

ITHAKA S+R

RICE UNIVERSITY SURVEY: DIGITAL RESEARCH ACTIVITIES

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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

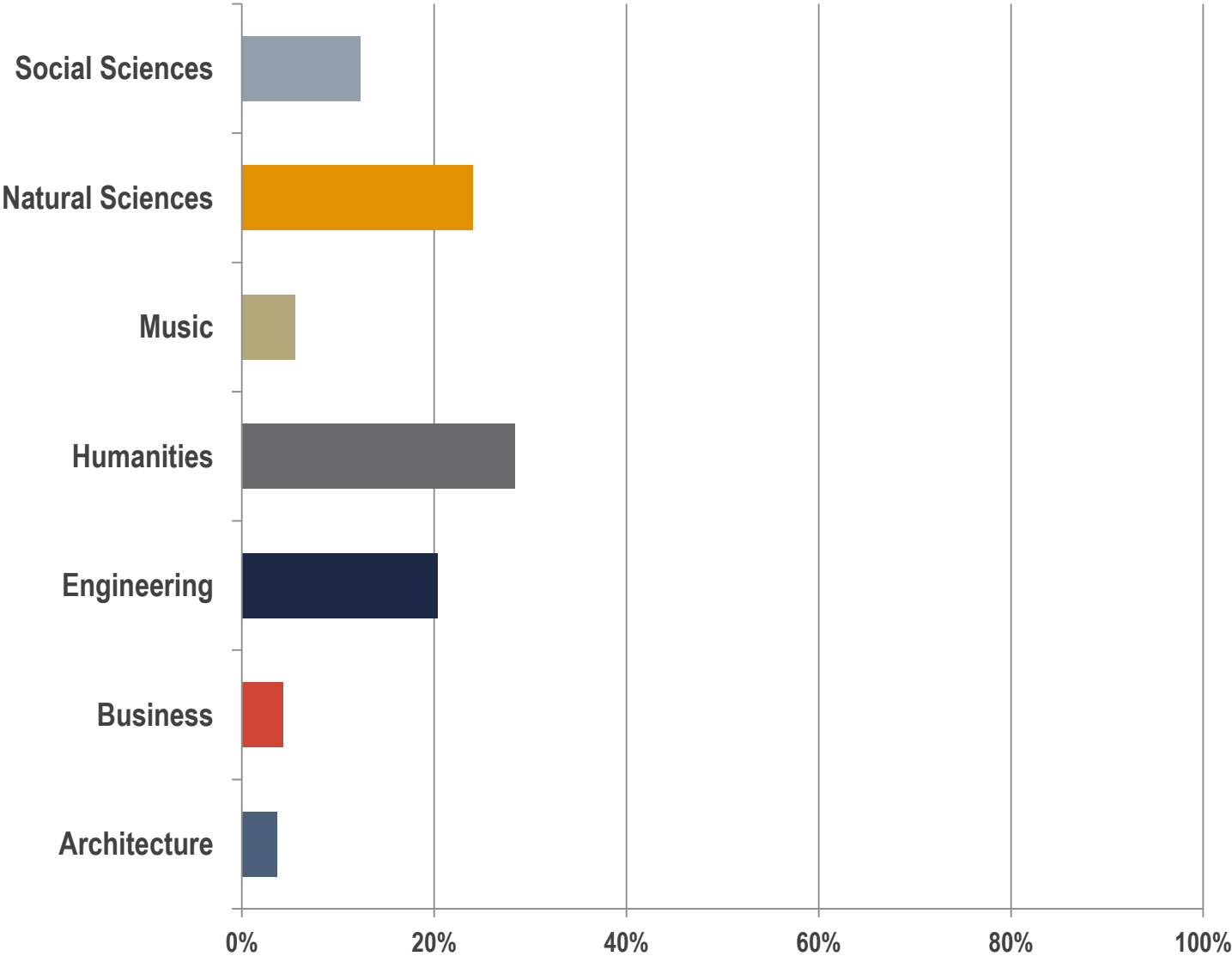
- » 1,274 faculty members invited to take the survey
- » Personalized invitations and links sent via Ithaka survey platform
- » Survey live from 3/17 to 4/8
- » 2 reminders sent before the close of the survey
- » 164 completed responses received (13% response rate)

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)*

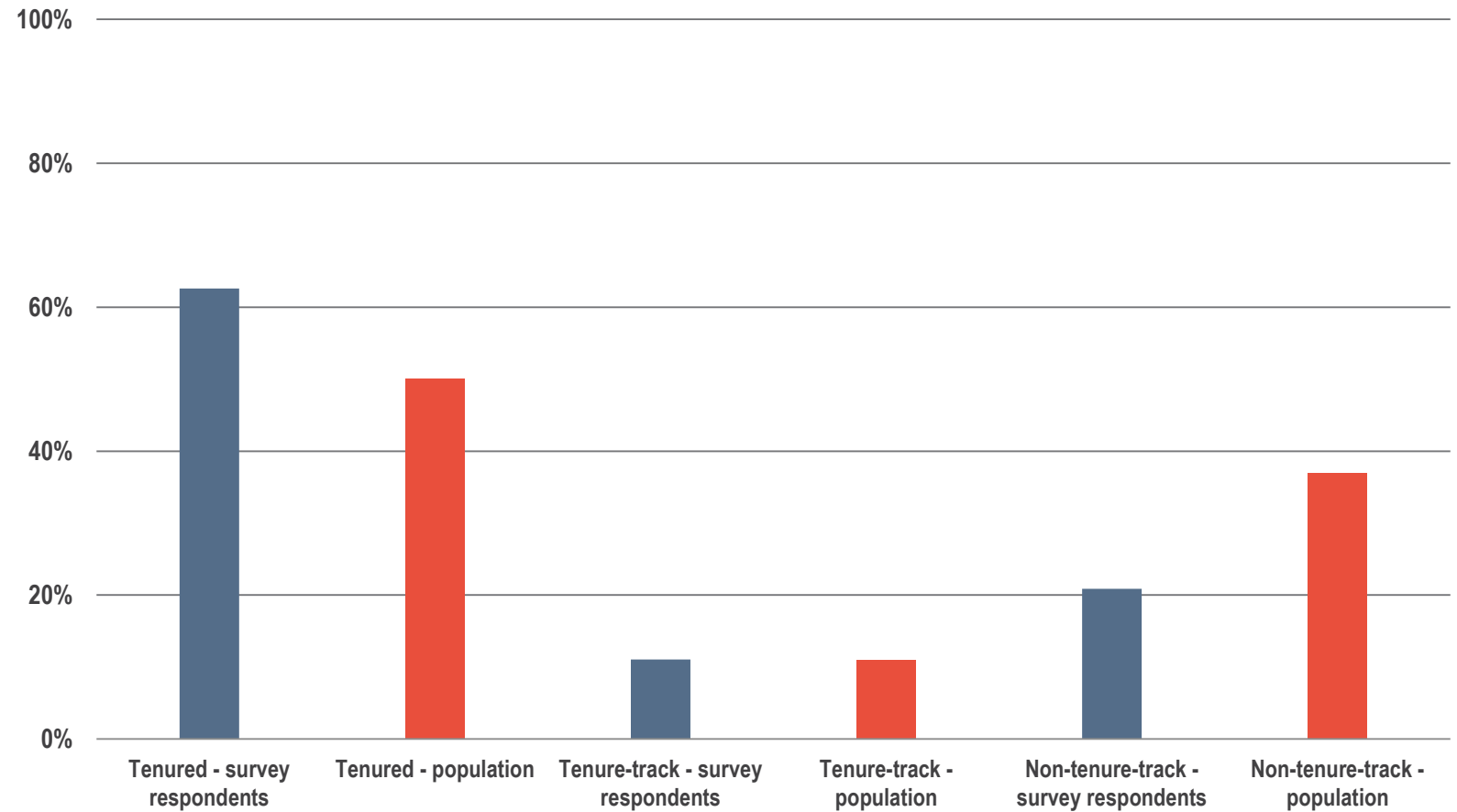
Note: Based on self-identified disciplinary/school affiliations.



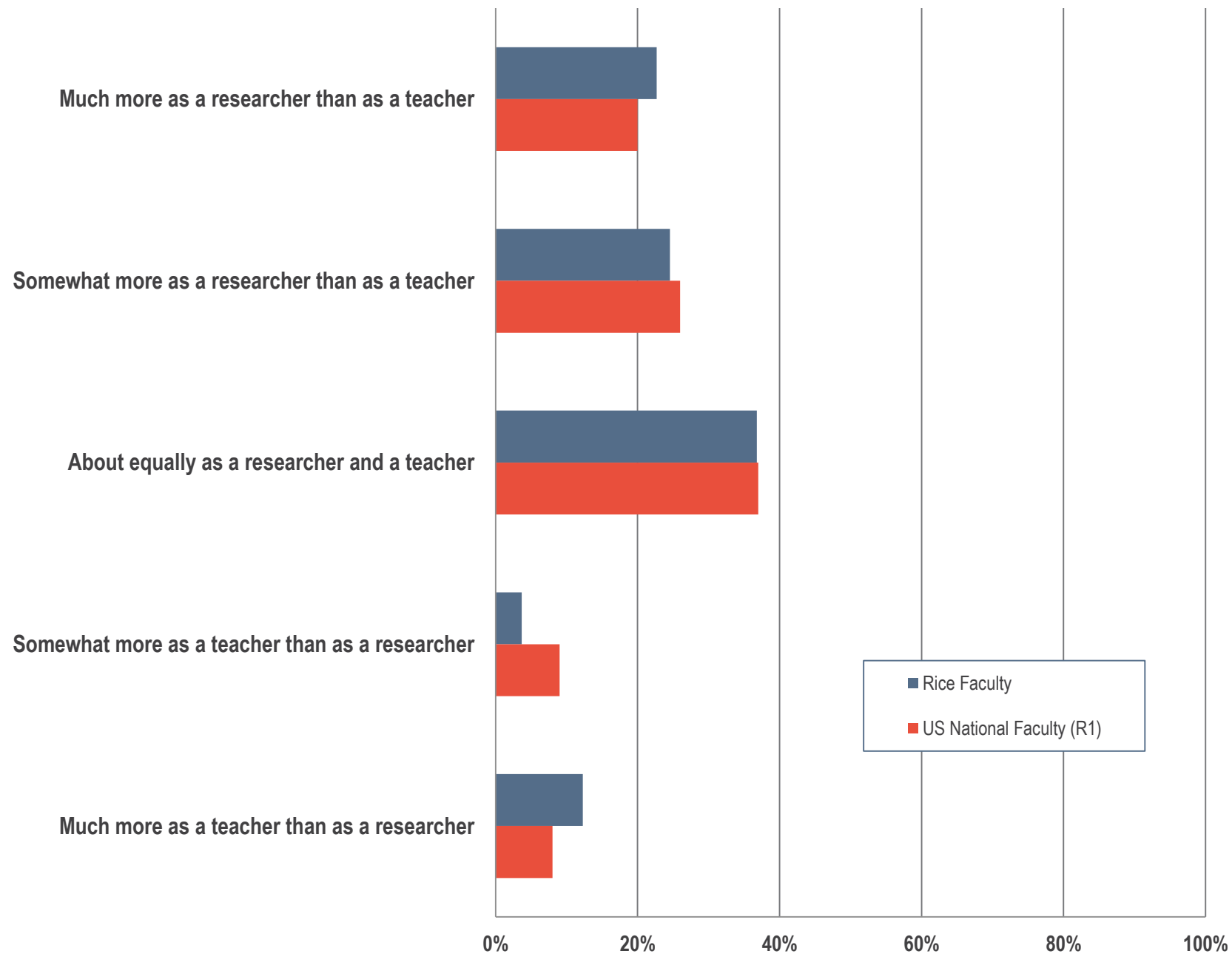
“What is your rank?”

Source for population numbers:

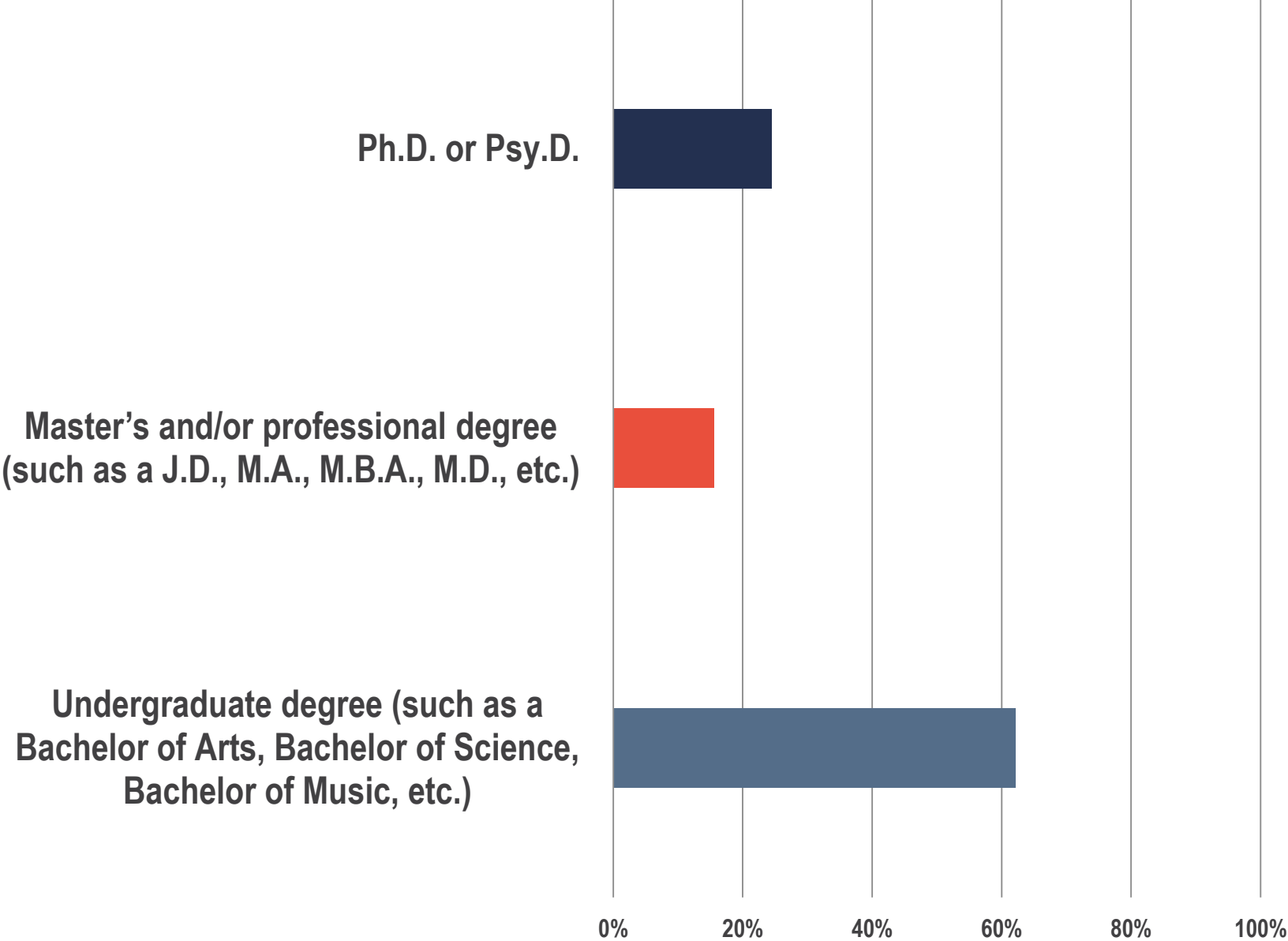
http://www.oir.rice.edu/Factbook/Faculty_and_Staff/Fall_2014_Faculty_Headcount/



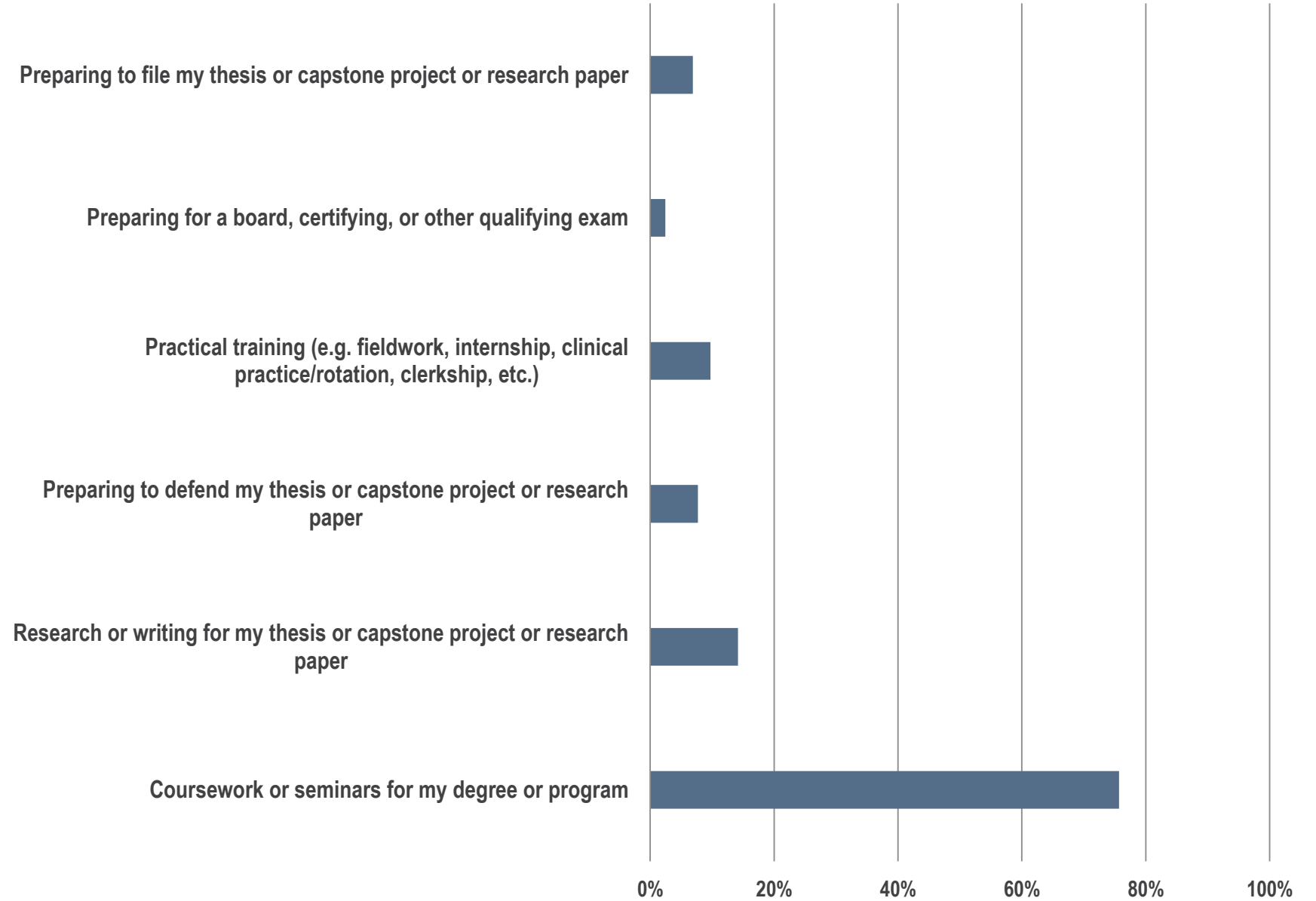
“Do you think of yourself primarily as a researcher, primarily as a teacher, or somewhere in between?”



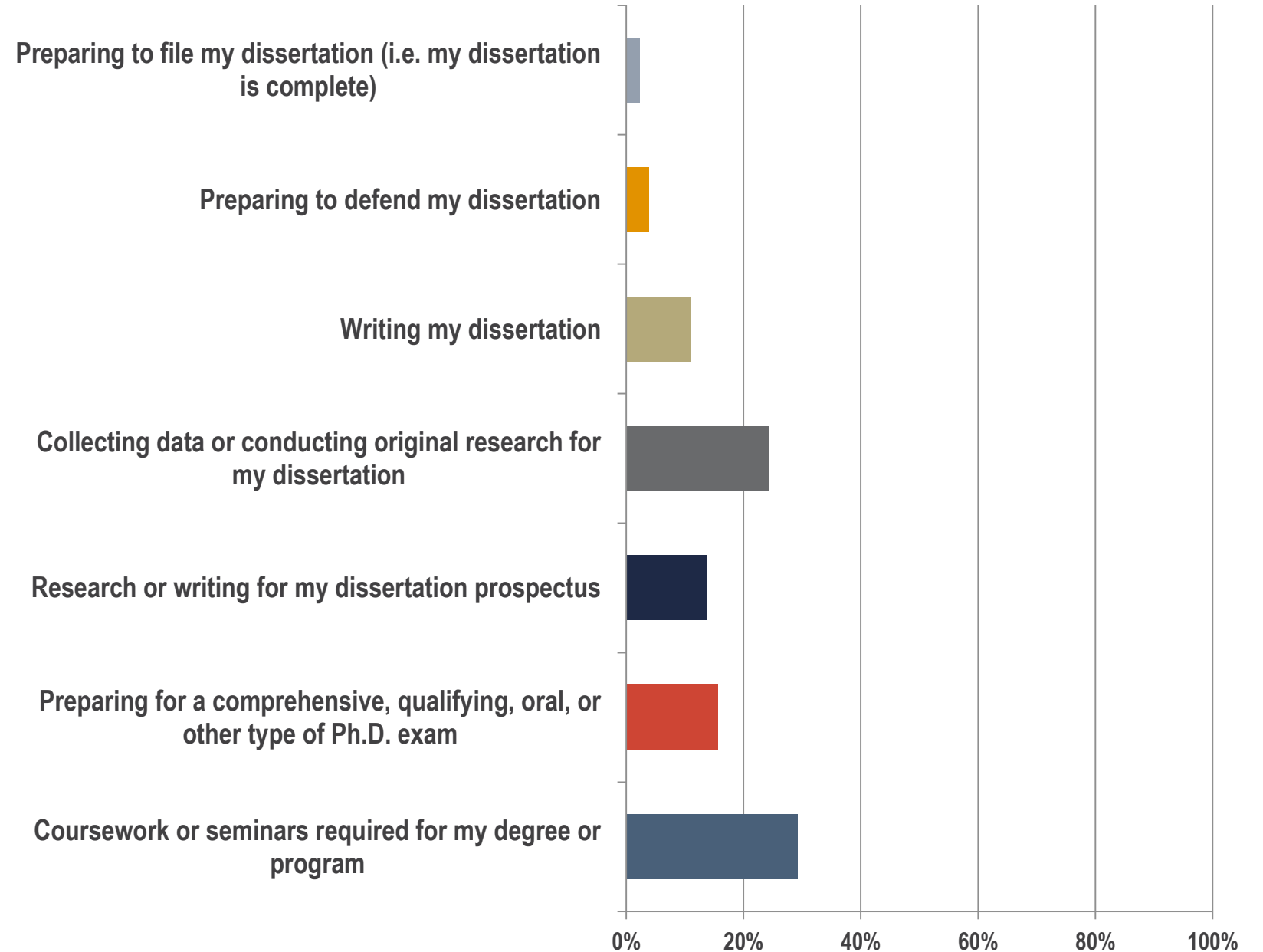
“Which of the following degrees are you pursuing at this college or university? Please select all that apply or select “N/A” if you are not enrolled in a degree granting program.”



“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:”



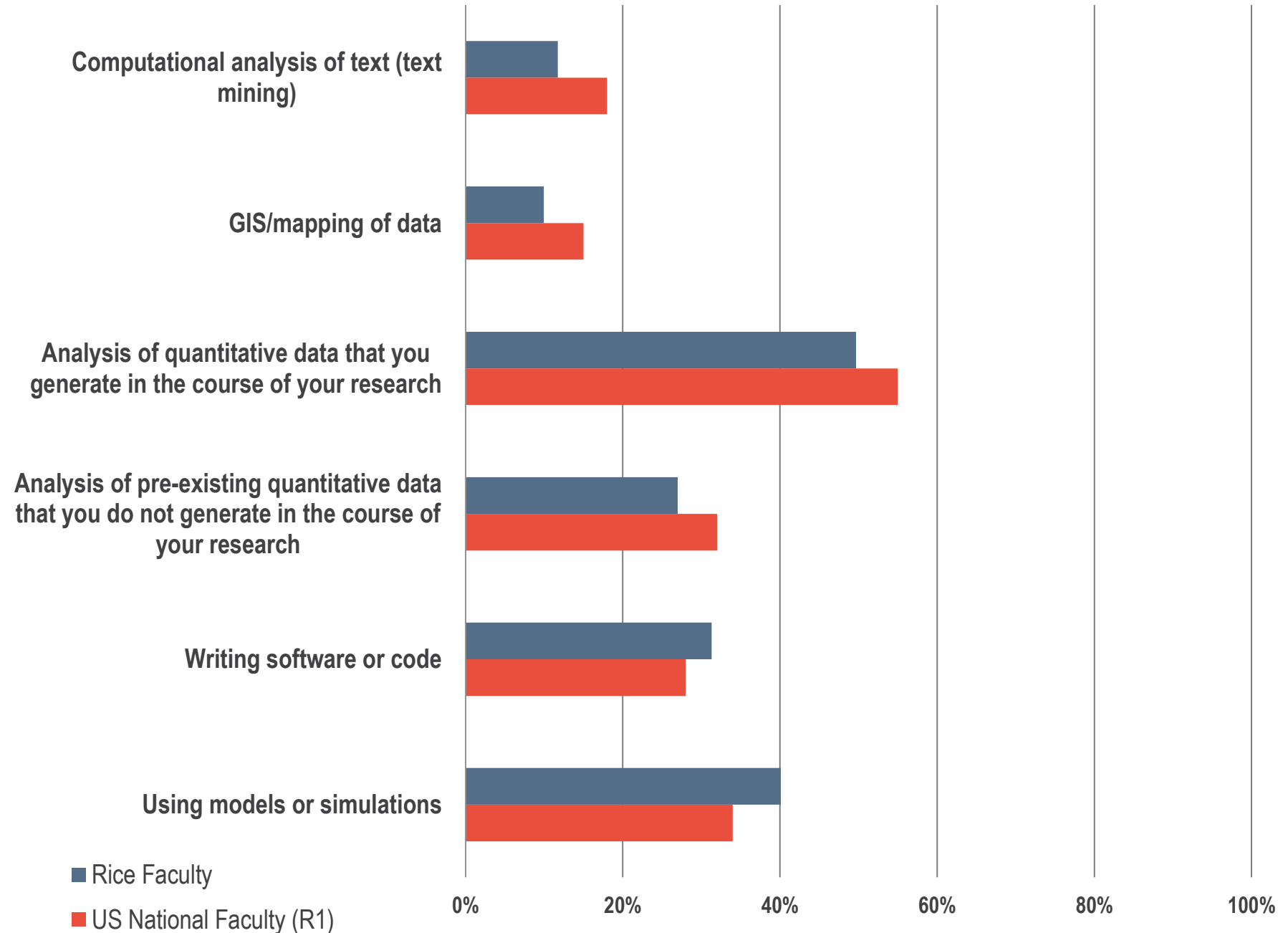
“Please select the stage from the following list that best describes where you are in your Ph.D. program.”



DIGITAL RESEARCH METHODS

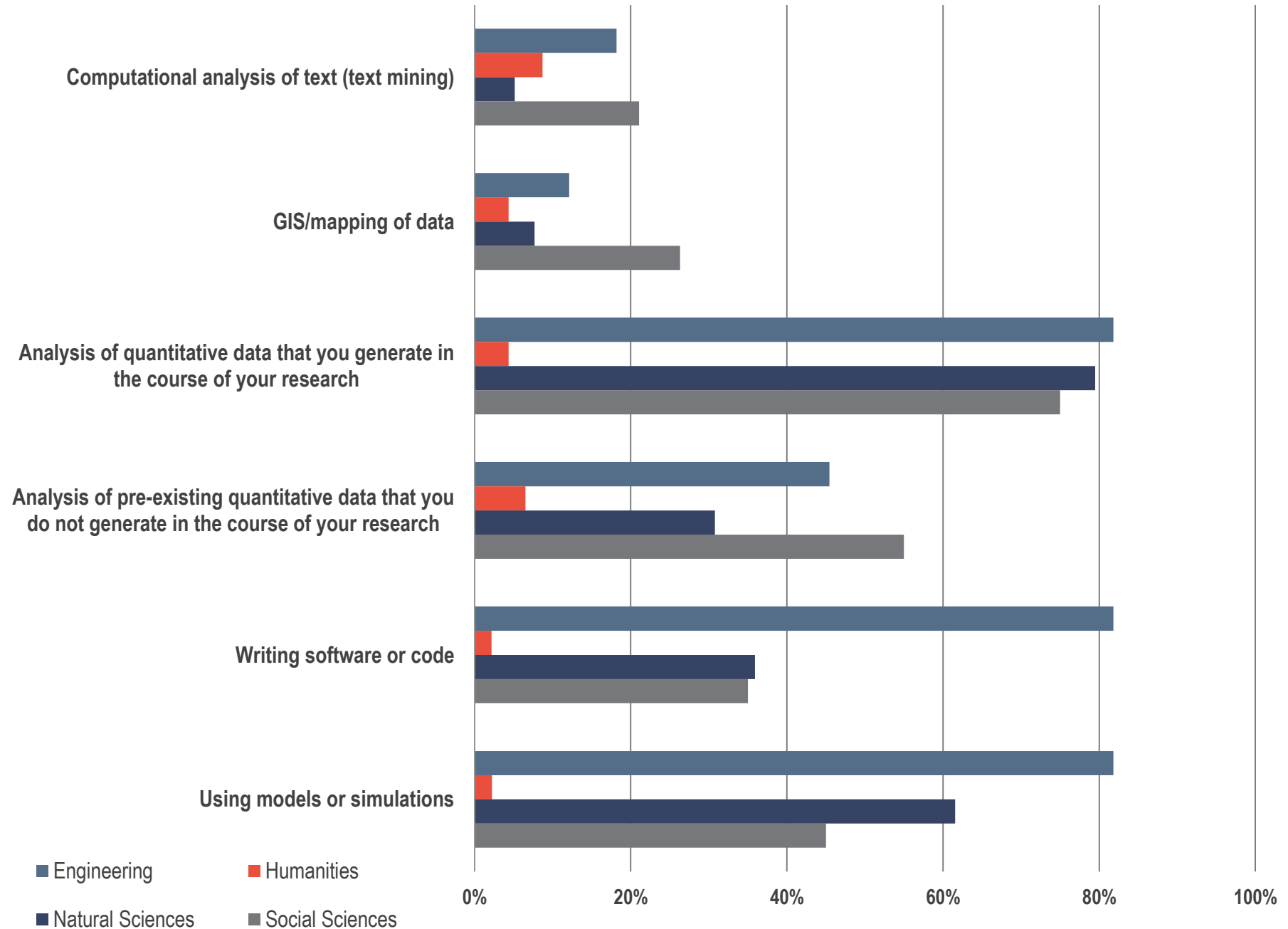
“How important to your research is each of the following digital research activities and methodologies today?”

Response scale:
10 point scale, 10 =
“Extremely important” and 1
= “Not at all important”;
Percent of respondents rating
each item as “extremely
important” (8-10 on a 10-
point scale)



“How important to your research is each of the following digital research activities and methodologies today?”

Response scale:
 10 point scale, 10 = “Extremely important” and 1 = “Not at all important”;
 Percent of respondents rating each item as “extremely important” (8-10 on a 10-point scale), by discipline



“How important to your research is each of the following digital research activities and methodologies today?”

Response scale:

10 point scale, 10 =

“Extremely important” and 1

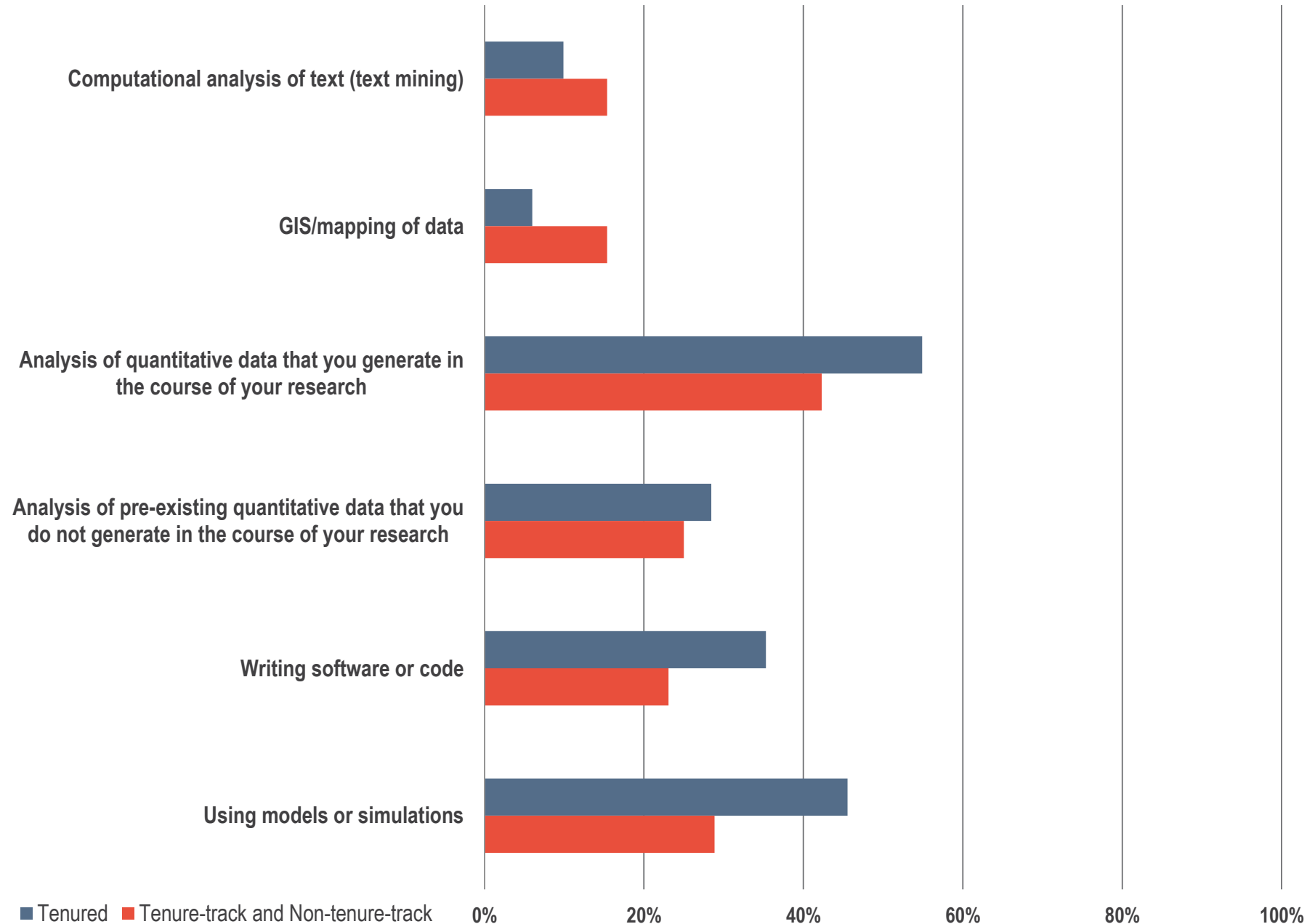
= “Not at all important”;

Percent of respondents rating

each item as “extremely

important” (8-10 on a 10-

point scale)

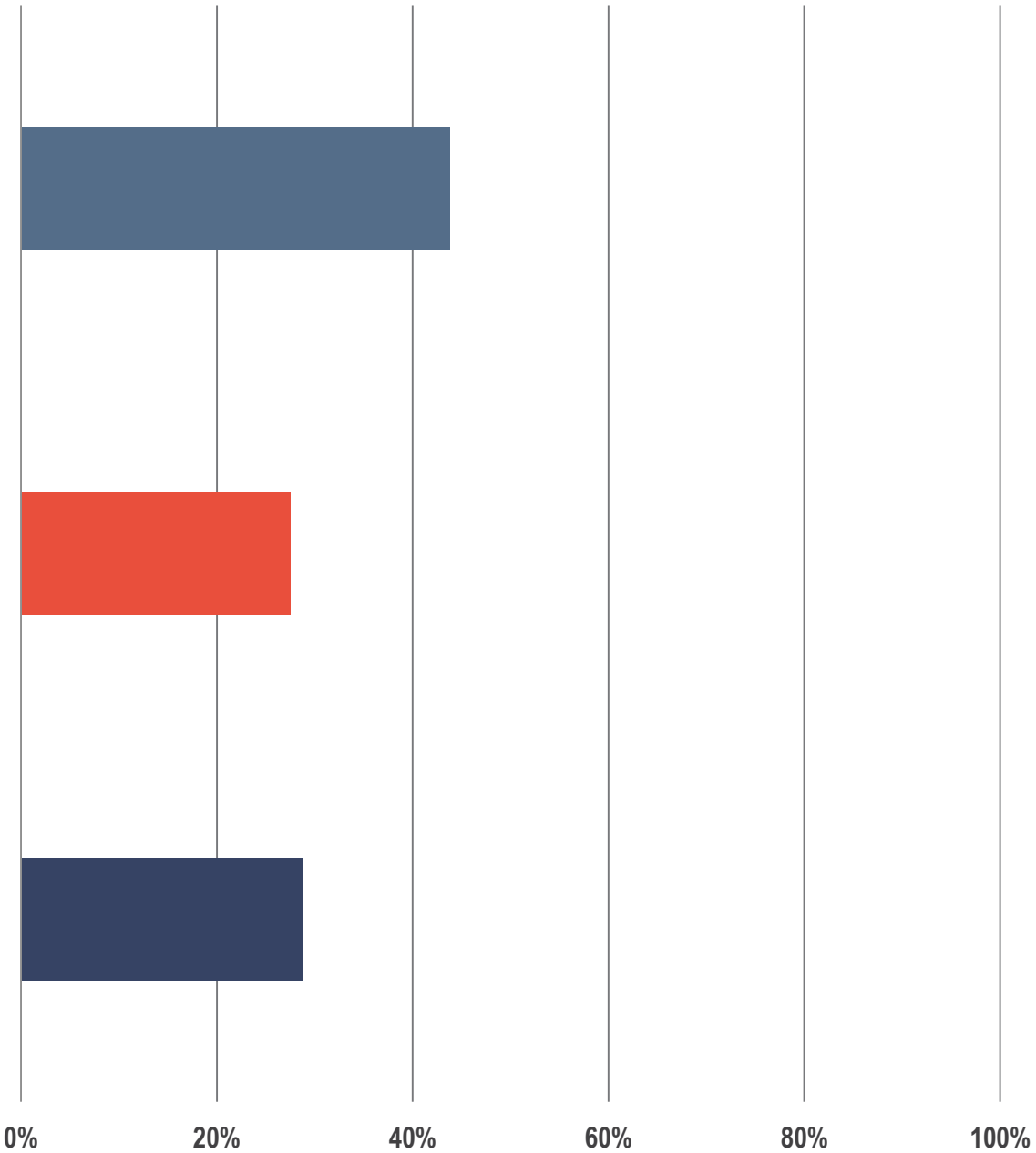


Interest in integrating digital research activities and methodologies

I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work

I make use of digital research activities and methodologies such as those described above in my work, but am not interested in integrating them more deeply into my work

I am not interested in integrating digital research activities and methodologies such as those described above more deeply into my work



“Please select the statement below that best describes your point of view:”

Note: Forced choice

Interest in integrating digital research activities and methodologies

“Please select the statement below that best describes your point of view:”

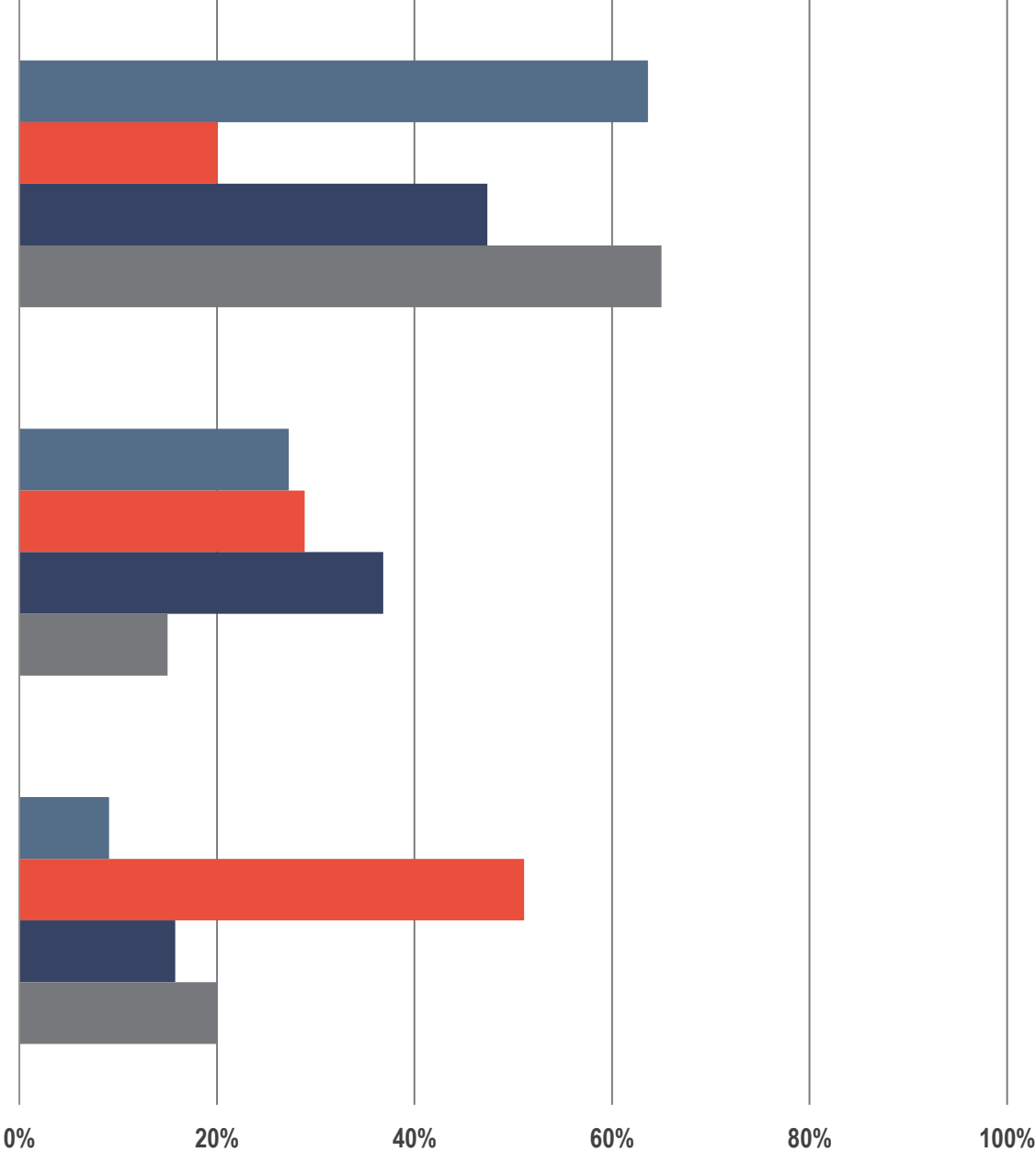
Note: Forced choice

I am very interested in integrating digital research activities and methodologies such as those described above more deeply into my work

I make use of digital research activities and methodologies such as those described above in my work, but am not interested in integrating them more deeply into my work

I am not interested in integrating digital research activities and methodologies such as those described above more deeply into my work

- Engineering
- Humanities
- Natural Sciences
- Social Sciences



Interest in integrating digital research activities and methodologies

“Please select the statement below that best describes your point of view:”

Note: Forced choice

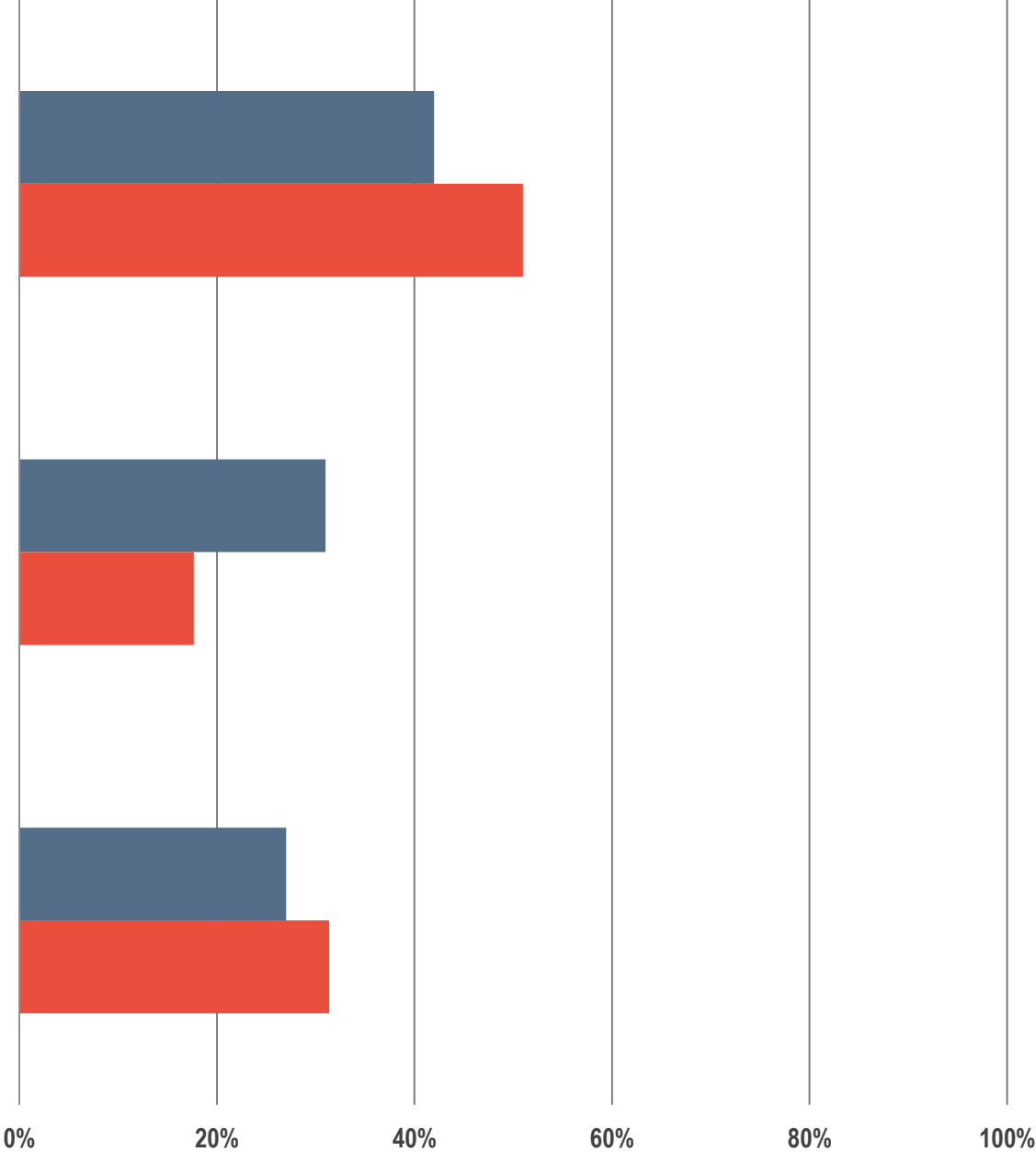
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■ Tenured

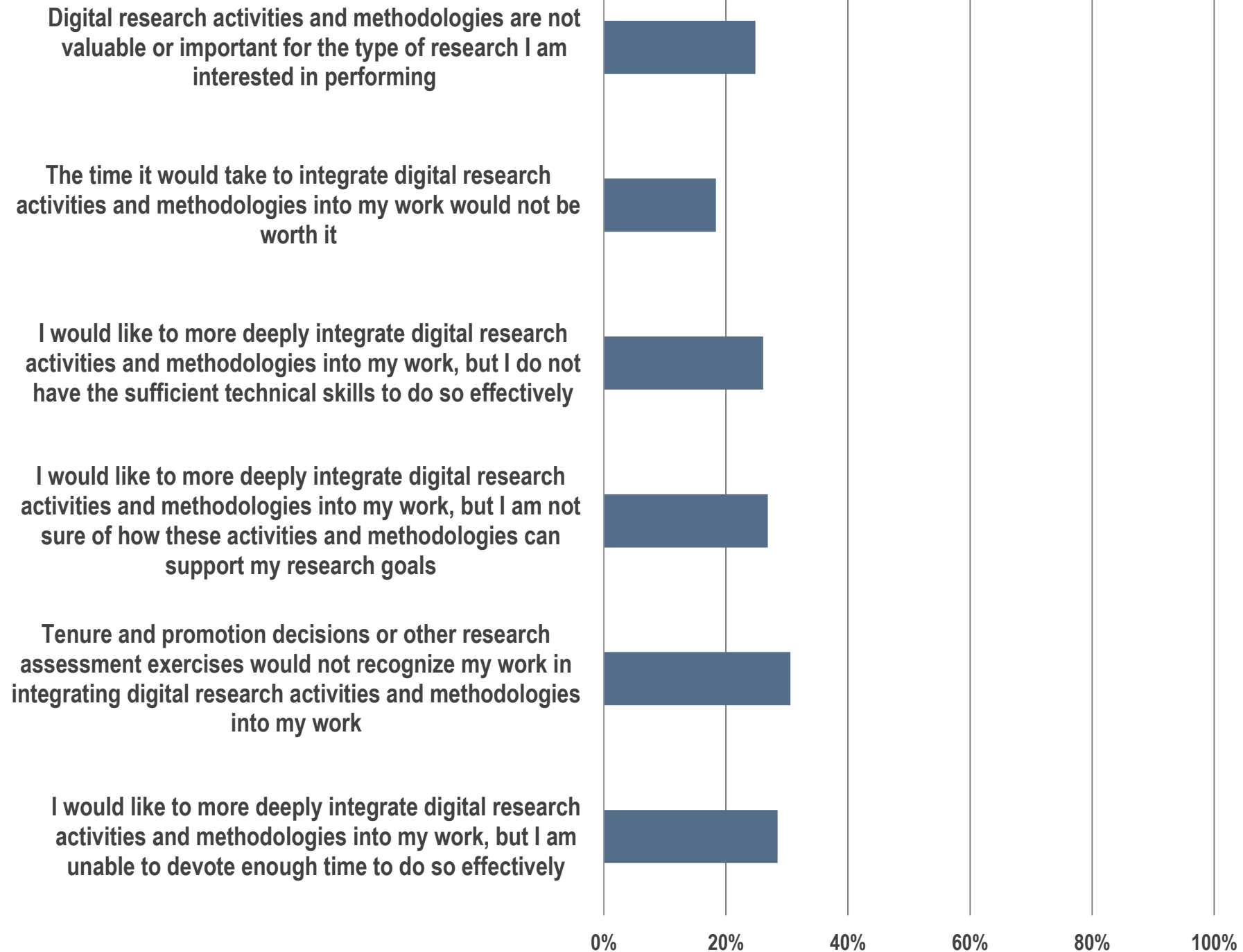
■ Tenure-track and Non-tenure-track



“Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals “Extremely well” and a 1 equals “Not at all well.” You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.”

Response scale:

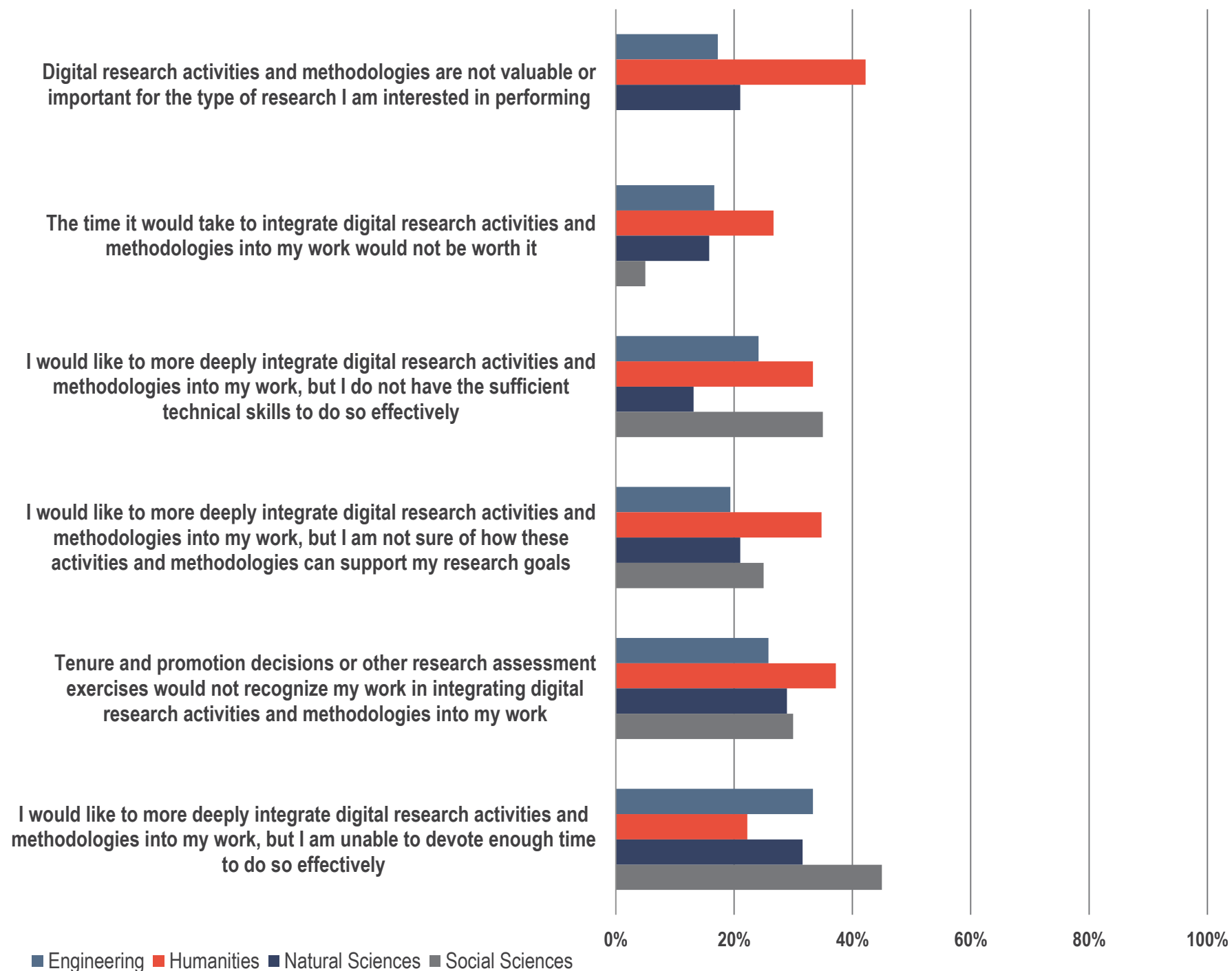
10 point scale, 10 = “Extremely well” and 1 = “Not at all well”; Percent of respondents rating each item as “extremely well” (8-10 on a 10-point scale)



“Please use the 10 to 1 scales below to indicate how well each statement below describes your point of view, where a 10 equals “Extremely well” and a 1 equals “Not at all well.” You may pick any number on the scale. The higher the number, the better you think the statement describes your point of view. The lower the number, the less you think the statement describes your point of view.”

Response scale:

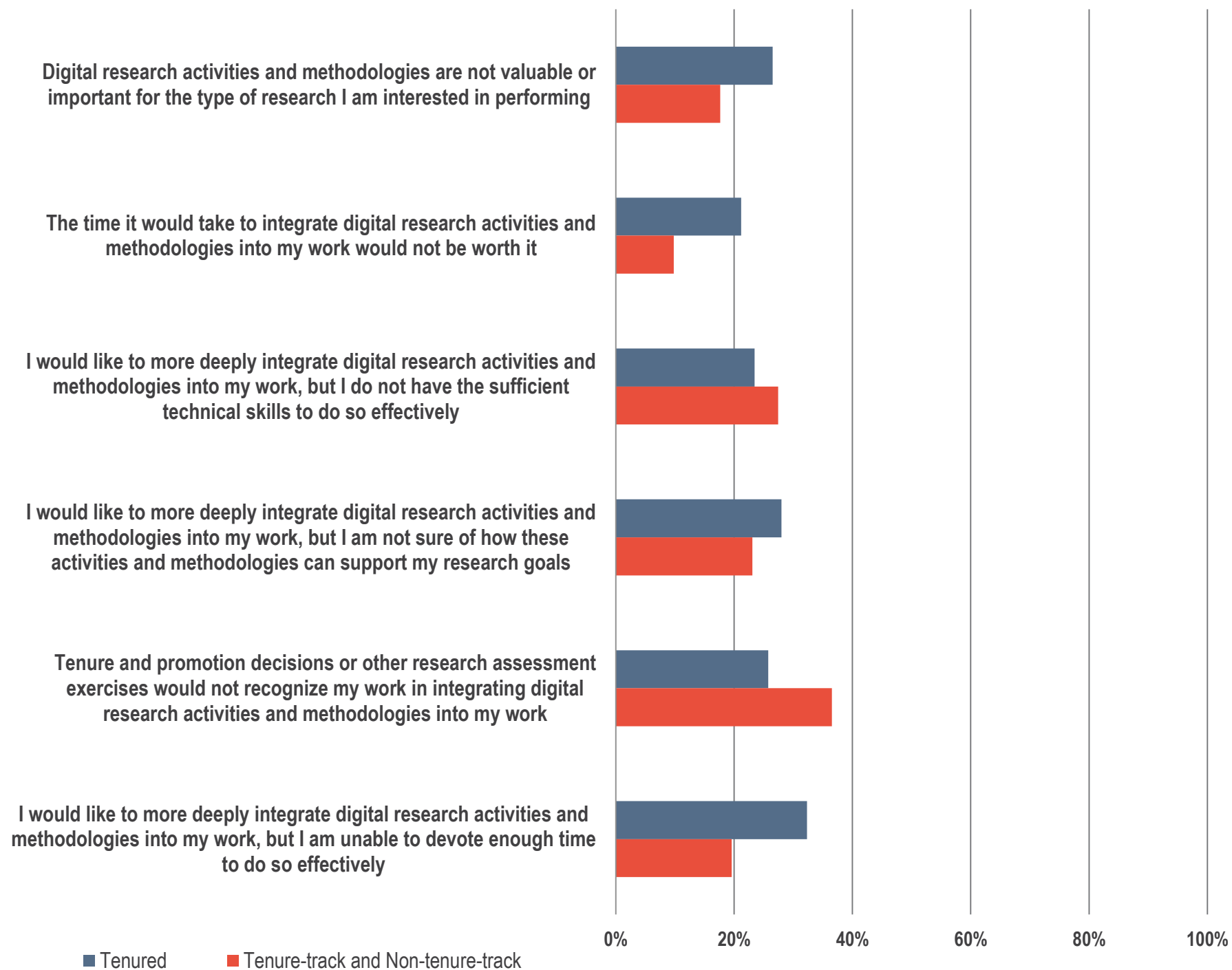
10 point scale, 10 = “Extremely well” and 1 = “Not at all well”; Percent of respondents rating each item as “extremely well” (8-10 on a 10-point scale)



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Response scale:

10 point scale, 10 = “Extremely well” and 1 = “Not at all well”; Percent of respondents rating each item as “extremely well” (8-10 on a 10-point scale)



RICE STUDENT SURVEY 2015

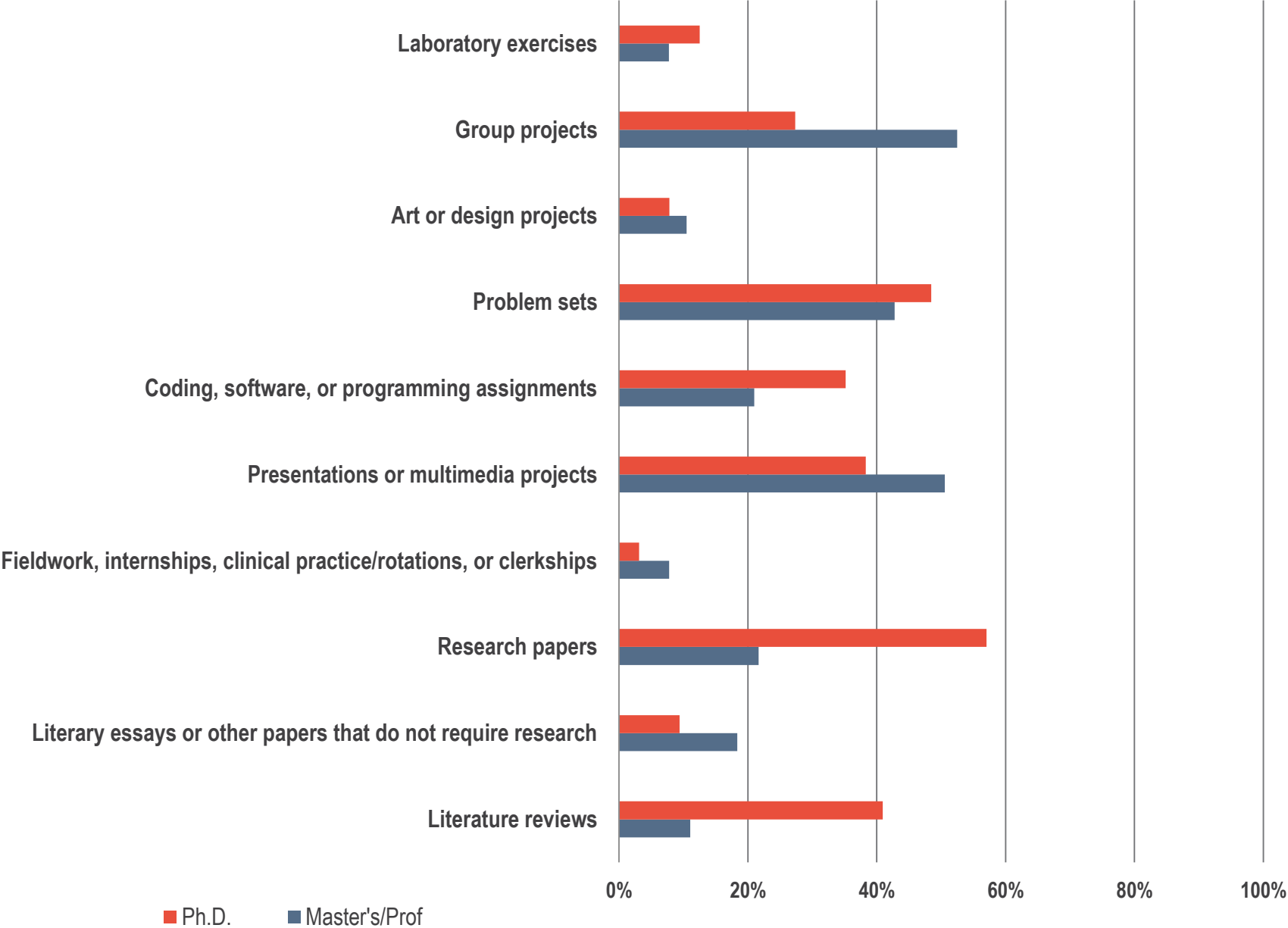
*“In the courses you are currently taking, how often are you assigned each of the following types of work?”
(Undergraduates)*

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



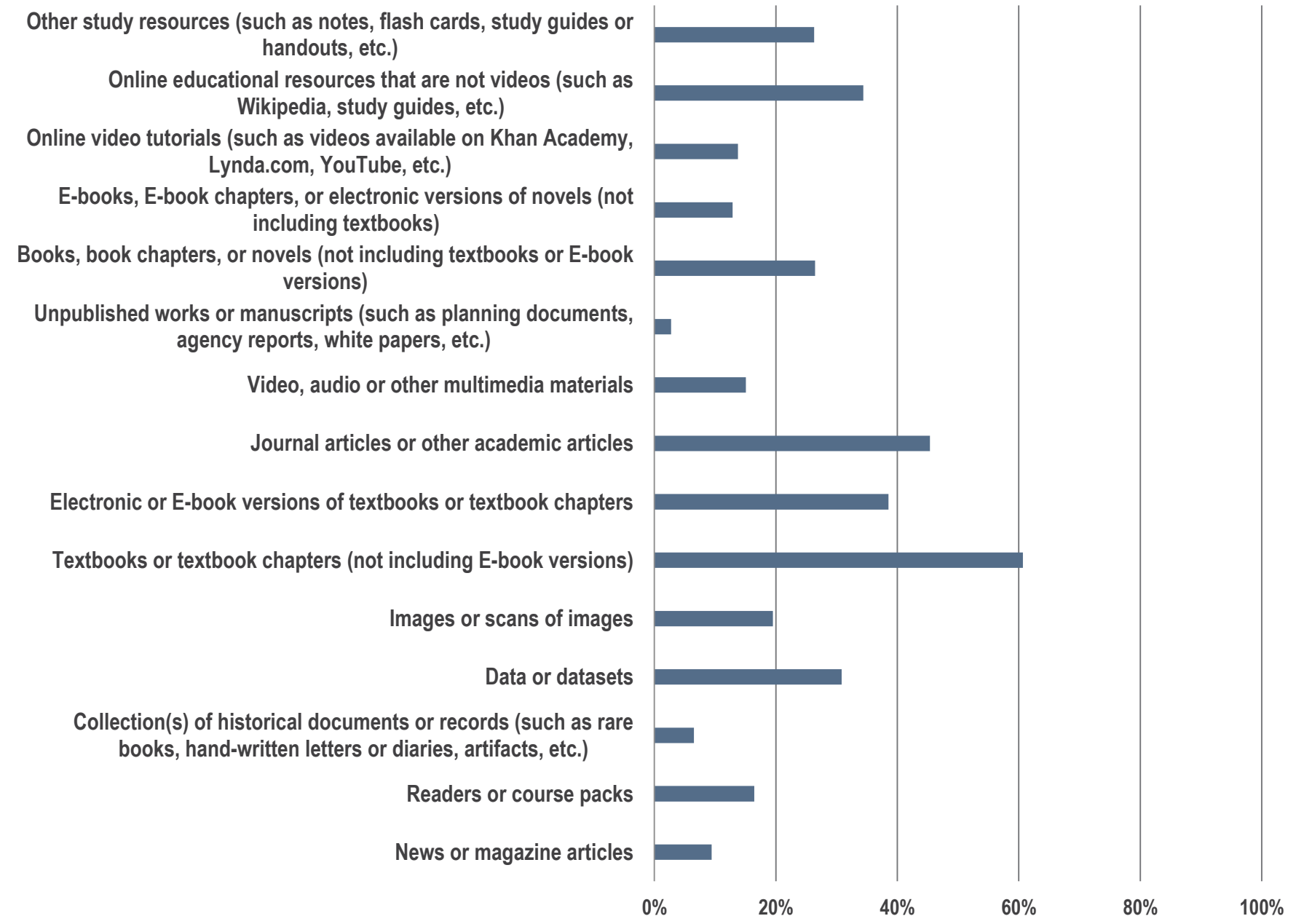
“In the courses you are currently taking, how often are you assigned each of the following types of work?”

Response scale:
Regularly (4); Sometimes (3);
Rarely (2); Never (1). Graph
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 in your assignments or coursework?”
(Undergraduates)*

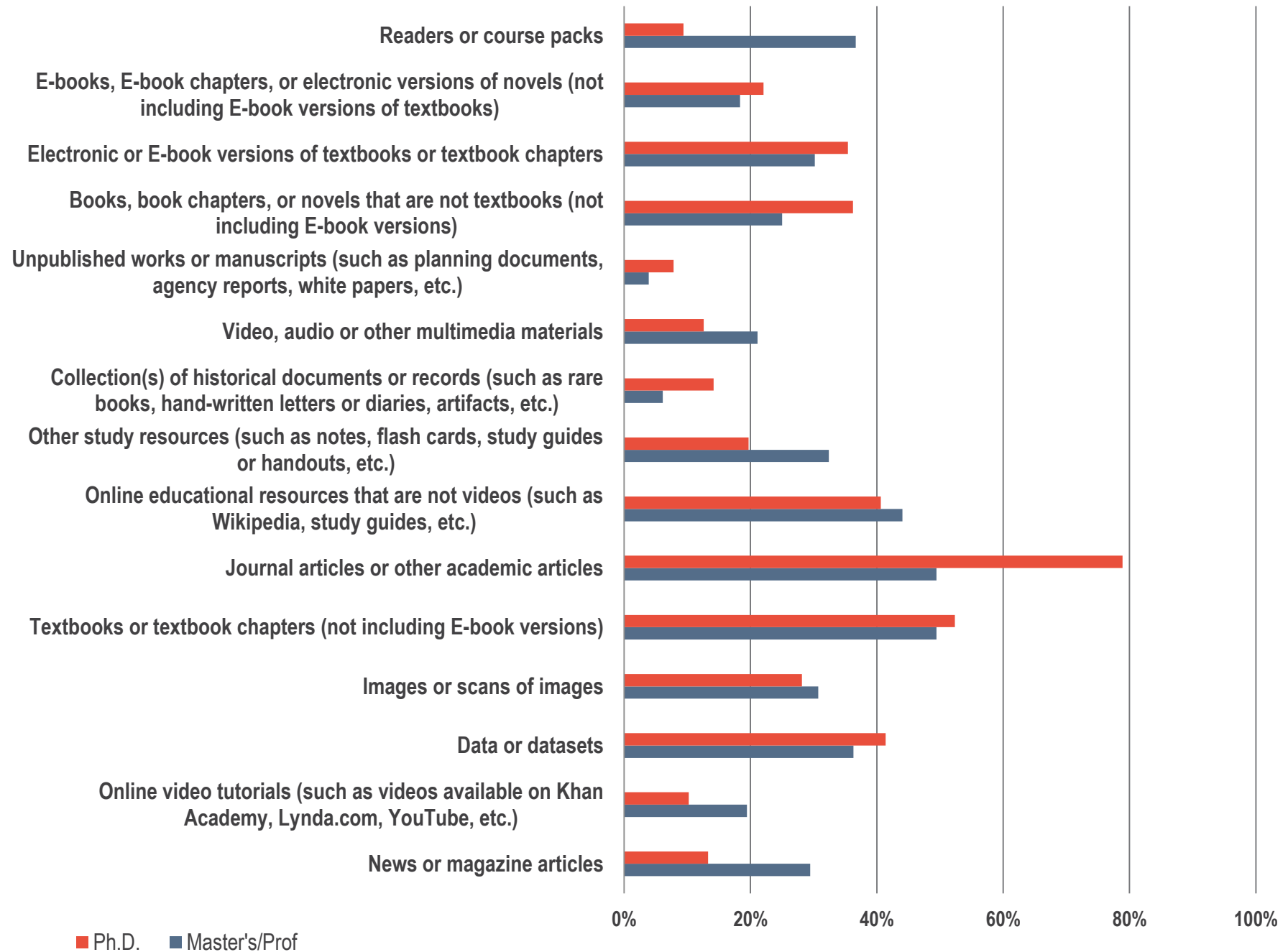
Response scale:
Regularly (4); Sometimes (3);
Rarely (2); Never (1). Graph
displaying responses
indicating “Regularly”



“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:

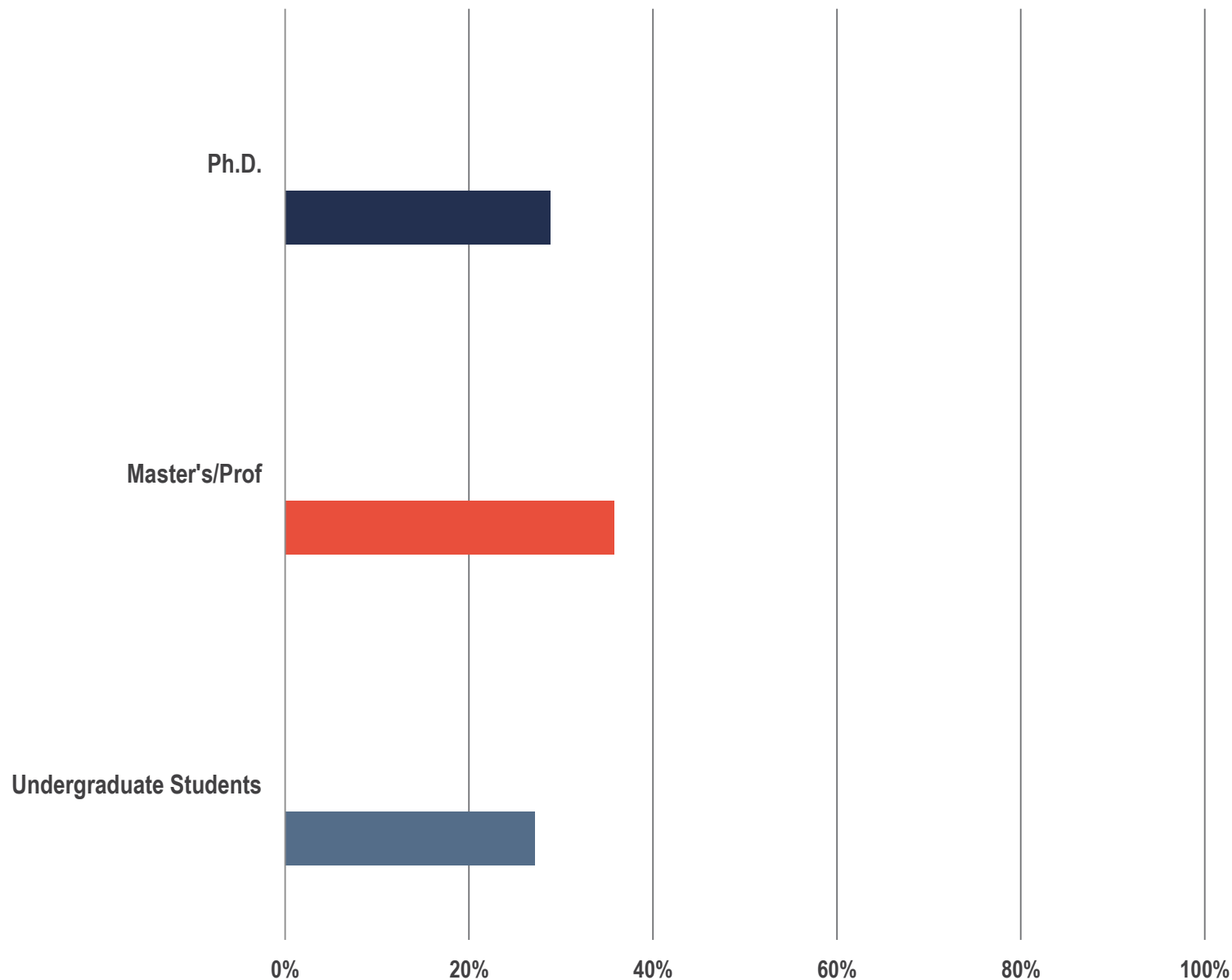
Regularly (4); Sometimes (3); Rarely (2); Never (1). Graph displaying responses indicating “Regularly”



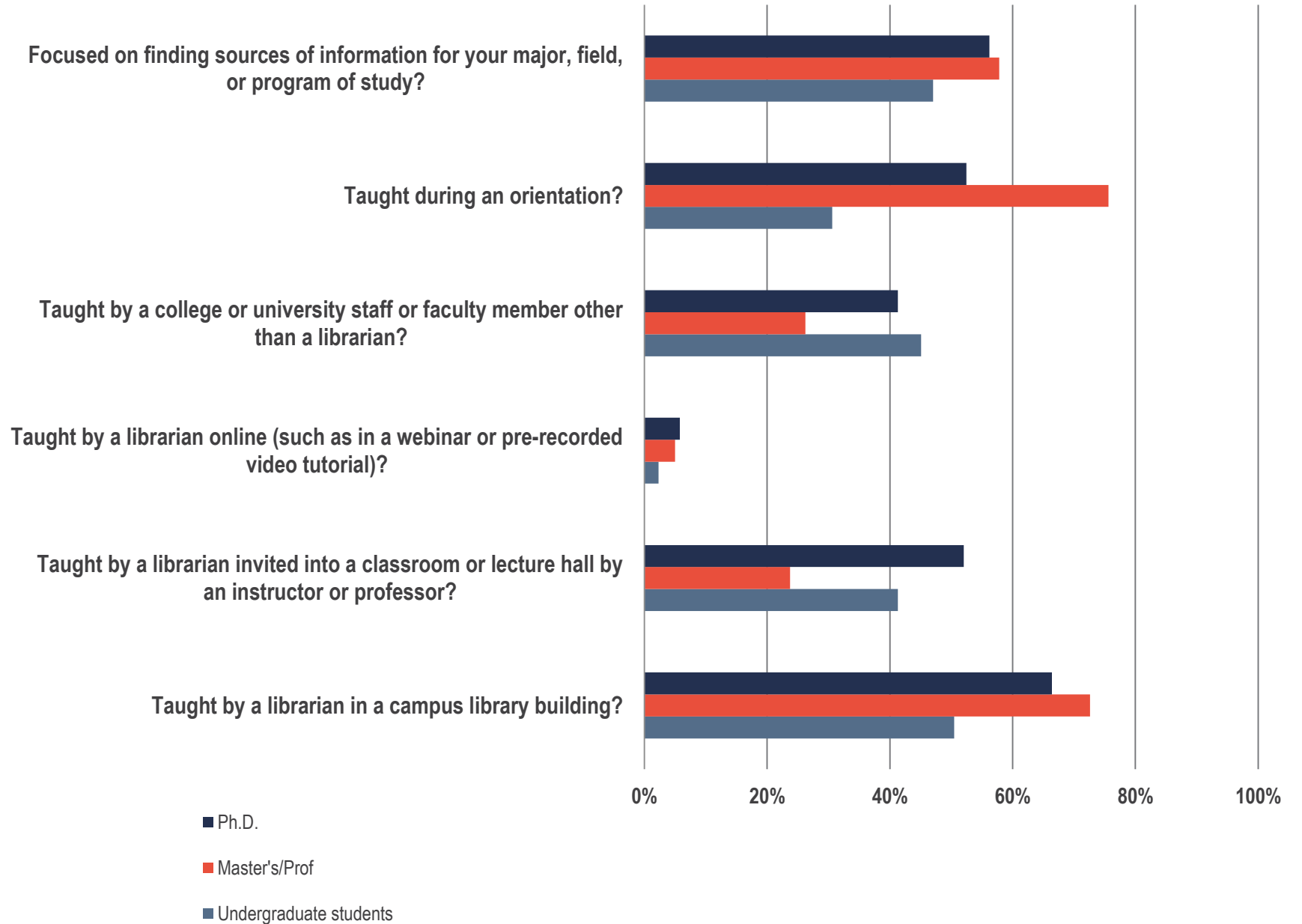
THE ROLE OF THE LIBRARY

“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):”



“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”

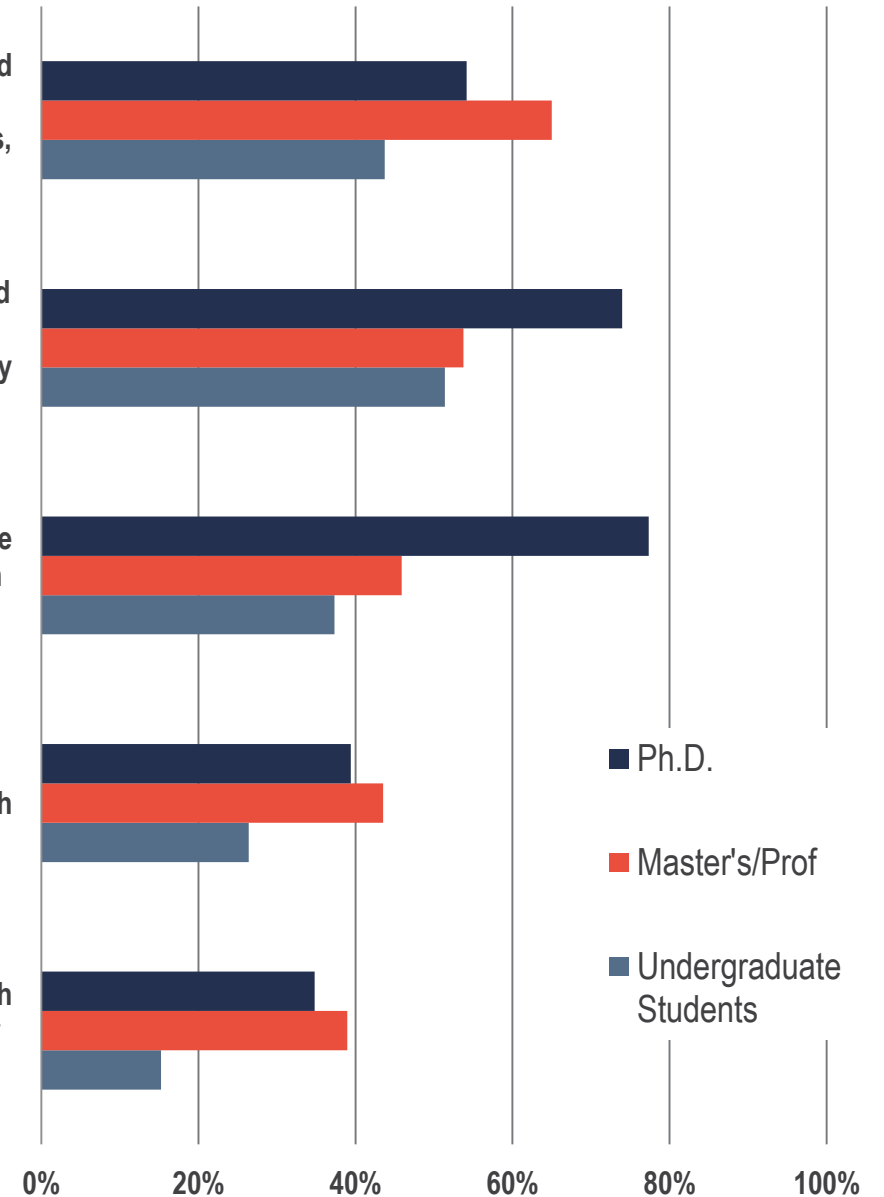
The main responsibility of my college or university library should be supporting student learning by helping students to develop research skills and find, access, and make use of books, articles, data, images, and other resources

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

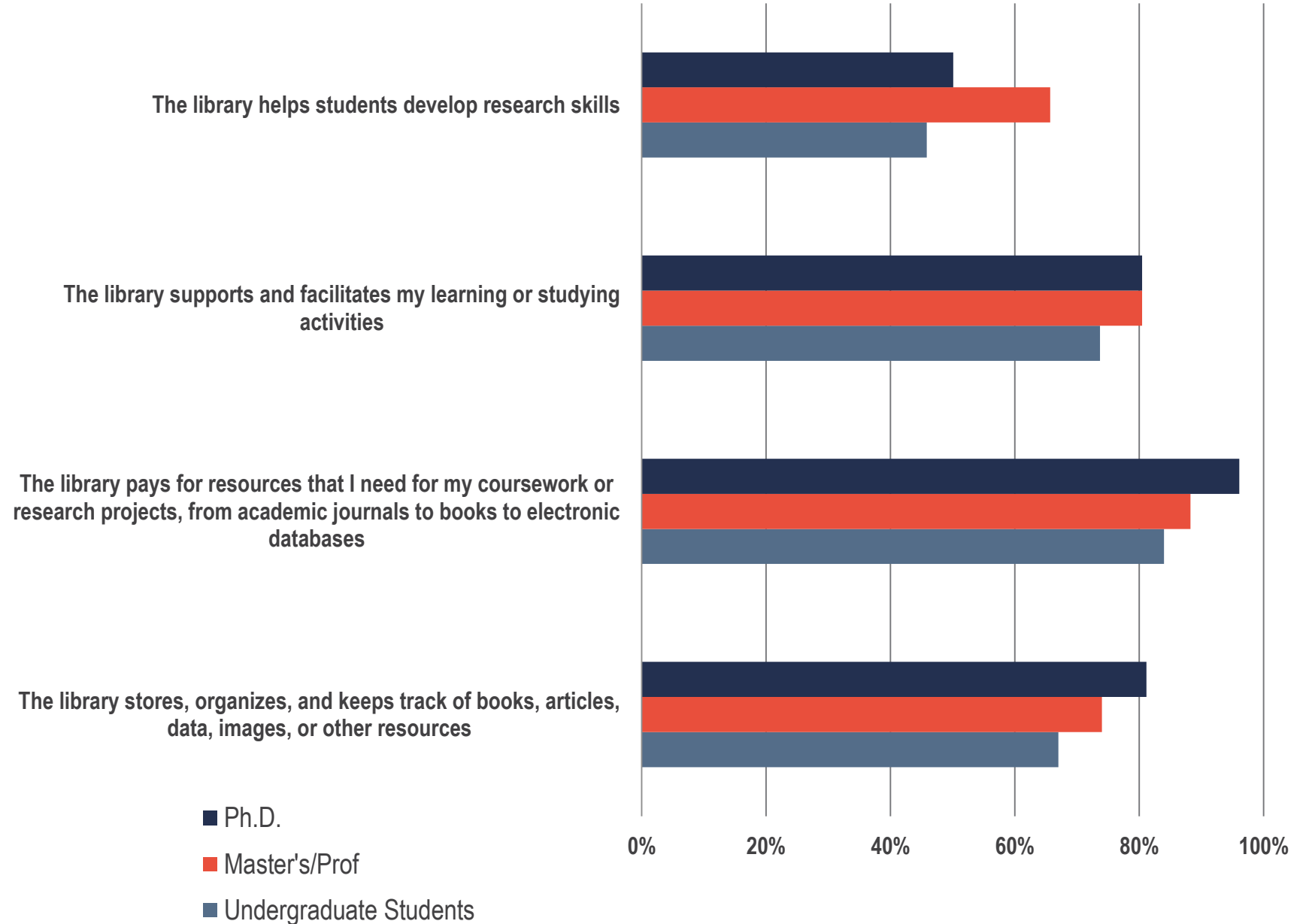
Campus librarians or library staff help me develop the research skills to find and use academic sources of information for my coursework or research projects



“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 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



ITHAKA S+R

THANK YOU

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

