Graduate Student Survey Regarding Library Services

December 23, 2013

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Chief Librarian

Prepared and Submitted by:
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Executive Summary
The Marvin K. Peterson Library within the University of New Haven serves as a center for knowledge growth and resources to students in order to facilitate their success. The Marvin K. Peterson Library, henceforth known as the UNH Library, has implemented new accommodations for students within the past few years. The UNH Library has extended its hours and is now open 24/7. There are now 71 Desktop computers, 6 new iMacs, 48 laptops, 4 black and white printers and 1 color printer. Group study rooms, quiet study floor, inter-library loan services, online research databases, digital collections, e-journals, e-books and workshops are offered for students/faculty use. Available knowledgeable staff provides aid whenever necessary to students.

With such great amenities, incoming graduate students need to be informed in an efficient manner. Oftentimes, there may be a sense of detachment for graduate students to the University of New Haven as housing is not available. Graduate students can have a limited knowledge of what is offered through the UNH Library as they spend very little time on campus. Chief Librarian, Hanko Dobi, has requested a needs assessment on the techniques of informing new graduate students to the services of the library. The purpose of this evaluation is to understand how the library can utilize different methods of attracting new and current graduate students to the UNH library. Research findings can help pinpoint ideas as to how to increase student awareness of the services offered by the library. With these goals in mind, the results of the evaluation will be used to modify the presentation for the next graduate student orientation.

The method of data collection will be based on one survey distributed to graduate students by the University of New Haven email system. In addition, Baseline, a new computer system, will be incorporated to analyze responses from students.
Overall, the results indicate a disconnection between awareness of graduate students with the amenities offered by the UNH Library. During the student orientation, it was suggested that students watch the video walk-through on their own time. However, a majority did not watch the video and were unaware of the links for new students. Technology is a better method of communication with graduate students due to time constraints, family obligations, and housing distance from campus. Students were not aware of the library’s Twitter page, but are interested in “following” the library for updates. Students were unaware of workshops within the library, but the results indicated they would watch the workshops online or through YouTube. This demonstrates that students are willing to participate on their own time to improve their knowledge regarding library resources.

Thus, it would be wise for the library to incorporate technology as a means of connection with graduate students. Graduate students access Blackboard, their email, and the UNH website frequently. Online videos of workshops and explanations of resources would be greatly appreciated. It is important to heed to the needs of graduate students, as many of their programs are research based. Graduate students have to be advised of the services offered to aid in their successful career at the University of New Haven.
Introduction

Chief Librarian, Hanko Dobi, requested a needs assessment to ascertain the most effective way to communicate to incoming graduate students the resources offered through the UNH Library. It is required that all graduate students attend an orientation that is held a few days before the Fall trimester begins. Hanko Dobi was limited to fifteen minutes to attract students to the library and its webpage. During this time, a pamphlet was passed out to students with a description of resources. A quick tour of the library homepage was provided as well. Hanko Dobi suggested for students to view the video-tour of the library on their own as the presentation time was limited. By speaking with students, many revealed that they haven’t been to the library or the website, despite the fact that it was suggested to them.

Past evaluations focused on assessing the library as a whole institution. Evaluations were focused on the space of the library, the knowledge of the staff and the technology itself. The evaluations have been effective as longer library hours, new computers and a new scanner resulted. From the Spring 2010 evaluation, it was determined that students are lacking in literacy knowledge. The UNH library promotes itself as being able to provide “information literacy” and a pathway to “high quality information resources.” Thus, if students are unaware of these services or utilizing them incorrectly, the UNH library is not truly fulfilling its purpose.

Past evaluations are similar to this needs assessment as ultimately the goal is to fulfill the mission and values of the UNH library. An aspect of the vision of the UNH library is as follows, “To serve as the primary center for individual and collaborative study, enrichment programs, the formal and informal exchange of ideas; provide for the information needs of a diverse and global UNH Community by fully engaging with emerging and mobile technologies.” The UNH library has many new resources and has invested in
new computers for students to utilize. With this technology, it is possible to connect with students in a different manner. This evaluation can distinguish the reasoning behind the lack of involvement of graduate students’ with the library and how to improve the relationship. The key questions of this study are:

- How can the library representative utilize the allocated presentation time at orientation most effectively?
- How do graduate students want to be introduced to the library?
- Are graduate students aware of electronic resources and research tools?
- Are graduate students willing to participate to improve their experience at the UNH library?
- Should the UNH library rely more on technology as a means of connection with students?

Thus, the evaluation will advance knowledge of how to implement new changes to attract incoming students to the UNH Library. The results of the evaluation may be used to modify the presentation for the next graduate student orientation. It is imperative to increase student awareness of resources, as it will help lead to a successful career at University of New Haven.
Methodology

To answer the goals of the assessment, a survey was constructed. The population intended for this survey was graduate students. The evaluation focused on ways of revising the introduction of the library to the incoming graduate class as well as determining what keeps students interested in the library. For this reason, it is imperative to retrieve opinions from both students that have been enrolled at the university as well as the new Graduate class. The graduate assistant devised the survey with a few factors in mind. The factors involved the length of the survey and the time it would take a student to complete it. After suggestions from Chief Librarian, Hanko Dobi, the assistant revised the survey to allow for a quicker completion time. Survey time was estimated about 5-10 minutes and this would encourage students to complete it. There are a total of 26 questions within the survey, with the first 8 answering common demographic questions. Aside for the demographic questions, the rest of the survey involved answers of “yes” or “no” with an option for explanations. There were two questions where students had to “check that apply,” which concerned resources they utilized and why they did not attend workshops.

Constant correspondence between the graduate assistant and Chief Librarian, Hanko Dobi, occurred due to constructive suggestions for revision. Two revisions of the survey were drafted before submission to the IRB Board. The survey was submitted on 10/3/2013 and was approved on 10/7/13 based on Exempt status under 45 CFR 46.101(b)(2). After approval, the survey was submitted to Campus Labs Baseline Survey Instrument. There was one final suggestion to the survey by Campus Labs. The final revision was drafted and the survey was released on 11/7/2013. The survey was posted online through Campus Labs. An email notification was sent to graduate students with an incentive of a $25.00 Amazon gift card to encourage participation. The survey remained
active until midnight of 12/6/2013. Any questions about the survey were directed to the graduate assistant who answered students in a timely manner to ensure reliable answers.

Once the survey closed, Campus Labs Baseline Survey Instrument analyzed the answers from students. This new tool ensures the data to be accurate and reliable. *See Appendix A for a copy of the final draft of the survey.*
Results

In total, 145 graduate students completed the survey. The first eight questions of the survey were related to demographic information. Demographic information varied and is presented in Appendix B. Questions 9-20 were related to students’ introduction to the library through orientation. Questions 21-27 asked about the workshops offered through the library. Questions 28 and 29 were open-ended questions, which are presented in Appendix H and I. Each question was optional in that it was not required to answer before proceeding to the next question.

When asked if students attended orientation, 60.56% responded “Yes” while 39.44% responded “No” (See Figure 1). To determine if distance from campus affected the rate of attendance, a cross-tabulation was calculated (See Figure 2). The table demonstrates that distance is a factor for graduate students. 77.19% of students that live near campus attended the orientation. Those living 20 miles or more have a smaller attendance at the orientation.
Figure 2: Cross-tabulation Distance from campus vs attendance at orientation

**Q9. Did you attend orientation for graduate students?**

<table>
<thead>
<tr>
<th></th>
<th>Near campus</th>
<th>6 - 10 miles</th>
<th>11 - 15 miles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>77.19 %</td>
<td>46.15 %</td>
<td>64.71 %</td>
</tr>
<tr>
<td>No</td>
<td>22.81 %</td>
<td>53.85 %</td>
<td>35.29 %</td>
</tr>
<tr>
<td>Total</td>
<td>100.00 %</td>
<td>100.00 %</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

Figure 3: Did you find the library presentation useful?

Of the students that attended orientation, they were asked to answer the question, “Did you find the library presentation useful?” 85.37% of students believed the presentation were useful towards gaining knowledge of the library and its resources. Only 14.63% of students did not believe the presentation was helpful. Open-ended responses are located in Appendix C. There is a general trend that those who answered “No” to the question did not remember the library presentation. Of those that answered “yes” explanations consisted of, “It explained where the library was, the hours of operation, and
the resources that were available to me as a grad student,” “It presented some information that I would have not learned if I did not attend orientation,” “As a result of the presentation, I learned that there is a database/list specifically for Criminal Justice students,” and “It was short, which I like, but packed full with a lot of information & helpful links to find

It was useful to know that I could access many online resources - particularly when I had something to research recently and couldn't use traditional online resources because of the government shutdown.”

When asked if the presentation inspired students to inquire more about the library by visiting the homepage, 62.2% of students answered “Yes” while 37.8% of students answered “No” (Figure 4). A few students that answered “Yes” wrote, “Did want to check it out because the whole presentation made the library look very inviting,” “I wanted to see how to navigate the journal/article system” and “So I could find journal articles for class.” A
few students that answered “No,” responded “Since I missed the presentation, I did not know about the homepage. In addition, I have not seen information regarding the homepage anywhere during my short time at UNH,” “Not enough incentive to visit the homepage,” and “I felt I understood what I needed to from the presentation at orientation.

Figure 5: “Did the library presentation at the graduate orientation inspire you to inquire more about the resources offered?”

With regard to whether the presentation encouraged students to inquire more about the resources offered, 58.54% answered “Yes” while 41.46% answered “No” (Figure 5). This question enabled students to provide explanations. Explanations can be viewed in Appendix F. Generally, those students that answered “Yes” were curious about the library loan system, workshops and private studying spaces. Those that answered “No” generally wrote that they were not interested, too busy, or lived too far/had classes too far from the library. A cross-tabulation was constructed to view if curiosity of the resources impacted the students desire to view the Library Homepage (Figure 6). It appears that those who
wanted to visit the library, also wanted to inquire more about the resources (78.43%).

Those that did not have any interest in viewing the Homepage were less likely to inquire about resources.

<table>
<thead>
<tr>
<th>Q12. Did the library presentation at the graduate orientation inspire you to inquire more about the resources offered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary View</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Yes (please explain)</td>
</tr>
<tr>
<td>No (please explain)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Note: Percentages reported are percent responses.

Figure 6: Cross tabulation Viewing the Homepage and Inquiring about more resources

Figure 7 demonstrates the percentages of students that utilize each of the library's resources. The electronic resources are very popular amongst graduate students. 72.46% of students utilize the online research databases, 43.48% access E-Journals, and 28.99% access E-Books. The quiet study floor is very popular with graduate students as 63.04%
utilize the space. There is a relatively small percentage of students, 4.35% that do not utilize any of the services of the library.

Figure 8: Students awareness of Library Updates on Twitter

Student awareness is minimal regarding the Library’s updates posted on social media sites. 73.19% of students did not possess knowledge of the Library’s account on Twitter. The Twitter page is useful as it provides updates regarding workshop dates and times as well as helpful research tips. Only 26.81% of students followed the Library on Twitter.

Students were encouraged to view a video of the library tour on their own time after the orientation presentation. This was due to a limitation on presentation time. Despite the suggestion, only 23.26% of students watched the video while 71.74% chose not to (Figure 9a). Of those students that watched the video, a high percentage (94.87%) found it extremely helpful. Only 5.13% believed the video wasn’t helpful. There was an option to leave an explanation. There were two students that provided an explanation, “The library is small enough to find everything quickly,” “Personally, I think all library info and services present on the website; just take reads before use.” A cross-tabulation was done analyzing
the number of students that attended orientation compared with those that decided to watch the video (Figure 9c). Compared to students that didn’t attend orientation, there was a higher percentage (36.9%) of students that watched the video that attended orientation.

Figure 9a: Did Students watch the video walk through of the library?

Figure 9b: Was the video helpful?
Figure 9b: Was the video walk through helpful to students?

<table>
<thead>
<tr>
<th>Q9. Did you attend orientation for graduate students?</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Summary View</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count:</td>
<td>39</td>
<td>9</td>
<td>48</td>
</tr>
<tr>
<td>Percent:</td>
<td>28.26%</td>
<td>16.57%</td>
<td>100.00%</td>
</tr>
<tr>
<td>X: Q15. Have you watched the video walk through of the library as an introduction to its services posted on UNH library homepage?</td>
<td>Yes</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Count:</td>
<td>30</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>Percent:</td>
<td>66.67%</td>
<td>16.57%</td>
<td>100.00%</td>
</tr>
<tr>
<td>No:</td>
<td>52</td>
<td>47</td>
<td>99</td>
</tr>
<tr>
<td>Count:</td>
<td>52</td>
<td>47</td>
<td>99</td>
</tr>
<tr>
<td>Percent:</td>
<td>53.33%</td>
<td>47.45%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Note: Percentages reported are percent responses.

Figure 9c: Cross-tabulation of students that attended orientation vs students that watched the Introduction video

At orientation, a brief tour of the homepage was provided for students. Figure 10a demonstrates a slight difference of students that were not aware of the links for new students. There is a higher percentage 52.55% of students that did not have knowledge of the information for new students, while 47.45% did have knowledge of the links. Figure 10c shows that a majority of students that did view the links found it useful and informative (39.42%). Only 5.11% of students believed the links were not useful. A cross-tabulation was constructed that compared attendance to orientation with student knowledge of the links for new students offered through the Library homepage (Figure 10b). The results indicate that those students that attended orientation were more likely to be knowledgeable of the links (50.62%) compared with those students that did not attend orientation (42.86%). Appendix F provides responses from students that have made suggestions to help improve how information is accessed. One student suggested making the page “more friendly” and another offered to have the links posted on Blackboard.
Q17. On the Library’s homepage (Getting Started Using the UNH Library as a Graduate Student) and the Graduate Student Services Web page (Library Resources) were links to library information for new students. Were you aware of this?

![Bar chart showing percentage of students aware of links for new students.](image)

**Figure 10a: Students awareness of Links for new students**

<table>
<thead>
<tr>
<th>Summary View</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>Q17. On the Library’s homepage (Getting Started Using the UNH Library as a Graduate Student) and the Graduate Student Services Web page (Library Resources) were links to library information for new students. Were you aware of this?</td>
<td>Yes</td>
<td>41</td>
<td>56.02 %</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>40</td>
<td>49.36 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>81</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

Note: Percentages reported are percent responses.

**Figure 10b: Cross-tabulation of students attending orientation vs those that visited links for New Students**
In terms of receiving newsletters about upcoming events, 51.09% of students are interested (Figure 11). This method of communication could aid in improving attendance of workshops. A majority of students have not attended any of the library’s workshops. According to Figure 12, 83.21% of students did not attend a workshop, while 16.79% had done so. A cross-tabulation was constructed to determine if attendance at the orientation improved workshop attendance. It appears that students that attended the orientation had a higher attendance rate for the workshops. Figure 12b demonstrates that 23.46% of students attended the orientation and workshops, while only 7.14% of students that didn’t attend orientation participated in workshops. There is a general satisfaction among students with the workshops. According to Figure 12c, 100% of students that participated in a workshop felt that it fulfilled its purpose by answering all questions related to the topic. A majority of students (95.65%) felt that the staff facilitating the workshop was knowledgeable about the subject (Figure 12D). Students were also asked if they would
attend another workshop. Once again, a majority of students (95.65%) would do so (Figure 12E).

Figure 11: Students interest in receiving newsletters from the Library.

Figure 12: Have students attended any of the library's workshops?
Q9. Did you attend orientation for graduate students?

<table>
<thead>
<tr>
<th>Summary View</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>X</td>
<td>Yes</td>
<td>19</td>
<td>23.46%</td>
</tr>
<tr>
<td>No</td>
<td>62</td>
<td>76.54%</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>100.00%</td>
<td>56</td>
</tr>
</tbody>
</table>

Note: Percentages reported are percent responses.

Figure 12b: Cross-tabulation of students attending orientation vs those that attended workshops

Q22. Did the workshop fulfill its purpose of answering questions related to the topic?

Figure 12c: Did the workshop fulfill its purpose?

Q23. Was the staff knowledgeable about the topic?

Figure 12D: Students perceptions of whether staff was knowledgeable about the topic
Next, students were asked to indicate why they have not attended a workshop. Figure 12F reveals that 42.98% of students could not attend because of the time at which the workshop was offered. About 42.11% of students indicated “other” and were prompted to give an explanation. Appendix G lists the responses for this question (Question 25). The majority of the answers consist of “Did not have time” or “Unaware of them.” 14.91% of students revealed that the topics of the workshops were not useful, 12.28% felt the workshops were not geared towards graduate students and lastly 5.26% of students felt the workshops were offered too late in the semester. Students were asked whether they would be interested in watching workshops online as a webinar or on a YouTube channel. The majority of students, 78.1%, would be interested in watching online workshops (Figure 13). A cross-tabulation was calculated to determine if those that did not participate in any workshops would be receptive to watching workshops online. Figure 13B demonstrates that 77.19% of students that have never attended a workshop would willingly watch one online. In terms of downloading a workshop as an mp3, 59.12% of students would not consider doing so, while 40.88% of students were receptive to the idea.
Figure 12F: Reasons students did not attend workshops

- Time offered: 42.88%
- Topics not useful: 14.91%
- Offered too late in the term to be of use: 5.26%
- Not geared to graduate students: 12.30%
- Other (please explain): 42.11%

Figure 13: Students interest in watching workshops online

- Yes: 78.1%
- No: 21.9%
Q21. Have you attended any of the library’s workshops?

<table>
<thead>
<tr>
<th>Summary View</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Percent</td>
<td>Count</td>
</tr>
<tr>
<td>X Q26. Would you be interested in watching workshops online as webinars or on a YouTube channel?</td>
<td>Yes</td>
<td>19</td>
<td>82.51 %</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>17.39 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
<td>100.00 %</td>
</tr>
</tbody>
</table>

Note: Percentages reported are percent responses.

Figure 13B: Cross-tabulation of attendance of workshops vs interest of watching workshops online

Q27. Would you be interested in downloading an mp3 of the workshop to your iPod/phone if it were offered?

Figure 13C: Students interest in downloading workshops as an mp3 file.
Discussion

How can the library representative utilize the allocated presentation time at orientation most effectively?

The findings demonstrate that about 60.56% of students actually visited the graduate student orientation (Figure 1). One factor contributing to the attendance rate is distance travelled to campus. Overall, those students that live further to campus did not attend the orientation. To improve knowledge of students, it is important to reach those that were unable to attend the orientation. Those students that did attend, the majority found the library presentation helpful. Students stated through the survey that they were able to acquire general knowledge of the library as well as its databases. The brochure provided to students was very helpful as well as it listed hours of operation, and types of resources offered. The presentation did complete its goal of causing students to visit the Homepage and inquire of more resources. However, the majority of students did not know of the “Getting Started Links.” The majority of students also were not aware of workshops and their times. Students have made suggestions of the orientation to include the video of the library walk-through. They find media helpful for keeping their attention especially at an orientation where there are many presenters. The video and the brochure are necessities if the UNH Library wants to increase awareness of students’ knowledge.

How do graduate students want to be introduced to the library?

Due to limited presentation time, students were asked to visit the Library Homepage and view the video introduction on their own time. The results demonstrate that 71.74% of students did not watch the video. This startling result demonstrates that a small percentage heeded to the presentation’s instruction to view the video for more information. For those students that did not attend orientation, they were not made aware of the video. The majority of students, even those that attended orientation as well, were not aware of the Getting Started links for new students either. This demonstrates how the
video should be incorporated into the presentation. Students are missing valuable information related to workshops, databases, and library resources. It is necessary that students are aware of all the resources so they can be utilized throughout their career at UNH. The presentation must incorporate the video along with a quick demonstration of the Getting Started links.

**Are graduate students aware of electronic resources and research tools?**

Overall, the study suggests that the majority of students utilize online databases. Due to awareness, knowledge of how to use resources, and accessibility less students utilize e-books, digital collections, and journals offered by the library. Students are also unaware that updates from the Library are provided on social media websites like Twitter and Facebook.

**Are graduate students willing to participate to improve their experience at the UNH Library?**

Students are willing to participate with the library to help improve their experience at the UNH Library. With graduate students, it is easy to feel disconnected with the scholastic community. An online community through BlackBoard or even on social media websites could help minimize the disconnection. Online group discussions are essential with maintaining a sense of community with graduate students. It would allow students to offer tips and suggestions with library resources. The suggestion box could be added to BlackBoard as well to provide students with a chance to voice their needs. This would help students feel more involved. Students are interested in participating as they agree with the idea of online workshops. Due to busy schedules, students would appreciate an alternative to attending workshops on campus. Online viewings of workshops with a chance for discussion among students would be ideal. Half of students would also appreciate an opportunity to download workshops as an audio file. With an audio file, students could
listen to a workshop on their commute to work or school. Students could also listen to audio
files while doing household chores. This would enable students an opportunity to organize
their time allowing for the chance to listen to workshops.

Regarding social media websites, if students are unaware of their existence then the
purpose is futile. The study reveals that students were unaware of the Library page through
sites such as Twitter.

*Should the UNH Library rely more on technology as a means of connection with
students?*

Overall, the results suggest that technology is an effective means of communication
with graduate students. The majority of graduate students work as well as attend classes at
the University of New Haven. Students also left comments stating they are too busy with
their schedules due to family responsibilities. Students mentioned the distance of South
East campus and New London campus to the library. This has caused many of these
students to neglect seeking out library services. Many utilize resources online due to
distance from campus rather than attending workshops. Students suggested the library
utilize BlackBoard system. Updates about workshops can be provided by “announcements”
to students on BlackBoard. Students receive these announcements to their email accounts
as well. One student suggested sending emails later in the day, as evenings are when
graduate level courses take place.

The results of the study demonstrate that students are willing to watch workshops
online. The majority of students were not aware of workshops, and others had a conflict
with the time offered for the workshop. Posting workshops on BlackBoard, the library page,
or social media websites would enable more students the opportunity to view the
workshop. Graduate students have more commitments than undergraduate students and
thus a busier schedule. Many graduate students do not have opportunities to leave work
early to attend workshops. Recommendations also include an online booking system for
group rooms. It can be inconvenient for members to schedule a time by visiting the library
beforehand due to previous factors stated. Technology is an important tool for
communicating with graduate students. It allows a sense of community without having to
travel to the campus. Group discussions can also be helpful through BlackBoard for
research tips/tricks for graduate students. By creating a group on BlackBoard specifically
for graduate students, dates and times of workshops can be easily accessible.
Appendix A: Survey

University of New Haven

How can we improve?

Please take a moment to help us improve your experience at [Company Name].

Participation in this survey is voluntary and will be considered confidential. You are free to withdraw or discontinue participation in the survey at any time without any explanation or further contact from the researchers. Please take a moment to help us improve your experience at [Company Name].

This survey is anonymous. An analysis of the aggregated results will be reported on the Library’s web site.

This survey was reviewed and received IRB Approval on 10/7/2013. If you have any questions or concerns regarding this survey or your rights as a research participant and would like to talk to someone other than the researcher(s), contact the chair of the Institutional Review Board: Professor Alexandria Guzman at: aguzman@newhaven.edu.

Survey participants who complete the entire survey and submit it will be entered into a random drawing for a $25.00 Amazon gift card.

You **must be 18 years of age or older** to legally consent to participate in this survey study. If you are younger than 18 years of age, please exit the survey by selecting “NO” for question 1 below.

**Demographic**

1. Are you age 18 years or older and do you consent to participate in this study?
2. Which college do you attend?
   - [ ] College of Arts and Sciences
   - [ ] College of Business

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28
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
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<tbody>
<tr>
<td>□ Yes</td>
<td>□ Tagliatela College of Engineering</td>
</tr>
<tr>
<td>□ No</td>
<td>□ Henry C. Lee's College of Criminal Justice and Forensic Sciences</td>
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<tr>
<td>3. Your major?</td>
<td></td>
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<td>4. Are you a full time or part time student?</td>
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<td>□ Yes</td>
<td>□ Part-time</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>5. Are you an international student?</td>
<td></td>
</tr>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>6. Which trimester of your program are you in?</td>
<td></td>
</tr>
<tr>
<td>□ First</td>
<td>□ Near campus</td>
</tr>
<tr>
<td>□ Second</td>
<td>□ 6-10 miles</td>
</tr>
<tr>
<td>□ Third</td>
<td>□ 11-15 miles</td>
</tr>
<tr>
<td>□ Fourth</td>
<td>□ 16-20 miles</td>
</tr>
<tr>
<td>□ Fifth</td>
<td>□ 21-25 miles</td>
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<tr>
<td>□ Sixth</td>
<td>□ 25-30 miles</td>
</tr>
<tr>
<td>□ Sixth</td>
<td>□ &gt;30 miles</td>
</tr>
<tr>
<td>7. How far is your commute?</td>
<td></td>
</tr>
<tr>
<td>□ Part-time</td>
<td></td>
</tr>
<tr>
<td>□ Full-time</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>8. Do you work?</td>
<td></td>
</tr>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>9. Did you attend orientation for graduate students?</td>
<td></td>
</tr>
<tr>
<td>□ Yes</td>
<td></td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>10. If yes: Did you find the library presentation useful?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
<td>□ No</td>
</tr>
<tr>
<td>Please explain:</td>
<td></td>
</tr>
<tr>
<td>11. Did the library presentation at the graduate orientation inspire you to view the Library Homepage?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>□ No</td>
<td></td>
</tr>
<tr>
<td>Please explain:</td>
<td></td>
</tr>
</tbody>
</table>
12. Did the library presentation at the graduate orientation inspire you to inquire more about the resources offered?

☐ Yes
☐ No
Please explain:

13. Have you utilized any of these library services?
☐ E-books
☐ Online Research Database
☐ E-Journals
☐ Inter-library loan service
☐ Group study room
☐ Quiet study floor
☐ Laptops to borrow
☐ Digital collections
☐ Workshops
☐ Café with full service lunch

14. Are you aware that the library offers updates to students on social media sites like Twitter?
☐ Yes
☐ No

15. Have you watched the video walk through of the library as an introduction to its services posted on UNH library homepage?
☐ Yes
☐ No

16. If yes, was it helpful?
☐ Yes
☐ No, please explain:

17. On the Library’s homepage (Getting Started Using the UNH Library as a Graduate Student) and the Graduate Student Services Web page (Library Resources) were links to library information for new students. Were you aware of this?
☐ Yes
☐ No

18. If you saw the information on Getting Started using the UNH Library as a Graduate Student, did you find it useful?
19. If you indicated that it was not useful, how could it have been improved? Please explain:

20. Would you be interested in receiving newsletters from the Library of upcoming events?
   □ Yes
   □ No

### Workshops

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Have you attended any of the library’s workshops?</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>□ No</td>
</tr>
<tr>
<td>22. If you answered yes to previous question: Did the workshop fulfill its purpose of answering questions related to the topic?</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>□ No</td>
</tr>
<tr>
<td>23. Was the staff knowledgeable about the topic?</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>□ No</td>
</tr>
<tr>
<td>24. Would you attend another workshop?</td>
<td>□ Yes</td>
</tr>
<tr>
<td></td>
<td>□ No</td>
</tr>
</tbody>
</table>

25. Please indicate why you did not attend a library workshop. Check all that apply
   □ Time offered
   □ Topics not useful
   □ Offered too late in the term to be of use
   □ Not geared to graduate students
   □ Other: please explain

26. Would you be interested in watching workshops online as webinars or on a YouTube channel?  
   □ Yes  
   □ No  

27. Would you be interested in downloading an mp3 of the workshop to your IPOD/phone if it were offered?  
   □ Yes  
   □ No
28. As a new student, what additional support would you like from the library?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

29. Additional comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank you for your participation!
Appendix B Demographic Information

Q2. Which college do you attend?

- College of Arts and Sciences: 31.39%
- College of Business: 20.42%
- Tadistela College of Engineering: 18.31%
- Henry C. Lee's College of Criminal Justice and Forensic Sciences: 26.09%

Q4. Are you a full-time or part-time student?

- Full-time: 84.51%
- Part-time: 15.49%
Q7. How far is your commute?

- Near campus: 48.14%
- 6 - 10 miles: 18.31%
- 11 - 15 miles: 11.97%
- 16 - 20 miles: 7.04%
- 21 - 25 miles: 4.23%
- 26 - 30 miles: 7.84%
- >30 miles: 11.21%

Q8. Do you work?

- Yes, part-time: 44.37%
- Yes, full-time: 21.13%
- No: 34.61%
Appendix C Question 10: Did You Find the Library Presentation Useful?

“Yes” Responses

<table>
<thead>
<tr>
<th>“Yes” Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a little bit.</td>
</tr>
<tr>
<td>A place to read</td>
</tr>
<tr>
<td>As a result of the presentation, I learned that there is a database/list specifically for Criminal Justice students.</td>
</tr>
<tr>
<td>Do not recall the library presentation</td>
</tr>
<tr>
<td>explanation of the 24/7 library was helpful</td>
</tr>
<tr>
<td>Gave good information on what was available and who to contact for more help</td>
</tr>
<tr>
<td>General info about library hours, quiet study floor, and the coffee stand</td>
</tr>
<tr>
<td>Get the brief information about the library and CLR.</td>
</tr>
<tr>
<td>Give me some useful instruction about library</td>
</tr>
<tr>
<td>Good guidance on how to access the research databases.</td>
</tr>
<tr>
<td>Good info to introduce it</td>
</tr>
<tr>
<td>Good.</td>
</tr>
<tr>
<td>Got to know the importance of having a library</td>
</tr>
<tr>
<td>i can able to get the books which i want towards my course catalog.</td>
</tr>
<tr>
<td>I don't recall the extent of the presentation, but I do remember being made aware of the inter-library loan program</td>
</tr>
<tr>
<td>I like the long opening hours and the possibility to book group study rooms</td>
</tr>
<tr>
<td>I liked having all the different features and resources highlighted. It made it very easy to know what was available to me as a student.</td>
</tr>
<tr>
<td>I thought that it was very informative and I learned the most important things that I needed to know</td>
</tr>
<tr>
<td>I was aware with the library before the tour, but the presentation covered some of the more resourceful uses of the library</td>
</tr>
<tr>
<td>Introduced me to how everything was set up and arranged</td>
</tr>
<tr>
<td>It assisted in telling me all the library had to offer students</td>
</tr>
<tr>
<td>It explained where the library was, the hours of operation, and the resources that were available to me as a grad student.</td>
</tr>
<tr>
<td>It gave a brief explanation about the Peterson's library which I thought useful.</td>
</tr>
<tr>
<td>It gave a lot of useful information I would need for my time here at UNH</td>
</tr>
<tr>
<td>It helped me become familiar with the system at UNH.</td>
</tr>
<tr>
<td>It helps me be familiar with the library quickly.</td>
</tr>
<tr>
<td>It presented some information that I would have not learned if I did not attend orientation.</td>
</tr>
<tr>
<td>It provided information about the services the library provides, and introduced new students to how to get connected with the library.</td>
</tr>
<tr>
<td>It showed where to access journals and articles online.</td>
</tr>
<tr>
<td>It taught me insight with the library and the computer system</td>
</tr>
<tr>
<td>It was a refresher from undergraduate, showed where to go to get to resources.</td>
</tr>
<tr>
<td>It was clear and concise.</td>
</tr>
<tr>
<td>IT was good</td>
</tr>
<tr>
<td>It was short, which I like, but packed full with a lot of information &amp; helpful links to find</td>
</tr>
<tr>
<td>It was useful to know that I could access many online resources - particularly when I had something to research recently and couldn't use traditional online resources because of the government shutdown.</td>
</tr>
<tr>
<td>It was useful to receive information on database research.</td>
</tr>
<tr>
<td>It's very useful for telling me how to search the database and how to use the library resources.</td>
</tr>
<tr>
<td>learned about workshops and hours</td>
</tr>
<tr>
<td>List of resources was provided</td>
</tr>
</tbody>
</table>
Lots of useful information.

should have gone over databases more (only thing the library website is really used for) and not how to navigate

sometimes

The discussion on the outlay of the library and the library's website was extremely helpful.
The librarian gave a detailed information on the library, such as library hours, resources, and workshops
The new 24hr concept is very helpfull. We are thankfull for that.
The orientation gave an insightful overview of the online databases, which is what I would be using throughout the year.
The presentation informed me about the helpful tools, and organizations offered in the library.
THE VERY GOOD POINT: the representative explained about online services, i.e. database/journals.
They informed me of the programs that were going to take plus so I could become familiar with the library use database

Was very thorough

yeah the presentation was amazing. I felt that it could have been more interactive.
yes, it helped to understand about the library and the services.

“No” Responses

Because I never watched it.
I attended in the second orientation, but they didn't talk about library a lot.
I did not see a library presentation
I did not stay until the library orientation, I had to leave after my advisor meeting. It would have been better if it was included in the opening remarks in order for me to receive it with the other information presented.
I do not use the library services as I am part of South East campus
I skipped it because I came to UNH for undergrad.
Not enough public computers available on main floor and certainly not enough room for group meetings when the library is crowded.
There was not any presentation during my orientation, I did attend this orientation 2 years ago
There wasn't one.
To be honest I do not recall. Hence why I answered no.
When I attended two years ago I did not receive a tour of the library not sure if I was late or why I did not

Appendix D Question 11: Did the library presentation at the graduate orientation inspire you to view the Library Homepage?

“Yes” Responses

Because it has help me gain more information by visiting the homepage about library hours.
Did want to check it out because the whole presentation made the library look very inviting.
Do not recall the library presentation
I am a nerd and was interested to see what it was that your library offered.
I looked at the CLR information for my classes.
I use it to find research.
I viewed the instructional videos afterwards
I wanted to see how the website had improved
I wanted to see how to navigate the journal/article system.
I wanted to see what features were accessible through the library's website
I was able to figure out what I could access remotely. I research what I need from home and then only come to campus for what I can't.

I was very eager to view the home page of the library. A nice presentation I had helped me to get the details of library.

I went and watched the tour on the website

It leaves me a good impression and I want to see more detail.

It made me want to learn more and explore the site so I could become familiar with the services provided and available to students.

It made me want to look at the databases more in-depth because of lack of knowledge on how to operate

It was a general presentation that caused me to look into some other information including printing privileges, hours etc.

It was good

It's a good approach for students to learn everything in the library

Looks Good.

My course needs more data and I want to be familiar with the system.

Nice looking

Not really.

So I could find journal articles for class

the library page is confusing-the video walk-through does not work

the presentation lead me to come down to the library site and made me to visit almost every day to enhance my knowledge in my major

The same reason

there were many told about the library regarding the environment which made me inspired to view the library homepage

To check out the databases.

Wanted to know about online research database

Yes, I also visited the library and the CLR

yes, I did go to the page to find the books.

yes, I use the library very often.

yes. The new homepage is interesting.

“No” Responses

I checkout only for hours, contacts # to get helps from librarians, renew my book online, and database/journal searches.

I did visit the website but not because of the presentation but to just familiarize myself with the website in general before classes started.

I didn't need anything else from the webpage.

I do not use the library services as I am part of South East campus

i felt i understood what i needed to from the presentation at orientation

I had already researched the Library's Homepage prior to attending the orientation.

I have been on the Library Homepage but not because of the graduate orientation.

I prefer my undergraduate library page and facilitation.

I usually don't view the homepages for these types of things

I wasn't inspired to use the home page, though found it easy to navigate when necessary.

It did not inspire me; it just provided me with the necessary tools to complete my research projects.

No, I was more interested when I actually went to the library

Not enough incentive to visit the homepage

see above
See question 10
Since I missed the presentation, I did not know about the homepage. In addition, I have not seen information regarding the homepage anywhere during my short time at UNH.
the information from the orientation is enough that I do not feel the need to view the library homepage
There wasn't one. I had to visit the homepage to obtain journal articles.
Was not interested

Appendix E Question 12: Did the library presentation at the graduate orientation inspire you to inquire more about the resources offered?

Yes Responses

About the study room
after the orientation, i was always on the lookout for the workshops
After the presentation, I have known the resources for Electrical Engineering.
attended a few workshops
Because I wanted to know what books are available to me during my different trimesters.
by checking out the website, I learned everything that was offered
Do not recall the library presentation

group study rooms sounded interesting to me
Had follow up presentation for our class regarding additional resources.

Helps me a lot
I have attended a workshop and learned how to access different materials on the library page.
I knew what questions I needed to ask and was able to get all the information I needed from the librarians
I looked at the books in my field so I could use them as a reference during the trimester.
I really like the 24/7 library. It inspired curiosity of what else the library offered.
I wanted to know what new resources were available to students
I was able to navigate through the website more easily when it came to searching for and finding databases that would benefit me in doing research projects and papers.
I was wondering about private studying spaces and maybe private thesis carrel for thesis writers.
Like in the previous question, I am a nerd and wanted to look at what your library offered.

More information.
Now I know how to use the library loan system
Of course! Especially the information about the study room.
Of course, i need the resources library provided to do the research.
See previous answer
The representative shows on online databases/journals that leads me to take looks what resources I can use.
yes its helped me alot
yes, more details
Yes. Because they are Resourceful and helpful.

No Responses

But it assisted in allowing me to know what was offered if the time came about for me to need one
Everything I needed was well explained and already available to me
I attended in the second orientation, but they didn't talk about library a lot .
I did not inquire about them, but it has been useful to know
I do not use the library services as I am part of South East campus
I have not yet had the need to inquire about more resources. I have yet to delve into the library, my busy schedule and residence off campus makes it difficult to attend, therefore I have not really thought to inquire. I only used the library for resources and databases. I'm not sure what to say. I've had similar library experiences so I understood and did not need to inquire more. No need. Only use if I have to. See above. See question 10. There wasn't one. Was not interested.

**Appendix F Question 19: How could it the information have been improved?**

I already with good facilities so from my side no improvements. Can't remember specifics and therefore have no recommendations. I could get almost information I want online but I just think if the webpage is more friendly than it looks now, I will feel better. I feel that the information is perfect with required links. I have not seen any information before, I would like to have someone give me brief information about the library. I think it was fine. I thought it was pretty straightforward. Improved. It was fine how it is. It was very helpful, and I did not see any need for it to be improved. It's already good now. Let the students know more about the library facilities by e-mailing them. Maybe make it more tailored to graduate students. Maybe post it on blackboard on people's accounts. Me and all of my friends always use blackboard. N/A. N/A - I think it works just fine. No idea. None. None. It's good! Online booking system for group study rooms. Overall the videos were very helpful. As a graduate student, library practices differ so much from school to school. I wish there more of an emphasis on common practices compared to the unique aspects of the library. Satisfactory. Gives the minimum info necessary.

**Appendix G Question 25: Please indicate why you did not attend a library workshop: (Other)**

Conflict of schedule. Couldn't get to campus. Did not know about them. Did not know about them. Did undergraduate here. Knew of all the collections previously.
didn't know about them
didn't know when they were
didn't know about it and may not have had time to go
Didn't know about them
Don't have time
Don't have time for it
far away from the UNH campus
had no need to
I don't have time, I work 40 hours a week in Wethersfield and am doing 10 hours a week at my internship, I am taking a class and I have a family
I get information about so many workshops that I am not sure which ones were for the library so I am not sure why
I have no time
I have not here about them
I have not seen many, and the one's I have seen were after they had already took place
I haven't been interested, I have been incredibly busy.
I never was informed about workshop just in a few cases that offered too late.
i was busy with my course project work so unable to turn-up to the workshop
I was unaware.
i wasnt aware of the timing
I work 2 jobs not alot of time to go back and forth to the school
I work during the day and take classes at night. I have no time.
I work full time and go to school full time and live an hour away.
Just not interested in attending.
No need yet
no specific reason
Not available due to work
not aware
not aware of any
Unaware
Unaware of them
unaware of workshops
was not aware of it
was not aware of them
Was not aware of them.
Was short of time.
wasn't sure of the time

Appendix H Question 28: As a new student, what additional support would you like from the library?
A Full Time IT person on site that can assist with technical issues. not a phone number or email to send to. A real life human that can assist students with real IT issues. Not have to wait 2 weeks for an email to be answered!
Access to more digital forensic journals
An abbreviated brochure that details services, maybe to include a calendar of workshops, events, etc.
As far as having resources (and if I had a magic wand) - somehow acquiring more resources. Here, take my money! But seriously, it would help a lot of students if more resources were online. That is how many people
research nowadays - finding books is a bit of a pain. Perhaps that is a bit new-fashioned of me but I think it is the wave of the future as far as new students are concerned.

at orientation a video of what the library looks like, inside and outside

awareness of these workshops and facilities provided by library

better IT support

Better/More quiet study areas

Bigger area to study

Do not need any additional support.

Easily accessible sports industry information and statistical/research databases.

every thing is perfect but we want professors to solve the problems

Everyone is extremely helpful!

Free printing would be nice.

Get more books.

Giving laptops to the home for use.

Graduate center for graduates only

Graduate course tutoring. A review of curriculum and course time lines advising, and formal arrangement of study groups maybe (Just to get new students acquainted in a structured environment)?

Have workshops on specific library resources, such as: How to best utilize JSTOR

I believe the library and its staff has done a great job. The closed reserved system could be more technological advanced.

I can't think of any more support.

I don't consider myself a new student. I will be done with school in March, 2014

I feel as though the service is more than adequate.

i hope the there are more graduate tutors i always need help no body help me

I need more support with research for papers

I wish it were bigger. More computers and printers for students. Sometimes it can be really busy, and many of the computers are taken.

I would like a lot more articles available. I am trying to do research for my thesis and have requested 3 articles so far through interlibrary loan, but the library has been unable to get any of the articles. I find this very frustrating

I would like a sign up front explaining everything. Students have to ask about things like scanners, PhotoShop, how group rooms work, etc. I wish that information was available to students upon entering the library. I don't mind asking, and the staff is SUPER helpful and nice... But maybe a brochure would help.

I would like more tutors for graduate level courses such as Engineering.

i would want the library to provide more number of desktops

I'm not new to the library

I'm pretty happy with what's offered, I just haven't had the opportunity to try all the services out yet.

It would be really helpful if the cafe in the library was opened 24hours. And the working hours of library on Saturday to be increased till 22:00hrs.

It would nice to have more computers available to print documents since the computers are limited and sometimes we have to wait for students.

know how to use the database

Librarian helps over the phone/ Help chats from the library website/ 24/7 during exams

More available journals and articles for when I am doing research papers.

more aware of programs and workshops and resources offered by library

more computers

More desktops and textbooks that you can actually check out and not just have them on reserve.

more help in finding research when needed
more help with using the library database
More information about the interlibrary loan and how it works.

More IT staff. The staff is very limited in what they know about computers or wifi. Maybe more training is necessary for the current staff so that they are equipped to answer such inquiries. Otherwise, the staff is just the food and beverage police.

More of an idea about what is offered specifically towards graduate students, not simply the general population as our schedules/needs are very different

More outlets to plug in laptops on the top floor and basement

More printers, more interlibrary assistance for searching databases

More rooms for new computers

more rooms for studying group. there are just 3 rooms and it is not enough. and buy more books for loaning.

More study spaces for grad commuter students. Sometime I come to the library, and there's no place to study.

More support for New London campus students

More time period when borrowing library equipments.

n/a

NA

none

None

None at this time

None.

Not enough computers has alway been a problem. I tried to bring my own laptop, but I still cannot print from it. It would be nice if we could print from our own laptop

nothing comes to mind

Parking for library visits. If I want to go to the library I may have to park all the way across campus. The library should have a designated lot.

Please have a 24/7 coffee service as well. I know it's too much to ask, but would be helpful.

Research support, tips and tricks for graduate students

Resources provided thus far have been helpful and I cannot think of any other support that I may need.

Service i can use Like CLR It is un known for me

Some help in languages, if it's possible

Space available for grad student use only

Staff to enforce the quiet rule on the third floor

stricter enforcement of noise control. The library can become a very, very loud place at times, and it is incredibly distracting to work there. As it remains one of the few common areas on campus, and one of the fewer solely dedicated to actual study, it is all the more tragic when the library becomes inundated with conversation. Understandably many people like to meet to study in the library, so perhaps creating additional resources for group work that do not impinge upon those of us trying to work solo.

The cafe is small and does not offer much things and plus the library area as mentioned before is not enough for students

The introduction features mentioned sound helpful, but as a commuting grad student I was not aware of them. I think perhaps they need to be better advertised? Also, searching within the research journals (for Education) was difficult. It was hard to narrow in on what I was looking for.

The library can be more spacious with more computers to use

The library needs more computers available and when they are available they should be working, also the printing is slow and could be improved

the library tends to get crowded during certain times of the night, i just think there needs to be more room for students to work quietly

Up to date books on Computer Science topics such as networking, security, programming, etc.
Up to now, no Workshops on youtube channel. Add more table to the quiet room and more outlets to charge personal laptop

**Appendix I: Question 29, Additional Comments**

All the workers were so friendly helping me locate books. Even when they couldn't find them ordered them.

**GOOD JOB!**

Great job. I feel the library is doing a great job supporting student research

Have been to library just a few times & staff is outstanding, they are extremely helpful via email as well

I am not a new student. I attended as an undergrad

I like the library.

I love library but I think if there are more computers available and the printer could work normally, I will love it more!

I think that some of the support offered from the library is great. The main reason that I have not utilized most of it is because I am still very new and have not had the need to yet. I am sure that I will soon enough.

I think there should be private study and reading rooms. Also the acoustics for the groups study rooms are horrible. My group and I could not get any work done because the group next to us was not necessarily being loud but we could still hear them and it was distracting for us. I think that there should be a second library that is geared toward grad students and commuter students especially. It does not have to have books, just more study spaces for us that are quiet and private. Also, as a thesis writer, I would like to be able to have a thesis carrel that I can leave the books that I use for my research in, my belongings, and my food, water, etc. because if I am going to be writing for 7 to 10 hours, in the study spaces that you guys provided, the minute I need to leave, use the restroom or do anything else, I have to pack up everything and go. And by the time I come back, someone might take my spot and there are no more spots available.

I will need to checkout your website for your services. There may be offerings that would be beneficial if more advertised i would use library offerings more

It would be an optional for reminder services (vie email) to renews the books, i.e. a week in advanced. It would be great to be able to use Starbucks gift cards as a form of payment in the library!!

It would be helpful if the library had access to more journals and databases. You can search for articles but many are not available to the University. Because of this, I use a friend's information to utilize the databases offered by her school.

It would be nice to have more study rooms and more space needed to study

Let the students bring food to group study room or quiet room. We are college students who are responsible enough to not make any mess while eating, and if accidents happen, we are responsible enough to clean it up. sometimes with the long commute, i like to come to school early and stay in library to do my school work. It would be very convenient if food are allowed in quiet room. I brought my own food sometime, and I do not feel like move away. Sometimes it is hard to find an empty table

Many of UNH's programs seem to send out a massive amount of emails, marked as urgent that cause students like myself to overlook them. Sending out emails later in the day, and less often encompassing more information is most likely the best way to reach a larger group of grad students.

**More electrical outlets**

More outlets to plug in laptops and other devices on the lower level downstairs

N/A

No

none

None

None.

Overall, it's very good and convenient now.
please pay more attention to 3rd floor that students don't talk ,because some students don't obey the rules and talk and nobody warn them.

Printing fees are burdensome and ridiculous. Don't charge students 50 cents a color page and say it's because ink is expensive and act like you don't turn a profit on this system. That's making 250 bucks on one carton of paper alone! It is also absurd that each semester I have printer cash put on my account for me but if I don't use it there is no adding on to what I already have in my account the next trimester. If you don't use it you lose it? What is this? I know I pay fees in tuition so am I paying for something that I don't get in return? Frustrating and unethical?

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Thanks to the Library for this survey.

The cafe area is very cold!

The group study room are not sound proof. It is very distracting when people in the room next door are loud. It would be nice if the group study room is sound proof.

The hardwares, such as computers, desks, and chairs are too old and unclean. Especially, the desktop and keyboards are very dusty.

The library is doing a great job!

The lower level men's room needs attention. To be kept clean please.

There needs to be more computers available or just a section for grad students. The laptops run very slow because they are used so frequently.