
Librarians don't bite: assessing library orientation for freshmen

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Keywords

Information facilities, Undergraduates, Academic libraries, Information services, User studies

Abstract

Evaluates the effect of the library component of a freshman orientation program on student attitudes and library anxiety. A modified version of Bostick's Library Anxiety Scale was administered to 1,027 true freshmen enrolled in the Connections First-Year Experience program at Utah State University in the fall of 2003. First year students showed a moderate level of library anxiety prior to their library orientation sessions. This anxiety was significantly decreased after the orientation sessions. A control group reported similar anxiety levels on the pre-test and a much smaller degree of improvement on the post-test. Proposes that academic libraries should participate in the First-Year Experience programs on their campuses. These activities reduce the levels of library anxiety felt by first-year students and reduce possible barriers to academic achievement. Concludes that this paper will be of use to librarians seeking administrative and campus-wide support for inclusion of a library component in First-Year Experience programs. The survey can be used to assess efficacy of activities for those libraries already participating in such programs.

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Introduction

Assessment has become one of the main topics of discussion within the bibliographic instruction community. Librarians are no longer content to "go with the flow" – that is, present a class and hope that the instruction "took". We want to learn more about what messages we are sending our students and whether or not what we are doing is working. There may be a lot of interest among instruction librarians about assessment, but often we never get around to implementing it. The reasons vary. We talk about not having enough time, not having the resources to assess, not having experience or training in assessment methods, and, most often, there has been no incentive beyond improving our personal teaching effectiveness. However, as universities across the country struggle with budget reductions, the libraries associated with these universities are facing a new challenge. In response to ever-tightening budgets, there is a new movement within universities to justify individual budgets based on positive and calculable assessment. As evidenced at Utah State University, libraries are not exempt from this requirement, and are having to justify their own budgets based on assessment activity and results. We determined that bibliographic instruction was one of the main ways we reach students. Fortunately, elements of bibliographic instruction can be quantified and studied qualitatively.

Assessment methodology can take a number of forms, depending on need. Assessing learning outcomes during or after library instruction classes is common. We decided to assess the impact of our freshman orientation library experience on student attitudes by measuring the change in the level of library anxiety among the students from before to after instruction

Literature review

Library anxiety was first presented as a formal theory by Mellon (1986) nearly two decades ago. Her study of 6,000 undergraduates over a two-year period revealed that 75 percent–85 percent of them wrote about their responses to the university library in terms of fear or anxiety (Mellon, 1986). Students were reluctant to seek help for their difficulties because they felt that they were incompetent while believing classmates to be competent in these areas. This self-perceived incompetence was considered to be shameful and

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so should be concealed (Mellon, 1986). Further research revealed that library anxiety is greater in male students than female students (Jacobson, 1991; Jiao *et al.*, 1996) and among students of lower class standing compared to upperclassmen (Jiao *et al.*, 1996). Fears related to library research can often result in students becoming unable to approach the problem logically or effectively (Mellon, 1988).

Bostick (1992) developed the Library Anxiety Scale to evaluate users' anxieties in relation to:

- barriers with staff;
- affective barriers;
- comfort with the library;
- knowledge of the library; and
- mechanical barriers.

Barriers with staff include any interactions with library employees; affective barriers refers to users' attitudes regarding their own competency in using the library; comfort with the library relates to the physical environment of the library; knowledge of the library includes the users' prior experiences and mechanical barriers describe users' experiences with computers, printers, microfilm machines, etc. In this study, barriers with staff accounted for a significant percentage of the variations in library anxiety.

Considerable work has been done with regard to the efficacy of library instruction in reducing the anxiety felt by university students. The instructor's simple act of acknowledging the existence and normality of library anxiety during the session can serve to lessen students' fears (Keefer, 1993). Multiple exposures to library instruction are positively correlated with reduced anxiety (Jiao *et al.*, 1996) and face-to-face interaction with a librarian is more effective in this regard than computer-assisted instruction, although both are better than no exposure (Van Scoyoc, 2003).

Many students first encounter library instruction under the auspices of freshman orientation or first-year experience (FYE) courses. While the exact nature of the activities, length of time devoted to the library component, and delivery by library faculty or staff varied considerably, Boff and Johnson (2002) reported that 86 percent of FYE programs studied included some form of exposure to the university library. Because the first six to eight weeks of the first semester are a critical time for new students undergoing a period of rapid and intense adjustment to college life (Tinto, 1993), these sessions can be used to foster a safe environment where "asking questions is an important part of the process" (Keefer, 1993) and librarians can begin to establish rapport with new students (Van Scoyoc, 2001). Students in this setting are also less likely to be experiencing the intensity of need

engendered by a project due-date, which has been shown to limit the cognitive ability necessary to think through the available options (Keefer, 1993). The resulting positive attitudes will enable students to approach the library and librarians with more confidence (Joseph, 1991) and a greater likelihood of success (Mellon, 1988).

Methodology

Like most bibliographic instructors, we are always seeking to enhance and refine the bibliographic instruction we offer. Improvement has consistently been a goal, but an additional impetus for study was the reality of the change in the way budgets are allotted. After discussion within the Reference Department we decided to assess the program that affected the most students, Connections (Psychology 1000). Connections is a freshman orientation for-credit program that occurs the week preceding the start of fall semester classes. Every year, approximately 1,200 students are enrolled in this course. It is specifically designed to help beginning freshmen make the transition into college by introducing them to the campus and the services they will be using throughout their careers at Utah State University. Connections has been offered at Utah State University since 1981. The library has been part of the program since 1986.

In 2000, the format of the Connections library experience was changed from an in-depth worksheet that required the students to return to the library a second time to finish the assignment, to an information access scavenger hunt. The scavenger hunt involved the students finding information about and from library resources while, literally, running around the library. The main goals from the library point of view were threefold: we wanted the students to become familiar with the library, to ask questions, and to realize that the librarians were a valuable resource, and truly, that we do not bite. In essence, we wanted them to feel comfortable in the library and with the librarians, and feel free to ask questions.

As we entered our fourth year of using the scavenger hunt, we knew that we needed to assess whether or not the scavenger hunt library visit was effective in attaining the goals we had set. Through previous surveys, we knew that the professors liked the scavenger hunt, but we wanted to know if the students' first introduction to the library by way of a light-hearted activity like the scavenger hunt was alleviating anxiety as we had intended. We began a literature review to find tools and surveys that could be used or adapted to measure our effectiveness. We immediately found the article by Van Scoyoc (2003), which introduced us to

Bostick's Library Anxiety Scale. We considered the Scale used in that study to be a proven instrument that we could effectively adapt for our own research.

We began the process by modifying the questions presented in the appendices of the Van Scoyoc article for the Library Anxiety Scale. We decided to administer the Library Anxiety Scale as a pre- and post-test, to measure change in attitudes. From this point forward, we will use the term survey to mean both of the tests. Knowing we wanted to refine and modify some of the questions, we looked at the way questions were being asked. It became apparent as we analyzed the Scale, that the majority of the questions mentioned "the library," referring specifically to the library on the University of Georgia campus. As our students were going to be pre-tested prior to their introduction to our own library, we changed the wording of the questions to refer to librarians and libraries in general. We also modified or deleted some of the technology questions to reflect changes in technology since the Library Anxiety Scale had been created, and to emphasize the technologies available in our own library. Through this process, we reduced the scale from 43 questions to 35. We also added some basic demographic and library usage questions to both the pre- and post-test. (See Appendix 1, Figure A1 and Appendix 2, Figure A2 for copies of our survey.)

We proposed our plan to the Connections administrators and instructors. In the initial proposal, we wanted to survey a random sample of Connections students. Discussion with the Connections instructors convinced us that such an approach would be too difficult to manage, both for them and for us. It seemed more reasonable to survey everyone. Logistically, we were going to survey approximately 1,200 Connections students. In addition, we realized that our survey required a control group.

A control group would allow us to track the results of a group of students who were not participating in the library experience. That way we would be able to compare results for the two groups. For students who were unable to attend Connections, a companion course was offered during fall semester – Strategies for Academic Success, Psychology 1730. Many of the Connections instructors also taught this class. We obtained permission from the instructors to use the students enrolled in Psychology 1730 as our control group. There were approximately 200 students expected to enroll in this companion course, and they would not be visiting the library until later in the semester. With everyone on board, we prepared to pre-test our students the day

they arrived on campus to attend Connections. We asked that the post-test be administered within two weeks of the start of school. The students in the Control group were pre-tested the first week of class and post-tested within the first three weeks of school.

During the course of our preparations, it came to our attention through a colleague that we would have to get university Institutional Review Board (IRB) approval before testing our students. IRB is a federally mandated program that operates on university and hospital campuses. It is designed to protect human research subjects from any medical, privacy or other violation. Admittedly, we were not doing medical tests on our students, but we needed to identify them in the pre- and post-test, so that we could measure individual change. We also realized that some of our survey group would be under the age of 18. Since we would not be able to use their answers without a parent's permission, we added a demographics question about age to the survey so we could identify the underage students and remove their answer forms from the data pool.

Fulfilling the requirements for IRB approval is not a quick or easy process. Each of the librarians involved in the study needed to go through IRB training, which is available at the National Institutes of Health website <http://69.5.4.33/c01/>. Then we had to prepare and submit IRB paperwork requesting IRB approval, and defending the survey we wished to administer. As part of this, we needed to create Informed Consent forms for each of the students to sign. According to IRB rules, these consent forms must be kept for three years. Also, we needed to protect the privacy of our subjects by giving them random identification codes once the data was collected. In the end we were approved, but it was a lengthy process we had not anticipated and for which we were unprepared.

Owing to the size of our survey pool and time constraints, we relied on the Connections instructors to administer the surveys. This involved providing each instructor with enough surveys for their class, and the appropriate directions on how to administer the survey. Our final leap of faith was to rely on them to return all of the surveys. We did find that one instructor had the students fill out the pre-test after the class had been to the library. That group of surveys was identified and kept from our data set.

It was to our advantage in such a large survey that the program's instructors were willing and able to distribute and collect the survey tests for us. Once everything was returned, we were swamped with paper and data. The surveys were returned at the height of the semester, when we were busy with other instruction projects. The Reference

Department had hired a graduate assistant, well versed in statistics, for another grant. She was able to assist us by creating a master file in the statistical program Statistical Package for the Social Sciences (SPSS). Once we had the file, each of the authors began the arduous task of data entry. If we had known then what we know now, we would have hired help for that!

When all of the data for the pre- and post-test and control group had been entered, we were faced with a new problem – the sheer volume of data and what to do with it. How were we going to analyze the data? What questions did we want answered? In part we relied on Pallant's (2001) *SPSS Survival Manual: A Step by Step Guide to Data Analysis Using SPSS*. However, we were still unable to figure out all of the data analysis we needed to run. Fortunately, another member of the library staff was available to help with our data analysis, using his expertise and experience with statistical analysis.

Findings

The Library Anxiety Scale is set up as a five-point Likert scale. For the purposes of our research, our numbers are reflected in the following manner: 1 denotes least anxiety; 2 denotes less anxiety; 3 denotes neutral; 4 denotes more anxiety; and 5 denotes most anxiety. We also modified our data set by identifying ten positively worded questions out of the 35 and reversing their answers on the scale to conform to the structure the majority of questions. Another modification of our data set was the withdrawal of all surveys returned by students under the age of 18. For our Control group we withdrew any survey from students under 18 and those surveys of students who had also attended Connections.

For the Connections pre-test we had 1,027 surveys returned; after screening for age and improperly filled out surveys, we used 936. For the post-test of Connections we had 874 surveys returned and we used 816. For the Control group we had 80 pre-tests returned and used 60 after withdrawing those under 17, those filled out improperly, and those students who had attended Connections. The control group post-test had 79 surveys returned of which 70 were usable (see Table I for figures). After all the surveys had been returned, our pre-test indicated that the Connections group's average age was 18.7 years.

Table II illustrates the demographics of our Connections and control groups. We can only account for those surveys in which students actually identified themselves as either male or female. For the Connections pre-test we had 347

Table I Data pool

Group	Returned	Used
Connections pre-test	1,027	936
Connections post-test	874	816
Control pre-test	80	60
Control post-test	79	70

Table II Number and gender of student participants

Group	Male	Female	Total
Connections pre-test	347	587	934
Connections post-test	300	501	801
Control pre-test	36	24	70
Control post-test	37	32	69

males and 587 females. For the Connections post-test we had 300 males and 501 females. For the control group pre-test we had 36 males and 24 females. For the Control group post-test we had 37 males and 32 females.

For purposes of our data analysis, we compared overall mean or average level of anxiety for both the Connections and control group and the demographics within the groups, as detailed above. As shown in Table III, the overall mean of anxiety for both of our groups in the pre-test is similar, with Connections students at 2.431 on a five point scale and the control group at 2.472. This is actually a much lower anxiety level than we expected, with the students' attitudes hovering between less anxiety and neutral. We suspect this may be due to the fact that most of the students had never been to the university library before being surveyed and were marking "Undecided", which is neutral on our scale.

The post-test revealed that the mean level of anxiety among Connections students dropped to 2.197 as compared to 2.398 for the control group. That means that the Connections students, after attending the library activity, showed a reduction in anxiety level of 0.234, while the control group anxiety decreased by only 0.074. These changes suggest that our scavenger hunt and introduction to the library actually does help to reduce the students' overall library anxiety. The very small downward change in the control group's anxiety level could be attributed to their introduction to campus life in general and the fact that the new students often come into the library to use our

Table III Mean for anxiety level

	Pre-test		Post-test	
	Connections	Control	Connections	Control
Overall	2.431	2.472	2.197	2.398
Males	2.421	2.422	2.167	2.469
Females	2.438	2.547	2.210	2.315

computer labs to set up e-mail accounts in the first weeks of the semester.

Previous research (Jacobson, 1991; Jiao *et al.*, 1996) has reported higher levels of library anxiety in males than females. In contrast, we found Connections males and females were quite similar in anxiety level in the pre-test, with the males at 2.421 and the females at 2.438. The females were actually 0.017 higher in anxiety than the males. In the Control group's pre-test the males were at 2.422 and the females were at 2.547; that puts the female students 0.125 higher in anxiety level than the males. This may reflect the difference in number of surveys returned by males and females. Nearly one-third more females attended Connections and returned surveys. Surprisingly, in the post-test of the Control group the male mean of anxiety rose by 0.047, while female anxiety level was reduced by 0.232 – a difference of 0.185. The numbers of male and female respondents in the control group were almost equal.

Interesting data were also uncovered by a number of additional questions that were not part of the Library Anxiety Scale (see Appendix 1, Figure A1 and Appendix 2, Figure A2). These answers reflect the opinions only of students in Connections group. On the pre-test, we asked the students to identify the size of library they used most, prior to arriving at the university. The choices given were: high school library; large public library; small public library; and university library. At Utah State Libraries, we often assume that our students are predominantly from rural communities in Utah. The highest percentage at 43.4 percent reported that they used their high school library most often. The next highest percentage was large (urban/suburban) public libraries at 35.1 percent. It would appear that a large number of our students may be identifying themselves as coming from larger suburban communities. This is one area that may need more investigation, as our assumption that we understood freshman demographics may be influencing our teaching of our freshman classes.

Another pre-test question we asked was “What do you use the internet for the most?” Knowing that our students often use our library computers for e-mail, it was no surprise that the largest percentage of response was “communicate with friends/family” at 48.2 percent. Of the respondents, 38.8 percent reported using the internet to “search for information”. This is a major opportunity for instruction. If we accept that nearly 40 percent of all freshmen believe they can find information on the web, we can now include internet searching in the research process and

model evaluation techniques for internet materials.

The next question, “Have you used a computer to find a book?” was intended to measure library savvy. We wanted to know if students had experience with online library catalogs. We were somewhat surprised and gratified that in the pre-test 87.1 percent of the students had already used a computer to find a book. In the past it had been assumed that most of our students would not be familiar with this process. Therefore, one of the aims of the scavenger hunt was to introduce students to the online catalog. It seems that we could have introduced them to more advanced search techniques, rather than just the very basics. This provides us with an opportunity to create a more challenging activity in respect to the online catalog.

We asked “Is this the largest library you've been in?” as a post-test question. 54.3 percent of respondents said yes, while 43.8 percent said no. If the students are having experience in large libraries before they attend college, we can no longer assume that the size of the university library itself is an intimidating factor.

Overall, it appears that library anxiety is not very high in our freshmen. This could be attributed to use of the neutral response in the Likert scale. It may indicate simply that students are not sure how they feel or are unwilling to admit anxiety. It would be interesting to investigate library anxiety in mid-semester as papers are assigned and come due, to compare with the levels of anxiety reported before classes began and in the first three weeks of school.

Conclusions

In the spring of 2004 we found out that the Connections program is changing the format of the course. They are expanding it into the first six weeks of the school semester. They are also changing the content and the way the program is taught, by moving to a “one book one campus” literature experience. Having done so, there are new expectations of what the library visit should accomplish, and the scavenger hunt has become obsolete. It is still important to balance the needs of the Connections program with our goals for the library segment of the experience. We will continue to use our goals from the scavenger hunt: familiarizing the students with the library, encouraging them to ask questions, and fostering the perception that the librarians are the people in the know and willing to help, and truly, they do not bite. A major change is that we will no longer see all of the students prior to the start of the semester.

We will see half of them within the first four weeks of class, which will be a new logistical challenge.

As for the data we have collected, it is likely that our demographics will not change much. We will still have the same types of students, and our data should continue to reflect the attitudes brought with them to the library. Our hope is to reassess our new program, in light of the change, at some point in the near future.

One suggestion we have for those who wish to assess their programs is to apply for a grant. A grant would have covered the cost of printing, which was nearly \$500, the labor involved in collating and distributing the survey, and the labor involved in data entry. We also would have liked to hire a statistician to help our data analysis go more smoothly, and to help with the actual crunching of numbers. We also suggest starting work on the survey at least four months before administering it, and giving it a trial run if at all possible. It is a good idea to consult resources outside the library literature for specific advice on construction and implementation of surveys.

The issue of IRB approval is an important one. The process was incredibly valuable to us. We found that we were able to create a better survey because it needed to meet outside criteria. Even if IRB training and approval is not supported by your university, we suggest that you proceed with the training anyway. If you are writing a grant for assessment purposes, writing it with IRB approval in mind and mentioning that you have, may make your grant more attractive to the granting agency. IRB approval also helps lend more validity to your research, especially if you are working in conjunction with other groups on your campus.

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Appendix 1

Figure A1

Library Experiences Survey (1)

Write your birth month (06) and day (03) plus the first initial of your name (J). Example:
John Smith's Birthday is June 3 = 0603J

Please answer the following questions regarding your feelings about library experiences. Please circle the letter that most closely matches your feelings about the statement using the following key:

SD = Strongly Disagree D = Disagree U = Undecided A = Agree SA = Strongly Agree

- | | | | | | |
|--|----|---|---|---|----|
| 1 I'm embarrassed that I don't know how to use a library. | SD | D | U | A | SA |
| 2 Librarians are unapproachable. | SD | D | U | A | SA |
| 3 Reference librarians are unhelpful. | SD | D | U | A | SA |
| 4 Librarians don't have time to help me. | SD | D | U | A | SA |
| 5 I can't get help in the library at the times I need it. | SD | D | U | A | SA |
| 6 Library clerks don't have time to help me. | SD | D | U | A | SA |
| 7 Reference librarians don't have time to help because they're always busy doing something else. | SD | D | U | A | SA |
| 8 I am unsure about how to begin my research. | SD | D | U | A | SA |
| 9 I get confused trying to find my way around a library. | SD | D | U | A | SA |
| 10 I don't know what to do next when the book I need is not on the shelf. | SD | D | U | A | SA |
| 11 Reference librarians are not approachable. | SD | D | U | A | SA |
| 12 I enjoy learning new things about libraries. | SD | D | U | A | SA |
| 13 If I can't find a book on the shelf, library staff will help me. | SD | D | U | A | SA |
| 14 There is often no one available in the library to help me. | SD | D | U | A | SA |
| 15 I feel comfortable using libraries. | SD | D | U | A | SA |
| 16 I feel like I'm bothering the reference librarian if I ask a question. | SD | D | U | A | SA |
| 17 I feel comfortable in libraries. | SD | D | U | A | SA |
| 18 Reference librarians are unfriendly. | SD | D | U | A | SA |
| 19 I can always ask a librarian if I don't know how to use a particular type of technology. | SD | D | U | A | SA |
| 20 The library is a comfortable place to study. | SD | D | U | A | SA |
| 21 The library never has the materials I need. | SD | D | U | A | SA |
| 22 I can never find things in the library. | SD | D | U | A | SA |
| 23 The people who work at the circulation desk are helpful. | SD | D | U | A | SA |
| 24 The library is an important part of USU | SD | D | U | A | SA |
| 25 Library staff doesn't care about students. | SD | D | U | A | SA |
| 26 I don't understand the library's overdue fines | SD | D | U | A | SA |

(continued)

Figure A1

27	I want to learn to do my own research.	S	D	D	U	A	SA	—
28	Good instructions for using the library's computers are available.	S	D	D	U	A	SA	
29	Librarians usually don't have time to help me.	S	D	D	U	A	SA	
30	The library's rules are too restrictive.	S	D	D	U	A	SA	
31	The directions for using the computers are not clear.	S	D	D	U	A	SA	
32	I don't know what resources are available at the library.	S	D	D	U	A	SA	
33	Library staff doesn't listen to students.	S	D	D	U	A	SA	
34	The library won't let me check out as many items as I need.	S	D	D	U	A	SA	
35	I can't find enough space in the library to study.	S	D	D	U	A	SA	

For each of the following questions, please circle one of the choices provided.

- 36 What is your gender?
 a Male
 b Female
- 37 What is your age? (Fill in the blank)

- 38 Is this your first semester on USU campus?
 a Yes
 b No
- 39 Have you ever used a computer to find books in a library?
 a Yes
 b No
- 40 What type of library have you used the most prior to coming to USU? Choose only one response.
 a High school
 b Large (urban/suburban) public
 c Small (rural) public
 d College/university
- 41 For which purpose do you use the Internet the most? Choose only one response.
 a Communicate with friends/family.
 b Search for information
 c Entertainment
 d Buy merchandise

Appendix 2

Figure A2

Library Experiences Survey (2)

Write your birth month (06) and day (03) plus the first initial of your name (J).
Example: John Smith's Birthday is June 3 = 0603J

Please answer the following questions regarding your feelings about library experiences. Please circle the letter that most closely matches your feelings about the statement using the following key:

SD = Strongly Disagree D = Disagree U = Undecided A = Agree SA = Strongly Agree

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1 I'm embarrassed that I don't know how to use a library. | S | D | D | U | A | SA |
| 2 Librarians are unapproachable. | S | D | D | U | A | SA |
| 3 Reference librarians are unhelpful. | S | D | D | U | A | SA |
| 4 Librarians don't have time to help me. | S | D | D | U | A | SA |
| 5 I can't get help in the library at the times I need it. | S | D | D | U | A | SA |
| 6 Library clerks don't have time to help me. | S | D | D | U | A | SA |
| 7 Reference librarians don't have time to help because they're always busy doing something else. | S | D | D | U | A | SA |
| 8 I am unsure about how to begin my research. | S | D | D | U | A | SA |
| 9 I get confused trying to find my way around a library. | S | D | D | U | A | SA |
| 10 I don't know what to do next when the book I need is not on the shelf. | S | D | D | U | A | SA |
| 11 Reference librarians are not approachable. | S | D | D | U | A | SA |
| 12 I enjoy learning new things about libraries. | S | D | D | U | A | SA |
| 13 If I can't find a book on the shelf, library staff will help me. | S | D | D | U | A | SA |
| 14 There is often no one available in the library to help me. | S | D | D | U | A | SA |
| 15 I feel comfortable using libraries. | S | D | D | U | A | SA |
| 16 I feel like I'm bothering the reference librarian if I ask a question. | S | D | D | U | A | SA |
| 17 I feel comfortable in libraries. | S | D | D | U | A | SA |
| 18 Reference librarians are unfriendly. | S | D | D | U | A | SA |
| 19 I can always ask a librarian if I don't know how to use a particular type of technology. | S | D | D | U | A | SA |
| 20 The library is a comfortable place to study. | S | D | D | U | A | SA |
| 21 The library never has the materials I need. | S | D | D | U | A | SA |
| 22 I can never find things in the library. | S | D | D | U | A | SA |
| 23 The people who work at the circulation desk are helpful. | S | D | D | U | A | SA |
| 24 The library is an important part of USU. | S | D | D | U | A | SA |
| 25 Library staff doesn't care about students. | S | D | D | U | A | SA |
| 26 I don't understand the library's overdue fines. | S | D | D | U | A | SA |

(continued)

Figure A2

27 I want to learn to do my own research.	S	D	D	U	A	SA
28 Good instructions for using the library's computers are available.	S	D	D	U	A	SA
29 Librarians usually don't have time to help me.	S	D	D	U	A	SA
30 The library's rules are too restrictive.	S	D	D	U	A	SA
31 The directions for using the computers are not clear.	S	D	D	U	A	SA
32 I don't know what resources are available at the library.	S	D	D	U	A	SA
33 Library staff doesn't listen to students.	S	D	D	U	A	SA
34 The library won't let me check out as many items as I need.	S	D	D	U	A	SA
35 I can't find enough space in the library to study.	S	D	D	U	A	SA

For each of the following questions, please circle one of the choices provided.

- 36 What is your gender?
c Male
d Female
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