

**Recommendations from the Services Advisory Committee  
Based on the Undergraduate Student Survey  
University of Illinois Library at Urbana-Champaign  
July 5, 2006**

**Results**

<http://rama.grainger.uiuc.edu/undsurvey/analysis/>

**Introduction**

The undergraduate student survey was conducted in spring 2005. It is the first time this survey has been conducted by the University Library and was developed to further explore issues touched upon in the previous LibQUAL+ surveys. The undergraduate student survey is based on surveys conducted at the University of Washington and the Library's previously conducted Graduate and Professional Student Survey.

The Library is pleased that almost 93% of undergraduate students who completed the survey used the library this academic year – and used it heavily both in person and remotely. Overall undergraduate students indicate high levels of satisfaction with library collections and services. The Library will seek to continue this high level of engagement and attractiveness to undergraduate students.

Recommendations

The Services Advisory Committee makes the following recommendations based on its review and discussion of the survey results. These will be forwarded to the faculty for discussion, but eventually submitted to the Library Executive Committee for their action and implementation.

- Many students used the comments section to discuss Library hours. The most possible of recommendations based on these complaints include: keeping Grainger and the UGL open later on Fridays and Saturdays as well as opening them earlier on Saturdays and Sundays. Therefore we recommend that Grainger and Undergraduate Library librarians should consider these comments and follow up appropriately.
- During the evening and weekends, the services needed most are a place to work (84.8%) and computer access (59.7%). Because undergraduates do not have campus offices, and the residence halls may sometimes be unsuitable for studying, people use the Library as their own work space. The Library must attend to these needs when faced with space limitations so that seating is not squeezed out to make room for materials. The challenge is to strike the correct balance between user space and space for Library materials.

- Given that, on a weekly or more often basis, 48.9% visit the library in person and that the top reasons for visiting the library weekly or more often are individual study/work or group study/work, “library as place” remains an important component of services to undergraduate students. The Library should continue upgrading and remodeling user spaces in the libraries with careful attention to the need for study and work spaces both for individuals and groups. We recommend that the Director of Library Facilities incorporate these data in space planning decisions.
- Many of the problems that undergraduates seem to be having may have a solution in services that already exist in the library system such as workshops, tutorials, chat help, etc. However, based upon the survey it is clear that few students are aware of these services and their potential benefit to them. Therefore the User Education Committee should create and implement a plan to market these services to students and all librarians should also evaluate these services to their constituent groups.
- Judging by the services students find most valuable (online article databases, online catalog, and library website) it is clear that the services used most are not just within the library’s walls, but on the internet. The percentage of people using the library in person weekly or more (48.9%) is approximately equal to the percentage accessing the library via a non-library computer (44.7%). Thus, we recommend that the Associate University Librarian for Information Technology Policy and Planning expedite the work of the Gateway Redesign Committee.
- Just as the resources found to be most valuable should be emphasized, those found to be least valuable should be analyzed as well. *Review newly arrived items* was found to be the least valuable activity by undergrads of virtually every class level and major. This service is one that is more useful to graduate students and faculty. As such, libraries frequented by undergrads (ACES, Grainger, UGL) should take care not to devote too many resources to *newly received items* and other entries found least valuable by the survey.
- Though the response to what the Library should view as a priority is more spread out among priorities than were responses on the graduate and professional student survey, the majority of students chose six items as a priority: full-text documents, add wireless internet availability, electronic access to current articles, provide study areas, provide electronic access to books and reference tools, and provide electronic access to older articles. We recommend that the Associate University Librarian for Collections and the Collection Development Committee incorporate these data in discussions about electronic resource collection development and budget allocation. These data should inform planning of many committees and units within the library. Individual librarians should refer to priorities identified in the survey by students for their specific library.

- Although 76.8% of students primarily use one of four libraries (Undergrad, Grainger, Stacks, and ACES) it is important to note the variety of libraries chosen as “other” libraries. Over 5000 students chose a library other than the aforementioned four as another library that they use. Many undergraduates are taking advantage of subject-specific libraries. As such, it is recommended that there be more active interaction between subject-specific librarians and undergraduates. Subject-specific libraries should develop a plan for working with their undergraduate patrons and collaborating with the most commonly used libraries. Subject-specific librarians might also work at a reference desk in a library frequented by undergrads. Specifically, the ACES library may be a good place to experiment with this concept because of its proximity to some of the residence halls. Finally, the development of a workshop for subject specific librarians on how to best interact and teach undergrads.
- Of the 7.2% of students that say they don’t use the library, the number one reason cited is *Classes do not require library research*. It may be conjectured that some instructors are not placing the proper emphasis on students’ references in their papers. Though there is no easy way to remedy this, the Library should investigate the possibility of Library-wide curricular involvement.