

LIBRARY SURVEY



Background:

The following results are based on a library survey administered to Writing 1 (WRI 1) and Writing 10 (WRI 10) students in fall 2010 from November 15-24th. Library staff collaborated with the Merritt Writing Program (MWP) to make the survey available through the Evaluation Tool in UCMCROPS.

Purpose:

- * to determine WRI 1 and WRI 10 student use of library resources, spaces, and services
- * to determine the effectiveness of the iPod Touch Library Tour
- * to gain feedback to inform decision making that will support relevant and effective Library services

Response Rate:

Total respondents n=186

WRI 1 respondents n=129 (15%, 129/878)

WRI 10 respondents n=57 (11%, 57/539)

Survey Results:

Results include graphs, summary statements, and some student comments. All graphs are rounded to zero decimal places. When applicable, the number of comments is included in (parentheses). For all graphs, percentages are rounded to zero decimal places.

Library Survey Outline

Section A: Research Requirements

Question 1:

Indicate which statement is most accurate. In my current writing course, I have (not been required / been encouraged / or been required) to find and use information beyond the information provided in the course.

Section B: Methods of Learning

Question 2:

Though what methods have you learned about the library's space, services, and resources? Select all that apply.

(summer orientation / guided in-person tour / homework assignment / course requirement / iPod Touch Library Tour / in-person library instruction session / professor's instruction / on my own initiative / through friends / other)

Question 3:

What do you consider to be your two most preferred methods of learning about the library's space, services, and resources of the methods listed?

Question 3 - Comments Summary

Question 4:

Based on the methods you selected, which two have best supported your transition in using the library to meet your academic needs at university? Explain how these supported your transition to using the library.

Question 4 - Comments Summary

Section C: Library Use

Question 5:

During this semester, please rate how often you used the library space for group study.

(Not Applicable / Rarely / Sometimes / Frequently / Always)

Question 6:

During this semester, please rate how often you used the library space for individual study.

Question 7:

During this semester, please rate how often you used the library for non-academic purposes.

Question 8:

During this semester, please rate how often you checked out a laptop.

Question 9:

During this semester, please rate how often you contacted a librarian for assistance (e.g. through chat, email, phone, in-person research help etc.)

Question 10:

During this semester, please rate how often you checked out a print item from the stacks.

Question 11:

During this semester, please rate how often you searched for online books, articles, or databases.

Question 12:

During this semester, please rate how often you used resources found through the library to complete course assignments.

Question 13:

During this semester, please rate how often you requested resources through the Interlibrary Loan (ILL) service.

Question 14:

During this semester, please rate how often you used the Library's website.

Question 15:

During this semester, please rate how often you sent documents to the printer in the library.

Library Survey Outline

Section D: Success and Academic Progress & UC Merced Library

Question 16:

How important is knowledge of the library (services, space, resources, research tools, or search strategies) to your success as a college student? Please explain.
(Not at all important / Somewhat important / Considerably important / Absolutely important)

Question 16 - Comments Summary

Question 17:

The UC Merced Library space is supporting my academic progress.
(Completely disagree / mostly disagree / slightly disagree / slightly agree / Mostly agree / Completely agree)

Question 17 - Comments Summary

Question 18:

The UC Merced Library services (e.g. reference assistance, laptop checkout, research skills instruction etc.) are supporting my academic progress.

Question 18 - Comments Summary

Question 19:

The UC Merced Library resources (e.g. books, articles, online databases etc.) are supporting my academic progress.

Section E: iPod Touch Library Tour Participation

Question 20:

I completed the Library iPod Touch Tour AND the web follow-up assignment...
(In Fall 2010 / Before Fall 2010 / Never)

Question 21 & 22 Combined:

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library's *physical space* (e.g. the print room, quiet study areas, collaborative work rooms etc.)?
(Poor / Fair / Good / Excellent)

Question 23 & 24 Combined:

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library's *services* such as reference help, Interlibrary Loan (ILL), and laptop checkout?

Question 25 & 26 Combined

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library's *resources* such as dvds, books, and online journal articles?

Question 27 & 28 Combined:

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library's *research tools* such as Next Gen Melvyl in the QuickSearch Box?

Question 29 & 30 Combined:

Before and after taking the iPod Touch Library Tour, what was your knowledge level of *search strategies* to locate ebooks, print books, and articles?

Question 31:

To what extent did the iPod Touch Library Tour assist you in succeeding as a college student? Please explain.
(Not at all / Somewhat / Considerably / Significantly)

Question 31 - Comments Summary

Question 32:

In which area did your knowledge increase the most? (You may wish to refer to question 10 as you select your answer.) Select one and explain.
(Physical Space / Services / Resources / Research Tools / Search Strategies)

Question 32 - Comment Summary



SECTION A
RESEARCH REQUIREMENTS

Section A

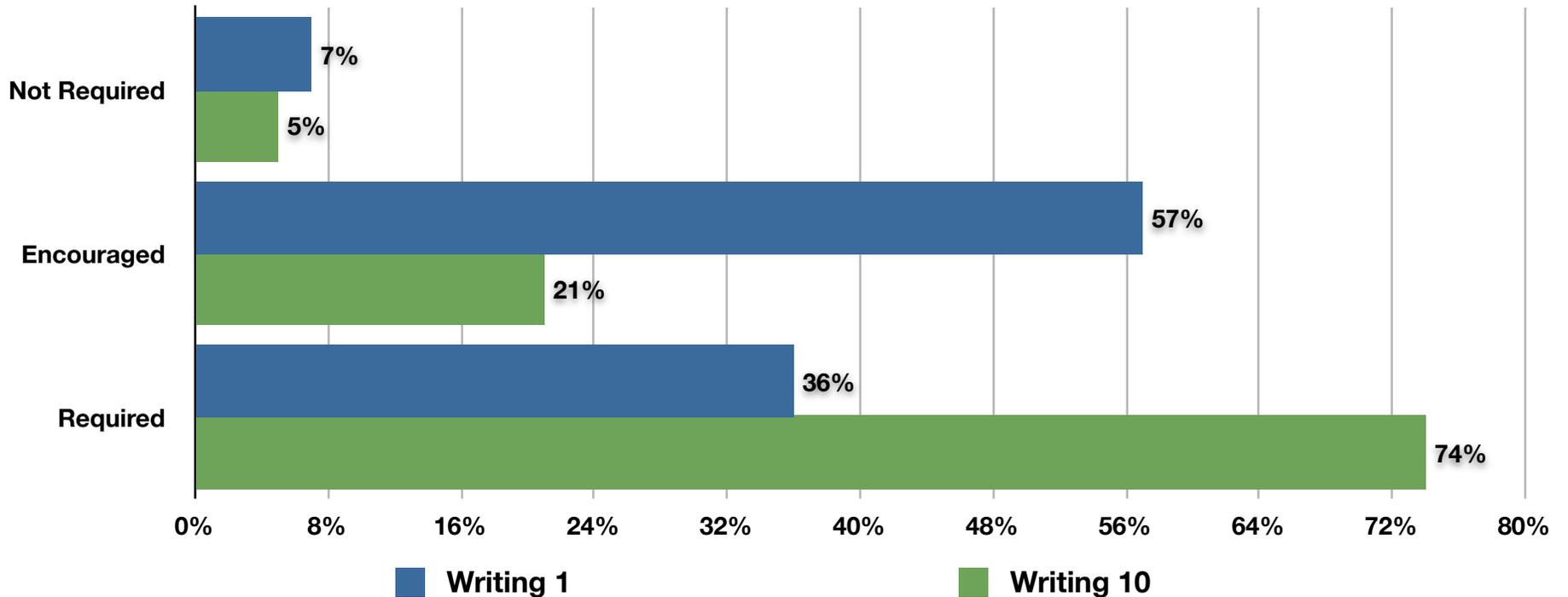
Question 1

Indicate which statement is most accurate. Select one.

In my current writing course, I have **not been required** to find and use information beyond the information provided in the course.

In my current writing course, I have **been encouraged** to find and use information beyond the information provided in the course.

In my current writing course, I have **been required** to find and use information beyond the information provided in the course.



There is variation in the amount of information WRI 1 and WRI 10 students are required to obtain from outside materials. Not surprisingly, more students in WRI 10 (74%) than in WRI 1 (36%) are required to find and use information beyond what is provided in the course.



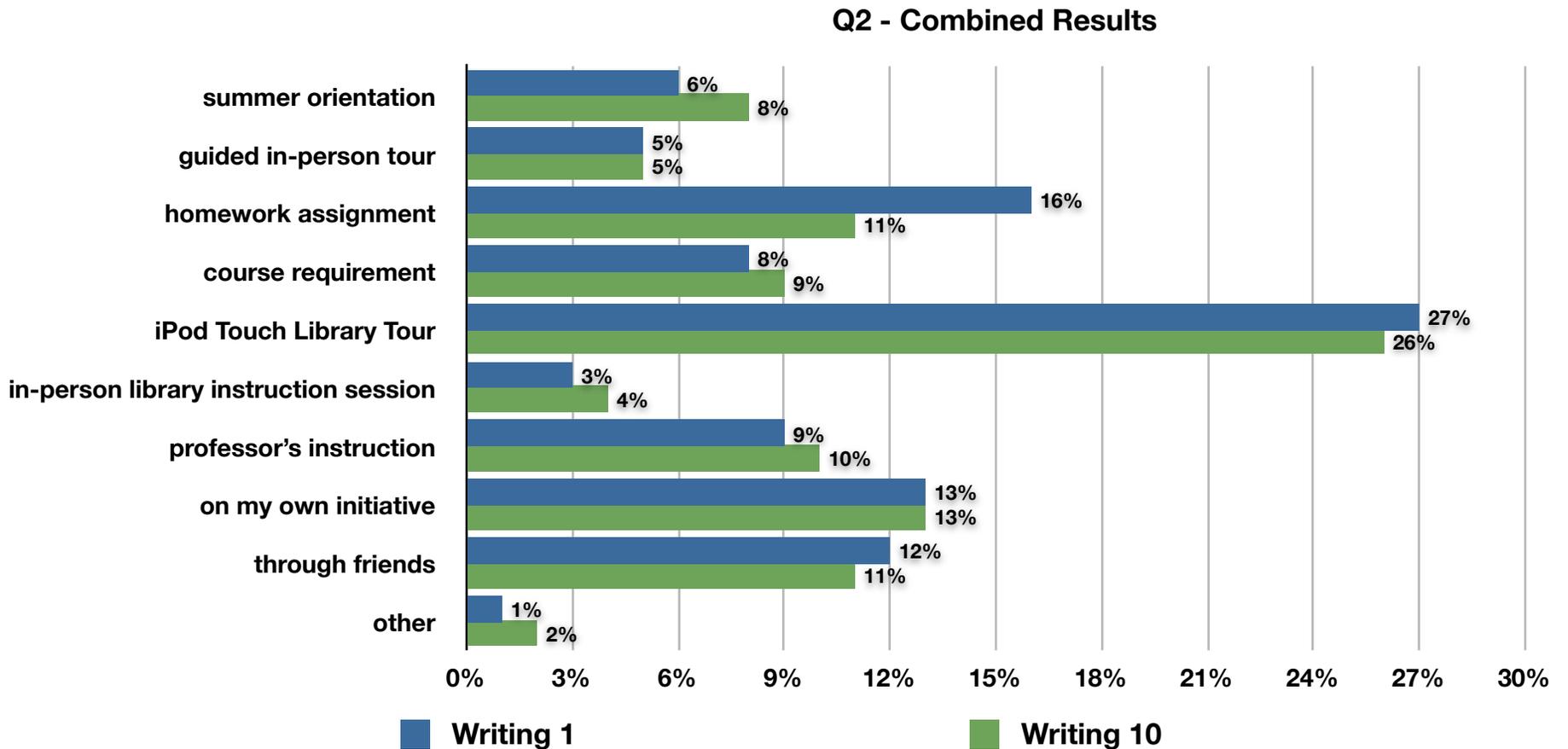
SECTION B

METHODS OF LEARNING

Section B

Question 2

Through what methods have you learned about the library's space, services, and resources? Select all that apply.

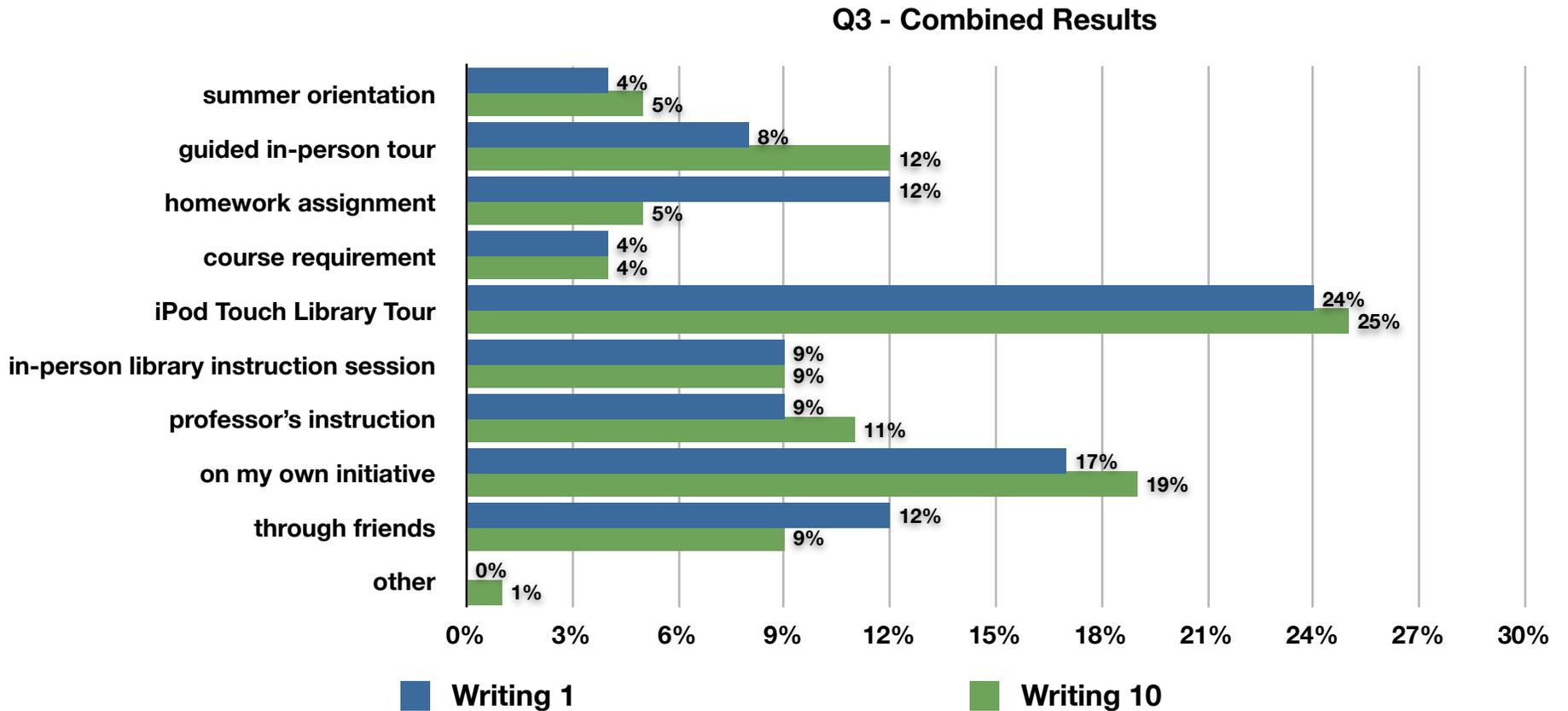


Both WRI 1 and WRI 10 student respondents indicated that they were most likely to learn about the library's space, services, and resources through the iPod Touch Library Tour. My own initiative and homework assignment came in second and third (though not in the same order) for WRI 1 and WRI 10 students. These were additional ways in which they learned about the library.

Section B

Question 3

What do you consider to be your two most preferred methods of learning about the library's space, services, and resources of the methods listed?



Both WRI 1 and WRI 10 respondents indicated that the “iPod Touch Library Tour” and “on my own initiative” were their two most preferred methods of learning about the library’s space, services, and resources. The third and fourth choices varied between the WRI 1 and WRI 10 groups. WRI 1 respondents called out “homework assignment” and “through friends” and their next preferred choices while WRI 10 respondents referred to “guided in-person tour” and “professor’s instruction” as their next preferred choices.

Preferred Ways of Learning (Question 3), overall summary from comments

Respondents explained why they preferred certain methods of learning about the library's space, services, and resources. They referred to the **iPod Touch tour** as helpful, informative, useful, and clear (7). Some respondents viewed the tour as giving an overview of general information (3) while others noted that it covered a lot and went in-depth with detailed information (2).

Respondents viewed the tour favorably since it was an easy and simple (6). They could take the tour on their own time and, therefore, found it flexible (2). Some respondents commented that it was a good and efficient use of time (2) e.g. "precise without being in a rush". Overall it was quick and fast (3) with an option to pause and rewind (1). At times, respondents referred to the visual element of the tour and called it interesting or "somewhat engaging" (2).

One individual called out that the tour "allows you to explore the library on your own" (1) and another mentioned that being forced to take it was a positive step (1). A number of comments related to "my own initiative" suggested that a number of respondents were not so keen on being forced to take the tour. There were only two negative comments about the tour for this question. Someone called it "great" but mentioned that it was impersonal. Another respondent noted that it was not so helpful when it came to applying the knowledge learned.

Respondents mentioned **friends** as another primary method to learn about the library. Respondents thought it was easy to learn from them (1). Friends were collaborative (1) and offered immediate assistance (1). Friends often knew what one needed (2) and someone observed that if a friend uses something (e.g. a resource, service) then it was very possible others would like that same resource or service (1). Someone noted friends "are limitlessly useful to find out anything" (1).

Many respondents preferred their **own initiative** largely because they were not forced to learn. They could choose the time to learn naturally. There was no pressure, stress, or obligation (5). More could be accomplished on one's own (1), and respondents commented that they remembered better when learning out of their own initiative (3). Some individuals expressed that they liked exploring on their own and generated "self satisfaction" in doing so (2). Others commented that they were also capable: "I can figure things out by myself" (2).

Some respondents valued **in-person library instruction** primarily because their questions could be answered immediately (4). (This was also called out as a positive feature of guided in-person tours.) In-person library instruction was more detailed e.g. more about databases (1), and information from in-person sessions was more valuable than information from friends (1).

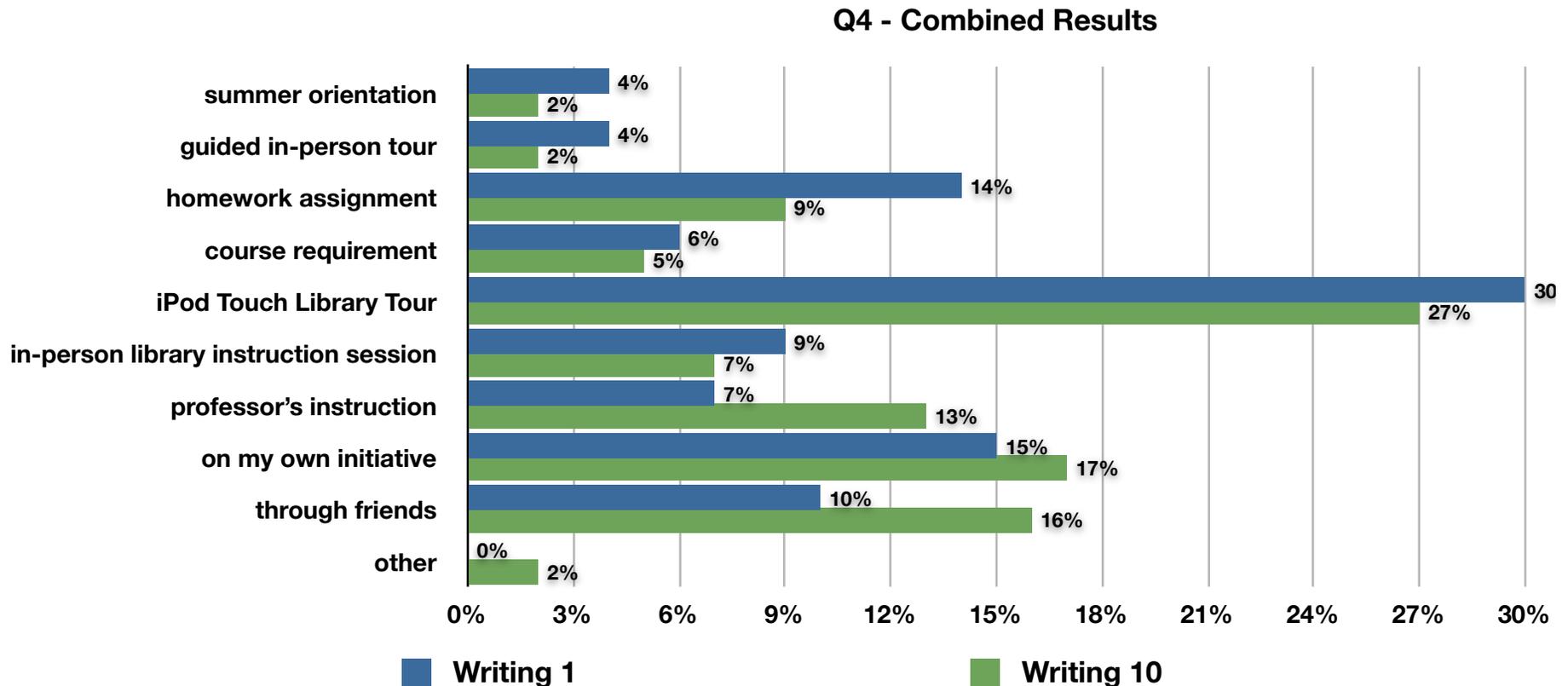
One respondent noted that a **professor's instruction** was valuable (credible) and preferred this over knowledge from friends.

Some respondents preferred to learn about the library through a **homework assignment**; and, in this case valued that it often pushed them, in a good way, to learn something new (4).

Section B

Question 4

Based on the methods you selected, which two have best supported your transition in using the library to meet your academic needs at university? Explain how these supported your transition to using the library.



Both WRI 1 and WRI 10 respondents indicated that the “iPod Touch Library Tour” and “on my own initiative” were the top two methods that best supported their transition in using the library to meet their academic needs at university. The third and fourth choices varied between the WRI 1 and WRI 10 groups. WRI 1 respondents called out “homework assignment” and “through friends” and their next choices while WRI 10 respondents referred to “through friends” and “professor’s instruction” as their next choices.

Which Methods Best Supported Your Transition in Using the Library? (Question 4),
overall summary from comments

Students were most often supported by homework assignments & course requirements in their transition since it *required* them to find and use library resources. Many respondents referred to learning about those resources through the iPod Touch Library tour.

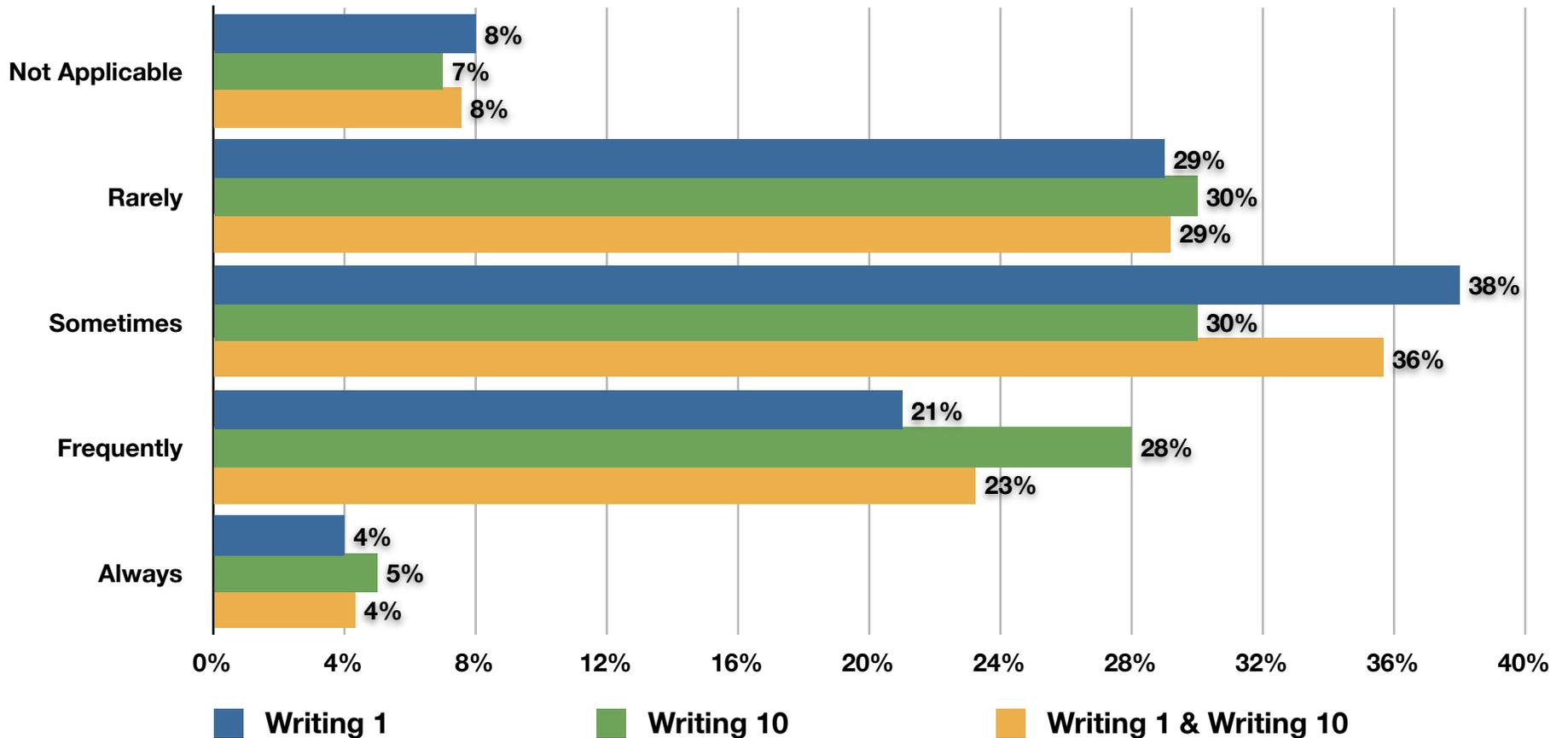


SECTION C
LIBRARY USE

Section C

Question 5

During this semester, please rate how often you used the library space for *group study*.

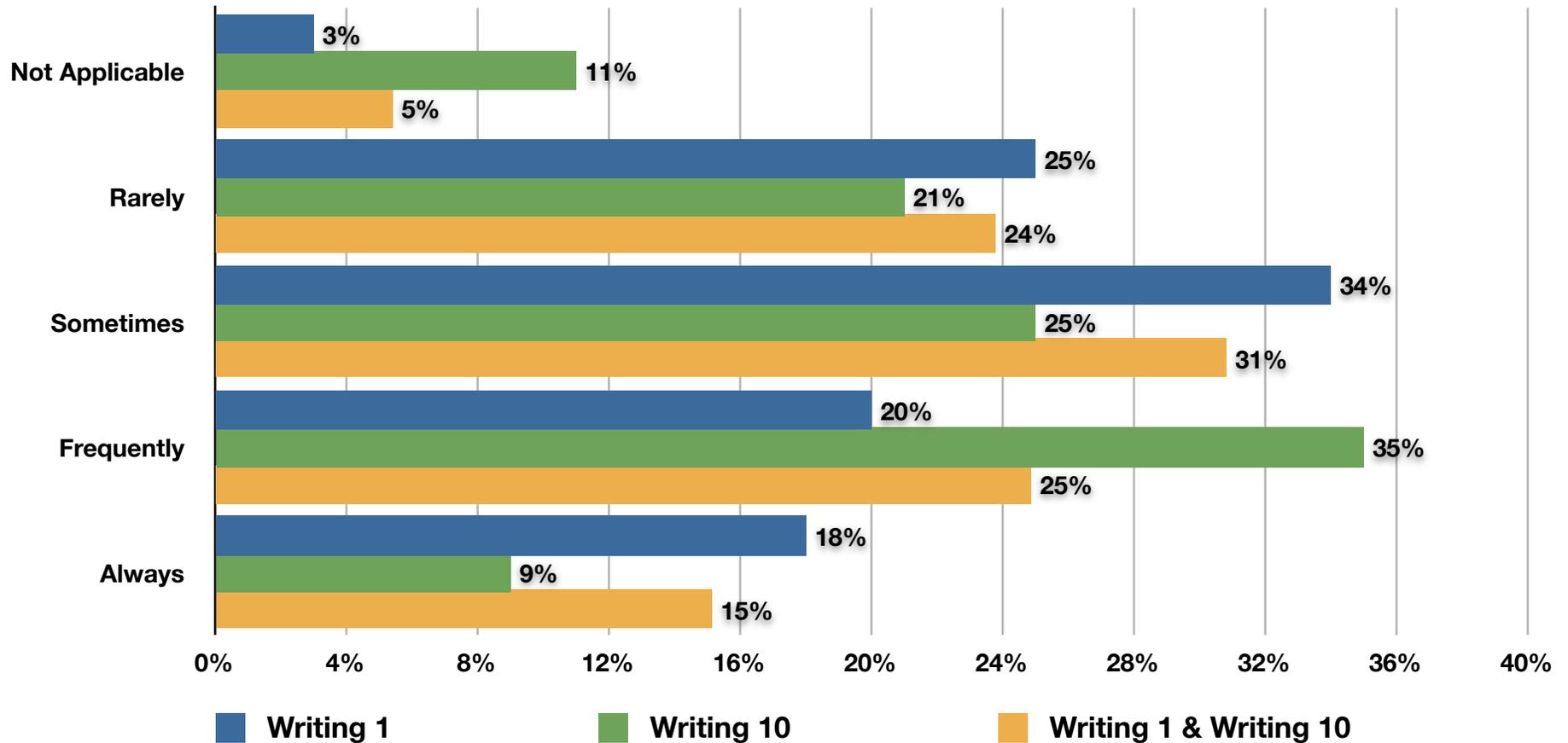


More WRI 10 respondents (33%) than WRI 1 respondents (25%) indicated that they “frequently” or “always” used the library space for group study. However, more WRI 1 respondents (38%) than WRI 10 respondents indicated that they “sometimes” used the space for group study. Overall, 27% of respondents “always” or “frequently” use the library space for group study.

Section C

Question 6

During this semester, please rate how often you used the library space for *individual study*.

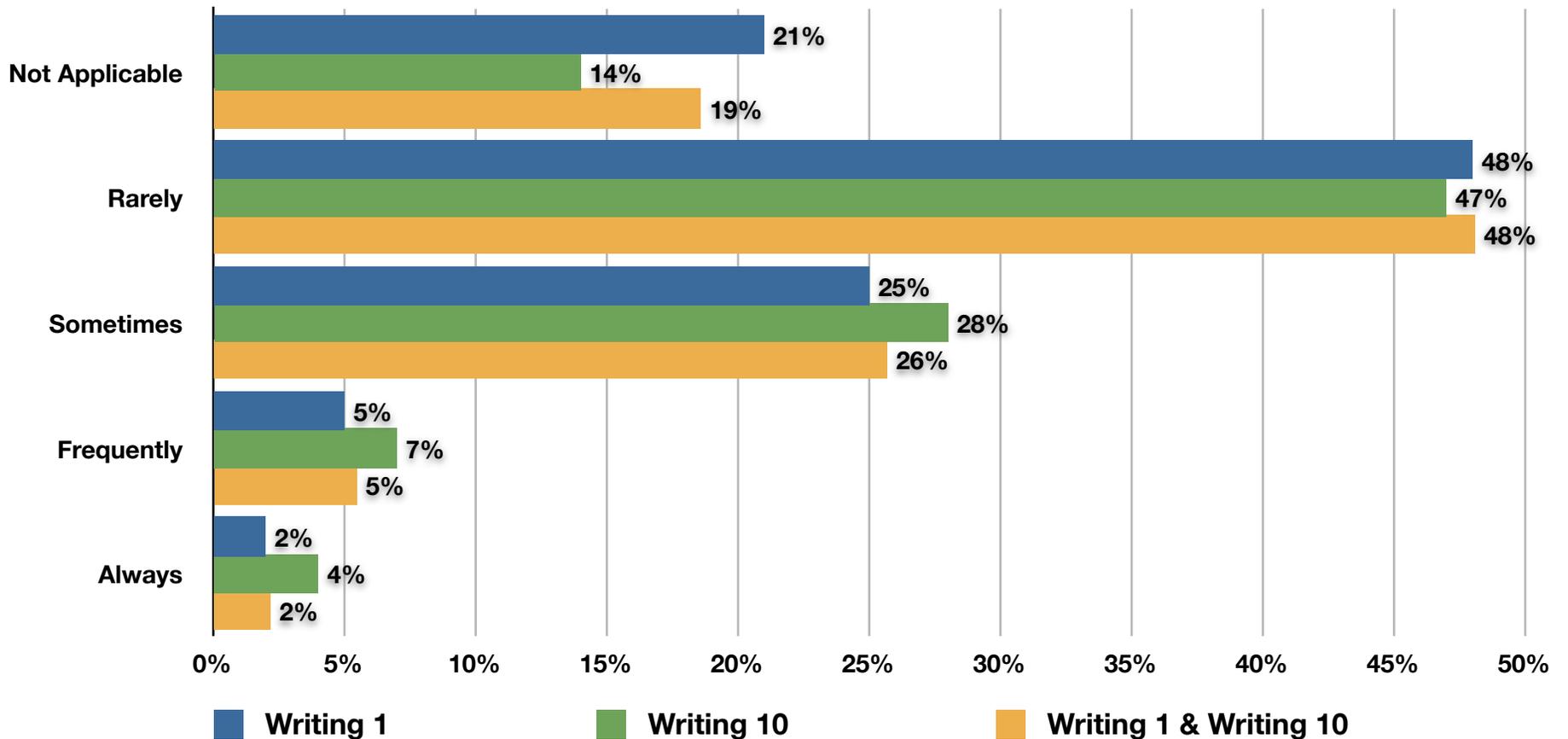


More respondents used the library for individual study than they did for group study. WRI 1 respondents were twice as likely as WRI 10 respondents to “always” use the library for individual study; however, 35% of WRI 10 respondents noted that they “frequently” used the library for individual study in contrast to 20% of WRI 1 respondents. There was still a significant portion of respondents who indicated that they “rarely” used the library for individual study or who selected “not applicable”. Overall, 40% of respondents “always” or “frequently” use the library space for individual study.

Section C

Question 7

During this semester, please rate how often you used the library for *non-academic purposes*.

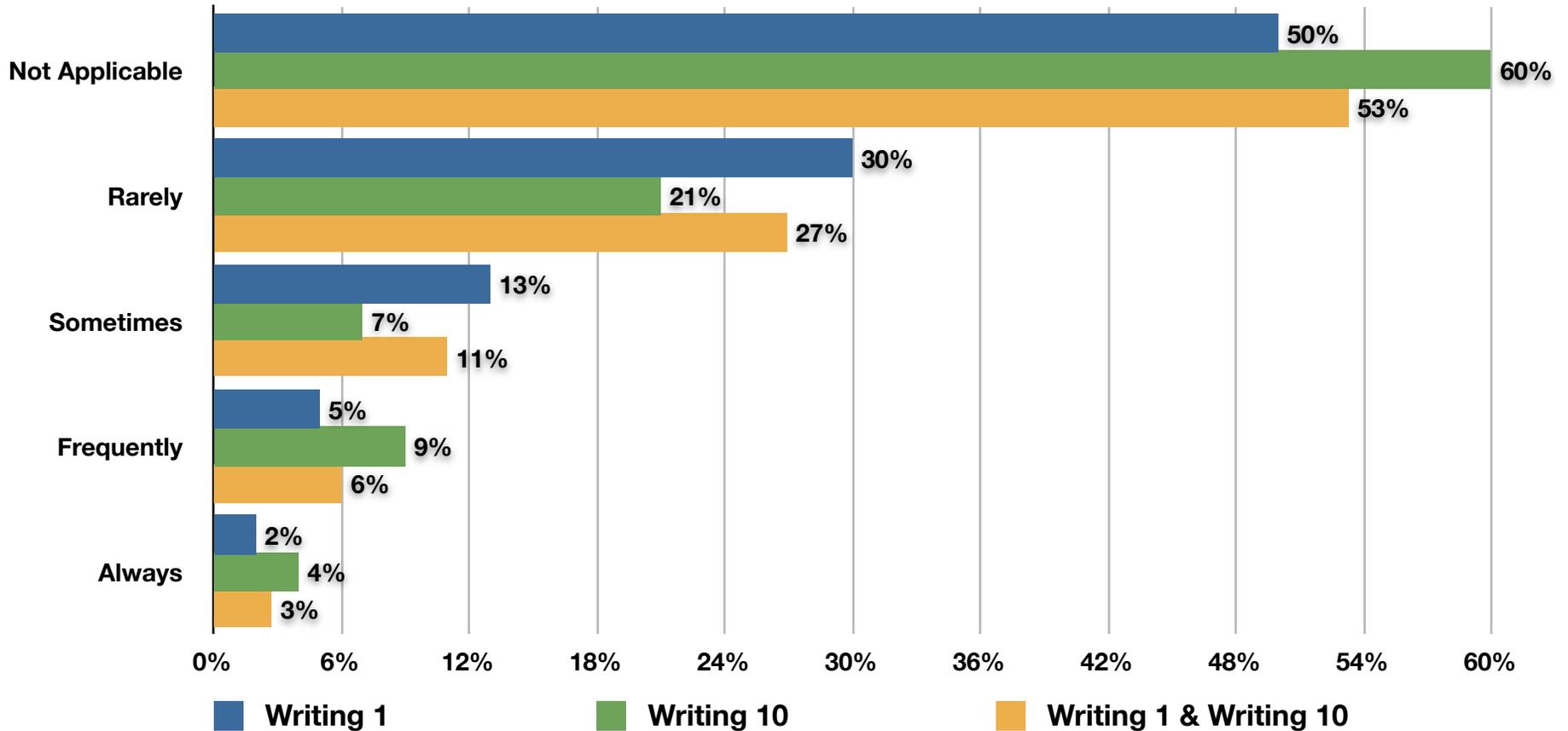


WRI 10 respondents (11%) indicated that there were more likely to “always” or “frequently” use the library for non-academic purposes than were WRI 1 respondents (7%). A large number of respondents selected “rarely” or “not applicable”. Overall, 7% of respondents “always” or “frequently” use the library space for non-academic purposes.

Section C

Question 8

During this semester, please rate how often you *checked out a laptop*.

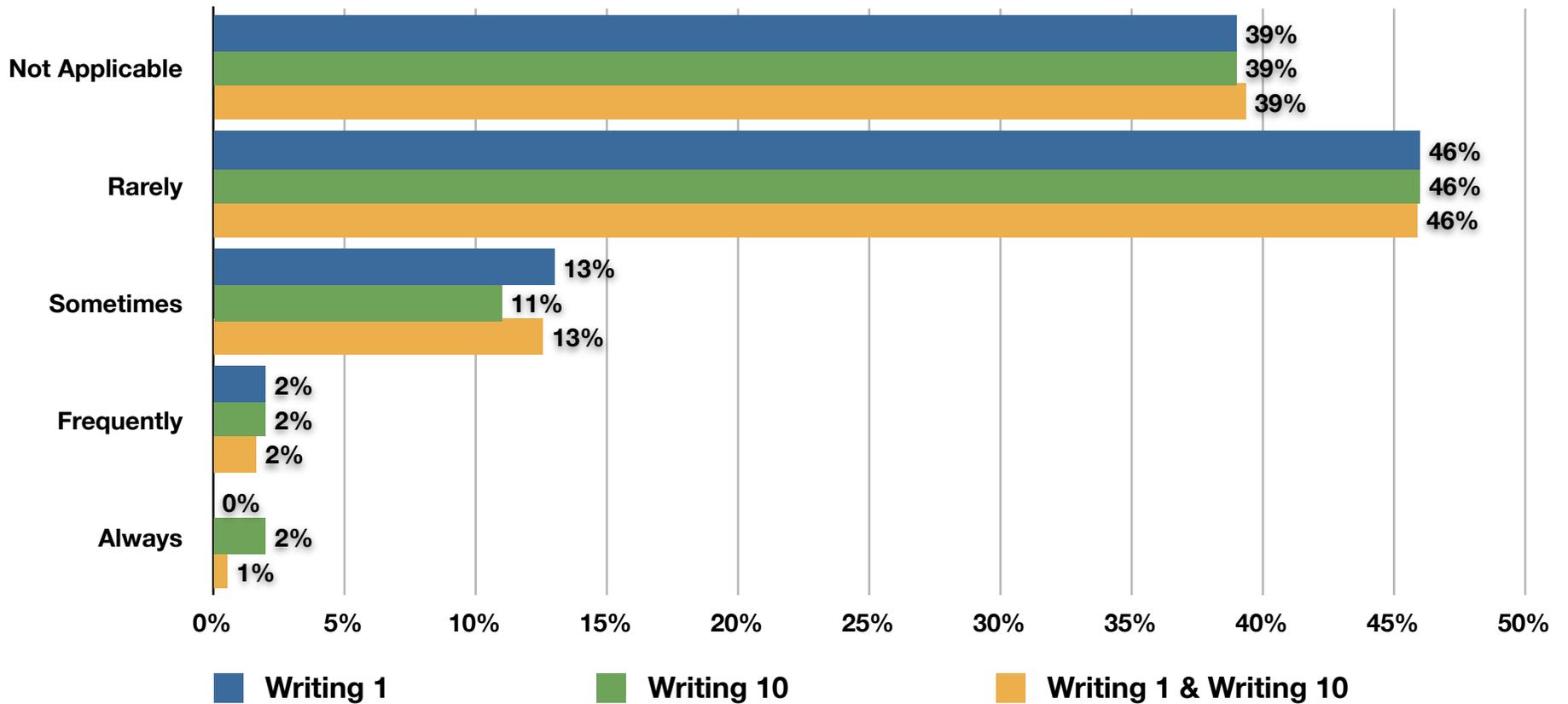


A higher percentage of WRI 10 respondents (13%) indicated that they checked out a laptop (“always”, “frequently”) than did WRI 1 respondents (7%). However, 13% of WRI 1 respondents selected “sometimes” for laptop checkout while only 7% of WRI 10 respondents selected “sometimes”. Appropriately 80% of both WRI 1 and WRI 10 respondents selected either “rarely” or “not applicable”. Overall, 9% of respondents “always” or “frequently” checked out a laptop.

Section C

Question 9

During this semester, please rate how often you *contacted a librarian for assistance* (e.g. through chat, email, phone, in-person research help etc.)

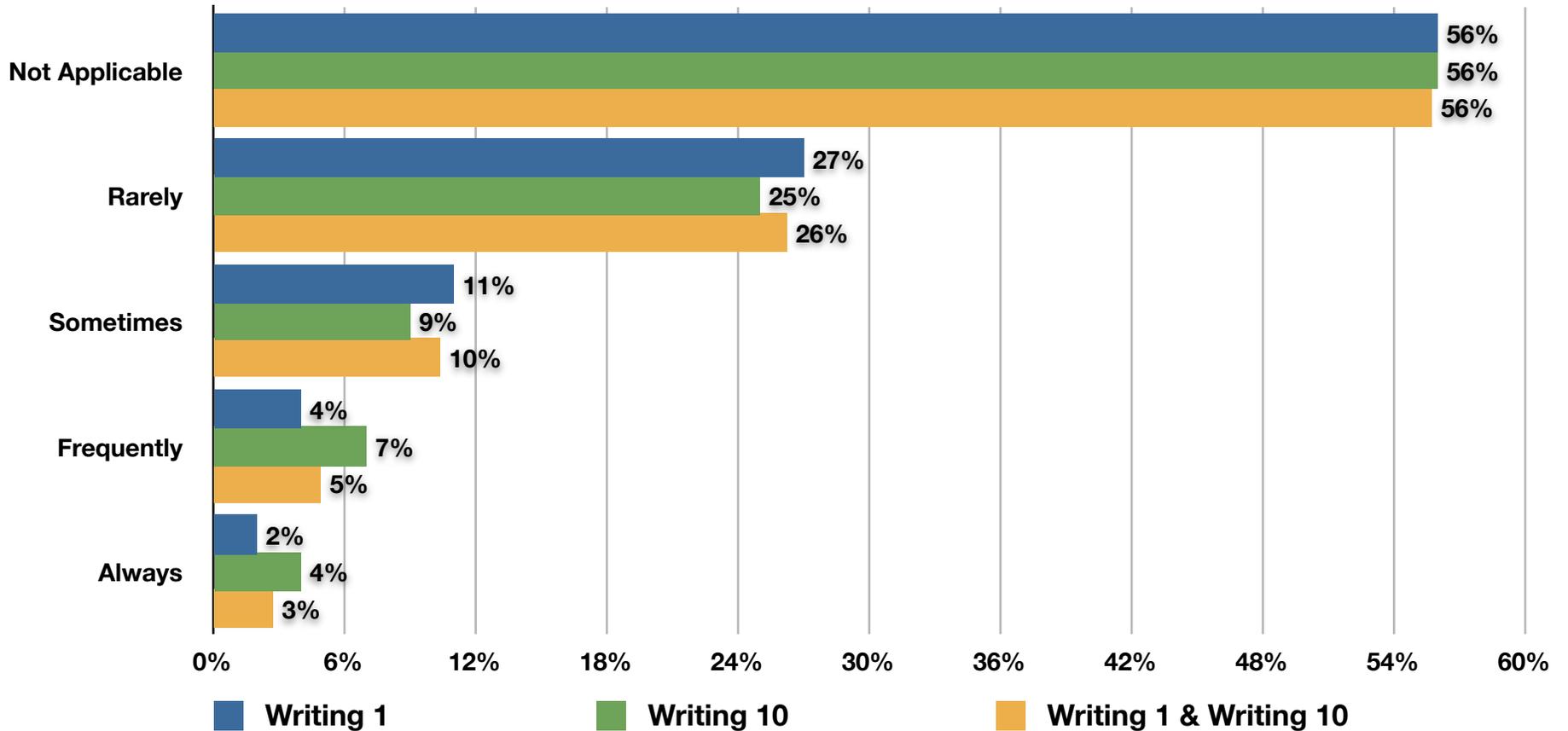


A higher percentage of WRI 10 respondents (4%) indicated that they “always” or “frequently” contacted a librarian for assistance while 2% of WRI 1 respondents did. This may be due to the fact that WRI 10 students are more likely required to locate information outside of what is provided in class. A large percentage of respondents “rarely” contacted a library for assistance (46%) while 39% selected “not applicable”. Overall, 3% of respondents “always” or “frequently” contacted a librarian for assistance and another 13% “sometimes” contacted a librarian.

Section C

Question 10

During this semester, please rate how often you *checked out a print item from the stacks*.

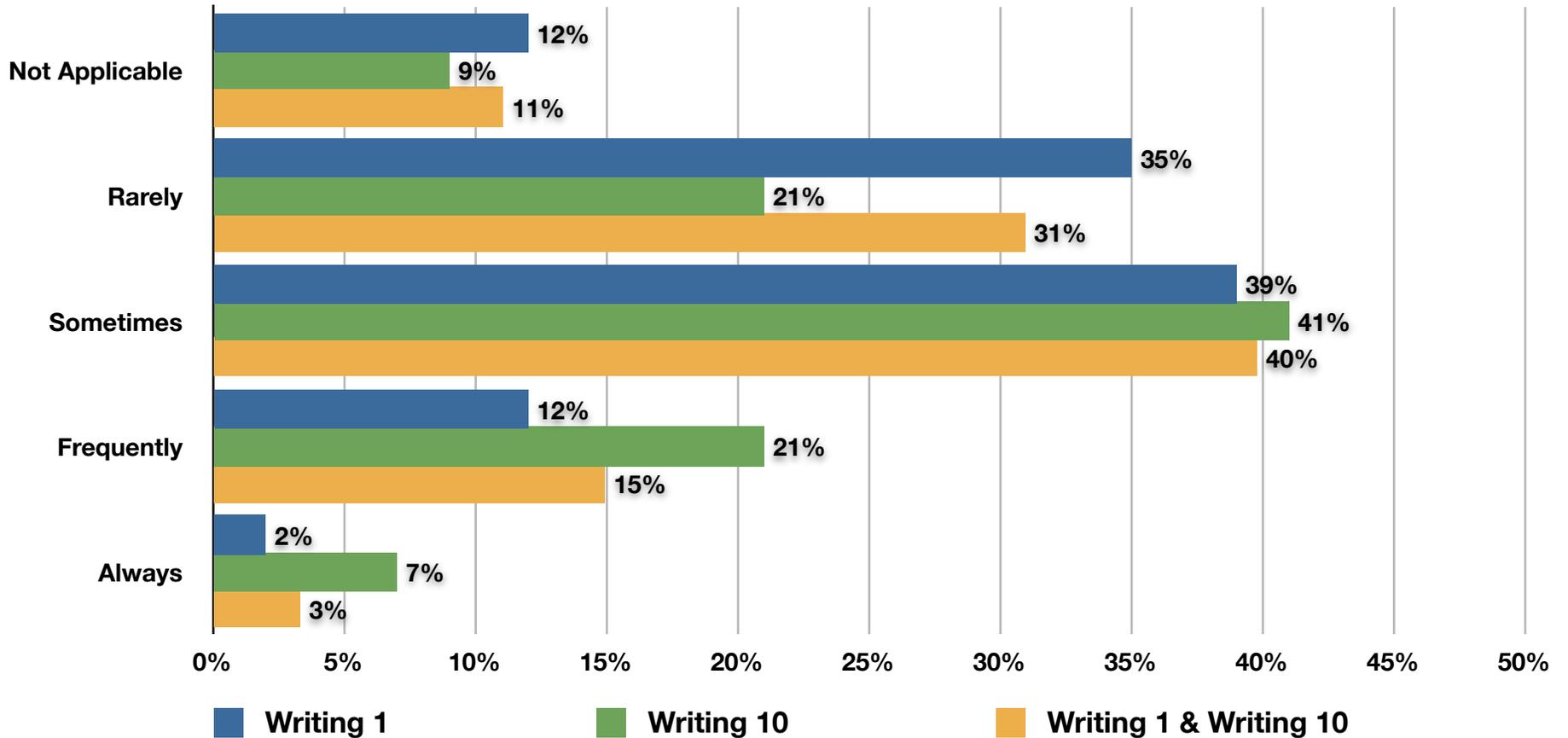


WRI 10 respondents (11%) were more likely to “always” or “frequently” checked out a print item from the stacks than were WRI 1 respondents (6%). Overall, 8% of respondents “always” or “frequently” checked out a print item from the stacks.

Section C

Question 11

During this semester, please rate how often you searched for online books, articles, or databases.

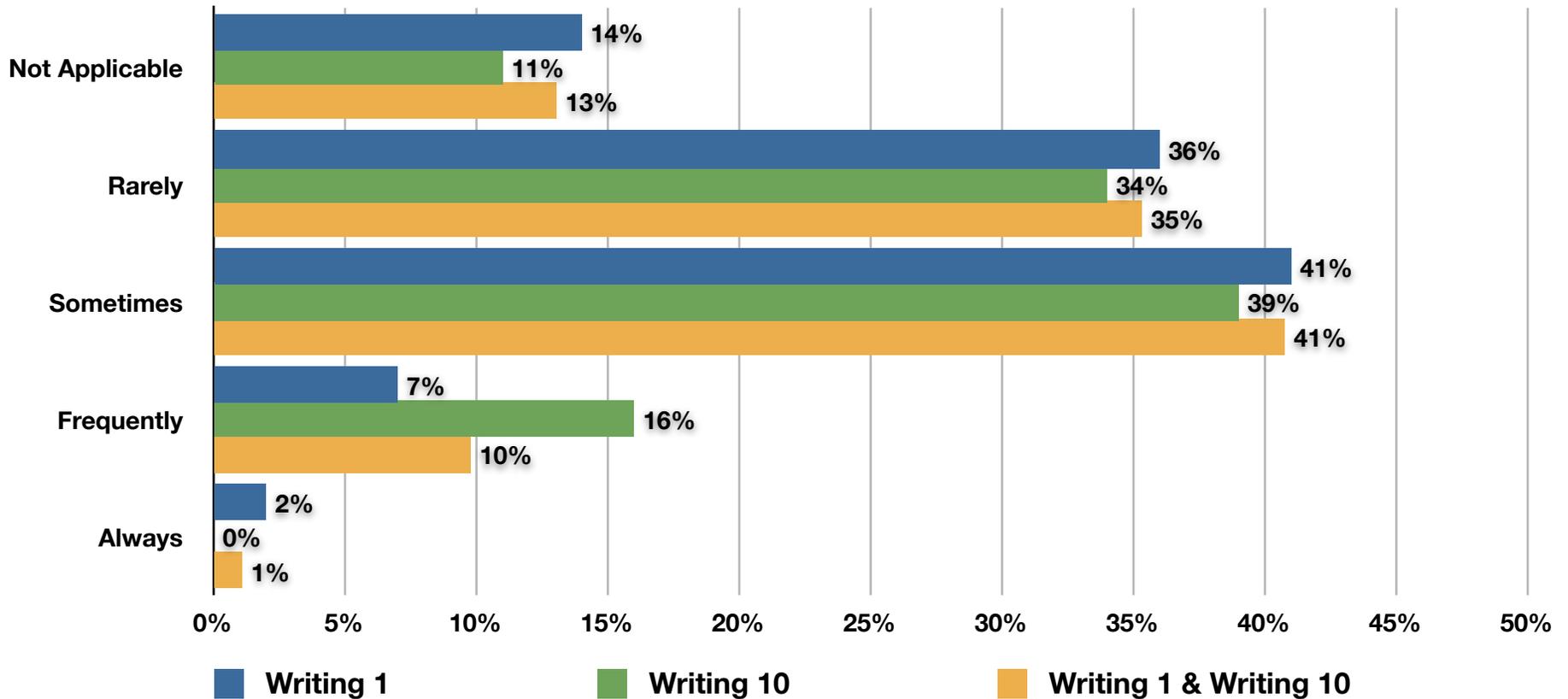


WRI 10 respondents (28%) were more likely to “always” or “frequently” search for online books, articles, or databases than were WRI 1 respondents (14%). Respondents appear to be using online information more often than print information (from the library stacks). Overall, 18% of respondents “always” or “frequently” search for online, books, articles, or databases.

Section C

Question 12

During this semester, please rate how often you used resources found through the library to complete course assignments.

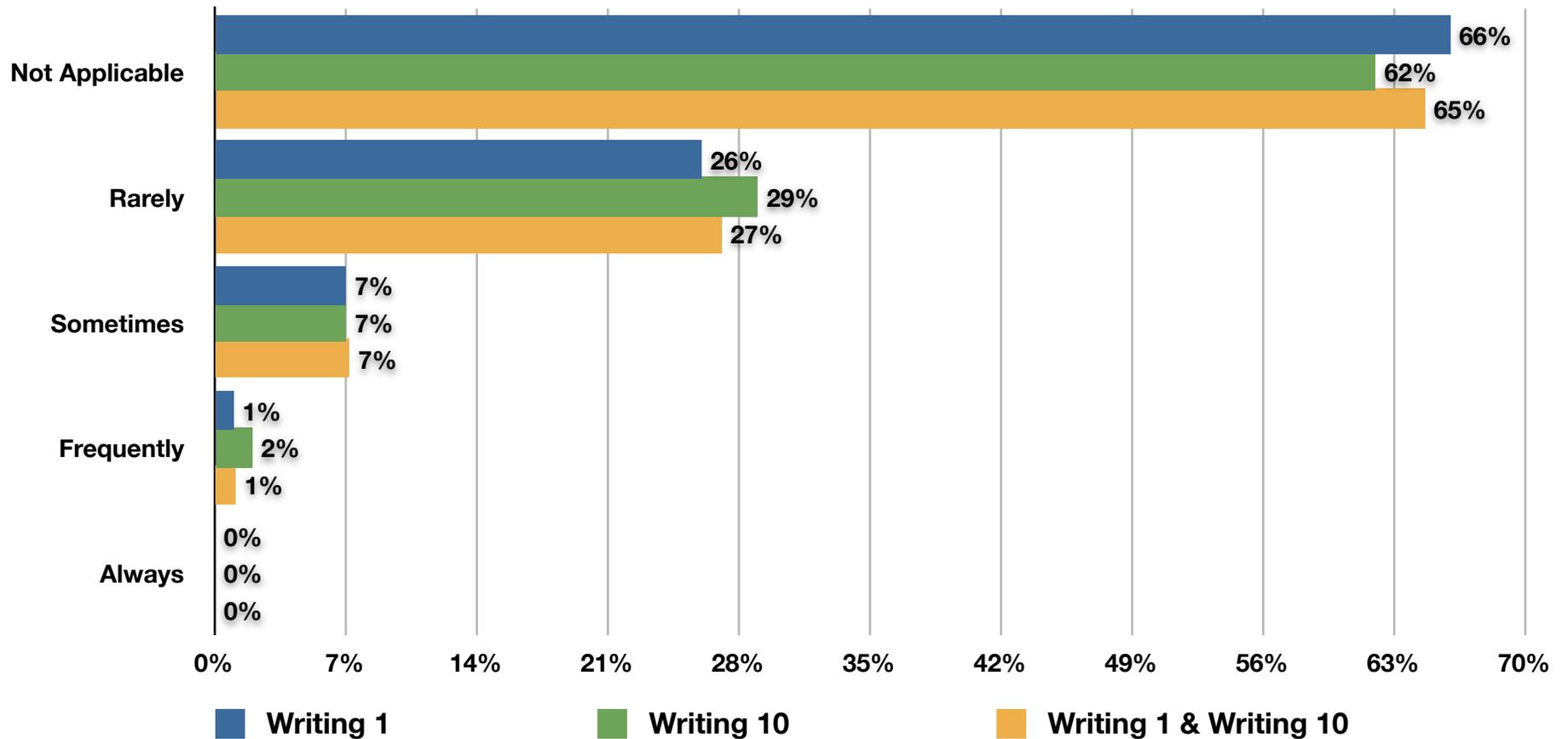


Respondents appear to be searching for information at a greater rate than they are using resources found through the library to complete course assignments. However, 11% of respondents are “always” or “frequently” using resources found through the library to complete course assignments. Another 41% are “sometimes” using resources found in the library to complete course assignments. Over a third of respondents are not using library resources to complete course assignments, and 13% indicate that this is not applicable to them.

Section C

Question 13

During this semester, please rate how often you *requested resources through the Interlibrary Loan (ILL) service*.

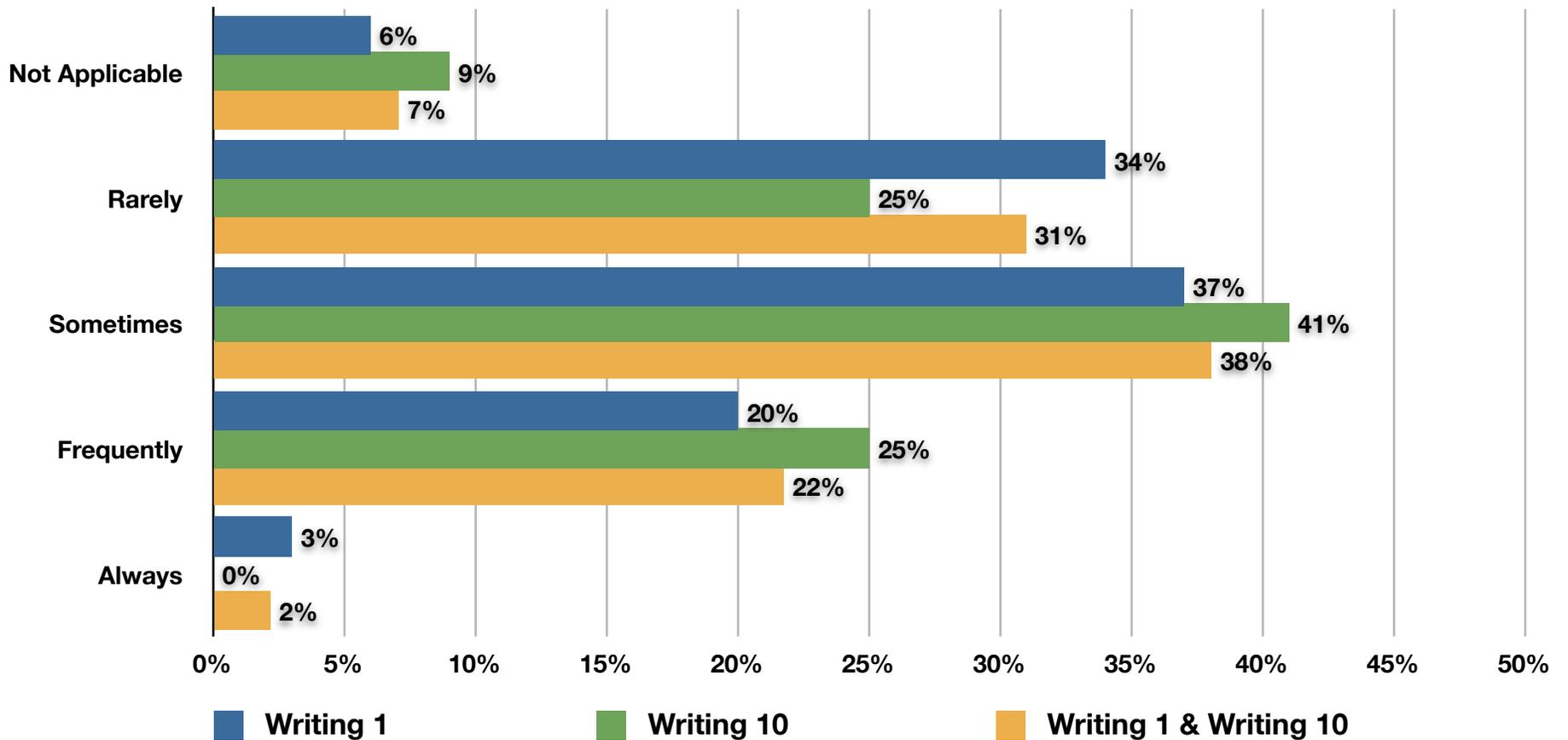


A small percentage of respondents from WRI 1 and WRI 10 “frequently” use Interlibrary Loan while 7% use it “sometimes” The majority of respondents used it “rarely” or indicated that it was “not applicable”.

Section C

Question 14

During this semester, please rate how often you used the library's website.

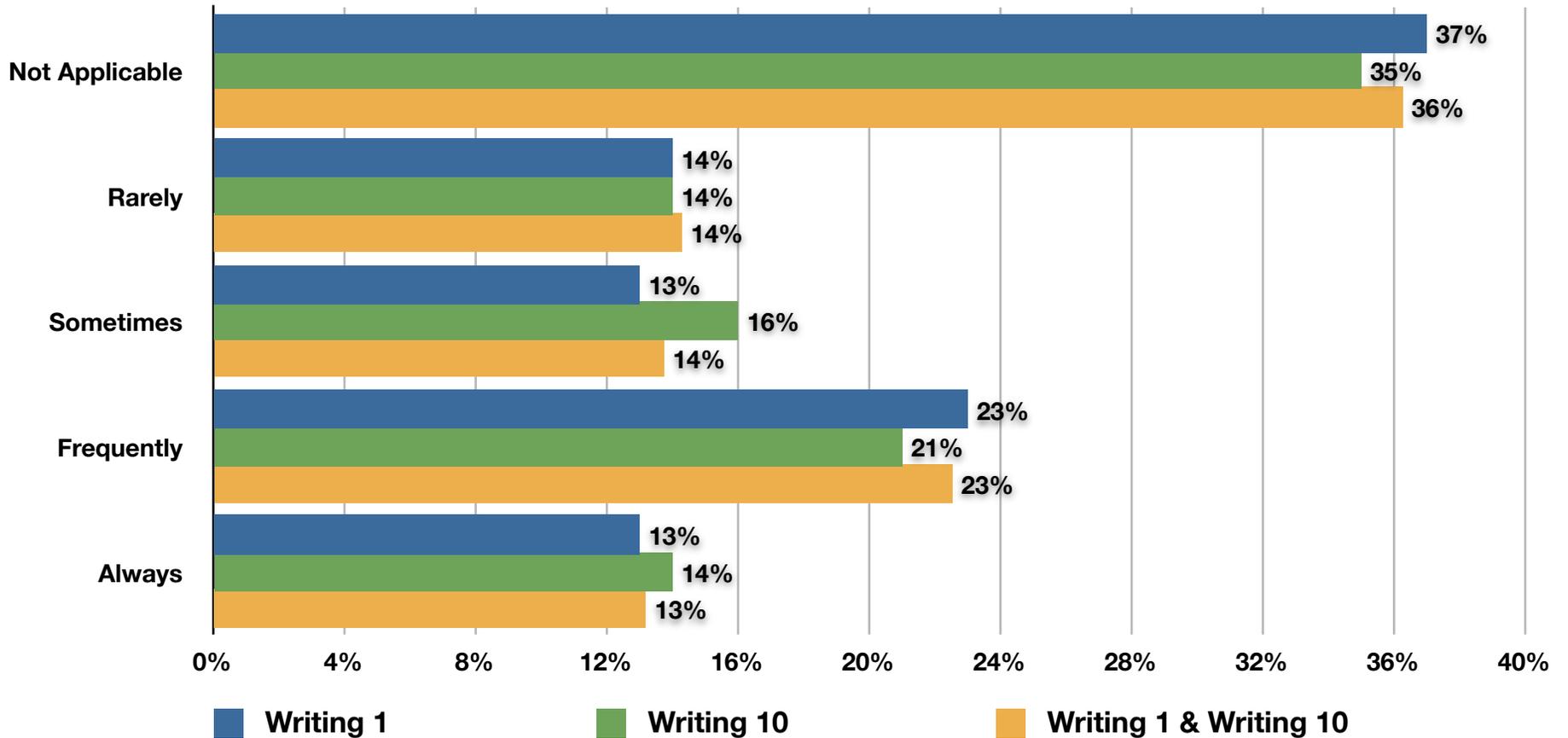


Twenty-four percent of respondents indicated that they used the library website “always” or “frequently”. A greater percentage (38%) indicated that they used the library website “sometimes” while a significant portion (38%) selected “rarely” or “not applicable”.

Section C

Question 15

During this semester, please rate how often you sent documents to the printer in the library.



Thirty-six percent of WRI 1 and WRI 10 respondents indicated that they “always” or “frequently” sent documents to the printer in the library. Another 14% indicated that they sent documents “sometimes”. A large percentage (50%) also selected “rarely” or “not applicable”.



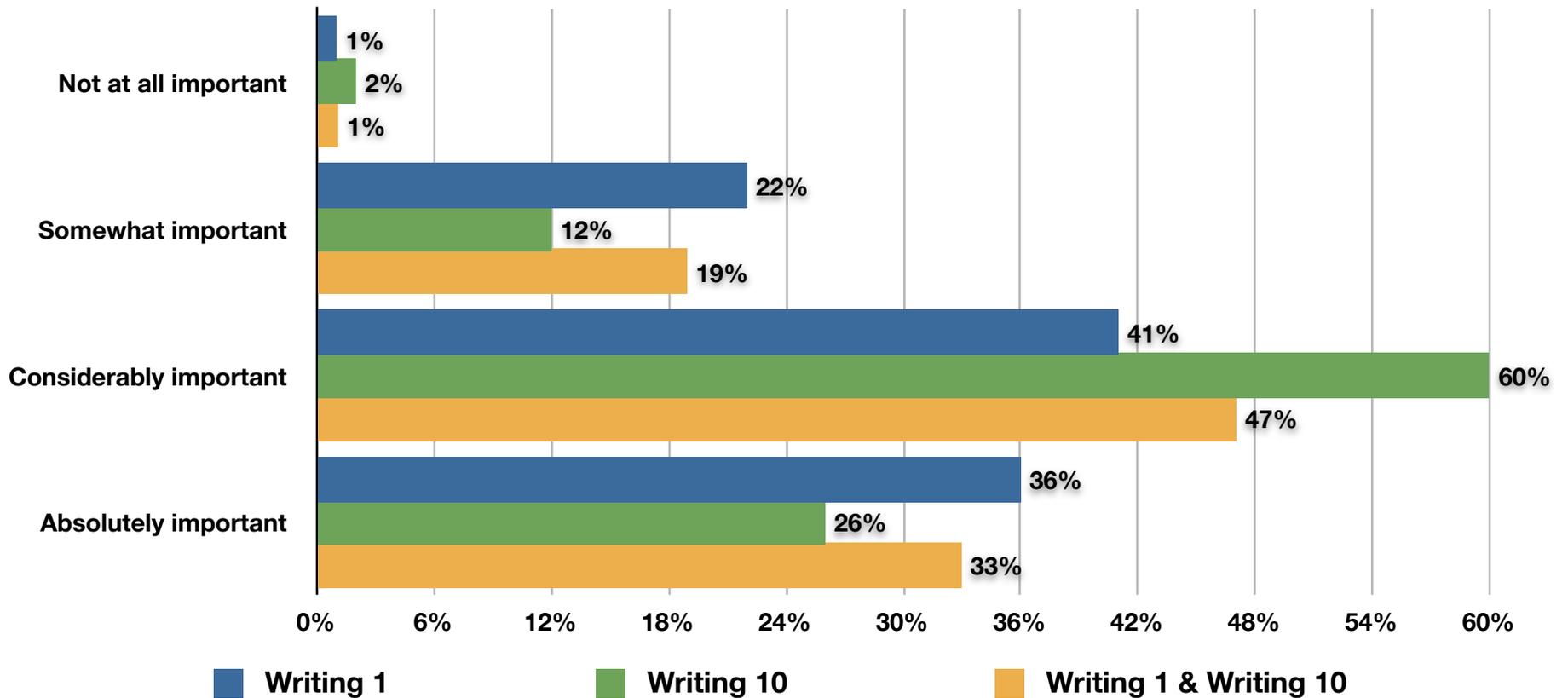
SECTION D

**SUCCESS AND ACADEMIC PROGRESS
& UC MERCED LIBRARY**

Section D

Question 16

How important is knowledge of the library (services, space, resources, research tools, or search strategies) to your success as a college student? Please explain.



The majority of respondents (80%) indicated that knowledge of the library was important (“absolutely” or “considerably”) to their success as a college student.

How important is knowledge of the library (services, space, resources, research tools, or search strategies) to your success as a college student?

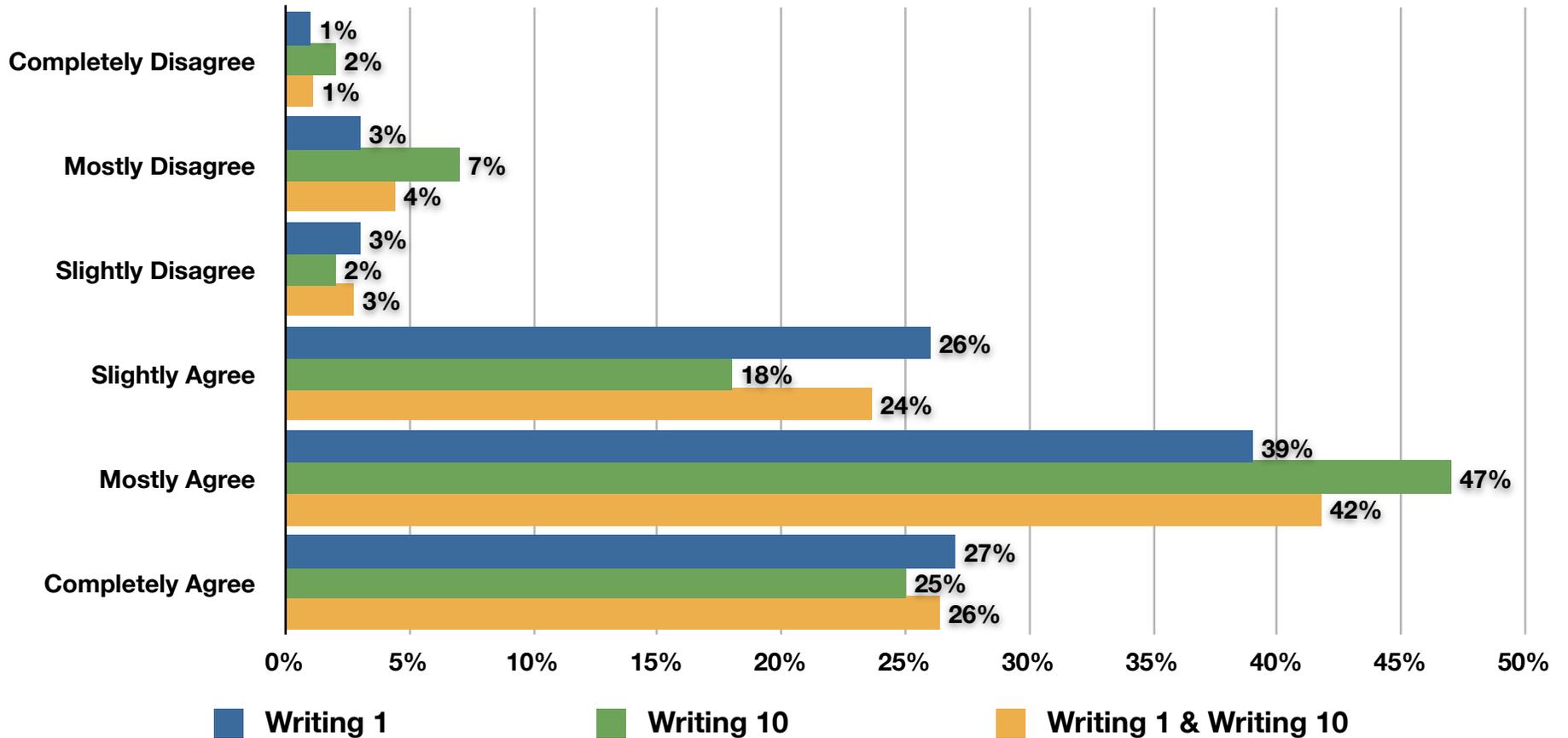
(Question 16), overall summary from comments

Respondents most often highlighted the library's **resources** as being the most significant piece of knowledge of the library for their success as a college student (43). They stated the importance of resources, information, and research in order to complete homework and assignments. A couple respondents referred to the importance of credible information (2). Other respondents referred to success as a college student being contingent on library study space (8), in particular quiet study space (2) and group study space (2). One respondent also referred to the library as a place to relax, and one individual remarked that it was too loud for individual study. Knowledge of printing and room reserving were also mentioned as important.

Section D

Question 17

The UC Merced Library *space* is supporting my academic progress.



The majority of respondents (66%) “completely agree” or “mostly agreed” that the UC Merced Library space was supporting their academic progress. Another 24% “slightly agreed” while the remainder (8%) disagreed to some extent.

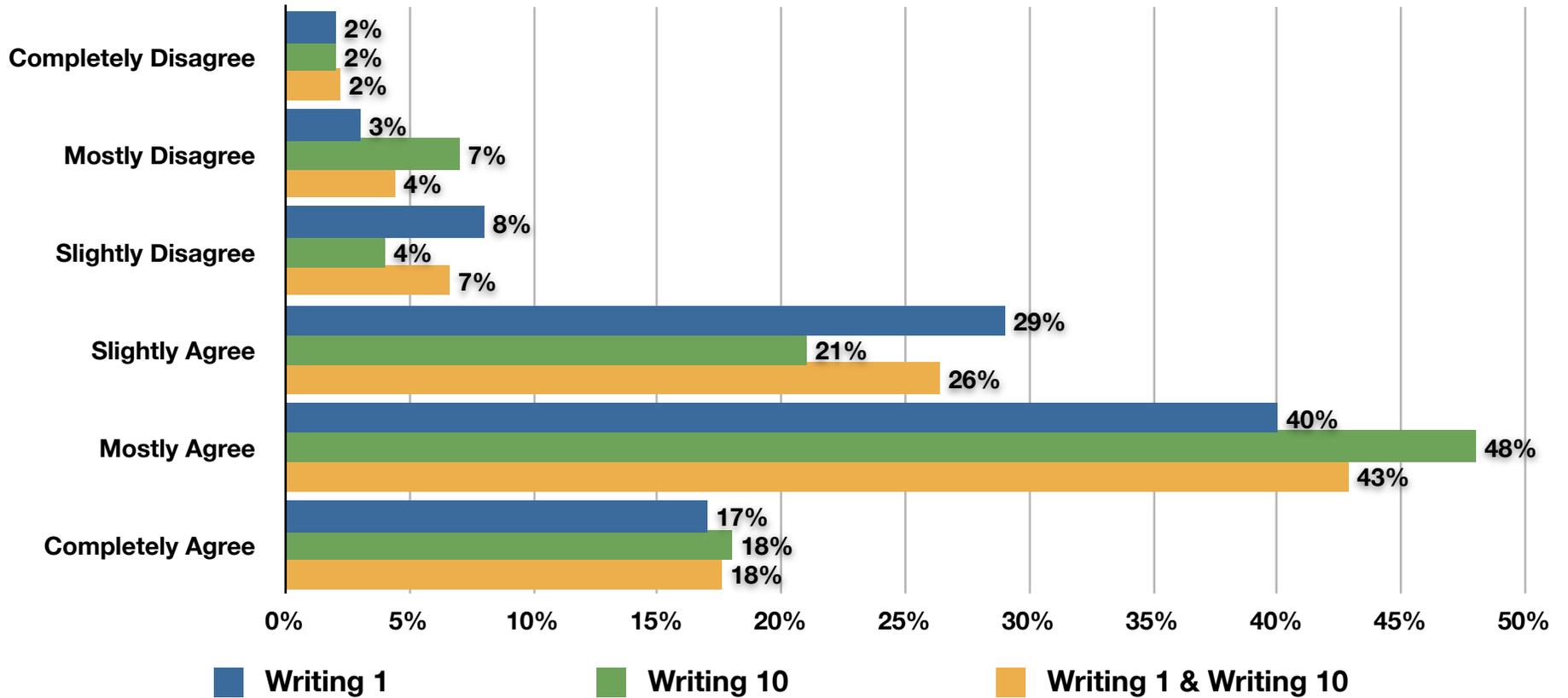
The UC Merced Library space is supporting my academic progress. (Question 17), overall summary from comments

Respondents were positive about overall study space (6) and in particular quiet study (3). Respondents liked the different available places to study (1) and the overall library environment (1). At the same time, respondents noted that the library needs more space and it's becoming crowded (3). Afternoons are no longer quiet on the 4th floor (1) and the space is too loud with librarians who don't care about the noise (1). Some respondents asked for longer hours (3) on the weekends, in particular Friday and Saturday evenings. The resources e.g. books were also mentioned as useful in the space. (2)

Section D

Question 18

The UC Merced Library *services* (e.g. reference assistance, laptop checkout, research skills instruction etc.) are supporting my academic progress.



The majority of respondents (61%) “completely agree” or “mostly agreed” that the UC Merced Library services were supporting their academic progress. Another 26% “slightly agreed” while the remainder (13%) disagreed to some extent.

The UC Merced Library services (e.g. reference assistance, laptop checkout, research skills instruction etc.) are supporting my academic progress. (Question

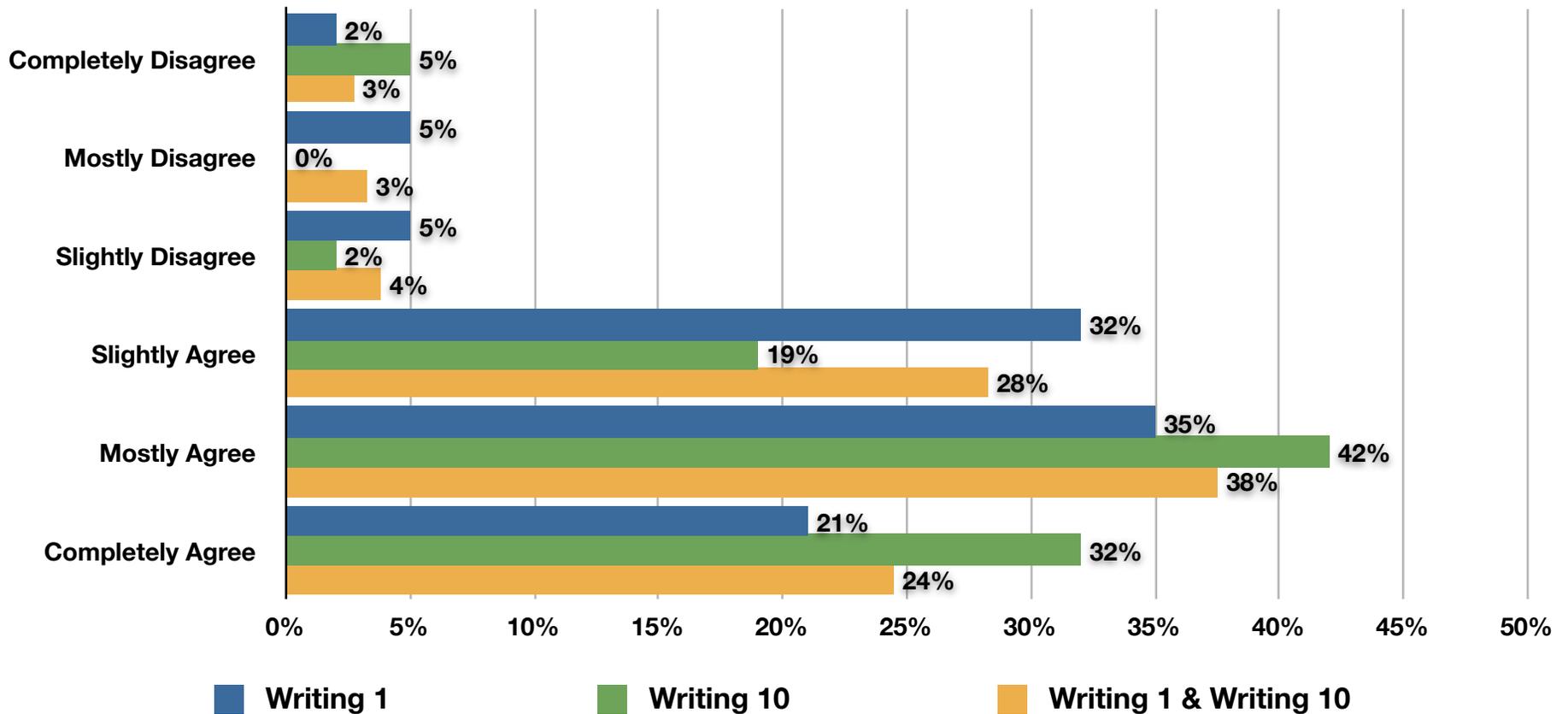
18), overall summary from comments

Many respondents indicated that they had not used library services. Laptops were mentioned the most often as a positive service that supports their academic progress (4). One respondent noted the slow speed of the laptops while another respondent wrote that laptops often ran out. Respondents mentioned assistance twice. One respondent called it excellent and another noted that it was not always good. Library instruction was (1) referred to a positive library service.

Section D

Question 19

The UC Merced Library resources (e.g. books, articles, online databases etc.) are supporting my academic progress.



The majority of respondents (62%) “completely agree” or “mostly agreed” that the UC Merced Library resources were supporting their academic progress. Another 28% “slightly agreed” while the remainder (7%) disagreed to some extent.

Many respondents noted that they had not used the resources yet. However, some had used resources in essays, Writing 10 papers etc. Some anticipated using resources in the future while a respondent in the Chemistry field noted that there were not many research papers required in Chemistry related courses.



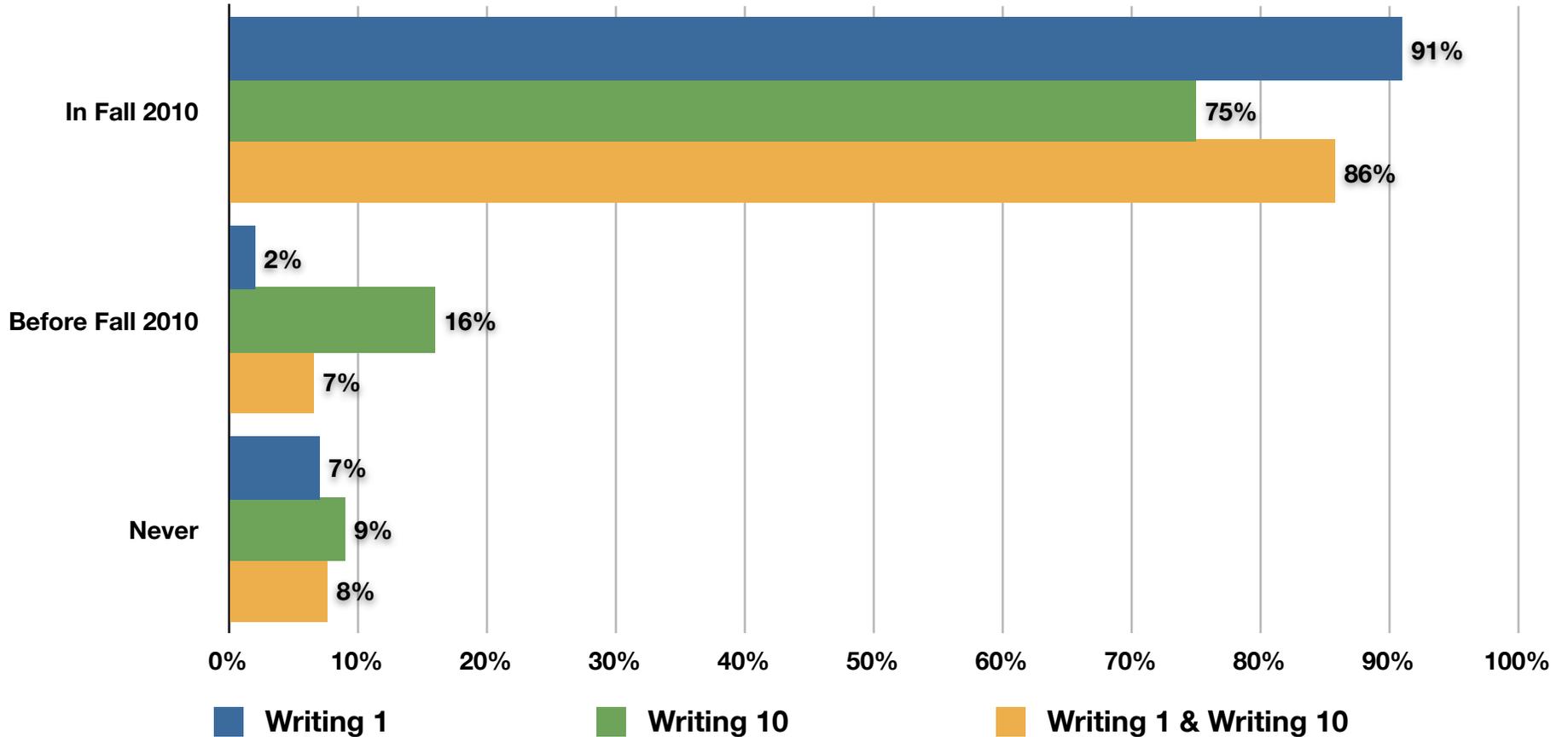
SECTION E

**IPOD TOUCH LIBRARY TOUR
PARTICIPATION**

Section E

Question 20

I completed the Library iPod Touch Tour AND the web follow-up assignment...



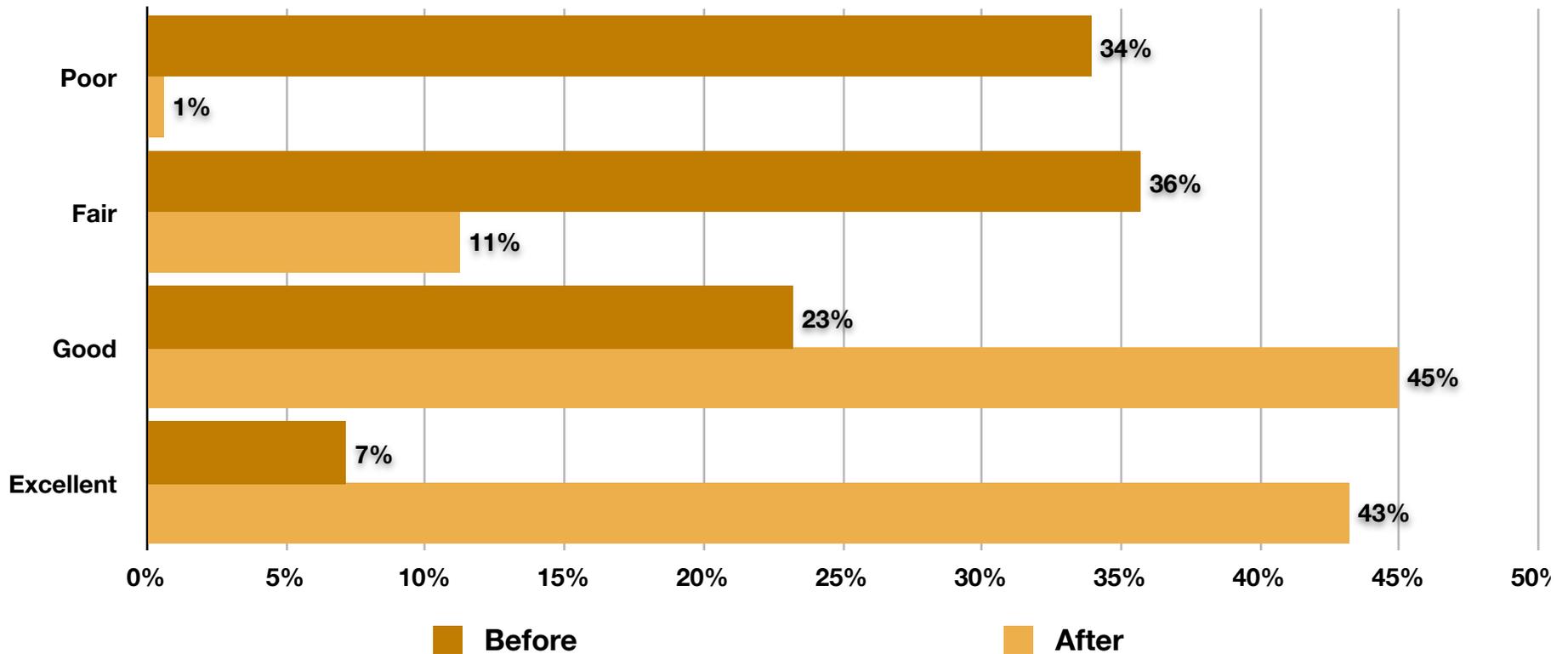
The majority of respondents (86%) took the iPod Touch Library Tour in fall 2010. More WRI 1 respondents took the tour than did WRI 10 respondents.

Section E

Question 21 & 22 Combined

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library’s physical space (e.g. the print room, quiet study areas, collaborative work rooms etc.)?

Q21/22 - Writing 1 & Writing 10

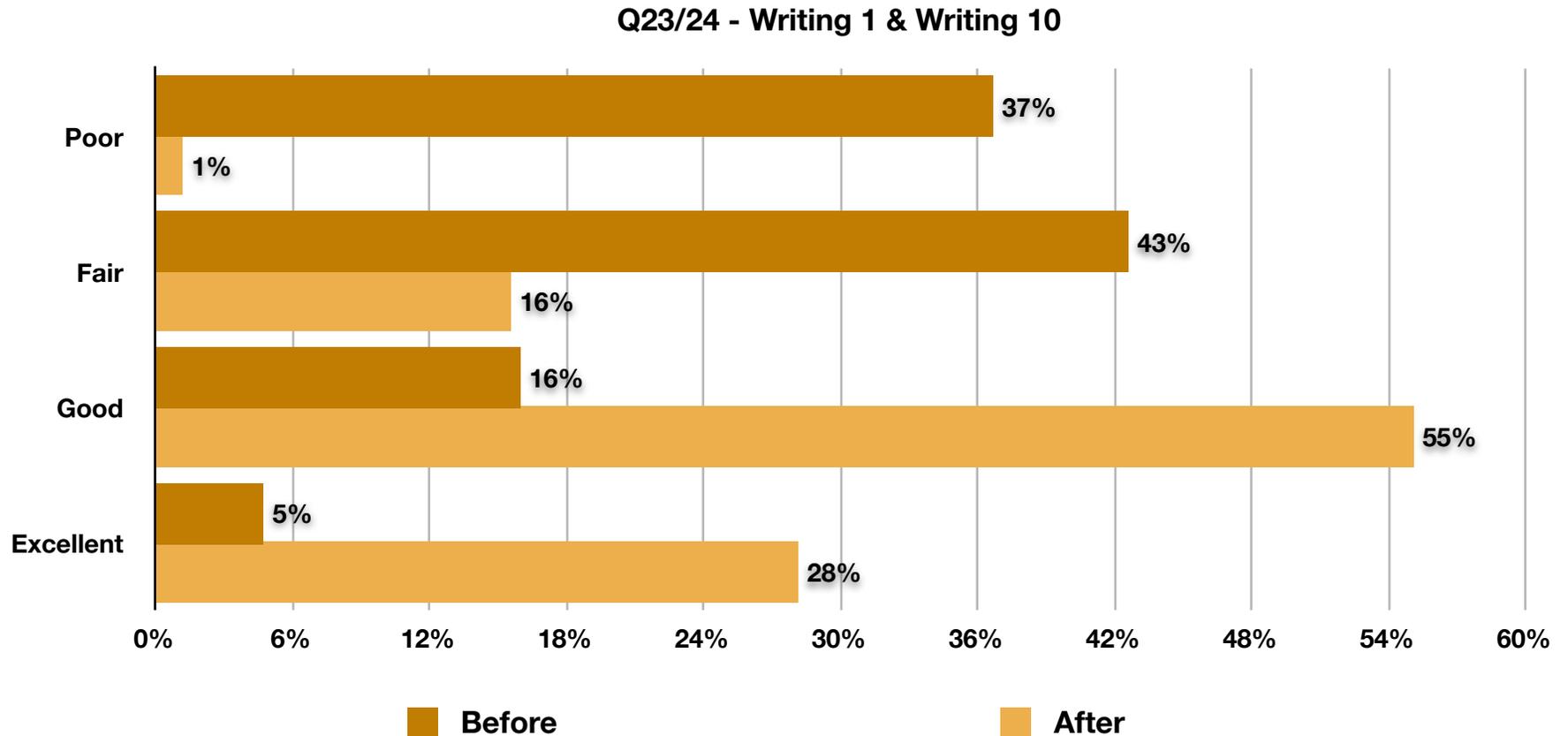


Thirty percent of respondents indicated that their knowledge of the library’s physical was “good” or “excellent” before the tour and this rose to 88% following the tour.

Section E

Question 23 & 24 Combined

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library's services such as reference help, Interlibrary Loan (ILL), and laptop checkout?

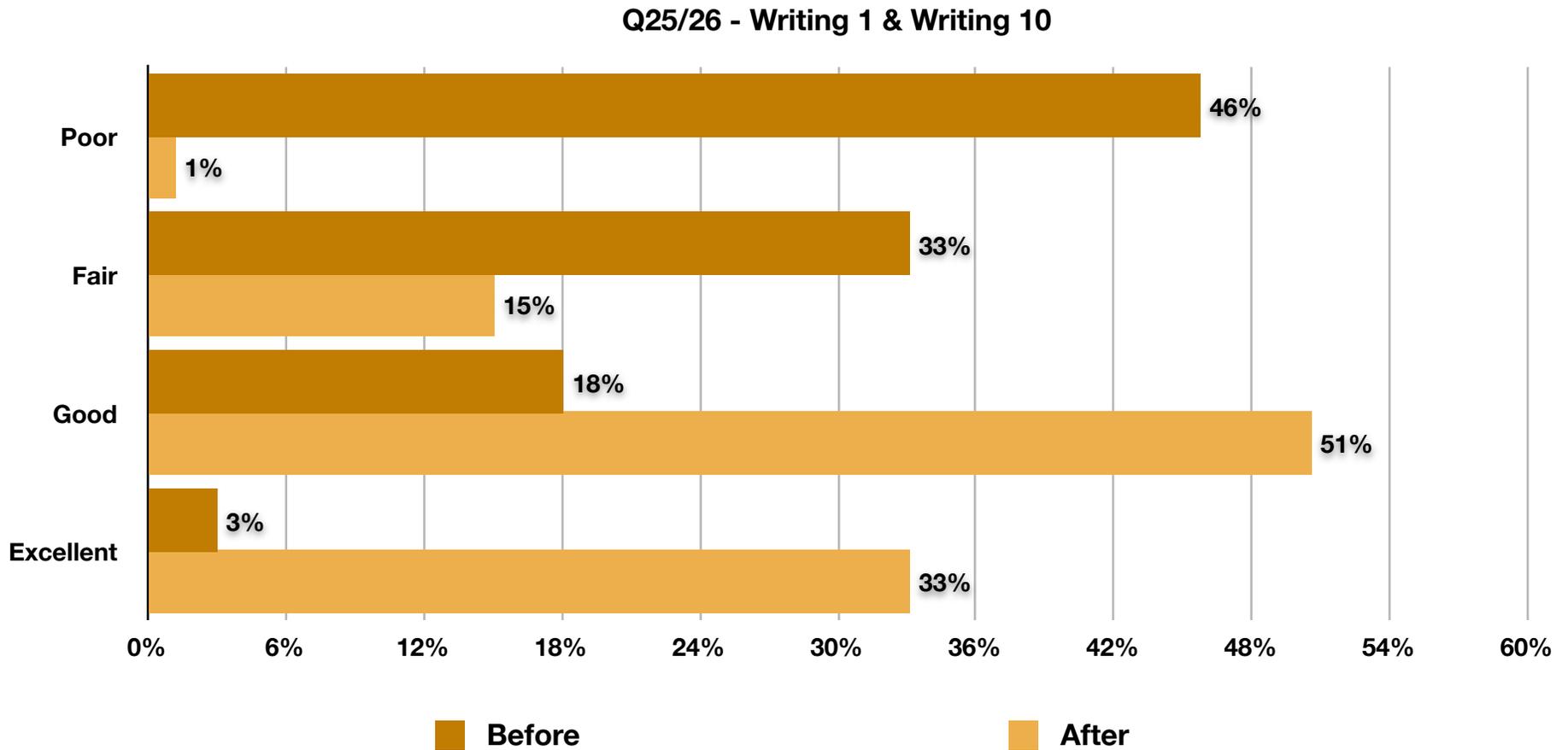


Twenty-one percent of respondents indicated that their knowledge of the library's services was "good" or "excellent" before the tour and this rose to 83% following the tour.

Section E

Question 25 & 26 Combined

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library’s resources such as dvds, books, and online journal articles?

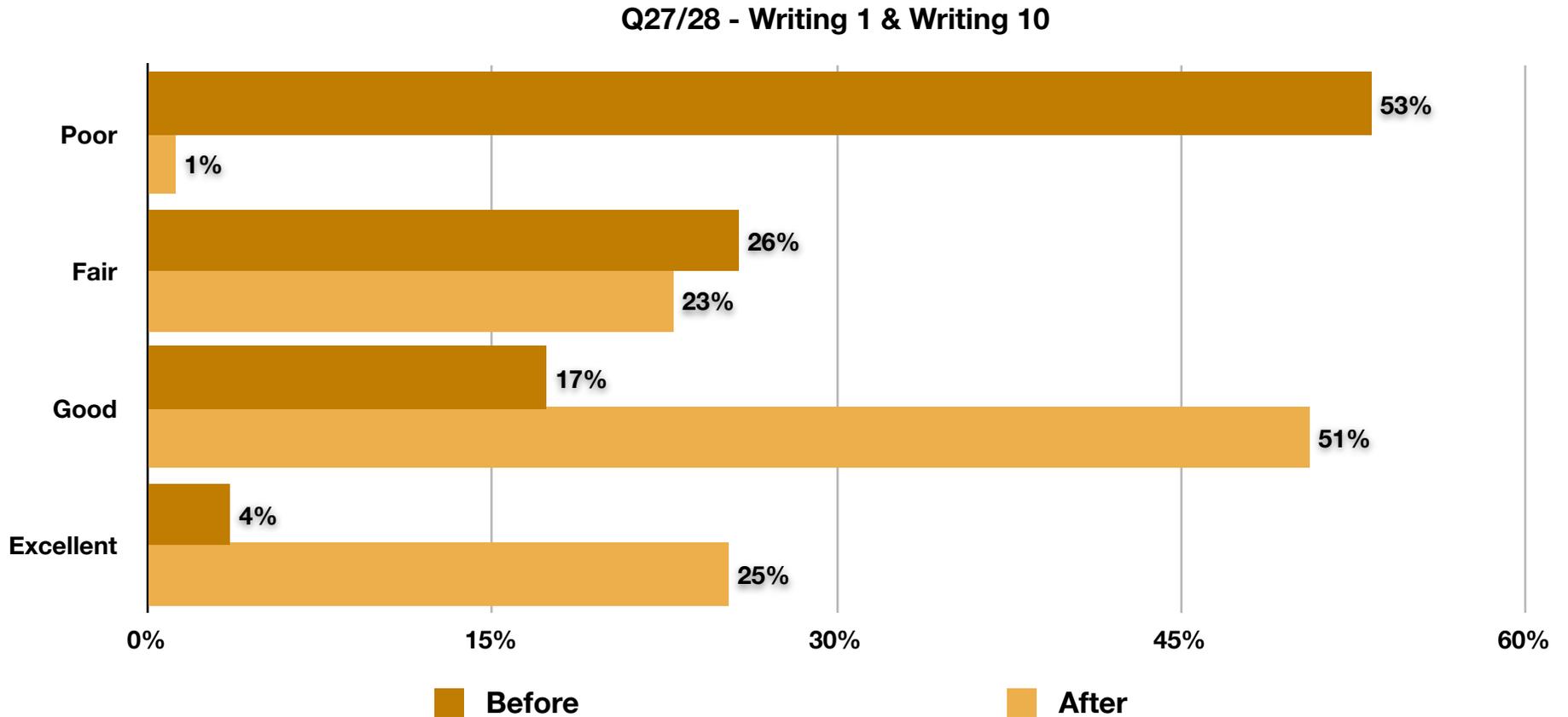


Twenty-one percent of respondents indicated that their knowledge of the library’s resources was “good” or “excellent” before the tour and this rose to 84% following the tour.

Section E

Question 27 & 28 Combined

Before and after taking the iPod Touch Library Tour, what was your knowledge level of the UC Merced Library’s research tools such as Next Gen Melvyl in the QuickSearch Box?

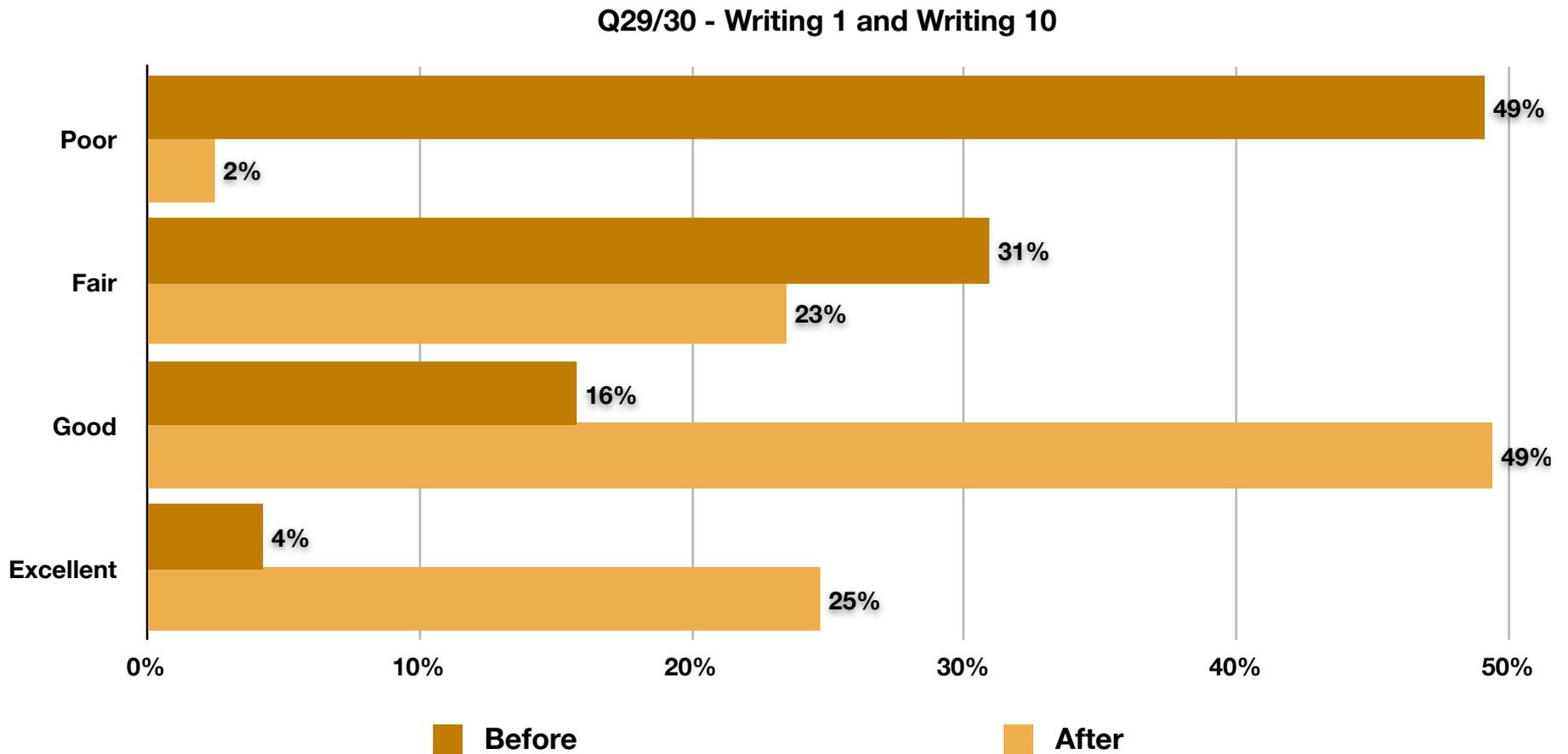


Twenty-one percent of respondents indicated that their knowledge of the library’s research tools was “good” or “excellent” before the tour and this rose to 76% following the tour.

Section E

Question 29 & 30 Combined

Before and after taking the iPod Touch Library Tour, what was your knowledge level of search strategies to locate ebooks, print books, and articles?

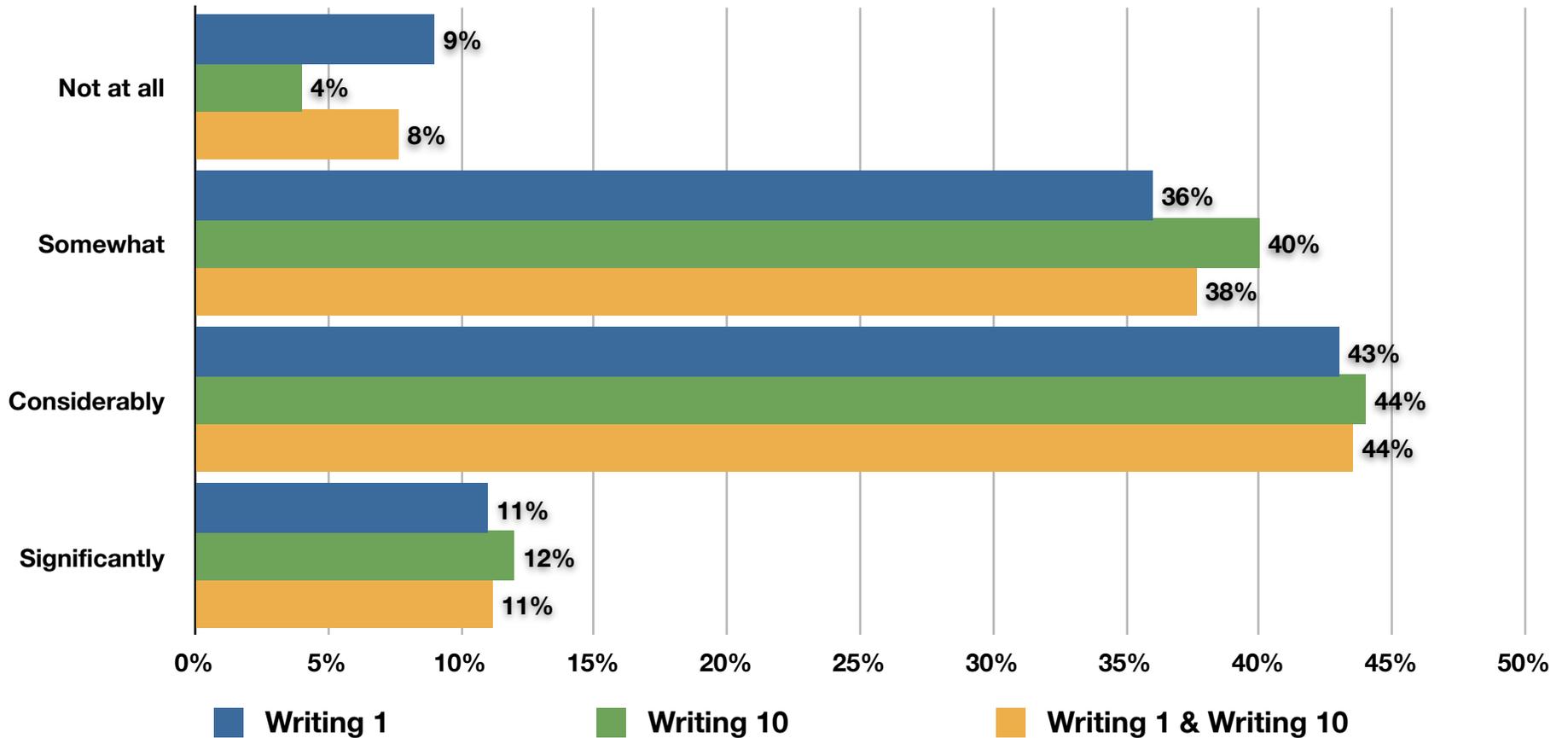


Twenty percent of respondents indicated that their knowledge of search strategies was “good” or “excellent” before the tour and this rose to 74% following the tour.

Section E

Question 31

To what extent did the iPod Touch Library Tour assist you in succeeding as a college student? Please explain.



Fifty-five percent of respondents indicated that the iPod Touch Library Tour “considerably” or “significantly” assisted them in succeeding as a college student.

To what extent did the iPod Touch Library Tour assist you in succeeding as a college student? Please explain. (Question 31), overall summary from comments

Respondents gave a variety of comments for this question. Again, most respondents were positive though some noted that they already had a good knowledge of the library before the tour. A couple respondents said they had forgotten what they learned in the tour, and others stated that they had not used library resources yet. However, respondents also referred to the space for studying and useful resources, both on the shelves and online. Reactions to the tour varied from highly enthusiastic to others marked with a measure of dry realism.

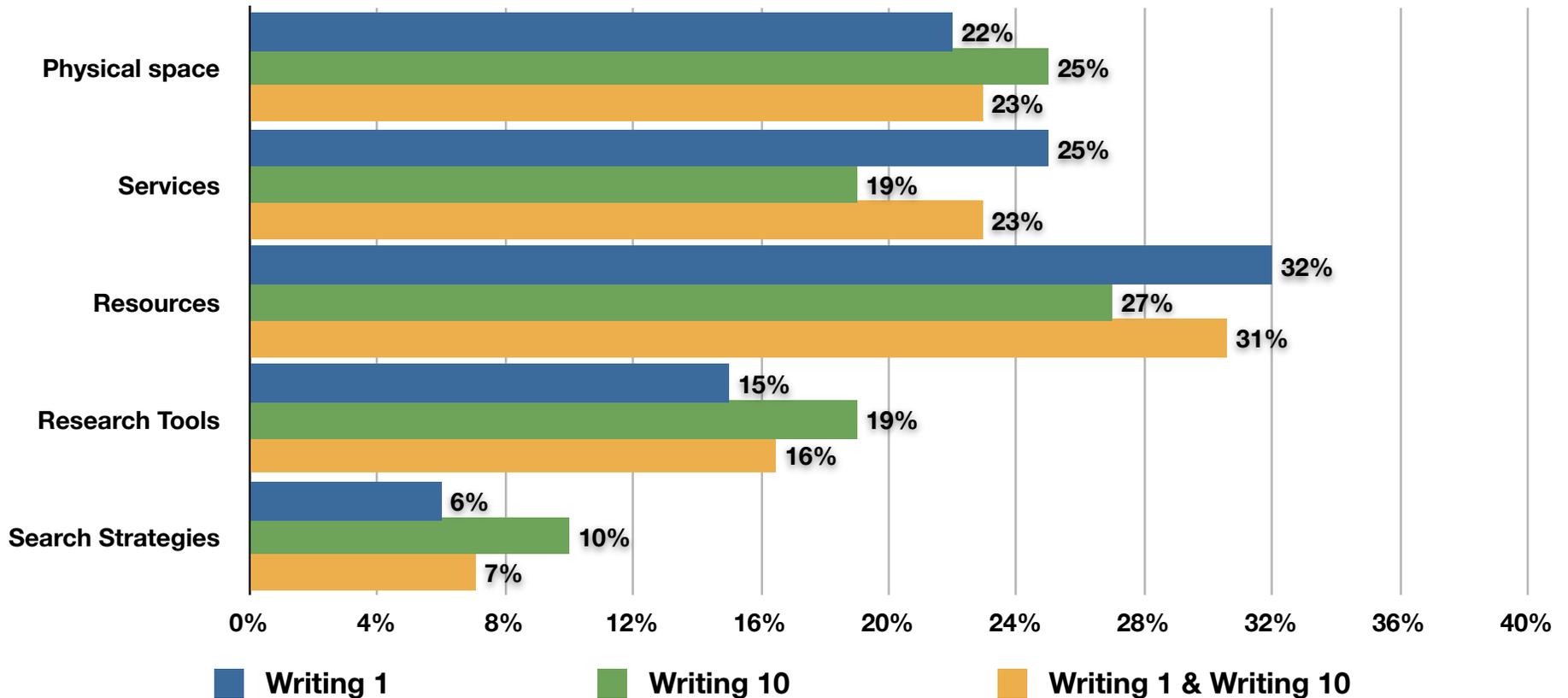
Selected Quotes

- “The iPod Touch Library Tour assisted me in succeeding as a college student significantly because now I am aware of all the resources that are out there and from which I can take advantage.” (WRI 10 student)
- “It helped a bit, but it definitely isn't the turning point of being a succeeding student or failing.” (WRI 10 student)
- “Without the iPod Touch Library Tour I would be lost!” (WRI 10 student)
- “It helped me to know where to find resources for my research paper I had to do.” (WRI 1 student)
- “It gave me a brief understanding of how to use the library resources but did not give me all of the details needed.” (WRI 10 student)
- “I now understand what the Library has to offer. Whenever I'm lost I know I can rely on the library to assist me.” (WRI 1 student)

Section E

Question 32

In which area did your knowledge increase the most? (You may wish to refer to question 10 as you select your answer.) Select one and explain.



Both WRI 1 and WRI 10 respondents indicated their knowledge increased the most in the area of library *resources* and secondly in the area of *services* (for WRI 1 students) and library *space* (for WRI 10 students). Though it may be surprising that *space* was not listed first, this could be accounted for if students had already been using the building. It is not surprising that *research tools* and *search strategies* rank fourth and fifth since there is less emphasis on these areas in the tour than there is on physical space, services, or resources.

In which area did your knowledge increase the most?

(Question 32), overall summary from comments

Selected Quotes

From Knowledge of **Resources:**

- “I was introduced to the online search engines provided via the UC Merced Library website and the numerous databases that we, as students, are provided with.” (WRI 1 student)
- “I would certainly go with knowledge of resources. There is an abundance of articles, databases, e-books, journals, etc...that are aiding in my success here at UC Merced.” (WRI 10 student)

From Knowledge of **Physical Space:**

- “I am now able to navigate my way around the library easily due to the interactive tour.” (WRI 1 student)
- “i know where the different study environments are and I use them” (WRI 10 student)

From Knowledge of **Search Strategies:**

- “I was doing a research project and it helped me a lot with what I need to know to get started.” (WRI 1 student)

From Knowledge of **Services:**

- “I found out where I could go for various kinds of help. Through the knowledge of services I now can simply ask for help if needed.” (WRI 1 student)

From Knowledge of **Research Tools:**

- “I didn't know how to search for books in the library or any other sources. After the itouch tour, I am now more informed about how to use the computer to search for certain articles that I might require for my assignments.” (WRI 1 student)
- “... I can now navigate the library website with ease ...” (WRI 10 student)