



# 2010 Library Services Survey: Summary Data Report

Library Services Survey Working Group

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## Introduction

In November 2010, the Princeton University Library administered the first of a planned triennial Library Services Survey in order to begin documenting and analyzing how members of the campus community view and make use of library services, collections, facilities, and information discovery and access tools (collectively defined as *library services* for the purpose of this project). Information gathered from this survey will allow the organization to identify and clarify service priorities and allocate current and future resources so that library services are in strong alignment with the evolving needs of our core patron groups. Survey data will also help inform an upcoming strategic planning process within the organization.

Adapting a version of a survey instrument used by MIT Libraries for the past several years, members of the Library Services Survey Working Group met to develop survey parameters and format, create questions, review successive drafts, seek input from various members of the Library staff, and fine-tune question wording and length. Several library staff members with experience in survey design were enlisted to help, and survey language was field-tested with library student employees. At the end of the process, survey questions centered around five key aspects of the library user experience: 1) awareness of services; 2) importance of services; 3) frequency of use of services; 4) satisfaction levels with services; and 5) interest in service innovations and improvements. The survey instrument itself was created using Qualtrics online survey software, and a request for Institutional Review Board exemption was submitted and subsequently granted.

Jed Marsh, Vice Provost for Institutional Research, oversaw sample creation, survey administration, data collection, and delivery of survey results. Survey samples were drawn at random for each target group: 1) undergraduates, with a sample drawn from each class year; 2) graduate students; 3) faculty holding the rank of professor, associate professor, assistant professor, senior lecturer, or lecturer; and 4) Dean of Faculty researchers holding a wide variety of position titles within the university. Visiting faculty, university staff, and campus visitors were excluded from the sampling universe.

Individuals in the sample pool received e-mail invitations to participate, with subsequent reminders sent out over a two-week period. Participation was completely voluntary, and respondents were informed that their responses would be kept confidential. All personal identifying information was removed prior to analysis of survey results, although selected demographic details, including academic major, rank, and home or affiliated department, were linked to individual responses.

Alexis Furuichi, statistical consultant within the Data & Statistical Services unit of the Library, analyzed the raw data, created a series of summary and cross-tabulated tables, and produced a detailed draft report of results for the Working Group to review. Much of the table data and selected portions of text from her draft report have been used to produce this summary data report. Members of the Working Group gratefully acknowledge her assistance and participation in this project.

*Keith Gresham*  
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## 1. Sample Size and Response Rates

The 2010 Library Services Survey (see Appendix A.1.) was sent out to 4,789 members of the university community drawn from enrolled students, faculty, and campus researchers. Various categories of library professionals were mistakenly included in the drawn sample, and responses subsequently received from 53 individuals in this group were disregarded. Thus the resulting usable sample size was 4,736. The usable sample was generally well distributed among patron types (Table 1) and academic discipline groups (Table 2).

**Table 1: Sample Size by Patron Type**

<b>Patron Type</b>	<b>No.</b>	<b>%</b>
<i>Freshmen/Sophomores</i>	1,290	27
<i>Juniors/Seniors</i>	1,260	27
<i>Graduate Students</i>	1,260	27
<i>Researchers</i>	427	9
<i>Faculty</i>	499	10
<b>Total</b>	<b>4,736</b>	<b>100</b>

**Table 2: Sample Size by Discipline Group**

<b>Discipline Group</b>	<b>No.</b>	<b>%</b>
<i>Arts</i>	200	4
<i>Humanities and Area Studies</i>	737	16
<i>Social Sciences</i>	840	18
<i>Sciences</i>	1,122	24
<i>Engineering and Applied Sciences</i>	680	14
<i>Undeclared</i>	1,157	24
<b>Total</b>	<b>4,736</b>	<b>100</b>

Of the usable sample, 1,177 individuals completed the survey, and another 323 individuals partially completed the survey (here, *completed* means that a respondent reached the end of the survey but did not necessarily answer all questions. Likewise, *partially completed* means that a respondent started the survey and answered some questions but did not reach the end of the survey). The overall response rate, including both completed and partially completed surveys, is 32% (Table 3), which the Vice Provost for Institutional Research took as a positive aggregate measure of survey validity.

**Table 3: Response/Non-Response Rate**

<b>Survey Responses</b>	<b>No.</b>	<b>%</b>
<i>Completed or Partially Completed</i>	1,500	32
<i>No Response</i>	3,236	68
<b>Total</b>	<b>4,736</b>	<b>100</b>

Responses from both completed and partially completed surveys are included in the tables that follow in this report. The maximum number of possible responses for any question is 1,500, but the total number of responses varies from question to question.

## 2. Respondent Characteristics

### 2.1. Respondent Groups

For the purposes of reporting survey results, respondents can be grouped into four distinct categories: *patron type*, *academic discipline group*, *home library*, and *time at Princeton*.

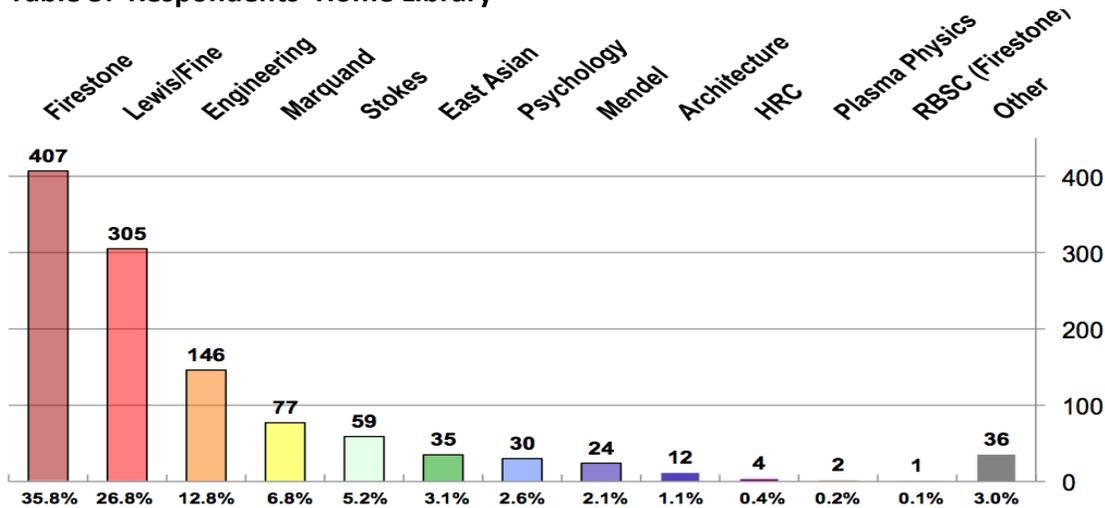
Respondents consist of 45% undergraduates, 31% graduate students, 14% faculty, and 10% researchers and are generally well distributed among the various discipline groups (a list of the major or home departments that make up the various discipline groups is found in the Appendix A.2.). A cross-tabulation of the *patron type* and *academic discipline group* categories is shown in Table 4.

**Table 4: Respondents by Patron Type and Academic Discipline Group**

Patron Type	Discipline Group						Total	N
	Humanities & Area Studies	Arts	Social Sciences	Sciences	Engineering & Applied Sciences	Undeclared		
	%	%	%	%	%	%	%	
Freshmen	0	0	0	0	0	100	100	199
Sophomores	1	0	0	2	22	75	100	172
Juniors	16	5	23	32	24	0	100	146
Seniors	26	5	25	32	11	0	100	159
Graduate Students	26	9	22	27	16	0	100	458
Researchers	9	6	12	57	15	0	100	156
Faculty	46	7	14	21	12	0	100	210
<b>Total</b>	<b>20</b>	<b>5</b>	<b>15</b>	<b>24</b>	<b>14</b>	<b>22</b>	<b>100</b>	<b>1,500</b>
<b>N</b>	293	80	226	358	215	328	<b>1,500</b>	

Survey respondents were asked to choose a single *home library* from a list of options. Three-quarters of all respondents either chose Firestone, Lewis, or Engineering (Table 5). Each of the other libraries was chosen by fewer than 10% of the total number of respondents. This relatively small number of responses for some locations should be kept in mind when interpreting survey results by *home library*. Responses that fall into the *other* category include Chancellor Green, residential college libraries, and other campus buildings, as well as those who responded “none.”

**Table 5: Respondents’ Home Library**



Source: Q24; N=1,138

A cross-tabulated snapshot of *patron type* and *academic discipline group* by *home library* provides an even more detailed view of the survey respondents (Table 6).

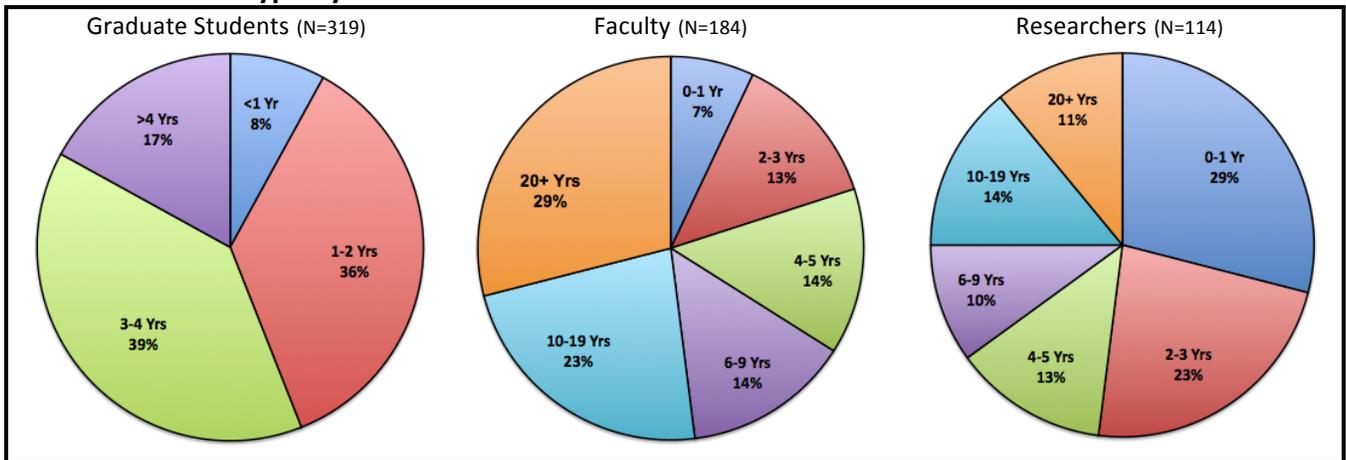
**Table 6: Respondent Patron Type and Academic Discipline Group by Home Library**

Patron Type	Home Library														N
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	
Freshmen/Sophomores	22	20	5	6	0	1	0	3	1	0	0	0	42	100	371
Juniors/Seniors	27	18	10	7	1	2	3	0	0	0	0	0	32	100	305
Graduate Students	26	18	13	4	10	3	2	2	2	0	0	0	20	100	458
Researchers	17	38	12	5	3	2	4	1	0	0	0	0	18	100	156
Faculty	46	15	10	4	3	4	3	0	0	1	0	0	14	100	210
<b>Total</b>	<b>27</b>	<b>20</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>100</b>	<b>1,500</b>
Discipline Group	%	%	%	%	%	%	%	%	%	%	%	%	%	%	N
Arts	3	0	0	53	0	1	0	16	13	1	0	0	13	100	80
Humanities and Area Studies	73	2	0	1	0	9	0	0	0	1	0	0	14	100	293
Social Sciences	36	5	1	2	26	1	0	0	0	0	0	0	29	100	226
Sciences	7	56	4	1	0	1	8	0	0	0	1	0	22	100	358
Engineering and Applied Sciences	4	9	56	1	0	0	0	0	0	0	0	0	30	100	215
Undeclared	23	21	2	6	0	1	0	3	1	0	0	0	43	100	328
<b>Total</b>	<b>27</b>	<b>20</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>100</b>	<b>1,500</b>

Source: Q24

In order to get a clearer picture of the graduate students, faculty, and researchers who participated in the survey, respondents were also asked how long they had been enrolled, employed, or working at the university. When respondents are characterized by *time at Princeton*, generally good distribution appears within all three groups (Table 7).

**Table 7: Patron Type by Time at Princeton**



Source: Q29

## 2.2. Respondent Activities within Library Facilities

Respondents were asked to choose up to three activities they most frequently undertake when visiting library spaces. Overall, **individual study** was the most frequently selected activity, followed by **check out or return materials**, and then **do research** (Table 8). Ranked last in the list of activities is **asking a question**. The **other** category elicited responses such as “never used library”, “class-related

activities”, or “use reserve books”.

**Table 8: Library Activities Ranked by Frequency**

<b>Activities</b>	<b>Rank</b>	<b>No.</b>
Individual study	1	702
Check out or return materials	2	636
Do research	3	523
Consult or use the collection	4	455
Use computers, printers, or scanners	5	369
Write a paper	6	233
Group study	7	138
Ask a question	8	63
Other	9	14

Source: Q22

Breakdowns for each activity by patron type, academic discipline group, and home library are available for further analysis. For example, **individual study** was the most frequently chosen activity for students, and **check out or return materials** was the most frequently chosen activity for professors and researchers.

### 2.3. Respondent Preferences for Interacting with Library Staff

Respondents were asked to rank among several options their preferred methods of interacting with library staff (Table 9). An unambiguous majority of undergraduates and graduate students chose **in person** as their first preferred method. Both faculty and researchers were divided, with nearly half of each group preferring **in person** interactions and another near-half preferring **e-mail** interactions. Clear majorities of all **academic discipline groups** also preferred **in person** interactions with library staff over other methods. Of the other methods, **phone, IM (chat), and research guides** were chosen by very small percentages of respondents.

**Table 9: Preferred Method of Interacting with Library Staff**

	First Preference											N
	In Person	E-mail	Phone	IM	Library Blogs	Blackboard	Research Guides	Texting	Facebook	Other	TOTAL	
<b>Patron Type</b>	%	%	%	%	%	%	%	%	%	%	%	%
Undergraduates	68	18	0	5	0	0	7	0	0	1	100	445
Graduate Students	64	29	1	4	0	0	3	0	0	0	100	349
Researchers	46	43	3	2	0	0	7	0	0	0	100	129
Faculty	45	47	4	1	0	0	3	0	0	0	100	173
<b>Total</b>	<b>60</b>	<b>29</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>1,096</b>
<b>Discipline Group</b>	%	%	%	%	%	%	%	%	%	%	%	%
Arts	68	25	0	3	0	0	4	0	0	0	100	68
Humanities and Area Studies	59	32	1	3	0	0	5	0	0	0	100	241
Social Sciences	54	37	3	3	0	0	3	0	0	0	100	155
Sciences	53	35	2	5	0	0	5	0	0	0	100	276
Engineering and Applied Sciences	60	28	1	3	1	0	8	0	0	0	100	146
Undeclared	75	13	0	4	0	1	7	0	0	0	100	210
<b>Total</b>	<b>60</b>	<b>29</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>1,096</b>

Source: Q18

### 3. Frequency of Use of Selected Services

To gauge the extent to which library patrons associate the Library with electronic access to information, respondents were first asked if they used the Library’s web site, online catalog, or any of the online resources or subscriptions. Very high rates (89% to 95%) of all patron groups except freshmen answered in the affirmative. While more than a quarter (28%) of freshmen indicated they do not make use of these online tools and sources, this is most likely due to the fact that at the time of survey administration, freshman respondents had only been on campus for six to eight weeks.

Respondents were next asked to gauge the frequency with which they used various library services. In terms of *daily* usage, 2.5 times as many respondents indicated they use electronic collections as indicated they use the library’s print collections (Table 10). A third of all respondents (33%) indicate they *infrequently* or *never* make use of the library’s physical spaces. The corresponding building infrequent/non-usage rates for faculty (57%) and researchers (65%) are particularly pronounced.

**Table 10: Frequency of Use of Services**

Library Service	Frequency of Use					Total	N
	Daily	Weekly	Monthly	Infrequently	Never		
	%	%	%	%	%	%	
Physical spaces of the various campus libraries	24	24	19	23	10	100	1,314
Electronic books, journals, or other online collections	21	32	23	19	5	100	1,324
Public computers, printers, and scanners available in the various campus libraries	17	25	19	23	16	100	1,318
Main Catalog to locate call numbers and locations of materials in the University Library	15	25	29	22	9	100	1,325
E-Journals list to quickly obtain online links to electronic subscriptions	14	24	21	24	17	100	1,314
Books or journal collections in print	11	18	28	34	9	100	1,327
Library web site to obtain general information about the Library and its facilities, collections, and services	7	21	30	31	10	100	1,322
Article Express, an article and book chapter delivery service for faculty	2	12	27	33	26	100	218
Library web site to obtain research guides to various collections	2	8	18	40	32	100	1,320
Borrow Direct or Interlibrary Loan to obtain research materials not available in the University Library	1	10	23	42	25	100	1,322
Data services for help locating, obtaining, analyzing, and displaying numeric or geospatial data	1	4	9	27	59	100	1,311
Manuscripts, letters, papers, drawings, maps, or other primary source material in print (i.e., not digitized)	1	2	8	40	49	100	1,320
Research assistance at reference desks, via IM/chat or e-mail, or by appointment	0	2	9	41	48	100	1,312

Source: Q4

Additional observations regarding frequency of use are presented in Section 7 of this report.

#### 4. Awareness and Perceived Importance of Selected Services

Respondents were asked to assess their level of **awareness** of various library services, grouped into three major service categories: 1) *research help*; 2) *tools and methods for finding and obtaining library materials*; and 3) *collections*. Respondents' awareness level of library services overall is quite high (Table 11), but when compared to services in the other two categories, services in the research help category tend to cluster toward the lower end of the awareness spectrum. For example, only half of respondents are aware of that the Library offers research guides and instruction for classes, and only slightly more than a third are aware of workshops for citation management software. Proportionally fewer are aware of consulting services for statistical data and GIS.

**Table 11: Awareness of Individual Services by Service Category**

	Awareness Level			N
	Aware	Not Aware	Total	
	%	%	%	
<b>Research Help</b>				
Assistance from library staff at a reference desk, information desk, help desk, etc.	97	3	100	1,108
Assistance from library staff via e-mail, IM, or Text/SMS	81	19	100	1,105
Specialized assistance from a subject librarian (in person or via e-mail, phone, etc.)	76	24	100	1,102
Research guides designed for specific subjects, collections, or courses	50	50	100	1,099
Instruction for classes on finding, using, and evaluating information	50	50	100	1,102
Workshops on RefWorks, Endnote or Zotero (citation management software)	35	65	100	1,098
Geospatial information services for assistance with creating digital maps and training in the use of GIS software	28	72	100	1,103
Data and statistical consulting services for help finding and analyzing numeric data	28	72	100	1,098
<b>Finding and Obtaining Library Materials</b>				
Main Catalog	98	2	100	1,175
Articles & Databases list	90	10	100	1,168
Interlibrary Loan	90	10	100	1,160
Borrow Direct	88	12	100	1,165
E-Journals list	84	16	100	1,166
Article Express	82	18	100	187
Google or Google Scholar to access library subscriptions	69	31	100	1,162
Research Guides and Finding Aids	59	41	100	1,158
PUL Quick Search	51	49	100	1,162
<b>Collections</b>				
Books (print)	99	1	100	1,228
Journals and magazines (print)	98	2	100	1,207
Journals and magazines (electronic)	97	3	100	1,208
Books (electronic)	88	12	100	1,218
Manuscripts, letters, papers, drawings, maps, photographs, and other primary source material in print (i.e., not digitized)	82	18	100	1,206
Popular works of fiction and nonfiction	81	19	100	1,197
Microfilm or microfiche	72	28	100	1,193
Sound and video recordings	72	28	100	1,197
Music scores	59	41	100	1,191
Data collections (financial, statistical, demographic, geospatial, etc.)	59	41	100	1,200
Federal, state, and international government documents	54	46	100	1,196

Source: Q6, Q10, and Q16

In addition to gauging awareness, respondents were also asked to assign a degree of **importance** to the various library services. Only responses from individuals who indicated an awareness of a specific service were used to analyze the findings for importance (Table 12). No single *research help* service is

viewed as *essential* by more than 25% of respondents, an indication that respondents vary widely in their research assistance needs. Still, it seems clear that Princeton researchers, in general, place a higher value on face-to-face assistance over assistance delivered electronically. Of the various **finding tools and methods** presented, all but PUL Quick Search and Research Guides are deemed to be *essential* or *very important* by 64% or more of respondents. The importance rating of most of the finding tools is very similar across *patron type*, *academic discipline group*, *home library*, or *time at Princeton*. In the **collections** category, high percentages of respondents view online serials (69%) and printed books (60%) as *essential*. Significantly smaller percentages view digital books (36%) and print journals (28%) as *essential*. Music scores and microforms are viewed as least important by respondents overall, although it is likely that this perception varies widely by *patron type* and *academic discipline group*.

**Table 12: Importance of Individual Services by Service Category**

	Importance Level					Total	N
	Essential	Very Important	Somewhat Important	Not Important	No Opinion		
<b>Research Help</b>	%	%	%	%	%	%	
Specialized assistance from a subject librarian (in person or via e-mail, phone, etc.)	25	29	29	10	6	100	828
Assistance from library staff at a reference desk, information desk, help desk, etc.	23	32	32	10	4	100	1,063
Data and statistical consulting services for help finding and analyzing numeric data	22	20	23	24	10	100	303
Geospatial information services for assistance with creating digital maps and training in the use of GIS software	16	20	23	32	10	100	302
Research guides designed for specific subjects, collections, or courses	13	31	36	14	5	100	543
Instruction for classes on finding, using, and evaluating information	13	24	35	20	7	100	541
Assistance from library staff via e-mail, IM, or Text/SMS	11	23	35	23	7	100	883
Workshops on RefWorks, Endnote or Zotero (citation management software)	11	23	35	19	12	100	386
<b>Finding and Obtaining Library Materials</b>	%	%	%	%	%	%	N
Main Catalog	68	20	9	2	1	100	1,142
Articles & Databases list	55	27	14	4	1	100	1,045
Article Express	55	21	15	7	3	100	154
E-Journals list	49	28	17	5	1	100	973
Google or Google Scholar to access library subscriptions	45	31	18	4	2	100	787
Borrow Direct	41	26	21	8	5	100	1,019
Interlibrary Loan	37	27	21	10	4	100	1,035
PUL Quick Search	26	30	30	9	4	100	582
Research Guides and Finding Aids	19	29	35	13	3	100	682
<b>Collections</b>	%	%	%	%	%	%	N
Journals and magazines (electronic)	69	18	10	2	1	100	1,156
Books (print)	60	19	17	3	1	100	1,200
Books (electronic)	36	30	27	5	2	100	1,055
Journals and magazines (print)	28	22	35	14	1	100	1,163
Data collections (financial, statistical, demographic, geospatial, etc.)	16	17	29	32	5	100	699
Manuscripts, letters, papers, drawings, maps, photographs, and other primary source material in print	13	18	30	33	6	100	979
Popular works of fiction and nonfiction	12	18	31	34	5	100	967
Sound and video recordings	12	17	26	38	7	100	855
Music scores	12	11	18	53	7	100	693
Federal, state, and international government documents	11	17	27	38	7	100	632
Microfilm or microfiche	10	12	25	43	10	100	845

Source: Q6, Q10, and Q16

Analyzing the importance that respondents place on various services at a more granular level provides a more complete assessment. For example, when respondents' views on the importance of subject librarian assistance are viewed by *patron type* and *academic discipline group* (Table 13), it becomes

clear that faculty and graduate students value this service even more so than seniors, and respondents in Engineering and Applied Sciences value it significantly less than those in other discipline groups. In another example, when respondents' views on the importance of library instruction sessions are analyzed by *patron type* and *academic discipline group* (Table 14), a relatively high percentage of faculty (63%) view these sessions as *essential* or *very important*, as do 50% of all freshmen.

**Table 13: Importance of Subject Librarian Assistance by Patron Type and Discipline Group**

	Importance Level					Total	N
	Essential	Very Important	Somewhat Important	Not Important	No Opinion		
Patron Type	%	%	%	%	%	%	
Freshmen	22	39	18	7	13	100	82
Sophomores	11	29	35	16	9	100	75
Juniors	16	24	39	15	7	100	75
Seniors	22	32	34	7	6	100	101
Graduate Students	28	29	30	9	5	100	269
Researchers	14	33	35	13	5	100	78
Faculty	44	20	21	11	4	100	148
<b>Total</b>	<b>25</b>	<b>29</b>	<b>29</b>	<b>10</b>	<b>6</b>	<b>100</b>	<b>828</b>
Discipline Group	%	%	%	%	%	%	N
Arts	35	22	35	4	4	100	51
Humanities and Area Studies	39	30	22	6	4	100	217
Social Sciences	35	23	32	6	4	100	139
Sciences	14	30	35	14	7	100	192
Engineering and Applied Sciences	7	22	34	27	10	100	91
Undeclared	19	37	25	9	11	100	138
<b>Total</b>	<b>25</b>	<b>29</b>	<b>29</b>	<b>10</b>	<b>6</b>	<b>100</b>	<b>828</b>

Source: Q16

**Table 14: Importance of Class Instruction by Patron Type and Discipline Group**

	Importance Level					Total	N
	Essential	Very Important	Somewhat Important	Not Important	No Opinion		
Patron Type	%	%	%	%	%	%	
Freshmen	15	35	31	8	12	100	52
Sophomores	12	33	29	19	7	100	73
Juniors	10	23	40	23	5	100	62
Seniors	2	19	47	26	7	100	86
Graduate Students	10	20	40	23	7	100	141
Researchers	8	14	39	25	14	100	36
Faculty	34	29	21	14	2	100	91
<b>Total</b>	<b>13</b>	<b>24</b>	<b>35</b>	<b>20</b>	<b>7</b>	<b>100</b>	<b>541</b>
Discipline Group	%	%	%	%	%	%	N
Arts	15	21	35	29	0	100	34
Humanities and Area Studies	20	24	35	16	4	100	143
Social Sciences	11	16	47	23	4	100	83
Sciences	11	19	34	23	13	100	114
Engineering and Applied Sciences	5	27	31	31	6	100	62
Undeclared	14	35	30	11	9	100	105
<b>Total</b>	<b>13</b>	<b>24</b>	<b>35</b>	<b>20</b>	<b>7</b>	<b>100</b>	<b>541</b>

Source: Q16

## 5. Satisfaction Rates

### 5.1. Overall Satisfaction with the Library

Respondents were asked to rate their level of overall **satisfaction** with the University Library. A very high percentage (90%) of respondents expressed satisfaction with the library overall (Table 15). Overall satisfaction with the library was the same when examined by *patron type, academic discipline group, home library, or time at Princeton*.

**Table 15: Overall Satisfaction with the Library**

<b>Satisfaction Level</b>	<b>No.</b>	<b>%</b>
<i>Very Satisfied</i>	699	60
<i>Somewhat Satisfied</i>	346	30
<i>Neutral</i>	59	5
<i>Somewhat Dissatisfied</i>	29	3
<i>Very Dissatisfied</i>	25	2
<b>Total</b>	<b>1,158</b>	<b>100</b>

Source: Q30

A cross-tabulation of overall satisfaction by *home library* shows that dissatisfaction levels, while low, do vary to some extent by facility (Table 16). Library managers of specific locations may wish to conduct a deeper analysis of survey data and review respondent comments to pinpoint possible causes of dissatisfaction.

**Table 16: Overall Satisfaction by Home Library**

<b>Home Library</b>	<b>Satisfaction Level</b>					<b>Total</b>		<b>N</b>
	<b>Very Satisfied</b>	<b>Somewhat Satisfied</b>	<b>Neutral</b>	<b>Somewhat Dissatisfied</b>	<b>Very Dissatisfied</b>	<b>%</b>	<b>%</b>	
<i>Firestone Library</i>	64	28	3	3	2	100	405	
<i>Lewis Science Library</i>	59	30	7	2	2	100	301	
<i>Engineering Library</i>	53	40	4	1	2	100	142	
<i>Marquand Library of Art &amp; Archaeology</i>	66	19	6	6	3	100	77	
<i>Stokes Library for Public &amp; International Affairs</i>	61	31	3	3	2	100	59	
<i>East Asian Library</i>	57	29	5	0	9	100	35	
<i>Psychology Library</i>	77	23	0	0	0	100	30	
<i>Mendel Music Library</i>	61	30	9	0	0	100	23	
<i>Architecture Library</i>	33	50	9	8	0	100	12	
<i>Humanities Resource Center (Video Library)</i>	100	0	0	0	0	100	4	
<i>Furth Plasma Physics Library</i>	100	0	0	0	0	100	2	
<i>Rare Books &amp; Special Collections (in Firestone Library)</i>	100	0	0	0	0	100	1	
<i>Other</i>	46	33	15	3	3	100	67	
<b>Total</b>	<b>60</b>	<b>30</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>100</b>	<b>1,158</b>	

Source: Q24 & Q30

### 5.2. Satisfaction with the Library Services

Respondents were asked to rate their levels of satisfaction with various library services, organized into three broad categories: *research help, tools and methods for finding and obtaining materials, and collections*. High rates of satisfaction in all service areas were reported (Table 17).

**Table 17: Satisfaction by Major Service Category**

	Satisfaction Level						Total	N
	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied			
	%	%	%	%	%	%		
<b>Research Help</b>	55	29	15	1	0	100	976	
<b>Finding &amp; Obtaining Materials</b>	62	30	4	3	1	100	1,172	
<b>Collections</b>	73	20	4	2	1	100	1,224	

Source: Q21

More than half of survey respondents indicated that they were *very satisfied* with the research help the library provides. Satisfaction rates were even higher for our collection and the tools and methods we provide for finding/obtaining library materials. Each of these findings held across *patron type, discipline group, home library, and time at Princeton*.

### 5.3. Satisfaction with Library Facilities

Respondents were asked to gauge their levels of **satisfaction** with the various library buildings and spaces. Overall, high- to medium-high rates of satisfaction exist for all locations (Table 18), perhaps with the exception of the Architecture Library (53%). A majority of respondents are *very satisfied* with Lewis, Engineering, and Marquand libraries. The highest levels of dissatisfaction occur with Architecture (18%) and Firestone (13%) libraries. Patterns of satisfaction levels hold across *patron type, academic discipline group, home library, and time at Princeton* for all locations except for Firestone, Marquand, Engineering, Stokes, Psychology, and Mudd libraries.

**Table 18: Satisfaction with Physical Spaces**

<b>Physical Space</b>	Satisfaction Level						Total	N
	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied			
	%	%	%	%	%	%		
Lewis Science Library	58	28	7	5	2	100	766	
Engineering Library	54	31	12	3	0	100	431	
Marquand Library of Art & Archaeology	54	28	11	6	1	100	471	
Rare Books & Special Collections (in Firestone Library)	49	27	16	6	2	100	257	
Humanities Resource Center (Video Library)	43	33	17	6	1	100	272	
Stokes Library for Public & International Affairs	41	36	20	2	1	100	233	
Mendel Music Library	39	39	17	5	0	100	288	
Firestone Library	39	38	10	10	3	100	1,002	
East Asian Library	34	43	16	6	1	100	274	
Psychology Library	34	33	23	8	1	100	236	
Mudd Manuscript Library	32	39	24	5	1	100	165	
Architecture Library	25	28	28	11	7	100	165	
Furth Plasma Physics Library	16	23	56	5	0	100	43	

Source: Q21

In examining the results for Firestone more closely, undergraduates, faculty, and researchers appear to be the most satisfied with the building. Graduate students are the least satisfied. Respondents in the Arts have the highest rate of dissatisfaction (27%), followed by those in the Social Sciences (20%). However, for those who view Firestone as their *home library*, a overwhelming majority (81%) indicate a level of satisfaction with the building’s spaces. Those who view Stokes, Architecture, or Marquand as their *home library* have the highest rates of dissatisfaction with Firestone (29%, 25%, and 22%, respectively).

## 6. Future Innovations and Improvements

Respondents were asked to rate how important it is for the Library to focus on specific **innovations, expansions, or improvements**. An *easier way to search the library catalog and article databases* is viewed by a clear majority of respondents (59%) as being *essential* or *very important* (Table 19). Also assigned a high level of importance is *increased digital access to unique or rare primary source materials*. On the other end of the spectrum, *library tools optimized for mobile phones* is not viewed as particularly important in comparison to the other innovations.

**Table 19: Importance of Specific Innovations and Improvements**

<b>Innovation/Improvement</b>	<b>Level of Importance for Library Attention</b>					<b>Total %</b>	<b>N</b>
	<b>Essential %</b>	<b>Very Important %</b>	<b>Somewhat Important %</b>	<b>Not Important %</b>	<b>No Opinion %</b>		
<i>Easier way to search the library catalog and article databases</i>	28	31	24	9	8	100	1,120
<i>Increased digital access to unique or rare primary source materials</i>	23	30	28	10	9	100	1,114
<i>Functional and aesthetic improvements to study spaces</i>	17	25	32	17	9	100	1,124
<i>Redesigned and simplified library web site</i>	14	27	35	16	8	100	1,125
<i>Library web site and catalog optimized for mobile phones</i>	8	14	23	44	11	100	1,110

Source: Q26

Breakdowns for each innovation by patron type, discipline group, and home library are available for further analysis.

## 7. Selected Observations

This report is designed to provide a snapshot of the summary data obtained from the library services survey. Beyond the findings presented here, library administrators, supervisors, and service providers can use the collected data to answer a wide variety of highly targeted questions about how specific campus researchers view and make use of the library and library services. The qualitative data (i.e., respondent comments) that have been provided to library staff may also be used in conjunction with the quantitative data to gain a clearer understanding of user concerns, motivations, and interests.

As examples of the types of deeper analysis that are possible, members of the Working Group provide the following selected observations:

**Some libraries see higher rates of daily foot traffic from their core constituents than others:**

While 33% of all respondents indicate they *infrequently* or *never* make use of the library's physical spaces, 48% of users who view Marquand as their home library report *daily* use of the facility, by far the highest percentage of any library location. By comparison, nearly 55% of users who view Psychology as their home library indicate that they *infrequently* or *never* use the facility.

**Access to public computers is an important service provided to library users:** nearly 25% of all students at every level make *daily* use of the library public computers. Fewer than 10% of all students indicate they *never* use them. Arts (38%), Humanities and Area Studies (26%), and Undeclared (23%) users are proportionally the heaviest users, while users in the Sciences (7%) and Engineering & Applied Sciences (11%) are the lightest. Respondents whose home libraries are Mendel (42%) and Marquand (33%) use library public computers each day at proportionally higher rates than others; respondents whose home libraries are Engineering (12%) and Psychology (13%) use them the least.

**Main Catalog use by first- and second-year undergraduates is markedly low:** 43% of lower-division undergraduates report *infrequent* or *no* use of the Main Catalog, as compared to 25% of upper-division undergraduates.

**The Main Catalog sees frequent use from advanced researchers:** 25% of graduate Students and 23% of faculty report *daily* use of the Main Catalog, the highest percentages for all patron types.

**Main Catalog use varies dramatically by academic discipline:** 81% of Arts respondents report *daily* or *weekly* use of Main Catalog, compared to 50% of Sciences respondents who report *infrequent* or *no* use.

**Electronic collections are highly used by most library patrons:** 76% of professional researchers, 74% of graduate students, and 70% of faculty indicate that they make *daily* or *weekly* use of electronic books, journals, or other online collections. The same rate for undergraduates is well below 50%.

**Printed books are essential resources to some, but not all, disciplines:** 92% of Humanities and Area Studies respondents and 86% of Arts respondents report that print books are *essential*. The only discipline groups in which a minority of respondents view printed books as *essential* are Sciences (30%) and Engineering and Applied Sciences (39%).

**Segments of the library collection remain largely hidden:** music scores, numeric data, and government documents as a category of available resources are not known to sizable numbers of respondents (between 40% and 46%).

**The e-journals list is not, in general, a heavily used discovery tool by all:** 62% of freshmen and sophomores and 42% of juniors and seniors say they *infrequently* or *never* make use of the list. On the other hand, 50% of graduate students and 55% of professors say they make *daily* or *weekly* use of it.

**Proportionally small numbers of users take advantage of reference assistance:** 89% of all respondents say that they *infrequently* or *never* seek out assistance at reference desks, via IM/chat or e-mail, or by appointment. Only 9% say they do so on a *monthly* basis.

**Some of the Library's research assistance offerings are overlooked and under-utilized:** half of all users are *not aware* that we offer either research guides or instruction sessions. Even higher percentages (up to 72%) are *not aware* that we offer citation management workshops or data, statistical, and geospatial consulting services.

**Library users overwhelmingly prefer to interact with the Library via in-person or by e-mail:** blogs, Facebook, Blackboard, and text messaging appeal only to very small percentages (typically less than 2%) of campus researchers, regardless of patron type.

## **Appendices**

- A.1. Survey Instrument
- A.2. Academic Discipline Groups: Component Departments
- A.3. LMG Perceptions regarding Respondent Comments

## Appendix A.1.

## Default Question Block

Q1.



## Library Services Survey

### Fall 2010

Please help the University Library assess how well we are currently meeting your needs and assist us in identifying strategic areas for investment and improvement. The survey will take you approximately 10-12 minutes to complete.

Participation in this survey is completely voluntary. You may answer as few or as many questions as you wish. The information collected during this survey will be linked to your University ID number so that general demographic information (class year, major, home department, etc.) may be used in the analysis of survey data. Please be assured that your responses will be held strictly confidential. Any findings based upon this survey will be reported in a manner that does not identify individual respondents.

If you have any questions about the survey, please contact:

Keith Gresham  
Associate University Librarian  
kgresham@princeton.edu

Thank you for your participation.

Note: All hot links within this survey will create a pop-up screen outside of the survey and are included simply for your reference while answering the questions.

## Q2. Frequency of Use

Q3. Do you use the Library's [web site](#) or any of our online resources or subscriptions (such as the [Main Catalog](#), the [E-Journals list](#), [JSTOR](#), [LexisNexis](#), [Web of Science](#), etc.)?

- Yes  
 No  
 Not sure

Q4. In general, how **often** do you use the following library services each year?

	Never	Infrequently	At least once a month	At least once a week	Daily
Books or journal collections in print	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic books, journals, or other online collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manuscripts, letters, papers, drawings, maps, or other primary source material in print (i.e., not digitized)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data services for help locating, obtaining, analyzing, and displaying numeric or geospatial data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <a href="#">Main Catalog</a> to locate call numbers and locations of materials in the University Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The <a href="#">E-Journals</a> list to quickly obtain online links to electronic subscriptions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research assistance at reference desks, via IM/chat or e-mail, or by appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<a href="#">Borrow Direct</a> or <a href="#">Interlibrary Loan</a> to obtain research materials not available in the University Library	<input type="radio"/>				
<a href="#">Article Express</a> , an article and book chapter delivery service for faculty	<input type="radio"/>				
The physical spaces of the various campus libraries	<input type="radio"/>				
Public computers, printers, and scanners available in the various campus libraries	<input type="radio"/>				
The Library <a href="#">web site</a> to obtain general information about the Library and its facilities, collections, and services	<input type="radio"/>				
The Library web site to obtain <a href="#">research guides</a> to various collections	<input type="radio"/>				

### Q5. Collections

Q6. The following lists some of the **collections** currently provided by the Library. For each item listed below, please tell us whether you were **aware** of this collection prior to the survey, and **how important** each collection is to you for your research or coursework.

	Awareness		Importance				
	Not Aware	Aware	Not Important	Somewhat Important	Very Important	Essential	No opinion
Books (print)	<input type="radio"/>						
Books (electronic)	<input type="radio"/>						
Journals and magazines (print)	<input type="radio"/>						
Journals and magazines (electronic)	<input type="radio"/>						
Manuscripts, letters, papers, drawings, maps, photographs, and other primary source material in print (i.e., not digitized)	<input type="radio"/>						
Data collections (financial, statistical, demographic, geospatial, etc.)	<input type="radio"/>						
Federal, state, and international government documents	<input type="radio"/>						
Sound and video recordings	<input type="radio"/>						
Music scores	<input type="radio"/>						
Microfilm or microfiche	<input type="radio"/>						
Popular works of fiction and nonfiction	<input type="radio"/>						

Q7. Please indicate your overall satisfaction with the **collections** offered by the Library:

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. In your field(s) of study or research, what **gaps** have you noticed in the library's collections? What improvements would you suggest?

## Q9. Finding and Obtaining Library Materials

Q10. The following lists some of the tools and methods for **finding and obtaining** library materials. For each item listed below, please tell us whether or not you were **aware** of each tool or method prior to this survey, and **how important** each tool or method is to you for your research or coursework.

	Awareness		Importance				
	Not Aware	Aware	Not Important	Somewhat Important	Very Important	Essential	No opinion
Main Catalog	<input type="radio"/>						
Articles & Databases list	<input type="radio"/>						
E-Journals list	<input type="radio"/>						
Research Guides and Finding Aids	<input type="radio"/>						
PUL Quick Search	<input type="radio"/>						
Google or Google Scholar to access library subscriptions	<input type="radio"/>						
Borrow Direct	<input type="radio"/>						
Interlibrary Loan	<input type="radio"/>						
Article Express	<input type="radio"/>						

Q11. Please indicate your overall satisfaction with the **tools and methods** for finding and obtaining library materials:

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12. Do you have any suggestions for improving the **Main Catalog**?

Q13. What other suggestions do you have that would **improve your ability** to find and obtain library materials?

Q14. If you could not find something in electronic form, but the Library did have it in print, what would you do? Select **one**:

- Borrow, scan or copy the print version.
- Find something else in electronic form instead.
- Other:

## Q15. Research Help

Q16. The following lists some of the services currently provided by the Library to **assist you** with research. For each item, please tell us whether or not you were **aware** of each service prior to this survey, and **how important** this service is to you for your research or coursework.

	Awareness		Importance				
	Not Aware	Aware	Not Important	Somewhat Important	Very Important	Essential	No opinion
Assistance from library staff at a reference desk, information desk, help desk, etc.	<input type="radio"/>						
Assistance from library staff via e-mail, IM, or Text/SMS	<input type="radio"/>						
Specialized assistance from a <a href="#">subject librarian</a> (in person or via e-mail, phone, etc.)	<input type="radio"/>						
<a href="#">Research guides</a> designed for specific subjects, collections, or courses	<input type="radio"/>						
Instruction for classes on finding, using, and evaluating information	<input type="radio"/>						
<a href="#">Geospatial information services</a> for assistance with creating digital maps and training in the use of GIS software	<input type="radio"/>						
<a href="#">Data and statistical consulting services</a> for help finding and analyzing numeric data	<input type="radio"/>						
<a href="#">Workshops</a> on RefWorks, Endnote or Zotero (citation management software)	<input type="radio"/>						

Q17. Please indicate your overall satisfaction with the **research help** offered by the Library:

Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18. Of the current and potential ways to **interact with library staff**, place a **1** next to the interaction method you most prefer to use, a **2** next to your second choice, and a **3** next to your third choice.

- in person
- by e-mail
- by phone
- via IM
- via texting
- via library blogs
- within Facebook
- within Blackboard
- prefer online research guides
- other (please specify)

Q19. What **improvements** might you suggest in the way that the Library offers **research help**?

## Q20. Library Spaces

Q21. The following lists the **major spaces** of the University Library. For each facility listed below, please tell us how **satisfied** you are with this library's **physical space**. If you are unfamiliar with a particular space, please select **Not in a Position to Rate**.

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Not in a Position to Rate
Architecture Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
East Asian Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineering Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Firestone Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furth Plasma Physics Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities Resource Center (Video Library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lewis Science Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marquand Library of Art and Archaeology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mendel Music Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mudd Manuscript Library / University Archives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rare Books and Special Collections (in Firestone Library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychology Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stokes Library for Public & International Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22. What activities do you engage in **most frequently** when visiting one of the Library's spaces? Select **3** at most:

- |   |  |
|---|--|
| <input type="checkbox"/> individual study | <input type="checkbox"/> consult or use the collection               |
| <input type="checkbox"/> group study      | <input type="checkbox"/> check out or return materials               |
| <input type="checkbox"/> do research      | <input type="checkbox"/> use computers, printers, or scanners        |
| <input type="checkbox"/> write a paper    | <input type="checkbox"/> other (please specify) <input type="text"/> |
| <input type="checkbox"/> ask a question   |  |

Q23. What **improvements** would you suggest to the Library's **physical spaces**? (please specify which library your comments pertain to):

Q24. Which **ONE** of the following library locations do you consider to be your **"home"** library?

- |  |   |
|--|---|
| <input type="radio"/> Architecture Library | <input type="radio"/> Marquand Library of Art and Archaeology |
| <input type="radio"/> East Asian Library   | <input type="radio"/> Mendel Music Library                    |

- Engineering Library
- Firestone Library
- Furth Plasma Physics Library
- Humanities Resource Center (Video Library)
- Lewis Science Library
- Mudd Manuscript Library / University Archives
- Rare Books and Special Collections (in Firestone)
- Psychology Library
- Stokes Library for Public & International Affairs
- other (please specify)

## Q25. Innovations and Improvements

Q26. The following are areas where the Library is considering innovations, expansions or improvements. Please indicate **how important** it is for the Library to focus on **each** of these areas.

	Not important	Somewhat important	Very important	Essential	Don't know	No opinion
An easier way to search the <a href="#">Main Catalog</a> and various <a href="#">article databases</a>	<input type="radio"/>					
A redesigned and simplified Library <a href="#">web site</a>	<input type="radio"/>					
A version of the Library web site and Main Catalog designed for mobile phones	<input type="radio"/>					
Increased digital access to unique or rare primary source materials	<input type="radio"/>					
Functional and aesthetic improvements to Library study spaces	<input type="radio"/>					

Q27. Do you have suggestions for other areas where the Library should consider innovations, expansions or improvements? Please specify below, and indicate **how important** it is for the Library to focus on the area.

	Not important	Somewhat important	Very important	Essential
Other (1st): <input style="width: 100px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (2nd): <input style="width: 100px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Q28. Final Thoughts

Q29. How long have you been enrolled, employed, or working at Princeton?

	Years	Months
I have been enrolled, employed, or working at Princeton for:	<input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>

Q30. **Overall**, how satisfied are you with the University Library?

- Very dissatisfied    
  Somewhat dissatisfied    
  Neither satisfied nor dissatisfied    
  Somewhat satisfied    
  Very satisfied

Q31. What **ONE** service do you think the Library does best?

Q32. What **ONE** service do you think the Library needs most to improve upon?

Q33. What would you like us to know or think about that we have not already asked?

**APPENDIX A.2.**  
**Library Services Survey 2010**  
**Academic Discipline Groups**

**Arts**

---

Architecture  
Art & Archaeology  
Art Museum  
Dance  
Lewis Center for the Arts  
Music  
Theater  
Visual Arts

**Humanities and Area Studies**

African American Studies  
Center for Human Values  
Center for Study of Religion  
Center for Theoretical Science  
Classics  
Comparative Lit  
Council of the Humanities  
Creative Writing  
East Asian Studies  
English  
French & Italian  
German  
Hellenic Studies  
History  
History of Science  
Judaic Studies  
Near Eastern Studies  
Philosophy  
Princeton Writing Program  
Prncn Inst Intl & Regnl Studs  
Religion  
Slavic Langs & Lits  
Spanish and Portuguese

**Social Sciences**

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Anthropology  
Demography  
Economics  
Finance  
Politics  
Politics & Social Policy  
Population Research  
Psychology & Soc Policy  
Sociology  
Sociology & Social Policy  
Woodrow Wilson School

**Sciences**

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Astrophysical Sciences  
Atmospheric & Oceanic Sci  
Chemistry  
Ecology & Evol Biology  
Geosciences  
Integrative Genomics  
Mathematics  
Molecular Biology  
Neuroscience  
Physics  
Princeton Environmental Inst  
Princeton Neuroscience Inst  
Psychology  
Quant Comput Biology

**Engineering and Applied Sciences**

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Appl & Comp Math  
Chemical and Biological Eng  
Chemical and Biological Engr  
Civil & Envir Engr  
Computer Science  
Electrical Engineering  
Mechanical & Aero Engr  
Oper Res & Fin Engr  
Prn Inst F/T Sci & Tech of Mat

## APPENDIX A.3.

### LMG Meeting – June 20, 2011 Perceptions about Survey Comments – Flip Chart Items

- = near-term action
- = intermediate-term action
- ◆ = long-term action

-----  
Architecture: lighting, furniture ◆◆◆

Access issues: dispersal of materials

Firestone users' perceptions about branches. Solution? → librarians partner more with each other

More copies of current (hot) materials. E-book readers one solution? ◆◆◆●

Want materials quickly

Desire more popular materials/pleasure reading. Marketing problem? Role of PPL in our lives? ●

Think of us as a book store?

Off-campus access still confusing ●

East Asian patrons have high level of overall dissatisfaction. What is driving this? Deeper analysis needed ◆ ■

General dissatisfaction w/catalog, although patrons revealed some misunderstandings about how to use it most effectively (helpful for Primo configuration?). ◆■

Opening hours, either earlier or later

Misunderstanding of information landscape overall (publishing issues, etc.) ■

Create better floor maps for all libraries ■●

Grad students as a group tend to have widespread dissatisfaction?

“Extra” steps in access processes are frustrating ■■

Make library study spaces more easily identifiable. ●●●

Navigating services: ■

- Finding in-person help → library Facebook identity ●
- help with off-campus access ■
- better, more reliable printing ■●
- single sign-on; more seamless processes ■
- better integration of services in catalog ◆●

Desire for more AV materials ■●

Difficulty of knowing exactly where things are in our workflow

Confusion about our holdings (especially online) ■

Differential treatment of patrons regarding services (Article Express, for example)

Coordinating our policies with our partners (circulation, for example)

Managing user expectations ■■■■● (shouldn't this be "meeting" user expectations?)

Cleanliness issues within the libraries (lack of uniformity) ■

Primo may address some problems ●●●●

Gaps in collections (ex. critical theory) ■◆◆◆◆◆

Reaction to survey was largely positive

Confusion about research consultations

How to best answer "who we are" and "who we are not" ■◆◆