UNLV Libraries User Survey Fall 2012: Summary Report

In fall 2012, the Libraries conducted a survey to obtain information on user satisfaction with library services and collections, the services seen as most important or valuable, and indicators of information-seeking behavior. Approximately 1200 undergraduates, 400 graduate students, and 200 faculty completed the survey (numbers vary for specific questions). The text and tables below provide an initial summary of the results, highlighting descriptive data and comparing responses across the three populations.

We received many useful and specific comments – hundreds! Comments related to the web site, connectivity, space, noise, hours, furniture, off campus access, group and quiet study areas, and more. We will be analyzing this qualitative feedback, examining the data statistically to identify possible correlations, and discussing the issues throughout the library in multiple venues. Our goal is to mine the feedback thoroughly to inform changes and enhancements to library services, spaces, and collections.

Look for further reports on how we are using the data (quantitative and qualitative) to produce enhanced library value and respond to user concerns and needs.

We cannot thank our users enough for responding to our call for feedback, and encourage all to continue to share your ideas, concerns, and encouragement!

Satisfaction

Overall, satisfaction was high, and in some cases very high. Table 1 shows three percentages for each item and each population: the total percentage of respondents indicating they were satisfied or very satisfied and in parentheses the percentage satisfied and the percentage very satisfied. The faculty reflected the highest level of satisfaction, with over 50% of faculty respondents very satisfied with 8 of 12 items.   More than 50% of graduate students indicated they were very satisfied with 3 of 9 items. Undergraduates were least satisfied, with no item drawing higher than 49% of respondents choosing very satisfied. Over the three populations, the percentage indicating they were satisfied or very satisfied ranged from 85% to 98%.

The library web site was the item with which respondents were the least satisfied, judging by the comparatively lower percentages indicating overall satisfaction (87% of graduate students and 85% of faculty) and the low percentage choosing very satisfied (for all populations, the percentage indicating very satisfied was lowest for this item). It should be noted that the web site had been redesigned, with changes in navigation and organization, just before the survey administration.

Items for which a relatively high percentage indicated they were very satisfied include:

- Delivery services (faculty, graduate students)
- Library staff (faculty, graduate students, undergraduate students)
- Library building/spaces (faculty, graduate students, undergraduate students)

Items for which a relatively low percentage indicated they were *very* satisfied include:

- Library web site (faculty, graduate students, and undergraduates)
- Print collections (faculty and graduate students)
- Reference, instruction, and consultation services (graduate students)
- Research and discovery tools (graduate students)

Table 1. Percentage of graduate student, undergraduate, and faculty respondents indicating they are satisfied or very satisfied with library services

	Graduate students ("No opinion" responses not included in calculations)	Undergraduates ("No opinion" responses not included in calculations)	Faculty ("No opinion" responses not included in calculations)
Key to percentages	Total % satisfied (satisfied and very satisfied)	Total % satisfied (satisfied and very satisfied)	Total % satisfied (satisfied and very satisfied)
Overall satisfaction	97% (54% and 43%)	97% (57% and 40%)	95% (42% and 53%)
Research and discovery tools (search engines, databases, catalog)	93% (54% and 39%)		92% (40% and 52%)
Library services (e.g. instruction, reference, circulation)		98% (54% and 44%)	
Delivery services (e.g. interlibrary loan, article delivery)	92% (42% and 50%)		95% (33% and 62%)
Reference, instruction, and consultation services	96% (58% and 38%)		
Reference and consultation services			95% (42% and 53%)
Librarian class presentations to students			97% (44% and 53%)
Library faculty institutes			94% (46% and 48%)
Library print collections (books, journals)	92% (56% and 36%)	96% (53% and 43%)	88% (54% and 34%)
Library online resources (electronic journals, ebooks, databases)	92% (44% and 48%)	94% (50% and 44%)	91% (38% and 53%)
Library buildings/spaces	93% (38% and 55%)	89% (43% and 46%)	98% (31% and 67%)
Library staff	97% (44% and 53%)	97% (49% and 48%)	97% (35% and 62%)
Libraries web site	87% (52% and 35%)	90% (56% and 34%)	85% (46% and 39%)
Number responding to items on this question, excluding "no opinion" respondents	310-395	1005-1163	82-213

Some questions not asked of all populations.

Contribution

Tables 2 and 3 highlight views related to library impact, value and contribution. Table 2 records the percentages of undergraduate and graduate students who agreed or strongly agreed with a series of statements (those with no opinion were not included in the calculations). [Faculty were asked a different set of questions.]

Items for which a relatively high percentage indicated they agreed or strongly agreed include:

- value the expertise of library staff (graduate students, undergraduates)
- library staff are courteous to students (graduate students, undergraduates)
- library staff provide help in a timely way (graduate students, undergraduates)
- library's technology meets course and research needs (undergraduates)
- library contributes to their academic success (undergraduates)

The item with the lowest percentage in agreement was the item on e-books being used more frequently now as compared to a year ago. The response to this item could stem from a variety of reasons, including individual preference, availability of e-books in the discipline, and ease of library access to e-books.

Items for which a relatively low percentage indicated they agreed or strongly agreed include:

- awareness of subject librarians (graduate population)
- library web site easy to navigate (graduate students, undergraduate students)
- when library web site is used, can find what is needed quickly (graduate students, undergraduate students)

Table 2. Percentage of graduate student and undergraduate respondents agreeing or strongly agreeing with a series of statements related to the library's contribution to their work

	Graduate students ("no opinion" responses not included in calculations)	Undergraduate students ("no opinion" responses not included in calculations)
Key to percentages	Total % agreeing (agree and strongly agree)	Total % agreeing (agree and strongly agree)
I can usually figure out how to get library resources on my own. [Note: this question is an indicator of how intuitive the library is, and whether it accommodates the self-sufficient user.]	92% (46% and 46%)	91% (55% and 36%)
I value the expertise of the library staff.	96% (36% and 60%)	96% (49% and 47%)

Key to percentages	Graduate students ("no opinion" responses not included in calculations) Total % agreeing (agree and strongly agree)	Undergraduate students ("no opinion" responses not included in calculations) Total % agreeing (agree and strongly agree)
The library's technology (hardware, software, network) meets my course and research needs.	92% (48% and 44%)	95% (52% and 43%)
I find I use e-books more frequently than I did even a year ago.	59% (31% and 28%)	63% (38% and 25%)
The library's collection resources (books, journals, online resources) meet my course and research needs.	88% (53% and 35%)	93% (54% and 39%)
In my experience, library staff are courteous to students.	97% (35% and 62%)	96% (45% and 51%)
In my experience, library staff provide help in a timely way.	96% (39% and 57%)	95% (46% and 49%)
I am aware that there are "subject librarians" who can help with my research.	62% (27% and 35%)	
I find the library web site easy to navigate.	78% (53% and 25%)	82% (55% and 27%)
When I use the library web site, I am able to find what I need quickly.	77% (51% and 26%)	80% (55% and 25%)
The library contributes to my academic success. [See next table for related question for grad students.]		96% (42% and 54%)
The library helps me make more efficient use of my time. [See next table for related question for grad students.]		94% (42% and 52%)
Number responding to the items on this question, excluding those responding "no opinion"	347-405	919-1186

Table 3 indicates the mean rating of graduate students and faculty on a series of items reflecting areas of potential library contribution. Respondents were asked to rate each item on a scale of 1 − 5, with 1 = very low library contribution, and 5 = very high library contribution. Faculty and graduate students rated library contribution highest for the item "being a more productive researcher." A close second was the item "finding resources."

Faculty and graduate students (respectively) rate library contribution to bringing new faculty and graduate students to UNLV lowest. Excluding the recruitment question, the range of means for faculty is

3.6 – 4.13, and for graduate students 3.77 – 4.17, indicating the balance of perception regarding library contribution to be at the higher end of the scale.

Table 3. Mean rating of graduate students and faculty on a series of items related to the library's contribution (scale of 1-5, with 1=very low)

	Graduate students	Faculty
Keeping current in your field	3.96	4.09
Finding resources in your core discipline	4.15	4.12
Finding information in related fields or new areas	4.01	3.90
Overall academic success	4.09	
Being a more productive researcher	4.17	4.13
Being a more effective instructor	3.77	3.60
Enriching your (or in case of faculty your student's) learning experiences	4.05	3.68
Decision to attend UNLV (or in case of faculty, recruiting colleagues and students to UNLV)	2.52	2.66
Making more efficient use of your time	3.88	3.86
Number responding to items	250-408	179-243

Behavior frequencies

Table 4 shows the percentage of each group engaging in a particular behavior weekly or more (note: only some items were asked of all three populations; however all "frequency" items are included in the table). Some differences are evident among the three groups. For instance, more undergraduates (76%) visit the library in person weekly or more, while for graduate students the most frequent behavior is searching for electronic resources for coursework or research (71%). For faculty, 72% report accessing the library's web pages weekly or more. Contrary to our expectations, students report infrequently using a tablet or smart phone to access the library web pages. In fact, more than 60% of both undergraduates and graduate students report *never* accessing the web pages using those devices [not shown on this table].

Table 4. Percentage of graduate student, undergraduate, and faculty respondents reporting weekly or more activity for each item

	Graduate students	Undergraduate students	Faculty
Visit the library in person	52%	76%	39%
Interact with a library staff member (in library or online)	21%	18%	21%
Checkout a book	12%	7%	
Search for electronic resources for coursework or research	71%	32%	
Use the library's search box on the home page	51%		44%
Use a library database outside your discipline	24%		30%
Use a disciplinary-specific database linked to from library's website	49%		55%
Access electronic journals linked to from library's website	58%		62%
Access library web pages	51%	35%	72%
Access library web pages from within the library		30%	
Access library web pages from off campus		29%	
Access library web pages using a computer/laptop		41%	
Access library web pages using a tablet	11%	11%	
Access library web pages using a smart phone	11%	15%	
Use social media for collaboration and scholarly communication	18%		
Use social media in retrieving and managing research information	10%		
Search for library resources to support teaching			42%
Search for library resources to support research			62%
Solicit librarian assistance with instruction			4%
Solicit librarian assistance with research			6%
Number responding to this question	526	1380	258

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Importance

Table 5 reflects the relative importance of various services and collections. The percentages represent those who rated an item important or very important, not including those who responded "not applicable."

Items rated important/very important by the highest percentage of respondents are:

- electronic journals (graduate students, faculty)
- finding scholarly resources (graduate students, faculty, undergraduates)
- using technology for presentation of work (graduate students)
- support with technology (graduate students)
- citing items correctly (undergraduates)
- having library space available for quiet study (undergraduates)
- having staff in the library available to help (faculty)

In addition, 71% of undergraduates rated having library computers available as very important.

Although 50% or more of the respondents in each population rated the following two services as important/ very important, fewer rated them important compared to other services:
- consultation with a librarian about course and research needs (faculty, graduate students, undergraduates)
- getting help from library staff online (faculty, graduate students, undergraduates)

Fewer faculty also rated having library space for group work as important /very important.

Table 5. Percentage of graduate student, undergraduate, and faculty respondents rating an item important or very important

	Graduate students (N/A responses not included in calculations)	Undergrads (N/A responses not included in calculations)	Faculty for their students (N/A responses not included in calculations)
Key to percentages	Total % rating important (important and very important)	Total % rating important (important and very important)	Total % rating important (important and very important)
Using technology for presentation of work	95% (26% and 69%)	83% (32% and 51%)	86% (36% and 50%)
Support with technology	95% (35% and 60%)	82% (28% and 54%)	
Consultation with librarian about course and research needs	75% (47% and 28%)	54% (28% and 26%)	76% (51% and 25%)
Finding scholarly resources	98% (21% and 77%)	91% (20% and 71%)	94% (25% and 69%)

	Graduate students (N/A responses not included in calculations)	Undergrads (N/A responses not included in calculations)	Faculty for their students (N/A responses not included in calculations)
Key to percentages	Total % rating important (important and very important)	Total % rating important (important and very important)	Total % rating important (important and very important)
Training opportunities tailored to research students	79% (46% and 33%)		
Citing items correctly		89% (19% and 70%)	
Having library staff available in the library to help	90% (47% and 43%)	77% (29% and 48%)	89% (45% and 44%)
Getting help from library staff online	79% (48% and 31%)	57% (28% and 29%)	75% (41% and 34%)
Having library space available for quiet study	90% (28% and 62%)	89% (16% and 73%)	86% (37% and 49%)
Having library space available for group work	82% (35% and 47%)	87% (22% and 65%)	75% (36% and 39%)
Having library computers available	84% (27% and 57%)	88% (17% and 71%)	84% (29% and 55%)
Library print collections (books and journals)	90% (36% and 54%)	80% (25% and 55%)	87% (35% and 52%)
Electronic journals	98% (17% and 81%)	85% (27% and 58%)	95% (13% and 82%)
e-books	90% (34% and 56%)	74% (28% and 46%)	83% (35% and 48%)
Discovery tools (e.g. library search box, LibGuides)	91% (39% and 52%)		
Number responding to items on this question, excluding N/A respondents	427 - 444	1076-1201	206-232

Some questions not asked of all populations.

In addition to the items above, faculty were asked to rate the importance of the library in three areas. The items are listed here with the percentage of the 215-219 faculty who rated it important or very important (1-4 scale).

- Importance to the overall academic success of undergraduate students: 97% rated the library important or very important (58% very important)
- Importance to the overall academic success of graduate students: 99% rated the library important or very important (87% very important)
- Importance to their own research productivity: 96% rated the library important or very important (78% very important)

Skills

Table 6 shows the percentage of graduate students and faculty rating critical thinking and information skills as important/very important. For all skills and both populations, the percentage rating a skill very important was substantially higher than the percentage rating it important.

The skill that a relatively low percentage of graduate students rated very important, or important, was the ability to conduct a literature review. The skill that a relatively low percentage of faculty rated very important or important was managing library related information and data.

More than half of graduate student respondents indicated they would find it useful to consult with a librarian on each skill, with the highest percentage (73-74%) indicating they would find a consult useful for finding data and managing library related information.

The percentage of faculty rating skills important or very important for undergraduates was a bit lower. The highest percentage of faculty rated the items "using information ethically" and "evaluating information sources critically" as important or very important for undergraduates.

Fewer faculty rated developing and refining research topics as important/very important for undergraduates. Looking just at ratings of very important, the skill with the fewest faculty indicating it was very important for undergraduates was managing library related information and data.

Table 6. Percentage of respondent groups indicating each skill important or very important

	Graduate Students (N/A responses not included in calculations)	Graduate "useful to consult with a librarian on the topic"	Faculty for Undergrads (N/A responses not included in calculations)	Faculty for grad students (N/A responses not included in calculations)
Key to percentages	Total % rating important (important and very important)		Total % rating important (important and very important)	Total % rating important (important and very important)
Developing and refining research topics	96% (25% and 71%)	59%	89% (35% and 54%)	99% (10% and 89%)
Familiarity with research and scholarship in your field	98% (23% and 75%)	62%	92% (39% and 53%)	99% (10% and 89%)
Ability to find and use data related to your field	99% (15% and 84%)	74%	95% (35% and 60%)	100% (8% and 92%)
Ability to conduct a literature review	94% (24% and 70%)	56%	92% (32% and 60%)	98% (8% and 90%)

	Graduate Students (N/A responses not included in calculations)	Graduate "useful to consult with a librarian on the topic"	Faculty for Undergrads (N/A responses not included in calculations)	Faculty for grad students (N/A responses not included in calculations)
Key to percentages	Total % rating important (important and very important)		Total % rating important (important and very important)	Total % rating important (important and very important)
Evaluating information sources critically	96% (24% and 72%)	52%	97% (32% and 65%)	100% (8% and 92%)
Using information ethically (e.g. avoiding plagiarism)	98% (19% and 79%)	54%	97% (20% and 77%)	100% (11% and 89%)
Managing library related information and data (citations, data sets)	98% (27% and 71%)	73%	91% (41% and 50%)	96% (18% and 78%)
Number responding to this question, excluding N/A respondents	426-437	301-315	195-202	184-187

Who should teach research and information skills such as narrowing a topic, finding scholarly resources, etc.? We offered several options in the survey, with the instruction to choose all that applied. Table 7 shows the number and percentage of undergraduate and graduate respondents indicating agreement with the various options. Also reflected is the number and percentage of faculty choosing options for who should teach these skills to undergraduates and graduate students.

The highest percentage of faculty respondents chose the classroom instructor as the one who should be responsible for teaching both undergraduates and graduate students research and information skills. The librarian was the second choice. For undergraduates, the top choice was also the classroom instructor, with the librarian the second choice. For graduate students the librarian was the top choice.

Table 7. Number of percentage of respondent groups selecting each option for who should teach research and information skills

	Undergraduates	Faculty re who should teach Undergraduates	Graduate students	Faculty re who should teach Graduate students
Classroom instructor	948 (77%)	187 (83%)	301 (69%)	180 (84%)
Advisor			207 (47%)	

	Undergraduates	Faculty re who should teach Undergraduates	Graduate students	Faculty re who should teach Graduate students
GA teaching discussion section	523 (42%)	109 (48%)		44 (20%)
Librarian	746 (60%)	160 (71%)	322 (74%)	139 (65%)
Computer staff	316 (26%)	41 (18%)	75 (17%)	33 (15%)
Other	50	17	23	36
Number responding to this question	1237	225	437	215

*Respondents asked to choose all that applied.

In a related question, we asked graduate students to estimate their skill level upon entry into their graduate program, and asked faculty their perception of graduate student entry skill level. The percentages in Table 8 represent those indicating a high level of skill (4/5 on a five point scale).

The most substantial difference in faculty and graduate student perceived skill level was on the item using information ethically, on which 76% of graduate students felt they entered with a high skill level, but only 58% of faculty perceived this to be the case. Fewer graduate students – compared to faculty – rated their ability to conduct a literature review and their familiarity with research and scholarship in the field as high.

With the exception of the item "using information ethically," 50% or fewer respondents in both groups rated skill levels of entering graduate students as high or very high.

Table 8. Percentage of graduate student and faculty respondents indicating that graduate student skill level for specific skills was high or very high upon entry to graduate school

	Graduate students	Faculty perception of entering graduate students ("not sure" responses not included in calculations)
Developing and refining research topics	47%	44%
Familiarity with research and scholarship in your field	37%	45%
Ability to find and use data related to your field	48%	50%
Ability to conduct a literature review	38%	44%
Evaluating information sources critically	49%	47%
Using information ethically (e.g. avoiding plagiarism)	76%	58%
Managing library related information and data (citations, data sets)	47%	42%
Number responding to the question	430-432	170-176 with "not sure" eliminated

Demographics

The appendix shows the categories into which respondents fall, and compares the composition of survey respondents to that of UNLV as a whole. For the most part, respondents proved representative of UNLV. One exception is that there are higher percentages of Liberal Arts survey respondents in all three survey populations than would be expected given their percentage of UNLV faculty and students. Additional exceptions are noted in the appendix.

Survey limitations

Limitations include:

- Despite targeting the full complement of students and faculty, few respondents were library non-users (as indicated by reports of use of the physical and online library). This population is one that will need to be approached in the future using different strategies.
- The email administration of the survey may have privileged those with a higher comfort level with technology.
- Several questions offered a "no opinion" or "not applicable" option. These options create challenges in interpretation of responses.
- Some groups were over or under represented, possibly skewing the results.
- The number of responses to each question varied. In addition, many respondents did not complete the survey (completion rate of 67% for faculty and graduate students, and 74% for undergraduates). Since the demographics described in the Appendix were requested toward the end of the survey, the population characteristics of those answering questions early in the survey may be somewhat different.

Appendix—Demographics

Undergraduates

Only two colleges are more than plus/minus 2% from the campus composition: Hotel which is underrepresented, and Liberal Arts which is overrepresented.

College	Frequency (survey)	Percentage	UNLV percentage	Percentage difference
Allied Health	62	5%	7%	-2%
Business	188	15%	14%	1%
Community Health	13	1%	1%	0%
Education	74	6%	5%	1%
Engineering	116	9%	7%	2%
Fine Arts	81	6%	8%	-2%
Hotel	114	9%	13%	-4%
Liberal Arts	253	20%	15%	5%
Nursing	70	5%	5%	0%
Sciences	166	13%	11%	2%
Urban Affairs	107	8%	9%	-1%

Note: an additional 33 --3% -- of undergraduate survey respondents – are undeclared.

In terms of class level, freshmen survey respondents are somewhat underrepresented while juniors are somewhat overrepresented.

UNLV Total Fall 2012 Enrollment - Class Level			Survey Respondents Class Level		Difference: campus enrollment & survey respondents
	Number	%	Number	%	%
Freshmen	5,523	25%	239	20%	-5%
Sophomores	3,822	17%	205	17%	0%
Juniors	4,586	21%	316	26%	5%
Seniors	8,106	36%	442	37%	1%
Non-Admitted	395	2%	not available		N/A

Additional undergraduate demographic data :

Did you transfer into UNLV as a student?		
Answer	Frequency	Percentage
Yes	535	45%
No	667	55%
Total	1,202	100%

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Do you plan on working at a job this school term?		
Answer	Frequency (Survey)	%
No	406	34%
Yes, I will work on campus	166	14%
Yes, I will have a job off campus	559	47%
Yes, I will work both on and off campus	69	6%
Total	1,200	100%

Graduate students

Graduate student respondents from Liberal Arts were overrepresented, while those from the colleges of Business, Dental, and Education were underrepresented.

College	Frequency (survey)	Percentage	UNLV percentage	Percentage difference
Allied Health	6	1%	3%	- 2%
Business	19	5%	9%	-4%
Community Health	24	6%	4%	2%
Dental Medicine	2	0%	7%	-7%
Education	82	20%	24%	-4%
Engineering	34	8%	5%	3%
Fine Arts	22	5%	5%	0%
Hotel	9	2%	4%	-2%
Law	36	9%	10%	-1%
Liberal Arts	71	18%	8%	10%
Nursing	13	3%	3%	0%
Sciences	31	8%	5%	3%
Urban Affairs	53	13%	13%	0%

In terms of class level, PhD students are overrepresented compared to masters and professional students.

	Frequency (Survey)	Percentage	UNLV percentage	Percentage difference
Masters	220	53%	59%	-6%
PhD	144	35%	22%	13%
Professional	48	12%	18%	-6%
Total	412	100%	100%	

Additional graduate student demographic data:

Do you plan on working at a job this school term?		
Answer	Frequency	Percentage
No	119	29%
Yes, I will work on campus	126	31%
yes, I will have a job off campus	137	33%
yes, I will work both on and off campus	30	7%
Total	412	100%

Faculty

Faculty respondents, based on campus data from fall 2011, were overrepresented from Liberal Arts and somewhat underrepresented from Business, Education, and Engineering.

College	Frequency (survey)	Percentage	UNLV percentage	Percentage difference
Allied Health	5	3%	3%	0%
Business	10	5%	9%	-4%
Community Health	1	1%	2%	-1%
Dental Medicine	10	5%	5%	0%
Education	10	5%	9%	-4%
Engineering	8	4%	8%	-4%
Fine Arts	14	8%	10%	-2%
Hotel	11	6%	5%	1%
Law	5	3%	5%	-2%
Liberal Arts	56	31%	19%	12%
Nursing	7	4%	3%	1%
Sciences	25	14%	15%	-1%
Urban Affairs	13	7%	7%	0%

[Note: An additional 7 respondents (4%) came from the library, Public Lands Institute, Harry Reid Center, and disciplines that could not be determined (e.g., ECS, which could be electrical computer engineering or early childhood education).]

The breakdown of survey respondents by rank is very similar to that of the campus, again based on fall 2011 data.

Faculty Rank of Survey Respondents			Campus Wide		Difference
Assistant professor	46	25%	171	24%	1%
Associate professor	70	38%	275	39%	-1%
Full Professor	66	36%	257	37%	-1%
Total	182		703		

Additional demographics on faculty:

Survey Respondents Time Employed at UNLV	
Time	Frequency
Less than 1	4
1-5 years	46
6-10 years	57
11-15 years	39
16-20 years	23
Over 20	25

Summary report prepared by Jeanne Brown, Head of Libraries Assessment