

New Directions | Survey of Student Library Employees

Summary of 205 responses

All results:

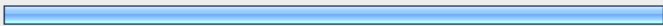
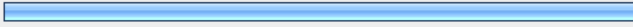

https://www.surveymonkey.com/sr.aspx?sm=WQ2jbVFzy_2b6GbM6FcT_2fFRnf3ntF2ezcLexUBor3BXtM_3d

Table of contents:

1. [What year are you in school?](#)
2. [Which college are you in?](#)
3. [What recommendations do you have to improve student services/resources in the following areas?](#)
 - [Computer Services & Technology Support](#)
 - [Study, Meeting, or Learning Spaces](#)
 - [Information Sources & Their Use](#)
4. [Give examples of how, if at all, you incorporate the following technologies into your academic \(as opposed to purely personal or social\) life.](#)
 - [Personal mobile devices like iPods or smartphones](#)
 - [Social networking sites like Facebook](#)
 - [Digital recording devices \(photo, video, audio\)](#)
5. [Please tell us which website\(s\) and/or search engine\(s\) you use most frequently in your academic work \(e.g., to find information or source material for papers, etc.\) and what you find useful and effective about each.](#)
6. [Approximately how often do you visit a campus library in a typical semester?](#)
7. [At times when you visit the library infrequently, it is mainly because:](#)
8. [How often do you visit the library for the following purposes?](#)
9. [What other aspects or roles of the library do you consider very important for supporting you as a Berkeley student?](#)
10. [Which campus library do you visit most, and why?](#)
11. [Beyond the campus libraries, what are your preferred places to study \(independently or with groups\) and why?](#)

1. What year are you in school?			Response Percent	Response Count
Freshman			7.8%	16
Sophomore			28.9%	59
Junior			28.4%	58
Senior			29.9%	61
Graduate student			4.9%	10
			answered question	204
			skipped question	1

2. Which college are you in?			Response Percent	Response Count
College of Letters & Science - Arts & Humanities Division			36.6%	75
College of Letters & Science - Biological Sciences Division			14.1%	29
College of Letters & Science - Mathematical & Physical Sciences Division			4.4%	9
College of Letters & Science - Social Sciences Division			25.9%	53
College of Chemistry			3.4%	7
College of Engineering			4.4%	9
College of Environmental Design			2.0%	4
College of Natural Resources			3.4%	7
Graduate School of Education			0.0%	0
Graduate School of Journalism			0.0%	0
School of Business			0.5%	1
School of Information			0.0%	0
School of Optometry			1.0%	2
School of Public Health			0.0%	0
School of Public Policy			0.0%	0
School of Social Welfare			0.0%	0
Undeclared			4.4%	9
			answered question	205
			skipped question	0

3. What recommendations do you have to improve student services/resources in the following areas?			Response Percent	Response Count
view	Computing Services & Technology Support		85.4%	134
view	Study, Meeting, or Learning Spaces		81.5%	128
view	Information Sources & Their Use (e.g., print and/or digital books & journals, images, videos, datasets, etc)		61.1%	96
			answered question	157
			skipped question	48

3. What recommendations do you have to improve student services/resources in the following areas?

Computing Services & Technology Support (134)

Printing and Copying: replace canon copy cards with CARS account printing services, set up photocopiers to use CARS, get rid of equitrac junk, your printing card should be campuswide, make it possible for students to use Moffitt printing account at all library computer/printer facilities, get rid of copy cards, better management of printing services, printing has frequent technical difficulties, add more printing stations for higher impacted libraries, make cheaper copying, keep free printing in CNR lounge, add free printing (as they do in the dorms), have printing/copying processes easier, standardize printing method, allow to use student IDs like they do in computer labs where they deduct costs,

Computer Hardware/Software/Features: More computer facilities like the one in Moffitt, help students know where computer facilities are located on campus, create library with Mac computers, provide faster computers, students computers should be most up-to-date like faculty members, add more software on the computers, upgrade the operating systems and computer monitors, update the “government issued reference computers,” having faster response times for computer problems, provide basic software (like Word) on all computers so students can make changes to their work at the library and save it, provide more programs that students would use, replace keyboards and mice that do not work (esp. in the north room), add Microsoft Office on all computers, add scanner as less expensive than copier/printers, provide more computers with sound cards (always a long line for these), more advanced computers, allow computers to save files temporarily, install language programs and fonts, add print capabilities for all computers, all USB port access on all computers, allow access to class software through proxy or other similar means

Network/Wireless: increase bandwidth for large common areas, add airbears in more places, update the computer systems so that it runs faster, airbears is reliable and widespread , extend airbears a little beyond campus for further wireless access, create more reliable airbears internet which does not work well enough (even in the library)

Gladis/Library Resources: update the gladis system, gladis program is outdated and the library searching program is not easily utilized in research, make things easier to find and understand,

add printed instructions posted near sections of how to search, make it easier to access Pathfinder off campus, teach research skills in R1A/B series, add links to different web sites from Berkeley home page, add more information about firewalls/antivirus, create tutorials for things students should know where and how to use (resources, services, etc), make it clear students can ask for help with research, offer and spread word about mini-seminars on how to use electronic resources or how to browse pathfinder (which many students don't even know they can do). "I understand that GLADIS has limitations and is operating on mainframe computers that can no longer be effectively repaired and will have to be retired when they stop working, but I think it is nonetheless indispensable in many ways, the least of which is the speed with which it can be used. Pathfinder seems to me to have serious problems that prevent it from being a serious alternative to GLADIS: it often displays fewer records than GLADIS for the same search, and the results cannot be effectively sorted. I am afraid that if GLADIS is retired without a thorough overhaul or replacement of Pathfinder, the library's collections will become far more difficult to use"

Hours/Facilities/Staffing: longer hours at the tech support place, create more tech support groups, add more small computer labs such as in Wheeler, add searching stations in the MAIN Stacks, computer centers should be open longer during the week of finals, open 24 hours please, new technology in the Math/Stats library, make sure that everyone especially students you hire to these technical support jobs know what they're doing (times where students working in the computer labs didnt even know how to solve small problems), useful if there is a computer person for students not living in dorms to take their computer down to for check up, create more electrical outlets in Moffitt.

Other/General: more publicity on what is available, recently discovered that computer services were offered, add more library guest speakers in classes, provide weekly research workshops, more comprehensive information posted about what services are available where, nice if there was a computer workshop for students not just for residents of the dorms, loan laptops for use in library, provide shared or discounted copies of software programs (Adobe Creative Suite, etc.), provide detailed explanations of the services available to me as a student, more tutorial like information online

Study, Meeting, or Learning Spaces (128)

Group spaces: extend study room availability in MAIN Stacks to later hours, private rooms are hard to get at times and have to return key earlier than the library closes, increase duration for loan of group study rooms, designate specific areas for group study, create at least one group study room in every library (even the small ones), change the layout of study areas to fit more students, create 24-hour study rooms, create more study rooms for groups of 2-3, need places to meet and converse, library currently too quiet for group work, create more indoor reading areas that allow conversation, have better lighting near couches,

Individual spaces: create more isolated spaces for studying, not enough seats in the library near exam seasons (many mentions of this point), more indoor lobbies that have adequate furniture to function as a meeting space or space to come a few minutes before class, when the weather is bad need indoor space that will permit discussion without requiring purchase of food, create more cubby areas for individual work, add individual cubicles

Atmosphere: separate noisy/loud areas, replace wooden chairs with better seating, add more comfortable chairs and couches, create comfier spaces, add quiet spaces, open later hours,

balance desk/chair workspaces with comfortable seating, monitor sound levels (esp cell phones and during finals), create relaxing places to study

Food and drink: allow food and drinks so long as people are not messy, understand if some locations not possible, perhaps allow in study rooms, possibly add another campus café similar to FSM, increase seating in FSM for studying, hard to study on an empty stomach, nice to be able to snack

Hours/Facilities: disheartening that most other libraries close around 5pm--an unrealistic time for students who work, add more outdoor study areas, repair the desk lamps and internet connections that are not functional, do not allow students to sleep in Main Stacks during finals, do not allow students to leave things or save spaces for friends in Main Stacks for the purpose of reserving a seat (don't know if enforcement is the best way to change that), turn lights off in other campus locations to save costs to keep libraries open longer, allow student workers to study in 250 Moffitt at night, expand library hours to evenings even when its not finals, increase evening hours for the few comfortable studying areas (north reading room, the morrison room), open library earlier than 8am, add more power outlets in Moffitt (esp 4th floor).

Other/General: campus should dedicate all the classrooms in a building to student meetings allowing reservations for time slots, make a map of where all of these places are, direct students to the options and availability, make groups spaces sound proof, add clocks in libraries, add ability to use laptops in meeting/studying areas, create more power outlets, create more outdoor facilities (i.e. gazebos, benches, picnic tables), everything in Tolman is old/dirty and needs new desks, CNR lounge rocks, stricter policy against cell phones (students still chat away regardless of no-cellphone policy), replace chairs so they don't make horrible screeching noise when being pushed (mainly Doe library), easier access of student study services, add tutors like those available in the dorms in the evening/late hours which would be beneficial for those who have to work during the day, more kiosks with electrical outlets especially in smaller libraries, add more seats in the library--during finals it can be impossible to study

Information Sources & Their Use (96)

Shelving/Print Collections: Main Stacks has a bit of problem with lost or missing texts but I understand the difficulty of keeping track of that number of volumes, longer hold periods for certain items, longer checkout times, short-term check out for atlases / encyclopedias, longer loan periods for students who are using sources to write a thesis, frequently find books not checked out but not on the shelf, bound periodicals in some collections (like MUSI) cannot be checked out seems a deterrent to ease of academic studies for many students.

E-Collections: make more books available digitally, have a digital book database, more links to digital books in pathfinder when available, more journals online, full text online, more articles accessible from home, more obscure journals available digitally, more art databases or an online catalog of the slide library, subscribe to as much material online as possible.







Multimedia: nice to be able to borrow and use DVDs and videos outside of the library, like to check out movies for a day, difficult to use videos in the media center, don't use realplayer for webcasts, make Naxos available offline, allow students to access Musilan from off campus

Databases/Catalogs/WebSites: more comprehensive library websites by department, pathfinder is hard to navigate, too often I find I can't find what I'm looking for, should have a more up-to-

date system on researching resources. One person said: "I am very impressed by the "UC Links" feature of Melvyl, indicating multiple places online where an item can be read. I have been told that Melvyl has certain standards that must be met before a record (with links to other web pages) can be added, but I wonder whether the same basic catalog could be used for everything available on-line that can be given a bibliographic record and is reasonably stable - e.g. works of art in the various image databases available by subscription; books photographed by other libraries around the world and by Google, Yahoo, etc., not to mention everything in the California Digital Library). As a one-stop place for research, I think it would be far superior to Google, since the information would be organized according to standardized information in the fields of a bibliographic record, rather than an extremely complicated algorithm that brings up a million results in no discernible order. Expanding Melvyl or something like Melvyl on this scale would be very expensive, of course, but it seems to me that it is a good direction in which to "think big" and could perhaps be pursued in cooperation with a large number of other academic institutions. On the subject of Melvyl as it now is, I recommend adding a comment button that records the record being viewed and allows users instantly to report errors and/or software problems."

Services/Facilities: wider information about availability, more signs, making their presence more notably known would be most helpful, need a more effective method for searching journals and articles, upgrade the moveable shelving in Doe Library so that multiple rows of shelves can be moved at once without risk of breaking the mechanism, provide weekly research workshops, spread the word that students can (and need to) learn how to use electronic resources with the help of library workers, create better search engines, reorganize the library website so its easier to locate digital sources, make more clear how to use those options if new to researching, add a 'how to use' link on the library websites so you would know how to use the online journals and search engines, have detailed explanations of the services available to me as a student, better signs in the library saying where the call numbers live

Other/General: if someone needs to hire a new student worker other students could make recommendations, more printing stations, add printing services to the MAIN Stacks and/or Doe Library, buy printers that do not break down as often, find an easier way to print out things that are needed, add computers in the MAIN Stacks, create test banks for students, all libraries should have ability to print Word documents, cost of printing and copying should be less, create email service to inform people of open hours, have staff be more friendly and willing to help.

4. Give examples of how, if at all, you incorporate the following technologies into your academic (as opposed to purely personal or social) life.				
			Response Percent	Response Count
	Personal mobile devices like iPods or smartphones		88.6%	156
	Social networking sites like Facebook		94.3%	166
	Digital recording devices (photo, video, audio)		75.0%	132
<i>answered question</i>				176
<i>skipped question</i>				29

4. Give examples of how, if at all, you incorporate the following technologies into your academic (as opposed to purely personal or social) life.

Personal mobile devices like iPods or smartphones (156)

iPods were most frequently noted for listening to podcasts of lectures, as well as storing files (assignments, papers, images) in place of a flash drive, blocking out noise so can concentrate, relieving stress by listening to music, keeping track of school calendar, setting task reminders and alarms, downloading and reading books and lecture notes, listening to music and audio books, practicing foreign language

Smartphones/blackberries were noted for looking up things on the Internet, checking email while not at the computer, communicating with team members for a group project and homework, corresponding with classmates and supervisors, scheduling homework and setting reading assignment reminders, receiving emails throughout the day sometimes eliminating the need to use the library computers

Several students mentioned that they wished they could afford these devices, relied on their laptop for webcasts, only have a basic cell phone. Many said they rarely use such devices for academic purposes.

Social networking sites like Facebook (166)

Course-related functions: talk to GSI's, plan with people in my DeCals, communicate with committees and groups, form study groups, ask questions of students in my classes, find other classmates to get help on homework, for some classes in which pictures are taken (ie labs) it is easy to upload them and grant access to others in the class, exchange notes, find open jobs in my field of interest, getting to know faces of people in classes, used as substitute/alternative to bSpace, advertise study sessions, get closer to others in the major. One noted: "I don't usually use Facebook in an academic sense, but I do list my courses there and I have gotten messages from people asking for lecture notes, clarifications, etc who are in my same classes."

Social functions: organize club meetings/events, invite people to leadership and other academic events, hear about speakers on campus, get notifications for department/campus activities, buying books. One noted: "Facebook is an efficient way for students to get to know and interact with other student across this huge campus."

Some students noted that these sites can be addictive, distracting and encourage procrastination, it is a method of communication considered less personal than the phone but more personal than email, feeling that "everyone uses it", will get the quickest response from those contacted using this method.

Digital recording devices (photo, video, audio) (132)

Images: preparing a portfolio, taking pictures of my work, using digital camera to take pictures of labs that I have to write up in Chemistry, helpful for memorization during study, photography artworks in the museum, photos for classes and scholarships, of lecture slides and complex diagrams in class, photos of pages of books that are important for my dissertation research but are usually unavailable to me in libraries that are far away from Berkeley and allow such photography, photos of the images posted in Moffitt or of buildings/art works i need to write papers on, photographing examples from lab or studio time to which i can refer back later

Audio and Video: interview people for news stories, recording lectures, sharing information between, watch lectures and documentaries on demand, used a video camera for a filmmaking class, watch TV (including educational tv), post videos on youtube

Several students said that they do not use these items but affirmed they could be useful.

5. Please tell us which website(s) and/or search engine(s) you use most frequently in your academic work (e.g., to find information or source material for papers, etc.) and what you find useful and effective about each. (183)

Rather than noting specific features, responses to this question focused primarily on the types of content students seek from given sites, perceived ease of use, or familiarity. Unfortunately many students named their top several favorite sites without any explanation; Google topped the list with approximately twice the mentions as any other site, followed by Wikipedia, JSTOR, and Pathfinder/Gladis. Other sites noted several times in descending order included: Yahoo, Library web site, PubMed, Google Scholar, Melvyl, bSpace, Lexis/Nexis, dictionary.com, Berkeley web site, WorldCat, BIOSIS, Encyclopedia Britannica, Oxford English Dictionary.

Google: very convenient, reliable, quick fact-checking, simple and easy interface, quick access to a lot of information, links you to a huge array of sites relevant to your search topic, wide variety of related websites for any particular topic, useful for preliminary research, source of online documents or books, familiar with it, useful because it has a document and image feature too, fast and reliable overall search engine, very straightforward and although it may take longer for me to find the specific journal I am looking for using Google, able to locate additional material that I may have otherwise not discovered, search process is very easy because I just type in what I want and find results, lots of different sources, no ads, not cluttered with spam, provides links to websites that also provide information, directs me to find more concrete resources such as books/scores in the UC system, electronic books, good for initial research to find sources but not too great for finding reliable sources or full-text journals, great image search engine, results are clearly laid out, Google Book function which can be helpful in identifying books to look for on Pathfinder, Google books makes a number of current theoretical works available albeit with imposed limits, great for in-text searches, good for finding images, Google-powered search engines in general give a wide variety of topics stemming from the initial keyword given while the library website connects a certain topic to a certain resource which is often necessary for research projects.

Google Scholar: for peer-reviewed research/publications/journals, easy to use and find a lot of material, links to e-books or websites with text selections, excellent for searching though not all items accessible, access to digital snapshots of text that you usually have to purchase, useful for broad searches, provides many diverse resources in research to start off with, gets me thinking about topics and see some recent and popular stuff out there, good for finding research and journal articles UC Berkeley library website - a variety of in-depth sources

Wikipedia: reference for primary sources, user friendly, quick access to a lot of information, simplified for easy reading, provides a good overview, look up a name or significance of a date or event, helps you determine what websites are creditable, some articles list references on the title subject, explains concepts in ways that might make more sense than a textbook, good for more obscure culturally relevant information, as a chemistry major the information (physical constants, equations, simple definitions, etc.) are generally quite accurate, trustworthy, and useful.

Melvy/Pathfinder/Gladis: to find the exact book I want pretty easy and fast to find a book in the library, retrieve print material (books, bound journals) in our library which I can then check out, use catalogs to search the UC's online journal subscriptions for scholarly articles, used to search for course texts and/or articles for research papers, directly linked to Melvyl, Pathfinder extremely poor as keyword/subject search engine, easy to find videos/films, if I know what I'm looking for Gladis is best for quick and easy to understand information on the item, its forms, and its availability, Pathfinder for broader sources and the ability to limit search by location, to look up for articles to find some support for my papers, quickly displays what the library has in stock

“I use a number of library catalogues to find information about books I see in footnotes, and to determine where the books can be found. Among these are the Karlsruher Virtueller Katalog. In searching for articles, I have had trouble finding a good set of indices to rely on. JSTOR, for example, does not include quite a few journals that I would like to search, and I do not know how to find out what journals are indexed where. I often advise students to begin a search for sources with authoritative reference books that give extensive and up-to-date bibliographies on the subject in question. This is also my usual method. Some of these books are available on line, but I tend to use the print version where possible, because it is often faster to find what I am looking for.”

UC Berkeley Library's website: for all of my academic source searching, primarily the electronic journals which we have access to, library search engine for books and periodicals is very difficult in navigating, helpful and often adheres exactly to what I need for a project, any time I need to find hard-copy sources, access to online journals and periodicals, as well as books and other print sources that may be useful to my topic, primary and secondary sources, databases provided through the library searches end up take a long time because I have to be very specific in what topic I am looking for and in what journal the search should be in, journal article finders on the library site are very helpful- I've found most of my sources from there, extremely rich in academic sources

JSTOR: online resource for documents, search function is difficult, good source for primary information, academic journals that are able to be cited in my papers, reliable, peer-reviewed academic resources, highly academic sources, easy to search and access, full-text articles are readily available, articles from scholarly sources and range of dates.

bSpace: all the material for the course online (incl syllabi), access to it at anytime, used for language classes (web exercises and resources) as well as other participating classes

Other/General: use the library proxy server quite often in research, find the best information by looking through the electronic resources posted on the main libraries webpage, gale group and JSTOR because I learned about them in high school and used them a lot then, dictionary.com- has a dictionary, thesaurus and encyclopedia all on one website, blingo - possibility to win a prize on every search, lexis/nexis – easily accessible pdfs of text selections, articles or reviews and many primary source documents, gmail - more features than the berkeley email such as the sharing calendar feature and virtually unlimited space, BIOSIS - good linking citation feature that lets me find articles that an article in question cited or articles that cite the article I'm using, Final Distance - to work out class schedules, LiveJournal - Berkeley community for questions especially when I was first transferring to Berkeley, sparknotes - when I am unclear about a reading, rambler.ru hunts out russophone sites I wouldn't be able to find through Google. Other sites mentioned but not explained: Grove, Library of Congress, ArtSTOR, SciFinder, Encyclopedia Iranica, RILM, Dyabola, ProQuest, Web of Science, YouTube, AltaVista, msn.com, alluc.org, liveleak, Catalystr, NEJM, MLA, ArtFulltext, PAIS, jux2.com, aj.com

6. Approximately how often do you visit a campus library in a typical semester?			Response Percent	Response Count
More than once a week		53.2%	109	
Once a week		13.7%	28	
2 to 3 times per month		16.1%	33	
Once a month		3.4%	7	
Less than once a month, but more than once a semester		10.7%	22	
Once a semester or less		2.9%	6	
			answered question	205
			skipped question	0

7. At times when you visit the library infrequently, it is mainly because (check all that apply):			Response Percent	Response Count
Your course assignments don't require much library research		51.5%	104	
You do most of your information gathering online		39.6%	80	
You prefer to study elsewhere		60.4%	122	
Not applicable		10.4%	21	
Other (please explain)		16.8%	34	
			answered question	202
			skipped question	3

7. At times when you visit the library infrequently, it is mainly because (check all that apply): (34)

Responses indicated that location, schedule, access to materials, atmosphere and academic needs are primary factors. Several students noted that they are commuters who live far from campus which makes using libraries inconvenient. Inconvenient hours, inability to eat and drink, stuffy and uncomfortable atmosphere, lack of group study environments, concern about whether they will find a seat, and concern for their safety at night deterred them from using the libraries. Course requirements were a factor as well, with students noting they do not use libraries if they do not need to refer to course reserves, use library resources for assignments, if materials needed are unavailable, or if they can use online resources for their research.

8. How often do you visit the library for the following purposes?						
	Very often	Often	Not very often	Never	Rating Average	Response Count
Quiet, independent study	22.5% (46)	27.9% (57)	38.7% (79)	10.8% (22)	2.38	204
Group meeting, project work, and group study	2.0% (4)	11.8% (24)	56.9% (116)	29.4% (60)	3.14	204
Gathering information from sources in print or online (books, journal articles, archival materials, etc)	13.7% (28)	36.8% (75)	42.6% (87)	6.9% (14)	2.43	204
Using computers (accessing the Internet, writing papers, printing, etc)	17.6% (36)	33.8% (69)	33.8% (69)	14.7% (30)	2.46	204
Getting assistance with research or information for other course assignments	1.5% (3)	13.8% (28)	50.2% (102)	34.5% (70)	3.18	203
	<i>answered question</i>					205
	<i>skipped question</i>					0

9. What other aspects or roles of the library do you consider very important for supporting you as a Berkeley student? (133)

Comments generally fit into four categories: spaces, collections, services and employment.

Spaces: quiet place to reflect and relax, clean place to study, comfortable, spaces solely for Berkeley students which allows me personally to relax further and study better, enjoy being with other students studying, research purposes, acts as an office of sorts for those who do not have one, place to take a nap between classes, shelter from rain, incentive to study, study rooms are very important and the extended hours during the weekends, adjacent coffee, should be places where you can work in groups and talk but also comfortable areas that are quiet for individual studying, libraries are extremely neutral and you can usually find everything you need in or near a library, place to meet with others and share thoughts on a particular assignment, small study rooms that are separate from the main area in the library because they allow for group meetings while being surrounded by a quiet environment, a central location for researching, later hours not relegated to testing dates, 24 hour study hall during finals is critical for my studying at these times, library reading rooms and carrels to study between classes, social role is important (run into friends at the library), place to relax or read fiction for fun. One noted “I think that the library already does a good job of supporting Berkeley students. It gets a little crowded during midterms/finals, but all of the necessities of a good study environment are here.” Another said, “Because I work at the library I am granted after hours access which is very beneficial.”

Collections: being able to use library resources such as the online search engine and checking out books for free, general access to information, access to books I need, wealth of research sources available like current policy magazines and article archives, widest and most comprehensive resource as related to each academic discipline thus containing as many tools as possible intended for a given student's in depth study, maintaining a world-class collection of books / manuscripts / periodicals, rely heavily upon the electronic access to journals, online databases and resources, access to new information sources and older archives, books for reading pleasure, resources for hobby activities, books that are not simply "academic" but can also be used as general interest,

course reserve books, class textbooks on course reserve, finding outside reading books that tie to the subjects I'm studying, continued easy access to print materials, primary and secondary sources, range of books on all different subjects and in all different languages, and easy researching capabilities.

A few specific collections/locations were mentioned: Media Resource Center (great resource which not every school has and is very useful for reviewing any films discussed in class), Math library (almost every book is three decades old and are often borrowed out), and News/Microform Room in Doe Library (the equipment necessary to read microfilms/microfiche is not available in many other places and is prohibitively expensive for home use, in my case, so the is indispensable.)

A few of collections-related comments are worth quoting: "I think my proxy connection to the library has been the most invaluable resource the library has provided me. I can find material from my home and if I need to come to the library for a book, I already know what I need and where to get it. I think that having access to the library post-graduation (without having to pay \$300 to join the Alumni Association, an amount which I, for one, cannot afford) would be EXTREMELY helpful," "The libraries provide an inexhaustible source of research material. The material I have found through my own research and discovery of the library system has provided me with just as much learning experience as any of the courses I have taken," "All of the resources that are available to students here at Berkeley is amazing. We have access to so much information- I think that is important in supporting me as a Berkeley student. Knowing that if I have a report due and I need to research it I can find all the info I need."

Services

Frequently mentioned was the expertise and assistance offered by library staff. Many mentioned librarians and library personnel that help with research, help students learn most efficient ways to research materials, help in locating sources not on the shelves, and help at the circulation desk. Those commenting on this aspect expressed satisfaction with current services saying the people were eager to help.

Technology-related services covered a range of issues. A couple people noted the importance of interlibrary loan services to access materials that Berkeley does not have. Online book renewals, remote access to resources, and online catalogs were mentioned. Computer availability, free and consistent Internet and wireless access, and cheap printing were noted by several people.

Employment is an important factor with respondents noting: offers a safe environment to work in, source of income, my employment with the library gives me financial support, and "good work and good pay".

A few service-related comments worth quoting: "The library should provide resources and materials to better help the education process and I personally believe it already is doing a great job of that," "The community of academic resources and the intrinsic desire to pursue individual research," "I think it is very important to incorporate a 24-hour library and study space," "Having a great degree of availability while coincidentally providing a quiet and knowledge-rich environment is absolutely critical to a campus like Berkeley and its students," "It is important for the library to serve as a "getaway" from the stress of the academic life," "The library is an extremely useful part of my academic life. I cant stress enough the importance of the library as place to study for me. I use it all the time," "It would be nice to have a bulletin board, or some method of announcing the activities going on around the campus (i.e. Cal Performances, Poetry Readings, etc), since many students live outside the dorms and off-campus, and so often miss out

on student activities going on,” “Libraries have a certain academic atmosphere that is irreplaceable when intensive studying is required. It reminds me of the prestige of the school I currently attend, and can help to boost my confidence from time to time.”

10. Which campus library do you visit most, and why? (193)

Many people mentioned two or three libraries. One noted that “all of them are nice and have good environment” and another identified several favorite locations (Environmental Design, Doe Library Reading Rooms, and Morrison Library) “because I feel the spaces reflect the stature and world-class school that Berkeley is, they provide a very comfortable working environment.” Respondents were asked to exclude mention of the library they work in unless they also visit that library at other times; comments such as “I work there” were deleted.

Bioscience: quiet, less crowded and easier to find a seat, like the upstairs study carrels, almost always an available cubicle for enclosed work, good for studying independently, like the atmosphere to study, availability of computer lab, good outdoor views, comfortable seating, most of my reserve books there, has the books that I need, closest to my apartment

Chemistry: small, quiet, less crowded, nice environment, closest to my classes, specialized course reserves for my more difficult classes, where all my course reserve books are, meeting area for other ChemEs, a lot of my classmates go there so we can study together and get help, has the books that I need,

Doe: for the majesty, aesthetically pleasing, most comfortable, large and quiet and therefore a good place to study, most seating arrangements so you'll probably get a seat, conveniently in the center of the campus with the best atmosphere, has the most books and resources (including computers, study rooms, lots of study space), wide space to work in with available plugs and wifi, most easily accessible and has late hours, holds almost all of the print materials I'm interested in, good place to begin my research, most of my class assignments' needs are based there, and houses most of the materials relevant to my studies. Specifically noted were North Reading Room (big, wide, solid tables that allow me to spread myself and my stuff out, love the high ceiling and large windows which create an airy, open feel and provide natural light, for studying between classes), Morrison Library (casual reading, cat-naps, comfort and ambience, couches and armchairs, aesthetic appeal), and Graduate Services.

Education-Psychology: not too quiet, healthy amount of background noise, often need psychology references, access to children's books

Engineering: has several of my course reserves, good areas for studying independently, Engineering, these have the information I need or the study space

Environmental Design: great environment, convenient, do most of my work in Wurster Hall (studio), its design is quite intriguing and lots of natural light come through the glass windows, live closest to this library, most of books I need are located there, quieter than Moffit or the Main Stacks, and has the most comfortable chairs on campus.

Gardner (MAIN) Stacks: spacious, central, lovely, generally quiet, open long hours and late, likely to find a place to study, quick access to computers, quiet study rooms for group projects, close to my classes, small study-desk setups, easiest one to meet people and the most resources that are useful to me, closest to where I live, everyone I know goes to it, and they also have study

rooms, which are helpful for group projects, library is not specific to a field/other branch libraries pertain to fields in which I am not interested, close to Moffitt and less depressing, outlets for laptops, spiral staircase is very nice, workers are helpful, chances of finding a good seat are higher especially during finals when all the other libraries are full, assistance from librarians for help with term papers, atmosphere makes me want to study, like the big tables that allow for you and your friends to study together, cubicles for individual work, because it is underground it makes you feel like you don't have anything else to do but study, can work without distractions, and (frequently noted) has most books that I need.

Moffitt: central, FSM nearby, open hours I am able to visit, open later, most accessible computing and printing services, computers with sound, selection of the most applicable resources for my classes, less crowded than Doe or MAIN Stacks, central meeting place for group work, on the first floor talking is allowed which help people when they need to collaborate on tough assignments, two-hour reserve books, quiet study areas, able to get phone service to find people who are coming later, more study tables, where most books are, is connected to Doe, bulk of my required reading is there, easier to focus and study there, great independent study environment upstairs, closer to classes, I know it best, and most of my friends go there. One noted it “is less comfortable, more crowded, and the decor is depressing”; another compared it to other libraries they currently use saying “If Moffitt had copies of my books on course reserve I'd definitely be in Moffitt a lot more than any others.”

Music: quiet, inviting with lots of natural light, near where I live, virtually all classes put material on reserve that students are required to use, as a music major most of my readings, listenings, and research materials are there

Other libraries and locations (Anthropology, Art History/Classics, Ethnic Studies, French, Math, Optometry, Social Welfare and Howison) were mentioned once or twice shared the features of being small and quiet, near one of my classes, access to materials for class

11. Beyond the campus libraries, what are your preferred places to study (independently or with groups) and why? (186)

One of the most frequently mentioned was home mainly due to comfort, convenience and freedom in the environment. Respondents explained: feel more relaxed, warmth, don't have to spend time traveling, fewer restrictions on group activities, always have a desk available, dorms offer study rooms which are often available, open at late hours, control of own environment and can setup according to own study needs, access to all my resources (textbooks, laptop, food, drink, entertainment, friends to keep me company), can listen to music and move around without causing others grief, have internet available, internet is slow so less appealing, easy access to outlets for laptop, have a whiteboard, it's quiet, and ability to take frequent short breaks for fresh air without worry of things being stolen. Drawbacks noted were distractions, which cause some to then go to other public places where they can concentrate.

The other often mentioned was a café – such as FSM Café, Strada, Milano, Peets, and Starbucks – largely for social nature of space, ability to eat and drink, and comfortable atmosphere. Respondents explained: much easier to discuss and talk with a group, easy to meet other students, social environments, prefer for short organizational meetings, environment feels relaxed and casual, offers light chatter and background noise, isn't too quiet so offers some stimulation when I study, with food and beverages can easily take a break when needed, sometimes has an

academic atmosphere conducive for studying. One noted “It would so cool to have another cafe on campus.”

Classrooms (such as Dwinelle or Wheller) are desirable to meet with others, have study nights, have engaged discussions, access to chalkboards to brainstorm, plenty of room, everyone can speak normally,

Heller Lounge was mentioned as a quiet space, comfortable with sofas to read or take a nap, food and drink allowed, background music, you don’t have to worry about keeping your voice down or if your phone goes off, and people are still respectful of others around them

Outside was a preferred location when the weather permits because enjoy nature, seek natural and “rested environments”, fresh air, ease of eating and drinking, ease of hanging out and talking with friends, and dislike for being inside longer than have to be. One person asked for more picnic tables to make it easier to work with papers and laptops.

Other locations offered: BART (great place to study because you have nothing to do besides read a book and wait for your stop), bar (you can get a pint and maybe smoke), Music department lounge (sofas, coffee table, and more casual atmosphere), Student Learning Center, North Reading Room (plenty of indoor seating and a fair amount of plugs), computer labs such as Moffitt, Wheeler, Geography, and IAS (having a computer for group study is very efficient, it is quieter than any library, and want to use the computers if have an hour or two between classes), and anywhere there is wireless (cafes, lounges at the residence halls).

Many people noted a preference for studying independently, finding it hard to focus with others around, feeling compelled to talk rather than study, and needing a quiet environment. Those who preferred studying in groups (which may be distinguished from working in groups) explained that others kept them motivated.

Some reasons libraries were not preferred: most libraries are too far to walk to in the evening, if campus offered better outdoor lighting thereby rendering it safer perhaps I would commute there more frequently, use only when need to check out certain resources, libraries aren't as comfortable and "cozy", easily distracted in a silent environment, can often be too quiet and tense especially during finals, and during finals are as noisy because they're so full.