

ITHAKA S+R

RICE UNIVERSITY SURVEY: DISCOVERY

Alisa Rod

May 12, 2015



I T H A K A

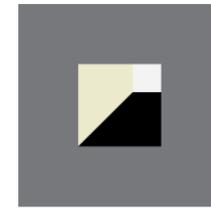
ITHAKA is a not-for-profit organization that helps the academic community use digital technologies to preserve the scholarly record and to advance research and teaching in sustainable ways.



JSTOR is a not-for-profit digital library of academic journals, books, and primary sources.



Ithaka S+R is a not-for-profit research and consulting service that helps academic, cultural, and publishing communities thrive in the technological and economics context of the 21st Century.



PORTICO

Portico is a not-for-profit preservation service for digital publications, including electronic journals, books, and historical collections.

LIBRARY ASSESSMENT?

What are we trying to accomplish?

- » Determine user satisfaction?
- » Understand effectiveness of existing services?
- » Analyze the extent to which we meet user needs?



DISCUSSION

- » What do you think these results mean?
- » What else does the library and the university need to know?
- » What should come next?

**RICE FACULTY &
STUDENT
SURVEYS**

RICE FACULTY SURVEY MODULES

Participants can run a standard national questionnaire, or construct a questionnaire from our thematic modules:

- » **Discovery**
- » Material types
- » Formats
- » Access
- » **Digital research activities**
- » Research topics and practices
- » **Data management and preservation**
- » Research dissemination
- » Scholarly communications services
- » Student research skills
- » Undergraduate instruction
- » Online learning and MOOCs
- » Graduate instruction
- » The role of the library
- » Library market research
- » Space planning
- » Serving clinicians and health scientists

PURPOSE & COVERAGE

To help academic libraries plan for the right strategies and future services in support of research, teaching, and students.

Faculty Members

- » Research practices
- » Research support needs
- » Instructional practices and student learning
- » Collections, formats, and discovery
- » Aligning your library

Students

- » Higher education objectives
- » Academics and coursework
- » Research practices
- » Collections, formats, and discovery
- » Library spaces
- » Aligning your library

METHODOLOGY

Faculty Survey

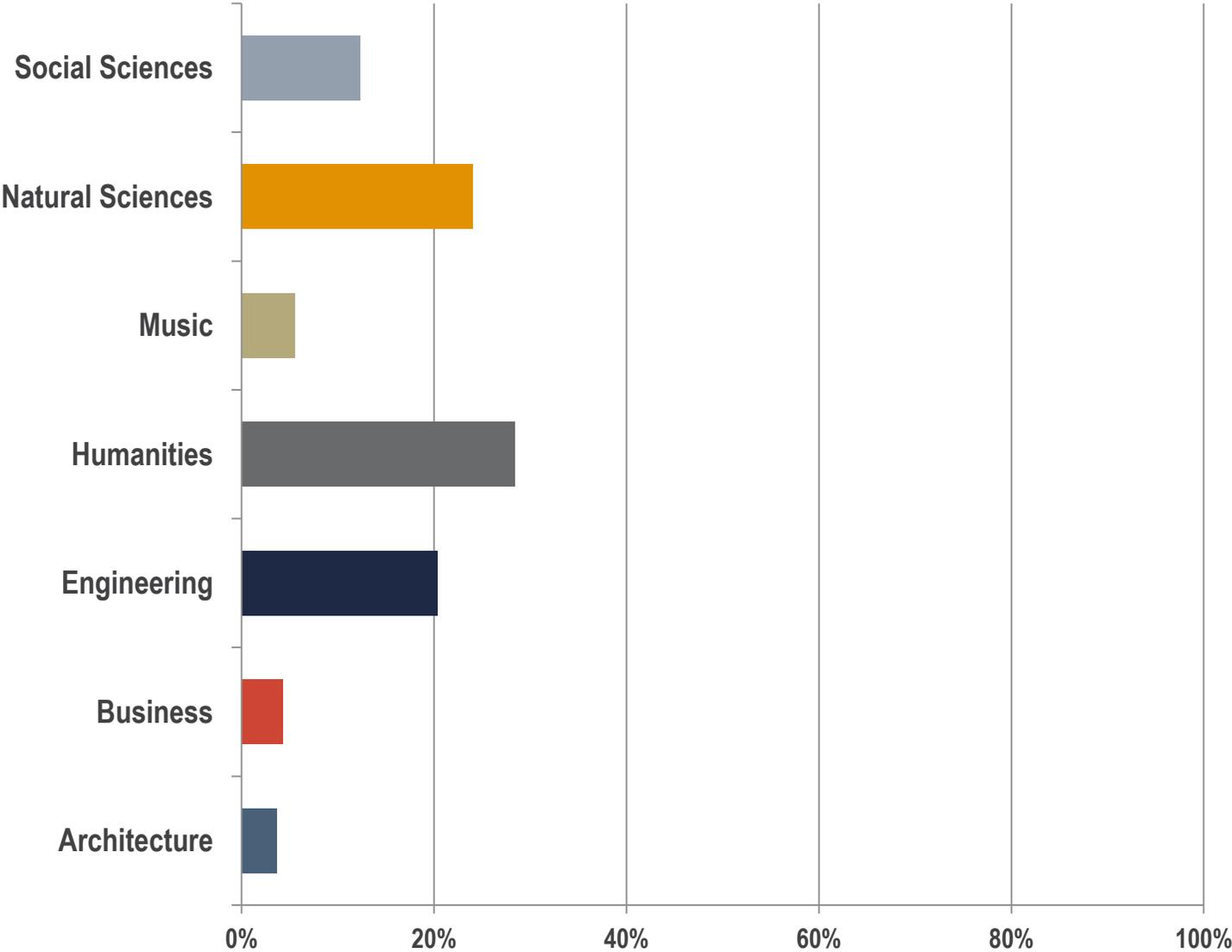
- » 1,274 faculty members invited to take the survey
- » Personalized invitations and links sent via Ithaka survey platform
- » Survey live from 3/17 to 4/8
- » 2 reminders sent before the close of the survey
- » 164 completed responses received (13% response rate)

Student Survey

- » 6,751 graduate and undergraduate students invited to take the survey
- » Personalized invitations and links sent via Ithaka platform
- » Survey live from 3/17 to 4/8
- » 2 reminders sent before the close of the survey
- » 1,817 completed responses received (27% response rate)

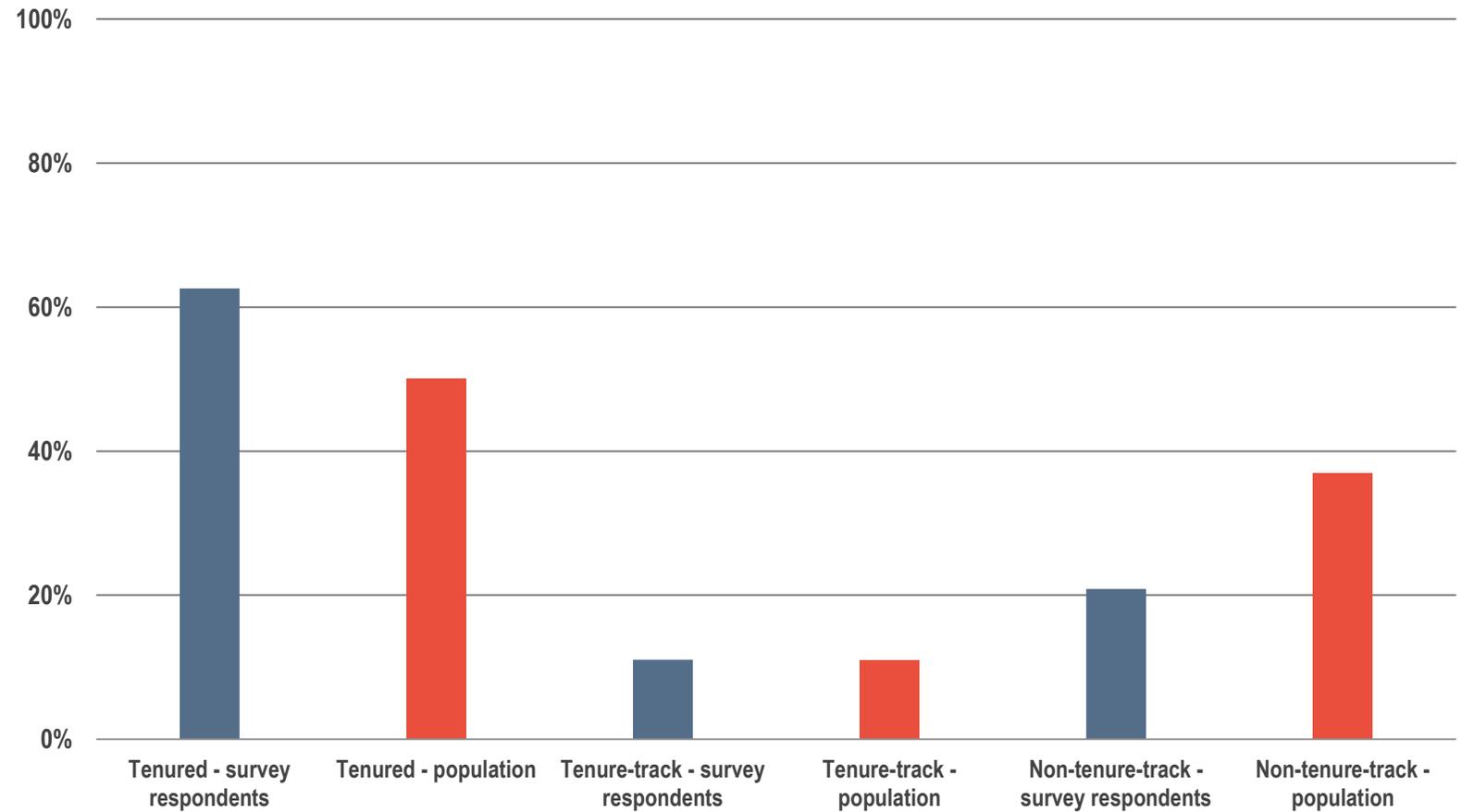
*Respondents'
Disciplinary
Groupings (Faculty)*

Note: Based on self-identified disciplinary/school affiliations.

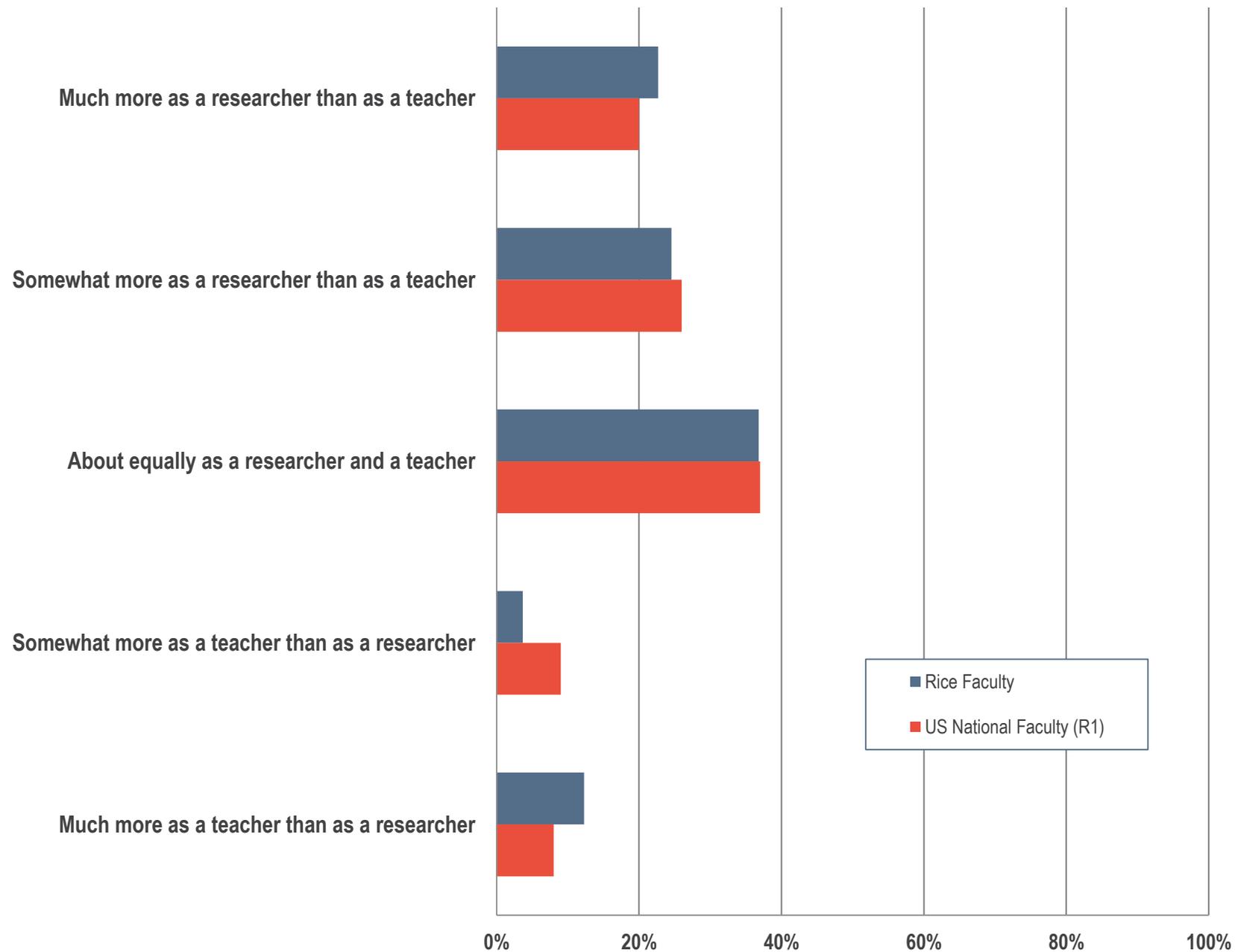


“What is your rank?”

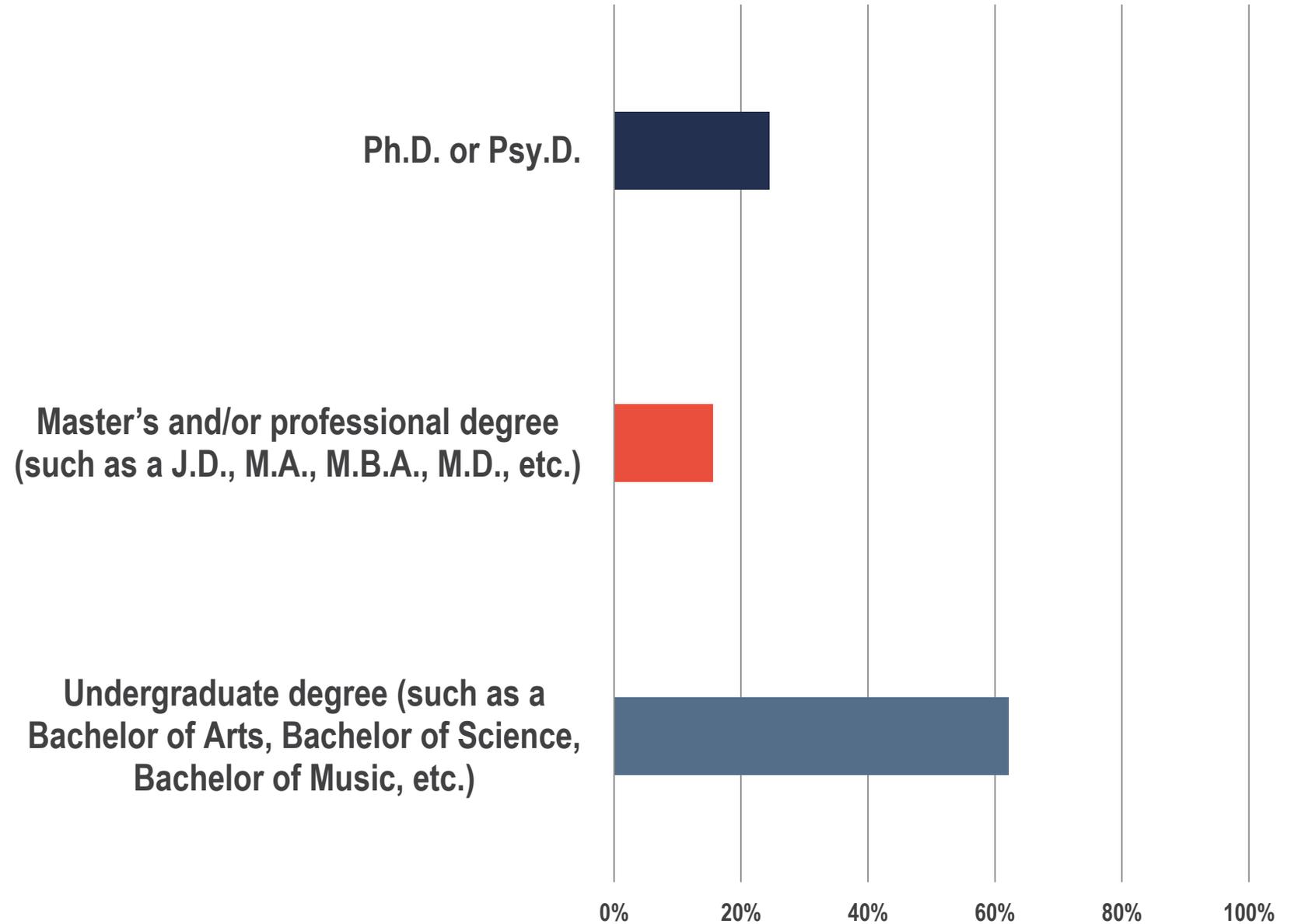
Source for population numbers:
http://www.oir.rice.edu/Factbook/Faculty_and_Staff/Fall_2014_Faculty_Headcount/



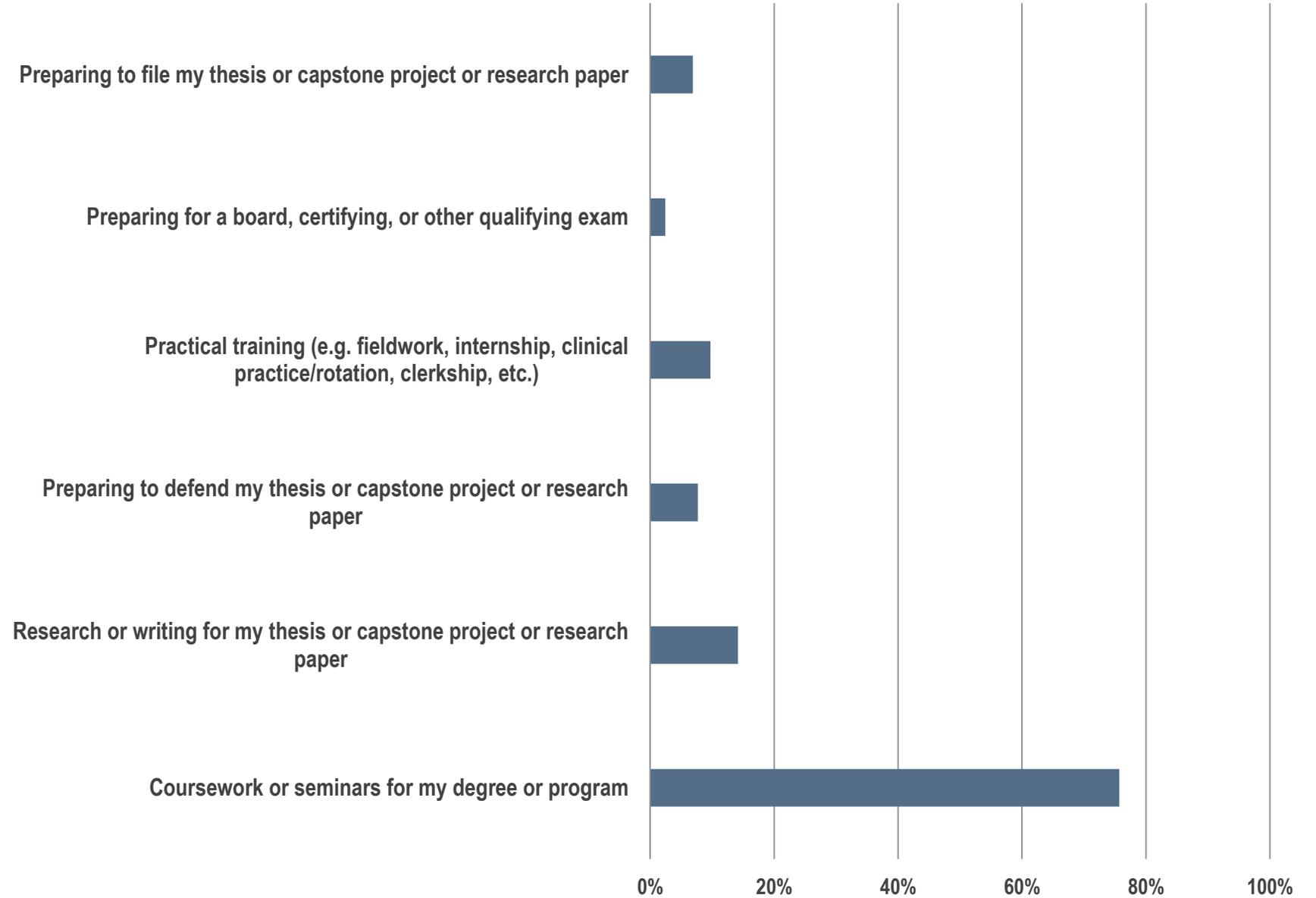
“Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?”



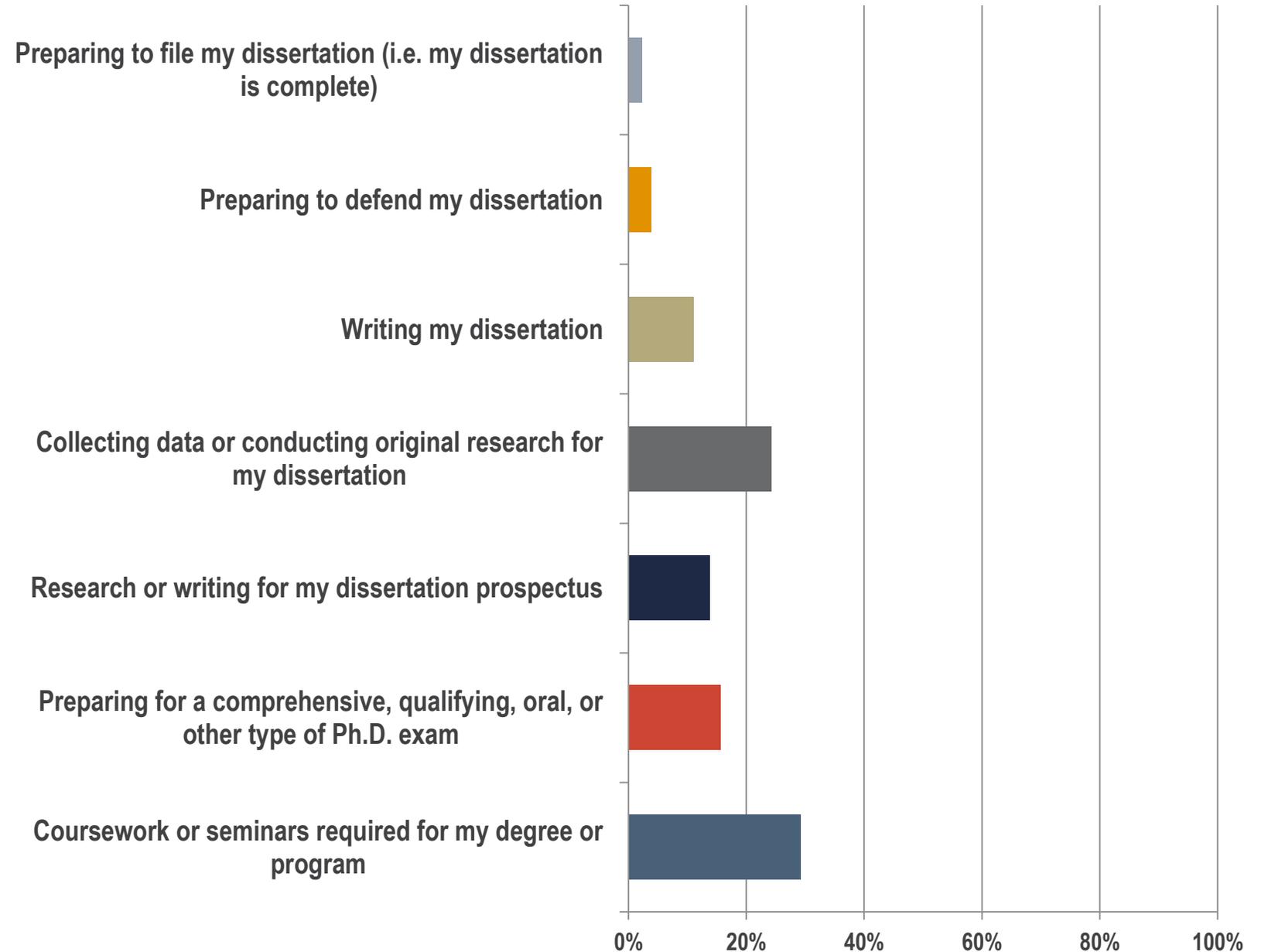
“Which of the following degrees are you pursuing at this college or university? Please select all that apply or select “N/A” if you are not enrolled in a degree granting program.”



“Please select the stage or stages from the following list that best describe(s) where you are in your master’s or professional degree program:”

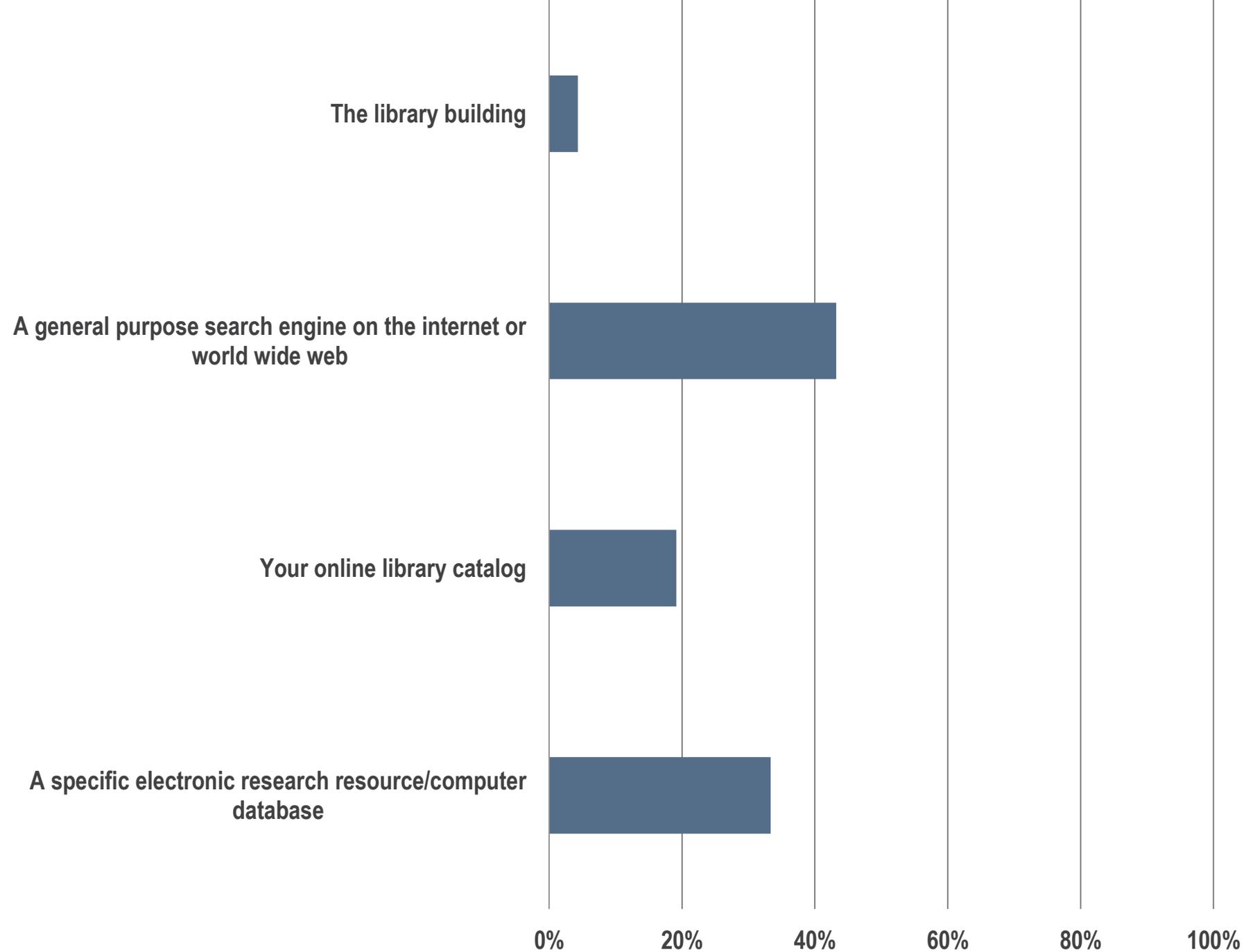


“Please select the stage from the following list that best describes where you are in your Ph.D. program.”

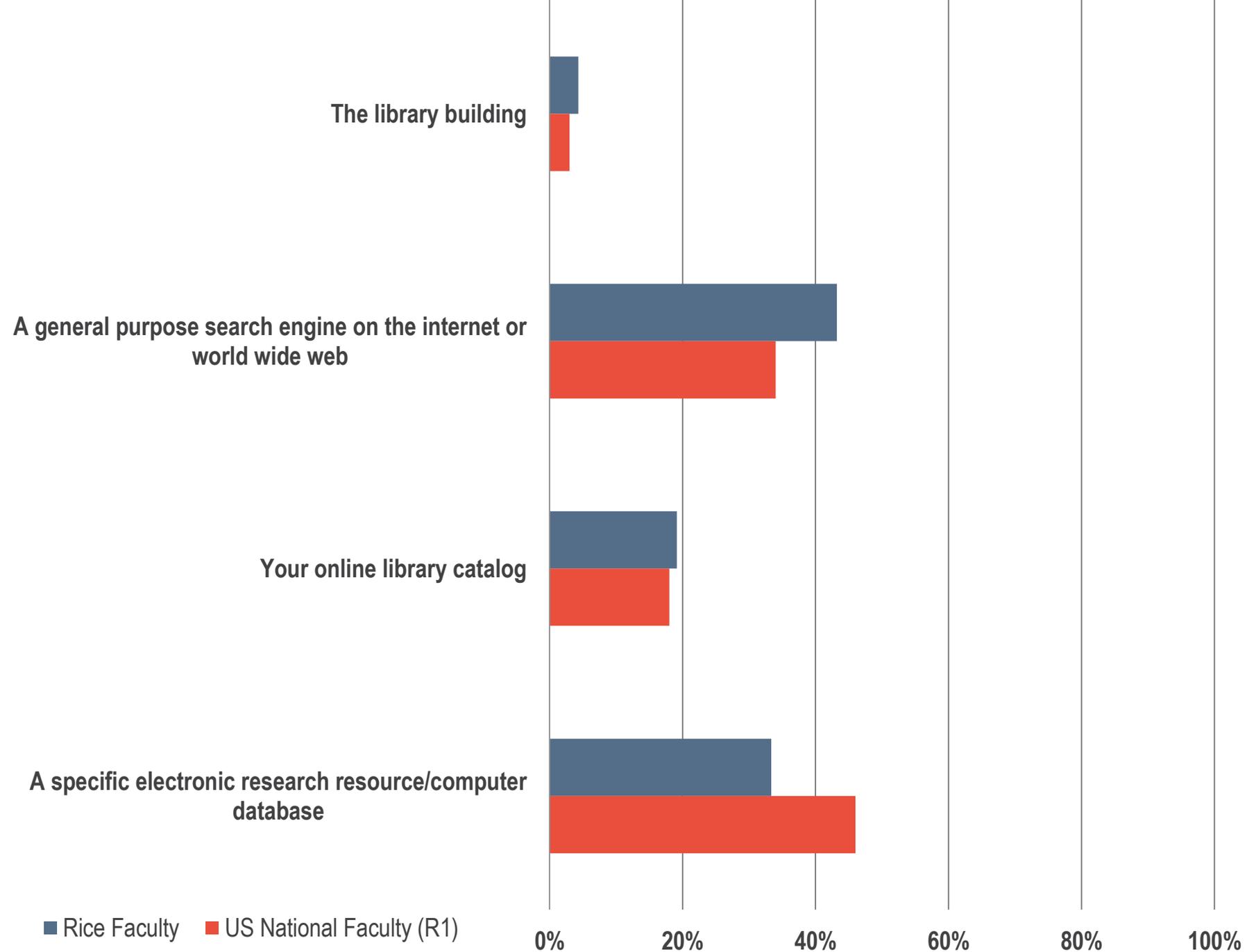


DISCOVERY

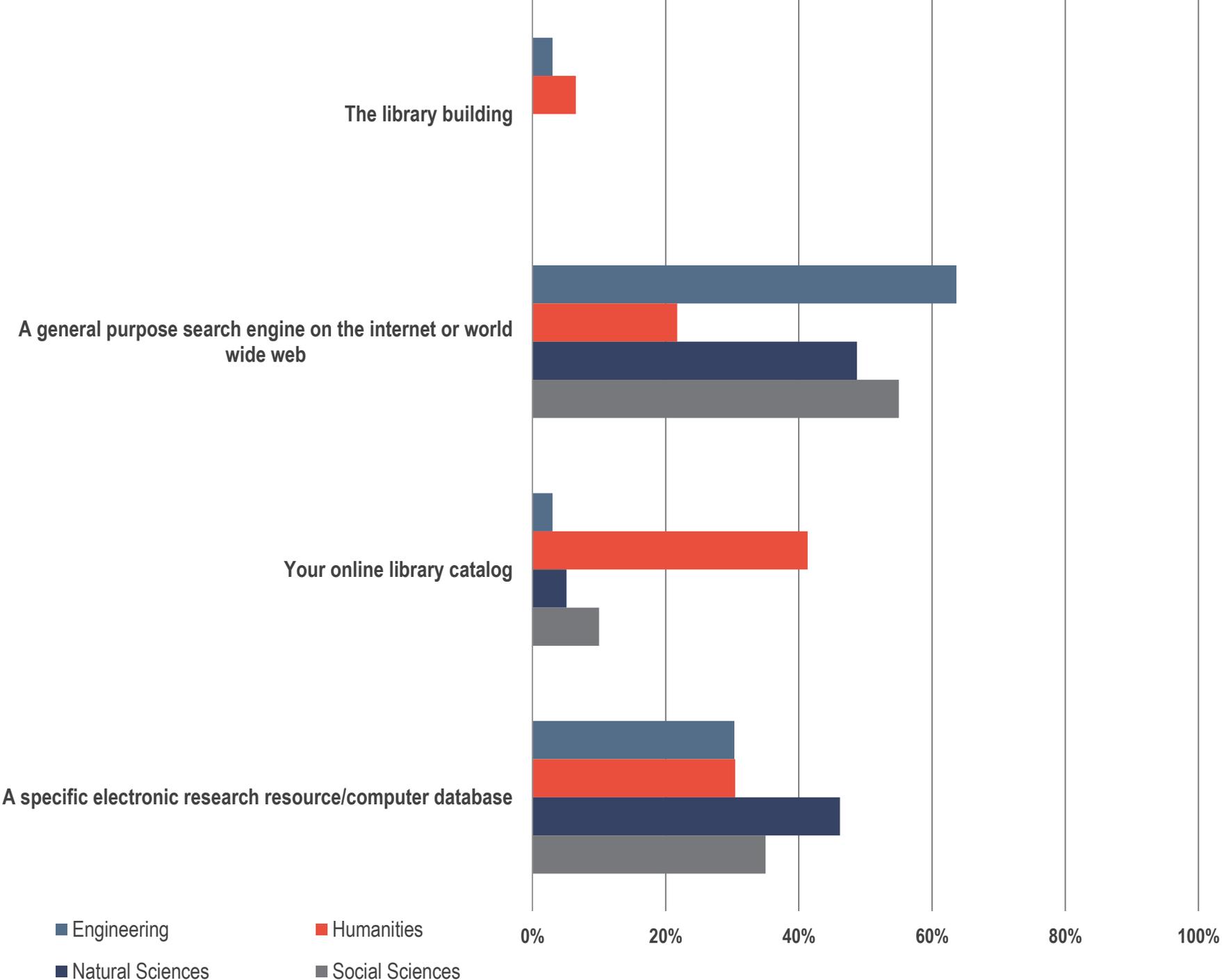
“Below are four possible starting points for research in academic literature. Typically, when you are conducting academic research, which of these four starting points do you use to begin locating information for your research?”



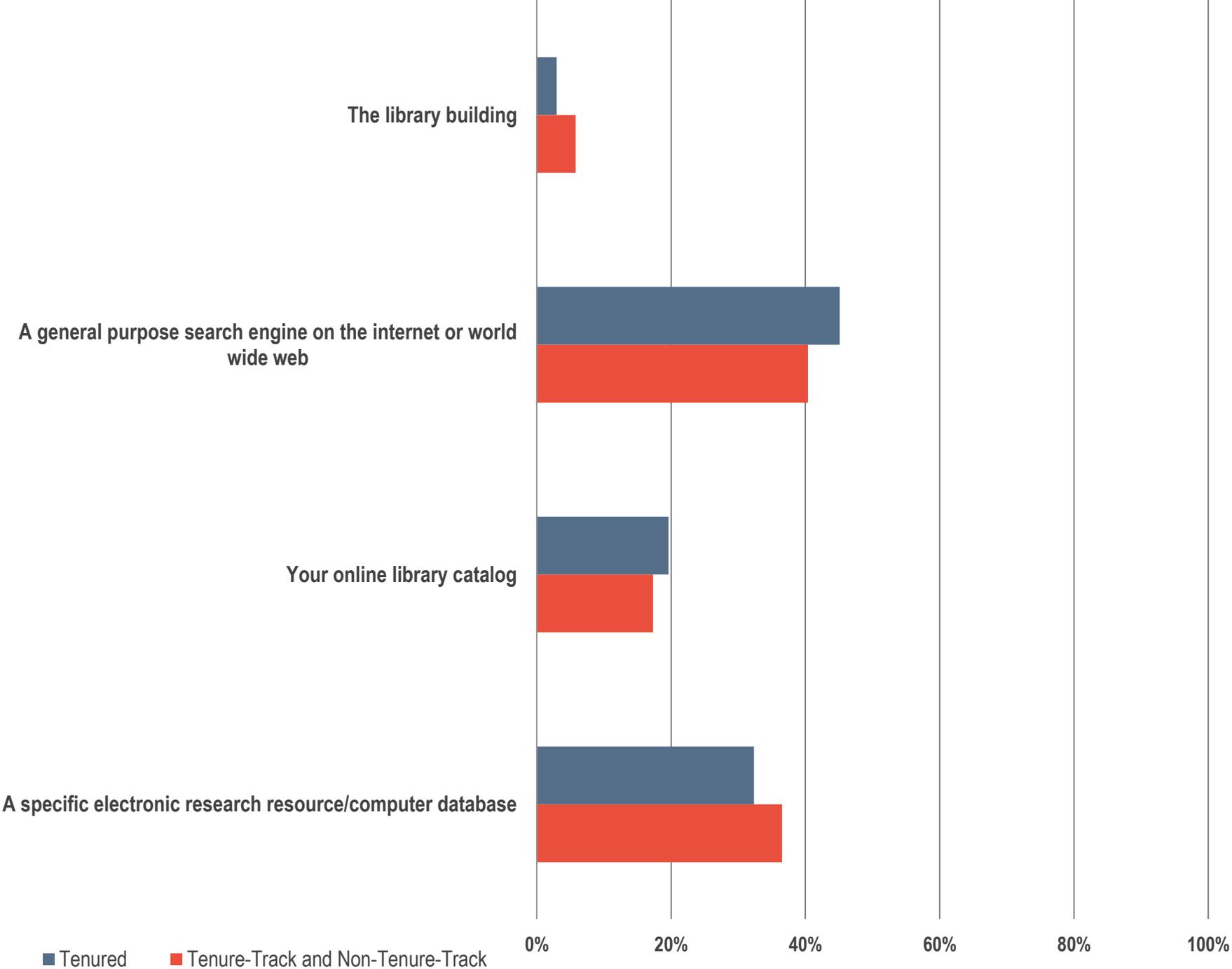
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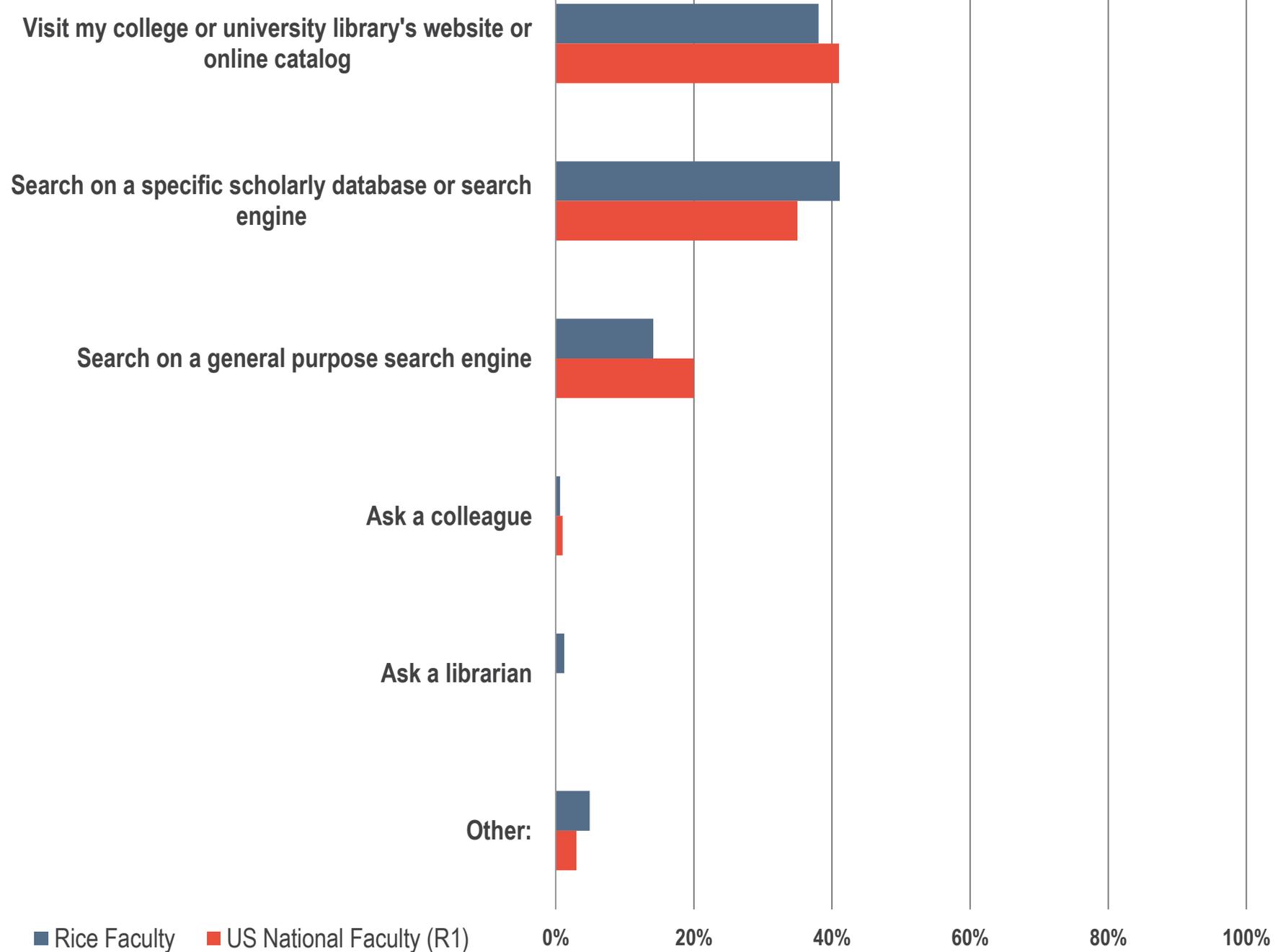
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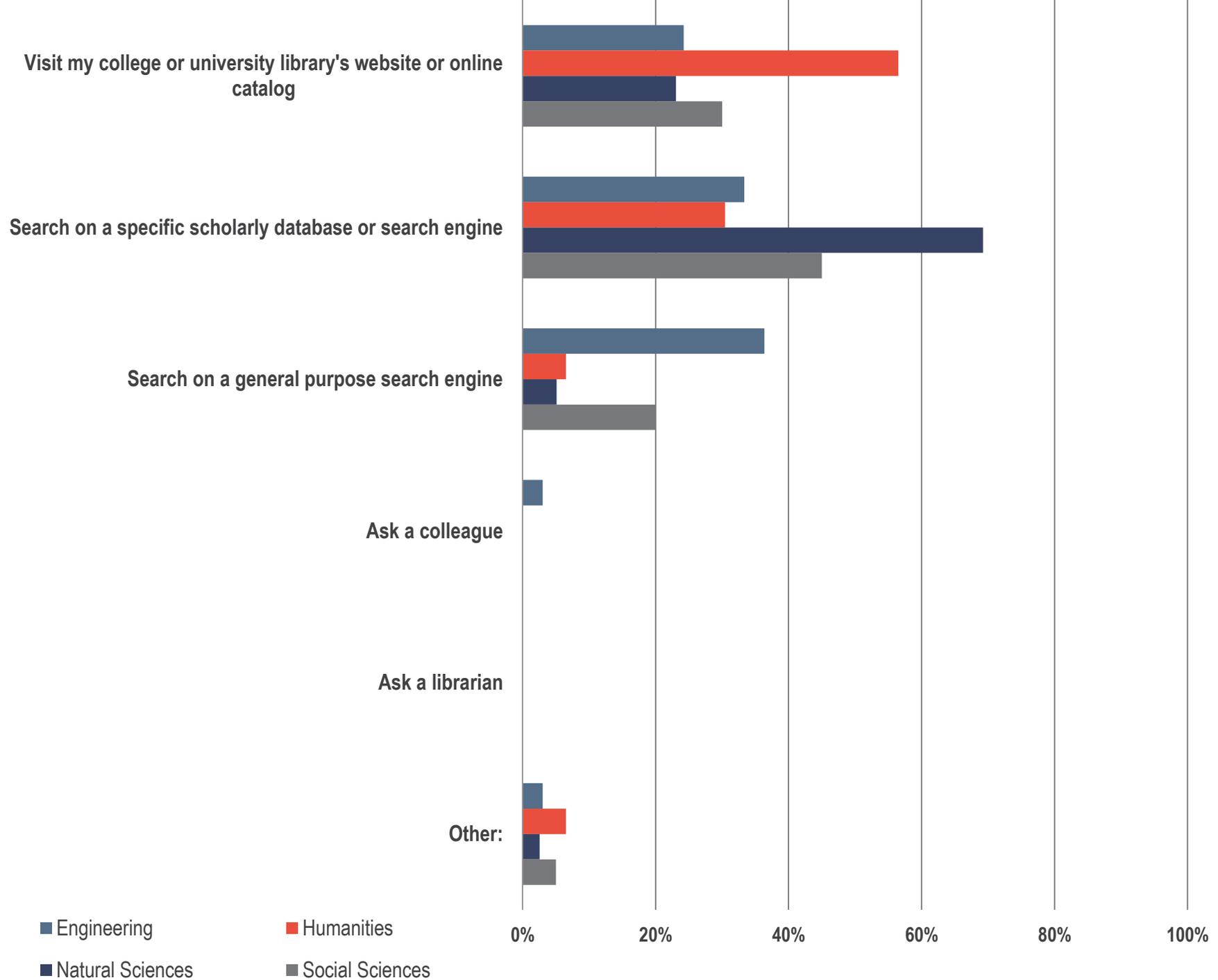
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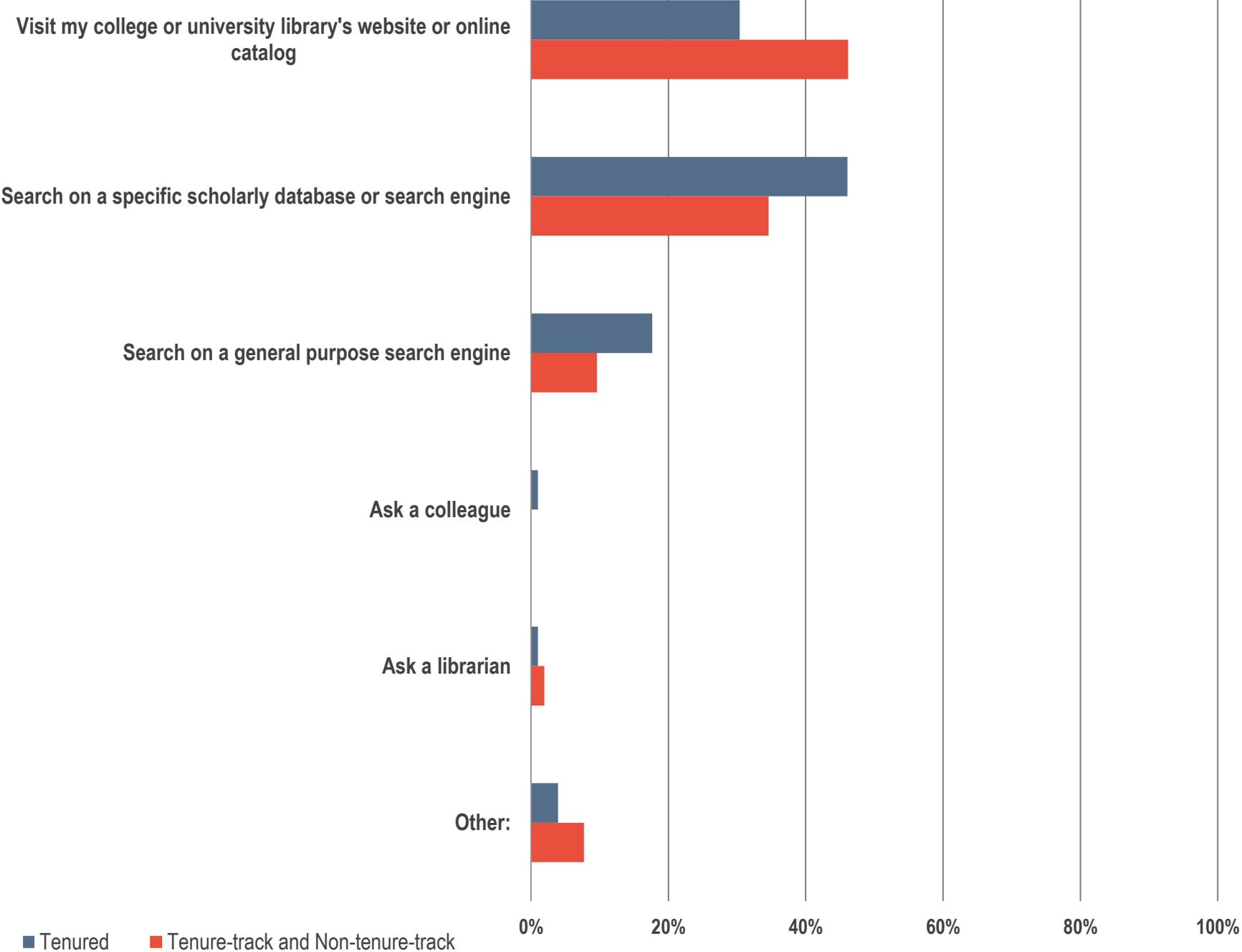
“When you try to locate a specific piece of secondary scholarly literature that you already know about but do not have in hand, how do you most often begin your process?”



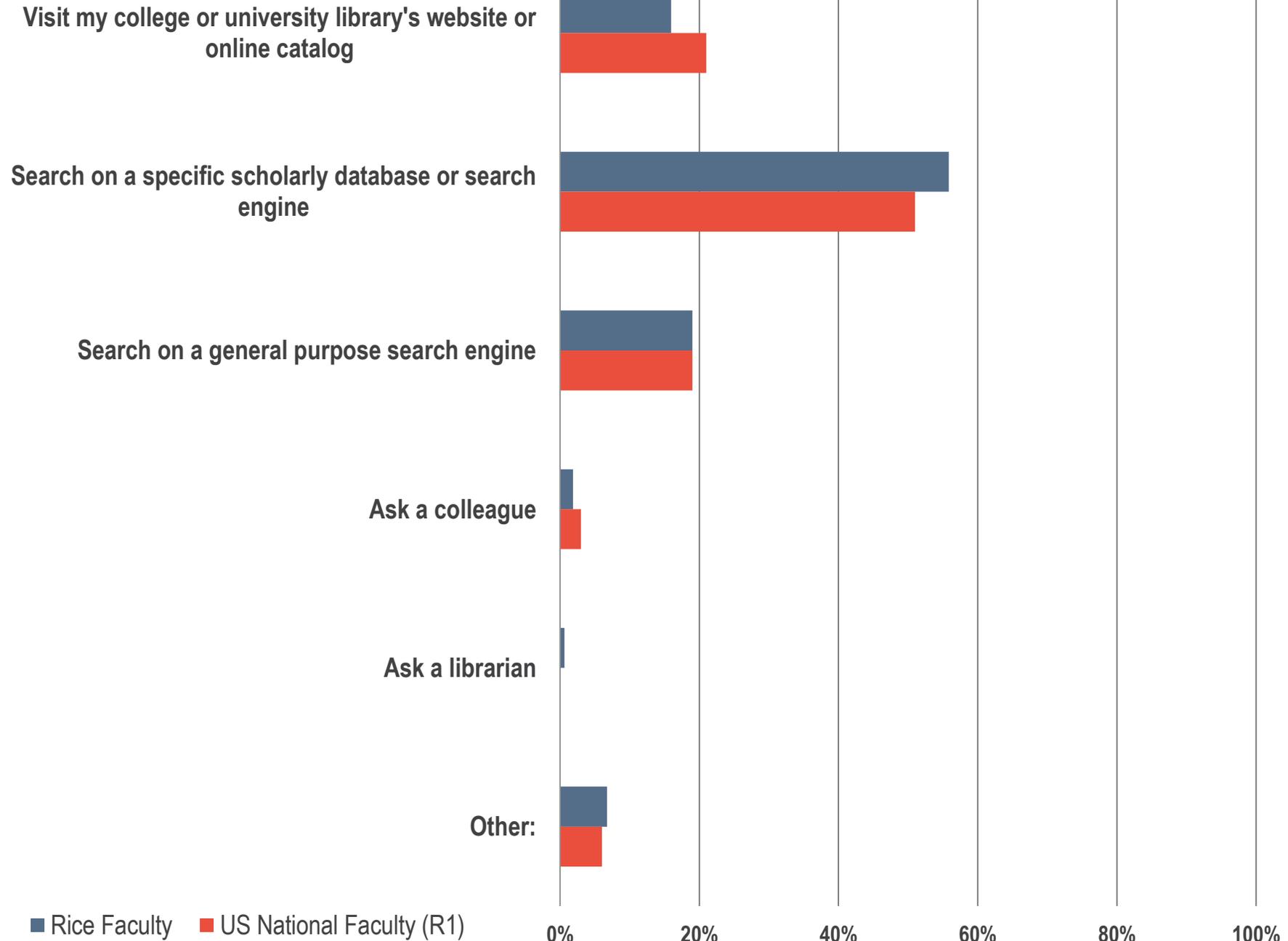
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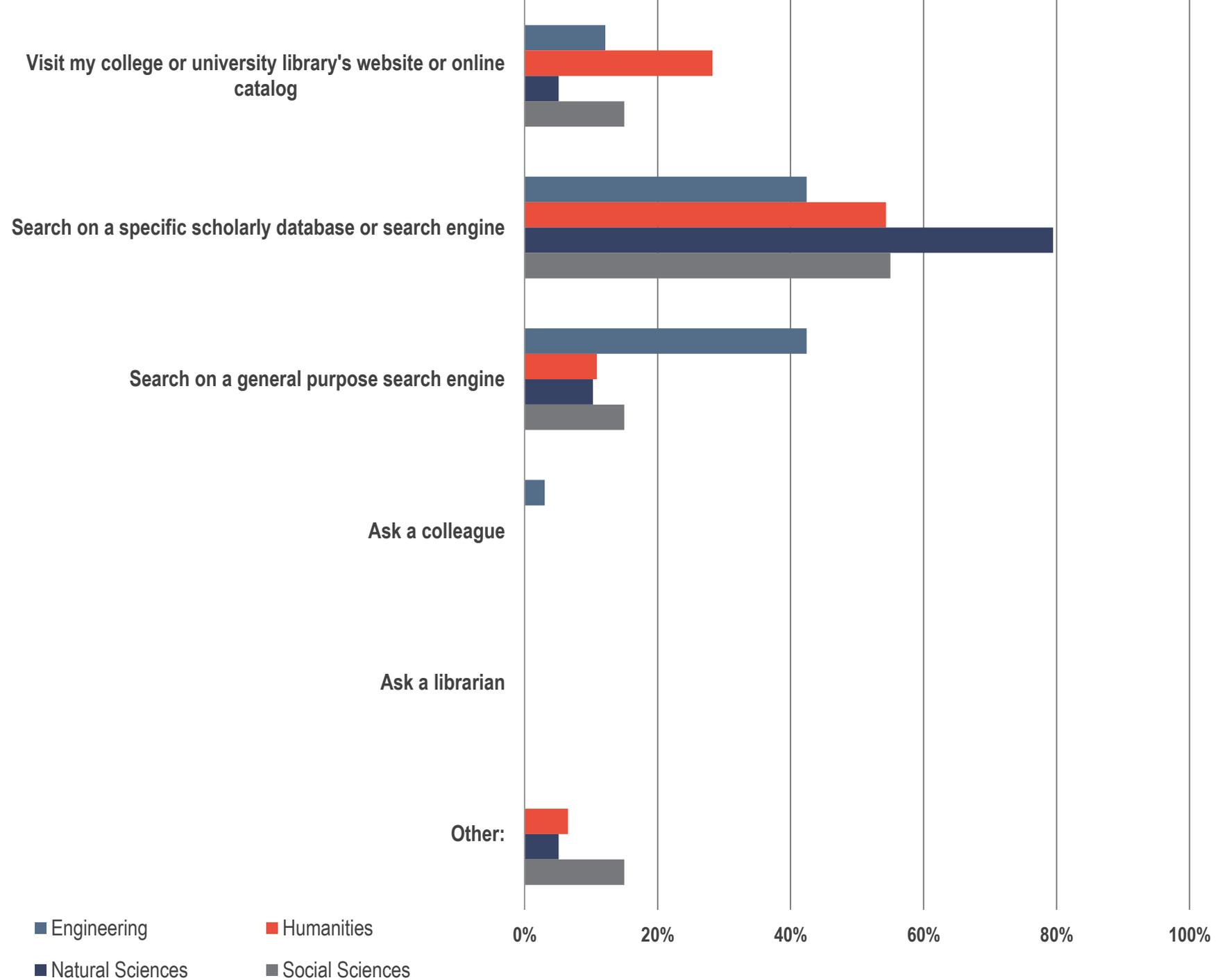
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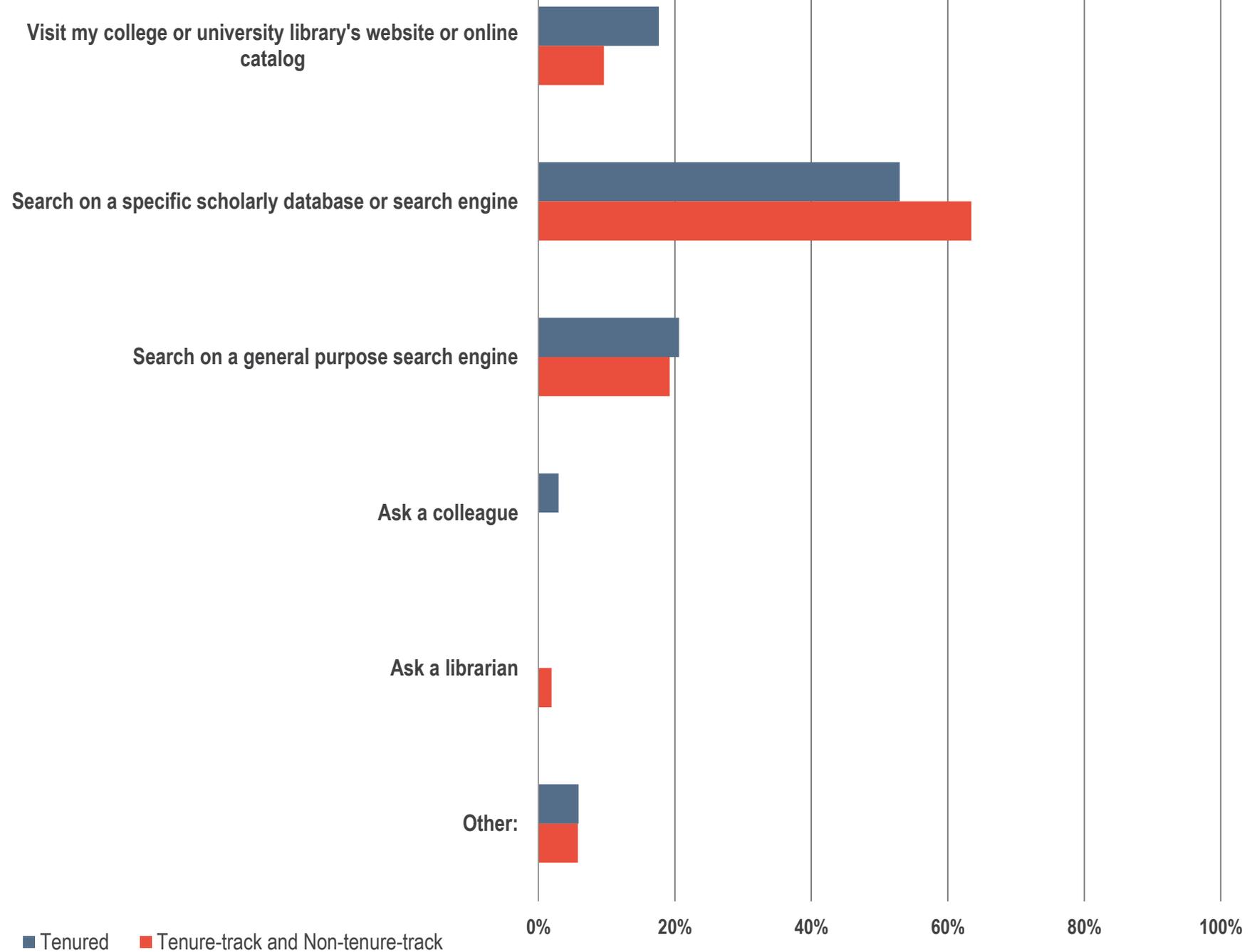
“When you explore the scholarly literature to find new journal articles and monographs relevant to your research interests, how do you most often begin your process?”



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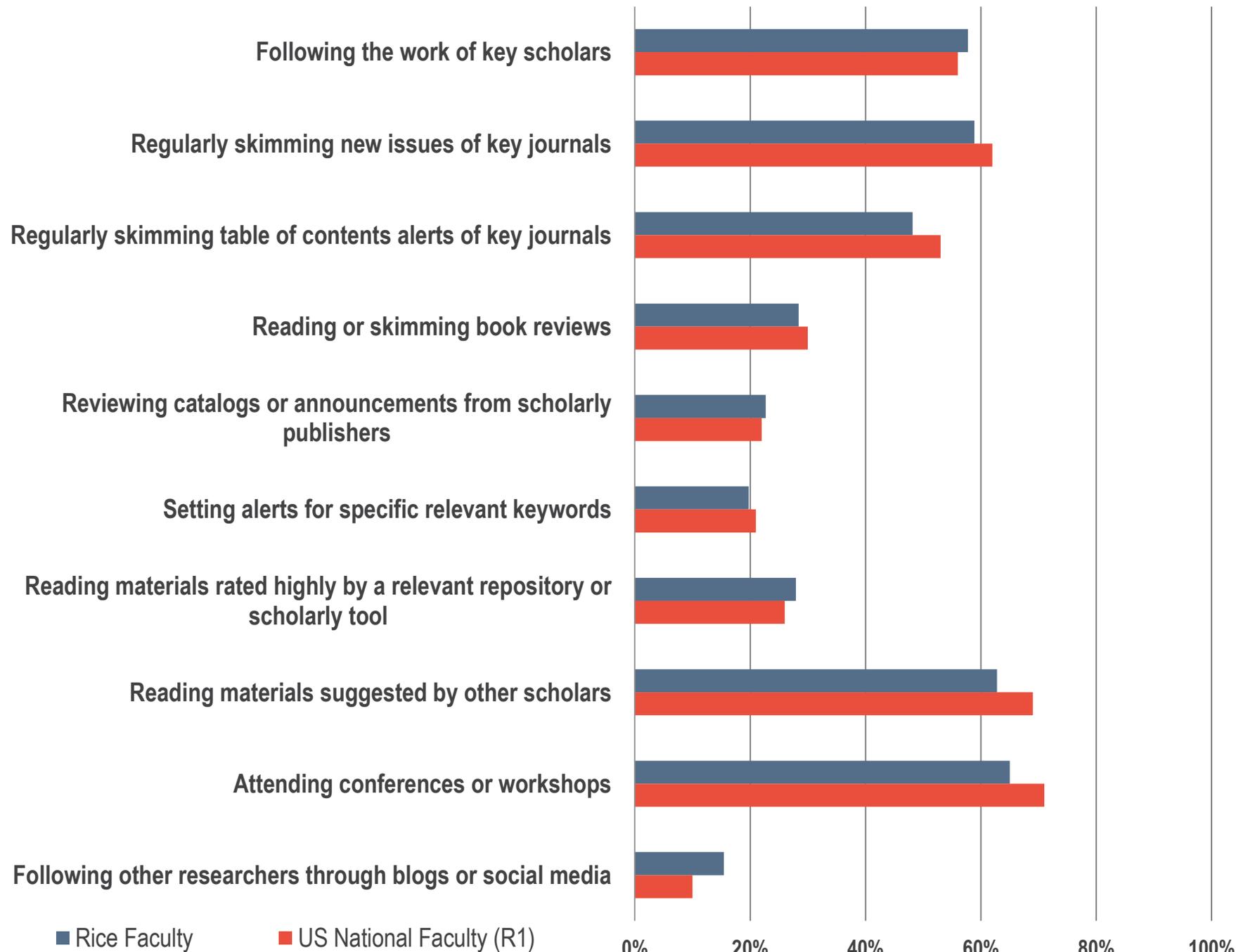


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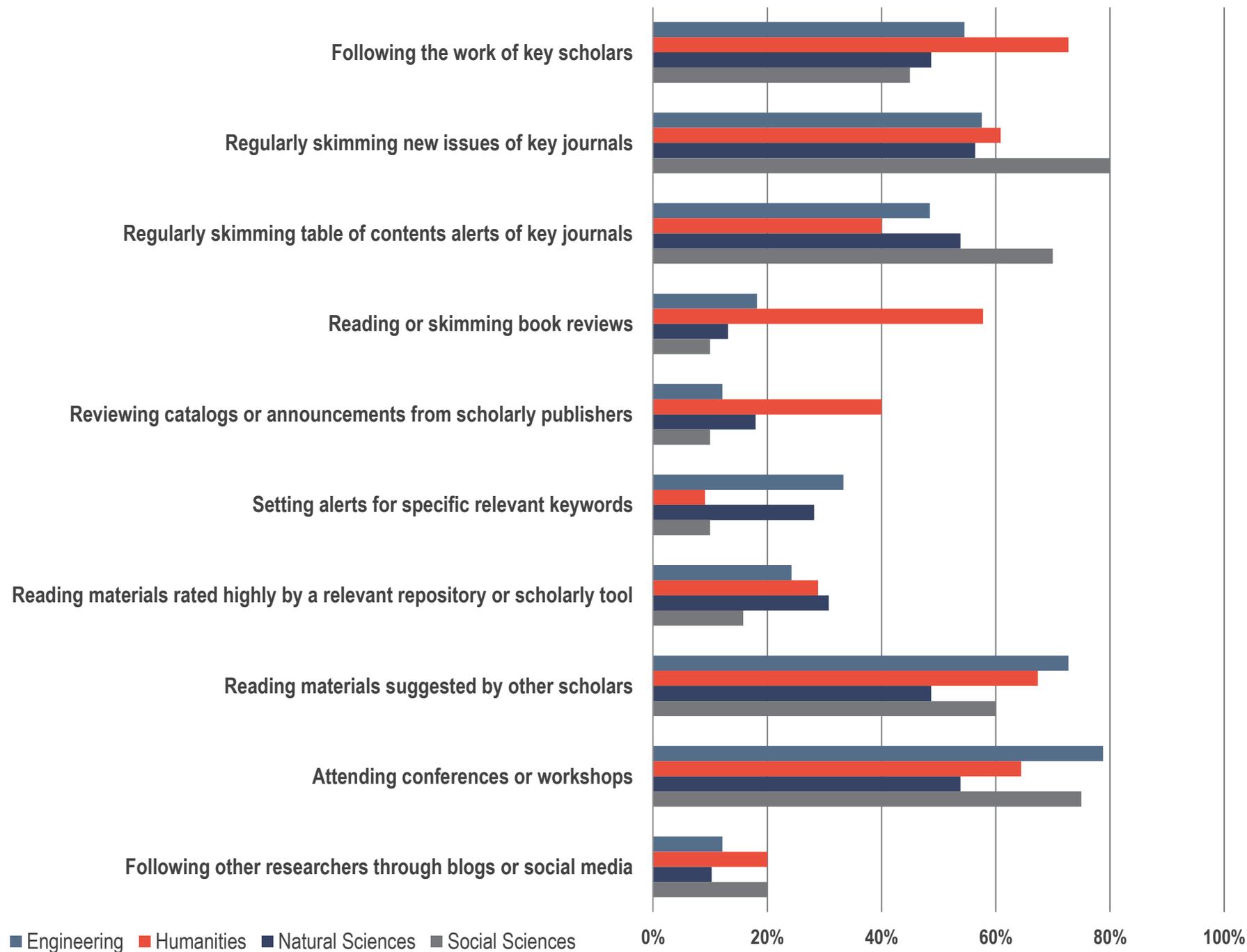
“You may employ a variety of different tactics to “keep up” with current scholarship in your field on a regular basis. Please use the scales below to rate from 10 to 1 how important each of the following methods is for staying current with new scholarship in your field, where 10 equals “Extremely important” and 1 equals “Not at all important.” Please select one rating for each item.”

Response scale:
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; percent of respondents selecting 8 – 10



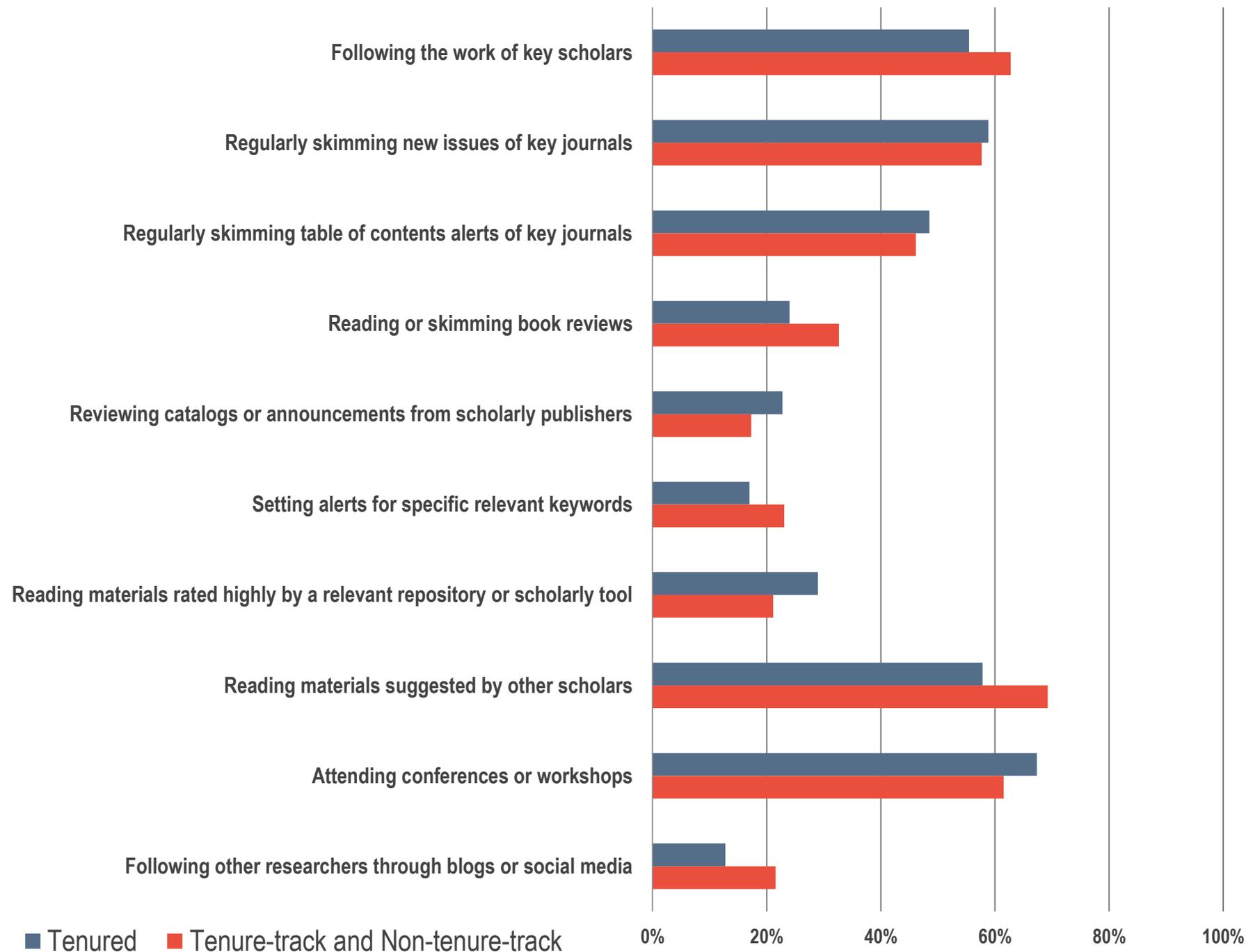
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Response scale:
10 point scale, 10 = “Extremely important” and 1 = “Not at all important”; percent of respondents selecting 8 – 10, by discipline

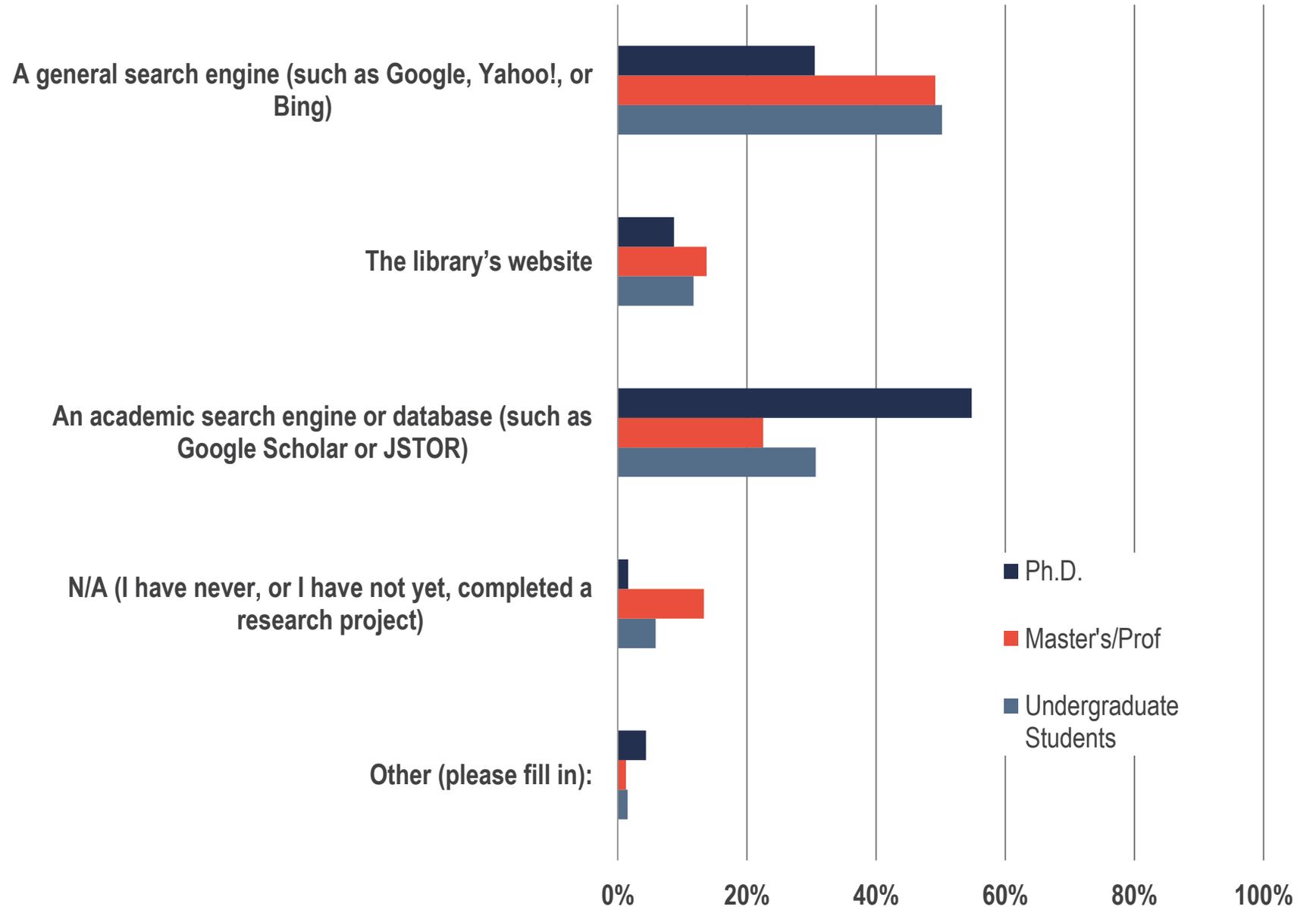


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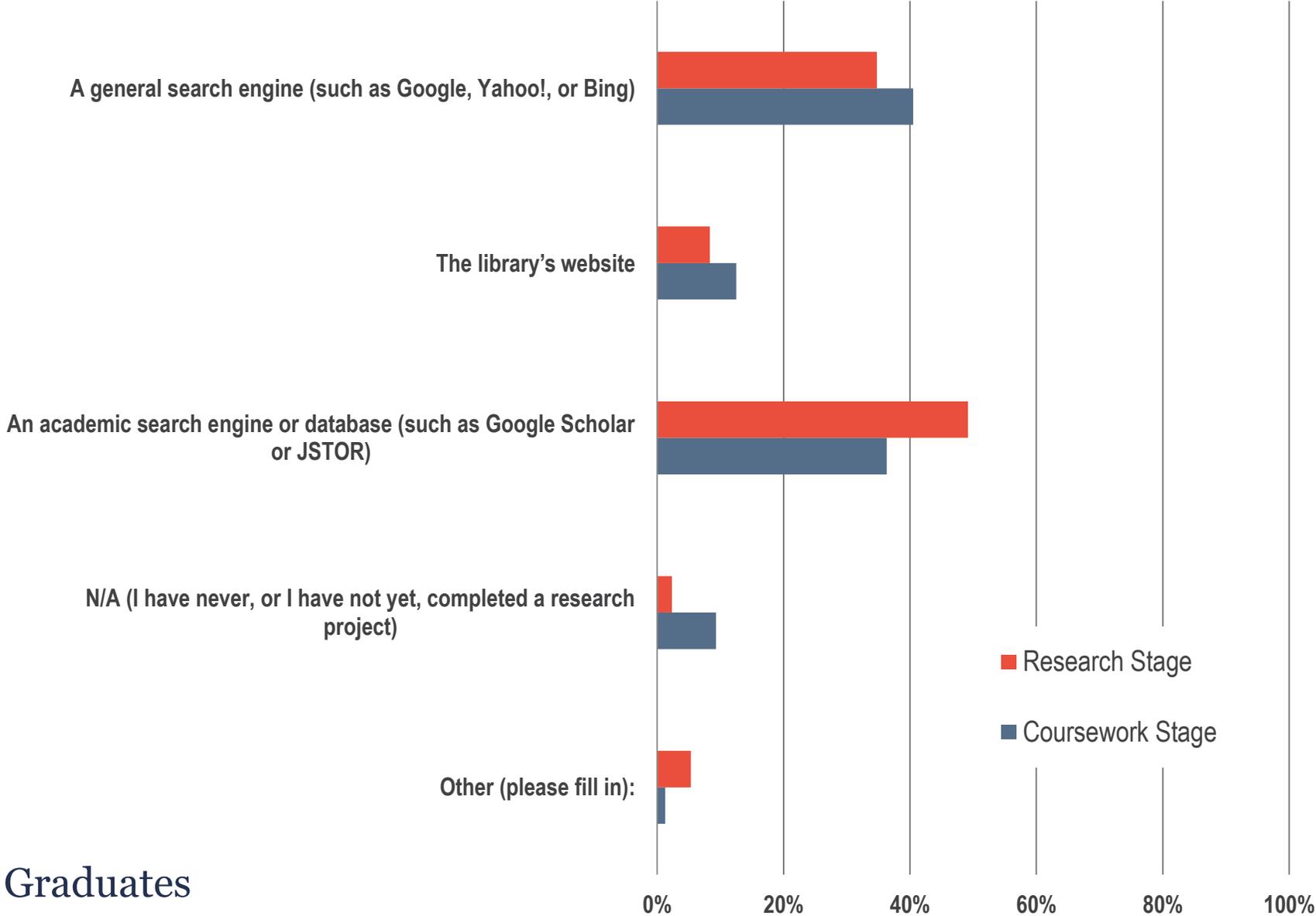
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“Please think about your most recently completed research project. Which of the following starting points did you use to begin your research?”

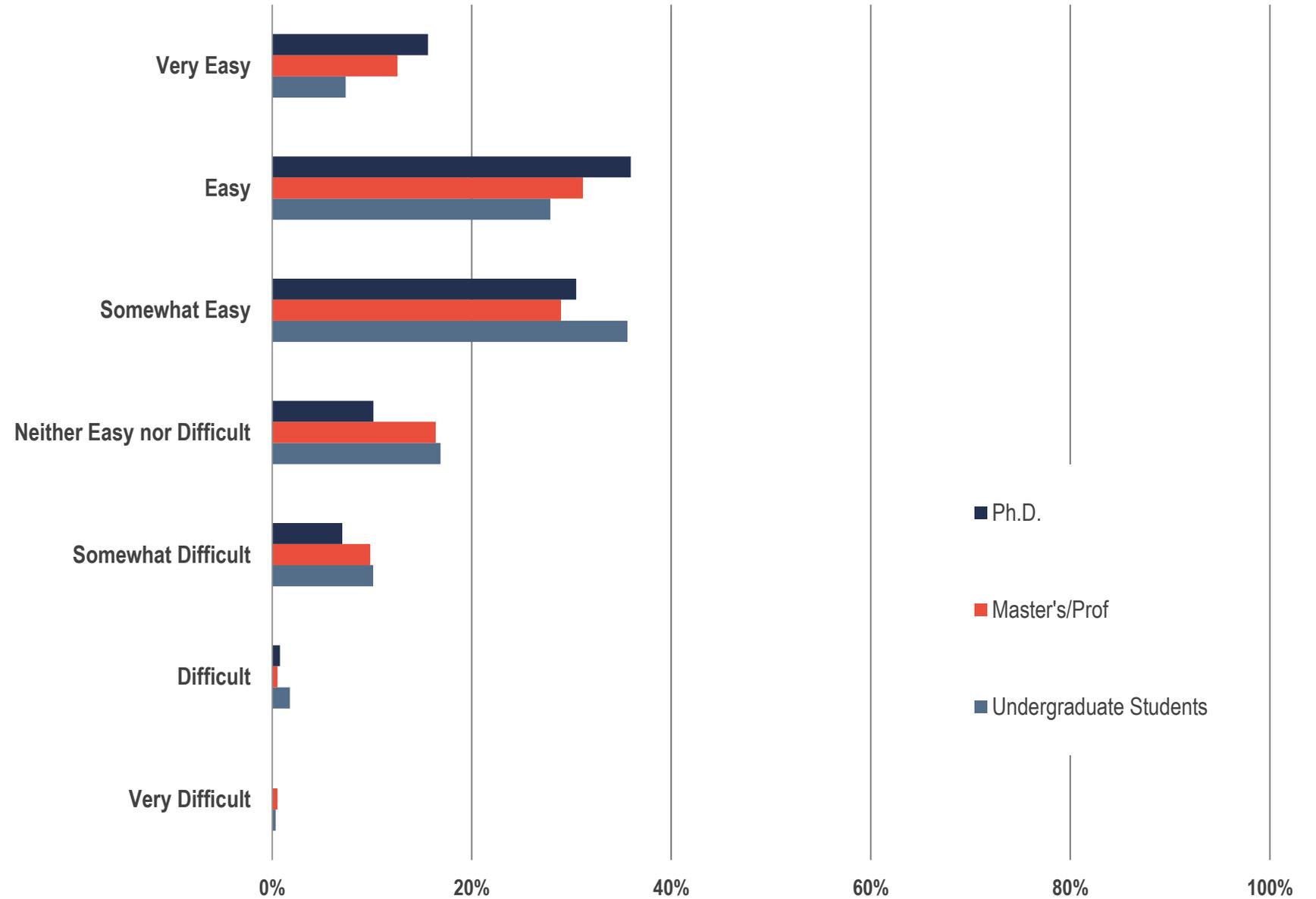


“Please think about your most recently completed research project. Which of the following starting points did you use to begin your research?”

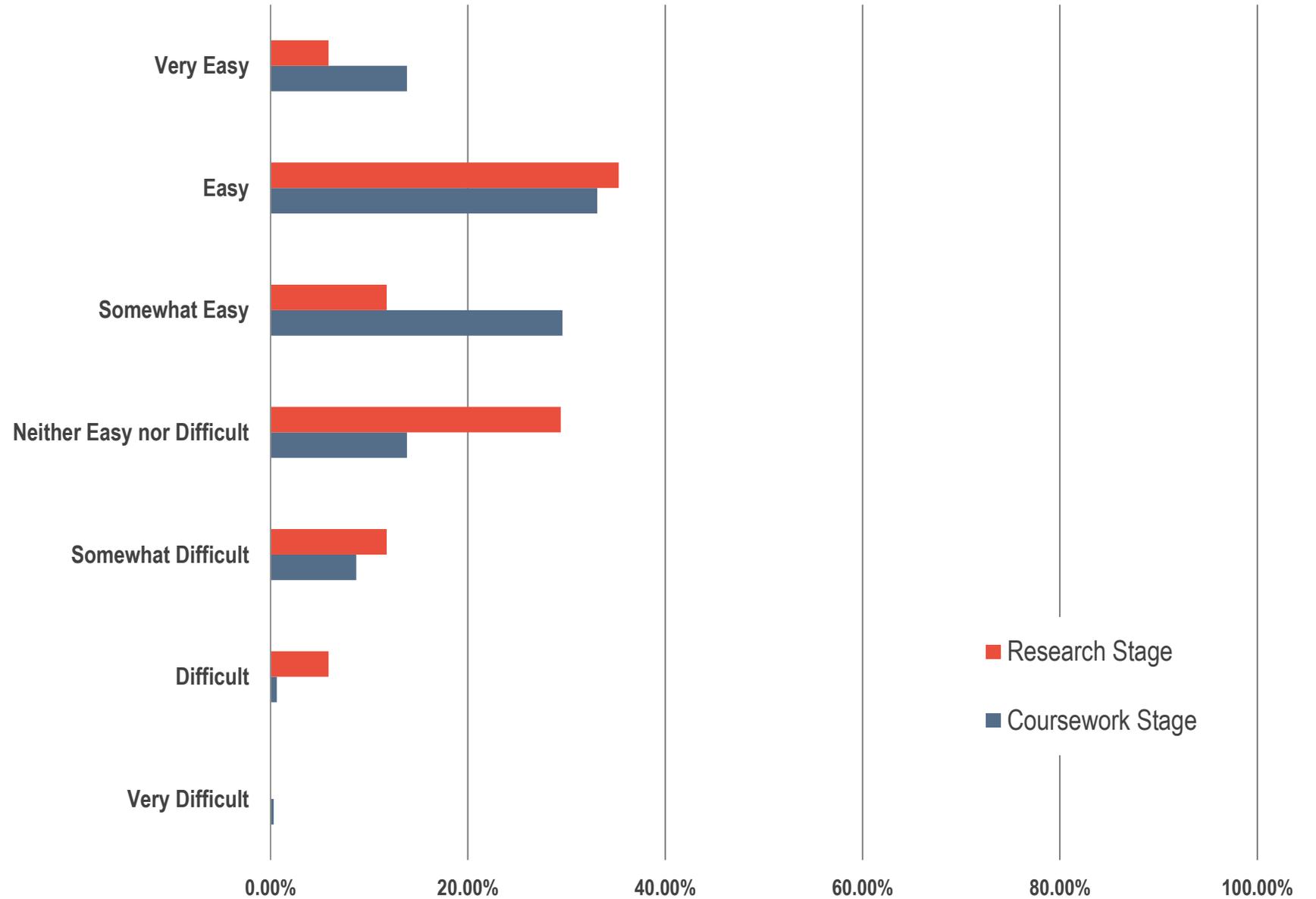


Graduates

“How easy or difficult do you find it to access information and resources that you need for your coursework or research projects?”



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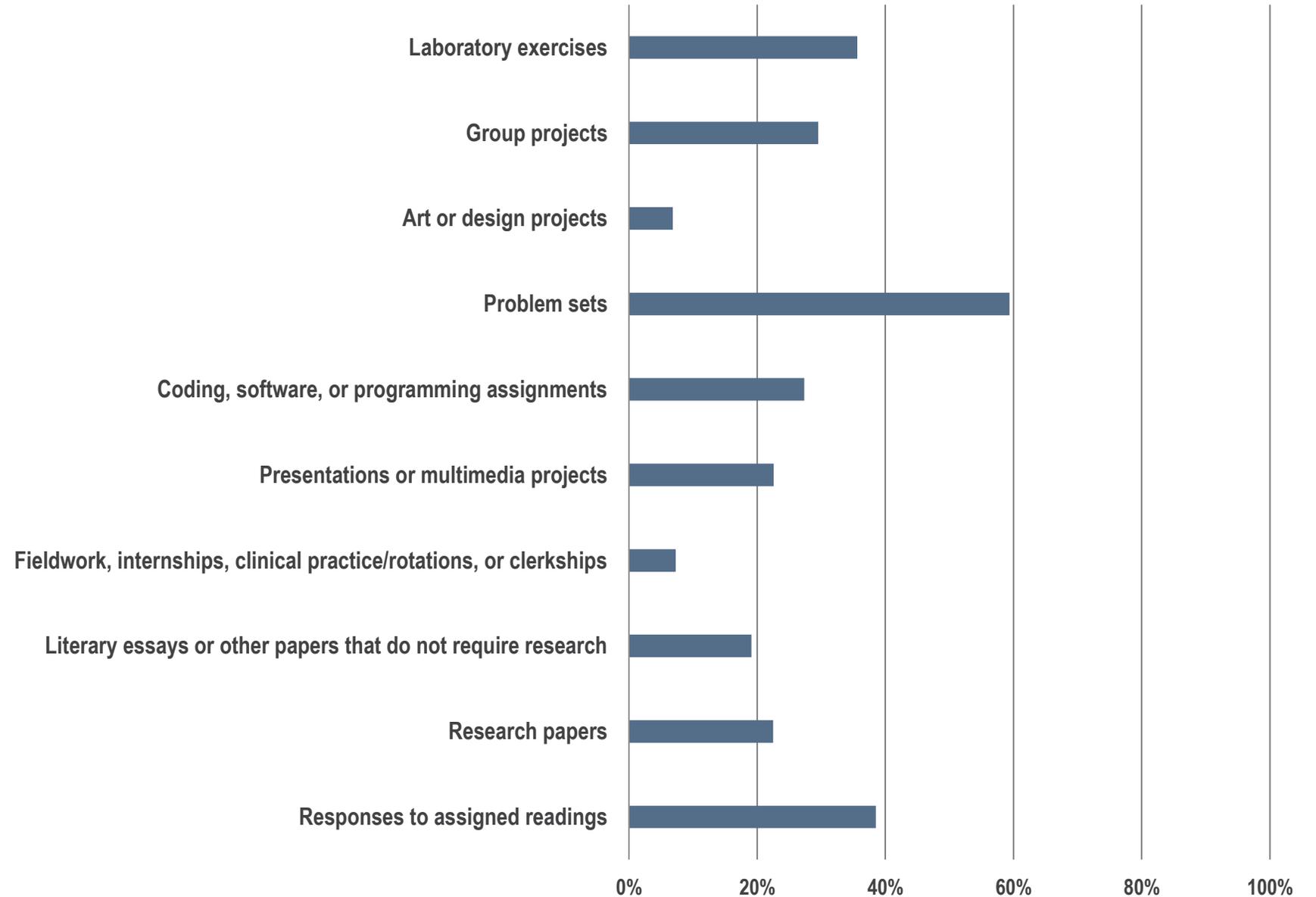


Graduates

RICE STUDENT SURVEY 2015

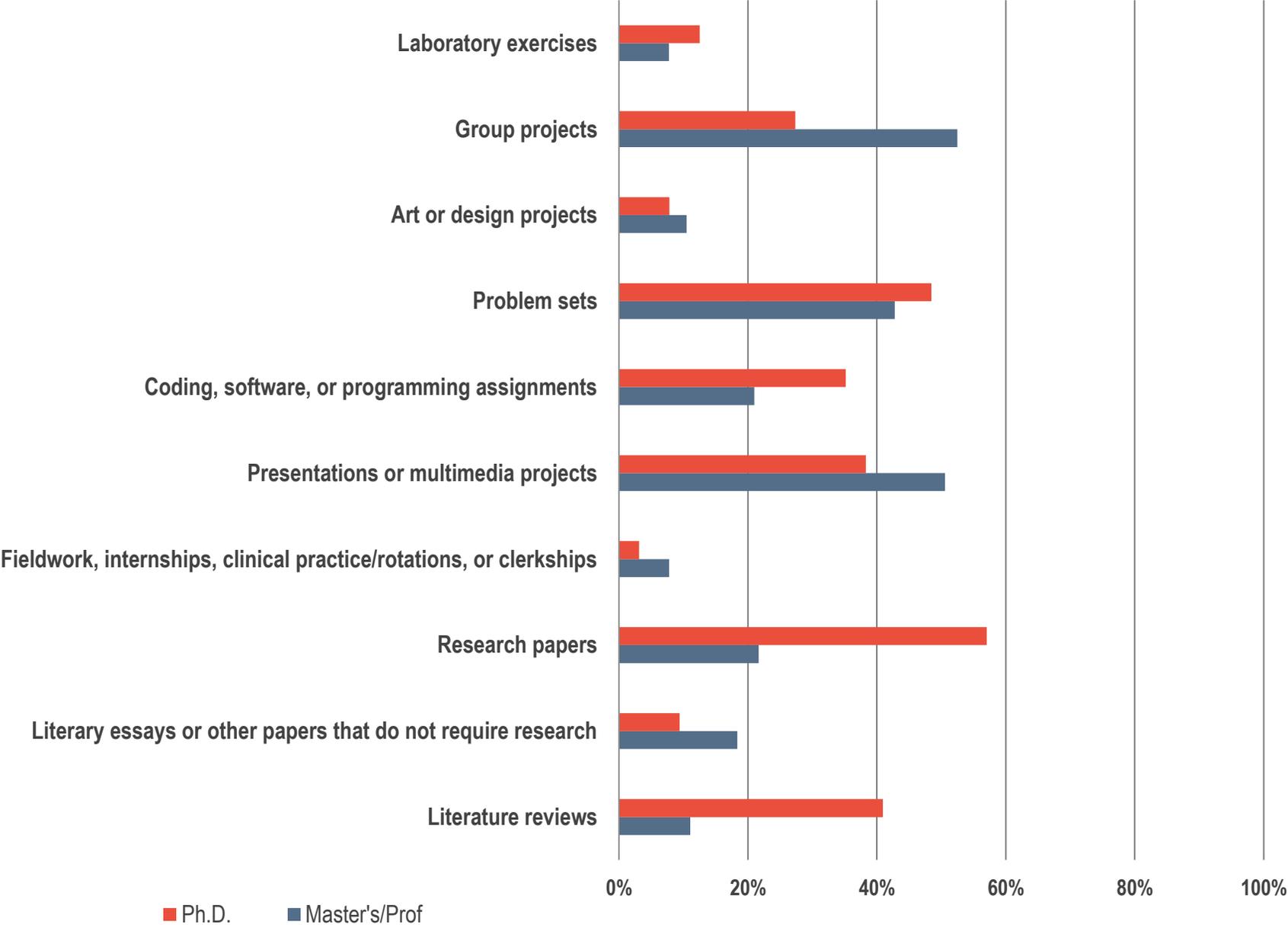
*“In the courses you are currently taking, how often are you assigned each of the following types of work?”
(Undergraduates)*

Response scale:
Regularly (4); Sometimes (3);
Rarely (2); Never (1). Graph
displaying responses
indicating “Regularly”



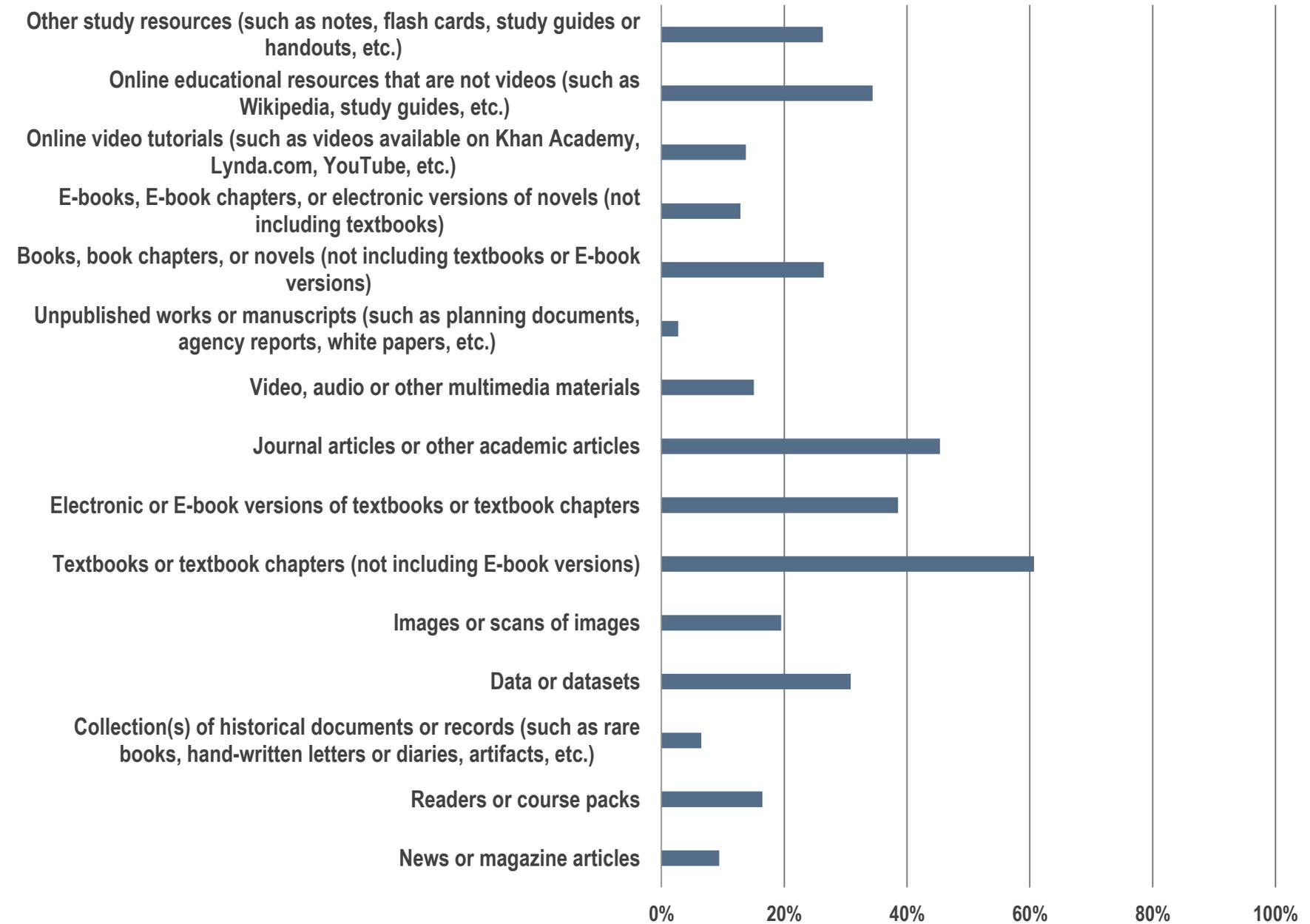
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Response scale:
Regularly (4); Sometimes (3);
Rarely (2); Never (1). Graph
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*“In the courses you are currently taking, how often do you use each of the following types of sources of information in your assignments or coursework?”
(Undergraduates)*

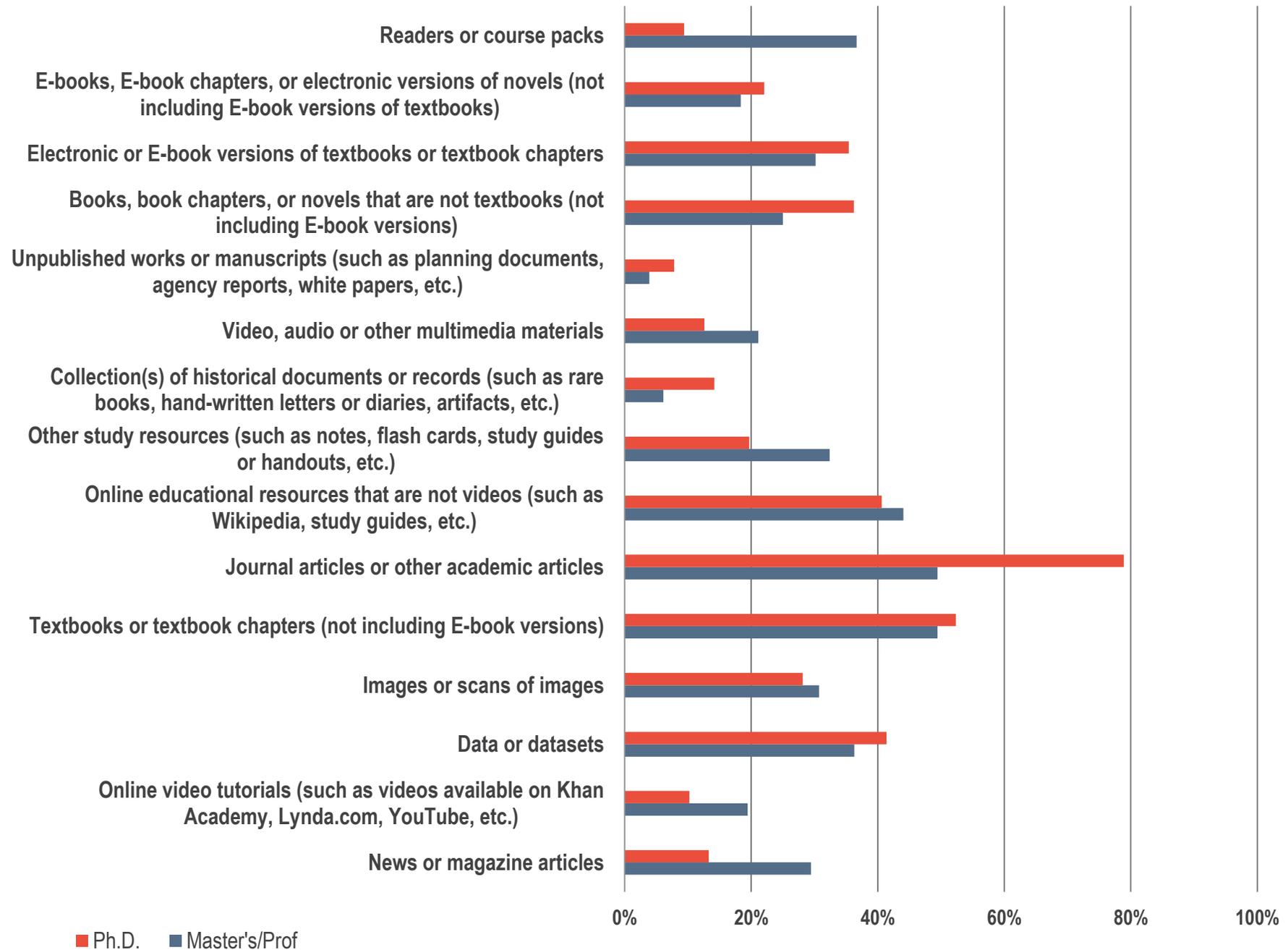
Response scale:
Regularly (4); Sometimes (3);
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displaying responses
indicating “Regularly”



“In the courses you are currently taking, how often do you use each of the following types of sources of information for your coursework or research projects?”

Response scale:

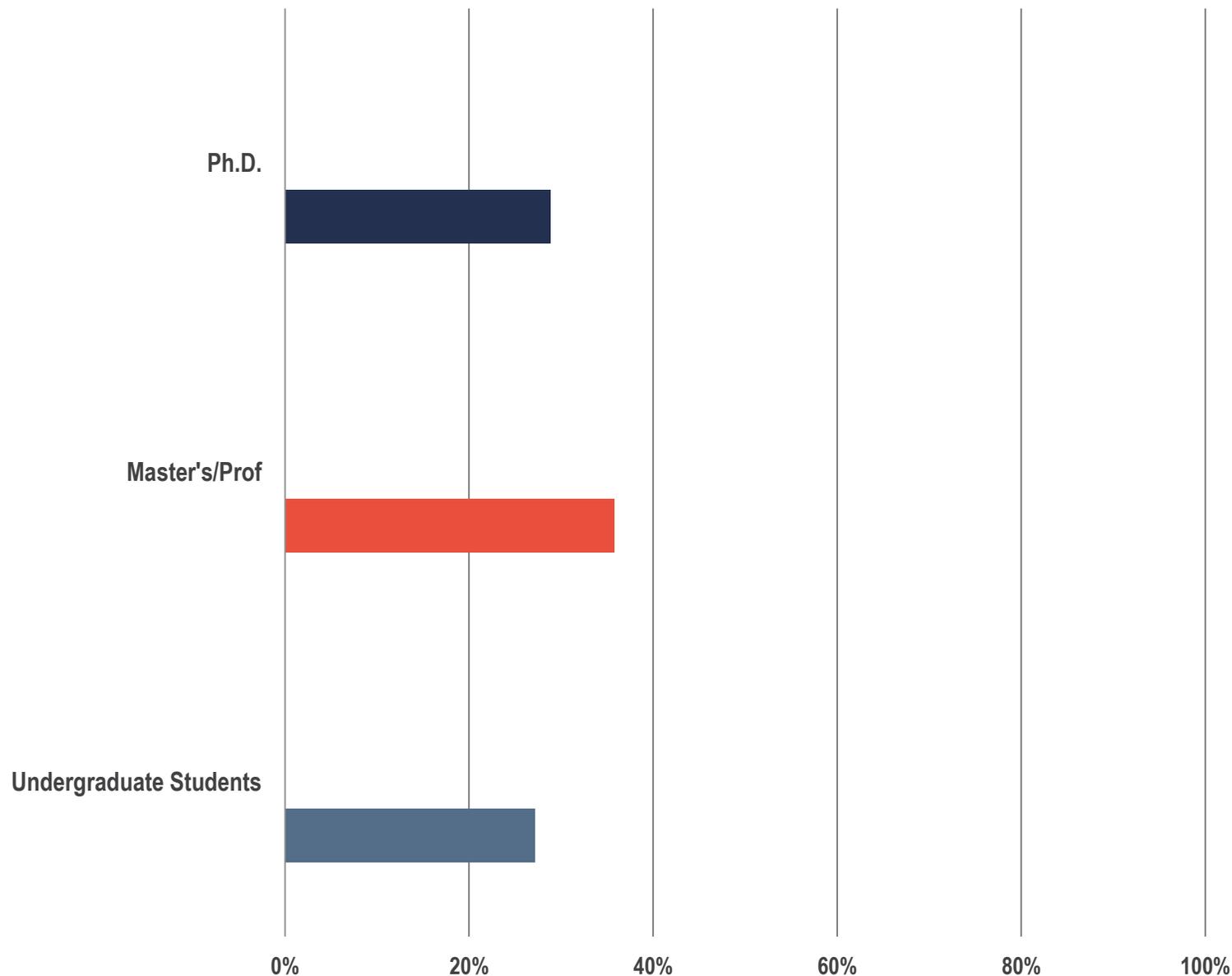
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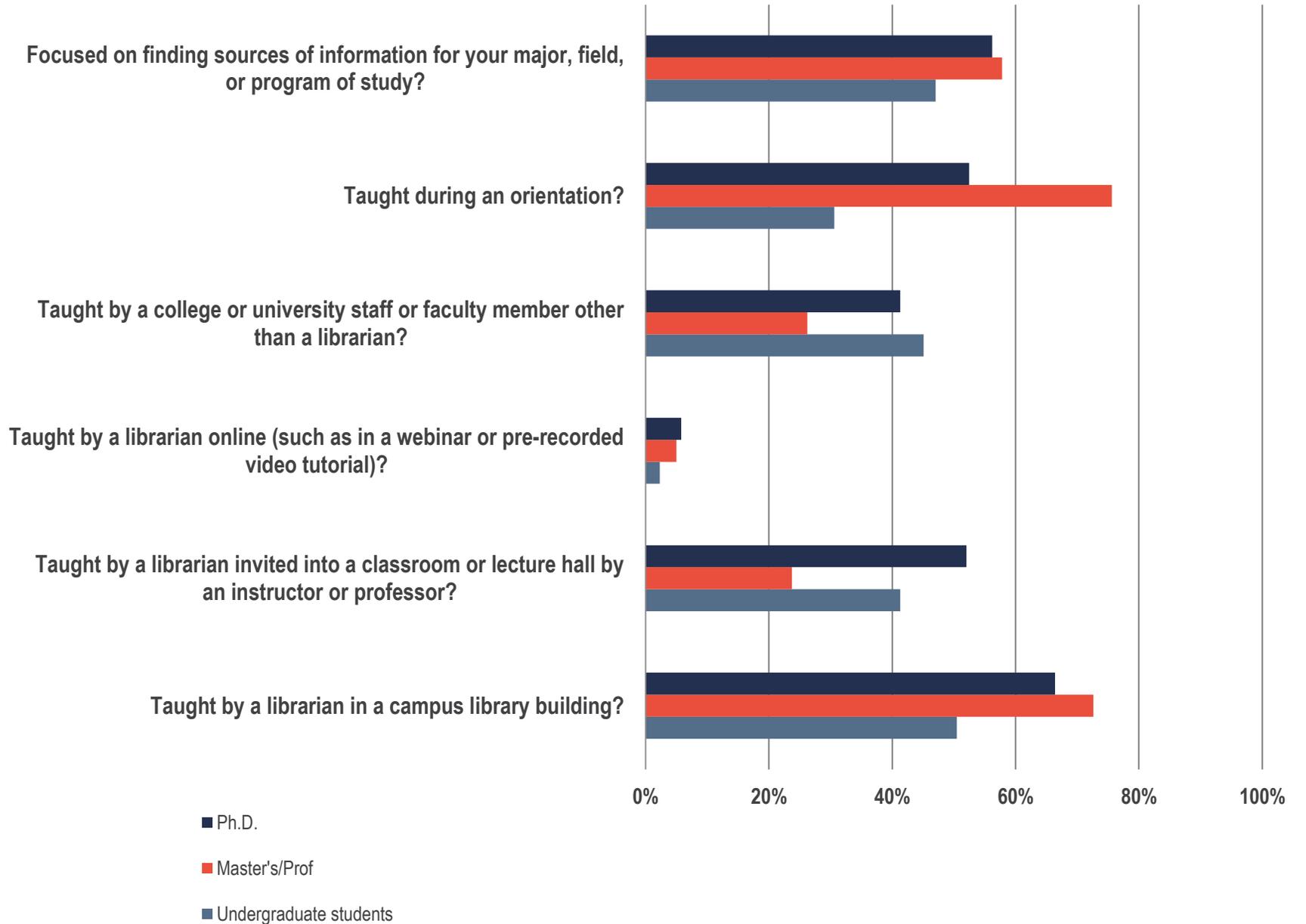
THE ROLE OF THE LIBRARY

“Have you ever attended a session, class, or section on how to find information for your coursework or research projects using your campus library’s resources?”

Response scale: Yes; No.
Chart displays percent of respondents selecting “Yes.”



“Have you attended a library information session, class, or section that was (please select “yes” for all that apply):”



Response scale: Yes; No.
Chart displays percent of respondents selecting “Yes.”

“Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.”

Response scale:

Strongly Agree (7); Agree (6); Somewhat Agree (5); Neither Agree nor Disagree (4); Somewhat Disagree (3); Disagree (2); Strongly Disagree (1). Graph is displaying “Agree” and “Strongly Agree”

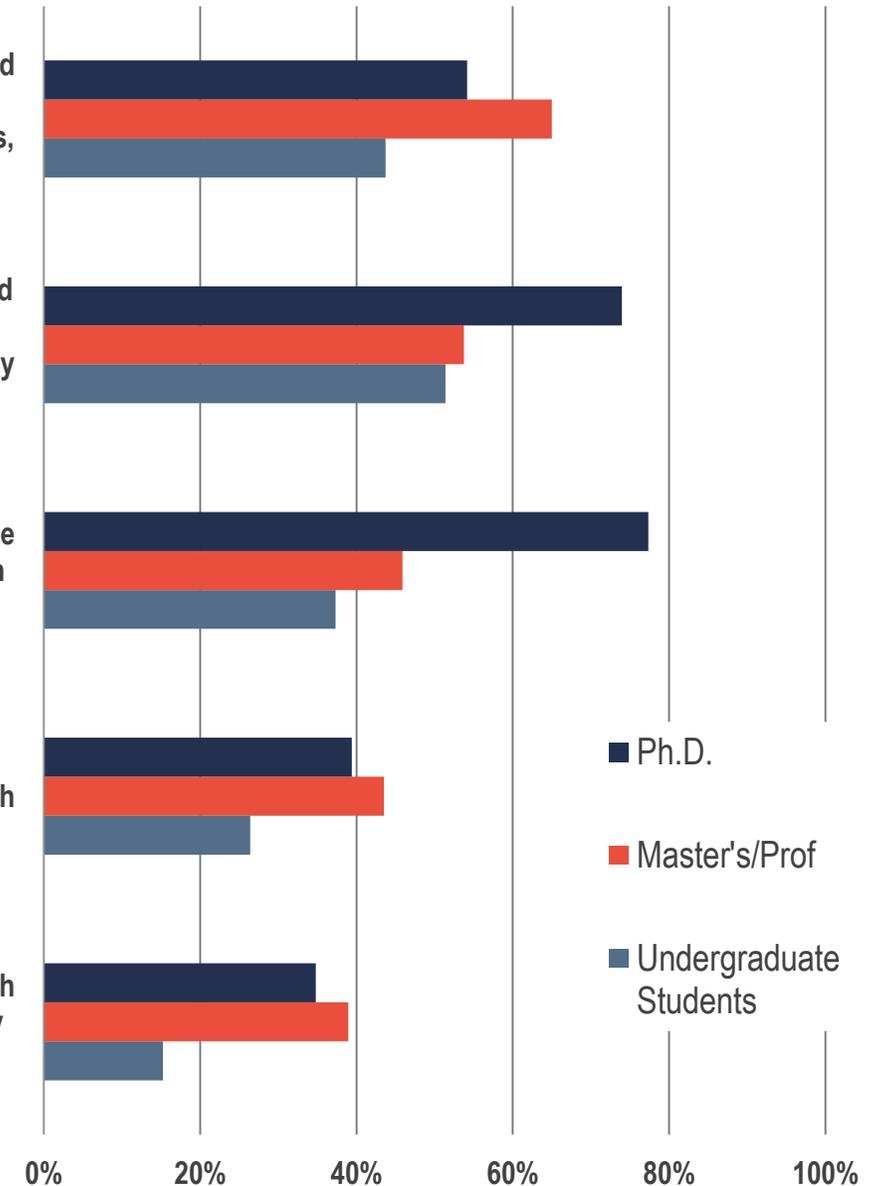
The main responsibility of my college or university library should be supporting student learning by helping students to develop research skills and find, access, and make use of books, articles, data, images, and other resources

The main responsibility of my college or university library should be helping me access print or electronic versions of books, articles, data, images, and other resources that I may need for my coursework or research projects

My instructors help me develop the research skills to find and use academic sources of information for my coursework or research projects

The library serves as a starting point for locating information, resources, or citations that I use for my coursework or research projects

Campus librarians or library staff help me develop the research skills to find and use academic sources of information for my coursework or research projects



“Please read the following statements and tell us whether you strongly agree with the statement, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, or strongly disagree.”

Response scale:

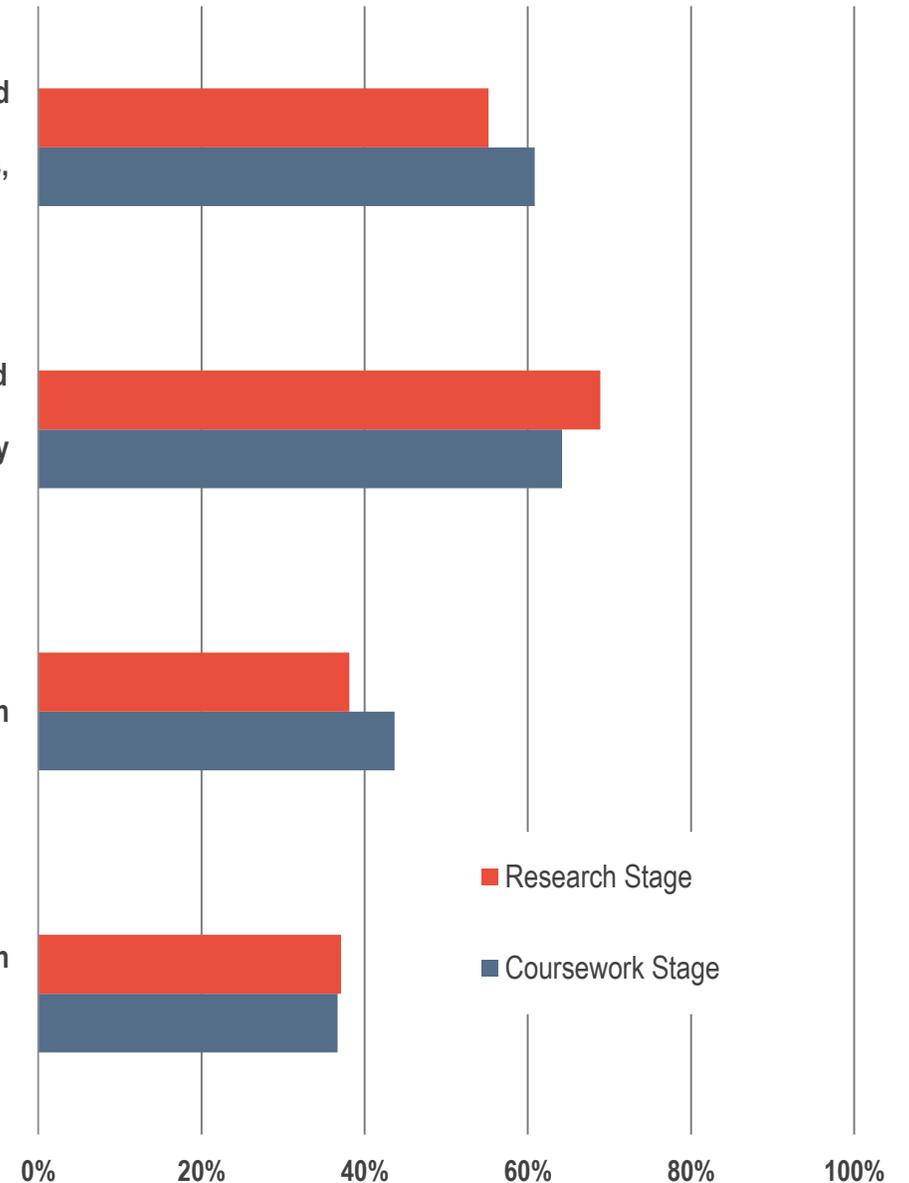
Strongly Agree (7); Agree (6); Somewhat Agree (5); Neither Agree nor Disagree (4); Somewhat Disagree (3); Disagree (2); Strongly Disagree (1). Graph is displaying “Agree” and “Strongly Agree”

The main responsibility of my college or university library should be supporting student learning by helping students to develop research skills and find, access, and make use of books, articles, data, images, and other resources

The main responsibility of my college or university library should be helping me access print or electronic versions of books, articles, data, images, and other resources that I may need for my coursework or research projects

The library serves as a starting point for locating information, resources, or citations that I use for my coursework or research projects

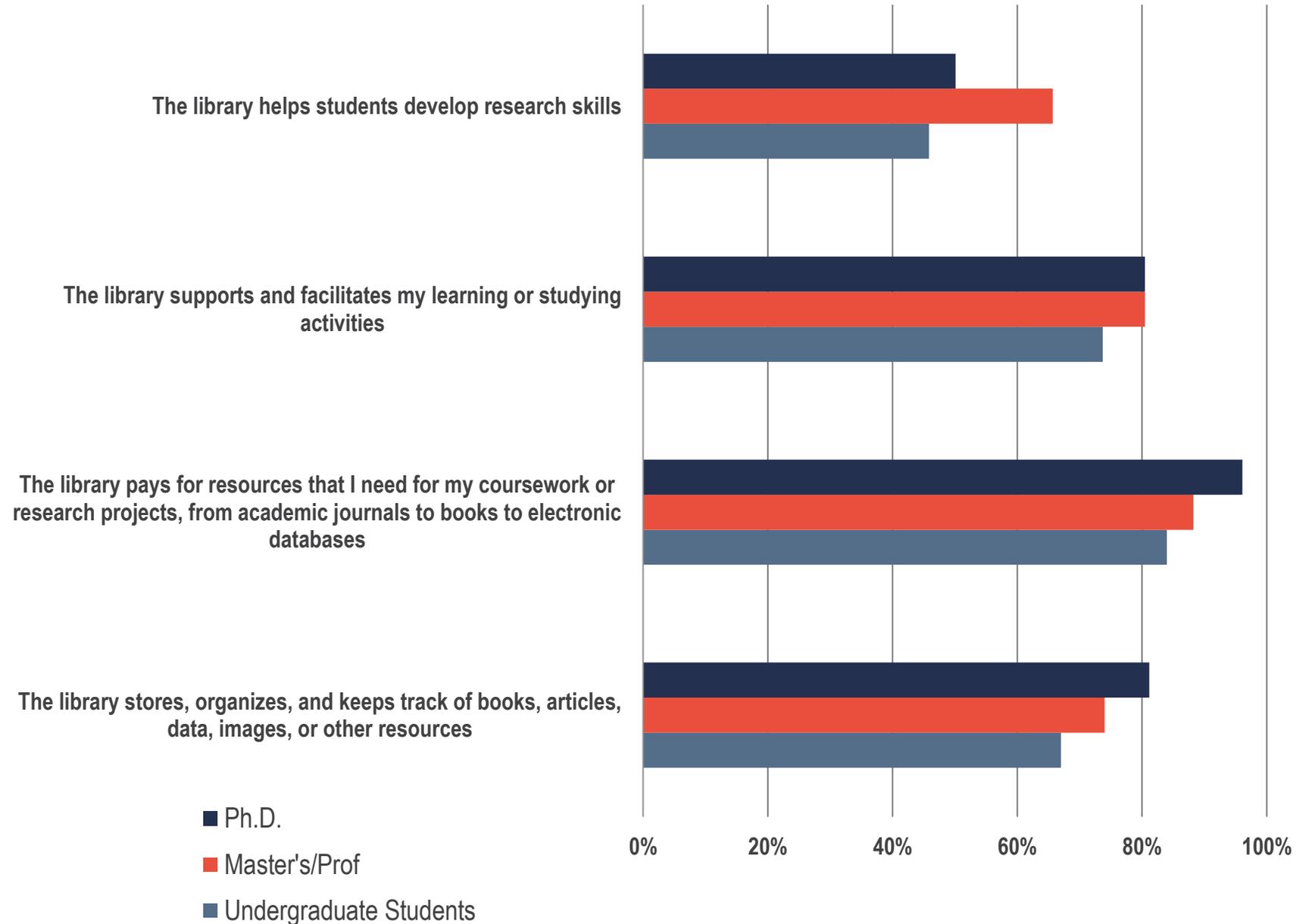
Campus librarians or library staff help me develop the research skills to find and use academic sources of information for my coursework or research projects



Graduates

“How useful is it to you personally that your campus library provides each of the services...?”

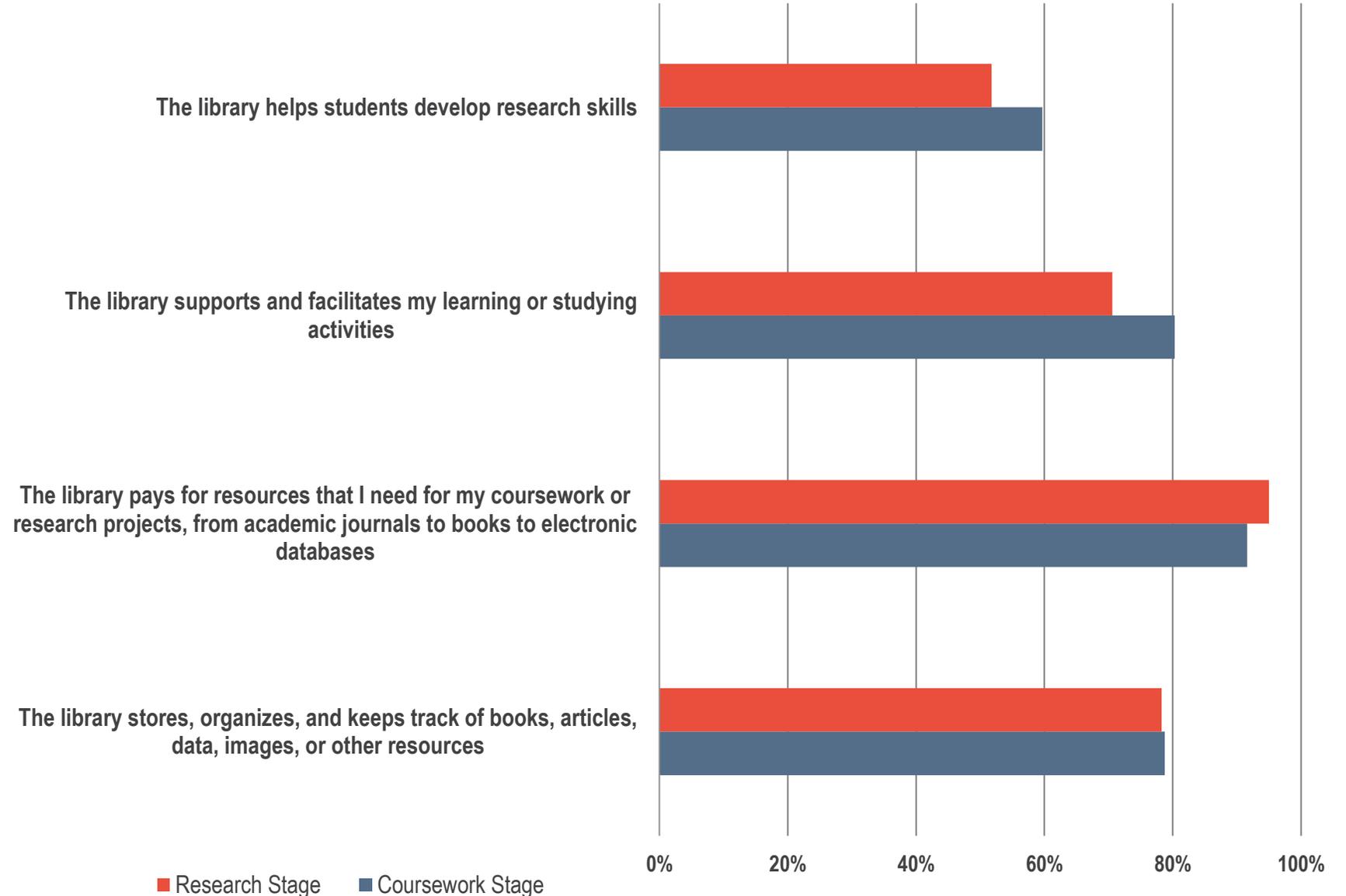
Response scale:
Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Graph displays “Extremely Useful” and “Very Useful” combined for each category of student



“How useful is it to you personally that your campus library provides each of the services...?”

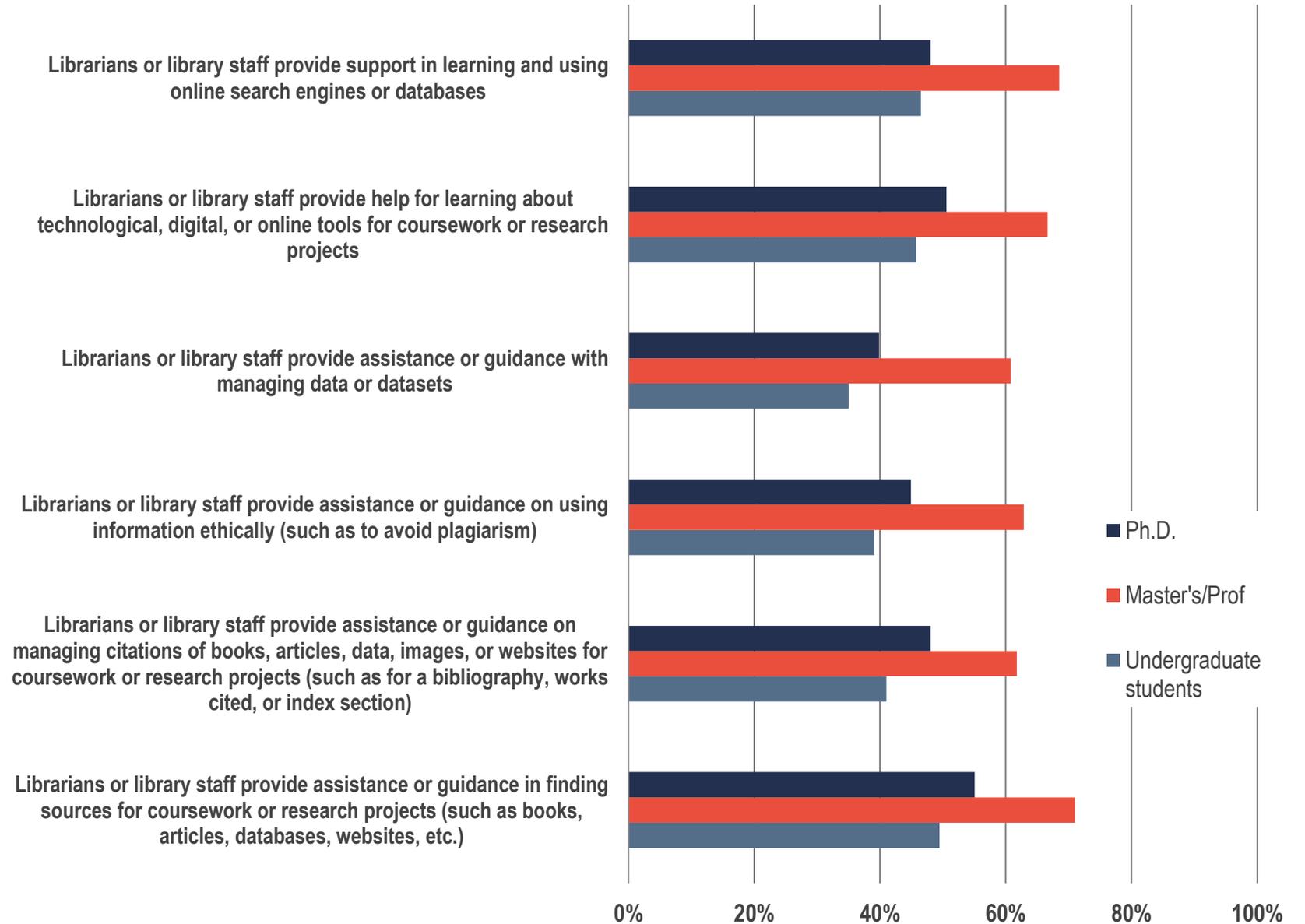
Response scale:
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Graduates



“How useful is it to you personally that your campus librarians or library staff provide each of the services...?”

Response scale:
 Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful. Graph displays “Extremely Useful” and “Very Useful” combined for each category of student



“How useful is it to you personally that your campus librarians or library staff provide each of the services...?”

Librarians or library staff provide support in learning and using online search engines or databases

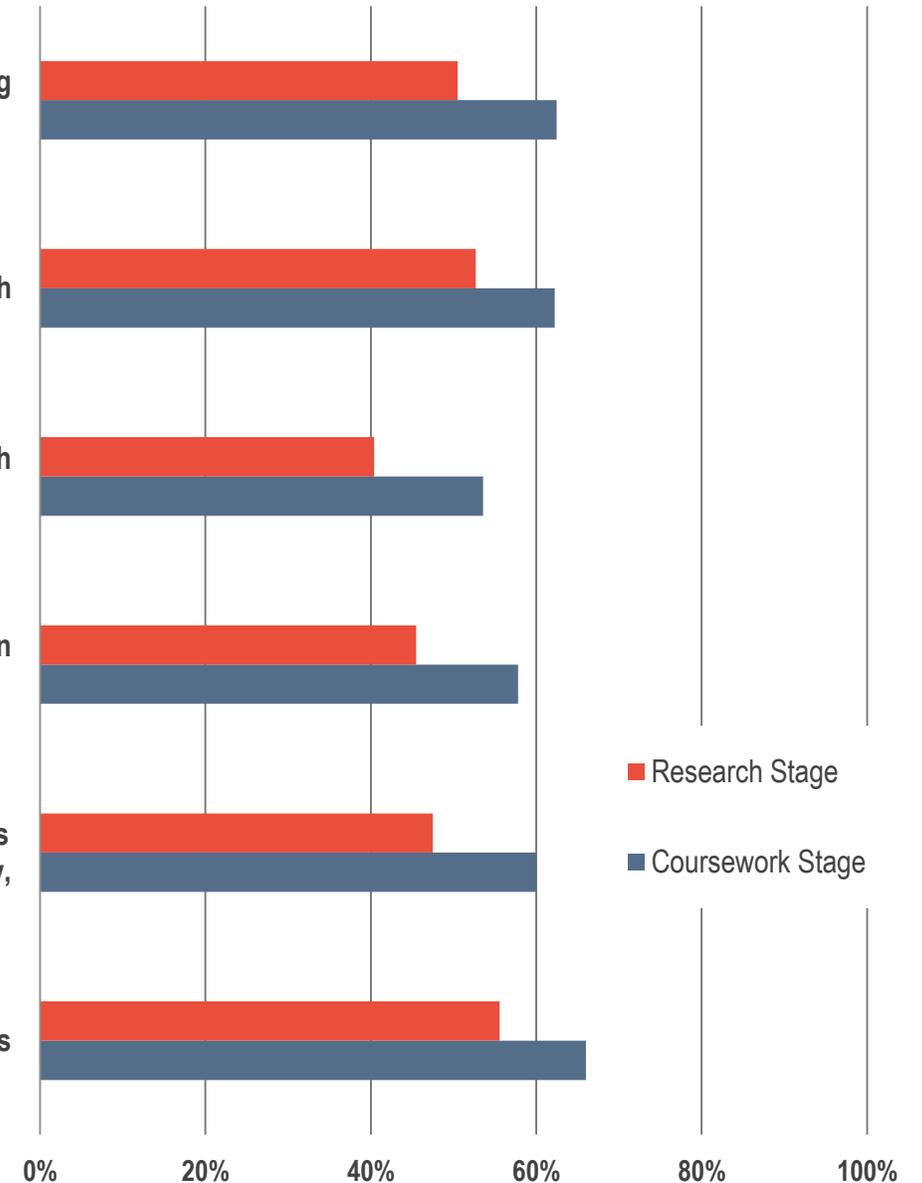
Librarians or library staff provide help for learning about technological, digital, or online tools for coursework or research projects

Librarians or library staff provide assistance or guidance with managing data or datasets

Librarians or library staff provide assistance or guidance on using information ethically (such as to avoid plagiarism)

Librarians or library staff provide assistance or guidance on managing citations of books, articles, data, images, or websites for coursework or research projects (such as for a bibliography, works cited, or index section)

Librarians or library staff provide assistance or guidance in finding sources for coursework or research projects (such as books, articles, databases, websites, etc.)



Response scale:

Not Useful at All; Not too Useful; Somewhat Useful; Very Useful; Extremely Useful

Graduates

ITHAKA S+R

THANK YOU

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Reports and issue briefs:
www.sr.ithaka.org

