1998 UTK Libraries User Survey Results

University of Tennessee, Knoxville Libraries
Library User Survey

- Summary
- Data Gathering
  - Questionnaire
  - Sample
- Demographic Data
  - UTK Status of Respondents
  - Use of Technology
  - Colleges and Disciplines Represented
  - Distance from Campus
  - Enrollment and Time from High School Graduation
- Use of University Library Locations
  - Hodges Library
  - Branch Libraries
  - Primary Branch Users
- Use of and Satisfaction with Hodges Collections
  - Frequency of Collection Use
    - Differences by Status
  - Satisfaction with Collections
- Use of Library Services
  - Frequency of Service Use
    - Differences by Status
  - Satisfaction with Services
- Satisfaction with Library Staff, Hours, and Facilities
- The Effect Discipline has on Use and Satisfaction
  - Collection Use and Satisfaction by Discipline
  - Service Use and Satisfaction by Discipline
- The Effect Distance from Campus has on Use and Satisfaction
- Priorities of Library Users
  - Ranking Each Group of Choices
  - Priorities of Undergraduates, Graduate Students, and Faculty
  - Academic Discipline and Priority Setting
  - Distance from Campus and Priority Setting
- Comments of Survey Participants
  - Comments on Collections
  - Comments on Services
  - Comments on Staff and Facilities
- Questionnaire

1997-98 Planning Subgroup

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University of Tennessee, Knoxville Libraries
Library User Survey

- **Summary**
- **Data Gathering**
  - Questionnaire
  - Sample
- **Demographic Data**
  - UTK Status of Respondents
  - Use of Technology
  - Colleges and Disciplines Represented
  - Distance from Campus
  - Enrollment and Time from High School Graduation
- **Use of University Library Locations**
  - Hodges Library
  - Branch Libraries
  - Primary Branch Users
- **Use of and Satisfaction with Hodges Collections**
  - Frequency of Collection Use
    - Differences by Status
  - Satisfaction with Collections
- **Use of Library Services**
  - Frequency of Service Use
    - Differences by Status
  - Satisfaction with Services
- **Satisfaction with Library Staff, Hours, and Facilities**
- The Effect **Discipline** has on Use and Satisfaction
  - Collection Use and Satisfaction by Discipline
  - Service Use and Satisfaction by Discipline
- The Effect **Distance from Campus** has on Use and Satisfaction
- **Priorities of Library Users**
  - Ranking Each Group of Choices
  - Priorities of Undergraduates, Graduate Students, and Faculty
  - Academic Discipline and Priority Setting
  - Distance from Campus and Priority Setting
- **Comments of Survey Participants**
  - Comments on Collections
  - Comments on Services
  - Comments on Staff and Facilities
- **Questionnaire**
University of Tennessee, Knoxville Libraries
Library User Survey

Data Gathering

The Planning Subgroup saw the mail survey as the best way to gather information from the widest variety of library users and non-users in the UTK community. The opinions of those who choose not to come to the library, or who are physically too distant to make library visits practical are of prime interest in planning our next generation of library services. The evolution of heavily used on-line services no longer make the in-house distributed survey as attractive or comprehensive a method as in the past. The mail survey has the added advantage of minimizing the investment of staff time in distributing surveys and is least disruptive of library operations.

Questionnaire

In designing the survey questionnaire, the Planning Subgroup hoped to accommodate a number of management information needs. The questions would have to be somewhat general and hold up over time, since the Planning Subgroup would like to survey users at regular intervals, perhaps every other year. The questions should parallel those in an earlier survey to allow some comparisons with data gathered previously. It is hoped that some trend data may emerge.

The questionnaire asks for information on the frequency of library use and levels of user satisfaction in several primary areas: library locations, collections, services, staff, and facilities. Previous surveys have shown that users are inclined to give relatively high satisfaction ratings that reveal little about the details of users preference.

One set of questions was formulated to elicit a sense of the priority users place on various services. These questions force users to choose from among a variety of library services and materials. The items included in these priority lists were compiled with substantial help from a variety of public and technical service units. This is the section that might focus on different issues, topics, or critical concerns each time the survey is repeated.

The survey instrument was pretested on a small group of students and faculty, primarily the Faculty Senate Library Committee and student volunteers. The wording of several questions and the...
structure of some of the demographic information was revised to improve clarity. Instructions for setting priorities were also improved based on comments from the pretest participants.

The questionnaire layout was printed on a single large sheet, folded to 8.5" by 11". There were no loose pages or second sheets to become lost. Every questionnaire returned was intact. Each questionnaire was accompanied by a letter from Paula Kaufman, Dean of Libraries, explaining the purpose of the survey. Prepaid return envelopes were also included with all first class mailings.

Sample

The Planning Subgroup determined that the survey should focus on the libraries' primary academic users -- those who use the libraries for teaching, learning, and research support. The sample represents UTK employees with academic faculty titles, including full time teaching faculty, adjunct professors, instructors, emeritus professors, and part-time faculty whether they are located on the Knoxville campus or not. UTK staff, administrators, librarians, UT Hospital staff and doctors, and agriculture experiment station staff were excluded.

All enrolled UTK students were eligible for inclusion. The sample represents residential, non-residential, and distance students. All levels of students, both full and part-time, from first year undergraduates through post-doctoral fellows are included. Although staff were not included, graduate teaching and research assistants were sampled.

In an attempt to avoid the sampling errors that can occur in very small samples, a target response size of 300 responses was set. Assuming an expected return rate of 20%, about 1,500 questionnaires would need to be mailed.

The sample was drawn from the libraries' patron file, a comprehensive list of persons affiliated with UTK. This database is updated weekly from central university files. There were 1,766 faculty and 25,039 student names in the file in April 1998. Although faculty make up only 6.5% of the people eligible for the survey, they are extremely active library users. The Planning Subgroup opted to over-sample faculty to insure that a wide variety of faculty opinion was gathered.

Using a fixed interval method for choosing the sample, every 17th faculty name and every 26th student name was selected. The resulting file consisted of name, local address, email address, and in the case of faculty, department name. The final list had a total of 1,455 names of which 446 (30%) were faculty and 1009 (70%) were students. Questionnaires were mailed on April 13, 1998.

Although the survey had a return deadline set at the end of April, returns were accepted through the end of the spring term. About 3% (42) of the questionnaires were not deliverable. Three email messages were sent to those in the sample with current email
addresses. An introductory message explaining the survey and two follow-up messages encouraging participation were sent during the four week response period.

Demographic data

UTK Status of Respondents:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>122</td>
<td>44.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>3</td>
<td>1.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>6</td>
<td>2.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
<td>36</td>
<td>13.0%</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td></td>
<td>13</td>
<td>4.7%</td>
</tr>
<tr>
<td>Post doctoral</td>
<td></td>
<td></td>
<td>2</td>
<td>.7%</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>51</td>
<td>18.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First year</td>
<td></td>
<td></td>
<td>22</td>
<td>8.0%</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
<td>18</td>
<td>6.5%</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
<td>19</td>
<td>6.9%</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
<td>34</td>
<td>12.4%</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>93</td>
<td>33.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unidentified</td>
<td>2</td>
<td>.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>277</td>
<td>100.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A larger percent of the faculty returned the completed questionnaire than expected, with a 27.4% return rate. The student return rate was only 14.3%. In future surveys, this imbalance in return rate should be taken into account when new samples are drawn. The aggregate data for this survey is heavily weighted toward the faculty point of view. The small number of staff and administrators in the sample appear to be graduate students or persons with faculty titles who perform non-teaching functions and did not identify themselves as faculty.

Use of technology

It is clear that the use of computer-mediated communications has become widely accepted as an important tool in the academy. Email use among the respondents was nearly universal, although a few respondents indicated that they had email accounts, but did not
use them. 92.9% (249) indicated that they made active use of email.

Access to the Internet, particularly the World Wide Web, was also reported at very high levels. 89.1% (244) reported using a graphical browser (Netscape, Internet Explorer, AOL, etc.) to access Internet resources.

Respondents have a variety of Internet access patterns. Office access is used by 60.6% (168) of the users. About 10% (28) have access from their dormitories. This group comprises 54.9% of the respondents living in the dorms. Access from off-campus residences is used by 59.4% (149) of the sample.

A very small group (8.7%), almost entirely undergraduate students, report having no Internet access beyond the UTK microcomputer lab facilities. A somewhat larger group (18.7%) have access from home, but rely on microcomputer labs for access while on campus. Students dominate this group with 61% being undergraduates. Only 8.9% of the faculty report having no Internet access in their offices.

The potential recipients of on-line library services now constitute nearly the entire university community.

**Colleges and disciplines represented**

<table>
<thead>
<tr>
<th>College/Discipline</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Science</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>Architecture &amp; Planning</td>
<td>11</td>
<td>4%</td>
</tr>
<tr>
<td>Arts &amp; Science (no Dept. given)</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>Sciences (Arts &amp; Science)</td>
<td>29</td>
<td>11%</td>
</tr>
<tr>
<td>Humanities (Arts &amp; Science)</td>
<td>39</td>
<td>14%</td>
</tr>
<tr>
<td>Social Science (Arts Science)</td>
<td>38</td>
<td>14%</td>
</tr>
<tr>
<td>Business</td>
<td>24</td>
<td>9%</td>
</tr>
<tr>
<td>Communication</td>
<td>18</td>
<td>7%</td>
</tr>
<tr>
<td>Education</td>
<td>15</td>
<td>6%</td>
</tr>
<tr>
<td>Engineering</td>
<td>23</td>
<td>8%</td>
</tr>
<tr>
<td>Human Ecology</td>
<td>13</td>
<td>5%</td>
</tr>
<tr>
<td>Information Science</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>Nursing</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Social Work</td>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>Veterinary Medicine</td>
<td>6</td>
<td>2%</td>
</tr>
<tr>
<td>Undecided major</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>
Distance from Campus

A large majority (81.9%) of the respondents live off campus. They are: 54.8% of the undergraduates; 88% of the graduate students; and, 99.2% of the faculty. More than one fourth live within five miles of campus.

<table>
<thead>
<tr>
<th>Miles from Campus</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 5 Miles</td>
<td>26%</td>
</tr>
<tr>
<td>5 - 10 Miles</td>
<td>32%</td>
</tr>
<tr>
<td>10 - 15 Miles</td>
<td>23%</td>
</tr>
<tr>
<td>Over 15 Miles</td>
<td>19%</td>
</tr>
</tbody>
</table>

This scale should, perhaps, have been greater. At least one respondent noted driving 85 miles to attend classes. Several distance students were uncertain of the mileage, since they do not travel to campus. With three fourths of the Libraries' potential users at least five miles away, and a significant number commuting longer distances or taking classes via distance education programs, the need for good library support for those who can not visit the libraries in person is evident.

Enrollment and time from high school graduation

UTK Libraries serves a student body that is made up of 55.7% undergraduates who enrolled at UTK within a year of graduating high school. 17.9% of all students enroll within five years. Another 15.1% come to UTK within 10 years of leaving high school. Nearly 4% of students, primarily graduate students, enter UT more than 20 years after high school graduation.
Use of University Libraries Locations

The two charts below show the percent of the respondents who have ever used any of the UTK Libraries and the most frequent users.

In order to give a balanced the representation, most results have been broken down by the UTK status of the respondents. Since the aggregate data is dominated by faculty responses, presentation of the averages of the other groups should help give a fuller and more accurate picture.
Hodges Library

Not surprisingly, almost all of the respondents use the Hodges Library. Only 3.4% of the total sample have never used the building or its services. Use is frequent, with more than 60% using Hodges services weekly or more often. While most graduate students are frequent users of Hodges, a few graduate students appear to rely on Hodges less than other groups. 10% of graduate students do not use Hodges at all compared to only 1.1% of undergraduates. These graduate students are pursuing degrees in Agriculture, Veterinary Medicine, Social Work, and Law, and probably make use of the libraries devoted to those disciplines.

Respondents were asked to rate satisfaction on a five point scale from 1 (low) to 5 (high). Ratings of 1 or 2 should represent some level of dissatisfaction, while 4 and 5 should indicate some level of satisfaction.

Of the total sample, 82.8% are satisfied or somewhat satisfied with Hodges Library. The faculty appear to have most of their needs met, with only 1.7% of the faculty expressing lower levels of satisfaction with Hodges Library. The graduate student are less sanguine, with 9.1% somewhat unsatisfied.

Branch Libraries

The Agriculture - Veterinary Medicine Library has been used by 22.6% of the sample. A greater portion of the faculty (38%) use this library than graduate students (14%) or undergraduates (8%). Even so, this small group of undergraduates report a higher frequency of use than other groups, with 37% using the library weekly or more often.

Of those who use the Agriculture - Veterinary Medicine Library, 68.3% are satisfied or somewhat satisfied with its services in
The faculty appear to be the most satisfied and the graduate students the least. Of the graduate students, 14.3% assigned the lowest satisfaction rating (1) while 35.7% assigned one of the top two ratings.

Special Collections and Archives are used by 16.6% of the sample, primarily faculty and graduate students. Their use is not frequent, with 82% reporting using the library about once a term. Of those who use Special Collections and Archives, 75.6% are satisfied or somewhat satisfied (4 and 5) with its services and no user assigned low satisfaction ratings (1 and 2).

The Music Library is used by 13% of the respondents. Frequency of use is second only to Hodges Library. Of those who use the Music Library, graduate students make the most use of the library with 25% using the library weekly or more often. Of Music Library users, 54.5% are satisfied or somewhat satisfied with its services. The faculty are the least satisfied, with 13.3% assigning a 2 rating, although no faculty reported being completely unsatisfied (1).

The Map Library is also used by about 13% of the total sample. However, frequency of use is very low, with 80% using it once a term or less often. Of those who use the Map Library, 69% are satisfied or somewhat satisfied with its services.

The Social Work Library is used by 4% of the sample, including students and faculty located in Nashville, Memphis, and Knoxville. About 41% report using the library weekly or more often. Most others are infrequent users. Of those who use the Social Work Library 55% are relatively satisfied. No users assigned either of the lowest ratings.
Primary Branch Users

Slightly less than 10% of the sample declared that the Ag. Vet. Med. Library was the primary or only library they used. Primary use of the other branches was reported as:

<table>
<thead>
<tr>
<th>Branch</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>6</td>
<td>2.1%</td>
</tr>
<tr>
<td>Social Work</td>
<td>4</td>
<td>1.4%</td>
</tr>
<tr>
<td>Map</td>
<td>2</td>
<td>.7%</td>
</tr>
<tr>
<td>Special Collections</td>
<td>1</td>
<td>.4%</td>
</tr>
</tbody>
</table>

These samples are too small for any meaningful analysis, although the responses will be made available to the branch librarians.
University of Tennessee, Knoxville Libraries
Library User Survey

Use of and Satisfaction with Hodges Collections

The most frequently used collections are the journal and book collection, with the average use nearly weekly. 90% of the sample has used the journal collection, while 85% has used the book collection. The Reference Collection is used about once a month on average. Average use of Reserve, Audiovisual, and Documents Collections is infrequent.

Percent who report any use of the collections:

<table>
<thead>
<tr>
<th>Collection</th>
<th>% Who Use It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>90%</td>
</tr>
<tr>
<td>Books</td>
<td>85%</td>
</tr>
<tr>
<td>Reference</td>
<td>77%</td>
</tr>
<tr>
<td>Reserve</td>
<td>62%</td>
</tr>
<tr>
<td>Audiovisual</td>
<td>45%</td>
</tr>
<tr>
<td>Documents</td>
<td>33%</td>
</tr>
</tbody>
</table>

In an analysis of the collection use among these groups, a few statistically significant differences are found:
- Undergraduates are markedly less likely to use the book collection frequently. Only 16.3% of the undergraduates use the book collection at least weekly, compared with 39.5% of the graduate students and 50.5% of the faculty.

- Undergraduates also use the journal collection less frequently than other users, but the gap is smaller than for books. 24% of undergraduates use the journal collection at least weekly, compared with 53.5% of the graduate students and 41.4% of the faculty.

- Graduate students make somewhat more frequent use of Hodges collections, with nearly weekly use of both journal and book collections on average.

- Not surprisingly, the Reserve collection is used most frequently by students. 42% of the undergraduates and 46.5% of the graduate students use Reserve monthly or more often, compared with 12.4% of the faculty.

- Faculty use the book, journal, and reference collections at about the same level as graduate students.

- More faculty (65.7%) have never used the audiovisual collection than any other group. However, among those faculty who do use AV, they make up a slightly larger group of heavy users (5.7%), than either graduates (2.3%), or undergraduates (4.7%).

**Satisfaction with Collections**

![Satisfaction with Collections](chart.png)

$5 = \text{High Satisfaction} \quad 1 = \text{Low Satisfaction}$

The Reference collection has consistently the highest average satisfaction ratings, followed closely by the Audiovisual collection, even though it is not heavily used. A detailed analysis of the responses among these groups reveals a few significant differences:
• Undergraduates, on average, are more satisfied than the sample as a whole.

• Undergraduates who use AV gave it their highest satisfaction rating, with 46.9% giving it a top rating, compared to 18.8% of the graduate students and 20% of the faculty.

• Graduate students are less pleased overall than other groups. Graduate students are most satisfied with the reference and journal collections.

• The faculty satisfaction levels generally lie between those of the two student groups.

• The faculty are least satisfied with the journal collection and the most satisfied with Reserve and Reference.

• The journal collection is rated as the least satisfactory overall.

**Journal Satisfaction by UTK Status:**

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Faculty</th>
<th>Grads</th>
<th>Ugrads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Low)</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
<td>12%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>26%</td>
<td>17%</td>
<td>31%</td>
<td>26%</td>
</tr>
<tr>
<td>4</td>
<td>40%</td>
<td>51%</td>
<td>31%</td>
<td>40%</td>
</tr>
<tr>
<td>5 (High)</td>
<td>17%</td>
<td>20%</td>
<td>31%</td>
<td>22%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Continue to next section of report Use of Services
Return to Library User Survey Menu

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Use of Services

The most heavily used service is access to on-line services from within the library. Users report accessing online resources from Libraries' computers at least monthly on average. Current periodical and remote access to on-line services are used at nearly the same high levels. Reference services are used by a substantial portion of the sample (72.5%) but at somewhat less frequent intervals. Special services, or those aimed at specific audiences, are the least widely or frequently used.

Percent who have used Hodges Services:

<table>
<thead>
<tr>
<th>Service</th>
<th>% Who Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Library Access To db, Etc.</td>
<td>87%</td>
</tr>
<tr>
<td>Current Periodicals</td>
<td>84%</td>
</tr>
<tr>
<td>Remote Access To Liblink</td>
<td>76%</td>
</tr>
<tr>
<td>Reference Services</td>
<td>73%</td>
</tr>
<tr>
<td>Circulation Services</td>
<td>67%</td>
</tr>
<tr>
<td>Duplication Services</td>
<td>59%</td>
</tr>
<tr>
<td>Reserve Service</td>
<td>50%</td>
</tr>
<tr>
<td>Interlibrary Services</td>
<td>48%</td>
</tr>
<tr>
<td>Audiovisual Services</td>
<td>47%</td>
</tr>
<tr>
<td>Microform Services</td>
<td>36%</td>
</tr>
<tr>
<td>Requesting New Library Materials</td>
<td>33%</td>
</tr>
<tr>
<td>Government Documents</td>
<td>30%</td>
</tr>
<tr>
<td>Library Express</td>
<td>27%</td>
</tr>
<tr>
<td>Library Instruction</td>
<td>23%</td>
</tr>
</tbody>
</table>

An analysis of the use of library services among these groups show a good deal of similarity between how faculty and graduate students use library services. Some statistically significant
differences:

- Undergraduates report a lower than average use of Hodges services.

- Audiovisual users are more likely to be undergraduates. 60% of undergraduates have ever used Audiovisual Services, compared with about 40% of the graduate students and faculty. Use by all groups is infrequent.

- Undergraduates are the most frequent users of the Reserve Room, although nearly half the faculty use Reserve services at least once a term, presumably to place materials on and off reserve.

- Undergraduates are much less likely to use circulation services. 70% of undergraduates report using circulation once a term or less often, compared with about 40% of the faculty and graduate students.

- Undergraduates do not make any substantial use of government documents. Over 80% of undergraduates report never having used document services compared with 60% of the faculty and graduate students.

- Although Interlibrary Services are available to undergraduates, few make use of these services. 85% of undergraduates have never used ILS, compared with 44% of graduate students, and 29% of faculty.

- Graduate students are much more frequent users of library services than the sample as a whole. They are particularly heavy users of on-line library services.

- In-library access to the catalog and databases is used heavily by all groups. Graduate students make the most frequent use with nearly 25% using it more than once a week. 17% of faculty have never used on-line services from inside the library, compared with 5% of graduates and 10% of undergraduates.

- Graduate students are the most frequent users of periodical services. More than half (53.5%) of the graduates report using periodicals more than once a week, compared with 37% of the faculty and 22% of the undergrads.

- Faculty use library services at a lower rate than graduate students, and are the heaviest users of remote access to on-line library services.

- Faculty make the least frequent use of Duplication Services. Less than 8% of the faculty use Duplication once a week or more often, compared with 24% of the graduate students and 20% of the undergraduates.
Remote access to library services via LibLink is used most heavily by faculty, with over one-third reporting using it more than once a week, compared with 19% of the graduates and 13% of the undergraduates.

Continue to next section of report Satisfaction with Services
Return to Library User Survey Menu

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Satisfaction with Library Staff, Hours, and Facilities

The sample as a whole gave library staff and facilities a tightly grouped and high level of satisfaction ratings. It is interesting to note that this section elicited the most written comments, many of them critical of both library open hours and the number or condition of the self-service photocopiers.

A detailed analysis of these responses reveals a remarkable uniformity of opinion among the groups. Although the rank order of items changes slightly from group to group, the statistical differences are very small.

- Undergraduates rated building maintenance and study space as more satisfactory than staff, photocopiers, or library hours. However, all items were rated at a level 4 or better and the variance among these five items is not great.

- Once again, the graduate students are less satisfied than other groups. They are the least satisfied with open hours and photocopiers.

- The faculty are the most satisfied with the performance of library staff and level of assistance they receive. Only the self-service photocopying dipped below a 4 rating for the
While students are slightly less satisfied with library hours, the differences are not statistically significant.

Library staff received high ratings from all groups. 79% of undergraduates gave the staff a 4 or 5 rating, compared with 86% of graduate students and 88% of the faculty.

The Effect Discipline has on Use and Satisfaction

Additional analyses were done based on the college and department affiliations of the respondents. Colleges were sorted into the three major disciplinary divisions of science, humanities, and social science. Professional schools were identified with their allied disciplines (Nursing with science, Social Work with social science, etc.) In the College of Arts and Sciences, Human Ecology, and Agriculture Science, departments were used to assign a discipline identification. The resulting division by discipline:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Science</td>
<td>73</td>
<td>28%</td>
</tr>
<tr>
<td>Social Science</td>
<td>139</td>
<td>53%</td>
</tr>
</tbody>
</table>

While there are many small variations among these groups, the most significant differences were between the humanists and the rest of the sample. Those engaged in the humanities are the least satisfied as a group with many of the Libraries' collections and services.

Collections by Discipline

The primary difference in collection usage among the disciplines is in their use of and satisfaction with the book collection. Books are clearly more central to the information needs of those in the humanities, with 30% using the collection more than once a week, and 68% using it at least weekly.

As is true in several other instances, it is often the most frequent users who are the most critical of a service or collection. In this case, the humanists are the least satisfied on average with the book collection. While they avoided assigning the very lowest satisfaction ratings, they gave fewer high ratings than the other disciplines.

Satisfaction with Book Collection by Discipline:

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Social Science</th>
<th>Science</th>
<th>Humanities</th>
<th>Total</th>
</tr>
</thead>
</table>

The frequency of use of the journal collection does not differ greatly among the disciplines. The satisfaction with journal collections show some significant variation. The journal collection received relatively low marks across all types of users. However, the humanists registered the greatest dissatisfaction, followed by the social scientists. This runs somewhat counter to anecdotal data and complaints about the journal collection from the sciences. Three-fourths of those in the sciences gave the collection one of the top two ratings.

**Satisfaction with the Journal Collection by Discipline**

<table>
<thead>
<tr>
<th>Satisfaction Levels</th>
<th>Social Science</th>
<th>Science</th>
<th>Humanities</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Low)</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>10%</td>
<td>9%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td>3</td>
<td>22%</td>
<td>14%</td>
<td>55%</td>
<td>26%</td>
</tr>
<tr>
<td>4</td>
<td>40%</td>
<td>48%</td>
<td>25%</td>
<td>39%</td>
</tr>
<tr>
<td>5 (High)</td>
<td>26%</td>
<td>26%</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Services by Discipline**

There were several differences in the use of and satisfaction with library services by discipline groups. These occurred in the use of Duplication, Interlibrary Services, Library Express, remote access to LibLink, and satisfaction with Periodical Service.

- The humanists make more use of Duplication Services than other groups. 21% of those in the humanities use duplication at least weekly, compared with 10% in the sciences and 12% in the social sciences.
- Interlibrary Services are also used more heavily by humanists than by other groups.
- Faculty in the humanities are slightly more frequent users of Library Express.
The general dissatisfaction with journals and periodicals in the humanities is reflected in relatively low ratings for Periodical Service from humanists, compared with either the sciences or social sciences.

Those in the social sciences are less frequent users of remote access to on-line library services. Social scientists are also somewhat less likely to use Library Express.

Facilities and Staff

The only significant difference noted among the discipline groups in satisfaction with the Libraries' facilities and staff was the lower satisfaction ratings by those in the humanities for self-service photocopying.

The Effect Distance from Campus has on Use and Satisfaction

An analysis of the behaviors and attitudes of users by their distance from campus reveals very few significant differences. Most of the variations reflect the preponderance of students living closer to campus than faculty.

- There is a tendency toward more satisfaction with remote access to online services, the further the user lives from the campus.

- The users who are over 15 miles away are somewhat more dissatisfied with the Libraries' open hours.
University of Tennessee, Knoxville Libraries
Library User Survey

Priorities

This is perhaps the most revealing part of the user survey. Users were asked to make the same hard choices that face librarians in creating the best affordable mix of collections and services. Most respondents completed the entire section. Only a very few made an attempt, but declared it too difficult to complete.

First we will look at how each of the six sets of service or collection choices was ranked by all respondents and then we will examine the priorities set by several key user groups. The priority calculations were done using the entire sample. The reader should remember the dominance of faculty in the sample as a whole. Given below are the average rankings and the percent assigning a first priority rating within each group of choices. The closer the mean is to one, the higher the priority.

<table>
<thead>
<tr>
<th>Group 1 Mean %</th>
<th>Group 4 Mean %</th>
<th>Group 5 Mean %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional library materials 1.5 69%</td>
<td>Web access to db from home/office 1.96 53%</td>
<td>Traditional library materials 1.68 57%</td>
</tr>
<tr>
<td>Ref help when &amp; where I need it 2.35 18%</td>
<td>Prompt service at Reference desk 2.45 18%</td>
<td>Subscribe to paper journals 2.39 22%</td>
</tr>
<tr>
<td>Prompt service at Reference desk 2.41 12%</td>
<td>Prompt service at Circulation desk 2.57 19%</td>
<td>More electronic materials of all kinds 2.39 19%</td>
</tr>
<tr>
<td>In-depth reference by appointment 3.71 2%</td>
<td>Self-service circulation and ILS 3.02 11%</td>
<td>Buy books 2.71 20%</td>
</tr>
<tr>
<td>Group 2 Mean %</td>
<td>Group 5 Mean %</td>
<td>Group 6 Mean %</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Electronic access to journal articles 2.06 36%</td>
<td>Traditional library materials 1.68 57%</td>
<td>Web access to db from home/office 2.21 36%</td>
</tr>
<tr>
<td>Subscribe to paper journals 2.39 22%</td>
<td>More electronic materials of all kinds 2.39 19%</td>
<td></td>
</tr>
</tbody>
</table>
Group 1 shows the strongest agreement among the sample on a clear first priority. The importance of books and journals in the library is given heavier weight than all of the other reference service alternatives combined. In fact, traditional materials in the libraries is ranked high in all comparisons.

The choices in Group 2 were apparently more difficult for users. Although electronic access was the first choice, the margin is quite narrow. The preferences for specific kinds of collection purchases and reference assistance was evenly divided at about 20% each.

Group 3 asks users to choose between traditional library materials and several less visible library services. The clear first choice is traditional materials. The importance of current information in the online catalog rates second. Getting new materials on the shelves quickly and library instruction are an interesting pair. The average for new materials is higher than the average for instruction, even though speedy processing of new materials received fewer first priority ratings.

Group 4 shows a strong preference for electronic access, in this case, web access to databases. Prompt service, implying no waiting, was not deemed as important. Self-service innovations were rated as the least important by 45% of the sample.

Group 5 confirms the consensus that traditional materials are a top priority. Even the option of having more library open hours, an often requested enhancement, falls third in this ranking. Delivery of materials on campus (Library Express), a service with a very high satisfaction rating from current customers, is given a lower priority in the grouping.

Group 6 also appears to have been difficult for users and there is less agreement about priorities. Web access to several kinds of resources rise to the top, followed closely by the importance of adequate copying equipment of all kinds. Once again instruction was rated as the fourth priority by almost half the sample.

Continue to next section of report Priorities continued
Return to Library User Survey Menu
Comments on Collections

The survey invited respondents to make comments after each section of questions. They were also encouraged to include comments on any area of library operation of concern to them. Nearly 40% of all survey forms included some comments. Those comments are grouped below, but have not been subject to any analysis.

Availability of Materials

- Some things (periodicals, books) are sometimes "missing" for no good reason. (Masters - English)
- Ag Lib: There seems to be too long a lag-time from request for a book or periodical until it is available (Faculty - Animal Sci)
- Sometimes books are not reshelved when they are returned, therefore there is a period in which no one can use the book. (Sophomore - Human Ecol)
- Books are hard to get w/o multiple copies. (First Year - Math)
- Is it possible to reduce the time periodicals are out for binding? (Faculty - Material Science)
- Too many journals are in storage; too slow to put new items on reserve; the latest issue of some journals are slow to appear on shelf. (Staff - Math)
- I am aware of the problems that all libraries are facing with periodical costs and Hodges library is facing with adequate storage space; nevertheless, these problems must be addressed. Keep working productively on them. Thank you. (Faculty - Civil Engineering)
- Several high quality European journals have been discontinued. (Faculty - Architecture)
- Journal and periodical collections are used by graduate students. Most articles were obtained through inter-library loan. (Faculty - Engineering)
- Serials and journals still very important for student to fulfill assignments. Missing volumes, stored, hard to find, discontinued... (Faculty - Audiology & Speech Path)
- I realize the journal collection is cost prohibited, but many times I can't find journals I need, and Library Express isn't available for ugs. (Senior - Speech Communication)
- When a book is not in stock -- it shouldn't have to be out "in the market" before you have it on the shelves (speaking from experience when I made a request & was told the book was "too new") (Masters - Computer Sci.)

General Collections Comments

- Journals and books are too limited. (Faculty - Human Ecol)
- The collections in the libraries are wonderful, however, it is really frustrating when books you need are at places other than the main library. Perhaps you could have just a few selections of (the "M"s for example) in the main library and the bulk and more detailed books in (the music library, for example) (First Year - Biology)
- Many of the journals that I use most often have been discontinued; I would
like a wider subscription to technical journals in my field. (Faculty - Engineering)

- Great gaps in book & periodical collections. (Faculty - Arts & Sciences)
- Quality of holding is variable. (Faculty - Arts & Sciences)
- Content, breadth of collection of books and journals leave much to be desired -- efforts to improve physical or electronic access services re these collections are good. Documents/microforms space layout and service/reference--location, quality of reading equipment need improvement, whereas the material is here or electronically available. (Faculty - Anthropology)
- Of course the book & journal collections could be more complete -- but most of the time I can find what I need. (ABD - English)
- Compared to many other state universities, particularly those outside the southeastern US, the overall collection in UTK's library system is poor. (Ph.D. - Ecology)
- Far too often we do not have the books I want, nor do we subscribe to the journals, but online journal access is reducing the latter problem. (Fac. (Ecol & Evol. Biology)
- Fairly good (Masters - Textiles)
- The library has a good collection. It would be helpful to have access to more things though. (Masters - Education)
- Hodges library has so much to offer. What more could you ask for? You can find anything you need. (Junior - Social Work)
- Need more and more magazines for all fields. (Masters - Human Ecol)
- Update books in the biological sciences more often. Old editions are not useful. More science + medical journals. (Masters - Biotechnology)
- The main reason for infrequent use of book collections is their outdatedness. The journals are good. I would like more on logistics. (Masters - Business)
- Need to keep book collection more up to date. (Senior - Biology)
- More money needs to be allocated to keep literature collections up to date. (Faculty - Germ, Slavic, Asian Lang.)

**More specific collection requests or observations, particularly on support for research**

- Lack of a range of NA periodicals, particularly from Europe (Faculty - Architecture)
- Some journals important to me have been canceled, but not library fault (Faculty - Math)
- Ag Lib: Is there a oversight committee re: libraries &/or collections? There does seem to be purchases of some books and periodicals that may be more high school oriented. A representative of dept. &/or subject area should review purchases. (Faculty - Animal Sci)
- NA collection, particularly theory, is not strong (Faculty - Architecture)
- Most pertinent books, journals, periodicals and other reference are not available. I feel like I get second rate research. However, at Hodges at least, there are lost of other books that may help other students. The help at the Law Library isn't very helpful. (Masters - Business)
- The collections are weak for a research university. Our book collection is barely better than MTSU. (Faculty - Political Sci.)
- Collection is small in my area of research (Faculty - Vet. Med.)
- Our lack of periodicals makes research (i.e. serious research) next to impossible (Faculty - Anthropology)
- On average, I find only about 5% of materials I need. Important journals absent & no longer subscribed to, particularly in area of biological control. (Faculty - Ecology & Evol Biol.)
- Our lack of journals reminds me of a Jr. College library someplace -- not a research library! (Faculty - Anthropology)
- Need more scientific journals and periodicals in the subject areas of natural
resources, biology, and ecology. (Masters - Forestry, Wildlife, Fisheries)
• Good for its size (Music Lib) -- we need to expand collections of musical scores and recordings. (Faculty - Music)
• It would be good if the library could look into purchasing music collections on historical topics (i.e. political movements or ethnographic topics) etc. for use in classes. (Faculty - History)
• Wonderful sound recordings collection (musical and non-musical) (Senior - Music)
• Please get more Business Periodicals s/a specific industry related publications (Trans/Logistics is helpful) (Senior - Marketing)  

Reference

• Reference collections too small (Faculty - Economics)
• Reference -- would be helpful to be able to check out reference material for 1 week (or less). Staff in Reference is very helpful. (Senior - Romance Lang.)

Other

• Be nice if carried more newspapers like Johnson City Press (Masters - Sociology)
• I would really love to see a larger selection of Christian books in the library such as inspirational fiction by Janette Oke and Bodie Thoene and Gilbert Morris and Lia Wick. (Sophomore - Audiology & Speech Path)
• Need a more diverse selection of books on reserve for Analytical Chemistry (Junior - Engineering)
Thank you for participating in this survey of users of the University of Tennessee, Knoxville Libraries. The results of this survey will inform decisions regarding collections and services. We need and appreciate your comments.

### Libraries
Which UTK library facilities do you use and how often? How satisfied are you with these libraries overall?

<table>
<thead>
<tr>
<th>FREQUENCY OF USE</th>
<th>SATISFACTION RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a week</td>
<td>Once a week</td>
</tr>
<tr>
<td>Agriculture-Veterinary Medicine Library</td>
<td></td>
</tr>
<tr>
<td>Hodges (Main) Library</td>
<td></td>
</tr>
<tr>
<td>Music Library (Music Building)</td>
<td></td>
</tr>
<tr>
<td>Map Library (Hoskins Building)</td>
<td></td>
</tr>
<tr>
<td>Special Collections/Archives (Hoskins Building)</td>
<td></td>
</tr>
<tr>
<td>Social Work Library (Nashville)</td>
<td></td>
</tr>
<tr>
<td>Other: __________________</td>
<td></td>
</tr>
</tbody>
</table>

### Collections
How often do you use these library collections? How satisfied are you with them? Please answer for the library you use most often and ignore any items that do not apply.

<table>
<thead>
<tr>
<th>FREQUENCY OF USE</th>
<th>SATISFACTION RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a week</td>
<td>Once a week</td>
</tr>
<tr>
<td>Book collections</td>
<td></td>
</tr>
<tr>
<td>Government documents collections</td>
<td></td>
</tr>
<tr>
<td>Journal and periodical collections</td>
<td></td>
</tr>
<tr>
<td>Audiovisual collections</td>
<td></td>
</tr>
<tr>
<td>Reference collections</td>
<td></td>
</tr>
<tr>
<td>Reserve book collections</td>
<td></td>
</tr>
</tbody>
</table>

Comments on collections: __________________
**Services**  
How often do you use these library services? How satisfied are you with them? Please answer for the library you use most often and ignore any items that do not apply.

<table>
<thead>
<tr>
<th>FREQUENCY OF USE</th>
<th>SATISFACTION RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than once a week</td>
<td>5 (high)</td>
</tr>
<tr>
<td>Once a week</td>
<td>4</td>
</tr>
<tr>
<td>Once a month</td>
<td>3</td>
</tr>
<tr>
<td>Once a term</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>1 (low)</td>
</tr>
<tr>
<td>Don't know</td>
<td></td>
</tr>
</tbody>
</table>

- In-library access to catalog and databases
- Access to the library webpage (LibLink) from outside the library
- Circulation Services
- Requesting new library materials
- Reference Services
- Periodicals
- Duplication Services (Hodges Library)
- Audiovisual Services
- Government Documents
- Microforms
- Interlibrary Services
- Library Express (documentary delivery)
- Library Instruction
- Reserve Book Service

Comments on services: ____________________________________________

**Facilities and Staff**  
How satisfied are you with library facilities and library staff assistance? Please answer for the library you use most often and ignore any items that do not apply.

<table>
<thead>
<tr>
<th>SATISFACTION RATING</th>
<th>SATISFACTION RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (high)</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1 (low)</td>
<td>Don't know</td>
</tr>
</tbody>
</table>

- Library hours
- General knowledge, efficiency and helpfulness of staff
- Study space
- Self-service photocopying
- Cleanliness and maintenance of buildings

Comments on facilities and staff: ____________________________________________
Priorities  Although you may find the choices difficult, please rank the relative priority of each item within each group. Mark the items from most to least important to you, with 1 as the highest priority and 4 as the lowest.

GROUP 1
_____ Prompt service at the reference desk
_____ Reference help wherever and whenever I need it
_____ Books, journals, etc. in the libraries
_____ In-depth reference consultation by appointment

GROUP 2
_____ Buy books
_____ Subscribe to paper journals
_____ Provide electronic access to journal articles
_____ Reference help wherever and whenever I need it

GROUP 3
_____ Books, journals, etc. in the libraries
_____ Speedy processing of new materials
_____ Current information in the on-line catalog
_____ Instruction in how to use library resources

GROUP 4
_____ Prompt service at the circulation desk
_____ Prompt service at the reference desk
_____ Self service circulation and interlibrary loan
_____ Web access to databases from my home or office

GROUP 5
_____ Library open more hours
_____ More material of all kinds in electronic formats
_____ Books and photocopies delivered to a campus address
_____ Books, journals, etc. in the libraries

GROUP 6
_____ Web pages linking to resources in my field of study
_____ Adequate copy machines, microform reader-printers
_____ Instruction in how to use library resources
_____ Web access to databases from my home or office

Demographics

1. What is your UTK affiliation?
   □ Faculty
   □ Staff
   Graduate Student: □ Masters □ ABD □ Ph.D. □ Post-Doc
   Undergraduate Student: □ Senior □ Junior □ Sophomore □ Freshman
   How many years after high school graduation did you enroll at UTK? ______
   □ Administration
   □ Other: ________________________________

2. With which UTK academic unit are you primarily associated?
   College ____________________________ Department ____________________________

3. Do you live:
   □ On campus
   □ Off campus How many miles from campus? □ 0-1 □ 1-5 □ 5-10 □ 10-15 □ over 15

4. Do you have and use an e-mail account?
   □ Yes □ No

5. Do you have access to and use Internet/World Wide Web?
   From your office □ Yes □ No
   From your dorm room □ Yes □ No
   From your home □ Yes □ No

6. Do you use a graphical browser (Netscape, Internet Explorer, AOL, etc.)? □ Yes □ No

Thank you for your participation in the Libraries’ planning process.

Please return the completed survey by April 27. Turn to the back page for instructions for returning the survey.
If you received this survey via U.S. Mail, please return in the enclosed postage-paid envelope or mail to: Dean of Libraries, University of Tennessee, Knoxville, 1015 Volunteer Blvd., Knoxville, TN 37996-1000

On campus, please fold, staple, and return via Campus Mail to:

Dean of Libraries
606 Hodges Library
37996-1000
The raw data and output from cross tabulations are available for further analysis. Please contact Tamara Miller for more information on the dataset and statistical output.

**1997-98 Planning Subgroup**

Jeff French, Library Staff Association Representative
Agnes Grady, Cataloging
Jim Hammon, Library Faculty Representative
Tamara Miller, Planning, Chair
Aubrey Mitchell, Associate Dean
Joe Rader, Outreach Services
Rita Smith, Reference Services

Return to Library User Survey Menu

607 Hodges Library, University of Tennessee,
Knoxville, TN 37996-1000
423 974-4127

Pages maintained by Tamara Miller
Summary

The 1998 Library User Survey was undertaken by the Planning Subgroup of the Library Management Group. The data were gathered in preparation for drafting a long range plan for the Libraries.

In general, users give the Libraries high satisfaction ratings for library services, staff assistance, and facilities. In previous surveys, users have reported similarly high satisfaction levels with the Libraries. The Libraries' collections are rated as slightly less satisfying. This also continues a trend that recognizes some limitations in the collections, particularly for materials in support of research.

Graduate students are a group with wide ranging needs. Their information needs span those of both the faculty and undergraduate students. Graduate students are frequent users of most library services, and are particularly heavy users of on-line services and periodicals. More than half of all graduate students report using the Libraries' periodical collection more than once a week. Graduate students are the least satisfied with the Libraries' collections and services. Graduate student dissatisfaction was first carefully documented in the 1993/94 user survey.

Undergraduates are not frequent library users, with the exception of the Reserve Room. They place a higher value on most reference services than other groups. As a group, undergraduates are the most satisfied library users. Undergraduates check out the fewest materials. They are the least likely to make use of the full range of services available to them, particularly if the service does not deliver information immediately. e.g. InterLibrary Services.

The faculty are generally well satisfied with the Libraries. They are least satisfied with the Libraries' collections, particularly the journal collection.

Humanists are the heaviest users of the book collection, and are only moderately satisfied with it. Those in the humanities are more likely to use both InterLibrary Services and Library Express to meet their information needs than those in other disciplines.

One of the most notable findings of the survey is the almost universal use of electronic communications. Nearly every user reported active use of email (93%) and access to a graphical web
browser (89%).

Library online services are among the most heavily used library services. Access to electronic resources from computers in library locations is the second most frequently used library service. Faculty use remote access to library on-line services most often. One-third of all faculty report accessing some service on LibLink more than once a week from a remote location.

Electronic access to information is seen as a high priority by all groups of users. Online library services have grown in importance in the view of our users. A large majority of users now finds a mix of both traditional resources and electronic materials important.
Satisfaction with Services

The sample as a whole grouped most services near the high end of the satisfaction scale. Some of the most heavily used services were rated among the least satisfying. Less frequently used services often received very high satisfaction rating. In general, customized services seem to be the most satisfying.

5 = High Satisfaction  1 = Low Satisfaction

5 = High Satisfaction 1 = Low Satisfaction

- Undergraduates report high satisfaction levels for some services that are used by a relatively small part of the sample, e.g. audiovisual, documents, and microforms. These results may not be reliable.

- Graduate students are somewhat more critical of library services than other groups. They are most satisfied with Library Express and Library Instruction, although these are not the services used most frequently.

- Graduate students are not as inclined to give services the highest satisfaction rating (5), although often their top two ratings (4 & 5) combined are similar to those of other groups. For example, 13% of graduates give circulation services the highest rating, compared with about 35% for both faculty and undergraduates. The top two ratings, when combined, equal nearly 70% for graduates, 75% of undergraduates, and 85% of faculty.

- Faculty satisfaction levels are generally higher than those of the two student groups. The faculty are the least satisfied with several infrequently used services (documents, microform) as well as with several heavily used services (requesting new materials, in-library access, and periodicals).

- In-house access to on-line services was given modest satisfaction ratings across all groups. However, satisfaction with remote access to LibLink did differ among groups. Undergraduates, the least frequent users, were the most satisfied with 45% assigning a top rating. Faculty, the most frequent users, were somewhat less satisfied (35%), while graduate students (15%) were the least satisfied.

- Satisfaction with periodical services is a typical example of the differences among these groups. The service enjoys a moderate overall rating (3.77). It is clear that faculty and graduate students are less satisfied than undergraduates. Graduate students are heavy users of the service with 55% of them using periodicals at least weekly.

**Periodical Services Satisfaction by UTK Status:**

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Faculty</th>
<th>Grads</th>
<th>Ugrads</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Low)</td>
<td>4%</td>
<td>3%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>2</td>
<td>6%</td>
<td>8%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>28%</td>
<td>21%</td>
<td>33%</td>
<td>28%</td>
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Continue to next section of report [Staff and Facilities](http://old.lib.utk.edu/assessment/1998/satserve.html)

607 Hodges Library, University of Tennessee, Knoxville, TN 37996-1000
423 974-4127

Pages maintained by Tamara Miller
University of Tennessee, Knoxville Libraries
Library User Survey

Comments on Services

General Comments

- In general, services are adequate given the sometimes low amount of resources and money that the library staff must work with -- services would be better if librarians were given more resources to provide to students and faculty (Ph.D. - Ecology)
- Good (Masters - Textiles)
- Generally good! (Faculty - Materials Sci & Eng.)

Circulation

- I think the return system should be improved. I returned a book that is now lost and no compromise was made. (Sophomore - Psychology)
- Many lost books when I return them. (Faculty - Economics)
- Some books are not on the shelf even though they are listed as being "in the library" in catalog. Receive notices to return requested books after they are needed. (Faculty - Education)
- Catalog: never accurate. Says a book is there, but it's gone + vice-versa (Masters - Human Ecol)
- It is very clear that notifying circulation a book is missing is totally futile. They make it apparent that they don't want to be told that -- and asking them to search for it nearly gets a snort of derision. Certainly I've never been notified of the results of such a search. (Faculty - English)

Reference

- In Ref too hard to see on-line cat. (Not enough stations) (Faculty - Romance Lang.)
- On-line cat in lib often lock up and some old machines. Be careful of grad students in Reference (unqualified) (Faculty - Romance Lang.)

Reserve

- The reserve desk does not seem to function too well., They often misplace the materials on reserve for courses. They keep the materials forever before students can use it. (Faculty - Romance Lang.)
- I found the Reserve Rm. System was difficult to use and staff unhelpful. (Masters - Info Sci.)
- Reserve books I want are always checked out & I couldn't put a request for it myself (Masters - Education)

Information Access

- ILS is slow, but UnCover never has permission to distribute the journals I need. (Staff/Adjunct - Math)
• Interlibrary service takes too long to be useful in many cases. Often articles are needed on the same day I look for them. Access to all major periodicals either on shelf (I know -- not feasible) or through technology (future) is needed (Faculty - Civil Engineering)
• Grad students in Nashville have been unable to take advantage of ordering articles by fax (UnCover) because of problems in set up (Masters - Social Work)
• The Library Express, Interlibrary Service make my research possible (Faculty - Vet. Med. -- Animal Science)
• ILS is great!! (Faculty - Materials Science)
• Extend the hours for interlibrary services. (Masters - Biotechnology)
• Interlibrary service slow and not very flexible. Library Express marvelous (Faculty - Food Science)
• Library Express is great! (Faculty - Human Ecol)
• Library Express is an important service (Faculty - Forestry, Wildlife & Fisheries)
• Library Express works very well. The staff are the most customer friendly of any UT service I have experienced! (Faculty - Social Work)
• I will be using Library Express more often (Faculty - Botany)
• Library Express is great -- I and my staff & students really applaud you for providing this service. (Faculty - Ecol & Evol. Biology)
• Web page access to library express and ILL outstanding. (Faculty - Vet Med.)
• Access to periodicals is confusing and difficult. (Masters - Education)

Instruction

• All new students should be required to do at least one library tour with a assistance that works there. (First Year - Arts & Sciences)

Online Services - Horizon

• The periodicals are hard to locate and journal collections are hard to find on the computer! (First Year - Broadcasting)
• Web access to browse or look up books/journals is (unreadable) or imprecise. e.g. Ecology (title of journal) comes up with many other titles when clicked for keyword periodical (Ph.D. - Botany)
• Computer interface can be difficult to make sense of; once in the catalog, I'm fine, but getting there can be a pain depending on what the terminal's previous user was up to. (Faculty - Germ, Slavic, Asian Lang.)
• The old telnet interface was excellent. This new pseudo-web one is awful. (Faculty - Computer Sci)
• I have a very hard time getting into the new automated system (Faculty - Music)
• Catalog software needs improvement (Faculty - Psychology)
• New Catalog -- big disappointment. (Faculty - Botany)
• It is now very difficult to access the catalog off campus with a special account. We're going backwards, not forwards (Faculty - Arts & Sciences)
• I hope advanced features of in-house catalog interface can become available via remote webpage. Frankly as a MAC user, my tolerance for the clunky Windows interface & a bulky, balky mouse (w/o pad) is low, so I do catalog searching from my office or home as much as possible (Faculty - Anthropology)
• The new search engine for the on-line catalog via LibLink I find awkward. (Faculty - English)
• Web page OLIS more difficult to use (Faculty - Vet Med.)
• Catalog on the web is very limited in its functions. User control for searching is limited. Database is very good. (Faculty - Education)
• Library catalog - no social work linkages (Masters - Social Work Nashville)
- The new on-line catalog is a disaster. It's impossible to browse. It often takes four or five searches to find a book and then I have to wade through screen after screen. It's slow, confusing, and unreliable. YOU SHOULD HAVE KEPT THE CARD CATALOG! (Faculty - Arts & Sciences)
- Miss the old telnet catalog due to its speed + no frills operation (Senior - Music)
- Difficult to find books on databases in library (Faculty - Arts & Sciences)
- Web link needs a more direct linkage, key word linkage is often inaccurate. (Faculty - Political Sci.)

**Online Services - LibLink and Databases**

- The library catalog & databases seem complicated -- it is confusing to try to find a book, also (Sophomore - Biology)
- LibLink - wonderful variety of resources!! Excellent interface. (Faculty - Botany)
- I live in Nashville and cannot access the library databases from home. I do not want to go to the Nash campus every time I want to do a search. Plus the campus is only open during business hours. Even then it is difficult to drive 45 mins. (Masters - Social Work Nashville)
- I am on the campus of the UT-Memphis and am highly satisfied with the webpage. (Faculty - Social Work Memphis)
- In-library access is slow and less accurate from there (Ag Lib.) (Senior - Plant & Soil)
- There should be more databases that include the full text of articles. It is very time intensive to have to print our titles and then look for the articles. LibLink does not have a list of periodicals the Library has! (Masters - Business)
- The online services (databases, Library express & Interlibrary loan forms) have been a great help to my work. -- I can do much from home and in the middle of the night if I like. (ABD - English)
- Web pages are not user friendly to the computer semi-literate (Faculty - History)
University of Tennessee, Knoxville Libraries
Library User Survey

Comments on Staff and Facilities

Staff

- A limited number of staff members need to work on their interpersonal skills. Most are great. (Faculty - Business)
- Every single staff person I have ever encountered at the library is always friendly and helpful. The facilities are always neat and clean. (Senior - Nursing)
- Friendliness could be improved (Sophomore - Psychology)
- GREAT!! Smiley face drawn in (Junior - History)
- I believe staff is knowledgeable, but I have been ignored or treated disrespectfully. I really want to learn how to use parts of the library more efficiently but I need a polite & helpful staff. (Sophomore - more - Human Ecol)
- I've had some staff be very helpful, but others have been less helpful, if not completely unhelpful (Sophomore - Broadcasting)
- Staff -- not exactly the happiest group on the face of the earth (Sophomore - English)
- The staff (for the most part) is rude. Most are unwilling to lift a finger to help me when I need it. They act as though I'm a nuisance. (Senior - Math)
- Very good (Masters - Textiles)
- Dean Kaufman does a remarkable job of maintaining morale. Library faculty and staff are always eager to try new things and supportive of others seeking to do the same! (Academic Administrator - Research Serv.)
- Some staff are wonderful! Other staff seem as though they would enjoy their jobs more if all contact with the outside world was severed. I'm sorry - - the entire campus should undergo a complete cleaning. I'm proud of the University and especially the libraries. The collection and research tools have advanced tremendously over the years. Continued access to those who know he library system and are willing to share that knowledge would create a sensation of euphoria upon each visit to the library What a wonderful state in which to leave a treasured and important part of the university. Thank you for listening (Ph.D. - Education)
- Library staff is very polite (Sophomore - Business)
- Fine and helpful (Faculty - Ecology & Evol Biol.
- Staff is always very helpful. The people in the reference room are especially helpful. (Junior - Social Work)
- Staff is friendly and helpful. Facility is clean & comfortable (Masters Education)
- They are all great, friendly, helpful (Junior - English)
- Very Helpful. It's the first library I have ever been to where the librarians are nice. (First Year - Arts & Sciences)
- Staff never very friendly and always seem to be annoyed when you ask for help -- especially in the Reserve room (Senior - Psychology)
- Staff is helpful and friendly. (Masters Nutrition)

Ag Vet Med Staff
A. Viera & B. Ponnappa are GREAT!! (Faculty - Vet. Med.)
- Ag - very helpful staff! However, sometimes lack knowledge to help (Faculty - Food Science)
- At Ag Library extremely helpful & friendly (Faculty - Animal Sci)
- Circulation staff at Ag Vet Med. unfriendly, unhelplful. Request of new materials via Ann V. Outstanding. (Faculty - Vet Med.)
- Staff at Ag. excellent (Senior - Plant & Soil)

Music Staff
- Great staff in Music Library. (Faculty - Music)

Reference Staff
- Staff in Reference is very helpful. (Senior - Romance Lang.)
- Deborah Thompson-Wise and Russell Clement have given us great service (Faculty - Arch & Plan)
- Reference librarians can be standoffish. If I identify myself as a professor, I get much better service. (Faculty - History)
- I have worked in the reference area and had some trouble with getting people to help me. (Sophomore - Communications)
- Some services vary in quality. I used to use ILL a lot and Nancy Laemlein was outstanding. However, recently I was told something by an ILL person that I know isn't the case. I know Librarians must rotate some, but in self-serve departments it's important the staff who are there know what they are doing. (Faculty - Germ, Slavic, Asian Lang.)

Other Staff
- The people who put books away during the day and especially at night at Hodges are really helpful and pleasant. Easy to approach. Good job! Same at the Map library as well. (Senior - A&S)
- Staff is great, except for that security guard w/the pompadour -- he thinks he's KGB. Also, need more copiers (Masters - English)
- Friendly staff in food shop (Faculty - Economics)

User Help
- With so many choices, I'm sure the library has a good supply of collections, but what good is that if I don't know were to find any & no one will help me. (Senior - Math)
- I need info on how to get to webpage. I found it frustrating to request when they were not purchasing. (Faculty - Education)
- There should be at least 2 or 3 library aides on each floor to assist the people who can't find the books they need (First Year - A&S)
- Sometimes need more help, but basically OK (Senior - Psychology)
- Never can get anyone to help locate a book when it is not where it should be. (Senior - Psychology)
- It's too hard to find things & sometimes the staff isn't too helpful either. (Junior - Human Ecol)
- As a freshman, I was scared of learning to use such a big library. The services are not user friendly & I found myself very lost w/ no one to help me make use of the lg. variety of services available. This bad experience caused me to avoid UT libraries at all costs. I go to the public library whenever possible. (Senior - Math)
Priorities of Faculty, Graduate Students, and Undergraduates

It is clear that the Libraries serve distinctively different user groups with a variety of overlapping and distinctive needs. An analysis was done to create a continuous list of all eighteen choices in order of priority. Only the top choice in each group was used for each respondent. The repeated items were used to link the priorities from all six groups of choices. The resulting scale shows the rank order and relative distances between items. The higher the number of the item, the more important it was to the respondents.

<table>
<thead>
<tr>
<th>Undergraduate:</th>
<th>Graduate Student:</th>
<th>Faculty:</th>
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<tbody>
<tr>
<td>Access to elect journal articles</td>
<td>Traditional library materials</td>
<td>Traditional library materials</td>
</tr>
<tr>
<td>Traditional library materials</td>
<td>Access to elect journal articles</td>
<td>Web access to databases</td>
</tr>
<tr>
<td>Ref help when and where</td>
<td>Web pages in my field</td>
<td>Buy Books</td>
</tr>
<tr>
<td>Web access to databases</td>
<td>Web access to databases</td>
<td>Subscribe to journals</td>
</tr>
<tr>
<td>Web pages in my field</td>
<td>Adequate copying equip</td>
<td>Current info in catalog</td>
</tr>
<tr>
<td>Current info in catalog</td>
<td>Subscribe to journals</td>
<td>Access to elect journal articles</td>
</tr>
<tr>
<td>More open hours</td>
<td>More open hours</td>
<td>Adequate copying equip</td>
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<tr>
<td>Adequate copying equip</td>
<td>Current info in catalog</td>
<td>Prompt Circ desk service</td>
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<tr>
<td>Prompt Ref desk service</td>
<td>Prompt Circ desk service</td>
<td>Web pages in my field</td>
</tr>
<tr>
<td>Instruction</td>
<td>More electronic materials</td>
<td>Prompt Ref desk service</td>
</tr>
<tr>
<td>More electronic materials</td>
<td>Self service Circ &amp; ILL</td>
<td>More electronic materials</td>
</tr>
<tr>
<td>Prompt Circ desk service</td>
<td>Ref help when and where</td>
<td>Book/photocopy delivery</td>
</tr>
<tr>
<td>Book/photocopy delivery</td>
<td>Prompt Ref desk service</td>
<td>Ref help when and where</td>
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Cross tabulations were run to see where the distinctive differences in the priorities set by faculty, graduate students, and undergraduates could be found. Statistically significant differences occurred in almost every set of comparisons.

- Undergraduate students place electronic access to the full text of journal articles first. This is also an important priority for graduate students, but viewed as quite a bit less important by faculty.

- In general, undergraduates place significantly less emphasis on purchasing materials and more on electronic resources and reference services. In several cases traditional library materials rank first for undergraduates, but by a significantly smaller margin than for all others.

- All students, but especially undergraduates, place a higher priority on reference assistance at the point of need than the faculty. In particular, 74% of undergraduates rate reference help as either their first or second priority in Group 1.

- The student view differs from faculty in that specialized Web pages linking resources areas of study are seen as a more important service than many other choices.

- Adequate copy equipment is particularly important to graduate students.

- There is near perfect agreement between the faculty and graduate students on the overwhelming importance of traditional materials, especially in their Group 3 rankings.

- All students give more library open hours a higher priority than faculty. Students ranked hours as the second priority in Group 5 and seventh overall in their combined lists.

- Faculty gave exactly same rating to both book and journal purchases as a top priority. Group 2 is the only place where they were asked to choose between books and journals, but no preference emerged.

- Delivery of materials to a campus address ranked low for

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<tr>
<th>Score</th>
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<td>Buy Books</td>
<td>1.37</td>
<td>Buy Books</td>
<td>1.45</td>
<td>More open hours</td>
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<tr>
<td>1.17</td>
<td>Subscribe to journals</td>
<td>1.28</td>
<td>Instruction</td>
<td>1.27</td>
<td>Self service Circ &amp; ILL</td>
</tr>
<tr>
<td>1.12</td>
<td>Self service Circ &amp; ILL</td>
<td>1.09</td>
<td>In-depth reference</td>
<td>1.26</td>
<td>Speedy process new materials</td>
</tr>
<tr>
<td>0.76</td>
<td>Speedy process new materials</td>
<td>0.56</td>
<td>Book/photocopy delivery</td>
<td>1.05</td>
<td>Instruction</td>
</tr>
<tr>
<td>0.14</td>
<td>In-depth reference</td>
<td>0.55</td>
<td>Speedy process new materials</td>
<td>0.20</td>
<td>In-depth reference</td>
</tr>
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</table>

students. Even faculty, who gave Library Express outstanding satisfaction ratings, ranked the service as relatively unimportant when paired with acquiring library materials.

Bar Chart of Priority Rankings by Faculty, Graduate Students and Undergraduates

Academic Discipline and Priority Setting

Academic discipline does not seem to play a strong role in the kinds of services or materials that are viewed as important.

- Respondents in the humanities choose traditional library materials as their top priority by a larger majority than other disciplines.
- Those allied with the sciences value prompt reference desk service slightly more than other disciplines.
- Scientists place somewhat more importance on adequate photocopiers and reader-printers than other disciplines.

Distance from Campus and Priority Setting

There is very little difference in preference based on distance from campus. Two sets of choices did show some evidence of the effects of distance. In both cases, speed and convenience were favored by the more distant group, perhaps because they need to optimize their trips to the Libraries.

- Those who live farther away, see prompt reference desk service as more important than those who live nearby.
- Although we might expect those at a greater distance to place more importance on remote access, there is no difference across the groups in priority assigned to remote access to LibLink.
- Those farthest away view copy equipment as more important than those who live at the middle distances.
- Those who live closest to the library identify reference help at the point of need as a high priority. This may simply reflect the preference of students for reference help since the nearest group is made up disproportionately of students.

Continue to next section of report Comments on Collections
Return to Library User Survey Menu
University of Tennessee, Knoxville Libraries
Library User Survey

Comments on Facilities

Stacks

- Specially for books, it's really hard to find them because of the way the stacks are set up. (Senior - Broadcasting)
- The book collection is the most disorganized collection of materials on the face of the earth. (Sophomore - English)
- Make the maps of the stacks more detailed. (First Year - Arts & Sciences)
- Physical arrangements are good. (Faculty - Arts & Sciences)
- I have asked a lot of people, & no one can tell me why the call numbers in the stacks do not wrap around -- you have to back track constantly to find a book. (Masters - English)
- Layout of books is confusing; it jumps around. (Masters - Architecture)
- General library layout is often frustrating, especially for students because of the discontinuous call #s. (Faculty - Architecture)

General Facilities

- I don't like to comment unless I have a solution. I hope you can come up with a solution to my problem. I like to have the couches & chairs where I can go & study or relax but most people lay all over them and as a result they smell horrible. I know they can be cleaned but if the people continue just the way they were it won't take long to smell again. (Junior - Accounting)
- Please fix the clocks at Hodges!! There are huge holes in the wall where clocks should be -- please fix it! (Senior - A&S)
- More group study rooms would be very helpful (Sophomore - Audiology & Speech Path)
- Study area where food and drink are allowed needs to be expanded. This is a very highly used area! (Real coffee would be nice) (Junior - Engineering)
- Why can't we have book and journals in our library instead of lounges, "study space", food, etc. (Unrelated to research) (Faculty - Anthropology)

Photocopiers

- The photocopying machines are in terrible shape. They are always broken. (Senior - Marketing)
- I would like to see a copier (or 2) on the 6th floor and a 2nd copier on 4th and 5th floors. (Faculty - Materials Science)
- Self service photocopying has improved, but still could be better if machines were maintained a little more frequently. (Faculty - Civil Engineer)
- More copy machines in Reserves! (Junior - Biology)
- Copiers tore up to often (Senior - Sociology)
- Please maintain the self-service duplicating equipment -- sometimes the copy quality is awful! (Ph.D. - Education)
- Need a more copiers (Junior - Engineering)
- Good in photocopy room -- more machines needed on the floors - plus they
are broke a lot (Masters - Sociology)
- I wish there was another full duplication room on one of the upper floors. The single copy machines on each floor are very substandard and the cubicles for them are too dark. (Ph.D. - Human Ecology)
- Photocopy machines at Hodges Library are sometimes overloaded (number should be increased) (Staff - Ornamental Hort & LD)
- Photocopy machines sometimes out of order & occupied (Masters - Social Work)
- More copiers would be nice so people wouldn't have to stand in line (Masters - Social Work)
- Need automatic feeders on some copy machines. Glass gets fingerprints since people have to place one page at a time on the glass (Masters - Education)
- More copiers (Senior - Marketing)
- Reserve needs more copiers and the present copiers need to be in working order. Change machines should also be installed. (Senior - Marketing)
- Copiers frequently out of order; cost of copies high (Senior - Biology)
- Photocopiers on floors often down; clocks often incorrect (Faculty - Museum)
- Need to keep copies to 5 cents instead of 10 or 6 cents (Junior - Human Ecol)

Other Equipment

- Computer frequently down (Faculty - Museum)
- Computers crash too often (Faculty - Music)
- Microfilm readers need attention (Faculty - English)
- Need better headphones in audiovisual services. (Senior - Political Sci)
- I usually use the library during weekday hours. I frequently need to use the online catalog in the reference room, but 80% of the time all the terminals are busy which is extremely frustrating. Also, the library needs more copy machines in reference (Masters - Info Sci.)

Ground Floor Computer Lab

- It is unsatisfying to have to wait on the system when using the Internet services. There are too many students in the computer labs playing games rather than allowing the people who have work to do to do it. (Masters - Sport & Physical Activity)
- Need more computers for the microcomputer lab -- there is always a long wait. (Senior - Marketing)

Library Hours

- The reduced hours (and closings) during holidays really hurt. For faculty, that's when the need for the library really starts. (Faculty - English)
- I'd like more open hours on Sundays (Faculty - Geography)
- Hours -- need more access during university breaks; photocopiers need more frequent services; staff are wonderful! (Faculty - Anthropology)
- Longer hours on Friday night! (Junior - Biology)
- I believe the library should open earlier on Saturdays! (First Year - Broadcasting)
- Library should be open 24 hours a day. Only 1 circulation desk functioning at night might be sufficient. Periodicals, Reference can be closed at night but ACCESS to books collection should be available 42 hours/day. (Ph.D. - Chem. Engineer)
- As a veterinary student, the (Ag Vet Med.) library hours during spring break, summer, Christmas break are woefully inadequate for my needs. (Masters - Vet Med.)
- For a major university, library closes quite early (Senior - Romance Lang.)
Maybe hold one floor of stacks open for another hour @ night and PLEASE turn that pre-closing warning DOWN in volume and lessen the times it comes on to maybe two b/c we're all adults and that is just ridiculously annoying (Senior - Marketing)

Need to open longer on Fri. night & weekend nights (Masters - Speech Pathology)

The main library of the main campus of the university of the state SHOULD have more hours (Masters - Biotechnology)

Library hours are limited for non-traditional students i.e. those w/ full-time jobs. Would like more hours on the weekends i.e. open @ 6 a.m. on Saturday (Masters - Rehab & Deafness)

Hours -- would like 24 hr study areas every day -- need better weekend hours. (Senior - Political Sci)

Periodical and AV services should be open later on Fri. + Sat. (First Year - Math)

HOURS -- Don't get me started. UT is a major university and the first one I've ever seen that's library is not open 24/7. Major inconvenience. (Masters - Human Ecol)

In my opinion -- you can't keep the library open enough! 24 hrs!!! (Senior - Music)

Lack of Sunday hours often presents problems (Faculty - Ag Entomology & Plant Path)

Fine except times, particularly during breaks, when faculty have time to use library. (Faculty - Ecology & Evol Biol.)

Your hours (Ag Vet Med.) are too limited on weekends (Senior - Ornament. Hort & LD)

Would like to see Saturday hours added back in Music Library. (Faculty - Music)

It would be helpful to me personally to be able to use the library on Fri./Sat evenings. (Masters - Nutrition)

....And Parking

The Library should be open 18 hours a day (including weekends -- people work during the week.) Also, during football games you can not get to the library unless you park 3 miles away (Ph.D. - Sociology)

On football game days -- there needs to be a parking lot left available for library parking!! (Faculty - Ag. Extension)