What Do Our Users Really Think?

Effective Survey Design for Academic Libraries

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Considerations when giving online surveys

- What do I want my survey to accomplish?

- What type of questions should you ask?

- How many questions should I ask?

- When is the best time for survey distribution?

- How many responses are necessary for a good sample?

- How frequently should a survey be given?

- Do you need external approval to distribute?

- What technology facilitates easy data collection?

- What are my budget considerations?

What type of questions should you ask?

MULTIPLE CHOICE OR TRUE FALSE

RANKED CHOICE

MULTI-SELECT

OPEN ENDED

Examples of Interesting Questions

What is your assessment of UNDERGRADUATE student performance in these areas, and how important are those skills for academic success in your program?

	Assessment						Importance					
	Poor 1	2	3	4	Excellent 5	N/A	Not important 1	2	3	4	Very important 5	N/A
Developing and refining research questions	●	●	●	●	●	●	●	●	●	●	●	●
Finding scholarly information	●	●	●	●	●	●	●	●	●	●	●	●
Ability to conduct a literature review	●	●	●	●	●	●	●	●	●	●	●	●
Evaluating information sources critically	●	●	●	●	●	●	●	●	●	●	●	●
Managing citations	●	●	●	●	●	●	●	●	●	●	●	●
Using information ethically (e.g., avoiding plagiarism)	●	●	●	●	●	●	●	●	●	●	●	●

10. What could the Library do to better support your research and teaching?

Examples of Interesting Questions

The librarian presented information strategies and skills clearly and at a level appropriate for the students.

○ Strongly Agree

○ Agree

○ Neutral

○ Disagree

○ Strongly Disagree

Do you feel the amount of information presented by the librarian was appropriate?

○ No, the librarian presented too much information

○ Yes, the librarian presented an appropriate amount of information

○ No, the librarian did not present enough information

Examples of Interesting Questions

11a. The Health Sciences Library is interested in exploring possible uses of the Computer Commons area in the Library to meet future needs of Health Science departments.

Which of the following spaces and/or services would be most useful to your work? (please select your <u>top three</u> choices)

☐ Active learning classrooms

☐ Computers for digital projects (e.g., for creating 3D or visual reality simulations)

☐ Flexible group study spaces

☐ Video recording studio space (for creating online presentations)

☐ Maker space (with services such as 3D printing, molecular models)

☐ Other (please specify):

2. The Library continues to buy print resources even as resources are increasingly available in electronic formats. The budget does not allow the Library to buy resources in multiple formats, necessitating a choice between electronic or print. Please list the most important criteria that should influence the Library when deciding whether to purchase a book in print or electronic form.

How many questions should be included?

After examining examples from over a dozen universities,

there were minor variations in the number of questions asked.

- Surveys typically had between 10-20 Questions

LibQUAL$_+$ has 22 Core Questions

LibQUAL$_+$ Lite has 15 Questions

When is the best time of the year to survey faculty? How many responses should I expect?

- Internal surveys, when publicized well, frequently yield between 30-40% of the sample population.

- Aim for a minimum of 25% of your sample. The more participants the better.

What types of survey technology are available?

Free

Google Forms

Survey Monkey*

SoGoSurvey*

SurveyGizmo*

* Basic version only

Fee – Based

Qualtrix

Survey Monkey

SoGoSurvey

SurveyGizmo

LibWizard (Springshare)

Southern New Hampshire University

SNHU & Shapiro Library

- Southern New Hampshire University was founded in 1932

- Today it has a campus of nearly 4,000 students

- Our online population is approximately ≈120,000 students

- Our new Library and Learning Commons was completed in 2014

Southern New Hampshire University

Campus Based Library Instruction Increasing Year By Year

Library Instruction Sessions by Year

- 2014-2015   241 Sessions
- 2015-2016   280 Sessions
- 2016-2017   345 Sessions

2016 Survey to Campus Faculty that had requested library instruction

- 14 questions
- 5 Multiple Choice/Short Answer
- 4 (3) Open Ended
- 58 faculty invited and there were 18 responses
- 31% Response Rate

Faculty Survey Distribution

- Compiled a list of faculty who met our criteria

- Placed email addresses into Qualtrix and sent a mass invite

- Set up email reminders to be sent to faculty who had not completed the survey

- Promoted our survey to faculty individually, at school-wide meetings, and at other campus events
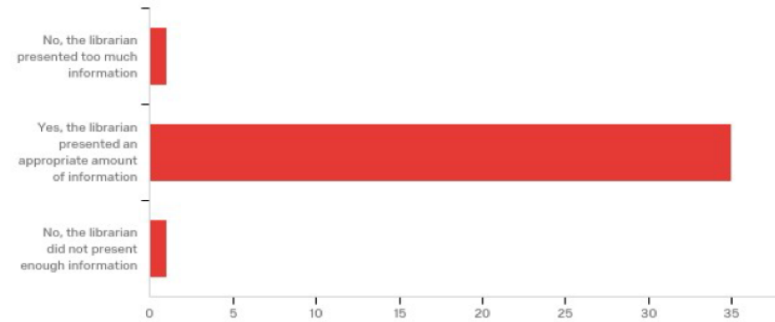
Survey Results (Quantitative)

Q6 - The librarian presented information strategies and skills clearly and at a level appropriate for the students.
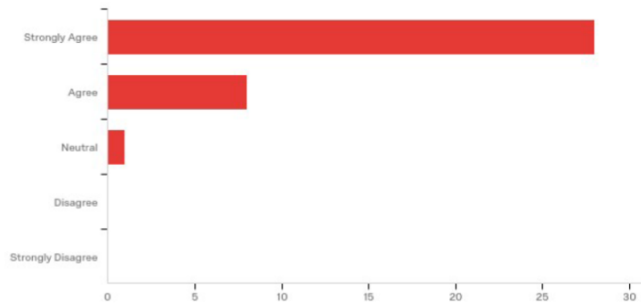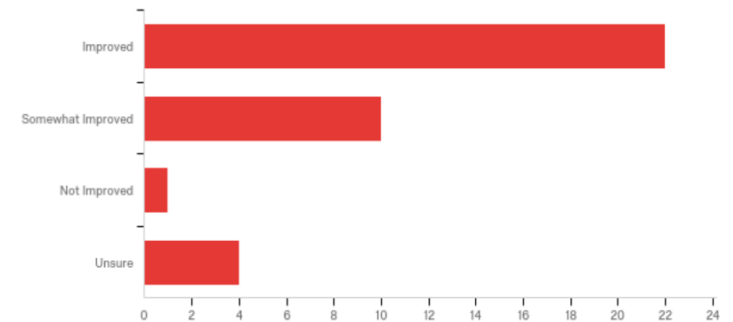
#	Answer	%	Count
1	Strongly Agree	75.68%	28
2	Agree	21.62%	8
3	Neutral	2.70%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	37

Q7 - Do you feel the amount of information presented by the librarian was appropriate?

#	Answer	%	Count
2	No, the librarian presented too much information	2.70%	1
1	Yes, the librarian presented an appropriate amount of information	94.59%	35
3	No, the librarian did not present enough information	2.70%	1
	Total	100%	37

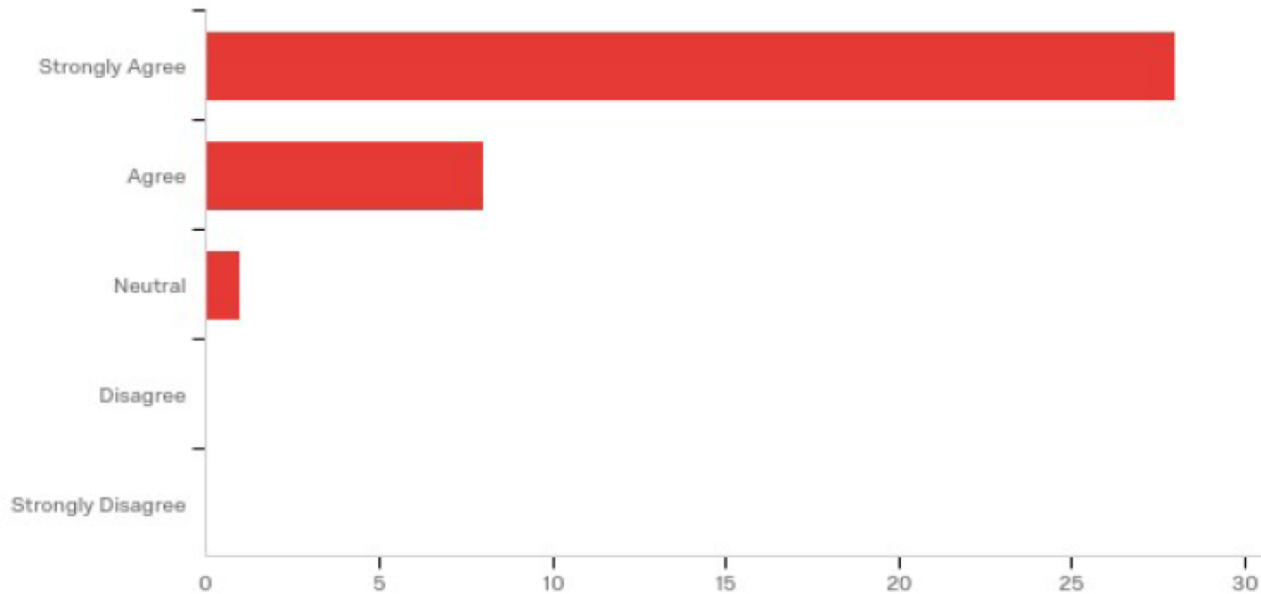Q10 - Did the information literacy instruction improve the overall quality of your students' work?

#	Answer	%	Count
1	Improved	59.46%	22
2	Somewhat Improved	27.03%	10
3	Not Improved	2.70%	1
4	Unsure	10.81%	4
	Total	100%	37

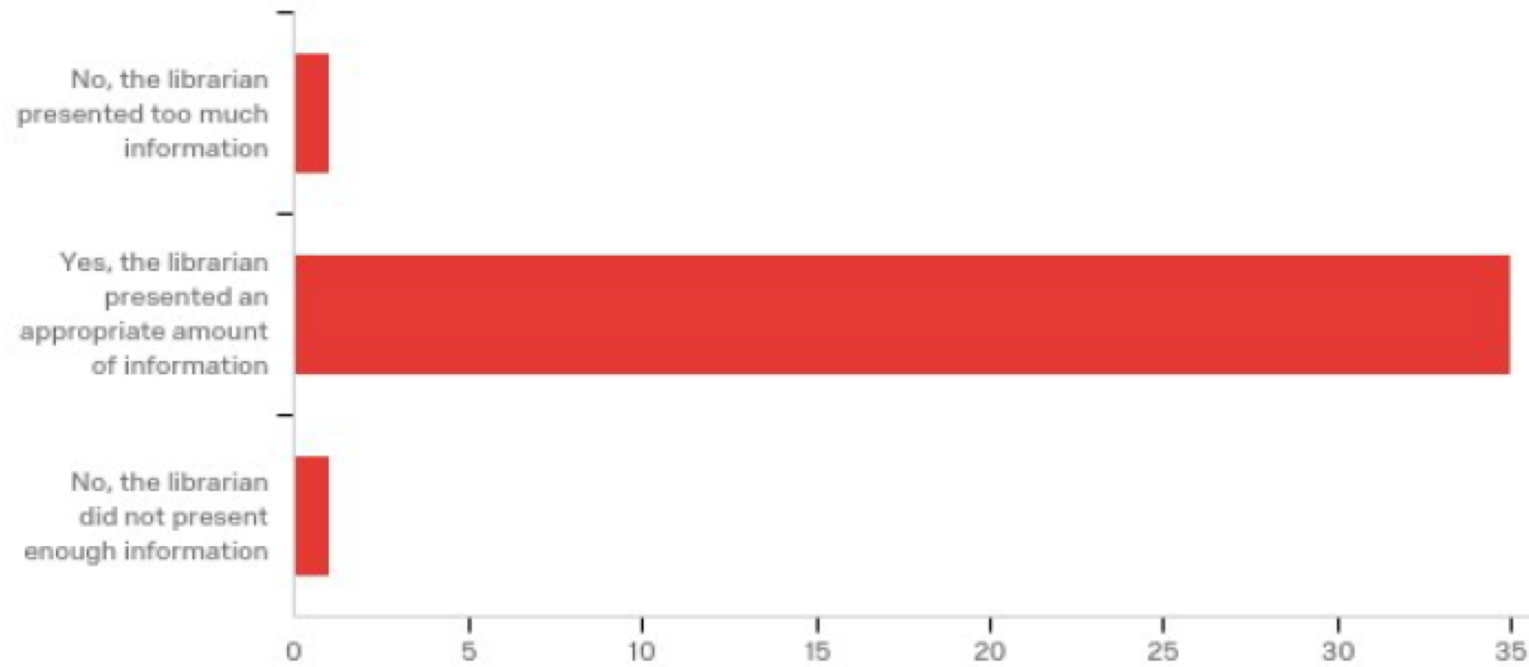Q6 - The librarian presented information strategies and skills clearly and at a level appropriate for the students.

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36 out of 37 faculty members (97.3%) felt,

"The Librarian presented information strategies and skills clearly and at a level appropriate for the students."

Q7 - Do you feel the amount of information presented by the librarian was appropriate?

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35 out 37 faculty members (94.6%) felt, "The Librarian presented an appropriate amount of information" to their the class.

Q10 - Did the information literacy instruction improve the overall quality of your students' work?
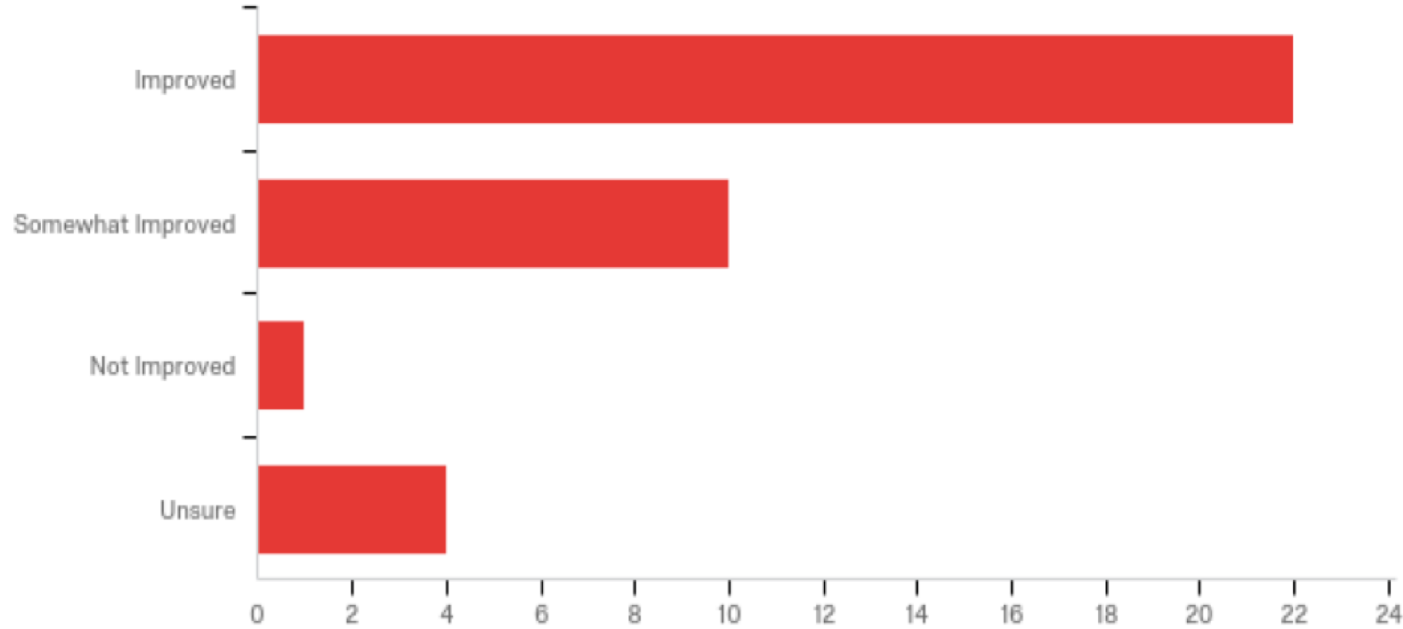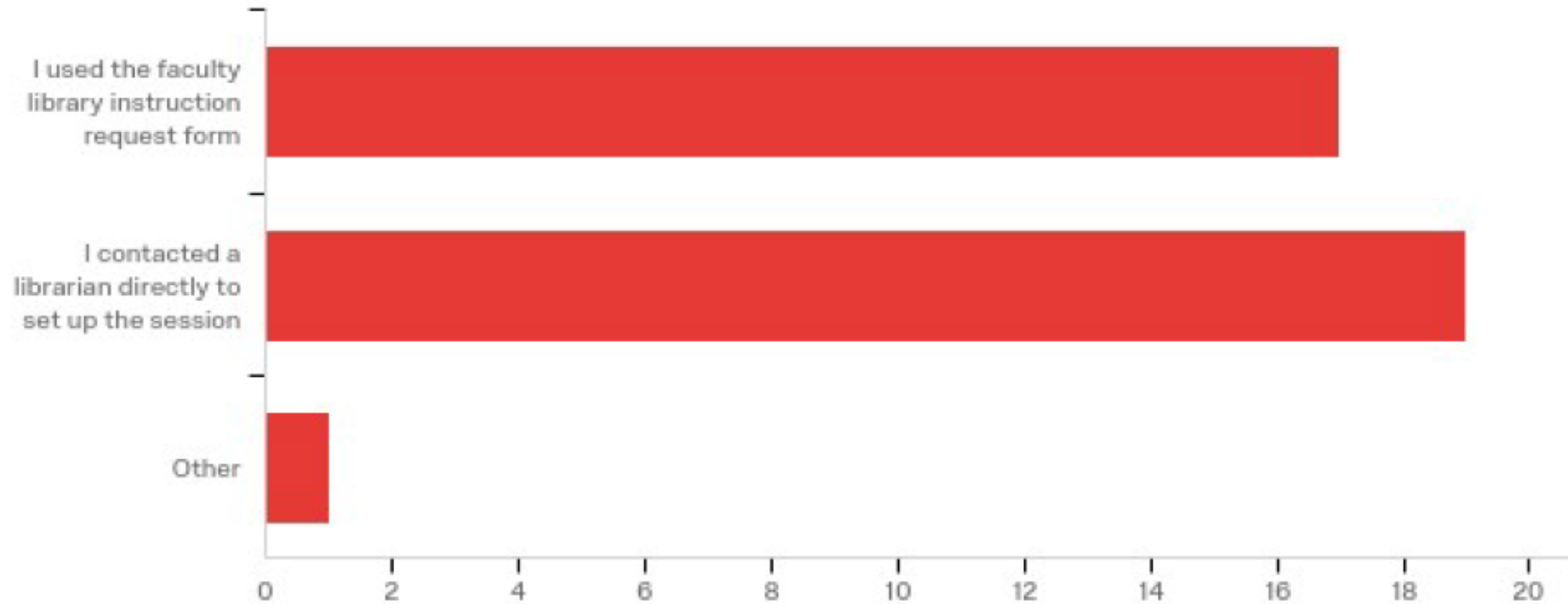
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Most faculty members felt the information literacy instruction improved their students' work.

A few were unsure.

Only 1 respondent said the work had not improved.

Q13 - How did you request a library instruction session?

#	Answer	%	Count
2	I used the faculty library instruction request form	45.95%	17
1	I contacted a librarian directly to set up the session	51.35%	19
3	Other	2.70%	1
	Total	100%	37

Survey Results (Qualitative)

- The comments section yielded some of the best information on our survey.

The level of information was appropriate and the assignment synthesized the discussion.
The instruction was great. The freshmen come in with vastly varying levels of familiarity with database research and citing, but all said it was useful.
In their final reflection journal a lot of my students discussed who they now know how to find and use real information, not google searches, and that this has helped them in many of their other classes.
Students were already familiar with some strategies from taking SNHU as well as their basic writing course. Students asked good questions and were interested in the material presented. Their sophomore level writing course will advance skills from there.
N/A
I think it worked great. I had two sections of SB100 and in the fall a librarian came into each section. This really helped students
n/a
I thought the information was introduced very clearly. Both Karin and Josh were available to students after the session and very helpful when students had questions.
Chris Cooper did a fantastic job!
Excellent!
Chris Cooper does an excellent job of addressing the entry level student's needs!
Students felt more confident in using the Library. Increased their tolerance for frustration.
Excellent presentation! Students implemented theory to complete instructional game. Catered presentation to instructor specifications
OUTSTANDING
I feel that regardless of the students in the class - freshmen or sophomores, the information given is the same. There is no distinction between the library sessions for 120 and 200. I feel there should be a different purpose and information given for the ENG 200 students, but as of right now, there is not.
The session seemed to be a great introduction to college-level research.
I think the level was appropriate for College Freshman's first course. If they need additional support, they now know who to contact.
Excellent, although not having had attended one before it turns out that I covered a lot of the material already prior to the session. Next time I will schedule it earlier in the semester.

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Changes from Year to Year - 2016

Survey Given on April 26

58 Invitations   18 Completions   31% Response Rate

14 Questions
Multiple Choice/Short Answer 10
Free Response/Open Ended 4 (3)

Changes from Year to Year - 2017

Survey Given on April 26

68 Invitations   33 Completions   49% Response Rate

13 Questions

Multiple Choice/Short Answer 9 Free Response 3/4

Question Changes from Previous Year: Eliminated - **Has the library done an effective job in marketing its online library instruction request form?**

Changes from Year to Year - 2018

Survey Given on May 1

65 Invitations   22 Completions 34% Response Rate

13 Questions:
Multiple Choice/Short Answer 8 Free Response 4/5

Question Changes from Previous Year:
Eliminated: **How did you request a library instruction session?**

Added: **In the space below please describe any unnecessary components of the library instruction session:**

How We Used Our Data

- Informed administration of the quality of our instruction

- Helped library make the case for funding additional positions

- Demonstrated library instruction had built collective goodwill

- This allowed us to take risks and institute new changes.

How We Used Our Data - continued

- Examined areas of weakness: Requesting Library Instruction Online, Website Design, and Linking Issues.

- Made appropriate changes to our homepage

- Increased communication with faculty to streamline campus instruction

Future Steps

- Survey <u>all faculty</u> about the range of Shapiro Library Services

- Gather focus groups for different campus & online populations

- Offer LibQual+ or Ithaka to the SNHU Community

Some Tips for Giving Surveys

1) Be intentional: limit surveys to relevant areas (15 questions or less)

2) Use a technology that allows for automatic email reminders

3) Have a healthy mix of multiple choice/free response questions

4) There is no **great** time of year to survey faculty. Consider shortly before the semester ends (if you want to capture library instruction).

Some Tips for Giving Surveys

5) Get feedback from colleagues before distributing the quiz. Different sets of eyes can make useful suggestions.

6) Eliminate jargon in questions whenever possible

Recommended Websites

❖ University of Washington Libraries – Triennial Survey

❖ University of Chicago Library – 2013 Faculty Survey

❖ Boston University Libraries – 2016 Faculty Survey

❖ Likert Scale Examples for Surveys

❖ Making Surveys Work For Your Library

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