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Surveys

2010 Survey of Professional and Graduate Students

2007 LibQUAL+ survey

2004 LibQual+ survey

1998 survey of Faculty and Students

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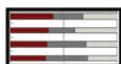
Survey of graduate and professional school students

RESULTS:

- Survey report
- Respondent comments
- Library response to results
- Summary results
- Survey form

What is the 2010 Survey of graduate and professional students?
The 2010 Survey of Professional and Graduate Students, which ran from February 9-15, 2010, launched the University of Chicago Library's new annual survey program which will target, on a rotating basis, graduate students, faculty, and undergraduates.

What does the survey cover?
The 23-question survey, designed by the Assessment Project Team and based on similar surveys run by MIT and the University of Washington, covered:
· Demographic information: division/school, degree program, whether respondents were in first year at University
· Collections: importance, satisfaction, impact on success , comments/suggestions
· Activities: physical/remote visits, activities when visiting library, website tasks
· Spaces: primary library, library satisfaction, frequency of visits , comments/suggestions
· Existing services/facilities: importance, satisfaction, comments/suggestions
· New services: importance of services presented as options, top pick, comments/suggestions
· Overall satisfaction

Who took the survey?
· Invitations were sent to 9,726 graduate and professional school students who were enrolled in a degree program
· 1,791 students completed the survey, yielding an 18% response rate
· The highest number of responses (423) came from the Social Sciences Division and the Humanities Division (303), which together account for 41% of the completed surveys.
· Degree programs: 62% (934) Doctoral degree, 37% (657) Masters degree, around 5% are in Law or Medical degrees

What are the 2010 survey results?
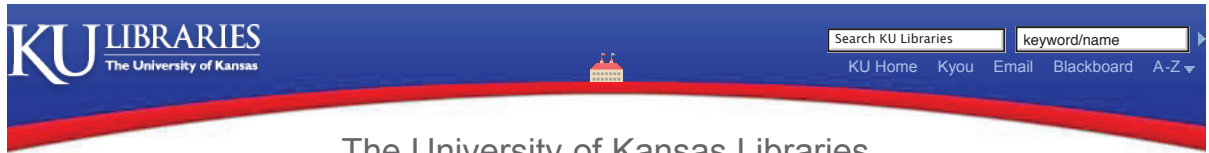Results include (see the full report for detailed analysis):
· 93% report that they are either very satisfied or satisfied with the Library overall
· 92% rate electronic journals and magazines as either very important or important to their current research and study
· 85% report being very satisfied or satisfied with our collection of electronic journals and magazines
· 86% rate the Library's collections as either very important or important when it comes to their effectiveness as a researcher
· 76% report accessing the Library resources from off campus at least weekly
· Among the proposed services that participants rated as important to offer were scanning and online delivery of print journal articles, and designated quiet zones
· Over 4,000 coded comments in response to the 6 open-ended questions highlight the reliance on electronic access and collections and the importance to many of the Library as work space.

How is the Library responding to these results?
In addition to responses to specific requests, both the quantitative and qualitative data are reviewed and acted on by various committees and workgroups, including:
· The Library Planning Council will use the results to develop priorities for the next fiscal year
· Results will be reviewed and acted on by the Public Services Steering Committee, the Virtual Access Committee, and the Web Improvement Team.

Assessment Project Team members: Agnes Tatarka, Assessment Director; David Larsen, Head of Access Services and Assessment: Tod Olson, Systems Librarian; Margaret Schilt, D'Angelo Law Library Faculty Services Librarian; Andrea Twiss-Brooks, Co-Director, John Crerar Library

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Snapshot Day at Anschutz Library, April 14, 2010

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What is a day in the life of Anschutz Library like? From the bustling Group Study areas to the cloister like quiet zones, Anschutz is a veritable hive of activity. Patrons at Anschutz are in the midst of a variety of activities, from searching for jobs to studying for finals at any given time.

On April 14th, KU Libraries joined Kansas Libraries in documenting SnapShot Day: A Day in the Life of a Kansas Library. Snapshot Day was an effort to document the importance of libraries in their communities. Patron surveys were conducted to find the variety of reasons why hundreds of people walk through the doors of Anschutz each day.

Patrons on Snapshot Day were asked what resources they were using as well as their likes and suggestions for bettering service in Anschutz.to see the survey results.

- View the graph detailing services used
- View the response sheet
- Click through the photo gallery

For more information about KU Libraries, visit http://www.lib.ku.edu/pressroom/.

View the snapshots from Snapshot Day

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› User needs study planning - Spring 2011

› Ethnographic study - Digital Scholarship at MIT

Ethnographic study - Digital Scholarship at MIT

⚙ Tools ▾

Added by Nicole Gail Hennig, last edited by Lisa Horowitz on Apr 21, 2011 13:02 (view change)

Digital Scholarship at MIT

Team: Nicole, Remlee, Stephanie, Lisa H; Michelle Baildon, Anne Graham, Kate McNeill

Timeline

Email communications to users: recruiting, informing of selection (or not), reminder, scheduling

Interview schedule (restricted)

Classes and Projects Involved (restricted)

Interview Training

Interview brain dump (restricted)

Coding

Proposal

Digital Scholarship at MIT:
a study of how new technologies and formats are changing how MIT scholars find and use information

Goal:
The MIT Libraries User Needs group studies the needs of the MIT community in order to inform the future of library services for MIT. In the Spring of 2011 we propose to study how new technologies and formats are having an impact on how MIT scholars find, use, and share information for their study, research, and publishing. This will help inform our work related to the following strategic directions:

- Create the Next Generation Research Library Organization
- Build and Strengthen Relationships with Faculty, Students, and the MIT Community
- Advocacy for Information Policy
- Improve Infrastructure for Content Management and Delivery
- Transform Library Space

How:
We will use an ethnographic method known as a "cultural probe." Volunteers from the MIT community will be asked to record their own research behavior over the course of a one-week period using their own digital camera and taking notes in any format they wish. The photos and notes will be used to help each person tell their story in detail during in-depth interviews (1.5 hours).

Who:
Undergrads: Since we know that undergrads are focused mainly on completing coursework, we will study them within the context of specific classes that agree to participate. We aim to target 3 different classes, one from each of the following communities: Science & Engineering, Arts & Humanities, Social Sciences & Management.

For example we may recruit:
   - a class working with geospatial data
   - a class from comparative media studies using multimedia in some way
   - the terrascope class from EAPS, since students work on creating museum-like displays to communicate their content
   - a group working from abroad or in an international program (if possible).

We will work with librarian subject liaisons who have existing relationships with specific classes. They will help recruit the particular classes and participate along with UX group members to conduct the interviews.

Grad students, faculty, researchers: Since this group is focused mainly on research, we will study them within the context of specific research projects. We will focus not only on how they find information, but also on how they use, share, and publish it. We aim to target 3 different research projects, again from each of the three communities mentioned above.

We will work with librarian subject liaisons who have existing relationships with specific faculty members. They will help recruit the particular projects to be studied and participate along with UX group members to conduct the interviews.

Library staff involved:
From UX group: Nicole Hennig, Lisa Horowitz, Stephanie Hartman, Remlee Green
from LDLC: Kate McNeill, Michelle Baildon, Anne Graham

How many:
We will have 3 undergrad classes and 3 faculty/grad/researcher projects each with several people willing to participate. We will include undergrad students, teaching assistants, grad students, faculty and researchers. Ideally we'd like to interview 3 people from each class and 2 people from each research project for a total of 15 interviews.

We'll aim to use 4 members of the UX group and 4 subject liaisons from LDLC (TBD). This team of 8 staff will work in pairs to conduct the interviews. (each team of 2 will interview 3-4 people)

The volunteers will be offered $75 Amazon or TechCash gift certificates for their time.

When:
Recruiting & contacting volunteers: throughout February and early March
Participants track themselves: any one week in March or April
Interviews: April/May
Results consolidation: May (first 2 weeks)
Reporting out: May (last 2 weeks)

What:

Interviews will be guided by the following questions:

Warm-up questions:

- Introduce yourselves, explain the process

- Demographic (i.e., who they are and what class or project they did for the study)

The central question:

- So tell us the story of your week. We'll use your diary to jog your memory. Describe any tasks you did during the study that were related to:
finding information, organizing, sharing, citing, collaborating, teaching, presenting, or publishing.

For each task:

Formats:
- What kinds of data and formats did you use? (NOTE: only mention examples if they don't know what you mean)
(i.e., GIS, bioinformatics, social science data sets, textual data, music recordings, images, videos, ebooks, ejournals)

- Describe any difficulties you had with specific formats.

Equipment:
- What kinds of equipment did you use? (NOTE: only mention examples if they don't know what you mean)
(i.e., laptops, mobile phones, smartphones, tablets, desktop computers, cameras, GPS devices, other)

- Describe any difficulties you had with specific equipment.

Collaboration:
- Did you work as an individual, in a group, or both? Tell us about what you do individually vs. what you do in group settings.

- Did you collaborate with remote colleagues? What are some pain points when it comes to collaborating remotely? What works well?

- What were some typical or common pain points in your process?

Change compared to the past:
- How did you do that task differently five years ago? What has become easier and what is still difficult?

- Describe some things that could make this task easier.

Specific tools used:
- How do you save your information, both for the short-term and the longer-term? What happens to your information when the class or research project is over?

- Did you use any academic social research tools, or any general social social tools (in relation to your academic work)?
(i.e., academic: such as Mendeley, Cognet, Archnet, ArXiv, Lablife, Zotero; general social: Facebook or Twitter)

Where & when:

- Where did you do your work? Tell us the specifics of each place that you worked in.
(i.e., an on-campus office, dorm room, coffee shop, library, home or traveling (list city, state, country), plane, train, other.)

- What were some particular qualities of those places that made your work easy or made your work difficult?

- What time of day did you do this work? Are there particular times of day that you prefer for different activities? (i.e. studying, meetings, research, solitude, thinking, writing, group work)

Getting help:
- Did you ask for or receive help from anyone during the process? Who? What do you consider when deciding whether and who to ask for help?

Publishing:

- What kinds of considerations about copyright, fair use, or open access impacted your work during this time?

- If you have published something recently, tell us about your process. What were the pain points? What would make the process easier for you?

Wrap-up questions:

- (If they haven't mentioned library use yet): Did you use any library services? If so, which ones? How did you find out about them?

- How is your studying or research changing because of new technologies?

- What are the top few things that would make your academic work easier?

Results:

- Each interview will be conducted by a team of two MIT libraries staff. One to conduct the interview and the other to take notes. The UX group will train the library staff participants in ethnographic interviewing techniques.

The notes will be consolidated and a few UX team members will apply card-sorting methods to organizing the results. We'll produce a report and a presentation for MIT Libraries staff. Results will be posted on the UX wiki where all library staff can access them.

The personal identities of MIT community members will not be revealed except to those conducting the interviews. The raw materials (notes and photos) will be stored on a protected wiki space, available only to relevant staff. As we've done in the past, we'll get the study approved by COUHES: http://web.mit.edu/committees/couhes/, and the MIT Libraries staff participating in the study will complete the human subjects training (http://web.mit.edu/committees/couhes/humansubjects.shtml).

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Establishing fondren@brc

Insights from a User Study

Debra Kolah and Lisa Spiro
August 2010

I. Introduction

Rice University's Bioscience Research Center (BRC) aims to be "a catalyst for new and better ways for researchers to collaborate, explore, learn and lead."[1] With fondren@brc, its new library facility in the BRC, Fondren Library can participate in this collaborative effort and support researchers in producing pioneering new research. Through fondren@brc, the library can explore how to use a flexible library space that focuses on service instead of content, what kind of services to offer to a group of scientists who mainly do their research online, and how to implement embedded librarianship, or the integration of librarians into academic disciplines.

To understand how best to serve the biochemists, bioengineers, and chemists who occupy the BRC, Debra Kolah and Lisa Spiro interviewed 3 faculty members, 4 graduate students, and a library liaison (to date; more interviews are planned). We adopted the ethnographic research methods developed by anthropologist Nancy Foster through her work at the University of Rochester, methods that we learned by attending a workshop Foster taught for the Council on Library and Information Resources (CLIR). We conducted half-hour to hour long semi-structured interviews, examining how researchers do their work, how they use the BRC, and what services they would like to see the library offer.

II. How Bioscience Researchers Use the Library

Bioscience researchers primarily work in their labs, so they want easy online access to the research literature. Occasionally, they will walk to the library, but more frequently it is a graduate student who is tasked with picking up materials at Fondren Library. One researcher commented on missing the new book shelf, but it is Fondren is too far to go by now.

Researchers primarily use Web of Science, Scopus, and Pubmed. Even though researchers may say "I don't really use the library," they often proceed to acknowledge that they use multiple online databases. There remains a gap in the perception that it is the library that is providing the subscriptions to the research database.

----

[1]http://www.rice.edu/brc/index.shtml

Interlibrary loan seems to be the most heavily used service, and researchers seem very happy with all aspects of it. Course reserves do not seem to be used by the faculty we interviewed. Instead, professors seem to be putting their own resources into their courses on OwlSpace.

The subject bibliographer has witnessed a steady decline in the number of office visits over the past five years, and now "face to face contact has diminished to the point where I hardly ever see them." Faculty still do email requests and questions, but some faculty seem not read all email sent to them, so communication remains challenging. However, the department liaisons work closely with the subject bibliographers.

The faculty we interviewed knew very little about the fondren@brc space and were confused by the sign by the door describing it as "TMC Library." One faculty member seemed to get somewhat upset after hearing that the library would not provide access to Med Center information resources. Fondren needs to communicate its mission and services for the BRC space clearly.

III. Life at the BRC

Located at 6500 Main Street, the BRC links Rice with the Medical Center. Currently the BRC hosts faculty, postdocs, graduate students, undergraduate researchers, and affiliated staff in bioengineering (which is wholly located in the BRC), biochemistry, and chemistry. Currently 27 Rice faculty and their research groups are located in the BRC. In addition, the offices for Gulf Coast Consortia (GCC) and the Cancer Prevention and Research Institute of Texas (CPRIT) are based at the BRC. The ten-story building features several lounges, conference rooms, a 28-seat auditorium, a 90 seat seminar room, "state-of-the-art classrooms," and 10,000 square feet of retail space (which is as of yet unoccupied). To connect the BRC to the main Rice campus, a Rice shuttle service stops at the BRC four times an hour and delivers passengers to campus in less than 10 minutes. A pleasant walking path links the BRC and central campus.

Most faculty spend the majority of their time at the BRC, although occasionally they go to the central campus to attend lectures or meetings, teach classes, or interact with seminar speakers. Some classes are held in the BRC, mostly in bioengineering. Graduate students tend to spend more time on campus, but seem to regard the distance between the central campus and the BRC as being significant, so they prefer to drive rather than walk. Most of what researchers need is available at the BRC, although they would like a cafe (one is being planned).

When researchers moved into the BRC in the fall of 2009, the physical infrastructure was not completely in place. Initially administrators at the BRC focused on the physical structure of the building, resolving issues such as plumbing problems. Now, work is being done to build the "social fabric" of the BRC by promoting both "vertical" and "horizontal" integration within the building, so that researchers know their neighbors on their own floors and throughout the building. The BRC deliberately mixes together researchers from different departments on the same floor. To promote community, the BRC hosts a Tuesday morning Bagels and Brew, in

which different campus and vendor groups come in to showcase their products and services; a recent Bagels and Brew focused on biosafety and compliance issues. The events aim both to foster community and to disseminate information so that people can accomplish their goals more easily. The BRC also hosts a Thursday afternoon event called Patties on the Patio. Signs promoting these events adorn the elevators and other public spaces. The hallways are lined with posters showcasing research going on at the BRC, and some researchers have drawn or written on the glass walls.

Fondren's space in the BRC is located on the second floor, just beyond an entranceway that is linked to the patio by a spiral staircase. It seems that Fondren's facility is in a fairly visible, high traffic area, although our observation of the space occurred during the summer, when most students are away and when construction was altering foot traffic through the building,

IV. Recommendations/Conclusion

We concluded our interviews by asking for suggestions for Fondren's BRC facility. Interviewees suggested that the library provide the following:

Services
1. Most of all, researchers wanted access to **biomedical databases** that are available at the HAM-TMC library. They didn't understand why they cannot access these important research materials. One interviewee suggested that it might be possible to offer faculty joint appointments with Medical Center institutions so that they could access these databases; Rice could give Med Center faculty reciprocal privileges. Such an approach worked (to some extent) at another institution.
2. **Pick up and drop off services** for books that researchers needed to acquire or return. Although researchers don't use print books very frequently, occasionally they want to consult an introductory book, specialty work, or older volume. Making the trip to Fondren can be cumbersome. As one interviewee commented, "it doesn't seem like 15 minutes is much to walk, but it is."
3. **Training and support for patent searches**.
4. **Training and support for the development of business plans**.
5. Although fondren@brc does not need to be open for extensive hours, librarians can offer **regular office hours** so that researchers can drop by with questions. Not only would researchers better know their librarian, but librarians would develop a deeper understanding of the researcher community that they are serving. Graduate students in particular said that they would like to get help identifying and accessing relevant resources.
6. Host **outreach sessions** focused on "what the library can do for you." Perhaps the library can host a future Bagels and Brew or Patties on the Patio event. As one interviewee told us, "Feed them and they will come." The best times for such events seem to be weekday mornings (10 a.m.) and afternoons (4 p.m.).
7. Offer **tutorials and workshops**. A number of researchers (particularly graduate

students) come from other countries and may not be familiar with library resources or how to find what they need. Workshops would be especially useful for first-year graduate students who may not be familiar with doing serious library research. Faculty seemed supportive of new graduate students attending workshops focused on their research areas, and graduate students seemed interested in such workshops as well. Short workshops that teach researchers how to do their work more quickly and efficiently might also be popular. In addition, researchers need specialized training in working with Web Of Science, medical databases, tech transfer, patents, business, and environmental science.

8. **Survey** BRC tenant groups about what they need, particularly when it comes to journals and other information resources.
9. Raise awareness of library services by sending a **BRC specific email**.

Facilities and Collections

10. **Space that can be used for meetings**. Already at least one small conference session has been held in the current Fondren space.
11. **Access to high-end printing**, particularly poster printing. Typically each lab will produce about 10 posters per year, according to one interviewee.
12. **Access to high-end computer workstations**, particularly with expensive software such as SAS, MatLab, Adobe products, Mathematica, etc. Large displays would also be helpful. Graduate students particularly identified this as a need.
13. **A small collection of new books**. One researcher commented that it was difficult to know "if there's anything new at the library," but that a display of these books would be useful. Alternatively, perhaps the subject specialist could compile a quarterly update of new books relevant to a discipline and circulate that via email.
14. A comfortable, flexible space for **collaborative student projects**.
15. **Video conferencing** for meetings with other research groups. (It appears that some video conferencing facilities are already in the BRC.)
16. A **small journal browsing collection**. Each research group could provide a list of 5-10 core publications that they would like to see in the building.
17. A **touchscreen display** showing you what is available in the library.

In addition to the researchers' suggestions, we recommend that:

1. The library embrace the visual culture of the BRC and **promote library services** and resources through posters facing the hallway, colorful drawings on the glass walls, flyers in the elevators, and other marketing approaches.
2. Fondren sponsor **outreach sessions**. The hallway outside the library space in the BRC is large enough to accommodate several tables as well as groups of people, so food could be served there.
3. Librarians create a BRC **Libguide** that reflects the interdisciplinary research needs of the building and provides links to resources in biology, chemistry, bioengineering, and biophysics.
4. More marketing and training can be done for **Scopus**, which is generally a better citation

database for emerging sciences such as bioengineering.
5. Innovative technologies that foster communication between the library@brc and Fondren
    be explored: use of **Skype** and **GoogleChat**, for example.

Faculty and graduate students whom we interviewed seemed to have a generally positive
impression of the library and to welcome help in getting access to information that they
need. With the fondren@brc space, Fondren has the opportunity to explore new models of
librarianship based not so much on collections as on services.

RUTGERS
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SUMMARY

NEW BRUNSWICK STUDENT FOCUS GROUPS, SPRING 2008

The Rutgers University Libraries held three student focus groups in New Brunswick during spring semester 2008. The impetus for having these groups was the desire of the current Reference and Lobby Redesign Committee to know from students what kinds of spaces they wanted in the library. There was also a desire to know from students their perceptions and desires of reference service. In addition, the libraries have been seeking information from graduate students about a possible redesign of the Graduate Reading Room. To this end we held three focus groups: March 26 for undergraduates (two students) and one for graduate students (5 students); and April 23 for undergraduates. (eight students). Lila Fredenburg facilitated the discussions; and Jeanne Boyle, Valeda Dent, and Françoise Puniello took notes.

The following questions directed the discussions:

1. We often hear that atmosphere is important for studying. What do you think is the ideal atmosphere for individual study? Group Study?

2. What three things do you like most about the library? What three things do you like the least about it?

3. What do you imagine being in the perfect university library?

4. What do you imagine the perfect graduate reading room looking like? What do you imagine the perfect undergraduate study space?

5. What do you think is meant by reference service?

6. Do the services offered by the library meet your needs?

7. What would make reference service better?

SUMMARY OF THEMES

1. **Overall - All Groups**

   Appropriate study spaces - quiet and group

   Hours – especially weekends and late night

   Complexity of library website

   Outlets for laptop use

2. **Undergraduate Students**

   Quiet spaces

   Hours

   Computing - wireless, access to computers

   Aesthetics

   More seats

3. **Graduate Students**

   Comfortable and diverse spaces

   Equipment and costs to use

   Digital resources and services

   Librarian contact and help

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| BOOKROOM | FIND PEOPLE | FIND COMMITTEES | SEARCH STAFF PAGES | STAFF RESOURCES INDEX |

- Libraries Home
- Staff Resources Home
- Access Services
- Administrative Services
- Budget Office
- Central Technical Services
- Collection Development
- Distributed Technical Services
- Human Resources
- Integrated Information Systems
- Library Faculty
- Marketing
- Planning and Assessment
- Public Services
- Research and Instructional Services
- Technical and Automated Services
- Training & Development
- University Librarian

- Sampling Dates
- Abbreviations & Acronyms

Rutgers University Libraries Staff Resources:
 Planning and Assessment:
  Committees and Task Forces:

Ethnographic Research Project: Reports

Studying Students: The Ethnographic Research Project at Rutgers

- Studying Students to Enhance Library Services at Rutgers University: Principles and Priorities for Moving from Research to Redesign and Development of the Libraries Website: The Final Report of Our Ethnographic Research Project [PDF]

- Tentative Findings from Student Surveys and Interviews as Compiled at the Conclusion of the Research Phase of the Rutgers University Libraries Web Interface Redesign Project [PDF]

- Qualitative Findings from Student Interviews as Compiled at the Conclusion of the Research Phase of the Rutgers University Libraries Web Interface Redesign Project [PDF]

Coded Comments

- Graduate Students [Excel]
- Undergraduate Students [Excel]

Comment Reports from Committees and Other Groups

- Alumni [PDF]
- Ask a Librarian [PDF]
- Circulation [PDF]
- Citation Managers [PDF]
- Collections [PDF]
- Communicate [PDF]
- Facilities [PDF]
- Federated Searching, Vendor Issues [PDF]
- Hours, Maps, Navigation, Research Guides, Visuals [PDF]
- Instruction [PDF]
- Interlibrary Loan [PDF]
- IRIS [PDF]
- Navigation [PDF]
- Personalization [PDF]
- Proxy [PDF]
- Research Guides [PDF]

- Comments Distribution Message [PDF]
- Comments Distribution Table [PDF]

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Last updated September 28, 2009; December 9, 2009; February 15, 2010; March 24, 2010

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Studying Students to Enhance Library Services at Rutgers University:

Principles and Priorities for Moving from Research to Redesign and Development of the Libraries Website

The Final Report of Our Ethnographic Research Project

Submitted by:

Grace Agnew
Ka-Neng Au
Susan J. Beck
Jeanne Boyle
Judith Gardner
Samuel McDonald
Rhonda Marker
Chad Mills

March 17, 2010

Studying Students to Enhance Library Services at Rutgers University:

Principles and Priorities for Moving from Research to Redesign and Development of the Libraries Website

The Final Report of Our Ethnographic Research Project

Introduction

We carried out this ethnographic research project to investigate the research behaviors of Rutgers University undergraduate students, graduate students, and faculty in an effort to discover how library and information resources are used, in particular the Rutgers University Libraries website. We intended that the research would highlight ways in which the website might be improved both to enhance the research experience for users and to attract new users.

This final report details the principles and priorities developed by the core team for guiding improvements to the Libraries website. Project methods and detailed results are contained in two reports available on the Libraries website at: http://www.libraries.rutgers.edu/rul/staff/groups/ethnography/reports.shtml. Also at the same location are coded comments from the surveys of graduate and undergraduate students and review reports with specific recommendations from relevant councils and committees on the coded comments contributed by survey respondents.

The study gathered a great deal of data. The various reports describe the "what" of improving our website. The design team will determine the "how."

Primary Finding

The Libraries website needs to be viewed quite differently by librarians and library staff than it has been to date. Instead of being a vehicle for library information, it must become a tool. Website users do not want to read and be instructed, except perhaps by choice. They desperately need and want the website to carry out actively what they need to have done. As Roy Tennant has written:

"You know you want it. Or you know someone who does. One search box and a button to search a variety of sources, with results collated for easy review. Go ahead, give in—after all, isn't it true that only librarians like to search? Everyone else likes to *find*."[1]

Our results confirm this view.

---

[1] Digital Libraries- Cross-Database Search: One-Stop Shopping, by Roy Tennant. Library Journal, 10/15/01. Viewed February 3, 2010: http://www.libraryjournal.com/article/CA170458.html.

1

PRINCIPLES

These principles should guide current and future redesign and development of the Libraries website:

1. Flexibility. Users should be able to customize both their experience and where they receive information as individuals and as members of groups.

2. Integration. The Libraries website needs to integrate more tightly with such user tools as Sakai, the university website, myRutgers, departmental websites, continuous education, RUcore.

3. Information literacy. The Libraries website should express and be an integral part of information literacy learning at the university.

4. Simplicity. Less is definitely more. The Libraries website should be easy to get to and remember, with fewer clicks and explicit language.

5. Context. Website users should always know where they are and how they got there.

6. Self-sufficiency. People want to find and do for themselves. Tool development should focus on self-sufficiency.

7. Process. There needs to be an iterative and permanent process of redesign and development that incorporates version releases, constant rethinking of strategy, and constant feedback.

PRIORITIES

After reviewing all reports and comments, the Core Team has identified the following priorities for initial website redesign and development. They are listed by priority within broad categories. The categories themselves are not prioritized but are listed alphabetically.

Access
Single sign-on/login – Users desire one login for all services we offer. It should be integrated with the login for remote access. They report not being able to access resources remotely without paying.

E-Journal process
E-journal process – Our process for finding e-journals and articles in them is undeniably broken. Users need improved discovery, navigation, URL access, selection by discipline, and enhanced federated searching capabilities. They come to us needing a particular article or wanting articles on a particular topic, and we present them with lists of database and journal titles. They scroll over Searchlight and do not see that it might be the single search box they desire. Users search our databases or Google Scholar and cannot figure out how to link to our e-articles even when we offer them. Users experience requests for payment when accessing our resources remotely.
Help users identify databases to use for their research – The broad subject breakdowns of indexes and databases, advanced search subject choices within Searchlight, and the research guides are not doing the job. They need to be brought together and surfaced.

2

Navigation

Navigation – Users want to find rather than search and search rather than read instructions.

Surface high demand resources – We need to aggressively and continually identify our high demand resources and give them top real estate. Titles mentioned often are Academic Search Premier and JSTOR; one Web page in demand is our Hours and Directions. What are the others? How do we feature them?

Match user expectation in Web 2.0 in color layout, widgets, and services – This is not currently among our first priorities.

Search – Many users desire one Google-like search box. We need to improve our federated search function, extending it to more databases and to such other tools as our website, IRIS, RUcore, etc.

Personalization and context – point of need

Personalization features – Users want to manage their favorite resources.

Delivery of services to tools outside the Libraries context – Several users requested the availability of maps that would guide to a particular book in our stacks. Such maps could be on a cell phone as the user walks to the stacks. Other places to deliver our services include departmental websites, Sakai, myRutgers, etc.

Create different Web spaces for different user groups - Users come to us with different levels of expectation and skills as well as different needs dependent on discipline and status.

Help when needed – Users requested such helps as one-minute podcasts at point of need and very brief text when they stumble.

Research guides - Users don't want to bother librarians. We need to explore making on demand/online librarians more available and investigate how to incorporate provision of subject expertise in a discipline.

Simplifying

Change labels – While we constantly strive to minimize library jargon, our users want us to do better and give them an easier to use website.

Repave – We need to get rid of tripping spots, extra clicks, etc.

Top page

Service orientation on top page – The website should provide services supported by lower pages rather than lists of resources.

Front page delivery – The left hand menu is too cute, crowded, etc.

STRATEGIES

Suggested strategies for managing the web redesign and development are:

1. Unify redesign, development, and ongoing oversight of the website by integrating the responsibilities and functions of the Web Advisory Committee (WAC) and Web Services into one new group. Include representation from the IRIS Public Access Committee (IPAC). Recognize that the silos of website content, technology, and public catalog are a library construct and are not meaningful to users, who rightly integrate the services in their mind.

3

2. Work with other groups, as appropriate, such as the Digital Interface Group (DIG), for implementing changes to the e-journal process. Leverage existing expertise and service/resource management processes to add efficiency, integration, and different points of view and expertise to the redesign and development process.

3. Recognize that website redesign and development is an ongoing process that needs to reflect changing user needs and changing technologies and not a discrete and massive project occurring every 3-5 years. Develop a version schedule for incremental, ongoing changes. Schedule at least two website versions annually.

4. Identify and prioritize website functionalities into coherent and coordinated website version releases.

5. Recognize dependencies/interrelationship to other developments, such as the selection of a new open source public access catalog for VALE that would be a strong candidate for the new public catalog interface for RUL. Other dependencies include integration with services offered via OIT (Sakai, myRutgers, etc.), changes to RUcore, etc.

OTHER ISSUES

Several remaining issues point to possible future activities:

1. At the request of the Core Team, Jeanne Boyle, the remaining principal investigator for this project, filed a successful request for continuing review with the Institutional Research Board to give us flexibility in following up with users for clarification, feedback, etc. The Core Team remains ready to oversee any additional data gathering required. We encourage all library faculty and staff to consult existing ethnographic data or use Google Analytics or RUL website statistics before beginning new data gathering projects.

2. We need to market the website redesign and development process more actively within the Libraries.

3. The website redesign and development process needs to be informed by the differences between user and librarian beliefs, which in itself is one of the key take-aways from the ERP study.

4. Research guides and other current similar efforts need to have their assumptions challenged not only for service effectiveness but also for return on investment. Students are asking to be directed to the appropriate resources particular to their specific research needs. Research guides have traditionally been the Libraries approach to addressing this need, but students don't seem to be generally aware of research guides. Are the libraries receiving a useful return on investment for research guides, given the amount of time and effort involved in creating a research guide? Should more agile and dynamic approaches, such as packaging resources into custom portals, be employed instead? What are our peer institutions doing? It was agreed that the evaluation of the research guide methodology is out of scope for this working group but that the research guide strategy should be evaluated, in light of ERP findings, perhaps by a specific working group tasked by the two councils.

5. Additional recommendations for website improvement are included in the review reports from relevant councils and committees on the Libraries website.

4

NEXT STEPS

Judy Gardner, Interim Deputy Associate University Librarian for Research and Instructional Services, has been charged to coordinate improvements to our Web presence and digital public services, including work resulting from the ethnographic study and the need to advance implementation of its recommendations. She will partner with the Director of Integrated Information Systems for the Rutgers University Libraries to guarantee that the appropriate commitment and support from both public services and information technology are brought to bear on developing the Libraries website. Judy and the Director will work with members of the newly integrated website team and the Core Team to initiate and oversee the redesign and development process.

Information gathered in this study concerns issues beyond just the Libraries website. All committees and other groups that reviewed comments from the student survey will be requested to review their initial recommendations, taking into consideration the principles, priorities, and strategies in this report, which focuses on the website, as well as the website-focused and more general recommendations in the report on student interviews. They will be requested to incorporate work that will carry out both the website and other recommendations into their planning and goal setting for academic year 2011 and beyond. The Core Team will provide support in the form of additional data gathering and analysis and priority setting, as needed, and track and report on progress over the course of the coming academic year.

5

UW Libraries Assessment

Libraries Assessment & Metrics Team

Members
Presentations
Publications

Charge

The Libraries Assessment and Metrics Team works with and reports to the Director of Assessment and Planning to:

- initiate and support library assessment efforts within the University Libraries;
- identify user needs and assess Libraries efforts at meeting them;
- foster a culture of assessment within the Libraries;
- provide support as needed for assessment efforts conducted by other library staff;
- develop expertise and understanding of assessment measures and techniques and share these with library staff as needed;
- conduct the Libraries triennial user surveys;
- communicate assessment activities and results to appropriate individuals and groups;
- assist in assessing organizational performance through the development of outcomes and success metrics;
- help develop a management information infrastructure to make data and key statistics available to staff and the public;
- maintain the library assessment Web sites;
- and plan the semiannual library assessment forums.

Contact Us
Last modified: Thursday January 27, 2011

UW Libraries Triennial Survey

The University of Washington Libraries has conducted extensive large-scale surveys of faculty and students since 1992. These triennial surveys focus on library use and satisfaction as well as user needs and library priorities.

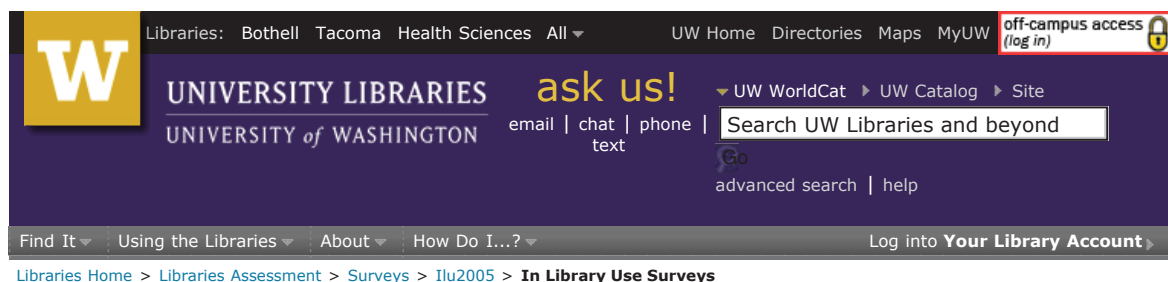2010 Triennial Survey Forms & Results NEW! *Updated 12 November 2010

Previous Triennial Surveys and Results

Other Surveys, Results & Assessment Info

In Library Use Surveys
Reports
Usability Testing

Library Statistics

KEY FACTS - University Libraries: Contribution to UW Excellence (PDF) *Updated 10/09
Selected Library Statistics
User Query Sampling
Circulation Statistics
Monthly Gate Counts (.xls)

UNIVERSITY OF WASHINGTON
In Library Use Surveys
http://www.lib.washington.edu/assessment/surveys/ILU2005/default.html

Libraries: **Bothell Tacoma Health Sciences All** ▾   UW Home   Directories   Maps   MyUW   off-campus access *(log in)* 🔒

UNIVERSITY LIBRARIES
UNIVERSITY *of* WASHINGTON

ask us!
email | chat | phone |
text

▾ UW WorldCat ▸ UW Catalog ▸ Site
Search UW Libraries and beyond
Go
advanced search | help

Find It ▾   Using the Libraries ▾   About ▾   How Do I...? ▾   Log into **Your Library Account** ▸

Libraries Home > Libraries Assessment > Surveys > Ilu2005 > **In Library Use Surveys**

In Library Use Surveys

Forms and Results

2008

Survey Forms	Results

Results
Frequency Tables (.doc)
Datasheets (.xls)

Branch Library Form (.doc)
UW Bothell Library Form (.doc)
UW Tacoma Library Form (.doc)
Health Sciences Library Form (.doc)
Odegaard Undergraduate Library Form (.doc)
Suzzallo-Allen Libraries Form (.doc)

CHARTS *NEW!*
(Click here for instructions on how to create custom charts.)
Question 1: What did you do in this library today?
Question 3: How important are the services?
Question 4: How would you rate the library?
Question 5: Who are you? *(respondent status)*

2005

Survey Forms	Results

Results
Frequency Tables (.doc)
Datasheets (.xls)

Branch Library Form (.doc)
Health Sciences Library Form (.doc)
Odegaard Undergraduate Library Form (.doc)
Suzzallo-Allen Libraries Form (.doc)

CHARTS
(Click here for instructions on how to create custom charts.)
Question 1: What did you do in this library today?
Question 3: How important are the services?
Question 4: How would you rate the library?
Question 5: Who are you?*(respondent status)*

2002

Survey Forms	Results
Branch Library Form (.doc) Odegaard Undergraduate Library Form (.doc) Suzzallo-Allen Libraries Form (.doc)	Frequency Tables (.doc)

Contact Us
Last modified: Monday March 30, 2009

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Box 352900 Seattle, WA 98195-2900 USA
phone: 206-543-0242

| **IN-LIBRARY USE SURVEY 2008** | **BRANCH LIBRARY** | **Date _____ Survey No.____** |

Please take a few minutes to complete this survey **BEFORE** you leave and help us evaluate library services.
Drop the survey off in any of the boxes marked "library survey" near the exit.   Thank you.

1. What did you do in this library today? (Please check all that apply)

a.___ Asked library staff for assistance

b.___ Looked for books, journals or other items in the library

c.___ Used course reserves

d.___ Borrowed or returned material

e.___ Made photocopies

f.___ LOCAL QUESTION

g.___ LOCAL QUESTION

h.___ Studied individually or did own work

i.___ Studied or worked in a group

j.___ Used a library computer

k.___ Used personal laptop or mobile computing device

l.___ Met friends/someone else

m.___ Printed from computer

n.___ Other (please specify)

2. How often do you visit this library in person? (Please check the most appropriate category)

❑4 or more times per week   ❑2-3 times per week   ❑Weekly   ❑Monthly   ❑Less often   ❑This is my first time here

3. How important are the following services to you in this library? (If service isn't currently available here mark how important it would be to offer it in this library)

	Very Important				Not important
Library computers	5	4	3	2	1
Assistance from library staff	5	4	3	2	1
Access to on-site collections	5	4	3	2	1
Access to online library resources	5	4	3	2	1
Place to work individually	5	4	3	2	1
Place to work in groups	5	4	3	2	1
Application software on library computers (Word, Excel)	5	4	3	2	1
Electrical outlets by seating areas	5	4	3	2	1
LOCAL QUESTION	5	4	3	2	1
LOCAL QUESTION	5	4	3	2	1

4. How would you rate this library on the following?

	Excellent				Poor	Not applicable
Access to computers	5	4	3	2	1	0
Space where I can work on my own	5	4	3	2	1	0
Space where I can work with groups	5	4	3	2	1	0
Quality of collections	5	4	3	2	1	0
Quality of customer service	5	4	3	2	1	0
Ease of finding collection locations and service points	5	4	3	2	1	0
Hours open	5	4	3	2	1	0
Inviting environment	5	4	3	2	1	0
LOCAL QUESTION	5	4	3	2	1	0

5. Who are you? (Check one category that best applies to your visit today)

___UW undergraduate student   ___UW graduate/professional student   ___UW faculty or staff

Declared Major_____   Department_____   Department_____

____Student at other college   ____Instructor or staff at other school   ____Community member/public

____K-12 student   ____Businessperson/professional   ____Other (please specify)

6. Briefly list what we can do to make this library better for you. Include any other comments here or on back.

Porter Main Floor Renovation

Furniture Charrette - Summary of Results

January 15, 2008

9 students participated.   Students were asked to provide furniture layout input into three areas but were welcome to comment on any part of the floor. The three areas are: Southwest corner (SW); Southeast corner (SE); Browsers seating area (BR).

Southwest

- 2 recommended the area be devoted to **group** table space (mixture of booths, pods, small and large tables)
- 1 recommended a mixture of **group** tables (booth) and **workstations** (line)
- 1 recommended a mixture of **group** tables (booths and large tables), **workstations** (line), and **laptop** counter in the corner
- 1 recommended a mixture of group table (booths and large table) and **comfy** sofas with coffee tables
- 1 recommended a mixture of small **group** tables, **comfy** group in the middle of tables and laptop, and **laptop** at front window
- 1 recommended of mixture of comfy **group**, comfy **individual**, and **workstation** (line) in the middle of area
- 1 recommended almost entirely **workstation** (line – as many as possible) with some **laptop** at side window
- 1 recommended entirely **café** seating

Comments on this area: "Group/collaboration area (workstation pods but without workstations). These tables are good as each member of a group has plenty of their own desk space but can see each other and talk to each other (not as silent as upstairs)"
Summary – mostly table group (booths and tables), some workstations, some comfy group and a little comfy individual

Southeast

- 1 recommended all **laptop** in two lines parallel to front window
- 1 recommended mostly **laptop** with some **workstation** (laptop in same two lines as above, but with workstation (line) in the middle if room
- 1 recommended mostly **laptop** (front window and aisle) with one large **group** table and one **café** seating
- 1 recommended mostly **laptop** (along both windows) with three **café** seating

- 1 recommended **mixed comfy** – some couches some chairs
- 1 recommended mixture of **laptop** against Graphics parallel to workstation, and **workstation** (line) along front window
- 1 recommended an even mixture of **café** along both windows and two **laptop** counters
- 1 recommended a **laptop** counter along front window and four small **group** tables
- 1 recommended entirely **laptop** along side window and along aisle by stairs

Comments on this area: "Most students don't know about this space. Once they see others working on laptops, from the large windows, they can also begin to use it"
Summary – mostly laptop, some café and a little workstation

Browsers

- 1 recommended **laptop**, **café** only by window, 2 **group** collaboration booths and mixed style of **workstation**
- 1 recommended two **workstation** pods and three **individual tables** by window
- 1 recommended lots of **café** seating, occasional table, two **sofas** and two **comfy chairs**
- 1 recommended two **workstation** pods, a **laptop** counter by window, interspersed with **individual table** study
- 1 recommended lots of **café** and some **individual and group comfy** seating with coffee table by window
- 1 recommended all **workstation**
- 1 recommended three **café** style and six **comfy sofas** by the window with coffee tables in between every two
- 1 recommended two **café** style interspersed with two **comfy chairs** (wants area to stay the same)
- 1 recommended one **café** style, three individual **comfy chairs**, one **sofa** and two occasional tables all by the window

Comments on this area: "The café/comfy area is a nice place to grab a coffee and read the newspaper or that interesting book you picked up. When one person has grabbed a table, no one else will sit there and several chairs are wasted. Let's give the option for the individuals to sit on comfy chairs while there is café space available for when you run into your friend"
"I think that café style seating should stay the same"
Summary - two camps: one is comfy cafe and one is workstations and laptops i.e. individual work activity

Additional Comments: "There is plenty of space from floors 6-10 for individual, secluded study. The main floor, especially with the large windows, would be a better area for groups to meet and collaborate. (Especially as your friends can spot you from outside"

"One thing I normally do is bring my laptop to work at an individual table upstairs. A laptop bench to plug in properly would be a welcome change"

"Perhaps make the laptop benches less elongated. It may be a little intimidating to see a long row of benches. I think this layout [referring to the "mushroom" pods] for laptop space would be preferable as it gives people plenty of personal space while being efficient with the room size"
"The first floor of the DP should be as informal as possible. There are lots of other floors that are more formal study areas"

"I also think that the furniture should be as movable as possible so students can move the furniture to suit their needs"

"Individual siting [sic] with sofas (group discussion)" in the area marked INDIVIDUAL STUDY

"Laptop 'lockdown feature'" on laptop counters

Print release stations in alcove beside information desk and in public work area

Informal Interview

Questions

1. What do you come into the library for?

2. Is there anything; a service, equipment, or resource missing in the library?

3. As you enter the library, what would you like to see?

4. What service points do you use?

5. What do you like about the library? & dislike?

Don't just sit there,
Speak your mind…

The library wants your feedback on the best way to use
the main floor at Porter!

Here's how
3. Answer the questions on the other side of this card
4. Drop off your completed card in the box on the table at the exit.
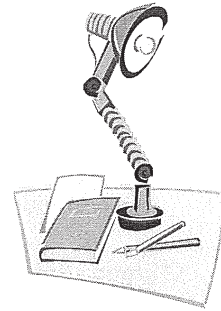
If you have already filled out one of these cards,
please leave this one for the next person

April 2007

What kind of seating is most important for the <u>main floor at Porter?</u>

Please rank the following items, 1 being most important and 6 being the least important.

___group study tables   ___individual study tables

___individual study carrels   ___group study rooms

___comfy lounge furniture and tables   ___more café seating

If group study rooms went onto the <u>main floor at Porter</u>, what additional equipment should they contain?

Please rank the following items, 1 being most important and 5 being the least important.

___computer with large screen for group work   ___white board

___large screen but no computer (plug-in your own laptop)   ___flip chart paper

___other (please specify) _____

What do you like best about the <u>main floor at Porter?</u> _____

_____

What would you change about the <u>main floor at Porter?</u> _____

_____

Is there anything else you would like us to know? _____

_____