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Boston University 2013 undergraduate student library survey report

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BOSTON UNIVERSITY 2013 UNDERGRADUATE STUDENT LIBRARY SURVEY REPORT

Library Assessment Committee
September 2013

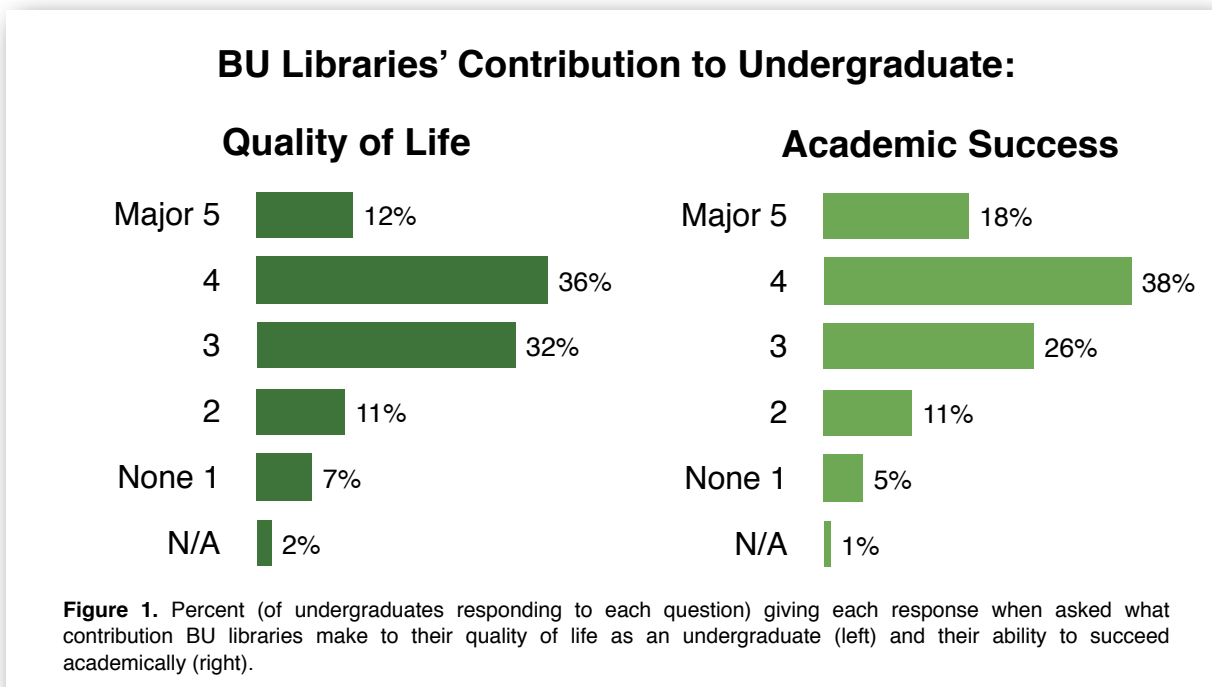
EXECUTIVE SUMMARY

In the spring of 2013, the Boston University libraries surveyed BU undergraduate students to determine their use of and satisfaction with library services and resources. This survey followed a survey of the faculty in the fall of 2010 and of graduate students in the spring of 2012.

The survey was sent by e-mail to 15,502 BU undergraduates, and 3,211 responses were received, a response rate of 21%.

CONTRIBUTIONS TO QUALITY OF LIFE AND ACADEMIC SUCCESS

Figure 1 shows the responses when undergraduates were asked how BU libraries contribute to their quality of life and academic success; on a five-point scale, the majority of respondents (56%) report that the libraries make a “Major 5” or “4” contribution to their academic success. Most



undergraduates report they are satisfied with the libraries overall, with 68% giving the top two satisfaction ratings on a five-point scale.

LIBRARY AS PLACE

For many undergraduates, the libraries are important places to study. 89% report using the libraries' work or study areas during the current academic year, and 50% report visiting the library in person at least once a week; for juniors, this rises to 56%.

Mugar Memorial Library is the BU library most used by undergraduates, with 92% reporting it as their most or second-most frequently visited library. Undergraduates also frequent Pardee Management Library (26%), the Science & Engineering Library (15%), and Pickering Educational Resources Library (6%).

"Mugar is great! I love knowing I can go there and study or find a good print source for a paper. Everything is easy to use, and if you're stuck, there's always someone available to help."

All quotes in the report are taken from comments made by undergraduates in the survey.

Most undergraduates consider the physical library important (68% giving a "Very important 5" or "4" rating on a five-point scale), and are generally satisfied (56% giving a "Very satisfied 5" or "4" rating). Areas of concern for undergraduates include library hours, especially for the branches (which have shorter hours than Mugar); furniture, especially for Mugar and the Science & Engineering Library; and a lack of group work areas.

LIBRARY RESOURCES AND SERVICES

Most undergraduates (87%) report using some library resource during the current academic year. 76% report using a journal article, and 71% report using a book (either print or electronic in both cases). 36% report using course reserves. The libraries' collections are important to undergraduates, with 69% giving the top two ratings for importance on a five-point scale, and 68% giving the top two ratings for satisfaction.

When finding resources for their academic work, the tools considered most important by undergraduates are search engines such as Google, and library databases such as JSTOR and EBSCO. Next in importance are faculty and BU Libraries Search. Undergraduates are generally satisfied with the available library search tools (71% giving the top two ratings on a five-point scale).

"The research capability that BU Libraries offer is amazing. The amount of databases that I have access to is very helpful when I need to find information, whether it be critical essays for my writing class or scientific papers for my chemistry or biology classes."

42% of first year undergraduates report being exposed to in-class librarian-led instruction in the current academic year; this falls to 27% for sophomores, and 18% and 17% for juniors and seniors. Undergraduates express an interest in receiving library assistance for skills such as finding scholarly information (80% indicating assistance would be helpful), citing sources correctly (69%) and choosing and evaluating information sources (67%).

Only 24% of undergraduates report using research

assistance from librarians in the current academic year. Those who have had assistance are generally satisfied, with 64% giving the top two satisfaction ratings on a five-point scale.

NEXT STEPS

The results of the survey are being communicated to library staff, and will be used to drive improvements in the BU libraries. In addition, the Library Assessment Committee is recommending the following steps be taken by the library administration to improve undergraduate quality of life and academic success:

- Continued renovation of the library facilities, particularly upgrading furniture, outlets and lighting.
- Extending library hours.
- Installation of additional computers in the branch libraries.
- Reconfiguration of spaces to provide additional group work areas in the libraries.
- Improved communication with students about the assistance that is available from the libraries.
- Increased outreach to undergraduate classes regarding the availability of library instruction.

SURVEY DESCRIPTION

The survey instrument was adapted from one developed by the University of Washington Libraries, and the research protocol was approved for exemption by BU's Institutional Review Board.

The anonymous, web-based survey asked undergraduates for their demographic information, including college or school and class year.

The survey also asked undergraduates:

- How frequently they visit the BU libraries in person and access them online.
- Whether they had used various BU library services in the past academic year.
- Which BU libraries they visit most frequently and second most frequently.

- For their two most frequently visited BU libraries, their satisfaction with various aspects of each library.
- Whether they had used various types of library resources in the past academic year.
- The importance of various methods of finding the resources they needed for their work.
- Whether they would benefit from library assistance with various skills related to finding and using scholarly resources.
- What contributions BU libraries make to their quality of life and academic success.
- How important various aspects of BU libraries are to them, and how satisfied they are with those aspects.

Opportunities to comment were interspersed throughout the survey.

FULL REPORT

In the spring of 2013, the Boston University libraries surveyed BU undergraduate students to determine their use of and satisfaction with library services and resources. This survey followed a survey of the faculty in the fall of 2010 and of graduate students in the spring of 2012.¹

The survey was sent by e-mail to 15,502 BU undergraduates, and 3,211 responses were received, a response rate of 21%.

The survey collected both quantitative and qualitative data. Quantitative data about the respondents was collected through questions such as asking whether they had used particular library resources, or asking them to rate their satisfaction with particular library services on a scale of 1 to 5. Qualitative data was collected by including several opportunities in the survey

for respondents to make free-form comments about the libraries.

This qualitative data is a useful supplement to the quantitative data, as it provides insights into the reasons behind certain results, and also allows the students to bring up issues that concern them but had not been explicitly addressed in the survey questions.

The comments were analyzed by coding them to identify common themes and trends. Table 1 shows the fifteen clusters of subjects that received the most comments.

Clusters of Survey Comments	
1. Requests for extended library hours (275)	9. Complaints about seating (66)
2. Complaints about Mugar environment (174)	10. Bibliographic management tools (64)
3. Positive remarks on library resources (137)	11. Requests for more group spaces in Mugar (59)
4. Positive remarks on library services (123)	12. Requests for more light in Mugar (58)
5. Requests for more outlets in Mugar (119)	13. Complaints about furniture in Mugar (57)
6. Positive remarks on Mugar (general) (96)	14. Complaints about noise in Mugar (55)
7. Complaints about overcrowding in Mugar (74)	15. Complaints about BU Libraries Search (49)
8. Positive remarks on subject librarians (71)	

Table 1. Fifteen largest clusters of undergraduate comments, identified by coding each comment for the subjects or issues mentioned. Number in parentheses is the number of comments in the cluster.

¹ *Boston University 2010 Faculty Library Survey Report* (<http://www.bu.edu/library/files/2010facultylibrarysurveyreport.pdf>) and *Boston University 2012 Graduate Student Library Survey Report* (<http://www.bu.edu/library/files/2012/09/2012GraduateStudentLibrarySurveyReport.pdf>).

CONTRIBUTIONS TO ACADEMIC SUCCESS AND QUALITY OF LIFE

“Most excellent. The library has always been a welcoming place for me, especially as a freshman, and the librarians here have never seemed put out by me asking a billion questions. The resources perfectly fit what I need to do for my classes as well as helping further my general knowledge.”

Boston University’s strategic plan lays out eight goals for the university. Two of these goals are strengthening the excellence of our undergraduate education and strengthening the student residential community and the student experience.² These goals are also reflected in BU Libraries’ strategic plan.³

The survey results offer an indication of the contributions BU libraries make in helping the university achieve these goals. When asked what contribution the BU libraries make to their ability to succeed academically, 56% of undergraduates who answered the question responded “Major 5” or “4” on a five-point scale. When asked what contribution BU libraries make to their quality of life as an undergraduate, 48% responded with the top two choices (figure 1).

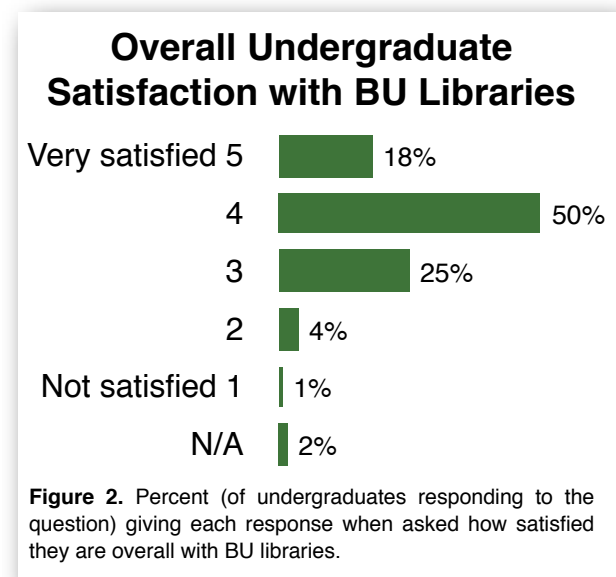
The survey results also show that undergraduates are generally satisfied with the BU libraries, with 68% of those answering the question responding with “Very satisfied 5” or

“4” on a five-point scale when asked about their overall satisfaction (figure 2).

Survey questions about which library services and resources they use explore ways BU libraries make these contributions to undergraduate academic success and quality of life (figure 3).

Most undergraduates make use of the library buildings and the library collections. 89% report using library study or work areas in the current academic year, while 87% report using some library resource (book, journal, etc.) in the current academic year.

Many undergraduates also make use of the computers provided in the libraries, with 81%



² *Choosing to be Great: A Vision of Boston University Past, Present, and Future* (<http://www.bu.edu/president/strategic-plan/>)

³ *Boston University Libraries Strategic Plan: 2010-2015* (<http://www.bu.edu/library/about/strategic-plan/>)

Undergraduate Use of BU Libraries

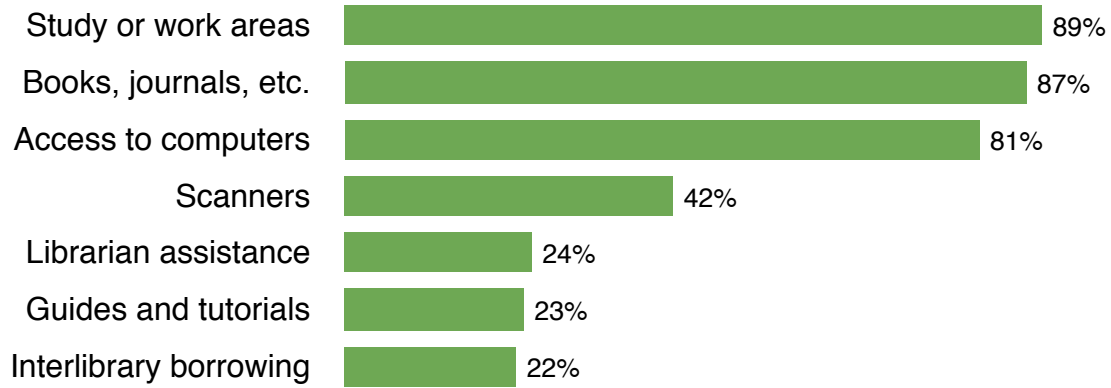


Figure 3. Percent (of undergraduates responding to each question) who report using each service or resource during the current academic year. The percent for “Books, journals, etc.” combines the responses to separate questions for audiovisual media, course reserves, books (print and electronic), manuscripts and archival materials, and journal articles (print and electronic).

reporting using computers in libraries in the current academic year.

Other library services are used by fewer undergraduates. These services include scanners (used by 42% of undergraduates in current academic year), research assistance from librarians (24%), guides and tutorials on the libraries’ website (23%), and interlibrary borrowing (22%).

“Very helpful! Friendly staff, immense resources in university & connections to other libraries free of charge”

LIBRARY AS PLACE

The result that 89% of undergraduates report using the libraries as a place to study demonstrates the importance of the physical library to undergraduates. The comments and other questions in the survey show how undergraduates use the physical libraries, and how satisfied they are with the libraries' various features.

As seen in figure 4, undergraduates vary in how often they visit a BU library, but 50% report visiting in person once a week or more. This behavior changes somewhat by academic year (figure 5), with first year students somewhat less likely to visit a library weekly, reaching a peak in the junior year, when 56% of juniors report visiting a library in person once a week or more.

“Mugar seems to have the best set up and is very easy for me to study in. This library in particular has become a very comforting place for me to study on those late nights.”

There are a number of libraries on campus for undergraduates to choose from. Some of these libraries (the Alumni Medical Library, the Theology Library, and the Law Library) primarily serve schools and colleges that do not have undergraduate students, so it is not surprising that undergraduates make comparatively little use of these libraries. Mugar Memorial Library (henceforth “Mugar”) is BU’s largest library and, as would be expected, it is the library most used by

Frequency of Undergraduate In-Person Use of BU Libraries

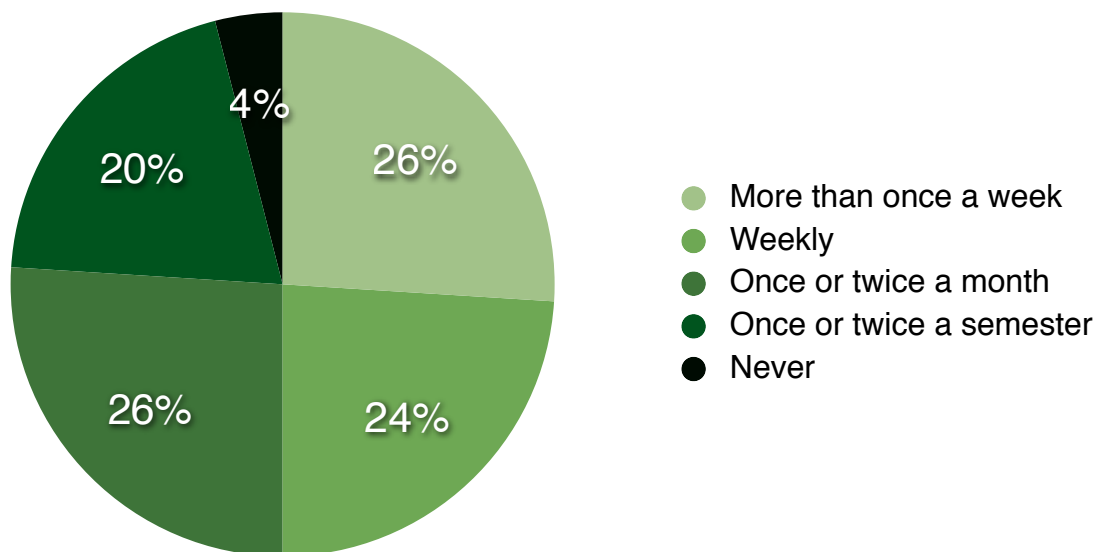


Figure 4. Percent (of undergraduates responding to question) reporting they visit a BU library in person with the indicated frequency.

Frequency of Undergraduate In-Person Use of BU Libraries by Year

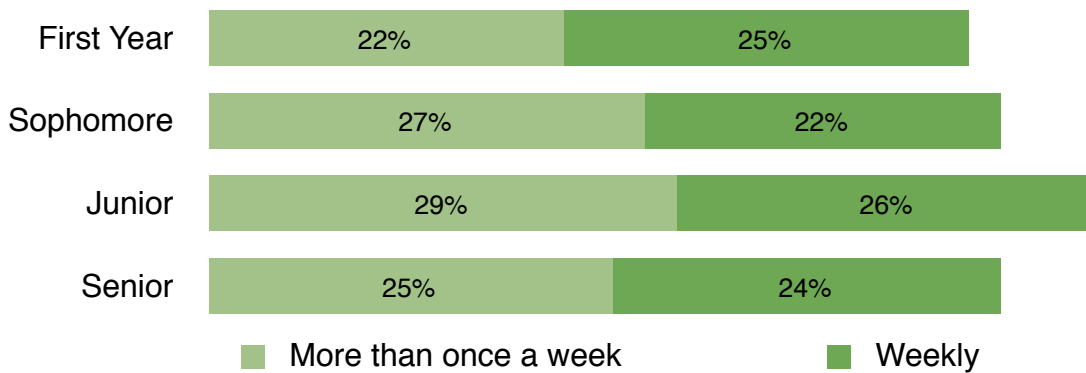


Figure 5. Percent (of undergraduates responding to both questions) reporting they visit a BU library in person more than once a week or weekly, by class year.

undergraduates. 92% of undergraduates report that Mugar is the library they visit most frequently or second most frequently (figure 6).

Of the remaining libraries, the ones most chosen as first or second most frequently visited include the Pardee Management Library (Pardee) (26%), the Science & Engineering Library (SEL) (15%), and the Pickering Educational Resources Library (PERL) (6%) (figure 7).

Of course, these results do not provide a complete picture of undergraduate use of the various libraries. The fact that some of the

more specialized libraries are selected by few undergraduates as their first or second most frequently visited does not mean that those libraries are not used by many undergraduates at some point during their academic careers as their studies demand. And in the case of the African Studies Library, the Music Library, and the Howard Gotlieb Archival Research Center, their location in the same building as Mugar may have led to underreporting by undergraduates who did not distinguish between Mugar and the specialized libraries located within Mugar.

Undergraduates Reporting Mugar as Most Frequently Visited Library

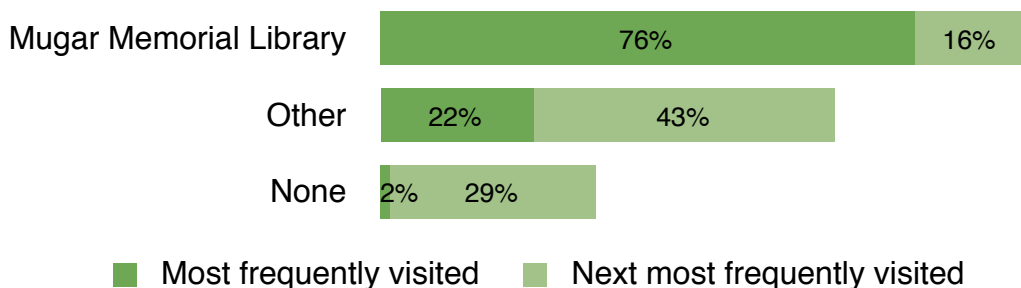


Figure 6. Percent (of undergraduates responding to question) reporting that Mugar Memorial Library, another BU library, or none is their most visited or next most visited library. See figure 7 for breakdown of the libraries included in "Other."

Branch and Professional Libraries Most Frequently Visited by Undergraduates

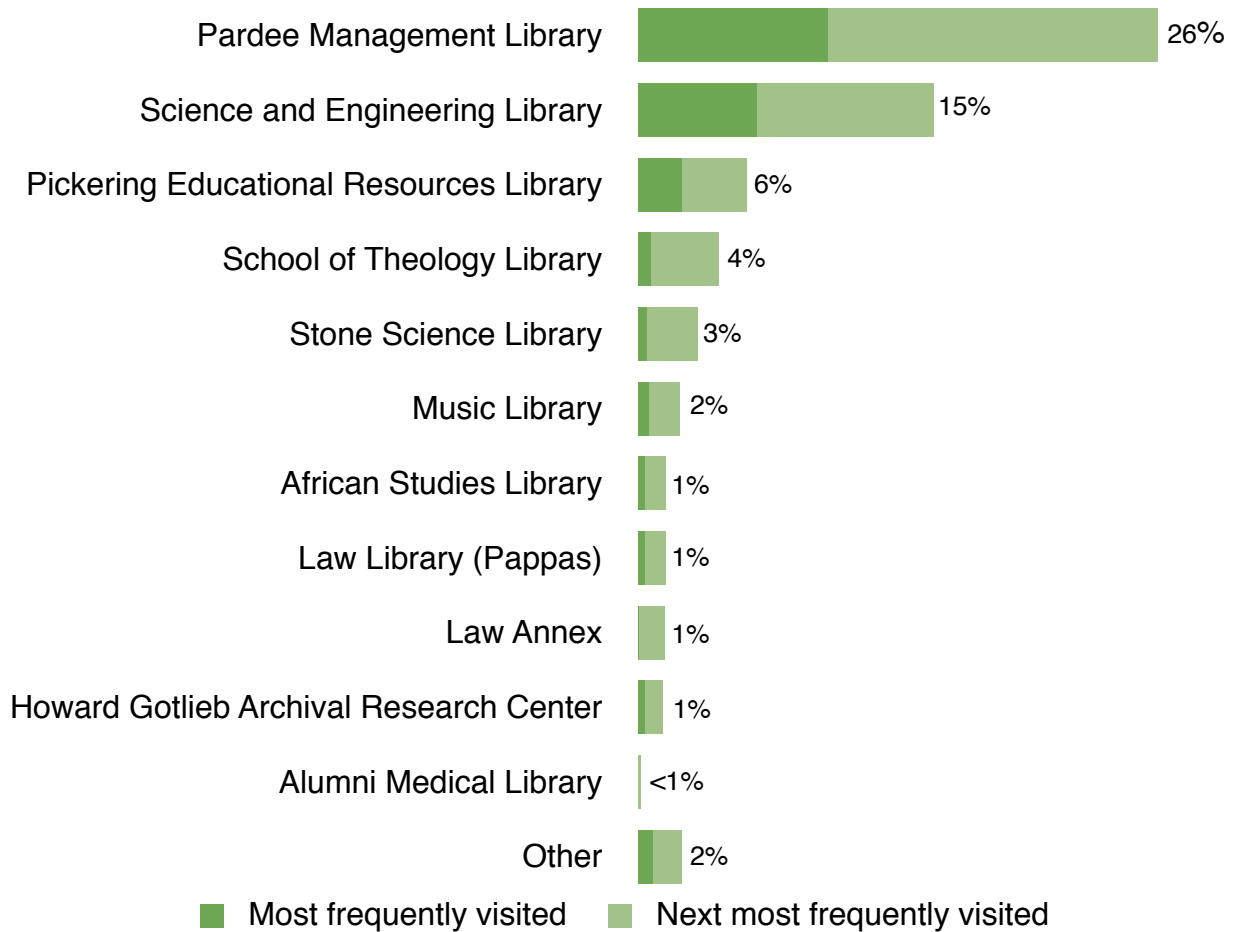


Figure 7. Percent (of undergraduates responding to question) reporting that each library is their most visited or next most visited BU library. Does not include Mugar or None (see figure 6).

SATISFACTION WITH PHYSICAL LIBRARIES

The most common comments made in the survey relate to physical aspects of the libraries, which suggests the importance of these aspects to many of the undergraduates who responded to the survey. Most of these comments express an opinion of Mugar, reflecting the finding that Mugar is the primary library for most undergraduates.

The survey asked undergraduates how satisfied they are with selected aspects of the libraries they picked as their first and second most visited (figure 8). Combining these results with analysis of the comments provides some indication of the ways the libraries most used by undergraduates (Mugar, Pardee, SEL, and PERL) are and are not meeting the needs of undergraduates. (It is difficult to draw conclusions about undergraduate opinions of

Undergraduate Satisfaction with Aspects of Individual BU Libraries

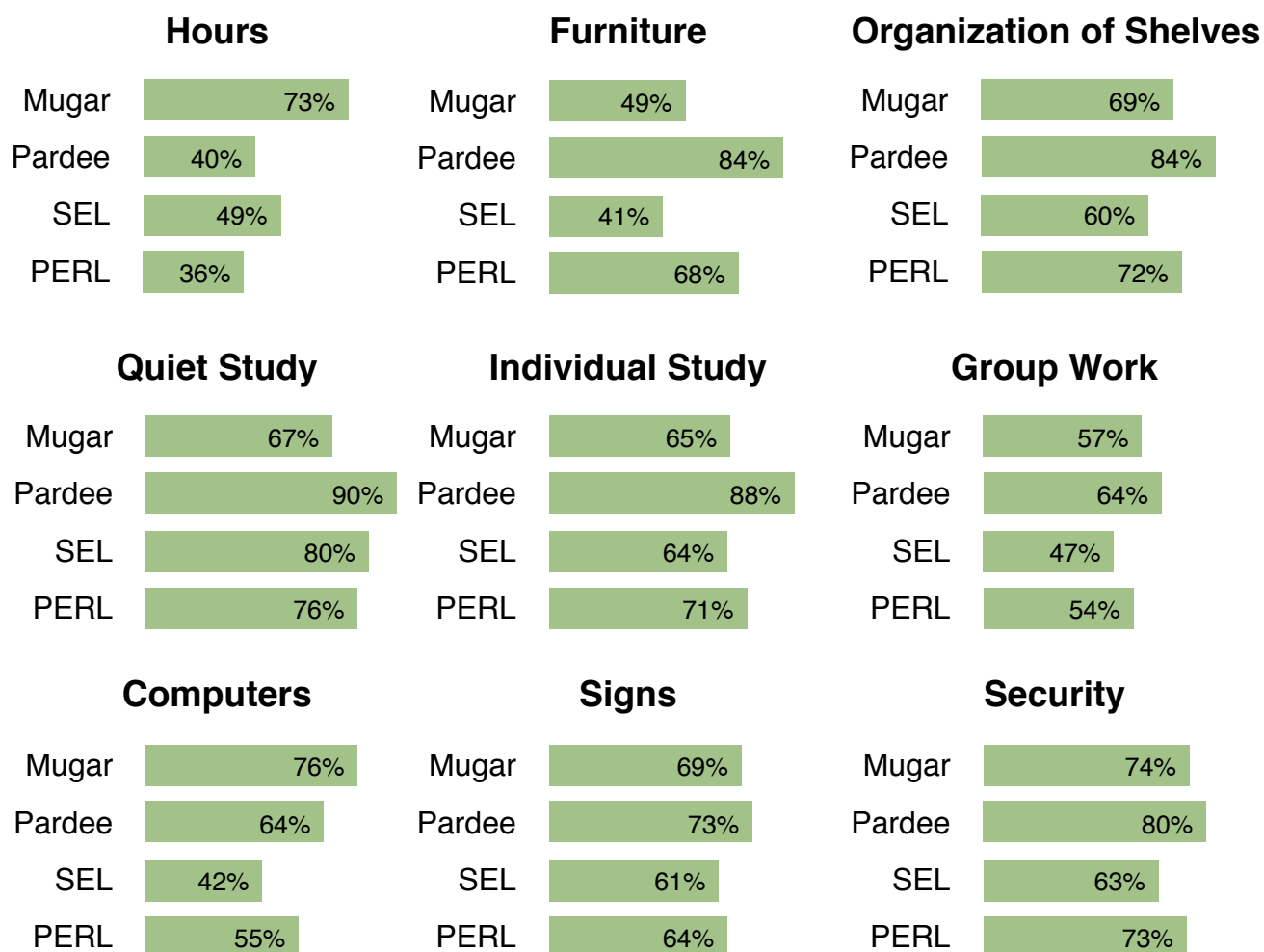


Figure 8. Percent (of undergraduates responding to each question) reporting their satisfaction with the given aspect of the named library as either “Very satisfied 5” or “4” on a five-point scale. Results are given for the four libraries most chosen as the first or second most frequently visited libraries: Mugar Memorial Library (Mugar), Pardee Management Library (Pardee), the Science & Engineering Library (SEL), or the Pickering Educational Resources Library (PERL). Only undergraduates who picked a particular library as their first or second most frequently visited were asked about their satisfaction with aspects of that library.

the other libraries because of the low number of responses.)

It should be noted that of these four libraries, SEL underwent a minor renovation during the winter break immediately prior to the dates when the survey was conducted, in which additional seating was installed, electrical outlets were added to many study areas, and the walls

were repainted. Pardee has undergone a more extensive renovation in the summer following the survey, in which the furniture and carpeting were replaced and the library was repainted. So the results of the survey may not accurately reflect the current conditions of these two libraries.

HOURS

Students can only visit a library in person when it is open. Of the four libraries under consideration, students are most satisfied with the hours of Mugar, with 73% of those expressing an opinion rating their satisfaction as “5 Very satisfied” or “4” on a five-point scale.

Undergraduates are less satisfied with the hours of the branch libraries, with results ranging from only 36% (PERL) to 49% (SEL) giving the top two satisfaction ratings. These branches do have shorter hours than Mugar, and that difference is clearly seen in these results.

“I think the library offers great services. However, as many college libraries are starting to be open 24 hours, I believe BU should follow suit. Being open 24 hours will allow students to have a space that they can work in continuously instead of switching study areas after the library closes.”

Undergraduates who are dissatisfied with library hours feel strongly about the issue, since requests for longer hours is the largest cluster of comments, with 275 comments; 111 of these comments are requests for the library (in most cases Mugar) to stay open 24 hours a day. For the branches, the requests are generally for extended hours.

GENERAL APPEARANCE AND FURNISHINGS

Students taking the survey made many comments about the general appearance and comfort of the libraries. While some of these comments were positive (the 6th largest cluster

“Mugar should be renovated- so many people come here and the furniture is low quality/falling apart and there aren't enough spaces for everyone especially during finals week.”

of comments, with 96, is general positive comments about Mugar), many of the comments were general or specific complaints. The 2nd largest cluster (174 comments) is general complaints about the appearance of Mugar, often including calls for renovation of the library. The 7th largest cluster (74 comments) is complaints about overcrowding at Mugar, while the 9th largest cluster (66 comments) is complaints about seating being too hard or uncomfortable. The 12th largest cluster (58 comments) is calls for more lighting at Mugar, and the 13th largest (57 comments) is complaints about furniture other than seating at Mugar.

Despite these generally negative comments, the responses to the survey questions show that not all undergraduates share this dissatisfaction. 49% of those expressing an opinion rate their satisfaction with the furniture at Mugar as “Very satisfied 5” or “4” on a five-point scale. Students are more satisfied with the furniture at two of the branches, with 68% giving the top two satisfaction ratings for PERL, and 84% at Pardee. Students are less satisfied with the

“Mugar – it just looks terrible. The bottom floor makes the library look nice, which I suppose is for tours, but the rest of the library looks dark and depressing. It's really crowded, not a lot of natural lighting and needs to be updated.”

furniture at SEL, with only 41% giving the top two ratings.

“I would like to see more group study spaces on campus though for all BU students. The only place where I could meet with my group (some of whom live off campus) was the Pal study lounge on third floor of Mugar, which many times had no space. Many schools (SMG, ENG) do offer spaces for group study but they are exclusively for students in their schools.”

STUDY SPACES

As seen above, 89% of respondents report using libraries for study spaces in the current academic year. Different students may have different preferences for study areas, with some preferring absolute quiet, while others prefer a livelier atmosphere or the ability to collaborate in groups (and a single student’s preference may be different at different times). The survey asked undergraduates their satisfaction with the quiet study areas, individual study areas, and group work areas at the libraries they use most frequently.

Undergraduates were most satisfied with Pardee in all three categories, with 90% of

“In Mugar Library, more electrical outlets are needed on the upper floors. Almost all students bring a laptop to the library to research or write papers, and many more would prefer the 4th and 5th floor as they are quieter. The third floor has a ton of outlets, but it is usually quite loud as everyone goes there because of the outlets.”

those expressing an opinion rating their satisfaction with its quiet study areas as “Very satisfied 5” or “4” on a five-point scale, 88% giving the top two ratings for individual study areas, and 64% for group work areas.

All four of the libraries have higher satisfaction ratings for their quiet and individual study areas than for their group work areas (figure 8); the satisfaction with SEL’s group work areas is particularly low, with only 47% of respondents giving the top two satisfaction ratings.

These lower ratings for group work areas are reflected in the comments, with the 11th largest cluster (59 comments) being calls for more group spaces at Mugar. Not everyone is satisfied with the quiet spaces, as the 14th largest cluster (55 comments) is complaints about noise in Mugar. Although it was not explicitly asked about in a survey question, the comments indicate a desire for more electrical outlets (for laptops, etc.) in study areas; the 5th largest cluster (119 comments) is requests for more outlets in Mugar.

“It’s not acceptable in 2013 to have study cubicles without outlets.”

COMPUTERS

Although the calls for more electrical outlets shows that many students bring laptops to the libraries, many other students still rely on the computers provided in the various BU libraries; as seen above, 81% of undergraduates report using the computers in the libraries in the last year.

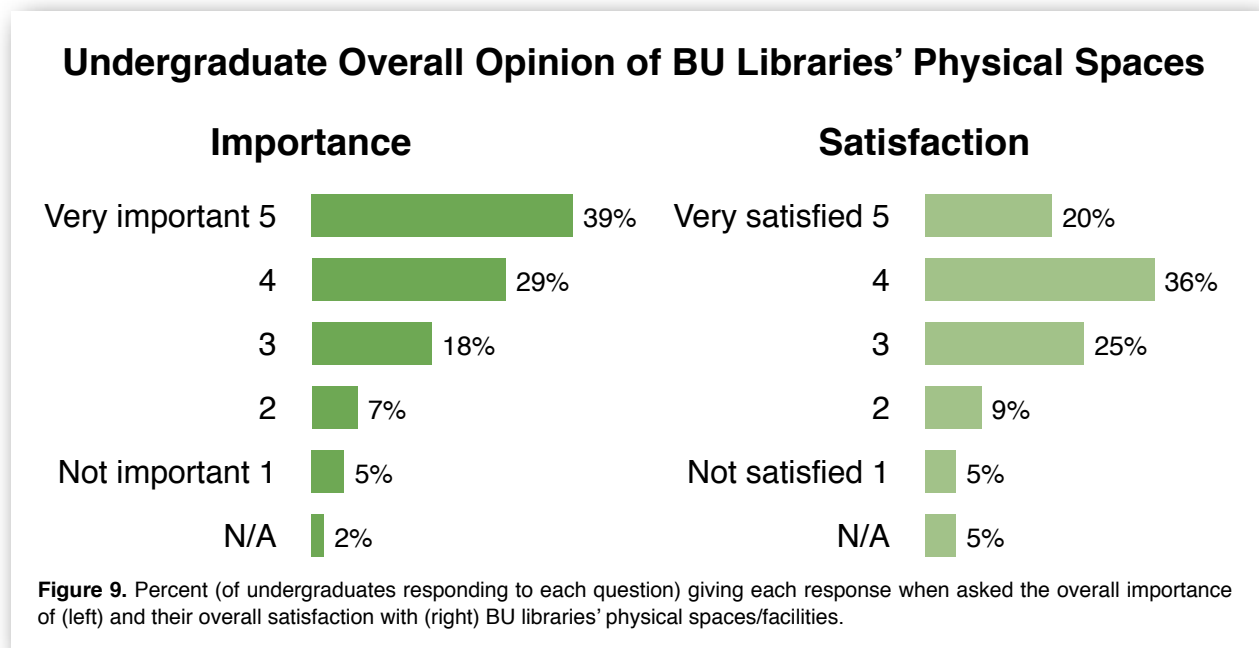
The satisfaction with access to computers is highest for Mugar, with 76% of those expressing an opinion rating their satisfaction with its quiet study areas as “Very satisfied 5” or “4” on a five-point scale. Undergraduates are less satisfied with computer access at the

branches, with a low of 42% giving one of the top two ratings for computer access at SEL.

OVERALL IMPORTANCE AND SATISFACTION

When asked about the overall importance of BU libraries' physical spaces/facilities, 68% of

those responding rated the importance as "Very important 5" or "4" on a five-point scale. When asked about their overall satisfaction with the physical spaces/facilities, 56% of those responding rated their satisfaction as "Very satisfied 5" or "4" on a five-point scale (figure 9).



LIBRARY RESOURCES AND SERVICES

Most undergraduates (87%) report using BU library resources (books, journals, etc.) during the current academic year (figure 3). Undergraduates also make use of various services provided by the library, including research assistance from librarians, instruction on finding and using resources, and guides and tutorials on the library website.

“The amount of material at these libraries is fabulous. I have always been able to find a large amount of information and books on whatever topic I was looking for.”

“The librarians are always very helpful and the library itself is most definitely my favorite place to do work!”

Unlike the library spaces, where most comments were negative or requests for improvement, most of the comments made by undergraduates about library resources or services were positive. The third largest cluster (137 comments) is positive comments about library resources, while the fourth largest cluster (123 comments) is positive comments about library services. The eighth largest cluster (71 comments) is positive comments about subject librarians.

USE OF LIBRARY RESOURCES

The survey asked undergraduates what library resources they used. By far the most used resources were journal articles and books. 76% of those responding to the question reported using journal articles in the past academic year, and 71% reported using books; in both cases this includes print and electronic versions. Other library resources were used by fewer students (figure 10).

Since library resources are increasingly available online, it is useful to see how often undergraduates report using the libraries' online resources (figure 11).

The survey also asked how important the libraries' collections were to undergraduates, and how satisfied they were with the collections (figure 12). Comparing figures 9 and 12 shows that undergraduates place similar importance

“I really appreciate the library's selection on a wide variety of topics. I know that I'll always be able to find a book specifically pertaining to any research paper or extracurricular interest I might have.”

Undergraduate Use of BU Library Resources

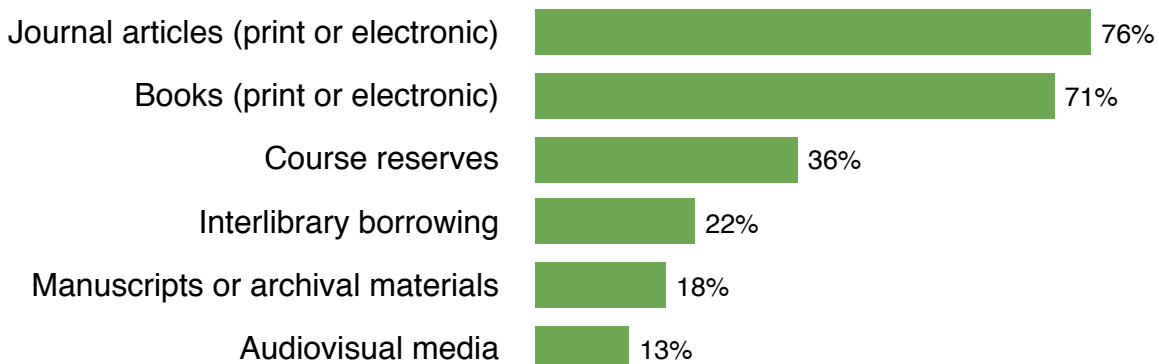


Figure 10. Percent (of undergraduates responding to each question) who report using each resource during the current academic year.

on library collections (69% giving the top two ratings on a five-point scale) and on library physical space (68%), but are more satisfied with the collections, with 68% giving the top two satisfaction ratings for the collections, versus 56% for the physical space.

“I use the databases/eJournal access all the time but never go to the library to do it.”

Frequency of Undergraduate Online Use of BU Libraries

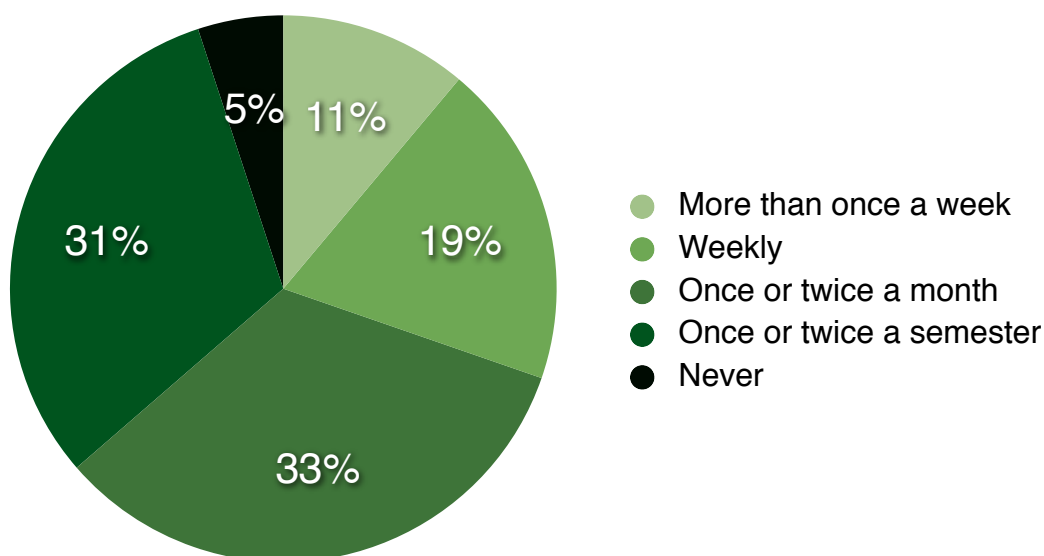


Figure 11. Percent (of undergraduates responding to question) reporting they visit a BU library online with the indicated frequency.

Undergraduate Opinion of BU Libraries' Collections

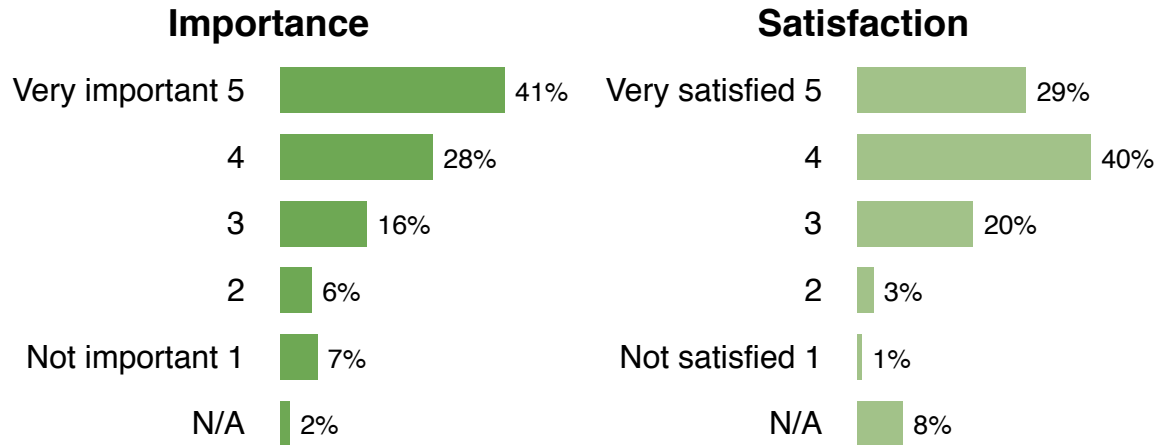


Figure 12. Percent (of undergraduates responding to each question) giving each response when asked the importance of (left) and their satisfaction with (right) BU libraries' collections (e.g., books, journals, online articles).

FINDING LIBRARY RESOURCES

Undergraduates can only use library resources if they can find them. In an attempt to make it easier for patrons to find the resources they need, BU libraries introduced a new online search and discovery tool, BU Libraries Search, in October 2011, and has continued to develop it and improve it since its launch. The survey asked students to rate the importance of

various methods of finding the resources they need for their academic work (figure 13).

The methods rated as most important by undergraduates are search engines such as Google (84% of those who answered the question gave it a “Very important 5” or “4” rating on a five-point scale) and library databases such as JSTOR, EBSCO, and

Importance to Undergraduates of Methods of Finding Resources

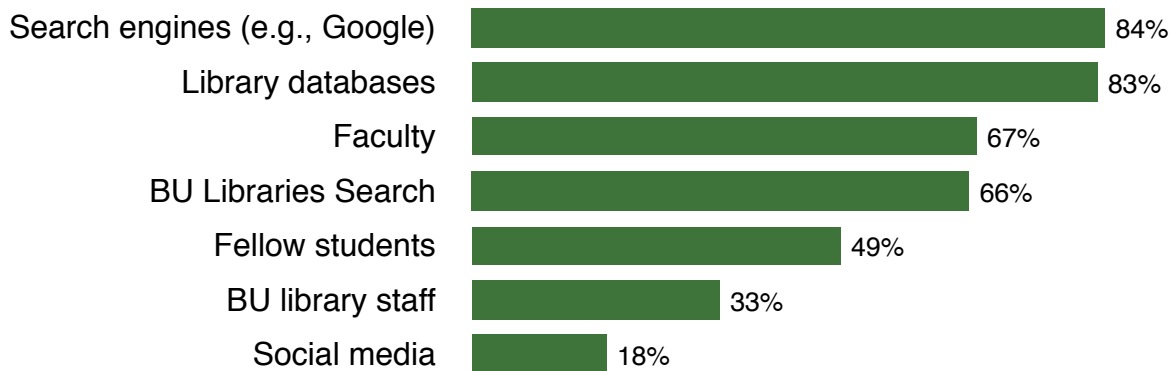


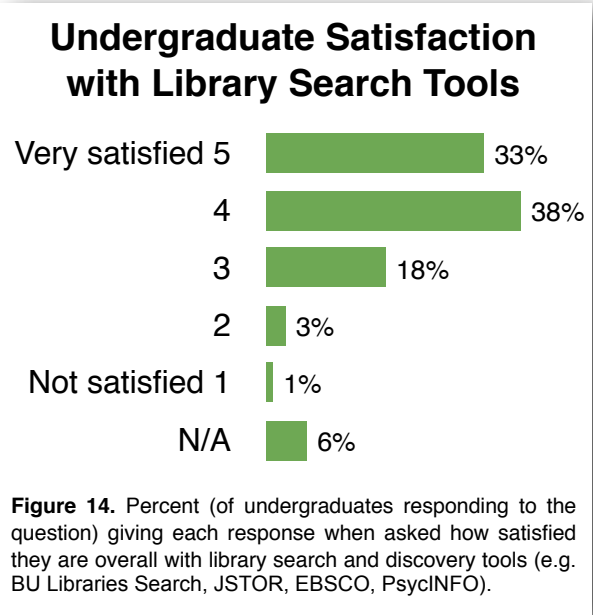
Figure 13. Percent (of undergraduates responding to question) responding with “Very important 5” or “4” on a five-point scale when asked the importance of each method of finding the resources needed for their academic work.

PsycINFO (83%). Next in importance were professors and instructors (67%) and BU Libraries Search (66%). Less important were fellow students (49%), BU library staff (33%), and social media (18%).

When asked about their satisfaction with library search and discovery tools such as databases

“It’s very difficult to figure out if the library actually has a certain book. Also, many of the links to online journal articles or books that come up as results in the Mugar search engine do not work.”

and BU Libraries Search, 71% of those responding gave a “Very satisfied 5” or “4” rating on a five-point scale (figure 14).



Relatively few comments were made about methods for finding resources, though the 15th largest cluster (49 comments) concerns problems with access or use of BU Libraries Search.

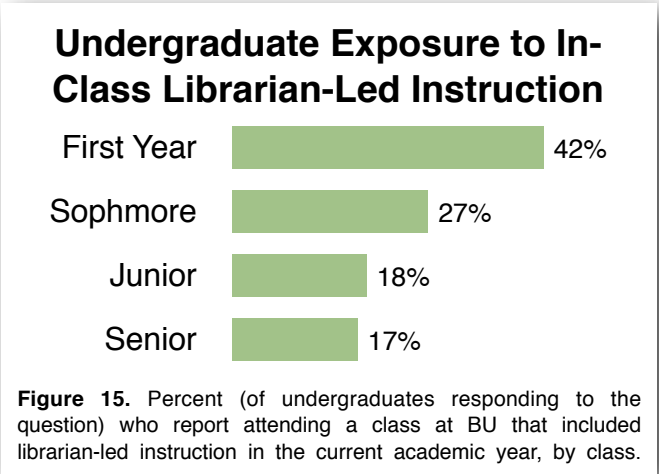
LIBRARY INSTRUCTION AND ASSISTANCE

BU libraries use several methods to teach students how to find and evaluate the scholarly resources they need for their academic work. These methods include in-class instruction by librarians, online guides and tutorials, and one-on-one research assistance.

As seen in figure 3, only a minority of undergraduates are making use of each of these services, with 24% of those answering the question reporting they have made use of research assistance from librarians in the past academic year, and 23% using guides and tutorials on the library website.

Somewhat more (42%) first year undergraduates receive in-class instruction by a librarian, but this number falls off in later years,

with only 17% of seniors receiving such instruction (figure 15).



Undergraduate Interest in Library Assistance

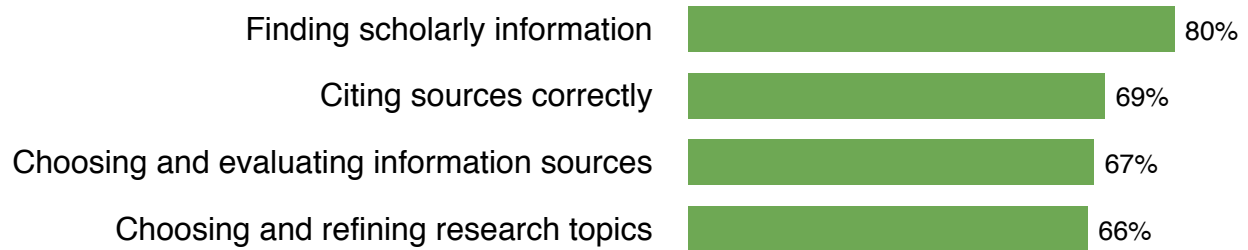


Figure 16. Percent (of undergraduates responding to each question) who respond that library assistance in each area would be helpful to them.

“The library staff is so helpful; without them I would not have turned in any papers.”

When asked whether library assistance with various skills related to finding and using information would be helpful, most undergraduates responded that it would be (figure 16). 80% of those answering the questions say that library assistance in finding scholarly information would be helpful, 69% for citing sources correctly, 67% for choosing and evaluating information services, and 66% for choosing and refining research topics.

“Easy to use, readily available, helpful librarians.”

As noted above, most comments made in the survey by undergraduates about library assistance are positive, with 123 positive remarks about library services, and 71 positive remarks about subject librarians.

As shown in figure 17, few undergraduates find research assistance from librarians particularly important, with only 23% of those who answered the questions rating the importance as “Very important 5” or “4” on a five-point scale. And when asked their satisfaction with

research assistance from librarians, 34% responded that it wasn’t applicable (“N/A”).

However, for the 24% of undergraduates reporting using such assistance in the current academic year, the service is significantly more important, and they are generally satisfied with it (figure 18). 46% of such students report that the service is “Very important 5” or “4” on a five-point scale, and when asked about their satisfaction with the service, 64% respond with “Very satisfied 5” or “4.”

BIBLIOGRAPHIC MANAGERS

BU Libraries provides access to RefWorks, an online program which assists in organizing research and creating references and bibliographies.

“RefWorks is an extremely disappointing tool. EasyBib is much more effective and user-friendly.”

“EasyBib is okay, but no good if you are doing APA. I really like RefWorks, we just started using it this semester in my WR150 course.”

70% of undergraduates who responded to the question report they have used a bibliographic

Undergraduate Opinion of Research Assistance from Librarians (All Undergraduates)

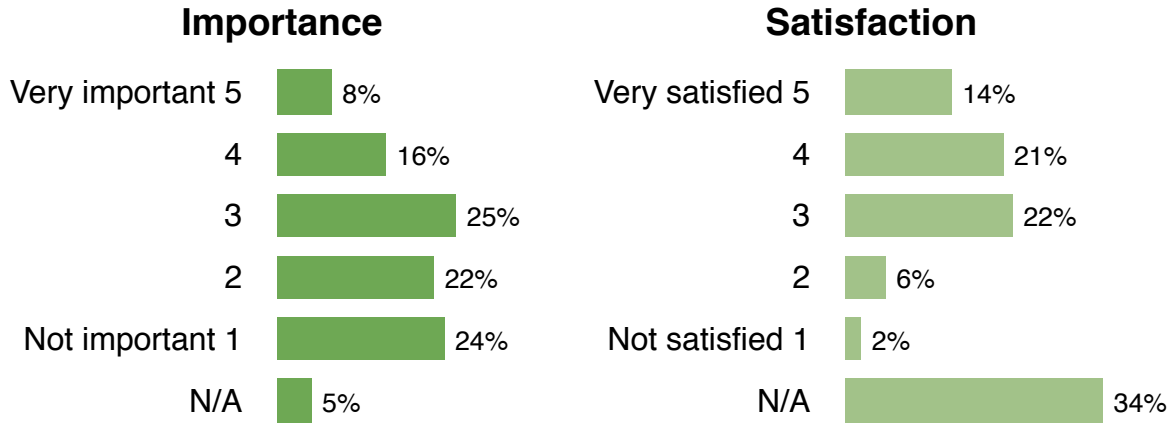


Figure 17. Percent (of undergraduates responding to each question) giving each response when asked the importance of (left) and their satisfaction with (right) research assistance from librarians.

Undergraduate Opinion of Research Assistance from Librarians (Undergraduates who Used Service in Current Year)

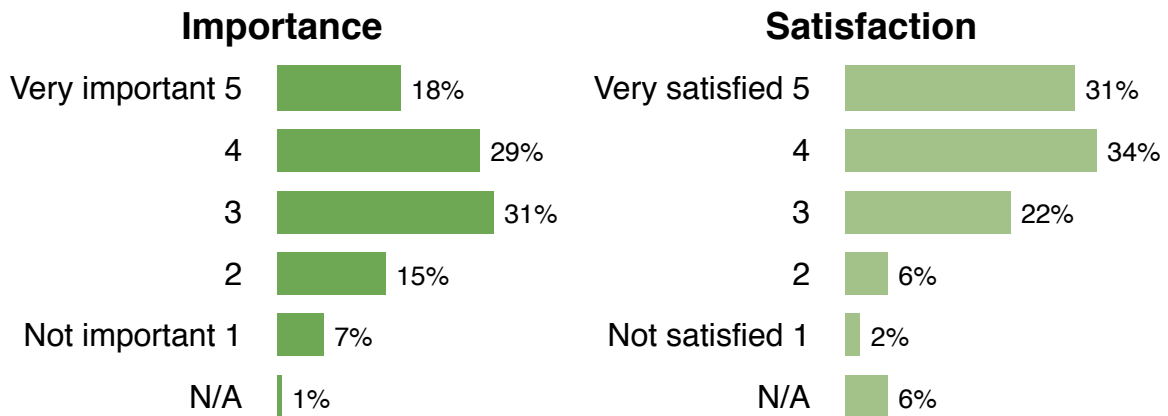


Figure 18. Percent (of undergraduates responding to each question) giving each response when asked the importance of (left) and their satisfaction with (right) research assistance from librarians. Shows only the responses from undergraduates who reported using assistance from librarians in the current academic year.

manager such as RefWorks in the current academic year, and the 10th largest cluster of comments (64) concerns bibliographic managers.

Many of these comments expressed a preference for EasyBib, a RefWorks competitor, over RefWorks; only a few students made positive comments about RefWorks.

NEXT STEPS

As with previous library surveys, this survey is intended to drive improvements in BU libraries. The survey results and relevant comments are being distributed to every department, branch, and service in the libraries. Staff in these groups will identify improvements they can make based on the survey findings; these improvements will be shared on the library assessment website.⁴

In addition, the Library Assessment Committee is recommending the following steps be taken by the library administration to improve undergraduate quality of life and academic success:

- Continued renovation of the library facilities, with particular attention to upgrading the furniture and lighting, and adding outlets.

- Expanded library hours.
- Installation of additional computers in the branch libraries.
- Reconfiguration of spaces to provide additional group work areas in the libraries.
- Improved communication with undergraduates about the assistance that is available from the libraries in learning how to find and use scholarly resources.
- Increased outreach to undergraduate classes regarding the availability of library instruction.

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⁴ <http://www.bu.edu/library/about/library-assessment/>