The following document contains assessment data:

- Focus Group Summary: April 2010 pgs 1-8
- Summary of Fall 2009 and Spring 2010 iPod Touch Tour Data pgs. 9-10
- Results from WRI 1 end-of-class-survey (qualitative), fall 2009 pgs. 11-13
    - additional data (including quantitative) is available in another report
- Results from Wri 10 end-of-class-survey (quantitative), fall 2009 pgs. 14-16
- Reference Statistics: spring 2010 pg. 17
- Roving Reference: spring 2010 pgs. 18-19

Focus Group Summary: April 2010

Total of 19 undergraduate students

Class Standing:

9 Freshman
3 Sophomores
2 Juniors
5 Seniors

Department:

1 Undecided
4 SSHA
7 Engineering
7 Natural Sciences

What is highly valued?

When students were asked what was most valuable about the UC Merced Library four areas were most prominent: laptop checkout; study rooms; and a place to study/do homework (quiet areas were valued); and online resources. In the first focus group 6 of the 8 students owned a laptop. The majority of these students in focus group one were freshman.

Laptops:

"the laptops because … you can always work on a paper here and its useful information because it has the internet"

"I also agree with the laptop system because if you don't have a laptop on you, you can just go here and borrow it …"

Study Rooms / Study Space:

"and also the 4th floor is a quiet zone so that a really good place to study if you can't study in your dorms or at home"

"I would have to say the rooms because we can study there, we can escape there, we can have quiet if everyone else is talking because there is only one floor that is quiet"

Online Resources:

"I also like the fact that it's 24 hour online research base or database rather"

Is there enough quiet space?

There as a mixed response to this question. More students indicated that there was enough quiet space while 42% did not agree. Generally the McFadden Willis Reading Room and KL460 were successful as quiet spaces, the 4th floor in general was not always quiet. Students especially valued the collaborative work rooms as place for quiet study (and group study.) One student remarked that the study room next to the KL460 interferes with the quiet in KL460 (lack of soundproofing on a shared wall). Some students noted that it can be especially difficult to find a quiet place to study during exam times or "when stuff really needs to be done".

"during finals week it is always full" (referring to KL460)

"No, even when it's finals time (and people are talking on the 4th floor), what power do I have to tell them to be quiet"

Someone remarked that she can block out noise and another though the library should more clearly communicate that students should still be respectful of others by not blasting videos on their computers etc. Overall, students value quiet areas but also many do not want major restrictions.

Investigate:

- Sound proofing between collaborative study room next to KL 460
- Consider messaging of "zones" in the library
- Offer more areas or collaborative work rooms to students for quiet study

What is your printing experience?

Overall, there has been an improvement in the printing experience. Printing is still a mixed bag for some students. One student remarked that the system "works beautifully" while another stopped using the 3rd floor printers due to repeated problems. Some students seem to work around printing issue by relying on the stand-up computers in the library or the computer labs. Printing from these machines to campus printers appears to be more reliable than printing from personal or library laptops. If students want to print Word docs from the library stand-up computers they had to convert to a pdf document first. Students wondered why the card machine was in KL255 rather than in the print room. Apparently if a document does not print, a student has to re-send; it is removed from the print queue.

"printing usually goes well with me but a couple of times .. there were problems with the printer that didn't print"

"I've tried hooking up my laptop, my personal laptop, to just the printers wirelessly and I find it confusing because they are not all labeled with the room number"

"every time I need the printer it works beautifully … I trust the system a lot"

"I used to use the printer on the 3rd floor .. it started messing up so I started going to the computer labs for printing … so I just stopped going [to the 3rd floor]"

Investigate:

- What are the printers named? Does it matter for students?
- Does it make sense to relocate the CatCard machine to the print room?
- Can IT make any changes that allow a print job to still be retrieved, rather than deleted from the print queue, even if there is a problem with a single printer?

How do student learn about Library services, resources etc.?

Student primarily learned about the library through an instruction sessions, especially in Writing classes. A couple freshmen learned about the Library through the iPod Touch Tour. Many students also learned how to use the Library through WOM (word of mouth).

"…it wasn't until after my Writing 10 professor took us here to start our research project that we were introduced into the actual search engines and Next Generation Melvyl…"

"...with the whole printing I learned from friends…"

"I learned some things through friends but I then had to take the iPod Library Tour for my Writing 1 class and that kind helped me for the online searching and stuff and some things that I didn't know that we could get from checkout."

How to students prefer to be communicated with? (Q7, Q16 and Q17)

Though students tend to be overloaded with email, this is also their primary form of communication. Many have to use UCMCROPs regularly as part of their classes. Some preferred going to a calendar to view events rather than receiving emails. Some students use IM or social networking feeds but this was minimal and not all students want to mix social and academic information.

Investigate:

- Consider how connecting library resources in UCMCROPS may benefit students.
- Connecting to VPN via a MAC.

How have you found information for papers/assignments?

The majority of students were assisted in finding information for papers or assignments through library research instruction. Others had previous knowledge of resources from high school or junior college. Google Scholar was mentioned more than once. Not all freshmen had been required to find outside information for assignments and research expectations vary on class assignments.

"I used to use JSTOR before I came here. It was good. But once I came here, I started to use … Google Scholar a lot more. It was simpler to sift through the results in Google than it was in JSTOR."

"Well, for politics we had a paper due recently and actually you showed up and showed us how to like research bills" (had not used any search tools or databases before)

" … The assignments that I've had from my Writing 1 class it's just been from the book and like the teacher will provide articles … I haven't really had to look that much into it."

What do you wish you had known about earlier re: the Library?

Students remarked that they wish they had known more about the resources available to them and how to search them effectively and how to connect to resources from off-campus. One student wanted to know more about the viewing room and policies for viewing films for class e.g. reservation info.

"If I had known about these … search engines and databases I definitely would have used them before … they are just simpler and easier to shift through a lot of information links."

"Definitely the databases, I think they are amazing. When you go through all of them and you look at all the scholarly articles and when the librarian… she came in and taught us how to actually search for things using AND or OR. I didn't know this before, and I wish I had would have before if because it would have helped a lot like searching for articles knowing that this excludes it or this adds. I thought that was really important…"

Some of the resources and services students did not know about are covered in the iPod Touch Library Tour. Having more freshman take the tour may help to bridge this knowledge gap.

Investigate:

- Use digital signage to offer top messages to students during the first month of school.
- Incorporate key messages into iPod Touch tour (if not already in the tour).

How could the Library be improved to benefit future students?

Top 5:

(1) Many students believed that the Library could be improved by extending hours (58%) especially on Friday nights, Saturday mornings, and weekday mornings. Students wanted access to the Library before classes started at 7:30 am. Students especially in the areas of Engineering found weekend hours too limited. Though they understood why hours were limited when the campuses first started, many perceive that the increased in the study body numbers now warrants extended hours. While many students were done studying by midnights a few students studied on average until 1 or 2am.

(2) Students suggested that they library could be improved by offering a session re: resources during orientation or CORE. Though students wished they had known about the databases and resources earlier and suggested offering workshops during orientation, they candidly noted that they would not have attended based on their own initiative.

(3) Students were in favor of vending machines in the library.

(4) Students noted that some furniture was in need of repair e.g. chairs or tables that wobbled.

(5) Students also asked for more signage asking students to keep the noise down. Some students thought the library should be more forceful in conveying this message to the students.

Investigate:

- Hours: rationale for hours – submit to students at the end of summer
- iPod Touch Tour: work with Writing Program to increase participation
- include vending machines in library – in progress
- repair furniture, new furniture – in progress
- messages re: zones of library – discuss

Mobile Devices:

Though almost half of the students had phones that were capable of accessing the web only one individual used it to access the web. This individual has access the campus website and email etc.

Personalized Home Page

Personalized home pages were only used by a single participant in one focus group. (This was partly to explore is iGoogle gadgets would be worth pursuing.)

LibGuides

A number of participants had used a LibGuide in the spring semester and found it useful.

"I use that all the time."

"Everything the library has is useful."

Tutorials

Few participants knew that the library provided tutorials and most were not keen on using tutorials.

"I understand when I talk to someone…I can't learn sometimes from videos. I would rather talk to people."

"Yeah, I just think it would be better to communicate with a person instead of sitting there watching a video."

"For me like in video games, I like to skip the tutorial and just go straight to the game and just kind of figure things on my own."

Positive: "it's been waiting for me … available 24/7 made my life a lot easier"

Comments on Tutorial Landing Pages:

Few participants found any tutorial landing pages engaging. Most participants either disliked the pages or were indifferent. Here were some of their comments:

Brown University Library

"*getting started* makes it sound like so much work"

"actual content is down there low, so I'm kinda confused as to what to look at first"

Arizona State

"It looks really well organized but it also seems like a lot of information at once."

"I think the only thing I really like is the Ask a Librarian buttons … I can't really see the videos I want to watch."

Lansing Community College Library

"You can see all the videos when you scroll on there … it's quick and simply but it could get better … now I feel like there is not enough words …"

"I like the visibility but at the same time I feel like it's too bland … it doesn't really explain what else

there is"

"If what you're going to see isn't exciting then I don't expect it to be exciting. I mean if I'm going to learn how to research then I don't expect Bruce Willis to be there. But I thought .. the videos suited .. it is what it is –it's tutorials."

UC Merced Library

"I like the fact that it's simple but the Quick links seem to me that they are just there." [referring to the tag cloud]

"I feel like where it says Information for Students and Faculty and stuff sticks out more for me than the actual page."

"The whole cloud thing; Am I supposed to focus more on Writing 10 modules; are the other things not important? That's what I don't understand about that. Why are some things crossed out? I don't get it. I would like to see the actual tutorials. I kinda like how the YouTube channel had it and how the other place had it I kind like that because I can see what I'm doing and whether it interests me or not …" [no mental model for the tag cloud]

Rutgers University Libraries

"it's ugly"

"There's too many words. I don't know what to focus on."

"The point of the tutorial is to watch it, not to read about it."

Rutgers' RIOT Tutorial (showed a small piece, only tutorials I had time to show)

Overall, there were positives reactions to this tutorial.

"I like it. It's funny."

"It seemed interesting. It got my attention."

"I thought it was good because … you're not just sitting there and watching someone talk but you're going to teach three students how to do stuff."

"It looked like a tutorial for kids … in a good way."

In constructing a tutorial landing page we should consider the following:

- Achieve a balance between text and graphics
- Achieve a balance between explaining what the tutorials offers without information overload
- Engage the user with graphics
- Minimize the scrolling on the page
- Keep links, tutorials near the top of the screen
- Help the user know where to focus his/her attention

Based on other information gleaned from the focus group, tutorials are best integrated in classes, LibGuides etc.

Summary of Fall 2009 and Spring 2010 iPod Touch Tour Data

Based on web assignment submissions

- 372 students submitted the follow-up assignment to the iPod Touch Library Tour as part of Writing 1 in Fall 2009 & Spring 2010
- 74.3% of Writing 1 sections participated (26 of 35 Writing 1 sections)
- 57.8% of enrolled Writing 1 students participated (372 students of 644 enrolled)

Preferred Way of Contacting Us:

- 55.9 % - Chat 208
- 15.3% - Research Support Program 57
- 13.7 % - Email 51
- 8.6% - Text Messaging 32
- 4.8% Phone 18
- 1.6% Facebook 6

Scoring:

- 14.2% - Perfect 53
- 63.7% - High 237
- 18.3% - Medium 68
- 3.5% - Low 13
- 0.3% - Zero 1

78.0% received a high or perfect score

Scoring:

Perfect	9 out of 9
High	7 or 8 /9
Med	5 or 6 /9
Low	4 or more wrong

Combined Questions:

Fall 2009

- If I still have questions about the library or just need clarification on what is availible to me, who can I ask for help?
- How many copies can we make?
- If there is an open room on any floor without people in it, are we free to enter and study there?
- No, I do not currently have any questions about the library.
- No, I do not currently have any questions about the library.

- HOW to return a book of interlibrary loan
- what would happen if i didnt return an item by the time it is due?
- where do i go to get one on one tutor help?
- Who is the one who takes care of the Kooligan Library?
- How are you doing?
- Where the librarian come from?
- how long can a student check out a book for?
- how can i search for articles related to health issues?
- Can we access all the books and resources from the library from outside the library?
- can we bring pizza to the libary as we watch a movie/study?
- why dont the ipods have internet?
- Do you have to have a group to reserve a room in the Library?
- Will it be expanding anytime soon?
- Is the library open the 24 hours.
- Why isnt the elevator working passed 6pm?
- the FAQs is really hard to use
- Are there any openings next year?
- I wish more people would check out more books
- Can it be possible to buy the books of the library upon request?
- What is the capacity for the entire building?
- Can u make the printers in the library actually work?
- Does the library also have a collection of geologic maps?

Spring 2010

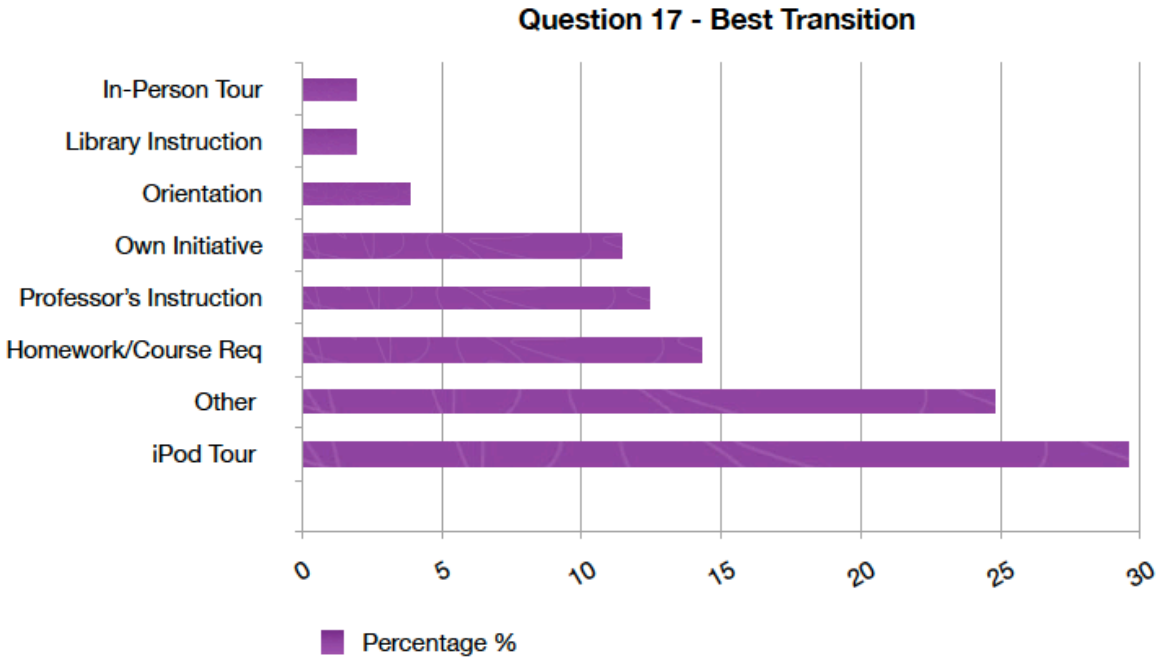
- Is there any japanese manga/ graphic novels in the library?
- If the library allows food and drink, why not have vending machines that accept CAT Card payment available for students having study parties?
- Is it true that the library used to be the only area where students had classes when UC Merced first opened up?

Results from WRI 1, fall 2009

Library questions in end-of-class survey (based on qualitative data)

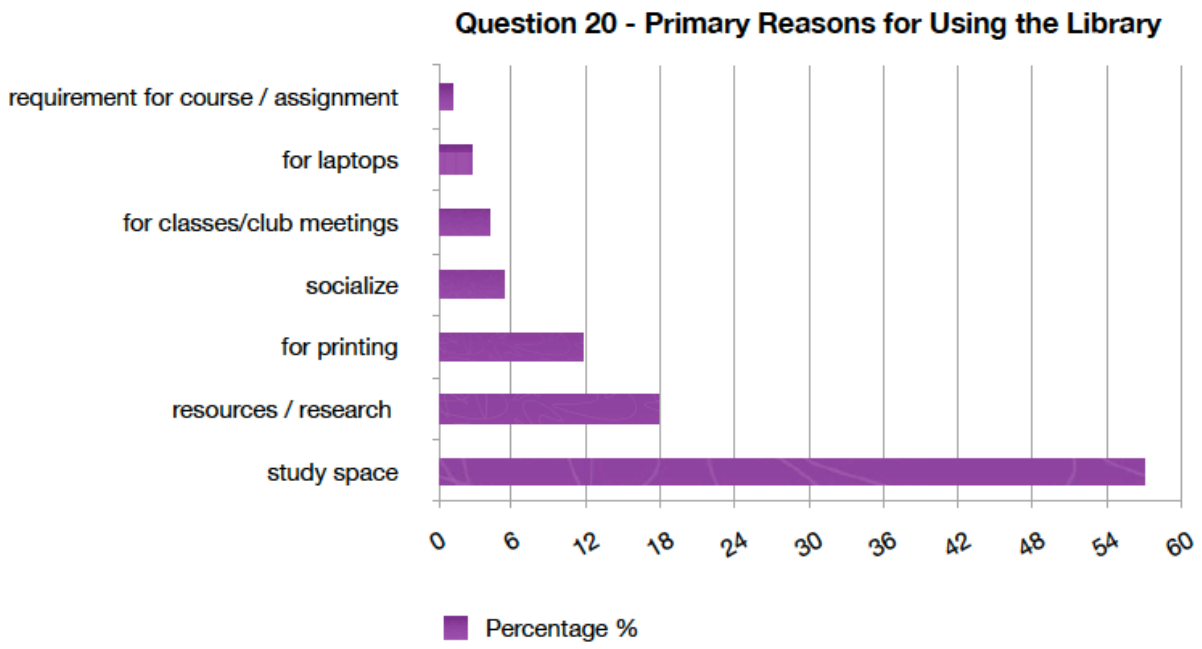
Question 17: Comments explaining what best supported their transition in using the library to meet their academic needs at university.
Original Choices: summer orientation; guided in-person tour; homework assignment; course requirement; iPod orientation; library instruction session; professor's instruction; my own initiative
***Items coded as n/a were left out**
Note: Very few WRI 1 students received in-person library instruction in WRI 1 classes in Fall 2009.

Code	%	#	Quotation(s)
In-Person Tour	1.90	2	"We went on a tour."
Library Instruction	1.90	2	"The library instruction session helped me realize the database online that I can use."
Orientation	3.81	4	"Taking the summer orientation really helped."
Own Initiative	11.43	12	"Because I like to find stuff myself to help me remember better." / "I like the library so I found out how the library operates."
Professor's Instruction	12.38	13	"The professor helped develop research skills."
Homework/Course Req	14.29	15	"I learned mainly how to research in the library for psychology." / "I would not have gone to the library if I was not assigned to do so."
Other	24.76	26	"I've had upperclassmen friends help me."
iPod Tour	29.52	31	"The iPod tour was very useful and helpful." / "The iPod tour went in depth and was interactive."
		105	



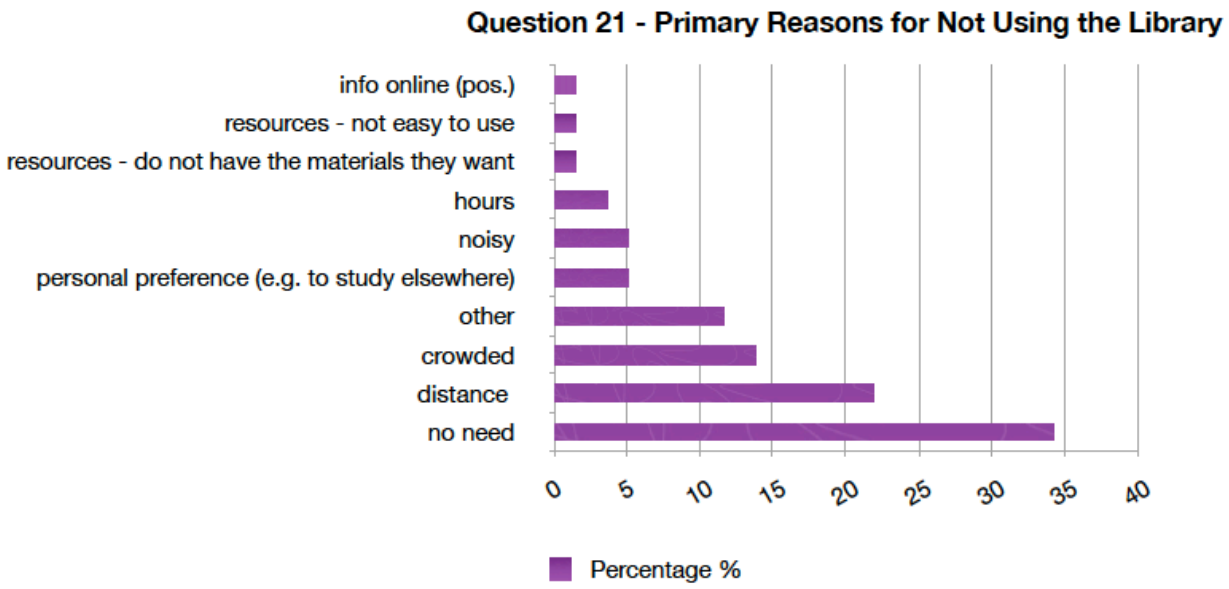
Question 20: I use the library because ... (asked to give the primary reason why they use the library)

Code	%	#	Quotation(s)
requirement for course / assignment	1.15	5	"I had to look for articles for one of my other courses."
for laptops	2.77	12	"Check out a laptop."
for classes/club meetings	4.16	18	"Meeting for clubs I'm in."
socialize	5.31	23	"To chat with friends". / "To relax." / "For fun." / "A place to wait in between classes and do homework."
for printing	11.78	51	"Print my papers." / "I don't necessarily use the library for anything other than printing."
resources / research	17.78	77	"It is a good place a find resources and to study." / "To gather information for research papers."
study space	57.04	247	"To study by myself or with friends." / "Good place to study."
		433	



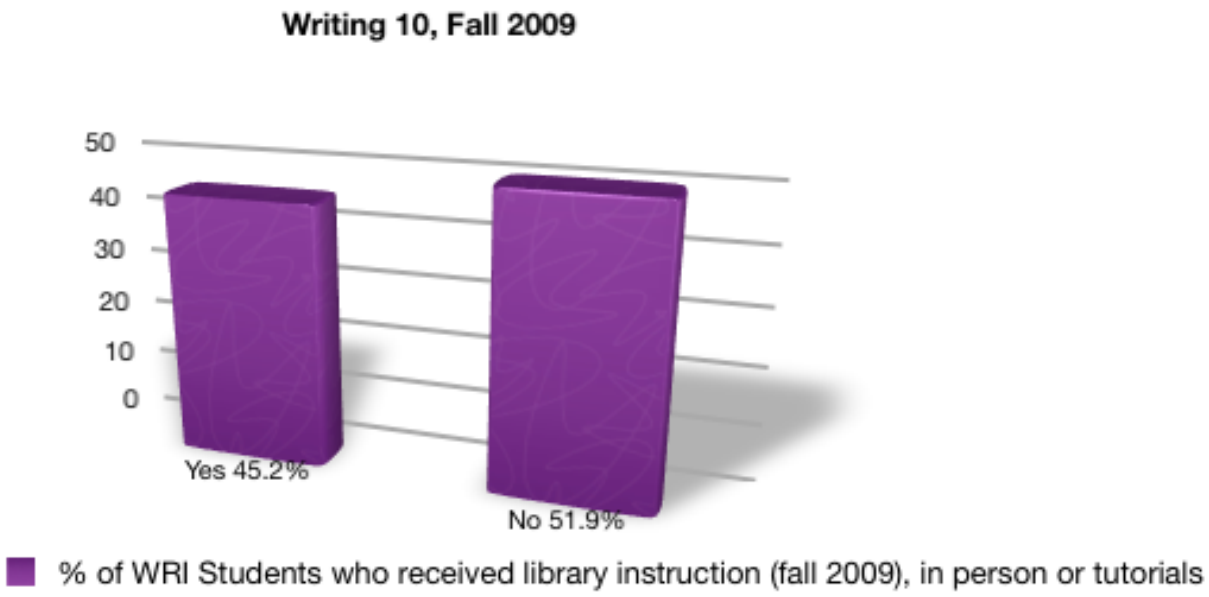
Question 21: I do not use the library because ... (asked to give the primary reason why they use the library)

Code	%	#	Quotation(s)
info online (pos.)	1.46	2	"Because we can go online for majority of info."
resources - not easy to use	1.46	2	"Complicating to use sometimes, like in acquiring a book."
resources - do not have the materials they want	1.46	2	"Because it doesn't have all the books I need."
hours	3.65	5	"Sometimes it closes too early."
noisy	5.11	7	"Too loud sometimes."
personal preference (e.g. to study elsewhere)	5.11	7	"I like to study in my room, more so than the library." / "Not appealing."
other	11.68	16	"I'm not a library kind of person."
crowded	13.87	19	"It's too small! Too crowded."
distance	21.90	30	"Too far away from housing."
no need	34.31	47	"It is not required for my current classes so I find no real need to go in."
		137	



WRI 10 – fall 2009
Library questions in end-of-class survey
(# of respondents is not provided)

In fall 2009, 45.2% of Writing 10 students received library instruction.



Based on self evaluation, Writing 10 students rated their ability to identify valuable search tools to find information for an assignment to use effective search strategies to find relevant information for an assignment both at the *beginning* and *end* of Writing 10. Very poor and poor rates selected by students at the beginning of Writing 10 dropped significantly by the end of Writing 10.

Only **24.7%** of students ranked their ability to identify valuable search tool to find information for an assignment as very good or excellent at the beginning of Writing 10 while **48.7%** of students ranked their research skills as very good or excellent at the end of Writing 10.

Only **26.6%** of students ranked their ability to use effective search strategies to find information for an assignment as very good or excellent at the beginning of Writing 10 while **46.1%** of students ranked their research skills as very good or excellent at the end of Writing 10.

Following library instruction in Writing 10, **58.3%** of students indicated that they were able to *successfully locate search tools* to search for information. Of the respondents, 12.5% were unsure about their ability while 7.6% disagreed or strongly disagreed with their ability to successfully locate search tools. [23.1% of them selected n/a since they did not receive library instruction].

In addition, **51%** of students indicated that *they used one or more search strategies* introduced through library instruction in WRI 10 to successfully locate relevant information to complete their assignments. Of the respondents, 15.1% were uncertain if they had used search strategies from class while 7.6% disagree or strongly disagreed indicating that they did not employ search strategies introduced in library research instruction. [23.4% of students selected n/a since they did not received library instruction in Writing 10.]

	% of WRI Students who received library instruction (fall 2009), in person or tutorials					
Yes	45.2					
No	51.9					
	%					
	Identify valuable search tools (databases, catalogs etc.) to find information for an assignment.					
before	8.7	16.0	28.2	23.7	12.2	8.0
after	11.5	37.2	30.4	11.2	3.5	2.2
	excellent	very good	good	fair	poor	very poor
	Use effective search strategies (controlled vocabulary, truncation, Boolean operators, etc.) to find relevant information for an assignment.					
before	6.7	19.9	24.7	24.4	12.5	6.7
after	13.1	33.0	29.8	13.8	4.2	2.6
	excellent	very good	good	fair	poor	very poor
	Following library instruction in WRI 10, I was able to successfully locate search tools (databases, catalogs etc.) to search for information.					
strongly agree	23.4					
agree	34.9					
uncertain	12.5					
disagree	2.6					
strongly disagree	1.0					
not	23.1					

applicable (I did not receive library instruction in WRI 10)						
	%					
	I used one or more search strategies (controlled vocabulary, truncation, Boolean operators, etc.) introduced through library instruction in WRI 10 to successfully locate relevant information to complete my assignment(s).					
strongly agree	20.2					
agree	30.8					
uncertain	15.1					
disagree	5.4					
strongly disagree	2.2					
not applicable (I did not receive library instruction in WRI 10)	23.4					

Reference Statistics: spring 2010

Spring 2010
* Total: 82
In-person drop-in 28
in-person, scheduled 28
Email 23
not identified 3
* does not include 24/7 Chat,
text messaging, or roving
ref.)

Legal, political sciences, management, economics, science & religion, empirical studies (psychology), history, Central Valley (sociology), anthropology, medical, biology (genetics), education, original research articles, statistics, data sets, opening ebooks, images, citations/Refworks

Roving Reference: spring 2010
January 19th to May 14th

Over the course of 130 roving reference shifts, our six roving reference students answered 417 questions. The questions break down into the amount of time they took to answer:

- 230 (< 1 minute),55.2%
- 133 (2-5 minutes), 31.9%
- 44 (6- 15 min.), 10.6%
- 9 (16-30 min.), 2.2%
- 1 (30+ min.), 0.2%

Similarity in the breakdown of length of time to answer questions when compared to fall 2009.

Average of 3.2 questions answered per shift.

Average of 1.6 questions per hour (if each shift is 2 hours, not all shifts have been ~260 hours)

This is lower than last semester which had an average of 2.7 questions per hour.

The types of questions asked most often of the roving reference students involved questions re:

- Location of materials (69 of 130 shifts, 53.7% of shifts)
- Printing/printers (40 of 130 shifts, 30.7% of shifts)
- Finding a known item (33 of 130 shifts, 25.4% of shifts)
-

The same three areas were in the "top three list" last semester though printing dropped to second instead of first.

2. Please indicate the types of questions you were asked. Select all that apply during your shift. I was asked questions concerning... ordering from asked during the most shifts to the least shifts

- *Printing* / printers (e.g. Can you help me print?) **40 of 130 shifts**
- Location of materials (e.g. Where are the *DVDs*?) **69 of 130 shifts**
- Finding *known* information (e.g. I need help finding a book called...) **33 of 130 shifts**
- Finding *topical* information (e.g. I need help finding articles on Hmong traditions.) **30 of 130 shifts**
- *Other* (write in below) **32 of 130 shifts**
- Location of specific *rooms* or spaces (e.g. Can you tell where the McFadden-Willis Reading room is located?) **25 of 130 shifts**
- *Technology* based question (may included VPN) (e.g. I can't get on the **wireless**. Can you help?) 22 **of 130 shifts**
- Using a search tool e.g. catalog, database (e.g. How do I *limit* to peer-reviewed articles in this database?) 14 **of 130 shifts**
- *RefWorks* (e.g. Can you show me how to export a citation to RefWorks?) **7 of 130 shifts**
- Location of *events* (e.g. Can you tell me where the Wilma McDaniel event is?) **4 of 130 shifts**
- *Noise* comments / questions **0 of 130 shifts**

4. Of all the questions I answered, _____ were asked while I was roving.

- ○ None
- ○ Some
- ○ Many
- ○ All

Part way during the semester, I asked students to respond to a question about how many questions were answered while roving. They could choose from these responses: none, some, many, or all.

77 shifts

- 43 **none** 55.9% of the shifts
- 9 **some** 11.7% of the shifts
- 1 **many** 1.3% of the shifts
- 24 **all** 31.2% of the shifts

- **none** 55.8% (43)
- Combining **some – all** 44.6% (34)

Types of Other Questions – Summary:

- What does the red shirt mean?
- Submitting a lost and found item / locating
- ILL inc. what is the library card number?
- Asked if I could help them with their cell phone, unable to help
- Asking if we carry textbooks
- Asked how many questions we get on a typical day.
- Asking for help with the Audio-Visual Room bookings.
- I had a patron asking for materials relating to YBCO superconducting wires. I was able to find articles relating to this subject on e-links.
- Using self-checkout
- Asked about the candy
- Connecting to the wireless
- Printing inc. students to turn large schematics into regular 8.5 by 11 paper
- CatCard Machine help
- Finding resources for WRI 100, topic of sexual abuse
- CatTracks schedule
- Room reservations
- # of DVDs an individual can check out
- Who is in charge of the fish tank (grad student project).
- Placing hold on a book
- Library account questions (renewing, checking due dates)
- Looking to check out calculators

Thank you so much for the opportunity to be part of the Roving Reference team. I learned many skills that will help me in my professional and academic career and had so much fun helping our library patrons. I will miss the library very much!