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WWU Library Study, Fall, 1996: Faculty & Returning Students, an Executive Summary

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WWU Library Study, Fall, 1996: Faculty and Returning Students —An Executive Summary—

INTRODUCTION

At the request of the new University Librarian, Western's Office of Survey Research and Office of Institutional Assessment and Testing (OIAT) worked with the Library's faculty and staff to conduct a series of surveys focusing on library resources and services. These surveys were intended to provide a base of information to help guide an in-depth assessment and planning effort aimed at improving Western's library. During fall quarter, 1996, surveys were conducted of faculty, administration/staff, returning undergraduates with more than 120 credits, returning graduate students, newly entering undergraduate and graduate students, the library faculty and staff, and community library users.

This issue of Focus is an executive summary of the findings from the surveys of faculty and returning students. Full technical reports for these studies are also available through the Office of Institutional Assessment and Testing. It should be noted, too, that:

One: Although Western's library system includes some satellite holdings, the largest being the music library, the great majority of use is of Wilson Library. For convenience of expression, this report adopts the convention of referring to "the library" while recognizing the existence of plural holdings.

Two: This report is intended to provide information as background to strategic planning efforts by the library staff, faculty, and administration of Western. This creates a natural division of labor between this report and the planning bodies that will use it. This report provides concrete empirical observations with little comment, and planning bodies will interpret these and other observations within the WWU context, as a basis for planning recommendations. With this in mind, this report is written with a minimum of interpretation or discussion.

OFFICE OF INSTITUTIONAL
ASSESSMENT AND TESTING

WESTERN
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SURVEY RESEARCH

FACULTY

A total of 272 faculty members completed the survey—156 tenured, 51 tenure-track and 65 others. Tenured and tenure-track faculty influenced the findings somewhat disproportionately, although since these groups represent the long-term core of the faculty, that weighting seemed appropriate.

FINDINGS

FACULTY USE OF THE LIBRARY

Faculty use of the library was high, with library collections receiving most use (41.0% at least once a week), and accessing on-line databases from *outside* the library via office or home computers receiving second-most use (40.6% at least once a week). Accessing on-line databases via computers *within* the library was considerably less popular (23.3% at least once a week)

Faculty use of libraries other than Western's varied. A few (5.4%) made relatively intensive use of other libraries (at least three-six times per quarter), but used Western's library less often than twice per quarter. Many more (46.6%) made relatively intensive use of Western's library while visiting others less than twice per quarter. And one-third (34.2%) used both Western's library and other libraries at least three to six times per quarter.

Only 13.9% of faculty used neither Western's library nor other libraries more often than twice a quarter. These faculty reported making more use than others of their own purchased collections for teaching preparations, although some appeared simply to be infrequent users.

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Faculty were asked in how many courses per year they made each of three types of library-dependent assignments. Most (61.4%) assigned at least one "exercise in using the resources in Western's libraries," with 24.2% making such assignments in at least four separate courses per year. Many more (81.7%) assigned "Term papers requiring extensive library research" in at least one course per year, and even more (88.3%) made "other assignments requiring use of the library" in at least one class

Combined figures indicated that only 4.7% of Western professors taught courses making no use of the library, while 29.3% made at least two library assignments in at least five different courses during the year. In addition, 52.5% of faculty directed, on a per-year average, at least two Master's theses, undergraduate honors theses, or independent term papers requiring extensive library research, with 24.8% directing 3-5, 13.1% directing 6-10, and 16.0% directing 11 or more.

* * *

Computerized reference databases have had a great impact on library use. Faculty were asked to list up to three databases they used via the library's network, and up to three "stand-alones"—i.e., available only through the library

Given the diversity of disciplines and specialties, many different databases were used, though the seven most frequently used were on the network, which may mean: a) the library has done a good job of putting the most used resources on-line, or b) on-line availability drives faculty use.

Yet overall use of databases was surprisingly sparse, with little more than half of faculty (52.3%) indicating any use at all. Only 38.2% actually listed a database they used by name; with 24.0% listing two or more databases, and 11.6% listing three or more.

The surprisingly low use of electronic databases may represent a preference for more traditional search methods. The survey did not probe that option specifically, but it was noted that faculty who had been at Western longer used these databases less often, though the difference was not great.

Another reason for the low use of electronic databases might have been that many faculty draw extensively on privately-owned materials for their research. Over one quarter (27.5%) of faculty reported that two-fifths of their research materials were their own and only one-fifth accessed through Western's library.

The issue of where Western professors got their print and media resources for "research, course preparation, and personal leisure" was approached directly by asking what percent came from Western's library, Western's Interlibrary Loan (ILL), other libraries, the Internet, or their own purchases. The Internet constitutes about 5% of the average use for each of the three purposes: research, teaching, and leisure. Other resources vary by purpose.

For *research*, the average percent that faculty drew from Western's main library was 30.6%; from departmental collections, 5.5%; from private libraries, 28.4%; through Interlibrary Loan,18.0%; and from other libraries 10.5%. For *teaching preparation*, the average percent that faculty drew from Western's main library was 30.5%; from departmental collections, 7.0%; from private libraries, 39.1%; through Interlibrary Loan, 9.0%; and from other libraries 4.2%.

For *leisure*, the average percent that faculty drew from Western's main library was 11.0%; from departmental collections, 1.9%; from private purchase/rental, 56.4%; through Interlibrary Loan, 2.2%; and from other libraries 15.7%.

Faculty were also asked if electronic databases "meet your needs at this time." On the whole, evaluations were quite high, with 38.4% of all ratings excellent, 43.4% good, 13.1% fair, and 5.0% poor.

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Computer access to library systems is, of course, dependent upon users having access to a computer linked to the Library Information System (LIS), and at Western most faculty (76.2%) do have computer access to the LIS from their office computers. Of the 13.3% □□without library access and the 10.5% without computers, most were temporary or part-time faculty. Among tenured and tenure-track faculty, only 3.0% reported having no office computer and another 11.1% reported their office computers were not networked to the LIS.

LIS access from a home computer was less common than from offices, but not rare. While 13.9% reported having no home computer and 43.8% reported home computers

without access to the LIS, 42.2% did have computer access to the LIS from home. These figures were about the same for tenured, tenure-track and other faculty.

Faculty were also asked how often they use computers—at home or office—to access the LIS and to access the Internet/World Wide Web. Responses were, of course, influenced by the availability of computer facilities. Two-thirds of faculty (66.3%) connect to the Internet at least 2-4 times per week, with all but 13.5% connecting at least occasionally. While connection to the LIS was less frequent, 49.6% said they connect at least once per week and 75.0% at least occasionally.

Asked to identify their best source of information concerning the library, 23.9% indicated library personnel/signage/handouts; 21.3% library publications; 18.9% campus publications (e.g. FAST); 17.6% on-line access (e.g., library home page), and 15.6% personal contact/word of mouth. The fact that all these sources were best for at least 15% and that none predominated indicates the variety of mechanisms through which faculty learn about the library and also the relative informality of the information system.

FACULTY EVALUATIONS OF THE LIBRARY

The survey asked whether three broad aspects of the library—collections, services, and electronic resources—were excellent, satisfactory, or unsatisfactory in meeting the needs of faculty and of students. Results showed quite high satisfaction with services, moderately high satisfaction with electronic resources, and considerable dissatisfaction with collections. In all cases, the majority rated the library "satisfactory." However, ratings of "excellent" outnumber those of "unsatisfactory" by a ratio of 9 to 1 in the case of services, while the "unsatisfactory" ratings outnumber the "excellent" ratings by 7 to 1 in the case of collections.(See Figures 1a and 1b.)

Figure 1: Faculty evaluate library's suport of faculty and student needs in three areas
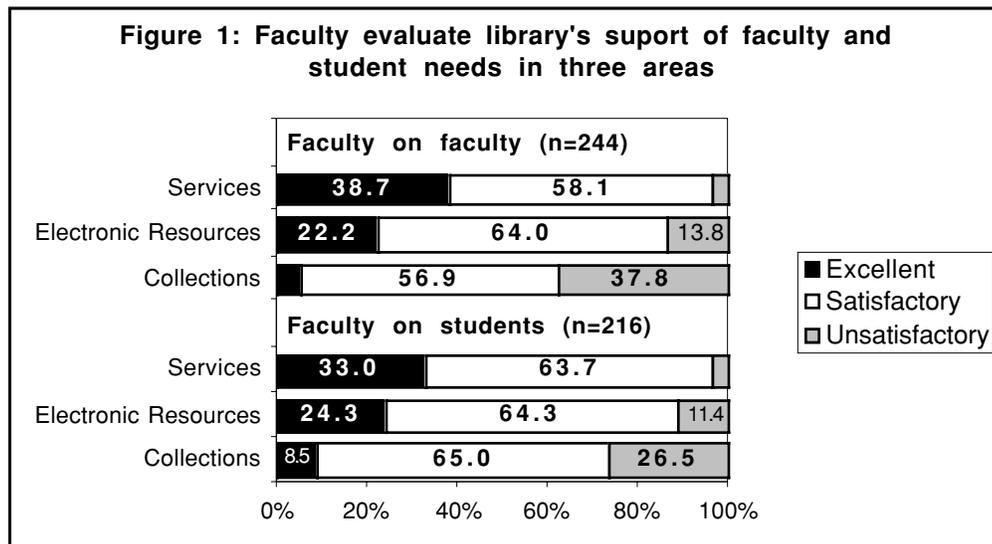
There were a considerable number of "don't know" responses, which were valuable to review in themselves. More than half of faculty felt unable to evaluate microforms (57.4%) and non-print media (52.0%), and more than one-third felt unable to evaluate primary sources (32.3%). These figures no doubt reflect the types of materials used by

various disciplines. Findings of greater importance, perhaps, were that 24.9% felt unable to evaluate computer access to other universities and 17.5% could not evaluate computerized databases in the library. "Don't know" responses were uniformly higher among non-tenured and tenure-track faculty.

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Faculty were asked to "evaluate how well each of the following resources and services meet the needs of students majoring *in your field*." Generally, faculty ratings of the library's value for students ran nearly parallel to ratings of the library's value for themselves. In most cases where the same item was rated for both constituencies, responses indicated no difference or slightly higher evaluations for meeting students' needs—with exceptions. For one, primary sources, the difference was considerable, with student needs seen as met more fully; for another, Interlibrary Loan, students needs are seen as being met considerably less well.

Finally, faculty were asked for overall summary evaluations of "how well Western's library resources support student efforts in two areas: completion of well-documented undergraduate research papers, and completion of acceptable Master's theses." Satisfaction was moderate for undergraduate papers and low for graduate theses. For undergraduates, the modal (most common) response was "good." For graduates the modal response was "fair."

As would be expected, many faculty, 41.0%, responded "Don't Know or Not Applicable," for Master's theses. More surprisingly, 21.2% gave the same response for undergraduate papers, though this response could be mitigated by accounting for faculty seniority—less time at Western resulted in more "don't knows."
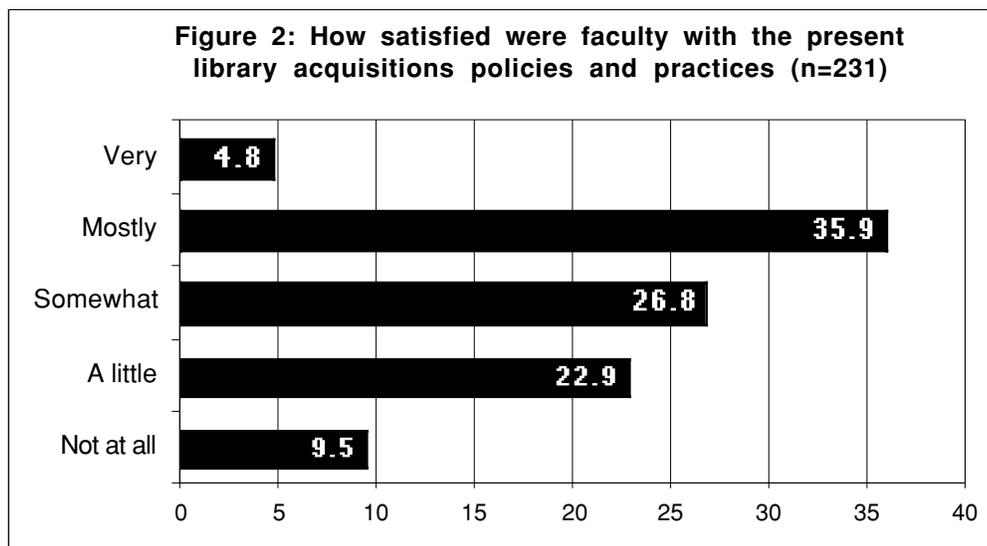
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The greatest danger to the interpretation of the findings reported above would be that some group might have very different perceptions than others, thus skewing the total results. Therefore, analysis was performed by rank (tenured, tenure-tracked, and others) and time at Western (regardless of rank) and indicated that, aside from the fact that "others" gave more "don't know" responses than tenured and tenure-track faculty, responses were highly similar. There were no statistically significant differences, and only a few patterned differences, noted below.

•	Tenure-track faculty gave lower evaluations than both tenured and "other" faculty, with the latter two groups approximately equal. (Perhaps tenure-track faculty feel the most urgent need for library resources and are therefore most critical of them.)

•	Tenure-track faculty gave lower evaluations to journal and book collections and tenured faculty give higher evaluations to the LIS. Further analysis shows that the latter finding results from tenured faculty having been at Western longer, which may make them especially appreciative of the recent catalog changes.

•	Tenure-track faculty gave lower evaluations than tenured or other faculty for the overall evaluation of library support for student papers.

Analysis of rank, therefore, found that the particular group most critical of the library were the tenure-track group, with newer arrivals most critical.

Faculty Recommendations Concerning Various Policies under Consideration for the Library.

Over recent years, the most heated debates concerning library policy have been over the distribution of acquisitions. Not surprisingly, therefore, faculty express marked dissatisfaction with "the present acquisitions policies and practices." Findings indicated 4.8% of faculty were "very" satisfied, 35.9% "mostly" satisfied, 26.8% "somewhat" satisfied, 22.9% "a little" satisfied, and 9.5% "not at all" satisfied. (See Figure 2.)

Figure 2: How satisfied were faculty with the present library acquisitions policies and practices (n=231)

Satisfaction	Percent
Very	4.8
Mostly	35.9
Somewhat	26.8
A little	22.9
Not at all	9.5

Faculty were asked which of five areas should be highest priority for expansion, "bearing in mind the realities of limited funding." Expanding journal collections was seen as "essential" or "very important" by 75.0% of the faculty, followed by: interlibrary loan/ document delivery, 69.6%; computerized resources, 69.1%; personnel and services, 48.1%; and monograph collections, 42,2%. Caution must, of course, be used in the interpretation of such figures. Monograph collections, for instance, were given high priority for expansion among humanities departments, but lower than average priority among math/natural sciences.

Faculty showed moderate support for various areas of expanded service by the library, with greatest support for direct research assistance and training in the use of library resources (53.2%)—though it should be kept in mind that the question asked about the value of *expanding* library roles. The perception that expansion would not be valuable could mean that the present level is satisfactory or that the activity in question is not of great enough to value to expand.

Nearly all faculty placed great value on the library faculty's role in selecting, acquiring, analyzing, and organizing collections (96.0%). Serving as liaison between the library and departments or colleges was also seen as valuable (84.7%).

A majority of faculty viewed favorably shelving by call number (60.6%), but few favored integrated shelving (9.0%). Over half the faculty (54.7%) had no opinion as to whether or not the acquisitions formula should be revised, presumably having no knowledge about it. Of those who did have an opinion, thirteen times as many favor as oppose revision.

Returning Students

FOR THIS STUDY, returning students were defined as having been enrolled at Western both in Fall, 1996, when data were collected, and in the previous Spring quarter. Nearly all had been at Western at least one full academic year. The sample of returning students was separated into three strata, sampled at disproportionate rates: graduate students, upper-division students (120 credits or more), and lower-division students (fewer than 120 credits).

•   All 431 returning graduate students were included in the sample because of their limited numbers and because the library is particularly important to them. A total of 263 responded, for a response rate of 61.0%.

•   Essentially all upper-division students are in their major and therefore likely to draw more heavily on library resources than lower-division students. Surveys were mailed to 1700 upper-division students and 832 responded, for a response rate of 48.9%.

•   Lower-division students were important to include in an assessment of library use patterns, but would not be as experienced with the library as upper division students, therefore were a smaller sample. This group received only a subset of questions, and fewer follow-ups. As a result only 173 (28.8%) of the 600 lower division students in the sample responded. Survey and sampling bias is likely to overstate slightly library use among this group.

FINDINGS

Figures reported for returning students overall were weighted to reflect accurately the composition of all returning students at Western in Fall, 1996. Figures reported for separate strata of returning students were based on unweighted data.

OVERALL USE OF THE LIBRARY

Returning students were asked how often they used the library for any purpose during their last full quarter of enrollment, Spring, 1996. Although students would be expected to bias their responses somewhat upward—because it is normative to use the library often—the findings nonetheless indicated quite high library use: 48.8% reported using the library at least twice a week and 19.9% reported using it about once a week. At the other extreme, 12.5% reported using the library four times or less, with 1.7% of those not using it at all.

Needless to say, library use was greater at more advanced levels, graduate students and upper-division undergraduates. Combined figures obscure these differences but also provide the best estimate of total library use and satisfaction by all returning students.

An intriguing finding was that students made more frequent use of the library for individual study than to access library holdings: while only 36.8% accessed library materials weekly, 54.7% studied in the library weekly. (Previous surveys have indicated that off-campus residents are particularly likely to use the library to study between classes.) Group study was much less frequent—10.7% weekly—but common enough to be a factor in library facilities planning.

The frequency of reported use of the Library Information System (LIS) varied widely: 13.2% indicated more than twice a week, while 10.2% indicated never. On the other

hand, though 75.6% of students reported owning a computer and 63.0% reported accessing the world wide web at least weekly, only 20.0% accessed the LIS from outside the library.

While overall use of the library differed only slightly among graduates, upper-division students and lower-division students, reasons for use varied considerably. Graduates used library materials more often (56.3% at least weekly, compared to 39.9% for upper-division and 27.7% for lower-division students), but were less likely to use the library for study (34.6% studied in the library at least weekly, compared to 54.6% of upper-division and 58.7% of lower-division students).

AWARENESS, USE, AND PERCEPTIONS OF SPECIFIC SERVICES

For the most basic library elements awareness was high: Library Information System (93.9% were aware); reference services (92.0%); the copy center (91.2%) and microfilm/microfiche facilities (93.4%). On the other hand, for facilities as basic as the LIS, any lack of awareness is less than ideal.

Awareness decreased in areas such as computerized reference databases (86.2% were aware); government documents (82.3%), and interlibrary loan (77.6%). Yet awareness of such services increased at the point when coursework demanded it. Graduates, for example, were much more aware of Interlibrary Loan (97.9%), than were upper-division (82.1%) or lower-division (66.5%) students. Figures were similar for reference databases (94.5%, 89.5%, and 79.2%, respectively). The pattern was similar but less extreme for government documents.

Use of these same research tools was also very different by class standing: 48.4% of graduates used interlibrary loan, as compared to 16.2% of upper-division students and 7.2% of lower-division students. For computerized reference databases, the corresponding figures are 80.8%, 64.3%, and 45.2%.

Student satisfaction with the "availability and ease of use" of services was generally high and consistent—for example: LIS (82.6% excellent or good); course reserves (85.3%); references services (80.5%), and reference databases (76.9%). The only widely-used facility with rather low satisfaction was microfilm/fiche facility (59.3%).

While use patterns differed widely by class standing, satisfaction levels did not. In no case was there a substantial difference in satisfaction with services, and even marginal differences occurred infrequently. This may suggest that instruction in how to use services is less at issue than creating opportunities for students to be introduced to their use.

COURSE ASSIGNMENTS USING THE LIBRARY

Students were asked how many papers requiring library use were assigned them during spring quarter, 1996. At least one paper requiring extensive library research was assigned to 55.3% of students, with 15.5% having three or more such papers assigned. At least one paper requiring "some" library research was assigned to 75.9% of students, and 56.6% had an assignment other than a paper that required library research. Cumulating the numbers, only 13.5% of the sample received no assignments that required library work. Half of these (7.8%) had no paper assignments of any kind. At the other extreme, 30.9% reported having received library assignments of all three kinds.

As would be expected, graduate students—including those finishing theses and taking no classes—were the most likely to report assignments that required extensive library research (73.5% of graduate students versus 59.8% of upper-division and 44.6% of lower-division students). Regarding assignments making less intensive use of the library, there was no difference by class standing.

ACTIVITIES AS PART OF A RESEARCH PAPER

Students were asked to "think about the most recent intensive library research assignment you completed at Western. For that particular project, did you engage in any activity listed below, and if so, how valuable was it?" Nearly all (91.9%) consulted the on-line catalog, a practice followed equally by students at all levels. The importance of an effective LIS is shown by the fact that the facility used second-most often, consultation with a reference database, was a distant second (69.9%)

Many students also asked librarians for help (68.3%), browsed library shelves (68.0%), or asked professors for guidance (60.4%). Librarians and, in particular, professors were consulted more frequently as students progressed through levels of education. Browsing stacks, on the other hand, was as common for younger as for more advanced students.

Searching the World Wide Web and visiting libraries other than Western's were steps taken more often by advanced students: 52.5% of graduate students visited other libraries versus 43.3% of upper-division and only 27.7% of lower-division students. Figures for exploring the Web were similar.

Graduates were also more likely to request materials through Inter-Library Loan (45.5% of graduate students versus only 15.0% of upper-division and 5.0% of lower-division students), but less likely to consult other students (23.3% of graduates versus 31.6% of upper-division and 37.0% of lower-division students).

The developmental sequence suggested by these findings is that advanced students move away from asking peers, and towards asking experts; they rely less on browsing the shelves and consulting the LIS, and rely more on searching reference databases, and reaching out for additional resources through ILL and visiting other libraries.

Satisfaction levels with research techniques roughly supported the developmental sequence above. While satisfaction was fairly equal across class standing for several measures, graduates were more satisfied with their experience with ILL and with visiting other libraries, and somewhat more satisfied with their experience with reference databases.

The research technique used most often, consulting the on-line catalog, also proved the most consistently valuable to students: 86.2% indicated "very" or "moderately" valuable. Also considered valuable were consulting librarians (79.4% "very" or "moderately"), databases (78.6%), and professors (76.0%).

Although most students found value in visiting another library, a substantial minority, almost all undergraduates, said the experience was "not at all" valuable. Some, primarily graduates, found ILL very valuable (35.6%), but a substantial number also found it "not at all" valuable (32.7%).

The two research methods least focused and reliant on expertise or technology—browsing the stacks and consulting other students—also were least likely to be valuable.

COMPUTERIZED REFERENCE DATABASES: AWARENESS, USE, AND SATISFACTION

One of the most rapidly expanding and powerful technologies, and also one that adds considerably to library acquisition costs, is the set of computerized reference databases available for most fields. Students were asked which databases they were aware of and which they used, and, among users, their satisfaction levels.

Networked databases are more accessible than those on stand-alone machines, and while the library has attempted to place databases with the highest demand on the network, accessibility also influences use. For example, all eleven most-often used databases were on the network. Of the eight next most often used, half were on the network. Of the 17 least often used, only two were on the network.

Graduate students and upper-division students used an average of 3.6 different databases, while lower division students averaged only 2.0 databases. In addition, more databases might have been accessed by users whose fields did not offer a single focused database or where many different databases were applicable.

Satisfaction levels ran the gamut, but were relatively unaffected by class level or major. It is likely that students assessed their databases without great knowledge of the alternatives and adjusted satisfaction to their expectations.

REMOTE ACCESS

Increasingly, library materials can be searched and even accessed from home or office. Students were asked "if either were possible, would you prefer to do your research in the library, or to search for materials from home via computer?" While more preferred to do their research in the library (35.5%) than to search for materials from home (21.8%), the highest percentage of respondents indicated some of each (42.7%).

For 24.4% of returning students, library search from home is not possible because they have no access to a home computer. Among students with home computers, 30.4% still preferred to work entirely or primarily in the library (possibly influenced by whether they had internet access or not), compared to 51.9% of students without a home computer.

Yet via Western's computer labs, all students have potential access to computers. To get a picture of the potential for remote use of library materials, students were asked "how often do you use a computer, either at home or in campus labs, for a) access to the Internet/ World Wide Web, and b) all other uses." Daily use of a computer was indicated by 39.6% of students. Use of a computer at least once a week was indicated by 85.3% of students, with 14.7% indicating only occasional or rare use. Daily access to the internet/World Wide Web was indicated by 26.7% of students. Access to the web at least once a week was indicated by 63.2% of students, with 36.8% indicating only occasional or rare use.
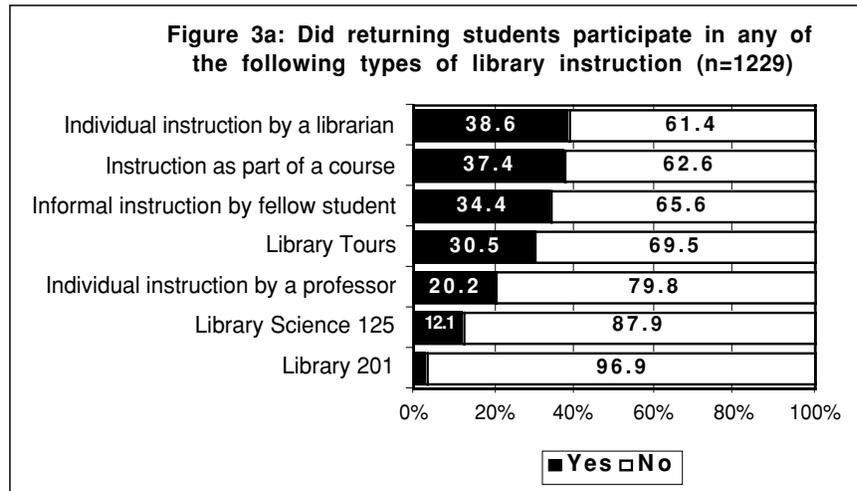
Yet these figures are much higher than they would have been only a few years ago, and no doubt indicate the potential for nearly universal remote access in the near future if Western wishes to move in that direction.

INSTRUCTION IN USE OF THE LIBRARY

When we asked students "how valuable would additional library instruction be to you?" a remarkable range of responses was found, with roughly the same proportion saying very (24.7%), moderately (21.5%), and somewhat (31.0%) satisfied, and a substantial number also saying not at all (11.8%). Not surprisingly, figures were affected by class stand-
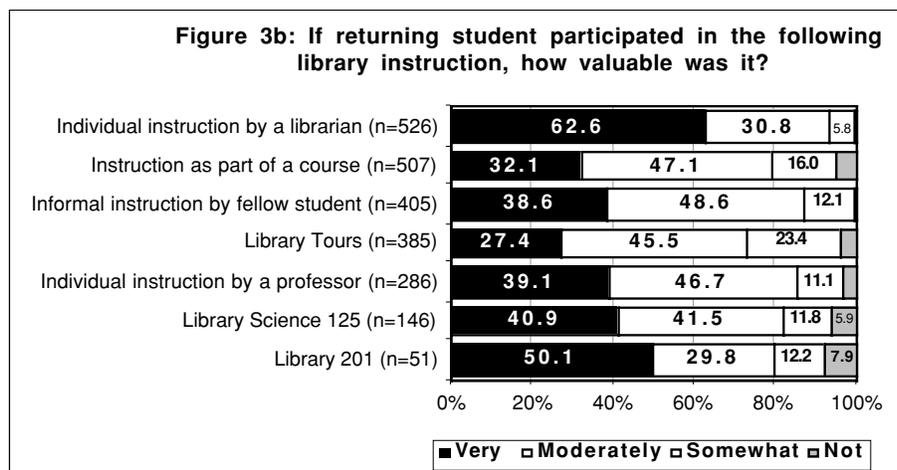
ing, with 60.8% of lower-division students and 56.7% of upper-division students, but only 40.0% of graduates responding very or moderately" satisfied. Even so, a substantial portion of students at all levels apparently felt some gap in their library education.

Students were asked if they had ever participated in each of seven types of library instruction. (See Figure 3a.) The three most popular were 1) individual instruction by a librarian, 38.6%; 2) instruction as part of a course, 37.4%; and 3) informal instruction by a fellow student

Figure 3a: Did returning students participate in any of the following types of library instruction (n=1229)

Type	Yes	No
Individual instruction by a librarian	38.6	61.4
Instruction as part of a course	37.4	62.6
Informal instruction by fellow student	34.4	65.6
Library Tours	30.5	69.5
Individual instruction by a professor	20.2	79.8
Library Science 125	12.1	87.9
Library 201		96.9

Cumulating these seven sources of instruction, 27.7% of students had no instruction, and 25.1% experienced only one source of instruction. Assuming that perhaps only one-third of these cases resulted in extensive, systematic instruction, with the others addressing some specific need, estimates are that about 36% of all returning students received next to nothing by way of instruction in the use of the library while at Western.

If they had used any of the types of instruction, students were asked how valuable each was (see Figure 3b.) Receiving the highest percentages of "very" valuable responses were individual instruction by a librarian (62.6%), Library 201 (50.1%), and Library Science 125 (40.9%). Interestingly, Library 201 and Library Science 125 also received the highest percentages of "not" valuable responses (7.9% and 5.9% respectively). Satisfaction figures for these classes were, however, less reliable than others because of the small number of students involved.

Figure 3b: If returning student participated in the following library instruction, how valuable was it?

Type	Very	Moderately	Somewhat	Not
Individual instruction by a librarian (n=526)	62.6	30.8	5.8	
Instruction as part of a course (n=507)	32.1	47.1	16.0	
Informal instruction by fellow student (n=405)	38.6	48.6	12.1	
Library Tours (n=385)	27.4	45.5	23.4	
Individual instruction by a professor (n=286)	39.1	46.7	11.1	
Library Science 125 (n=146)	40.9	41.5	11.8	5.9
Library 201 (n=51)	50.1	29.8	12.2	7.9

Overall Satisfaction with Western's Library

Students were asked to "evaluate the library resources overall, in your major field" and with four broad aspects of the library. Also, two reputational questions were asked: "How do the professors you interact with evaluate the Western library?" and "How do the students you interact with evaluate the Western library?"

Overall evaluation of resources in students' fields was weak, with approximately even percentages saying "good" and "fair" and more than twice as many saying "poor" as "excellent." It was interesting that this mix of evaluations was essentially identical among graduate students, upper-division students, and lower division students.

Students' overall satisfaction with four aspects of the library indicated quite high satisfaction with services from library employees and Library Information System (on-line catalog and databases), but lower satisfaction with library hours of operation and library collections (books, journals, music, documents, videos, etc.). The only one of these areas with a large proportion responding "not satisfied" was hours of operation, which has been addressed in greater detail in a previous OIAT report.

By class level, no differences were found for satisfaction with the LIS or with service by library personnel, but about twice as many graduates (26.1%) as lower-division students (13.6%) were "not" satisfied with hours of operations, and four times as many graduates (21.0%) as lower-division students (5.0%) were "not" satisfied with library collections.

Students' reports of others' perceptions varied widely by class standing, with reported satisfaction lowest among graduates and highest among lower-division students. For perceived evaluations by both professors and other students, graduates were more than twice as likely as lower-division students to see the library as "weak, not for serious research" and less than half as likely to see it as "strong, a good place for research." Upper-division student responses fell somewhere in-between, though closer to those of graduates.