

**UNIVERSITY OF HAWAII AT MĀNOA LIBRARY  
GRADUATE STUDENT NEEDS ASSESSMENT SURVEY**

**Report by:  
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## **University of Hawai'i at Mānoa Graduate Student Needs Assessment Survey**

In fall of 2009, UHM Library conducted a user needs assessment of all UHM graduate students. The study took the form of an online survey and was conducted concurrently with a similar survey of the campus' undergraduates. Both surveys sought to better understand the unique needs of undergraduate and graduate students, and were a first step toward improving library services for these distinct user populations.

### **BACKGROUND**

UHM Library has been increasing its focus on graduate students, recognizing that this user population is unique and has very specific library needs (Goldenberg-Hart 2008). A new position was created to provide outreach specifically to graduate students through library instruction and the creation of a planned "Graduate Student Success Center." The Emerging Technologies and Instructional Services librarian position was filled in January 2009.

Due to the newness of the position and its goals, it was determined that a needs assessment of graduate students should be conducted to increase understanding of the user population (Hoffmann et al. 2008). The project was intended to shed light on how graduate students currently use the library and give us a better idea of their scholarly needs. This knowledge would then be used to grow new programs targeted at graduate students as well as pinpoint service areas that need improvement.

Questions were composed specifically for graduate students, and were based on best practices recommended in library literature (Brekke 1994), case studies (Hoffmann et al. 2008; Washington-Hoagland and Clougherty 2002; Booth 2009) as well as sociology texts (Holt and Walker 2009; Schutt 2004). Generally, the questions collected demographic data pertaining to students' academic status; preferences and habits regarding library use, research and writing; and gauged interest in potential library instruction. Most were closed-ended questions – scaled and matrix – with a few open-ended, unstructured questions. To add more meaning to the closed-ended, Likert scale-type questions, a sixth answer choice was added: "Didn't Know About This." The addition came about after testing the survey on a sample group; one subject mentioned the "Never" option didn't accurately represent their use since they had no knowledge of that particular service. With this answer choice we get a better idea of what services need to be better promoted, versus grown or phased out.

The completed survey was edited by colleagues inside the library as well as in the Assessment Office on the Mānoa campus. An edited draft was then tested on a small group of graduate students. Once final revisions were made, the survey instrument was submitted to the University of Hawaii Committee on Human Studies. Approval was granted in July 2009.

Finally, the survey was administered via Surveyor, an online survey software. An email with a link to the online survey was distributed by various student listservs and campus wide via UH Announce. A link was also posted on the library's main webpage. Data was collected from September 1, 2009 to October 30, 2009.

## **KEY FINDINGS AND OBSERVATIONS**

### ***Questions 1 – 5***

#### Findings

The first five questions asked for basic demographic information about respondents' academic background. Most notable, here, was the breakdown of science and non-science respondents: of the 674 surveys returned, 193 (or 28.6%) were submitted by science students which very closely mirrors the breakdown of students on campus, judged by number and type of degrees conferred in the 2008/2009 school year. Included in the "science" category are the responses from John A. Burns School of Medicine (JABSOM) graduate students. Furthermore, with around 6,000 graduate and doctoral students currently studying at UHM, the sample can be seen as very representative of the surveyed population.

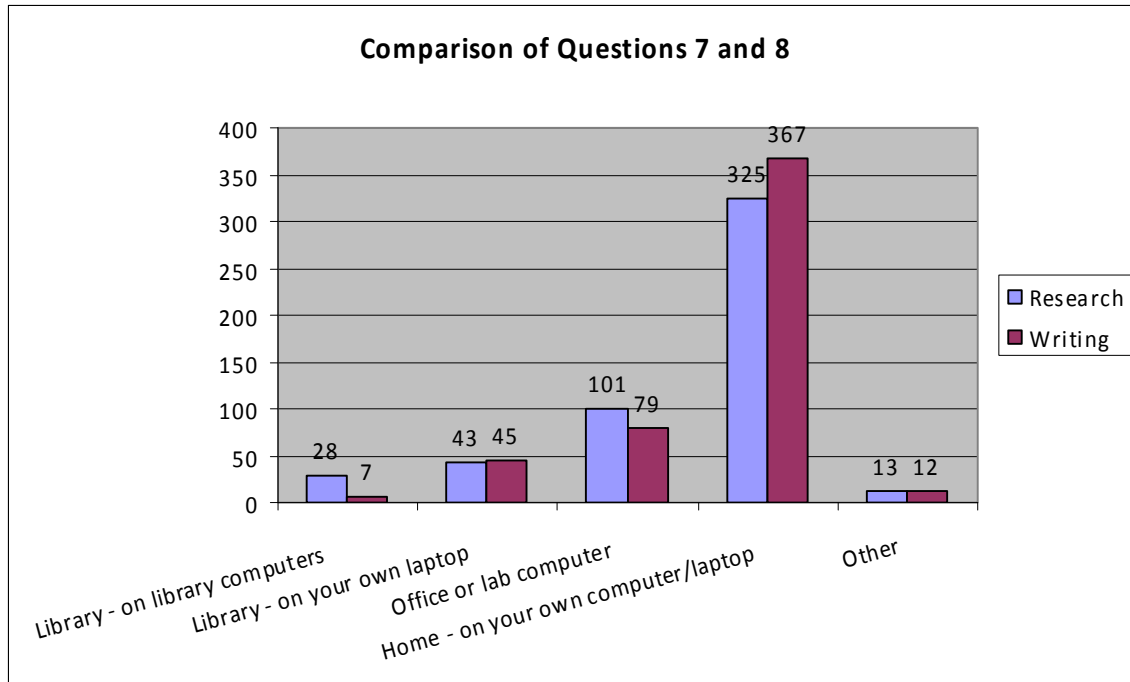
#### Observations

There were many respondents from JABSOM which was unexpected. Their responses may skew results since they have less interaction with the physical UHM campus libraries and their opinions may be based on their experience with the JABSOM library.

### ***Questions 6 – 8***

#### Findings

These questions gauged respondents' general library use. The majority (85%) of local (non distance) students, not in their first semester, reported visiting Hamilton Library more frequently than Sinclair Library. In general, most of the students who answered that they visit Sinclair more, do so because they find it a more comfortable space to work. Students also reported that, while they tend to use library computers slightly more for research than writing, they do the majority of both at home on their own computers. Most of the respondents who chose "Other" for both questions, clarified that they use their own laptops in their on-campus office. Respondents who reported being distance students or were in their first semester were not asked these questions.



**Table 1**

Question 7: “Where do you do the majority of your computer-based research (i.e. Google, searching online databases, etc.)?”

Question 8: “Where do you do the majority of your computer-based writing (i.e. composing papers, preparing presentations, etc.)?”

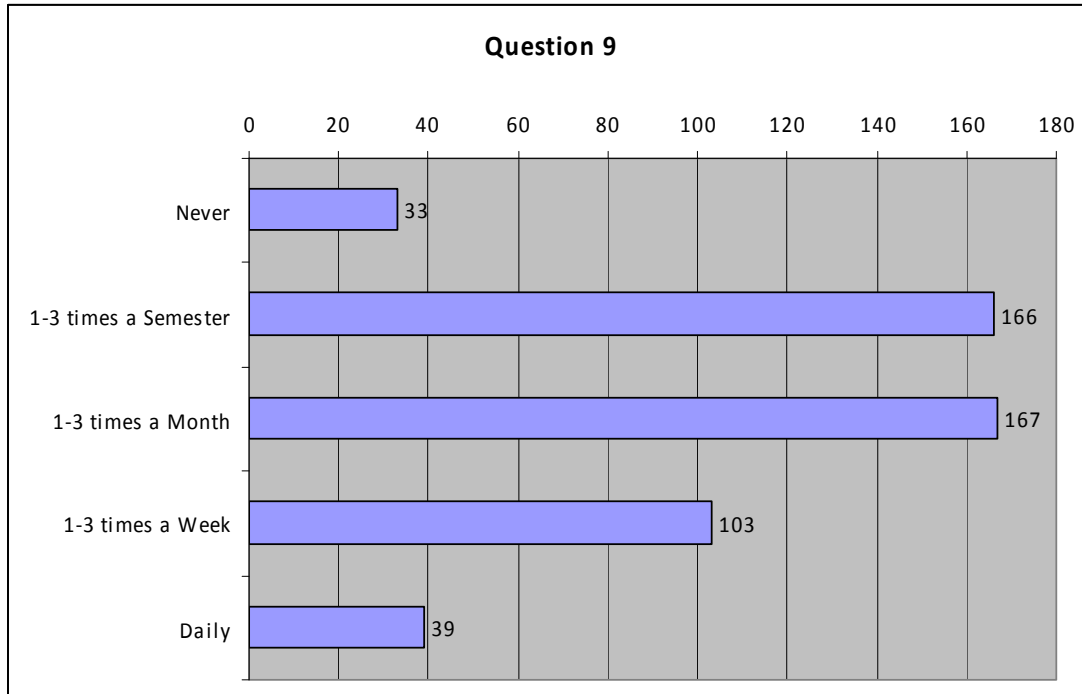
### Observations

When science students’ responses are analyzed separately, the above trends are slightly different. Science respondents report much higher use of office or lab computers for research and writing. 44% of science students prefer conducting research in their on-campus office or lab, compared to 19% reported by all graduate students. The science subset still does most of their writing at home, but to a lesser extent (52% compared to 72%.) These conclusions will have implications for the future when considering the construction and marketing of exclusive spaces for graduate students.

### **Questions 9 – 13**

#### Findings

This section of the survey assessed students’ use of the Hamilton Library building; questions regarding current building and library computer use were asked, as well as students’ opinions regarding the sufficiency of various building features. Results reveal the frequency of use of Hamilton Library follows a bell-type curve: a majority of respondents report visiting the building 1-3 times per month, slightly fewer visit 1-3 times a semester, fewer still 1-3 times a week, while the minority either never visit or visit daily. A particularly interesting finding was, when asked if they would “use space in Hamilton Library devoted specifically for use by graduate students,” a majority answered Yes (43.5%) or Maybe (42.8). Respondents who reported being distance students or were in their first semester were not asked these questions.



**Table 2**

Question 9: “On average, how often do you come to the Hamilton Library building during a regular semester?”

### Observations

Results from these questions should help inform evaluation of current library resources from both a library as place perspective as well as an information technology perspective – especially when considering spaces specifically for graduate students. As was mentioned above, the Likert scale closed-ended questions offered a sixth answer choice: “Didn’t Know About This.” An important issue to note, here, is the possibility that respondents marked their use of particular services as “Never” instead of “Didn’t Know About This” or vice versa. Either out of confusion, time constraints or because their true answer was not represented, some of this self-reporting could be skewed. A follow up study using focus groups or other methods that allow for two-way communication could provide a more accurate look at the use of existing library resources.

### ***Question 14***

Question 14 was an open-ended question and will be discussed in the last section.

### ***Question 15***

#### Findings

Since the library website is a public service point, students were asked to report on their use of its various features. While infrequent use of all website features as a whole was high (determined by the number of “Never” and “1-3 times a semester” responses) looking at reported use of each item is particularly interesting. The table below shows a summary of these results; non-use (“Never” and “Didn’t know about this” responses) were removed and rate of actual use was determined. The full table of all responses can be found in Appendix A.

Question 15	Use
Access electronic resources	97%
Search the catalog	94%
Find library information	85%
Log into your library account	83%
Submit an ILL request	65%
Find online research and study tools	63%
Use subject guides	52%
Access UHM digital collections	41%
Ask a librarian for help via Ask-A-Librarian	28%
Make a purchase suggestion	13%

**Table 3**

Question 15: In a semester, approximately how often do you use the library website (<http://library.manoa.hawaii.edu>) to do the following?

Not surprisingly, the two most frequently used sections of the website were Electronic Resources and the Voyager Catalog, respectively. By far, the least frequently used website feature was “Make a purchase suggestion, which also had highest “Didn’t Know About This” response.

### Observations

The most concerning results were those for Subject Guides and Digital Collections – two services the library is attempting to grow. Both of these – while not the least used website features – had relatively high “Never” and “Didn’t Know About This” responses. These numbers suggest a need to, with graduate students in mind, improve the resources themselves or boost marketing. Either way, further research is needed in these areas.

### ***Question 16***

Question 16 was an open-ended question and will be discussed in the last section.

### ***Questions 17 – 23***

#### Findings

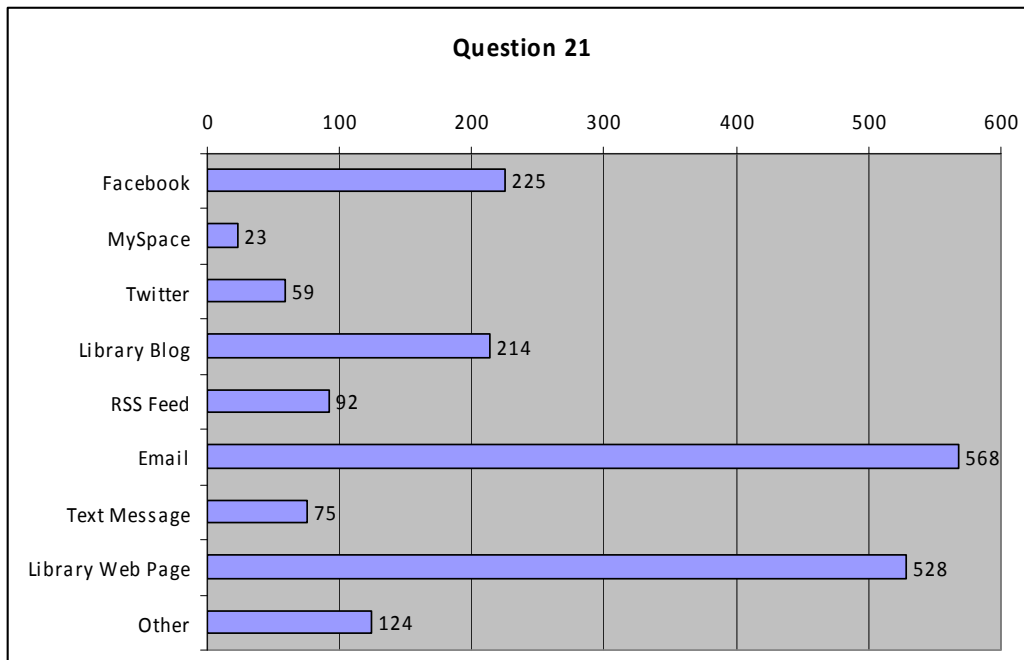
This next set of questions gauged students’ past participation and interest in future library instruction. Feedback was given about types of workshops students would like to see offered at the library; how they would like to be contacted regarding instruction; and scheduling of sessions. Overwhelmingly, the most positive responses (determined by the number of “Yes” answers) were for workshops covering research skills such as database searching and beginning a literature review.

Question 18	Yes	No	Maybe
Library orientation	252	200	173
Library skills for TAs	175	313	137
Getting started on a literature review	313	191	121
Introduction to specific databases	352	144	129
Introduction to Microsoft Word	58	512	55
Introduction to Microsoft PowerPoint	91	479	55
Introduction to LaTeX	161	232	232
Database searching skills and strategies	335	150	140
Professional development	344	133	148
Managing your research	389	111	125
Beginning interdisciplinary research	315	150	160

**Table 4**

Question 18: UHM Library is in the process of developing new workshops for graduate students. Would you be interested in sessions on the following topics?

Another interesting answer set was that for Question 21, which asked about the types of communication tools they would like the library to use. For these purposes, the graduate student respondents largely prefer the “traditional” web-based communication of email (568 total “votes”) and web pages (528). The popular Web 2.0 tool, Facebook, while the third most popular option, was chosen by only 225 students. Respondents were asked to select three modes of communication which gives us a fuller picture of how and where to reach them.



**Table 5**

Question 21: “Which communication tools would you prefer to learn about UHM Library workshops, news, and updates?”

### Observations

The responses regarding instruction topics are particularly interesting because it is often assumed that graduate students are proficient enough with library research to independently navigate this aspect of their work. Further, it is also assumed that in order for an organization to reach the target population, a strong “2.0” presence is compulsory. While this survey did not measure how many graduate students use Facebook, we see here that it is not a popular choice for communication with the library. This sentiment was found in the undergraduate survey as well as a study done at Ohio State University: Booth (2009) found students wary of allowing school-related communications into a venue they view as private or purely social.

### ***Questions 24 – 26***

#### Findings

These questions attempted to get more information from students regarding the interdisciplinary nature of their work. The goal, here, was to get a better idea of where the library can help facilitate interdisciplinary research on campus. Due to an error in formatting the online version of the survey the answers to Question 24 were over reported, while those for Question 25 were underreported. The comment sections accompanying these closed-ended questions revealed confusion about the wording which also lead to skewed results.

### Observations

Interdisciplinary research is an important topic in academia<sup>1</sup>, and while the results from these particular questions may be spurious, this area deserves further investigation. Considering the confusion expressed in the comments section, conducting a focus group rather than a survey may lead to better data; dialogue would allow subjects to ask clarifying questions and researchers follow up questions.

### ***Question 27***

Question 27 was an open-ended question and will be discussed in the next section.

### ***Open-ended Questions***

A few of the closed-ended questions allowed respondents to add comments along with their choices, but Questions 14, 16 and 27 were the only questions devoted to free-text answers. For the most part, the free-text comments from these three questions followed a handful of themes which are summarized below, preceded by the questions as they appeared in the survey.

Question 14: “What would you change or add to Hamilton Library to make the Building more useful to you?”

Question 16: “What would you change or add to the library’s website to make it more useful to you?”

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<sup>1</sup> Council of Graduate Schools. 2007. *Graduate Education: The Backbone of American Competitiveness and Innovation*. Washington D.C.: Council of Graduate Schools.



Question 27: “What other services, technology or resources could the library offer to help you succeed as a UHM graduate student?”

### Building

Hamilton is too cold

Library hours are insufficient

Space is needed specifically for graduate students

Food and drink should be allowed/sold

Separate spaces for noisy/social activity and quiet study

Signage and layout of the library are confusing

Not enough comfortable/appealing seating for individuals and groups

Transients make students uncomfortable

### Materials

More books and journals

Materials are too hard to find

Disparity between what is in the catalog and what is on the shelf

Lack of “fun” reading or audiobooks

### Services

Librarians are helpful but the wait at the reference desk is too long

Copy machines rarely work properly

ILL takes too long sometimes

### Website

Information overload/too much information

Navigation takes too many steps

Website content does not help students use the library building, i.e. library maps

Good information is buried

### Technology

Not enough outlets for laptops

Wireless coverage is insufficient

Mac support is needed

Not enough computers

### Observations

As was stated, many comments repeated the same handful of themes, which clearly communicates areas where graduate students find the library lacking. These free-text comments also shed light on existing library resources that need better promotion. For example, a number of students stated they need color printing, scanners or a way to pick up books from other campuses at the library – all of these services exist but many students are not aware of them.

## **FUTURE RESEARCH**

This user needs assessment has provided us with invaluable insight into UHM graduate students: who they are, how they use the library and what they feel they need from us to succeed. However, this is just the beginning. As was mentioned previously, further research must be done to gain an even better understanding of graduate students' needs as they pertain to the library.






One thing the present survey did not assess was age. This data should be collected in future surveys and cross referenced with data regarding technology use and needs. Since graduate students tend to be most diverse in age than any other group on campus, the “digital divide” may be more severe than is usually seen at the university as a whole. Knowing this, the library can get a more accurate picture of current use versus skills needed and work towards more targeted services. Furthermore, this data, when collected at regular intervals, can allow us to track technology use over time. To compare cohorts' use of technology – social and otherwise – would be particularly enlightening, as it has implications for the future development of library services and communications.





Also, further research using other methods is needed to add depth to what has been found thus far. Focus groups, for example would allow for two-way communication. By opening up to this type of dialogue, we could narrow in on specifics and get to the heart of graduate students' library needs.



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## APPENDIX A – Summary Report: Graduate Student Needs Assessment Survey

2 How many years have you been in your current graduate program?		Count	Ratio
1 year		145	21.45%
2 years		124	18.34%
3 years		72	10.65%
4 or more years		136	20.12%
Less than 1 year		197	29.14%
<b>Total</b>		674	99.7%

3 Where did you obtain your previous degrees? Choose all that apply:		Count	Ratio
Hawaii		301	39.81%
U.S. Mainland		340	44.97%
U.S. Territory		1	0.13%
International		114	15.08%
		Average	1.9
		<b>Total selections</b>	756
		<b>Total Responses</b>	674

4 Is this your first semester at UH Manoa?		Count	Ratio
No		578	85.5%
Yes		96	14.2%
<b>Total</b>		674	99.7%

5 Are you a distance student?		Count	Ratio
No		511	75.59%
Yes		67	9.91%
<b>Total</b>		578	85.5%

6	Select the library building you visit most and describe the work you do there:	Count	Ratio
	Hamilton	437	85.52%
	Sinclair	74	14.48%
	Average	1.14	N/A
	<b>Total selections</b>	511	N/A
	<b>Total Responses</b>	511	

7	Where do you do the majority of your computer-based research (i.e. Google, searching online databases, etc.)? Choose one:	Count	Ratio
	Library – on library computers	28	5.49%
	Library – on your own laptop	43	8.43%
	Office or Lab computer	101	19.8%
	Home – on your own computer/laptop	325	63.73%
	Other (please specify)	13	2.55%
	Average	3.49	N/A
	<b>Total selections</b>	510	N/A
	<b>Total Responses</b>	510	

8	Where do you do the majority of your computer-based writing (i.e. composing papers, preparing presentations, etc.)? Choose one:	Count	Ratio
	Library – on library computers	7	1.37%
	Library – on your own laptop	45	8.82%
	Office or Lab computer	79	15.49%
	Home – on your own computer/laptop	367	71.96%
	Other (specify)	12	2.35%
	Average	3.65	N/A
	<b>Total selections</b>	510	N/A
	<b>Total Responses</b>	510	

9	On average, how often do come to the Hamilton Library building during a regular semester?	Count	Ratio
	Never	33	6.5%
	1-3 times a Semester	166	32.68%
	1-3 times a Month	167	32.87%
	1-3 times a Week	103	20.28%
	Daily	39	7.68%
	Average	2.9	N/A
	<b>Total selections</b>	508	N/A
	<b>Total Responses</b>	508	

10	In a semester, approximately how often do you engage in the following when you visit Hamilton Library?						Count	Ratio
	Never	1-3 times a Semester	1-3 times a Month	1-3 times a Week	Daily	Didn't know about this		
Use library computers	150 (2.32%)	190 (2.93%)	96 (1.48%)	42 (0.65%)	20 (0.31%)	-	498	7.69%
Use your own laptop	209 (3.23%)	119 (1.84%)	55 (0.85%)	43 (0.66%)	71 (1.1%)	1 (0.02%)	498	7.69%
Read and/or study	143 (2.21%)	147 (2.27%)	80 (1.24%)	76 (1.17%)	52 (0.8%)	-	498	7.69%
Check out books	69 (1.07%)	192 (2.97%)	170 (2.63%)	61 (0.94%)	6 (0.09%)	-	498	7.69%
Use paper journals	152 (2.35%)	200 (3.09%)	99 (1.53%)	40 (0.62%)	6 (0.09%)	1 (0.02%)	498	7.69%
Use reference books	163 (2.52%)	198 (3.06%)	101 (1.56%)	31 (0.48%)	5 (0.08%)	-	498	7.69%
Use maps or GIS computers	396 (6.12%)	45 (0.7%)	16 (0.25%)	3 (0.05%)	1 (0.02%)	37 (0.57%)	498	7.69%
Use microforms	404 (6.24%)	69 (1.07%)	10 (0.15%)	4 (0.06%)	2 (0.03%)	9 (0.14%)	498	7.69%
Use group study rooms	341 (5.27%)	112 (1.73%)	21 (0.32%)	11 (0.17%)	3 (0.05%)	10 (0.15%)	498	7.69%
Ask a librarian for help	147 (2.27%)	265 (4.09%)	64 (0.99%)	18 (0.28%)	4 (0.06%)	-	498	7.69%
Meet with colleagues	263 (4.06%)	145 (2.24%)	43 (0.66%)	38 (0.59%)	7 (0.11%)	2 (0.03%)	498	7.69%
Meet with your students	394 (6.09%)	60 (0.93%)	16 (0.25%)	13 (0.2%)	5 (0.08%)	10 (0.15%)	498	7.69%
Socialize with friends	369 (5.7%)	69 (1.07%)	24 (0.37%)	20 (0.31%)	10 (0.15%)	6 (0.09%)	498	7.69%
Count total	<b>3200</b>	<b>1811</b>	<b>795</b>	<b>400</b>	<b>192</b>	<b>76</b>	<b>6474</b>	
Ratio	<b>49.43%</b>	<b>27.97%</b>	<b>12.28%</b>	<b>6.18%</b>	<b>2.97%</b>	<b>1.17%</b>		
Responses	498							



11	In a semester, approximately how often do you do the following when you use a library computer in Hamilton Library?						Count	Ratio	
	Never	1-3 times a Semester	1-3 times a Month	1-3 times a Week	Daily	Didn't know about this			
Look up a call number	113 (1.93%)	199 (3.41%)	114 (1.95%)	46 (0.79%)	14 (0.24%)	1 (0.02%)	<b>487</b>	<b>8.33%</b>	
Search for books and/or articles	77 (1.32%)	221 (3.78%)	109 (1.87%)	62 (1.06%)	18 (0.31%)	-	<b>487</b>	<b>8.33%</b>	
Visit a course webpage (i.e. Lauilima)	293 (5.01%)	92 (1.57%)	36 (0.62%)	36 (0.62%)	26 (0.44%)	4 (0.07%)	<b>487</b>	<b>8.33%</b>	
Use scanners	372 (6.37%)	61 (1.04%)	19 (0.33%)	5 (0.09%)	2 (0.03%)	28 (0.48%)	<b>487</b>	<b>8.33%</b>	
Use printers	257 (4.4%)	135 (2.31%)	44 (0.75%)	37 (0.63%)	9 (0.15%)	4 (0.07%)	<b>486</b>	<b>8.32%</b>	
Use Microsoft Office (i.e. Word, PowerPoint, Excel)	323 (5.53%)	80 (1.37%)	33 (0.56%)	26 (0.44%)	20 (0.34%)	5 (0.09%)	<b>487</b>	<b>8.33%</b>	
Use EndNote	395 (6.76%)	39 (0.67%)	8 (0.14%)	7 (0.12%)	5 (0.09%)	33 (0.56%)	<b>487</b>	<b>8.33%</b>	
Use SciFinder Scholar	394 (6.74%)	28 (0.48%)	8 (0.14%)	8 (0.14%)	2 (0.03%)	47 (0.8%)	<b>487</b>	<b>8.33%</b>	
Access MyUH account	215 (3.68%)	144 (2.46%)	57 (0.98%)	33 (0.56%)	34 (0.58%)	4 (0.07%)	<b>487</b>	<b>8.33%</b>	
Check email	214 (3.66%)	144 (2.46%)	51 (0.87%)	28 (0.48%)	46 (0.79%)	4 (0.07%)	<b>487</b>	<b>8.33%</b>	
Browse the Internet	253 (4.33%)	119 (2.04%)	42 (0.72%)	26 (0.44%)	43 (0.74%)	4 (0.07%)	<b>487</b>	<b>8.33%</b>	
Use a chat or instant message program	438 (7.5%)	17 (0.29%)	7 (0.12%)	9 (0.15%)	13 (0.22%)	3 (0.05%)	<b>487</b>	<b>8.33%</b>	
Count total	<b>3344</b>	<b>1279</b>	<b>528</b>	<b>323</b>	<b>232</b>	<b>137</b>	<b>5843</b>		
Ratio	<b>57.23%</b>	<b>21.89%</b>	<b>9.04%</b>	<b>5.53%</b>	<b>3.97%</b>	<b>2.34%</b>			
Responses	487								

12	In your opinion, are there enough of these available in Hamilton Library?					Count	Ratio	
		Yes	No	No opinion	Didn't know about this			
	Authenticated Computers (computers with Internet and software that require UHM login)	152 (2.64%)	139 (2.42%)	155 (2.7%)	33 (0.57%)	<b>479</b>	<b>8.33%</b>	
	Public Computers (Internet-only stations that do not require UHM login)	185 (3.22%)	79 (1.37%)	167 (2.91%)	48 (0.84%)	<b>479</b>	<b>8.33%</b>	
	Scanners	92 (1.6%)	82 (1.43%)	170 (2.96%)	135 (2.35%)	<b>479</b>	<b>8.33%</b>	
	Seating	242 (4.21%)	122 (2.12%)	96 (1.67%)	19 (0.33%)	<b>479</b>	<b>8.33%</b>	
	Desks/Tables	242 (4.21%)	138 (2.4%)	80 (1.39%)	19 (0.33%)	<b>479</b>	<b>8.33%</b>	
	Quiet study space	243 (4.23%)	135 (2.35%)	77 (1.34%)	24 (0.42%)	<b>479</b>	<b>8.33%</b>	
	Social/collaborative space	140 (2.44%)	127 (2.21%)	159 (2.77%)	53 (0.92%)	<b>479</b>	<b>8.33%</b>	
	Wired Internet outlets	104 (1.81%)	119 (2.07%)	171 (2.97%)	85 (1.48%)	<b>479</b>	<b>8.33%</b>	
	Wireless Internet coverage	165 (2.87%)	112 (1.95%)	145 (2.52%)	57 (0.99%)	<b>479</b>	<b>8.33%</b>	
	Power outlets	117 (2.04%)	168 (2.92%)	150 (2.61%)	44 (0.77%)	<b>479</b>	<b>8.33%</b>	
	Study carrels	204 (3.55%)	105 (1.83%)	124 (2.16%)	46 (0.8%)	<b>479</b>	<b>8.33%</b>	
	Group study rooms	114 (1.98%)	128 (2.23%)	173 (3.01%)	64 (1.11%)	<b>479</b>	<b>8.33%</b>	
	Count total	<b>2000</b>	<b>1454</b>	<b>1667</b>	<b>627</b>	<b>5748</b>		
	Ratio	<b>34.79%</b>	<b>25.3%</b>	<b>29%</b>	<b>10.91%</b>			
	Responses	479						

13	Would you use space (i.e. an area or room) in Hamilton Library devoted specifically for use by graduate students?			Count	Ratio	
		Yes	No	Maybe		
	Yes			208	43.51%	
	No			65	13.6%	
	Maybe			205	42.89%	
				Average	1.99	N/A
				<b>Total selections</b>	478	N/A
				<b>Total Responses</b>	478	



15	In a semester, approximately how often do you use the library website ( <a href="http://library.manoa.hawaii.edu">http://library.manoa.hawaii.edu</a> ) to do the following?						Count	Ratio	
	Never	1-3 times a Semester	1-3 times a Month	1-3 times a Week	Daily	Didn't know about this			
Find library information (i.e. hours, librarian contact information)	75 (1.4%)	257 (4.8%)	104 (1.94%)	75 (1.4%)	23 (0.43%)	1 (0.02%)	535	10%	
Search the catalog (Hawaii Voyager) for books and journals	26 (0.49%)	79 (1.48%)	136 (2.54%)	218 (4.08%)	74 (1.38%)	2 (0.04%)	535	10%	
Access electronic resources (i.e. databases, online journals)	14 (0.26%)	53 (0.99%)	110 (2.06%)	244 (4.56%)	112 (2.09%)	2 (0.04%)	535	10%	
Use subject guides	174 (3.25%)	114 (2.13%)	80 (1.5%)	71 (1.33%)	17 (0.32%)	79 (1.48%)	535	10%	
Ask a librarian for help via Ask-A-Librarian	309 (5.78%)	126 (2.36%)	17 (0.32%)	8 (0.15%)	-	74 (1.38%)	534	9.98%	
Access UH Manoa digital collections (i.e. ScholarSpace, Hawaiian Language Newspapers)	252 (4.71%)	116 (2.17%)	56 (1.05%)	38 (0.71%)	11 (0.21%)	62 (1.16%)	535	10%	
Submit an interlibrary loan request	173 (3.23%)	214 (4%)	101 (1.89%)	32 (0.6%)	1 (0.02%)	14 (0.26%)	535	10%	
Make a purchase suggestion	369 (6.9%)	58 (1.08%)	7 (0.13%)	2 (0.04%)	-	99 (1.85%)	535	10%	
Log into your library account	73 (1.36%)	148 (2.77%)	128 (2.39%)	132 (2.47%)	36 (0.67%)	18 (0.34%)	535	10%	
Find online research, study and writing tools	157 (2.94%)	131 (2.45%)	88 (1.65%)	84 (1.57%)	35 (0.65%)	40 (0.75%)	535	10%	
Count total	1622	1296	827	904	309	391	5349		
Ratio	30.32%	24.23%	15.46%	16.9%	5.78%	7.31%			
Responses	535								

17	In the Fall 2008/Spring 2009 academic year, did you attend any UHM Library sponsored workshops (i.e. EndNote or SciFinder Scholar training)?		Count	Ratio
	Yes	No		
Yes			70	13.16%
No			462	86.84%
		Average	1.87	N/A
		<b>Total selections</b>	532	N/A
		<b>Total Responses</b>	532	

18	UHM Library is in the process of developing new workshops for graduate students. Would you be interested in sessions on the following topics:				Count	Ratio
		Yes	No	Maybe		
Library orientation for graduate students	252 (3.67%)	200 (2.91%)	173 (2.52%)	625	9.09%	
Library skills for Teaching Assistants	175 (2.55%)	313 (4.55%)	137 (1.99%)	625	9.09%	
Getting started on a literature review	313 (4.55%)	191 (2.78%)	121 (1.76%)	625	9.09%	
Introduction to specific databases (i.e. Academic Search Premier, Web of Science)	352 (5.12%)	144 (2.09%)	129 (1.88%)	625	9.09%	
Introduction to Microsoft Word	58 (0.84%)	512 (7.45%)	55 (0.8%)	625	9.09%	
Introduction to Microsoft PowerPoint	91 (1.32%)	479 (6.97%)	55 (0.8%)	625	9.09%	
Introduction to LaTeX	161 (2.34%)	232 (3.37%)	232 (3.37%)	625	9.09%	
Database searching skills and strategies	335 (4.87%)	150 (2.18%)	140 (2.04%)	625	9.09%	
Professional development (i.e. conference prep, preparing a poster, publishing, etc.)	344 (5%)	133 (1.93%)	148 (2.15%)	625	9.09%	
Managing your research	389 (5.66%)	111 (1.61%)	125 (1.82%)	625	9.09%	
Beginning interdisciplinary research	315 (4.58%)	150 (2.18%)	160 (2.33%)	625	9.09%	
Count total	<b>2785</b>	<b>2615</b>	<b>1475</b>	<b>6875</b>		
Ratio	<b>40.51%</b>	<b>38.04%</b>	<b>21.45%</b>			
Responses	625					

20	Would you use online formats of workshop content (i.e. podcasts, PowerPoint slides, PDF handouts, etc.)?			Count	Ratio
Yes				422	67.52%
No				31	4.96%
Maybe				172	27.52%
		Average		1.6	N/A
		<b>Total selections</b>		625	N/A
		<b>Total Responses</b>		625	

21 Which communication tool would you prefer to learn about UHM Library workshops, news, and updates? Choose up to three:		Count	Ratio
Facebook		225	11.79%
MySpace		23	1.21%
Twitter		59	3.09%
Library Blog		214	11.22%
RSS Feed		92	4.82%
Email		568	29.77%
Text Message		75	3.93%
Library web page		528	27.67%
Other (specify)		124	6.5%
	Average	5.78	N/A
	<b>Total selections</b>	1908	N/A
	<b>Total Responses</b>	622	

22 If you were to attend a workshop, what time of day would you prefer? Choose only one:		Count	Ratio
Morning		55	8.86%
Lunchtime		50	8.05%
Afternoon		84	13.53%
Evening		74	11.92%
Weekends		43	6.92%
It depends on my class/teaching schedule for the semester		284	45.73%
No preference		31	4.99%
	Average	4.57	N/A
	<b>Total selections</b>	621	N/A
	<b>Total Responses</b>	621	

23 Which of the following would prevent you from attending workshops in the library? Choose all that apply:		Count	Ratio
Time constraints (too busy)		554	34.95%
Location of workshop (too far from my building or home)		170	10.73%
I am not located on Oahu		46	2.9%
Topics are not relevant to my work		342	21.58%
Low comfort level with computers		9	0.57%
Topics sound too basic		252	15.9%
Workshop is too long		175	11.04%
None of the above		9	0.57%
Other (specify)		28	1.77%
	Average	3.47	N/A
	<b>Total selections</b>	1585	N/A
	<b>Total Responses</b>	619	

24	When beginning research on a new topic, which resources do you use first to find information or materials? Choose only three and rank them first, second and third				Count	Ratio
		First	Second	Third		
		Peers/colleagues	42 (1.74%)	65 (2.69%)	96 (3.97%)	<b>203</b>
Adviser/professors	159 (6.58%)	93 (3.85%)	105 (4.34%)	<b>357</b>	<b>14.77%</b>	
Librarian	15 (0.62%)	41 (1.7%)	65 (2.69%)	<b>121</b>	<b>5.01%</b>	
Library catalog	53 (2.19%)	77 (3.19%)	88 (3.64%)	<b>218</b>	<b>9.02%</b>	
Library stacks	12 (0.5%)	41 (1.7%)	50 (2.07%)	<b>103</b>	<b>4.26%</b>	
Bibliographies/citations	57 (2.36%)	84 (3.48%)	81 (3.35%)	<b>222</b>	<b>9.18%</b>	
Electronic resources (i.e. databases, online journals)	262 (10.84%)	185 (7.65%)	89 (3.68%)	<b>536</b>	<b>22.18%</b>	
Search engines (i.e. Google)	222 (9.18%)	126 (5.21%)	73 (3.02%)	<b>421</b>	<b>17.42%</b>	
Resources or collections in your own department	27 (1.12%)	35 (1.45%)	43 (1.78%)	<b>105</b>	<b>4.34%</b>	
Other institutions (i.e. libraries, museums)	13 (0.54%)	24 (0.99%)	64 (2.65%)	<b>101</b>	<b>4.18%</b>	
Other (please specify)	6 (0.25%)	4 (0.17%)	20 (0.83%)	<b>30</b>	<b>1.24%</b>	
Count total	<b>868</b>	<b>775</b>	<b>774</b>	<b>2417</b>		
Ratio	<b>35.91%</b>	<b>32.06%</b>	<b>32.02%</b>			
Responses	619					

25	In general, how would you characterize your interdisciplinary working group? Choose all that apply	Count	Ratio
		Single colleague	39
Colleagues within your department	213	34.47%	
Colleagues outside your department	85	13.75%	
Colleagues at other institutions	26	4.21%	
Colleagues within your discipline	67	10.84%	
Colleagues outside your discipline	33	5.34%	
My work is not interdisciplinary	124	20.06%	
Other (specify)	31	5.02%	
	Average	4	N/A
	<b>Total selections</b>	618	N/A
	<b>Total Responses</b>	618	

26	Which of the following are obstacles or disincentives to working across disciplines? Choose all that apply	Count	Ratio
	Distance from colleagues	140	18.49%
	Distance from resources or libraries	79	10.44%
	Lack of workspace for collaborative work	103	13.61%
	Lack of rewards or incentives	107	14.13%
	Difficulty meeting potential collaborators	272	35.93%
	Other (specify)	56	7.4%
	Average	3.61	N/A
	<b>Total selections</b>	757	N/A
	<b>Total Responses</b>	458	