

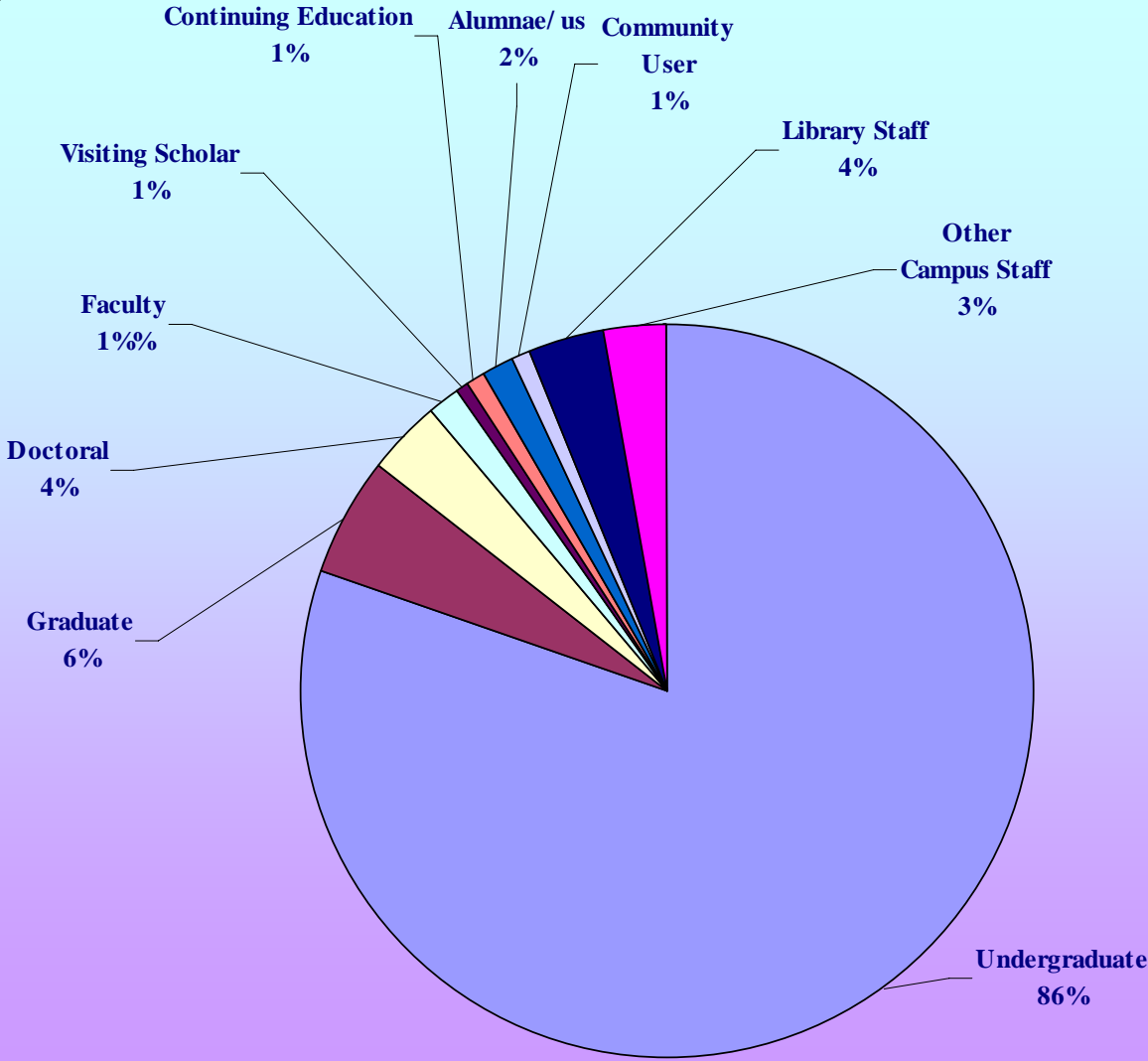
“Survey of the UMass Amherst Learning Commons and the W.E.B. Du Bois Library”

The following charts represent results in frequencies and percentages from a questionnaire that was distributed to all who entered the W.E.B. Du Bois Library on Tuesday, March 14, 2006. The questionnaire gathered data on where users went in the 26-story building as well as demographics, preferred methods to obtain technology and reference assistance, satisfaction with existing facilities and services, and interest in potential services. The paper instrument questionnaire consists of 23 questions, 18 of which are quantitative. Questions 1 through 16 and then 19 and 23 are represented graphically below. We received a total of 724 questionnaires out of the 3,750 we distributed for a response rate of 19.3 %. We received 717 completed and usable questionnaires. The total number of responses to each question varies; however, the range of responses to each question is between 549 and 713.

Academic Status

What is your academic status?

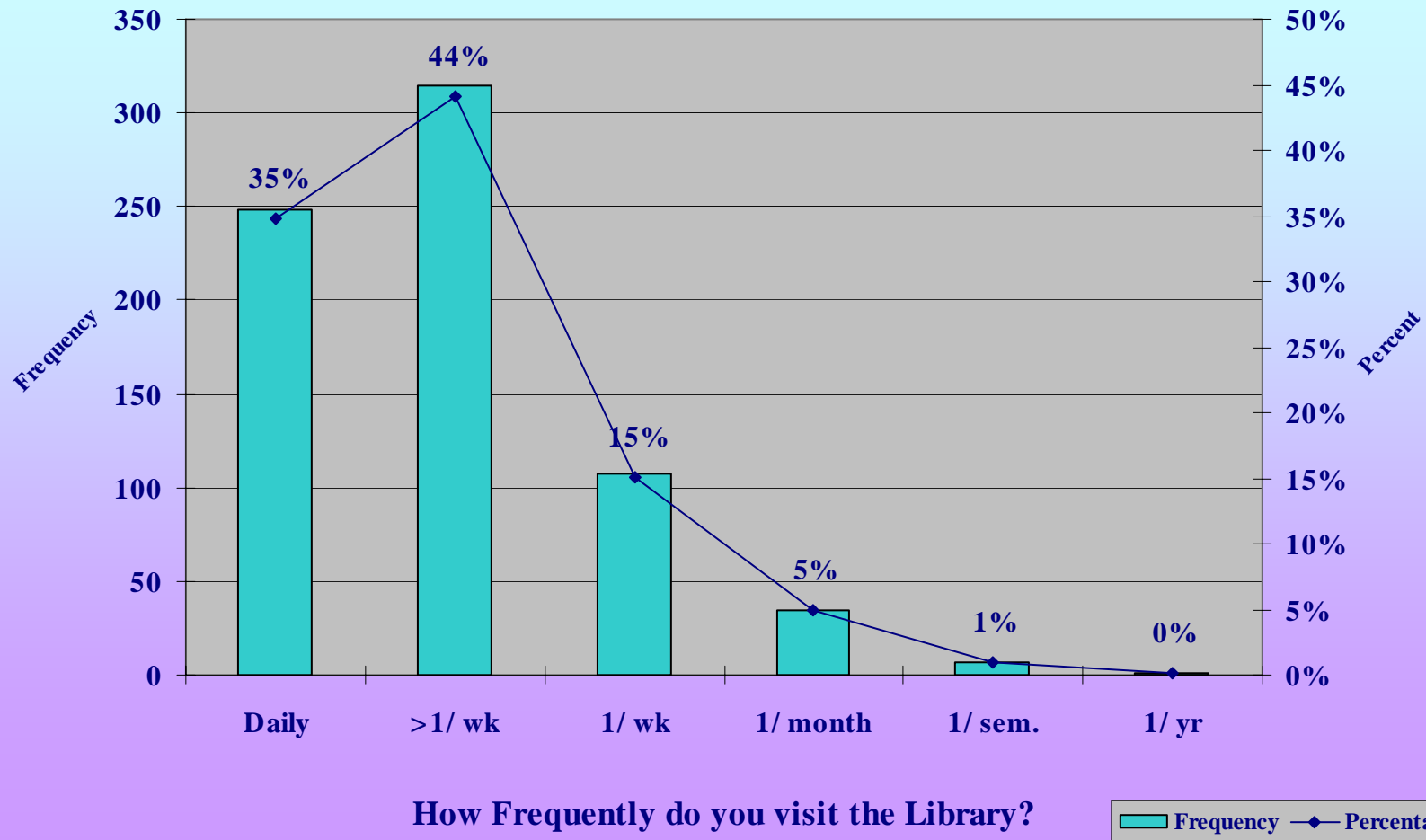
[N = 713]



- Undergraduate
- Grad
- Doctoral
- Faculty
- Visiting Scholars
- Continuing Education
- Alumnae/ us
- Community
- Library Staff
- Campus Staff

Occurrence of Library Visits

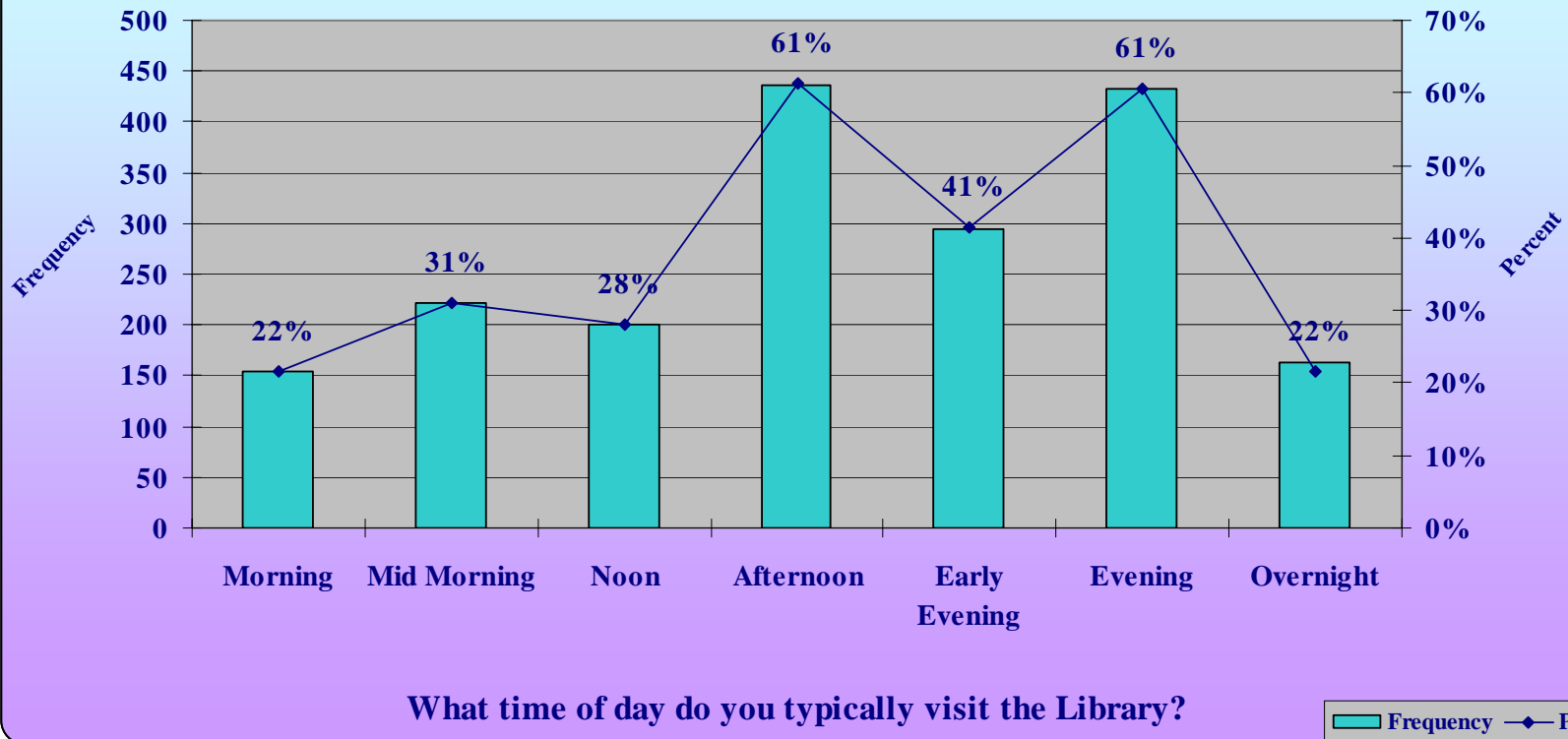
[N = 713]



Time of Day Users Visit Library

[N = 716]

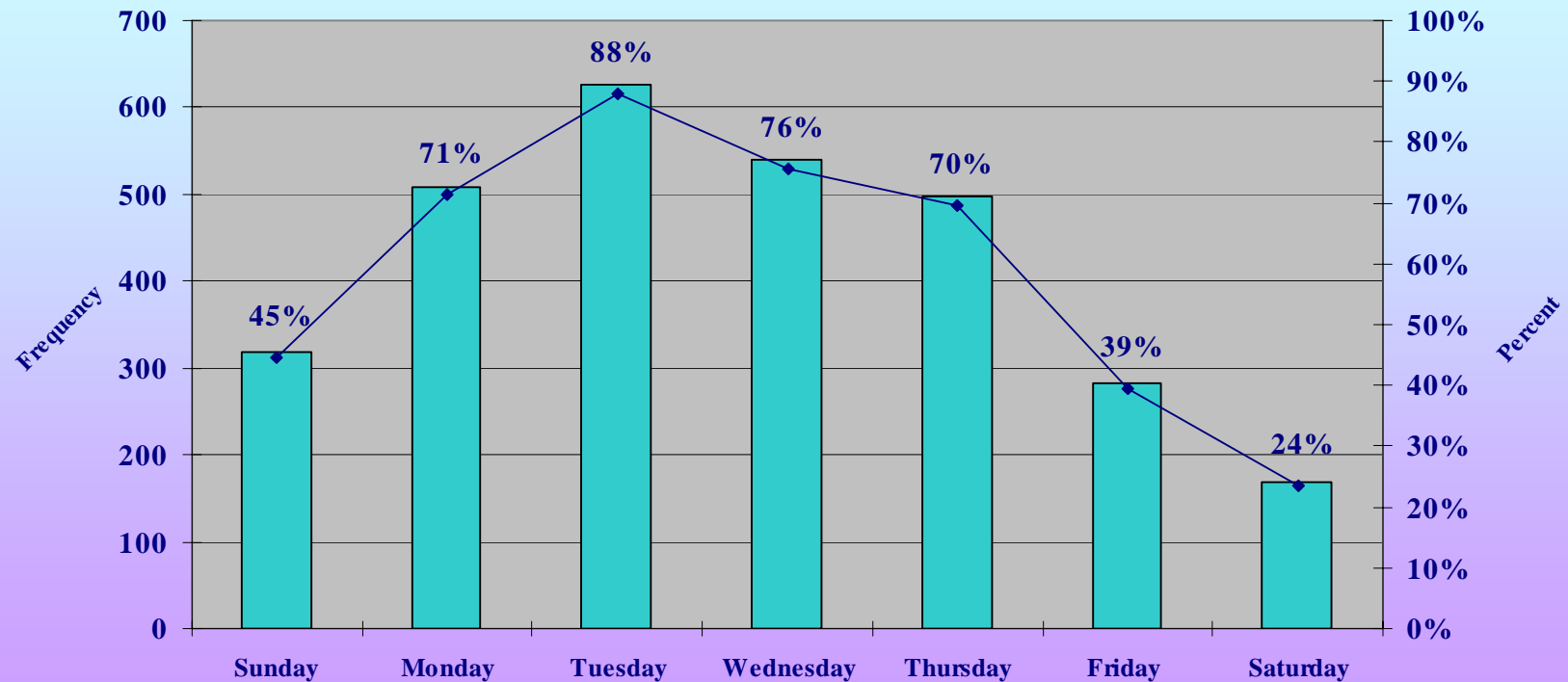
Respondents selected multiple choices



Library Visits by Day of Week

[N = 712]

Respondents selected multiple choices

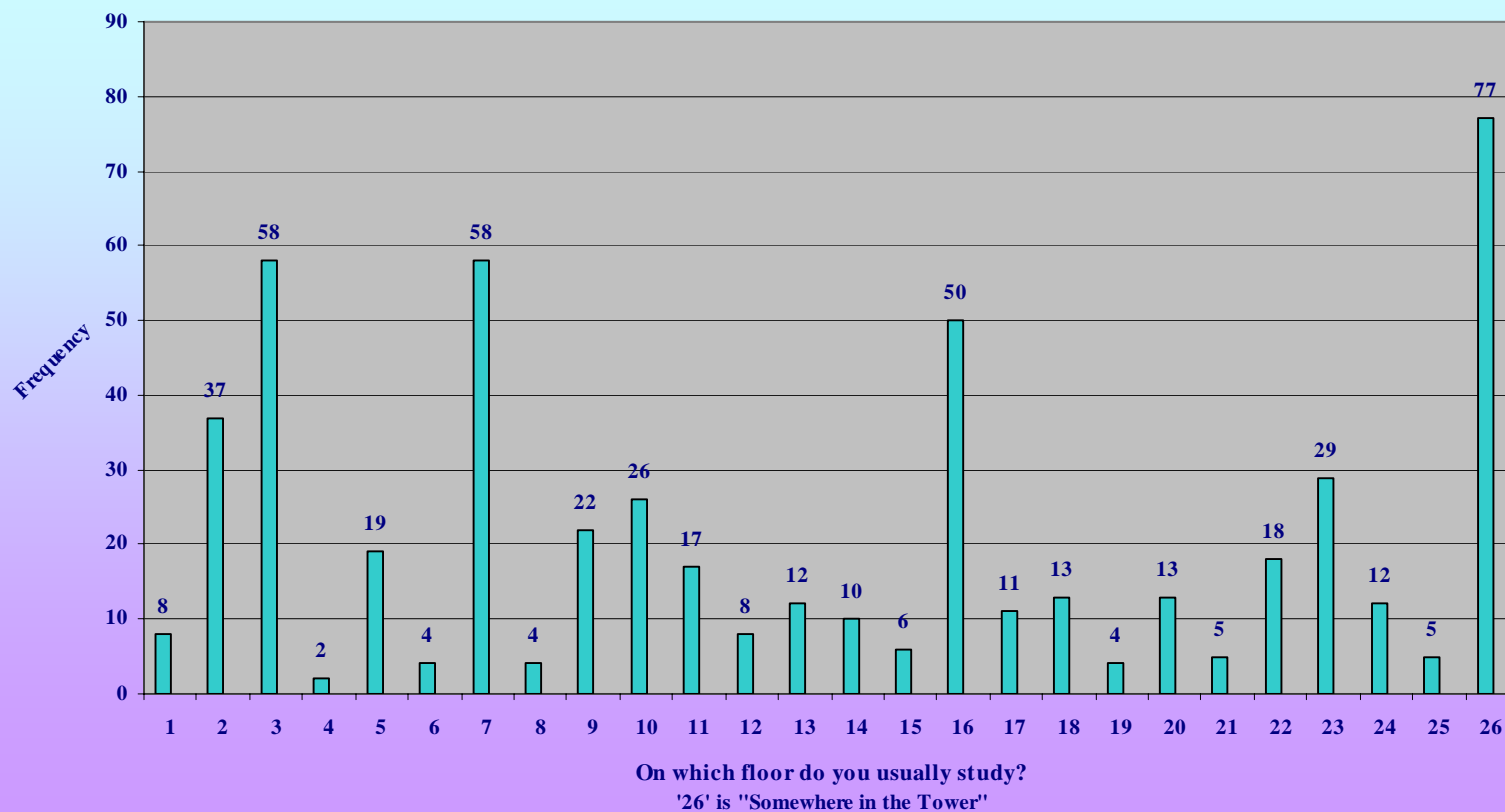


What days of the week do you typically visit the Library?

Frequency — Percent

Use of Tower Floors

[N = 713]



- | | | | | |
|-----------------------------|-------------------------------|-------------------------------|--------------------------------------|---|
| 1. Entrance | 2. Quiet Study/Map Collection | 3. Reserves/Media/Quiet Study | 4. Library Office | 5. Law Collection |
| 6. Government Documents | 7. OIT Computer Classrooms | 8. Book Stacks | 9. Art & Photography | 10. Learning Resource Center |
| 11. Juvenile Collection | 12. Book Stacks | 13. Study Carrels | 14. Book Stacks | 15. Book Stacks |
| 16. OIT Computer Classrooms | 17. Book Stacks | 18. Book Stacks | 19. Collection Development & Offices | 20. Theses & Dissertations |
| 21. East Asian Collection | 22. East Asian Reference | 23. Book Stacks/Best View | 24. Book Stacks | 25. Special Collections & University Archives |

Reasons why respondents visit the Tower without heading to a specific floor	Frequency
Book Stacks	17
Computers	7
Depends on area of study	3
Desks	3
Fewer or no people	4
Finding books	7
Quiet study	17
Random floor to study	5
Research	4
Study Carrel	10

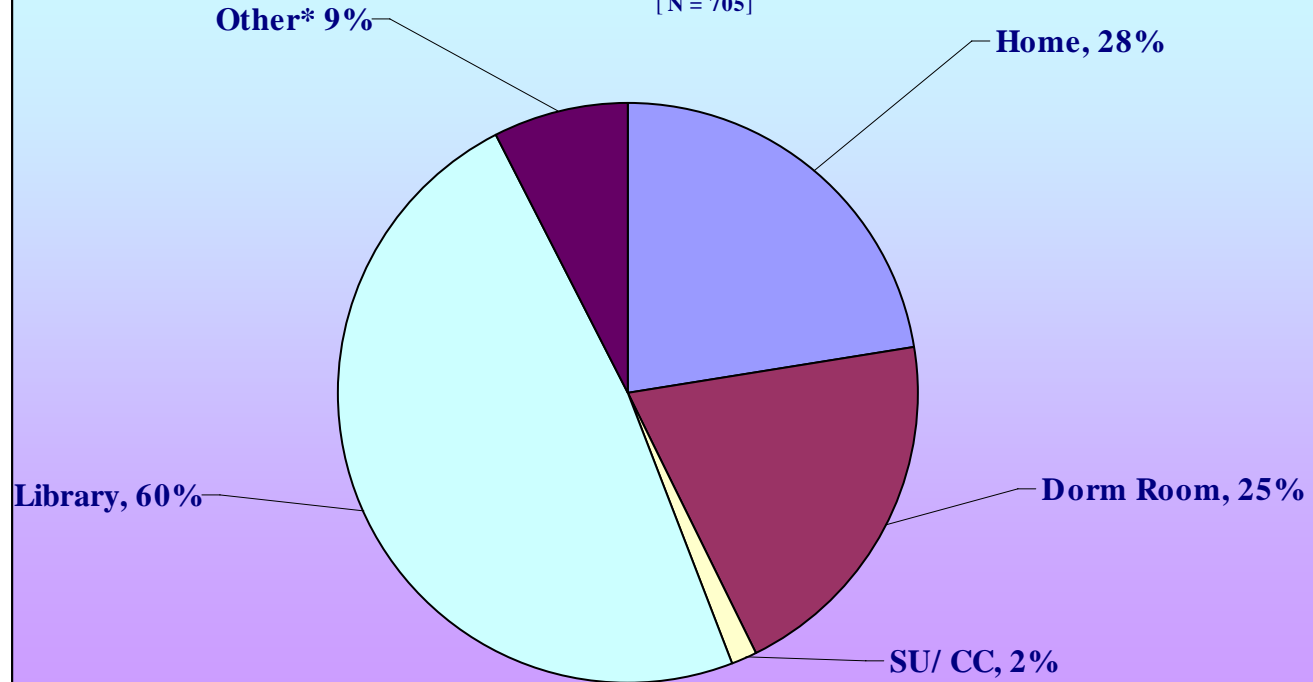
Kimberly Wells

Place to Study

Where do you usually study?

* Respondents provided specific on & off-campus locations

[N = 705]



@ Academic Building
Cafe at Forbes Library
Engineering Lab
Goessman
Herter Hall
Lederle Research Graduate Tower
Rao's
Smith Library
Starbucks

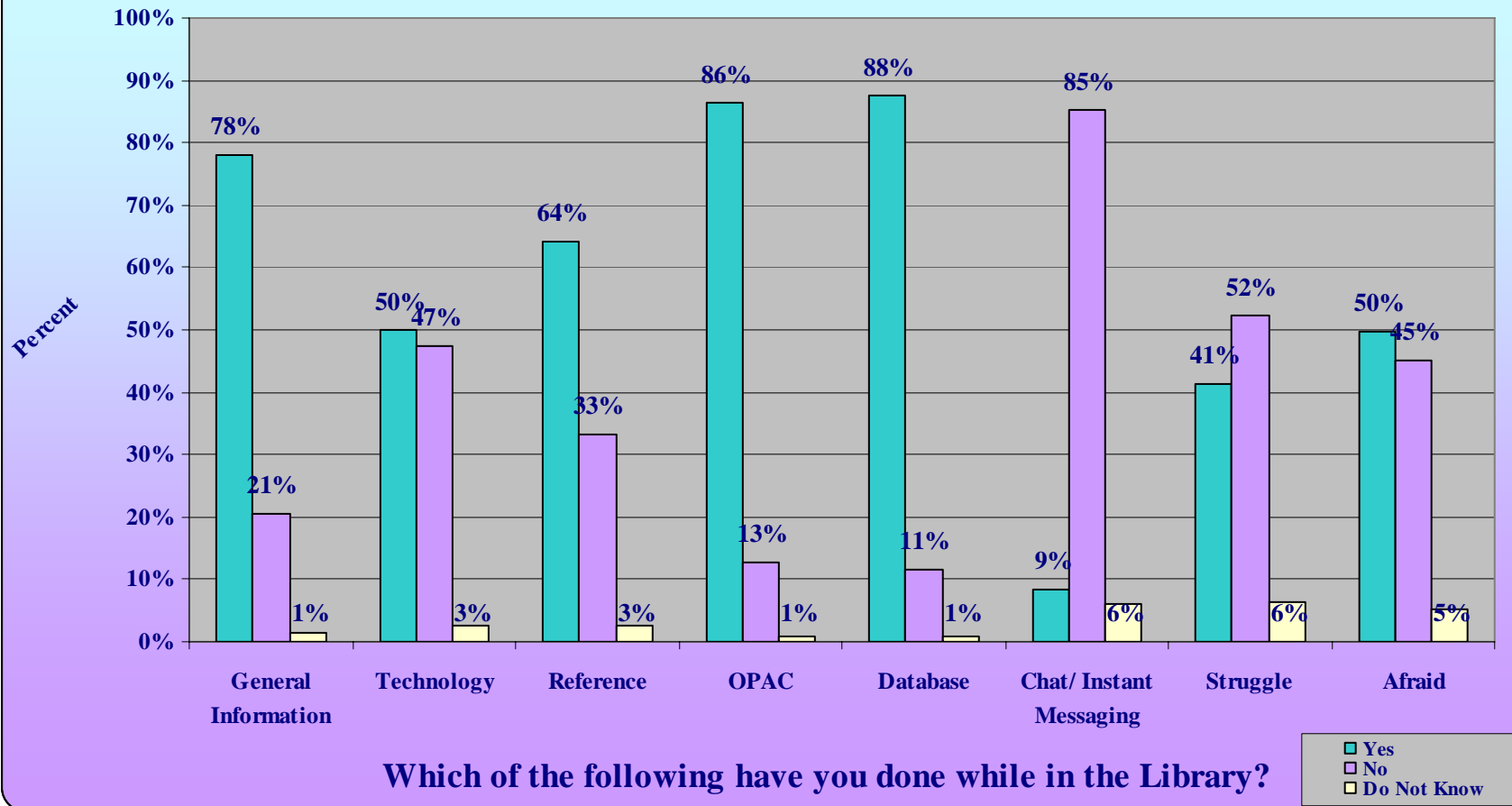
Apartment
Coffee Shop
English Library
Grad Lab
Jones Library
Machmer
Robert Frost Library at Amherst College
SOM
Study Carrel

Army ROTC
Department Office
Fine Arts
Guinness
Lab
Office on Campus
School Office
SOM PhD Office

Athletic Study Hall
Dorm Lounge
Friend's House
Hasbrouck
LACC-Hampden
Physical Sciences Lab
Science Library
SPS Lounge

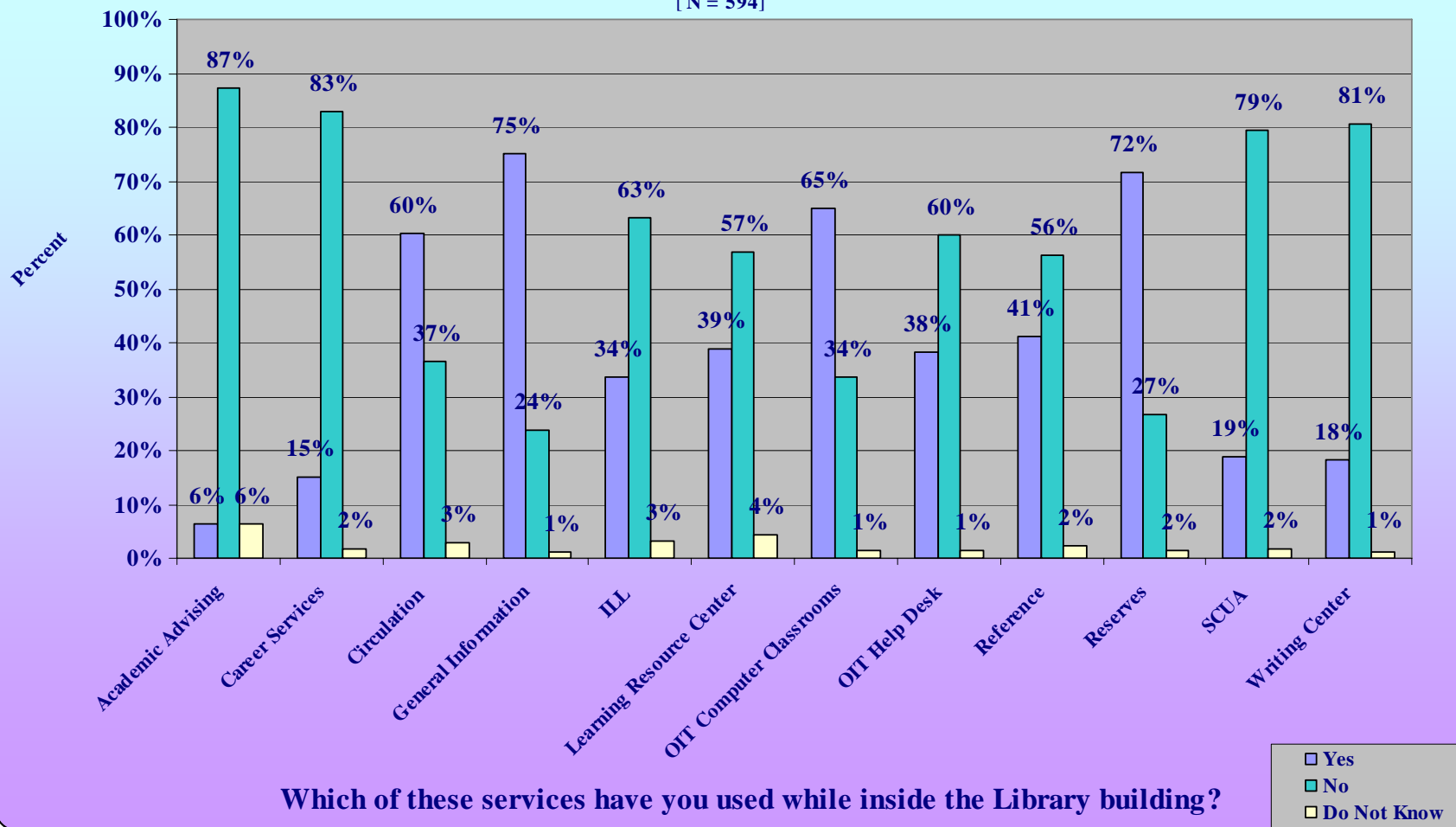
Activities in Library

[N = 682]



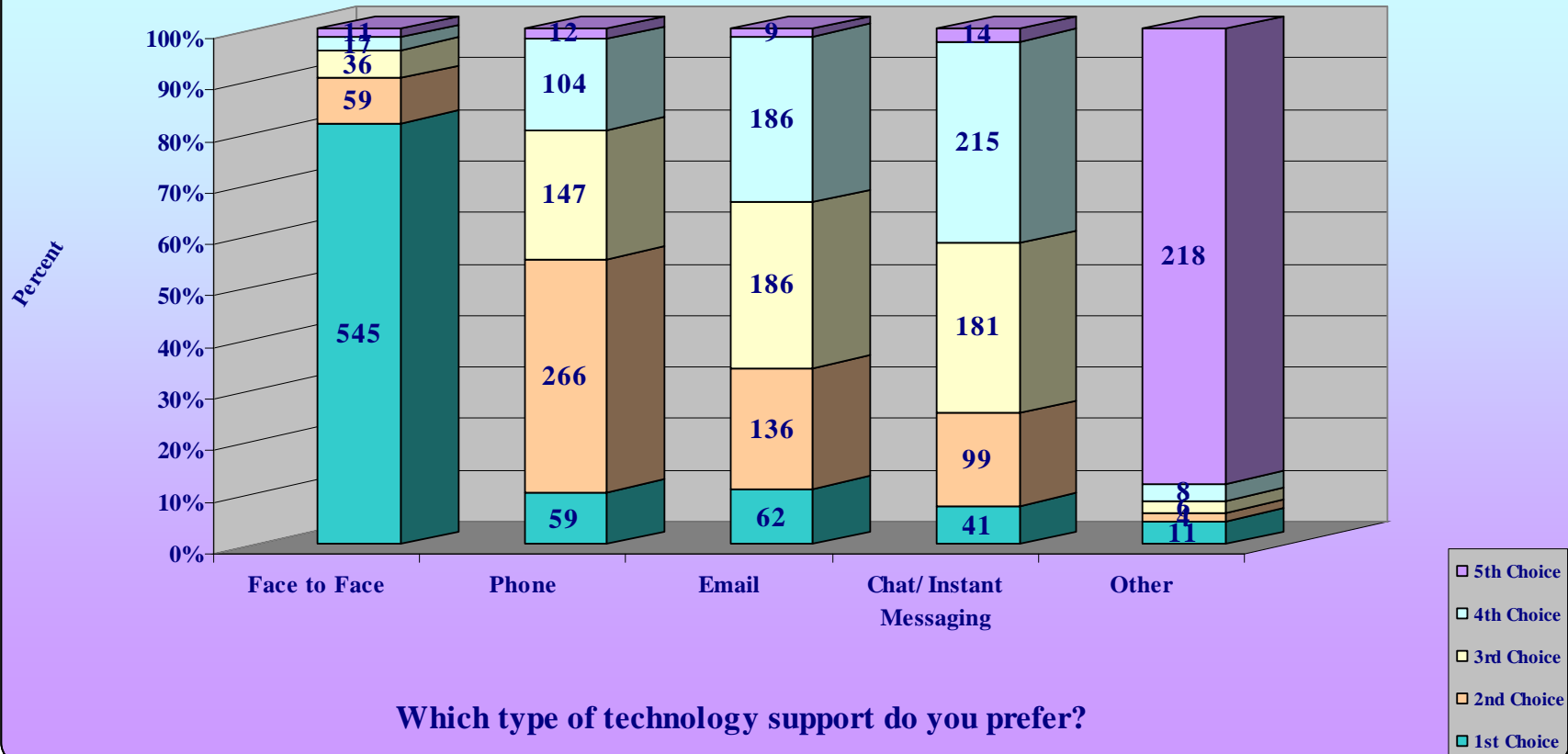
Services Used in Library

[N = 594]



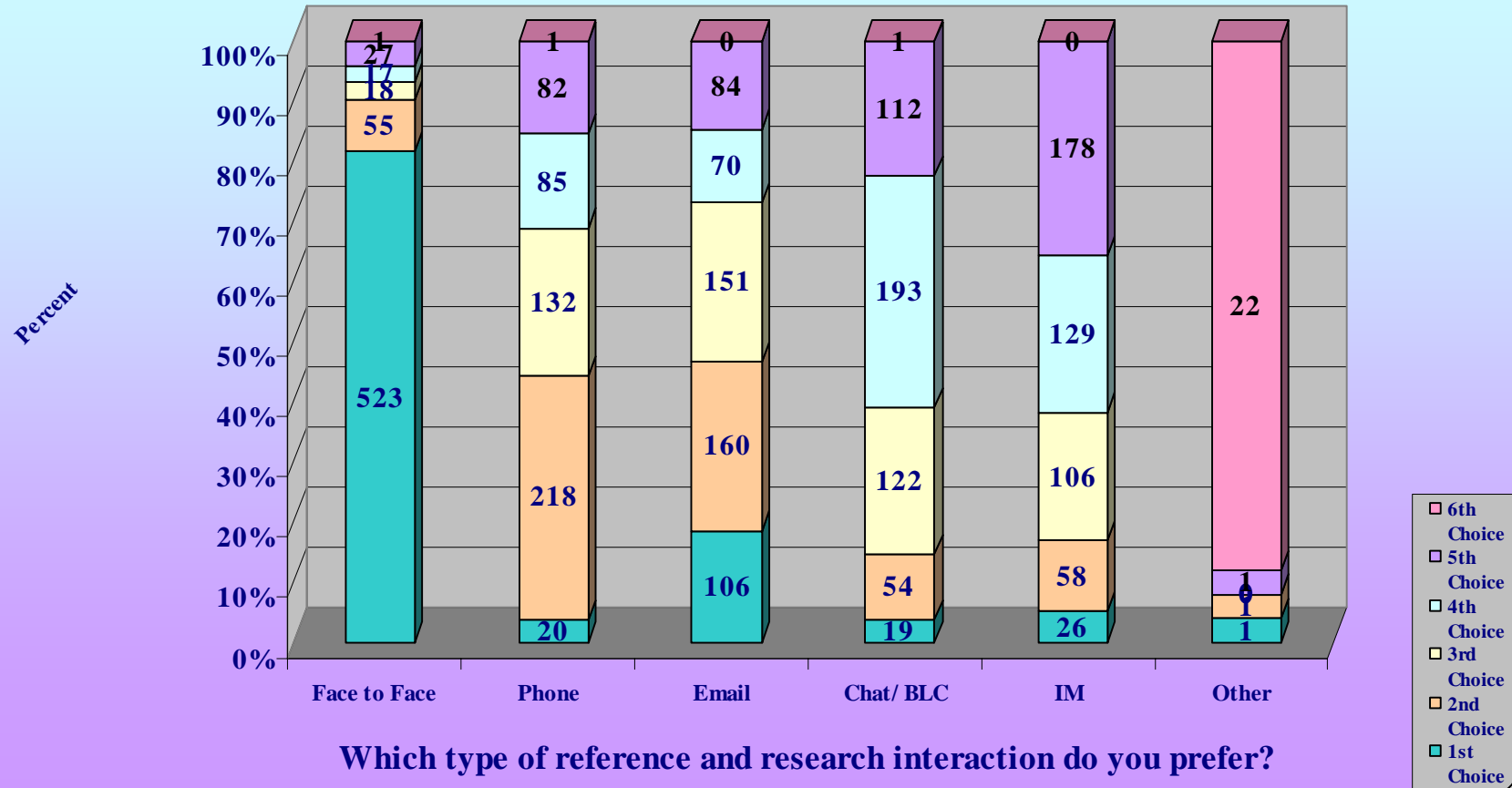
Type of Technology Support Preferred

[N = 641]



Reference and Research Interaction

[N = 641]



One on One Consultation

When you perform Library research, would a one-on-one consultation with a reference librarian be

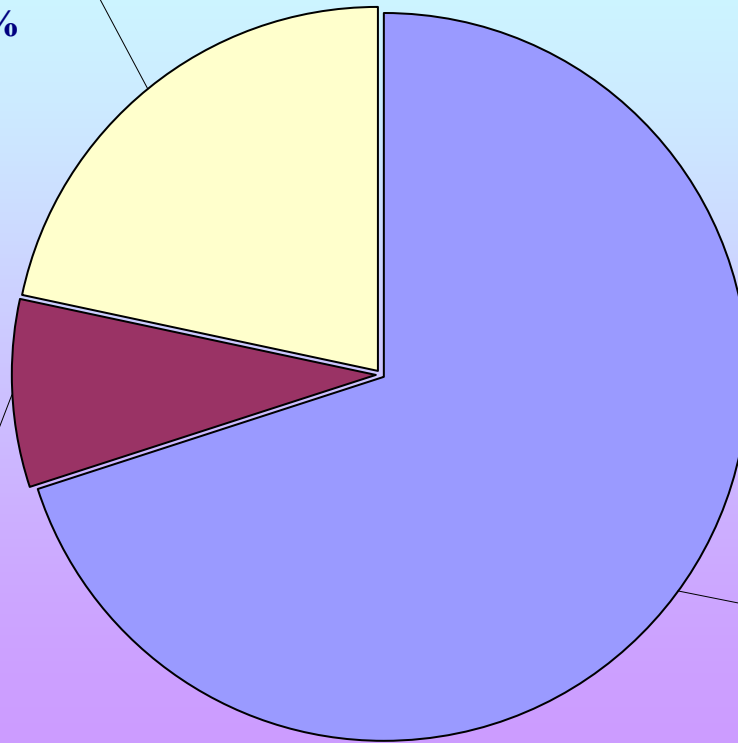
helpful to you?

[N = 687]

No Opinion
22%

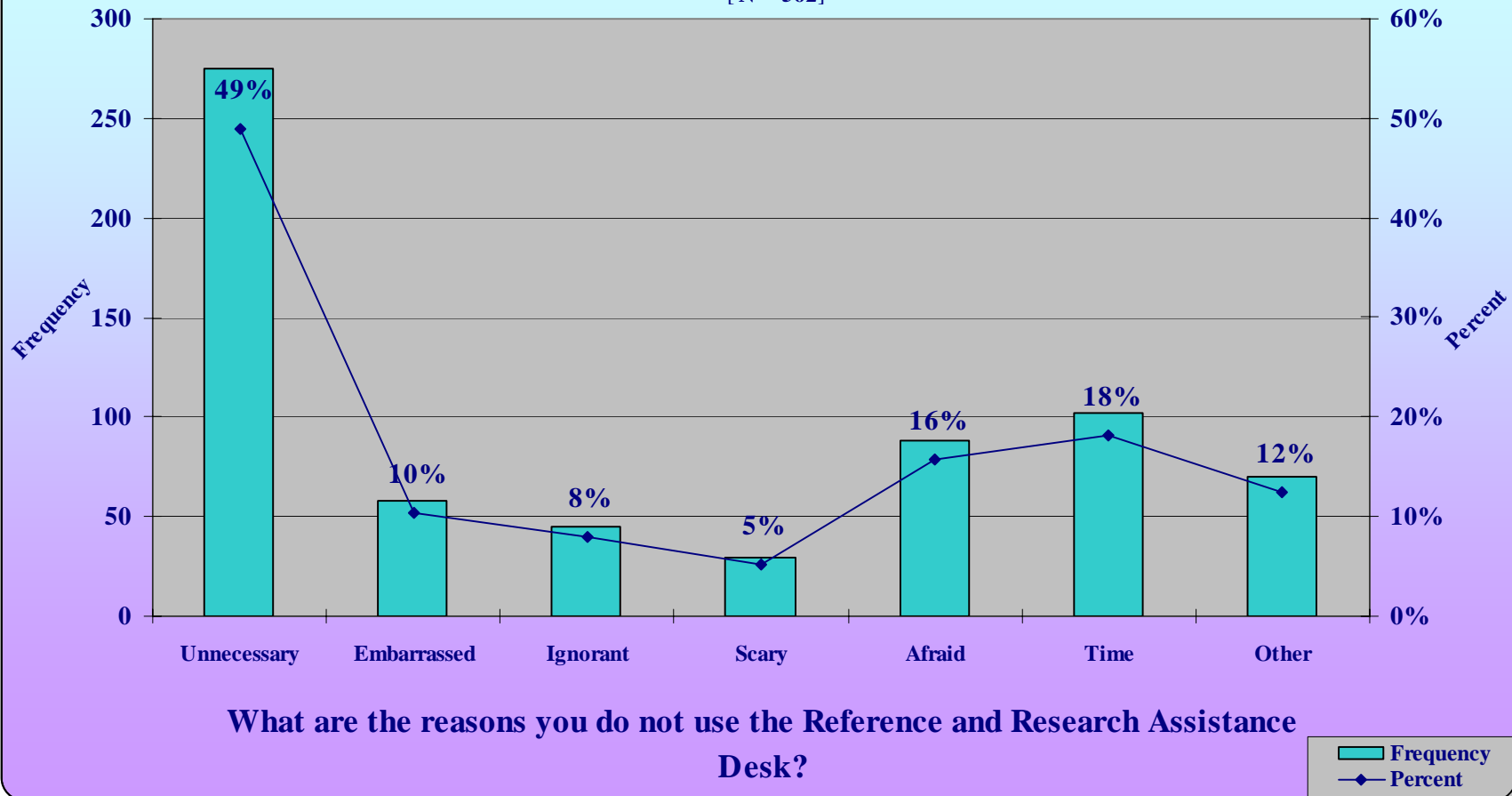
No
8%

Yes
70%



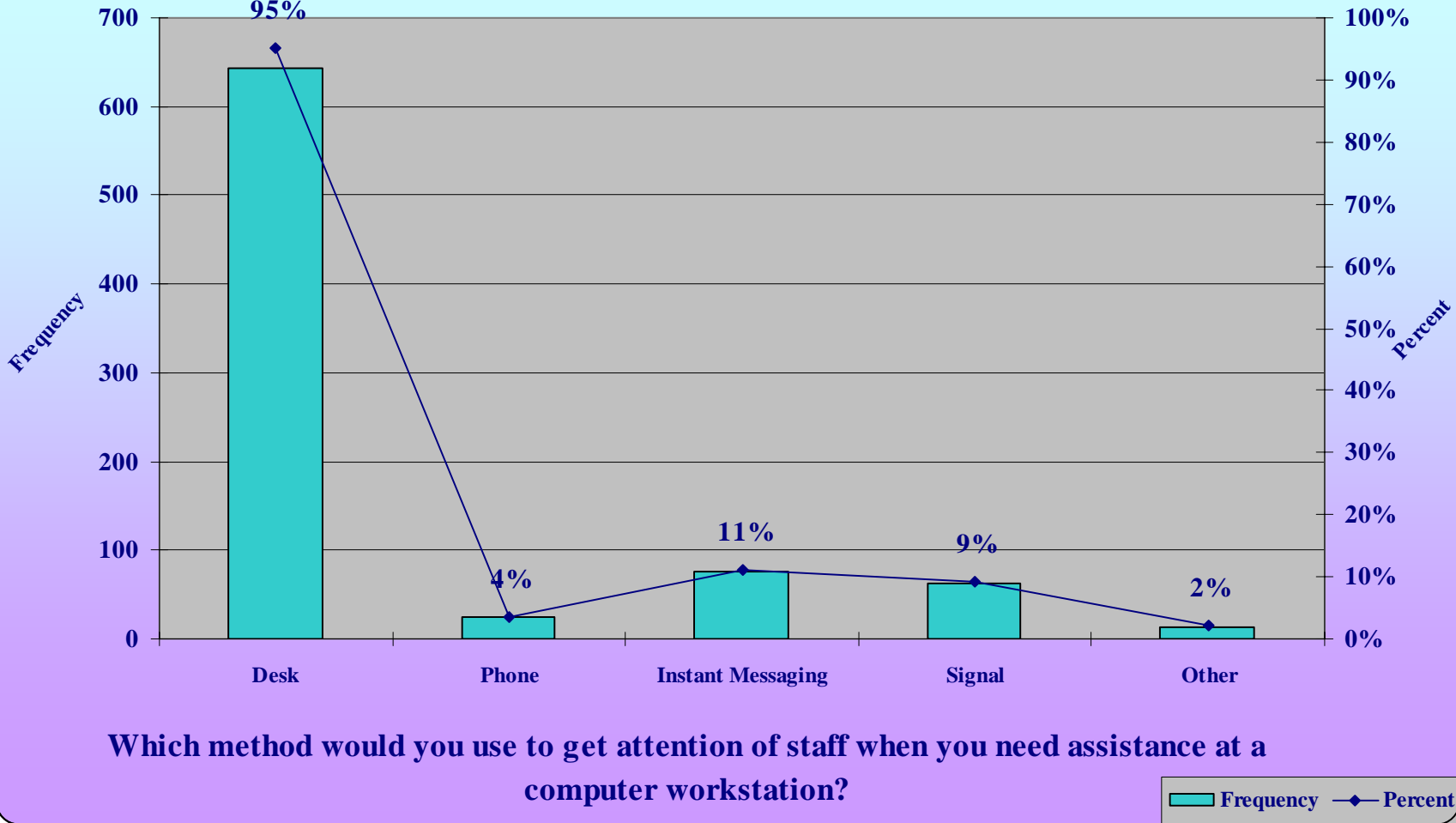
Reasons do not Use "Reference and Research Assistance Desk"

[N = 562]



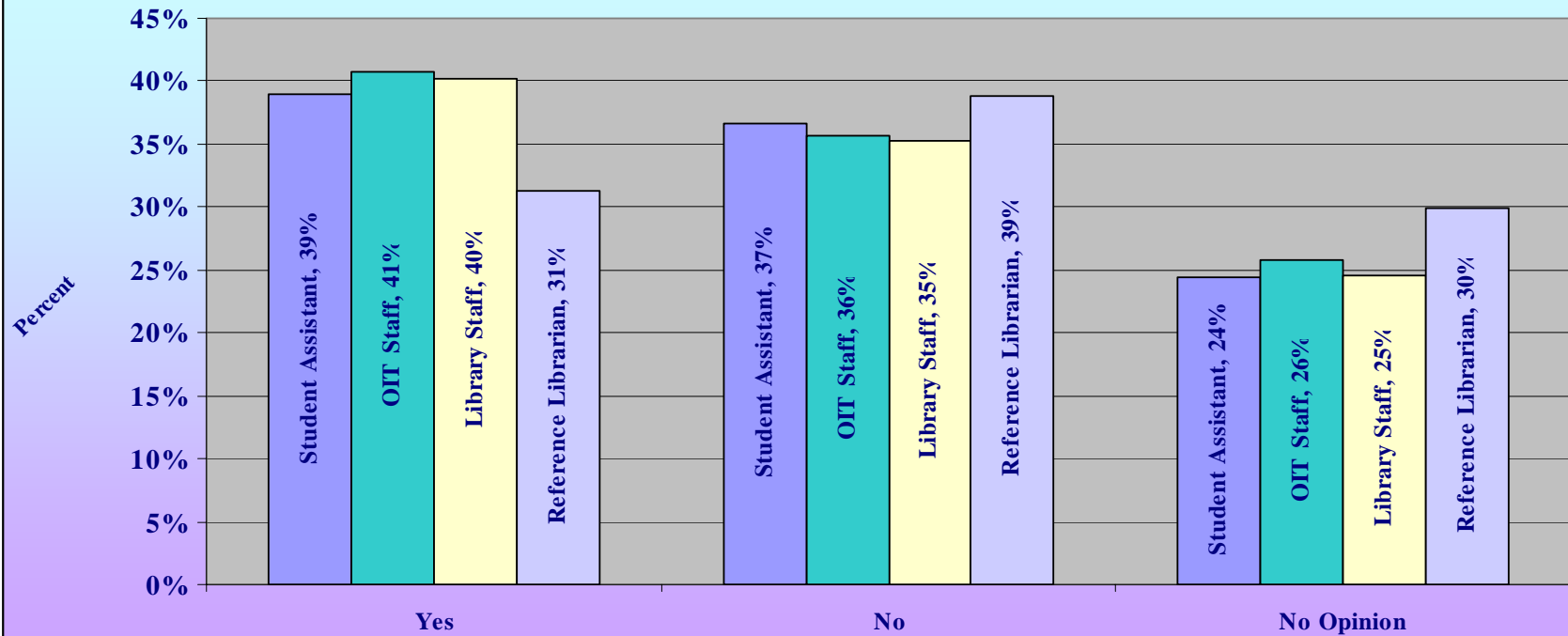
Method to Get Staff Attention

[N = 677]



Roving Learning Commons

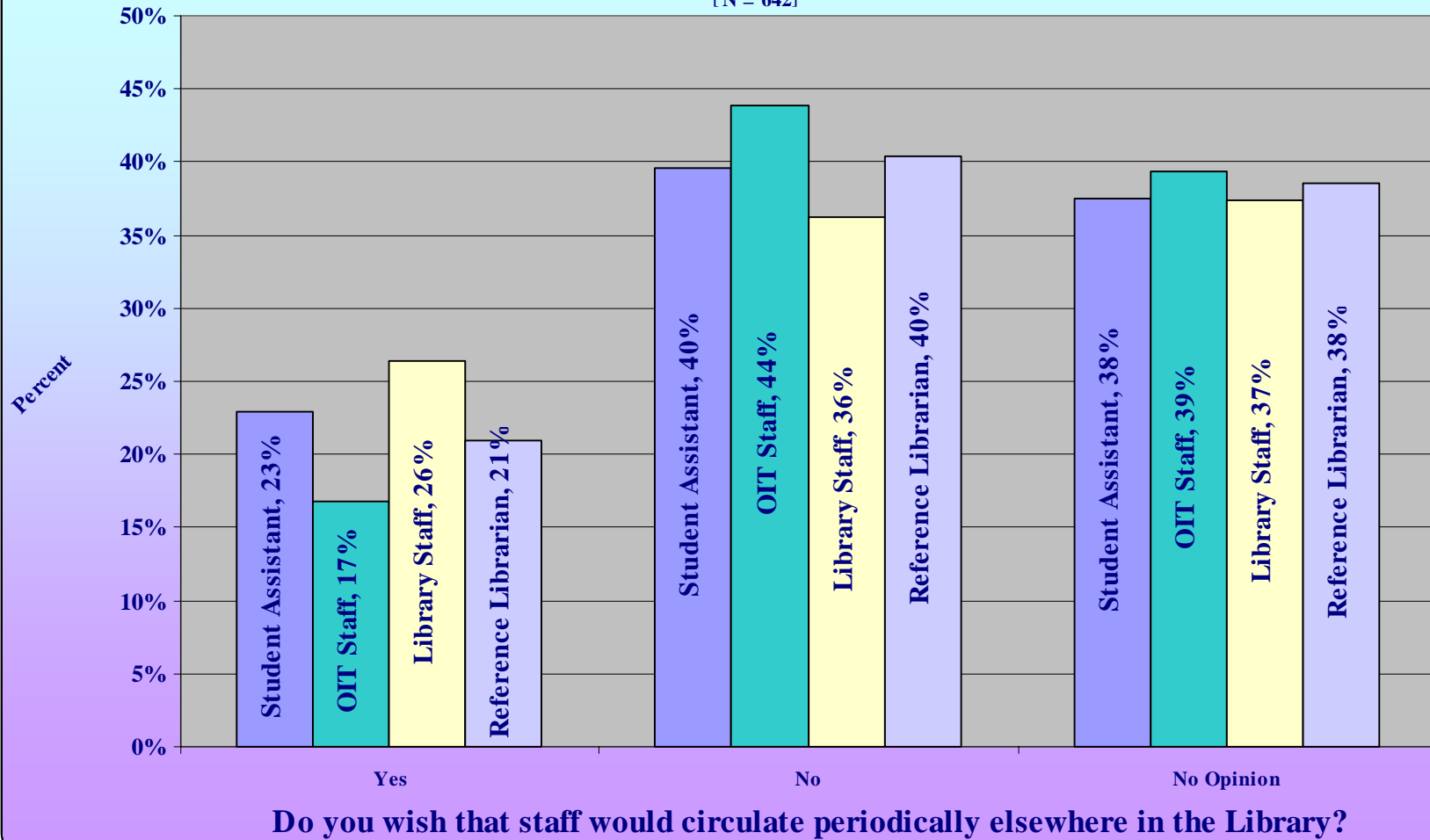
[N = 656]



Do you wish that staff would circulate periodically through the Learning Commons to see if you need assistance?

Roving Elsewhere

[N = 642]

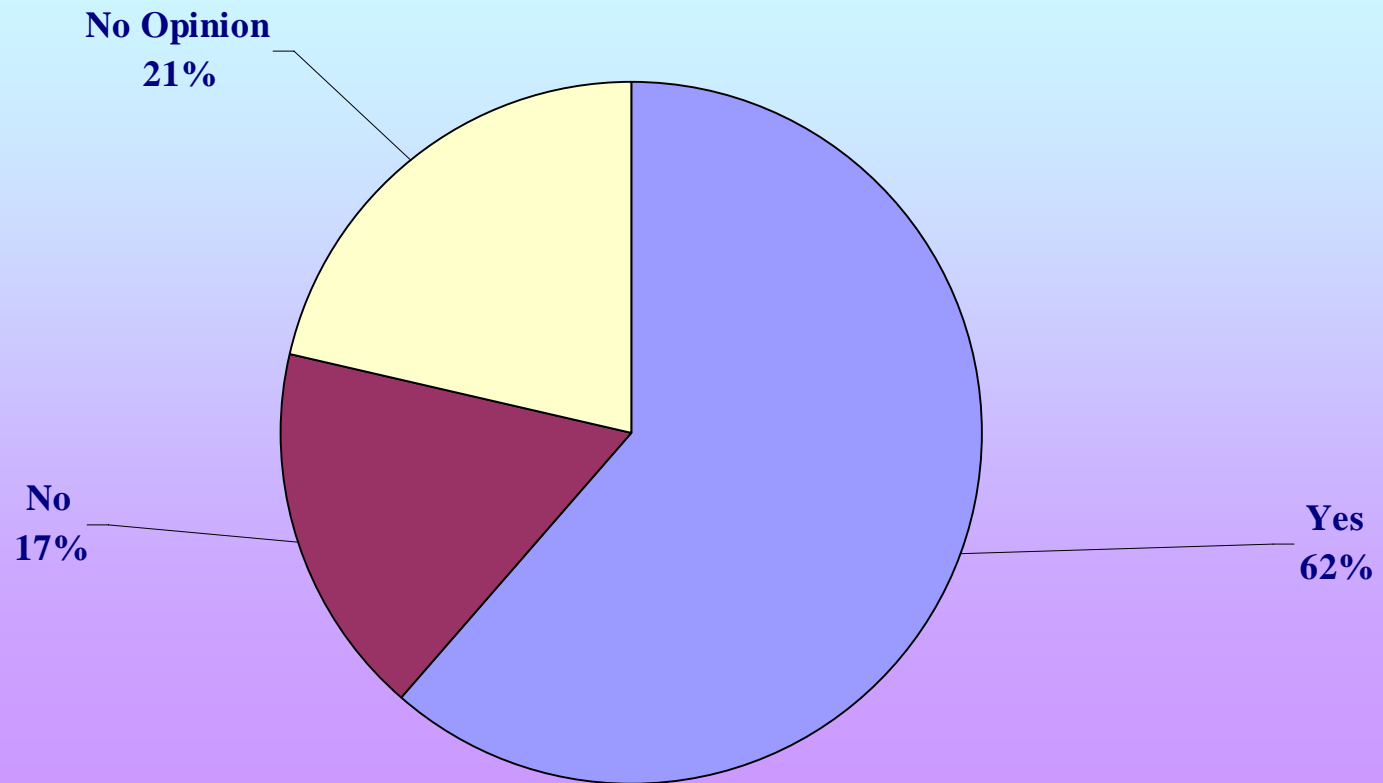


Reference Librarian Office Hours

When you need help with research, would a reference librarian holding office hours in your academic

department be helpful to you?

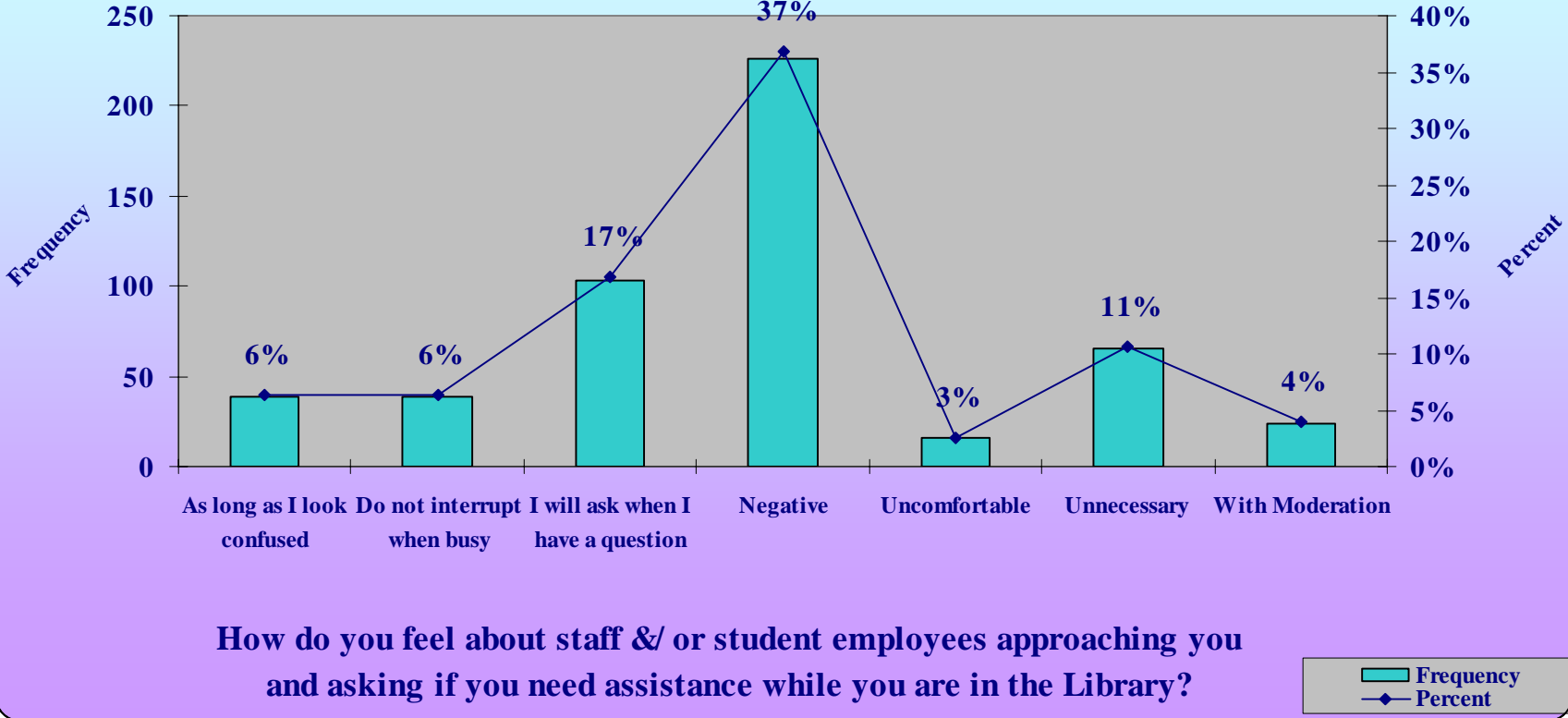
[N = 660]



Feelings About Roving: Conditions/ Negative

N = 615

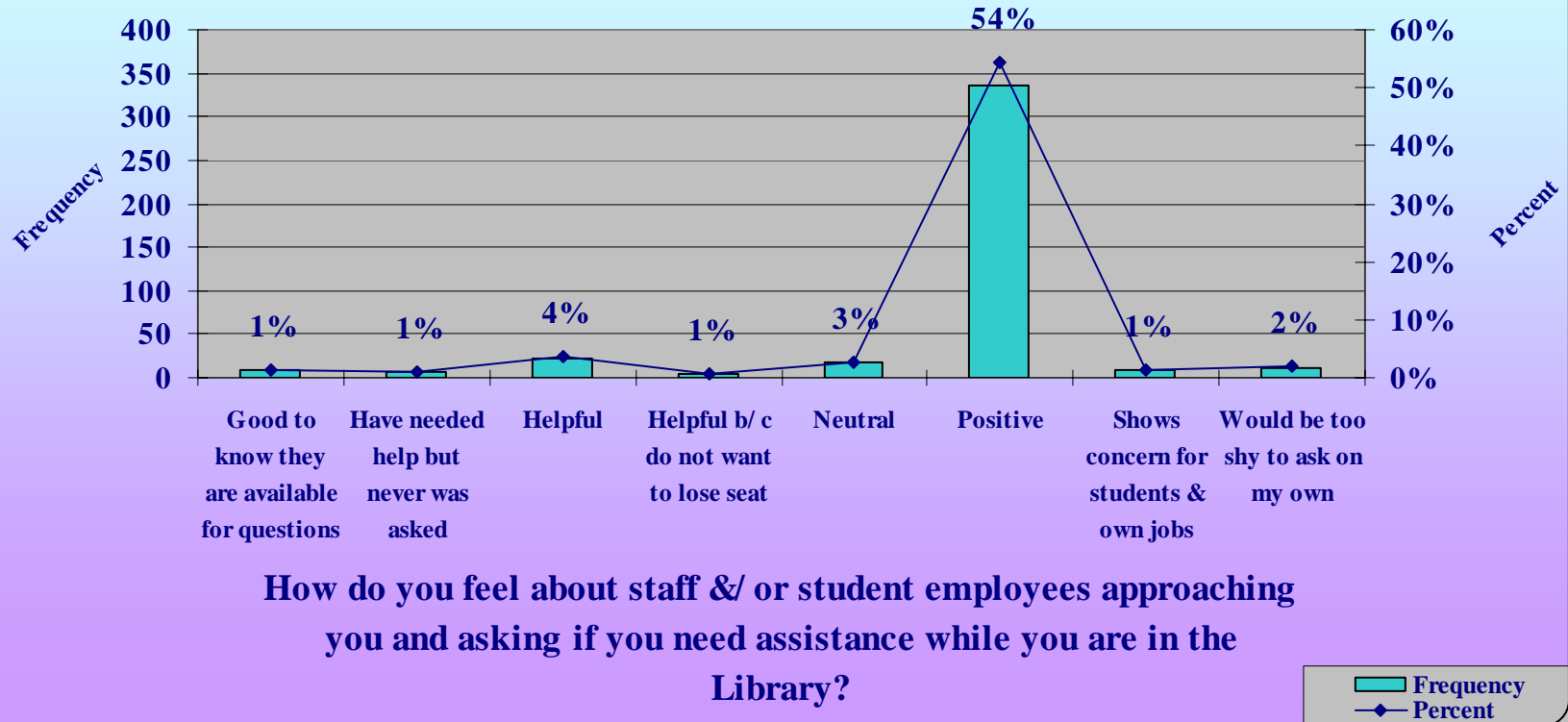
Chart 1 of 2



Feelings About Roving: Positive/ Neutral

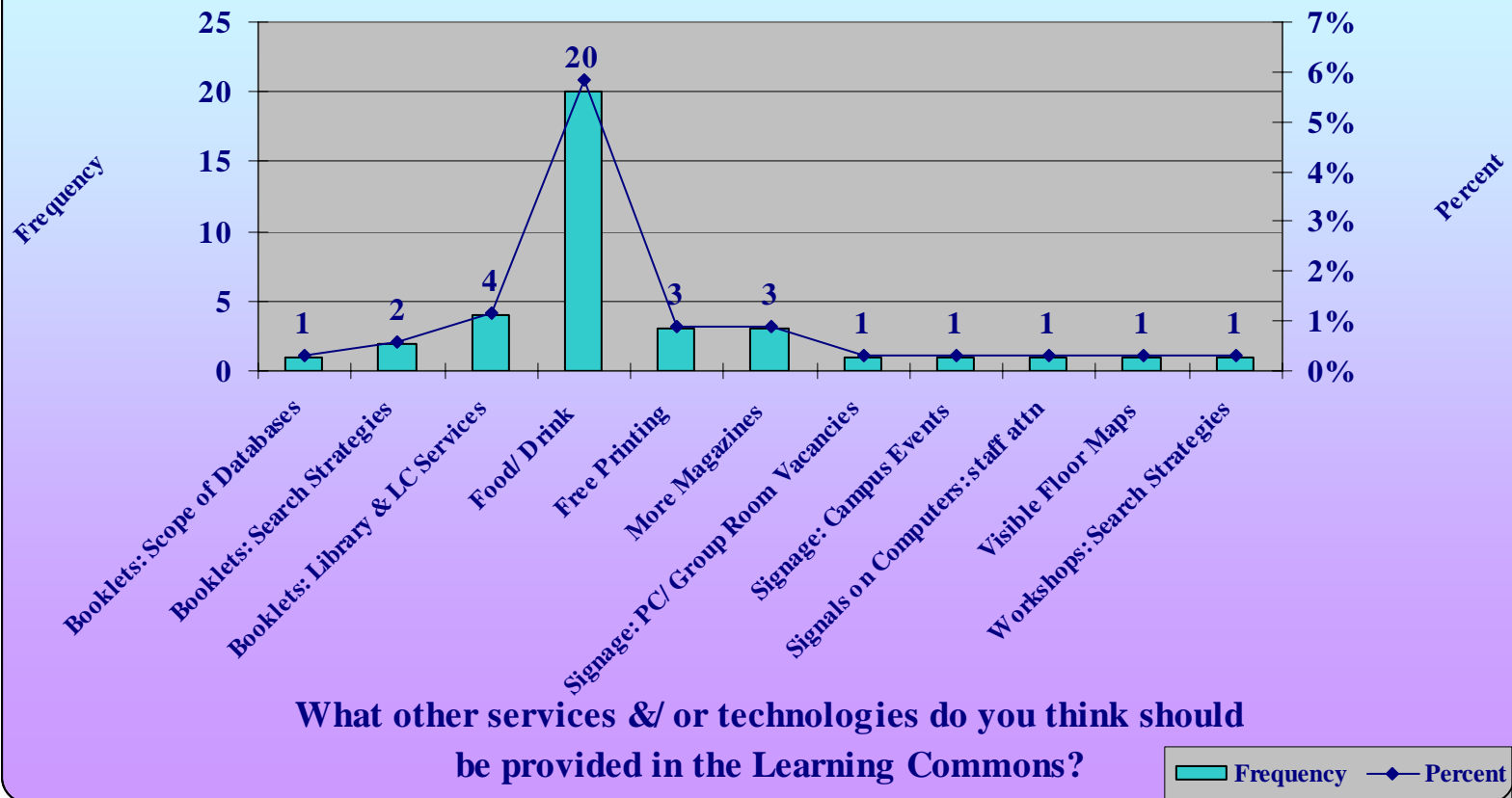
[N = 615]

Chart 2 of 2



Services/ Technologies for the Learning Commons: Accomodations

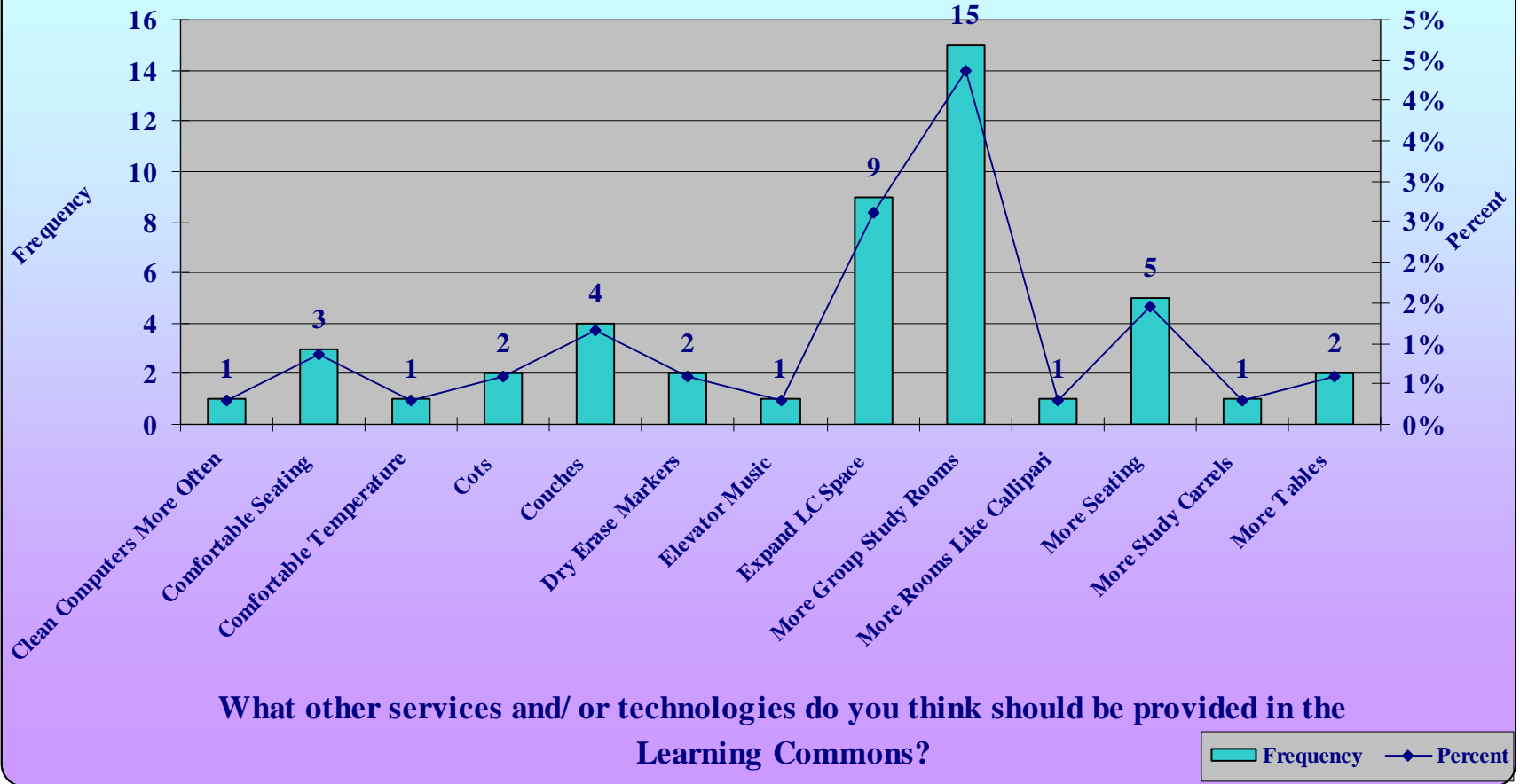
[N = 343]
Chart 1 of 7



Services/ Technologies for the Learning Commons: Facilities

[N = 343]

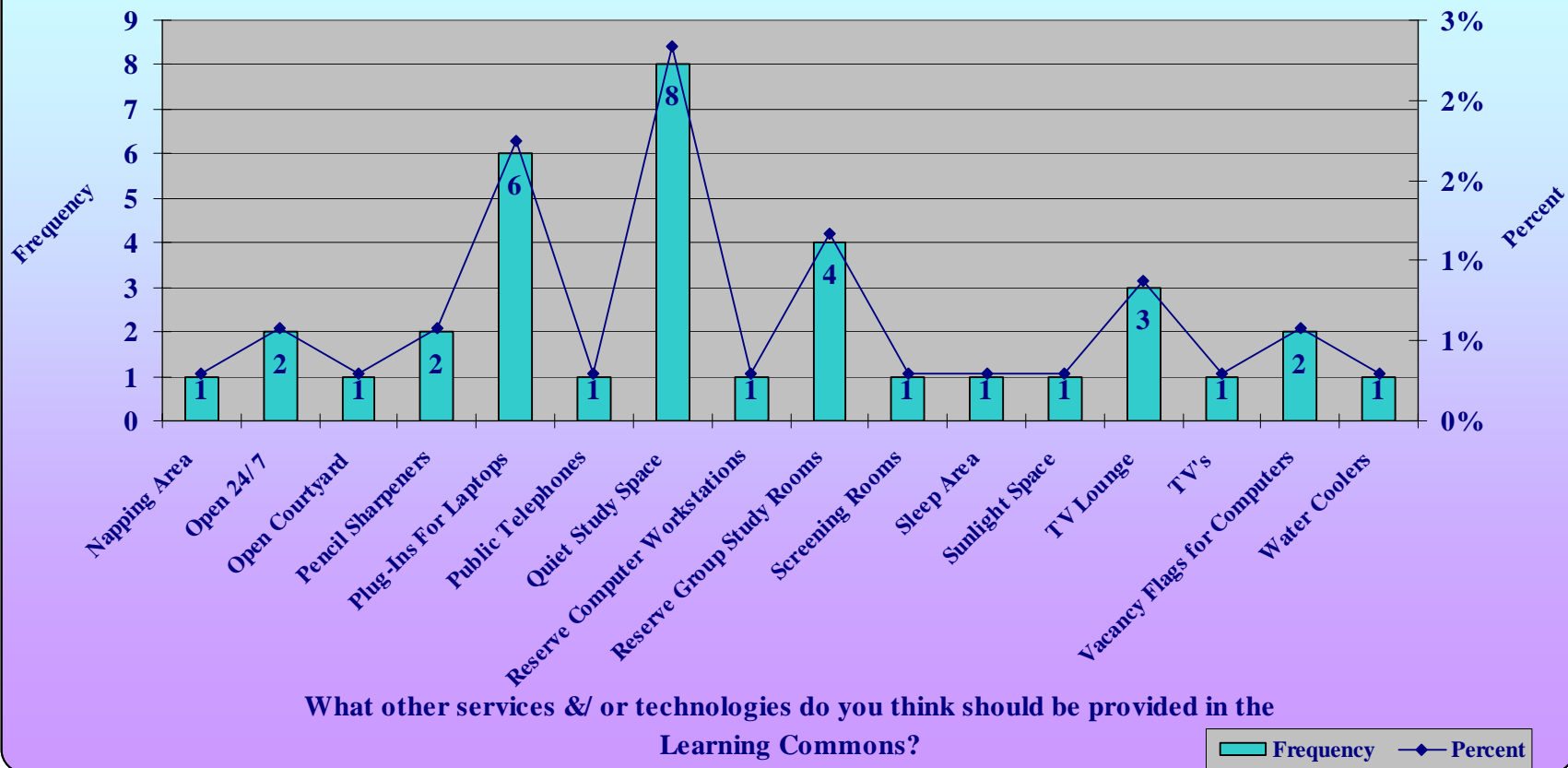
Chart 2 of 7



Services/ Technologies for the Learning Commons: Facilities

[N = 343]

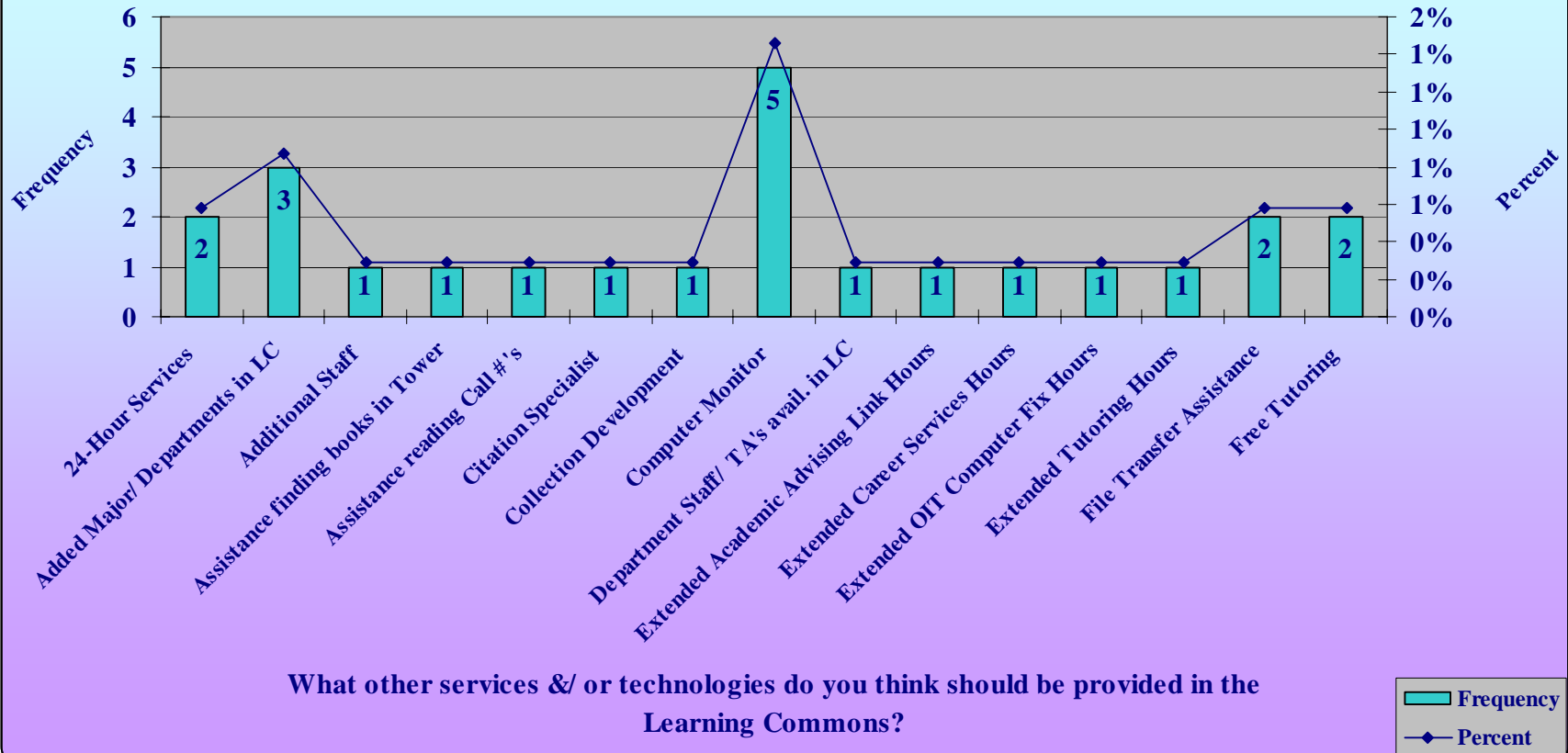
Chart 3 of 7



Services/ Technologies for the Learning Commons: Services

[N = 343]

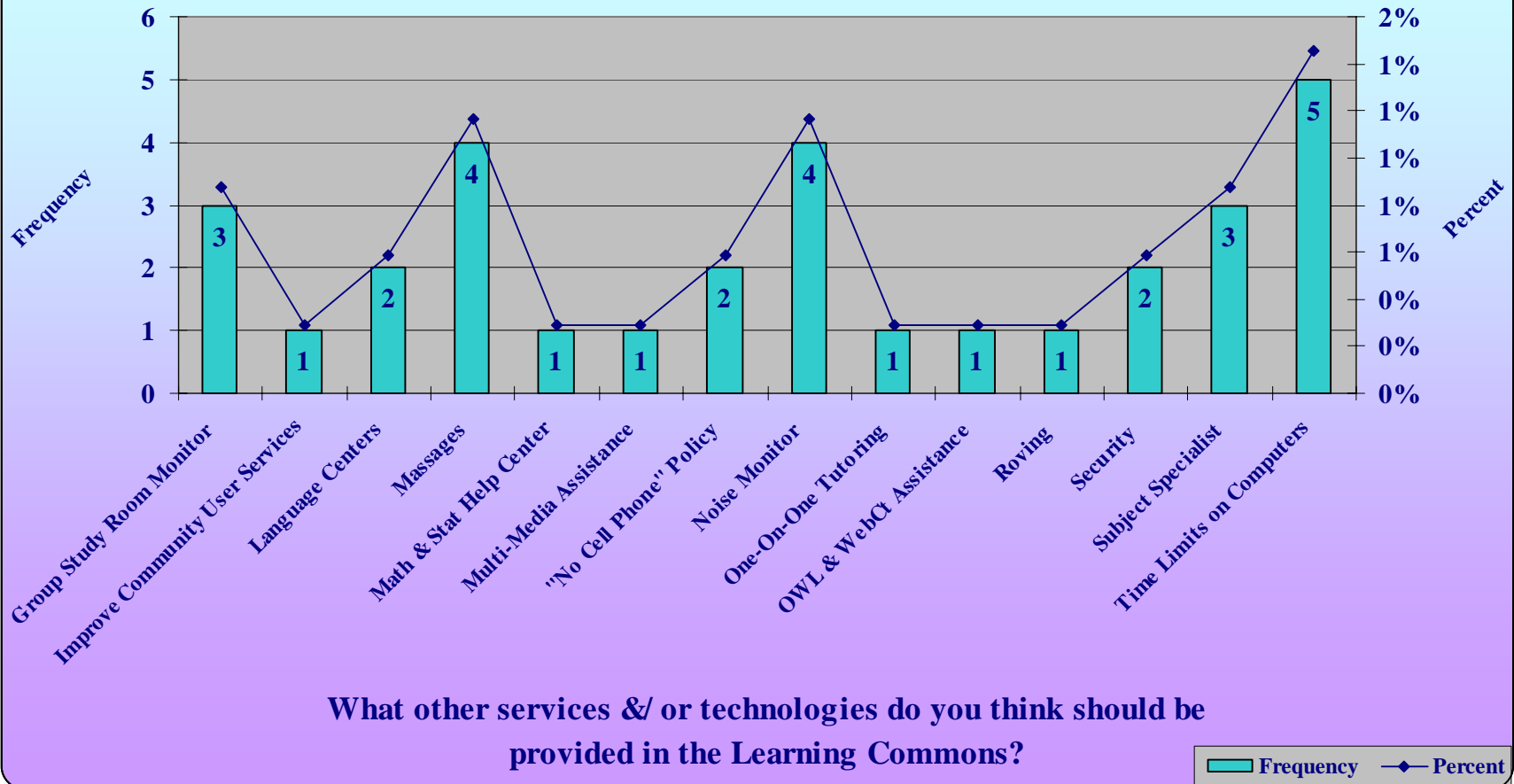
Chart 4 of 7



Services/ Technologies for the Learning Commons: Services

[N = 343]

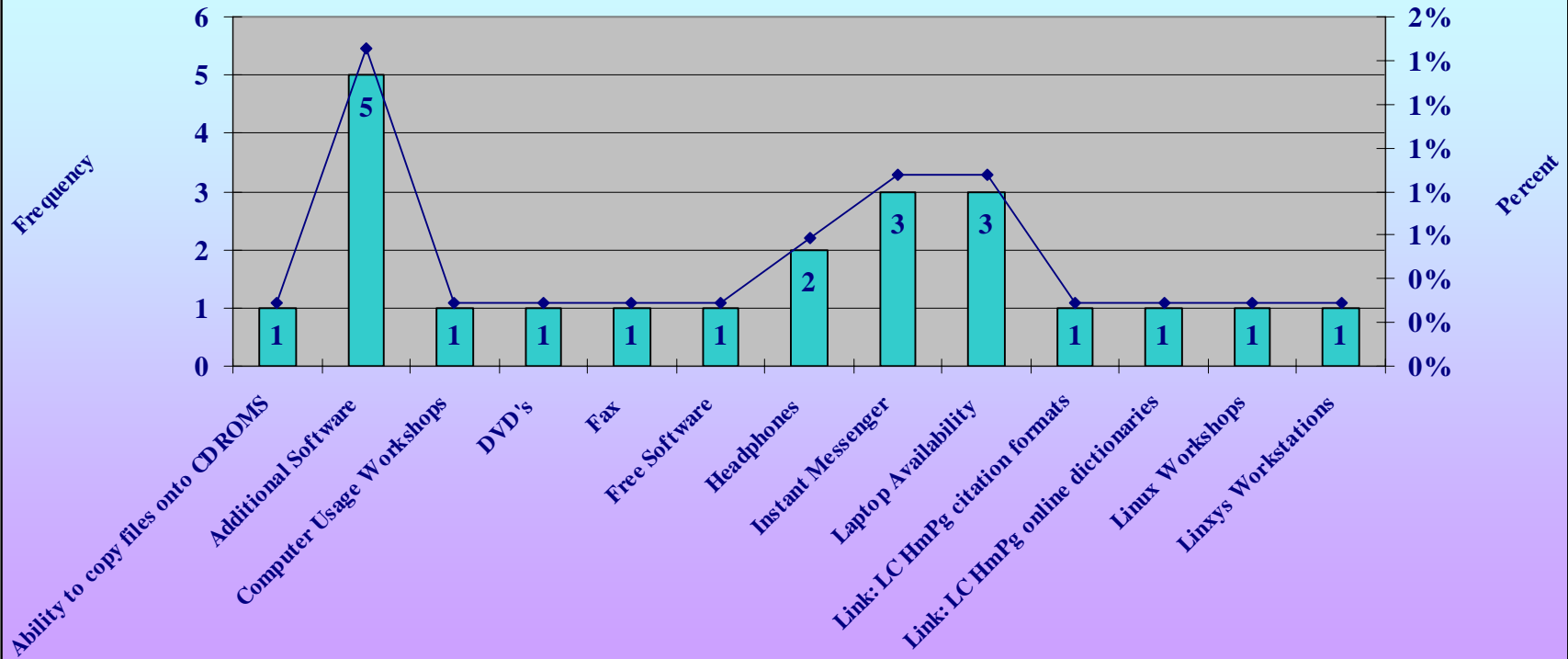
Chart 5 of 7



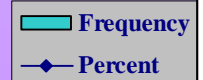
Services/ Technologies for the Learning Commons: Technology

[N = 343]

Chart 6 of 7

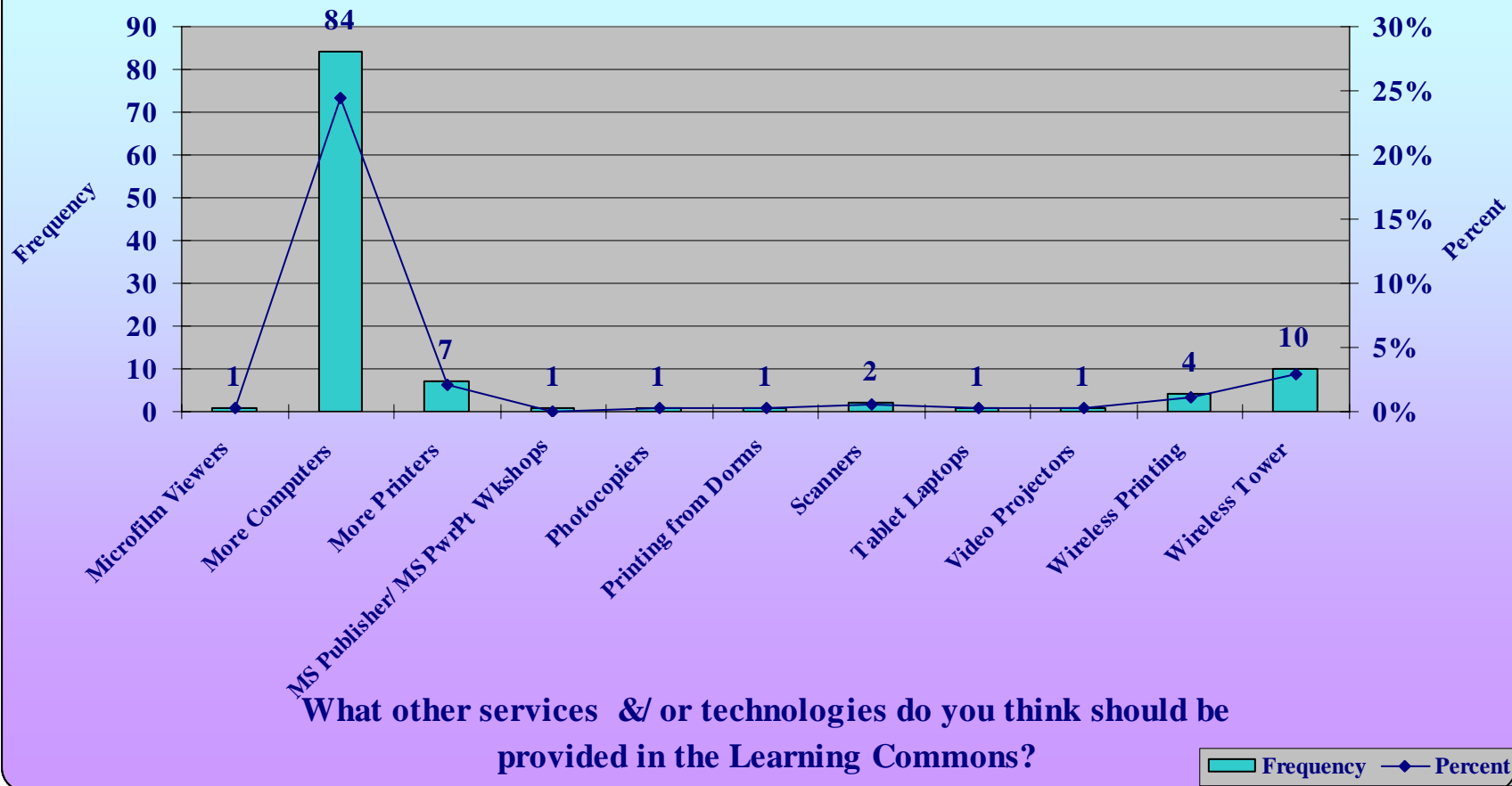


What other services &/ or technologies do you think should be provided in the Learning Commons?



Services/ Technologies for the Learning Commons: Technology

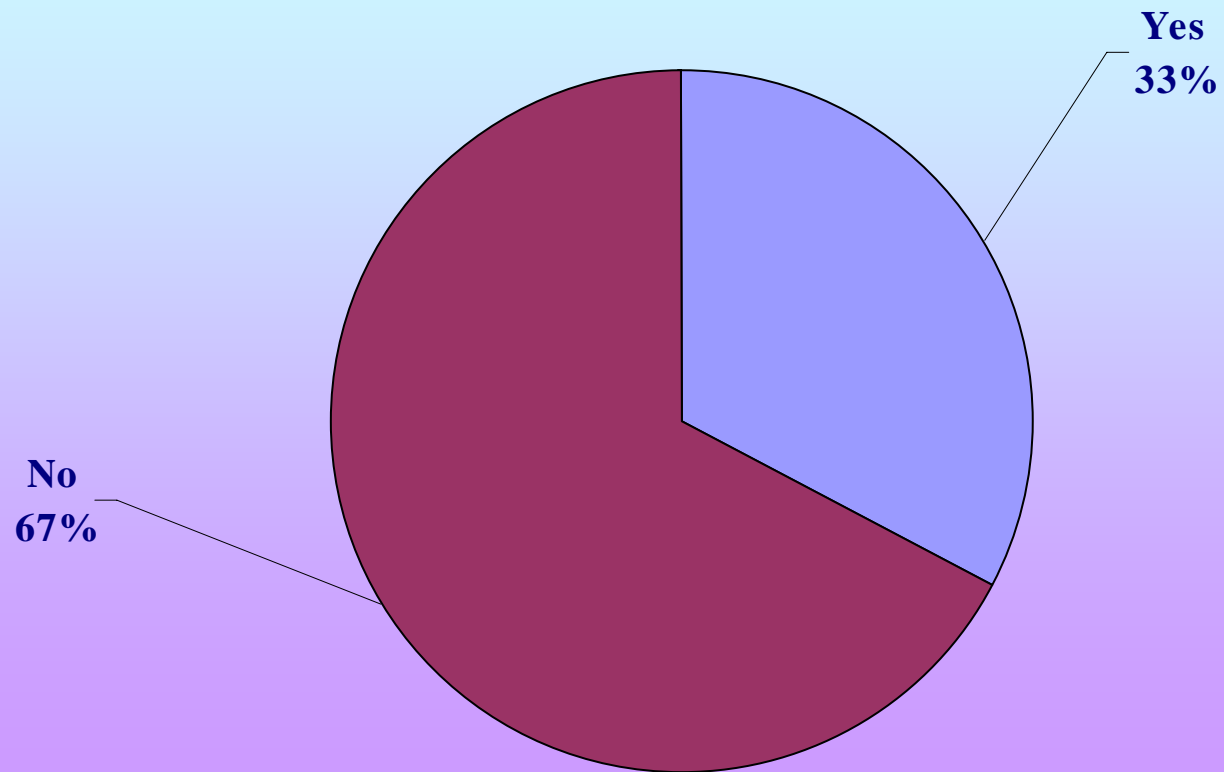
[N = 343]
Chart 7 of 7



Workshops

Would you attend brief topical workshops in the Learning Commons?

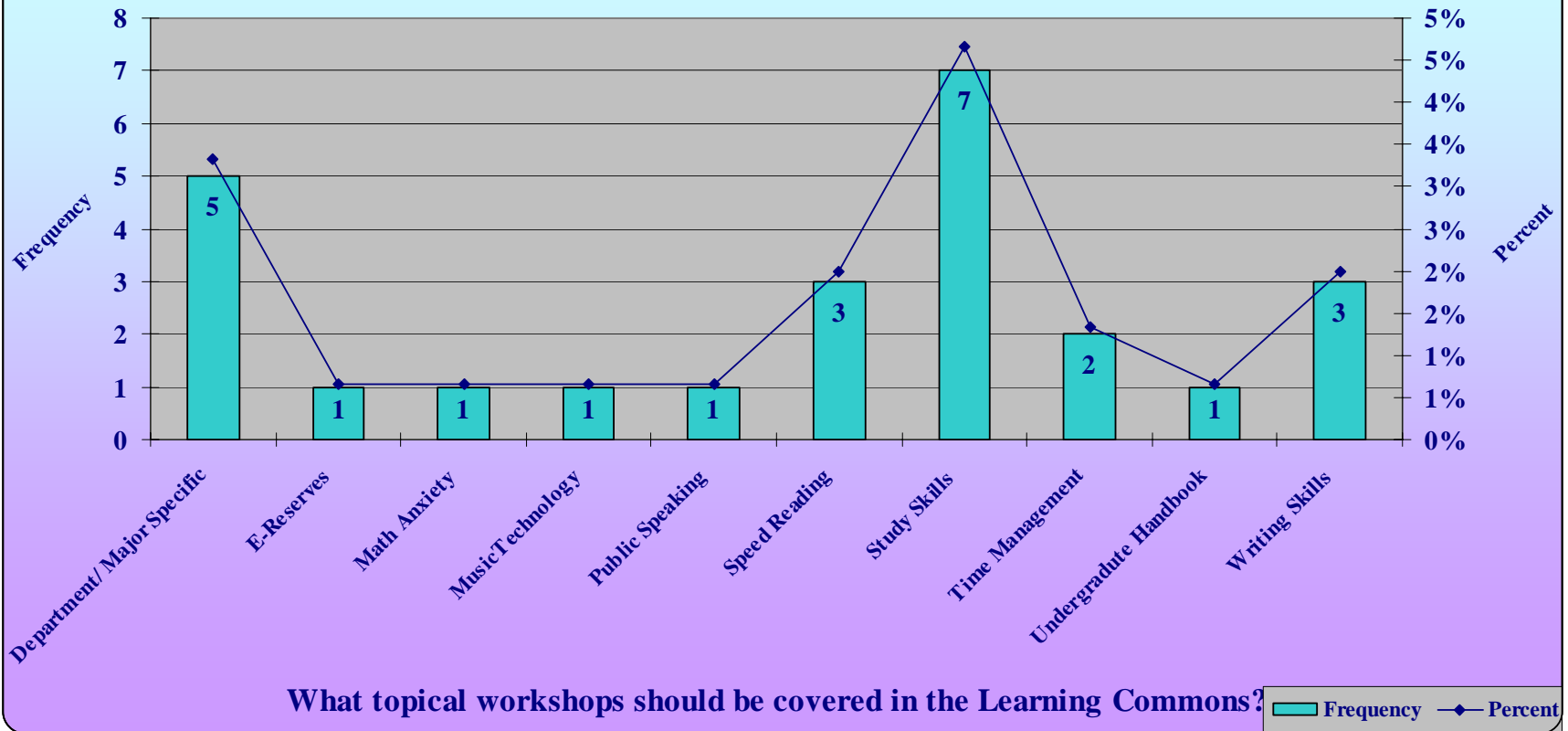
[N = 604]



Workshops: Academic

Chart 1 of 4

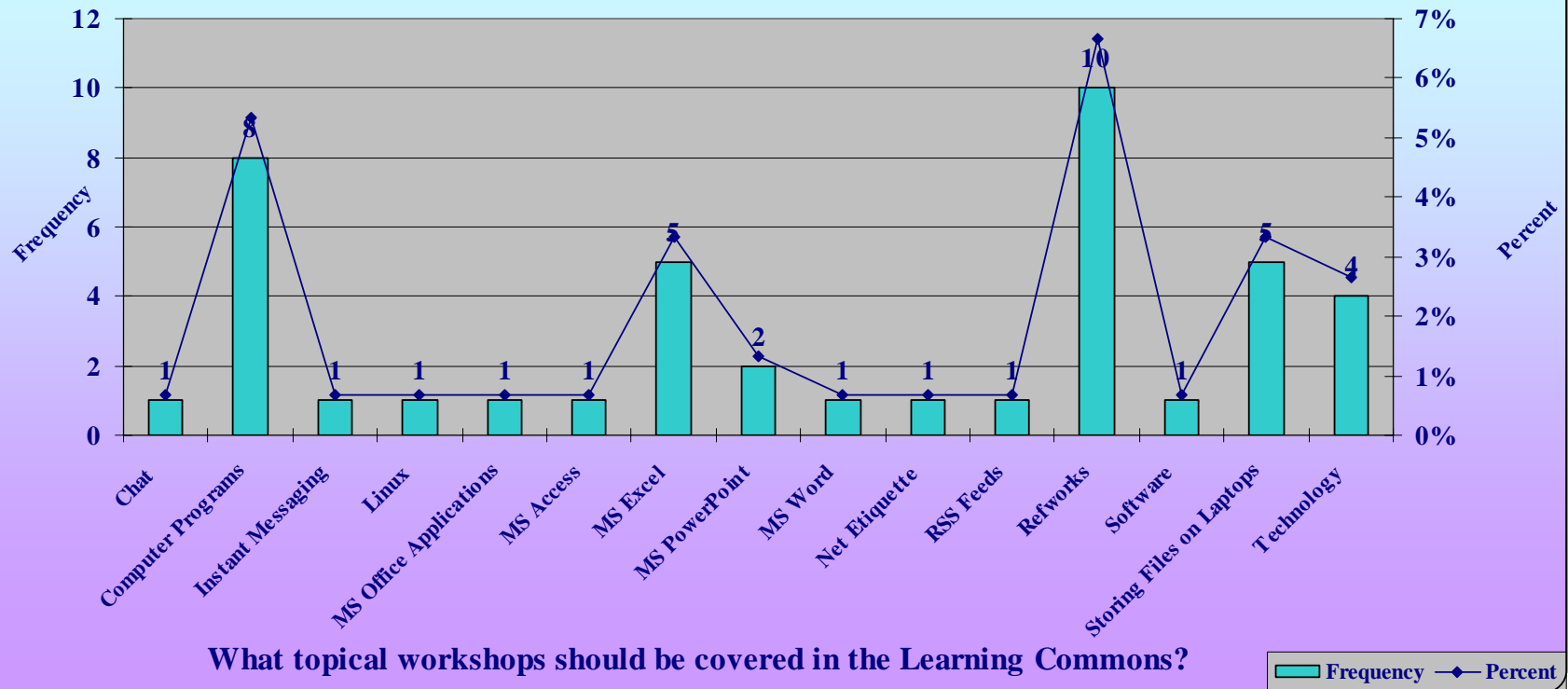
[N = 150]



Workshops: Computer & Technology

[N = 150]

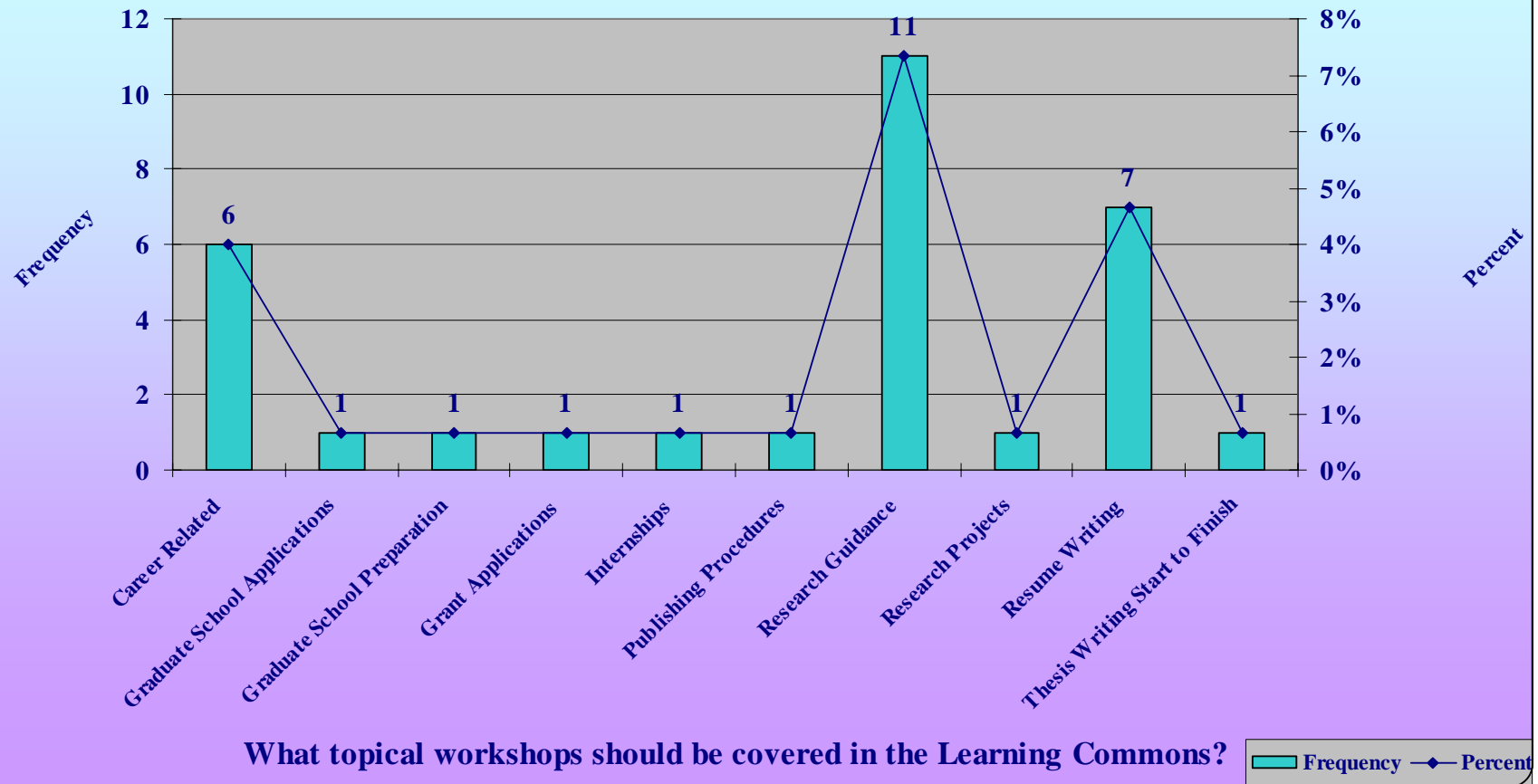
Chart 2 of 4



Workshops: Higher Education & Careers

[N = 150]

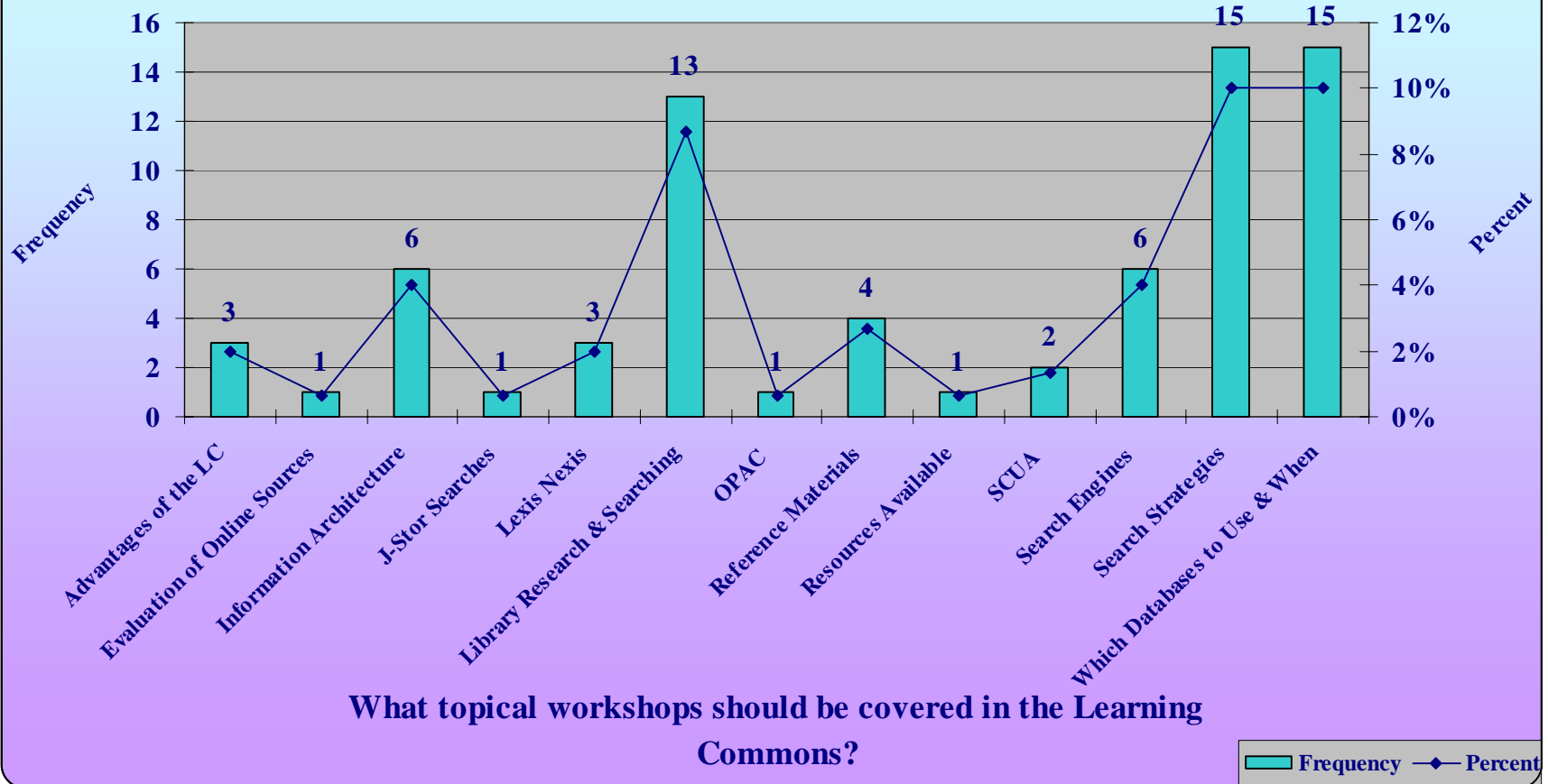
Chart 3 of 4



Workshops: Library & LC

[N = 150]

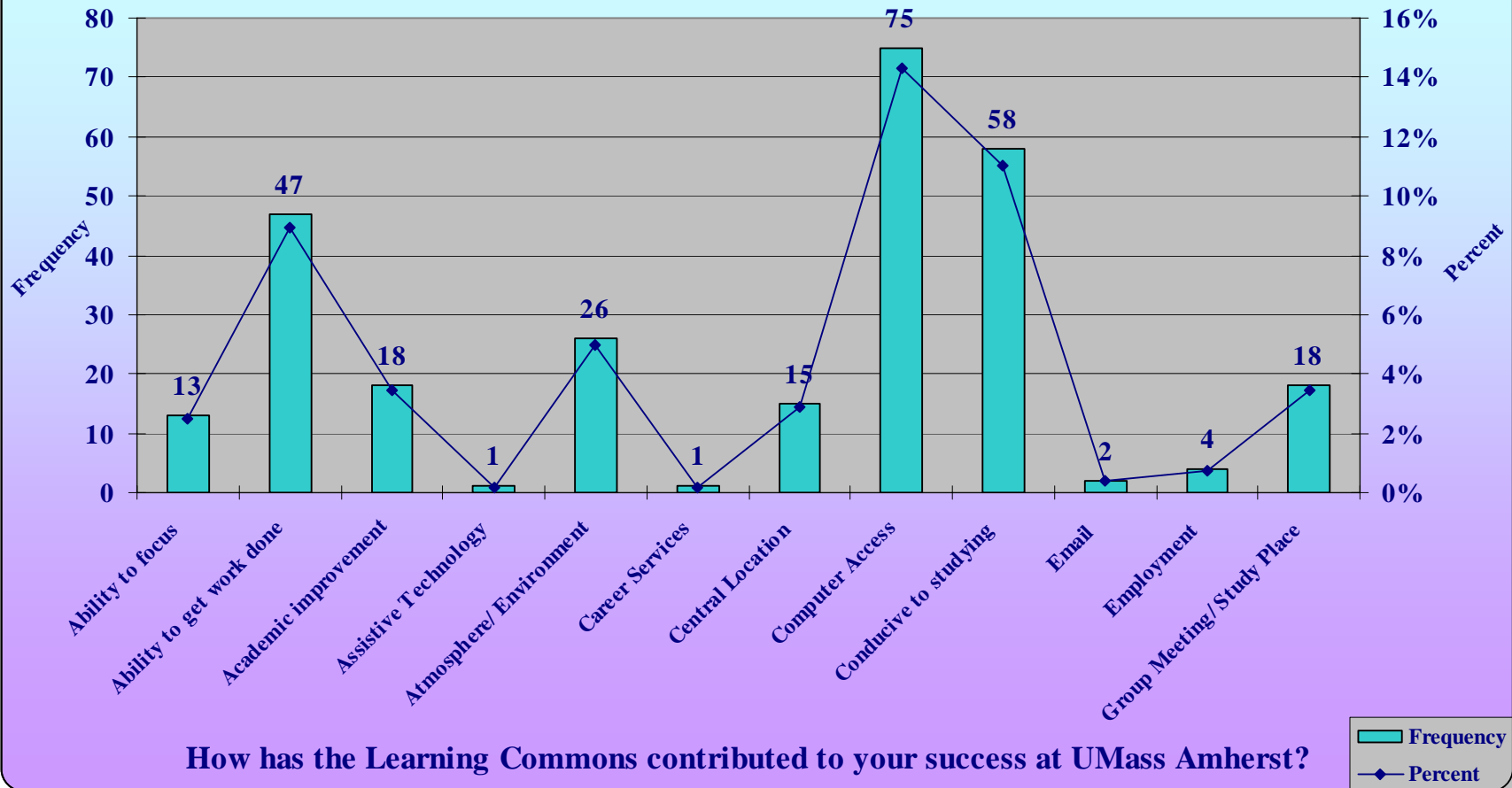
Chart 4 of 4



Learning Commons Contribution to Student Success

[N = 525]

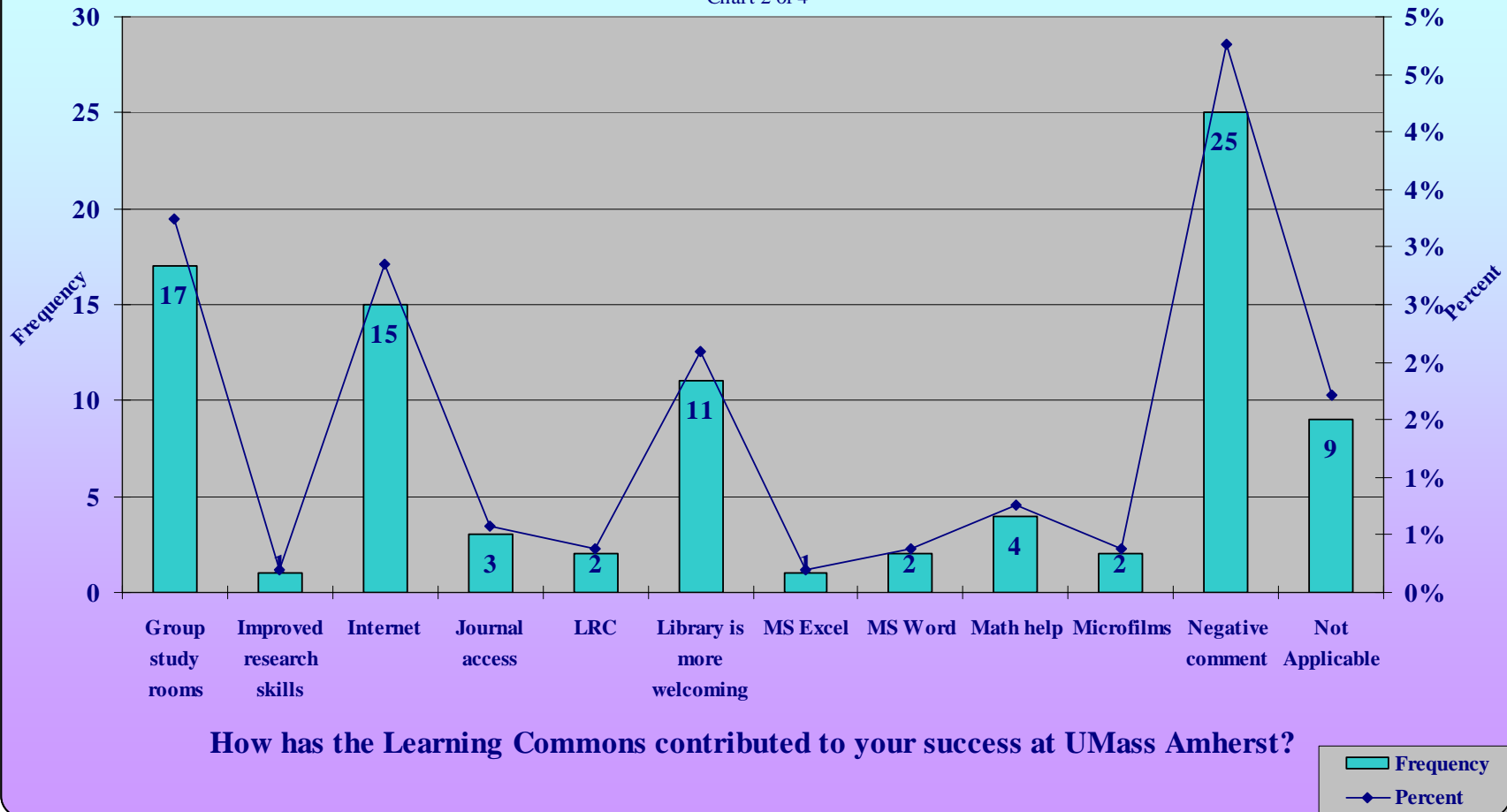
Chart 1 of 4



Learning Commons Contribution to Success:

[N = 525]

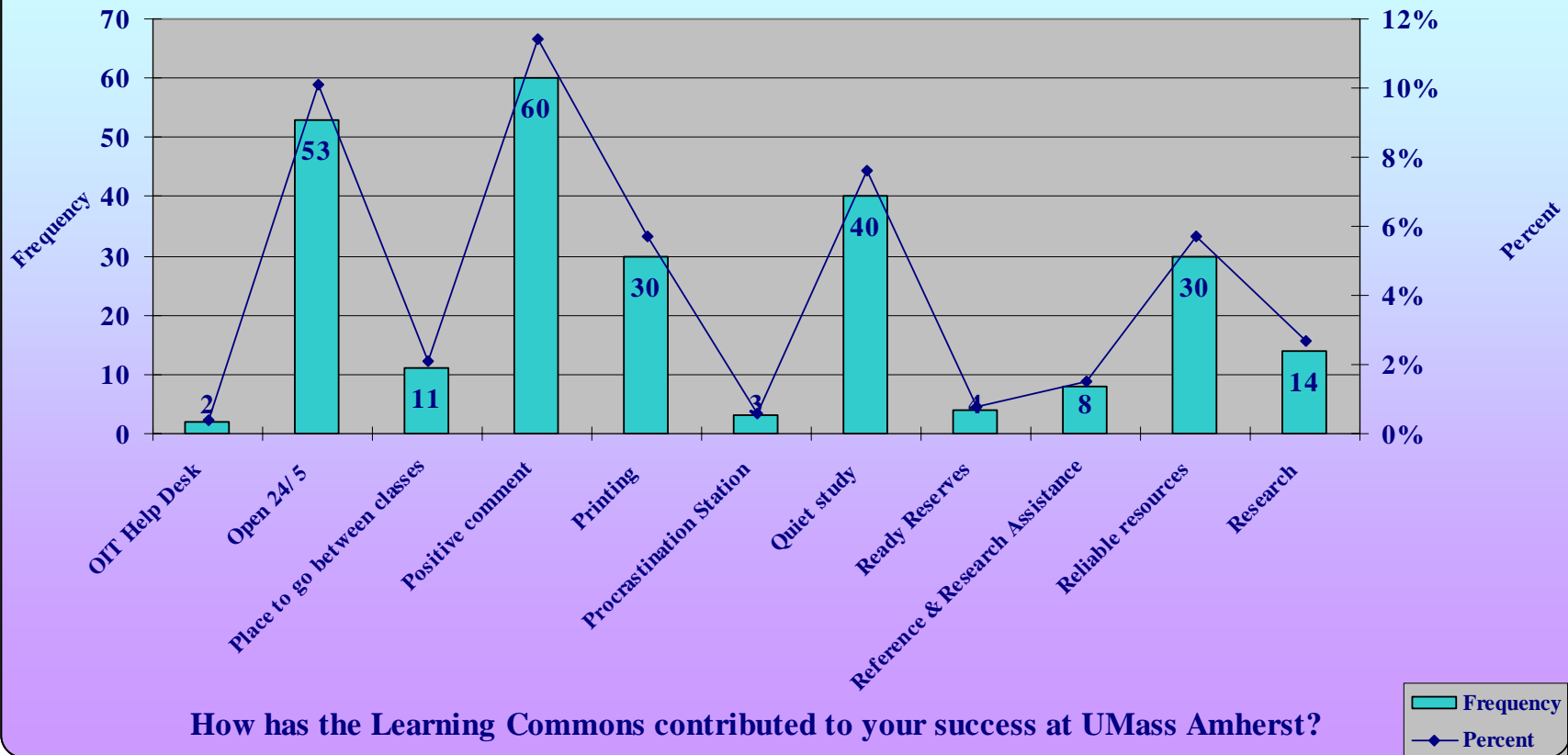
Chart 2 of 4



Learning Commons Contribution to Student Success

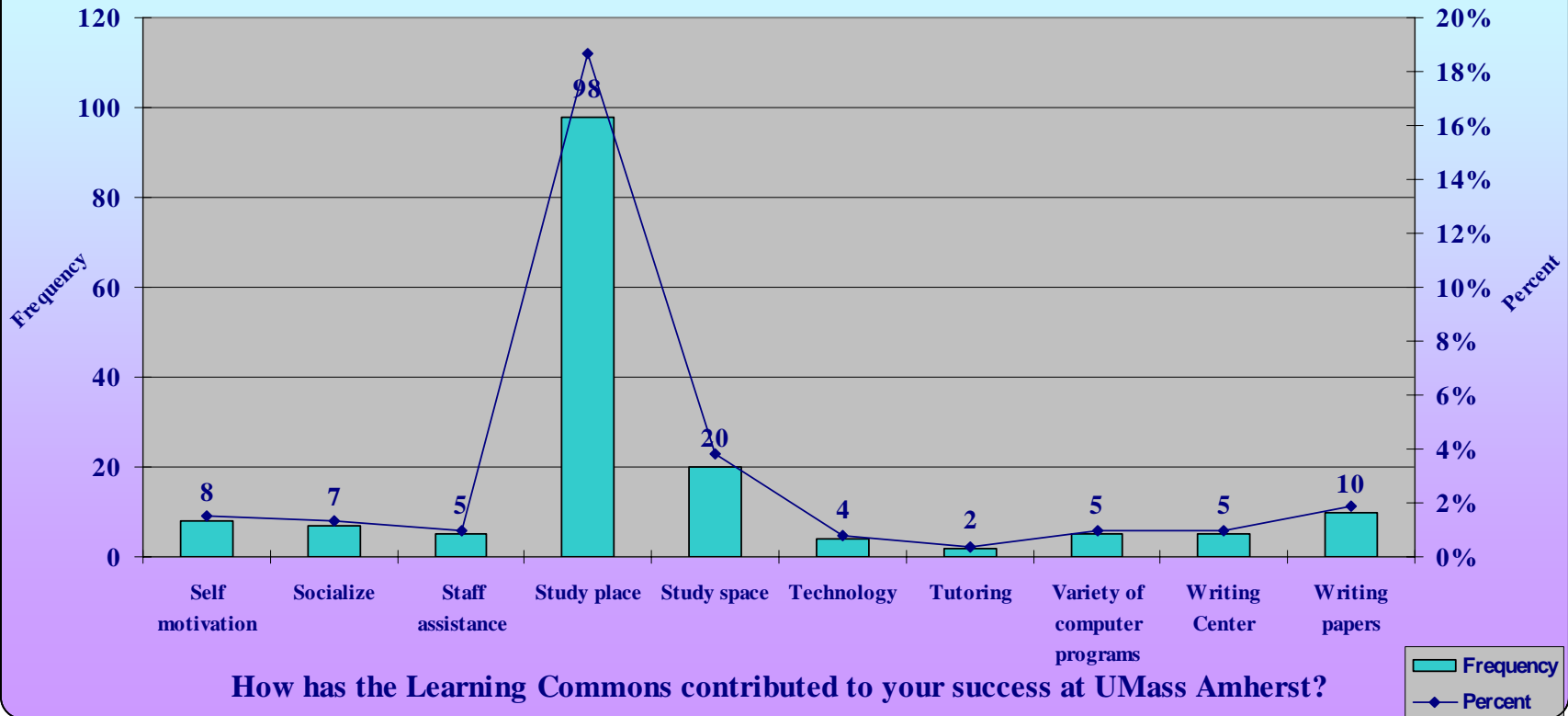
[N = 525]

Chart 3 of 4



Learning Commons Contribution to Student Success:

[N = 525]
Chart 4 of 4

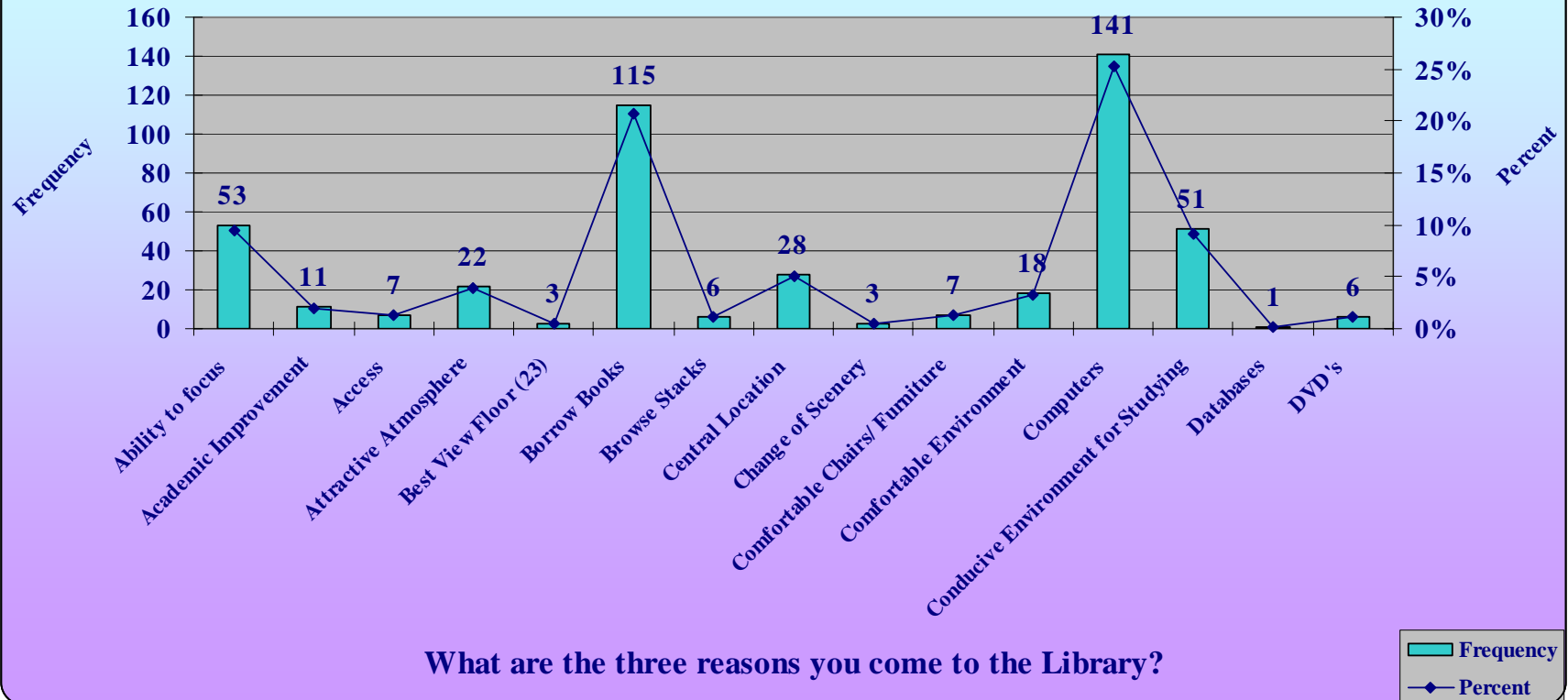


Reasons to Come to the Library

[N = 639]

Respondents provided three reasons; the reasons are combined and in alphabetical order

Chart 1 of 5

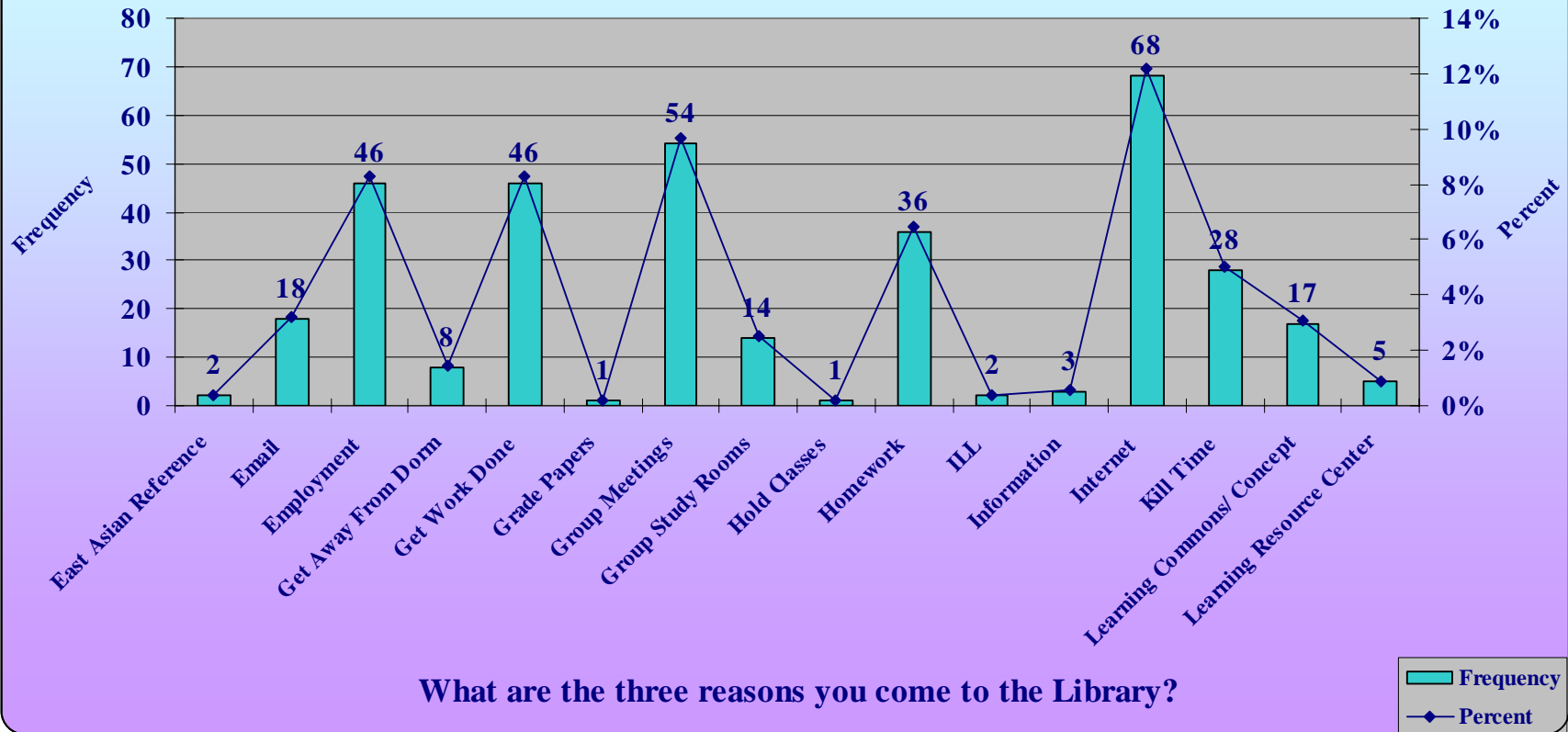


Reasons to Come to the Library

[N = 639]

Respondents provided three reasons; the reasons are combined and in alphabetical order

Chart 2 of 5

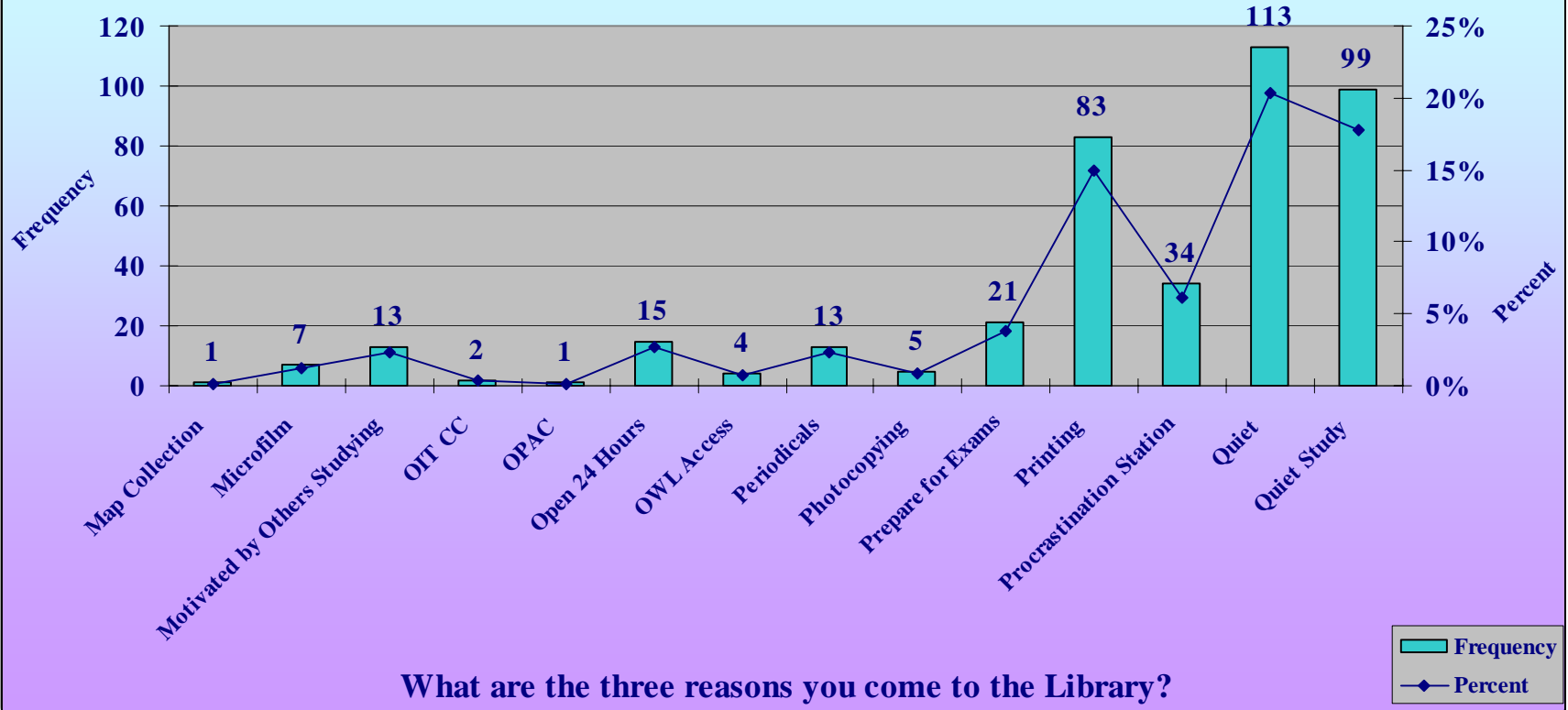


Reasons to Come to the Library

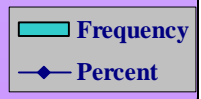
[N = 639]

Respondents provided three reasons; the reasons are combined and in alphabetical order

Chart 3 of 5



What are the three reasons you come to the Library?

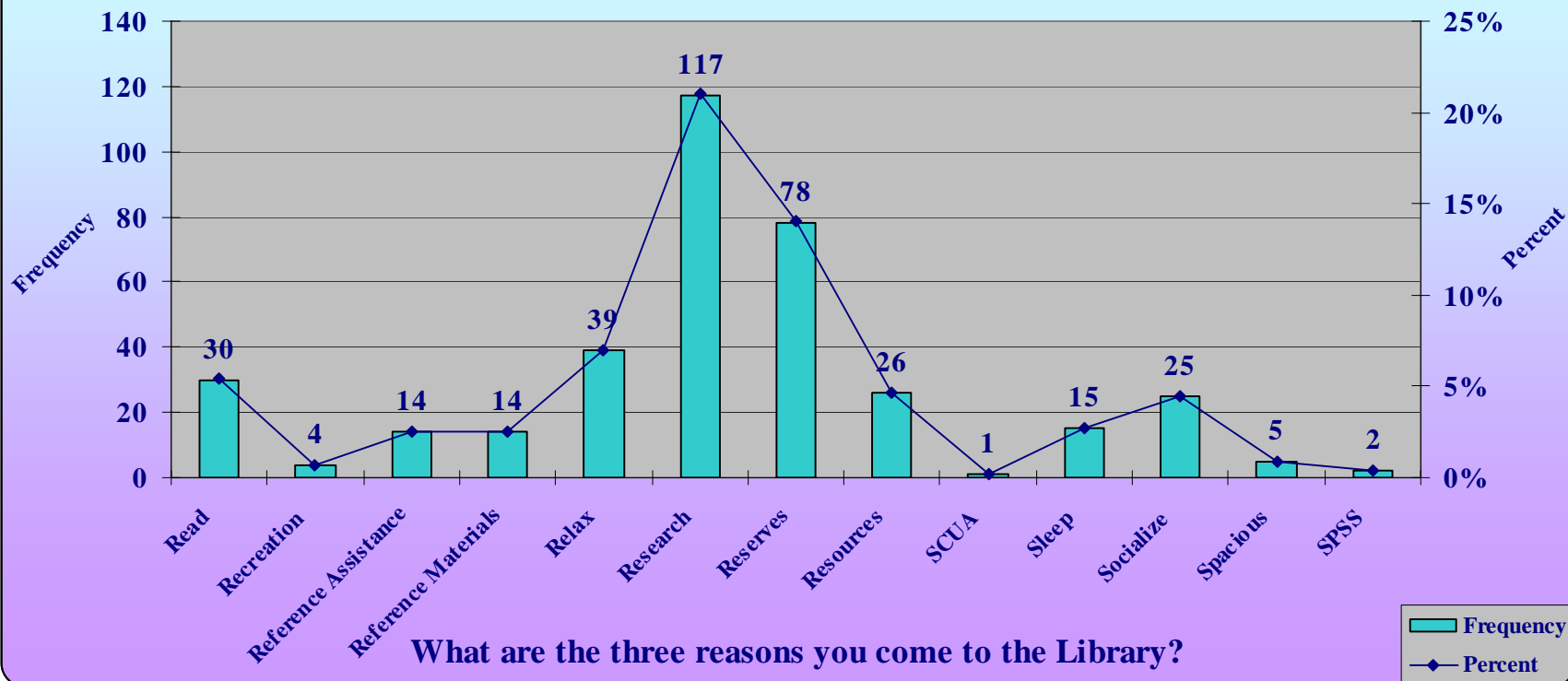


Reasons to Come to the Library

[N = 639]

Respondents provided three reasons; the reasons are combined and in alphabetical order

Chart 4 of 5

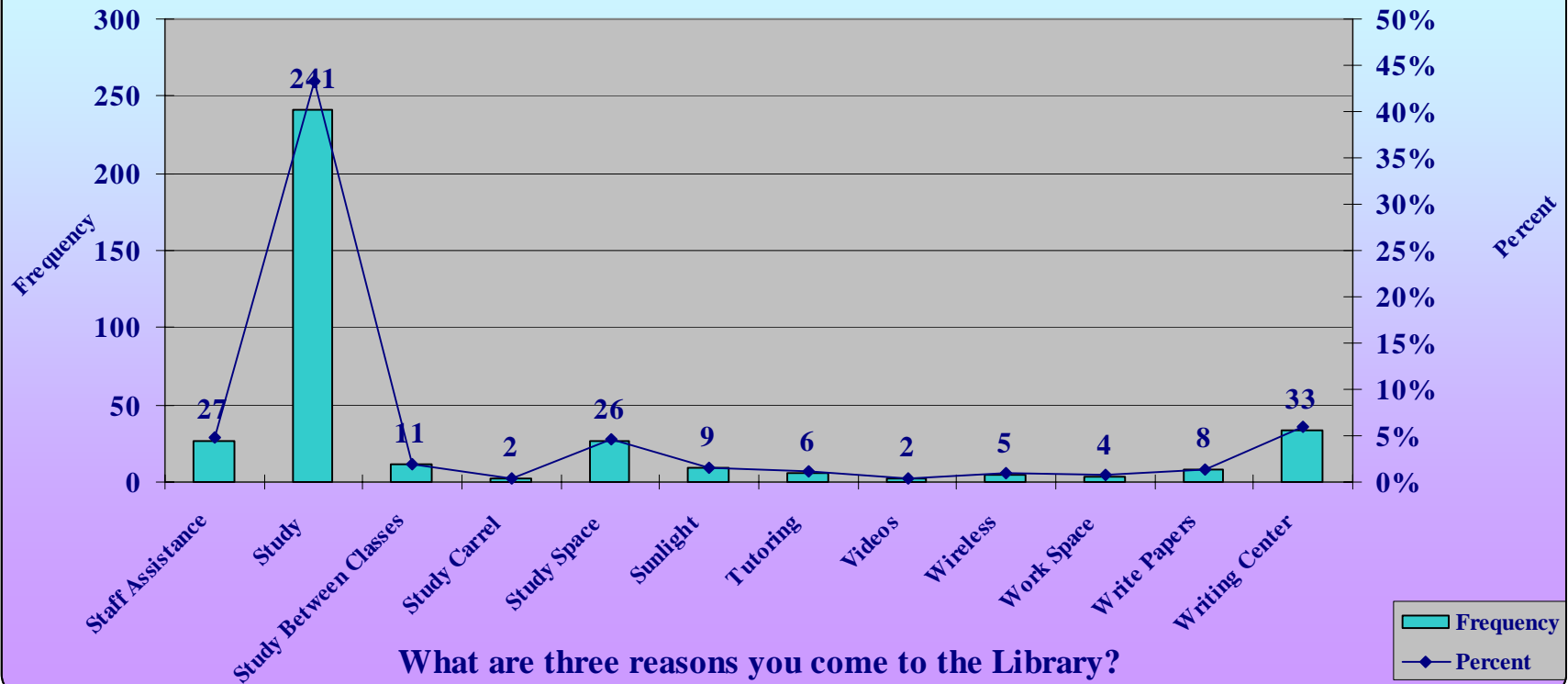


Reasons to Come to the Library

[N = 639]

Respondents provided three reasons; the reasons are combined and in alphabetical order

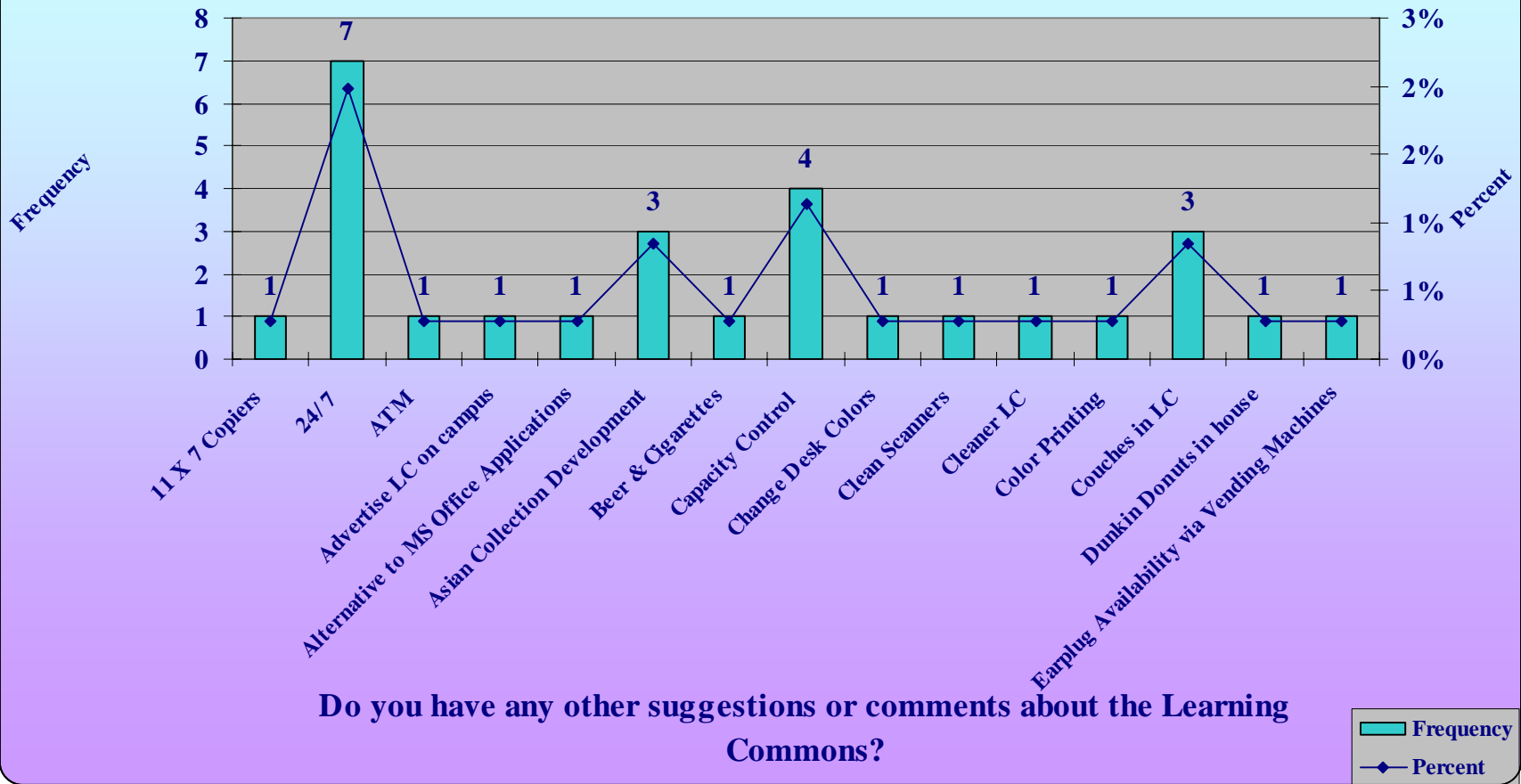
Chart 5 of 5



Additional Comments about the Learning Commons

[N = 352]

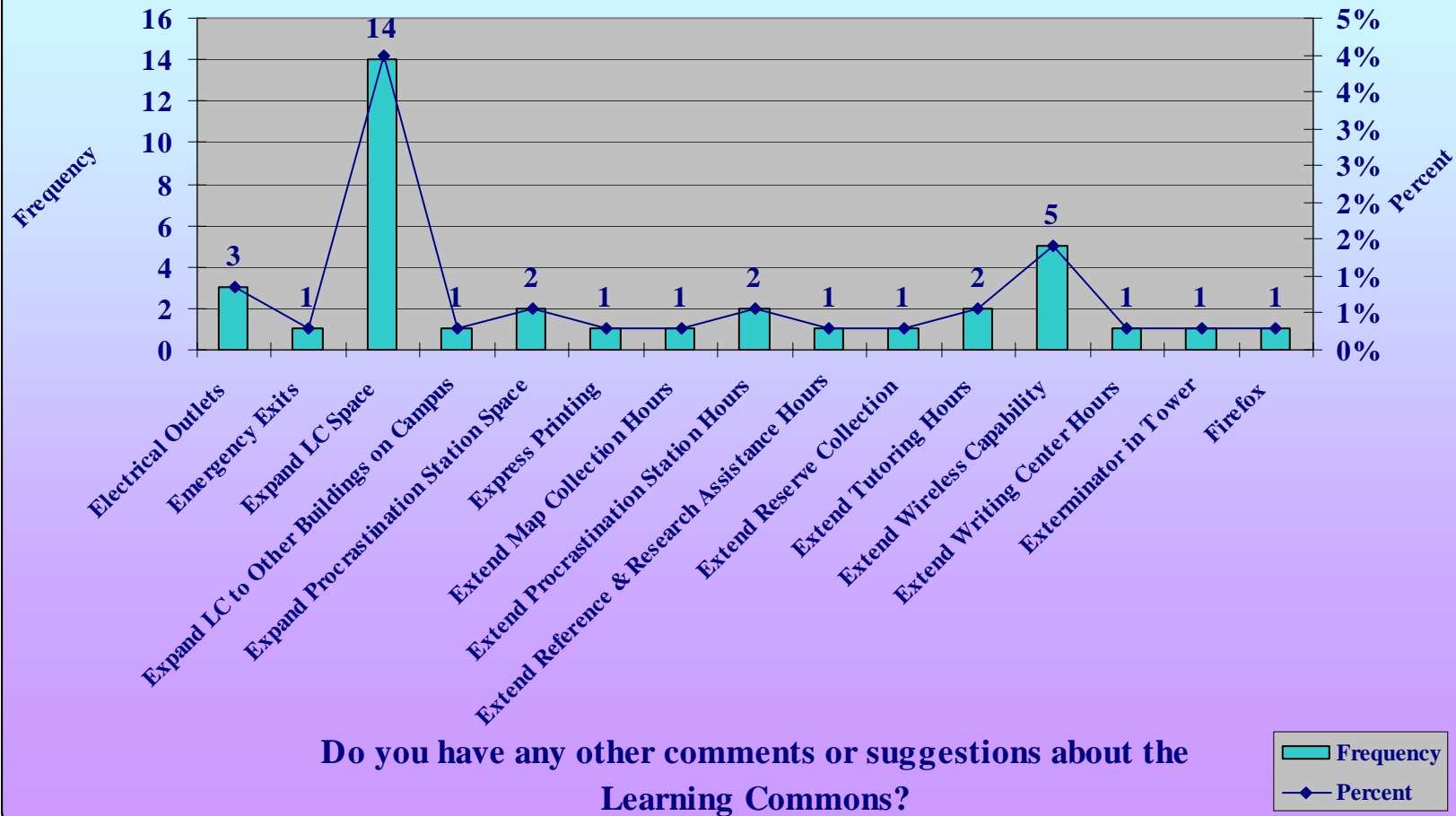
Chart 1 of 5



Additional Comments about the Learning Commons

[N = 352]

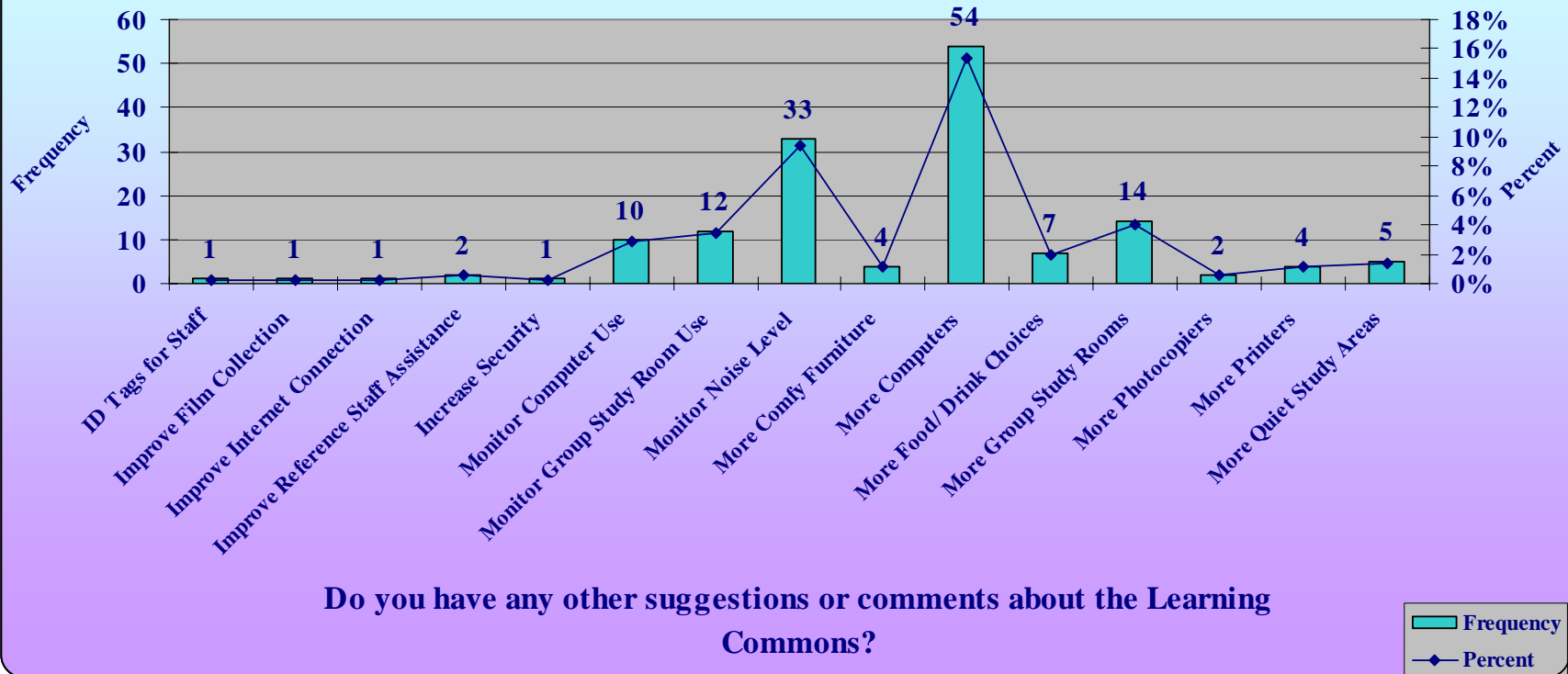
Chart 2 of 5



Additional Comments about the Learning Commons

[N = 352]

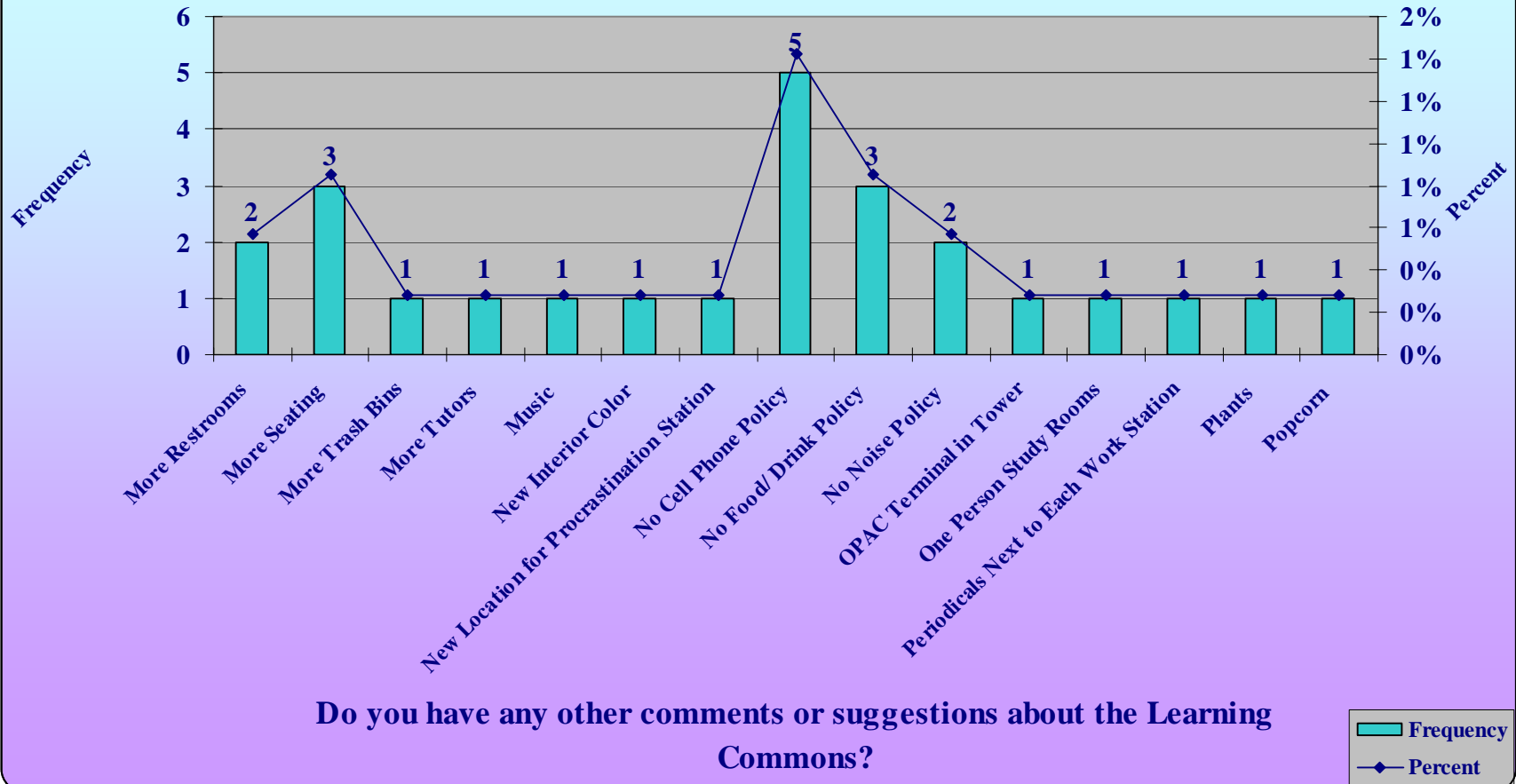
Chart 3 of 5



Additional Comments about the Learning Commons

[N= 352]

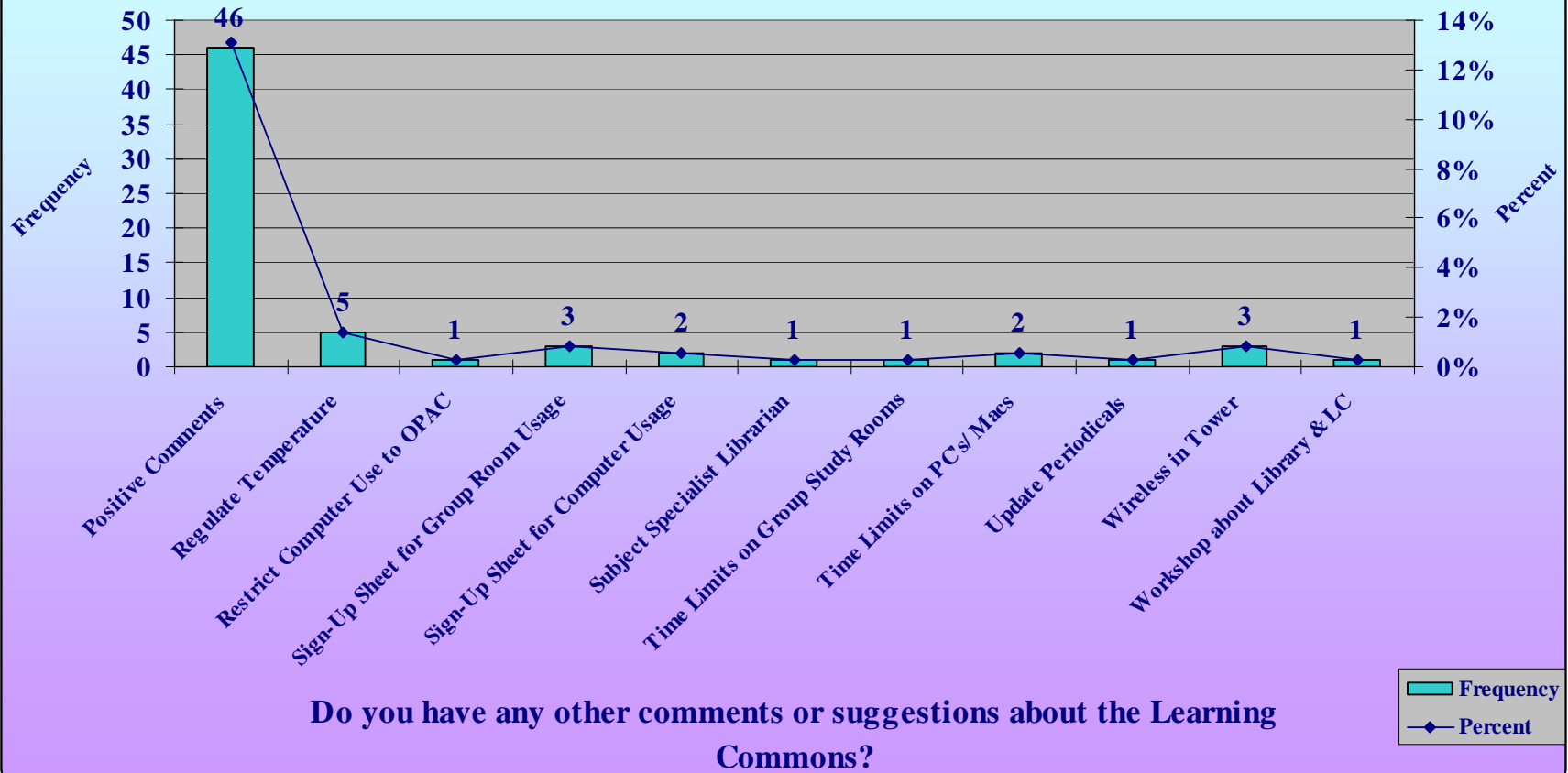
Chart 4 of 5



Additional Comments about the Learning Commons

[N = 352]

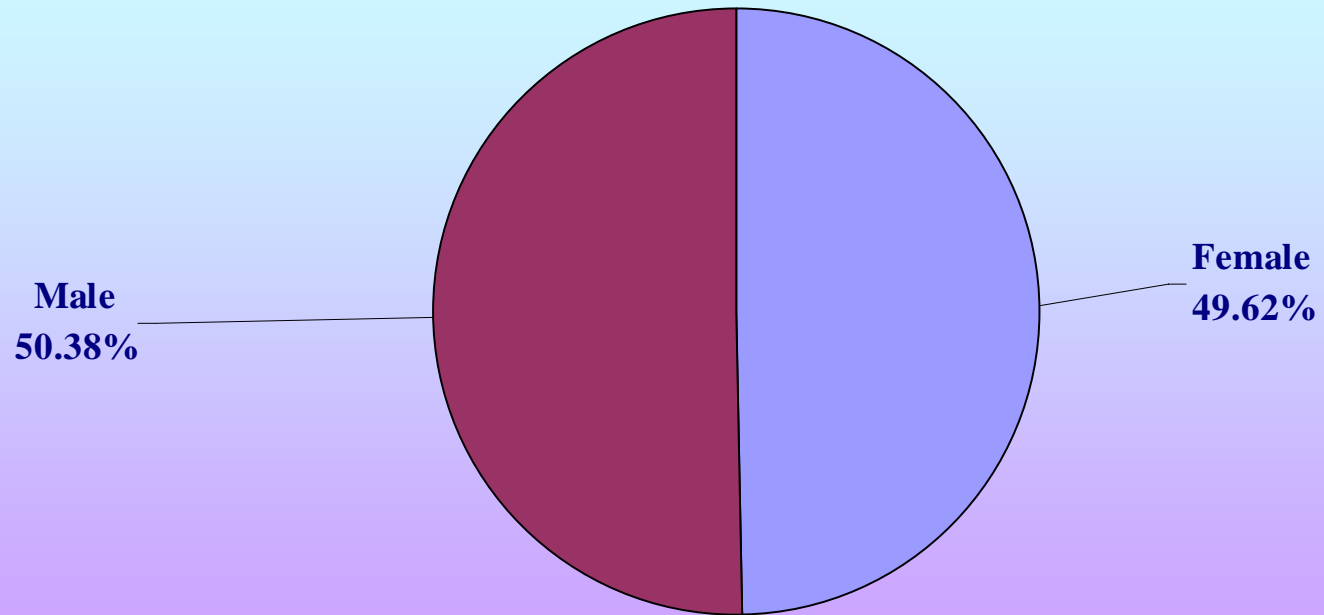
Chart 5 of 5



Gender

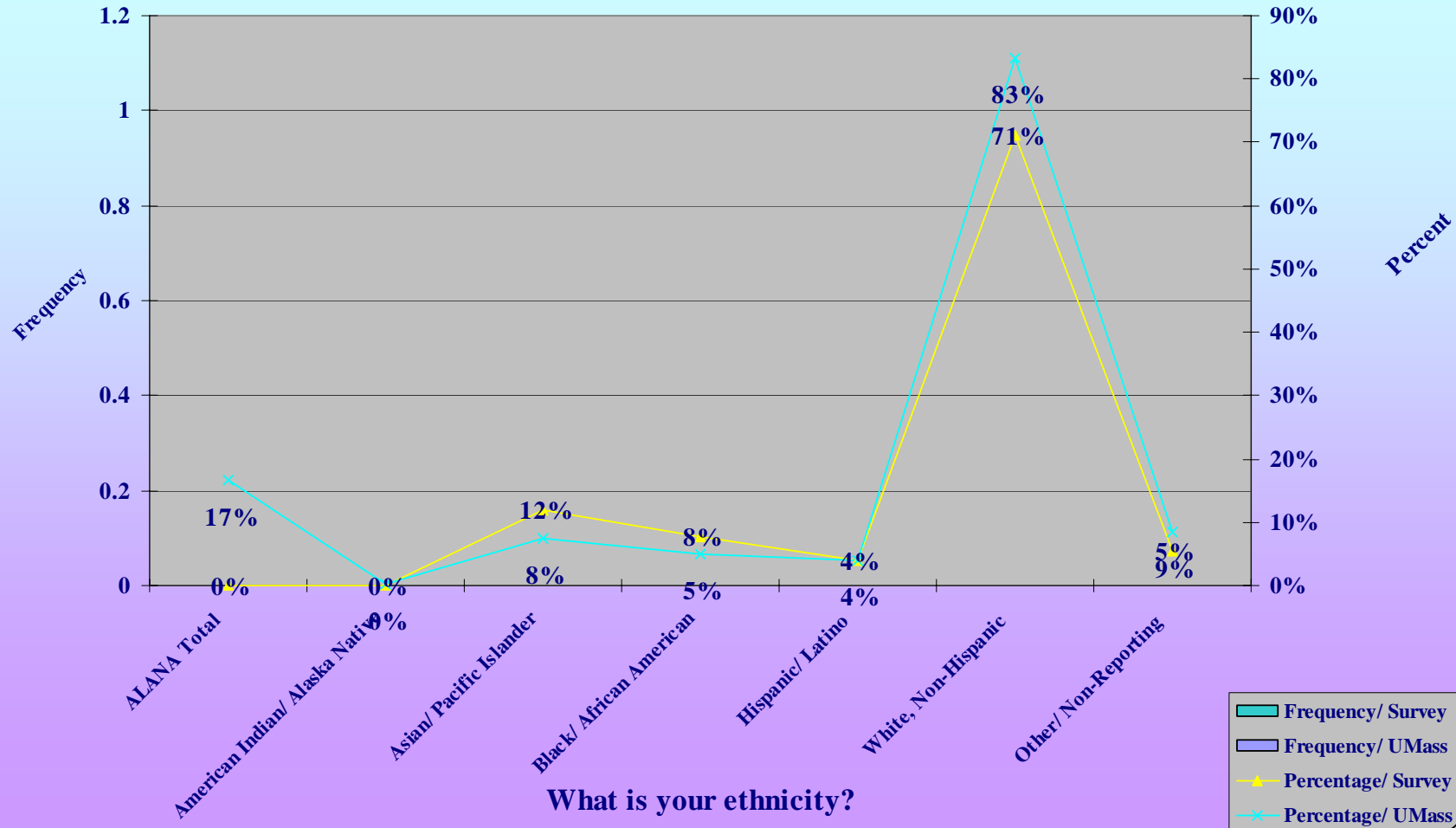
What is your gender?

[N = 657]



Ethnicities

[N = 549] Survey
 [N = 20,849] UMass



School or College

[N = 628]

