Library Service Perceptions: A Study of Two Universities

Lynn Sutton, Rosann Bazirjian, and Stephen Zerwas

Two academic libraries in North Carolina replicated the Perceptions of Libraries and Information Resources global survey. This paper examines whether student responses in this survey are similar to the 2005 OCLC study and whether they are similar to each other. The authors examine potential reasons for similarities and differences, including student body profile, institutional differences in library services and demographic factors. The findings indicate that local factors dramatically affect the responses and should drive local service decisions rather than relying on global aggregate data.

In 2005, OCLC (Online Computer Library Center, Inc.) published *Perceptions of Libraries and Information Resources*,[1] the results of a global survey designed to explore people's information-seeking behaviors and build a better understanding of the "library" brand. Later that year, a subset of the data was published as *College Students' Perceptions of Libraries and Information Resources*.[2] Immediately upon publication, academic library directors across the United States began to wonder how their students would compare to the international sample. In North Carolina, two library directors of neighboring academic institutions (for these purposes Institution A and Institution B) designed a study to replicate five main questions from the OCLC study to learn how their students' answers compared. Permission was given by the principal contributor of the *Perceptions* report to replicate this study.

Research Questions

The two directors sought to answer the following research questions:

Are the student responses of Institution A/B similar to the responses found in the OCLC study? OCLC's data came from 396 participants of the survey who self-identified as currently attending a post-secondary institution. Can findings from the OCLC study be applied to these institutions?

How do student responses from the two institutions compare to each other? Institutions A and B are very different in terms of size, student body, and academic programs. Would this result in substantially different responses to the survey items?

Are there demographic differences in student responses to the survey? Demographic data gathered included age, gender, residency on or off campus, and year of college. Would these characteristics differentiate the data?

Lynn Sutton is Dean of Z. Smith Reynolds Library at Wake Forest University; e-mail: suttonls@wfu.edu. Rosann Bazirjian is Dean of University Libraries at The University of North Carolina – Greensboro; e-mail: rvbazirj@uncg.edu. Stephen Zerwas is Director of Academic Assessment at The University of North Carolina – Greensboro; e-mail: sczerwas@uncg.edu.

Review of the Literature

A review of *Library Literature* revealed many journal articles that mention OCLC in relation to perceptions of library services since 2005. Of those, 20 actually cite the *Perceptions of Libraries and Information Resources* study. Of those 20, only one article refers to a survey that was done with results subsequently compared to OCLC's responses. That 2006 article by Carol Tenopir links OCLC survey responses to a recent survey she conducted of faculty and students at seven universities in the United States and Australia.[3] Ms. Tenopir offers conclusions regarding e-journal usage versus book usage. Her study indicates that e-collections are heavily used and that article readership is growing consistently. She looks primarily at e-journals and notes the discrepancy with the OCLC report and its statement that "books" are the first things that college students think of when they think about the library. She suggests that the discrepancy between her responses and those of the OCLC study is because the faculty and students that she interviewed were from universities with "great electronic library collections." The OCLC population was different as they surveyed the general public, including nonlibrary users. This article comes closest to replicating the OCLC research that we have conducted, but Ms. Tenopir focused on just one aspect.

Other articles focus on certain aspects of the OCLC survey results, which are mentioned here for the sake of completeness but are beyond the scope of this study. Most concentrated on the result that search engines were trusted and used much more often than library Web sites as a source of information retrieval. These articles were often about related topics that used this finding as an example. A 2006 article by Lesley Williams focuses on how to make e-content more visible.[4] Michelle Jeske's article (2006) is about how to grow digital collections.[5] An article about gaming, written in 2006 by Ameet Doshi, also cites the search engine finding of OCLC.[6] Daniel L. Walters, in 2006, challenged public librarians to use the survey findings to boost the quality of library Web sites.[7] Paul T. Jaeger, in 2007, focused his paper on trust and the values of librarianship and again cited OCLC's comments that search engines are trusted more than library Web sites.[8] Michael Casey and Michael Stephens, in 2008, used this as a call to librarians to use OCLC's search engine findings as a foundation for change.[9]

A number of the articles centered on another major finding in the OCLC *Perceptions* document, that being the fact that most individuals think of books first when they think of libraries. Most of these articles used this finding to focus on branding. John Cell (2008) says that we need to find our "core of uniqueness."[10] Shu Liu (2008) says it is time to rejuvenate the library brand and make library Web sites more pertinent.[11] Nancy Stimson said that patrons believing that libraries are just about books should make us all step back and think.[12] Elizabeth Karle, 2008, talks about creative programming ideas to rejuvenate the library brand.[13] Trudi Bellardo Hahn (2008) questioned whether or not the brand of books was really all that bad.[14] She feels that we will be in even more trouble if users stop thinking about libraries as books. Dick Kaser in 2006 also proposed that books hold value, so why is "books" a negative response?[15] Book publishers should be heartened by this response, and he is thrilled that books seem to have a lasting value in this day and age. Scott Condon, in 2006, advised us to not see the OCLC report as a death sentence for libraries.[16] He states: "As libraries adapt and evolve, let's make sure we do so in accord with our values and principles, rather than from fear, expediency, or speculative zeal."

Based on this literature search, the authors are confident that no other university libraries have produced a survey and study such as ours. Applying the OCLC findings to individual libraries is untried. Based on a review of the literature, we

find that the generic OCLC survey responses are being used for local decision making at libraries across the country. This article will discuss whether or not the OCLC survey results are representative of the findings at two neighboring, yet significantly different institutions.

Sample

The sample frame consists of randomly selected students taken from two institutions in North Carolina. Students were contacted by e-mail and asked to participate in a Web-based survey that elicited information on their perceptions of the library. At least two reminders were sent to the students who received the surveys. Subjects were entered into drawings for $100 gift cards to the campus bookstore as incentives for their participation in the survey. The sample at institution A consisted of 3,504 students. Eighteen e-mails were undeliverable and 478 of the remaining students responded for a response rate of 14.4 percent. The sample for institution B was 4,972 with 27 undeliverable e-mails resulting in 486 respondents for a response rate of 9.8 percent. Institution A and Institution B are dramatically different universities. In addition to comparing a small, private institution (Institution A) to a mid-sized public institution (Institution B), as can be seen in Appendix A, there are substantial differences between the student populations of the two institutions.

The analysis used for this study was an *a priori* content analysis approach based on coding categories published in the OCLC *Perceptions of Libraries and Information Resources*. Content analysis is a systematic technique for summarizing any form of communication into fewer elements and is used to identify themes or other characteristics of communication. Communication is analyzed and codes are assigned to each content unit. The unit of analysis for this study was the complete response given by each subject for each open-ended question.

Analysis of the Data

Analysis of the data was performed using *Roxanne Content Analyzer*, a Microsoft Access application. The two analysts independently reviewed the content for each question and completed a preliminary analysis using OCLC codes. Analysts were allowed to identify multiple codes for each subject response since multiple themes were present in the subject's responses. The analysts then compared their analysis and refined their analysis approach for any disagreements in coding. The analysts then recoded the content for each open-ended question using their refined understanding of the OCLC codes. Following analysis, the results were compared and reliability statistics were calculated. Reliability statistics ranged from 76.4 percent to 85.8 percent. Comparisons were made using institutional and demographic data, and comparisons were made with the original OCLC study.

Findings

Question One: "What do you feel is the main purpose of a library?"

OCLC Comparison: The merged (Institution A and B) responses to the first question differed significantly from the OCLC study. Fully 38 percent of Institution A/B students indicated that the *building/environment* was the main purpose of a library, with 35 percent responding that *materials* were the main purpose, and a close 34 percent saying that libraries are for *research* purposes. OCLC reported that approximately 49 percent[17] of the respondents said that *information* was the main purpose of a library. *Books* were cited among 32 percent of the respondents, and 20 percent replied that *research* was the main purpose. Surprisingly, compared to OCLC, only 26 percent of the Institution A/B students felt that *information* was the main purpose. Also, a mere 12 percent felt that the main purpose of a library was for *books*. It is a real surprise to note that the largest response from the combined institutions was OCLC's lowest response

(5%). Students provided both very positive and very critical comments regarding the building/environment of the two libraries. One student replied that the main purpose of a library is "to provide an environment geared toward studying." Another student said that a library is "a place to foster learning." One student claimed that the purpose of a library is to "provide an environment for self-study and reflection, while encouraging groups of people an opportunity for collaborative creation and research." The library as place is a very important concept for Institution A/B students.

Institutional Comparison: Although the combined Institution A/B response favored *building/environment* as the main purpose of a library, the institutional responses differed significantly. Nearly half (49%) of Institution A students listed *building/environment* first, with *research* and *materials* tied for second place with 36 percent. One response from an Institution A student expressed it this way: "Though one might argue that the library is a place to do research (and I do plenty there!), my initial associations are of a place that is quiet, distraction-free, and enables me to effectively get my work done." Only 27 percent of Institution B students felt that *building/environment* is the main purpose of a library, the fourth-rated response. The top response at Institution B was a tie between *information* and *materials*, both at 33 percent, followed closely by research at 32 percent. An Institution B student felt the main purpose of a library is to serve as a research central. "A library should be a hub for any scholarly work involving textual or audio/visual media research." In general, Institution B responses more closely paralleled OCLC; and it was only when the strong 49 percent response from Institution A for *building/environment* combined with the 27 percent from Institution B that the overall response differed from OCLC. *Reading, entertainment*, and *unknown/NA* were at the bottom of the list for both institutions.

Demographic Comparison: Gender was not a differentiating factor on this question, as both male and female responses followed the same order of frequency as the combined response: *building/environment* (42%-M, 37%-F), followed by *materials* (33%-M, 35%-F), and then *research* (32%-M, 35%-F), *information* (25%-M, 26%-F) and *books* (11%-M, 12%-F). Those who were residents on campus ranked *building/environment* as their top response (51%), followed by *research* (38%), *materials* (36%), *information* (19%), *and books* (14%). Off-campus residents rated *materials* first with 34 percent, followed by *research* (32%), *information* (31%) and then *building/environment* (30%). Age and Year in School are linked variables and both were differentiating factors in this question. Respondents 18 to 24 years old (roughly equivalent to undergraduates in their first through fourth/fifth years) favored *building/environment* (48%), *research* (36%), and *materials* (35%) in their responses, very similar to the overall combined response. Those respondents who were 25 to 64 years of age favored *information* (38%), *materials* (34%), and *research* (30%), closer to the OCLC response, though substituting *materials* for *books.* Master's students listed *information* as the main purpose of a library, while doctoral students felt *materials* were most important. Professional students surprisingly returned to the undergraduate focus on *building/environment* as the main purpose of a library.

Question Two: "What is the first thing that you think of when you think of a library?"

OCLC Comparison: This is the trademark question that OCLC used to identify "books" as the Library brand. Overwhelmingly, the first response for OCLC survey respondents was *books*, with 70 percent giving that response. *Building/environment* was a distant second at 12 percent. The much-different top response for Institution A/B respondents was *building/environment* at 45 percent, with *books* being a close second at 43 percent. The

bottom-most response was the same for both surveys: *reference* clocked in at 1 percent for Institution A/B and 0.5 percent for OCLC. That's a very important statement for libraries that provides librarians with an opportunity to rethink the way that reference services are provided. Comments from the Institution A/B students about the *building/environment* focused on the library as a quiet place to study, over and over again. Typical responses were, "a place to relax study and read," "a quiet place to think/study," and a personal favorite: "a place of mild climate where I can find adventures."

Institutional Comparison: Again, the Institution B response more closely paralleled the OCLC response, with *books* (45%) as the top answer, followed by *building/environment* (34%) *and materials* (17%). Typical responses from Institution B students, when asked the first thing they thought of, were, "Many, many books," and "Tons of books." Institution A students strongly expressed their preference for *building/environment* (55%), followed by *books* (41%), *research* (16%), and *materials* (9%). A typical Institution A student said the first thing thought of is, "A quiet place to think and study." *Reading* and *Reference* were the bottom-most responses for students at both institutions, with *information* in the middle for both.

Demographic Comparison: Again, gender was not a factor in determining student responses, as both males and females answered in the following order to the top-of-the-mind question: *building/environment* (46%-M, 45%-F), *books* (40%-M, 45%-F), *research* (16%-M, 16%-F). More than half (56%) of on-campus students listed *building/environment* as the first thing they thought of, followed by *books* at 44 percent and *research* at 16 percent. Off-campus students agreed with the OCLC respondents (though at a much lower rate) when they listed *books* first at 42 percent, followed by *building/environment* at 39 percent and *research* at 16 percent. Answers also differed by Age and Year in School, as 53 percent of 18- to 24-year-olds thought first of the *building/environment*, followed by *books* at 43 percent and then *research* at 15 percent. For ages 25 and greater, *books* took the number one position with 42 percent, followed by *building/environment* at 30 percent and *materials* at 21 percent. Year in School groupings provided very interesting data. Years One through Four/Five at the undergraduate level all named *building/environment* as the first thing they thought of, in percentages over 50 percent; but at the master's and doctoral degree level, this changed dramatically to *books*. As in question one, this changed again for students in professional schools, where 73 percent again chose *building/environment* as the first thing they thought of in a library.

Question Three: "Please describe your positive associations with the library."

OCLC Comparison: Once again, the top two answers for OCLC and Institution A/B were the same, but appeared in reverse order. The number one response for Institution A/B was *facility/environment*[18] (47%), with *products and offerings* a close second (46%). OCLC reported *products and offerings* in first place (61%) and *facility/environment* a distant second at 13 percent. For Institution A/B, *facility/environment* responses related to the libraries providing a quiet environment, friendly and comfortable surroundings, and a pleasant work environment. OCLC comments in this category revolved around the same focus—quiet, clean, nice, and comfortable atmospheres. For *products and offerings*, Institution A/B students appreciate the many computers in the libraries and convenient computer access, books, and online access to resources and electronic journals. As far as the OCLC responses in the *products/offerings* category, the majority had to do with books, followed by information. The concept of free information appeared in these responses. Computers and easy to find/access was the lowest reported response in the category— surprisingly, one of the

more popular responses with the Institution A/B students. The next two responses are the same for OCLC and Institution A/B. The third most popular response was *staff* (25% for Institution A/B and 9% for OCLC). *Staff* responses in both surveys revolved around helpful, friendly, and knowledgeable staff. At Institution A/B, *customer/user services* answers were also about helpful, friendly staff, ILL services, and the research help that both libraries provide. *Customer/user services* among the OCLC respondents centered on the practice of the library being open to the public, ILL (once again), the availability of an online catalog, and the ability of libraries to meet their needs.

Institutional comparison: The first two responses for students at both institutions were the same, *products and offerings* and *facility/environment*, but they were reversed. Again, Institution B more closely replicated the OCLC response of *products and offerings* with 49 percent and *facility/environment* in second place at 33 percent, though the OCLC percentages were much further apart at 61 percent and 13 percent. An Institution B student said, "I love the online access to databases and journals." Another said, "Being able to use the computer and having a great selection of books and a very nice staff with both the librarians and the security." At Institution A, students continued their strong preference for *facility/environment* with 62 percent and *products and offerings* at 43 percent. The attachment to the facility at Institution A is expressed by this student, "The library is gorgeous, in particular, the atrium. Its hours are long enough to allow for students to stay up to study/write papers/work on projects. During exams, the library had free coffee and also was open 24 hours every day. Perhaps the best part of that period, though, was the free food (either subway or pizza) they offered at 1 a.m. each night." The remaining three ranks were the same at both institutions: *staff* (28% at Institution B and 22% at Institution A), *customer/user service* (18% at Institution B and 19% at Institution A) and *unknown* factors.

Demographic comparison: A slight difference was shown in gender responses, where females ranked *products and offerings* and *facility/environment* exactly the same at 46 percent, but males gave a slight preference to *facility/environment* at 51 percent over *products and offerings* at 47 percent. *Staff* and *customer/user service* are in third and fourth place for both sexes. On-campus residents preferred *facility/environment* (59%) over *products and offerings* (44%). Off-campus residents, which include more graduate students, prefer *products and offerings* over *facility/environment* 48 percent to 40 percent. *Staff* and *customer/user service* are again in third and fourth place for both groups. In the closely linked age and Year in School categories, 18- to 24-year-olds listed more positive associations with *facility/environment* (56%) than *products and offerings* (42%), as did students in the first four undergraduate years. More positive associations were found among 25- to 64-year-olds in *products and offerings* (54%) than *facility/environment* (31%), corresponding to the graduate student responses with 53 percent of master's students and 59 percent of doctoral students preferring *products and offerings*. As in questions one and two, professional school students returned to the preference for *facility/environment*, by a 75 percent to 29 percent margin over products and offerings.

Question Four: "Please describe your negative associations with the library."

OCLC comparison: The number one response for Institution A/B was *facility/environment* (51%). This was a real surprise since it prominently showed up as the number one response in the previous questions, all with a positive spin. For OCLC respondents, *facility/environment* was reported as the second most popular response at 25 percent. For both sets of respondents, the responses tended to be the same. The buildings are too loud or too quiet; too crowded or too outdated; too big or too small; and confusing in layout. The second most popular response for

Institution A/B is *unknown* (22%). Under this category, the authors counted all of the replies that said there were no negative associations with the library or that this question was n/a. The number one response for OCLC respondents, *products and offerings* (39%) was the number three response for Institution A/B students (14%). Books and computers were some of the items complained about in this category. For Institution A/B, there were comments about the computers always being full, that the libraries didn't have enough books on a particular topic, the printers didn't work, the library had outdated books, and that more full text was needed. For OCLC, the majority of responses within this category were about books and materials. Computer complaints also appeared. *Customer/user service* was the fourth most popular response at Institution A/B (12%), and the third at OCLC (23%). Complaints about *customer/user service* at Institution A/B centered strongly on access services issues, including library fines, overdue notices, renewals, and recall policies. For OCLC, comments regarding *customer/user service* were also about fees and policies and stringent return dates—again, an access services focus. However, OCLC respondents also commented on hours of operation, waiting in line too long, and lack of privacy issues. Finally, *staff* was the least reported response at Institution A/B at 4 percent. It was also the least reported at OCLC at 6 percent. For both sets of survey responses, the few comments in this category were about unfriendly, unavailable, and not very helpful staff.

Institutional comparison: For the first time, both universities showed the same rankings for a question, though the percentages varied. The most common negative association at each library was *facility/environment.* This may be attributed to the continued preoccupation with library as place at each institution. At Institution A, 61 percent of negative associations were with the *facility/environment*, and at Institution B it was 41 percent. At Institution A, where each student receives a laptop as part of tuition, the number one complaint was about a lack of electrical outlets. For example, "There is not enough space in the 24-hour room to really focus by myself and there are not enough electrical outlets in the other parts of the library to use my computer." Uncomfortable furniture was also a concern: "The furniture in the library is quite possibly the least comfortable furniture I've ever encountered. Librarians and those who go to libraries should not have to be subjected to such pain." At Institution B, students were frustrated with crowded computer labs and building conditions. One student said, "It takes too long to find something, it's a long way for me to get there, it is not in a very accessible place." Students at both libraries complained of the confusing arrangement of the building and stacks. A typical comment was, "They are confusing! I always struggle to get on the right floor. They never seem to be laid out well. Inevitably, it is hard to get from floor to floor as well." As previously stated, "unknown" was in second place at both libraries, attributed to the n/a answers from large numbers of students, which is a good thing. *Products and offerings* followed in third place with 17 percent at Institution B and 12 percent at Institution A.

Demographic comparison: This question alone had consensus agreement from all demographic factors. *Facility/environment* was the leading negative association for males (51%) and females (51%), on-campus (58%) and off-campus (47%) residents, 18- to 24-year-olds (57%) and 25- to 64-year-olds (40%), and all Years in College from freshman (59%) to doctoral students (37%). Library as place is very important to all student users in academic libraries, and they notice when the environment does not meet their needs. Complaints were registered about the confusing layout of both libraries: lack of 24-hour availability, lack of a coffee shop, uncomfortable furniture, dim lighting, lack of electrical outlets, lack of

group study spaces, noise, temperature, and cleanliness.

Question Five: "If you could provide one piece of advice to your library, what would it be?"

For the fifth time, *facility/environment* was the Institution A/B combined first response, with 40 percent of the respondents' answers falling into this category. For OCLC, *facility/environment* was the second most popular response at 23 percent. For Institution A/B, comments in this category were about providing either quieter or more group study areas, lighting, the need for more outlets, the provision of more comfortable seating, and a desire for longer library hours. *Products and offerings* was the number one response from the OCLC surveys (27%), and the number two response from the Institution A/B surveys (31%). Both ranked high in percentage. Responses in this category from OCLC were in the area of adding more to the collections, updating collections, computer, and online chat. Institution A/B responses also focused on the need for adding more books to the collection as well as online resources, and also a request to update the collections. Online chat was not mentioned. *Customer/user service* ranked third for Institution A/B (14%) and third for OCLC (22%).

Institutional Comparison: Institution A students again responded with the most pieces of advice (50%) for the category of *facility/environment,* meaning all five questions at Institution A were focused on library as place. One student summed it up, "Students use the library primarily, when not conducting actual research, for homework and studying. The library is lacking in appropriate areas to do this. Increase lighting in the stacks, update the chairs/desks, and add more outlets. This would make the library much better for student use." Institution B students listed *products and offerings* first (35%) followed closely by *facility/environment* at 29 percent. One thoughtful student at Institution B said, "Keep thinking of ways to help students and faculty get at useful information. Now that electronic journals are prevalent, keep doing that, but work also on newer ideas, like how to get primary documents available online." In second place at Institution A were comments about *products and offerings* (27%). Tied for third and fourth place at Institution A were *satisfaction* and *customer/user service*, both at 11 percent. At Institution B, *customer/user service* came in third at 16 percent and *satisfaction* at 13 percent.

Demographic Comparison: Both males and females gave the most pieces of advice on *facility/environment* (42% to 39%). Next was the *products and offerings* category for both genders (32% for males and 31% for females), followed by *satisfaction* at 14 percent for males and *customer/user service* at 15 percent for females. Answers differed by residency status, however, as on-campus students gave the most advice by far on *facility/environment* (51%), followed by *products and offerings* at 27% and *customer/user service* at 12 percent. Off-campus students were very close in their first two answers, with *products and offerings* at 34 percent, followed by *facility/environment* at 33 percent and *customer/user service* at 14 percent**.** Consistent with previous questions, undergraduate students in their first through fifth years focused on *facility/environment* ranging from 44 percent to 59 percent, but for master's and doctoral students, *products and offerings* became more important, at 42 percent and 52 percent respectively. Professional school students continued the fascinating trend of behaving more like undergraduate students in their focus on *facility/environment* (73%).

Answers to Research Questions

The first research question was: Are the student responses of Institution A/B similar to the responses found in the OCLC study? The answer is a resounding ***no***. The top-ranked response was different in every category for OCLC and the combined Institution A/B results. *Facility/environment* was top-ranked for all five

questions from the two institutions and never higher than second in any of the OCLC questions. This is a startling finding. OCLC had only a small sample of 396 survey participants who self-identified as currently attending a postsecondary institution. These could have been students in community colleges, trade schools, liberal arts colleges, or research universities anywhere across the globe. Our combined study provided a total sample of 964 students, 478 from Institution A and 486 from Institution B. Something about these larger samples on individual campuses resulted in a much different response from the small but broad sample from the OCLC study. It is obvious that library as place is much more important to students on these two campuses than in the general OCLC findings. To learn why this might be, it is necessary to probe deeper into the responses.

The second research question was: how do student responses from the two institutions compare to each other? Keeping in mind that the numbers in the sample populations at each institution are nearly equal, the answer to that question is revealing. Institution A's students placed *facility/environment* in first place to every question. It was both their most positive and their most negative experience of the library. It was the main purpose and the first thing they thought of when they thought of the library. And it was the subject of most of the advice that they wanted to give about the library. At Institution B, *facility/environment* placed fourth, second, second, first, and second, respectively, in answers to the five questions. But when combined with the overwhelming emphasis on place at Institution A, it became the most prevalent combined answer in every category. Institution B responses much more closely resembled the OCLC set. In four of the five categories (all except for negative associations), the top Institution B response was the same as the top OCLC response. What is it about these two neighboring sets of students that make them answer so differently? It could be local factors such as the physical condition of each library (although both directors readily admit that each library is in serious need of updating and renovations). The composition of each student body is quite different. Institution A is an elite Top 30 school with average SAT scores that are 277 points higher than Institution B. Yet it would be counterintuitive to reason that higher-qualified students seek only a place to study and don't value the materials, products, and services provided by the library. We need to look at demographics for other possible clues.

The third research question was: do demographics matter? Here the answer must be a resounding ***yes***, at least for some categories of demographics. Gender was the least differentiating factor, as males and females agreed on almost every question with a high degree of similarity in response percentages: 42% to 37% for main purpose; 46% to 45% for first thing thought of; 51% to 46% for positive associations; 51% to 51% for negative associations; and 42% to 39% for advice to the library.

There was much more variability by residency. Top responses of on-campus and off-campus students were different in four of the five questions. Only in their negative associations with the library did they agree that *building/environment* was foremost. In the other four questions, on-campus students continued to list *building/environment* as their top answer, but off-campus students had other priorities. For the main purpose of a library, their top three answers were *materials* (34%), *research* (32%), and *information* (31%). *Building/environment* came in fourth with 30 percent. The first thing off-campus students thought of when they thought of a library was *books* (42%) followed by *building/environment* (39%) and *research* (16%). Off-campus students had the most positive associations with *products and offerings* (48%), followed by *facility/environment* (40%) and *staff* (27%). Off-campus students provided more pieces of advice on *products and offerings* (34%) than on *facility/*

environment (33%) or *customer/user service* (14%). Looking at the characteristics of on-campus students, they are more often in the first two years of their undergraduate careers and are in the 18–24 age group. Most graduate students live off-campus, rather than on. It should be noted that a majority of students attending Institution B live off campus.

Age and Year in Class are closely linked variables. 18- to 24-year-olds are most often undergraduate students, especially at Institution A. Both the 18–24 age category and Years One through Four in school show *building/environment* as the top-rated response at both schools to each question, replicating the total combined results for Institution A/B. Even in questions where the overall Institution B response was something other than *building/environment* (all questions except negative associations), when only Institution B undergraduates or students from 18 to 24 years of age were considered, the answer became place focused. Looking at demographic data for each school, 18- to 24-year-olds are 85 percent of all Institution A participants and 42 percent of all Institution B participants. Together, they are 63 percent of the total combined participants. Using the Year in School demographic, students in all undergraduate years are 73 percent of the Institution A respondents and 40 percent of all Institution B respondents. Given the much lower percentage of undergraduates at Institution B, it is evident why total responses begin to differ from the overwhelmingly undergraduate student body at Institution A and why they begin to more closely resemble the broader global sample of OCLC.

Given the demographic trends described above, it is reasonable to conclude that the driving force behind the place-centered answers of the combined response, and Institution A in particular, is the age and year-in-school demographics. This validates perceptions that library staff have had for years, namely that undergraduates use the library most often to study. This phenomenon has driven the recent emphasis on library as place in the literature. There has been a recent boom in academic library renovation that is transforming academic libraries into inviting, comfortable places for individual and collaborative study, complete with coffee shops, soft seating and places for group study.

Graduate students differ from undergraduates in their values; as their answers indicated, *information* is the main purpose of a library for master's students and *materials* are the main purpose for doctoral students. Both master's and doctoral students say that the first thing they think of is *books*, ironically the same response as the broad, global OCLC study. Both master's and doctoral students say that *products and offerings* hold their most positive associations, although, interestingly, both master's and doctoral students go back to *facility/environment* in their negative associations. Again, it is *products and offerings* that both master's and doctoral students have in mind when they offer advice to the library.

One of the most fascinating findings of this study is the phenomenon of Professional School students who very nearly replicate the answers of undergraduate students in their approach to the library. A total of 29 individuals identified themselves as Professional School students in Law, Divinity, or Business at Institution A. Institution B did not offer the category of Professional School students. From the qualitative answers to questions, it was evident that a large number of responses came from law school students at Institution A. Like undergraduates, their top answers to all five questions were *building/environment*. This could be a local phenomenon since at Institution A, law students are assigned permanent carrels within the library and become quite possessive about their space. Or it could be a more generalized phenomenon that law students, like undergraduates, study heavily out of textbooks and use the library for intense study and classroom preparation. Additional research is needed at other schools to test this finding.

Implications and Further Research

The major takeaway point for the authors is that libraries should not rely on the data presented in *College Students' Perceptions of Libraries and Information Resources* for making decisions in their local environments. Use local data for local decisions. At many conferences and workshops, presenters are informing their audiences that *books* are the first things that students think of when they think about libraries. Yet the aggregated survey results indicated that the *building/environment* is the first thing that is thought about for the two libraries in this study. The demography, makeup, and other local traits of Institution A are such that *building/environment* is the first library thought from their students. However, *books* were the first library thought from the students at Institution B, as discussed earlier. Their environment, range of services, and varied demography probably more closely resemble the respondents of the OCLC survey. The lower percentage of undergraduates at Institution B could explain why *building/environment* was not number one in most categories. In other categories, Institution B more closely resembled the OCLC responses than Institution A. Libraries should compare themselves to the demographic charts in the Appendix to potentially see what their own students may be thinking and then test those suppositions with a local study of their own.

Local factors are likely to have played a role in the answers given by students at each institution. At Institution A, the library enjoys a close relationship with its students. Nearly 75 percent of the student body lives on campus and there are very few public spaces that students can use for study other than the library. A 1991 addition created a beautiful atrium space that is a campus favorite and accounts for many of the positive comments about the library as place. On the other hand, the original wing of the building has been largely untouched since it was built in 1956 and accounts for many of the frustrations students feel with uncomfortable furniture and the lack of electrical outlets. Institution A was one of the first laptop campuses in the country and provides students with a new laptop and printer as freshmen and again in their junior year—all as part of their tuition. Thus, there are no issues with outdated or crowded computer labs, but the laptop environment creates a strong demand (and frustration) for electrical capability.

Institution B underwent a major beautification effort from 2005 to 2007. Prior to that time, the main library had been described as "prison-like" by many students. The way the library used to look may be a major factor in why the building/environment was not the number one response for all questions except the "negative associations" question. In addition, at the time this survey was taken in the spring of 2007, the library did not have an information commons, collaboratories, 24X5 space, or as many group spaces outfitted with comfortable furniture. The library currently has all of those features. As a result, the survey results could be very different if taken now.

The need for further research is clear. It would be useful to replicate this survey at the research library level, both with public and private members of the Association of Research Libraries (ARL). In addition, different types of libraries could benefit from conducting this survey, specifically special and public libraries. The authors suspect that the results of the survey taken at a public library might more closely resemble the OCLC survey results because of the range of services and demographics. The authors also strongly recommend that any libraries looking for data to renovate or upgrade local services consider conducting this survey. Special libraries, for example, may have a very different response in terms of the *reference* response, and this would surely impact any recommendations for change. Both institutions will be sharing these survey findings with their respective provosts as they impact budget, service, and renovation decisions for the future.

Appendix A - Institutional Profiles

Comparisons Between Institution for Degrees Awarded and Faculty									
2006-2007	Degrees Awarded					Faculty			
	Bachelors	Masters	Doctoral	Law	Medical	Budgeted FTE	Undergrad Stud/fac ratio	Tenured	Held doctorate/ terminal degree
Inst. A	967	533	21	163	106	1,315.3	9.6	62%	81.1%
Inst. B	2,195	908	74			1,003.72	16.1%	39.2%	78.3%

2007-2008 Admissions/Retention Rates							
	# 1st time degree seeking Freshman	# 1st time degree seeking Transfer	% of Freshman applicants accepted	% of Freshman enrolled	Avg SAT Scores for Enrolled 1st time Freshman	Retention % of Fall 2006 Freshman returned in Fall 2007	Graduated % of Freshman who entered in Fall 2001
Inst. A	1,124	47	43%	16%	1,316	93.6%	**99.5 graduated in 6 years**
Inst. B	2,447	1,368	60%	30%	1,039	75%	50% graduated in 6 years

Institutional Cost Comparisons			
2007-2008	Costs		Budget
	Full time Tuition/Fees	Room & Board	Total Expenses
Inst. A	$34,330	$9,500	257,967,000
Inst. B	$4,029 in state	$6,151	273,884,654
	$15,297 out of state		

Demographics

Undergraduate Student Comparisons			
Institution A		Institution B	
White	84.5%	White	66.4%
African American	6.5%	African American	21.4%
American Indian	.5%	American Indian	<1%
Asian/ Pacific	5.1%	Asian/ Pacific	3.9%
Hispanic	1.8%	Hispanic	2.7%
Unknown	1.6%	Unknown	5.4%

Graduate Student Comparisons			
Institution A		Institution B	
White	79.7%	White	72.2%
African American	9.7%	African American	14.3%
American Indian	.4%	American Indian	<1%
Asian/ Pacific	5.8%	Asian/ Pacific	5.0%
Hispanic	2.4%	Hispanic	1.9%
Unknown	2.0%	Unknown	6.1%

Appendix B - Data Comparisons

TABLE 1
OCLC Comparisons

Question 1: "What do you feel is the main purpose of a library?"				
	OCLC		**Merged**	
1.	Information	49%	Building/environment	38%
2.	Books	32%	Materials	35%
3.	Research	20%	Research	34%
4.	Entertainment	11%	Information	26%
5.	Materials	10.5%	Books	12%
6.	Reading	5%	Reading	3%
			Entertainment	3%
7.	Building/Environment	5%	Unknown	1%
Question 2: "What is the first thing that you think of when you think of a library?"				
	OCLC		**Merged**	
1.	Books	70%	Building/environment	45%
2.	Building/environment	12%	Books	43%
3.	Information	8%	Research	16%
4.	Research	5%	Materials	13%
5.	Materials	2%	Information	9%
6.	Entertainment	1.5%	Unknown	8%
7.	Reference	0.5%	Reading	1%
			Reference	1%
Question 3: "Please describe your positive association with the library"				
	OCLC		**Merged**	
1.	Products & Offerings	61%	Facility/environment	47%
2.	Facility/environment	13%	Products & Offerings	46%
3.	Staff	9%	Staff	25%
4.	Customer/User Service	4%	Customer/User Service	4%
			Unknown	2%
Question 4: "Please describe your negative association with the library."				
	OCLC		**Merged**	
1.	Products & Offerings	39%	Facility/environment	51%
2.	Facility/environment	25%	Unknown	22%
3.	Customer/user service	23%	Products & Offerings	14%
4.	Staff	6%	Customer/User Service	12%
			Staff	4%

Question 5: "If you could provide one piece of advice to your library, what would it be?"				
	OCLC		**Merged**	
1.	Products & Offerings	27%	Facility/environment	40%
2.	Facility/environment	23%	Products & Offerings	31%
3.	Customer/user service	22%	Customer/user service	14%
4.	Staff	9%	Satisfaction	13%
5.	Satisfaction	5%	Staff	4%
			Unknown	3%

TABLE 2
Institutional Comparison

Question 1: What do you feel is the main purpose of a library?				
	Institution A		**Institution B**	
1.	Building/environment	49%	Information	33%
2.	Research	36%	Materials	33%
3.	Materials	36%	Research	32%
4.	Information	19%	Building/environment	27%
5.	Books	13%	Books	10%
6.	Reading	3%	Entertainment	3%
7.	Entertainment	2%	Reading	3%
8.	Unknown	1%	Unknown	1%
Question 2: "What is the first thing that you think of when you think of a library?"				
	Institution A		**Institution B**	
1.	Building/environment	55%	Books	45%
2.	Books	41%	Building/environment	34%
3.	Research	16%	Materials	17%
4.	Materials	9%	Research	16%
5.	Information	4%	Information	13%
6.	Unknown	3%	Unknown	2%
7.	Reading	1%	Reading	1%
8.	Reference	0%	Reference	1%
Question 3: "Please describe your positive associations with the library."				
	Institution A		**Institution B**	
1.	Facility/environment	62%	Products & Offerings	49%
2.	Products & Offerings	43%	Facility/environment	33%
3.	Staff	22%	Staff	28%
4.	Customer/user service	19%	Customer/user service	18%
5.	Unknown	1%	Unknown	3%

TABLE 2
Institutional Comparison

Question 4: "Please describe your negative association with the library."				
	Institution A		**Institution B**	
1.	Facility/environment	61%	Facility/environment	41%
2.	Unknown	19%	Unknown	24%
3.	Products & Offerings	12%	Products & Offerings	17%
4.	Customer/user service	9%	Customer/user service	14%
5.	Staff	3%	Staff	6%
Question 5: "If you could provide one piece of advice to your library, what would it be?"				
	Institution A		**Institution B**	
1.	Facility/environment	50%	Products & Offerings	35%
2.	Products & Offerings	27%	Facility/environment	29%
3.	Satisfaction	11%	Customer/user service	16%
4.	Customer/user service	11%	Satisfaction	13%
5.	Staff	2%	Staff	5%
6.	Unknown	2%	Unknown	5%

TABLE 3
Age Comparison

Question 1: What do you feel is the main purpose of a library?				
	18-24		**25 & Over**	
1.	Building/environment	48%	Information	38%
2.	Research	36%	Materials	34%
3.	Materials	35%	Research	30%
4.	Information	19%	Building/environment	21%
5.	Books	13%	Books	9%
6.	Reading	4%	Entertainment	4%
7.	Entertainment	2%	Unknown	2%
8.	Unknown	1%	Reading	1%
Question 2: "What is the first thing that you think of when you think of a library?"				
	18-24		**25 & Over**	
1.	Building/environment	53%	Books	42%
2.	Books	43%	Building/environment	30%
3.	Research	15%	Materials	21%
4.	Materials	9%	Research	19%
5.	Information	4%	Information	16%

TABLE 3
Age Comparison

Question 2: "What is the first thing that you think of when you think of a library?"				
	18-24		**25 & Over**	
6.	Unknown	3%	Unknown	2%
7.	Reading	1%	Reading	1%
8.	Reference	<1%	Reference	1%
Question 3: "Please describe your positive associations with the library."				
	18-24		**25 & Over**	
1.	Facility/environment	56%	Products & Offerings	54%
2.	Products & Offerings	42%	Facility/environment	31%
3.	Staff	22%	Staff	31%
4.	Customer/user service	16%	Customer/user service	23%
5.	Unknown	2%	Unknown	2%
Question 4: "Please describe your negative association with the library."				
	18-24		**25 & Over**	
1.	Facility/environment	57%	Facility/environment	40%
2.	Unknown	19%	Unknown	25%
3.	Products & Offerings	13%	Products & Offerings	17%
4.	Customer/user service	10%	Customer/user service	15%
5.	Staff	4%	Staff	6%
Question 5: "If you could provide one piece of advice to your library, what would it be?"				
	18-24		**25 & Over**	
1.	Facility/environment	48%	Products & Offerings	38%
2.	Products & Offerings	27%	Facility/environment	25%
3.	Satisfaction	13%	Customer/user service	15%
4.	Satisfaction	12%	Satisfaction	15%
5.	Unknown	3%	Staff	6%
6.	Staff	2%	Unknown	3%

TABLE 4
Gender Comparison

Question 1: What do you feel is the main purpose of a library?				
	Males		**Females**	
1.	Building/environment	42%	Building/environment	37%
2.	Materials	33%	Materials	35%
3.	Research	32%	Research	35%
4.	Information	25%	Information	26%
5.	Books	11%	Books	12%
6.	Entertainment	2%	Reading	4%
7.	Reading	1%	Entertainment	3%
8.	Unknown	1%	Unknown	1%
Question 2: "What is the first thing that you think of when you think of a library?"				
	Males		**Females**	
1.	Building/environment	46%	Building/environment	45%
2.	Books	40%	Books	45%
3.	Research	16%	Research	16%
4.	Materials	12%	Materials	14%
5.	Unknown	3%	Information	8%
6.	Information	2%	Unknown	2%
7.	Reading	1%	Reading	1%
8.	Reference	1%	Reference	<1%
Question 3: "Please describe your positive associations with the library."				
	Males		**Females**	
1.	Facility/environment	51%	Facility/environment	46%
2.	Products & Offerings	47%	Products & Offerings	46%
3.	Staff	25%	Staff	26%
4.	Customer/user service	17%	Customer/user service	20%
5.	Unknown	2%	Unknown	2%
Question 4: "Please describe your negative association with the library."				
	Males		**Females**	
1.	Facility/environment	51%	Facility/environment	51%
2.	Unknown	23%	Unknown	21%
3.	Products & Offerings	15%	Products & Offerings	14%
4.	Customer/user service	11%	Customer/user service	12%
5.	Staff	2%	Staff	5%

TABLE 4
Gender Comparison

Question 5: "If you could provide one piece of advice to your library, what would it be?"

	Males		**Females**	
1.	Facility/environment	42%	Facility/environment	39%
2.	Products & Offerings	32%	Products & Offerings	31%
3.	Satisfaction	14%	Customer/user service	15%
4.	Customer/user service	10%	Satisfaction	12%
5.	Unknown	4%	Staff	4%
6.	Staff	3%	Unknown	3%

TABLE 5
Residency Comparison

Question 1: What do you feel is the main purpose of a library?

	On-Campus		**Off-Campus**	
1.	Building/environment	51%	Materials	34%
2.	Research	38%	Research	32%
3.	Materials	36%	Information	31%
4.	Information	19%	Building/environment	30%
5.	Books	14%	Books	10%
6.	Reading	4%	Entertainment	3%
7.	Entertainment	3%	Reading	3%
8.	Unknown	1%	Unknown	1%

Question 2: "What is the first thing that you think of when you think of a library?"

	On-Campus		**Off-Campus**	
1.	Building/environment	56%	Books	42%
2.	Books	44%	Building/environment	39%
3.	Research	16%	Research	16%
4.	Materials	9%	Materials	16%
5.	Information	4%	Information	12%
6.	Unknown	3%	Unknown	2%
7.	Reading	1%	Reading	1%
8.	Reference	<1%	Reference	<1%

TABLE 5
Residency Comparison

Question 3: "Please describe your positive associations with the library."				
	On-Campus		**Off-Campus**	
1.	Facility/environment	59%	Products & Offerings	48%
2.	Products & Offerings	44%	Facility/environment	40%
3.	Staff	22%	Staff	27%
4.	Customer/user service	17%	Customer/user service	20%
5.	Unknown	1%	Unknown	3%
Question 4: "Please describe your negative association with the library."				
	On-Campus		**Off-Campus**	
1.	Facility/environment	58%	Facility/environment	47%
2.	Unknown	21%	Unknown	22%
3.	Products & Offerings	11%	Products & Offerings	17%
4.	Customer/user service	9%	Customer/user service	13%
5.	Staff	3%	Staff	5%
Question 5: "If you could provide one piece of advice to your library, what would it be?"				
	On-Campus		**Off-Campus**	
1.	Facility/environment	51%	Products & Offerings	34%
2.	Products & Offerings	27%	Facility/environment	33%
3.	Customer/user service	12%	Customer/user service	14%
4.	Satisfaction	12%	Satisfaction	13%
5.	Unknown	3%	Staff	5%
6.	Staff	2%	Unknown	4%

TABLE 6
Year-in-School Comparison

Question 1: What do you feel is the main purpose of a library?

	1st UG Year	2nd UG Year	3rd UG Year	4th UG Year	5th UG Year	Masters	Doctoral	1st Prof
1.	Bldg/env 47%	Bldg/env 58%	Bldg/env 52%	Bldg/env 43%	Bldg/env 37%	Inform 38%	Materials 44%	Bldg/env 62%
2.	Research 41%	Research 42%	Materials 38%	Research 38%	Materials 37%	Materials 35%	Research 33%	Materials 28%
3.	Materials 30%	Materials 34%	Research 31%	Materials 35%	Research 29%	Research 29%	Inform 30%	Research 26%
4.	Inform 22%	Inform 17%	Inform 20%	Inform 19%	Inform 18%	Bldg/env 22%	Bldg/env 22%	Inform 21%
5.	Books 15%	Books 13%	Books 17%	Books 9%	Books 13%	Books 9%	Books 10%	Books 5%
6.	Reading 3%	Reading 4%	Entertain 5%	Reading 7%	Unknown 5%	Entertain 4%	Entertain 1%	Reading 2%
7.	Entertain 1%	Entertain 3%	Reading 3%	Unknown 2%		Reading 2%		Unknown 2%
8.		Unknown 1%	Unknown 1%	Entertain 0%		Unknown 2%		

Question 2: What is the first thing that you think of when you think of a library?

	1st UG Year	2nd UG Year	3rd UG Year	4th UG Year	5th UG Year	Masters	Doctoral	1st Prof
1.	Bldg/env 54%	Bldg/env 58%	Bldg/env 57%	Bldg/env 53%	Bldg/env 61%	Books 43%	Books 44%	Bldg/env 73%
2.	Books 52%	Books 42%	Books 40%	Books 46%	Materials 22%	Bldg/env 33%	Materials 27%	Books 36%
3.	Research 16%	Research 14%	Research 16%	Research 18%	Research 19%	Research 20%	Inform 25%	Materials 5%
4.	Inform 6%	Materials 12%	Materials 11%	Material 11%	Inform 17%	Materials 18%	Bldg/env 20%	Unknown 4%
5.	Materials 3%	Inform 5%	Inform 4%	Unknown 2%	Books 17%	Inform 13%	Research 13%	Research 4%
6.	Unknown 2%	Unknown 4%	Unknown 3%	Inform 2%		Unknown 2%	Unknown 2%	
7.	Reading 0%	Reading 0%	Reading 1%	Reading 1%		Reading 1%	Reading 1%	
8.	Reference 0%		Reference 0%			Reference 1%	Reference 1%	

Question 3: Please describe your positive associations with the library								
	1st UG Year	**2nd UG Year**	**3rd UG Year**	**4th UG Year**	**5th UG Year**	**Masters**	**Doctoral**	**1st Prof**
1.	Fac/env 65%	Fac/env 56%	Fac/env 60%	Fac/env 56%	Fac/env 55%	Prod/Off 53%	Prod/Off 59%	Fac/env 75%
2.	Prod/offer 41%	Prod/offer 44%	Prod/off 47%	Prod/off 45%	Prod/off 42%	Fac/env 37%	Staff 30%	Prod/off 29%
3.	Staff 18%	Staff 23%	Staff 22%	Staff 24%	Staff 24%	Staff 33%	Cust serv 29%	Staff 21%
4.	Cust serv 15%	Cust serv 19%	Cust serv 14%	Cust serv 16%	Cust serv 8%	Cust serv 24%	Fac/env 18%	Cust serv 11%
5.	Unknown 1%	Unknown 2%	Unknown 2%	Unknown 2%		Unknown 3%	Unknown 1%	Unknown 4%
Question 4: Please describe your negative associations with the library.								
	1st UG Year	**2nd UG Year**	**3rd UG Year**	**4th UG Year**	**5th UG Year**	**Masters**	**Doctoral**	**1st Prof**
1.	Fac/env 59%	Fac/env 59%	Fac/env 60%	Fac/env 65%	Fac/env 53%	Fac/env 46%	Fac/env 37%	Fac/env 72%
2.	Unknown 29%	Unknown 24%	Unknown 17%	Cust serv 17%	Unknown 32%	Prod/off 23%	Unknown 28%	Unknown 19%
3.	Cust serv 6%	Prod/off 13%	Prod/off 14%	Unknown 12%	Prod/off 13%	Unknown 22%	Cust serv 24%	Cust serv 7%
4.	Prod/off 6%	Cust serv 7%	Cust serv 10%	Prod/off 12%	Cust serv 5%	Cust serv 15%	Prod/off 15%	Prod/off 6%
5.	Staff 4%	Staff 3%	Staff 8%	Staff 3%	Staff 3%	Staff 6%	Staff 3%	Staff 4%
Question 5: If you could provide one piece of advice to your library, what would it be?								
	1st UG Year	**2nd UG Year**	**3rd UG Year**	**4th UG Year**	**5th UG Year**	**Masters**	**Doctoral**	**1st Prof**
1.	Fac/env 52%	Fac/env 51%	Fac/env 59%	Fac/env 52%	Fac/env 44%	Prod/off 42%	Prod/off 52%	Fac/env 73%
2.	Prod/off 25%	Prod/off 28%	Prod/off 34%	Prod/off 26%	Cust serv 24%	Fac/env 30%	Fac/env 19%	Prod/off 21%
3.	Cust serv 20%	Satisfact 18%	Cust serv 11%	Cust serv 17%	Prod/off 21%	Cust serv 17%	Satisfact 16%	Cust serv 6%
4.	Satisfact 16%	Cust serv 10%	Satisfact 9%	Satisfact 11%	Satisfact 15%	Satisfact 16%	Cust serv 16%	Staff 6%
5.	Staff 4%	Unknown 5%	Staff 2%	Unknown 4%	Staff 9%	Staff 5%	Staff 3%	Satisfact 4%
6.	Unknown 3%	Staff 2%	Unknown 2%	Staff 3%	Unknown 6%	Unknown 4%	Unknown 3%	Unknown 4%

Notes

1. OCLC, *Perceptions of Libraries and Information Resources: A Report to the OCLC Membership* (2005). Available online at www.oclc.org/reports/2005perceptions.htm. [Accessed 25 November 2008].

2. OCLC, *College Students' Perceptions of Libraries and Information Resources: A Report to the OCLC Membership* (2006). Available online at www.oclc.org/reports/perceptionscollege.htm. [Accessed 25 November 2008].

3. Carol Tenopir, "Perception of Library Value," *Library Journal* 131, no. 20 (2006): 36.

4. Lesley Williams, "Making 'E' Visible," *Library Journal* 131, no. 11 (2006): 40–43.

5. Michelle Jeske, "Who Knows What The Future Will Bring? Get Prepared!" *Colorado Libraries* 32, no. 2 (2006): 14–18.

6. Ameet Doshi, "How Gaming Could Improve Information Literacy," *Computers in Libraries* 26, no. 5 (2006): 14–17.

7. Daniel Walters, "Thoughts About Our Web Sites, Catalogs, and Databases," *Public Libraries* 45, no. 3 (2006): 7–9.

8. Paul T. Jaeger, "Public Libraries, Values, Trust, and E-Government," *Information Technology and Libraries* 26, no. 4 (2007): 34–43.

9. Michael Casey and Michael Stephens. "Insights from the Front Line," *Library Journal* 133, no. 3 (2008): 6–27.

10. John Cell, "CIP on the Moon," *Library Journal Net-Connect* (Jan. 15, 2008): 2–5.

11. Shu Liu, "Engaging Users: The Future of Academic Library Web Sites," *College & Research Libraries* 69, no. 1 (2008): 6–27.

12. Nancy F. Stimson, "Library Change as a Branding Opportunity: Connect, Reflect, Research, Discover," *C&RL News* 68, no. 11 (2007): 694–98.

13. Elizabeth M. Karle, "Invigorating the Academic Library Experience: Creative Programming Ideas," *C&RL News* 69, no. 3 (2008): 141–44.

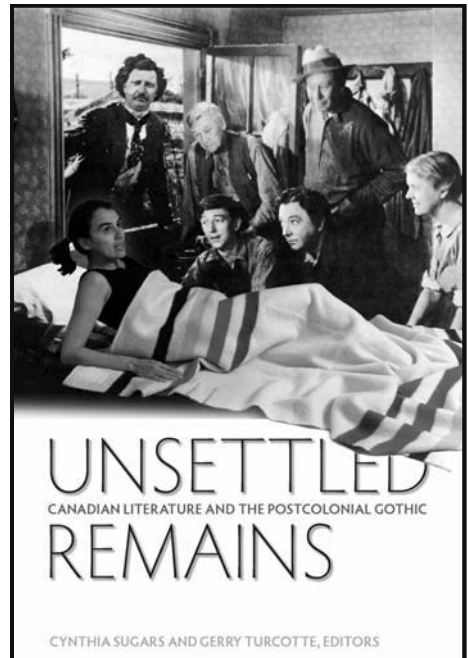
14. Trudi Ballardo Hahn, "Mass Digitization: Implications for Preserving the Scholarly Record," *Library Resources & Technical Services* 52, no. 1 (2008): 18–26.

15. Dick Kaser, "Sanity Check," *Information Today 23*, no. 2 (2006): 16.

16. Scott Condon, "Adapt or Die," *Alki* 22, no.1 (2006): 25–26.

17. The OCLC study did not report numerical findings, only graphical information with rough indications of percentage.

18. This paper follows the OCLC study, which changed terminology from *building/environment* in questions 1 and 2 to *facility/environment* in questions 3 to 5.



Unsettled Remains
Canadian Literature and the Postcolonial Gothic
Cynthia Sugars and Gerry Turcotte, editors
$38.95 paper • 978-1-55458-054-5
Examines how Canadian writers have combined a postcolonial awareness with gothic metaphors of monstrosity and haunting in response to Canadian history.

Babies for the Nation
The Medicalization of Motherhood in Quebec, 1910–1970
Denyse Baillargeon • Translated by W. Donald Wilson
$38.95 paper • 978-1-55458-058-3
Studies in Childhood and Family in Canada series
Un Québec en mal d'enfants won the Clio-Québec Prize, the Lionel Groulx–Yves-Saint-Germain Prize, and the Jean-Charles-Falardeau Prize.

Transnational Canadas
Anglo-Canadian Literature and Globalization
Kit Dobson
$36.95 paper • 978-1-55458-063-7 • TransCanada series
First sustained inquiry into the relationship between globalization and Canadian literature written in English.

Wilfrid Laurier University Press
Order through your wholesaler
or call 1-800-565-9523

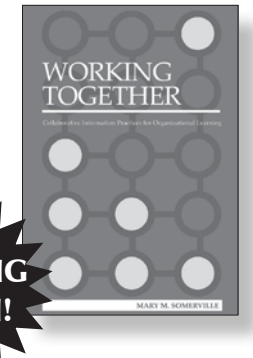
NEW ACRL PUBLICATIONS

Working Together: Collaborative Information Practices for Organizational Learning

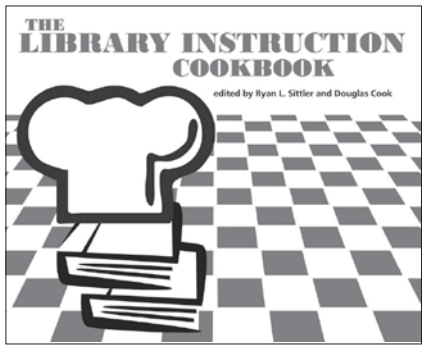
Mary M. Somerville

Describes and illustrates combined approaches to working together from Europe, Asia, Australia, and the United States that offer rich opportunities to harness information in the pursuit of learning. Topics include individual and collective learning, systems thinking, and informed learning.

100p., 978-0-8389-8531-1



COMING SOON!



The Library Instruction Cookbook

Ryan L.Sittler and Douglas Cook

A practical collection of "learning recipes," each of which includes a plan for conducting a specific type of learning session and which indicates how the recipe reflects specific ACRL Information Literacy Competency Standards for Higher Education.

$48.00 (ACRL members less 10%)
196p., 978-0-8389-8511-3

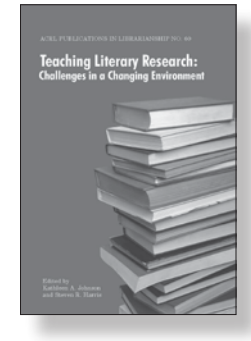
NEW!

Teaching Literary Research: Challenges in a Changing Environment: ACRL Publications in Librarianship #60

Kathleen A. Johnson and Steven R. Harris

This volume is a collection of essays that explores the relationship between information literacy and literary research. English professors and librarians provide perspectives on this relationship through presentations of best practices in teaching students from first year undergraduate through graduate levels.

$55.00 (ACRL members less 10%); 278p., 978-0-8389-8509-0



Available at the ALA store at

http://www.alastore.ala.org/

ACRL Association of College & Research Libraries
A Division of the American Library Association

50 East Huron Street • Chicago, IL 60611
(800) 545-2433 ext. 2529 • acrl@ala.org