

University of Washington Libraries 2016 Triennial Survey Report

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2016 University of Washington Libraries Triennial Survey: Executive Summary

Jackie Belanger (Assessment Librarian), Maggie Faber (Data Visualization & Analysis Librarian), Steve Hiller (Director of Assessment & Planning)

The 2016 Triennial Survey is the 9th such survey that has been run every three years since 1992. The survey is designed to assess user satisfaction, importance, priorities, and the impact of Libraries contribution to teaching, learning, and research. The Triennial Survey provides data that is used for budget and advocacy purposes, as well as improvements for spaces, services, and resources. The data is also used as a starting point to generate questions for additional follow-up assessment.

Surveys are distributed to all UW faculty and graduate/professional students on all three campuses (Seattle, Bothell, and Tacoma); the undergraduate surveys are distributed to all undergraduates at Bothell and Tacoma campuses, and a sample of 5,000 undergraduates at UW Seattle. Faculty and graduate student surveys were distributed in Spring quarter 2016, and undergraduate surveys during Winter quarter 2016. There is one survey for faculty at all campuses, and separate surveys for Seattle, Bothell, and Tacoma campuses for graduate/professional students and undergraduate students, which enables the surveys to be customized to specific campus needs. The faculty and Seattle graduate student surveys are similar, which enables cross-group comparisons. There are some questions in common across all three user group surveys that enable comparisons of responses between faculty, graduate and undergraduate students.

RESULTS: KEY HIGHLIGHTS

Survey results are available in full via Tableau dashboards linked from the Libraries Assessment website: <http://www.lib.washington.edu/assessment/surveys/triennial>

- 80% to 88% of respondents in all groups (faculty, graduates, undergrads) visit the library in person or connect to the Libraries online weekly.
- **Faculty primarily use the Libraries remotely:** 86% access Libraries services and resources online at least once per week. Faculty in person visits to the library continue to decline.
- **Collections remain key for faculty:** 95% marked a 5 (“very important” on a 1 to 5 scale) for either books or journals in terms of importance to their work. Comments highlight the importance of collections both for teaching and research. Approximately 40% of total comments relate to collections.
- **Libraries spaces are important for undergraduates:** 76% visit the Libraries in person at least once per week (50% visited 2 time per week or more). Comments highlight the importance of various types of spaces: 541 comments (about 50% of the total) mention space.
- **Collections are important to all graduate/professional students, spaces are important for some groups:** 91% marked a 5 (“very important” on a 1 to 5 scale) for importance of books or journals for their research. 75% of Seattle graduate students access Libraries online at least once per week, 39% visit in person at least once per week.
- **Overall satisfaction with the Libraries remained high:** 93% of faculty, 89% of graduate students, and 90% of undergraduates were satisfied (4 or 5 on a 5 point scale). However, there was a decline from

2013 in faculty and graduate student satisfaction with the Libraries. Decline among faculty was evident from those in all academic programs; graduate student satisfaction ratings were more variable based on College/School. Changes in the composition of respondents by academic area also contributed to the lower overall aggregate ratings, especially among graduate students.

- **The Libraries continues to make an important contribution to faculty and graduate student research productivity:** 86% of faculty and 82% of grad students rated the Libraries contribution as important (4 or 5 on a 5 point scale) in this category.
- **The Libraries also continues to make an important contribution to undergraduate ability to achieve overall academic success:** 64% rated the Libraries contribution as important (4 or 5 on a 5 point scale) in this category.
- **However, compared to 2010 and 2013, there was a decline across the board in ratings on Libraries contributions:**
 - For undergraduates, the biggest decrease was in the Libraries contribution to finding information needed for coursework/assignments.
 - For graduate students, the biggest decrease was in the Libraries contribution to achieving overall academic success.
 - For faculty, the biggest decrease was in the Libraries contribution to their ability to be a more productive researcher.
- **The highest priority for services among faculty overall was support for managing research data** and related research material, followed by assistance with assessing the impact of research. For **graduate students, the highest overall priority was assistance with citation management tools** (although there was a difference between the top priority for Master's and PhD students).
- **34% of faculty who responded to the survey published in an Open Access journal in 2015-16.** Journal reputation remains the key factor in faculty decisions about where to publish articles.
- **Faculty use article & research databases** most often when searching for information, followed by the UW Libraries Search and Google Scholar. **Graduate students use UW Libraries Search and databases** most often, followed by Google Scholar. Undergraduate use of different search tools (Google, databases) varies across broad disciplinary areas.
- Faculty and graduate comments highlighted dissatisfaction with UW Libraries Search. Comments from all groups also continued to highlight the **need for robust marketing and promotion of new and existing Libraries resources and services.**

RECOMMENDATIONS

These recommendations are not intended to be comprehensive, but instead highlight broader areas for attention. There are numerous opportunities for various Libraries units and committees to work productively with specific survey results in order to conduct follow-up assessments in collaboration with the Assessment and Planning Office and to improve services, resources, or spaces. A full set of recommendations are included in the body of the report. Among the areas identified are:

- Strengthen communication strategies to identify the Libraries core messages, target audiences and develop innovative ways to reach those audiences.
- Communicate impact and track actions arising out of survey data to demonstrate the value and impact of the Libraries to faculty and student work.
- Continue to align online Libraries service provision with the needs of online learners.

- Continue to collaborate with campus partners to develop and promote different types of Libraries support available to graduate student Teaching Assistants and instructors.
- Develop instructional materials that are aligned with the research starting points of different groups.
- Continue to address user issues with UW Libraries Primo Search by improving the search interface and communicate what is being done to address key issues.
- There are a number of follow-up assessments that can be undertaken to learn more about faculty and student needs. Areas for possible attention include: citation management support for graduate students; undergraduate student space needs; emerging needs of Master's students (especially those in fee-based and professional programs in areas such as Business and Engineering); faculty research practices and needs.

Triennial Survey: Report and Recommendations

INTRODUCTION AND CONTEXT

The 2016 Triennial Survey is the 9th such survey that has been run every three years since 1992. The survey is designed to assess user satisfaction, importance, priorities, and the impact of Libraries contribution to teaching, learning, and research. The Triennial Survey provides data that is used for budget and advocacy purposes, as well as improvements for spaces, services, and resources. The data is often used as a starting point to generate questions for additional follow-up assessment.

SURVEY METHODOLOGY & IMPLEMENTATION

Surveys are distributed to all University of Washington (UW) faculty and graduate/professional students on all three campuses (Seattle, Bothell, and Tacoma), and the undergraduate surveys are distributed to all undergraduates at Bothell and Tacoma campuses, and a sample of undergraduates at UW Seattle.

There is one survey for faculty at all campuses, and separate surveys for Seattle, Bothell, and Tacoma campuses for graduate/professional students and undergraduate students, which enables the surveys to be customized to specific campus needs. The faculty and Seattle graduate student surveys are similar, which enables cross-group comparisons. The differences between the various campus surveys are not discussed in detail in this report: all survey instruments are available on the UW Libraries Assessment website: <http://www.lib.washington.edu/assessment/surveys/triennial>.

There are some questions in common across all three surveys that enable us to compare responses between user groups. The following questions are in common across all user group surveys:

- “How frequently do you visit or access the UW Libraries services?” (includes separate response categories for in-person and remote/off-site access)
- An open-ended question (new in 2016) designed to gather examples of Libraries contributions to teaching, learning, and research: “Tell us in a few sentences about a time that Libraries staff, services, or resources had a positive impact on your work.”
- Overall satisfaction with the Libraries (“How satisfied are you with the Libraries?”), with categories for services, collections, spaces (only for undergraduates), and overall satisfaction).

Faculty and graduate student surveys were distributed in Spring quarter, and undergraduate surveys during Winter quarter. An incentive of twenty UW bookstore gift cards of \$100 each was offered to undergraduates; no incentives were offered to faculty and graduate students. Prior to the 2013 survey, the undergraduate survey was distributed in Spring, at the same time as the faculty and graduate student surveys. However, UW administered the National Survey of Student Engagement (NSSE) in Spring 2013 and the Student Experience in the Research University (SERU) survey in Spring 2016. The Libraries Triennial Survey was moved to Winter quarter to avoid survey fatigue for undergraduate students. The change in timing may have an impact on results, as first year students have one quarter less experience of using the Libraries in Winter quarter: by the time they take the survey, they may not yet have had research assignments or have interacted with the Libraries in ways that enable them to answer survey questions fully.

Number of Respondents and Response Rate 1998-2016

	2016	2013	2010	2007	2004	2001	1998
Faculty (Tri-campus)	1489 34%	1537 37%	1634 39%	1455 36%	1560 40%	1345 36%	1503 40%
Grad/Professional Students (UWS)	2720 23%	2127 19%	640 32%	580 33%	627 40%	597 40%	457 46%
Undergraduates (UWS)	1120 22%	1044 21%	365 16%	467 20%	502 25%	497 25%	787 39%

Between 2013 and 2016, there is variation by academic areas in both population composition and the percentage of survey respondents for Seattle campus faculty and graduate students. As a result, care therefore should be taken in comparing aggregate results from 2013 and 2016. A breakdown of the differences between 2013 and 2016 is available in the Appendix.

The survey asks for minimal demographic data. Please see appendix for additional details on demographic data, response rates, changes to the 2016 survey process and methods, and information about data analysis and coding.

SURVEY RESULTS, TRENDS, & ANALYSIS

Full tabular results & survey dashboards are available on the Libraries Assessment website (including breakdown of faculty and graduate student results by College/School and undergraduate responses by year in school): <http://www.lib.washington.edu/assessment/surveys/triennial>

1. Frequency of Use, Satisfaction, Contribution, & Impact

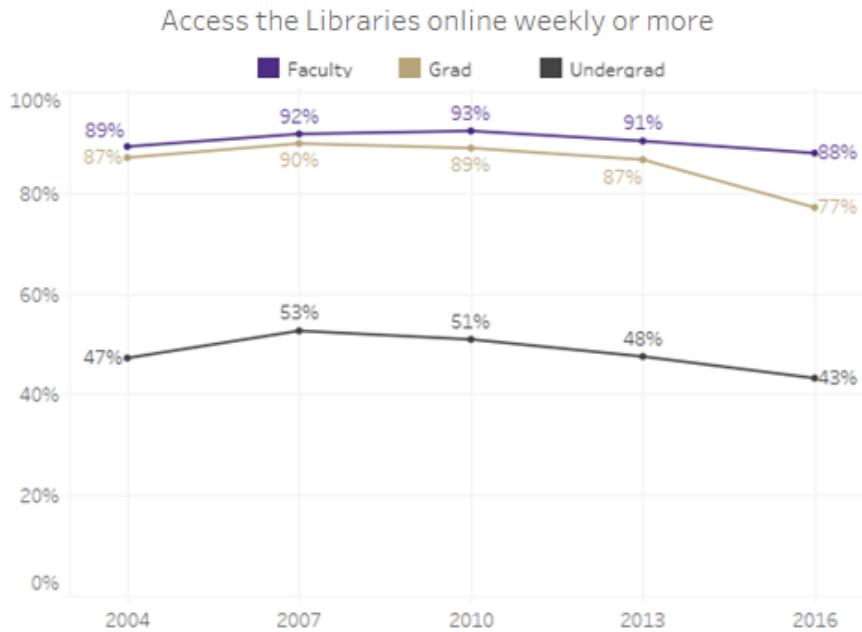
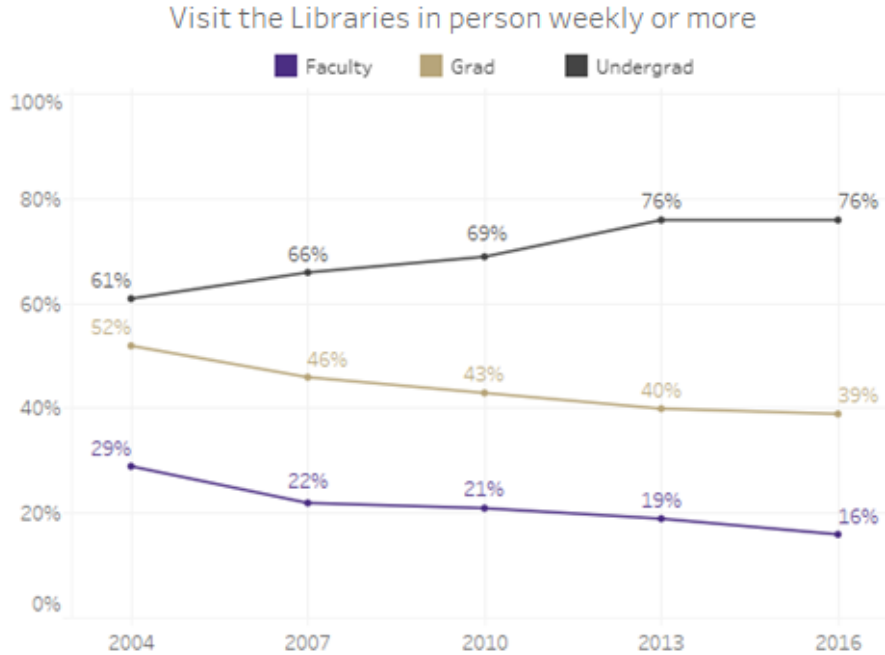
Frequency of In-Library and Online Visits/Access, 2004-2016

- The frequency of use question enables the Libraries to identify patterns of online and in-person use of resources and services over time. Results are used to gain a better understanding of how users connect with the Libraries and the most suitable modes for delivering services and resources to various user groups.
- Key trends:
 - Faculty in-person visits to the library continue to decline over time.
 - Faculty primarily use the Libraries remotely: 86% access the Libraries online at least once per week.
 - Graduate student in-person visits also continue to decline overall, although for graduate respondents in 2016, there is variation between Colleges/Schools in terms of frequency of in-

person visits: Humanities, Social Sciences, and Pharmacy are among the highest in terms of in-person visits.

- Undergraduate in-person visits remain the highest for any group and are steady. The frequency of undergraduates in-person visits to the library are consistent across those who are undeclared and various Colleges/Schools

Percentage of respondents who use the Libraries weekly or more often, 2004 – 2016

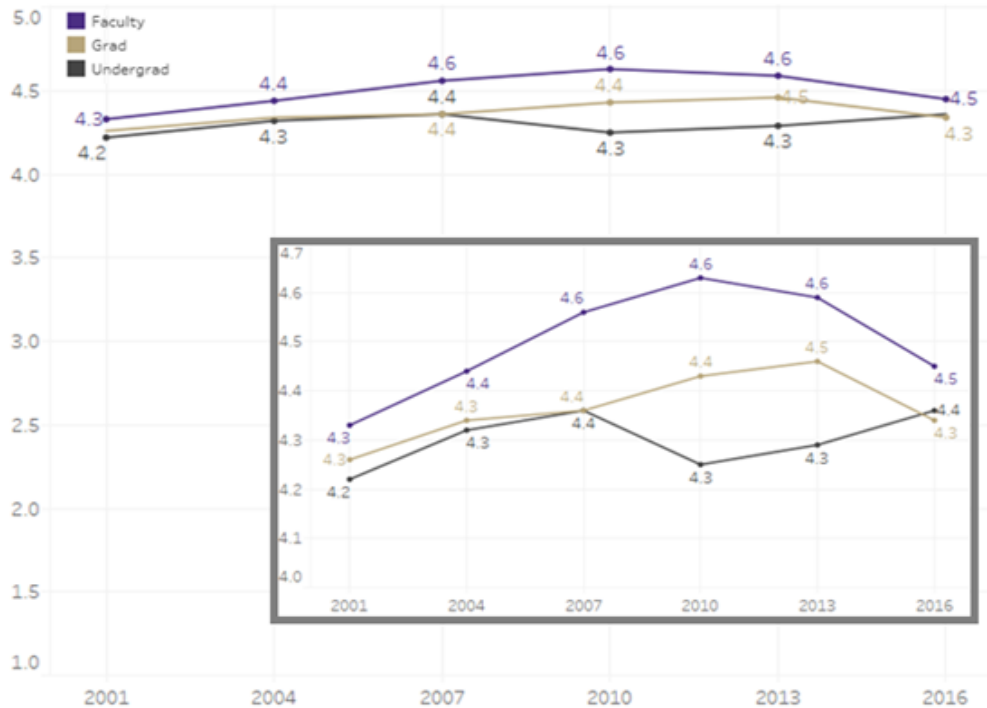


Overall Satisfaction by Group 1998-2016 (Mean scores)

- Key trends:
 - Decline in overall satisfaction among faculty in 2016 was evident across all academic programs and steepest in Humanities, Social Sciences and Engineering.

- Graduate student 2016 satisfaction ratings were more mixed based on College/School, with the biggest satisfaction declines in Engineering, the Information School, Public Policy, Pharmacy, and Social Work.
- Undergraduate overall satisfaction with the Libraries rose slightly from 2013.
- Changes in the composition of respondents by academic area also contributed to the lower overall aggregate ratings, especially among graduate students.

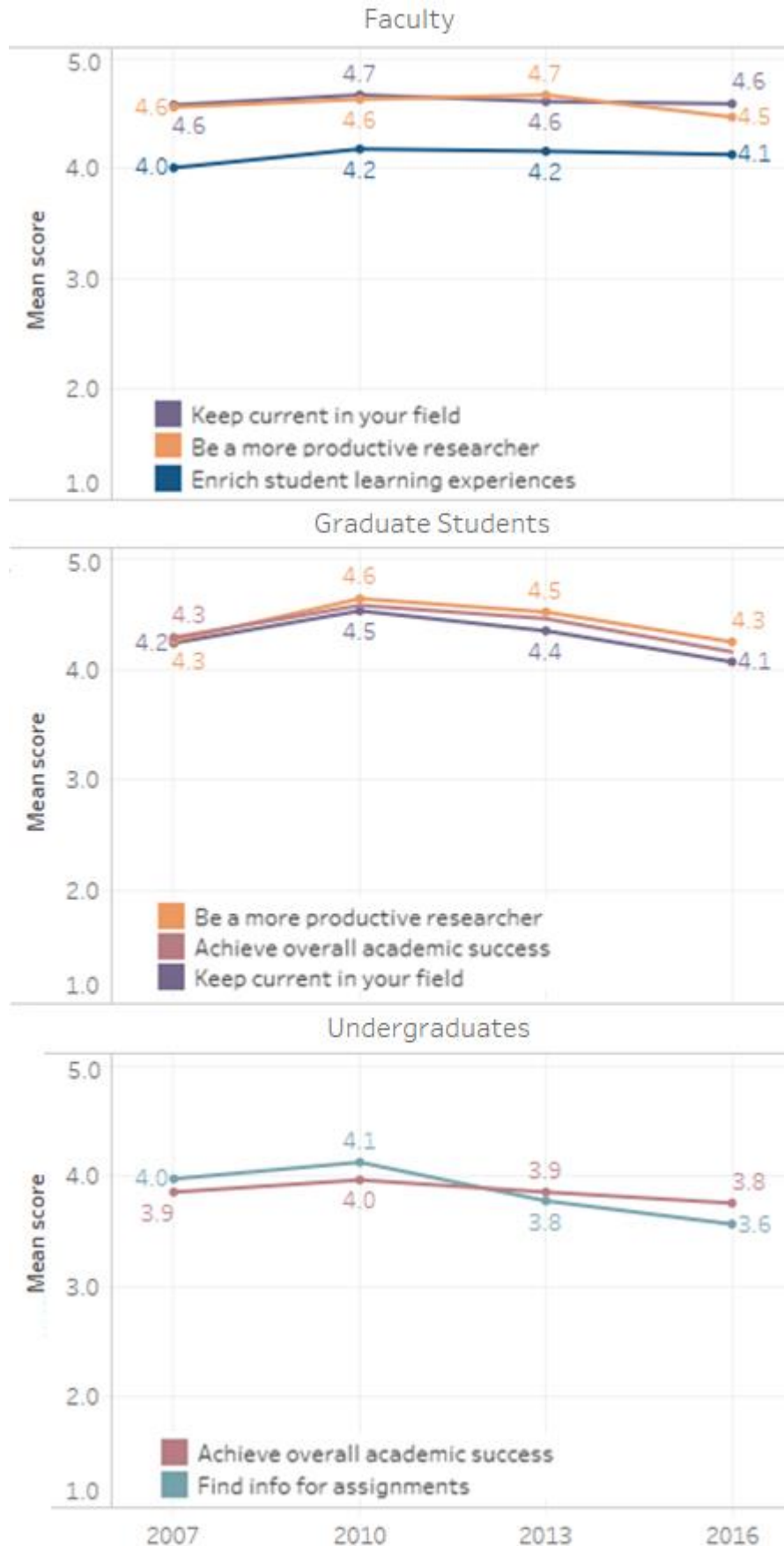
Mean scores of respondents who rated satisfaction



Libraries Contribution to:

- This question enables the Libraries to assess the contribution we make to faculty and graduate student research, clinical work, and teaching & learning, and to undergraduate students' abilities to find resources and spaces for their coursework and achieve overall academic success. This assists the Libraries in demonstrating value and, in cases where contribution scores have declined, in identifying areas for follow up assessment to learn more about the research, teaching, and learning needs of various groups.
- Key trends:
 - Compared to 2010 and 2013, there was a decline across the board in ratings on Libraries contributions.
 - For undergraduates, the biggest decrease was in the Libraries contribution to finding information needed for coursework/assignments.
 - For graduate students, the biggest decrease was in the Libraries contribution to achieving overall academic success.
 - For faculty, the biggest decrease was in the Libraries contribution to their ability to be a more productive researcher.

What contribution does the UW Libraries make to your ability to... (Mean scores of those who rated level of contribution; Scale of 1 “Minor” to 5 “Major”), 2007-2016



Libraries impact on teaching, learning, and research (Selected Faculty, Grad, & Undergrad)

In 2016, a new Critical Incident Technique question was added to all surveys: “Tell us about a time that Libraries staff, services, resources, or spaces had a positive impact on your work.” This question enables the Libraries to demonstrate impact on research, teaching, and learning at the UW.

- Every day, I sit at Suzzallo's big library, pull out my laptop, and am actually able to focus on my school work. This has been the single most important thing that has helped me turn my college career into a successful one. *(Undergraduate)*
- Last quarter I got a 4.0 on a final, largely because the third floor of Ode always provided a quiet space to study and it was open 24 hours weekdays. *(Undergraduate)*
- Using the Odegaard Writing and Research center and working with librarians to get started on research and critique my research methods has helped me become a more confident student and researcher. I have learned how to conduct professional work and attain high caliber results. *(Undergraduate)*
- The Special Collections department, under the guidance of Sandra Kroupa, has been instrumental in broadening both the scope of my research and professionalizing my methodologies for archival research. The commitment and expertise of the entire Special Collections Department has been invaluable as a research and mentoring resource during my time at UW. *(Graduate student)*
- I could not do my work without the Health Sciences Library providing a portal by which to access numerous manuscripts in an electronic, searchable format. I also like that if they don't have a resource they can get it for me. I recently borrowed a book from Oregon State that arrived within a week of my request!! The library system at UW and in particular the HSL library (my home base!) is vital to my function as a clinical researcher and is one of the most efficient organizations on campus! *(Graduate student)*
- I cannot stress how important and helpful the ALC has been for my teaching. We are able to teach twice the number of students in this space as we would in another space -- or put another way, we are able to increase access to our major without greatly increasing costs because this space is available. *(Faculty)*
- [Librarian's] help in devising manageable undergrad research projects integrated into my courses, a few years ago, revolutionized how I teach. These small research projects have also broadened my own knowledge of my area of expertise and have fed into my own research and publications. *(Faculty)*
- I am a diagnostic radiologist, working mainly at HMC. On Monday, I read an x-ray of a fracture that had a feature I had not seen before. I showed my colleagues, who also hadn't seen it before. I developed some ideas about what it might be. I used google. I used PubMed. I found a couple of references that seemed potentially helpful. I went to the library website to gain access to those articles. I found what I needed and was able to interpret the x-ray. The patient went to surgery the same day. *(Faculty)*

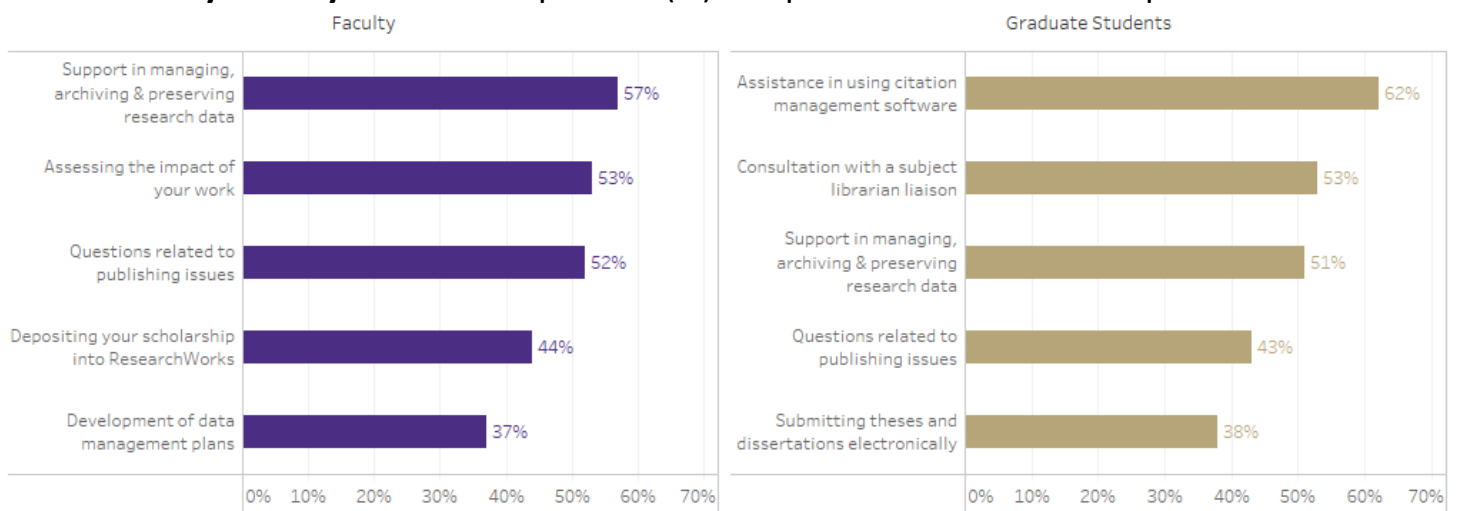
2. Research & Scholarship

A. Faculty & graduate student priorities for services

- This question enables the Libraries to understand which recent and emerging Libraries services might be most useful to faculty and graduate student research and scholarship. Responses are used to guide the development and marketing of selected services to target groups. The list of categories is selective, and the categories are tied to current strategic priorities and possible future areas of focus.

- **Key trends:**
 - Graduate students: assistance in using citation management software was the highest overall priority in both 2016 and 2013.
 - Those in Master’s programs rated librarian consultation highest (64%), compared to 45% in doctoral programs. There were expected differences by degree program for publishing issues and electronic theses but not for citation management and data management.
 - Faculty: support for managing and preserving data and related research material was the highest overall priority in both 2016 and 2013.
 - A new category, assistance with assessing the impact of research, was rated highest in certain Colleges/Schools: Business, Education, Nursing, and Public Health.

“Which of the following library services would be useful to your research & scholarly activity?” Results in percent (%). Respondents could select up to 3 choices



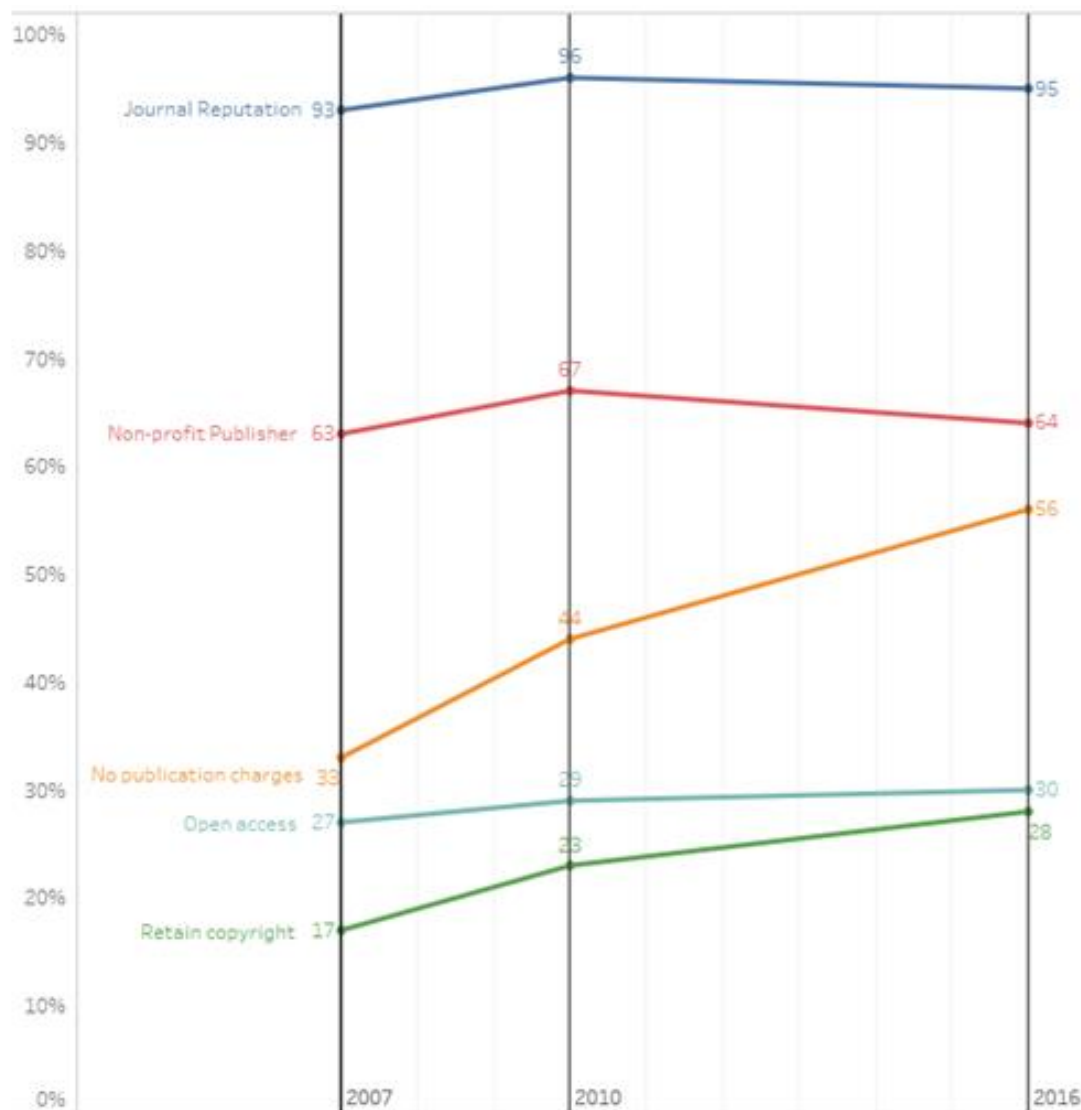
B. Publishing and Digital Scholarship

Publishing

- The 2016 faculty survey included two questions related to scholarly publishing:
 - “During the past academic year, have you....,” with one of the options being “Published in an Open Access journal.” This was designed to provide the Libraries with a snapshot of current OA publishing activity across various broad disciplinary areas. This was a new question in 2016.
 - “How important are the following factors in your decision on where to publish journal articles?” This question highlights key faculty publishing priorities and can be used to target outreach and messaging on OA issues, as well as highlight areas for follow-up assessment. This question was asked on the 2007 and 2010 surveys, and also enables the Libraries to understand if factors have changed over time.
- **Key trends:**
 - 34% of faculty who responded to the survey published in an Open Access journal in 2015-16. Faculty in the College of the Environment, Schools of Medicine, Public Health, and College of Engineering had the highest percentages of those who published in an OA journal.

- There were no significant differences between academic ranks (Assistant, Associate Professor, etc.) in terms of those who published in an OA journal, although Research Associates (Post-Docs) were less likely to publish in OA journals.
- Journal reputation remains the key factor in faculty decisions about where to publish articles.
 - Comparing mean scores between 2010 and 2016, there was little change in most categories in the importance of various factors: journal reputation was rated highest, open access/retaining copyright were rated lowest in importance. The category focused on publication charges as a factor showed the biggest increase since 2010.
 - There is some variation in Faculty College/School in terms of the importance of Open Access as a decision factor.

“How important are the following factors in your decision on where to publish journal articles?” Faculty results show percent (%) respondents rating 4 or 5 on a 5-point scale.



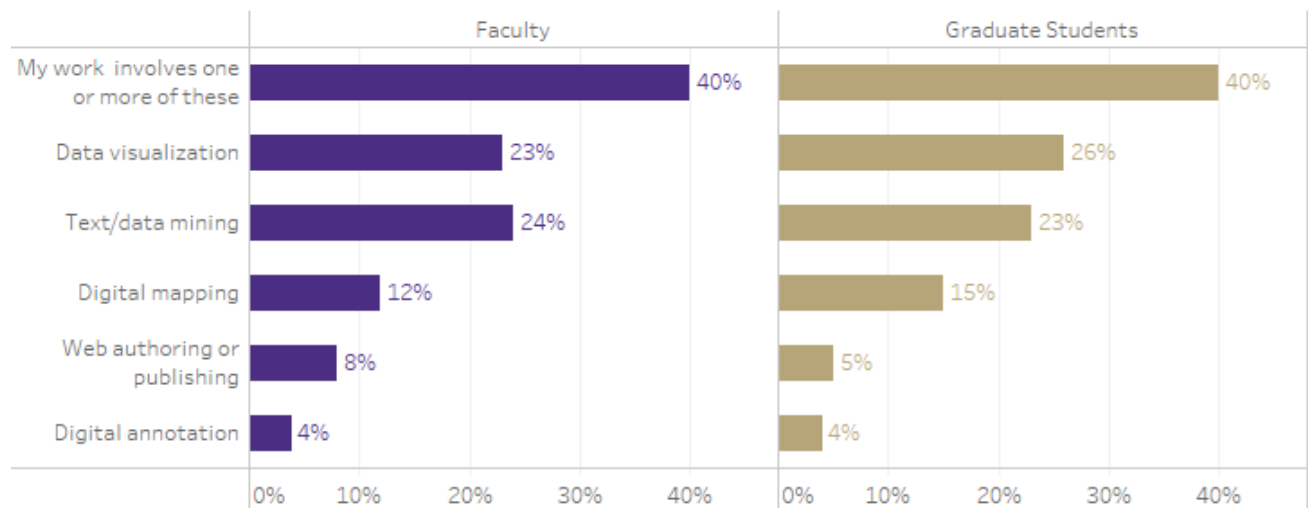
Open Access & Scholarly Communication Comments (Faculty & Grad, Selected)

- It would be great to know more about what the library's plans for the move towards open access journals are. Right now, most journals that I use allow me to publish for free because they have income through library subscriptions. If I want to publish in an open access journal, I need to pay \$4000-\$5000. *(Faculty)*
- Eventually, when a lot of journals move to open access, presumably the library is not going to have to pay as much for subscriptions. I feel that that money should somehow go towards supporting research pay the funds required to publish open access. *(Faculty)*
- To me there should be a more proactive role in open access publishing and data management. *(Faculty)*
- Wish I could get full text access to more journals through the UW Libraries, but I understand that budget influences this. Would not support any mandates on open access, as although it is advantageous to libraries, it has disadvantages downstream to authors and departments, and I have serious quality concerns about many OA journals. *(Faculty)*
- Some open access journals offer lower fees if the university has a subscription/account with the journal. If the UW does not subscribe to an open access journal, which results in high fees for faculty, to what extent does this reduce faculty publishing in that journal? Which open access journals would faculty most like to publish in? Such a short list might be where the UW invests its subscription resources. *(Faculty)*
- There is very little information on open access journals at the library, staff seem to know little about open access, in fact I've given up asking. Can the library pay the page charges for open access, currently it is prohibitive to publish more than on article per year. I have colleagues at other universities where the library pays the charges. *(Faculty)*
- As a PHD student, I had a question about copyright issues involving my published article. UW libraries was very helpful in allowing me to successfully navigate the complexities of copyright law and inform me about open access options that I was unaware of. As a result, my work has been cited more than I anticipated! *(Graduate student)*
- I would like to see more public education around open access and scholarly communication. I suspect that these issues affect UW Libraries more than just a little, and we need to be on the forefront of this conversation as we are in other areas. *(Graduate student)*

Digital Scholarship

Does your research and teaching involve any of the following digital activities/tools? Results are in percent (%).

- This question (new for faculty and graduate students in 2016) enabled the Libraries to begin to map the current state of some types of digital scholarship activities across broad disciplinary areas. This information will provide the basis for more targeted follow-up assessment and outreach.
- Key trends:
 - Overall patterns for faculty and graduate students were very similar, with 40% of respondents in each group reporting that their work involved one or more of the tools/activities listed. The percentages engaged in specific activities are also closely aligned.
 - There were variations by College/School for grads and faculty: for example, digital mapping was the top-ranked category for grads and faculty in the College of the Environment, but relatively low overall.



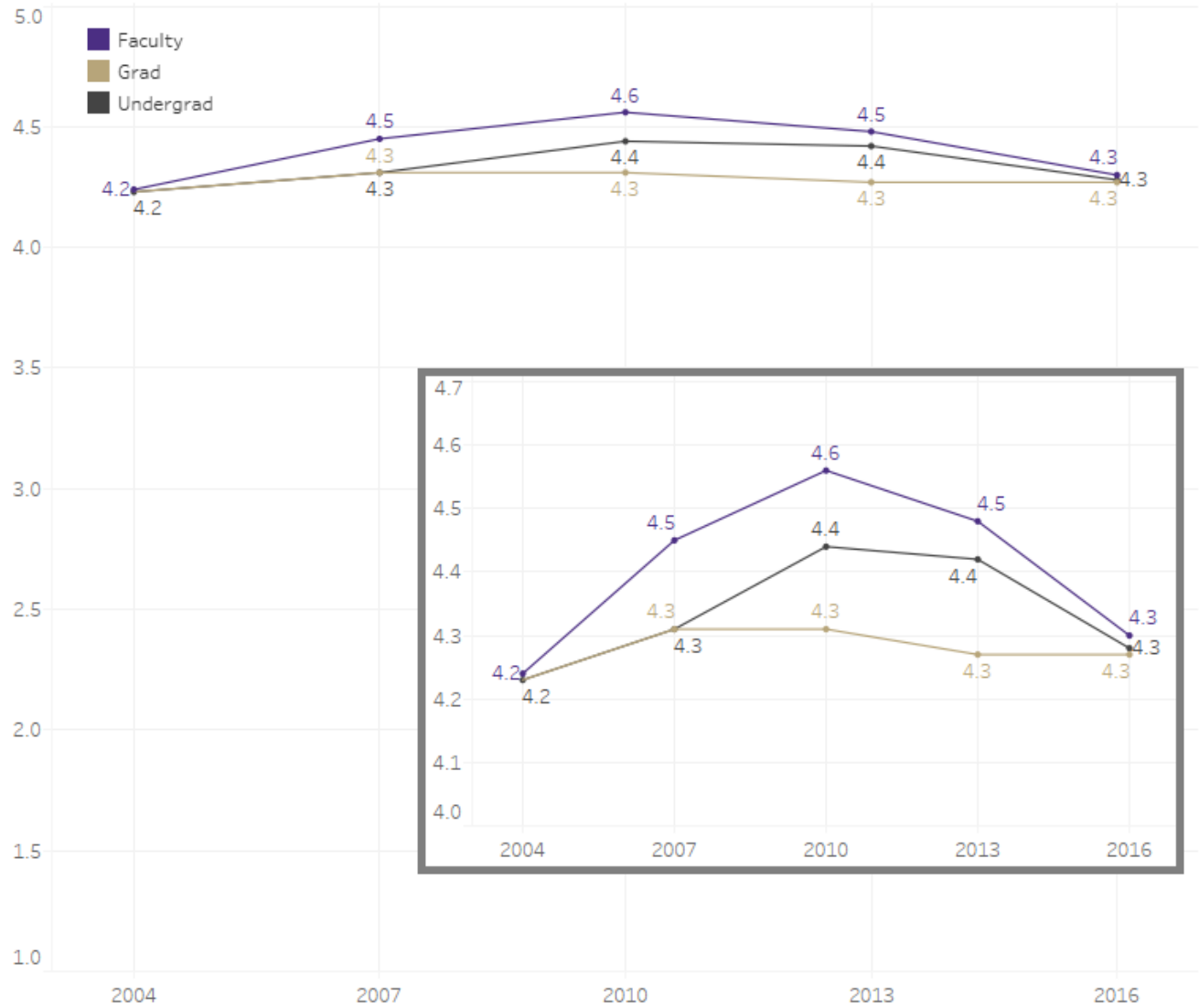
3. Collections & Access

Collections

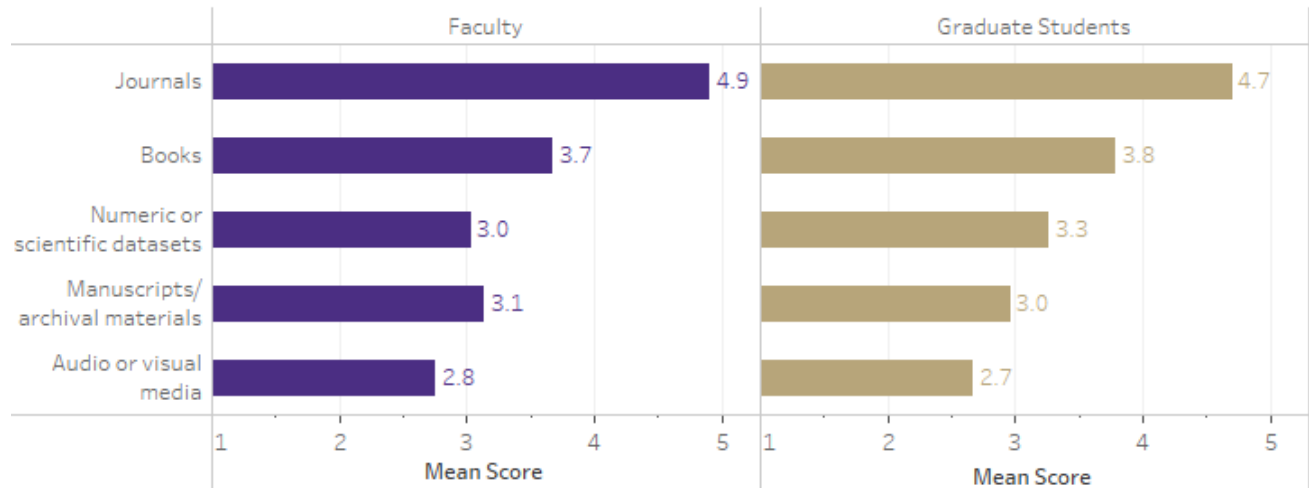
- The 2016 faculty and graduate survey asked for respondents to rate the importance of various resource types for their work (books, journals, datasets, media). This question enables the Libraries to understand broad disciplinary differences in terms of use of book and other resource types, which can be used to support collection development decisions.
- The survey continues to ask faculty and graduate students about satisfaction with collections as part of an overall satisfaction question.
- Key trends:
 - Overall faculty and graduate student satisfaction with library collections has fallen since 2010.
 - Faculty comments highlight the importance of collections both for teaching and research. Approximately 40% of total comments relate to collections.

- For faculty and graduate students, journals are important to all areas, and books are of variable importance by College/School.
 - For those who rated books as important, faculty and graduate students prefer electronic over print for various types of books, with the exception of textbooks.

Satisfaction with collections by group, mean scores (1 “Not satisfied” to 5 “Very Satisfied”), 2004-2016



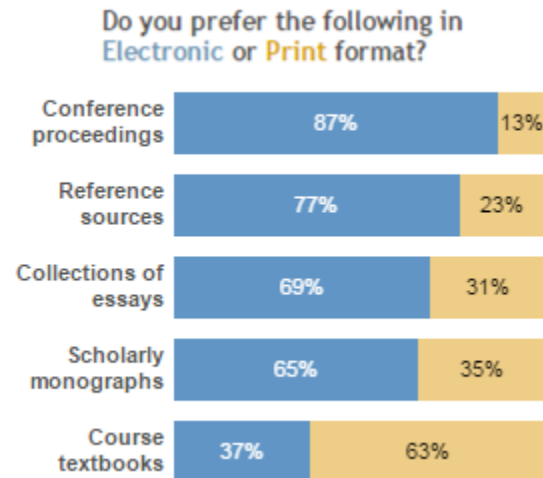
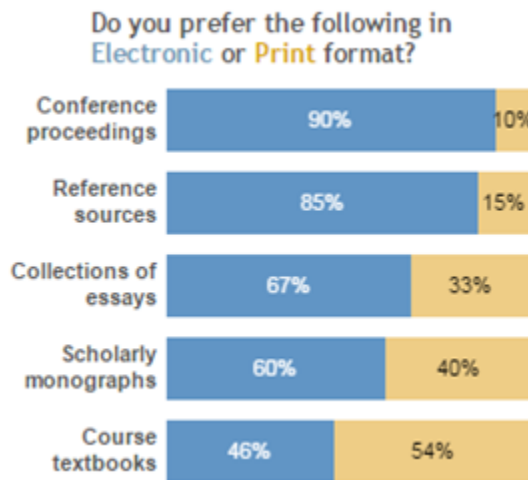
Please rate the importance of these specific resources to your work. Mean scores of those who rated importance (scale of 1 “Not important” to 5 “Very important”)



“If you were to have a choice between books in print and electronic format, which would you prefer for each of the following?” Results are in percent (%).

Tri-campus Faculty (approx. 1,000 respondents)

Seattle Grad (approx. 1,500 respondents)



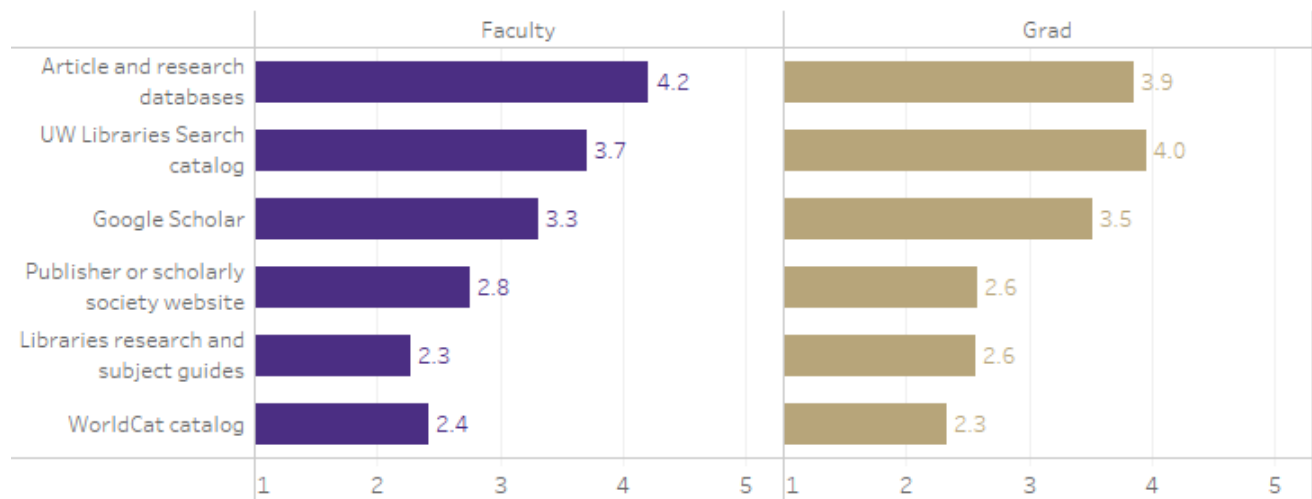
Collections & Access Comments (Faculty, Graduate, & Undergraduate, Selected)

- Thanks for excellent staff and for maintaining such good collections in face of all the pressures of escalating costs. *(Faculty)*
- I have taught here since 1978 and it is frustrating when a top world university does not have a book I need, but U of Puget Sound or PLU has it and I have to wait two days to get it. How can they afford these books, while we cannot? *(Faculty)*
- It's annoying that faculty cannot renew materials borrowed from Summit libraries. The borrowing period is too short, especially since you're not sure how long it will take to receive the materials. So you need to be careful to time your request: request early enough to account for a week or so before you receive the book, but not so soon that you don't have a chance to use/read it before the due date. I've had several times where I had to reference books more superficially than I would have liked in my work because I had to return them before I could fully read/engage with them. *(Faculty)*
- UW Libraries seems to subscribe to fewer journals than other institutions I've worked for and I have had difficulty getting copies of articles through inter-library loan services. *(Faculty)*
- Since we teach online, we need to stream movies!! Find a way to address this need so students do not have to pay to view a movie for class that is NOT in our library database. *(Faculty)*
- Please keep the ILL service active and freely available to faculty, it has made a substantial difference in my ability to acquire articles necessary for my research (grants, manuscripts, etc.). It is, in my opinion, one of the best features of the UW libraries. *(Faculty)*
- Regarding the print/digital divide - I use both but generally prefer digital. That said, UW Libraries acquisitions should give priority to print until digital access can be assured in perpetuity. Here's why. I read a work I accessed in digital form via UW Libraries. I subsequently put the work on a syllabus, but when my students went to read it, it was no longer available via UW Libraries. Students scrambled to find alternate sources - and some succeeded - but what a waste of time! It turns out that a licensed had expired between the time I assigned the work and the time my students needed it. Bad experience regarding the transitory nature of digital. *(Faculty)*
- I love having electronic books available for students. That way I can assign parts without making students buy entire book! *(Faculty)*
- In regards to print v. electronic materials: I generally prefer print materials. However, because I live 2 hours away and am at the dissertation stage of my work (and therefore rarely come to campus), electronic materials are more convenient. I would love having the option to order, check out, and reserve UW books locally (e.g., through WWU Libraries). *(Graduate student)*
- The main problem I've had with the library is that certain books that are applicable to more than one area of study ... are consistently unavailable and I've ended up just buying them from Amazon after a few weeks of waiting. *(Graduate student)*
- The UW libraries does not carry some of the very important books in my general field of research. The summit/world cat loans are helpful but due to short loan periods, it's almost impossible to get all the information contained in those books. I and many others (I am sure) would appreciate if the UW libraries can expand their book catalog or accommodate long ILL loans or respond to certain book buy recommendations. *(Graduate student)*
- The textbook reserves have been extremely helpful when I can't purchase my own school textbooks during a quarter when I can't afford it. *(Undergraduate student)*
- The online database has been very helpful because I am able to check out ebooks for my classes instead of having to purchase the book. *(Undergraduate student)*
- Honestly I have had little need for libraries. I wish I could say the websites were easy to use and find things but JSTOR and google searchers are quicker. *(Undergraduate student)*
- I love that UW students have an off-campus proxy that lets us access scientific papers that we would usually have to pay \$\$\$ for. *(Undergraduate student)*

Resource Discovery & Access

- The 2016 faculty and graduate survey asked respondents to indicate which resources they used most often when searching for information (Google Scholar, database, etc.). The question was designed to provide a snapshot of current search behavior and the importance of various tools used by broad disciplinary groups.
- Key trends:
 - Overall, faculty use article & research databases most often when searching for information; this is followed by the UW Libraries Search and Google Scholar.
 - Overall, Graduate students use UW Libraries Search and databases most often, followed by Google Scholar.
 - Differences in the composition of faculty and graduate student respondent groups by program (there was a preponderance of faculty from Health Sciences in the respondent pool, for example, while graduate respondents were more distributed across Schools/Colleges) has some impact on the use and ranking of search tools.
 - There were clear patterns of grad and faculty preference by College/School. Arts, Humanities, and Social Sciences areas tended to use UW Libraries Search most frequently; those in Health and Medical fields used databases most often; and those in Environment, Engineering, and Sciences used Google Scholar.
 - There were more than 120 faculty comments on UW Libraries Search or other search tools such as Google Scholar (approx. 9% of comments).

Faculty & Graduate Students: What resources do you use most often when searching for information on a research topic? Mean scores (Scale of 1 “Rarely” to 5 “Usually”)



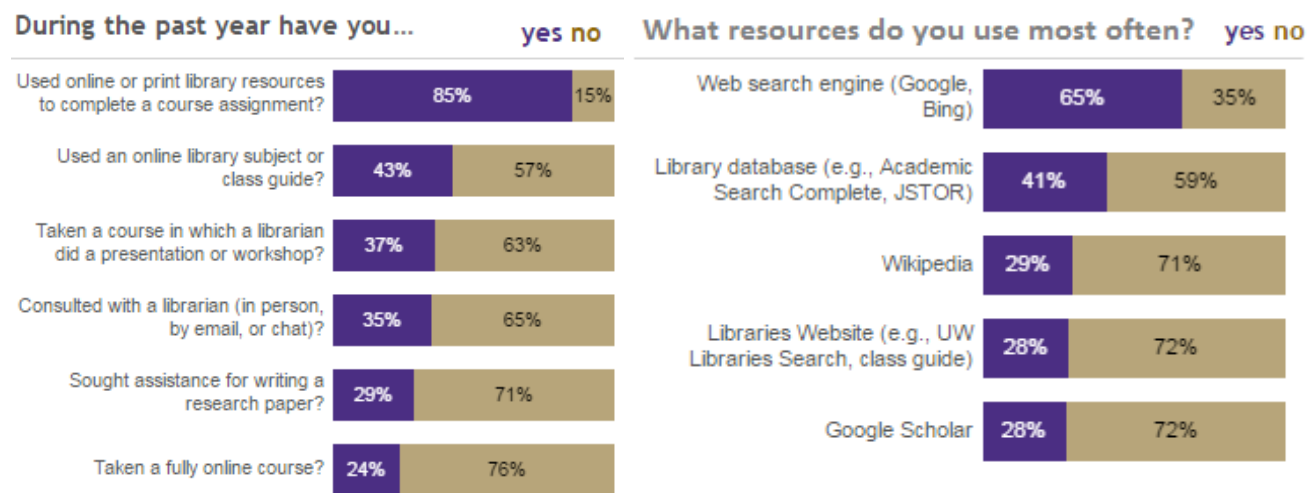
Search & Discovery Comments (Faculty, Graduate, & Undergraduate, Selected)

- A few years ago the Library changed its search tool. The new search tool is very difficult to use; I suspect that it is quite powerful, but the “user experience” is extremely confusing. Fortunately Google Scholar exists, and an often provides a way to jump to UW holdings. *(Faculty)*
- The library is absolutely critical for my career in almost all respects. In this regard, the new library catalogue search engine is a hindrance to how the system worked for me before. *(Faculty)*
- The library search catalog is terrible. To find books, even when I know title or author, I often have to go to Amazon to find enough additional details to get the book to come up in the library catalog. Moreover it is often difficult to find whether the library has the book or not. *(Faculty)*
- Google search has, in the past, done the best job of bringing relevant material up, with a straightforward interface. If I am actually trying to find a book, I will then take the trouble (and it is typically a lot of trouble) to try to find it in the library system. *(Faculty)*
- I find the UW catalog (and its tendency to jump to WorldCat) slow, occasionally circular, and often confusing. I only ever want to use it to find books (monographs) in the library, but it tries to be comprehensive and presents me with all kinds of additional, unnecessary information. Maybe it’s better suited to humanities research. *(Faculty)*
- ...why is the [UW Library Search] user interface so convoluted and often brings up completely unrelated information? In addition, I really don't care where material comes from. Just have a little summary table with the titles, the availability dates and a link “click here to order”. Don't let me get started with ebooks. 99% of the time when I click on an ebook I get lead into the digital library basement. Either the book is online available for UW or not. If it is just provide the link. *(Graduate student)*
- Most often, I would use the UW databases to search first. Then I would check other avenues. If I was looking for something within a specific topic or subject, I would typically go directly to a specific journal source or more specific database (like PsycINFO or Web of Science, etc...) *(Graduate student)*
- Google scholar makes it very easy to find a journal article by first author last name and year, and then I use the libraries proxy to actually access the article to read. I sometimes also browse the catalogue for books related to my subject area. *(Graduate student)*
- I use a citation manager called Papers that logs me into the UW library catalog. This makes it easier to import PDFs into the citation manager and precludes going to the libraries' website most of the time. *(Graduate student)*
- I use Google Scholar for scientific papers and UW libraries for physical books. It's sometimes helpful that the libraries offer electronic versions of books too. *(Graduate student)*
- New UW Libraries Search catalog is very difficult to use compared to the old WorldCat catalog -- the results are more difficult to sort through and the items I'm looking for usually appear down the search results (book reviews before the actual book). *(Graduate student)*
- I don't know if there are solutions to this problem, but I want to say that it sometimes can be overwhelming when you use the library website or database to search for resources. Oftentimes, I encountered a lot of things that aren't very relevant to what I need, and it's a time-consuming and exhaustive experience. *(Undergraduate student)*
- The UW Libraries Search function is great in finding academic journals required for classes, but I wish more could be offered or more accessible. *(Undergraduate student)*
- I find the online databases EXTREMELY difficult to navigate, leading me to only use a few resources that I'm comfortable with. *(Undergraduate student)*

4. Teaching & Learning

- The 2016 faculty and graduate survey included a new open-ended question asking how the Libraries could best support undergraduate teaching. This question was designed to elicit new ideas (in users' own words) for Libraries teaching and learning support for both faculty and graduate student Teaching Assistants/Instructors. Past surveys had used various Likert scale-type questions asking faculty to assess student abilities in various key areas (citing information, finding scholarly information), but the results from this type of question were often not actionable, prompting the Libraries to move to an open-ended question.
- The 2016 undergraduate survey included a new question asking students to indicate which resources they use most often when researching a topic. The question was designed to provide librarians with a sense of which tools are used most often by students as they progress through their education and by students across different subject areas. The information is intended to help inform librarians about possible starting points for supporting student research based on year in school and major.
- Key trends:
 - The mean score for Libraries contribution to faculty ability to “enrich student learning experiences” remained relatively stable in 2016 (mean score 4.13) from 2013 (mean score of 4.16). There were variations by College/School.
 - 67% of Seattle undergraduates use a web search engine such as Google most frequently when researching a topic for a class assignment, followed by a library database (39%). There are variations by School in the resources students use most frequently when researching a topic for a class assignment.
 - 37% of undergraduate students report having taken a course in the past year in which a librarian did a presentation or workshop, and 35% consulted with a librarian (in person or online). There were variations by year in school and broad subject area in these categories, and international students reported higher rates of use of librarian consultation than the general student population.
 - Comments indicate that faculty and graduate TAs/instructors feel supported by Libraries instructional services, but also highlight opportunities for further collaboration & support.

UW Seattle Undergraduates. Results are in percent (%)



**Teaching & Learning: What could the Libraries do to best support your undergraduate teaching?
(Faculty & Graduate Student, Selected)**

Learning support materials (tutorials, guides, etc.)

- Our library liaison has created a course website for me, which is a great form of support. I can't think of anything specific other than this. *(Faculty)*
- Create a video that shows how easy and helpful the libraries are. Then I could show it in class and get them interested in research at the library. *(Faculty)*
- Make available tutorials in parallel with in person guides to using the library. On line as well as hard copies of stuff. Also students are unaware of the help librarians can afford. *(Faculty)*
- Support student with entry level social media skills that support curriculum. For instance, creating blogs related to coursework. *(Faculty)*
- A short set of slides that I could share with the class about how to search for resources through the Libraries would be great. *(Faculty)*
- Canvas links to library research guidelines aimed at different disciplines for research. More tutorials by librarians on research for students.... *(Faculty)*
- Have more basic guides on how to conduct a literature review, how to select a trustworthy source of information in the web, how to design a poster (scientific and non-scientific) *(Graduate student)*
- LibGuides are very helpful, and making sure all links and pages are up to date and functional. *(Graduate student)*
- I love the library and I would be grateful for more online tools to use in the classroom to share how powerful the library tools are. Maybe some short activities, lesson plans, and/or some crowdsourced pages where TA's can share ideas would be helpful. I know I have lesson plans I have built to get students using library resources as well as I have arranged intro classes with library staff in the library teaching classroom. *(Graduate student)*
- A brief online tutoring of how to do research with Library's resources and make sure everyone knows those tutoring exists. *(Graduate student)*
- Enhancing an online teaching tool such as Canvas, making course reserves more user-friendly, having more video instructions for various topics (they are really useful for students!) *(Graduate student)*

Teaching & Learning: What could the Libraries do to best support your undergraduate teaching? (Faculty & Graduate Student, *Selected*)

Instruction & Consultation

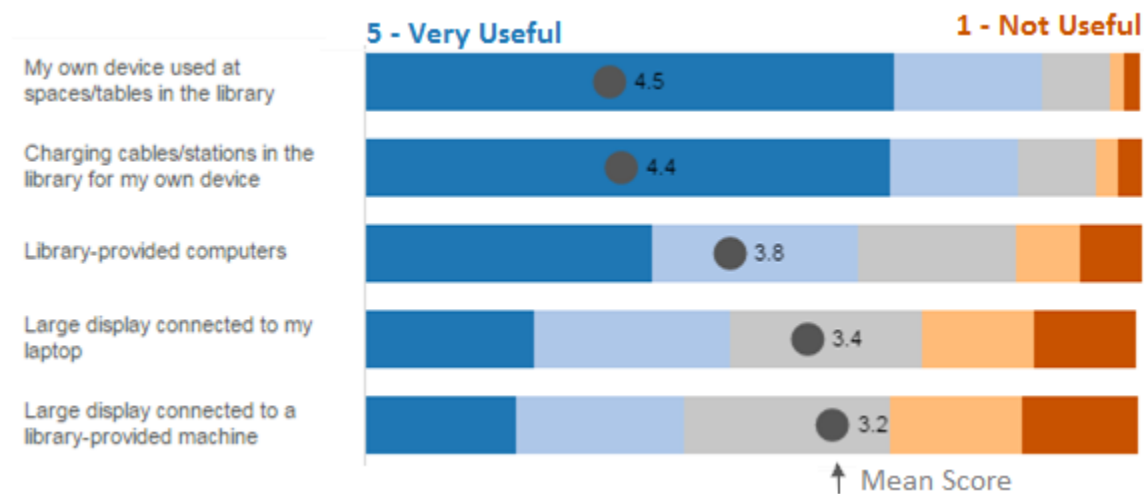
- The libraries, or those who work in them, already do a terrific job helping devise and plan research sessions for my students. Unstinting with their time, responsive to student learning, and willing to tackle new subject areas or issues, UW librarians consistently demonstrate an unimpeachable standard of service and care. *(Faculty)*
- Have obvious (well-advertised) human support for students engaging in library research. *(Faculty)*
- Offer instructional sessions for graduate students, who often have woefully inadequate library research skills. *(Faculty)*
- Class visits to underscore the availability of resources to students; class pages having tools listed tailored to that class. *(Faculty)*
- I'd like seniors to understand how to use web of science to access research for their final projects, but I don't have time to teach them. Some of our textbooks are also very expensive. It would be great if they were available online through the library. *(Faculty)*
- I could not assign research papers without [my librarian]: she not only comes to class to introduce the library search engines, but she also individually meets with many of my students. This is a remarkable service. And it is critical. Our undergraduates do not have sufficient research experiences so including these assignments in all my undergraduate courses is important. *(Faculty)*
- I find that a surprising number of students don't know how to access UW library online resources from off campus. Some training as to how that can be done would be helpful. *(Faculty)*
- Librarians have done an excellent job developing research workshops and online guides for my classes. It would be great if librarians who do the sessions could have a few open office hours set aside for my students as they begin their projects. Often, questions don't arise until students begin applying the skills learned in a workshop. *(Faculty)*
- The flipped classroom workshops and sessions offered are immensely helpful! I always covet your handouts, so perhaps we could facilitate a resource bank with our EWP office. *(Graduate student)*
- I'm not sure - I've never thought to utilize the libraries in my TA work. *(Graduate student)*
- More "customized" workshops catered to my freshman writing class, such as peer review, library resource introduction, general research workshop, etc.; individual writing consultation provided to the students. *(Graduate student)*
- As an off-campus grad student who was an instructor for a class for the first time this last Fall, I needed help supporting development of the curriculum for my class. ... The Liaisons are very busy and don't have a lot of time to spend with individual students, let alone the clinical connections where their research support is invaluable to the UW's long term visions. Similar liaison support for new teachers would also be valuable. I know the recent focus has been on improving the undergraduate experience, but it seems to be coming at the cost of the support of the graduate students. *(Graduate student)*
- Sometimes I know that the librarians will speak in our classes (i.e. how to do a literature search, etc.) but I think it would be helpful for instructors to know what services are available. Do librarians come to classes on their own time? Or is this part of their work? I have heard from students that this is very helpful, but I don't want to impose too much on our librarians! *(Graduate student)*
- Tips and tricks e-mail for syllabus creation, teaching FAQ, grading methods available, etc. *(Graduate student)*
- Partner with the Center for Teaching and Learning to provide pedagogical support around my PD as a teacher. Create community among teachers/TAs from other disciplines!
- I wish I was more aware of teaching resources, but I have such limited time to do my job and my homework that I don't feel I can find resources efficiently on how to teach. *(Graduate student)*
- The pressure of being a TA comes primarily from giving lectures and grading. I can hardly think of any ways librarians can help. It would be great if UW library reaches out more actively to TAs to talk about the available services. *(Graduate student)*

5. Libraries Spaces

Since 2010, the Libraries has reduced the number of space-related questions on the undergraduate Triennial Survey in order to keep the undergraduate survey as short and focused as possible. The Libraries uses other methods (such as the In Library Use Survey and targeted observational studies) to gather specific data related to Libraries spaces.

- **Key trends:**
 - 76% of undergraduates visit the Libraries in person at least once per week. International students are particular heavy users of Libraries space.
 - 75% of graduate students access Libraries online at least once per week, 39% visit in person at least once per week.
 - There are variations between Schools/Colleges for in-person visits: *Humanities, Social Sciences, and Pharmacy* are among the highest in terms of in-person visits.
 - 68% of undergraduates say the library makes a significant contribution to their ability to find space to do their work.
 - Graduate and undergraduate satisfaction with spaces has remained stable over time (mean scores of 4.2-4.3 on a 5-point scale in the period 2010-2016).
 - Comments highlight the importance of various types of spaces: 541 comments (about 50% of the total) mention space. There are more comments that mention the importance/need for individual and quiet work space (114 comments total) than group space.

Seattle Undergraduates: How useful are these library equipment/space options for your coursework & research?



Libraries Spaces (Graduate & Undergraduate Students, Selected)

- Providing more space for quiet study, especially since there are many areas of the library that students meet to chat or group study, which can get loud. *(Graduate student)*
- It would be great if there were more Grad Student carrels available to rent for each quarter. Having a desk to work at would improve my productivity and save my back from schlepping books back and forth to campus. *(Graduate student)*
- Expand the hours on Friday nights to at least midnight. I usually study after work on Friday, and cannot use the UW library to study as they close early on Friday. This is difficult as a professional, working full time and schooling online. *(Graduate student)*
- I truly feel it's an impediment to my learning that the Allen and Suzzallo hours are so restricted. The undergraduate library is not sufficient as a 24/7 workspace, and honestly, barely functions as a traditional library. I used to go to the library all of the time, but now I find that they are often crowded or a little loud. *(Graduate student)*
- I would have really liked to have expanded hours to access the Research Commons. I have an RA job during business hours, so I do my class work and other project work primarily on the weekends and in the evenings. I found the weekend hours that the Research Commons was open to be very limited, especially the lack of access in the mornings. There are other computers that can be accessed with after-hours student access, but those computers do not have all of the data analysis software. *(Graduate student)*
- It would be nice to have more physical space dedicated to graduate students at one or more libraries. *(Graduate student)*
- I wish there were more study rooms, they tend to feel up really fast---especially midterms and finals week when they are needed the most. *(Undergraduate student)*
- Having designated quiet rooms vs. collaborative study areas make a huge impact on how to complete different types of work. Having outlets for computers everywhere is something they are doing pretty well at but some stations still need them considering many people go to the library with their own computers. *(Undergraduate student)*
- The research commons study area is my go to place to study with friends and study groups because of the atmosphere that the commons provides. However, for my individual studies I like the quietness of the reading room in Suzzallo. I think that each library space has its own benefit to offer and meet every students needs. *(Undergraduate student)*
- More than just ode needs to stay open later, it's impossible to get a table at ode during midterms or finals. *(Undergraduate student)*
- They're great! Providing some sort of advertisement for the lesser known libraries might be helpful for those who have trouble finding a space in the more popular ones (Ode, Suzz). For example: if you're looking for utter silence the Gates Law Library, if you seek solitude but also silence, South Allen on the second floor or above. *(Undergraduate student)*
- There should be more charging stations/outlets for the individual desks on third floor of Odegaard.
- I find it really difficult to study within my dorm so having the library available for studying is always helpful, especially for group projects. *(Undergraduate student)*
- Work space can use a little more help since we have a lot more students coming in. Love the atmosphere but I wish I could find a little more space to do my own work without having to walk around for more than 10 minutes. *(Undergraduate student)*
- I really like the flexibility of the spaces within Odegaard, and how easy it is to create the ideal work environment for any given project by moving tables and chairs around. *(Undergraduate student)*
- Can you please make a table specifically for singles or provide more tables at Odegaard? It is very frustrating trying to find a table when one person takes up a whole table. *(Undergraduate student)*

RECOMMENDATIONS

These recommendations are not intended to be comprehensive, but instead highlight broader areas for attention. There are numerous opportunities for various Libraries units and committees to work productively with specific survey results in order to conduct follow-up assessments in collaboration with the Assessment staff and to improve services, resources, or spaces.

Communication, outreach, and marketing

- A clear and consistent theme in the comments from the 2016 and previous surveys is a **lack of awareness of Libraries services and resources among faculty and students**. It is clear that students and faculty are often not receiving important messages about Libraries services and resources under the current decentralized structure, in which individuals and units are largely responsible for “getting the word out” about Libraries initiatives or changes. Although this challenge is not unique to UW Libraries, this issue cuts across all service areas, including collections, teaching and learning, liaison support, and search and discovery.
 - In order to address this, the Libraries should consider strengthening communication strategies that enable liaison librarians and other staff to identify core messages, target audiences, and devise creative and innovative ways to reach those audiences. The effectiveness of such efforts can be gauged with periodic assessments.
- **Communicate impact & track actions arising out of survey data:** data from the surveys clearly demonstrates the value and impact of the Libraries to faculty and student work. These actions will provide a record of responsiveness that can be used both internally and externally. The Assessment and Planning Office will be responsible for tracking of changes/improvements made as a result of survey data, and how data is used.

Teaching & Learning/Student Success

- Comments from students and faculty on the 2016 survey highlight **the growing importance of online teaching and learning at the UW**. Comments from both faculty and students indicate that they are often not aware of existing tutorials and other online learning support material, and that there are other areas that might need attention (e.g., collections & access services) in light of the growing emphasis on online learning.
 - In order to ensure that students in online courses and degree programs have equitable access to resources, Libraries Assessment staff should work with appropriate library staff and groups to analyze relevant comments so that they can be used to better align service provision with the needs of distance learners.
- **Graduate student responses relating to Libraries support for teaching** indicate:
 1. The need for additional information about the kind of support the Libraries can offer TAs/instructors, and
 2. An interest in broader support for their pedagogy (e.g., resources on assignment design, effective teaching methods, grading tips).
 - In order to address the broader needs of TAs/instructors, the Teaching & Learning Group should continue to partner with other relevant campus groups to create resources and support for this group.

- **Undergraduate and graduate student use of different search tools varies across broad disciplinary areas.**
 - In order to meet students where they are in terms of their search tool use, the Teaching & Learning Group may consider partnering with selected liaison librarians to develop instructional material that is aligned with the research starting points of different groups.

Primo discovery system & search behavior

- Survey results point to continuing issues with the Libraries Primo search tool.
 - Additional usability testing (currently underway) to improve the search interface, as well as more robust communication with faculty and graduate student stakeholders about what is being done to address the issues, is critical.
 - Faculty in Humanities and Social Sciences in particular should be targeted for testing and outreach: survey results show that books are more important to this group, and that they are more likely to use UW Libraries Search than faculty and graduates in other colleges/schools.

Spaces & Services

- Student comments indicate that students often struggle to find study spaces in Odegaard and Suzzallo during busy times of the quarter. Libraries should consider more active marketing of other libraries spaces as alternatives.
- Libraries spaces continue to be of high importance to students (especially undergraduates). In order to understand how to improve and design spaces that continue to meet student needs, the Libraries should continue to gather robust data on student use of physical spaces through a variety of methods. In addition, it is recommended that the Libraries engage in assessment activities that explore student space needs prior to making changes, as well as follow-up assessment once changes are implemented.
- Citation management was a key overall priority for graduate students in 2013 and 2016. The Libraries should undertake follow-up work (possibly in the form of design thinking) to identify ways that we might improve current support for graduate/professional student citation management needs.

Collections

- Journal collections (and for many disciplines, books) continue to be one of the most important elements of Libraries support for research, clinical care, and teaching & learning. Given the importance of Libraries resources, it is important that the Libraries is able to maintain purchasing power and that collections remain a high priority in terms of funding.

Additional assessments & improved data gathering for decision-making

The Triennial Survey results provide a rich source of data for advocacy, improvement, and demonstrating the impact of the Libraries on faculty and student work. However, the results also raise a number of questions that may require further investigation through follow-up assessments. The following results point to the need for additional follow-up in order to ensure that the Libraries understands faculty and student needs and can act to meet those needs:

- **The changing composition of the graduate student population at the UW**, with increasing numbers of Master's degree and fee-based degree students and the growth of professional programs in such

areas as Business and Engineering, **requires additional attention to identify emergent student needs and expectations for Libraries services and resources.** It is critical for the Libraries to address how the growth of Master's programs (and a decline in traditional PhDs) will require potentially different service and resource provision models. This assessment should involve faculty, instructors, as well as professional staff coordinators in programs in order to identify future trends and student needs.

- **The decline in the Libraries “contribution” scores for faculty and grad students in key areas such as research productivity indicates that this may be an opportune time to gain a better understanding of faculty research practices and how the Libraries can best support them.** Gaining better insights into faculty research across the disciplines has the potential to support liaison work, as well as the development of new services and resources. This assessment presents a rich opportunity for collaborative work between assessment & planning, liaisons and staff in groups such as digital scholarship and data services, and collections staff. This assessment could begin with targeted programs in which the contributions scores saw a notable decline.

APPENDIX A

Demographic Information and Response Rates

Undergraduates are asked for year in school, major, and whether they fall into the following categories (students can select all that apply): international student, transfer student, or first-generation college student. These three categories are aligned with both Libraries and wider UW areas of focus for student support and enable the Libraries to understand better where there might be unaddressed needs or gaps in the provision of service, spaces, and resources for various groups of students. This demographic question was also asked on the UW Tacoma survey, but not on the UW Bothell undergraduate survey. The UW Bothell undergraduate survey asked an alternate question about whether respondents lived on campus or off campus.

Faculty are asked about their home department, work location (e.g., Seattle, Bothell, Tacoma, Harborview Medical Center), and their academic title. Graduate students are asked about their home department, their degree program (Doctoral, Master's), and whether they are in a professional or fee-based degree program. The latter two categories apply only to Seattle graduate/professional students.

Response Rates

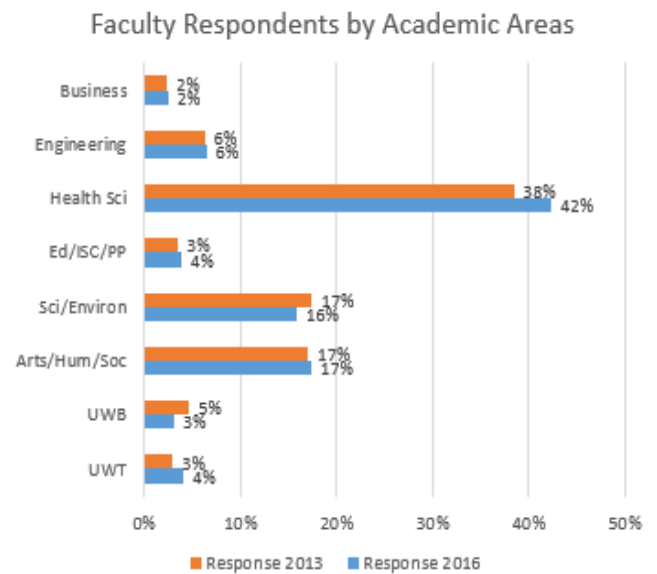
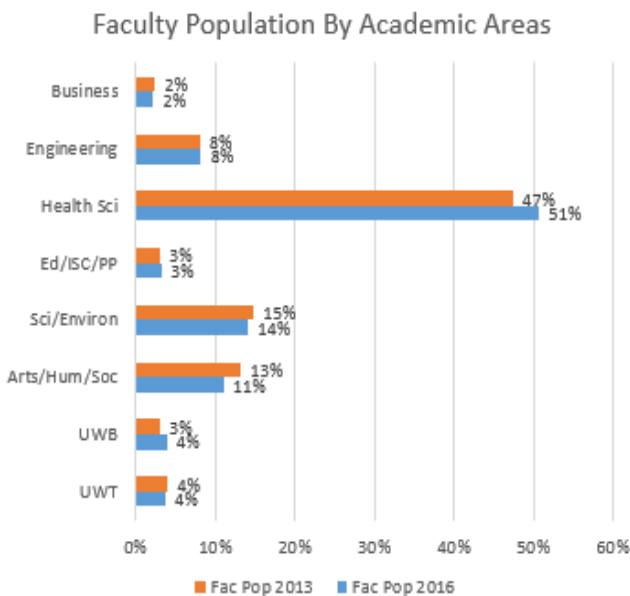
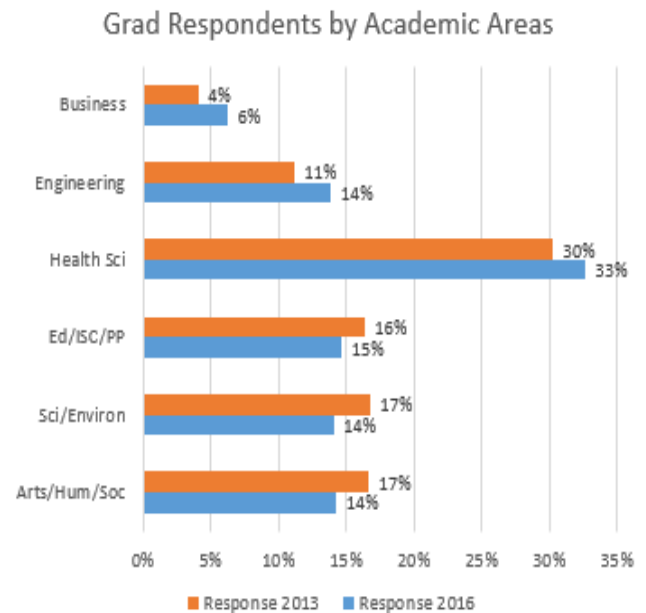
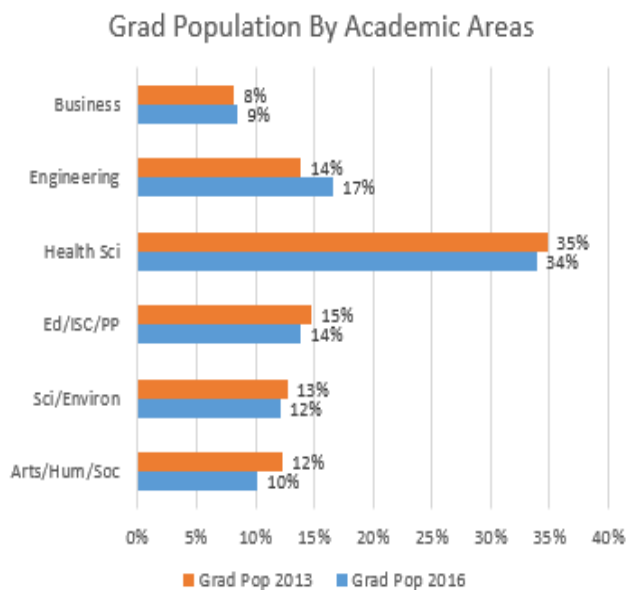
The table below shows response rates for each survey. A more detailed breakdown of responses by college/school for Seattle campus faculty and graduate students is available in the set of full tabular results: <http://www.lib.washington.edu/assessment/surveys/triennial>.

Response rate is based on the number of returned surveys that met minimum completion criteria.

	Surveys distributed	Surveys returned	Response rate
Faculty (tri-campus)	4403	1489	34%
Bothell Graduate	489	95	19%
Seattle Graduate	12399	2720	23%
Tacoma Graduate	626	115	18%
Bothell Undergraduate	4585	1180	26%
Seattle Undergraduate	5000	1120	22%
Tacoma Undergraduate	3946	923	23%

The number of respondents (and response rate) increased for UW Seattle students and was down slightly for faculty. The undergraduate response rate by year in school closely matched that of the actual population, but there was a higher percentage of first-year undergraduate respondents for the 2016 survey than in 2013.

For graduate students, the population composition by academic area saw changes compared to 2013. The most notable was for the proportion of Business and Engineering students, which increased from 21.8% to 25.1% during that time. The percentage of survey respondents from Business and Engineering also increased, from 15% to 20% in 2016. Among faculty, the largest population changes were the decline in faculty numbers in Arts/Humanities/Social Sciences from 13.2% in 2013 to 11.0% in 2016, while Medicine faculty increased from 39.7% to 43.3% in 2016. The percentage of survey respondents from Medicine showed a corresponding rise from 30% to 34% of the total.



As there is variation in response by academic areas, care should be taken in comparing aggregate results from 2013 and 2016 due to these changes.

Changes to 2016 Surveys & Processes

Survey Instruments

Some survey questions (such as the “Overall satisfaction” question) remain consistent over time, which enables the Libraries to identify trends in user satisfaction, importance, and priorities. However, each iteration of the survey is revised to reflect current questions about user needs. The 2016 survey instruments were revised significantly in light of new areas of interest (such as digital scholarship) and to gather data that aligns with Libraries strategic priorities: <http://www.lib.washington.edu/about/strategicplan>.

There were a number of changes to the 2016 faculty and graduate student surveys involving teaching and learning related questions. One important addition was an open-ended question about Libraries support for teaching & learning: “What could the Libraries do to best support your undergraduate teaching?” Previous surveys had used a complex question that asked faculty to rate their perceptions of undergraduate and graduate student abilities in a few key areas (e.g., ability to evaluate information, find scholarly sources). The results of this question did not always provide actionable data, and respondents noted that the wide variations in student abilities made this question difficult to answer. In consultation with the Libraries Teaching & Learning group, the survey design team determined that an open-ended question might reveal more useful results in potentially new areas of faculty need. Additional teaching and learning related follow-up questions were also added in 2016: if faculty responded “yes” to having taught undergraduates in 2015-16, they were asked if they were interested in “assistance with identifying materials for course content/course readings (e.g., finding Open Educational Resources, Open Textbooks).” Faculty who responded that they taught a fully online course also received a follow-up questions asking about Libraries integration into that online course. Graduate students and undergraduates who responded that they had taken a fully online course in 2015-16 were asked about whether Libraries services or resources were promoted by their instructors or if they used Libraries resources for assignments in that course.

For the 2016 faculty survey, we returned to two questions that had been asked in 2010 (but not in 2013). One of these questions asked faculty to rate the importance of various factors in their decisions on where to publish journal articles (e.g., journal reputation, open access, retaining copyright to their work). The other question, which was also on the graduate student survey, asked about the importance of specific information formats for their work (books, journals, etc.). Returning to these questions after a gap of six years will enable us to understand if any shift has occurred in whether factors such as Open Access might play a greater role in faculty decisions about whether to publish their work. For those faculty and graduate students who indicated that books were important (3 or higher on a 5 point Likert scale), a follow-up question was added in 2016 asking about preference for books in print in electronic format for different types of book-length material (scholarly monographs, essay collections, course textbooks).

Two entirely new questions were added to both faculty and Seattle graduate student surveys: one focused on whether teaching and research involved selected digital activities/tools (such as data visualization and digital mapping), while the other asked what resources they used most often when searching for information on a research topic (such as article databases, Google Scholar). Digital scholarship is a current strategic priority for the Libraries, and the addition of this question (especially when results are broken down by college/school) may help librarians better understand faculty activity in these emerging areas.

For the 2016 Seattle campus undergraduate survey, new questions were added asking students about the resources (e.g., Google Scholar, web search engine, library website) they used most frequently when

researching for a class assignment and which technologies they found most useful for their coursework (e.g., large display monitors connected to a library-provided PC). UW Bothell and Tacoma undergraduate surveys included more specific space and technology-related questions relevant for their respective campuses. The UW Bothell and Tacoma graduate student survey included some questions in common with their undergraduate surveys and with the Seattle graduate survey: as Bothell and Tacoma primarily serve students in Master's degree programs, the more research-focused questions from the Seattle graduate survey were not always relevant.

Survey Process

For the 2016 survey, there were also a number of significant changes to the design and implementation process, and to the analysis of data and communication of results:

- **2016 was the first year that the survey was administered in the Libraries using Qualtrics online survey tool rather than through the UW Office of Educational Assessment (OEA).** This provided greater flexibility for survey building and last-minute changes based on pre-testing. The use of Qualtrics enabled greater use of skip logic, so that additional follow-up questions would only be displayed to selected groups or to those who responded to previous questions in certain ways. The Qualtrics platform also enabled the survey to be more mobile-friendly.
- **2016 surveys were designed by a small core team of five people, based on questions and input from a survey advisory group and other Libraries stakeholders.** The survey advisory group consisted of representatives from different units and areas of focus within the Libraries (collections/liaisons, teaching & learning, health sciences, etc.). Previous surveys were designed by the Libraries Assessment & Metrics Team: this group was on hiatus during 2015-16 (and has since disbanded). The two ad hoc groups involved in 2016 were created to provide a fresh perspective on broader questions Libraries staff have about users, and to disaggregate the different functions of generating “big picture” areas of focus for the survey and the detailed work of formulating the survey questions themselves.
- **In 2016 we did not send paper surveys out to selected faculty non-respondents.** In previous years, faculty in selected departments with low response rates who had not responded by a certain date received paper copies of the survey mailed to them. Given the cost and time involved in distributing the paper surveys (including data entry) and the fact that the numbers of paper surveys returned was decreasing over time, the survey design team decided not to continue with this approach.
- **Survey results (data and comments) are available via interactive Tableau dashboards.** The use of Tableau for the 2016 survey results facilitates a more interactive approach to data analysis and communication, and also supports a more robust quantitative view of coded comments. In previous survey years, comments were only available in static reports, which made it challenging to see the comparative number of comments in each category.

Data Analysis & Comment Coding

Comments & Coding

The surveys had a small number of open-ended questions and spaces for respondent comments:

- For faculty and Seattle graduate students, those who answered “yes” to the whether they taught an undergraduate course in 2015-16 were asked “What could the Libraries do to support your undergraduate teaching?”
- All user groups were asked: “Tell us in a few sentences about a time that Libraries staff, spaces, services, or resources had a positive impact on your work.”
- All user groups were asked for “Additional comments on Libraries, including areas for improvement”

In addition, there were comment boxes attached to key questions on the surveys: (e.g., “what contribution does the UW Libraries make to your ability to...” for all user groups and “What resources do you use most often when you are searching for information on a research topic” (for faculty & graduate students only). Comments were coded using a hybrid approach with pre-set and emergent codes. The major code categories mapped on to the key areas identified in the question “Tell us in a few sentences about a time that Libraries staff, spaces, services, or resources had a positive impact on your work”: spaces, services (which included staff), and resources. Codes were refined throughout the process, and there were some additional sub-codes added for graduate/faculty surveys. Codes and descriptions are available in Appendix B.

APPENDIX B: 2016 Triennial Survey Comment Codes

Comments are coded using the categories and codes noted below. There are three types of codes: 1) a code that describes the content of the comment; 2) a code that indicates which unit/library was mentioned in the comment, if any; and 3) a flag code for internal use. For content codes, each comment will be coded in its entirety. If a comment has content that fits more than one category, multiple codes will be assigned. Some categories have sub-codes to further refine the category and are noted with their codes in parentheses under the broader category. A unique respondent ID was preserved in order to link comment to demographic information (e.g., to see all comments by first-year students).

SPACES

- **ENVIRONMENT:** use for comments about accessibility (FDA), cleanliness, food, lighting, security, temperature, air.
- **HOURS:** use for any comments on hours, including ones that do not ask for any change in hours.
- **FURNITURE & OUTLETS:** use for mentions of whiteboards, types and comfort of furniture, outlets and charging stations.
- **GROUP OR INDIVIDUAL STUDY SPACES:** use for generic mention of study spaces/rooms (I like using study rooms to work). Can use for general comments about noise levels (e.g., “it’s too noisy”)
 - **Group study only** – use for comments relating to doing group and collaborative work/study spaces, general comments about collaborative work activity. Includes study rooms/room reservation system and comments on reserving spaces.
 - **Individual study only** – use for comments relating to individual work/study spaces, general comments about individual work activity. Includes silent *study/work* spaces.
 - **Both/mixed space** – use for comments that compare group and individual study spaces or that mention both (e.g., “I love the Harry Potter Room when I really need to focus, but use OUGL all the time for group meetings”).
- **OFFICE HOURS:** use for comments from graduate students about use of Libraries spaces for meeting with students.

SERVICES

- **CIRCULATION-ACCESS:** use for all circulation activities, fines, stack maintenance, arrangement of collections, and availability of materials. Includes navigating within or between libraries and comments about not being able to find specific areas.
 - **Interlibrary Loan**– use for comments about delivery of PDFs, Summit, Document Delivery, delivery of library materials to UW mailboxes.
- **STAFF & LIAISON:** use for comments about staff as a whole or about specific individuals. Include here comments about communication issues (e.g., lack of awareness, publicity of particular services/resources) and OWRC comments.
 - **Liaison & research support**– use for general comments about liaisons not tied to instruction (e.g., “I couldn’t do my work without the support of history librarian,” “My librarian has been so responsive whenever I’ve asked her to order materials”). Also use for general comments about support for scholarship/research (e.g., “I’ve received wonderful support from the Libraries in developing a data management plan.”)
- **TEACHING AND LEARNING:** use for all comments faculty and grad students made in response to the open-ended question “What could the Libraries do to best support your teaching/work as a teaching assistant?” Use for specific student comments about a time when a librarian taught a

class, if/how instruction was useful. Also use for comments such as “I wish the Libraries offered more classes.”

- **Instruction**– use for specific examples of librarian instruction, or expressions of interest in librarian-led instruction.
- **Handouts, Tutorials, Guides** –use for requests for online tutorials, use of/requests for course guides, handouts, or other instructional support materials.

- **ONLINE SERVICES:** use for all online services including comments regarding Libraries created websites, Primo/WorldCat, LibGuides, virtual reference/chat, etc. Include here comments about off-site access/proxy. Use for discovery and website comments (e.g., specific comments relating to finding resources through catalog, databases, etc.). Relates to *searching, discovery, and findability* of materials rather than *content*. Comments about the importance/use of specific databases (e.g., PubMed) are coded under Resources: Collections. Use also for comments in Q.3a that mention improving discovery systems in relation to teaching & learning (e.g., “the best way you can support my teaching is to improve the catalog so my students and I can find the articles we need”).
 - **Catalogue & search tools** – use for specific mentions of catalog, as well as comments about use of other search tools such as Google Scholar.
 - **Chat/Ask Us** – use for comments relating to use of 24/7 chat reference service

- **INFORMATION TECHNOLOGY:** use for comments regarding use or access to equipment and services related to information technology, including printing and scanning. Include here comments concerning computers (including availability of computers), video projectors, printers, and scanners. Includes software such as final cut pro.
 - **Video gaming** – use for comments about gaming, gamers, and games in the library

RESOURCES AND COLLECTIONS: use for comments about library materials such as books, journals, databases, etc. Also use for collections funding, journal requests/cancellations, and scholarly communication issues. Includes generic comments about online resources (e.g., “I couldn’t do my work with access to online resources”) as well as specific databases (“I use PubMed every single day”). Use also for comments for in Q.3a on faculty and grad surveys that indicate that the best way to support teaching is through access to journals, databases, books (these are also coded with TL).

- **RESERVES & TEXTBOOKS** – use for textbooks, e-reserves, mentions of readings on Canvas
- **MEDIA** – use for comments about audio, video (DVDs), and streaming media, and general comments about media collections
- **JOURNALS & DATABASES** – use for comments about use of, subscriptions and access to journals and databases
- **SPECIAL COLLECTIONS** – use for mention of special collections/archival materials (physical and digital collections).
- **EBOOKS** – use for comments on ebooks, online textbooks, and digital access to books.

MISCELLANEOUS: use for general compliments/complaints about library. Also use for why people don’t use library. Only use if no other codes apply

UNIT CODES: Unit codes are used in conjunction with category codes when a specific unit is mentioned or a unit was identifiable by the response (e.g., “I love the undergrad library”).

- Suzzallo Allen (Special Collections & Media Center included here)
- Research Commons
- Health Sciences
- Odegaard Undergraduate Library (OUGL) (applies to all mentions of 24 hour opening, even if OUGL not called out specifically)
- Odegaard Writing & Research Center (OWRC)
- Foster Business
- East Asia
- Engineering
- Math Research
- Friday Harbor
- Built Environments
- Art
- Drama
- Music
- Bothell
- Tacoma