



UC Davis General Library

ADMINISTRATIVE UNIT REVIEW:

**USER SERVICES
IN THE
GENERAL LIBRARY**

August 2000

Foreword

Administrative Unit Review Process in the General Library

The administrative unit review (AUR) process in the General Library consists of a phased cycle of reviews which target individual library units or services for detailed evaluation on an annual basis. The current review, third in the series, covers services provided to library users in the areas of reference, library instruction, access to materials, and public facilities. Previous AURs have covered the Health Sciences Libraries (1997/1998) and Interlibrary Loan/Document Delivery Services (1998/1999). Reports on prior reviews are available on the Internet at:

<http://www.lib.ucdavis.edu/admininfo/AUR/>

The documents listed below provide detailed results of the primary review activities and are included as exhibits to this report.

- ◆ ***Exhibit A: Report on the Reference Question Survey, November 8-12, 1999***
- ◆ ***Exhibit B: Reference User Satisfaction Survey: Summary of Results***
- ◆ ***Exhibit C: Library Instruction Evaluation Report, Fall 1999-Winter 2000***
- ◆ ***Exhibit D: Library Service Growth and Development***
- ◆ ***Exhibit E: Spring 2000 Library Survey Preliminary Results***

For more information on this review please contact the Library Administration Office (752-2110).

Table of Contents

Forward	ii
Executive Summary	iv
1. Scope of the Review	1
2. Review Projects	1
3. Evaluation of Reference Services	3
Description of reference services	3
Findings: Reference question analysis	4
Findings: Reference user satisfaction survey	5
Findings: Effect of electronic information growth	5
4. Evaluation of the Instruction Program	6
Program description	6
Instruction facilities	8
Findings: Instruction evaluation	8
5. Evaluation of Access Services	9
Findings: Customer service quality	9
Findings: Materials availability	10
Findings: Electronic resource availability	11
6. Evaluation of Facilities Services	11
Findings: Public spaces	12
Findings: Equipment services	12
Findings: Services to users with disabilities	12
7. Library Service Growth and Development	13
8. Campus Survey	14
9. Client Focus Groups, Interviews, and Questionnaires	15
10. Library Staff Discussions	16
Conclusion and Recommendations	17
Exhibits	18

Executive Summary

The General Library Administrative Unit Review (AUR) for 1999/2000 evaluated the effectiveness of library services in Shields Library, the Physical Sciences & Engineering Library (PSE), the Carlson Health Sciences Library (CHSL), and the Medical Center Library in Sacramento (MCL). The review was conducted from October 1999 to July 2000 via a series of data collection and analysis projects which included surveys, discussion groups, and several other studies of library activities. This report summarizes the findings of these projects.

This review comes during a period of ongoing transition in the General Library. The impact of change has been felt by library clients and staff in myriad and substantial ways primarily because of the rapid growth of digital information and technology. Users continue to be faced with a burgeoning array of information access choices. Accelerated migration of collections from print to electronic has changed research behaviors and altered scholarly communication mechanisms. Incoming students carry with them an increasingly sophisticated understanding of the digital world, yet the effect of this learning on basic research and writing skills is unclear.

Results of the 1999/2000 AUR show that the General Library is successfully meeting the majority of user needs in this time of transition and challenge. Most notably, the library continues to provide efficient access to appropriate resources and highly effective guidance to users as they navigate the increasingly complex information landscape. Development of new services continues to anticipate emerging technology trends.

Recommendations were developed in four key areas:

- **Reference services**
- **Instruction in library resources and technology**
- **Access to resources**
- **Public facilities and equipment**

Reference services. Providing assistance to users in the library is the traditional mode of reference service delivery, and the AUR confirmed that library users are highly satisfied with the quality of the reference assistance they receive. Librarian and staff competencies meet or exceed state and national standards as well. Growth areas include services such as e-mail reference targeted to the increasing population of clients accessing library resources remotely. Future plans include a pilot project to provide real-time, web-based virtual reference assistance online.

The rapid growth in the amount of information becoming available in digital form has placed new workload demands on librarians and staff however. Increased training on emerging resources and technologies is needed if the library is to maintain its current level of high quality reference service.

Instruction on library resources and technology. Library skills training provided by librarians should be a mainstay of the undergraduate's introduction to UCD and an expedience for graduate students and faculty. Information gathered during the AUR indicated that individuals who attend these sessions believe they are better prepared to succeed in their academic endeavors armed with the skills they learned in the library. Campus awareness of these services is lower than optimal however.

A key strength of the library instruction program has been its innovative approaches to reaching ever-larger numbers of incoming students as well as clients with specialized research needs. The library will continue to build on this success. Publicity will be improved to raise campus awareness of instruction opportunities. Increased partnerships with campus units will enhance students' access to library research techniques and materials.

Access to library resources. Library users need convenient access to materials regardless of format. Quality of access services in the library was rated highly by library users during this AUR: books are in correct shelf locations, interlibrary loan is fast and convenient, and a recent library web site redesign improved access to electronic resources. Increased network access through hardwired ports and wireless technology is planned for the near-term. Challenges continue in providing access to electronic resources to remote users. The library is working closely with campus computing, publishers, and vendors to encourage rapid removal of barriers to remote access.

Public facilities and equipment. Library users require a safe, comfortable study environment open at convenient hours; high-quality computers, copiers, and printers; and appropriate technology for special needs assistance. The library was rated good to excellent overall in these areas. In response to user feedback through the AUR, the library will conduct audits of study space lighting, computer monitors, and copier equipment and make any needed improvements.

1. Scope of the Review

The General Library Administrative Unit Review (AUR) for 1999/2000 evaluated the effectiveness of library services in the following units: Shields Library, the Physical Sciences & Engineering Library (PSE), the Carlson Health Sciences Library (CHSL), and the Medical Center Library in Sacramento (MCL). The review was conducted from October 1999 to July 2000 via a series of data collection and analysis projects which included surveys, discussion groups, and several studies of library activities. This report summarizes the findings of these projects.

Four key service areas were evaluated to determine how well they fulfill library goals and objectives as delineated in the UC Davis General Library *Unit Priorities* (right).

Key service areas:

1. Reference services
2. Instruction on library resources and technology
3. Access to resources
4. Public facilities and equipment

2. Review Projects

In recent years, assessment in libraries has shifted away from reliance on *quantitative* information alone in determining service effectiveness or quality.¹ Quantitative measures in libraries have traditionally focused on collection size, numbers of students reached in instruction sessions, volume of interactions at reference desks, and other similar measures. This information is useful in establishing baselines, trends, and benchmarks, but does not provide a basis for *qualitative* evaluation of a service.

In seeking this more meaningful measure of service quality, especially in terms of its effect on user success, the library AUR approached assessment from a number of perspectives. Several review projects were selected based on an analysis of accepted library measurement criteria, as follows:^{2,3,4}

UC Davis General Library
Unit Priorities
1999/2000

- *Maintain the strength of library collections.*
- *Provide effective physical access to library facilities and resources.*
- *Improve efficiency and scale of resource sharing.*
- *Provide systems which make interaction with the library faster and more convenient.*
- *Maintain and enhance a strong user assistance program.*

¹ Nitecki, Danuta and Brinley Franklin. "New Measures for Research Libraries." *Journal of Academic Librarianship* (25) 6: 484-487, Nov. 1999.

² Herson, Peter and Ellen Altman. *Assessing Service Quality: Satisfying the Expectations of Library Customers*. Chicago: American Library Association, 1998.

³ Van House, Nancy A., Beth T. Weil and Charles R. McClure. *Measuring Academic Library Performance: A Practical Approach*. Chicago: American Library Association, 1990.

⁴ Lancaster, F. Wilfrid and Sharon L. Baker. *The Measurement and Evaluation of Library Services*. Second edition. Arlington, VA: Information Resources Press, 1991.

- Policies relating to user services throughout the library were reviewed for alignment with the library's unit priorities, consistency, and timeliness. The review committee also compared library policies and procedures with industry-accepted guidelines (see box).
- Reference and instruction services were evaluated via satisfaction surveys, user needs analyses, examination of best practices at other institutions, and comparison with industry standards.
- Input on service effectiveness was gathered from academic departments and campus advisory groups such as the Academic Senate Library Committee, Physical Sciences & Engineering Library faculty representatives, and the Health Sciences Library Committee.
- Focus group discussions and interviews with library users provided client perceptions of service quality, as well as hopes and wishes for future services.
- Librarians and library staff participated in discussions at various points during the review to assess findings, recommend solutions, and outline new service directions.
- A campus-wide survey collected information on characteristics of library use and service quality.

Guidelines and Standards for University Libraries

Association of College & Research Libraries. "Guidelines for University Undergraduate Libraries." *College & Research Libraries News* (58) 5: 330-333+, May 1997. <http://www.ala.org/acrl/guides/uniundlb.html> (August 3, 2000)

Association of College & Research Libraries. "Standards for University Libraries: Evaluation of Performance." *College & Research Libraries News* (50) 8:679-691, Sept. 1989. <http://www.ala.org/acrl/guides/univer.html> (March 30, 2000)

Association of College & Research Libraries. "Model Statement of Criteria and Procedures for Appointment, Promotion in Academic Rank, and Tenure for College and University Librarians." *College and Research Libraries News* (48) no. 5: 247-54, May 1987.

California Library Association. *California Librarians in the 21st Century: Core Professional and Personal Competencies*. Adopted by the Association November 1998. <http://www.cla-net.org/pubs/Competencies.html> (August 3, 2000).

Association of College and Research Libraries. *Guidelines for Instruction Programs in Academic Libraries*. <http://www.ala.org/acrl/guides/guiis.html> (July 24, 2000).

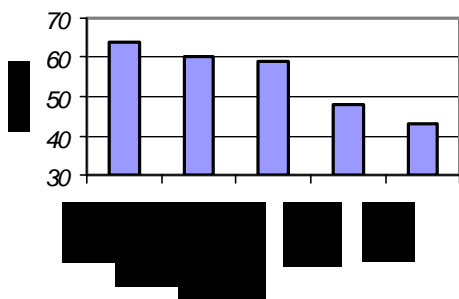
Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. Chicago: ACRL, 2000. <http://www.ala.org/acrl/ilcomstan.html> (August 3, 2000).

3. Evaluation of Reference Services

Description of reference services

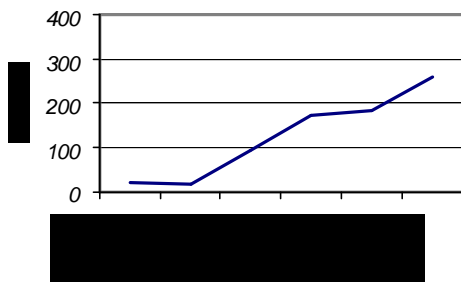
Reference assistance provided by competent, trained librarians and staff is a high priority for the General Library. Assistance is offered on using library collections and resources, developing or refining research strategies, and locating relevant collections outside UC Davis. Subject specialist librarians, many with advanced degrees in their areas of expertise, are available to advise on questions pertaining to collections in their areas. Notably, services are available in Shields Library more hours per week than comparable libraries systemwide (figure 1).

Fig. 1 Reference service hours per week



Current trends at UC Davis and nationwide indicate that the number of people asking questions in person at library reference desks has been declining for a number of years. This trend is being directly offset at UC Davis and elsewhere with a rapidly rising number of questions received via e-mail. For example, the number of e-mail reference transactions at CHSL has almost quadrupled in the past five years as shown in figure 2. It is expected that as these types of electronic services are enhanced and future services such as web-based virtual reference are added, remote use will continue to increase.

Fig. 2 E-mail reference transactions, CHSL, 1995-2000



**UC Davis General Library
Reference Service Locations**

Basic library information and assistance with Melvyl catalog and databases is available at the **Shields Library Information Desk**. Specialized reference help is offered at the following locations:

Shields Library:
 Government Information/Maps
 Humanities/Social Sciences
 Biological & Agricultural Sciences

Physical Sciences & Engineering Library
Carlson Health Sciences Library
Medical Center Library (Sacramento)

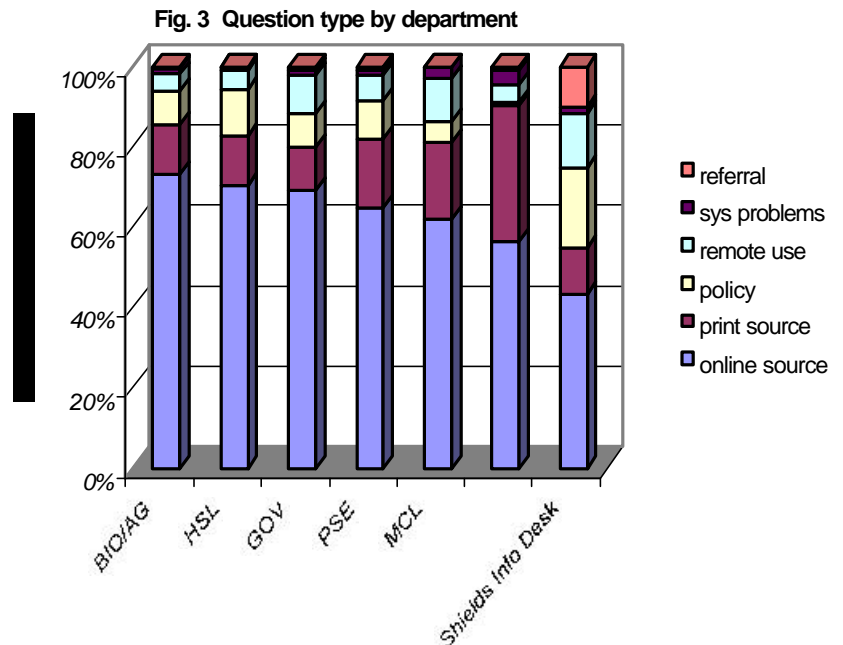
The assessment of reference service was conducted primarily through two activities: an **analysis of reference questions**, and a **user satisfaction survey**. Detailed reports on these studies are provided in Exhibits A and B.

Findings: Reference question analysis

The purpose of the reference question study was to collect and examine questions asked by library users at reference service points to confirm the exact nature of current reference needs. 1,820 questions were logged during a one-week period during Fall quarter 1999 throughout the General Library. Several aspects of user needs were investigated: How many questions were library users asking which could be answered by consulting an electronic resource? How many required print? How often do library users ask about accessing library resources remotely, or about performing other tasks associated with doing research in the online environment? How often are users faced with actual system malfunctions? Figure 3 shows the overall breakdown of these question types by library service point.

Results of this survey showed significant trends and distinctly different user patterns at different reference points, especially regarding the use of electronic sources:

- 60 to 70 percent of questions at most service points could have been answered using some type of online library resource, from the Melvyl catalog to a web-based reference source or database.
- Questions at the Humanities and Social Sciences desk required use of a print source more than twice as often as questions at science desks.
- Users asked questions relating to remote access 4 to 13 percent of the time, the highest at Shields Information Desk.
- System problems were reported 2 to 6 percent of the time.
- Referral rates were 10 percent at the Shields Information Desk, and zero to one percent at specialized subject desks.



Analysis of the reference questions received in this survey also indicated that the subject breakdown of the questions has not changed—that is, library users still ask for assistance finding information for class assignments and deciphering bibliographic citations. However, the growth in the number of information choices available to users and the

increasing complexity of electronic resources means that students, faculty, and staff must spend more time learning how to complete these routine tasks.

The complete report of the findings of the Reference Question Survey is provided in Exhibit A.

Findings: Reference user satisfaction survey

A transaction-based satisfaction survey was conducted at reference desks throughout the General Library for one month during Fall 1999. Library users who asked questions at reference desks were asked to fill out a brief questionnaire indicating whether library staff members were approachable and knowledgeable, and whether the patron received helpful information. The survey showed that library users are highly satisfied with the quality of reference service at UC Davis libraries: ninety-eight percent of 830 respondents *agreed* or *agreed strongly* with these statements at all reference service points.

Demographic information was collected as well as information on the subject and purpose of the reference question. When asked for comments on reference services, respondents mentioned often the importance of having qualified, helpful staff available to answer questions, and also appreciated staff perseverance in solving difficult research problems, as shown in the following representative comments:

"The people at the reference desk are extremely nice, knowledgeable, and more than willing to help me find the information I was searching for. They also offered further means... such as help searching the web... and suggestions as to who I could contact."

"Every time I have come I have received excellent help from every single staff member. This service is essential to my education ... Please maintain this service—access to information is critical. Without reference librarians and staff we could not complete our research!"

"Without the librarian I would have been lost in this big place. She went out of her way to help my overall library and research skills."

The complete report of the Reference User Satisfaction Survey is provided in Exhibit B.

Findings: Effect of electronic information growth

Although the fundamental mission of the reference librarian in assisting library users continues unchanged, the effect of the growth in electronic information and formats has altered librarians' work environment and caused significant shifts in workload. Keeping pace with rapidly changing sources is one of the most visible challenges.

**UC Davis General Library
Instruction Program**

Open Classes

Using The Library
Web Resources In Research
*Bibliographic Management Software
for Research Papers*
Searching MedLine
Searching Full-text News Sources

Recent CHSL House Calls Topics

PubMed & Grateful Med
Medical & Veterinary Databases
Electronic Journals
Medical Internet Resources
Veterinary Internet Resources
WWW Search Engines
Mailing Lists and Usenet Newsgroups
Remote Access to the Library

Recent Custom Classes

American Studies
Anthropology
Art Resources
Comparative Literature
Early Modern European History
Engineering Information & Research
English
*From ABD to PhD: Dissertation
Research*
Landscape Architecture
Nutrition
United States History
Using ProQuest Digital Dissertations
Winemaking
World History

*For more information,
please visit the library websites:*

Shields Library:
<http://lib.ucdavis.edu/Instruction>

Carlson Health Sciences Libraries
<http://www.lib.ucdavis.edu/hsl/instruction.html>

Librarians have also noted the marked shift occurring in library users' research patterns as a direct result of the added ease of use of online full-text journals, article linkages from abstracting and indexing sources, and other added online functionalities. Library research now typically begins with a search of an online resource such as the Melvyl catalog or online index to journal articles; preliminary usage data for electronic journals suggests that users are also more likely to select an online version of a journal or other information resource in place of the corresponding print source if a convenient link is available.

Librarians are now challenged not only to keep users informed of the best collections and the most efficient search strategies, but to ensure users are aware of the existence, scope, and timeliness of online information, to help users understand how to evaluate Internet resources, and to assist clients with using up-to-date tools and techniques for efficiently managing an increasing amount of bibliographic data.

4. Evaluation of the Instruction Program

Program description

The instruction program in the General Library is premised on effectively meeting users' needs for resource awareness as well as training in up-to-date techniques for using library systems and materials. While incoming undergraduates are the largest group to make use of this training, the program also reaches a wide variety of library users, including students with special needs, graduate students, faculty, Regents scholars, returning adults, Extension students, school teachers, and many others from institutions outside UC Davis.

In the past, library tours and in-library classes on Melvyl and database searching, Internet research techniques, and bibliographic management have been the mainstay of the instruction program, and these continue to be well-attended.

The combination of the large number of academic subject areas, increasing student and academic populations, and the rapidly-changing electronic environment however creates several challenges for the instruction program. To meet newly emerging needs the library has successfully introduced several new approaches to reaching users with up-to-date information.

Online tutorials and other self-help options available on the library's web site are useful tools for remote users who need to learn basic information on particular databases. Courses on evaluating web information are particularly helpful to the growing number of individuals using the Internet for research.

Library instructor and subject specialist teams have been created to develop structured courses to fill specific needs among upper-level undergraduates, graduate students, and professional school students. A current example is a series designed to acquaint graduate students with subject resources and research tools to assist with preparing dissertations or theses. A pilot project conducted in Fall 1999 indicated a very high level of interest and satisfaction with this targeted approach. In addition, subject specialists in the Humanities and Social Sciences Department will offer a term paper clinic during Fall 2000 geared toward undergraduate users with little library research experience.

Another successful innovation is CHSL's House Calls Program, in which instructors bring tutoring and assistance tailored to specific research needs to offices, labs, classrooms, or other locations outside the library. This type of off-site one-on-one or one-on-few tutoring is especially appropriate for professional students and staff whose demanding workload makes it difficult to attend a scheduled class in the library. Growth in the popularity of these sessions has been steady, and similar programs may be offered in the future by other departments in the General Library.

The recent appointment of an outreach librarian for the health sciences has facilitated the library's efforts to integrate information-finding and evaluation skill into the medical school curriculum. As a result of this increased commitment, starting August 2000 health sciences librarians will join with faculty members to team-teach a course on the application of medical principles. Starting September 2000 health sciences librarians will also be part of an effort to integrate medical informatics into a family practice course.

Lastly, over two dozen UC Davis librarians attended a recent UC workshop highlighting "Best Practices in Instruction and Reference." This successful day-long event provided a well-appreciated opportunity for librarians systemwide to share new methods, tools, and materials for providing services in the digital environment.

Instruction facilities

State-of-the-art library computer labs designed for library research provide instruction participants with hands-on opportunities for practicing research skills during the learning experience. Terminals are provided for multiple users with access to all networked library resources. Depending on the requirements of the class, library instruction can be tailored to include lecture, demonstration, hands-on practice, or interactive exercises.

Findings: Instruction evaluation

The General Library instruction program was evaluated based on accepted library instruction guidelines for academic libraries on program design, human resources, and program support and evaluation (see box on page 2). Instruction purpose, content, and mode were reviewed to ensure clearly articulated focus and appropriate teaching methods; user surveys were used to gauge participant reaction and course effectiveness. The library is currently investigating application of new instruction evaluation concepts based on learning outcomes assessment.

Course evaluations were conducted during Fall 1999 and Winter 2000 quarters. Students attending library instruction sessions were asked to rate the quality of the instruction experience based on their perception of the instructor's preparedness and ability to communicate, level and relevance of the course information presented, effectiveness of the mode of instruction, and similar factors.

Students rated the quality of their instruction experiences very highly in the vast majority of cases. Areas for improvement include more time for hands-on or interactive practice with online resources, and a desire for instruction in library research closer to the point-of-need. Library instructors have long recognized the higher efficacy of instruction at the time the information is needed rather than the broad-based, early-in-the-quarter orientation approach. Although basic instruction on the Melvyl catalog and databases is offered frequently throughout the year, a continuing challenge has been working cooperatively with academic personnel to ensure students know about and attend library instruction sessions when research projects are assigned to gain the most benefit from the sessions.

Several challenges face the General Library instruction program. The campus library survey conducted during Spring 2000 indicated that many individuals campus-wide simply do not know that instruction in library research is offered. In addition, enrollment growth and new technological developments will create new demands for even greater efficiency and cost-effectiveness in delivering library instruction. To this end, the library will explore opportunities for increased partnerships with academic and instructional support units with the goal of improving students' research and information skills in more efficient ways. Near-term instruction objectives also include increasing access to improved online tutorials for self-paced delivery, and providing real-time reference assistance on the web.

The complete report on the library instruction evaluations is provided in Exhibit C.

5. Evaluation of Access Services

Access services includes a number of activities related to ensuring that print and electronic materials in library collections are available to clients when needed. For the physical collection, this includes checking items in and out, returning materials to shelves or other locations, processing requests for items in other libraries, and recalling items already checked out. Accessibility of electronic resources through the library's web pages is the responsibility of the library's Web Editorial Board, which makes decisions regarding the organization, design, and placement of electronic resources.

Evaluation activities included reviewing procedures and policies to assure they meet the unit's objectives, surveying customer satisfaction at library circulation and reserve desks, and reviewing statistics on the availability of materials. A intensive evaluation of the library's web pages was also conducted in Spring 1999, resulting in a redesign of the library's web site to increase usability.

Findings: Customer service quality

◆ *Circulation*

Convenient, fast, and accurate service at circulation and reserve desks is a priority for the General Library. Staff are well-trained to assist users with charging or renewing materials, tracking down missing materials, placing holds and recalls on materials on loan to other borrowers, and requesting books from the NRLF (Northern Regional Library Facility) or from other campus libraries using the document delivery service. Customer service quality at the circulation and reserves desks throughout the General Library was rated highly in the library survey conducted in Spring 2000, with 91 percent of survey respondents indicating that service at these locations was *excellent* or *good*.

Loan periods and regulations compare favorably to other UC campuses. A range of loan periods is offered to meet the research needs of different clientele, e.g. two weeks for materials from the main collection for most undergraduates, and longer periods for graduate students, faculty, and research staff. Materials may be renewed in person, by telephone, by e-mail, or via the library's web site. Holds may be placed on materials that are checked out to another borrower; all checked out materials are subject to recall if needed by another borrower.

Materials may be returned to any campus library or to campus book returns located throughout the campus. Some respondents to the spring library survey requested that additional book returns be installed at locations near campus dormitories and in South Davis for borrowers in those locations.

Complete information on circulation policies is located at:

<http://www.lib.ucdavis.edu/services.html>.

◆ **Reserves**

In addition to the regular course reserves collections for printed materials located in Shields Library and CHSL, the General Library has operated an electronic reserves service since 1995, offering online access 24 hours a day via the library's web site to thousands of pages of course reserve materials such as exams, lecture notes, problem sets, and homework solutions. Course reserve web pages include links to instructors' course web pages, course news groups, and other information. In the Spring 2000 library survey, 81 percent of respondents said that service quality of electronic reserves was *excellent* or *good*. Information on the Electronic Reserve Room and other reserves services can be located from the library web site at:

<http://www.lib.ucdavis.edu/services.html>

◆ **Interlibrary Loan**

The quality of interlibrary loan services was rated highly in the 1998/1999 AUR. The General Library places a high priority on locating and obtaining needed materials as quickly as possible from other institutions, and maintains one of the most efficient ILL services in UC in terms of turnaround time and fill rate. The recent addition of online services such as Melvyl *Request* also allows users to conveniently request materials from other libraries directly from the Melvyl catalog and selected databases. The report of the ILL review is located on the Internet at: <http://www.lib.ucdavis.edu/illaurreport.pdf>.

Findings: Materials availability

Library staff throughout the General Library continually meet or exceed library goals for returning materials to the shelves within four hours.

A sample inventory of library materials conducted in Shields Library in the mid-1990's indicated that approximately 99.5 percent of the library's print collection was in the correct location on the shelves or was otherwise accounted for. This compares favorably with availability rates of 90.0 to 93.6 percent noted in a 1995 inventory at a comparable research library.⁵ A future library inventory is in the planning stages, with the goal of completing the barcoding of all volumes in Shields Library.

⁵ Van Gemert, Edward V. "Where have all the "lost" books gone?" *C&RL News* 57 no. 9 (Oct. 1996): 582 [library inventory at the University of Wisconsin-Madison].

The number of *item searches* placed (requests for items that should be on the shelf but which the user cannot locate) has also declined steadily since 1990, likely due to an increase in shelving accuracy as well as the availability of circulation information for the items in the Melvyl catalog. Searches were successful over 84 percent of the time in 1998/1999, with 81 percent of items found in the first week.

Findings: Electronic resource availability

The library strives to offer seamless online access to needed information. Over the past decade this has proven to be a significant challenge in the face of exponential growth in resource number and technology. Speed of access to information and services online was greatly improved with the completion of Network 21; it is expected that library users will benefit similarly from the next phase in campus telecommunication development. Apart from these needed upgrades in infrastructure, the library is also working with campus technology units and information resource vendors to address the growing needs of access to library information for remote users. It is hoped that authentication procedures for users from off-campus locations will be fully operational within the 2000-01 year.

Two hundred and thirty-seven public computer terminals are provided throughout the libraries allowing ample access to library catalogs, databases, and electronic collections. Network access is available via hundreds of hard-wired ports installed throughout the libraries, and wireless access capability is scheduled for Fall 2000 in the Shields Library Extended Hours Reading Room.

The General Library Systems Department is charged with operating and maintaining library computer hardware and software; resolution of system malfunctions is generally achieved within 4 hours, with an overall goal of 24 hours. Due to the increasing number of outside Internet resources used in research however, the number of problems encountered by library users caused by difficulties outside the library's control are increasing. A growing number of access problems are also the result of an aging Melvyl infrastructure, due to be upgraded in the near future. A backup public access catalog for the UC Davis library collection is scheduled to be brought online during Winter 2001, which will provide much-needed access to UC Davis holdings for periods when Melvyl is unavailable.

6. Evaluation of Facilities Services

Policies and procedures were reviewed with respect to compliance with university guidelines on safety, security, emergency planning, and accessibility to persons with disabilities. The adequacy and comfort of study space, temperature, and lighting was also assessed during the Spring 2000 library survey.

Findings: Public spaces

Completion of the west wing addition to Shields Library in 1990 addressed the most pressing space deficiency in the General Library, expanding total library space by 78 percent and increasing seating capacity by 1,651 to a current total of 2,547.

While 76 percent of respondents to the Spring 2000 library survey indicated that the study space and lighting in Shields Library were *excellent* or *good*, some dissatisfaction was expressed in the survey regarding inconsistent temperatures in various parts of the building. While the library works aggressively with campus facilities services units to maintain comfortable internal temperatures, there are inherent difficulties in achieving optimal conditions. The original library building, first occupied in 1938, has been expanded three times with wings added in the 1950's, 1960's, and 1990's. The older Shields Library building has eight separate heating, ventilation, and air conditioning systems; many difficulties have been encountered in linking these systems. Rectifying these problems is a priority for the Library.

Findings: Equipment services

Computers, printers, and copiers are available for library users in public spaces in all library buildings. An equipment replacement plan is in place for computers; public workstations are upgraded on a three-year cycle. All photocopiers throughout the General Library were replaced in 1997, and are currently maintained by a commercial vendor. Library staff noted the immediate and sustained improvement in the quality of the copy services after the new equipment was installed, and complaints from users have been reduced to negligible levels since that time. Library staff have also frequently noted the vendor's quick response to service problems. Although 82 percent of library survey respondents noted that the quality of the photocopiers was excellent to fair, some respondents expressed a desire for double-sided copying capabilities and other features; these suggestions will be discussed with the copier service provider.

Findings: Services to users with disabilities

The General Library is committed to equal access as articulated in the Americans with Disabilities Act (ADA) and seeks to provide a positive environment in which an individual's needs can be accommodated and privacy respected. Library policies regarding services to individuals with special needs were instituted immediately upon passage of the ADA in 1992. Reference assistance with the use of library catalogs and databases as well as assistance with photocopiers, printers, microform readers and other equipment is available, as is help filling out interlibrary loan, reserve, or search requests. The library also retrieves items from the shelf areas for persons with physical limitations. If special provisions are needed in any of these areas, users are urged to schedule appointments for extended assistance.

The library recently installed computer screen enlargement software and a text enlarger for print materials. This equipment is available in Shields Library on the first floor. The Disability Resource Center also maintains various types of equipment and resources in Shields Library for UC Davis students.

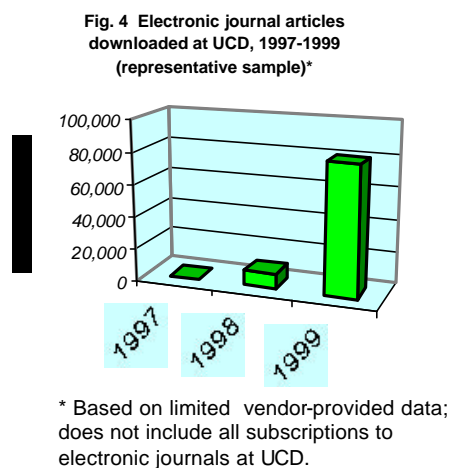
The General Library was awarded a citation in Spring 2000 during Disabilities Awareness Week in appreciation for its responsive attitude toward library users with special needs.

7. Library Service Growth and Development

Data on the use of specific services in the library were collected for the time period from 1989/1990 to 1999/2000. Statistical information is provided in Exhibit D for:

- reference transactions
- instruction sessions and users reached
- items circulated
- library web site access
- electronic resource use
- interlibrary loan borrowing
- print and electronic collection growth
- staff FTE

It is important to point out that traditional statistical measures based on in-person use of the library and circulation of a print collection no longer provide a complete picture of library activity. The Association of Research Libraries (ARL) noted in particular that statistics on the size of a library's printed collections, volume of in-person reference transactions, and staffing per student or faculty FTE do not take into account activity on the collection and use of online research resources, areas that are showing extraordinary growth at academic libraries globally and at UCD (figure 4).⁶



A current challenge is to develop a set of measures to evaluate electronic resource use. Web-based products and services have appeared rapidly, and vendors have been slow to provide data. Rapid technological development however makes trend analysis difficult as online products grow, gain new features or access options, or merge with other products. An ARL study is currently underway among academic and research libraries to study various aspects of electronic resource use and develop a more specific set of standards based on guidelines promulgated by the

⁶ Kyrillidou, Martha and William Crowe. "In search of new measures." *ARL* no. 197, April 1998. <http://www.arl.org/newsltr/197/197toc.html> (August 4, 2000).

International Coalition of Library Consortia (ICOLC). The General Library is following this study closely.

It is indisputable that the advancements in information storage, access, availability, and added features are extremely valuable to library users. General Library subject specialists will continue to monitor online developments, analyze new products and features, and discuss findings with UC library colleagues to select the most appropriate and cost-effective resources. Of growing concern are questions regarding who will be responsible for long-term access and preservation of digital information, especially items created and disseminated primarily in digital form. Several archiving models are evolving or are in use already in various forums around the world; UC Davis librarians will continue to follow the development of digital electronic archiving practices closely.

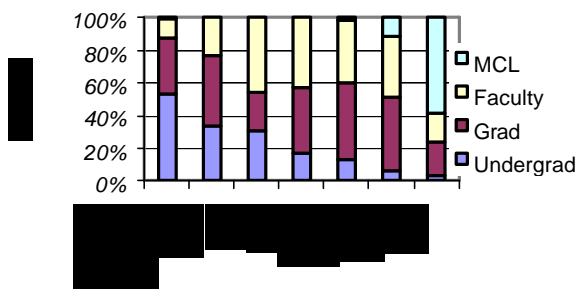
8. Campus Survey

The AUR evaluation process culminated in Spring 2000 in a controlled, campus-wide user survey on library service use, satisfaction, and quality. An invitation to participate in the web-based survey was sent to a stratified random sample of potential library users, including undergraduates, graduate and professional students, and academic personnel. In addition to demographic information, participants were asked questions on the frequency and type of use of libraries and services, satisfaction, and opinion on library instruction, reference, and other services.

Survey results reaffirmed that different reference desks serve distinctly different user populations, with separate needs and use characteristics (figure 5). Undergraduates, for example, use Shields Library more often than other campus libraries, and also use the library more often for studying rather than library research. The clientele at the Physical Sciences & Engineering Library is composed primarily of graduate students and faculty. Analysis of e-mail and desk reference queries showed that in addition to the students and faculty of the medical and veterinary medical schools, Carlson Health Sciences Library serves a number of non-UC Davis individuals because of its unique role as a regional resource library in its subject areas. The Medical Center Library in Sacramento also

serves a higher proportion of Medical Center physicians, hospital staff, and patients.

Fig. 5 User groups by service point

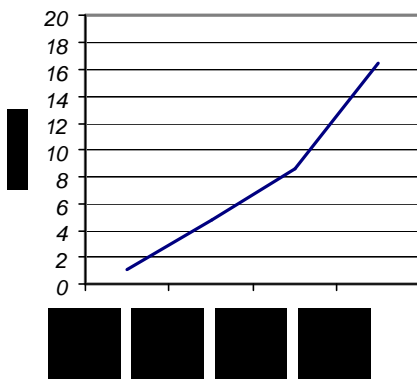


of library users (some 86 percent of all respondents) who frequently access library services and resources remotely from home or office computers. This is supported by

The resulting user profiles validated many other key assumptions about the information needs and behaviors of UC Davis library users, such as the difference between the use patterns of undergraduates versus graduate students and academic personnel, and the very high number

UCD library web site access statistics which also indicate a very high rate of growth in electronic interaction (figure 6). The Library will thus need to continue to develop library services to support the unique needs of remote users with enhancements such as improved electronic reference service and online library skills tutorials.

Fig. 6 Library web site access, millions of sessions 1996-2000



The survey indicated that the library is widely perceived by the campus community as providing high-quality and responsive service—94 percent of respondents indicated that they were *satisfied* or *highly satisfied* with library services in general. The survey also pointed out low awareness of certain services designed to assist users in the online environment, such as instruction in web site evaluation and bibliographic management software, e-mail reference, and various online features such as book renewal and interlibrary loan requesting. The General Library will continue to dedicate

resources to raise users' consciousness of library services. The complete report of the campus survey is provided in Exhibit E.

9. Client Focus Groups, Interviews, and Questionnaires

Input from service users and campus groups was gathered through a series of focus group discussions, interviews, and written questionnaires. Campus library advisory groups, including the Academic Senate Library Committee, the Physical Sciences & Engineering Faculty Representatives, and the Health Sciences Library Committee were briefed on review activities and provided with questionnaires on library service quality.

Overall, service quality was considered to be very high, although users noted that the growing complexity of the online environment poses a new set of challenges. Academic staff and faculty requested more subscriptions to electronic journals, and emphasized concern with problems with access to electronic journals, especially regarding the usability and standardization of online journals. Faculty were also very concerned that students do not understand how to evaluate web-based information sources for reliability, validity or bias, and that students also lack the awareness that this type of evaluation is needed. Undergraduates and graduate students together stressed that they did not know about the range of organized resources available through the library's web site.

Virtually all participants in the discussions and interviews said they use the Internet for some part of their research, although the search techniques they employ are frequently limited to simple keyword searching using web search engines such as Alta Vista and

Yahoo. There was very little use of advanced search techniques or refinement of typically overly broad searches. Undergraduates continue to lack understanding of the differences between basic information resources whether print or electronic.

Users readily admitted that the Internet has fundamentally changed the way they do research and use information, although there was limited understanding of what types of information are best found on the Internet. Certain system features such as user profiling and journal literature updates, designed to make research tasks more efficient, are subject to frequent upgrades which increase the amount of time users need to learn new functionalities. Library users are highly aware of these challenges in the current research environment.

10. Library Staff Discussions

Throughout the year, library staff were presented with AUR project plans, progress, and results, and asked to discuss findings during department and committee meetings within the library. Questions were posed to help facilitate discussion. Librarians and staff shared similar observations as users on the complexities of operating in the current information environment, and brainstormed possible solutions. Library staff compared services with best practices in other institutions, and pointed out several areas for improvement, including enhancing user awareness of services and resources, increasing staff training, and improving library web site usability.

Conclusion and Recommendations

General Library AUR findings have informed a new set of assumptions regarding user needs and service effectiveness in the current atmosphere of transition and change. Most prominently, the review demonstrated that the dominant emerging service needs of General Library users stem directly from the growing availability and use of electronic information. The library continues to succeed in anticipating and providing for these changing use patterns:

- ◆ Collections continue to migrate rapidly to electronic formats, and the online environment will no doubt continue to grow in complexity. The library web site offers a well-organized gateway for data resources, and library staff provide highly competent guidance in effective use of these resources.
- ◆ Library users today carry with them a far more informed and sophisticated understanding of technology, but not an equal grasp of the electronic content therein. The General Library instruction program provides highly effective training in these areas for all users at all levels of expertise.
- ◆ The rapid advance of technology and growth in infrastructure capacity has opened the door to remote access on a dynamically expanding scale. Library systems and services continue to anticipate the needs of remote users throughout the range of library operations.

The continuing successful evolution of library services will depend on the ability of the library to predict and implement appropriate, effective service plans. The rapid pace of change demands flexibility and forward thinking, attributes which are reflected in the recommendations which follow. The library will thus seek to:

- ◆ *Increase outreach efforts with the goal of improving campus awareness of the full range of library services and resources, especially instruction on emerging resources and technologies.*
 - ◆ *Increase opportunities for library staff training on new resources, instruction techniques, and library services which will best meet the emerging needs of library users in the digital environment.*
 - ◆ *Investigate new technologies for enhancing services to the growing body of remote users.*
 - ◆ *Develop and refresh a strategic plan which anticipates electronic resource and technology needs.*
-

EXHIBIT A

**Report on the Reference Question Survey
November 8-12, 1999**

Report on the Reference Question Survey

November 8-12, 1999

1. *Summary*

Public service desk staff were asked to keep a log of all non-directional questions at reference and information desks during week of November 8-12, 1999. The purpose of the survey was to capture actual data on the content and complexity of reference questions. Briefly, the survey showed:

- ◆ A total of 1,820 questions were logged in the five-day survey period. The Information Desk logged 46% of the questions; Government Information/Maps was the next highest with 16% of the total questions.
- ◆ The percentage of actual (counted) questions which were logged varied among departments from 82% to 24%.
- ◆ 66% of the questions required the use of electronic systems or resources.
- ◆ 29% were requests for call numbers or item status.
- ◆ 27% were reference questions answered using an electronic resource.
- ◆ 14% were reference questions answered using other (non-electronic) resources.
- ◆ 14% were related to library policies or procedures.
- ◆ 10% were related to printing, emailing, downloading, or remote access.
- ◆ 5% were referrals.
- ◆ 2% were related to equipment or systems malfunctions.

2. *Question categories*

The questions were sorted by department and by type, according to the following definitions. Questions were counted only once.

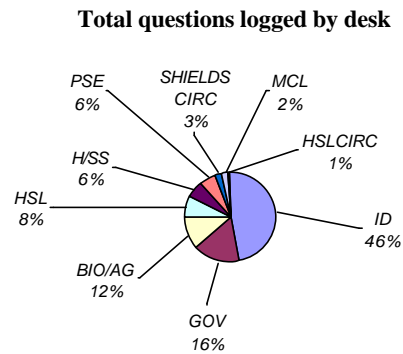
<i>call</i>	local call number lookup, do we own a title, item status
<i>e</i>	reference questions on or requiring use of electronic resources, except specific questions on printing, emailing, or downloading (counted separately).
<i>ref</i>	reference questions on or requiring use of other resources (non-electronic)

- pol* library policies, procedures; ILL; copy card purchases, hours.
- pmd* questions on printing, emailing, downloading, or remote access.
- refer* questions referred to another location for assistance.
- tech* equipment or systems malfunctions.

3. Survey Statistics

Questions logged	Questions counted (Informational + Search)	Percent of counted questions logged at desk	
By department:			
Bio/Ag	214	302	71%
Government	300	384	78%
HSL	145	202	72%
HSL Circ	12	NA	NA
H/SS	115	485	24%
MCL	37	45	82%
PSE	105	160	66%
ID	845	NA	NA
Shields Circ	47	NA	NA
Total:	1820		

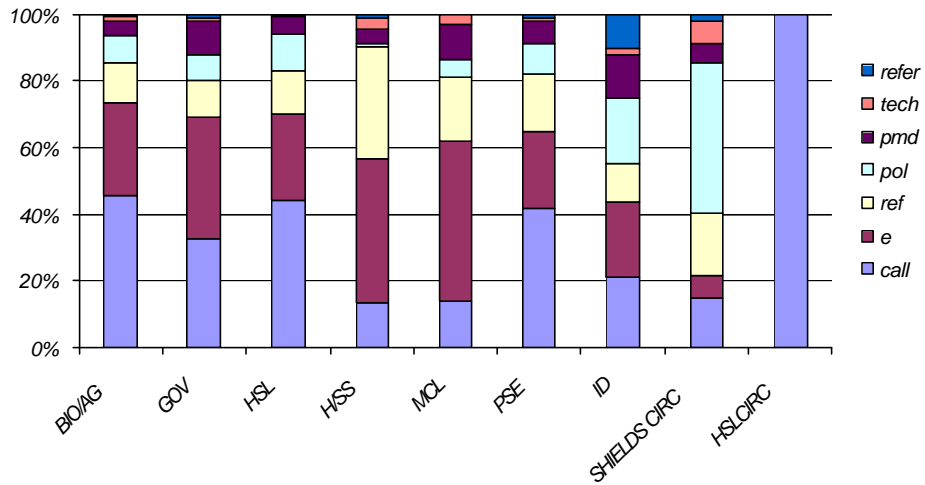
	Percent of total questions logged
ID	46
Gov	16
Bio/Ag	12
HSL	8
H/SS	6
PSE	6
Shields Circ	3
MCL	2
HSL Circ	1
Total	100



	Number of questions by type							
	call	e	ref	pol	pmd	refer	tech	total
Bio/Ag	97	60	26	18	9	1	3	214
Government	98	110	32	25	29	3	3	300
HSL	64	38	18	17	7	0	1	145
H/SS	15	50	39	1	5	1	4	115
MCL	5	18	7	2	4	0	1	37
PSE	44	24	18	10	7	1	1	105
ID	178	189	98	168	113	84	15	845
Shields Circ	7	3	9	21	3	1	3	47
HSL Circ	12	0	0	0	0	0	0	12
Total	520	492	247	262	177	91	31	1820
Percent of total	29 %	27 %	14 %	14 %	10 %	5 %	2 %	100 %

Percent of question types by department								
	call	e	ref	pol	pmd	tech	refer	total
Bio/Ag	45%	28%	12%	8%	4%	1%	0%	100%
Government	33%	37%	11%	8%	10%	1%	1%	100%
HSL	44%	26%	12%	12%	5%	1%	0%	100%
H/SS	13%	43%	34%	1%	4%	3%	1%	100%
MCL	14%	49%	19%	5%	11%	3%	0%	100%
PSE	42%	23%	17%	10%	7%	1%	1%	100%
ID	21%	22%	12%	20%	13%	2%	10%	100%
Shields Circ	15%	6%	19%	45%	6%	6%	2%	100%
HSL Circ	100%	0%	0%	0%	0%	0%	0%	100%

Percent of question types by dept



December 10, 1999
 AUR committee
 UCD General Library

EXHIBIT B

**Reference User Satisfaction Survey:
Summary of Results**

Reference User Satisfaction Survey: Summary of Results

1. Purpose and methodology

The reference user satisfaction survey was conducted to measure library patron perceptions of reference service quality in various campus libraries. A five-point Likert scale was used to measure staff approachability and knowledge, as well as whether the patron felt useful information was received during the encounter. Brief information on patron type (student, faculty, staff, etc.), reference question topic, purpose of the reference transaction, and general comments were also collected. A copy of the survey instrument follows this report.

From November 8 to December 10, 1999, all library patrons asking non-directional reference questions were asked to fill out the questionnaire at the close of their transaction at service desks in the following locations:

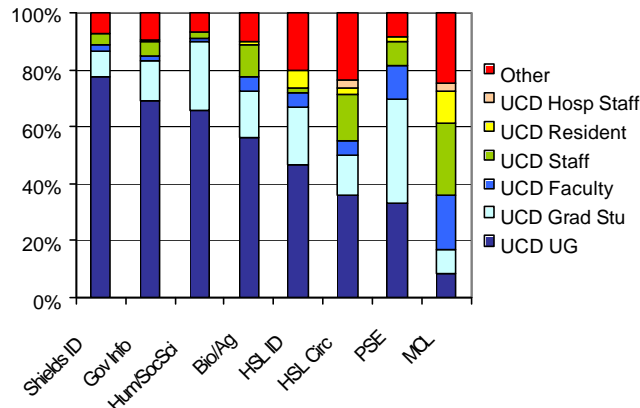
Shields Library:

- Information Desk
- Government Information/Maps/Current Periodicals/Microforms Desk
- Humanities/Social Sciences Reference Desk
- Biological/Agricultural Sciences Reference Desk
- Physical Sciences and Engineering Library Reference Desk
- The Carlson Health Sciences Library Information and Circulation Desks
- Medical Center Library Information Desk

2. Summary of results

The survey collected information from 830 respondents and indicated a very high level of satisfaction with the quality of reference services in all libraries. The user population surveyed varied among campus libraries, with Shields Library serving a large majority of undergraduates, PSE a higher number of graduate students, and CHSL and MCL serving twice as many non-UC patrons as the other libraries. Patron type breakdown by service desk is illustrated in Figure 1:

Fig. 1 Patron type



Detailed survey results are contained in the data tables in section 3. The results can be summarized for the total survey as follows:

- ◆ 99% of respondents felt the staff member was approachable.
- ◆ 98% of respondents felt the staff member was knowledgeable.
- ◆ 99% of respondents felt they received useful information.
- ◆ 31% of the respondents were referred to another location or person to get information. Referral rates varied from 40% (Government Information) to 18% (MCL).
- ◆ For the total survey, 60% of respondents were UC Davis undergraduates, 17% graduate students, 6% staff, 4% faculty, 1% UCDMC residents, and 11% “other”. The “other” category identified themselves as visiting scholars or faculty, UC Davis alumni, CSUS or other students or alumni, private business persons, retired physicians, extension students, and VMTH clients.
- ◆ For the total survey, 59% of respondents said their question was related to a class assignment, 13% to publication, 9% thesis or dissertation, 5% personal interest, 3% business, 1% patient care, and 11% “other”. “Other” included library tutorials, Melvyl information, interlibrary loan, book location, printing from library terminals, library class information, passwords, internet searching, and literature searching.

3. Data tables

Table 1. Total responses by department

Location	Number	Percent
Shields Information Desk	199	24
Gov Info/Periodicals	196	24
Hum/SocSci	148	18
CHSL	102	12
Bio/Ag	80	10
PSE	69	8
MCL	36	4
Total	830	100

Figure 2. Responses by department

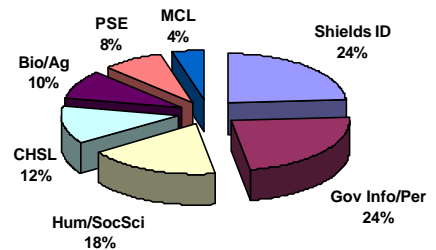


Table 2. Responses to questions, all departments (percent)

Question	Agree strongly	Agree	Don't know	Disagree	Disagree strongly
1. The staff member was approachable.	86	13	0	0	1
2. The staff member was knowledgeable.	84	14	1	0	1
3. I received helpful information.	86	13	1	0	1

Table 3. Referrals

"I was referred to another person or location for assistance... y/n"

	Percent		
	Yes	No	n=
Gov Info/Periodicals	40	60	185
HSL Information Desk	39	61	46
HSL Circulation Desk	36	64	36
Shields Information Desk	31	69	190
Hum/SocSci	29	71	138
Bio/Ag	20	80	74
PSE	20	80	65
MCL	18	82	33
Total	31	69	767

Figure 3. Percent referred

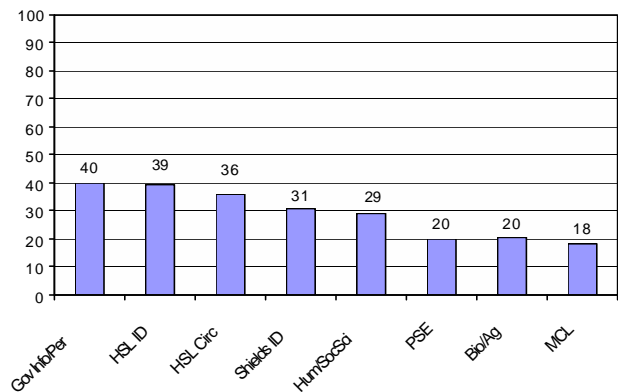


Table 4. Patron type (percent)

	UCD Undergrad	UCD Grad Student	UCD Faculty	UCD Staff	UCD Resident	UCD Hosp Staff	Other	n=
Shields Information Desk	77	9	2	4	0	0	8	199
Bio/Ag	56	16	5	11	1	0	10	80
Gov Info/Periodicals	69	14	2	5	1	0	10	195
Hum/SocSci	66	24	1	2	0	0	7	146
PSE	33	36	12	9	1	0	9	69
HSL Circulation Desk	36	14	5	17	2	2	24	42
HSL Information Desk	47	20	5	2	7	0	20	60
MCL	8	8	19	25	11	3	25	36
Total	60	17	4	6	1	0	11	827

Table 5. Purpose of question (percent)

	Class assignment	Thesis/dissertation	Publication	Business	Patient care	Personal interest	Other	n=
Shields Information Desk	68	7	6	1	0	7	11	191
Bio/Ag	46	9	21	5	1	3	15	78
Gov Info/Periodicals	70	8	6	3	0	7	6	189
Hum/SocSci	69	8	6	2	0	6	8	134
PSE	38	24	21	6	0	1	10	68
HSL Circulation Desk	34	5	34	5	0	5	17	41
HSL Information Desk	42	3	32	3	3	2	14	59
MCL	28	6	25	0	16	3	22	32
Total	59	9	13	3	1	5	11	792

Table 6. Responses to questions, by department (percent)

	Agree strongly	Agree	Don't know	Disagree	Disagree strongly	n =
<i>Shields Information Desk</i>						
1. The staff member was approachable.	86	12	1	1	1	199
2. The staff member was knowledgeable.	85	11	2	1	1	199
3. I received helpful information.	86	12	1	1	1	198
<i>Bio/Ag</i>						
1. The staff member was approachable.	93	8	0	0	0	80
2. The staff member was knowledgeable.	89	11	0	0	0	80
3. I received helpful information.	91	6	3	0	0	80
<i>Gov Info/Periodicals</i>						
1. The staff member was approachable.	87	12	0	0	2	195
2. The staff member was knowledgeable.	84	14	0	0	2	194
3. I received helpful information.	84	15	0	1	1	193

Table 6. Responses to questions, by department (percent) (continued)

	Agree strongly	Agree	Don't know	Disagree	Disagree strongly	n =
<i>Hum/SocSci</i>						
1. The staff member was approachable.	87	12	0	1	0	148
2. The staff member was knowledgeable.	82	16	1	1	0	148
3. I received helpful information.	85	13	1	1	1	148
<i>PSE</i>						
1. The staff member was approachable.	86	14	0	0	0	69
2. The staff member was knowledgeable.	82	18	0	0	0	68
3. I received helpful information.	91	8	2	0	0	66
<i>CHSL Information Desk</i>						
1. The staff member was approachable.	72	28	0	0	0	60
2. The staff member was knowledgeable.	73	25	0	2	0	60
3. I received helpful information.	78	22	0	0	0	60
<i>CHSL Circulation Desk</i>						
1. The staff member was approachable.	86	12	0	0	2	42
2. The staff member was knowledgeable.	83	14	0	0	2	42
3. I received helpful information.	86	12	0	0	2	42
<i>MCL</i>						
1. The staff member was approachable.	86	11	0	0	3	36
2. The staff member was knowledgeable.	89	8	3	0	0	36
3. I received helpful information.	86	11	0	0	3	36



How was your visit to this reference / information desk today?

	Agree strongly	Agree	Don't know	Disagree	Disagree strongly
1. The staff member was approachable.	1	2	3	4	5
2. The staff member was knowledgeable.	1	2	3	4	5
3. I received helpful information.	1	2	3	4	5
4. I was referred to another person or location for assistance.	<input type="checkbox"/> Yes		<input type="checkbox"/> No		

5. I am:

- UCD undergraduate student
- UCD graduate student
- UCD faculty
- UCD staff
- UCD resident/intern/fellow
- UCD hospital staff
- Other:

7. My question today was about:

6. My question was related to:

- Class assignment
- Thesis or dissertation
- Publication
- Business
- Patient care
- Personal interest
- Other : _____

8. I would like you to know that:

Thank you for helping us serve you better.

For more information on this survey, contact Jennifer Sweeney at jksweeney@ucdavis.edu or 752-5819.

EXHIBIT C

**Library Instruction Evaluation Report
Fall 1999-Winter 2000**

**Library Instruction Evaluation Report
Fall 1999-Winter 2000**

A. Methodology

Evaluation forms were distributed in library instruction sessions during the period November 1999 through February 2000 to collect information on users' perceptions of the quality and usefulness of the classes. Two similar forms were used, labeled "original" and "revised" in this report. Forms are included in Attachment A. A total of 562 evaluations were collected from 42 classes, representing a range of subject areas and student abilities. Instruction in the classes surveyed was performed by 17 different librarians and library staff.

B. Summary of results

Participants were asked to determine whether the session met instructional criteria such as class level, topic relevance, and instructor competence on a Likkert-type scale. The following sections summarize the results by question.

1. Please check the category that applies to you.

	Percent (orig.)	Percent (rev.)
Undergraduate	59	74
Graduate student	18	19
Faculty	2	1
Staff	4	5
Resident/intern/fellow	NA	0
Hospital staff	NA	0
Other*	16	1
Unspecified	0	0

*High school students.

2. The material presented was relevant to my needs and interests.

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original (n=287)	0	1	14	28	58
Revised (n=275)	0	1	7	32	60

3. The instructor was an effective communicator.

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original (n=287)	0	2	9	29	60
Revised (n=273)	0	0	8	37	55

4. The instructor was well-prepared.

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original (n=286)	0	1	2	20	77
Revised (n=270)	0	0	3	25	73

5. The instructor was responsive to participants' needs.

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original (n=284)	0	1	5	24	70
Revised (n=263)	0	1	8	24	67

6. The handouts will be helpful to me.

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original (n=253)	2	5	17	26	50
Revised (n=233)	1	1	16	31	51

7. The hands-on portion of this session was helpful (rev. form only).

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original	NA	NA	NA	NA	NA
Revised (n=222)	1	1	12	34	51

8. This session will help me with my academic or professional work.

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original (n=285)	1	5	12	21	61
Revised (n=272)	1	2	10	31	57

9. I would recommend presentations like this one to a friend or colleague.

Percent	Not at all		Somewhat		Definitely
	1	2	3	4	5
Original (n=285)	1	5	12	21	61
Revised (n=272)	1	2	10	31	57

10. The time allowed for this session was (rev. form) :

Percent	Too short	Just right	Too long
	1	2	5
Original	NA	NA	NA
Revised (n=268)	9	77	15

11. The time allowed for this hands-on session was just right (orig. form).

Percent	Not at all	Somewhat		Definitely	
	1	2	3	4	5
Original (n=283)	2	5	18	30	45
Revised	NA	NA	NA	NA	NA

12. The level of the material presented was (rev. form):

Percent	Too basic	Just right	Too advanced
	1	2	5
Original	NA	NA	NA
Revised (n=268)	7	92	0

13. The level of the material presented was just right (orig. form):

Percent	Not at all	Somewhat		Definitely	
	1	2	3	4	5
Original (n=286)	0	3	15	35	46
Revised	NA	NA	NA	NA	NA



Custom Instruction Evaluation

Name of library presentation: _____ UCD course number: _____
 Library instructor: _____ UCD faculty contact: _____
 Date: _____
 Time: _____

1. Please check one:

- UCD Undergraduate student
 UCD Graduate student
 UCD Faculty
 UCD Staff
 UCD Resident/Intern/Fellow
 UCD Hospital staff
 Other : _____

	Not at all	Somewhat	Definitely	Not Applicable		
2. The material presented was relevant to my information needs and interests.	1	2	3	4	5	N/A
3. The instructor was an effective communicator.	1	2	3	4	5	N/A
4. The instructor was well prepared.	1	2	3	4	5	N/A
5. The instructor was responsive to participants' needs.	1	2	3	4	5	N/A
6. The handouts will be helpful to me.	1	2	3	4	5	N/A
7. The hands-on portion of this session was helpful.	1	2	3	4	5	N/A
8. This session will help me with my academic or professional work.	1	2	3	4	5	N/A
9. I would recommend presentations like this to a friend or colleague.	1	2	3	4	5	N/A
10. The time allowed for this session was:	<input type="checkbox"/> Too short		<input type="checkbox"/> Just right		<input type="checkbox"/> Too long	
11. The level of the material presented was:	<input type="checkbox"/> Too basic		<input type="checkbox"/> Just right		<input type="checkbox"/> Too advanced	

12. *Additional comments:*

Exhibit D: Library Service Growth and Development

Year	Reference		Instruction		Access Services				Collection Growth		Staff		
	Reference desk transactions	E-mail reference (CHSL)	Sessions	Students	Circulation (print)	Library web site access	E-journal use (articles downloaded (1))	ILL borrowing	Print	Electronic (2)	Professional	Support	Total
1989/90	208,553	na	706	11,166	1,943,564	na	na	9,388	2,133,081	na	71.00	191.00	262.00
1990/91	287,990	na	620	9,775	2,079,074	na	na	9,607	2,194,448	na	70.75	195.25	266.00
1991/92	303,759	na	521	9,163	2,127,012	na	na	10,238	2,263,961	na	66.25	183.35	249.60
1992/93	277,957	na	356	4,870	1,997,373	na	na	10,918	2,329,415	na	65.25	182.40	247.65
1993/94	256,884	na	390	4,988	1,983,888	na	na	12,452	2,390,691	na	65.25	182.40	247.65
1994/95	244,528	19	467	5,809	1,821,840	na	na	14,053	2,470,269	na	48.25	169.55	217.80
1995/96	231,506	16	448	5,729	1,762,476	na	na	14,722	2,523,746	na	47.35	169.47	216.82
1996/97	211,157	94	515	7,217	1,726,377	1.152959	0	16,521	2,608,008	525	50.35	163.20	213.55
1997/98	221,569	172	565	7,043	1,678,142	4.735541	9,579	18,175	2,672,410	635	50.35	156.90	207.25
1998/99	179,161	184	558	7,580	1,545,936	8.584957	79,835	19,674	2,755,483	1,688	52.35	154.35	206.70
1999/00	148,000	260	394	6,139	1,404,937	16.431690	na	19,397	2,830,420	4,827	50.35	150.25	200.60

Notes:

- (1) Representative sample of usage data derived from limited vendor-provided information. Does not include use of all electronic journal subscriptions at UC.
- (2) Number of full-text electronic journal title subscriptions, *Statistical Profile of the California Digital Library 1999*.

EXHIBIT E

**Spring 2000 Library Survey
Preliminary Results**

Spring 2000 Library Survey Preliminary Results

1. Purpose and Scope

The Spring 2000 Library Survey was conducted as part of the 1999/2000 General Library Administrative Unit Review on User Services to gather information on user satisfaction and library service quality from UC Davis students, faculty, and academic staff. The survey was administered to a stratified random sample of the campus population from May 3 to May 26, 2000.

In addition to demographic information on class, field of study, and length of time on campus, the survey amassed a large amount of information on the ways in which respondents use the library, the frequency with which individuals engage in specific library activities, and users' opinions on service quality. The resulting user profiles appear to validate key assumptions about library user needs and behavior in many respects. Particularly striking is the wide difference between the use patterns of undergraduates versus graduate students/faculty, and the very high number of library users -- some 86% of respondents -- who frequently access library services and resources remotely from home or office computers.

Overall results also indicate that the library is widely perceived by the campus community as providing high-quality and responsive service -- 94 percent of respondents indicated that they were highly satisfied or satisfied with library services in general. Despite this high satisfaction level, the survey collected a significant number of suggestions and other comments which should be reviewed further by appropriate library departments or management groups. A selection of those comments are noted in this report.

2. Methodology

The survey instrument was developed by the AUR committee by reviewing survey practices at other academic libraries, and by considering the results of earlier AUR data collection activities including the reference user satisfaction survey, instruction evaluations, and library user focus groups. The AUR committee also consulted with the UC Davis Office of Student Affairs Research and Information (SARI), the Teaching Resource Center (TRC), and the campus computer labs. A copy of the survey instrument is included at the end of this report.

The sample population included the following groups:

- ❑ 983 undergraduates selected randomly from a list of campus computer lab users.
- ❑ Approximately 4,500 graduate students on department email distribution lists from the Division of Graduate Studies, the Graduate School of Management, the School of Medicine, and the School of Veterinary Medicine (estimate is based on Fall 1999 admissions data, excluding law students, and assuming 10% of graduate students were not reached due to attrition or incomplete mailing lists).
- ❑ 787 academic personnel selected at random from recent Academic Senate and Federation lists. This sample was stratified to obtain representation from science and non-science fields at UCD.

An invitation to participate in a web version of the survey was sent via email to students. Academic and research staff received a paper survey in the mail, with an option to take the online version. Buttons were placed on several library web pages and paper copies of the survey were placed at public service desks throughout the General Library as well to collect information from volunteer participants. A total of 694 responses were received by the survey deadline; 632 from the invited groups.

3. *Summary of results*

The following summary is derived from the invited respondents only. Each question is followed by a brief summary of significant responses. Detailed data for each question is located on the AUR website at the URL noted above.

Q. 1: Please select your status/affiliation.

	Number of responses	Number invited	Response rate
UCD undergraduate students	175	983	18
UCD graduate students	242	4500 *	5
UCD academic/staff (total)	211	787	27
<i>UCD Academic/staff – Davis</i>	<i>172</i>	<i>NA</i>	<i>NA</i>
<i>UCD Academic/staff – MCL</i>	<i>39</i>	<i>NA</i>	<i>NA</i>
<i>Unknown</i>	<i>4</i>	<i>NA</i>	<i>NA</i>
Total	632	6270	10

* Estimated from Fall 1999 admissions data, excluding law students, and assuming 10% of graduate students were not reached due to attrition or incomplete mailing lists.

Q. 2: What is your department/area of interest?

	Percent	
	Undergraduates	Academic staff and grad students
Science	50	72
Non-science	47	27
Unknown	0	1

Q. 3: How many years have you been affiliated with UC Davis?

Almost 60 percent of academic personnel listed 10 or more years' affiliation with UCD; another 20 percent listed 5-10 years.

Q. 4: Have you used the UC Davis Libraries this year?

96 percent of respondents are library users.

Q. 5: How do you use the UC Davis libraries?

- 86 percent of respondents use home or office computers to find library resources.
- One-third of all respondents indicated they visit Shields Library more than once a week.
- Undergraduates use Shields Library more often than graduate students or faculty.
- Users of campus libraries other than Shields are more likely to visit monthly or quarterly.

Q. 6: If you visit the libraries in person, please mark the frequency for each type of use (look for library materials, review new items, check out books, consult with librarian, use as a place to work).

- 83 percent of respondents consult with a librarian at some point during the year.
- Half of the undergraduates use the library as a place to work more than once a week.
- Graduate students tend to look for library materials more often than other users, undergraduates least often.
- 88 percent of all respondents use document delivery less than once/year.
- Respondents also noted frequent use of reserves and current periodicals.

Q. 7: For the library you use most often, please rate the quality of the following services or features provided in person (book checkout, availability of materials, ILL, reserves, library tours, study areas, etc.).

- ❑ 80 to 90 percent of respondents indicated that book checkout and materials availability were excellent or good. Several respondents commented that current journals take too long to be reshelved.
- ❑ 60 to 70 percent of respondents indicated that library computers, study areas, and hours were excellent or good. A number of respondents commented on a high noise level in Shields, cold temperatures (Shields), uncomfortable seating (Shields), poor lighting (Shields), and insufficient hours (Shields, HSL, PSE). The Extended Hours Reading Room was also noted in several responses as being noisy, messy, and crowded.
- ❑ 82 percent of respondents thought photocopier service quality was excellent to fair. There were a number of complaints on the high cost of copies, poor quality of self-service machines (HSL and Shields), and the fact that Shields and other libraries require different types of copy cards. There were several suggestions that the library offer double-sided copying and recycled paper at self-serve machines.
- ❑ Most respondents had no opinion on library tours, ILL, laptop connections, security, or access for individuals with disabilities.

Q. 8: How important to you are the following library features during evenings and weekends?

- ❑ Half of the respondents thought that material checkout and access to print collections were very important.
- ❑ Half the respondents thought that reference assistance, access to library computers, and having a place to work were moderately or very important.
- ❑ Comments included a desire for more access to ILL and reserves.

Q. 9: How would you rate your confidence in your knowledge of library resources and services in your subject area?

	Undergrads	Graduate students	Academic/staff
Very confident	21	40	40
Somewhat confident	62	54	57
Not confident at all	17	6	3

Q. 10: How do you learn about library resources and technology?

	Percent
Teach myself	82
Reference/Information desks	62
Colleagues/friends	58
Library website	47
Individual consultation with librarian	41
Library publications	29
Tours or classes	16

The “Other” category included librarian emails identifying new services, and information from employees/supervisors and from instructors of academic classes.

Q. 11: Are you aware that the library offers specialized instruction on information in your subject area?

	Percent
Yes	43
No	57

Q. 12: If yes, have you used this service?

	Percent
Yes	26
No	74

Q. 13: Do you have teaching responsibilities ?

	Percent
Yes	46
No	54

Q. 14: Do you give assignments to your students which require use of the library?

	Percent
Yes	60
No	40

Q. 15: Have you ever required or suggested your students attend a library class?

	Percent
Required	3
Suggested	29
Neither	68

Q. 16: If your students attended a library class, do you feel the class was useful?

	Percent
Yes	85
No	15

Respondent comments:

- “Sometimes the classes try to cram in too much information. It is also hard for a class to work with the range of students’ knowledge about library resources.”
- “I am appalled that many do not know how to use Current Contents.”
- “The class was in isolation without application to a real project. Students do not retain any useful info.”

Q. 17: If you have not required or suggested your students attend a library class, why not?

Less than half of the respondents with teaching responsibilities answered this question. Of those that did answer, the most frequently cited reasons were that the course does not require research paper and that the respondent did not know about library classes.

Q. 18: What type of library class would be most useful to your students (basic Melvyl, advanced subject-specific, resource updates, specialized information skills, dealing within increased amounts of information) ?

Most respondents chose general introduction to Melvyl. There was also significant interest in advanced subject- or resource-specific instruction and instruction on specialized information skills such as dissertation research or Internet site evaluation. Comments mentioned searching the web, looking up journal articles, keyword searches, and research of articles that predate electronic databases.

Q. 19: Are you assigned work in class or elsewhere which requires use of the library?

	Percent
Yes	73
No	27

Q. 20: How important to you are the following types of library assistance?

- 62 percent of respondents thought that public information and reference desks were very important.
- 63 percent of respondents thought that email assistance was moderately to very important.
- Comments:* “An informative website is important”; “Meeting with a knowledgeable librarian”

Q. 21: How useful to you are the following types of library class (same choices as question 18)?

One-third of respondents had no opinion. One-third to one half of the respondents thought all the classes listed were moderately to very important. One respondent noted: “We got an introduction to doing research when we started but it would have been useful to have this later on when we needed to do research for classes.”

Q. 22: How often do you use the following reference services?

70 to 80 percent of respondents indicate they use reference services at all locations several times a year or less than once a year.

Q. 23: Please rate the quality of the library reference service you use most frequently.

Respondents were asked to select one reference location. Overall service quality at all desks was very high:

	Percent				
	Excellent	Good	Fair	Poor	No opinion
Speed/efficiency of staff	38	47	9	1	5
Usefulness of information received	37	47	11	1	5
Knowledge of resources/services	38	41	9	1	10
Friendliness/approachability	46	37	11	2	3

Some comments noted unevenness in quality of service:

- “Some referees are better than others in terms of knowledge”

- “It does depend on who is working at the desk. I’ve had some helpful and not at all helpful assistance.”
- “Some staff... are not very helpful and are... unapproachable... and uneager to help.”
- “They always seem irritated to see you”
- “A wide variation among the reference librarians”

Q. 24: Please rate the quality of the following online services or features (book renewal, ILL, Melvyl Request, electronic reserves, email reference, access to library information).

Half to three-quarters of respondents had no opinion of online services listed with the exception of Melvyl Request (90% excellent/good) and Access to Library Information (60% excellent/good).

Q. 25: If live online reference service such as chat was available to you 24 hours a day, 7 days a week, would you make use of this service?

	Percent
Weekly or more often	9
Monthly	14
Quarterly	26
Once a year or less	23
Not at all	28

Q. 26: If you use the Internet for research, how often do you find information using the following methods?

- Three-quarters of the respondents indicated they used search engines such as Yahoo monthly, weekly, or more often.
- Half of the respondents say they use UC Davis library web pages, go directly to electronic journals, go directly to bookmarked sites, or surf from links on known websites monthly, weekly, or more often.
- Several comments mentioned CDL, Melvyl, and other databases.

Q. 27: How satisfied are you with UC Davis library services overall?

Overall satisfaction is very high:

	Percent
Highly satisfied	32
Satisfied	62
No opinion	2
Dissatisfied	4
Very dissatisfied	<1

Q. 28: Additional comments on library services.

Close to 200 respondents provided detailed comments in this section of the survey. Selected responses are quoted below. Several themes on areas of improvement were repeated: increase the number of electronic journals, improve remote access to electronic resources for non-UCD IP addresses, extend evening/weekend hours, extend ILL service hours, improve unevenness of reference service quality, improve self-service copiers, improve reserve desk service quality, improve reshelving time for journals, improve/expand 24-hour reading room, replace out-of-focus monitors in HSL and H/SS, increase number of computers at HSL.

- “I would say I was highly satisfied but simply can’t keep up with the constant changes in services, formats, sources, etc. It seems to me you could do a better job of informing people of these changes or introducing/teaching the use of new systems.”
- “There are very few locations in the library that are sufficiently lit and quiet enough to serve as proper study spaces.” [Shields]
- “Need more access to journal articles online (i.e., more subscriptions).”
- “I am half-satisfied with UCD libraries. The collections are excellent, the NRLF system is efficient, and the Shields library is conveniently organized. Online access to the CDL is excellent as well. My largest disappointment is the limited hours that the Shields library is open.”
- “It is difficult for graduate students to find enough time during the week to do all the research they need to do. It would be extremely helpful to have extended hours (especially early morning) on the weekends.”

June 20, 2000
 AUR Committee
 UCD General Library

If you would prefer to fill out this survey online, please go to the UC Davis Library home page at:



UC Davis General Library

<http://www.lib.ucdavis.edu>

Survey of Library Services, Spring 2000

This survey is being conducted by the UC Davis General Library to study user satisfaction with library services. Your cooperation will enhance our understanding of your needs and help us to serve you better. Your response will be kept confidential. Please return the completed survey to any library service desk, or fold and return to Shields Library Administration Office by May 26, 2000. Thank you.

1. Please select your status/affiliation:

- UCD undergraduate student
- UCD graduate student
- UCD academic/staff
- UCD Medical Center academic/staff
- Non-UCD

2. What is your department /major /area of interest? _____

3. For how many years have you been affiliated with UC Davis?

- 0-2 years
- 3-4 years
- 5-10 years
- 10+ years
- I am not affiliated with UC Davis.

4. Have you used the UC Davis libraries this year?

- Yes
- No

If you have not used the UC Davis libraries this year, please state the reasons why in the space below. You may complete the remainder of the survey or stop here and return your survey in the envelope provided. Thank you.

5. How do you use the UC Davis libraries? Please mark the frequency for each type of use.

	<i>Once a week or more</i>	<i>At least once a month</i>	<i>Several times a year</i>	<i>Once a year or less</i>
Visit libraries in person:				
Peter J. Shields Library	1	2	3	4
Physical Sciences & Engineering Library	1	2	3	4
Agricultural and Resource Economics Lib.	1	2	3	4
Carlson Health Sciences Library	1	2	3	4
UCDMC Library	1	2	3	4
Use office computer to find library resources	1	2	3	4
Use home computer to find library resources	1	2	3	4
Use email or Web to communicate with library	1	2	3	4
Have someone else do library work for me	1	2	3	4
Use telephone to communicate with library	1	2	3	4

6. If you visit the libraries in person, please mark the frequency for each type of use. If you do not visit the libraries in person, please go to question 9.

	<i>Once a week or more</i>	<i>At least once a month</i>	<i>Several times a year</i>	<i>Once a year or less</i>
Look for a journal article	1	2	3	4
Look for a book	1	2	3	4
Look for other material (microforms, maps, etc.)	1	2	3	4
Review newly arrived items	1	2	3	4
Consult with library staff	1	2	3	4
Check out/renew/recall library materials	1	2	3	4
Photocopy library materials	1	2	3	4
Use library computers (search catalog/databases)	1	2	3	4
Use Interlibrary Loan	1	2	3	4
Use Document Delivery	1	2	3	4
Use as a place to do work	1	2	3	4
Browse the shelves	1	2	3	4
Other: _____	1	2	3	4

7. For the library you use most often, please rate the quality of the following services or features provided in person:

Access Services	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>No Opinion</i>
Book checkout, renewal	1	2	3	4	5
Availability of materials	1	2	3	4	5
Interlibrary Loan/Document Delivery	1	2	3	4	5
Reserve Services	1	2	3	4	5
Library tours	1	2	3	4	5

Facilities and Equipment

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>No Opinion</i>
Library computers (other than the computer lab)	1	2	3	4	5
Public photocopiers/printers	1	2	3	4	5
Internet connections for laptop computers	1	2	3	4	5
Study areas and seating	1	2	3	4	5
Signs and directional aids	1	2	3	4	5
Light, ventilation, temperature	1	2	3	4	5
24-hour study room (Shields)	1	2	3	4	5
Library hours	1	2	3	4	5
Access for patrons with disabilities	1	2	3	4	5
Security	1	2	3	4	5

Comments: _____

8. How important to you are the following library features during evenings and weekends?

	<i>Not important</i>	<i>Slightly important</i>	<i>Moderately important</i>	<i>Very important</i>	<i>No opinion</i>
Place to work	1	2	3	4	5
Reference assistance	1	2	3	4	5
Access to library computers	1	2	3	4	5
Access to computer lab	1	2	3	4	5
Material check out	1	2	3	4	5
Copy services	1	2	3	4	5
Access to print collections	1	2	3	4	5
Other: _____	1	2	3	4	5

9. How would you rate your confidence in your knowledge of library resources and services in your subject area?

- Very confident
- Somewhat confident
- Not confident at all

10. How do you learn about library resources and technology? Select all that apply.

- Library reference or information desks
- Library classes or tours
- Individual consultation with librarian
- I teach myself
- Colleagues or friends
- Library publications/handouts
- Campus publications
- Library website
- Other website: _____
- Other: _____

11. Are you aware that the library offers specialized instruction on information resources in your subject area?

- Yes
- No

12. If yes, have you used this service?

- Yes
- No

13. Do you have teaching responsibilities?

- Yes
- No *If you answered NO, please go to question 19.*

14. Do you give assignments to your students which require use of the library?

- Yes
- No

15. Have you ever required or suggested your students attend a library class?

- Required
- Suggested
- Not required or suggested

16. If your students have attended a library class, do you feel the class was useful?

- Yes
- No
- Comments: _____

17. If you have NOT required or suggested your students attend a library class, why not? Check all that apply:

- Course does not require research paper.
- I teach them about library resources myself.
- I do not believe library class content is adequate.
- No course time available.
- Students' workload is too full.
- Students are not interested.
- I did not know about library classes.
- Comments: _____

18. What type of library class would be most useful to your students? Select all that apply:

- General introduction to Melvyl/basic library resources
- Advanced subject- or resource-specific
- Updates on new or changed online resources
- Specialized information skills such as Internet site evaluation, dissertation research, bibliographic management
- How to deal with increased amount of information (electronic and/or print)
- Other: _____

19. Are you assigned work in class or elsewhere which requires use of the library?

- Yes
- No

20. How important to you are the following types of library assistance?

	<i>Not important</i>	<i>Slightly important</i>	<i>Moderately important</i>	<i>Very important</i>	<i>No opinion</i>
At public information/reference desks in the library?	1	2	3	4	5
By e-mail?	1	2	3	4	5
In a library class?	1	2	3	4	5
By telephone?	1	2	3	4	5
Other: _____	1	2	3	4	5

21. How useful to you are the following types of library classes:

	<i>Not useful</i>	<i>Slightly useful</i>	<i>Moderately useful</i>	<i>Very useful</i>	<i>No Opinion</i>
General introduction to Melvyl/basic library resources	1	2	3	4	5
Advanced subject- or resource-specific	1	2	3	4	5
Updates on new or changed online resources	1	2	3	4	5
Specialized information skills such as Internet site evaluation, dissertation research, bibliographic management	1	2	3	4	5
How to deal with increased amount of information (electronic and/or print)	1	2	3	4	5

22. How often do you use the following reference services?

	<i>Once a week or more</i>	<i>At least once a month</i>	<i>Several times a year</i>	<i>Once a year or less</i>	<i>Never used</i>
Information Desk (Shields first floor)	1	2	3	4	5
Government Information/Current Periodicals (Shields lower level)	1	2	3	4	5
Humanities/Social Sciences (Shields second floor)	1	2	3	4	5

	<i>Once a week or more</i>	<i>At least once a month</i>	<i>Several times a year</i>	<i>Once a year or less</i>	<i>Never used</i>
Biological/Agricultural Sciences (Shields third floor)	1	2	3	4	5
Special Collections (Shields)	1	2	3	4	5
Physical Sciences & Engineering Library	1	2	3	4	5
Agricultural and Resource Economics Library	1	2	3	4	5
Carlson Health Sciences Library	1	2	3	4	5
UCDMC Library	1	2	3	4	5

23. Please rate the quality of library reference service you use most frequently.

Select one:

- Shields Library Information Desk
- Government Information/Current Periodicals
- Humanities/Social Sciences
- Biological/Agricultural Sciences
- Special Collections
- Physical Sciences & Engineering Library
- Agricultural and Resource Economics Library
- Carlson Health Sciences Library
- UCD Medical Center Library

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>No Opinion</i>
Speed, efficiency of staff response	1	2	3	4	5
Usefulness of information received	1	2	3	4	5
Staff knowledge of resources and services	1	2	3	4	5
Staff friendliness, approachability	1	2	3	4	5
Comments: _____					

24. Please rate the quality of the following online services or features:

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>No opinion/ never used</i>
Book renewal	1	2	3	4	5
Interlibrary Loan/Document Delivery	1	2	3	4	5
Melvyl System Request	1	2	3	4	5
Electronic Reserves	1	2	3	4	5
E-mail Reference Service	1	2	3	4	5
Access to library information resources via library web pages	1	2	3	4	5

25. If live, online reference service such as chat were available to you 24 hours a day, 7 days a week, would you make use of this service?

- Weekly or more often
- Monthly
- Quarterly
- Once a year or less
- Not at all

26. If you use the Internet for research, how often do you find information using the following methods?

	<i>Once a week or more</i>	<i>At least once a month</i>	<i>Several times a year</i>	<i>Once a year or less</i>	<i>Never used</i>
Use UC Davis Library web pages	1	2	3	4	5
Go directly to electronic journals	1	2	3	4	5
Go directly to websites/ information resources I have previously bookmarked	1	2	3	4	5
Go to websites recommended by colleagues or friends	1	2	3	4	5
Use search engines such as Yahoo, Excite, Lycos, etc.	1	2	3	4	5
Explore/surf from links on known or recommended sites	1	2	3	4	5
Other: _____	1	2	3	4	5

27. How satisfied are you with UC Davis library service overall?

- Highly satisfied
- Satisfied
- No opinion
- Dissatisfied
- Very dissatisfied

28. Additional comments on library services:

Thank you for taking the time to fill out this survey. Please return by May 26, 2000 to any library service desk or fold and mail to Shields Library, Administration Office (address is printed on the back of the survey).

UC Davis General Library welcomes additional comments or suggestions for enhancing library services. Please send your comments to Jennifer Sweeney (jksweeney@ucdavis.edu) or George Bynon (gebynon@ucdavis.edu), telephone 752-5819.