



# LIBRARIES

CREATED BY

PRECISION INC.

WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES

MAY 5, 2006



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**CHAPTER**

**I**

# **EXECUTIVE SUMMARY**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

# EXECUTIVE SUMMARY

## GOAL

Precision Inc.'s goal is to connect MU Libraries with the campus and create a new image for the libraries as central to the mission of the University of Missouri-Columbia.

## SECONDARY RESEARCH

### INTERNET

- The convenience of the Internet is tempting students to rely heavily on online tools for academic research purposes.
- 73% of college students use the Internet more than the library.

### BIG 12 LIBRARIES

- Several of the Big 12 Libraries use interactive communication tools that are more accessible to students than MU Libraries' communication tools.
- MU Libraries' collection and circulation numbers are competitive with other Big 12 Libraries' numbers.

## PRIMARY RESEARCH

Precision Inc. conducted a student-wide e-mail survey and two focus groups.

- The Internet is the primary source of information for research used by students, but all said they also use the MU Libraries both physically and on the World Wide Web.
- Students want to be better informed about the services provided by MU Libraries.
- Students are attracted to MU Libraries because they are quiet and offer few distractions.

## CREATIVE EXECUTION

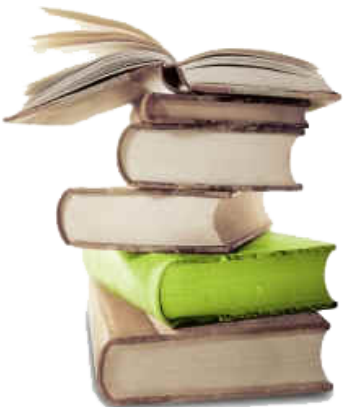
- Precision Inc. created a comprehensive advertising campaign for the MU Libraries to target the student body. The theme of the campaign is "Want more...Get more...Experience MU Libraries" and will be executed through the following tactics:
  - Finals Week Event, Guerilla Marketing, Toilet Talk, TV commercials, Librarian profiles, and truck wrap featuring new MU Libraries logo

## RECOMMENDATIONS

- Continue to conduct research on students' experiences and opinions about MU Libraries.
- More detailed and colorful map of Ellis interior so that it is easy for students to navigate.

## BUDGET

\$50,000 total: 3% for research & 97% for tactic implementation.





# **CHAPTER II**

# **SITUATION ANALYSIS**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## SITUATIONAL ANALYSIS

### PROBLEM

The purpose of this communication plan is to help the MU Libraries increase student traffic in the facility and usage of the resources available. To solve this problem, it is imperative to generate a more fresh and positive image of the MU Libraries. They wish to be branded as a modern, technology-filled resource for students, not just a stuffy old building with lots of books.

Competition has become a growing concern because students are turning to online search engines to obtain resources. The MU Libraries want to express their abundant resources, one of which is an amazing online Web site where students are able to access numerous databases.

It is important that the MU Libraries be recognized as a center of choice for students seeking timely access to high quality information.

### BACKGROUND

The University of Missouri-Columbia (MU) Library system consists of the main library- Ellis Library, and the six branch libraries- Journalism, Geological Sciences, Engineering, Mathematical Sciences, Health Science and Veterinary Medical Science, as well as one-fourth of the UM Libraries Depository. Ellis is the largest research library in the state of Missouri with over three million books.

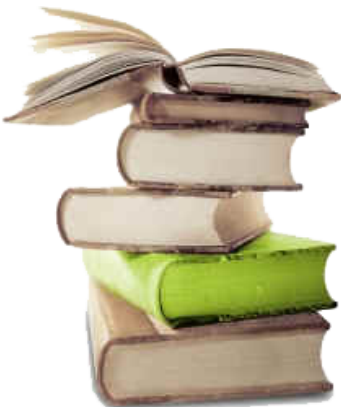
The MERLIN catalog and the databases accessed through the MU Libraries contain citations to books, journals, videos, etc. The MOBIUS catalog accessed through the MU Libraries lists books, journals, and other materials held by fifty-seven academic libraries in Missouri that can be obtained by the MU Libraries.

The Library Gateway is a web site that allows electronic access to MU Libraries twenty-four hours a day. It performs three major functions:

1. Provides information about MU Libraries, including Ellis and the specialized branch libraries.
2. Provides information on numerous library services.
3. Presents a systematic means of accessing the growing collection of MU networked digital library resources.

### AUDIENCE ANALYSIS

The primary target is the student body at the University of Missouri-Columbia. This segment is the primary target because MU Libraries serves a total of 27,985 undergraduate and graduate students. MU Libraries is a central part of campus that serves a variety of students' academic



needs. To provide excellent resources and service to the students is a main ambition of MU Libraries. Because the student population is so large, this is the best group to target.

## SWOT ANALYSIS

### STRENGTHS

- Take advantage of technology (Web site and e-mail)
- Largest research library in the state of Missouri
  - High quality material
- Great access to other Missouri universities' collections
- Good location on campus
- High quality Internet resources, i.e. journals, databases, etc.
- Accessibility of librarian assistance and information on collection (e-mail reference, phone, in-person, and mail)
- Study area has improved in comfort and usage since the remodel

### WEAKNESSES

- Complex organization
  - Traditional library structure is not a good fit in the new information environment
- Ability to provide information to students quickly through on-line requests and on-line delivery, but the system needs to be updated
- Students do not know Library products and services well enough
- Lack of teamwork between the divisions
  - Divisions divide the Library, which hamper communication
  - Lack of consistency in customer service
- Marketing is inconsistent and needs more public relations efforts
  - Need for more communication to users about Library services
- Staff needs more feedback on how they are performing
- Space issues affect user friendliness
  - Students want more quiet study rooms
- Not open 24 hours due to funding issues
- Students turn to online resources to do research versus using Library services
- Ellis' "old-fashioned" reputation

### OPPORTUNITIES

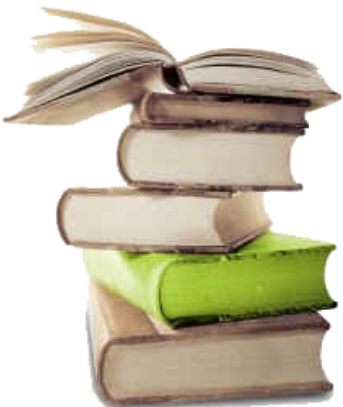
- Increase communication of services to the students through various tactics
- Expand the "lounge" feeling to other study areas on other floors
- Provide computer and printing resources on other floors
- Learn from the communication plans of other university libraries



- New electronic technologies
  - Provide opportunities to improve services and offer new ones
  - Provide opportunities to market the Libraries' collection and services to a larger audience via the Internet
- Web site reminders that users are using e-resources provided by the Libraries
- Use faculty to teach students about Library services by attending their classes

## **THREATS**

- Attitude that libraries are becoming a thing of the past because of the Internet
- Perception that the Internet is adequate or free research
- Perception of libraries as a place with "stuff" versus people who can provide a needed service
- Keeping up with technology
  - Needs of the students are sometimes beyond the level of training of the staff
- Hours of operation
  - Lack of budget to pay staff for extended hours.





# **CHAPTER III**

# **SECONDARY RESEARCH**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## SECONDARY RESEARCH

### INDUSTRY BACKGROUND

#### AMERICAN LIBRARY ASSOCIATION

An organization aimed towards promoting the highest quality of library services by providing resources, leadership and support for both the professional education of library workers and the development of library programs and services that support continuous learning.

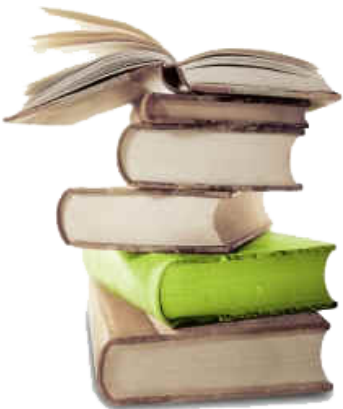
#### GENERAL STRENGTHS OF HAVING A LIBRARY:

1. It allows people of every age, income level, physical ability, demographic, and ethnic backgrounds to have free access to a full range of information and resources needed to grow intellectually.
2. Libraries provide users with intellectual freedom. It is a core value of the library profession.
3. Libraries help children and adults develop the skills they need – the ability to read and use computers – understanding that the ability to seek and effectively utilize information resources is essential in this technologically growing society.
4. Libraries offer each generation something from the past and a little information about the future.
5. Libraries are America's great information equalizers.

### SUMMARY OF INTERNET RESEARCH

#### BACKGROUND

- The World Wide Web contains billions of web pages and documents making it easy to find a variety of information, although not always the best information.
- Search engines look for terms requested in site titles and in a certain amount of the site text. It ranks pages based on an algorithm, a set of rules incorporating criteria such as proximity, frequency, and location.
- Search engines do not distinguish between meanings of concepts, they merely look for the words that are typed in.
- Google is the most popular search engine with over 200 million searches each day.





## ANALYSIS OF INTERNET STUDIES

### STUDY ONE

#### THE INTERNET GOES TO COLLEGE

- College students are early adopters and heavy users of the Internet compared to the general population.
- College students say the Internet has enhanced their education.

#### Comparing Online Information Searching to Library Use

Use Internet more than library	73%
Use Internet and library about the same	16%
Use Internet less than the library	9%
Don't know	2%

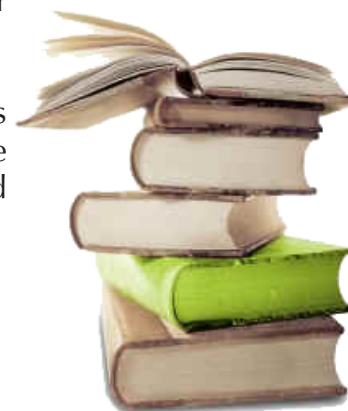
Data from the Association of Research Libraries shows that reference queries at university libraries have greatly decreased during and since the late 1990s.

- The convenience of the Internet is tempting students to rely heavily on it for academic research purposes.
- 80% of college students reported using the library less than 3 hours per week.
- Students tend to use the Internet prior to going to the library to obtain information.
- Through observations of students' use of the Internet in the library, it was noted that the majority of students' time was not spent using online research resources; instead, students used e-mail, Instant Messenger, and surfed the Web.
- When students visit the library, they use electronic resources rather than paper resources.

### STUDY TWO

#### THE ELECTRONIC PUBLISHING INITIATIVE AT COLUMBIA (EPIC) ONLINE SURVEY OF COLLEGE STUDENTS: EXECUTIVE SUMMARY

- 99% of students report they use electronic resources for their schoolwork.
- 53.4% use electronic resources for coursework everyday.
- Undergraduate students are more likely than graduate students to use non-library sponsored electronic resources, while graduate students are more likely to use library sponsored electronic and library sponsored print resources.

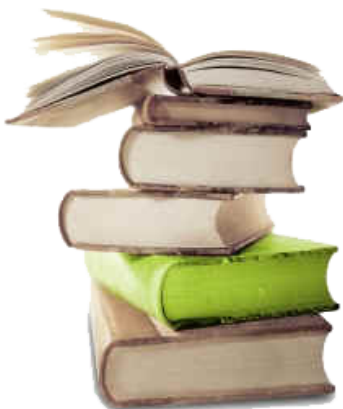


- When going online to do work for a course, 46.5% of students are more likely to use an Internet search engine while 21.9% would go to a library sponsored electronic resource; almost one-third of students report they use both methods equally.
- When writing a research/term paper, 37.6% of students first used library sponsored electronic resources, while 32.7% of students used an Internet search engine first. For general assignments, students are more likely to use the Internet.
- Students report that the main advantage of electronic resources are that they allow students to work for a location outside the library, save students time, give students greater access to current information and allow students to get more information with less effort.
- 67.7% of respondents use the physical library more than once a month.
- 75.8% of students are dependent on the physical library to retrieve articles and books; 81.5% are dependent of the library's Web site.
- Graduate students are more dependent on the library's portal to retrieve articles or books from electronic databases, the online card catalogue, and online interlibrary loan while they are dependent on the physical library to retrieve articles or books as well as for interlibrary loan.
- Undergraduate students are more dependent on the physical library as a place to study, for Internet access, for the card catalog, and for access to word processing facilities.
- Electronic resources often lead students to settle for information that is available online even though better materials might be available at the library.

### STUDY THREE

#### INFORMATION ILLITERATE OR LAZY: HOW COLLEGE STUDENTS USE THE WEB FOR RESEARCH

- If college students are lacking the necessary information literacy skills, this clearly signals a need for both faculty and librarians to address the shortcomings.
- When asked how to find new Web sites, students answered: search engines, surfing, using a dictionary, reading about sites, help from classmates, and lastly, library staff (all in order of importance).
- While graduate students favored the library website as the first place to look when starting a class assignment, undergrads were far more likely to start with a search engine, with the library ranking a distant second. When asked where they learn about new websites, the library website ranked fifth, after search engines, surfing, classmates, and faculty.
- Only one in five students will ask a librarian for assistance on the web.



## SUMMARY OF BIG 12 LIBRARIES

University	Circulation	Collection	Number of Libraries	Student Body
Baylor University	294,249	2,214,058	10	14,000
Kansas State University	2,667,683	2,500,000	5	23,000
Iowa State University	294,873	2,444,263	5	25,741
Oklahoma State University	405,190	2,582,044	5	18,773
Texas A&M University	1,461,335	3,300,000	6	45,687
Texas Tech University	219,038	2,399,479	5	28,001
University of Colorado	691,499	10,000,000	6	29,250
University of Kansas	330,000	4,039,645	9	30,000
University of Missouri	311,517	2,942,653	7	27,985
University of Nebraska	321,571	2,807,194	8	22,000
University of Oklahoma	N/A	4,000,000	14	20,967
University of Texas	2,695,674	8,482,207	17	50,000







# **CHAPTER IV**

# **PRIMARY RESEARCH**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

# PRIMARY RESEARCH

## RESEARCH PLAN

### PROBLEM STATEMENT

Research is needed to identify problems and find solutions in order to successfully implement an effective marketing plan enabling the MU Libraries to become central to the mission of the University of Missouri-Columbia.

### RESEARCH OBJECTIVE

- To discover students' assumptions and opinions about the MU Libraries and the services they provide.
- Competition: to discover the methods of research used by students and assess why certain methods are preferable to going to MU Libraries.

### PROPOSED RESEARCH METHOD

- Survey
- Focus Groups

### POPULATION DEFINITION

- MU Students, undergraduates and graduates

### THE SAMPLE PLAN

- Survey sent out on MU Info email to all MU students through [www.freeonlinesurvey.com](http://www.freeonlinesurvey.com).
- Two random focus groups consisting of 8-10 MU students per group

### SAMPLE SIZE

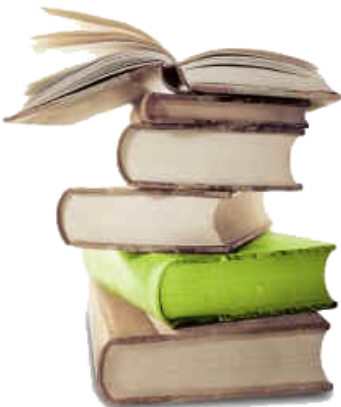
- 400+

### METHODOLOGY

- Online survey launched February 24, 2006 and closed March 15, 2006
- Focus groups completed on March 7, 2006. Two focus groups conducted by group members at 6:00 p.m. and 7:30 p.m.

### DATA COLLECTION

- Analyze surveys quantitatively
- Analyze focus groups qualitatively



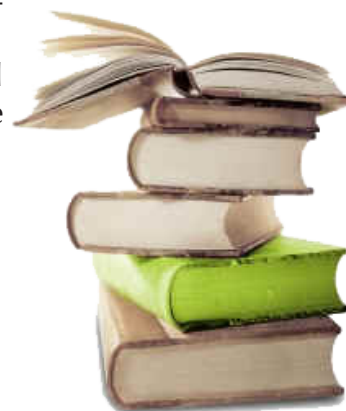
## REPORTING RESULTS

- Graphs, charts, list of main points

## KEY FINDINGS

### FOCUS GROUP

- Students are attracted to the MU Libraries because they are quiet and offer few distractions.
- Lack of comfortable study space, lack of power outlets, and lack of available computers are top frustrations among students.
- Students are familiar with online library resources and do associate the online databases with the MU Libraries.
- The Internet was the first source of information for research used by students, but all said they also use the MU Libraries both physically and on the World Wide Web.
- Upperclassmen utilized the physical library more often than lowerclassmen.
- Students choose study locations based on convenience and availability of food and beverages.
- Wireless access is a must for all students, many complaining that upper floors in Ellis do not provide access.
- The majority of students desire lots of space to spread out and seek a quiet environment with little distractions in order to get “into the zone.”
- Students suggested ways to improve Ellis Library by updating the upper floors with new furniture, computers, and printers and creating a comfortable study environment.
- All students desire more group study rooms as opposed to the main study room.
- Students also want to know the services provided by the MU Libraries.
- The majority of students suggested that the librarian staff be more knowledgeable about information and resources.
- Preference for study locations is influenced by availability of food and beverages, so students suggested that the MU Libraries allow food and beverages in designated areas upstairs in Ellis.
- The image of the MU Libraries for the younger undergraduate students represented an overall “old” and “stuffy” image, while the upperclassmen have seen the MU Libraries improve over the years and have a positive image of how much the University in general cares about the quality of the MU Libraries.
- All students complained about the intrusiveness of security personnel at Ellis Library.
- Students suggested that although Library Research was helpful in learning about the databases and book finding, they could have provided more information about library services.



## INTERNET SURVEY

Based on preference, the top three study locations for MU students are:

1. Houses/Dorms
2. MU Libraries
3. Memorial Union

The three highest ranked influences on study location are:

1. Noise Level
2. Atmosphere Surroundings
3. Convenience

The top three things MU students do at the library are:

1. Study (21%)
2. Computer (18.7%)
3. Research (14.8%)

The majority of MU students are comfortable with the MU Libraries' online resources.

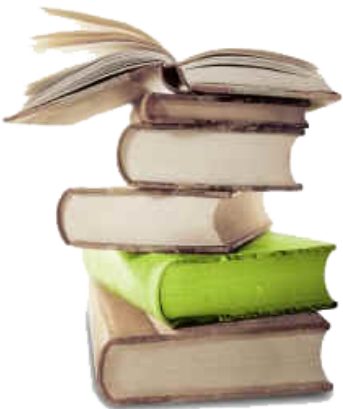
The majority of MU students are satisfied with the availability of information and resources provided by the MU Libraries.

The top three research gathering tools for MU students are:

1. Google
2. MU Libraries Online
3. MU Libraries (Ellis and other branches)

## RECOMMENDATIONS

- The MU Libraries need to better inform students of services outside of databases and MERLIN (i.e. Special Collections, Children's Library, DVD Rentals, General Fiction, etc.).
- Increase awareness among students of librarian services such as Ask-A-Librarian and specialized subject librarian help.
- Library hours should be extended, preferably open 24 hours.
- Librarian reference should be available during all operating library hours.
- Based on the fact that MU Libraries wants to provide students with a positive experience, staff and security should work together to provide an approachable atmosphere.
- The MU Libraries need to implement customer service training for librarians, staff, and security.
- MU Libraries need to improve the physical ambiance of the MU Libraries with more power outlets, comfortable furniture, and wireless access throughout the entire building.







# **CHAPTER V**

# **MARKETING GUIDELINES**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

# MARKETING GUIDELINES

## STRATEGY

To market MU Libraries as a positive experience by informing students of all services available and making it more approachable to the student body.

## OBJECTIVES

- To promote a new and improved image of the MU Libraries
- To be recognized as a center of choice for students seeking timely access to high quality information
- To differentiate the quality services and resources of the MU Libraries with its competition, such as Google, Yahoo, bookstores, etc.

## AUDIENCE

27,985 MU students:

- 21,375 undergraduate students
- 6,610 graduate and professional students

## MESSAGE

- Image: The MU Libraries are not just dusty old buildings, but modern institutions that provide an atmosphere conducive to all student needs.
- Services: From a Children's Library to a famous comic book collection to multiple DVD rentals, MU Libraries provide a multitude of services, where the possibilities are endless.
- Resources: The MU Libraries are the largest research library in Missouri and provide not only a plethora of books and journals, but provide access to a multitude of databases all available at the click of a mouse.
- Quality: The MU Libraries provide high quality and credible information that is not always available on the Internet.





# **CHAPTER VI**

# **CREATIVE BRIEF**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## CREATIVE BRIEF

### WHY ARE WE ADVERTISING?

- To promote a new and improved image of the MU Libraries
- For the MU Libraries to be recognized as a center of choice for students seeking timely access to high quality information
- To differentiate the quality services and resources of the MU Libraries with its competition, such as Google, Yahoo, bookstores, etc.

### WHO ARE WE TALKING TO?

MU students, both undergraduates and graduates, regardless of their research needs, study habits, or demographics. Provide mass communication to all MU students about MU Libraries.

### WHAT DO PEOPLE CURRENTLY THINK?

Although positive changes have been made to the first floor, I still don't enjoy going to the upper floors because of the old, stuffy feeling. I prefer to do my research in the comfort of my own home.

### WHAT WOULD WE LIKE THEM TO THINK?

I feel comfortable going to the MU Libraries and using the services it provides.

### WHAT IS THE SINGLE MOST IMPORTANT IDEA WE CAN CONVEY?

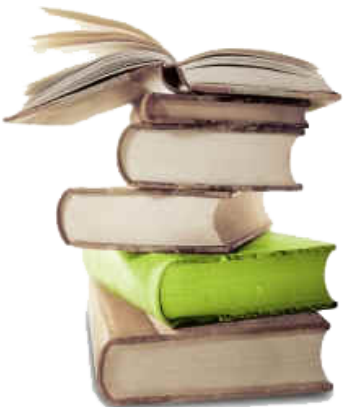
The MU Libraries are recognized as the center of choice for students researching and/or studying.

### WHY SHOULD THEY BELIEVE IT?

- The MU Libraries provide a wide array of services ranging from DVDs to general fiction to a Children's Library.
- The MU Libraries are the largest research institution in Missouri.
- The MU Libraries allow students to receive other research materials from libraries all across Missouri.
- The MU Libraries provide a variety of study areas as well as Internet access.

### WHAT IS THE BRAND'S PERSONALITY?

He contains a plethora of knowledge and is always the first pick for trivia night. He is constantly being updated and has a different relationship with all his friends. He is dependable, reliable, and approachable; you know he will always have your back.





# **CHAPTER VII**

# **TACTICS AND CREATIVE**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## TACTICS

**FINALS WEEK EVENT**

**GUERRILLA MARKETING**

**TOILET TALK**

**TELEVISION COMMERCIAL**

**LOGO AND TRUCK WRAP**

**LIBRARIAN PROFILE**

## THEME

**“WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES”**

## CREATIVE

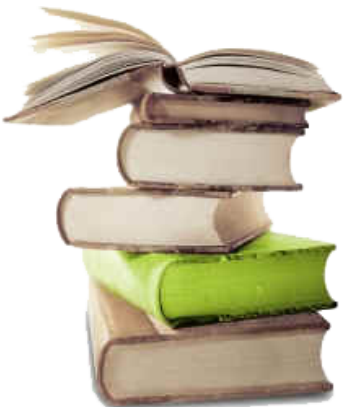
**FINALS WEEK EVENT**

### PURPOSE

To interact with students and portray a positive image and experience of the libraries. Finals week is a high traffic time for students using the library for studying. It is a key time to reach them about the services and resources available to them. Personal interaction allows the client to see and understand the target.

### RESOURCES

- Premiums – highlighters and bookmarks
- Street team – used to get students involved
- Food/Beverages – an incentive to get students to stay and use library



## CONCEPT

During Finals week, street team members will be outside giving away premiums while asking students their opinion of the libraries and asking trivia questions.

- Street Teams
  - Hand out maps of library and bookmarks
  - Trivia with highlighters
  - Jeopardy game
  - Word of mouth about services provided
  - Build positive image in students' mind about what the library can do for them
- Giveaways
  - Bookmarks
    - Fun Facts about the MU Libraries printed on bookmark
    - Library map printed on bookmark
    - Hand out bookmarks in bags at University Bookstore
    - Also, provide bookmarks at dormitories
  - Highlighters
    - Receive one when asking the reference desk for assistance
    - Play trivia game with the street team and win one
  - Snacks and Beverages while studying in the library
    - Coffee/tea
    - Granola bars/fruit

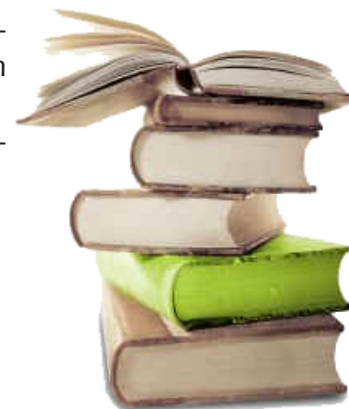
## GUERRILLA MARKETING

### PURPOSE

To have a non-traditional way of reaching students about services provided by the libraries to draw them to the building, thus increasing traffic and circulation. Students do not feel like they really understand the library and what it offers. This will allow them to see and understand the services while walking to class. It will then create brand awareness and recollection.

### CONCEPT

- Chalk a description/image of services and resources provided by MU Libraries.
  - Example: Comics – Spiderman, "Find all the great comics on the 4th floor in our extensive comic book collection."
  - This will be placed in high traffic locations: outside Brady Commons, Memorial Union, Greek Town, Rec Center and Journalism School/Quad area.
  - This event will take place during the months of September, October, November, March, April and May.



## **TOILET TALK**

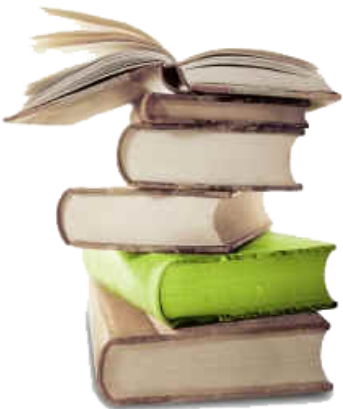
### **PURPOSE**

This tactic was selected because it is inexpensive, versatile, gains lots of exposure, and is easy to change. Three versions of toilet talk are provided in the campaign.

### **CONCEPT**

The following concepts are present in toilet talk: special collections available at MU Libraries, personalizing the library to make it easier to obtain help, and the credibility of library resources and databases versus Internet sources.

Toilet talk will be placed on the back of bathroom doors in the bathroom stalls in high traffic areas on campus like Ellis Library, dormitories, Brady Commons, Memorial Union, and Greek houses. Toilet talk can also be used as flyers to hang around campus.





# Did You Know?



Clowns like this create Web sites that you use to do “scholarly” research for papers and projects. Be smart and use the MU Libraries databases. They’re quick, easy and credible.

**Want more...Get more...Experience MU Libraries.**

# Experience the Possibilities... At MU Libraries



MU Libraries offer a variety of collections for your enjoyment. Whether you're a comic book junkie or music connoisseur. MU Libraries has what you need.

**Want more...Get more...Experience MU Libraries.**

# Personalize Your Experience... At MU Libraries



## Librarian Profile

MU Libraries offers Subject Specialist librarians to help you research, do homework, and write papers in their areas of expertise. You can also Ask-A-Librarian through e-mail or visit the Reference Desk for more help. We're here for you!

**Want more...Get more...Experience MU Libraries.**



## TV COMMERCIAL

### PURPOSE

To increase brand awareness to the student body of the services provided to them in a fun and relevant way. This will be done using high traffic locations such as the Student Rec Center TV and MUTV.

### CONCEPT

#### CAMPAIGN # 1

The TV commercial carries the same message as the rest of our campaign, "Want more...Get more...Experience MU Libraries." The commercial begins with a standard view of libraries as old and scary. It then positions MU Libraries as hip, cool libraries with lots of services and resources.

#### CAMPAIGN # 2

The 90210 spot is a play off the early 90s TV show. This commercial shows the diversity of MU student body and how MU Libraries has a vast array of resources for all types of people.

### PLACEMENT AND IMPLEMENTATION:

Zou TV: University of Missouri's Recreational Center

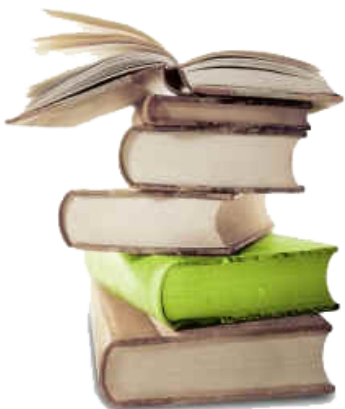
- The newly renovated Recreation Center is currently the hot spot on campus. It has 11 oversize monitors in the Jungle gym, several screens at both West and East entrances, and four near the Tiger X studios.

MUTV 23

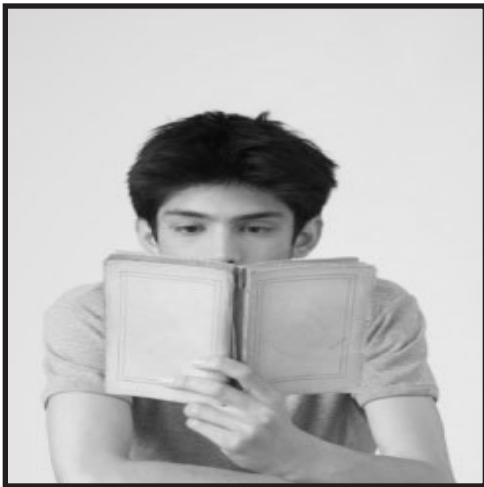
- The University of Missouri has its very own TV station. This channel features student-run movies and news channels. This channel will predominately reach freshmen students because it's offered in residential halls on campus.
- MU TV's staff can act and produce low-budget commercials.

TV Commercial

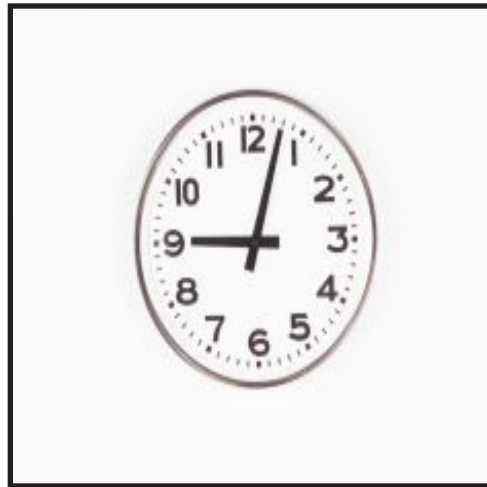
- Contact MUTV or other actors and producers of choice to shoot commercials. Production arrangements should begin two months prior to air time. Ads should be run the first week of school to increase awareness of the library from the beginning of the school year.



## CONCEPT #1



SFX: SIGH.



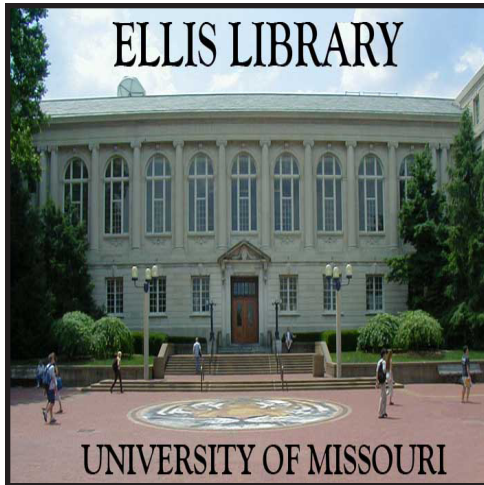
SFX: CLOCK "TICK, TICK, TICK..."



SFX: BOOK CLOSING.



LIBRARIAN ONE:  
(OC) "Shhh."



ANNCR: (OC) Ellis library at University of Missouri.



ANNCR: (OC) Want more... get more... Experience MU libraries.

## 30 SECOND TV

PRODUCTION NOTES: SCENE ONE TAKES PLACE IN OLD, DUSTY, GLOOMY LOOKING LIBRARY. SCENE TWO TAKES PLACE IN CURRENT ELLIS LIBRARY. ACTOR LOOKS AROUND THE AGE OF 19 AND IS A BOY. LIBRARIAN # 1 HAS THICK GLASSES, A CANE, AND A BUN ON TOP OF HER HEAD.

1. OPEN ON COLLEGE BOY WALKING TO "OLD STYLE" DESK. HE IS CARRYING A BOOK IN HIS HANDS. HE SITS DOWN. KIDS ARE PRESENT AT OTHER DESKS STUDYING. (:02)

2. CUT TO OLD LADY LIBRARIAN EYEING THE KIDS STUDYING. (:02)

3. CUT TO COLLEGE BOY. HE OPENS UP THE BOOK AND DUST BLOWS IN HIS FACE. HE BEGINS TO READ. HE HAS AN OVERWHELMED AND MISERABLE LOOK ON HIS FACE. HE SIGHS. (:03)

SFX: SIGH.

4. CUT TO CU OF CLOCK. (:02)

SFX: CLOCK TICKING.

5. CUT TO SHOT BOY CLOSING BOOK. (:02)

SFX: BOOK CLOSING.

6. CUT TO LIBRARIAN. SHE EYES THE BOY AND PUTS HER FINGER TO HER MOUTH IN ATTEMPT TO "SHH" HIM. SHE SHAKES HER HEAD AT HIM. (:03)

LIBRARIAN: (OC) Shhh.

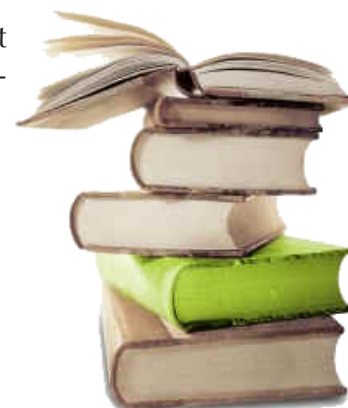
7. SHOT TO BOY WITH A WIDE-EYED SCARED LOOK ON HIS FACE. (:02)

ANNCR: (OC) Is this what you find at your library?

8. SCENCE DISSOLVES. (:01)

9. SUPER: ELLIS LIBRARY AT UNIVERSITY OF MISSOURI-COLUMBIA. (:04)

ANNCR: (OC) Ellis library at University of Missouri-Columbia.

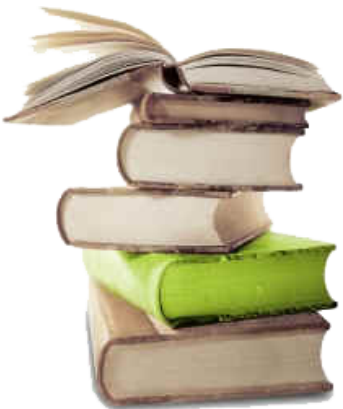


10. SHOT TO SAME KID LOUNGING IN A COMFORTABLE CHAIR IN ELLIS LIBRARY. HE HAS AN IPOD, A COFFEE IN A MUG, AND A STACK FULL OF BOOKS ON THE DESK NEARBY. HE IS STUDYING. (:03)

11. BOY GRABS BOOKS AND HEADS TO THE CIRCULATION DESK. HE PUTS HIS 4 BOOKS, 2 DVDS, AND 2 CDS ON THE COUNTER. AS HE IS CHECKED OUT HE SCANS THE BACK OF ONE OF THE CDS AND SMILES. (:04)

ANNCR: (OC) Want more... get more...  
Experience MU Libraries.

12. MU LIBRARY LOGO (:02)



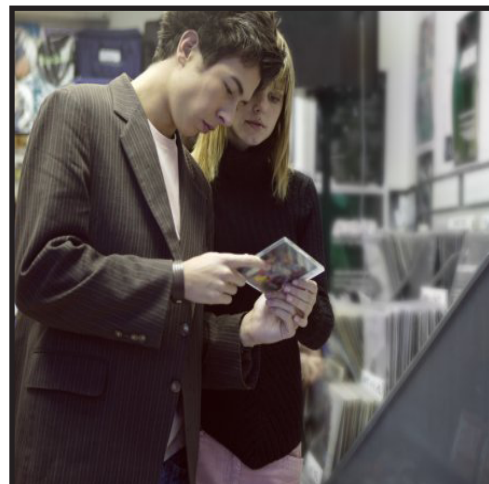


## CONCEPT #2



SFX: 90210 THEME SONG





ANNCR: (OC): From coffee, to  
magazines, to thousands of books,  
MU Libraries are the place to be.  
Want more...get more...experience  
MU Libraries. .

## 40 SECOND TV

Cast: 90210 look-alikes

Donna: blond bob

Kelly: skinny, long blond hair, red lip stick, sunglasses on head, acts stuck up and rich, cell phone

Dillon: slicked back hair, leather jacket, "cool" kid

Brandon: nice boy, brown hair

Steve: jock, gym shorts and tennis shoes

David: musician, gelled hair

Brenda: "new girl" dark brown hair, popular

Andrea: glasses, the "brainiac"

PRODUCTION NOTES: MUSIC: 90210 THEME SONG. SCENCE STARTS AT SPEAKER CIRCLE ON CAMPUS AND THEN MOVES TO THE LIBRARY FOR INDIVIDUAL CAST SHOTS. MIMICS THE OPENING OF 90210 SHOW.

1. OPEN ON CAST MEMBERS AT SPEAKER CIRCLE. THEY ARE ALL HAPPY, LAUGHING AND HANGING OUT. DONNA AND KELLY ARE GOS-SIPPING. BRANDON AND ANDREA ARE IN A SERIOUS CONVERSATION. STEVE AND DAVID ARE GIVING EACH OTHER HIGH FIVES. BRENDA IS ON HER CELL PHONE. DILLION HAS HIS ARM AROUND BRENDA. BRANDON PICKS UP DONNA AND SWINGS HER AROUND. GROUP COMES TOGETHER AND ALL LINK ARMS. (:05) SFX: 90210 THEME SONG

2. CUT TO ANDREA IN THE LIBRARY LOOKING FOR BOOKS. SHE HAS A PILE OF BOOKS NEAR HER AND SHE BEGINS TO LOOK THROUGH ONE AND THEN SMILES AT THE CAMERA. SUPER: ANDREA: THE BRAINIAC. (:03)

3. CUT TO DAVID CHECKING OUT THE DVD COLLECTON. HE IS EXCITED READING THE BACK (:02)





4. OF THE LABEL. HE TURNS TO THE CAMERA AND GIVES A THUMBS UP. SUPER: DAVID THE MUSICIAN. (:02)

5. CUT TO BRENDA AND KELLY GETTING COFFEE (IN APPROPRIATE CONTAINERS). THEY ARE GOSSIPING AND TALKING A LOT WITH THEIR HANDS. THEY CHEERS THEIR CUPS AND SMILE. (:03)

6. CU OF KELLY REAPPLYING HER RED LIP STICK. SUPER: KELLY: THE POPULAR GIRL. (:02)

7. CUT TO CU OF BRENDA, SIPPING ON HER COFFEE. SUPER: BRENDA: THE NEW GIRL. (:02)

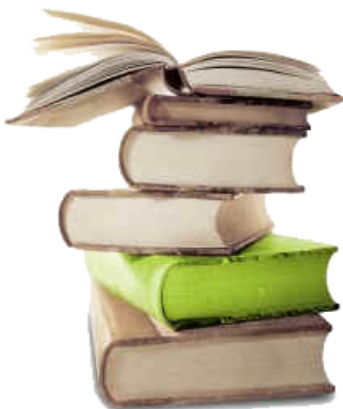
8. CUT TO BRANDON ON THE COMPUTERS RESEARCHING AND TYPING ON THE COMPUTER. (:01)

9. CU OF COMPUTER SCREEN TO SHOW MU LIBRARIES DATABASES. (:01)

10. CUT TO CU OF BRANDON. SUPER: BRANDON: THE JOURNALIST. (:02)

11. CUT TO STEVE WITH A BASKETBALL IN HIS HAND. HE IS CHECKING OUT GIRLS THAT ARE STUDYING AT TABLE. GIRLS GIGGLE HE POINTS HIS FINGER AT THEM AND NODS HIS HEAD IN A FLIRTIOUSLY AND COCKY MANNER. CLOSE UP TO STEVE. SUPER: STEVE: THE JOCK. (:04)

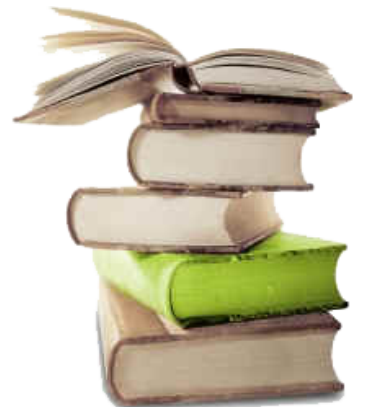
12. CUT TO DILLION CHECKING OUT A DVD. BRENDA COMES UP TO HIM AND PUTS HER ARM AROUND HIM. (:02)



13. CUT TO CLOSE UP OF DILLION WITH DVD, HE SHRUGGS HIS SHOULDERS. SUPER: DILLION: THE REBEL. (:02)

14. SHOT TO ENTIRE CAST AGAIN IN FRONT OF LIBRARY. SUPER: WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES. (:09)

ANNCR: (OC): From coffee, to magazines, to thousands of books, MU Libraries are the place to be. Want more...get more...experience MU Libraries.



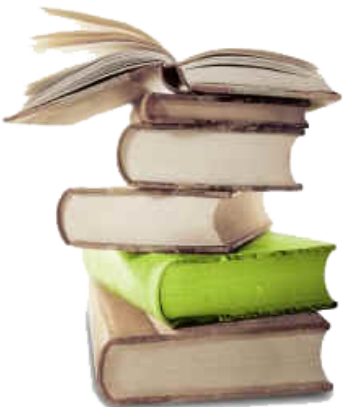
## LOGO AND TRUCK WRAP

### PURPOSE

This tactic was selected because the MU Libraries are in need of a new, fresher logo. The truck wrap will build brand awareness, especially when transporting books across Missouri.

### CONCEPT

The following concept is for a new logo that can be used on the website and other promotional materials. Also, this logo will be put on Library trucks in order to build awareness of the fresher MU Libraries image.



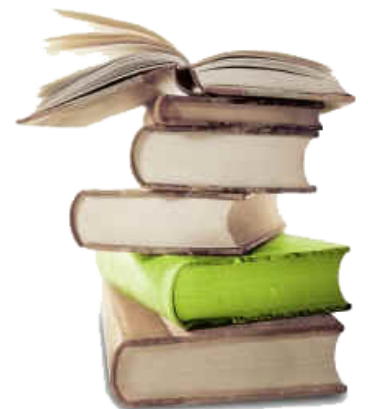
## LIBRARIAN PROFILE

### PURPOSE

We chose the Librarian Profile as a tactic because it allows the students to form more personal relationships with the librarians, which in turn will increase the comfort level for visiting the library. We found that students generally did not feel a connection to the staff and although this did not necessarily detour them from visiting, it would encourage usage of the library and the information specialists if they felt that they were in a more welcoming atmosphere. Another reason for utilizing this tactic is to build recognition and show appreciation for the librarians and staff by featuring them in the profiles. The cost would be minimal, but the effectiveness of a more personal feel for the staff and recognition will pay back in full.

### CONCEPT

This tactic is going to be used on the library website as well as featured on boards in the library. It can also be included on Toilet Talk as a way to familiarize the MU students with the library staff and make it a more welcoming atmosphere for both studying and leisure time. The Librarian Profiles would change bi-monthly on both the website and boards in the library. All Profiles should be archived on the website for future reference.





# LIBRARIAN PROFILE



**NAME: CINDY DUDENHOFFER**

**LIBRARY: JOURNALISM**

**HOMETOWN: OAK GROVE, MISSOURI**

**EDUCATION: BACHELORS OF ENGLISH AND HISTORY AT UNIVERSITY OF MISSOURI-COLUMBIA AND CURRENTLY STUDYING FOR A MASTERS IN INFORMATION AND LIBRARY SCIENCES FROM THE UNIVERSITY OF MISSOURI-COLUMBIA**

**RECOMMENDED BOOK: "WE HAVE ALWAYS LIVED IN THE CASTLE" BY SHIRLEY JACKSON**

**SPECIAL INTERESTS: THESIS PAPERS ON VICTORIAN PROSTITUTION AND PSYCHOLOGICAL HORROR FICTION, LIBRARY MARKETING**

**SUBJECT SPECIALTY: JOURNALISM**

**EMAIL: DUDENHOFFERC@MISSOURI.EDU**





# **CHAPTER VIII**

## **BUDGET**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## BUDGET

Based on the estimated budget of \$50,000, the following are the percentages of that budget that should be spent on research and each creative tactic.

### RESEARCH COST

**3%**

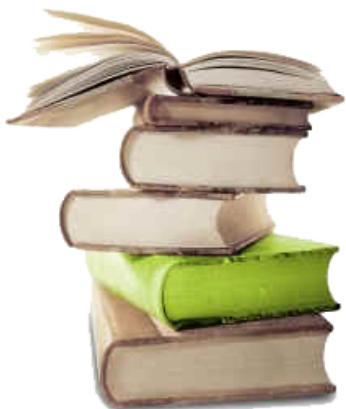
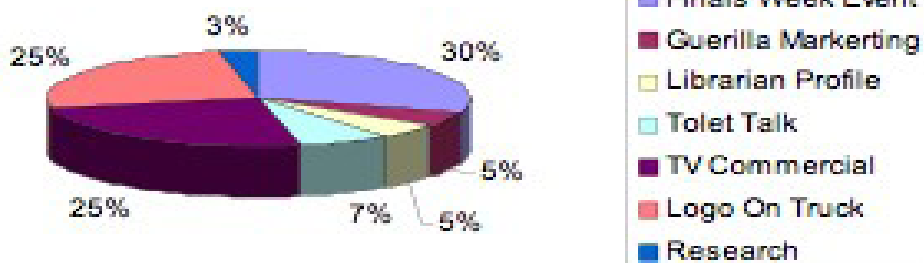
Research cost includes any pre- and post- testing of the campaign. These costs include any surveys, focus groups, and data analysis.

### TACTICS

**97%**

Tactic	Description	Cost
Finals Week Event	Includes street team hiring, cost of producing premiums and cost of food	30%
Guerilla Marketing	Artist and generating design	5%
Toilet Talk	Printing and maintenance	7%
Librarian Profile	Designing link on Web site, display in library, printing, and maintenance	5%
TV Commercial	Production and placement of commercial	25%
Truck	Designing logo and wrapping the truck	25%

**Breakdown of Budget**



## **ESTIMATED COST OF TRUCK WRAP, FINALS WEEK EVENT, AND GUERILLA MARKETING**

### **TRUCK**

- 24 ft. box truck wrap - wrap and unwrap - \$3,500

### **FINALS WEEK EVENT**

- Street team
  - \$20/hour/person for promotion staff
  - \$25-\$35/hour/person for model/specific type person

### **GUERILLA MARKETING**

- Chalking
  - Artist to chalk - \$500







# **CHAPTER IX**

# **TIMETABLE**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

# TIMETABLE

## FINALS WEEK EVENT

- Research and hire Street Teams one and a half to two months in advance to allow time for training.
- Print premiums one month in advance.
- Hold an ongoing training two weeks in advance.
- Advertise event two and a half weeks in advance.

## GUERRILLA MARKETING

- Design and print stencil of image – Do all at once and then reuse the stencils. It is recommended to get all stencils made a least one month in advance of use.
- Hire artist with contract for the year one month in advance of school year.
- Allow at least a day to chalk.
- Rotate location of design the first of the month of every warm weather month.

## TOILET TALK

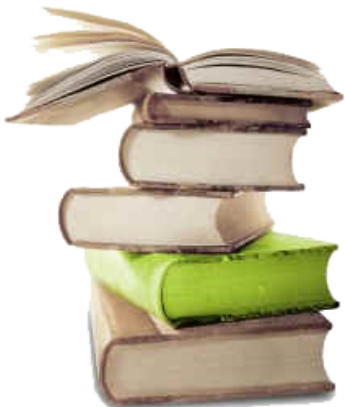
- Print toilet talk one week in advance. It can be printed in black and white or color. If printed in black and white, it should be printed on color paper.
- Hire staff or gather volunteers to place toilet talk in plastic slipcovers on the back of bathroom doors. The slipcovers will prevent people from writing on toilet talk and ripping it off the doors.
- Change toilet talk on the first of every month.
- Toilet talk should be rotated.

## TV COMMERCIAL

- Contact MUTV or other actors and producers of choice to shoot commercials.
- Production arrangements should begin two months prior to airtime.
- Ads should be run the first week of school to increase awareness of the library from the beginning of the school year.

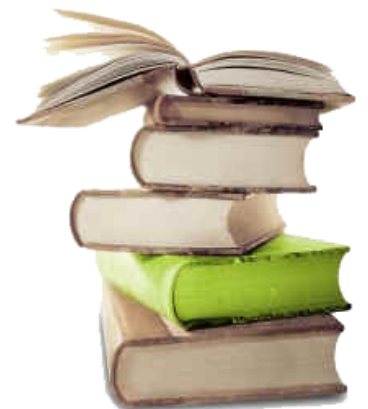
## LOGO AND TRUCK WRAP

- Research companies that wrap trucks two months in advance to allow time for printing of logo and wrapping of truck.



## **LIBRARIAN PROFILE**

- Pick librarian to profile two weeks prior to their debut to do interview.
- Hire web designer to create profile online two weeks prior to putting profile online.
- Print profile for in Library display one week in advance.
- Profile should be changed bi-monthly and stored in archive on MU Libraries website.









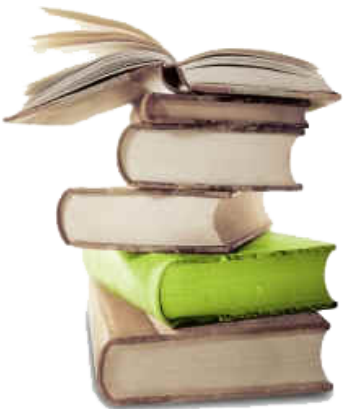
# CHAPTER X

# EVALUATION

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## EVALUATION

- Conduct a post campaign survey to determine effectiveness of campaign objectives.
- Record number of hits to the MU Library Web site's various projects, including but not limited to: LibrarianBook, Subject Specialist, MERLIN and MU Libraries' online resources.
- Track the number of questions submitted to the Ask-A-Librarian online resource
- Monitor circulation and traffic at MU Libraries.
- Screen premiums handed out during Finals Week Event to determine attendance and success.





# **CHAPTER XI**

# **SNAPSHOT OF**

# **COMMUNICATION**

# **PLAN**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

Research	Audience	Objectives	Messages/Theme	Strategy	Tactics	Timing	Budget	Evaluation
<p>Finding #1: Students do not feel well informed about the resources and services provided by the MU Libraries.</p> <p>Finding #2: Students turn to the Internet as their primary source of information for research.</p> <p>Finding #3: The younger students have a more negative opinion about the MU Libraries as dusty old buildings, where as older students have seen the MU Libraries improve.</p>	<p>27,985 MU students - 21,375 undergraduate students - 6,610 graduate and professional students</p>	<p>- To promote a new and improved image of the MU Libraries.</p> <p>- To be recognized as a center of choice for students seeking timely access to high quality information.</p> <p>- To differentiate the quality services and resources of the MU Libraries from its competition, such as Google, Yahoo, bookstores, etc.</p>	<p>Theme: Want more... Get more... Experience MU Libraries.</p> <p>Messages: - Image: The MU Libraries are not just dusty old buildings, but modern institutions that provide an atmosphere conducive to all student needs.</p> <p>- Services: From a children's library to a famous comic book collection to multiple DVD rentals, the MU Libraries provides a multitude of services, where the possibilities are endless.</p> <p>- Resources: The MU Libraries are the largest research library in Missouri, and provide not only a plethora of books and journals, but provide access to endless databases all available at the click of a mouse.</p> <p>- Quality: The MU Libraries provides high quality and credible information that is not always available on the Internet.</p>	<p>To market MU Libraries as a positive experience by informing students of all services available and making it more approachable to the student body.</p>	<p>1. TV Commercial</p> <p>2. Finals Week Event</p> <p>3. Toilet Talk</p> <p>4. Guerilla Marketing</p> <p>5. Librarian Profile</p> <p>6. Wrapping the Truck</p> <p>7. Research</p>	<p>1. Two per semester</p> <p>2. Bi-yearly</p> <p>3. Monthly</p> <p>4. Warm months</p> <p>5. Bi-monthly</p> <p>6. One time</p> <p>7. Pre and post testing</p>	<p>1. 25%</p> <p>2. 30%</p> <p>3. 7%</p> <p>4. 5%</p> <p>5. 5%</p> <p>6. 25%</p> <p>7. 3%</p>	<p>- Increase in traffic and circulation.</p> <p>- Number of premiums given away during Finals Week Event.</p>



# **CHAPTER XII**

# **RECOMMENDATIONS**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## RECOMMENDATIONS

### RESEARCH/ASSESSMENT

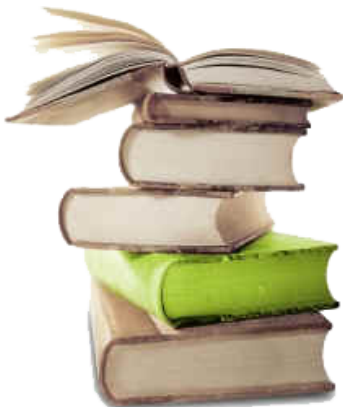
- Continue to conduct research on students' experiences and opinions about MU Libraries. Send out a bi-annual online survey through MU Announcements. Promote awareness about the survey through posters and screensavers on MU Libraries' computers.
- Generate student feedback through comment cards at Ellis Library.

### CREATIVE

- Continue to expand "toilet talk" by implementing more versions of it.
- A web page available on the MU Libraries Web site that helps students easily find the Subject Specialists that they are looking for. Sort by subject, not librarian.
- Screen savers featuring services available at MU Libraries. Computers across campus can be utilized for the screensavers.
- Online rental directory for DVDs and music CDs on the MU Libraries Web site.
- More detailed and colorful map of Ellis interior.
  - Post large-scale maps in central areas of Ellis Library.
- Also, post maps of all MU Libraries branches on campus.

### INTERNAL ORGANIZATION

- MU Libraries should implement customer service training and information sessions about services offered at the library for librarians, staff, and security.
- Librarian References should be available during all hours of operation.





# **CHAPTER XIII**

## **AGENCY PROFILE**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

## AGENCY PROFILES

### ASHLEY CAMERON

**CONTACT INFORMATION: (573) 268-4703**

**AMCHC8@MIZZOU.EDU**

Ashley Cameron stayed in her hometown, Columbia, Missouri, to study journalism at the University of Missouri. She's had the opportunity to put her degree in Advertising to use with an internship in London at the National Trust. While working as a Press Officer at National Trust, Ashley acted as the Project Manager for the Coastline Exposed Media Project, Coastal Walks. Ashley has enjoyed her college experience and has been involved in numerous activities such as Chi Omega and volunteer work for R.A.I.N. Ashley currently works for Gap and is a Tiger X Fitness Instructor at Mizzou's Recreation Center. Ashley plans to move to Chicago and pursue a career in Advertising or Public Relations as an Account Executive.

Ashley enjoys fashion, spending time with friends and family, and teaching Pilates and spinning.

### LAUREN LILLEY

**CONTACT INFORMATION: (618) 779-3493**

**LELPM3@MIZZOU.EDU**

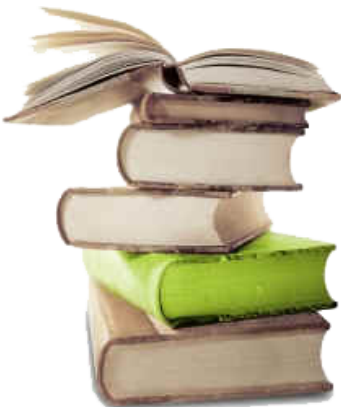
Lauren Lilley grew up in Alton, IL. She came to Mizzou as a freshman in 2002 to pursue a degree in Advertising. During her time at Mizzou, she has interned at retail Jeweller Magazine in London and Cumulus Broadcasting in Columbia. She has also picked up minors in Psychology and Business. After graduation, Lauren plans on pursuing a career in advertising as an account executive for an ad agency.

During her spare time she enjoys going to concerts, socializing with friends and spending time outdoors.

### HEATHER NORGAARD

**CONTACT INFORMATION: (847) 722-0399 HEATHER.NORGAARD@GMAIL.COM**

Originally from Chicagoland, Heather Norgaard came to the Missouri School of Journalism to pursue a degree in Advertising. Heather has had previous advertising experience at The San Jose Group in Chicago where she served as a Junior Account Executive. Currently, Heather is a contributing writer for Portada, an online and print publication that tracks the use of Hispanic media vehicles. Heather studied abroad in Spain and has a minor in Spanish. Her love of the Spanish culture and





language will hopefully lead her to a job at a Hispanic ad agency in either Miami or Chicago.

In her free time, she enjoys traveling, going out with friends, working out, and shopping.

### **RACHEL STERN**

**CONTACT INFORMATION: (773) 531-1553**

**RTD.STERN@GMAIL.COM**

Born and raised in Chicago, Rachel came to the University of Missouri – Columbia as a sophomore transfer student to pursue a degree in Advertising. She has previous advertising experience in two different countries. While in London, she held an internship at Draft in account management. Back in Chicago, Rachel held a position at Draft as an account management intern working in account management. After graduation Rachel plans on moving back to Chicago to continue working in account management.

Outside of school and work, she enjoys traveling, reading, keeping in touch with friends and family, and always keeping up to date on celebrity gossip.

### **JULIE WISNIEWSKI**

**CONTACT INFORMATION: (630) 544-1346**

**JAWGF8@GMAIL.COM**

Julie was born and raised in the Chicagoland area. To pursue her dream of becoming a great advertiser, she came to the University of Missouri – Columbia to study strategic communications at the world famous journalism school. She worked at an event planning agency, LeadDog Marketing Group, this past summer in New York City as a junior account coordinator. After graduation she plans on moving back home to Chicago or back to New York and working as either an account planner or in event marketing.

Besides advertising, she enjoys hanging out with friends, doing anything to keep her busy, warm weather and being outdoors!







# CHAPTER XIV

# APPENDIX

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

# APPENDIX

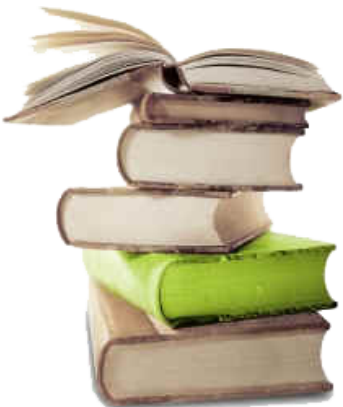
## SECONDARY RESEARCH - INTERNET

### INTERNET COMPETITION

- The World Wide Web contains billions of web pages and documents making it easy to find a variety of information, although not always the best information.
- Search engines look for terms requested in site titles and in a certain amount of the site text. It ranks pages based on an algorithm, a set of rules incorporating criteria such as proximity, frequency, and location.
- Search engines do not distinguish between meanings of concepts, they merely look for the words typed in.
- Google is the most popular search engine with over 200 million searches each day.
- Google provides a high quality of search results by examining the content of the page to determine if it is a “good match” for the search query.
- Google has a database of over 8 billion web pages.
- Google freely admits that 50% of its searches come back with no appropriate results.

### THE INTERNET GOES TO COLLEGE

- College students are early adopters and heavy users of the Internet compared to the general population
  - By the time they were 16 to 18 years old all of today's current college students had begun using computers.
  - 86% of today's college students have gone online, compared with 59% of the general population.
  - 49% first began using the Internet in college; 47% first began using the Internet at home before coming to college.
  - 85% of college students have their own computer.
- College students say the Internet has enhanced their education
  - 79% of college students agree that Internet use has had a positive impact on their college academic experience.
  - 73% of college students say they use the Internet more than the library, while only 9% say they use the library more than the Internet for research.
  - 68% of college students subscribe to one or more academic-oriented mailing list that relates to their studies.
- College social life has been changed by the Internet
  - 42% of college students say they use the Internet primarily to communicate socially.
  - 72% of college students say most of their online communication is with friends.



### Comparing Online Information Searching to Library Use

Use Internet more than library	73%
Use Internet and library about the same	16%
Use Internet less than the library	9%
Don't know	2%

- Data from the Association of Research Libraries shows that reference queries at university libraries have greatly decreased during and since the late 1990s.
  - The convenience of the Internet is tempting students to rely heavily on it for academic research purposes.
  - 80% of college students reported using the library less than 3 hours per week.
  - Students tend to use the Internet prior to going to the library to obtain information.
  - Through observations of students use of the Internet in the library, it was noted that the majority of students' time was not spent using online research resources; instead, students used email, Instant Messenger, and surfed the Web.
  - Students who were using the computer lab to do academic-related work used commercial search engines rather than take advantage of the university and library's resources.
  - When students visit the library, they use electronic resources rather than paper resources.

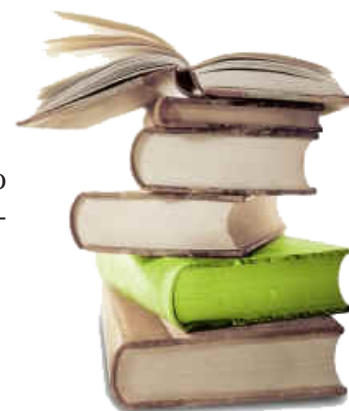
### HAS THE INTERNET BECOME INDISPENSABLE?

- The Internet has become an integral part of many people's lives.
- The Internet has replaced traditional forms of communication, entertainment, and education.
- Internet use is prevalent among young people.
- Many people have made the Internet a necessity in their daily routines
- For tech-savvy individuals, the Internet has become a "central component of their lives as well as indispensable."

### THE ELECTRONIC PUBLISHING INITIATIVE AT COLUMBIA (EPIC) ON-LINE SURVEY OF COLLEGE STUDENTS: EXECUTIVE SUMMARY

#### RESEARCH BACKGROUND

EPIC conducted a series of interviews, focus groups, and surveys to examine the impact of electronic resources on the scholarly commu-



nication process.

## RESEARCH METHODS

- 25 minute online survey of college students conducted in the Spring and Fall 2003 semesters
  - E-mails sent to students in the fields of Political Science, International Affairs, and Earth/Environmental Sciences at 4-year colleges and universities across the United States.
  - Response rate to the survey was 8%.

## THE SAMPLE

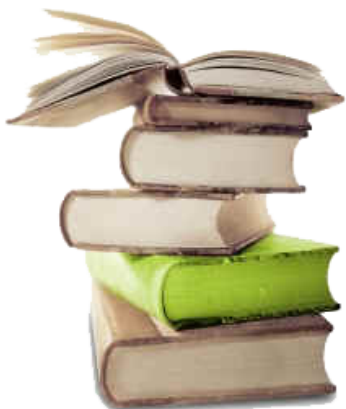
The findings from this study indicate general trends among undergraduates and graduate students, and may not be representative of every individual's experience. Another limitation is the sample students are all in the fields of Political Science, International Affairs, and Earth Sciences. The findings may not be generalized to students in other disciplines.

## STUDY OBJECTIVES

- Gain insights into how students are using electronic resources in their academic work.
- Gain insights into the perceived benefits and disadvantages of electronic resources.
- Learn how students perceive electronic resources as affecting their scholarship.
- Examine differences in use of electronic resources based on level in school, type of discipline, and type of institution.

## KEY FINDINGS

- 99% of students report they use electronic resources for their schoolwork.
  - 53.4% use electronic resources for coursework everyday.
- Undergraduate students are more likely than graduate students to use non-library sponsored electronic resources, while graduate students are more likely to use library sponsored electronic and library sponsored print resources.
- When going online to do work for a course, 46.5% of students are more likely to use an Internet search engine while 21.9% would go to a library sponsored electronic resource; almost one-third of students report they use both methods equally.
- When writing a research/term paper, 37.6% of students first used library sponsored electronic resources, while 32.7% of students used an Internet search engine first. For general assignments, students are more likely to use the Internet.
- Students report that the main advantage of electronic resources are

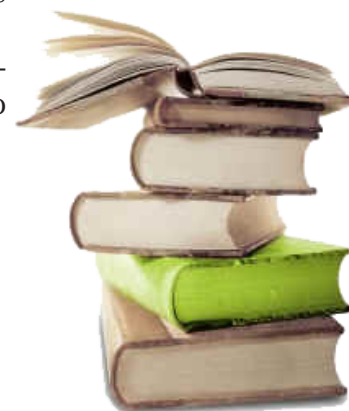


that they allow students to work for a location outside the library, save students time, give students greater access to current information and allow students to get more information with less effort.

- One-third of respondents tend to go no further than electronic resources when looking for information, and one-fifth of respondents agree that their widespread use of electronic resources is so pervasive that they have not learned how to use the physical library.
- 75% of students surveyed said they take steps to evaluate the trustworthiness of online information they are using for coursework.
- 67.7% of respondents use the physical library more than once a month.
- 75.8% of students are dependent on the physical library to retrieve articles and books; 81.5% are dependent of the library's Web site.
- Graduate students are more dependent on the library's portal to retrieve articles or books from electronic databases, the online card catalogue, and online interlibrary loan while they are dependent on the physical library to retrieve articles or books as well as for interlibrary loan.
- Undergraduate students are more dependent on the physical library as a place to study, for Internet access, for the card catalog, and for access to word processing facilities.
- Electronic resources often lead students to settle for information that is available online even though better materials might be available at the library.

## CONCLUSION

- Electronic resources have become the main source for students' information gathering.
- Undergraduate students in particular are heavily dependent on the World Wide Web; graduate students are more likely to report a dependence on library sponsored electronic resources.
- Electronic resources provide convenience by letting students work from their home or residence hall and save them time.
- Electronic resources increase the need for students to separate out the reliable from unreliable information, which students find difficult.
- Formal instruction on how to evaluate electronic resources would be beneficial to most students.
- The physical library is still an important destination for students. Both undergraduate and graduate students use the physical library to retrieve articles and books. Undergraduates are more likely to use the library as a study space, for the computing facilities, or for Internet access. Graduate students are more likely than undergraduates to use it for interlibrary loan.
- Future efforts could focus on increasing access to full text materials and improving navigation and search capabilities in order to better meet students' needs.



## INVESTIGATING THE PRACTICES OF STUDENT RESEARCHERS: PATTERNS OF USE AND CRITERIA FOR USE OF INTERNET AND LIBRARY SOURCES

- This study surveyed 543 college students to identify (a) their preferred criteria when evaluating Internet-based and library-based sources and (b) types of instruction students typically receive in evaluating those sources.
- For college writers, a key element of academic literacy is the ability to locate, select, evaluate, synthesize, and cite outside sources in their own writing.
- Students writing research reports (63% of students) generally ranked most highly sources that were easy to use and easy to find, whether those sources were library-based or Internet-based.
- Nearly 60% of all students received library training, which came most frequently from high school teachers.
- Nearly 29% of all students received Internet training, which came most frequently from student peers.

## INTERNET USE AMONG COLLEGE STUDENTS: AN EXPLORATORY STUDY

### BACKGROUND

Thirteen hundred college students from eight academic institutions were surveyed in classrooms about their Internet use for the purpose of identifying how their Internet use has affected their social or academic lives.

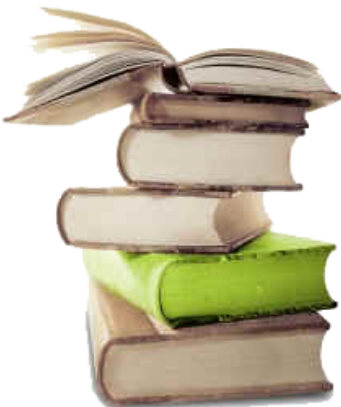
### METHOD

A 69 question survey consisting of ranking and multiple choice questions about the students' use of the Internet and how it effects different parts of their lives. The following were four main areas of focus:

- How much time do students spend on the Internet?
- Among various academic majors, are there differences in the amount of time spent on the Internet?
- Does excessive Internet use result in academic, social, or lifestyle difficulties?
- Are students in certain academic majors more prone to be dependent on the Internet?

### RESULTS

- The overall average online time of Internet-using students was 100 minutes per day.
- For this analysis, the Internet users were divided into a high use group (400+ minutes of Internet usage) and a low use group and were used to assess the impact of Internet use in five areas: academic achievement, meeting new people, participating in extracurricular activities, sleep pat-





terns, and real life relationships.

- Only one area, sleep patterns, distinguished the high use group from the low use group.
- While in all areas, the respondents did not indicate they felt much negative impact due to their Internet use.
- The high use group did report more negative consequences than the low use group.

### **INTERNET USE AMONG COLLEGE STUDENTS: ARE THERE DIFFERENCES BY RACE/ETHNICITY?**

- Among all grades, freshmen use the Internet more than sophomores, seniors, and last juniors.
- Asians use the Internet most, then whites, Hispanics, and blacks.

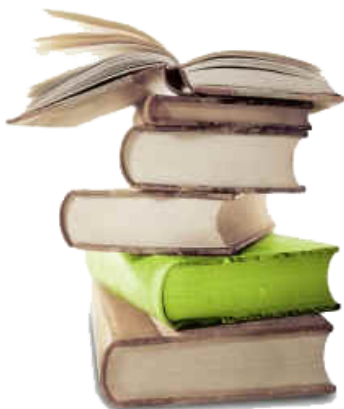
### **INFORMATION ILLITERATE OR LAZY: HOW COLLEGE STUDENTS USE THE WEB FOR RESEARCH**

- If college students are lacking the necessary information literacy skills, this clearly signals a need for both faculty and librarians to address the shortcomings.
- When asked how to find new Web sites students answered: search engines, surfing, using a dictionary, reading about sites, help from classmates, and lastly, library staff (all in order of importance).
- While graduate students favored the library Web site as the first place to look when starting a class assignment, undergrads were far more likely to start with a search engine, with the library ranking a distant second. When asked where they learn about new Web sites, the library Web site ranked fifth, after search engines, surfing, classmates, and faculty.
- Only one in five students will ask a librarian for assistance on the web.



## SECONDARY RESEARCH - BIG 12 LIBRARIES

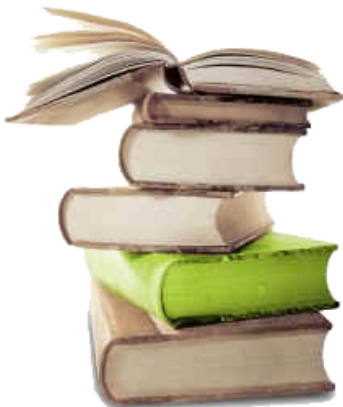
Baylor University – Waco, TX	
Mission	“Connecting people with ideas in support of teaching, learning, scholarship, and academic distinction.”
Circulation	Materials circulated: 294,249 Reference questions answered: 26,890 Interlibrary loan requests filled: 36,006 Classroom Presentation - people served: 14,814 Online searches: 3,433,912 Full-text articles downloaded: 724,386 Library entrances: 1,122,600
Collection	Volumes held: 2,214,058 Serials: 37,897 Microforms: 2,157,058 AV items: 199,668 New volumes added: 37,897 E-books: 59,796 E-journals: 18,910 Web-based resources: 312 Public computers in the Libraries: 266 Laptop computers for check-out: 72
Student Body	14,000
Number of Libraries	10
Online Resources	Baylor Digital Library BearCat (online catalog) BEARdocs (research repository) Electronic Serials Electronic resources
Availability of Library Help	<i>Human Resources (FTE)</i> , 136 Staff & faculty, 98 Student assistants



Kansas State University – Manhattan, KS	
Mission	“KSU Libraries assist students, faculty, state, community, and cooperating library users with their information needs through the acquisition, organization, and interpretation of text, electronic, and multi-media information resources. KSU Libraries support the instructional, research, extension, service, and international program missions of Kansas State University by providing collections, access systems, consulting services, and access instruction. KSU Libraries provide easy access to collections, electronic data systems, study facilities, and consulting services through quality facilities.”
Circulation	2,667,683
Collection	Volumes held: 2.5 million
Student Body	23,000
Number of Libraries	5 libraries: Hale (main) Architecture Engineering Math & Physics Veterinary Medicine
Online Resources	Databases (search by subject), e-journal, newspapers, e-Reference, Government Publications, Special Collections, Subject Guides, ASAP, Articlefirst, etc.
Availability of Library Help	Ask a librarian, subject librarians, digital library



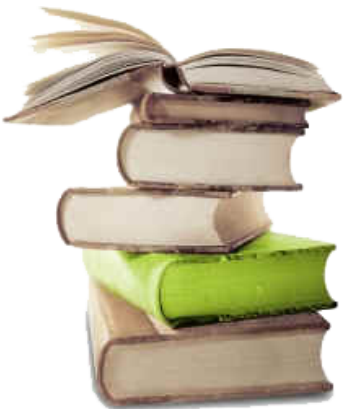
<b>Iowa State University – Ames, IA</b>	
Mission	“Iowa State University Library aspires to be the first place that people in the ISU community think of when they need information. We are creative partners in learning and teaching, research and outreach. We select, organize, present, preserve, and promote information resources for present and future scholarly communities. We are active stewards of our rich collections of knowledge, and we provide innovative services in ways that anticipate needs and respect the diversity of community and ideas.”
Circulation	Items circulated: 294,873 Items used in-house: 149,165 Items lent to other institutions: 34,603 Items borrowed from other institutions: 16,389
Collection	Volumes held: 2,444,263 Books purchased annually: 29,029 Journals received annually: 29,850 Electronic journals: 18,993 Microform units: 3,473,037 Photographs & slides: 850,098 Films and videos: 51,894 Audio materials: 13,511 General Collection: 26.56 miles of books Manuscripts & archives: 15,605 linear ft Aerial photos & maps: 108,141
Student Body	25,741
Number of Libraries	5 libraries: Parks Library Veterinary Medical Library Three subject-based reading rooms (Design, Mathematics, and Physical Sciences)
Online Resources	e-Library@Iowa State University SILO (State of Iowa Libraries Online) AgNIC (Agriculture Network Information Center) USAIN National Preservation Program for Agricultural Literature (NPPAL) LOCKSS (“Lots of Copies Keeps Stuff Safe”) RAPID resource sharing
Availability of Library Help	Ask-A-Librarian



Oklahoma State University – Stillwater, OK	
Mission	“The Library’s primary mission is to serve as the intellectual commons of the University, providing high-quality resources, services, and gateways to information to meet the needs of OSU’s diverse instructional, research, and outreach programs. In accordance with the University’s land grant mission, the Library also serves as an information resource for all the citizens of Oklahoma through both direct access to its extensive collections and special services and by sharing these resources as needed with other libraries in the state.”
Circulation	Items Circulated: 405,190 Laptops Circulated: 93,722 Reference Questions Answered: 73, 691 Exit Count: 996,411 Person Receiving Instruction in Library: 23,811 Search in Electronic Indexes & Databases: 511, 469 Interlibrary Request Provided to other Libraries: 33,934 Library Homepage Accessed: 1,280,438
Collection	Volumes held: 2,582,044
Student Body	18,773
Number of Libraries	5 libraries: Edmond Low (main) Curriculum Materials Library Architecture Library Veterinary Medicine Library North Boomer Annex Library
Online Resources	OSU Library Catalog A to Z Listing – Electronic Indexes and Databases Information Literacy Site Digital Library Services E-Proxy
Availability of Library Help	Reference librarians onsite, Ask librarian via email, Librarian Feedback



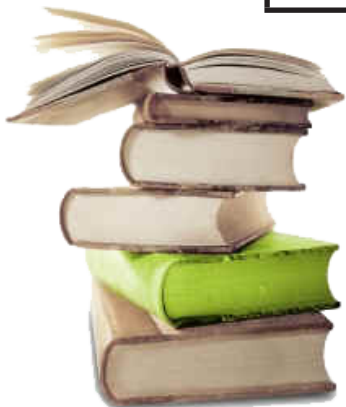
Texas A&M – College Station, TX	
Mission	“To support effectively the teaching, research, and outreach missions of the university through leadership in acquiring, managing and delivering information in an environment that fosters learning and inquiry.”
Circulation	1,461,335
Collection	Volumes held: 3.3 million Microform units: 5.4 million Maps: 221,431 Manuscript collections: 21,000 feet Photographs, art collections, numerous artifacts: 100,000
Student Body	45,687
Number of Libraries	5 libraries plus Library Annex
Online Resources	LibCat, Chiron, e-resource locator
Availability of Library Help	Ask a librarian, email a librarian, Subject Specialist Guide, Staff directory



Texas Tech University – Lubbock, TX	
Mission	“Through individualized service, the Texas Tech University Libraries connect users with resources that advance intellectual inquiry and discovery.”
Circulation	Renewals:10,000 for 2003 and 2004 Circulating with renewals: 219,038 for 2004-2005 Circulation of reserve items: 2970 Loans for 2004-2005
Collection	2,399,479
Student Body	28,001
Number of Libraries	5
Online Resources	EBSCO, LexisNexis, First Search, WilsonWeb, Web of Knowledge
Availability of Library Help	Subject Specialist Directory, Library Staff Directory



University of Colorado – Boulder, CO	
Mission	“Our mission is to advance and impart knowledge across a comprehensive range of disciplines to benefit the people of Colorado, the nation, and the world by educating undergraduate and graduate students in the accumulated knowledge of humankind, discovering new knowledge through research and creative work, and fostering critical thought, artistic creativity, professional competence, and responsible citizenship.”
Circulation	Items circulated 691,499 Total Checkouts/renewals: 506,566 Electronic Reserve visits: 414,651 Items lent to other institutions: 11,990 Items borrowed from other institutions: 30,667
Collection	Exceeding ten million books, periodicals, government publications, audiovisual materials, microforms, maps, manuscripts, papers, broadsides, posters, and computer-based sources
Student Body	29,250
Number of Libraries	6 libraries: Norlin (main) Business Earth Sciences and Maps Engineering Math/Physics Music
Online Resources	CHINOOK and E-Reserves
Availability of Library Help	Reference Desk Assistance, talk to a Subject Expert, a librarian who specializes in your research area

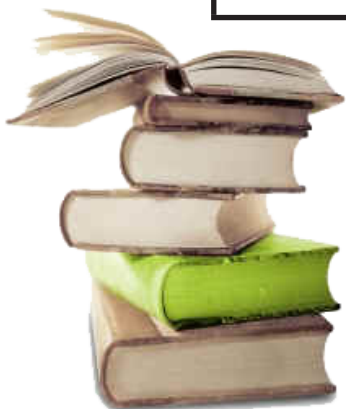




University of Kansas – Lawrence, KS	
Mission	“Our aim is to ensure that our students and faculty can identify and access the information needed for learning, teaching, and research. Dedicated librarians and library assistants are ready to assist you in finding what you need in our collections or from other collections.”
Circulation	330,000
Collection	Libraries currently comprise more than 3.3 million printed volumes. Social sciences, humanities, and professional fields of education, journalism, and social welfare.
Student Body	30,000
Number of Libraries	9 libraries: Science Business Political Science Medical Art Architecture Engineering Archives/Research Law
Online Resources	Eres, Electric Journal and Database search
Availability of Library Help	Hawk Help Live- instant message a librarian for help, Ask a Librarian through e-mail



University of Missouri – Columbia, MO	
Mission	"The mission of the MU Libraries is to support the instruction, research and service programs of the University by acquiring scholarly resources, developing innovative services, and applying new information technologies to address the needs of our users."
Circulation	Total Checkouts/renewals: 311,517 Electronic Reserve visits: 544,059 Items borrowed from other libraries for MU users: 44,312 Items MU lent to other libraries for their users: 57,332
Collection	Print Volumes: 2,942,653 Microforms: 6,889,866 Government documents: 1,663,610 Print and electronic journal subscriptions: 14,308 Electronic journals: 30,588 Audio recordings: 22,991 Film and video: 2,986 Print maps: 271,709
Student Body	27,985
Number of Libraries	7 libraries: Ellis Library (main) Journalism Geological Sciences Engineering Mathematical Sciences Health Science Veterinary Medical Science ¼ of the UM Libraries Depository
Online Resources	MERLIN, ERes, and MOBIUS
Availability of Library Help	Reference Desk, question site on website

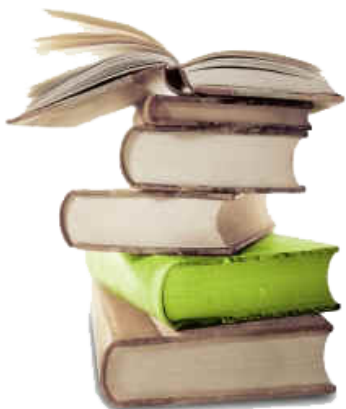


University of Nebraska – Lincoln, NE	
Mission	“To provide access to information through the teaching, interpretation, acquisition, organization, and preservation of information resources in all forms, to the UNL community, the state of Nebraska, and beyond.”
Circulation	321,571
Collection	Over 2.6 million print volumes and more than 22,000 current serial subscriptions
Student Body	22,000
Number of Libraries	8 libraries: Don L. Love (main) Law Music Engineering Mathematics Geology Architecture C. Y. Thompson Reference
Online Recourses	Journal articles, electric journal, WorldCat- Search for books and other research materials from libraries worldwide, including more than 1000 research libraries (OCLC Union Catalog)
Availability of Library Help	Live online



University of Oklahoma – Norman, OK	
Collection	4 million
Student Body	20,967
Number of Libraries	14
Online Resources	LORA and Eres
Availability of Library Help	Email a librarian, online tutorials and virtual tour

University of Texas – Austin, TX	
Mission	"We advance the academic mission of the University and enrich the intellectual life of the people of Texas by fostering information discovery, enabling teaching and research, nurturing creativity, partnering in the development and dissemination of new knowledge, and contributing to the intellectual growth and fulfillment of the individual."
Circulation	2,695,674 items circulated in 2004
Collection	Volumes held: 8,482,207
Student Body	50,000
Number of Libraries	17
Online Resources	UTNetCAT, Factiva, LexisNexis
Availability of Library Help	"Ask a Librarian" (call, email, IM a librarian), Subject Specialist Directory



**SURVEY**

1) Where do you go to study most often? (Rank from 1-6)

- ☐ Brady Commons
- ☐ Coffee Shops/Diners
- ☐ Houses/Dorms
- ☐ Memorial Union
- ☐ MU Libraries
- ☐ Other

2) Rank the following in terms of importance for a study location:

- ☐ Atmosphere Surroundings
- ☐ Convenience
- ☐ Food/Beverage Available
- ☐ Location
- ☐ Noise Level
- ☐ Online availability

3) How many days per week do you go to MU Libraries? \_\_\_\_\_

4) What do you do at the library? (Check all that apply)

- ☐ Bookmark Café
- ☐ Check Out Books
- ☐ Computer
- ☐ Copying
- ☐ Kill time
- ☐ Magazines/Journals/Newspapers
- ☐ Research
- ☐ Study
- ☐ Special Collections
- ☐ Other (please specify)

5) How comfortable are you with the MU Libraries' online resources? (1 being the least and 10 being the most)

1      2      3      4      5      6      7      8      9      10

6) Are you familiar with the following materials available through MU Libraries? (Check all that apply)

- ☐ Children's Library
- ☐ Comics
- ☐ DVDs
- ☐ General Fiction
- ☐ Magazine (Cosmo, Esquire, etc.)
- ☐ Music CDs



7) How satisfied are you with the availability of information and resources provided by the libraries? (1 being not at all satisfied and 10 being completely satisfied)

1      2      3      4      5      6      7      8      9      10

8) What do you use to gather research? (Rank from 1 to 6)

- ☐ AOL
- ☐ Google
- ☐ MU Libraries (Ellis and other branches)
- ☐ MU Libraries Online
- ☐ Yahoo
- ☐ Other

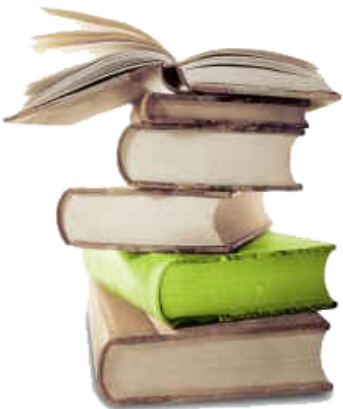
9) Year in School

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ Grad Student

10) Sex

- ☐ Male
- ☐ Female

11) Major: \_\_\_\_\_



# PRIMARY SURVEY RESULTS

[View Results](#)

04/18/200

## Results for: MU Libraries

### 1) Where do you go to study most often? (Rank from 1-6)

		Average Score	Responses
Brady Commons	<div></div>	4.33 / 6	380
Coffee Shops/Diners	<div></div>	3.86 / 6	380
Houses/Dorms	<div></div>	2.25 / 6	380
Memorial Union	<div></div>	3.80 / 6	380
MU Libraries	<div></div>	2.62 / 6	380
Other	<div></div>	4.14 / 6	380
		4.14 / 6	

### 2) Rank the following in terms of importance for a study location:

		Average Score	Responses
Atmosphere/Surroundings	<div></div>	3.28 / 6	380
Convenience	<div></div>	3.40 / 6	380
Food/Beverages Available	<div></div>	4.55 / 6	380
Location	<div></div>	3.59 / 6	380
Noise Level	<div></div>	2.69 / 6	380
Online availability	<div></div>	3.49 / 6	380
		3.49 / 6	

### 3) How many days per week do you go to MU Libraries?

Average: 2.56
Range: 0<=>25
Median: 2
Total Responses: 380







### 4) What do you do at the library? (Check all that apply.)

		Percentage	Responses
Bookmark Café	<div></div>	10.1	15
Check Out Books	<div></div>	10.2	15
Computer	<div></div>	18.7	28
Copying	<div></div>	9.6	14
Kill time	<div></div>	9.1	14
Magazines/Journals/Newspapers	<div></div>	3.4	5
Research	<div></div>	14.8	22
Study	<div></div>	21.0	32
Special Collections	<div></div>	0.7	1
Other	<div></div>	2.3	3

(1 being the least and 10 being the most)

1	2	3	4	5	6	7	8	9	10	Responses	Average Score
1	2	3	4	5	6	7	8	9	10		
13 (3.42%)	12 (3.16%)	24 (6.32%)	22 (5.79%)	19 (5.00%)	31 (8.16%)	84 (22.11%)	86 (22.63%)	58 (15.26%)	31 (8.16%)	380	6.81 / 10 (68.10%)
											6.81 / 10 (68.10%)







6) Are you familiar with the following materials available though MU Libraries?  
(Check all that apply.)

		Percentage	Responses
Children's Literature		10.5	62
Comics		3.2	19
DVDs		7.0	41
General Fiction		40.8	240
Magazines (Cosmo, Esquire, etc.)		30.4	179
Music CDs		8.0	47






7) How satisfied are you with the availability of information and resources provided by the libraries?  
(1 being not at all satisfied and 10 being completely satisfied)

1	2	3	4	5	6	7	8	9	10	Responses	Average Score
1	2	3	4	5	6	7	8	9	10		
6 (1.58%)	7 (1.84%)	9 (2.37%)	13 (3.42%)	32 (8.42%)	43 (11.32%)	70 (18.42%)	110 (28.95%)	58 (15.26%)	32 (8.42%)	380	7.18 / 10 (71.80%)
											7.18 / 10 (71.80%)

8) What do you use to gather research? (Rank from 1 to 6.)

		Average Score	Responses
AOL		4.94 / 6	380
Google		2.29 / 6	380
MU Libraries (Ellis and other branches)		3.07 / 6	380
MU Libraries Online		2.95 / 6	380
Yahoo		3.72 / 6	380
Other		4.03 / 6	380

9) Year in School

		Percentage	Responses
Freshman		15.0	57
Sophomore		23.2	88
Junior		20.3	77
Senior		21.8	83
Grad Student		19.7	75
Total responses:			380



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10) Sex

		Percentage	Responses
Male		23.2	88
Female		76.8	292
Total responses:			380

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## 11) Major

(all results shown)

- Chemical Engineering
- broadcast journalism
- advertising
- Undecided
- Advertising
- Communication
- Business
- Elementary Education
- Informaton Tech
- Journalism
- business undecided
- Pharmacy
- Civil Engineering
- banking and finance
- Undecided-possibly occupational therapy
- undecided
- Biology
- Biology
- undecided
- Theater
- Art History and Archaeology
- Businass
- Biological Sciences
- Mechanical Engineering
- Economics
- Accounting
- Journalism and Political Science
- Biological Sciences
- TAM
- Hotel and Restaurant Management
- English
- Business - Marketing
- Nursing
- Business Management
- History/Biology
- Psychology
- Biological Engineering
- History
- Industrial Engineering
- Secondary Social Studies Education
- Hotel and Restaurant Management

- Communication
- 
- Civil Engineering
- Master of Occupational Therapy
- Accounting
- Communication
- Philosophy
- Journalism - Advertising
- Finance and Banking
- biomedical sciences
- Finance and Banking
- Marketing
- Bio Engineering
- Comp. Sci.
- Business
- Animal Sciences, Pre-Veterinary
- nursing
- masters in education
- Elementary Education
- theatre
- Chemistry
- Occupational Therapy
- Marketing
- Library Science
- International Studies
- Marketing
- Media Convergence and European History
- Architectural Studies
- Finance & Banking, Economics, and Real Estate
- animal science
- Political Science and Psychology
- finance
- Accounting
- music education
- Biochemistry
- Accounting
- Communications minor in business
- Biochemistry
- Business Marketing
- Dual: Fisheries & Wildlife and Forestry
- Communication Sciences & Disorders
- Marketing/Philosophy
- Communication Science and Disorders
- Business-finance
- Computer Science
- Business and Psychology
- Political Science/ History
- nutritonal sciences
- Advertising
- advertising
- accounting
- Biology
- Journalism-news ed
- Education

- Animal Science
- Political Science
- finance
- Doctorate in Health Education and Promotion
- Finance and Banking
- Information Resources and Library Science
- finance and banking
- Nutrition and Fitness
- finance and real-estate
- Accounting
- Management
- Psychology
- Business
- Secondary Education
- Journalism
- International Studies
- English
- Chemistry
- Speech Pathology
- Journalism
- Early Childhood Education and Elementary Education
- Agronomy
- Communication
- Business...it would be great if you could open before 8 am. Thanks!
- Architectural Studies
- Just transfered to Mizzou and am technically entered in the Biology department but am presently considering a move to the the Animal Science department due to the fact that they will probably better address my unusual course of study.
- Physical Therapy
- Journalism-Advertising
- plant science, ps. on the 1 to 6 I assumed 6 was the highest/most often. Also the # of days per week I come to the library varies. 2 or 3. you might want to adjust your survey. Also the ranking isn't accurate because I don't use many of the other options but I'm forced to choose them anyway.
- English
- biological sciences
- Journalism
- Special Education
- AgriBusiness Management
- Spanish, Psychology pre med
- Psychology, French, Liguistics
- Accounting
- Broadcast Journalism M.A.
- Biological Sciences with a minor in Classical Humanities
- Biology and Plant Science
- Psychology
- Business
- Civil Engineering
- -Broadcast
- Business Marketing
- Art
- Psycholgy, Sociology/ Women Studies
- interdisciplinary studies
- Communication
- undecided
- Industrial & Manufacturing Systems Engineering
- Journalism
- Broadcast Journalism

- BS in biology, business and chem minors
- Classical Languages
- Sociology
- HDFS
- Management
- Advertising
- Nursing
- civil engineering
- environmental science
- parks, recreation, and tourism
- Psychology/English, Pre-Law
- Biochemistry
- History
- International Business
- English and Secondary Education-Language Arts
- Accountancy
- Social work
- Journalism
- Biological Sciences
- Biology
- Psychology
- Biochemistry
- Library Science
- Business w/ Pre med.
- spanish
- Psychology
- business management
- health services administration
- journalism (advertising/strategic communications)
- Art History
- Ag Education
- journalism
- Early Childhood Education
- pre law
- Bachelor of Fine Arts emphasis in ceramic sculpture
- Broadcast Journalism
- Chemistry
- Nutrition and Fitness
- Political Science
- Magazine Journalism
- Journalism and marketing double major
- Accounting
- Biological Engineering
- Secondary Education
- Elementary Education
- Textiles and apparel management
- English M.A.
- advertising
- Anthropology
- biochemistry
- Medicine
- Career and Technical Education
- civil engineering
- Journalism

- Chemistry
- Communication Sciences and Disorders
- nutritional sciences
- Parks, Recreation and Tourism
- Business management right now
- Anthropology
- Secondary English Education

(And: you need to explain your ranking system for questions 1 and 8. What is 1 and what is 6? What do they mean?)

- Political Science
- political science
- Civil Engineer
- Human Development & Family Studies
- Counseling Psychology
- MPA-Non profit emphasis
- Library Science and Information Technology
- Secondary Education with an emphasis in English
- Pre-Med Biology
- Interdisciplinary Studies
- art history
- Nutrition & Fitness
- horticulture
- Accountancy
- Accounting
- Anthropology
- advertising - in your capstone
- Interdisciplinary Studies
- Marketing
- Education
- Anthropology
- psychology
- Journalism
- journalism
- Political Science
- Parks, Recreation & Tourism
- Biochemistry

COMMENT: several of the questions above need a 'none of these' box to check. Eg. # 6

- Communication Sciences and Disorders
- Communications
- business
- Sociology and Linguistics with French and Folklore(English) minors
- journalism, art history and archaeology
- advertising
- PhD Journalism
- Accountancy
- education
- Finance
- Communication Sciences and Disorders
- Communication
- marketing
- Undeclared
- Journalism
- Electrical and computer Engineering
- Chemical Engineering
- Psychology

- medicine
- Journalism
- Advertising
- Accounting
- Environmental Studies
- MBA
- Journalism
- Library Sciences - distance learning student
- history
- BA Computer Science
- Library and Information Science
- Textile and Apparel Management
- Art History and Archaeology
- Counseling Psychology
- Psychology and Biological Sciences
- Accounting
- mechanical engineering
- PS
- History
- Biological Sciences
- Psychology
- education
- Agricultural Economics
- psychology
- Education
- General Studies
- Middle School Education--English
- chemical engineering
- education
- English with a minor in Art
- Animal Science
- biochemistry
- sociology
- Communication
- Accounting
- Math
- Secondary Math Education
- Journalism--advertising
- French
- Anthropology
- Journalism
- Physical Therapy
- undeclared
- ph.d in social psychology (Psych. Sciences)
- \*a note about this survey: I didn't want to check any item for #6, but the way that this survey is set up, I have to answer it. Probably not a good idea to force people to answer all of the questions--some might not really apply
- Broadcast Journalism
- ENGLISH
- Biological Engineering
- library science
- Accounting
- Early Childhood Education
- Journalism-print
- Finance and Economics
- pharmacy
- Plant Science

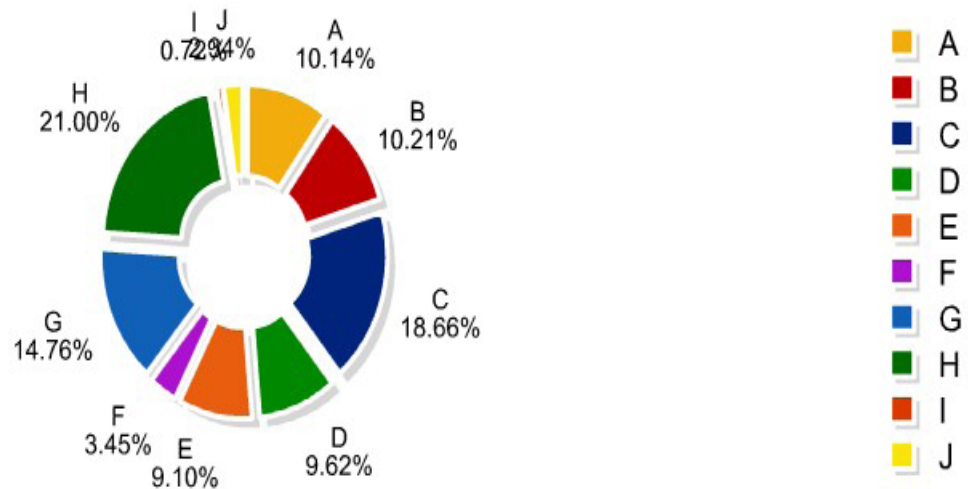
- SISLT
- Journalism-News-Editorial, Political Science
- Journalism
- marketing
- Journalism
- Physical therapy
- communication
- Biology
- Political Science, Yall need to make a noise rule. Its way to loud...more like a social scene than a library
- Med Pharmacology and Physiology and Medical Student (PhD and MD student)
- Journalism
- Public Affairs
- Fisheries & Wildlife
- Education Administration
- Counseling Psychology
- Agricultural journalism
- Plant Science
- pol sci
- Biology Pre-Med
- Business and Psychology
- Masters of Public Administration (not actually familiar with any in 6 but had to pick one to submit survey!)
- Chemical Engineering
- Magazine Journalism
- International Business
- Biochemistry, Pre-Med
- Business Marketing
- Library Science
- Electrical Engineering
- Textiles and Apparel Management
- Education
- Accountancy
- business undeclared
- Journalism
- Veterinary Medicine
- Journalism
- Bio Sci
- Folklore
- Agricultural Education
- MPA
- Elementary Education
- Ag Econ
- biology
- Classics
- Educational Tech
- Political Science and Advertising.
- History
- Business
- psychology
- nursing
- advertising
- Psychology and Biology
- textile and apparel management
- journalism
- International Business

- Biology
- journalism
- journalism
- Marketing
- Finance and Banking
- Finance
- broadcast journalism
- Finance
- Interior Design
- History
- undecided
- textile and apparel management
- Communication
- Broadcast Journalism
- biochemistry
- Accounting
- mathematics
- Chemical Engineering
- English
- accounting
- Accounting
- Accounting



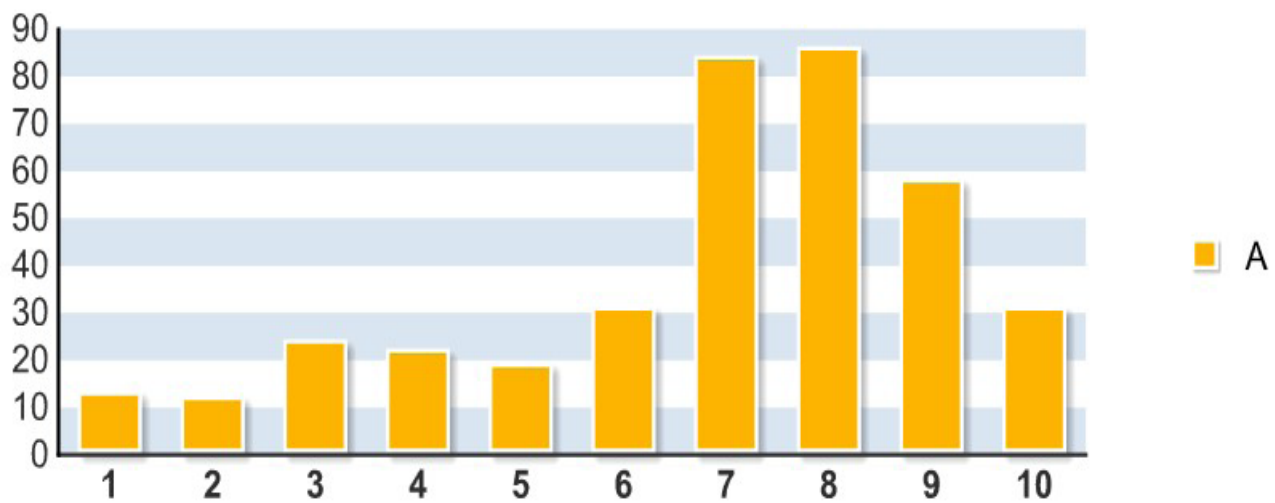
## Question 4

What do you do at the library? (Check all that apply.)



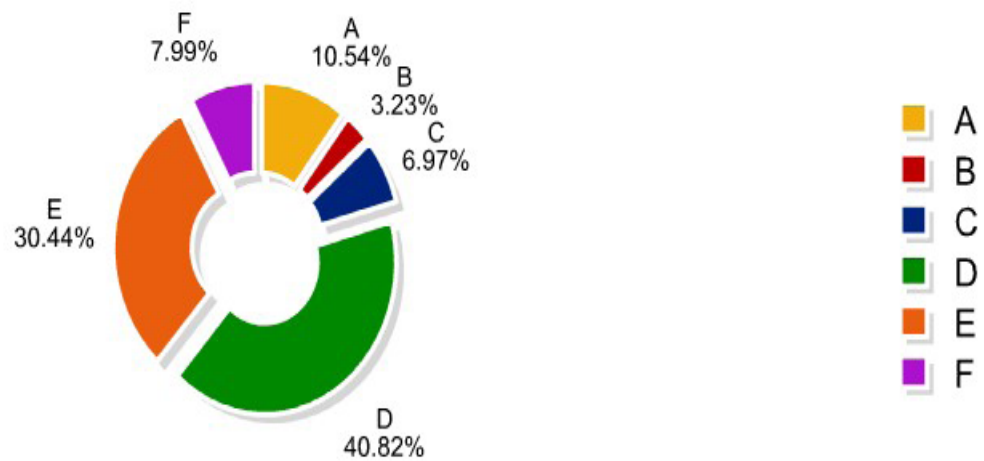
## Question 5

How comfortable are you with the MU Libraries' online resources?(1 being the least and 10 being the most)



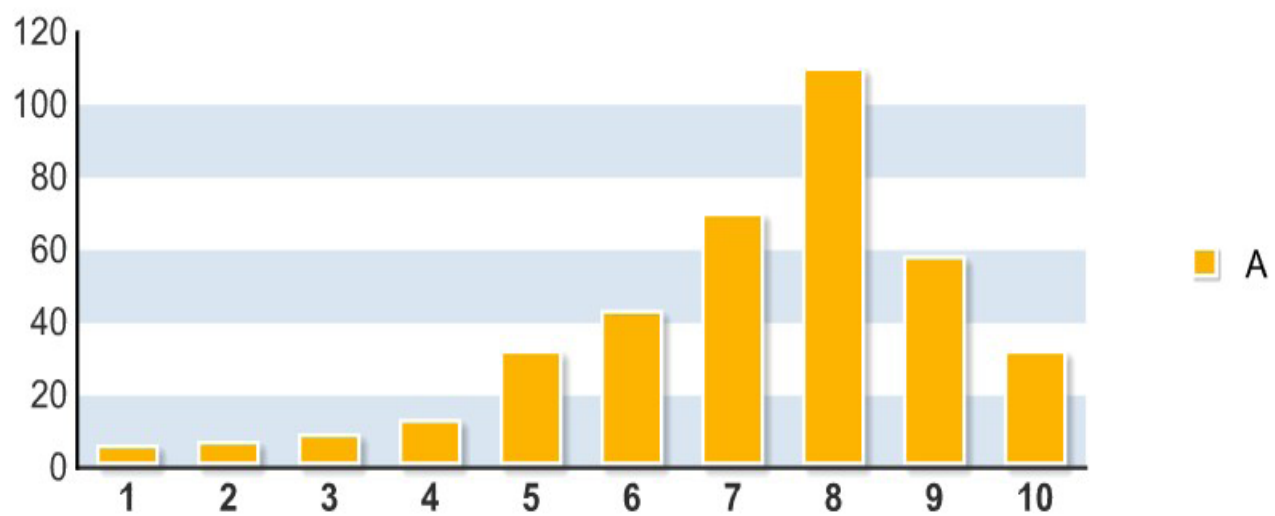
## Question 6

Are you familiar with the following materials available though MU Libraries? (Check all that apply.)



## Question 7

How satisfied are you with the availability of information and resources provided by the libraries?(1 being not at all satisfied and 10 being completely satisfied)



## FOCUS GROUP 1

**MARCH 7, 2006 6:00 PM**

First thing that comes to mind when thinking about the MU Libraries.

- Studying
- Classes
- Big study area
- Boring
- Internet
- Writing Papers
- Place by speaker's circle
- Computer
- Cheap

What attracts you to the library?

- Quiet
- Fewer Distractions
- Cookies

What do you find frustrating about the library?

- Very busy around computer
- Not enough computers
- Not enough study space
- Not enough volumes of books for research
- Most books are in "other" libraries

How often do you conduct research?

- Once a semester
- Not often
- Weekly

Where do you go to conduct research?

- Library
- Internet

What do you use to conduct research?

- Internet
- Databases – LexisNexis



What Internet sources do you use?

- Google
- LexisNexis
- Database – Psych Info
- Depends on subject, but overall students are familiar with library resources and use the databases as well as the journals.

Do you use the library's online services?

Yes, students are familiar with library resources, but the group was split when determining if they associate these resources with the library. However, certain databases have to be viewed through the library Web site.

Where do you go to study?

- Periodicals
- Memorial Union
- Upstairs in wooden table room
- Coffee Shop Downtown
- Health Science (lighting too dim)

What is an ideal atmosphere for studying?

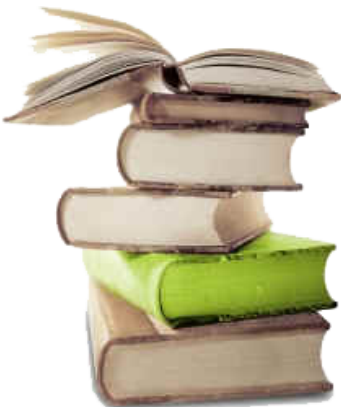
- No distractions
- Room/Space
- Reading-quiet
- Study – background noise
- Have to have wireless network
- Open 24 hours
- Lighting
- Quiet

Why do you go to other places to study?

- Can eat/snack as you study
- More lounging area
- The library is a stuffy/down in the dumps place

What would make you go to the library more?

- Relaxed security
- Less crowded
- Open 24 hours (open late on Sunday)
- More study group space



- More information about what services the libraries provide

What are your suggestions for improving the library?

- Point out library services
- Frustrating to only be able to print on the 1st floor
- Study space is outdated on upper floors
- More study spaces for groups
- More educated librarians at the info center
- Take coffee upstairs
- Snack and study - designated space for food
- Computers upstairs with printers
- Lounge atmosphere upstairs

What is your image of the library?

- Stiff
- Stuffy
- Books
- Old
- Scary
- Cages creep most students out, but grad student pointed out that it was good for dissertations
- Gross (chairs upstairs)
- Boring (rows and stacks of books) – not at all different

What is the best way to reach students?

- No email
- Banner
- Self-advertise within library
- Bathroom Stall advertisements
- Dining hall advertisements
- Pamphlets by computer
- Random facts

Other comments

- Best time to come to the library is either early in the morning or late at night – wish it was open 24 hours
- Students do not feel well-informed about what the library offers
- Let students know about other services offered in Library Research, not just help with research databases
- Many students complained about the security people within Ellis and all the rules
- Some students took library research and said it was good for da-



tabase information, but not what else is available at the MU Libraries.

- Ask-A-Librarian is not publicized enough. Students say they would use the service if they knew about it. If a certain librarian answered a specific subject question, they could physically come to the library to ask the same librarian more questions if needed.

## FOCUS GROUP 2

**MARCH 7, 2006 7:30 PM**

First thing that comes to mind when thinking about the MU Libraries.

- Studying
- Books
- Computers
- Facetime
- Quiet

How often do you go to the library?

- 2-3 times a week between classes
- 1-2 times every couple of weeks (mainly before a test)

What attracts you to the library?

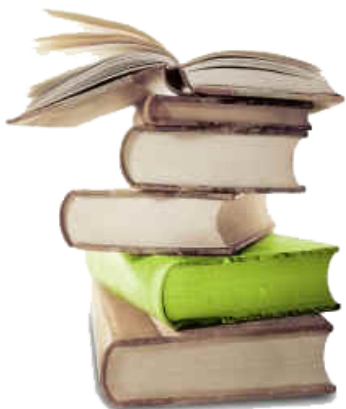
- Health Science Library is quiet
- No distractions – motivation to study
- Nice environment to study – good atmosphere and nice furniture
- Need place to get in zone
- Always a quiet place, especially on the 4th floor, but wireless access is bad upstairs and needs improvement

What do you like about the library?

- Café
- Open until 2am
- Like to study
- Good location – center
  - University really cares about it

What do you find frustrating about the library?

- Hard to get seating
- Not enough power outlets
- Crowd – always lots of people



- More group study rooms because they are always reserved or taken

How often do you conduct research?

- Twice a semester
- A handful of times
- 5-10 times per semester
- Several times a week because of Wall Street Journal and not wanting to subscribe

Where do you go to conduct research?

- Library – one subject pointed out that it is best to come here for TAM classes because the fabric swatches and other resources need to be physically viewed.
- Internet
- Check MU Libraries website because you do not have to come to the library, however, some databases can only be accessed through the MU Libraries Website.

What do you use to conduct research?

- Library
- MU Website
- Databases – Some only work in the library
- Microfilm
- TAM Books

What Internet sources do you use?

- Google
- LexisNexis
- Database

Do you use the library's online services?

- ERes
- LexisNexis
- Journals

When you think of the Internet use do you think of MU Libraries?

- Yes (all)

What services are you familiar with offered by the MU Libraries?

- Printing service



- Classes
- Coffee shop
- Research technology
- Copy services
- Microfilms

Are librarians helpful?

- Yes
- Yes, they get so excited
- They aren't helpful to me in my experience

Where do you go to study?

- Med School Library
- Hitt Street
- Country Kitchen
- Memorial Union

What is an ideal atmosphere for studying?

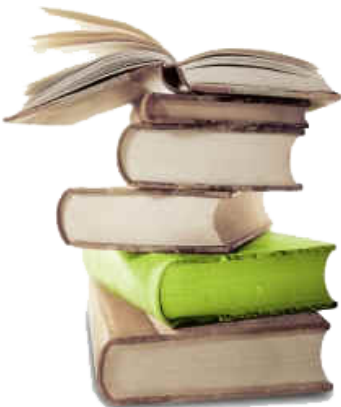
- Complete Silence
- No distractions
- Big table to spread out
- Access to printer/copier

What would make you go to the library more?

- Relaxed security
- Bigger study room
- More printers – PowerPoint problems

What are your suggestions for improving the library?

- Renovation – other floors
- Open 24 hours (at least during finals week)
- Find out if its available online
- Have a post office
  - No MU Info email - students will not read
  - Toilet Talk
  - Pop-Up on screen
  - Link to library website
  - No Black and White – Color makes you stop and look
  - Put something on Mizzou.edu replacing the pictures





What is your image of the library?

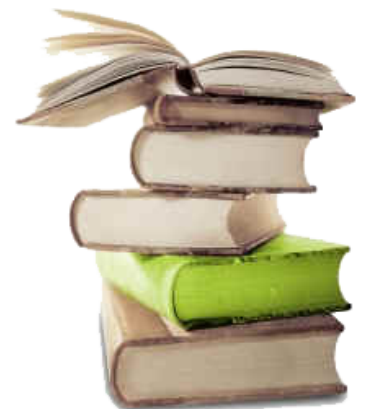
- Made huge improvements
- Positive – cool place, lots of books
- Motivates you to study
- Café overpriced
- Need more parking

When you think of MU libraries, what do you think of?

- Ellis (all)

Other comments

- Microfilm people were helpful.
- Library Research class is only good to help you use the databases.
- Need to update furniture on upper floors.
- During finals, the library is always the place to go.
- It is frustrating that you can only print and use wireless Internet on the main floor.
- MU Libraries have been making positive changes, but it needs to be open 24 hours. What's the point of it closing for only a few hours? Plus, the custodians throw you out at 1:45.







# **CHAPTER XV**

# **BIBLIOGRAPHY**

**WANT MORE...GET MORE...EXPERIENCE MU LIBRARIES**

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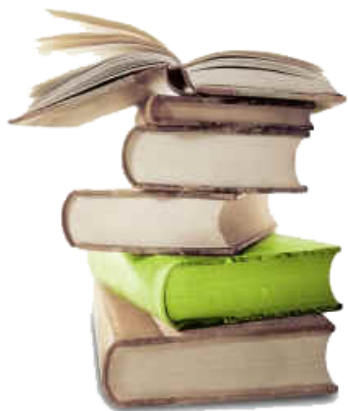
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