“[Access to online resources] has changed the way I do library research. It used to be a stage process: Initial trip, follow-up trip, fine-tuning trip. Now it’s a continuous interactive thing. I can follow-up anything at any time. While I’m writing I can keep going back and looking up items or verifying information.”

Graduate Student, Psychology (2002 UW Libraries focus group)
Primary Information Sources

2006 UW Libraries Biosciences Review
http://www.arl.org/arldocs/resources/pubs/mmproceedings/150/wilson_files/wilson.ppt

- Focus group questions
  - What barriers do you encounter
  - What other services would you like available
  - What do you like about the library? What do we do well?

2007 UW Libraries Triennial Survey

- Large-scale survey run every 3 years since 1992
  - Separate faculty, graduate and undergraduate surveys
  - Importance, needs, satisfaction, impact, usefulness, use patterns
  - 580 graduate respondents in 2007 (33% response rate)
    - 142 Health Sciences (non-professional degree); 67 Biosciences

2005 UW Biomedical Research Data Management Study
http://www.jamia.org/cgi/content/abstract/14/4/478
Grad Student Focus Group Themes

• Content is primary link to the library
  – Identify library with ejournals; want more titles & backfiles

• Provide library-related services and resources in our space not yours
  – Discovery begins primarily outside of library space with Google and Pub Med; Web of Science also important
  – Library services/tools seen as overly complex and fragmented

• Print is dead, really dead
  – If not online want digital delivery/too many libraries
  – Go to physical library only as last resort

• Data and reference management important to some
  – Bioresearcher toolkit, EndNote, JabRef, StatA
2007 Triennial Library Survey
Bioscience Follow-Up

Were themes raised by bioscience focus group students seen in the bioscience population? By graduate students in other areas?

2007 Grad Student Survey Related Questions
Mode of access (in-person/remote)
Teaching and externally funded research
Resource type importance
Sources consulted for research
Primary reasons for using Libraries Web sites
Libraries contribution to work and academic success
Useful library services
I use online library resources but do not go to the library. So easy online and too complicated and time consuming to pull an actual book or journal. *Social Work grad student*
Beyond Course Work
Teaching and Externally Funded Research

The Grants and Funding Information Service provides help identifying resources for external funding for graduate students.
Resource Type Importance
(Scale of 1 “not important” to 5 “very important")

- Journals>1985

- Health Sciences
- BioSci
- Phy Sci-Engin
- Hum-Soc Science

Bar chart showing the importance of different resource types in various scientific disciplines.
I wish the interface between scholar and UW libraries was better. I want to search with scholar, but use UW's credentials to access full-length articles. Right now, there are a lot of intermediary pages I need to visit. *Bioengineering grad student*
Primary Reasons for Using Libraries

Web Sites (at least 2x per week)

The ability to access full-text or PDF research articles online through the library subscriptions is my primary use of the library and is central to my research. Neurobiology Grad Student
Libraries Contribution to Your:
(Scale of 1 “low” to 5 “high”)

- Health Sci: 3.75
- BioSci: 4
- Phys Sci-Engin: 4.25
- Hum-Soc Sci: 4.5

Keeping Current
Research Effectiveness
Academic Success
## Most Useful Library Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Health Sciences</th>
<th>Biosciences</th>
<th>Phys Sciences</th>
<th>Hum-Soc Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scan on demand</td>
<td>79%</td>
<td>85%</td>
<td>66%</td>
<td>72%</td>
</tr>
<tr>
<td><strong>Manage your info/data</strong></td>
<td><strong>49%</strong></td>
<td><strong>55%</strong></td>
<td>29%</td>
<td>33%</td>
</tr>
<tr>
<td>Digitize collections</td>
<td>44%</td>
<td>52%</td>
<td>54%</td>
<td>57%</td>
</tr>
<tr>
<td>Deliver books to office</td>
<td>18%</td>
<td><strong>43%</strong></td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>Integrate library services into campus Web sites</td>
<td>36%</td>
<td>34%</td>
<td>32%</td>
<td>33%</td>
</tr>
</tbody>
</table>

The one change that would be most useful for me and many in my department would be to make more journal articles available electronically from older volumes. 90% of our trips to the physical library are spent finding and photocopying older articles from a few key journals in the field. *Fisheries grad student*
Findings/Next Steps

• Survey results generally confirmed focus group themes among grad students in biosciences and health sciences
  – Journal dependent . . . Digitally dependent
  – Discovery takes place increasingly in non-library space
  – Physical library used as last resort (unless needed for work space)
  – Library search engines/tools seen as complex/fragmented
  – Data/info management services viewed as very useful

• Many of these themes also apply to all graduate students

• Additional information needed on specific contributions the Libraries make to grad student success

• Work underway to enhance discovery & delivery services and to understand data management needs