

University Library Student Computer Service Status Report

Beth McCullough

March 2006

| | |
|--|----|
| OVERVIEW | 2 |
| TECHNICAL SUPPORT SERVICES..... | 2 |
| <i>Summary</i> | 2 |
| <i>Statistics</i> | 2 |
| <i>Successes</i> | 6 |
| <i>Areas for Development</i> | 7 |
| <i>Recommendations</i> | 7 |
| LAPTOP EQUIPMENT CHECKOUTS | 8 |
| <i>Summary</i> | 8 |
| <i>Statistics</i> | 8 |
| <i>Survey</i> | 10 |
| <i>Successes</i> | 13 |
| <i>Areas for Development</i> | 13 |
| <i>Recommendations Based on Observation and SCS Staff Feedback</i> | 13 |
| <i>Recommendations Based on Client Feedback</i> | 14 |
| APPENDICES | 15 |
| <i>A. Technical Support Service Data</i> | 15 |
| <i>B. Laptop Equipment Checkout Data</i> | 18 |
| <i>C. Survey Instrument</i> | 20 |
| <i>D. Checkout Survey Data</i> | 21 |

Overview

The mission of the University Library's Student Computer Service is to facilitate the use of the library's electronic resources for eligible members of the SJSU community. The SCS is the evolution of the "Laptop Lab" which began offering laptop checkouts shortly after the opening of King Library in August 2003. Current SCS capacities fall into two general categories: technical support services and laptop equipment checkouts. This report describes the current state of these two offerings.

The technical support services appear to have been well received. Hundreds of clients have received assistance through telephone or email communication or during in-person visits to the SCS Center. Instructions for library PIN creation or requests to have PINs reset are the most frequently rendered types of assistance. See [Technical Support Services](#) below, especially [Successes](#), [Areas for Development](#), and [Recommendations](#) for more information.

Statistical reporting shows that laptop equipment checkouts continue to increase in popularity. A survey administered in February 2006 indicates that the SCS draws clients from all segments of the SJSU community and that they use the laptops primarily for academic pursuits. A large proportion of SCS checkout clients are repeat borrowers. See [Laptop Equipment Checkouts](#) below for details.

Technical Support Services

Summary

The SCS began to pilot technical support services during the summer session of 2005. Full service operations and publicity followed in the fall semester. Services offered include providing assistance with remote access to databases, resetting library PINs, and configuring personal laptop computers to work with the library's wired network or the campus's wireless network.

The need for assistance with remote access appears to be well substantiated. For example, according to the [Catalog Database Statistics](#)

[http://staff.sjlibrary.org/statistics/databases/index_dbLogs.htm?t=1&p=SJSU] between 70% and 80% of SJSU electronic database use for January, February, and March of 2006 has been from outside the King Library. The need for a method to perform PIN resets without physically coming into the library appears significant as well; while this service is simply a convenience for some, it is a necessity for distance-education students.

The sections below describe the composition of the service client base, client contact methods, and contact categories (i.e. reasons for seeking service). Successes, areas for development, and recommendations follow.

Statistics

The data for the technical support services statistics was gleaned from a combination of Excel contact logs, email correspondence, and the IT Helpdesk Track-It! database. Client classification information was obtained from Millennium patron records for cases in which the information was not supplied by the client.

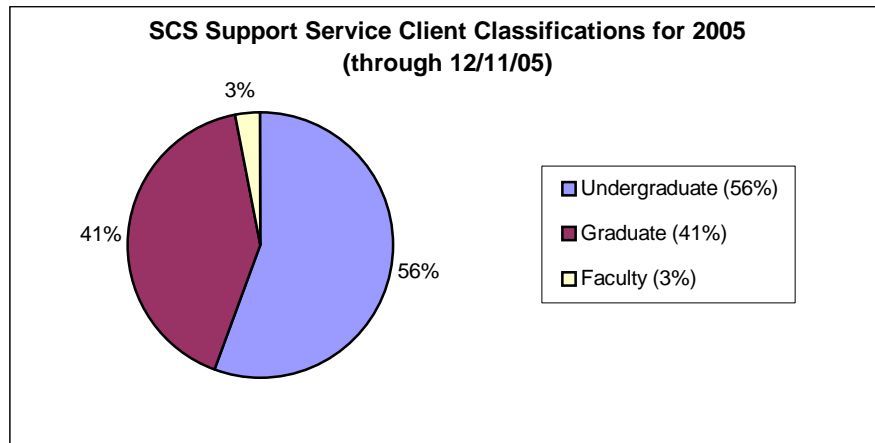
A sample of 600 service contacts was analyzed for the period from 8/21/2005 to 12/11/2005. Note that some data was analyzed for the August 2005 through February 2006

period, with client classification omitted. Technical Support Service data is summarized in [Appendix A](#).

Client Classifications

A majority of SCS technical support services' clients are undergraduates (56%). Graduates comprise 41% of the client base while faculty members comprise 3%. (Figure 1)

Figure 1

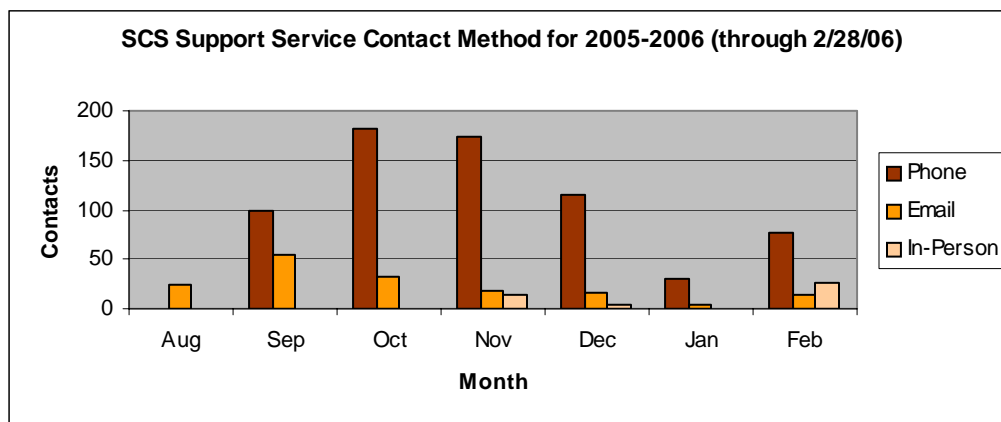


These figures differ from the overall SJSU enrollment statistics which describe a population that is roughly 73% undergraduate and 27% graduate.

Client Contact Method and Trends

Most clients contact the SCS via telephone. (Figure 2) Many SCS clients spontaneously identify themselves as distance-education students who cannot come to the library in person. Also, as a security measure, the SCS does not relay PIN information through email. Consequently, any interaction requiring a remote PIN reset must occur via telephone. Further, the data for the chart below includes calls for laptop renewals, a significant contribution to call volume.

Figure 2



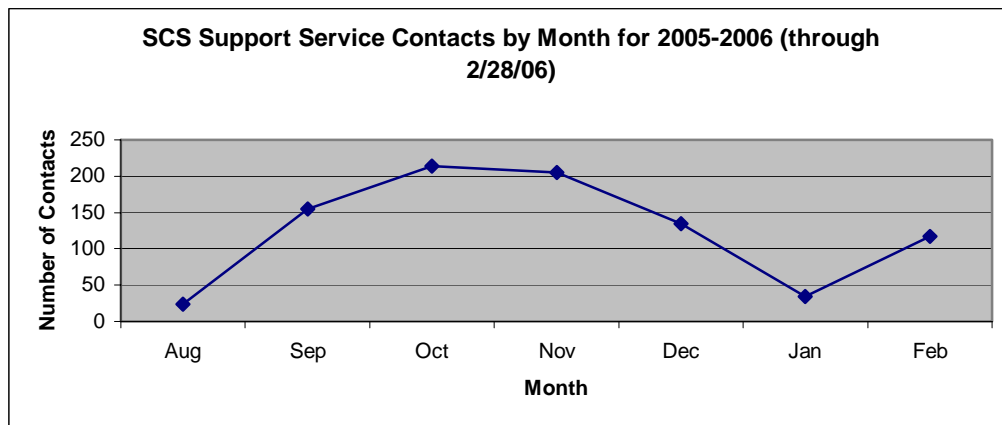
Many email contacts during the fall semester were requests to have PIN information emailed. Text stating that PIN reset requests *must* be conducted over the telephone was

added to the SCS's web-based email form in January. This additional information may result in an overall decrease in the number of total email contacts for spring semester.

The relatively low frequency of in-person contacts is attributable in large part to a failure of recordkeeping for this contact method. More consistent recordkeeping for in-person contacts began in February.

Predictably, the total number of service contacts per month appears to follow the same pattern demonstrated in laptop checkouts for the past two years. (Figure 3) The peak service period for fall semester occurred in October and November. If the pattern holds, the next peak period will be in March and April.

Figure 3

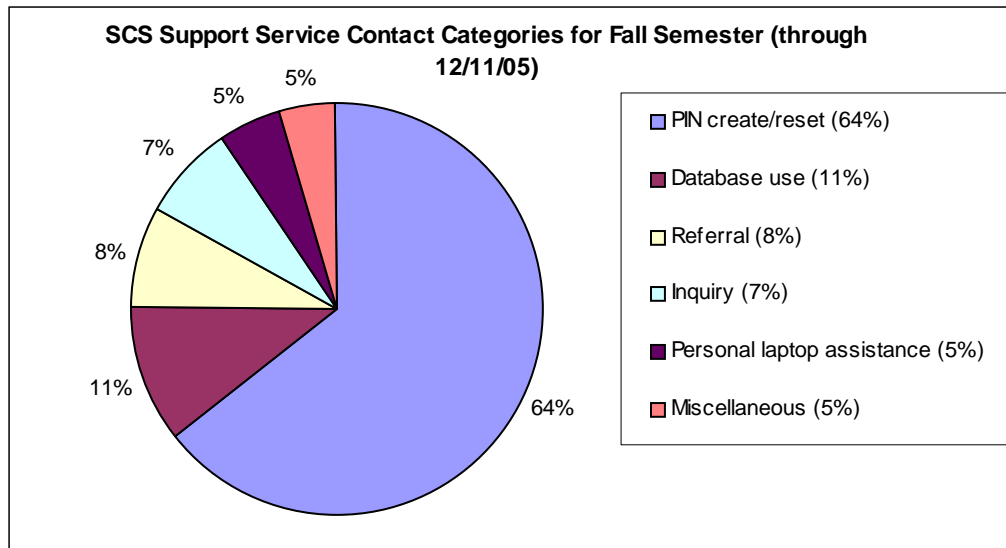


Client Contact Categories

Most (64%) clients contact the SCS for library **PIN-related issues**. (Figure 4) Demand for PIN-related assistance appears to peak at the beginning of semesters but remains high throughout the semester.

Some clients merely need instructions for setting or resetting their own PINs or clarification concerning the need for a library-specific PIN, while others require their PINs to be reset by a staff member. Instructions and clarifications are handled typically though email; resets occur most often over the telephone.

Figure 4



The category with the second-greatest percentage of contacts was for the resolution of **problems accessing or using features of online databases** (11%). Typical database issue resolutions included firewall changes and updating browser versions. Note: Many clients who initially presented their issues as a “database problem” actually had incorrect or unset PINs which were preventing database access. Such contacts were included in the PIN create/reset category rather than the database use category.

Referrals are instances when clients’ issues cannot be resolved or would be better addressed by another library service point or campus service. Referrals were the third most frequent interaction for the period analyzed. A majority of internal referrals are to the Reference Desk for research assistance and to the Circulation Desk for patron record problems such as miscoded or expired accounts. Most external referrals are to the Associated Students Computer Services Center for physical laptop repairs or rentals or to the University Helpdesk for SJSUOne password resets.

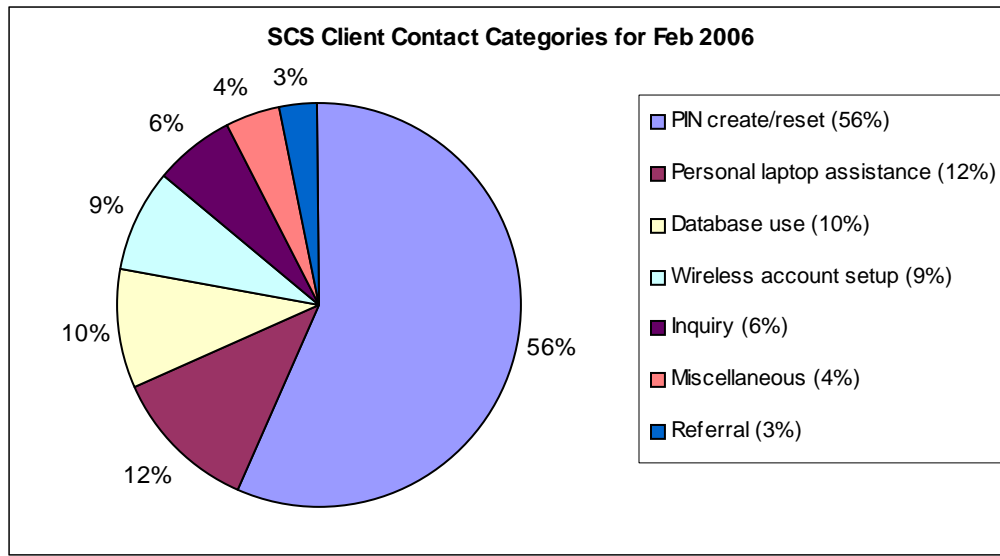
Inquiries are contacts during which clients’ issues are resolved by simply answering questions. This type of contact was recorded for 7% of interactions. Most inquiries concern SCS operating hours and services or related services (e.g. “Is wireless access working?”).

Although **personal laptop assistance** appears to have occurred in only 5% of contacts, this category probably has been the least well documented. This category includes all cases in which clients brought their laptops into the SCS Center for assistance. Often, clients were experiencing problems with viewing or transferring files or with using the library’s personal laptop connections or campus wireless network. Note: In the supporting data for Figure 4 above, personal laptop assistance includes wireless network configurations.

The final category, **miscellaneous**, serves as a catch-all for the remaining 5% of interactions. Some examples of this category are the following: problems with tutorial access, Reserve-a-Computer instructions, and scanning station assistance.

Because of recent improvements in recordkeeping procedures, the categories and percentages shown in Figure 5 below are likely to be more representative of actual service interactions than those in Figure 4. In particular, wireless account setups and wireless network configurations were frequently omitted prior to the latter part of February.

Figure 5



The data for February shown in Figure 5 suggest that personal laptop assistance occurs in at least 10% of SCS contacts as opposed to the 5% reflected by the data in Figure 4.

The categories featured in Figures 4 and 5 were collapsed across a larger set of categories. See the table of *Client Contact Expanded Categories* in [Appendix A](#) for the full list of categories and examples.

Successes

- As a group, library faculty members appear to be including information about the SCS in their library instruction classes on a regular basis.
- Hundreds of clients, many of them distance-education students, were able to have their PINs reset in a timely manner, frequently enabling them to access online materials critical to completing pending assignments or projects. Clients often have expressed gratitude for this just-in-time service.
- The SCS main web page was the 126th most visited page of 400 listed. (For comparison, the SJSU Subject Specialist Contacts page was 128th.) Many of our first contacts were made through the email form on this web page. The addition of text informing clients that PIN information will not be forwarded over email has redirected most of those clients to contact the SCS via telephone thus providing clients with a shorter path to having their PIN issues resolved.
- The staffing model implemented at the beginning of fall semester appears to be working well. The key to the model was identifying and promoting three SCS Student Assistants with superior technical abilities and customer service skills to a newly created “SA II” level. One SA II was scheduled to cover each period of peak demand (Monday through Thursday, 10:00a-6:00p). Although all SCS SAs provide technical support services, the SA IIs are the primary providers.
- Although there is no system to track wait times, most clients calling or coming into the SCS Center during peak periods receive service within minutes. Clients who wait the longest for service are those who call or email when the Center is closed.

- SCS staff members have taken the initiative to add assistance with spyware removal to the services offered to clients with personal laptops.
- Compliments are frequent and complaints have been virtually nonexistent.

Areas for Development

- Recordkeeping has improved but continues to be challenge. As a whole, the SCS staff members have been failing to capture the majority of in-person client interactions, such as instances of providing assistance with wireless accounts and/or configuration. Major contributors to this situation were unclear or inadequately communicated procedures, which have been corrected. Another factor is staff members' desire to assist clients waiting in the Center or calling on the telephone rather than taking the time to record contacts.
- Although all SCS staff quickly achieve a basic level of competence in providing the most in-demand services, a more systemic training program needs to be in place which also provides for the development of more advanced competencies.

Recommendations

- Continue periodic outreach efforts to publicize technical support services, especially to distance-education students.
- Implement SCS-specific, customized Track-It! software to provide a single point for recording and reporting service contact information. (Software is on order.)
- Reinforce and closely monitor recordkeeping procedures with SCS staff.
- Implement procedures such as follow-up surveys and advisory groups to gather client feedback on an ongoing basis.

Laptop Equipment Checkouts

Summary

Laptop equipment checkouts constitute the majority of SCS transactions. During a typical checkout transaction, SCS staff members verify clients' identities and eligibility and inspect laptops for security purposes and to confirm working condition. In addition, SCS staff members provide an orientation to first-time clients. On check-ins, staff members re-inspect laptops and ask clients how the equipment performed. In addition to checkouts, laptop-related services include troubleshooting file transfers and printing problems and assisting with application use.

The sections below describe the growth of the checkout service over the past two and one-half years; monthly, weekly, and yearly patterns; and the results of a recent survey of laptop checkout clients.

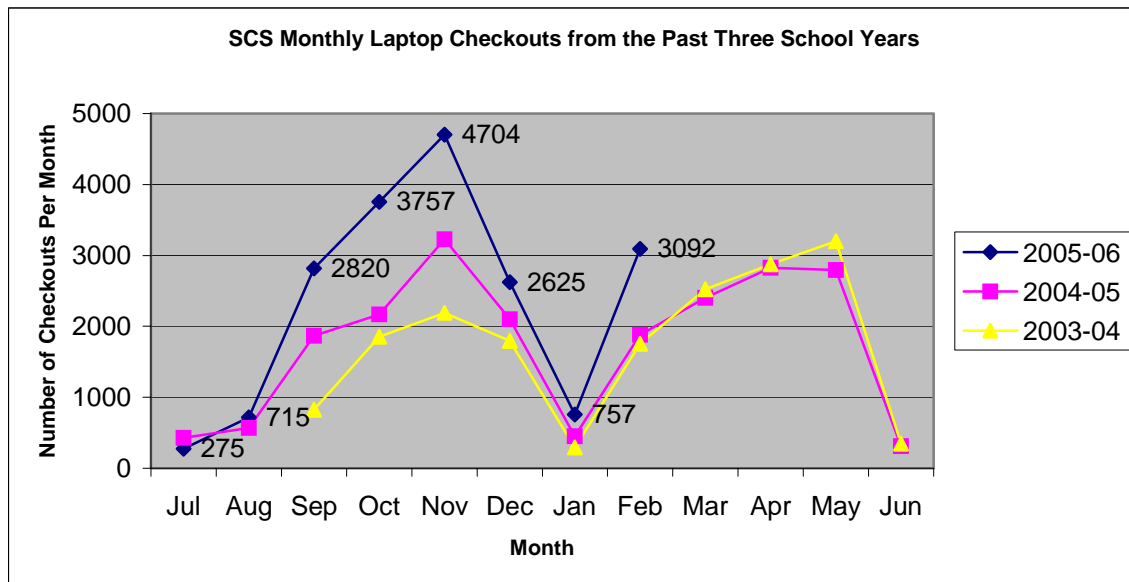
Statistics

Laptop equipment checkout data was obtained through the Millennium Web Management Reports system and is summarized in [Appendix B](#). Although substantial increases in checkouts have occurred from year to year, the general patterns of clients' checkout behavior have remained the same.

Historical Comparisons by Month

Significant increases in the number of laptops checked out during most months have occurred each year the checkout service has been in operation. (Figure 6) In November 2005 the SCS set its current record for most laptop checkouts in a single month at 4704.

Figure 6



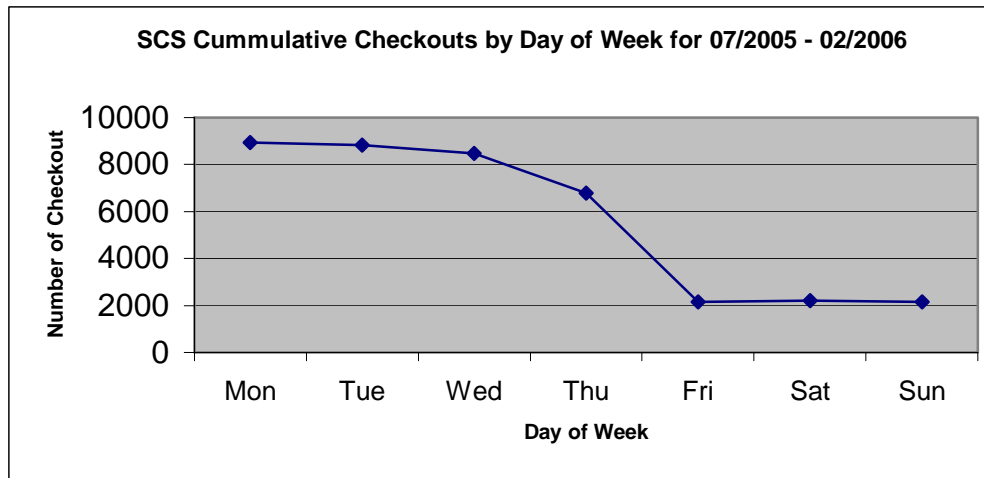
Each month of the 2005-06 school year thus far has showed evidence of an increase over the previous year's checkouts. Percentage increases range from 25% for December to 73% for October.

Although the overall pattern of checkout frequencies has held steady, intersession and summer periods show substantial variability. Differences in the number of classes offered during those sessions from year to year may account for the variations. For example, the January 2006 intersession was rumored to be one of the largest in SJSU history and laptop checkouts showed a 68% increase over January 2005.

Checkouts by Day of the Week

The busiest checkout days for the SCS are Monday through Thursday. (Figure 7) Although clients use the checkout service Friday through Sunday, the demand is substantially less than the busiest days.

Figure 7

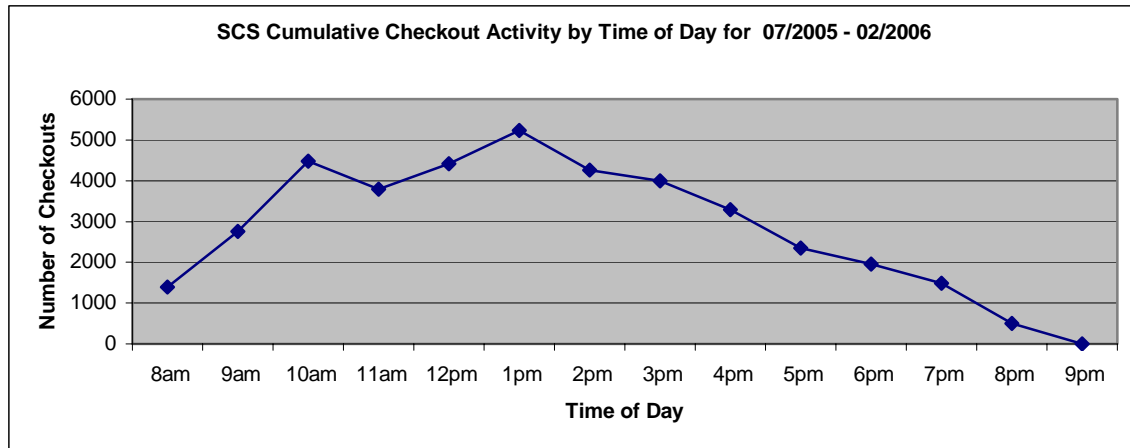


The pattern remains essentially the same even when checkout numbers are weighted to account for variations in number of checkout hours available on a given day (13 hours for Monday through Thursday, 8 hours for Friday and Saturday, and 5 hours for Sunday)

Checkouts by Time of Day

While checkouts occur on a continual basis between opening and one hour prior to closing, most checkouts occur between the hours of 10:00a and 4:00p. (Figure 8) Daily periods of especially high demand occur before class starting times and after class ending times.

Figure 8



Note: All laptops are due 30 minutes prior to closing.

Survey

The survey period started Monday February 20th and concluded Sunday February 26th. Clients were asked to respond to a paper survey while staff checked in their laptops and were asked to complete only one survey form during the period regardless of number of visits made during the week.

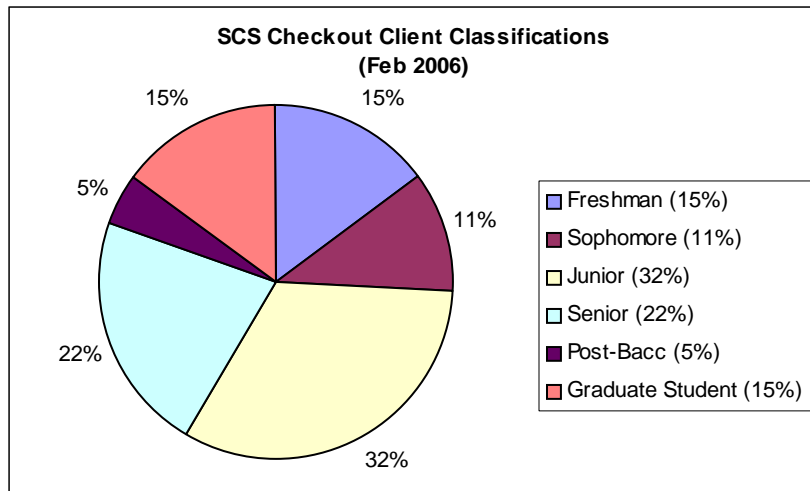
Survey respondents were self-selected. Clients who chose not to respond usually indicated that they did not feel they had sufficient time. More than 260 surveys were completed. The survey was anonymous and no personally identifying information was collected on the form. See [Appendix C](#) for the survey instrument. Checkout survey data is summarized in [Appendix D](#).

Checkout Client Classifications

The SCS checkout client base reflects the enrolled SJSU population at large. Eighty percent of survey respondents were undergraduates and 20% graduate or post-baccalaureate. (Figure 9) The SJSU student population is about 73% undergraduate and 27% graduate. Figures for the four undergraduate categories also approximate the SJSU population which has a composition of 12% Freshmen, 8% Sophomores, 23% Juniors, and 30% Seniors.

Data for SJSU population was obtained from the [Students All Statuses By Class Level and Semester](#) report. [http://www.ipar.sjsu.edu/Data_&_Reporting/Students_by_Class_Level/].

Figure 9



Although no SJSU faculty or staff members completed this survey, faculty and staff occasionally check out laptop equipment.

Ratio of First-Time to Repeat Visitors

Repeat business appears to be the mainstay of laptop checkouts. Ninety percent of SCS clients surveyed have used checkout services in the past while 10% were first-time visitors. Sixty-eight percent of returning clients check out laptops from 1 to 4 times per week; nineteen percent visit five or more times per week. SCS staff members report that some clients check out laptops more than one time during a single day.

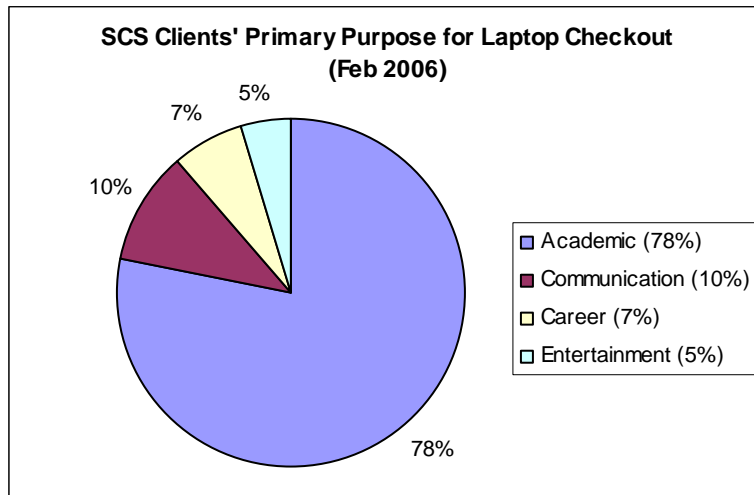
Personal Laptop Ownership

Thirty-nine percent of SCS checkout clients surveyed report owning their own laptops. When questioned, laptop owners cite convenience and security concerns for their preference to borrow a laptop while in the library. This observation may indicate that demand for laptop checkouts will not decline even with increases in personal laptop ownership among the student population.

Primary Purpose for Laptop Checkout

Clients reported overwhelmingly (78%) that their primary purpose for borrowing laptops was Academic (e.g. “classwork”). (Figure 10) The remaining three purposes offered: Career, Communication, and Entertainment were 7%, 10%, and 5% respectively.

Figure 10

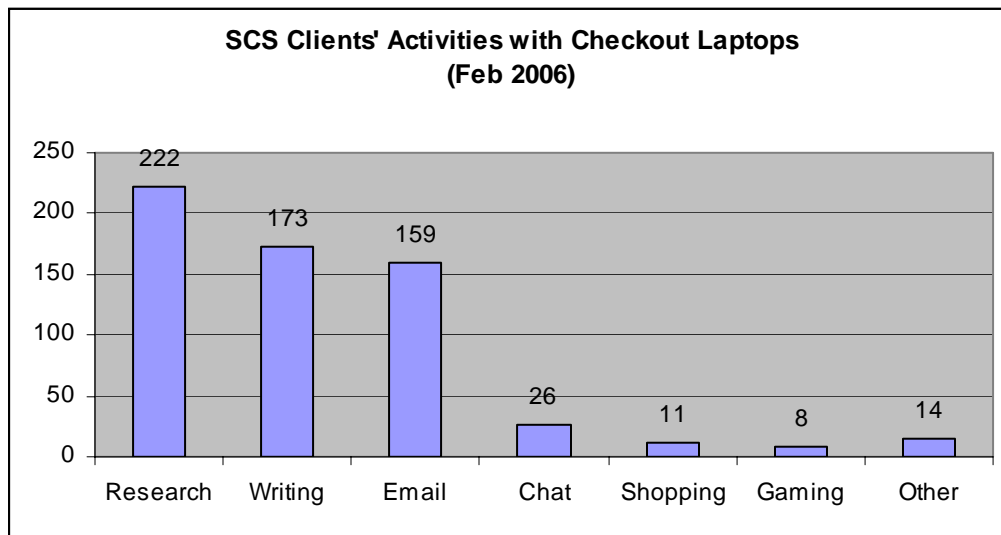


Client Activities with Checkout Laptops

Respondents were presented with a selection of six potential activities for using laptops and asked to circle all activities that applied to their checkout periods.

SCS clients seem to be focused on their studies. Research was reported by 222 of the respondents. Writing (173) and Email (159) were also selected by many respondents. Chat, Shopping, and Gaming do not appear to be significant activities for SCS checkout clients.

Figure 11

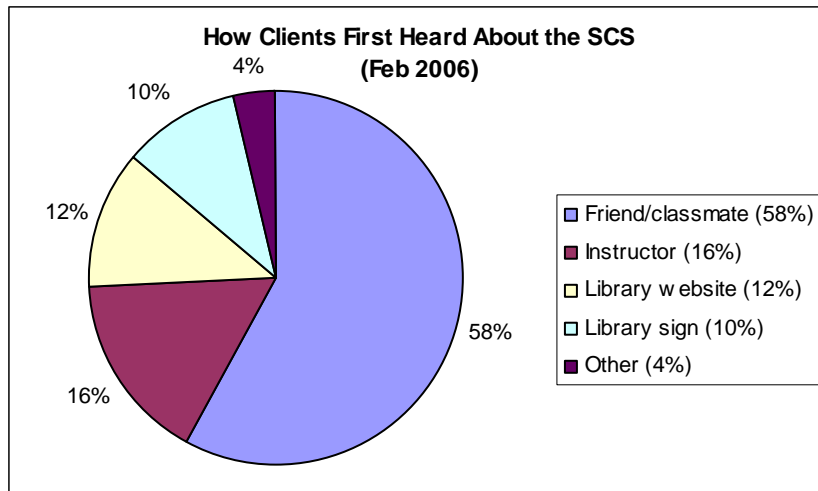


Other activities reported more than once include using SPSS (4) and surfing/Myspace (3).

How Clients First Heard About the SCS

Word-of-mouth appears to be the SCS's most successful form of advertising with 58% of survey respondents reporting that they first heard about the SCS from a "friend or classmate". Instructors pointed the way for 16% of clients; and the library's website contributed to 12% of first contacts. Ten percent of respondents were introduced to the SCS Center by library signs.

Figure 12



The only “Other” method reported more than once was “Walk-in” (3).

Successes

- The yearly increases in the number of checkouts have been substantial and are likely to be a strong indicator of the continuing popularity of this service.
- Anecdotal evidence suggests that instances of the Center running out or almost running out of laptops to check out have increased.
- The laptops purchased in 2005 have been very popular because of their lightness and speed relative to the older laptops (purchased in 2003).
- Checkouts and check-ins typically take about two minutes or less to complete.

Areas for Development

- Although the scanning station is receiving use, an active promotional campaign could result in increased use.
- A more proactive approach to assessing and anticipating client needs would help the SCS maintain relevance.

Recommendations Based on Observation and SCS Staff Feedback

- Continue to publicize the SCS services at the beginning of the school year—targeting new, transfer, and distance-learning students especially—at events such as the Student Success Fair, through sending email reminders to distance-learning faculty, and by posting messages on MySJSU.
- Periodically promote services during each semester through events such as open houses.
- Now that wireless access seems stable, promote Tablet PC use as a portable library catalog.
- Purchase Adobe CS software and promote Table PCs as sketching tools.

Recommendations Based on Client Feedback

- Enable instant messaging capabilities. (A link to the *Meebo* web-based instant-messaging website was added to the latest laptop image.)
- Promote availability of mice for checkout. (Many survey respondents were unaware that mice were available.)
- Provide additional headphones for checkout. (Completed 3/23/2006.)
- Explore the possibility of providing the most recent version of SPSS. (The current version on the SCS laptops is a special student version with restricted capabilities.)
- Implement procedures such as follow-up surveys and advisory groups to gather client feedback on an ongoing basis.

Appendices

A. Technical Support Service Data

a.1 Client Classification Data (Figure 1)

08/21/2005 - 12/11/2005

| Client Classification | Count | Percentage |
|-----------------------|-------|------------|
| Undergraduate | 333 | 56% |
| Graduate | 248 | 41% |
| Faculty | 19 | 3% |
| <i>Total</i> | 600 | |

a.2 Client Contact Method and Trends Data (Figures 2, 3)

08/21/2005 - 02/28/2006

| Month | Phone | Email | In-Person | Total |
|-------|-------|-------|--------------|-------|
| Aug | | 24 | | 24 |
| Sep | 100 | 55 | | 155 |
| Oct | 181 | 33 | | 214 |
| Nov | 173 | 18 | 14 | 205 |
| Dec | 115 | 16 | 4 | 135 |
| Jan | 30 | 4 | | 34 |
| Feb | 77 | 14 | 26 | 117 |
| | | | <i>Total</i> | 884 |

a.3 Client Contact Categories

Figure 4

08/21/2005 - 12/11/2005

| Contact Category | Count | Percentage |
|------------------|-------|------------|
| PIN create/reset | 271 | 64% |
| Database use | 45 | 11% |
| Referral | 35 | 8% |
| Inquiry | 31 | 7% |

| | | |
|----------------------------|-----|-----|
| Personal laptop assistance | 21 | 5% |
| Miscellaneous | 19 | 5% |
| <i>Total</i> | 422 | |
| | | |
| With renewal by phone | 253 | 37% |

Figure 5
 February 2006

| Contact Category | Count | Percentage |
|-----------------------------|-------|------------|
| PIN create/reset | 53 | 56.38% |
| Database use | 9 | 9.57% |
| Referral | 3 | 3.19% |
| Inquiry | 6 | 6.38% |
| Personal laptop assistance* | 11 | 11.70% |
| Wireless account setup | 8 | 8.51% |
| Miscellaneous | 4 | 4.26% |
| <i>Total</i> | 94 | |
| | | |
| With renewal by phone | 19 | 16.81% |

*Includes wireless configuration for 5 clients.

a.5 Client Contact Expanded Categories

08/21/2005 – 12/11/2005

| Category | Count | Example |
|---------------------|-------|---|
| <i>Database use</i> | | |
| database access | 37 | Client cannot access ARBA Online (American Reference Books Annual). |
| database problem | 8 | Client cannot print PDFs from Wilson Web database. |
| <i>Inquiry</i> | | |
| inquiry library | 11 | How late is the library open? |
| inquiry RAC | 1 | How do I reserve a desktop computer? |
| inquiry SCS | 12 | What are your hours? |
| inquiry wireless | 3 | Is wireless access working? |

| | | |
|-----------------------------------|-----|---|
| inquiry library account | 1 | How is my name spelled in my patron record? |
| inquiry phone number | 3 | What is the phone number of Circulation? |
| <i>Personal laptop assistance</i> | | |
| personal laptop problem | 12 | Client cannot save files to hard drive. |
| personal laptop wired | 3 | Client wishes to use personal laptop connections. |
| personal laptop wireless | 6 | Client wishes to use wireless access. |
| <i>PIN create/reset</i> | | |
| pin create | 38 | Client requests instructions on creating PIN. |
| pin reset | 233 | Client requires assistance resetting PIN. |
| <i>Referral</i> | | |
| referral external | 4 | Client's wireless password must be reset. (Univ. Helpdesk) |
| referral internal | 31 | Client needs research assistance. (Reference Desk) |
| <i>Miscellaneous</i> | | |
| call transfer | 1 | |
| message | 2 | Campus internet connection is down. |
| check due time | 3 | |
| data transfer | 2 | Client needs to move a file to a medium (e.g. USB drive) from which printing is possible. |
| library account access problem | 2 | |
| RAC assistance | 1 | (Reserve-a-Computer) |
| scanning assistance | 1 | |
| unknown | 3 | |
| suggestion | 1 | |
| tutorial access | 3 | |
| <i>Total</i> | | <i>422</i> |
| <i>Renewal by phone</i> | | |
| | 253 | |

B. Laptop Equipment Checkout Data Historical Comparisons by Month (Figure 6)

09/2003 - 02/2006

Checkout data is for laptop checkouts only; laptop accessories are not included in the figures immediately below.

| Month | Checkouts 2003-04 | Checkouts 2004-05 | Checkouts 2005-06 | Percentage Increase* |
|--------------|----------------------|----------------------|----------------------|-------------------------|
| Jul | | 429 | 275 | -35.90% |
| Aug | | 569 | 715 | 25.66% |
| Sep | 824 | 1868 | 2820 | 50.96% |
| Oct | 1851 | 2167 | 3757 | 73.37% |
| Nov | 2190 | 3226 | 4704 | 45.82% |
| Dec | 1794 | 2100 | 2625 | 25.00% |
| Jan | 294 | 450 | 757 | 68.22% |
| Feb | 1756 | 1881 | 3092 | 64.38% |
| Mar | 2524 | 2403 | | |
| Apr | 2878 | 2829 | | |
| May | 3203 | 2795 | | |
| Jun | 348 | 309 | | |
| <i>Total</i> | 17662 | 21026 | 18745 | |

*From 2004-05 to 2005-06.

Checkouts by Day of the Week (Figure 7)

07/2006 - 02/2006

Checkout data immediately below includes laptop checkouts and laptop accessories.

| Day | Total |
|-----|-------|
| Mon | 8924 |
| Tue | 8837 |
| Wed | 8475 |
| Thu | 6787 |
| Fri | 2139 |

| | |
|-----|------|
| Sat | 2216 |
| Sun | 2166 |

Checkouts by Time of Day (Figure 8)

07/2006 - 02/2006

Checkout data immediately below includes laptop checkouts and laptop accessories.

| | 8am | 9am | 10am | 11am | 12pm | 1pm | 2pm | 3pm | 4pm | 5pm | 6pm | 7pm | 8pm | 9pm |
|-------|------|------|------|------|------|------|------|------|------|------|------|------|-----|-----|
| Total | 1392 | 2759 | 4479 | 3784 | 4425 | 5239 | 4254 | 3988 | 3293 | 2346 | 1952 | 1481 | 496 | 0 |

C. Survey Instrument

SJSU Student Computer Service Quick Survey

Today's date: _____

1. Which of the terms below best describes you? Circle one.

Freshman Sophomore Junior Senior Post-Baccalaureate Graduate Student Faculty Staff

2a. Was this your first visit to the SCS? Yes No

2.b If your answer to the above question was "no," about how many times per week do you typically visit?

Fewer than 1 1 or 2 3 or 4 5 or more

3. Do you own your own laptop? Yes No

4. What was your primary reason for borrowing a laptop? Circle one.

Academic (e.g. classwork) Career (e.g. job-hunting) Communication (e.g. emailing friends) Entertainment (e.g. gaming) Other: _____

5. For which of the following activities did you use the laptop? Circle all that apply.

Research Writing Email Chat Shopping Gaming Other: _____

6. How did you first hear about the SCS?

Friend/classmate Instructor Library website Library sign Other: _____

7. What additional services, equipment, or software would you like to see offered? (Use the back if desired.)

Thanks for helping the SCS improve its services!

02/2006

D. Checkout Survey Data

02/20/2006 – 02/26/2006

| 1. Client Classification (Fig. 9) | Resp. |
|-----------------------------------|-------|
| Freshman | 39 |
| Sophomore | 29 |
| Junior | 85 |
| Senior | 57 |
| Post-Bacc | 13 |
| Graduate Student | 39 |
| Faculty | 0 |
| Staff | 0 |
| No response | 1 |
| <i>Total</i> | 263 |

| 2a. First Visit? | Resp. |
|------------------|-------|
| Yes | 28 |
| No | 245 |
| No response | 2 |
| <i>Total</i> | 275 |

| 2b. Number Visits Per Week | Resp. |
|----------------------------|-------|
| Fewer than 1 | 30 |
| 1 or 2 | 74 |
| 3 or 4 | 85 |
| 5 or more | 45 |
| No response (1st timers) | 34 |
| <i>Total</i> | 268 |

| 3. Own Laptop? | Resp. |
|----------------|-------|
| Yes | 104 |
| No | 161 |
| No response | 0 |
| <i>Total</i> | 265 |

| 4. Primary Purpose (Fig. 10) | Resp. |
|------------------------------|-------|
| Academic | 251 |
| Career | 22 |
| Communication | 33 |
| Entertainment | 15 |
| Other | 0 |
| No response | 0 |
| <i>Total</i> | 321 |

| 5. Activities (Fig. 11) | Resp. |
|-------------------------|-------|
| Research | 222 |
| Writing | 173 |
| Email | 159 |
| Chat | 26 |
| Shopping | 11 |
| Gaming | 8 |
| Other | 14 |
| No response | 0 |
| <i>Total</i> | 613 |

| 6. How Heard? (Fig 12) | Resp. |
|------------------------|-------|
| Friend/classmate | 162 |
| Instructor | 46 |
| Library website | 33 |
| Library sign | 29 |
| Other | 10 |
| No response | 1 |
| <i>Total</i> | 281 |