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Allyson Washburn
allyson_washburn@byu.edu

Rob Morrison

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“Taking Assessment on the Road: Utah Academic Librarians Focus on Distance Learners”

Rob Morrison
Utah State University

Allyson Washburn
Brigham Young University

Abstract

This paper presents the results of focus groups conducted by Utah academic librarians at branch campuses in Utah. Librarians met with distance learners on-site to gain insights into their information-seeking behavior and to learn if they are using library services. Students rely heavily on the web for information and also utilize known resources in friends and family. Marketing and publicizing library services through classes and at the delivery sites is vital. Students appreciate the services libraries offer and strongly prefer face-face instruction and direct assistance from a librarian.

Introduction

The state of Utah has a population of 2,233,169 residents. Approximately three out of every four, or about 76%, live in four urban Wasatch front counties. The 1.7 million people living in these four counties occupy less than 5% of the state's land area. The remaining residents live in 25 mostly rural counties that comprise the remaining 95% of the land area of the state. Three public institutions have traditionally served distance learners in Utah: Utah State University, the land grant institution, with the extension mission, delivers more than thirty degree programs and enrolls 10,000 distance learners annually; the University of Utah's Spencer S. Eccles Health Sciences Library also has an outreach mission to provide library services for health care professionals in the state; and the College of Eastern Utah operates through two separate campuses in the eastern and southeastern parts of Utah in Price and Blanding, respectively. Today, nearly every Utah public and private higher education institution serves distance learners on-site, via online courses, or by using the Utah Education Networks' microwave and satellite delivery system (www.uen.org).

The Utah Academic Library Consortium (UALC) was formed in 1973 and has a long history of cooperative efforts in the state of Utah. The purpose of the consortium is to “cooperate in continually improving the availability and delivery of library and information services to the higher education community and to the State of Utah.” Methods employed for achieving that goal include the following:

- a. Fostering research, developing and implementing cooperative library programs;
- b. Providing a means for the exchange of information on cooperative library ventures;
- c. Maximizing limited resources by improving library methods and avoiding expensive duplicate purchases;
- d. Maximizing information delivery through shared use of technology and human resources;
- e. Acting as an advocate for excellence in library resources and services.

The librarians in the Utah's higher education institutions are committed to providing library services to all higher education students in Utah regardless of location as evidenced by the fact that one of the eight standing committees of the consortium is the Distance Education committee. While not every institution employs a full-time distance education librarian, most institutions have a librarian who works with distance learners and is available to address their needs. The Distance Education committee actively strives to meet the needs of Utah's distance learners by maintaining a web page (<http://medlib.med.utah.edu/uacld/>) with links to

the distance librarians at each institution and current resources available to students and faculty. In addition to surveying libraries on services they provide to distance learners, the committee has made an annual trip to distance learning sites since the mid 1990's for the purpose of becoming better acquainted with the site, its faculty and students. These trips afford the committee an opportunity to better understand the needs of the students and develop programs and services to meet those needs. These visits are valuable for establishing personal contact with staff in community education centers hosting distance-delivered classes. Librarians learn how the centers operate, how courses are delivered, and the characteristics of the student population.

Why Focus Groups

Focus groups were viewed as a means to enrich these visits as they are a means of gathering much more in-depth data, with the potential to provide information about user needs, habits, research (Shoaf, 2003). The advantage to focus groups is that unlike an impersonal survey, librarians can interact with participants and obtain much more detailed information and insights. It was obvious that discussion would be preferred, and indeed richer (Schafer, 1998) than any survey and bring out beliefs, ideas, and emotions that are difficult, if not impossible to determine from a questionnaire (Cavill, 2002). Moreover, using a focus group would be a more effective vehicle to investigate complex behaviors and to determine why people do or do not use a service (Verny, 2001).

The primary objective of these focus groups was to learn more about the information-seeking behavior of Utah distance learners and through this, gain insights into how they utilize library services. Answers to the following questions about distance learners were sought:

- what do they know about information resources available in the library, on the Web, etc.
- how do they find information that they need for school research/assignments.
- what qualities in information sources and services do they value.
- what do they find useful and why.
- when and how do they seek help.
- what barriers do students face.

The First Focus Groups

In late April of 2002, nine librarians from the Distance Education committee visited the College of Eastern Utah/Utah State University education center in Moab for the purpose of conducting focus groups. At that time, USU operated joint education centers with the College of Eastern Utah at sites in southeastern Utah in Price, Moab, Monticello, and Blanding. In Moab, the total student enrollments numbered around 300 with only 9 FTE USU students; this translates to a headcount of about 25 students.

The committee held two focus groups at the Moab Education Center to gather input that would form a foundation to strengthen statewide library services for all Utah higher education distance learners and to also lay the groundwork for future surveys and focus groups. This site was selected because it is located in a rural area with a public library but no on-site academic librarian. There were three main objectives of these focus groups: to gain a more thorough understanding of the information-seeking behaviors of distance learning students in a center that does not have an on-site academic librarian; to gauge their awareness and level of their library use; to determine their needs for information resources and library use instruction.

Methodology

The participants in the focus groups comprised one student attending classes from College of Eastern Utah and Utah State University in Moab and two of the staff at this education center. The format consisted of a one-hour focus group in which the committee first asked predetermined questions. This was followed by open-ended questions to clarify or obtain more detailed information. At the conclusion the committee visited informally with the participants to answer their questions. More students were not available due to illness and the timing of the sessions being held the last week of classes in the semester.

As none of the committee members had formal training in conducting focus groups, one member identified several articles on conducting effective focus groups and these were distributed to the committee for review. The following process was established for operating the focus groups:

- a. Focus groups consisted of a primary interviewer, a note taker, a secondary interviewer (process observer), and participants.
- b. A list of predetermined questions was given to each participant and the ground rules were explained. Each participant was asked to respond to each question with any follow-up queries.
- c. Students introduced themselves by providing their name, school, degree sought and status (full or part-time).
- d. Focus groups would be held in the evening.
- e. Each group was recorded. A written report was created from both transcripts and notes.
- f. The committee furnished refreshments, tape recorders, notepads, and name tags for participants.

The following questions were used for the focus groups:

1. Do you have: home computer and Internet access?
2. Do you use a computer other than at home to do research?
3. When do you usually conduct research outside of class?
4. How often do you use your local public library?
5. Are you aware of library services available to you as an academic student?
6. What sources do you use for research—rank in order of usefulness.
Internet (web sites); Textbook/syllabus; Public library; Academic library (online); Other.

Summary of Responses

The student did not have a home computer and Internet access at home and used computers at the center to complete assignments. She also used computers at the public library to conduct research and usually conducts research late at night, after class when she had time and everything else is done, typically around 1:00 am and sometimes has stayed at the Center until it closes at 11:00 pm. Occasionally, if a professor indicated that the students had until 11:59 pm to turn in the assignments, the Center staff would let students stay later. This student had used the public library about four times per year for print materials.

She was somewhat aware of the services available to her as a student because a professor “walked them through some searches.” She had used reference services via email and knew that she could borrow books through Interlibrary Loan, but did not know how to initiate a request. Her professors usually made course readings available on their course website, so she was unaware of electronic reserves. The student was also unaware that USU would deliver needed documents to her. One business professor provided the class some instruction, i.e., showing them how to search a database using Boolean operators. She knew about the USU library website, because the computers were programmed so that it popped up on the screen when the computer started, but if the computer was already logged on, it required some searching to find it.

When asked about sources used for research ranked in order of usefulness, she mentioned the Internet as being critical especially since distance students access everything via USU. She identified her class text as the next important source, followed by the public library. She used the public library when the center was closed and accessed videos, print reference materials, books, and magazines.

A follow-up question that provided valuable information was: do you have assignments in your courses that require research? She answered yes, that all had some degree of research. One class required students to compile a portfolio of articles, another to write a research paper; and a third to read a book and write a report on it. She also mentioned difficulties in logging into the USU proxy server and did not pursue help when it did not work. This student also volunteered several suggestions on how libraries could help students:

- ! Librarians should come to class on the first day and explain the services and how they are accessed.
- ! Create a website that tells how to do things or a brochure that explains how to access services.
- ! Not knowing who to ask for help is a big challenge for distance students.
- ! Place large posters in the center detailing what services students can get and how to do it.
- ! Initiate a chat reference service—her son connected her to a commercial service and she liked the fact that someone was right online even late at night.

The second focus group was composed of the Head Teaching Assistant and the CEU-USU Advisor. The same questions were asked, but focused on their perception of student behavior. Most students had full-time jobs and used the center in the evening, often staying until it closed between 10:30-11:00 in the evening. Their perception was that 90% of the students have computers at home and they surmised that students were doing some research at home. The staff indicated that the public library does not often have the materials students need and are not able to obtain them through Interlibrary Loan in a timely manner, so they mainly use the USU library online or perhaps travel to Price to use the CEU library or to Blanding to use the CEU branch library there.

The staff seemed to be aware of some of the library services available for the students, but indicated that things kept changing so often that it was hard to keep up with it. They were aware of electronic reserves and databases and indicated that about once a year they received trained over the satellite system from a USU librarian. They also mentioned training sessions delivered over the satellite system and handbooks and other information on where to access library resources, but not specifically instruction aimed at students.

When asked about sources students used for research, the staff members listed the Internet, specifically the dot gov and dot edu sites, the toll-free number for the USU library, Interlibrary loan of books, article databases available via USU, and local bookstores and government agencies. Word of mouth was also mentioned as a research source. Research assignments seemed to be limited to a few research papers in the Family Sciences, English and History majors and job exploration papers.

Analysis of Responses

Obstacles to Library Service. Several impediments to using library services were identified. (1). Students do not know where to start finding information: they need orientation to being a distance learner and how to use various support services. Center staff cannot effectively assist students without receiving similar instruction. (2). On-site resources are insufficient: public libraries and education centers are not equipped to provide materials immediately. (3). Work and family are distractions. (4). Hours students are likely to conduct research may not match hours libraries offer reference services. (5). Web sites can be complicated and may not provide information very easily. Education center staff struggle to keep up with constant changes in technology and web sites. (6). Students do not know how to begin information searching and do not differentiate between web sites and online library databases. (7). Students give up quickly if materials are not readily available or login procedures are complicated.

Awareness of Library Services. Students were not aware of CEU library services and USU publicity was inadequate. Many instructors are not requiring research assignments that need library resources. Point-of-service contact is essential. Students seek help when they need it and when research is required for classes.

Communication and Publicity. These are vital services and apply to students and to faculty. Library services must be advertised in-class and prominently publicized at the centers. Students do not always know where to go for help when they are enrolled in a distance course. The USU student became aware of library services after an instructor incorporated databases and search strategies into the class. Small posters at the center advertising library services competed with many larger ones and were not visible.

Staff employed at this center had also taken courses, and were keenly aware of the challenges faced by distance learners. They make copies of course syllabi and follow along with the students in the course to help them keep on track and complete assignments on time. Staff are often able to direct students to resources that they may not be aware of. They seemed eager to help students and often do some searching of their own to help students find materials. They corroborated the late evening research patterns of students and their general lack of awareness of library resources and services available to them. Public library use was mentioned and research assignments seemed to be minimal in most courses.

The committee is cognizant of the fact that the information gained from this particular student and her information-seeking behavior may not necessarily apply to other learners in Utah. Separate conversations with the public library director and the high school librarian, however, revealed similar information-seeking behaviors among their respective groups. The committee felt that the information garnered from these focus groups trip will provide useful ways to improve library marketing and instruction. Several ideas were generated by these sessions:

- ! Create one web page on how to get started on library research that would be prominently displayed on library and university web sites.
- ! In-class presentation by librarian on the first day of class
- ! Establish toll-free numbers to facilitate library contact.
- ! Place larger, highly visible posters and stickers on lab computers to alert students to library services and detailed brochures.
- ! Create an online tutorial for center staff and students addressing how to use library services at a distance.

Summary of the Experience

The experience was extremely productive and the small number of participants worked out very well as a first test group. The center staff work more closely with the students than any academic librarians and they were able to provide additional insights into student behavior. The solitary student fit the profile of a typical distance learner in Moab: a single adult (female) working full-time with a family.

The committee gained insights into how some students actually use library services and also learned how to conduct more effective focus groups in the future. New committee members had a valuable, first-hand look at a distance learning center. The committee felt this was a good start but realized additional focus groups would be necessary before making generalizations on student information-seeking behavior in Utah. The Moab sessions provided baseline data and experience for future endeavors. Improvements for future focus groups include: work with larger groups in quiet, enclosed rooms; employ a transcription machine; conduct usability studies on the committee's web site.

The Second Focus Groups

In March of 2003, four academic librarians from the Distance Education Committee held focus groups at Utah State University's Uintah Basin Branch Campus (UBBC) consisting of two separate campuses in Roosevelt and Vernal, Utah. The campus is located in eastern Utah, approximately 200 miles from the main campus in Logan and 100 miles from Salt Lake City. The UBBC enrolls close to 2,000 students and has 20 on-site faculty. Classes are delivered face-to-face and originate from this campus in addition to receiving classes from the main campus. The campuses are 30 miles apart and classes often alternate every week since many students travel from western Colorado and other parts of Utah.

This campus was selected for the focus groups, in part due to the presence of a small academic library. This facility was established in the early 1990's in Roosevelt and in 2001 moved into a state-of-the-art building. For a time, a room was utilized in the Vernal campus to house materials but was never developed into a full-scale, staffed library. A librarian for the UBBC is based in Roosevelt and serves on the Distance Education Committee and participated in the focus groups. The main campus provides document delivery and access to

electronic databases and journals and both towns have public libraries. This mix of libraries and services plus the presence of an on-site librarian was felt to be conducive to recruiting participants.

Methodology

Since focus groups constitute using human test subjects, permission was needed from the subjects and from the university. USU librarians had already received permission to conduct on-campus focus groups and usability studies from the USU Institutional Review Board as part of a needs assessment for an online tutorial project. Permission was extended to include the committee's focus groups at this branch campus, greatly facilitating the process.

The on-site librarian helped publicize the focus groups and recruited participants. Advertisements used to promote the on-campus focus groups were adapted and posted at the Roosevelt campus. Several sessions were scheduled at each campus in the day and evening to accommodate students' schedules and to attract traditional and non-traditional students. The Vernal campus did not receive the ads but faculty helped recruit students. Despite the publicity and advance preparation, some participants had to be "rounded up" at both sites. Rooms were reserved at both campuses to facilitate the sessions and to ensure privacy.

Participants signed an "informed consent" form and were paid \$10 for their time. The sessions were recorded and transferred to written transcripts. A note-taker wrote down major points of interest during the sessions. Each focus group consisted of four students; one person left early in each. One student was under the age of eighteen and parental consent is required for their participation; since this was not initially sought, all data provided by this individual was scrubbed. Librarians served as facilitators and note takers since skill or training does not appear to be a qualification, only an interest or desire to work with users (Cavill, 2002).

There were three questions that framed the inquiry into information-seeking behavior, using the critical incident technique: (1) students were asked to briefly describe a research assignment, (2) discuss when they usually conduct research outside of class, and (3) detail specific library services that are the most helpful. The librarian-facilitators asked follow-up questions to probe for more details. As a reminder and prompt for the librarian-facilitators, a checklist of follow-up questions was provided. The librarian-facilitators asked follow-up questions to probe for more details (see Appendix A). The questions were much more detailed and were revised after the experience with the first focus groups. Debriefing sessions were then held at the conclusion of each session to answer student's questions in-depth and to engage in an informal discussion.

Results from Preliminary Survey

Participants completed a survey prior to the focus group to: obtain demographic information; determine how far they live from campus and an academic/public library; rank the usefulness of specific resources; list services used from an academic library at a distance; and identify the method they feel most comfortable to contact a librarian (see Appendix B). The results were then compared to data gleaned from the focus groups.

Demographics Summary

Age	Participants ranged from early 20's to the 30's.
Gender	Females: three Males: four
Majors	Humanities, Special Education, Business, and Nursing.
Distance from campus	Roosevelt: 1 to 25 miles. Vernal: 1 to 15 miles.
Distance from academic library	Roosevelt: 1 to 25 miles. Vernal: 3 to 25 miles.

Survey Questions

Usefulness of resources for library research. Participants ranked 10 different categories of sources, using 1 to designate most useful and 10 as the least useful. Data combining both focus groups resulted in Web Sites ranked as most useful, and library catalogs as the least useful. The Roosevelt focus group ranked Web Sites as the most useful and Course Notes/Syllabus as the least useful. The Vernal focus group ranked Course Notes/Syllabus as the most useful and as the least useful three sources were tied: Articles, Lectures, and Library catalogs. The overall ranking of Web sites as most useful was not surprising as this was a common resource identified in the focus groups. What is surprising is that the Vernal students, most of whom were in a nursing program and realized the limitations of the web for information, did not rank articles higher. Many responses were tied, indicated by the letter “T.”

Source	Roosevelt Ranking	Vernal Ranking	Overall Rank
Web Sites	1	4	1
Newspapers	3T	2T	2
Books	4T	2T	3
Textbooks	4T	3	4
Other Students	5T	2T	5
Articles	2	5T	6
Lectures	3T	5T	7T
Course Notes/Syllabus	6	1	7T
Library Catalogs	5T	5T	8

Services used from an academic library. Participants identified specific library services they had used as a distance learner. A majority had used research assistance from a librarian and none used the Live Chat software that UALC had introduced the prior fall.

Library Service	Roosevelt	Vernal	Total # students who used
Document Delivery		1	1
Research Assistance (from a librarian)	4	2	6
Electronic Course Reserves	1	2	3
Live Chat	0	0	0

Most comfortable method for contacting a librarian. Participants identified the method they felt most comfortable with for contacting a librarian. All but one felt most comfortable with face-to-face contact, and that preference was strongly echoed in the focus groups.

Method	Roosevelt	Vernal	Total
Face to Face	4	3	7
Phone	0	1	1
Email	0	1	1
Computer: Chat or Conferencing	0	0	0

Focus Group Summary

Insights into distance learners information-seeking behavior:

- ! Use sources and people familiar to them and utilize the most convenient and quickest routes to obtain information and materials (Internet, fellow students, friends and family).

- ! Prefer face-to-face contact with a librarian. Working with a live person was ranked as the most comfortable method on the pre focus group survey. Live chat/phone were ranked next, depending on the immediacy of a response.
- ! Acknowledge they do not know enough about the research process and using library databases; recognize that they are “learning how to learn.” One student remarked, “Cause sometimes we just have to rely on each other and sometimes that don’t work. Sometimes it falls through and so…”
- ! Find library web pages confusing (design, library terminology).

What do distance learners know about information resources available in libraries:

- ! Learn about journals as valid sources in class.
- ! Several participants had used academic libraries in Salt Lake.
- ! Realize they will require greater access to library materials and resources as they progress in their studies.
- ! Most were unaware library resources and databases available—interested in learning more about using library resources.

What qualities in information sources and services do they find useful and value:

- ! Personal assistance from a librarian or an instructor and timely access to materials: Students do use public libraries but recognize the limitations of their collections.
- ! Consider librarians to be very helpful; students recognize they are “learning how to learn.”
- ! Many expressed a dislike for distance learning technologies—prefer live instruction.
- ! Want and appreciate on-site collections.

When and how do they seek help:

- ! Prefer face-to-face communication with a librarian.
- ! Conduct research whenever there is time after class, work, or on weekends.
- ! Contact depends on information need and urgency: in-person and live chat for immediate response; e-mail if it can wait.

What barriers do students face:

- ! Lack of an on-site academic library collection and librarian; local public libraries collections are inadequate to meet their needs.
- ! Materials that are not available through a local library or are not available in a timely manner through document delivery.
- ! Home Internet access not great—faster network at the campus.
- ! Confusing library web pages—need first-time user instructions.
- ! Local public libraries do not have adequate materials (especially journals) to support their curriculum.

Debriefing Sessions

These sessions were also very productive. Students reiterated that they wanted and needed an on-site library and preferred receiving research help from a live librarian. In the words of one student, “I’m just more of a hands-on learner so I need to…have a contact person there.” Questions concerning specific library services were answered and librarians engaged in a positive dialogue with participants. The Roosevelt students have a library, librarian, and staff available and appreciated their service; they also referred to library staff as “librarians.” The Vernal students expressed a strong desire to have their own academic library and librarian and even asked for advice on how to ensure one is included in plans for a new campus. These students were the

most homogenous group and also expressed a strong preference for live classes and listed many problems with distance learning classes. Both groups emphasized the need for training in using libraries and a desire to work directly with a live librarian for when they want immediate help.

Future Focus Groups

The committee decided that the data and experience gained from these sessions was valuable and that additional focus groups in urban areas are necessary. Future focus groups are planned for the Salt Lake area in 2004 to broaden the data pool and to provide a comparison with the rural students. Participants from other Utah schools will also be included in these sessions. Participants were primarily older students and Utah has a large number of high school students taking university courses in concurrent enrollment programs to shorten their time in the higher education system. Parental permission is required for tests involving students under the age of eighteen and the committee has not decided how to address this population. Approval for testing human subjects will be sought under a multi-site research project. This will be accomplished through Utah State University's Institutional Review Board and all librarians participating in future focus groups will undergo formal training.

Conclusion

The focus groups were extremely productive and informative. The significant insights from these focus groups are that students tend to rely on the web for information and will use alternative sources if services are not timely. The second group revealed a strong preference for an on-site academic library and librarian. In Moab, the need for a more visible academic library presence was also identified. Utah academic libraries opened a 24/7 Live Chat Reference service in the fall of 2003, in part to extend services to distance learners, and it will be interesting to see how other students feel about on-site versus technology-based library services.

Focus groups can turn into conversations between librarians and participants unless the facilitator can control the session. The advantage to an outside facilitator is that they are unbiased and generally unknown to the participants. These participants spoke their minds regardless of who was in the room but the sessions did include two USU librarians who were asked questions regarding specific services and problems that sidetracked the session. In the second focus group conducted in Vernal, the USU librarians only participated in the debriefing session in order to avoid this problem. The debriefing sessions were designed to accommodate and encourage conversation and in this, were successful.

Taking focus groups on the road is personally satisfying and professionally effective. Most Utah academic librarians are campus-based and many rural areas only see a public librarian or bookmobile. Academic librarians are hampered by severely reduced travel budgets and this currently limits the number of librarians who can participate in these trips. The Utah Education Network's EDNET system may provide a means to reach multiple sites but the face-to-face interaction and getting out to meet distance learners has made the investment of time and resources worth it.

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Appendix A

Focus Group Questions: Distance Education Students

Research Questions:

- a. What do distance learners know about information resources available in the library, on the Web, etc.?
- b. How do they find information that they need for school research/assignments?
- c. What qualities in information sources and services do they value? What do they find useful and why?
- d. When and how do they seek help?
- e. What barriers do students face?

1. Briefly describe a recent research assignment. How did you begin?

Prompts/follow-up:

- How did you hope that this might help?
- What did you do next?
- Can you give me an example?
- What was most useful during the process?

2. Were there times during the research process when you got stuck or did not know what to do next?
What did you do?

Prompts/follow-up:

- What questions/confusions did you have?
- How did you get going again?
- Did you talk to anyone?
- How did you hope this might help?
- Can you give me an example?
- Did you consider using Live Chat or contacting a Librarian?

3. When do you usually conduct research outside of class?

Prompts/follow-up:

- What are the most convenient times?
- Do you work?
- How many classes are you taking?
- Where do you have computer access (home, library, ed center)?
- What problems do you face?
- Who is your ISP?
- How far away do you live from class site?

4. How often do you use your local public library?

Prompts/follow-up:

- How far away do you live from a public library?
- How convenient is it to use?
- What collections do they have (or not) for your classes?
- Do you have borrowing privileges?

5. Are you aware of library services available to you as an academic student?

Prompts/follow-up:

- Has your instructor ever mentioned library services in-class?
- Have you seen library services advertised in your class syllabus (print/online)?
- Does your center advertise library services (how)?
- Have other students told you about library services?

6. What is your preferred method of contacting a librarian?

Prompts/follow-up:

- Do you use e-mail?
- Do you use the phone?
- Do you have online courses?
- Have you ever worked face-face with a librarian?
- Have you used the "Live Chat" service?

7. Once you completed your research, what kinds of information sources did you use for your assignment?

Prompts/follow-up:

- Why did you choose these sources?
- Which resources gave you the most useful information? Why?
- Did you use the library web page? Did you find it useful? Why or why not?
- Did you use books?
- Did you use the Internet or World Wide Web sites?
- Did you use newspapers or magazines?
- Did you use people as information sources?
- Did you use textbooks, e-reserves, syllabi as information sources?

8. What library services would be most helpful to you?

Prompts/follow-up:

- Can you explain why?
- How would you use it?

Appendix B

Student Focus Group: Preliminary Survey

Thank you for participating in this focus group. This form asks for some personal and preliminary data that will be expanded on in the focus group where we will ask questions on how you find information and use libraries for class assignments.

Your identity will remain confidential and if you feel uncomfortable answering a question, please leave it blank.

Age:

Status: undergraduate graduate concurrent enrollment

Major:

Years completed at USU:

1. How far do you live (in miles) from:

Campus___

Academic Library___

Local Public Library___

2. Rank the usefulness (1-10) of the following resources for library research by putting 1 as the most useful and 10 being the least useful

Books___

Articles___

Newspapers___

Web Sites___

Textbooks___

Course

Lectures___

Other Students___

Notes/Syllabus___

Library Catalogs_____

Other:

3. What services have you used from an academic library from a distance? Please circle all that apply.

Document
Delivery

Research
Assistance (from
a librarian)

Electronic
Course
Reserves

Live Chat

4. What method do you feel most comfortable using to contact a librarian for research assistance? Please circle.

Face-Face

Phone

E-mail

Computer: Chat or
Conferencing