LIBRARY STUDENT SURVEY REPORT 2016

Webster University Library

Report prepared by Judy Geczi
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INTRODUCTION

Webster University Library conducted Library Satisfaction Surveys in 2007, 2010 and 2013 with students, faculty, and staff at the St. Louis, international and extended campuses and in the online programs. The surveys were used to measure satisfaction with library materials, services, technology, and facilities. Average response scores for satisfaction levels of library resources and services were computed for the 2007, 2010 and 2013 surveys and reported together on the same charts for comparison. Valuable information from these surveys was gathered as user comments in text boxes. Based on user comments from all three of these surveys, the library made changes to its services, policies, collections, and facilities.

The current library survey, Library Survey of 2016, was redesigned to move beyond satisfaction-based questions in order to keep up with library assessment best practices, and to produce a library survey report that library management could use to support strategic directives and planning. The name of the survey was changed from Library Satisfaction Survey to Library Survey to reflect the changes.

The data collection centered on:

- Examination of faculty/students engagement with the library – identifying how they use library resources and services, and their importance
- Examination of faculty/students research habits outside of library resources and services
- Collection of evidence to demonstrate library impact and value on instruction and research
- Marketing of library resources and services to survey participants by creating an awareness of the resources/services

The library survey was created using Qualtrics and was adapted from library surveys used by Claremont Colleges Library and Massachusetts Institute of Technology Library. The survey was strictly voluntary and anonymous, and it was heavily marketed to the worldwide Webster University community to increase participation rates over the previously administered Library Satisfaction Survey in 2013. The marketing of the survey was successful and the participation rate increased overall by 65% (1,085 students and 226 faculty/staff took the 2016 survey).

The Library Faculty and Staff Survey Report 2016 is available and is related to this report. To obtain a copy, please email Judy Geczi at judygeczi18@webster.edu.
DEMOGRAPHICS

What best represents your student status?

What is your academic school or college?
DEMOGRAPHICS

What is your campus location?

- St. Louis home campus: 42%
- Other St. Louis area campus: 19%
- US extended metro or military campus: 10%
- International campus: 24%
- Online: 6%

What is your international campus location?

- Austria: 10.67%
- China: 24.00%
- Ghana: 13.33%
- Greece: 10.67%
- Netherlands: 41.33%
- Switzerland: 10.67%
STUDENT ACTIVITIES in the INTERIOR SPACES of the LIBRARY BUILDING

During the semester, about how often do you use the Webster University Library BUILDING or PHYSICAL LOCATION to...

- Visit your library in person
- Do research for an assignment
- Work on non-research coursework
- Check out books
- Check out course reserves
- Use library computers for course-related work
- Use library computers for personal business
- Stop by the Reference Desk to ask a question
- Make an appointment with a librarian to get research help
- Meet with a tutor
- Study alone
- Study with a class group
- Study with friends
- Socialize
- Watch videos/DVDs

Legend:
- didn't know I could
- never
- rarely
- occasionally
- frequently
- very frequently
USE of LIBRARY RESOURCES and SERVICES

During the semester, about how often do you....
IMPORTANCE of LIBRARY RESOURCES and SERVICES

How important is each of the following for your coursework or research?
<table>
<thead>
<tr>
<th>Service</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance from library staff at a library service desk</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Assistance from the librarian for your subject/department</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Recorded webinars</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Availability of library computers</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>The ability to print in the library</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>The ability to scan in the library</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Research guides (library web pages for specific subjects)</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Use the library website</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>Use library databases</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Talk with a librarian via chat</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Talk with a librarian on the phone</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Email a librarian</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Search for items in the library catalog</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Request books or articles</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Check library hours or contact information online</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Access print books</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Access print articles</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Access online articles</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Access e-books</td>
<td>90%</td>
<td>10%</td>
</tr>
</tbody>
</table>
EFFECTIVENESS of LIBRARY INSTRUCTION

Has a librarian ever presented/taught at one of your classes?

- Yes: 36%
- No: 68%
- I don't recall: 7%

When you think about what you learned from the librarian:

- Did you apply what you learned to coursework in that class?
  - Yes: 90%
  - No: 5%
  - I don't recall: 5%

- Have you applied what you learned to situations beyond that class?
  - Yes: 76%
  - No: 14%
  - I don't recall: 10%
EFFECTIVENESS of WEBINARS

Have you attended a library webinar outside of an academic class?

- Yes: 14%
- No: 82%
- I don't recall: 4%

Would you recommend any of those webinars to someone else?

- Yes: 98%
- No: 2%
STUDENT'S PERCEPTION of the LIBRARY'S IMPACT on THEIR ACADEMIC SUCCESS

Please indicate your agreement with the following statements. The LIBRARY helps me to:

- Find information needed for my research assignments and papers: 56% strongly agree, 34% agree, 8% no opinion, 1% disagree, 1% strongly disagree.
- Prepare or complete coursework: 47% strongly agree, 37% agree, 13% no opinion, 2% disagree, 1% strongly disagree.
- Work on group projects or study with classmates/friends: 40% strongly agree, 28% agree, 28% no opinion, 3% disagree, 2% strongly disagree.
- Make more efficient use of my time: 41% strongly agree, 36% agree, 17% no opinion, 3% disagree, 2% strongly disagree.
- Achieve overall academic success: 48% strongly agree, 39% agree, 10% no opinion, 2% disagree, 1% strongly disagree.
QUALITATIVE DATA ANALYSIS

The survey provided many opportunities for students to enter comments, compliments, complaints, and virtually any other type of text they desired. The open-ended questions were optional and included:

1) What do you appreciate about the library?
2) What would you like to change about the library?
3) Describe your ideal library.
4) Please elaborate on any items/services you were not satisfied with in the previous question
5) Do you have any other comments or suggestions?

POSITIVE COMMENTS

The most common type of open-ended responses were compliments! Students complimented a variety of things including the library staff, specific library resources and services, and the library’s physical and virtual environment.

“The librarians are the nicest in the world! They are helpful and knowledgeable and funny”

“It is a beautiful, calm and welcoming space”

“I really appreciated the introduction to the library webinar”

“I LOVE THE LIBRARY. It’s a great environment to be at and I love studying there. The librarians are so friendly and helpful, it’s one of my favorite buildings on campus. I have always had positive associations with the library and never had a bad experience”

“As an online/distance student, having chat access to a librarian is greatly reassuring”

“I appreciate the versatility. The online support. The wealth of information in all forms”

NEGATIVE COMMENTS

A large number of negative comments were received regarding these five items:

1) Databases

“Make searching the available databases easier”

“The online articles and article request services are a bit confusing. It the article is listed in the search engine, why can’t I access it?”
1) Quiet work areas

“The library is too noisy and the rule to keep silence is not enforced”

“More enforced quiet spaces or study rooms”

2) Library hours and library café hours

“It could stay open later. A lot of people have class and rehearsal all day and past midnight, so we can’t really get there before it closes. A coffee shop that’s open all the time”

“The opening hours are not convenient (library opens too late and closes too early)”

3) Library building and inside environment

“More study rooms and a well lighted parking lot”

“More Mac computers”

“More security cameras”

“Needs more of a lounge area where students can hang out and read. Something along the lines of bean bag chairs”

4) Printers

“The printer in the café is extremely slow”

“The printers tend to jam on a regular basis”

“More printers that work”

“The only issue I have encountered at times is printing. It seems as if there could be a better, more efficient way to print things off. Examples: things not sending properly, having to wait on others to print off documents, maybe more printing stations would be helpful?”

5) Website

“An updated more modern website that is easier to navigate”

“The entire website can be more user friendly”

“Maybe make it a little easier to understand the layout of the site. It seems a little cluttered and confusing”

If you are interested in reviewing the raw qualitative data collected in the library student survey, please contact Judy Geczi at judygeczi18@webster.edu for access to the qualitative data.
APPENDIX A

Student Survey Instrument Information

The student survey instrument was adapted from previous library surveys at Claremont Colleges Library and Massachusetts Institute of Technology Libraries that are licensed under a Creative Commons Attribution 3.0 License. If you'd like further information about these other surveys, please see the citations below.


Lowe, M. Sara; Booth, Char; and Savova, Maria, "Claremont Colleges Faculty Survey (Fall 2013)" (2014). Library Staff Publications and Research. Paper 23. http://scholarship.claremont.edu/library_staff/23