respondents
	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	
McWherter (Main) Library	415	38.6%	331	30.8%	272	25.3%	57	5.3%	1075
Chemistry Library	30	3.6%	13	1.5%	31	3.7%	770	91.2%	844
Earth Sciences Library	4	0.5%	3	0.4%	14	1.7%	810	97.5%	831
Mathematics Library	16	1.9%	15	1.8%	31	3.7%	779	92.6%	841
Music Library	29	3.4%	20	2.4%	47	5.6%	746	88.6%	842
Audiology and Speech Pathology Library	4	0.5%	2	0.2%	7	0.8%	817	98.4%	830

Overall Satisfaction:

Overall, the satisfaction rating for all libraries was good to very good. Satisfaction with the McWherter Library was high with 95.9% of the respondents reporting average to high satisfaction. The branch libraries, Chemistry, Music and Earth Sciences all had average to high satisfaction rates of between 90% and 93.3%. The Mathematics and the Audiology and Speech Pathology libraries had an 88% satisfaction rate. It is significant to note that the percentage of students who rated library satisfaction as poor or very poor is small, the largest being 12% for the Audiology and Speech Pathology Library.

[Insert table for satisfaction]

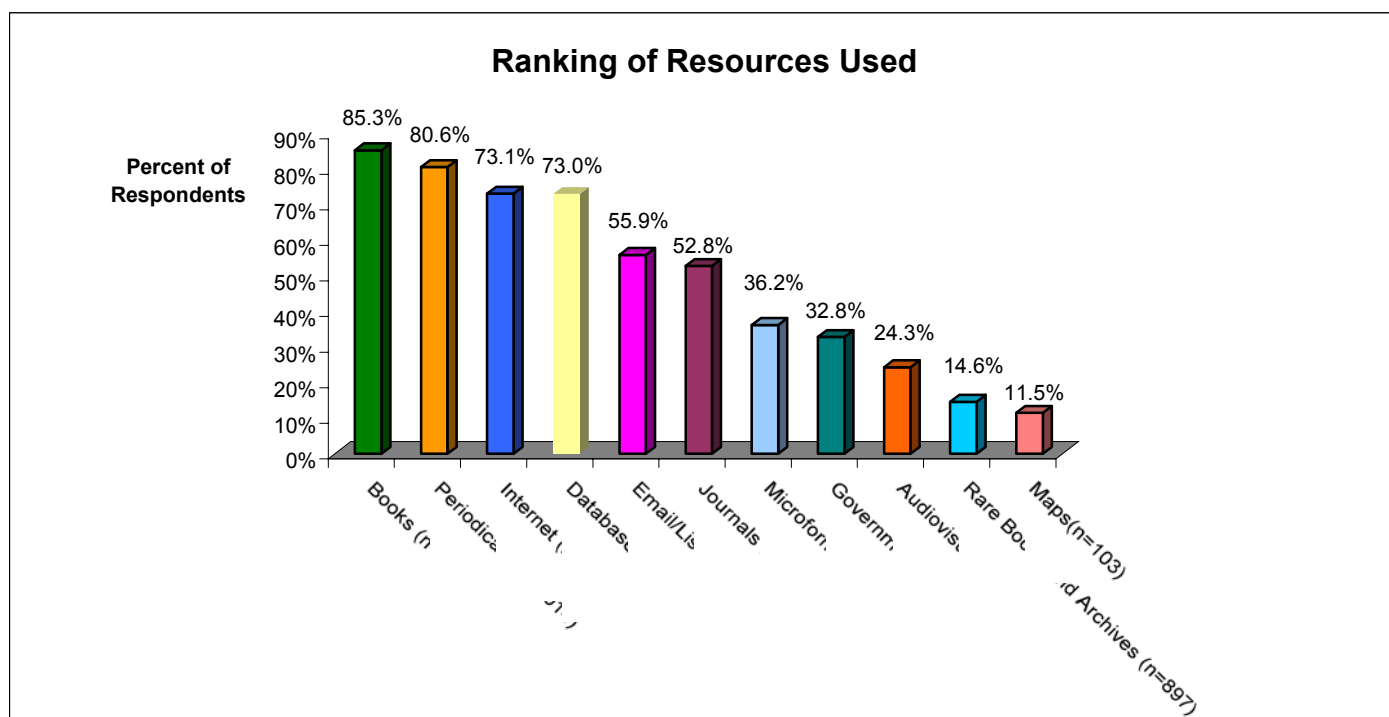
Overall Satisfaction							
	Good		Average		Poor		Total Respondents
	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	
McWherter(Main) Library	736	74.1%	216	21.8%	41	4.1%	993
Chemistry Library	60	59.4%	32	31.7%	9	8.9%	101
Earth Sciences Library	21	38.9%	28	51.9%	5	9.3%	54
Mathematics Library	39	44.8%	38	43.7%	10	11.5%	87
Music Library	74	62.2%	37	31.1%	8	6.7%	119
Audiology and Speech Pathology Library	18	36.0%	26	52.0%	6	12.0%	50

Comments regarding overall impression of the Libraries support the statistical data. Eighty-five comments conveyed that students find the library wonderful, useful, well organized, a good environment, and, in general, excellent.

Resources:

As illustrated in the graph below, books were used by most of the students (85.3%). Periodicals had the next highest use (80.6%). The Internet (73.1%) and electronic databases (73%) followed each other closely and were the next most widely used resources. On the other hand, it is surprising to note that in this electronic age 44.1% of students responding do not use e-mail and 26.9% do not use the Internet. Although, print resources are still more widely used than electronic resources by undergraduate students, electronic databases are used more (73%) than the print journal indexes (52.8%). Microforms exhibited low use (36.2%). This may not be unexpected because students prefer full-text articles online that they can easily read, print, or email; or articles in print format. They avoid the complexities of retrieving and reading microforms as well as the extra expense of printing. It is not remarkable that government publications were used by a lesser number of students (32.8%) because of the specialized nature of the resources and students' unfamiliarity with them. It is not unusual that a lower percentage of undergraduates use rare books and archives (14.6%), and maps (11.5%) because these resources may be typically more suited for graduate and research students.

[Insert graph Percent Ranking of Resources Used]



There is a similarity between the frequency of use of books and periodicals by undergraduate students. Of the 1016 respondents for books and the 1014 respondents for periodicals, 177 use books and 183 use periodicals at least once a week or more. There is some difference, however, between those who report using books and periodicals once a month. Slightly more students (309) use books once a month than periodicals (268). Books are used once a semester by 381 students reporting and periodicals by 366 students. A lesser number of students have never used books (149) than periodicals (197).

[Insert table –frequency of resources used]

Resources-Frequency of Use									
	At least once a Week		Once a month		Once a semester		Never		Total Respondents
	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	
Books	177	17.4%	309	30.4%	381	37.5%	149	14.7%	1016
Journals, Periodicals and Newspapers	183	18.0%	268	26.4%	366	36.1%	197	19.4%	1014
Journals indexes(print format)	97	10.7%	149	16.5%	231	25.6%	427	47.2%	904

Electronic Databases	235	25.0%	228	24.3%	223	23.7%	254	27.0%	940
Internet / World Wide Web	485	49.7%	125	12.8%	103	10.6%	263	26.9%	976
Email / Listserv	381	41.3%	70	7.6%	64	6.9%	407	44.1%	922
Microforms	21	2.3%	73	8.0%	237	25.9%	584	63.8%	915
Government Publications	34	3.7%	66	7.2%	200	21.9%	614	67.2%	914
Audiovisuals (Records, CDs, Videotapes, et c.)	42	4.6%	54	5.9%	126	13.8%	691	75.7%	913
Maps	8	0.9%	22	2.5%	73	8.1%	794	88.5%	897
Rare Books and Archives	21	2.3%	21	2.3%	89	9.9%	766	85.4%	897

It may be of interest to note the pattern of use of the majority of library resources. Most students use resources once a semester, followed by once a month, and then once or more a week. However, with the use of e-mail, the Internet, and electronic databases, usage patterns are reversed. Greater percentages of students use these resources at least one or more times a week, then use drops to once a month with the least percentage of students using these resources once a semester. Perhaps this usage may be attributed to the difference in medium. The electronic medium has a faster response time and is able to satisfy the user more quickly (especially a full-text database) than the print medium. In many cases the electronic databases and the Internet are easier (or present the illusion of being easier) to use. Thus, this vehicle, when discovered, may be used more often than print resources.

Satisfaction with Resources:

Students' satisfaction with books was high with 93.6% of the 855 respondents reporting average to high satisfaction. Only 6.4% rated books poor. The case with periodicals is the same with 95.3% of the 789 students rating periodical resources average to very good, and 4.7% rating periodicals poor. The rating of other library resources mirrors this pattern of high satisfaction.

[Insert Satisfaction table]

Resources-Satisfaction							
	Good		Average		Poor		Total Respondents
	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	

Books	585	68.4%	215	25.1%	55	6.4%	855
Journals, Periodicals and Newspapers	549	69.6%	203	25.7%	37	4.7%	789
Journals indexes(print format)	324	63.7%	158	31.0%	27	5.3%	509
Electronic Databases	495	73.6%	157	23.3%	21	3.1%	673
Internet / World Wide Web	574	84.3%	98	14.4%	9	1.3%	681
Email / Listserv	411	79.0%	92	17.7%	17	3.3%	520
Microforms	216	59.8%	125	34.6%	20	5.5%	361
Government Publications	211	64.9%	103	31.7%	11	3.4%	325
Audiovisuals (Records, CDs, Videotapes, etc.)	158	61.5%	92	35.8%	7	2.7%	257
Maps	95	56.2%	70	41.4%	4	2.4%	169
Rare Books and Archives	106	55.5%	76	39.8%	9	4.7%	191

Although students reported high satisfaction with resources, comments reflect some areas of concern that are worth noting. One hundred and one students commented that books are dated, and that more current books and titles in specific subject areas are needed. This view is supported by the experiences of public service staff that help students with their requests for current books. Seventy-nine comments address the need for more journals in general as well as in particular subject areas. Twenty-nine comments stated that resources were insufficient, dated, and in general need of improvement, while twenty-two said resources were good and adequate.

In general, comments regarding electronic resources were mixed. Thirty-five comments indicated that the databases were good, useful, and easy to access. However, thirteen comments conveyed that students did not know how to use the databases; eleven said the databases were confusing, and an additional eleven said that the databases had poor searching capability and were difficult to use. Further, thirteen comments expressed that the online catalog was confusing, hard to use, and hard to find on the screen. Twenty-five comments indicate that books listed in the online catalog could not be located on the shelf, and twelve comments addressed the need for updating the catalog and eliminating the lost/missing book records.

Availability and Ease of Finding Materials:

Student responses indicate they are satisfied with the availability (90.9% rate average to very good) and ease of finding materials (87.2% rate average to very good).

[Insert Tables]

Availability of Materials								
		Scale					Total	
		Very Good	Good	Average	Poor	Very Poor	# of Respondents	Percent of All Respondents
McWherter	# of Respondents	224	392	243	73	13	945	95.6%
	Percent	23.7%	41.5%	25.7%	7.7%	1.4%		
Chemistry	# of Respondents	3	13	2	0	0	18	1.8%
	Percent	16.7%	72.2%	11.1%	0.0%	0.0%		
Earth Science	# of Respondents	0	0	1	0	0	1	0.1%
	Percent	0.0%	0.0%	100.0%	0.0%	0.0%		
Mathematics	# of Respondents	0	0	3	0	0	3	0.3%
	Percent	0.0%	0.0%	100.0%	0.0%	0.0%		
Music	# of Respondents	5	12	3	2	0	22	2.2%
	Percent	22.7%	54.5%	13.6%	9.1%	0.0%		
Total							989	100.0%

Ease of Finding Materials								
		Scale					Total	
		Very Good	Good	Average	Poor	Very Poor	# of Respondents	Percent of All Respondents
McWherter	# of Respondents	180	336	289	92	27	924	95.7%
	Percent	19.5%	36.4%	31.3%	10.0%	2.9%		
Chemistry	# of Respondents	1	9	6	1	0	17	1.8%
	Percent	5.9%	52.9%	35.3%	5.9%	0.0%		

Earth Science	# of Respondents	0	0	0	1	0	1	0.1%
	Percent	0.0%	0.0%	0.0%	100.0%	0.0%		
Mathematics	# of Respondents	0	0	2	0	0	2	0.2%
	Percent	0.0%	0.0%	100.0%	0.0%	0.0%		
Music	# of Respondents	8	5	8	0	1	22	2.3%
	Percent	36.4%	22.7%	36.4%	0.0%	4.5%		
Total							966	100.0%

On the other hand, although student responses indicate a high level of satisfaction, the comments reflect that students have problems in these two areas. Thirty-seven cite difficulty in locating books in the stacks and in understanding the Library of Congress classification system. Forty-two comments stated that books located in the catalog were missing from the shelves or misshelved, twenty-eight stated that journals were hard to find or not where they were supposed to be. An additional eighty-six comments indicated students were unable to find materials needed and that resources needed better organization. Conversely, thirty-five students commented that the library was well organized and expressed ease in finding materials.

Access to Electronic Resources:

Statistics show that in library use for the Libraries' online catalog (tomCAT), electronic databases, the government publications site, and the instruction site is higher than off-site usage. For both inside and outside use, most students use the online catalog, followed by electronic databases, the Government Publications Web site and the Libraries Instruction site.

Access to Electronic Resources				
	From Within Library		From Outside library	
	# of Respondents	Percent	# of Respondents	Percent
Online Catalog	744	73.7% (n=1010)	407	42.4% (n=959)
Electronic Databases	651	67% (n=972)	367	38.9% (n=944)
Libraries' Government Publications Site	259	27.4% (n=944)	115	12.4% (n=926)

Libraries' Instruction Site	184	19.8% (n=931)	109	11.8% (n=924)
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The pattern of use for the catalog and electronic databases from within the library for most students is once a semester, with the next most used frequency being once a month, and then at least once a week. However, the pattern of use for these two resources from outside the library differs. Remote use of the online library catalog is highest once a month followed by once a semester, and then by once a week. Electronic databases are used most once or more than once a week, followed by once a semester, and last by once a month.

Satisfaction with Electronic Resources:

Students are more satisfied with access to resources from within the library than they are from outside the library. Satisfaction with access from both within and outside the library is high with 95.6% of 720 reporting average to very high satisfaction with access to the catalog and 96.4% of 632 reporting average to very high satisfaction with access to the electronic databases from within the library. From outside the library 93.7% of 429 report average to very high satisfaction with access to the catalog and 93.8% of 385 report average to very high satisfaction with access to electronic databases.

[Insert satisfaction table]

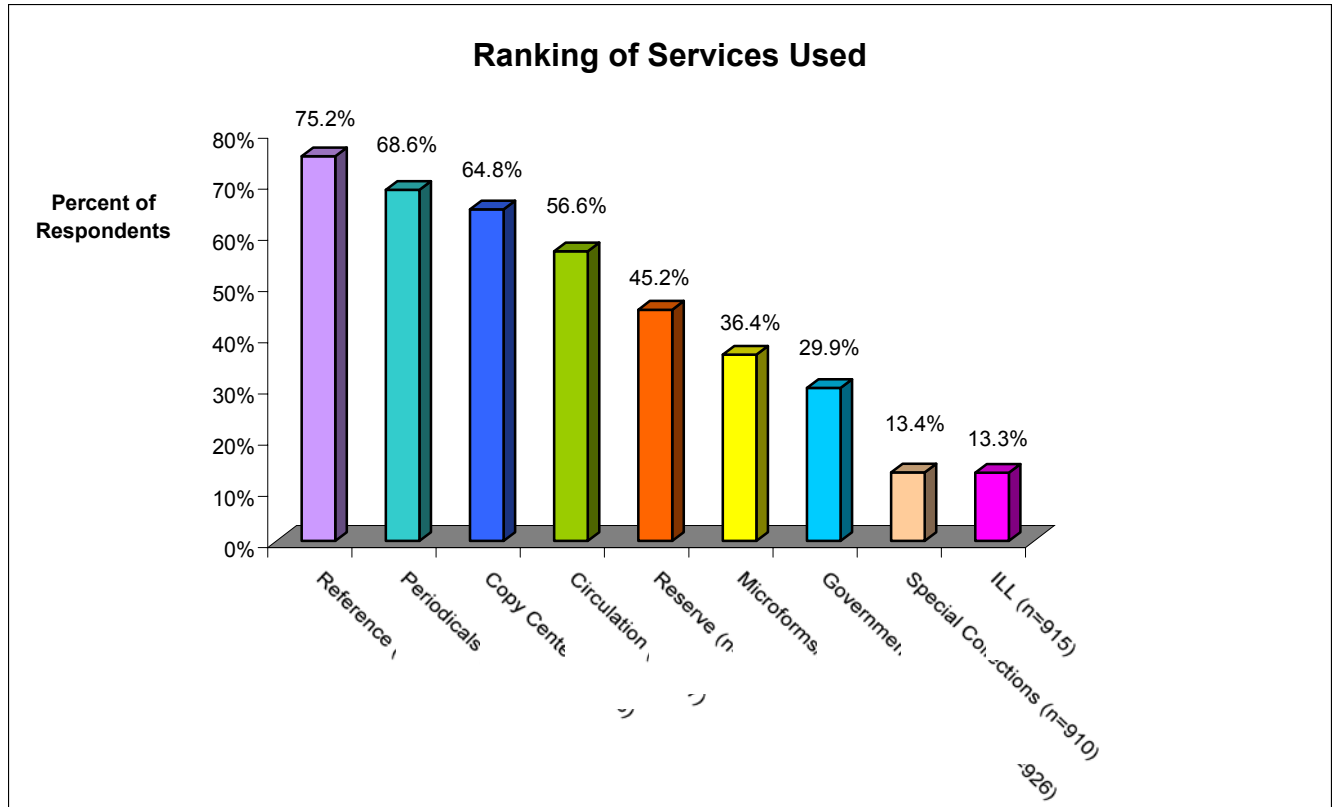
Satisfaction								
		Good		Average		Poor		Total Respondents
		# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	
Libraries' catalog	From within library	526	73.1%	162	22.5%	32	4.4%	720
	From outside library/off campus	288	67.1%	114	26.6%	27	6.3%	429
Libraries' electronic databases	From within library	468	74.1%	141	22.3%	23	3.6%	632
	From outside library/off campus	275	71.4%	86	22.3%	24	6.2%	385
Libraries' Government Publications Site	From within library	190	66.4%	84	29.4%	12	4.2%	286
	From outside library/off campus	96	56.8%	62	36.7%	11	6.5%	169

Libraries' Instruction Site	From within library	138	61.6%	71	31.7%	15	6.7%	224
	From outside library/off campus	91	54.2%	62	36.9%	15	8.9%	168

Thirty-six comments reflect that off-campus access to electronic resources is difficult. They cite several problems: they cannot access the University computer network when they dial in; the response to searching is slow once a connection is made; and they cannot successfully access some databases and electronic journals. Configuring home computers to dial into the library network is complicated and students desire better instructions for connecting from home. Six comments address problems with the telnet-based online catalog and mention the need for a Web-based catalog since it would be easier to access from off-campus.

Services:

The library services used most are Reference (75.2%), Periodicals (68.6%), Copy Services (64.8%), and Circulation (56.6%), in that order. There appears to be a precipitous drop in numbers of users of Reserve Services (45.2%), Microforms/AV (36.4%), Government Publications (29.9%), Special Collections (13.4%), and Interlibrary Loan (13.3%). [(Insert graph Percent Ranking of Services Used)]



Most service points are used once a semester followed by once a month, with the lowest percentage of students reporting weekly use. The exception is Copy Services, which were used by most students once a month, followed by once a semester, and then by once a week or more. It is important to note the numbers of students who have never used library services such as Reference (24.8%), or Periodicals (43.4%) or Circulation (43.3%), especially in light of the fact that slightly over half the returned sample represented senior students. At this point it may be appropriate to wonder whether the students do not need to use the library for their research or whether they are getting their research needs met at other libraries. Fifty-nine percent of all 1085 undergraduate students responding to the survey report also using the Memphis/Shelby County Public Library and Information Center (the local public library system). Some comments reflect that students prefer using the public library system because it is easier and more convenient to use.

[Insert table for Services]

Frequency of Use									
	At least once a Week		Once a month		Once a semester		Never		Total Respondents
	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	
Reference Services	132	13.4%	256	26.0%	351	35.7%	244	24.8%	983

Circulation	85	9.0%	168	17.7%	283	29.9%	411	43.4%	947
Periodicals	111	11.4%	212	21.8%	343	35.3%	305	31.4%	971
Government Publications	33	3.6%	57	6.2%	187	20.2%	649	70.1%	926
Microforms and Audiovisuals	19	2.0%	80	8.6%	239	25.8%	590	63.6%	928
Special Collections	10	1.1%	31	3.4%	81	8.9%	788	86.6%	910
Interlibrary Loan	11	1.2%	38	4.2%	73	8.0%	793	86.7%	915
Reserve Room	79	8.4%	145	15.4%	201	21.4%	515	54.8%	940
Copy Center	186	19.0%	228	23.3%	220	22.5%	344	35.2%	978

Satisfaction with Services:

Satisfaction with most services ranked high with students giving an “average” to “very good” rating of 86.3%-98.7%. The percentage of students who rated any service poor was very low. In sheer numbers of students responding “average” to “very good”, satisfaction was highest with Reference services (685), Periodical services (611), Copy services (522), Circulation services (503), Reserve Room (423), Microforms (334), Government Publications (302), Special Collections (165), and Interlibrary Loan (165) in that order. This pattern of satisfaction reflects the frequency of use of services reported above.

[Insert table for satisfaction]

Satisfaction							
	Good		Average		Poor		Total Respondents
	# of Respondents	Percent	# of Respondents	Percent	# of Respondents	Percent	
Reference Services	511	72.5%	174	24.7%	20	2.8%	705
Circulation	358	68.8%	145	27.9%	17	3.3%	520
Periodicals	430	67.8%	181	28.5%	23	3.6%	634
Government Publications	201	65.7%	101	33.0%	4	1.3%	306
Microforms and Audiovisuals	221	63.0%	113	32.2%	17	4.8%	351

Special Collections	96	56.5%	69	40.6%	5	2.9%	170
Interlibrary Loan	99	55.9%	66	37.3%	12	6.8%	177
Reserve Room	323	73.4%	100	22.7%	17	3.9%	440
Copy Center	364	60.2%	158	26.1%	83	13.7%	605

Thirty-three comments further indicate that students are pleased with services offered. Only one respondent felt that overall services were poor. Seven expressed a need for improvement in Reserve Room services and three comments stated dissatisfaction with Copy services. Other comments explicitly state problems with copiers and copy services. Forty-six comments indicate copiers are in constant need of repair, twenty-one reflect the need for more copiers, twelve communicate that change machines for copiers are inadequate, twenty-four consider that copies are too expensive, and eleven declare that copies need to be free.

Library Instruction:

Of the 1067 students who responded to the question about library instruction, 48.2% reported having attended a library instruction class. Of the 541 students who answered the question about classes attended, 82.6% had received library instruction in a lower level course while 17.4% received library instruction in an upper level course. [See Appendix ___ List of Library instruction classes attended] Of the 674 students responding, 41.2% expressed an interest in attending a library instruction class. This low level of interest in library instruction may be attributed to the fact that seniors made up a major section of the reporting student population. Since they would be graduating soon, they had no desire to attend an instruction class. Of the students who expressed an interest in attending a class, the majority preferred that it be held at the McWherter Library.

[Insert tables for instruction]

Students Who Have Attended Instruction Classes		
	# of Respondents	Percent
Yes	457	42.8%
No	610	57.2%
Total	1067	100.0%

Classes Attended			
	# of Respondents	Percent	Cum. Percent
ACAD 1100	113	20.9%	20.9%
English 1102	282	52.1%	73.0%
Lower level course	52	9.6%	82.6%
Upper level course	94	17.4%	100.0%
Total	541	100.0%	

Students Who Would Like to Attend an Instruction Class		
	# of Respondents	Percent
Yes	278	41.2%
No	396	58.8%
Total	674	100.0%

Preferred Site for Instruction Classes		
	# of Respondents	Percent
McWherter Library	310	89.6%
Carrier Center, Collierville	12	3.5%
Jackson State Community College	2	0.6%
Dyersburg State Community College	7	2.0%
Millington Naval Station	11	3.2%
Other	4	1.2%
Total	346	100.0%

There were few comments that addressed the need for instruction, however, thirteen comments indicated the desire for more written instructional handouts.

Staff:

Overall students were satisfied with the assistance from Libraries staff. Staff was found to be approachable, courteous, helpful, and knowledgeable. Reference, Periodicals, and Circulation services received a high number of responses for this question, reflecting the high use of these departments reported earlier.

[Insert combined Staff Tables for McWherter and Branches.]

McWherter Library									
	Approachable		Courteous		Helpful		Knowledgeable		Total Responses
	# of Responses	Percent	# of Responses	Percent	# of Responses	Percent	# of Responses	Percent	
Reference Desk	483	25.2%	471	24.6%	545	28.4%	418	21.8%	1917
Circulation Desk	386	27.8%	366	26.4%	385	27.8%	250	18.0%	1387
Periodicals Desk	364	25.6%	344	24.2%	427	30.0%	287	20.2%	1422
Government Publication Desk	199	26.8%	169	22.7%	214	28.8%	161	21.7%	743

Microforms and Audiovisuals Desk	236	26.3%	286	31.8%	229	25.5%	147	16.4%	898
Special Collections Desk	117	31.5%	81	21.8%	111	29.8%	63	16.9%	372
Interlibrary Loan Office	130	34.0%	86	22.5%	101	26.4%	65	17.0%	382
Reserve Room Desk	287	30.3%	232	24.5%	272	28.7%	156	16.5%	947
Copy Center	322	32.3%	225	22.5%	287	28.8%	164	16.4%	998

* Note: Total number of responses for each department or branch exceed the total number of respondents (1,085)

Branches									
	Approachable		Courteous		Helpful		Knowledgeable		Total Responses
	# of Responses	Percent	# of Responses	Percent	# of Responses	Percent	# of Responses	Percent	
Chemistry	67	34.0%	46	23.4%	50	25.4%	34	17.3%	197
Earth Sciences	43	38.1%	22	19.5%	31	27.4%	17	15.0%	113
Mathemathes	49	33.1%	36	24.3%	42	28.4%	21	14.2%	148
Music	83	28.8%	66	22.9%	74	25.7%	65	22.6%	288
Audiology and Speech Pathology	42	42.4%	18	18.2%	26	26.3%	13	13.1%	99

* Note: Total number of responses for each department or branch exceed the total number of respondents (1,085)

Comments from eighty-three respondents said that in general library staff was helpful and friendly. Fifty-seven stated that staff was not friendly or helpful. Seventeen indicated that the libraries needed more staff.

Facilities:

For McWherter Library students responded favorably to operating hours, cleanliness, temperature, lighting, safety, signage, computer work stations, microform readers, and VCRs with average to high satisfaction ranging from 92.2% to 99.7%.

[Insert McWherter Facilities Chart]

McWherter

		Good	Average	Poor	Total Respondents
Operating Hours	# of Respondents	707	154	56	917
	Percent	77.1%	16.8%	6.1%	
Cleanliness and Maintenance	# of Respondents	877	40	3	920
	Percent	95.3%	4.3%	0.3%	
Temperature	# of Respondents	771	120	24	915
	Percent	84.3%	13.1%	2.6%	
Lighting	# of Respondents	801	94	19	914
	Percent	87.6%	10.3%	2.1%	
Safety	# of Respondents	752	123	33	908
	Percent	82.8%	13.5%	3.6%	
Signage	# of Respondents	639	148	21	808
	Percent	79.1%	18.3%	2.6%	
Computer Workstations excluding those from TIGERLAN Lab	# of Respondents	615	166	46	827
	Percent	74.4%	20.1%	5.6%	
Microform Readers	# of Respondents	338	142	32	512
	Percent	66.0%	27.7%	6.3%	
VCRs	# of Respondents	252	114	31	397
	Percent	63.5%	28.7%	7.8%	

Comments for this area were largely consistent with statistical results. Forty-three comments convey that the McWherter Library was a clean attractive facility with good study areas and good handicapped access. Twenty-six students felt that the temperature in the building was too cold and four too hot. Eight commented on the need for brighter lighting. A total of one hundred and nineteen comments addressed longer hours of operation for the McWherter library. Of these, thirty-three called for longer hours in general, thirty-two desired the library to be open 24 hours a day, with two wanting the libraries to be open 24 hours during exams. Twenty-one comments called for longer weekend hours and midnight closing with fifteen comments requesting longer hours at night. Seven comments stated the need for the library to be open earlier in the mornings and three comments addressed the need for longer hours during semester breaks. In vivid contrast only two comments stated that library hours were adequate.

With regard to computers and technology, thirty-five respondents stated the need for more computers. Nine desired more user-friendly systems and felt that the computers

were confusing. Eight complained of excessive down time and ten respondents stated that overall the computer system was good.

Twenty-two comments expressed concern about the lack of parking facilities closer to McWherter Library. Five comments focused on the lack of adequate lighting in the parking lots, especially the lots behind the McWherter Library, and across campus in general. Absence of security in and around the library, especially at night, was mentioned in five comments. In addition, four comments explicitly voice a concern about personal safety because of the lack of security personnel, lack of adequate lighting, and lack of parking nearer the library.

The Music Library also received an average to high satisfaction rating ranging from 91.3% to 100% for facilities and equipment with the exceptions of temperature (84%) and computer workstations (78.9%).

[Insert Music Library Chart]

Music					
		Good	Average	Poor	Total Respondents
Operating Hours	# of Respondents	20	4	1	25
	Percent	80.0%	16.0%	4.0%	
Cleanliness and Maintenance	# of Respondents	24	1	0	25
	Percent	96.0%	4.0%	0.0%	
Temperature	# of Respondents	20	1	4	25
	Percent	80.0%	4.0%	16.0%	
Lighting	# of Respondents	19	4	1	24
	Percent	79.2%	16.7%	4.2%	
Safety	# of Respondents	21	4	0	25
	Percent	84.0%	16.0%	0.0%	
Signage	# of Respondents	17	4	2	23
	Percent	73.9%	17.4%	8.7%	
Computer Workstations excluding those from TIGERLAN Lab	# of Respondents	12	3	4	19
	Percent	63.2%	15.8%	21.1%	
Microform Readers	# of Respondents	5	3	0	8

	Percent	62.5%	37.5%	0.0%	
VCRs	# of Respondents	4	2	0	6
	Percent	66.7%	33.3%	0.0%	

Future Needs:

Students were asked to rank from a list of twelve, the five resources and services that were most important to them in meeting their future information needs. Some students ranked the items as requested, others checked five choices, and others rated all choices from 1-5. Since students interpreted the question in different ways it could not be analyzed as intended. Therefore, a frequency count of the number of times each item was checked, ranked, or rated yielded the following ranking of future needs.

[Insert Table “Future Needs”]

Future Needs (n = 1,085)			
Rank	Needs	# of Responses	Percent
1	More current books	637	58.7%
2	More online full-text journal articles	616	56.8%
3	More online databases and indexes	511	47.1%
4	Longer library hours on the weekends	503	46.4%
5	More Journal titles	490	45.2%
6	More online full-text reserves	386	35.6%
7	Longer library hours on the weekdays	384	35.4%
8	More online instructions for the use of databases and library resources	321	29.6%
9	Increased availability of resources not owned by the U of M Libraries	291	26.8%
10	More print instructions for the use of resources within the library	270	24.9%
11	More instructions/workshops in how to use library resources	215	19.8%
12	More in-depth reference consultation by appointment	147	13.5%
13	Other	40	3.7%

Respondents indicated that their top five needs were more current books (58.7%), more online full-text journal articles (56.8%), more online databases and indexes (47.1%),

longer library hours on weekends (46.4%), and more journal titles (45.2%). Next, students indicated as most important more online full text reserves (35.6%) and longer library hours on weekdays (35.4%). It is interesting to note that online instructions and print instructions for the use of databases and library resources were considered more important by a greater number of people than more in-depth reference consultation by appointment. A plausible explanation for this may be that undergraduate students are not required to do research that may entail in-depth consultation with a reference librarian.

Recommendations for improvement of services:

The survey questionnaire provided ample space for comments from students. These comments were analyzed to identify themes, assign categories, and quantify recurring frequencies. The following recommendations are derived from either categories having a frequency of fifteen or more or from students' ranking of future needs.

Resources:

- More current books
- More journal titles
- More online full-text journal articles
- More online databases and indexes (including full-text databases)
- More online full-text reserves
- Increased access to resources not owned by University of Memphis Libraries

Availability:

- More help locating materials
- Improved shelving of materials
- More print instructions for the use of resources within the library
- More online instructions for the use of databases and library resources

Electronic access to Libraries' resources:

- Improved technological access to electronic resources including additional ports for access, faster speed and response, better instructions for configuring computers off-campus to dial into University computer network
- Easier method for accessing electronic library resources from off campus
- Improved catalog accuracy and Web-based library catalog

Staff:

- More staff
- More training for staff: customer service, knowledge of resources

Facilities:

- Have longer hours on weekends
- Have longer hours on weekdays
- Keep library open 24 hours

- Keep library open longer during exams
- Regulate temperature-too cold
- Better signage within the library
- More computers
- More microform readers/printers and VCRs
- More and improved copiers and less expensive copies
- Need change machines that dispense appropriate currency for copy machines
- Parking-need closer; need more lighting

Conclusions:

The survey findings provided data to the Libraries and University administrators on usage patterns and satisfaction with resources and services that can be used for improving the library. The survey also provided students an opportunity to participate in planning by contributing their ideas and concerns regarding their information needs. Moreover, the survey achieved a secondary purpose of informing students about unknown resources and services. Forty-five students reported that they learned about a service or branch library. The data reveal a uniformly high level of satisfaction with resources and services. However, students' comments identified areas for improvement of services that warrant serious consideration. The Libraries plan to survey other user groups such as off-campus students, graduate students, and faculty, in the future.

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