



Student Survey of Library Tutorials

Feedback from
Fall 2015 Students

Diana Finkle

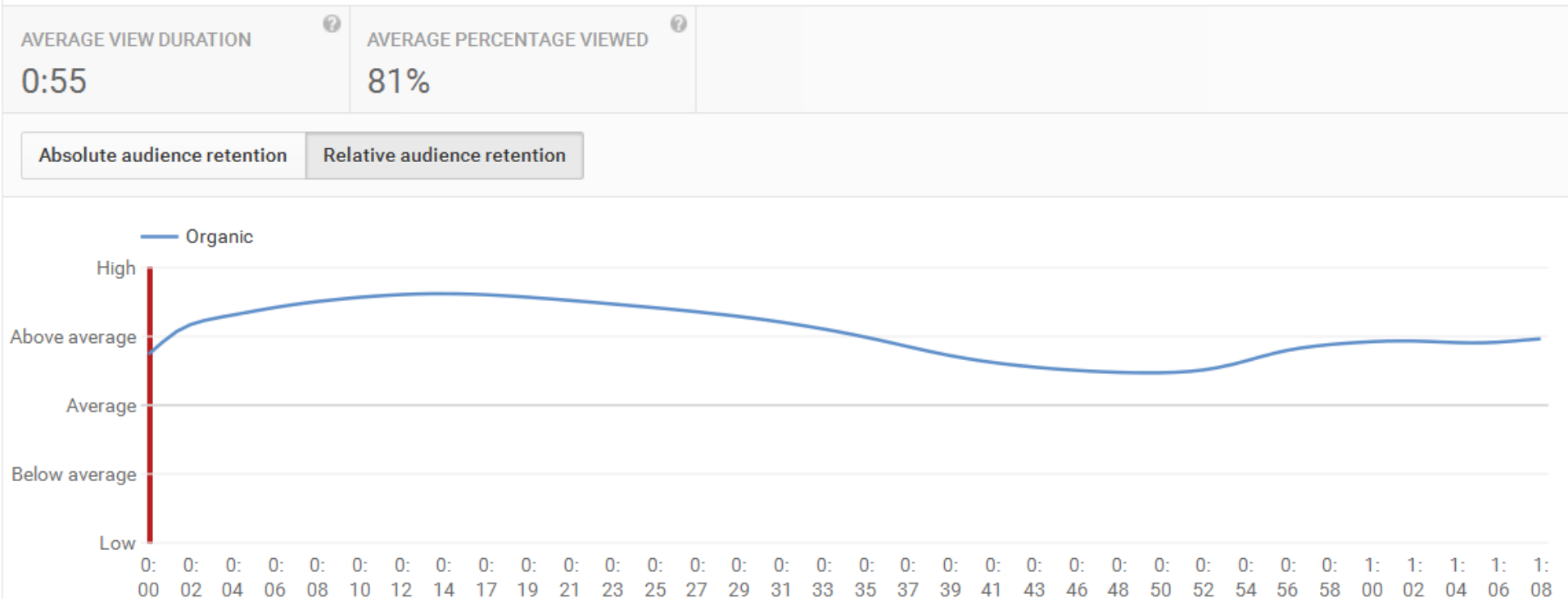
Content included

Videos were embedded and linked to within the Blackboard course and also available publicly on our YouTube channel.

- “How Can We Help You?”
 - 1:09 video on services such as Resource Sharing, Ask a Librarian, and Research & Course Guides
 - Students asked to name 1 helpful library service
- “What’s in It for Me?”
 - 1:39 video with A-Z list of resources available in Cooper Library
 - Students asked to list 2 resources they might use
- “What is Plagiarism?”
 - 1:41 video with common causes and ways to avoid them
 - Students asked to answer 5 multiple choice/select knowledge questions

Related Non-Survey Data: “How Can We Help You?”

- 2,506 views

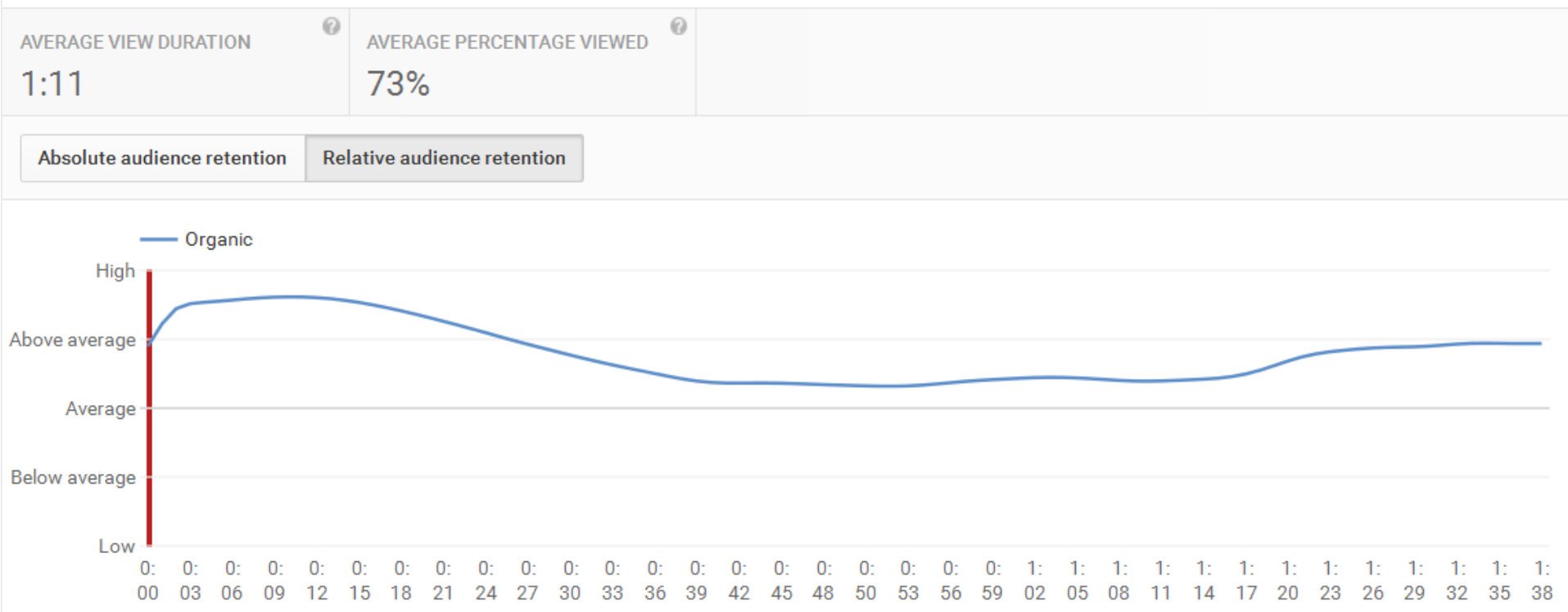


For period 7/1/15 – 10/31/15. Video also available publicly.

“Relative audience retention shows your video's ability to retain viewers during playback by comparing it to all YouTube videos of similar length.”

Related Non-Survey Data: “What’s in It for Me?”

- 2,488 views

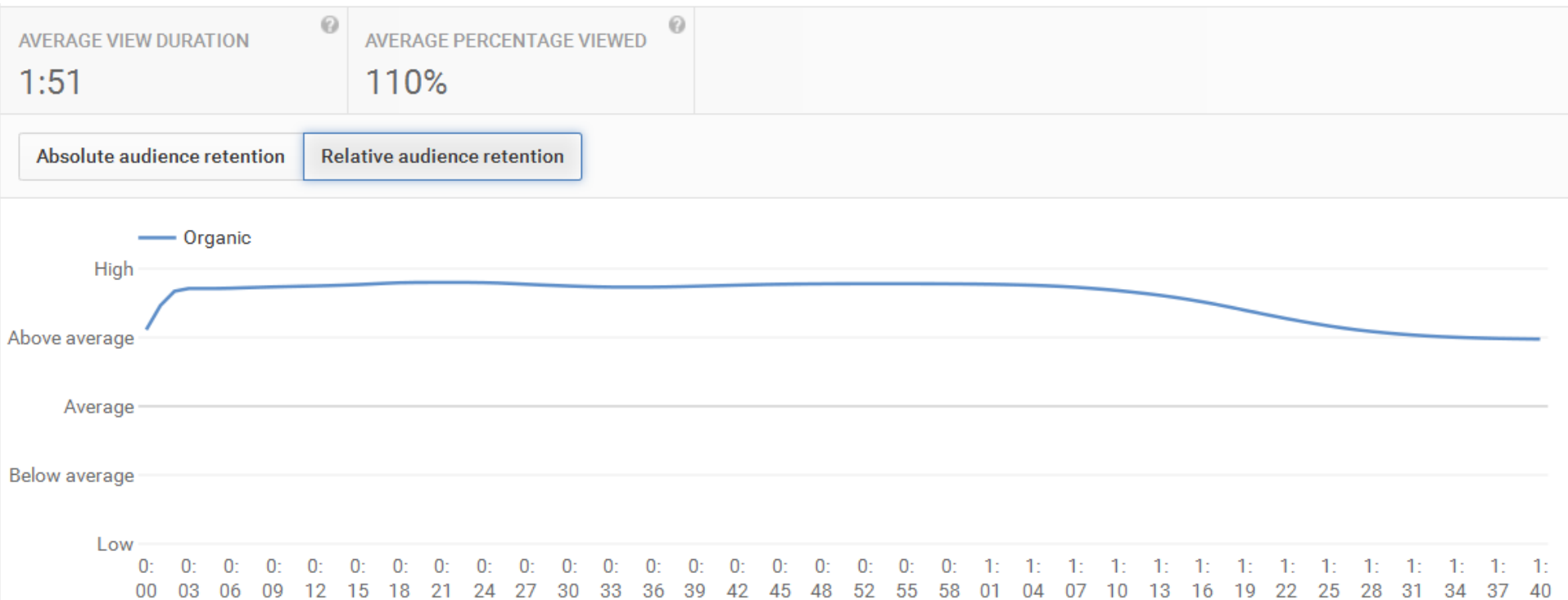


For period 7/1/15 – 10/31/15. Video also available publicly.

“Relative audience retention shows your video's ability to retain viewers during playback by comparing it to all YouTube videos of similar length.”

Related Non-Survey Data: “What is Plagiarism?”

- 2,608 views



For period 7/1/15 – 10/31/15. Video also available publicly.

“Relative audience retention shows your video's ability to retain viewers during playback by comparing it to all YouTube videos of similar length.”

Survey Metadata

4,286 emails sent successfully

498 surveys started (11.6%)

366 surveys completed (8.5% of total possible, 73.5% of those started)

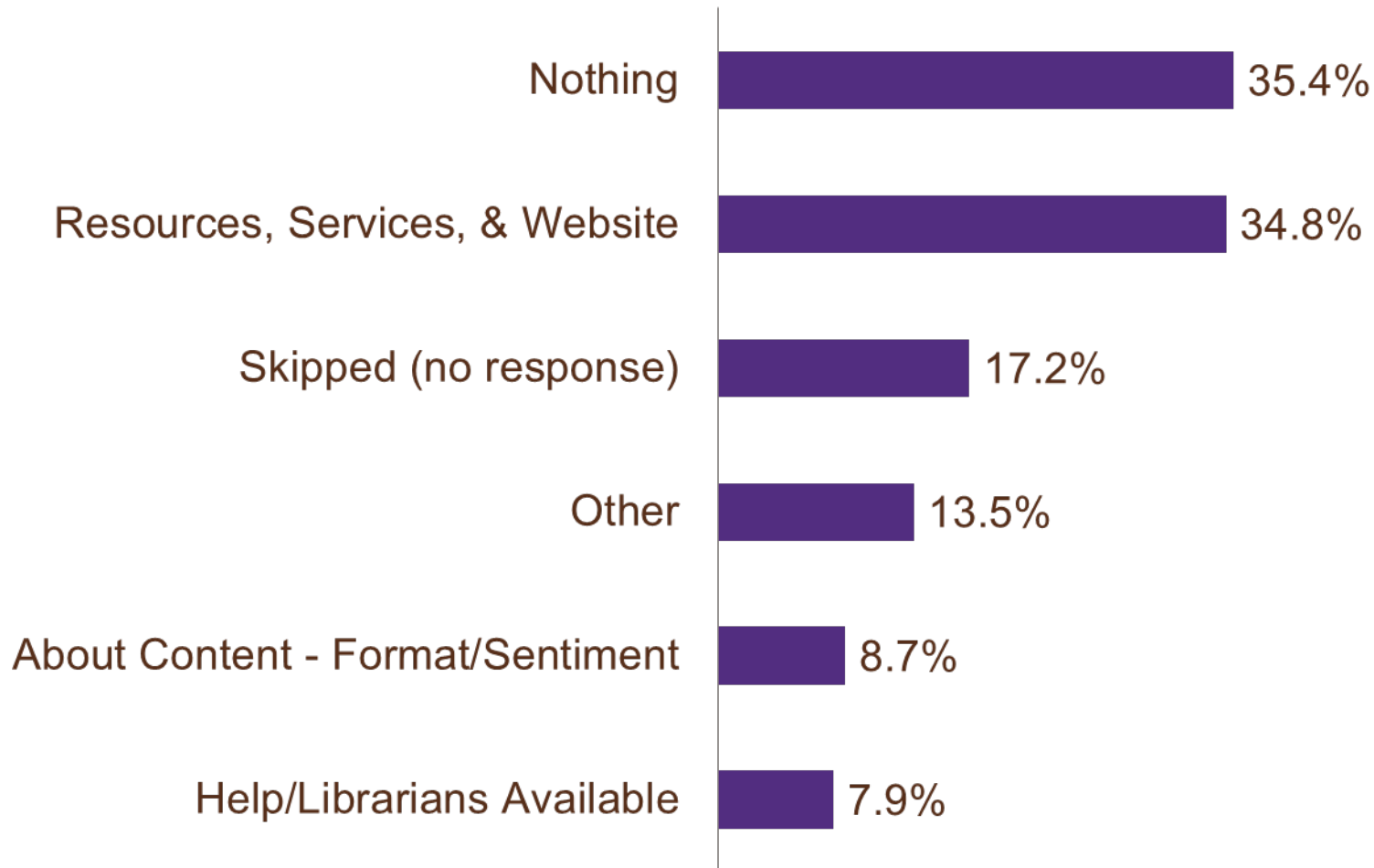
74.45% completed day of 1st email

8.30% completed day of 1st reminder

7.86% completed day of 2nd reminder

75% completion average

What do you remember about the library tutorials section?

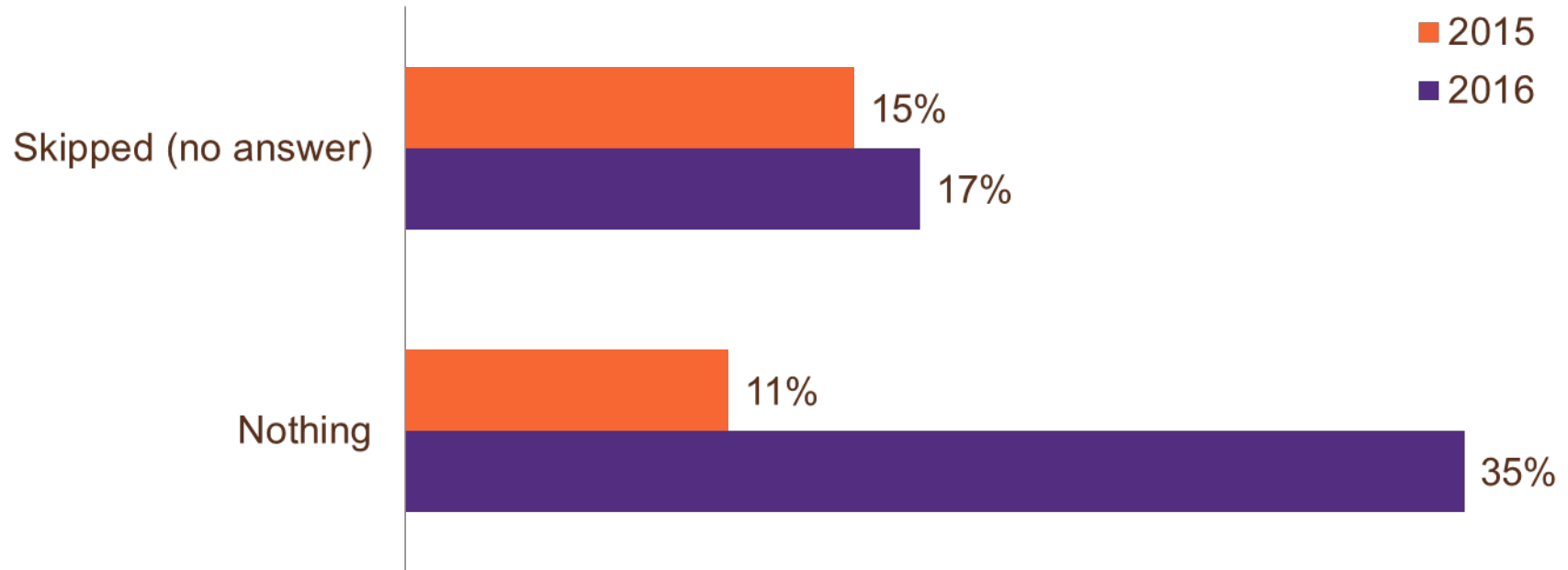


Other includes responses such as content about plagiarism (11), databases (9), subject specialists (6), and technology checkout (6).



What do you remember about the library tutorials section?

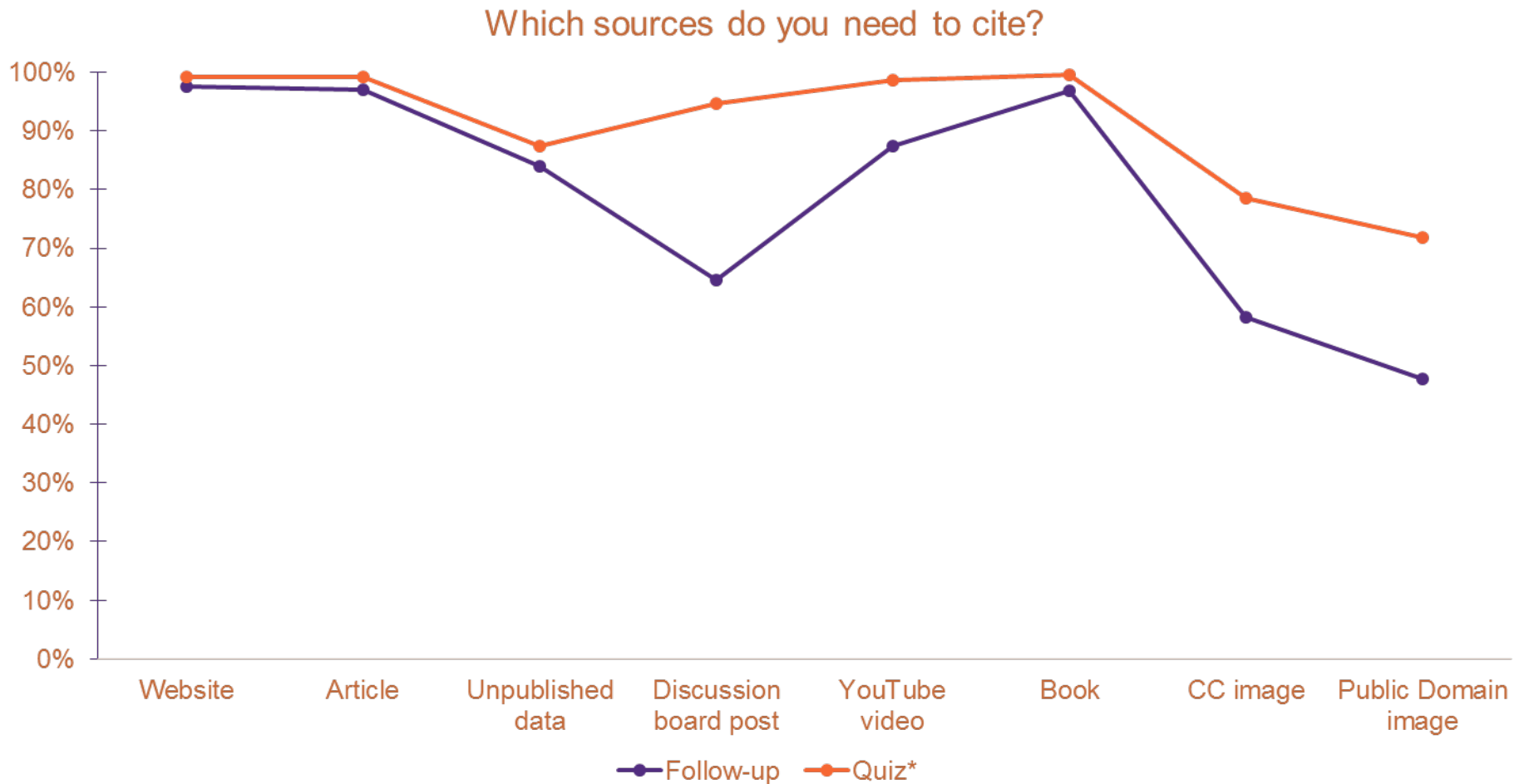
Content retention for specific topics cannot be compared with last year (as in previous reports) since the map portion was dropped to make room for content about plagiarism.



What do you remember about the library tutorials section?

- 35% responded “nothing” or mentioned something from another section
- 5.8% responded with something positive
 - The most common responses were easy/short (8) and helpful (5)
 - “There was a short video that told us how amazing the library was.”
- 1.6% responded with something negative
 - 3 people said they were not helpful/pointless and 2 people said they were boring

Plagiarism Section Knowledge Test

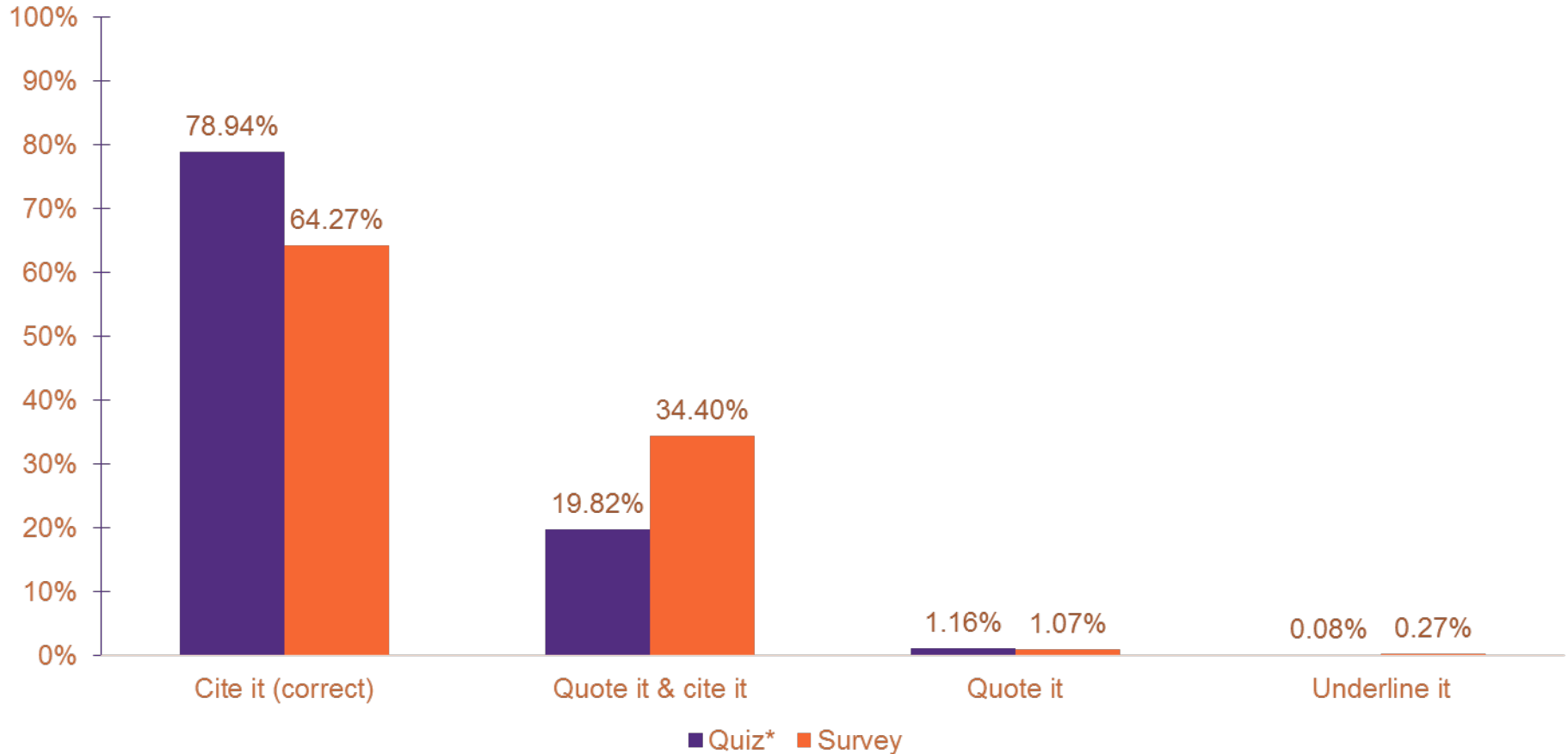


Percentage correct.

*While the survey results do not distinguish between CU1000 alumni, quiz results for this question were available for **transfer students only**.

Plagiarism Section Knowledge Test

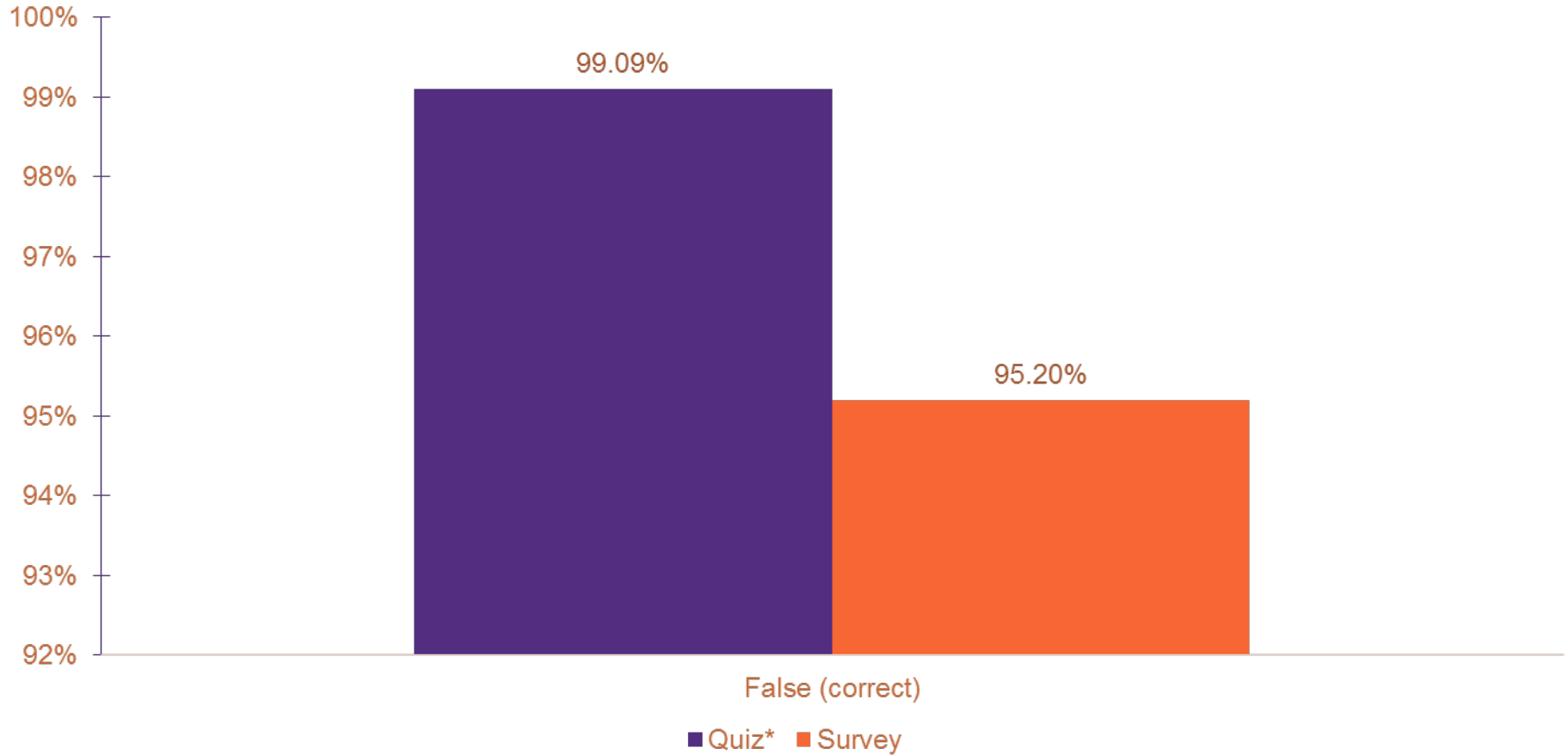
How do you correctly indicate paraphrased text?



*While the survey results do not distinguish between CU1000 alumni, quiz results for this question were available for **transfer students only**.

Plagiarism Section Knowledge Test

It's okay to use a Google image search result however you want



*While the survey results do not distinguish between CU1000 alumni, quiz results for this question were available for **transfer students only**.

Is there anything you wish the videos covered?

- 53% said no(thing) or N/A
- 26% said something positive about the tutorials or Clemson Libraries
- 14% mentioned other library aspects but there was no clear pattern

“The videos should go over all of the things you can do at the libraries.”

“A video of what each floor in the library looks like.”

“I think that it should also be included where the locations of the bathrooms are, the Pod is, etc.”

“The video should have better explained how to do the things that matter. The resources I use most often are study rooms and checking out markers and chargers, but the videos didn't really tell me about this availability.”

Selected comments about the videos

I didn't know citing pictures was also important. I learned some good pointers.

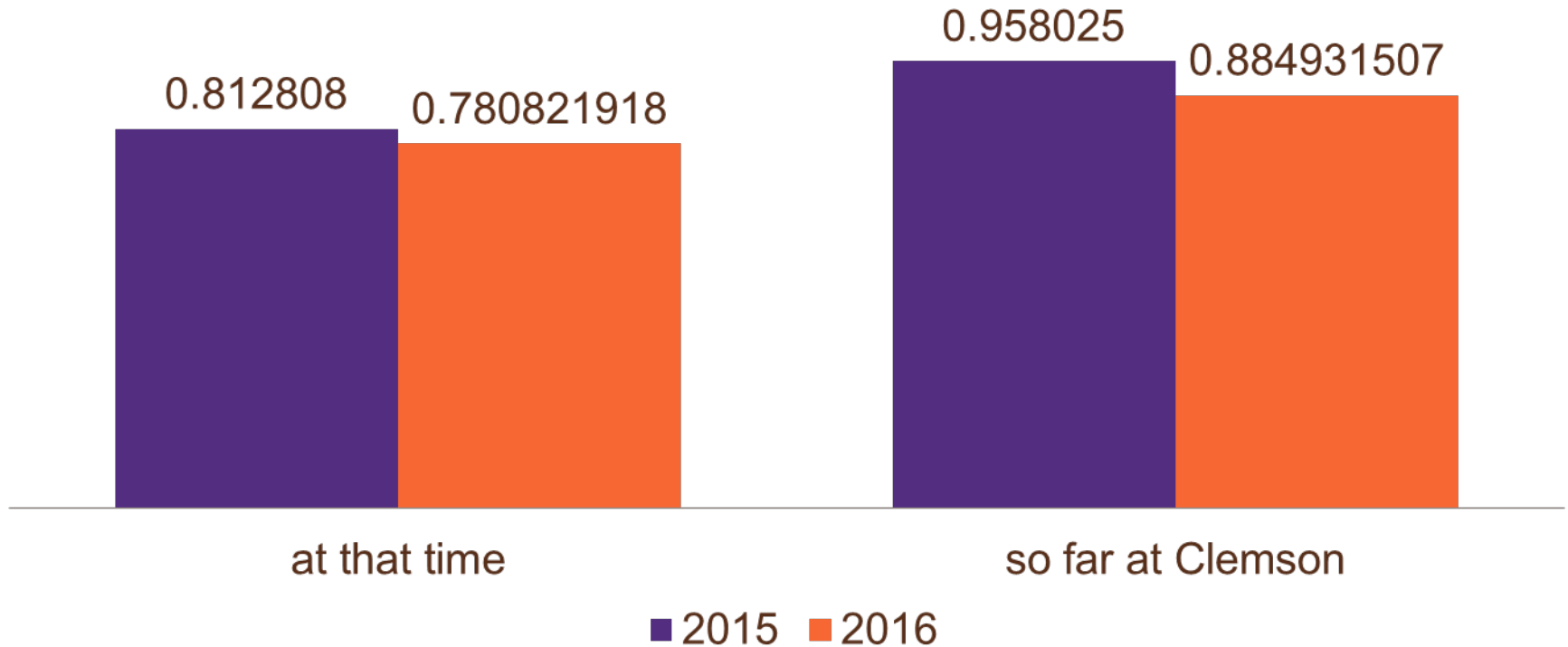
They dragged on, however they covered all necessary topics.

Again, the questions were not indicative of a true understanding or memory of the information provided. If this is supposed to help people, it's not working because they don't remember anything after they get the desired grade

You guys nailed it

Nobody gives
a shit

Relevance to your library and information needs...



Average values based on a scale where of -2 (very poor) to 2 (very good).

Any other comments about the tutorials/introductory experience

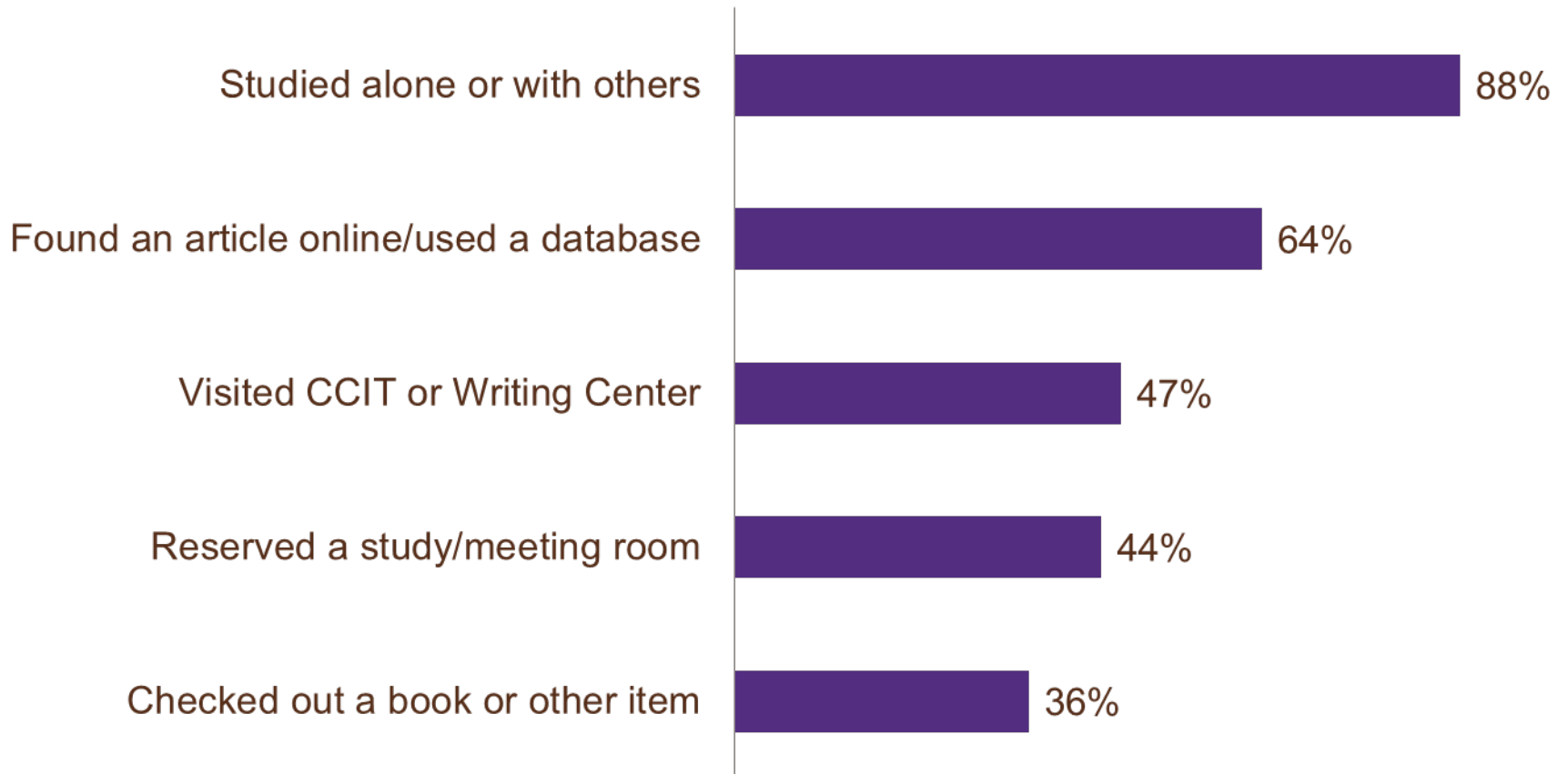
- 10% expressed something positive
 - The most common responses were good/great (8), helpful/informative (6), and satisfactory (3)
- 1.3% expressed something negative

Other final thoughts about Clemson Libraries

- 13% expressed something positive
- 13% requested more seating, tables, or general space for students
 - Up from 5.6% last year
 - Other repeat requests:
 - Enforce quiet and silent zones (6)
 - Ensure staplers are filled (2)
 - Longer hours (2)
 - More outlets (2)

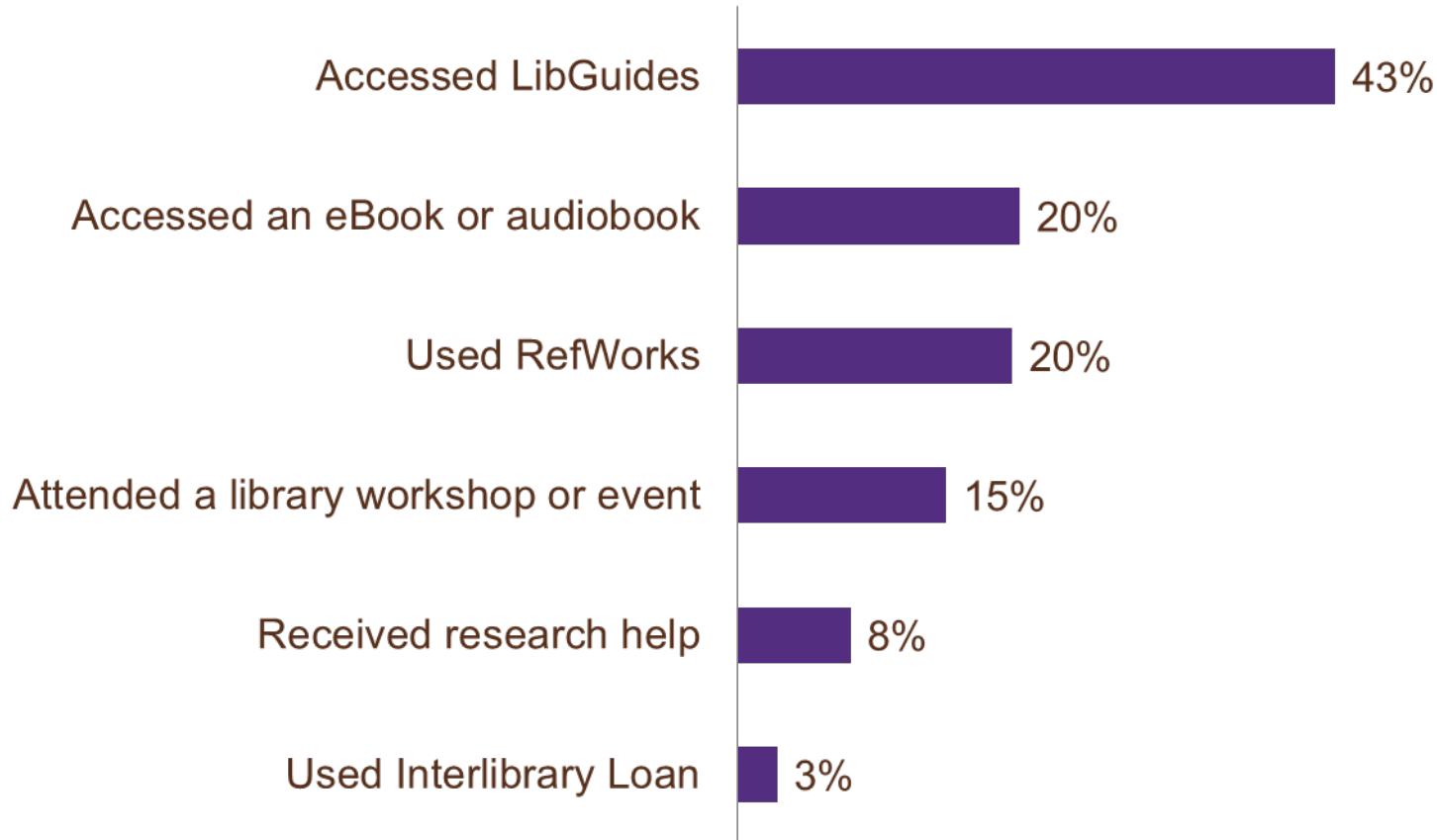
Percentages are of those who responded to this question.

How have you used the Clemson Libraries this semester?

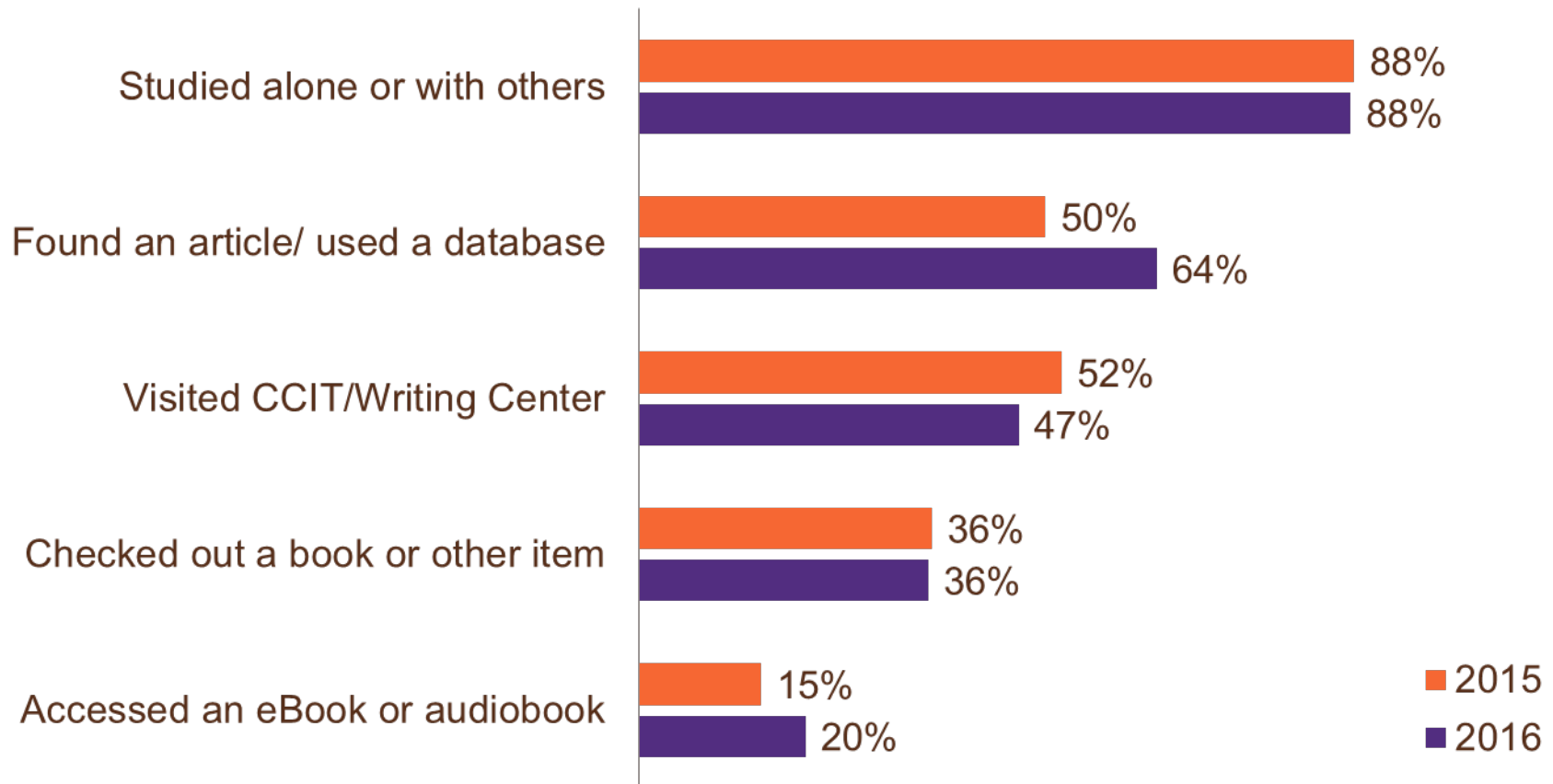


Percentage of total respondents. Some reported multiple methods of use.

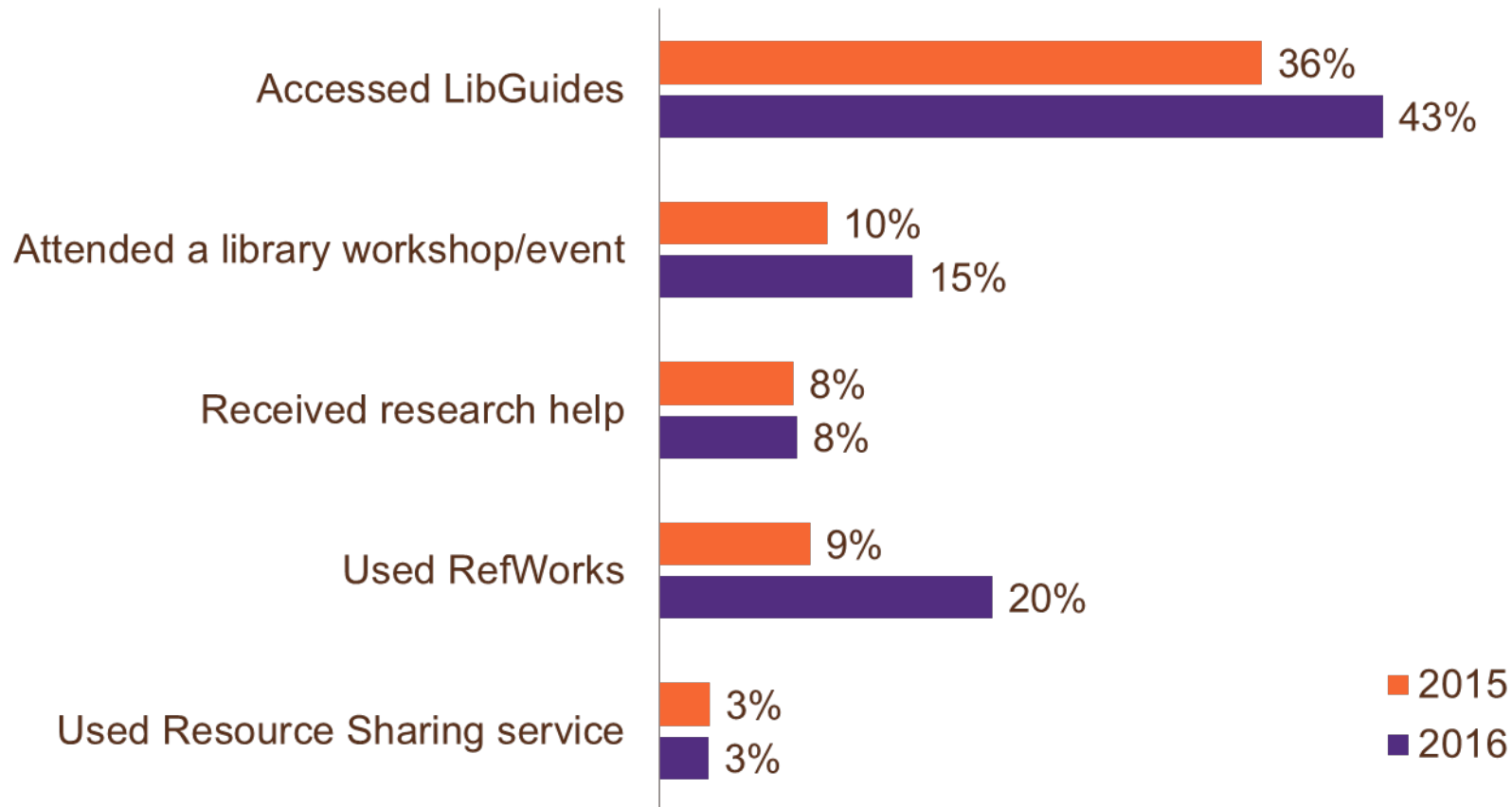
How have you used the Clemson Libraries this semester?



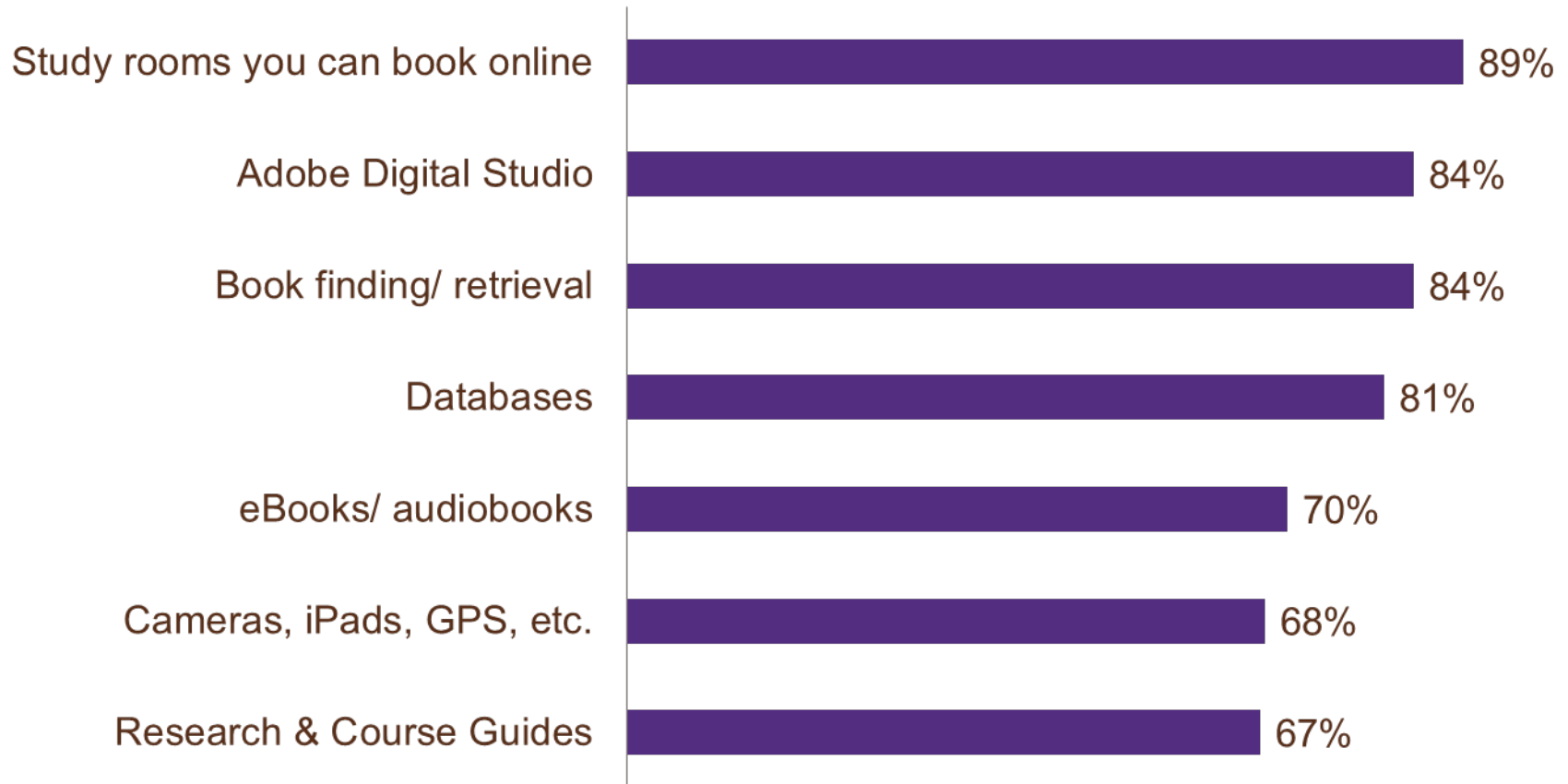
Comparison of self-reported usage



Comparison of self-reported usage

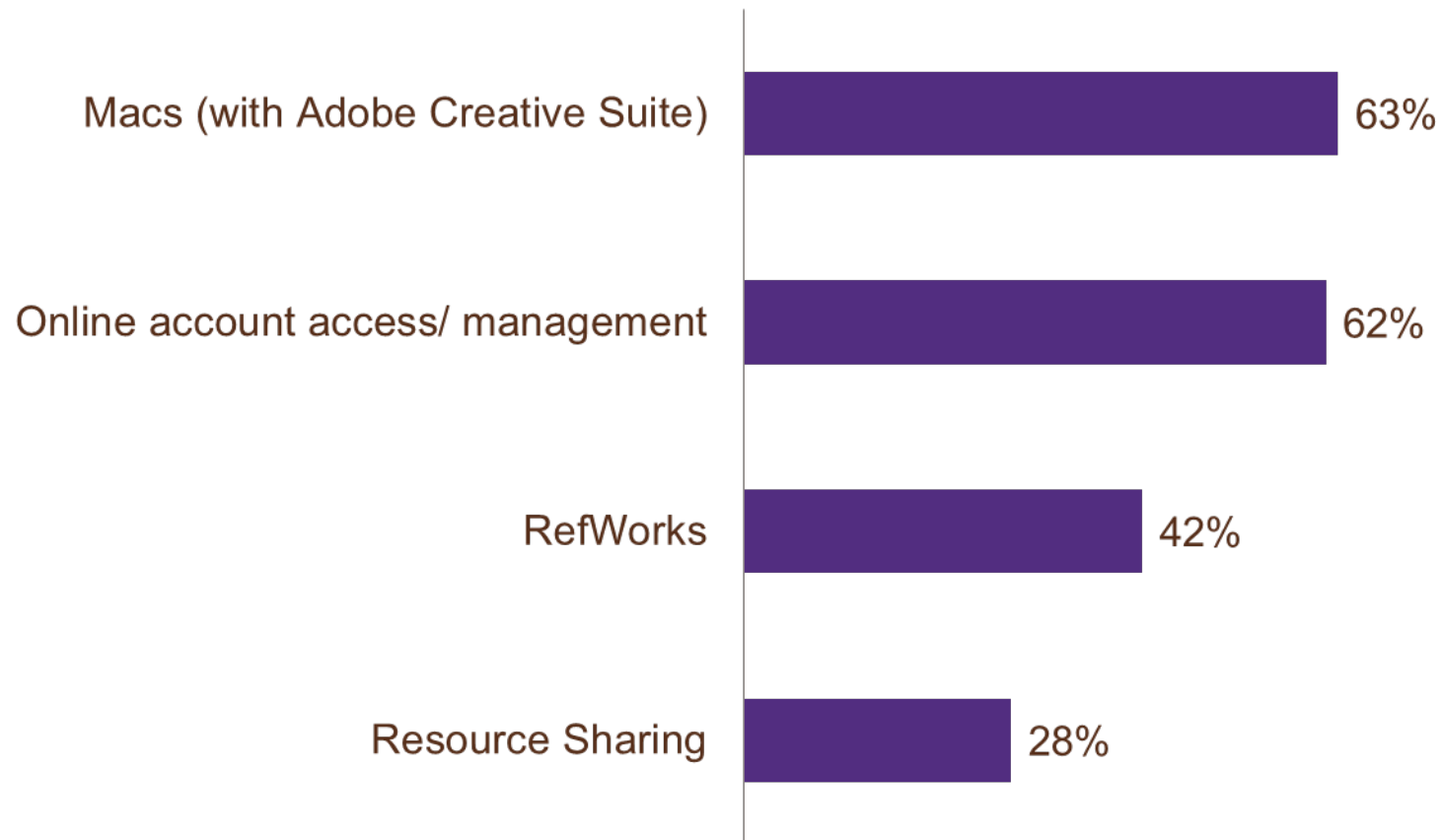


Services & resources with $\geq 67\%$ awareness

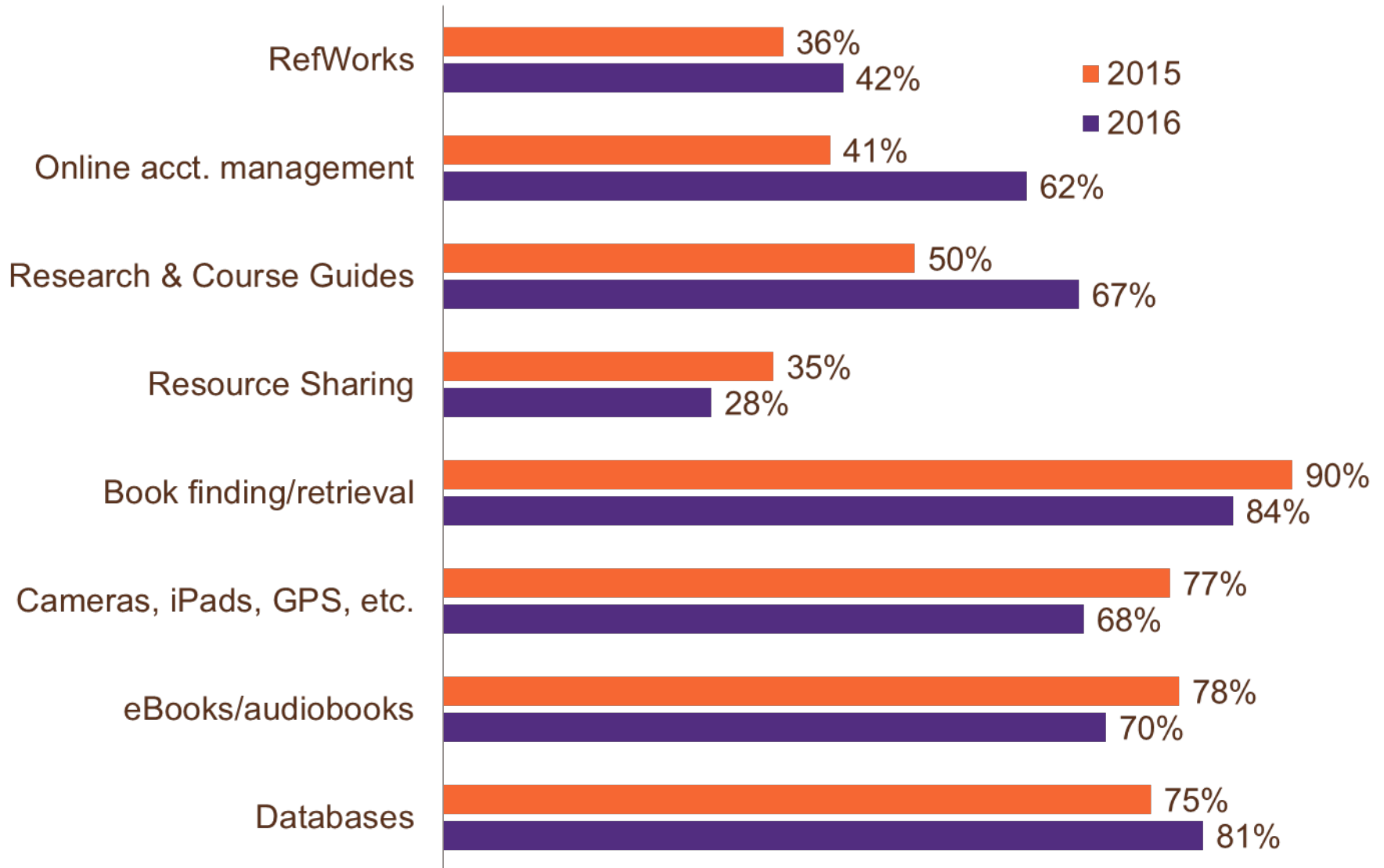


Percentage of total respondents. For reference previous years' versions of this chart only included items with 50% awareness but there were too many for this chart.

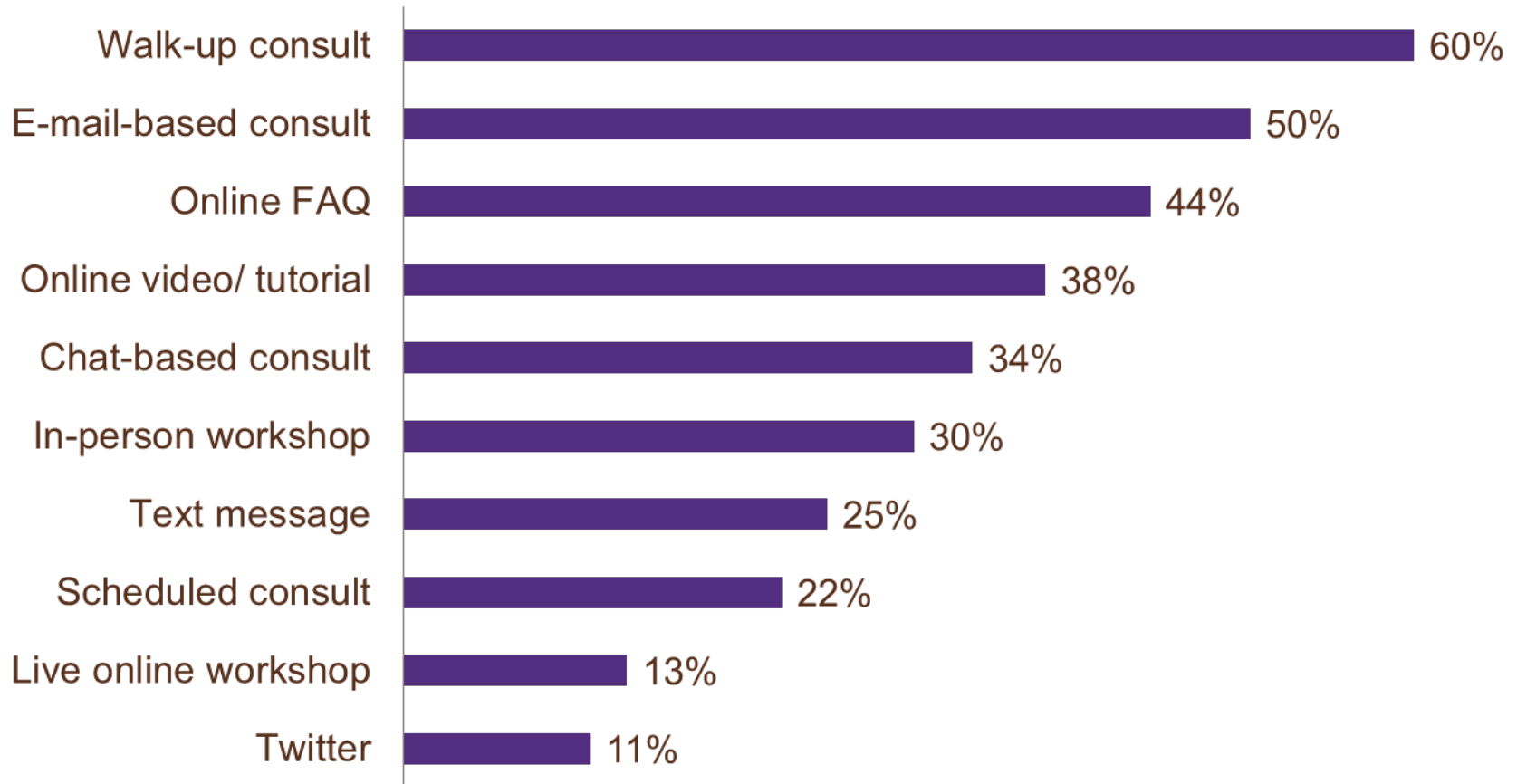
Services & resources with <67% awareness



Awareness: spring 2015 versus spring 2016



How would you like to get information or help from us?



Conclusions

- Videos are still a good return on investment as a library introduction
- Self-reported usage of library resources was stable
 - RefWorks usage rate more than doubled
 - LibGuides usage increased yet again
- Removing the map section (for plagiarism content) left a void in connecting students with the physical spaces and layout

Suggested Actions

- Forward comments related to general library space to Facilities
 - Common themes include more tables, seats, and space for students and noise zone enforcement
- Explore ways to support voluntary, in-depth exploration during CU1000
 - Link to optional content so students can explore areas of interest
- Emphasize that information and support remain available after CU1000
 - Inform students how to access tutorials, map, and other resources