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# Dudley Knox Library Survey of Distance Learning Students

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# NAVAL POSTGRADUATE SCHOOL

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## Dudley Knox Library Survey of Distance Learning Students

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How can the Naval Postgraduate School's (NPS) Dudley Knox Library (DKL) better serve the needs of distance learning students? The Fall 2011 NPS Survey Research Methods class (OA4109) devised, conducted and analyzed results of a survey of distance learning students on behalf of DKL. The study succeeded in meeting three objectives: 1) Evaluate the need for library services; 2) Determine if needs vary among various distance learning curricula; and 3) Solicit feedback on the usability of the DKL website.

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# LIST OF ACRONYMS AND ABBREVIATIONS

CHDS        Center for Homeland Defense and Security

DL        Distributed or Distance Learning

DKL        Dudley Knox Library

GSBPP        Graduate School of Business and Public Policy

GSEAS        Graduate School of Engineering and Applied Science

GSOIS        Graduate School of Operation and Information Science

HSI        Human Systems Integration

GSS        Graduating Student Survey

NPS        Naval Postgraduate School

NMCI        Navy and Marine Corps Intranet

VPN        Virtual Private Network

VTC        Video teleconference

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# I. INTRODUCTION

## A. SURVEY OBJECTIVES

The Fall 2011 Naval Postgraduate School (NPS) Survey Research Methods class conducted a survey on behalf of the Dudley Knox Library (DKL). This survey focused on degree-seeking distance learning (DL) students and sought to address three main objectives. The first objective was to evaluate the need for library services. The second objective was to determine if these needs differed between the various DL curricula. The third objective was to solicit feedback on the usability of the DKL website.

## B. BACKGROUND

How can the NPS library better serve the needs of distance learning students? This is the driving question that the Dudley Knox Library seeks to answer using the results of this survey. As a premier research institution, the Dudley Knox Library desires to provide the highest level of service to all visitors, with a specific focus on NPS students and faculty. Although the library is well-versed in providing services to resident students, they desire to know more about the unique needs of distance learning students. They are specifically interested in degree-seeking distance learning students who, at the time of the survey, represent 32% of the total NPS student population.

Distance learning employs various teaching methodologies and modalities that differ from traditional on-campus pedagogy. For example, DL students are spread over a broad geographical area and learning takes place individually or via group chats. Lectures are either recorded for "asynchronous" student viewing or delivered synchronously either via the Internet or video-teleconferencing (VTC). Of particular

interest to the NPS library, DL curricula may differ is the amount of course material a professor provides to the students which may differentially affect how DL students interact with the NPS library.  These and other differences between resident and DL curricula may result in unique DL student needs that vary from resident student needs.

The impetus to explore the needs of distance learning students arose in response to an exit survey all NPS graduating students are required to complete.  In the exit survey, distance learning students often give "not applicable" answers in response to a series of questions about services provided by the Dudley Knox Library.  This varies from very positive ratings with few "N/A"s given by resident students in response to the same exit survey.  Without access to additional information, the Dudley Knox Library staff was unsure whether the DL students' "N/A"s were an indication of a problem and thus they decided to field an additional survey to gain a better understanding of distance learning student needs.

## C.    REPORT OVERVIEW

Chapter II, Survey Methodology, describes how the instrument was designed and fielded.  Findings and some aggregate survey results are provided in Chapter III, while Chapter IV provides some general conclusions and recommendations. Additional documentation used in the survey is provided in Appendices A thru L; aggregate results for each of the survey questions are provided in Appendix M and responses to the open-ended questions are in Appendix N..

# II. SURVEY METHODOLOGY

## A. TARGET POPULATION

The target population for the survey is comprised of distance learning students enrolled in a master's level program at NPS in the Fall quarter of 2011. DL students enrolled in certificate programs were specifically excluded from the survey population for two reasons: (1) certificate students are much less likely to use the NPS library because certificate programs generally do not require a level of research that would make the library necessary, and (2) DL certificate students do not take the exit survey. In addition, the Center for Homeland Defense and Security (CHDS) students were excluded from the survey at the request of the CHDS program director. The CHDS program intends to field this survey separately to their students at a later date.

## B. DESCRIPTION OF SURVEY INSTRUMENT

The survey instrument was designed to obtain DL student feedback about the Dudley Knox Library. A total of 54 questions were developed and organized into a coherent survey aimed at determining the needs, knowledge and access of the NPS library for a DL student. The sections of the survey are as follows.

1. **Understanding the Need for Library Support**. The questions in this section were designed to determine whether and how much the various NPS DL curricula require library support.

2. **Determining Whether Other Research Resources Are Used**. The questions in this section were designed to determine what research resources DL students use, other than the DKL, and why.

3. **Assessing Which DL Students Have Visited the Dudley Knox Library**. The questions in this section were designed to help illuminate whether the DL students have ever physically entered or had the opportunity to use the Dudley Knox Library facilities in person.

4. **Evaluating the Dudley Knox Library Website**. The questions in this section solicit DL student feedback on various aspects of the DKL website. It also assesses Navy and Marine Corps Intranet (NMCI) compatibility, and Virtual Private Network (VPN) usage.

5. **Assessing Dudley Knox Library Resource Awareness and Utilization**. The questions in this section determine whether DL students are informed of the existence of various DKL resources and, if so, it is designed to determine which of the resources DL students use the most.

6. **Opinions of the Dudley Knox Library**. The questions in this section help to quantify the general opinion DL students have regarding the Dudley Knox Library, including whether DL students feel they have received sufficient library training and, if not, how they would like to have additional training provided.

7. **Respondent Demographics**. This section asked students basic demographic information used to categorize individuals participating in the survey. These questions facilitate verification of the representativeness of survey respondents and allow analysts to look for differences between or trends within specific groups.

Table 1 maps the individual questions to the foregoing seven sections.

| Section | Number of Questions | Specific Questions |
|---------|---------------------|--------------------|
| 1 | 2 | 1 & 2 |
| 2 | 12 | 3 to 14 |
| 3 | 3 | 15 to 17 |
| 4 | 11 | 18 to 28 |
| 5 | 15 | 29 to 43 |
| 6 | 4 | 44 to 46, 53 |
| 7 | 7 | 47 to 52, 54 |

Table 1.  Organization of the Survey by Section

Appendix A contains a copy of the survey instrument.  Appendix B contains a copy of the data safeguarding procedures that were implemented to ensure confidentiality of the survey data.

## C.    INSTRUMENT PRETESTING

Upon completion of initial instrument design and prior to actually fielding the survey, the questionnaire was carefully pretested.  Pretesting was broken into four phases.  Phase one consisted of an expert review conducted by administering an early draft of the questionnaire to the Dudley Knox Library librarians and  members of the OA4109 class. The goal of the expert reviews was to assess whether the questions were technically and factually correct, as well as to ensure that they achieved survey best practices.  The second phase consisted of cognitive interviews with six resident HSI curriculum students.  The primary objective of this phase was to assess whether the survey questions and associated response sets were understood by respondents in the way they were intended.  The third phase was a limited fielding of the survey to representative DL students.  Distributed electronically via SurveyMonkey, the purpose of this phase of the pretest was primarily to obtain feedback on the instrument

functionality, skip logic, understanding, the relevance to DL students, delivery method, and opportunity for open comments regarding the survey. Finally, the fourth stage consisted of a full mock field test. This procedure allowed for the testing of contact e-mail and reminder e-mail timing and logic sequence and electronic distribution to the OA4109 class. Prior to the test, the class was divided and assigned tasks to stress the survey delivery method by varying individual response times to identify any functional flaws.

## D.    FIELDING PROCEDURES

Following pretests and revisions, the survey was fielded to 1,031 DL students via 1,727 e-mail addresses via SurveyMonkey according to the following schedule:

- 8 November 2011: Pre-notification e-mail
- 9 November 2011: Formal invitation e-mail
- 11 November 2011: First non-response e-mail
- 13 November 2011: Second non-response e-mail
- 15 November 2011: Third non-response e-mail
- 17 November 2011: Professor Fricker non-response e-mail
- 20 November 2011: Fourth non-response e-mail
- 22 November 2011: Final notification e-mail

The pre-notification e-mail was sent to all participants explaining the nature of the survey and why it was being conducted. The e-mail requested respondent participation and was signed by Ms. Eleanor Uhlinger, the NPS University Librarian (see Appendix C). Based on pre-testing results, participants' primary (NPS e-mail) and secondary (professional or personal) e-mail addresses were used each time a notification was sent and the pre-notification e-mail was sent using the NPS survey team e-mail

account (i.e., not via SurveyMonkey) to prevent the possibility of servers directing SurveyMonkey generated e-mail to a SPAM folder.

The day after the pre-notification e-mail was sent, the initial survey e-mail was sent out with an embedded hyperlink that took the respondents to the survey (Appendix D). An opt-out link was made available and a contact e-mail was provided in case respondents had any issues or questions. Once respondents completed the survey, they were marked as complete and removed from the e-mail list. This required a nightly examination of respondents to ensure secondary e-mail addresses were removed from the remaining list and ensured that once a respondent completed the survey, they would not continue to receive unnecessary e-mail reminders.

Reminder e-mails were sent to non-respondents continuing to request they take the survey, stressing the importance of their feedback for helping the library to improve the services offered to DL students (see Appendices E, F, G, and J). These e-mails were sent roughly every two days during the week and on Sunday morning when it was hypothesized that DL students do most of their coursework. Seven respondents partially filled out the survey, prompting e-mails directly to those individuals asking them to complete their surveys (see Appendix H). A final reminder was sent prior to the survey closeout on 22 November 2011 (see Appendix K).

Due to poor initial response rates from the first weekend, roughly 30% after six days in the field, the fielding team personally contacted roughly 25% of the 120 DL instructors and asked for help promoting the survey. This proved effective as response rates slowly climbed through the week to over 50%. Professor Fricker also sent an e-mail (see Appendix I) to non-respondents emphasizing the survey's importance. This

also proved effective as response rates climbed, reaching the roughly 63% by the end of the survey window.

## E.    RESPONSE RATES

Figure 1 shows the daily and cumulative number of responses for the survey. The largest number of respondents occurred after the first invitation e-mail was sent out on 9 November 2011, comprising nearly one-quarter of the total responses.  This was sent out before the Veteran's Day holiday weekend, which may have been the cause of the lower numbers for the remainder of the weekend (11-13 November 2011).  The step
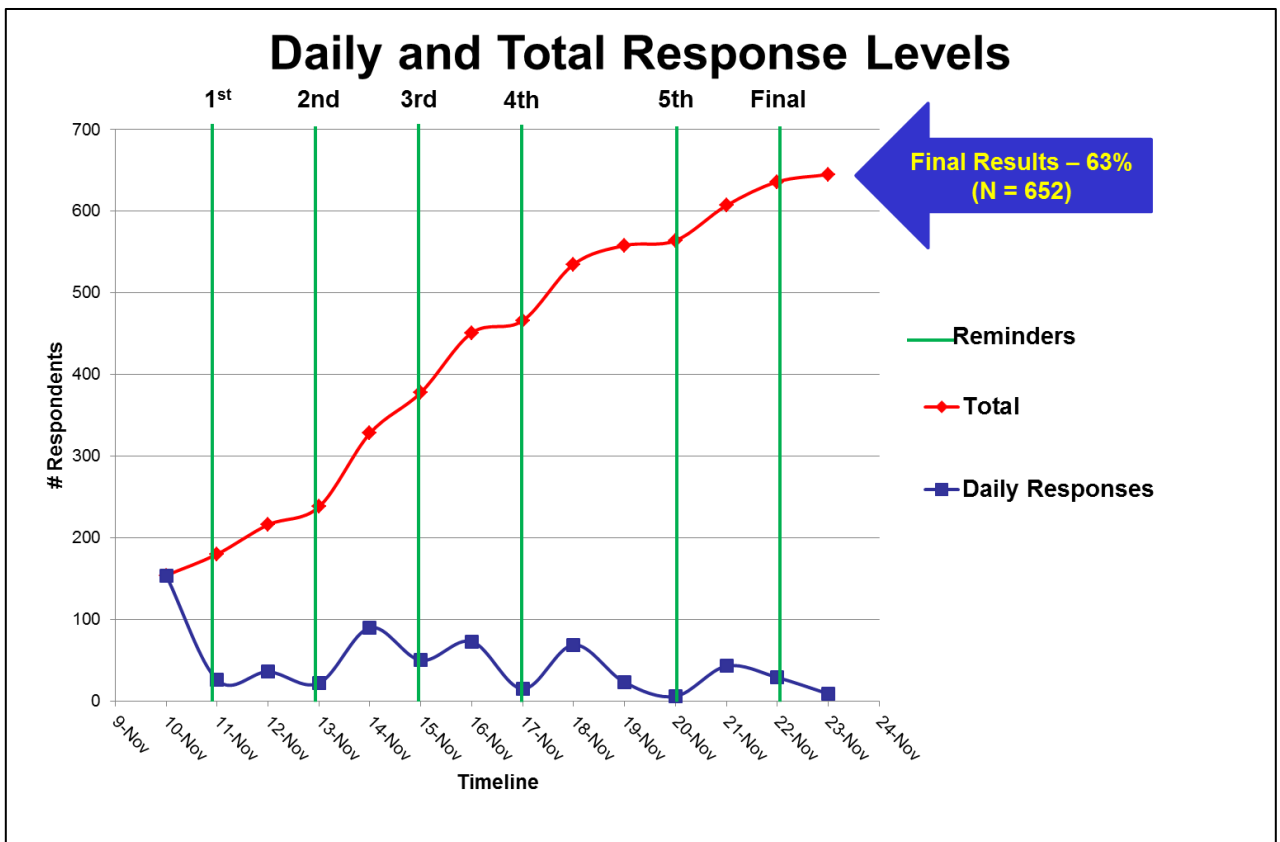


Figure 1.    Daily and Cumulative Responses for Survey

increases in responses shown in Figure 1 occurred after reminder e-mails were sent out, but larger response rates were also seen on Sundays. As expected, the number of responses did drop as time progressed regardless of reminder e-mails. With more time, the total response level would have improved, but daily levels would probably remain in the mid-20s and below with constantly decreasing jumps with reminder e-mails.

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# III. RESULTS

## A. ANALYSIS APPROACH

The study hypothesized that many of the issues affecting student views of the library were related to student demographics such as school, curriculum, time in program, location, etc. In effect, demographics define "who" a distance learning student is. Building on the work of the research and design team, the analysis team qualified issues affecting views of the library into three factors: needs, knowledge and access. Needs refers to requirements to use research (such as library resources) for coursework, capstone projects, and thesis. Knowledge refers to awareness of what library resources are available to support coursework. Access refers to the ability of the student to use resources – either physically or electronically. The analysis team effectively used contingency tables to determine correlations between these factors and the demographic nature of the students.

## B. RESPONDENTS REPRESENTATIVE OF POPULATION

Respondents were shown to be well representative of the total population by school, curriculum, military/civilian. In Figure 2 the graph shows the total percentage by school and military/civilian of the respondents compared to the total percentage breakdown of the population. Figure 3 details the comparison of respondents' curriculum and the population's curriculum. The difference between the respondents and population was minimal enough for the analysis team to assume that the data collected is representative of the population.
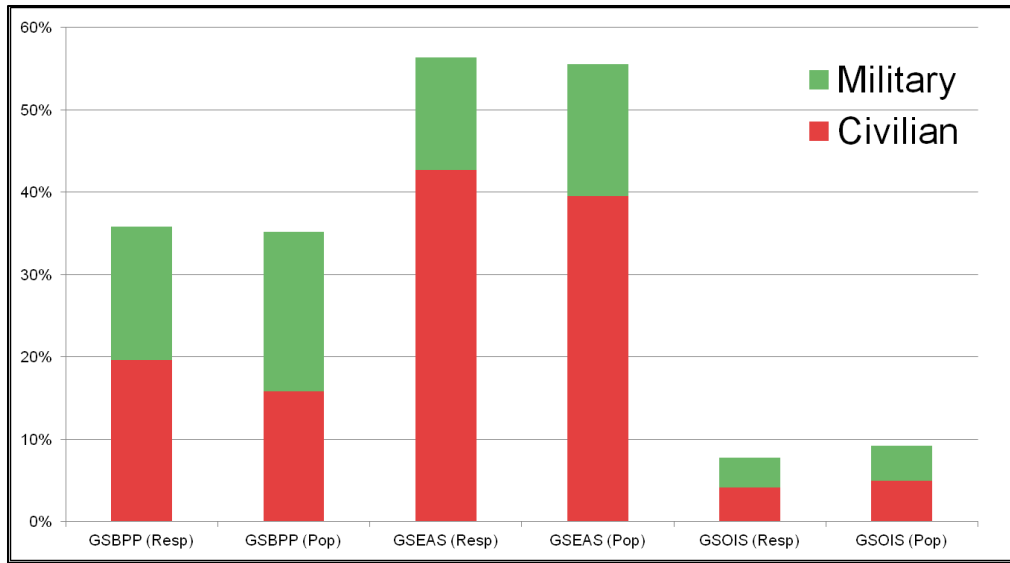
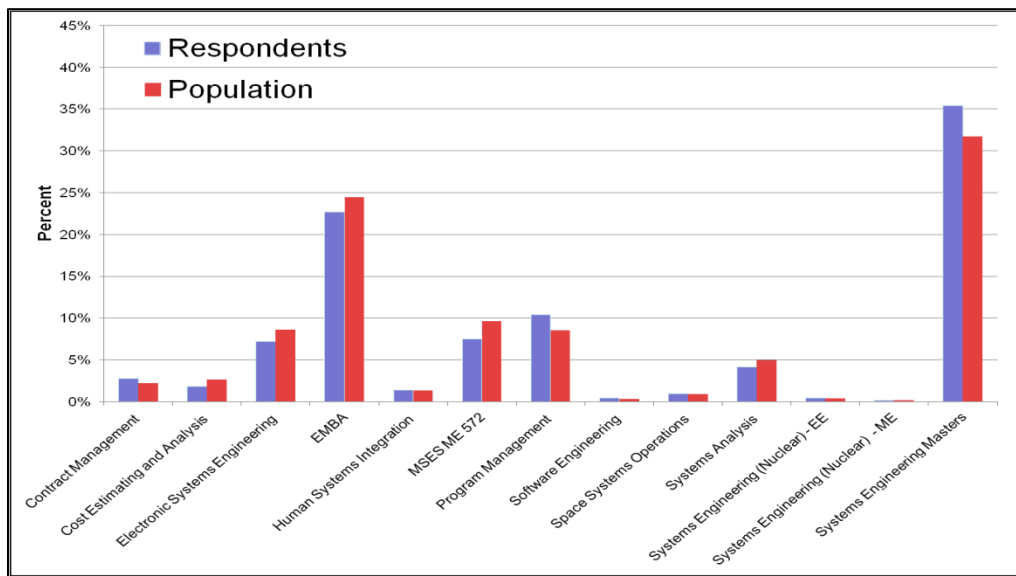Figure 2.    Response Demographics by School and Mil/Civ



Figure 3.    Response Demographics by Curriculum

. Geographically, respondents were distributed across the continental United States, with the highest concentrations of students in Navy fleet concentration areas in California and near Washington D.C., including Virginia and Maryland, (Figure 4) which is also consistent with the NPS DL student population.   The area where the

respondents were not reflective of the population was found in the "number of quarters completed" demographic. Figure 5(a) shows that over one-third of respondents were in their first quarter. In order to properly weigh the responses of an early quarter distance learning student compared to a later quarter distance learning student, the analysis team decided to divide the respondents into phases. Figure 5(b) divides the respondents between new students, those who have been enrolled for three quarters or less, and experienced students, those who have been enrolled for four quarters or more. The remainder of this report will compare phases of education instead of quarters completed.
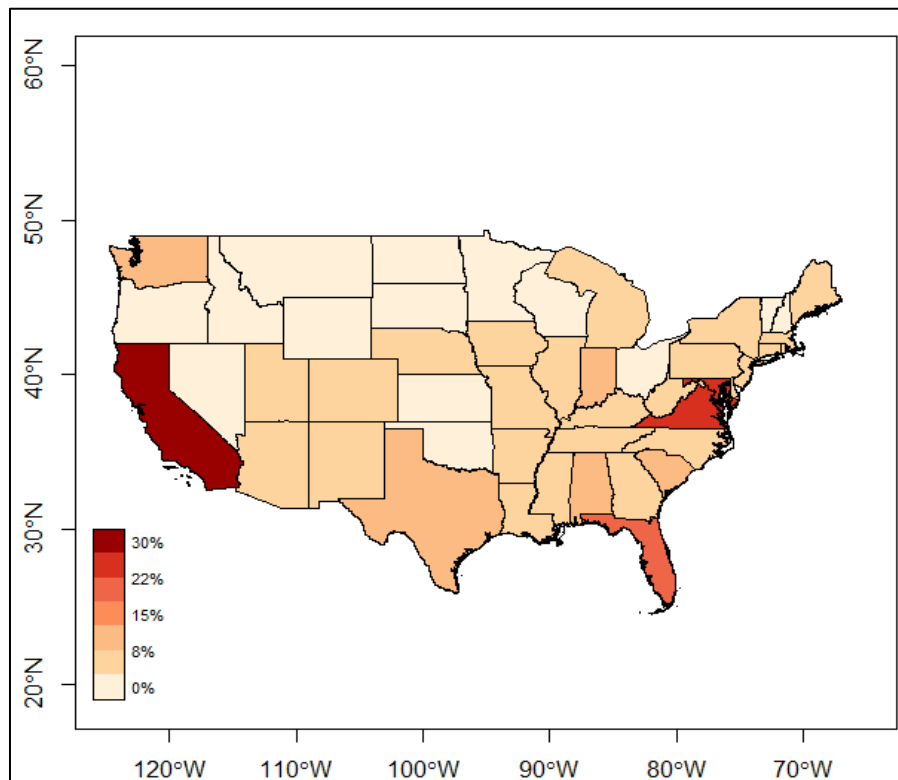


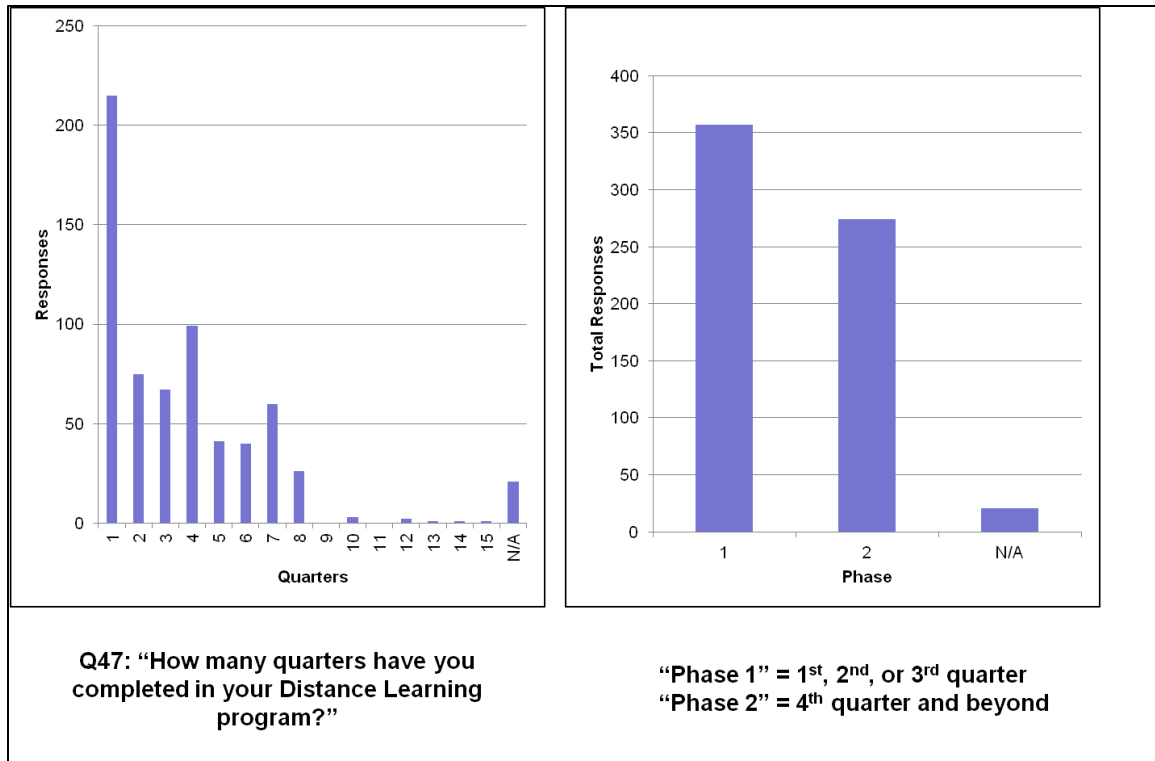Figure 4.    Respondent Distribution within CONUS

Figure 5.    5(a)   Number of Quarters in Program        5(b)   Phase in Program

## C.    KEY FINDINGS

Once the "who" were identified, the analysis team sought to determine what their needs are.  Demographics of schools and educational phase were used in contingency tables. Questions 1, 2, and 18 were used primarily to ascertain needs.  Question 1 and 2 addressed how much material was provided by instructors and how much course work required a research tool respectively. Question 18 addresses if a respondent had visited the DKL website.  It was assumed that this question would address needs, because it is logical to believe that those not going to DKL website do not have a need for a library.

Student needs are often met by instructors: 80% of respondents said that their instructors provided all or most of their class materials. This was consistent for students

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in both Phase I and Phase II.  Still, 47% of DL students agreed with the statement that "Library research is a critical part of my NPS Distance Learning studies", with slightly more students in Graduate School of Engineering and Applied Science (GSEAS) (49%) agreeing with the statement than students in Graduate School of Operation and Information Science (GSOIS) (45%) and Graduate School of Business and Public Policy (GSBPP) representing the average (47%).  Students use the DKL website to complete required research (63% overall), but usage was strongly related to school: GSBPP students used it the most (72%), GSEAS students were near the average (62%), and GSOIS students least likely (37%).  Almost 85% of students relied on internet search engines such as Google or Bing for additional research, of which 80% did so because of convenience, familiarity, ease of use and an immediate need.  There is no other significant source of materials to meet student needs (for example, only 13% of students used book stores for class work). Also DKL did not have much competition from other library websites.  Figure 6 is a crosstabulation of respondents by whether they have used another library website vesus whether they use the DKL website.  The results were promising in that of 70% of those that used another library website also used the DKL website.  Furthermore 66% of those that did not use another library website did use the DKL website.
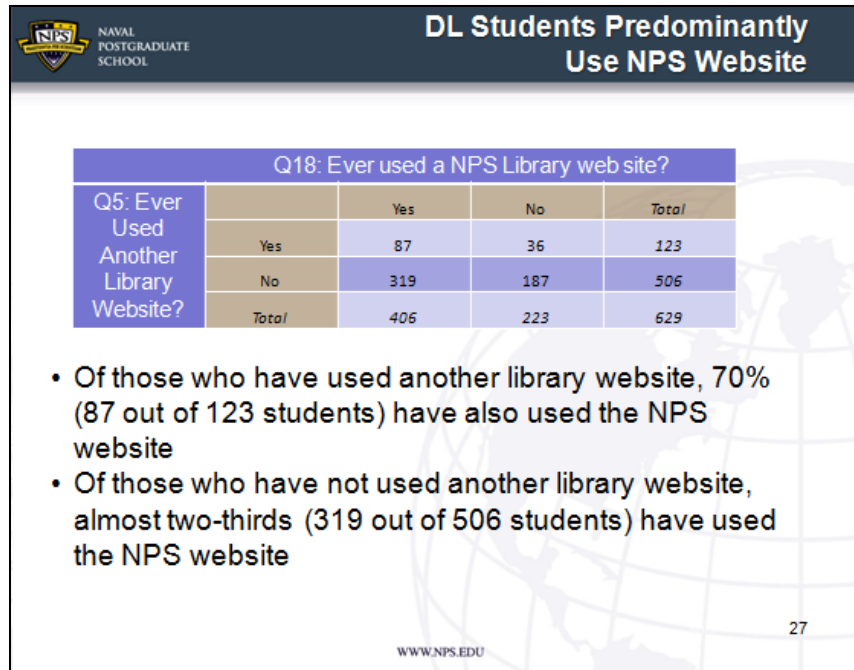
Figure 6.     Competition for DKL website

It was apparent that there exists a need by the DL students for library or research tools. The next step was to analyze the knowledge of DL students concerning the DKL and its ability to meet their needs. Broadly, students know about the NPS Library and programs.  The majority of DL students know they have an account with NPS Library (85%).  Additionally, 62% of students have received a briefing on resources, although GSOIS students again diverged from the average with only 35% having received a briefing.  Most students receive training in their first phase, and only 15 % of Phase II students had not received training.

Students had mixed knowledge of library programs.  On average as many students know about programs as didn't know (see Figure 7).  Further, the knowledge of specific programs and resources did not necessarily imply usage of that program or resource.  Only 15.1% of all programs or resources were used (see Figure 8).  However,

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overall, briefing had a significant impact on student usage of the library website.  A student who had received a briefing on library resources was 40% more likely to use the library website than a student who had not received a briefing.  Figure 9 illustrates the negative correlation of  having a brief about the library compared to actually visiting the DKL website.
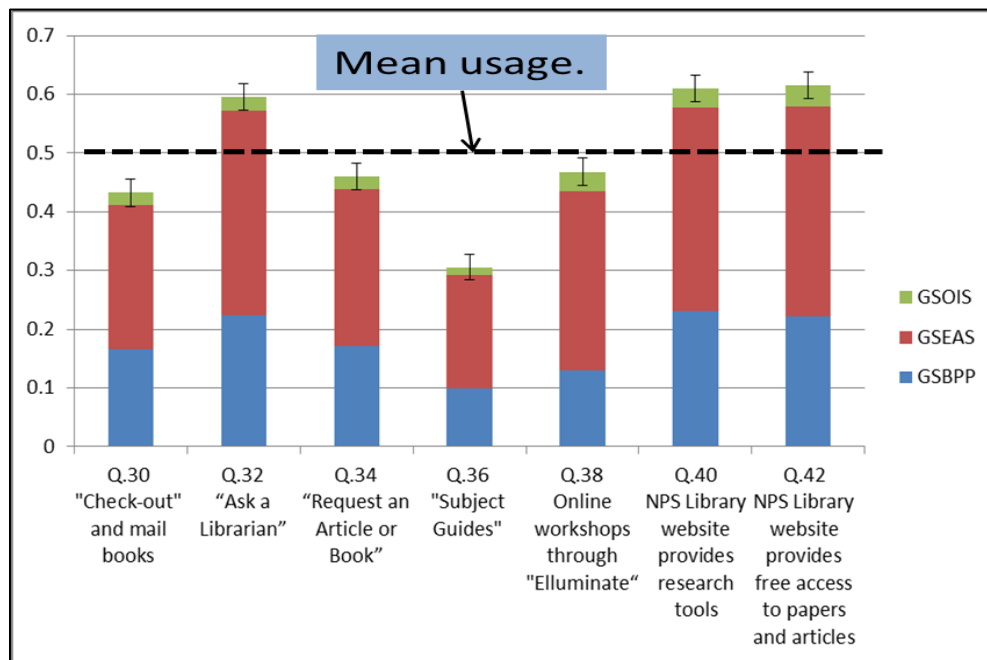


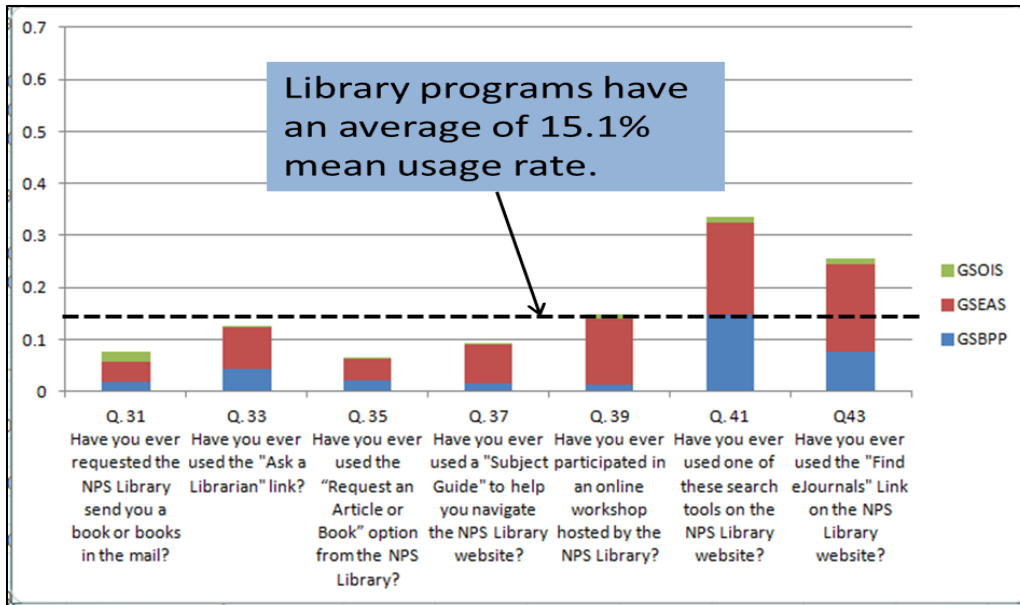Figure 7.    Knowledge of Specific DKL Programs Varied by School
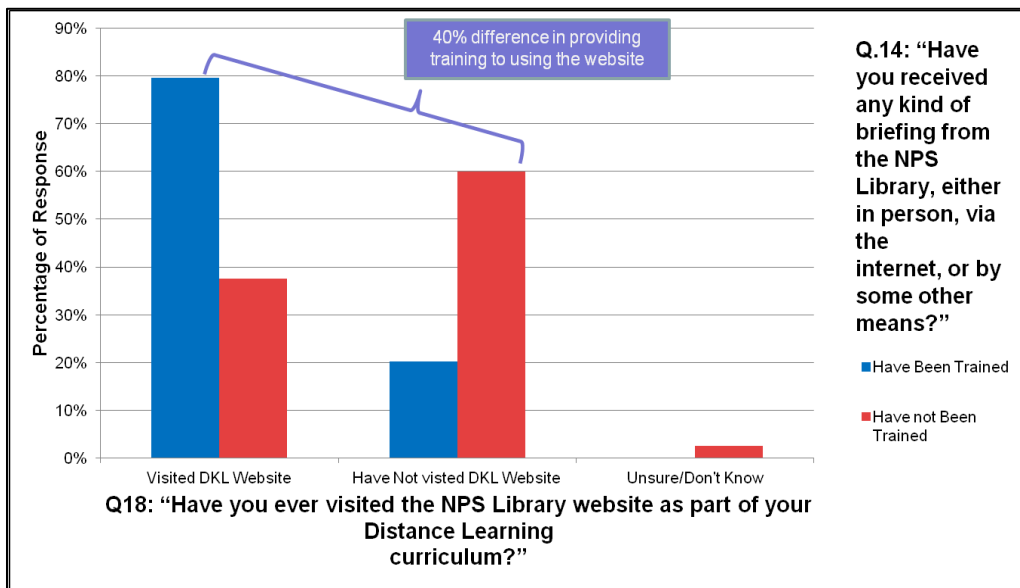
Figure 8.    Use of Specific DKL Programs Varied by School



Figure 9.    Negative Correlation between NPS Library Web Site Visits and Briefings

It was clear that DL students were knowledgeable of the services and abilities provided by the DKL, but there is also room for improvement. Therefore, the third factor was analyzed to determine if access affects students' ability to use the DKL

website.  Access implies both technical access (the ability to connect to the DKL portal, log in to the site, etc.) and navigation (the perceived ability of the student to find appropriate resources). Technical access did not appear to be an issue, but 49% of the DL students used BART as their primary means of accessing the intranet.  (Thirty-one percent only used BART and 18% selected "BART" and "I don't know" when asked how they access the intranet.)  This is significant because if a user is accessing the DKL website via BART then they are not able to access all of the services provided. Additionally, although students using NMCI have had issues with connectivity, it was not correlated with their feelings toward the usability of the DKL website.  Only 10% "Disagreed" or "Strongly Disagreed" to feeling the "NPS Library website is user friendly."

Although most students were able to connect to the DKL website, perceptions of user friendliness indicated that they found it difficult to navigate the website.  A common comment regarding the website was that it "doesn't seem intuitive" and difficult to determine what was even available for search.  (See Appendix N for the complete set of respondents' comments to the survey's open-ended questions.)  Although a briefing was imperative to having a student access the DKL website, it was not influential in determining how respondents felt about the user friendliness of the website. Figure 10 shows the responses about user friendliness were similar whether a respondent received a briefing or not.

Q19: "How much do you agree or disagree with the following statement, 'The NPS Library website is user friendly.' *User friendly is defined in terms of its ease of navigation and search ability."*
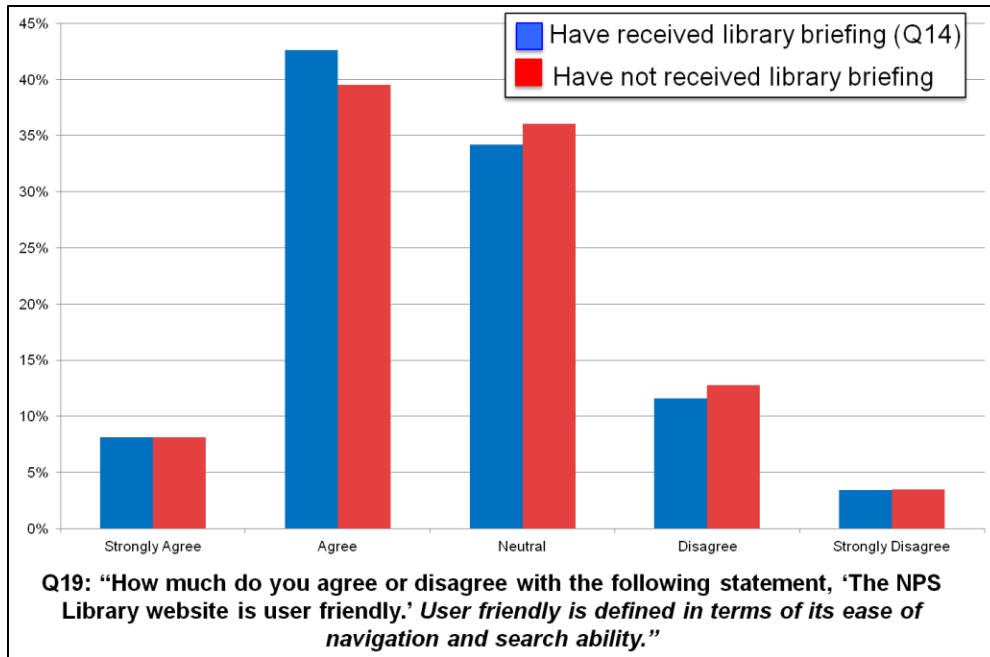
Figure 10.    Perception of User Friendliness for DL Students by Training

The analysis team continued to analyze the three factors with contingency tables in an effort to better determine where improvements can be found. Although the needs of the students exist, the knowledge of the DKL website and its usability in terms of user friendliness is lacking. It was clear to see that knowledge increases as briefings increase. Figure 11 shows that the course work is consistent for both phases of studies, but a higher percentage of people in Phase II are accessing the DKL website.  It was assumed that this increase in using the DKL possibly due to the increase level of difficulty in 4000 level courses, capstone projects, or thesis work. It is apparent that briefings and training needs to be directed towards Phase II students.
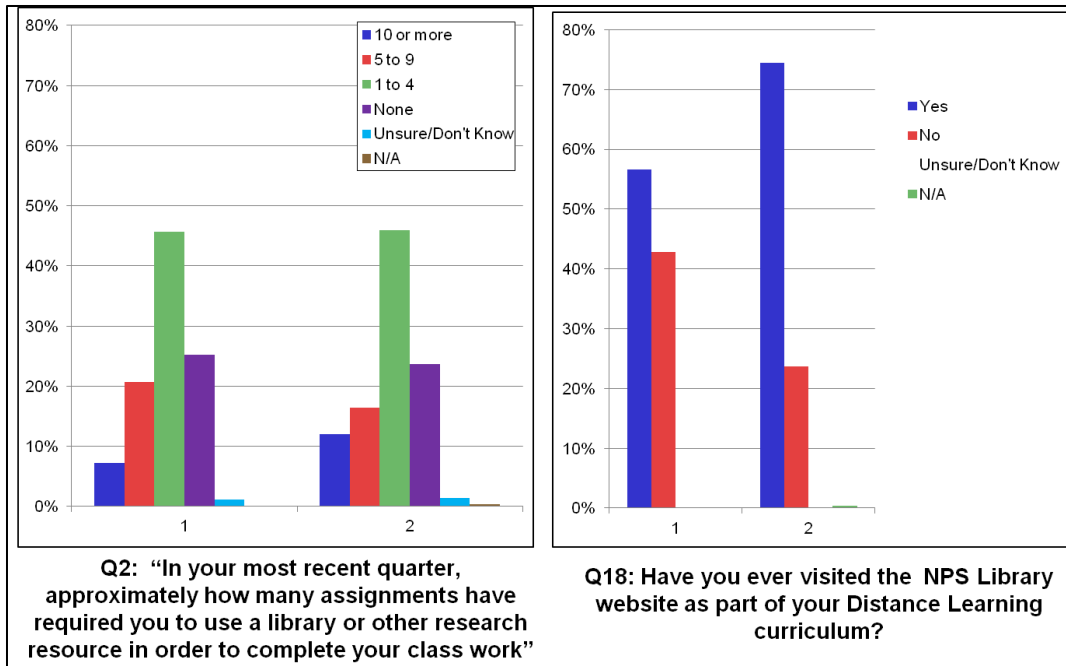
Figure 11.    A Need Exists for Training for Phase II Students

In trying to determine how to improve the user friendliness of the DKL website, the analysis team primarily used the open-ended responses found in question 21. This question asks respondents who answer "Disagree" or "Strongly Disagree" to question 20 ("The NPS Library website provides easy access to research materials") to briefly explain the difficulty or difficulties they experienced with the NPS library website. Based on the responses (see Appendix N) it is very apparent that respondents want a "Google-like" search ability on the website.  In general, they are frustrated with the complexity of the current search engines and the detail required to conduct a search. Further, respondents find the website verbiage unclear, confusing, and arcane, and this contributes to users' confusion with the library website.

Figure 12 shows the effect training can have on how respondents feel about the user friendliness of the website.  For example those that "Strongly Agree" that the DKL

has provided them sufficient training also "Strongly Agree" that the website is user friendly. The caveat to this is those whom "Strongly Disagree" that they have received sufficient training for the DKL also "Strongly Disagree" that the website is user friendly. There is no greater evidence of the importance of training for a user to feel comfortable using the DKL website.
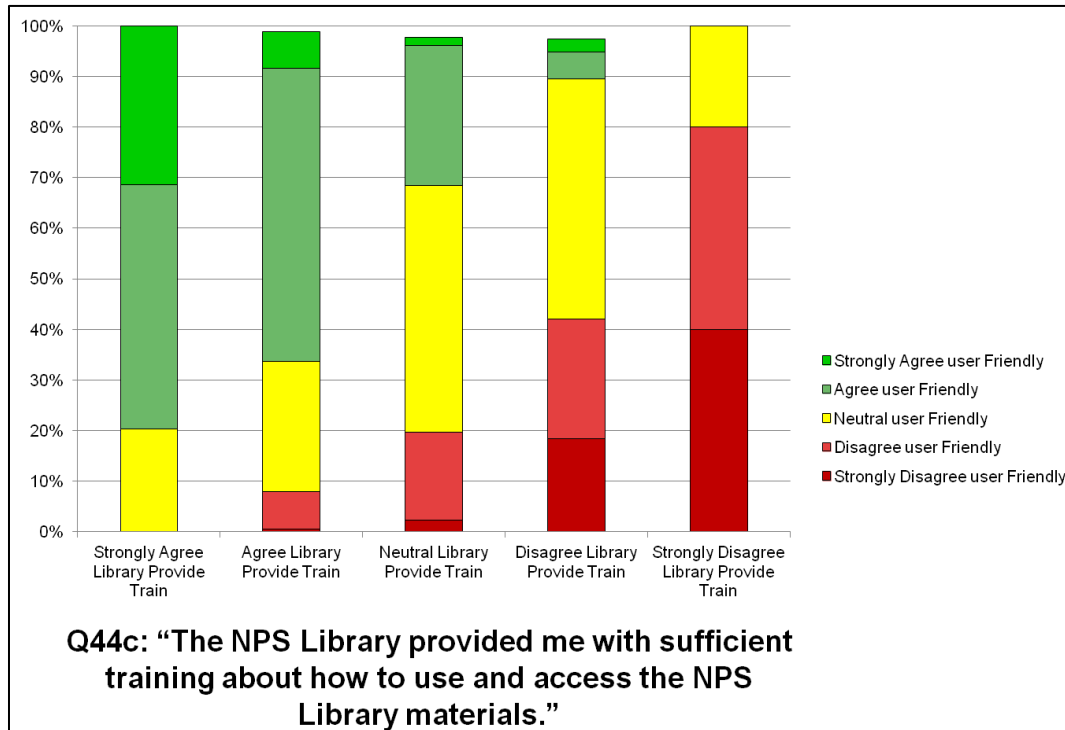


Figure 12.    Additional Training may Improve User's Opinion of the Website

Figures 13 and 14 show that respondents are also desirous of and willing to receive training from within their curriculum. That is, whether a respondent agreed or disagreed about the library providing sufficient training, 28% were receptive to having their curriculum emphasize website training and informative briefings. Furthermore, as shown in Figure 15, GSOIS in particular should be targeted for library training and orientation briefings.
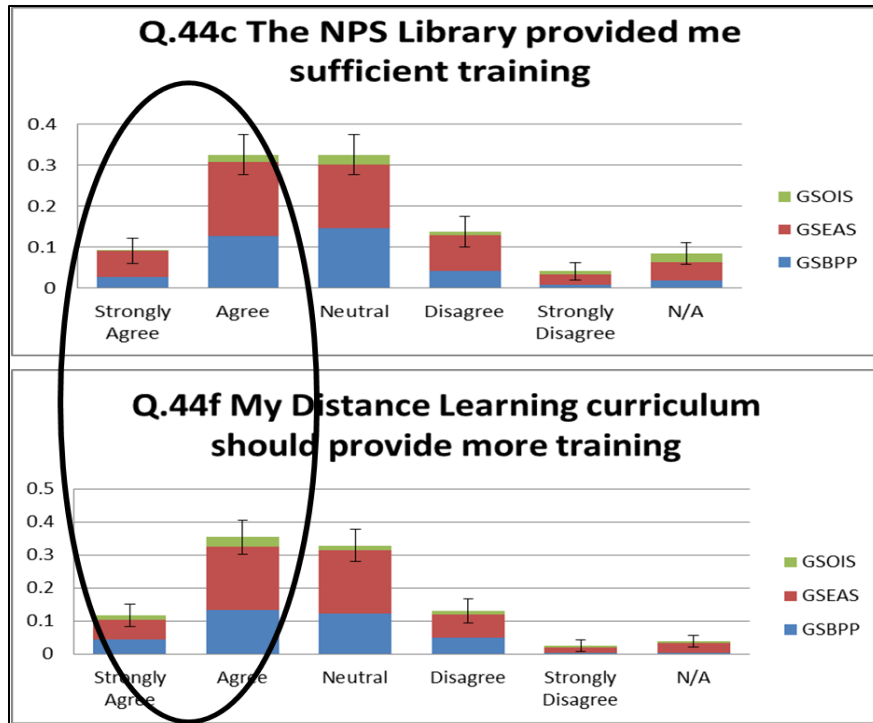
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Figure 13.    Students Receptive to Curriculum Providing Training when Feel have Sufficient Library Training
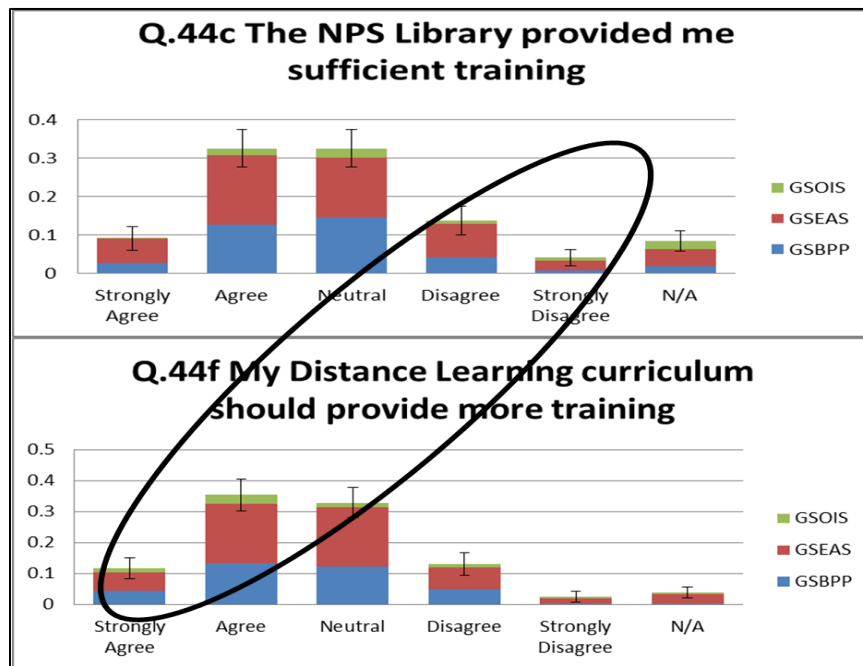


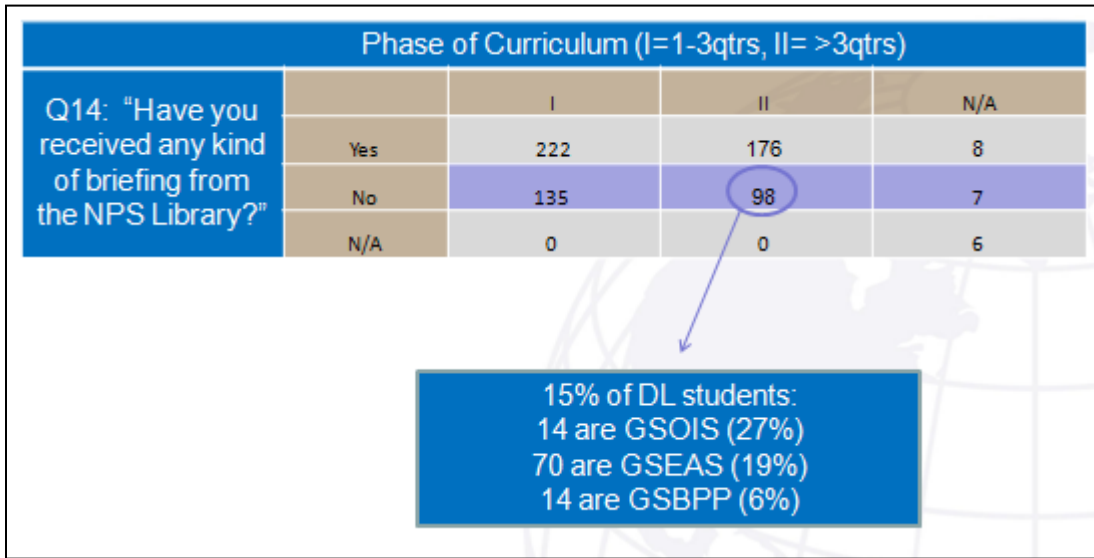Figure 14.    Students Receptive to Curriculum Providing Training when Feel have insufficient Library Training

Figure 15.    GSOIS in Need of Library Training and Briefings

# IV.    RECOMMENDATIONS & LESSONS LEARNED

## A.    RECOMMENDATIONS FOR THE LIBRARY

The following five recommendations follow from the analysis briefly described in the previous chapter.

1. **Focus more training on "Phase II" students.**  In particular, while a briefing at the beginning of the DL students' curricula is useful for orienting and acquainting them with the library, focusing additional training later in the curricula, at the point just before the students are likely to need the library for capstone project an d thesis research, would be very helpful to DL students. Here is what some of the survey respondents said:

   - "…Recommend targeting students at least twice during DL course. First and 5th quarters makes sense. I would have all students do this survey in the 2nd quarter of study as a way to get the info out."

   - "The education about the library was too early to sink in. It would be nice to get emails once a quarter about short courses on certain aspects of the functions available by the library."

   - "I am just getting ready to start my Thesis. So therefore my use of the NPS library will increase tremendously."

2. **Make the DKL website more "user friendly."**  While this survey was not intended to be, nor designed to be, a usability assessment of the library website, respondents repeatedly stressed that they want a more user friendly site.  Given that this is generally the DL students' only portal into the library, improving the

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library web site takes on particular importance for this group of students. Survey respondents are mainly interested in two particular improvements:

a. **Improve DKL website search capabilities.** DL students desire a simplified search interface, where the request to make the interface more "Google-like" came up a number of times in the open-ended comments. The interest here seems to be two-fold: (1) Respondents want a simpler interface, and (2) they want a unified search capability.

b. **Focus the DKL website on library users.** Here the respondents indicated that it was hard to find things on the website and/or hard to understand the website terminology. In the open-ended questions, respondents referred to the site as "arcane" and "not intuitive." Most fundamentally, the respondents want to website to display user-relevant information using "non-library centric terminology."

That said, the analysis also showed that additional training improves user's opinions of the website usability, where survey respondents who received training were more likely to rate the library website user friendliness more positively (and, conversely, those respondents who had not received training were more likely to rate the web site user friendliness less positively). Thus, we recommend the library look for new opportunities to provide additional training within in each DL curriculum.

3. **Push curricula to provide for and allow more library training**. In a related vein, respondents indicated a desire for more library training, where 28% of respondents are receptive to having more information and training provided to

them by their curriculum.  This result should provide the library with some leverage with the various DL curricula directors and academic associates as it demonstrates a need as articulated by DL students.

    a. In particular, the library should redouble its efforts to get briefings and training going with GSOIS students, where the survey results show that only 35% of GSOIS DL students received a library briefing.

    b. In fact, as a result of discussions about these survey results, the MSA curriculum's academic associate (Steve Pilnick) has expressed a desire for training for his students.

4. **Solve BART access issues.**  More than half DL students use BART, but 44% are unaware that BART access will not provide full access to DKL resources. We recommend that the library work with ITACS to see if Bart can be modified so that the barriers to using all the library's services can be overcome. Alternatively, if this is not possible, recommend the library indentify a more "intrusive" method in order to increase student awareness of the limitations of using Bart.

5. **Fix exit survey library question**.  This survey has demonstrated that the vast majority of DL students are aware of the NPS library and value it as a resource. This suggests that the excessive number of "N/A" responses on the exit survey do not reflect actual student opinion and valuation of the library.  It further suggests that in the exit survey DL students either do not understand the library-related questions and/or they are suffering from survey "burn-out."  Both can be corrected with question redesign.  We recommend revising the exit survey

question to only read, "NPS library resources met all my course work and research needs" (with the matrix of specific library services deleted).  Then use a 5-point Likert response scale ("strongly agree," "agree," "neutral," "disagree," "strongly disagree") without the "N/A or don't know" option.

## B.    SURVEY LESSONS LEARNED

### 1.    Project Management

Overall the project went smoothly since we used a "command structure" for project collaboration.  There was one person in charge of the entire project, with four people below him as leaders of each group (Research, Design, Fielding, and Analysis).  This structure enabled effective communication of ideas.   All groups used Dropbox for collaboration with enabled each team to work remotely on the project.  It would have been beneficial to have early communication with the DL professors which could have helped increase our response rate.  Unfortunately, we did not engage the DL professors until after sending the third non-response e-mail.  The schedule must allow for more time for data analysis, as the Analysis group was very short on time.  Additionally the data analysis was constrained by the 10 week structure of the course, and there were two major holidays during the quarter (Thanksgiving and Veteran's Day).

### 2.    Design Phase Tasks

There were three distinct lessons learned during the design phase of this survey. The first lesson was that it is important for the design team to establish early communication with the sponsor and to sustain constant communication throughout the

survey instrument design process. The design team relied primarily on information that was provided by the research team until the latter phases of the design process. This delay resulted in a series of changes to the instrument just before fielding the survey. These changes were conducted in response to some concerns from the library staff. The second lesson was that the design team has to have a clear picture of how the analysis will be performed at the end of the survey process. This is critical to ensure that the skip logic and question construction supports the easy collection of data. The last lesson learned was that it is easy to let the survey instrument grow throughout the revision process. Initially, the designers created a concise set of questions to meet the objectives, but there were many questions added in response to feedback from the sponsors, expert reviews, and field testing. The survey instrument itself grew to 150% of its original size throughout the revision process.

### 3. Fielding Phase Tasks

While the fielding team worked diligently to minimize risk from improper fielding, our greatest task pertained to avoiding survey error due to non-response. Many of the lessons below relate to efforts to maximize the percentage of respondents. The fielding team bore in mind the four primary errors that can degrade the value of a survey: errors in coverage, sampling, non-response, and measurement. Pre-test cognitive interviews proved valuable in refining or validating the orientation of many questions. These were conducted with both students and DL professors. The results helped us to mitigate "measurement error." Pre-testing successfully vetted our skip logic; no issues were identified from actual fielding.

Over-the-shoulder monitoring of several students helped us to note and rectify problems such as syntax, jargon, and poor wording of questions.  Faculty comments helped us to add some specific response options to various questions, which we would not have included otherwise.  Interviews with the library point of contact (Ms. Ann Jacobson) greatly helped refine and add questions that would probe particular areas of interest further than we had originally designed.  This had a direct, positive impact on the usefulness of the data.

The Research and Design Teams were quite thorough in gaining a clear understanding of the DL student population.  Their accuracy contributed directly to eliminating "coverage error" and "sampling error" factors.  The depth of understanding provided the Fielding Team with accurate student primary and alternate e-mail addresses, which appear to have contributed to increased response rate.  We also noted the need for greater flexibility to make dynamic adjustments, such as adjusting the delivery schedule for reminder e-mails.

It is an axiom that a lesson isn't truly learned unless it is noted and leveraged during subsequent teams.  Our successful fielding was due in no small part to the lessons learned from previous teams which have conducted surveys in previous years for the Survey Methods class.  From those reports and following Dillman (pp. 23-25, 2009), we styled our notification and reminder e-mails with strong adherence to the social exchange principles below, which we believe reduced the potential non-response error.

We aggressively monitored individual responses and ensured that no after-the-fact reminder e-mails were sent to previous respondents.  We estimate that only one student received a reminder after having already participating in the survey.  We found

that we had correctly anticipated a slow response during the Veterans Day weekend. We also believe that we successfully anticipated that the majority of DL students would not access their nps.edu e-mails until the weekend, when they normally do their DL studying.

One dynamic adjustment that was facilitated by the Design Team's research was our successful 'last push reminder via the faculty.' At approximately the mid-way point when responses tapered off we took two actions. These resulted in a bump of approximately 70 responses (6.7 %). It was labor intensive for the team to make approximately 30 office calls, but it may have accomplished an unintended favorable consequence. Professors generally expressed genuine interest in the survey and were enthusiastic about assisting us. This indicates a possible sowing the seed of potential future collaboration between the library and the DL professors. The Fielding Team personally visited many of the DL professors, asking for their reminders and encouragement to their students. We also extended the survey by a few days in order to allow the effects of the personal visits and the professor-to-professor e-mail to reach the students and allow them to respond.

### 4. Analysis Phase Tasks

There are two major lessons learned for the Analysis Team. The first lesson concerns the active involvement of the Analysis team throughout the whole process. This was done well for this project. Once the objective was identified, having an idea of how to analyze that objective helped greatly in making contributions with the survey Design Team. The Analysis Team worked well with the Design Team in making sure

that usable questions were asked.  The Analysis Team was not sure how the questions would or could be used, but having the information would be beneficial.  It became apparent in the analysis phase that the hard, meticulous work done by the Design Team paid big dividends.  The categorical nature of the questions in assessing the needs, knowledge and accessibility of the DL students was accomplished very well.  Using contingency tables to help better see correlations was the method that provided the most insight into properly telling the data's "story."

The second lesson learned is where the Analysis Team suffered.  It is imperative to realize that all the other teams support the work that the Analysis Team will do, therefore, that team needs to have sufficient time and dedicated participants.  The team itself was manned for four students.  However, two of the most experienced students were shifted out of the team.  One of the students took on responsibility as the project lead, and the other student left for a thesis research trip during the crucial analysis time. The remaining two students had no experience in analyzing survey data, and a minimal working knowledge of the statistical package.  The project lead had to take over the analysis team, but with a missing student the workload of the most important process fell on three students.  It is recommended that for future survey efforts only dedicated participants are put into teams, and the analysis team needs to have sufficient numbers to properly handle all of the data.

# APPENDIX A. SURVEY INSTRUMENT

Thank you for taking the time to participate in this survey. We will begin by asking some questions about how much your NPS curriculum requires you to find and use materials that are not directly provided by your instructors. These questions will help us understand whether and/or how much the various NPS curricula require library support.

**1. What fraction of the documents that are required for your Distance Learning courses are provided to you by your instructors?** *Documents refer to all class notes, presentations, and other research documents. Documents do not include class textbooks.*

- ○ All
- ◎ Most
- ○ Half
- ○ Some
- ○ None
- ○ No Documents Required

**Section 1**

**2. In your most recent quarter, approximately how many assignments have required you to use a library or other research resource in order to complete your classwork?** *"Other research resources" include search engines and websites such as google.com, wikipedia.com, etc. that are used to gain information about a particular subject, as well as more traditional research resources and reference materials.*

- ○ 10 or more
- ○ 5 to 9
- ○ 1 to 4
- ○ None
- ○ Unsure/Don't Know

**Section 1**

Now we would like to ask you about what types of research resources, *other than the NPS Campus Library,* you have used in your NPS studies and why. These questions will help the NPS library understand what type of research resources DL students require for their studies. This information will give the library insight into what other resources they may need to provide.

**3. Have you entered another library building to use its resources?** *This question does not apply to the NPS Library ("Dudley Knox Library") that is located on the NPS campus.*

○ Yes                                                                                                      Section 2
○ No
○ Unsure/Don't Know        } Skip to Question 5

**4. Which of the following did you use when you entered the other library building?**

Section 2

**SELECT ALL THAT APPLY**

☐ Electronic Books

☐ Databases (Proquest, EBSCOHOST, Lexis Nexis, etc)

☐ Books (Paperback or Hardback)

☐ A quiet place to study

☐ Journals/eJournals

☐ Request Assistance from a Librarian

☐ Interlibrary Loan/Document Delivery

☐ Internet Access

☐ Other (please specify)

[                                                                    ]

**5. Have you used another library website to access its resources?** *This question does not apply to the NPS library website.*

Section 2

○ Yes
○ No
○ Unsure/Don't Know        } Skip to Question 7

**6. Which of the following did you access through the other library website?**

**SELECT ALL THAT APPLY**

- ☐ Request Assistance from a Librarian
- ☐ Electronic Books
- ☐ Journals/eJournals
- ☐ Interlibrary Loan/Document Delivery
- ☐ Databases (Proquest, EBSCOHOST, Lexis Nexis, etc)
- ☐ Books (Paperback or Hardback)
- ☐ Other (please specify)

[_____]

**7. Have you ever used an internet resource other than the NPS Library website to support your NPS coursework?** *An internet resource is a website such as google.com, wikipedia.com, etc. that is used to gain information about a particular subject.*

- ○ Yes

- ○ No
- ○ Unsure/Don't Know

} Skip to Question 12

**8. Please select all of the internet resources you have used to support your NPS coursework.**

**SELECT ALL THAT APPLY**

- ☐ Google Scholar
- ☐ Search Engine (Google, Yahoo, Bing)
- ☐ Another Library Website
- ☐ Wikipedia
- ☐ Other (please specify)

[_____]

**9. Why did you choose to use internet resources other than the NPS Library website to support your NPS coursework?**

**SELECT ALL THAT APPLY**

- [ ] Convenience
- [ ] Familiarity
- [ ] Tried NPS Library first, but couldn't find what was needed
- [ ] Was not aware that I had access to NPS Library
- [ ] Recommended by Colleague
- [ ] Recommended by Professor
- [ ] Ease of Use
- [ ] Immediate Need of Resource
- [ ] Unsure/Don't Know
- [ ] Other (please specify)

[                    ]

**10. Have you ever paid to gain access to an internet resource in order to complete an NPS class assignment?** *An internet resource refers to a scholarly article or journal. Please do not include access to textbook solutions (e.g. cramster.com)*

- ( ) Yes
- ( ) No          } Skip to Question 12
- ( ) Unsure/Don't Know

**11. Why did you pay to access an internet resource to complete the NPS class assignment?**

**SELECT ALL THAT APPLY**

- [ ] Convenience
- [ ] Familiarity
- [ ] NPS Library could not provide what I needed
- [ ] Was not aware NPS Library might be able to access what I needed
- [ ] Recommended by Colleague
- [ ] Recommended by Professor
- [ ] Ease of Use
- [ ] Immediate Need of Resource
- [ ] Unsure/Don't Know
- [ ] Other (please specify)

**12. Have you ever used a book store to gain access to resources in order to complete an NPS class assignment?** *A book store refers to any local book store, college book store, or internet book store. Resources do not include class textbooks.*

- ○ Yes
- ○ No
- ○ Unsure/Don't Know

} Skip to Question 14

**13. Why did you go to the book store to gain access or read the resource(s) for the NPS class assignment?**

**SELECT ALL THAT APPLY**

- [ ] Convenience
- [ ] Familiarity
- [ ] NPS Library could not provide what I needed
- [ ] Was not aware NPS Library might be able to access what I needed
- [ ] Recommended by Colleague
- [ ] Recommended by Professor
- [ ] Ease of Use
- [ ] Immediate Need of Resource
- [ ] Unsure/Don't Know
- [ ] Other (please specify)

[                                        ]

**14. Have you received any kind of briefing from the NPS Library, either in person, via the internet, or by some other means?**

- ( ) Yes
- ( ) No

**Now we would like to find out if you have ever visited the NPS campus and used any of the resources available in the NPS Library building.**

**15. Have you ever visited the NPS campus in your role as a Distance Learning student?**

- ( ) Yes
- ( ) No
- ( ) Unsure/Don't Know

} Skip to Descriptive Text Prior to Question 18

**16. Have you ever visited the NPS Library building as a Distance Learning student?**

- ( ) Yes
- ( ) No
- ( ) Unsure/Don't Know

} Skip to Descriptive Text Prior to Question 18

**17. When you visited the NPS Library building, what did you use?**

**SELECT ALL THAT APPLY**

- [ ] Used Library for Group Work or as a Quiet Place to Study.
- [ ] Electronic Books
- [ ] Databases (Proquest, EBSCOHOST, Lexis Nexis, etc)
- [ ] Request Assistance from a Librarian
- [ ] Journals/eJournals
- [ ] Interlibrary Loan/Document Delivery
- [ ] Attend Workshops
- [ ] Books (Paperback or Hardback)
- [ ] Other (please specify)

**As a DL student, your main portal to the NPS library is most likely the library website. In the next few questions, we would like to get your feedback on whether you have used the library website and, if so, what you used it for and whether you found it helpful.**

**18. Have you ever visited the NPS Library website as part of your Distance Learning curriculum?**

- ( ) Yes
- ( ) No          } Skip to Question 24
- ( ) Unsure/Don't Know

**19. How much do you agree or disagree with the following statement, "The NPS Library website is user friendly."** *User friendly is defined in terms of its ease of navigation and searchability.*

- ( ) Strongly Agree
- ( ) Agree
- ( ) Neutral
- ( ) Disagree
- ( ) Strongly Disagree
- ( ) N/A

**20. How much do you agree or disagree with the following statement, "The NPS Library website provides easy access to research materials."**

○ Strongly Agree

○ Agree                    Skip to Question 22

○ Neutral

○ Disagree                 Continue to Question 21

○ Strongly Disagree        Skip to Question 22

○ N/A

**21. Please briefly explain the difficulty or difficulties you have experienced with the NPS library website.**

**22. While visiting the NPS Library website, which of the following resourceuse?**

**SELECT ALL THAT APPLY**

☐ Request an Article or Book (Interlibrary Loan/Document Delivery)

☐ Online Workshop

☐ Electronic Books

☐ Databases (Proquest, EBSCOHOST, Lexis Nexis, etc)

☐ Journals/eJournals

☐ Request Book(s) via Mail (Paperback or Hardback)

☐ Ask a Librarian

☐ Other (please specify)

**23. Have you ever FAILED to locate or access an article, book, or other acaource from the NPS Library website?**

○ Yes

○ No

○ Unsure/Don't Know

**24. Which method(s) do you use to access the NPS internal computer network (NPS Intranet)?**

**SELECT ALL THAT APPLY**

☐ NPS Bart

☐ Cisco AnyConnect

☐ NPS Voyager Citrix Portal

☐ I don't know

☐ I do not access the NPS Intranet

☐ Other (please specify)

[          ]

**25. Are you aware that access to a Virtual Private Network (VPN) or Library Proxy Server is required to access the resources that are provided by the NPS Library website?**

○ Yes

○ No

**26. Do you access the NPS Library website via NMCI (Navy Marine Corps Intranet)?**

○ Yes

○ No

○ Unsure/Don't Know

} Skip to Descriptive Text Prior to Question 29

**27. Has NMCI interfered with your access to the NPS Library website?**

○ Yes

○ No

○ Unsure/Don't Know

} Skip to Descriptive Text Prior to Question 29

**28. Briefly describe how NMCI has interfered with your ability to access the NPS Library website.**

[                                        ]

In the next series of questions, we'd like you to tell us whether you are aware of various services that the NPS library provides and, if so, whether you have taken advantage of any of them.

**29. Prior to this survey, were you aware that as a Distance Learning student you have an account with the NPS Library?**

○ Yes

○ No

**30. Prior to this survey, were you aware that the NPS Library will "check-out" and mail books to Distance Learning students?**

○ Yes

○ No  }   Skip to Question 32

**31. Have you ever requested the NPS Library send you a book or books in the mail?**

○ Yes

○ No

○ Unsure/Don't Know

**32. Prior to this survey, were you aware that the NPS Library website includes the link "Ask a Librarian," where you can get help from a librarian through text messaging, email, live chat or telephone?**

○ Yes

○ No  }   Skip to Question 34

**33. Have you ever used the "Ask a Librarian" link?**

○ Yes

○ No

○ Unsure/Don't Know

**34. Prior to this survey, were you aware that the NPS Library provides an option to "Request an Article or Book"?  Following this request the NPS Library either provides the article or book from its own collection (Document Delivery) or borrows the article or book from another library (Interlibrary Loan) and then provides it to a student.**

○ Yes

○ No  }   Skip to Question 36

**35. Have you ever used the "Request an Article or Book" option from the NPS Library?**

○ Yes

○ No

○ Unsure/Don't Know

**36. Prior to this survey, were you aware that the NPS Library provides "Subject Guides" on the NPS Library website?** *The NPS Library website provides Subject Guides to help the student navigate the library website more efficiently. These guides provide the student with access to subject specific documents, databases, and subject matter experts.*

○ Yes

○ No }  Skip to Question 38

**37. Have you ever used a "Subject Guide" to help you navigate the NPS Library website?**

○ Yes

○ No

○ Unsure/Don't Know

**38. Prior to this survey, were you aware that the NPS Library hosts online workshops, through "Elluminate," to share information about library services and teach students how to efficiently conduct research?**

○ Yes

○ No }  Skip to Question 40

**39. Have you ever participated in an online workshop that was hosted by the NPS Library?**

○ Yes

○ No

○ Unsure/Don't Know

**40. Prior to this survey were you aware that the NPS Library website provides many research tools for the students to use?** *A research tool is a database, such as "ProQuest Database, Jane's Database, LexisNexis, etc., that is used to conduct a general search of a topic.*

○ Yes

○ No }  Skip to Question 42

**41. Have you ever used one of these search tools (also referred to as "databases") on the NPS Library website?**

◯ Yes

◯ No

◯ Unsure/Don't Know

**42. Prior to this survey, were you aware that the NPS Library website provides free access to papers and articles that are contained in various newspapers, magazines, scholarly journals, and other documents?** *These articles and papers can be accessed via the NPS Library's subscription to eJournals, catalogs, and subscription services (such as JSTOR and IEEE databases).*

◯ Yes

◯ No    } Skip to Descriptive Text Prior to Question 44

**43. Have you ever used the "Find eJournals" Link on the NPS Library website?**

◯ Yes

◯ No

◯ Unsure/Don't Know

**Hang in there, we're almost done. In this last section, we would like your opinion on various aspects of the NPS library operation and we'd like to know a little bit about you and your DL program.**

**44. How much do you agree or disagree with the following statements:**

|  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | NA |
|---|---|---|---|---|---|---|
| Library research is a critical part of my NPS Distance Learning studies. | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| The NPS Library provides all the resources I need for my Distance Learning studies. | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| The NPS Library provided me with sufficient training about how to use and access the NPS Library materials. | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| The faculty in my DL curriculum provide me with all the information about NPS Library that I need. | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| My Distance Learning curriculum should provide more information about the NPS Library and NPS Library resources. | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| My Distance Learning curriculum should provide more training about the NPS Library and its resources. | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

**45. At what stage in your Distance Learning Curriculum would it be most helpful for the NPS Library to provide training about its resources?**

- ○ Early (1st Qtr)
- ○ Somewhat Early
- ○ Middle
- ○ Somewhat Late
- ○ Late (Last Qtr)
- ○ N/A

**46. How would you prefer to receive training about NPS Library resources?**

- ○ Live/Synchronous (e.g., via VTC, Elluminate Live, or in-person)
- ○ Short (5 minute) downloadable videos or screen-casts
- ○ Recorded instruction sessions (Podcasts, Elluminate, recordings)
- ○ Web guides
- ○ Paper handouts
- ○ Never
- ○ Don't Care

Other (please specify)

[                                      ]

**47. How many quarters have you completed in your Distance Learning program? (Please enter a whole number.)**

[          ]

**48. Are you taking a Distance Learning course this quarter (October 2011 - December 2011)?**

- ○ Yes
- ○ No

**49. Have you been deployed at sea on a ship or submarine for significant periods of time while you have been enrolled as an NPS Distance Learning student?**

- ○ Yes
- ○ No
- ○ Unsure/Don't Know

**50. Where have you been located for <u>most of the time</u> that you have been enrolled in your NPS Distance Learning curriculum?**

○ CONUS (continental United States)

○ OCONUS (outside the continental United States) } Skip to Question 52

**51. Where did you live for the majority of your time as a NPS distance learning student?**

City: [                    ]

State: [            ] } Skip to Question 53

**52. Where did you live for the majority of your time as a NPS distance learning student?**

City/Town: [                    ]

Country: [                    ]

**53. Is there anything else you would like to tell us about the NPS library?**

[                                                                    ]

**54. Would you be willing to participate in a focus group upon the completion of the analysis of the results of the survey?**

○ Yes

○ No

# APPENDIX B.  DATA SAFEGUARDING PLAN

*Survey of NPS Distributed Learning Students*
## Data Safeguarding Plan
Associate Professor R.D. Fricker, Jr.
Principal Investigator
20 October 2011

**Project Description**

The research consists of a survey of degree-seeking NPS distributed learning (DL) students and subsequent analysis of the resulting data. The survey will be conducted as a class project in OA4109 (Survey Research Methods) on behalf of Ms. Eleanor Uhlinger, NPS University Librarian. The instrument will consist of questions about whether and how DL students use the NPS library in their academic pursuits, and their opinions about what the NPS library could do to improve its support for DL students.

**Description of Data to be Acquired and their Usage**

Survey data will be acquired from DL students via a web-based survey instrument. If possible, this data will be merged with demographic data obtained from the NPS Registrar that will include degree program, Service, rank, and school, as well as date of enrollment at NPS. If this is not possible, the survey will solicit this information from the respondents.

**Data Sensitivity**

Personal identifying information, particularly if it contains SSNs, can be highly sensitive. No PII of this type will be collected in the survey nor acquired from the Registrar. The survey data itself, will consist of individual responses to questions about whether and how DL students use the NPS library and their opinions about what the NPS library could do to improve its support for DL students. These are quite innocuous subjects that pose minimal to no risk to survey respondents.

**Data Safeguarding Responsibilities**

The Principal Investigator (PI), Associate Professor Ron Fricker, bears sole and complete responsibility for safeguarding the data. The PI and members of the OA4109 Sampling and Analysis Team will be the only ones with access to the complete data set. They will ensure that all provisions of this Data Safeguarding Plan, as well as any other requirements levied by the NPS Institutional Review Board, are fully and completely implemented.

**Data Safeguarding Procedures**

The PI will implement the following procedures for safeguarding the data on this project:

1. All requirements for safeguarding personally identifiable information (PII) outlined in NAVPGSCOL Instruction 2201 dated 5 July 2007 will be fully implemented and followed on this project.

2.  Data files, lists or any other reports or printouts that link personnel names or contain personal or other sensitive data will *never* be received or transmitted via open e-mail. The preferred method of receiving such information, including all data and data files, is via appropriately encrypted e-mail. In accordance with NAVPGSCOL Instruction 2201 dated 5 July 2007, the project will only transport PII data "using the secure server and following the NPS encryption guidelines."

3.  The data collected via the web-based survey tool will use SSL with URL links and survey pages secured by Verisign during transmission from the web server to the respondents and then back again. Similarly, all data will only be downloaded over a secure channel.

4.  Once collected, all data will only be stored on computers and file systems physically located within, and will not be removed from, the physical confines of the Naval Postgraduate School. In particular, data files containing personal or other sensitive data will *never* be stored on thumb drives or laptop computers. The original data on the web server will be deleted.

5.  Working files of the original data files will only be stored on a password protected network drive physically located within the confines of NPS. Any other media (e.g., CD-ROM) containing data that is received or created will also be stored in a file cabinet in the PI's office for as long as it is needed by the project and then destroyed. Said office will be kept locked after hours at all times and the file cabinet will be kept locked at all times.

6.  Sensitive hard copy lists and reports will be stored in locked cabinets in the PI's office when they are not being used. Access to these materials will be limited to the PI and members of the Sampling and Analysis Team.

7.  Identifiable information will not be printed unless absolutely necessary. Such printing should be very rare. Printed output containing identifiers will be treated as confidential. Printouts containing identifiable data will be destroyed by shredding when no longer needed.

8.  Analytical files, constructed from the original data files, will not contain any personal data, including names, SSNs, or other information from which an individual can be identified. This de-identified analytical file will contain an identifying number that uniquely links each individual in the analytical file to the relevant records in the original data files.

9.  The cross-walk file from the identifying information to unique identifying number will be secured in the same manner as the original files (see item 3 above).

10. The de-identified analytical file or files will only be stored on a password protected internal ("H") drive. The password will only be given to the PI, members of the Sampling and Analysis Team, and other students in the class with a need to know.

11. The project will maintain a log of all sensitive computer files and all media, output and reports containing sensitive data contained in the locked file cabinet. Directories

containing sensitive files will be monitored on a regular basis to ensure that file permissions are correctly set on all files.

12. Upon completion of the project, one electronic copy of the *de-identified* data will be provided to the NPS University Librarian. All other electronic files with identifiable information will be positively erased using a utility that overwrites the files on the hard drive, all other data storage media will be physically destroyed in such a manner that data recovery is impossible (i.e., shredding CD-ROM disks), and all paper files with personal or other identifying information will be destroyed by shredding.

13. Any serious violation of the Data Safeguarding Plan will be reported in writing to the NPS Institutional Review Board, with a copy to the NPS Operations Research department chairman.

**Audit and Monitoring Plans**

This Data Safeguarding Plan will be reviewed periodically to ensure that it continues to meet the needs of the project as well as that the project is following all procedures and requirements outlined herein. Logs will be reviewed as necessary to ensure they are up-to-date. A periodic review of file permissions will be conducted to ensure that file permissions are correctly set and maintained on all files.

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# APPENDIX C.  PRE-NOTIFICATION E-MAIL



To: (DL Student email)
From: npssurvey001@nps.edu on behalf of Eleanor S. Uhlinger
Subject: NOTICE from NPS University Librarian

Dear (NAME),

Tomorrow you will receive an email request to participate in a brief survey conducted by the Naval Postgraduate School (NPS).  Your input will assist the Dudley Knox Library in identifying potential learning tools, with the overall goal of improving learning resources for current and future NPS distance learning students like you.

The survey will help the library to improve how it serves all NPS distance learning students, by tailoring its services and resources to best support your studies and curriculum.  In short, I want to better understand the resources that you require and the tools and services that the library can provide.  I want to ensure the resources are relevant and easily accessible to you.

The purpose of this email is to provide you with advance notice of the survey. I sincerely request your participation. The survey is being conducted by fellow NPS students on behalf of your library.  Tomorrow you will receive an e-mail invitation from the NPS Survey Team, (npssurvey001@nps.edu) with the subject line "DL Student Library Resource Survey".  Please click on the link that will be provided; the survey is entirely online.

Be aware that some e-mail SPAM filters may filter "Survey Monkey" emails. Please monitor your e-mail SPAM folder for the survey.

We at the library look forward to your observations and suggestions, and thank you in advance.

Sincerely,

Eleanor S. Uhlinger, University Librarian
Dudley Knox Library, Naval Postgraduate School
Monterey, California USA
831-656-2343 euhlinger@nps.edu

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# APPENDIX D.  SURVEY INVITATION E-MAIL

*Mailed Nov 9 at 7:35 am to 1,727 e-mail addresses*

Subject: DL Student Library Resource Survey

Body:

Dear [CustomValue] [FirstName] [LastName],

An email was sent to you yesterday regarding the Distance Learning Student Library Resource Survey.  The purpose of this survey is to help the Dudley Knox Library improve how it serves NPS distance learning students like you, and to tailor their services and resources to best support your studies and curriculum. The library staff wants to better understand the resources that you require and the tools and services that they can provide, and to ensure that their support is relevant and easily accessible to you.

As Ms. Uhlinger, the University Librarian, noted in yesterday's email, we now ask that you please complete the survey. It should take you approximately 10-15 minutes, and is available online at the following link:

https://www.surveymonkey.com/s.aspx

Please note: this link is specific to this survey and to your email address. Please do not forward this message. If you've received our request at an alternate email address and have already completed the survey, please disregard, and thank you!

Also, please note that we will keep all information collected in this survey strictly confidential and will destroy any information relating to your participation upon completion of our analysis.  If you would like to receive a report of the survey results, send an email to npssurvey001@nps.edu with the word "INCLUDE" in the subject line and we'll add you to our distribution list. We expect to distribute our report in about 45 days.

If you have any questions or experience any problems while taking this survey, feel free to call Prof. Ron Fricker at 831-656-3048 or e-mail the survey team at npssurvey001@nps.edu.

Thank you in advance for your participation.

Sincerely,

NPS Survey Team
npssurvey001@nps.edu


P.S. If you are no longer enrolled in a NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx

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# APPENDIX E. FIRST NON-RESPONSE E-MAIL

*Mailed Nov 11 2011 at 10:59am to 1,399 e-mail addresses*

Subject: DL Student Library Resource Survey Reminder

Body:

Dear [CustomValue] [FirstName] [LastName],

A few days ago we sent you a notice requesting your support by completing a survey to help the NPS library to improve how it serves you. The survey's purpose is to help the library staff to improve how it serves NPS distance learning students like you, and to tailor their services and resources to best support your studies and curriculum. The University Librarian's goal for the survey is to better understand your needs in order to support you in your studies.

Our records indicate that we have not yet received your survey. Only with a robust response from our DL students can we provide the library staff with useful feedback about your wants and needs from it. This is your chance to tell the library staff how they can best serve you.

Please click on the link below to complete the survey. It will only take about 10-15 minutes of your time.

https://www.surveymonkey.com/s.aspx

If you have any questions or experience any problems while taking this survey, feel free to call Prof. Ron Fricker at 831-656-3048 or e-mail the survey team at npssurvey001@nps.edu.

Sincerely,

NPS Survey Team
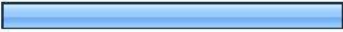npssurvey001@nps.edu

P.S. If you are no longer enrolled in a NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx
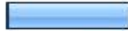
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# APPENDIX F. SECOND NON-RESPONSE E-MAIL

*Mailed Nov 13 2011 at 7:35am to 1,341 e-mail addresses*

Subject: DL Student Library Resource Survey 2nd Reminder

Body:

Dear [CustomValue] [FirstName] [LastName],

Last week we solicited your help by responding to a survey that will help the NPS library staff to improve how it serves our distance learning students.

Our records indicate that we have not yet received your feedback. Only with robust input can we provide the library staff with definitive feedback about what the services and resource assistance that you need from them. This is your chance to let them know!

Please click on the link below and share your thoughts with us in the survey. It should only take about 10-15 minutes of your time. Just click on the link below. Remember, your feedback is quite important even if you have not used the library as part of your curriculum – and you may learn something about your library's services during the process of taking the survey!

https://www.surveymonkey.com/s.aspx

If you have any questions or experience any problems while taking this survey, feel free to call Prof. Ron Fricker at 831-656-3048 or e-mail the survey team at npssurvey001@nps.edu.

Sincerely,

NPS Survey Team
npssurvey001@nps.edu

P.S. If you are no longer enrolled in a NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx

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# APPENDIX G. THIRD NON-RESPONSE E-MAIL

*Mailed Nov 15 2011 at 10:11am to 1,052 e-mail addresses*

Subject: DL Student Library Resource Survey 3rd Reminder

Body:

Dear [CustomValue] [FirstName] [LastName],

Last week we solicited your help by responding to a survey that will help the NPS library staff to improve how it serves our distance learning students.

Our records indicate that we have not yet received your feedback. Only with robust input can we provide the library staff with definitive feedback about what the services and resource assistance that you need from them. This is your chance to let them know!

Please click on the link below and share your thoughts with us in the survey. It should only take about 10-15 minutes of your time.

Remember, your feedback is extremely important, even if you have not used the library as part of your curriculum. You may learn something about your library's services during the process of taking the survey! Please click the link below to take the survey.

https://www.surveymonkey.com/s.aspx

If you have any questions or experience any problems while taking this survey, feel free to call Prof. Ron Fricker at 831-656-3048 or e-mail the survey team at npssurvey001@nps.edu.

Sincerely,

NPS Survey Team
npssurvey001@nps.edu

P.S. If you are no longer enrolled in a NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx

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# APPENDIX H. E-MAIL TO RESPONDENTS WHO PARTIALLY COMPLETED SURVEY

*Mailed Nov 17 2011 9:50am to 7 e-mail addresses*

Subject: Partial Completion of DL Student Library Resource Survey

Body:

Dear [CustomValue] [LastName],

It has come to our attention that you have only partially completed the NPS Library Resource Survey that we contacted you last week about. Without a completed survey we will be unable to fully and effectively capture your feedback. Your input is valuable to us regardless of how much or how little exposure you have had to the Library.

Please click the link below to complete the survey:
https://www.surveymonkey.com/s.aspx

This link is uniquely tied to this survey and your email address. Please do not forward this message.

We thank you for your participation and effort to help improve the Dudley Knox Library and its resources for you and future DL students.

Very Respectfully,

NPS Student Survey Team
npssurvey001@nps.edu

Please note: If you are no longer enrolled in an NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx

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# APPENDIX I. PROFESSOR FRICKER NON-RESPONDENT REMINDER E-MAIL

*Mailed Nov 17 2011 at approximately 2 pm to 960 e-mail addresses*

Subject: NPS Library Survey: Your Input is Required

Body:

Dear [CustomValue] [LastName],

This past week you were contacted to take a survey about the NPS Library. The goal of the survey is to help the NPS Library provide the best service possible to NPS distance learning (DL) students like you.

To date we have received feedback from over 450 DL students. But we have not yet heard from you. Only with feedback from a wide cross-section of the NPS DL student body can we be sure that the results we report to the library will be truly representative.

In fact, if you have never used the NPS Library or feel that the NPS Library is not required for your curriculum, we REALLY want to hear from you.

The survey only takes 10-15 minutes to complete. Please take the time to do it today.

Thank you for your attention to this matter.

Sincerely,
Professor Fricker

P.S. If you have not received a request to take the survey, please check your e-mail program's spam folder or contact the survey team at npssurvey001@nps.edu.

\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-\-
R.D. Fricker, Jr., Ph.D.
Associate Professor
Operations Research Department
Naval Postgraduate School
Monterey, CA 93943
http://faculty.nps.edu/rdfricke/
rdfricker@nps.edu
831-656-3048

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# APPENDIX J. FOURTH NON-RESPONSE E-MAIL

*Mailed Nov 20 2011 at 9:05am to 719 e-mail addresses*

Subject: DL Student Library Resource Survey Reminder

Body:

Dear [CustomValue] [FirstName] [LastName],

Last weekend we solicited your help by responding to a survey that will help the NPS library staff to improve how it serves our distance learning students.

Our records indicate that we have not yet received your feedback. Only with robust input can we provide the library staff with definitive feedback about what the services and resource assistance that you need from them. This is your chance to let them know!

Please click on the link below and share your thoughts with us in the survey. It should only take about 10-15 minutes of your time.

Remember, your feedback is extremely important, even if you have not used the library as part of your curriculum. You may learn something about your library's services during the process of taking the survey! Please click the link below to take the survey.

https://www.surveymonkey.com/s.aspx

If you have any questions or experience any problems while taking this survey, feel free to call Prof. Ron Fricker at 831-656-3048 or e-mail the survey team at npssurvey001@nps.edu.

Sincerely,

NPS Survey Team
npssurvey001@nps.edu

P.S. If you are no longer enrolled in a NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx

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# APPENDIX K. FINAL REMINDER E-MAIL

*Mailed Nov 22 2011 at 7:35am to 656 e-mail addresses*

Subject: DL Student Library Resource Survey FINAL Reminder

Body:

Dear [CustomValue] [FirstName] [LastName],

Last week we invited you to participate in a survey to help the NPS library improve how it serves distance learning students.

Our records indicated that we have not yet received your feedback. Your inputs will directly help to improve the graduate education support for all your fellow distance learning students at NPS.

The survey will be closed to response after 2359 PST, on Wednesday, 23 November 2011.  This is your FINAL opportunity to sound off before we close the survey!  We sincerely solicit your participation.  Please click on this link to take the 10-15 minute survey.

https://www.surveymonkey.com/s.aspx

If you have any questions or experience any problems while taking this survey, feel free to call Prof. Ron Fricker at 831-656-3048 or e-mail the survey team at npssurvey001@nps.edu.

Sincerely,

NPS Survey Team
npssurvey001@nps.edu

P.S. If you are no longer enrolled in a NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx

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# APPENDIX L. THANK YOU E-MAIL

*Mailed Nov 25 2011 at 10:14am to 652 e-mail addresses*

Subject: Thank You for Supporting the Dudley Knox Library

Body:

Dear [CustomValue] [FirstName] [LastName],

The NPS Survey Team and the Dudley Knox Library Staff sincerely thank you for your time and support.  Your feedback will ensure that the NPS library continues to improve how it serves distance learning students.

As a reminder, please note that we will keep all information collected in this survey strictly confidential and will destroy any information relating to your participation upon completion of our analysis.

If you would like to receive a report of the survey results, send an email to npssurvey001@nps.edu with the word "INCLUDE" in the subject line and we'll add you to our distribution list. We expect to distribute our report in about 45 days.

If you have any further questions, feel free to call Prof. Ron Fricker at 831-656-3048 or e-mail the survey team at npssurvey001@nps.edu.

Sincerely,

NPS Survey Team
npssurvey001@nps.edu

P.S. If you are no longer enrolled in a NPS distance learning degree program, please click here: https://www.surveymonkey.com/optout.aspx

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# APPENDIX M.  SUMMARY RESULTS

**1. What fraction of the documents that are required for your Distance Learning courses are provided to you by your instructors?** *Documents refer to all class notes, presentations, and other research documents. Documents do not include class textbooks.*

| | | Response Percent | Response Count |
|---|---|---|---|
| All | | 28.4% | 185 |
| **Most** | | **55.3%** | **360** |
| Half | | 8.1% | 53 |
| Some | | 6.9% | 45 |
| None | | 0.5% | 3 |
| No Documents Required | | 0.8% | 5 |
| | answered question | | 651 |
| | skipped question | | 3 |

**2. In your most recent quarter, approximately how many assignments have required you to use a library or other research resource in order to complete your classwork?** *"Other research resources" include search engines and websites such as google.com, wikipedia.com, etc. that are used to gain information about a particular subject, as well as more traditional research resources and reference materials.*
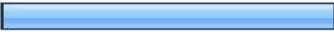
| | | Response Percent | Response Count |
|---|---|---|---|
| 10 or more | | 9.4% | 61 |
| 5 to 9 | | 19.4% | 126 |
| 1 to 4 | | **45.7%** | **297** |
| None | | 24.2% | 157 |
| Unsure/Don't Know | | 1.4% | 9 |
| | answered question | | 650 |
| | skipped question | | 4 |

**3. Have you entered another library building to use its resources?** *This question <u>does not apply</u> to the NPS Library ("Dudley Knox Library") that is located on the NPS campus.*

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 17.1% | 111 |
| No | | 80.9% | 526 |
| Unsure/Don't Know | | 2.0% | 13 |
| | answered question | | 650 |
| | skipped question | | 4 |

**4. Which of the following did you use when you entered the other library building?**

**SELECT ALL THAT APPLY**

| | Response Percent | Response Count |
|---|---|---|
| A quiet place to study | 54.1% | 60 |
| Request Assistance from a Librarian | 18.9% | 21 |
| **Books (Paperback or Hardback)** | **57.7%** | **64** |
| Electronic Books | 32.4% | 36 |
| Journals/eJournals | 38.7% | 43 |
| Databases (Proquest, EBSCOHOST, Lexis Nexis, etc) | 19.8% | 22 |
| Interlibrary Loan/Document Delivery | 12.6% | 14 |
| Internet Access | 46.8% | 52 |
| Other (please specify) | 4.5% | 5 |
| | answered question | 111 |
| | skipped question | 543 |

## 5. Have you used another library website to access its resources? *This question does not apply to the NPS library website.*
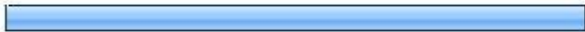
| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 19.3% | 125 |
| No | | 79.2% | 513 |
| Unsure/Don't Know | | 1.5% | 10 |
| | answered question | | 648 |
| | skipped question | | 6 |

## 6. Which of the following did you access through the other library website?

### SELECT ALL THAT APPLY

| | | Response Percent | Response Count |
|---|---|---|---|
| Books (Paperback or Hardback) | | 27.8% | 35 |
| Electronic Books | | 46.8% | 59 |
| Journals/eJournals | | 57.1% | 72 |
| Request Assistance from a Librarian | | 10.3% | 13 |
| Databases (Proquest, EBSCOHOST, Lexis Nexis, etc) | | 38.9% | 49 |
| Interlibrary Loan/Document Delivery | | 15.1% | 19 |
| Other (please specify) | | 10.3% | 13 |
| | answered question | | 126 |
| | skipped question | | 528 |

## 7. Have you ever used an internet resource other than the NPS Library website to support your NPS coursework? *An internet resource is a website such as google.com, wikipedia.com, etc. that is used to gain information about a particular subject.*

|  | Response Percent | Response Count |
|---|---|---|
| Yes | 94.3% | 612 |
| No | 5.2% | 34 |
| Unsure/Don't Know | 0.5% | 3 |
|  | answered question | 649 |
|  | skipped question | 5 |

## 8. Please select all of the internet resources you have used to support your NPS coursework.

### SELECT ALL THAT APPLY

|  | Response Percent | Response Count |
|---|---|---|
| Google Scholar | 26.3% | 161 |
| Search Engine (Google, Yahoo, Bing) | 94.3% | 577 |
| Another Library Website | 11.3% | 69 |
| Wikipedia | 71.4% | 437 |
| Other (please specify) | 18.3% | 112 |
|  | answered question | 612 |
|  | skipped question | 42 |

**9. Why did you choose to use internet resources other than the NPS Library website to support your NPS coursework?**

**SELECT ALL THAT APPLY**

| | Response Percent | Response Count |
|---|---|---|
| Convenience | 82.8% | 507 |
| Familiarity | 78.4% | 480 |
| Tried NPS Library first, but couldn't find what was needed | 12.1% | 74 |
| Was not aware that I had access to NPS Library | 10.3% | 63 |
| Recommended by Colleague | 4.2% | 26 |
| Recommended by Professor | 11.3% | 69 |
| Ease of Use | 74.0% | 453 |
| Immediate Need of Resource | 61.1% | 374 |
| Unsure/Don't Know | 2.6% | 16 |
| Other (please specify) | 10.3% | 63 |
| answered question | | 612 |
| skipped question | | 42 |

76

**10. Have you ever paid to gain access to an internet resource in order to complete an NPS class assignment?** *An internet resource refers to a scholarly article or journal. Please* <u>*do*</u> *not include access to textbook solutions (e.g. cramster.com)*

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 8.5% | 52 |
| No | | 91.0% | 556 |
| Unsure/Don't Know | | 0.5% | 3 |
| | | answered question | 611 |
| | | skipped question | 43 |

## 11. Why did you pay to access an internet resource to complete the NPS class assignment?

### SELECT ALL THAT APPLY

| | Response Percent | Response Count |
|---|---|---|
| Convenience | 18.9% | 10 |
| Familiarity | 17.0% | 9 |
| NPS Library could not provide what I needed | 24.5% | 13 |
| Was not aware NPS Library might be able to access what I needed | 11.3% | 6 |
| Recommended by Colleague | 5.7% | 3 |
| Recommended by Professor | 45.3% | 24 |
| Ease of Use | 9.4% | 5 |
| Immediate Need of Resource | 24.5% | 13 |
| Unsure/Don't Know | 1.9% | 1 |
| Other (please specify) | 35.8% | 19 |
| answered question | | 53 |
| skipped question | | 601 |

**12. Have you ever used a book store to gain access to resources in order to complete an NPS class assignment?** *A book store refers to any local book store, college book store, or internet book store. Resources do not include class textbooks.*

|  | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 13.5% | 87 |
| No | | 85.9% | 555 |
| Unsure/Don't Know | | 0.6% | 4 |
| | | answered question | 646 |
| | | skipped question | 8 |

**13. Why did you go to the book store to gain access or read the resource(s) for the NPS class assignment?**

**SELECT ALL THAT APPLY**

| | | Response Percent | Response Count |
|---|---|---|---|
| Convenience | | 52.8% | 47 |
| Familiarity | | 46.1% | 41 |
| NPS Library could not provide what I needed | | 14.6% | 13 |
| Was not aware NPS Library might be able to access what I needed | | 24.7% | 22 |
| Recommended by Colleague | | 5.6% | 5 |
| Recommended by Professor | | 16.9% | 15 |
| Ease of Use | | 36.0% | 32 |
| Immediate Need of Resource | | 47.2% | 42 |
| Unsure/Don't Know | | 1.1% | 1 |
| Other (please specify) | | 14.6% | 13 |
| | answered question | | 89 |
| | skipped question | | 565 |
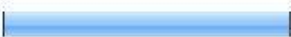
80

**14. Have you received any kind of briefing from the NPS Library, either in person, via the internet, or by some other means?**

|  |  | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 62.7% | 406 |
| No | | 37.3% | 242 |
| | answered question | | 648 |
| | skipped question | | 6 |

**15. Have you ever visited the NPS campus in your role as a Distance Learning student?**

|  |  | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 27.6% | 179 |
| No | | 72.2% | 468 |
| Unsure/Don't Know | | 0.2% | 1 |
| | answered question | | 648 |
| | skipped question | | 6 |

**16. Have you ever visited the NPS Library building as a Distance Learning student?**

|  |  | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 45.9% | 83 |
| No | | 51.9% | 94 |
| Unsure/Don't Know | | 2.2% | 4 |
| | answered question | | 181 |
| | skipped question | | 473 |

## 17. When you visited the NPS Library building, what did you use?

## SELECT ALL THAT APPLY

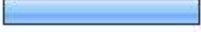| | Response Percent | Response Count |
|---|---|---|
| Books (Paperback or Hardback) | 21.7% | 18 |
| Electronic Books | 12.0% | 10 |
| Journals/eJournals | 21.7% | 18 |
| Request Assistance from a Librarian | 39.8% | 33 |
| Databases (Proquest, EBSCOHOST, Lexis Nexis, etc) | 31.3% | 26 |
| Interlibrary Loan/Document Delivery | 9.6% | 8 |
| Attend Workshops | 10.8% | 9 |
| Used Library for Group Work or as a Quiet Place to Study. | 54.2% | 45 |
| Other (please specify) | 24.1% | 20 |
| | answered question | 83 |
| | skipped question | 571 |

## 18. Have you ever visited the NPS Library website as part of your Distance Learning curriculum?

|  | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 64.0% | 415 |
| No | | 35.0% | 227 |
| Unsure/Don't Know | | 0.9% | 6 |
| | answered question | | 648 |
| | skipped question | | 6 |

## 19. How much do you agree or disagree with the following statement, "The NPS Library website is user friendly." *User friendly is defined in terms of its ease of navigation and searchability.*

|  | | Response Percent | Response Count |
|---|---|---|---|
| Strongly Agree | | 8.2% | 34 |
| Agree | | 41.0% | 170 |
| Neutral | | 34.0% | 141 |
| Disagree | | 11.6% | 48 |
| Strongly Disagree | | 3.4% | 14 |
| N/A | | 1.9% | 8 |
| | answered question | | 415 |
| | skipped question | | 239 |

83

**20. How much do you agree or disagree with the following statement, "The NPS Library website provides easy access to research materials."**

|  | | Response Percent | Response Count |
|---|---|---|---|
| Strongly Agree | | 6.3% | 26 |
| Agree | | 46.0% | 190 |
| Neutral | | 31.0% | 128 |
| Disagree | | 11.6% | 48 |
| Strongly Disagree | | 2.4% | 10 |
| N/A | | 2.7% | 11 |
| | answered question | | 413 |
| | skipped question | | 241 |

**21. Please briefly explain the difficulty or difficulties you have experienced with the NPS library website.**
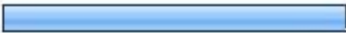
|  | Response Count |
|---|---|
| | 53 |
| answered question | 53 |
| skipped question | 601 |

## 22. While visiting the NPS Library website, which of the following resources did you use?
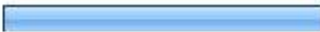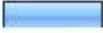
### SELECT ALL THAT APPLY

| | | Response Percent | Response Count |
|---|---|---|---|
| Ask a Librarian | | 16.3% | 66 |
| Request Book(s) via Mail (Paperback or Hardback) | | 5.4% | 22 |
| Electronic Books | | 33.3% | 135 |
| Journals/eJournals | | 57.3% | 232 |
| Databases (Proquest, EBSCOHOST, Lexis Nexis, etc) | | 52.6% | 213 |
| Request an Article or Book (Interlibrary Loan/Document Delivery) | | 19.5% | 79 |
| Online Workshop | | 7.7% | 31 |
| Other (please specify) | | 8.9% | 36 |
| | answered question | | 405 |
| | skipped question | | 249 |

## 23. Have you ever FAILED to locate or access an article, book, or other academic resource from the NPS Library website?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 29.6% | 123 |
| No | | 55.9% | 232 |
| Unsure/Don't Know | | 14.5% | 60 |
| | answered question | | 415 |
| | skipped question | | 239 |

## 24. Which method(s) do you use to access the NPS internal computer network (NPS Intranet)? SELECT ALL THAT APPLY

| | | Response Percent | Response Count |
|---|---|---|---|
| NPS Bart | | 50.8% | 328 |
| Cisco AnyConnect | | 15.3% | 99 |
| NPS Voyager Citrix Portal | | 25.1% | 162 |
| I don't know | | 19.3% | 125 |
| I do not access the NPS Intranet | | 16.7% | 108 |
| Other (please specify) | | 2.9% | 19 |
| | answered question | | 646 |
| | skipped question | | 8 |

## 25. Are you aware that access to a Virtual Private Network (VPN) or Library Proxy Server is required to access the resources that are provided by the NPS Library website?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 56.2% | 363 |
| No | | 43.8% | 283 |
| | answered question | | 646 |
| | skipped question | | 8 |

## 26. Do you access the NPS Library website via NMCI (Navy Marine Corps Intranet)?

| | Response Percent | Response Count |
|---|---|---|
| Yes | 29.6% | 191 |
| No | 62.9% | 406 |
| Unsure/Don't Know | 7.4% | 48 |
| answered question | | 645 |
| skipped question | | 9 |

## 27. Has NMCI interfered with your access to the NPS Library website?

| | Response Percent | Response Count |
|---|---|---|
| Yes | 11.9% | 23 |
| No | 62.9% | 122 |
| Unsure/Don't Know | 25.3% | 49 |
| answered question | | 194 |
| skipped question | | 460 |

## 28. Briefly describe how NMCI has interfered with your ability to access the NPS Library website.

| | Response Count |
|---|---|
| | 19 |
| answered question | 19 |
| skipped question | 635 |

## 29. Prior to this survey, were you aware that as a Distance Learning student you have an account with the NPS Library?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 85.3% | 551 |
| No | | 14.7% | 95 |
| | answered question | | 646 |
| | skipped question | | 8 |

## 30. Prior to this survey, were you aware that the NPS Library will "check-out" and mail books to Distance Learning students?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 43.9% | 283 |
| No | | 56.1% | 362 |
| | answered question | | 645 |
| | skipped question | | 9 |

## 31. Have you ever requested the NPS Library send you a book or books in the mail?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 7.4% | 21 |
| No | | 92.6% | 263 |
| Unsure/Don't Know | | 0.0% | 0 |
| | answered question | | 284 |
| | skipped question | | 370 |

**32. Prior to this survey, were you aware that the NPS Library website includes the link "Ask a Librarian," where you can get help from a librarian through text messaging, email, live chat or telephone?**

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 60.3% | 389 |
| No | | 39.7% | 256 |
| | answered question | | 645 |
| | skipped question | | 9 |

**33. Have you ever used the "Ask a Librarian" link?**

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 21.5% | 84 |
| No | | 77.2% | 301 |
| Unsure/Don't Know | | 1.3% | 5 |
| | answered question | | 390 |
| | skipped question | | 264 |

**34. Prior to this survey, were you aware that the NPS Library provides an option to "Request an Article or Book"? Following this request the NPS Library either provides the article or book from its own collection (Document Delivery) *or* borrows the article or book from another library (Interlibrary Loan) and then provides it to a student.**

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 46.8% | 301 |
| No | | 53.2% | 342 |
| | answered question | | 643 |
| | skipped question | | 11 |

## 35. Have you ever used the "Request an Article or Book" option from the NPS Library?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 14.5% | 44 |
| No | | 84.5% | 256 |
| Unsure/Don't Know | | 1.0% | 3 |
| | answered question | | 303 |
| | skipped question | | 351 |
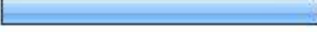
## 36. Prior to this survey, were you aware that the NPS Library provides "Subject Guides" on the NPS Library website? *The NPS Library website provides Subject Guides to help the student navigate the library website more efficiently. These guides provide the student with access to subject specific documents, databases, and subject matter experts.*

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 31.2% | 200 |
| No | | 68.8% | 442 |
| | answered question | | 642 |
| | skipped question | | 12 |
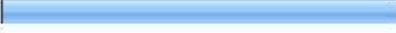
## 37. Have you ever used a "Subject Guide" to help you navigate the NPS Library website?

|  | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 30.3% | 61 |
| No | | 66.7% | 134 |
| Unsure/Don't Know | | 3.0% | 6 |
| | answered question | | 201 |
| | skipped question | | 453 |

## 38. Prior to this survey, were you aware that the NPS Library hosts online workshops, through "Elluminate," to share information about library services and teach students how to efficiently conduct research?

|  | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 47.6% | 305 |
| No | | 52.4% | 336 |
| | answered question | | 641 |
| | skipped question | | 13 |

## 39. Have you ever participated in an online workshop that was hosted by the NPS Library?

|  | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 31.5% | 97 |
| No | | 65.3% | 201 |
| Unsure/Don't Know | | 3.2% | 10 |
| | answered question | | 308 |
| | skipped question | | 346 |

**40. Prior to this survey were you aware that the NPS Library website provides many research tools for the students to use?** *A research tool is a database, such as "ProQuest Database, Jane's Database, LexisNexis, etc., that is used to conduct a general search of a topic.*

|  |  | Response Percent | Response Count |
|---|---|---|---|
| Yes |  | 62.2% | 399 |
| No |  | 37.8% | 242 |
|  | answered question |  | 641 |
|  | skipped question |  | 13 |

**41. Have you ever used one of these search tools (also referred to as "databases") on the NPS Library website?**

|  |  | Response Percent | Response Count |
|---|---|---|---|
| Yes |  | 55.1% | 220 |
| No |  | 44.1% | 176 |
| Unsure/Don't Know |  | 0.8% | 3 |
|  | answered question |  | 399 |
|  | skipped question |  | 255 |

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**42. Prior to this survey, were you aware that the NPS Library website provides free access to papers and articles that are contained in various newspapers, magazines, scholarly journals, and other documents?** *These articles and papers can be accessed via the NPS Library's subscription to eJournals, catalogs, and subscription services (such as JSTOR and IEEE databases).*

|  | Response Percent | Response Count |
|---|---|---|
| Yes | 62.6% | 402 |
| No | 37.4% | 240 |
| answered question | | 642 |
| skipped question | | 12 |

**43. Have you ever used the "Find eJournals" Link on the NPS Library website?**

|  | Response Percent | Response Count |
|---|---|---|
| Yes | 41.4% | 167 |
| No | 56.8% | 229 |
| Unsure/Don't Know | 1.7% | 7 |
| answered question | | 403 |
| skipped question | | 251 |

93

## 44. How much do you agree or disagree with the following statements:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | NA | Response Count |
|---|---|---|---|---|---|---|---|
| Library research is a critical part of my NPS Distance Learning studies. | 14.6% (94) | 33.9% (218) | 30.6% (197) | 13.2% (85) | 4.4% (28) | 3.3% (21) | 643 |
| The NPS Library provides all the resources I need for my Distance Learning studies. | 7.3% (47) | 26.6% (171) | 46.9% (301) | 6.9% (44) | 1.6% (10) | 10.7% (69) | 642 |
| The NPS Library provided me with sufficient training about how to use and access the NPS Library materials. | 9.2% (59) | 33.0% (212) | 33.3% (214) | 13.8% (89) | 4.0% (26) | 6.7% (43) | 643 |
| The faculty in my DL curriculum provide me with all the information about NPS Library that I need. | 8.3% (53) | 34.4% (221) | 30.1% (193) | 17.1% (110) | 5.1% (33) | 5.0% (32) | 642 |
| My Distance Learning curriculum should provide more information about the NPS Library and NPS Library resources. | 11.7% (75) | 37.5% (241) | 32.3% (208) | 13.8% (89) | 2.6% (17) | 2.0% (13) | 643 |
| My Distance Learning curriculum should provide more training about the NPS Library and its resources. | 12.0% (77) | 36.1% (232) | 33.6% (216) | 13.4% (86) | 2.6% (17) | 2.3% (15) | 643 |
| | | | | | answered question | | 643 |
| | | | | | skipped question | | 11 |

**45. At what stage in your Distance Learning Curriculum would it be most helpful for the NPS Library to provide training about its resources?**

| | Response Percent | Response Count |
|---|---|---|
| Early (1st Qtr) | 56.9% | 366 |
| Somewhat Early | 24.1% | 155 |
| Middle | 11.7% | 75 |
| Somewhat Late | 3.0% | 19 |
| Late (Last Qtr) | 1.4% | 9 |
| N/A | 3.0% | 19 |
| | answered question | 643 |
| | skipped question | 11 |

## 46. How would you prefer to receive training about NPS Library resources?

| | | Response Percent | Response Count |
|---|---|---|---|
| Live/Synchronous (e.g., via VTC, Elluminate Live, or in-person) | | 28.4% | 180 |
| Short (5 minute) downloadable videos or screen-casts | | 22.2% | 141 |
| Recorded instruction sessions (Podcasts, Elluminate, recordings) | | 18.6% | 118 |
| Web guides | | 19.7% | 125 |
| Paper handouts | | 5.5% | 35 |
| Never | | 0.5% | 3 |
| Don't Care | | 5.0% | 32 |
| Other (please specify) | | | 32 |
| | answered question | | 634 |
| | skipped question | | 20 |

## 47. How many quarters have you completed in your Distance Learning program? (Please enter a whole number.)

| | Response Count |
|---|---|
| | 633 |
| answered question | 633 |
| skipped question | 21 |

## 48. Are you taking a Distance Learning course this quarter (October 2011 - December 2011)?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 96.0% | 617 |
| No | | 4.0% | 26 |
| | answered question | | 643 |
| | skipped question | | 11 |

## 49. Have you been deployed at sea on a ship or submarine for significant periods of time while you have been enrolled as an NPS Distance Learning student?

| | | Response Percent | Response Count |
|---|---|---|---|
| Yes | | 5.4% | 35 |
| No | | 94.4% | 607 |
| Unsure/Don't Know | | 0.2% | 1 |
| | answered question | | 643 |
| | skipped question | | 11 |

## 50. Where have you been located for most of the time that you have been enrolled in your NPS Distance Learning curriculum?

| | | Response Percent | Response Count |
|---|---|---|---|
| CONUS (continental United States) | | 95.3% | 613 |
| OCONUS (outside the continental United States) | | 4.7% | 30 |
| | answered question | | 643 |
| | skipped question | | 11 |

## 51. Where did you live for the majority of your time as a NPS distance learning student?

|  | | Response Percent | Response Count |
|---|---|---|---|
| City: | | 98.4% | 598 |
| State: | | 100.0% | 608 |
| | answered question | | 608 |
| | skipped question | | 46 |
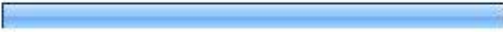
## 52. Where did you live for the majority of your time as a NPS distance learning student?

|  | | Response Percent | Response Count |
|---|---|---|---|
| City/Town: | | 93.3% | 28 |
| Country: | | 96.7% | 29 |
| | answered question | | 30 |
| | skipped question | | 624 |

## 53. Is there anything else you would like to tell us about the NPS library?

|  | | Response Count |
|---|---|---|
| | | 182 |
| | answered question | 182 |
| | skipped question | 472 |

**54. Would you be willing to participate in a focus group upon the completion of the analysis of the results of the survey?**

| | Response Percent | Response Count |
|---|---|---|
| Yes | 16.4% | 105 |
| No | 83.6% | 536 |
| answered question | | 641 |
| skipped question | | 13 |

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# APPENDIX N.  OPEN-ENDED RESPONSES

**Question 21:  If you disagree or strongly disagree to Question 20 ("How much do you agree or disagree with the following statement, 'The NPS Library website provides easy access to research materials.'"), briefly explain the difficulty or difficulties you have experienced with the NPS library website.**

*Note – these are direct quotes from respondents.*

- I did request a document and received it later. My problem is I don't know how to use this site to accomplish my tasks.

- Search results are difficult to read through.

- I had to login to Janes database from NPS library site. It was very slow and time consuming to collect the information that were needed for my class final homework relating SAM Wall Chart.

- I can't explain it exactly, but I had a specific topic that I needed articles on.  I had troubles finding which database to use, articles that were recent, and overall it was just muddy.

- Hard to find what I want

- Found an article I could use and then could not access it without being transfered to many different websites.

- The library resources are completely disjoint.  There should be an easy to use, more integrated search environment.  If I have to know too much about what I am looking for that defeats the point.  Usually there has to be completed an external search for a resource then there is enough information to find it in the NPS library.

- It was not easy to return to the previous page.  Spent time having to reenter the site.

- Not easily or quickly able to navigate.  Looked for previous Capstones, and didn't have more than ten minutes to continue looking in the NPS Library website.

- Difficulty figuring out which resource to utilize to find a resource and then when I do find something, I can't view the entire document.

- I was never able to successfully find any information I needed using the NPS library site.  Even when I tried to use the same databases that I access using the public library I couldn't find the information I was looking for.  I'm not sure if the licenses the NPS library has with those databases are more specific or different, but I would get better results using my public library's website or our local community college's library website.

- I think the search function is not broad enough.  You have to be pretty specific to get results close to what you want

- I can find things faster online than trying to figure out how to find things on the NPS library site.

- The resourses available aren't readily apparent, and the search engine on the site has not provided the results I needed.  It is much easier to use google to search and find what I need.

- I am unfamiliar with doing a lot of research nad so navigating the databases of information is difficult.  We are given a brief on the library during our orientation however I have have forgotten most of what was presented.  So an optional VTC refresher on how to use it at the end of each quarter would be helpful or atl least once a year.

- Library is segmented and the way topics are broken up leads to a painful research experience.  The search function seems week also.

- The library website is not intuitive or user friendly.  ARCANE.

- not easy to use.

- The journal and article search process online is not intuitive and difficult to receive results.

- It's not a well organized website.  It requires multiple password entries and is difficult to navigate.

- when i see the NPS online library home page, i get lost immediately.  i don't know what the main links are for me to use.  I have experimented with using the NPS library website, but every time, i hit a dead end and I have given up completely on using it.  between the tabs across the top row, More tabs below the library picture, MORE vertical links on the left side of the website, it's overwhelming.  Please make it more simple to use, (I am sorry to say, but I believe that I would use it more, as a DL student, if the website could be a cross between what is is now, and Google).

- Complicated navigation and found myself trying to figure out what was actually available.

- I have experience no problems with accessing library resources.

- For some reason I can never just do quick search I always end up getting lost until I give up and try Google.

- i click on a link (Journal) i believe wil lhelp me and all i get is another link or no access

- Ease of checking out a "soft" copy of a book wasn't very clear.

- As a first time user navigating the site isn't always intuitive.  Also, sometimes it seems to be rather a long process to find materials thru the site when I can more

easily use the internet to find things for the type of work I have needed to complete.

- Slow connection.  Searching for items is difficult to accomplish

- It is difficult to find other library resources which could be recieved through NPS.  Only some of the online ejournals/databases seem to work and/or can you get all the articles for them.  The time to get resources from the library I felt would be much too long, therefore, was forced to use my local library.  However, I found the local library is highly inadequate for technical papers.  I was frustrated.

- I'm not sure how to get to the information.  I tried to use it a couple times but I thought I had to get another username or password (I don't exactly remember).  After that I kept using the other resources I know better.  I've seen the emails for the lunch seminars but I can't attend since I"m at work during that time.  Suggestions:  Is there a quick word doc explaining how to get started instead of Elluminate session?  Also it would be great if it just uses the same NPS username and password.   I did use my undergrad electronic library portal a ton but I haven't known how to do that here.  Thanks.

- THe site is difficult to navigate for first time users. You have to know what you are looking for before you start or your success rate is very low. And the content description is good on some but sketchy on others. So choosing a database is a bit random. It's easier to GOOGLE and if a particular article is not available then go to DK.

- It is very difficulty to search for something on the NPS library website.  If you do not know the name of a journal or articles you can forget trying to find it in the NPS Library.

- web site links did not seem intuitive to me

- Hard to navigate and multiple sign in screens are frustrating

- I didn't understand which catalog to use.  It seemed like there were multiple choices which gave different answers.  I have also eventually tracked down a text book reference and was required to download several documents (each chapter)...

- It doesn't seem intuitive.  I want to be able to go on any website and have the capabilities and functions be obvious.  When I went on the site, I forgot what I learned in the presentation and had a hard time maneuvering through the site.

- The library requieres its own password seperate of all others from NPS. Very annoying and since used infrequently, it's easy to forget

- It's not laid out intuitively to me.  Seems like there are lots of hoops to jump through to get what I'm looking for when it is easier for me to do an internet search.

- Perhaps I don't fully understand how to navigate thru the online library. I could not find what I was seeking... perhaps I did not know best how to search for the subject, author, etc.

- Just not intuitive.

- Links dont always work, searching for documents or books is not simple (user friendly), dont really know how ot use all the syntax to dig up stuff.

- Just cannot figure out how/where to search... too convoluted.

- In searching for databases, (1) there is no easy way to see the entire selection of databases, or (2) to see what is offered at each. 1. To see the database selection you can see a general group of databese based on interests. Most of the time what I'm looking for falls under a lot of them, so I end up clicking through a lot of categories. There is also no way to view all of the databses. At least then I could use find in internet explorer and search through them that way. 2. Some databases offer only abstracts and not full text. Most of the time when I'm looking for an article I need the full text version, so it's a waste of time to go to the abstract-only sites. I would love to see a searchable database of the databases when I could type in general subjects and have those databses come up. If you did a table display of the databases you could have columns of features each database contained with a check or an x-mark in each cell. Then I wouldn't have to read a description for each new database to see what exactly they offered. I could just follow the column down to see if the feature I'm looking for is there.

- I was looking for articles and wasnt able to find the ones i wanted after seeing the titles etc... the search engine wasnt very comprehensive either.

- There are many resources available through the NPS website; however, I spend an inordinate amount of time trying to locate these resources. The website interface is not user-friendly.

- Attempted to use the website a while ago and couldn't find a source for UHF Radio. I tried for a little while and then used google.

- Not very intuitive or easy to use

- To use the journals, it seemed that one needed to know the specific journal(s) in which to search first. Often I did not know which journals were available. Books were hard to search separate from journals.

- When accessing Journal articles for the first time, I found it easy to read the abstract but difficult to access the main article . I had to contact the "Ask the Librarian" to get the article emailed to me. I had receive helped in setting up my access since then.

- Searching resources is not as integrated as it should be. Having to individually search different portions of the library is too complicated.

- I was looking for articlules and the search results were books even when I specified article. Not enough results or I did not know how to use it, even when I knew it was a wealth of information out there.

- Searches don't always yield useful results.  The advanced search functions should allow for the filtering out of dissertations and other none peer reviewed material.  Trying to search for ejournals opens up new windows with user interfaces that are not very intuitive.   A perfect example:  It took 3 hours to find a decent article related to sofware cost estimation techniques.

- I have found resources out on the WEB or through research that I thy to access through the NPS Library.  It vary rarely contains what I am looking for.  Example: I need a IEEE article titled "Consensus Control for a System of Underwater Swarm Robots".   I can get access to it.  It will need to be ordered.  I could go directly to IEEE and order it.  However, then I pay for it.  Most every time I search for a technical article or a historical book – the NPS library doesn't have it.

**Question 28:  Briefly describe how NMCI has interfered with your ability to access the NPS Library website.**

- Locks up, slow download speed

- poor connection or no connection

- Have to enable trusted site under the tools->option to allow the NMCI accesses direct to cle portal class site.

- NMCI is an abomination that makes every action difficult--it firewalls access to proxy servers like the NPS website.

- "great folks willing to help thank you"

- Connectivity is usually interrupted frequently during class sessions sso I missed part of the class just trying to log into Eluminate. Very frustrating!!!!!!

- I do not know whether NMCI is compatible or would allow me to access  NPS Library website most of the time - sometimes it blocks the site.

- It took overly long to load (more than when using personal computer) and eventually timed out.  Try not to access over NMCI - just wait until I have access to personal computer to do so.

- Unable to get the appropraite certificates originally.

- NMCI is NMCI.  Works slow and make accessing most site difficult.

- It blocks any "pop ups" and will not let me down load any documents or files

- It always interfers with everything

- Inability to connect

- "I'm not sure what the issue is, but I often can start access to the Library and then loose the session or it comes up as blocked. A year ago, connection toVBRINK worked, about 6 months ago NMCI blocked anything 'streaming' from NPS; so I've had to resort to home computer and purchased a used laptop."

- Had to change settings on the computer to access the site and elluminate.

- NMCI security is always changing and seems to enjoy locking me away from any NPS site. I've given up trying to go to my classes on an NMCI computer.

- Bandwidth issues seem to be the primary problem. The NMCI 'pipe' seems to clog up if the request has any size to it at all.

- NMCI blocks certain websites, it also slows my connection so many times the webpage loading will time out. This is not just a Library problem though, I've found that NMCI has interfered with almost all sites NPS related.

- Slow access


## Question 53 - Is there anything else you would like to tell us about the NPS library?

- Appear to be a great tool but I am not sure of how to use it to access info

- Google is so clean and simple that it makes it easy to find things. I will try to use the NPS library next time I have some research to do.

- It sounds like a great resource and I probably should have been more aware of it already. I'm in my first quarter so it's not too late! Thanks.

- When I checked out myy first book in the first semester, I got a notice to return it the day after I received it. The library did send a second copy a few weeks later. The notice did not give me anytime to read the book that I already had before returning it... Also, a few weeks later (May 2011), I received a package from NPS library for another NPS student in VA. I forwarded the books onto the other student.

- I may be an outlier because I didnot start the program during the first quarter and I believe that the new students did get an orientation to the library

- Going through the Elluminate Live training about the Library didn't help me until I understood the entire Distance Learning program. It is probably better to provide the training after the first quarter, when the entire program is better understood. Thanks.

- "Request an Article or Book" is helpful, but necessarily far slower than direct access. The information needed to use the library's access to electronic journals should be equally prominent, instead of hidden away. (I found it only by

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accident, because I was connected to a server to operate an NPS program license.)

- Training in advanced-search or search optimization relating NPS library could help.

- The NPS library is a great resource and I am grateful for the use of the NPS library, and for the patience and support of the librarians!

- I'm currently enrolled in my first class at NPS.  I do have one assignment that will require research and it has always been my intent to utilize the Dudley Knox Library.  I will begin this research very soon.  To date I've been very busy with work and family, as well as pressing assignments and quizzes from my class; so have not yet gone to the library.

- Since I am an engineering student, math help from the library would be great. If it was setup where you had specific office hours, and could log in and work with an instructor on questions, that would really help me understand my homework better. As a distance student currently TDY to Greece, I can't pick up the phone and call my professor. I can email, but the time difference means a significant delay in getting an answer. The ability to meet with Graduate Students or other persons on the internet and discuss homework would really help me.   I don't think its the professors responsibility to inform students about the library resources. However, if the professor sent the class an email with the top 3-4 things she felt the library could contribute to our learning during the quarter, that would be a more effective use of our time. A blast email with every resource attempting to appease everyone will get ignored by everyone, but one tailored from a professor to her class will be far more easily consumed and used.

- I got the training and wanted to check out books....just seems that it doesn't click for me to use (maybe I am too old....44).  I wish there was an easier way to do searches for material for papers that I need to write... For example, I need to write a paper on Radar Cross Section (RCS)....well...not much help, huh....try it

- I guess if it was accessible via the Internet either through your laptop or an app on a mobile device. Then, I could see a use for it. Also, the "books" are not really books but journals. Th Springer books aren't really useful since they are journals and not actual books to familiarize oneself with the theory.

- I need to highlight the fact that a libary workshop was offered prior to the commencement of my studies, and I found it to be a rather useful introduction.  It was led very effectively by Eileen Schnur (if I recall correctly), and I'd have been unable to take much needed advantage of the library's resources during my first course had it not been for that workshop.  However, through veritably no fault of anyone at NPS, commencement of our DL cohort was delayed for over six months and I'd become a bit "rusty" by that point!

- I missed the entire first week orientation (Dec 2010) due to a mix-up on DTS.  I was just there (Oct 2011) to make up the EMBA orientation and skipped the library orientation because I had ongoing homework to do and hadn't needed to

use the library in my first three quarters.   Honestly I think it's great  you offer this stuff; I could have used it during my undergrad work, but now that I'm 40 and enrolled at NPS in a master's (and hence have a million personal and professional commitments), it's hard for me to justify taking the time for a good library orientation unless I absolutely, positively have to.

- One question asked was when training would be beneficial - I selected the primary timeframe on the question; however, I would suggest a mid-course review training as well.  During the two year period I have been enrolled in the Distance Learning program the NPS websites have made several Information Technology changes.   This is to be expected.  The impact for end-users at times was minimal and other times disruptive.  Keeping up with those changes and having an opportunity for a forum to address changes would be beneficial.   I know there were also issues with the hours the IT technical help center was opened to assist students.

- Wish I could have more awareness of what NPS Library is offering.  As a DL sutdent, I survived the past 3 quarters by reading the materials/books/handouts given by my professors and should I need to broaden my spectrum I usually resort to internet resources for ease and quick navigation.     My only exposure I had with NPS LIbrary is when I was there for a very brief orientation but I had a chance to physically visit the library duirng my free time.

- give more time at the orientation week and provide examples

- I think the professors should have better awareness of what the library provides. Most of the materials are posted on SAKAI, including links to external websites. Have only used the library for two courses out of 16.

- The NPS Library is a valuable resource.  Not every class requires need for use, however, some do.

- To obtain the most benefit from the library NPS should require atleast one reference from the library for each project that requires references.

- My understanding is that the library is a fabulous resource for students!  I just never really used it... My research partner, however, used it for our capstone...so I'm getting the second hand benefits.     Thank you!

- Discussing the library would be useful doing the time we have research to do in class.  If you talk about it earlier that's fine so the student know it exist.  Maybe it should be discussed everything the library provide.

- the library is an excellent resource.  I think it is underutilized because it hasn't been integrated well enough into the coursework.  We had a nice introduction during our week long on-site classes but could have gone into the building or been given a set of research tasks that would require us to use library resources. Also, although Dr. [REDACTED] specifically made use of the library in an early class there wasn't any follow up in subsequent quarters.  Additionally, I think most people are used to using google and it is pretty good (and familiar).

Stressing the value of access to scholarly research may help. I've meant to look up an article for personal use but haven't had the time yet to do it. Perhaps something along the lines of "this is what you could do with this kind of article/research paper" may help.

- My courses so far have not really required library resources. That may change as I continue in the program.

- I believe that the NPS library is an essential tool that should always be available to DL students.

- Since I am in the last quarter of our curriculum, it is too late for me. We got a short brief in the orientation but they didn't even bring up the web site. It would be nice for someone to take some class time in the VTC to go through what is available and how to get the info, probably in the second quarter.

- Love the library and it's staff. I need to find the time to learn how to more efficiently use the resource.

- The issue with the library thus far in the EMBA program is not the library is of little use, but rather due to the nature of the program and short duration of each class there is very little time for the professor's to entertain our using the library. As we draw near to doing our capstone project all that will change.

- Last quarter we had an onsite Library Training Session which was extremely well done - wish it could have been longer but was done during our lunch period between classes

- online library service is to cumbersome to navigate

- Outstanding resource

- I don't know what products many of the search tools (Lexis/Nexis, IIIE) provide.

- I think that the DL Professors should be required to see if any of their desired course materials are available through the library and then post instructions/links on how to access. Some professors do this but not across the board. I don't like having to pay for case studies if I can help it.

- I think the Library is a great tool ... only it becomes cumbersome when I have to log on 3-4 times just to get to the library, when you have a lot of homework and a busy schedule, ease of getting to your tools becomes key.

- The answer to 35 is 0. My answer was rejected as an invalid response.    Please do not send me any more surveys.

- I think there is almost too much information to sift on the website to efficently find exactly what I'm looking for.

- Found it relatively easy to use, and appreciated the availability of a real person to help me find the resources that I needed.

- Thank you for having this service

- The repeat tactics used in soliciting the student to complete the survey may cause the data to be skewed.

- Not sure if it was an issue with the library or my computer, but i had previously clicked on several articles for my class and had great success. I would click on the "view full text as a pdf" option. The last time I tried this, I received an error saying "a plug-in is missing." I'm not sure why a pdf file would need a plug-in.

- I don't want to outright blame a lack of training by the staff for my ignorance of the NPS Library Website and it's resources. If I really wanted to, I could seek out the information contained in the website, but I feel hindered because of my ignorance. For me, using the NPS Library website is a perishable skill. If I am not using it on a weekly basis, then quickly, I become the dumbest guy in the room when going back to it after not using it for a while.    For me, the problem with my lack of use of the NPS Library website is that I only need it a few times per term. SO, there is such a long time between my uses, that when I go back, I have lost my familiarity with the site. It's not my 'go to' resource. I believe that I would only become proficient at using the NPS Library website if it were to somehow become my "go to" resource for learning.   One thing is for sure, I will be checking out my books for the next term from the NPS Library, instead of buying them

- I would love to have it as a resource, but simply offering eJournals does not help. I want to be able to download what I need rather than wait for it in the mail. I really like your policy concern the book check outs and perhaps as I move further into the curriculum, I will use this option more. What would be very helpful is a link to potentially useful resources for the course versus a wide open search. Early in these courses, we are focused upon learning the format and establishing an appropriate level of effort to meet the deadlines so a focused resource list specific to the courses, would be helpful and reduce the background noise until we are more comfortable with the DL environment while maintaining a connection with the NPS Library as a resource.

- It would be nice to have more MAC software for download for use in courses (Adobe, Aperture, Light Room, ect).

- I'm not sure how or why your library didn't have the only book that my professor required for his acquisition class. Maybe you can check with professors prior to the start of the quarter to make sure you have books available to students. You already do this.

- The little bit I have used the library's site I have been very satisfied with it.

- From the survey, it appears like a great resource that I did not know enough to ask about. I received my course material (book and problem solving guide) for Hydrodynamics but I have been VERY FRUSTRATED in trying to comprehend this course material. As a fleet officer who has been out of this level of academics since 1991, it has been a tough experience. I will engage with the library and my professor to try to get an handle on this material.

- no idea this was an option for DL students.

- No, I didn't know I had access until now.

- I would highly recommend a zero (0) or one (1) quarter hour lab as course requirement in the first quarter of a DL program titled "DL Tools for DL students".  This familiarization course would be about all of the tools, processes, and materials unique to the DL student that is necessary for success, to include a class or two on the NPS Library.  It would include Elluminate training, how to set up working groups, how to communicate with professors or other faculty, etc.  Almost everything I've learned to this point has come from clumsily exploring various online sources then sharing what I've learned with classmates who did not have the time to do the same.  I would rate my awareness of all the NPS Tools available to me, distance learning based or otherwise, as poor.   I would also say my awareness is in the upper 10% of my peers within our degree.

- We initially got a brief in the beginning of the program, but in the beginning we are mainly using instructor provided materials or text book.  As we get closer to our Joint Applied Research Project, utilization of the library will be more critical.  It would be nice to get another brief on the resources available from the library as we get about 1/2 way through the program.

- The use of a library PIN vice utilizing a single NPS sign on for the library is confusing at first.

- Although I have not used the NPS library to date, I foresee myself using it frequently in support of my Joint Applied Project.

- i would l ike to use it, but it is not user friendly...or at least i have not been taught how to use it

- Look forward to using the Lib for the JAP.

- I am sure I will need to use it more in the future, but did not have much reason in the 1st QTR.

- Need the library resources for the Joint Applied Project which occurs near the end of the degree program.

- I haven't used the library yet becuase either I had to buy textbooks or download the course material.  However, as a DL student, I need to write a paper and I will definitely be calling you for assistance.  My topic is still unknown at this time.

- Wish I knew more about the Library tools available to me.  Found out more taking this survey then I did during my orientation.

- I am just getting ready to start my Thesis.  So therefore my use of hte NPS library will increase tremendously.

- Good to know information.  Need to know resources available in support of specific classes to streamline efforts to find data for papers, projects, etc.

- Have only used the library for initial research to support my joint applied project plan development.

- Taking this survey has actually been a great opportunity for me to poke around the library's website in a much more directed fashion then I have before. My MSPM curriculum has been moving along rather quickly and I, to be honest, haven't taken much time to become acclimated with the library's webiste. However, after taking this survey and learning a bit more about what is available from the Dudley Knox Library, I will absolutely be using the library as an information source much more frequently.

- I have not used it. I did not know what's available. Like most distance learning students, I have LIMITED time to learn to use a new resource. Available recordings that are short with an overview and then focused on specific topics would be most helpful to me. Elluminate would be a great medium since we already use that for our courses. Requiring a VPN to access is another burden I anticipate to using the resource.

- During an orientation brief we were informed of all the resources afforded to us via the NPS library and initially I browsed it but, didn't have any thing specific that I was researching therefore, I don't know how easy it is to find information. The other thing I will add is when I need to look up something I usually do a general search - I forget this resource is available to me.

- NPS Library provides a vast database for research compared to many other university that i have known. Thank you for what you do.

- I like this library.   The only issue I have is that Knox changes my password once in a while. Once my password is changed, I have to call someone and get a new password. It becomes inconvenient on weekends.

- Overall I've found the NPS library website to be a valuable resource. It took me a few uses and referencing user tutorials before I was efficient at using it, but after a little time, it's become extremely valuable. Not every class I've had requires additional research outside of provided materials, but a lot do and it's better than any other library source I've ever used (undergrad or local public).

- I think it's great that this resource is available to the students. I have seen e-mails, but have not read them in detail, regarding the library. The info for the library seems readily accessible so if I did need to use it, it doesn't look difficult to access. My survey answers regarding the training/info received via various methods for the library are neutral because I have not required any library resources so I haven't had to pursue any training/info on using the library.

- My profs are great about giving me what I need to learn. I think they've provided lots of info from the library it was just probably transparent to me. That's the way it should be, I have a 50+ hour a week job working for the man, I don't have time to be rummaging around for information. So I'm sure the library is great and useful but if you expect DL students to use it the same way resident

ones do just because they can access it online I think you'll find that they don't have time.

- More Live Interaction, no virtual interaction

- This survey would be better suited to student's further along in their DL program. I haven't needed the library yet, but I'm sure I will in the second half of my program (MSA).

- Great system but Professor's should try to somehow incorporate this resource into their classes for increased usage.

- Good survey. Recommend targeting students at least twice during DL course. first and 5th quarters makes sense. I would have all students do this survey in the 2nd quarter of study as a way to get the info out.

- I have only recently started used the library for thesis research and thus far your staff has been helpful with all questions or issues I have had. I had a little trouble navigating the sites but that was more due to my limited use of it than any website issues.

- need to make the electronic databases easier to access

- I believe that there is a definite need to push distance learning students to become familiar/use the library early in their career. I have recently spoken with several other students in my cohort and I am the only one who has EVER used the library out of that group. I also believe that the webpage is okay, but could be improved. A few simple changes like making the most used search engines/tools buttons bigger and shrinking those less used might be helpful. Most of us go to the webpage and are forced to guess around and it is not obvious what the most useful sources are. Once you use the library it is surprisingly easy, just getting students to invest the several hours to learn the system is tough, especially when we are working more than a full time job plus 20-30 hours a week of NPS class and homework. I am stupidly busy and anything that is not mandatory or absolutely necessary, I do not do. That is why it took me a week to finally submit to taking this survey.

- The only problem that I have had is with getting hard documents. The turn on communications could be better.

- Why does this survey not allow a new student to enter 0 for How many quarters completed if I am taking this survey my first quarter?

- When you send books, who pays for the return shipment? This was never addressed in this survey or the presentation at NPS. This will decide if I will ever use this service.

- Nice Place, but still a little confused on how the library can help me with my research.

- It would be nice to have a recorded video from the previous cohort about their experience with thesis research and workshop.

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- Please give me a unified search with filters for all the external databases & ejournals. Think google! I personally use Wiley because it's easier to search AND it has links to download endnote citations.

- I want to use the information and sources, I just don't know how to access it or get started. I'm known for my research ability at work with all the other military databases. I tried to get started once but didn't know how to do anything and ended up finding ways to research things elsewhere. It would be especially helpful since I"m in Capstone right now. Also, it would be great if there were a resource/bibliography organizing program available. I'm having to research a way to organize the information for the 3 quarter long capstone project and one professor recommended EndNote. It would be great if the library already had a solution to this problem.

- It would be helpful for me to show a list are articles and journals with a search engine to help find pertinent information for your project.

- One of the search tools (Find Journal online) is clunky. You need to enter in the Year, Volume, Issue, Page Number. How would I know that information? I use Bosun to find it and then plug it in. Having a 'PIN' that doesn't match my NPS password that I use for everything else is a pain. I often forget my PIN.

- The live help was very efficient and friendly.

- The education about the library was too early to sink in. It would be nice to get emails once a quarter about short courses on certain aspects of the functions available by the library.

- I appeciate the questionnaire. The challenge with the Library interaction is: training. There is so little time available with work, family, unplanned events, etcetera, that searching for how to do something is not happening. This student needs a class that is interactive and participatory to learn exactly what it is that needs knowing. Sincerely, Carmelo

- Haven't been required or needed to use library until this quarter and when I tried, I couldn't access due to password issue. While waiting to have this resolved, I decided to use other ways to get research completed. I'm sure that the library is useful when able to access and will plan to use it in future assignments.

- The internet connectivity I get via the web to connect to the NPS resources is limited and it takes significant time. I have yet to have a research requirement that would be worth the time required to find the resources in the library. I got sufficient information about the library in my pre-course library indoc given by the librarian. No further training is required or desired.

- this would have been good information early on at NPS

- My workload is pretty high. I work roughly 45 hours per week, daily round trip commute is 3.5 hours, and I am putting about 15 - 20 hours per week into class. married with two young children. I would prefer the library save me time instead of requiring multiple training requirments to familarize myself with the

system.  It is more efficient for me to go to the internet and look for good enough instead of the perfect answer at NPS Library.    The ask a librarian was very helpful and can be a good resource.  I don't try to navigate the various databases.  The ability to search and get a best answer would be better...    Sorry I can't participate in the focus group, not enough time...

- The turnaround time when I initially tried to use the retrieve journals or articles seemed to be really slow and long turnaround times.  I would think that once I'm logged into the Sakai site that access shouldn't be an issue and the turnaround time should be relatively fast as far as electronic documents.

- I appreciate the resource being available.  The current classes, the professors have provided most of the material required for the class.  Has not been stressed to do outside research yet.  Also as DL, we have day jobs, so the time to go journal sufing is minimal, hence the not really delving into the library.  However it is good to know it's there.

- It's my first quarter.  I'm sure I will use the library more in the coming quarters.

- Next time I need to do some research, I am going to use the NPS library.  I have only been in one quarter and still getting use to all the distance learning tools.

- In the current class that I am taking, SE3303, there are a lot of references by Derek Hitchens systems engineering.  I have only found one book in the library which was electronics.  It was difficult to download because it required a password from the publisher.  It would be nice to see more electronics books for the systems engineering courses.

- Your website need some improvement. I would prefer if you set the window to automatically extend to the size of the screen, instead of having scroll up/down and scroll left/right.

- For convenience, I prefer that the instructor provide as much of the course materials as possible to minimize the time I need to search and locate the materials.

- Instead of delivery of books for class, make e-books as an option

- I would love to be able to log into NPS library with my NPS username and password i allways forget my library code and have to re set it

- At the very beginning of the NPS DL Cohort there was an Elluminate session about the library.  In the session there was talk about them emailing out the account information, yet it never happened.  I have not tried to see if it is the same account information that I use to access NPS however.  Have not really needed the library at this stage.

- I think the library is a good resource to have, but I haven't used it much to date with the classes I've taken. I think it is much more convenient when the instructors post files or links to SAKAI. I might be forced to use these resources more when we get into the 3-quarter capstone project portion of the curriculum.

- I have used the NPS Library for a good deal of my day job work as well. It has provided me an easy avenue to periodicals and journals that are often difficult to get access to through local research streams.

- Could use access to Military and DOD instructions, directives, specifications, standards, and handbook. Could use more on line training and have instructor push it more during the quaters.

- I've been very impressed with the variety and quantity of research materials available through the NPS Library. It has been a very valuable resource to my education.

- Great resource.

- I didn't use it because I didn't need it. If I needed it I would have investigatyed the features more.

- I know there are resources available...but usually I just google everything. Maybe if the professors showed us specific books to use or journals I would use the library more. I don't know enough about Systems Engineering to know what to look for that would help other than what is provided by the professor.

- Though I have not used the library yet, I am glad it is there, as I know I will need to use the services that the library offers very soon.

- Website needs to really become more user friendly and less restrictive if they really want students to use it. At home, I just cannever get it to work. At work (NMCI machine) I can access it, but then anything I want to search for is too complex and takes too long. Pages time out very frequently.

- Friendly personnel. Haven't had much need to use the resources, but NPS has provided decent awareness of Library capabilities.

- I did not need to do extensive technical research. I tried using the NPS library early in the DLP and was unable to find or access the ePeriodical that I needed. Google has provided me all the information I have needed.

- Several quarters ago, I have informed that the NPS Library has offered class on how to use the library resources; however, I could not attended because those class were offered during my DL courses.

- I did have to go and work at USSTRATCOM for about a year during my study and it was impossible to connect to NPS while working at USSTRATCOM in Omaha, NE.

- Please keep the username and password the same as the rest of the accounts.

- I have not had enough time during my first quarter to really engage using the library. I am sure I will need it during my next 7 quarters though. I would like to use the resources once I get comfortable interacting with the library. I just have not had enough time to really sit down and do that.

- Used it maybe 3 qrtrs.  I did not know we could have books mailed to us. I checked books from local library on SR-71 Blackbird, which Im sure would have been in the Dudely KNox library too, if not more.

- if you could make an add-on for a tool bar, i would probably use it more frequently.

- It's a great place to get information and the link is accessible from Sakai.

- Let me itterate on the library thing.  I generally buy all the books that I need for course coverage out of pocket.  I don't know if we can check out books that are required for each class from the library.  Through the DL course, the Prof. generally provides all the data and presentation/assignment material needed. Using the books as a guide that I bought out of pocket is what I use to conduct my final reports from and the knowledge gleamed from the class.  Probablly when I have to work on my capstone project is where I probably will use the libraries resources considering I'll need more resources to cover the thesis material.  I plan on learning about how to use NPS library before long considering that I have approximately 1.2 quarters to go before I'm required to work on the capstone project.  Thanks for reading my feedback.

- This quarter, John Green has referred to a lot of books to buy.  Do you provide electronic copies of them?  I am able to find them on Amazon.    The Machine that Changed the World (motor vehicle, research by MIT)  Six Sigma books?

- It's a valuable tool, but I consider myself on the old school side, so it's sometimes a stretch for me to realize the wealth of research information available through the online library.  Great resource!

- The professors provide all the information/articles we need to do well in our classes.  The information may or may not come from the Dudley Knox Library, but it is very convenient that the professors provide it for us instead of us researching for it.

- Some online seminars were available only for in-resident students. I do not see the point on offering classes or webinars only to residents of NPS - not fair.