

Leveraging Failure to Inform Practice: How do Students Learn about Library Events and Services?

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Abstract: Is it possible for librarians and librarianship to learn from research projects that do not meet expectations or fail outright? This article answers with a resounding “yes” and uses the authors’ experiences developing a “failed” research project to demonstrate how failure can inform practice in valuable ways. The failed project discussed in this article grew out of a desire to understand how students learn about library and university events and services: Are libraries’ attempts to engage with students *on the platforms they use* effective? To examine this question, the authors used several mechanisms to distribute a survey to students enrolled at the University of Idaho. This effort resulted in a survey response rate of only 0.45 percent of enrolled students. As disheartening as this statistically insignificant response rate was—and recognizing that it is impossible to generalize from such a poor response rate—the authors determined that they could still learn from and leverage the perspectives of a mere 53 student respondents without much risk. This article will share the arc of their research study and detail how they made the best of a failed project by incorporating the new marketing and outreach strategies suggested by students into library social media and outreach practices.

Keywords: Social media, academic libraries, students, events and services, outreach

Introduction

When a project builds upon published literature, raising previously unanswered questions and utilizing a validated method of data collection, it is easy to hope for at least moderate success. Yet in the past year, the authors' first experience with quantitative research as tenure-track faculty librarians demonstrated that failure and statistically insignificant response rates are always a possibility. This ill success led the authors to ask whether librarians and librarianship can learn from and leverage projects that do not meet expectations or fail outright. Although all research failures offer the opportunity to learn, grow, and make different decisions in the future, the authors also propose that librarians can leverage these failures and use the resulting research data to inform and influence their library practice. This endeavor is likely to be most effective and scalable in low-risk situations where changes to library practice occur on a small scale, such as experimenting with a new marketing and outreach strategy within a library social media account. Through a case study of a project that sought to identify how students learn about campus and library events and services, the authors detail the context, literature, and research questions that led to their research project; discuss the research methods used and attempts to address challenges as they arose; and document why the project failed. The authors then reason how their decision to strategically incorporate these statistically insignificant findings into their work resulted in positive improvements to their practice, offering advice to other librarians for leveraging "failures."

Research Context

Best practices for managing library social media accounts are well documented in library literature (see ALA Intellectual Freedom Committee, 2018; Burkhardt, 2010; Enis, 2017). Engagement with social media is viewed as necessary since that is "where people are" (Enis, 2017, p. 38). Although libraries and universities frequently use social media platforms to convey information to students (Del Bosque, Leif, & Skarl, 2012; Phillips, 2011), librarians and university administrators are consistently frustrated by a perceived failure to communicate and connect with students on social media. When libraries announce events and services via social media, these posts rarely generate the desired level of engagement. Are students using social media to learn about library and university events and services? This research study strove to discover the disconnect between the anticipated and actual engagement of students with the University of Idaho library on social media. Challenges experienced throughout the research process made it difficult to arrive at a decisive answer to this question.

Founded in 1889, the University of Idaho is a land-grant university focused on student learning and participation in research that serves over 11,841 students across several campuses throughout the state. Located in Moscow, ID, the University of Idaho Library is the largest library in the state and

actively maintains several social media accounts, including Facebook (@UoflLibrary), Twitter (@UoflLibrary), Instagram (uofilibrary), and a “special collections” Tumblr (uispecialcollections). A social media committee composed of staff from all library departments, with interests in different platforms, maintains these accounts. The Library utilizes each of these platforms to promote its events and services by regularly sharing information believed to be of interest to library patrons, posting content designed to increase student engagement with the Library. The authors of this study manage the Library’s Instagram account and follow hundreds of other libraries and local institutions on this platform as a way to stay engaged with the conversations and trends that pertain to libraries.

Much thought and effort have been put into the University of Idaho Library’s social media presence, but the social media committee is regularly baffled and disheartened by the lack of response and engagement generated. Last fall, the authors of this study sought ways to improve the promotion of library events and services on social media and via other means, which led to questions about the services they utilize and how students learn about the campus events they attend.

Literature Review

Social Media Platforms Used by the General Public

The Pew Research Center collects and shares the most comprehensive data on the use of social media platforms in the United States (Smith & Anderson, 2018a). Detailed findings contained in the Appendix A of Pew Research’s *Social media use in 2018* (Smith & Anderson, 2018b) indicate that the majority of Americans use YouTube (73%) and Facebook (68%), while less than 40% of the total population use platforms such as Pinterest, Instagram, Snapchat, and Twitter. However, different age groups use these and other platforms at different rates. According to Pew, YouTube, Facebook, Snapchat, and Instagram are the top four platforms for those who are 18-24 years old and 25-29 years old. Use of YouTube and Facebook is very similar for those aged 18-24 (94% and 80%) and 25-29 (88% and 82%), but the rates at which they use Snapchat and Instagram are very different. Overall, 78% of those aged 18-24 report using Snapchat while only 54% of those aged 25-29 use this platform. Comparatively, 71% of 18-24 years report using Instagram compared to 54% of 25-29 years. These data indicate that although college-aged students use the same platforms, their rate of use varies based on age.

While Pew does not analyze the frequency of social media platform use based on age, data across age groups demonstrate that those who use Facebook (51%) and Snapchat (49%) are more likely to use it several times a day while those who use YouTube (29%) and Instagram (38%) are less likely to use it several times a day (Smith & Anderson, 2018a). Taken together, the data on platform use by age and frequency of use across age groups are particularly interesting because they compel libraries to consider not only the platforms potentially used by their patrons but whether or not the frequency of library posts on these platforms matches the frequency of students’ platform use.

Library and University Use of Social Media

A literature search for social media use by libraries in Library, Information Science and Technology Abstracts (LISTA) and Google Scholar reveals numerous case studies detailing how different libraries and universities establish their social media presence and utilize various social media platforms to promote their organizations, engage with their patrons or students, and answer questions (Chatten & Roughley, 2016; Howard, Huber, Carter, & Moore, 2018; Stuart, Stuart, & Thelwall, 2017; Young & Rossmann, 2015). Research has also included content analyses of Facebook posts (Phillips, 2011) and Twitter posts (Del Bosque et al., 2012; Jones & Harvey, 2019; Stvilia & Gibradze, 2014) across libraries with results demonstrating that libraries often use these platforms to “connect and communicate with their users” (Del Bosque et al., 2012, p. 211). The use of social media in all types of libraries has become so common that the American Library Association (ALA) Intellectual Freedom Committee (2018) created a guide on using social media. Recent publications, such as *Marketing and Social Media: A Guide for Libraries, Archives, and Museum* by Koontz and Mon (2014), also offer an in-depth description of the strategies that organizations can use to develop effective marketing and social media initiatives. This prior research and ALA’s promotion of social media demonstrate that, at both the university and library levels, these organizations are attempting to use social media to get the word out about their events, services, and spaces.

College Student Use of University and Library Social Media

Similar to the data reported by Pew (Smith & Anderson, 2018a), students in previously published research ranked Facebook as their platform of choice, while YouTube, Snapchat, and Instagram also have been popular amongst a plurality of students (Brookbank, 2015, p. 239; Howard, Huber, Carter, & Moore, 2018, pp. 11-12). In these studies, the majority report using Facebook each day while fewer students report using YouTube, Snapchat, and Instagram daily (Brookbank, 2015, p. 239; Howard et al., 2018, pp. 11-12). When students visited these platforms, over 90% reported that they used them to “keep in touch with family and friends” with some reporting that they used these platforms to find out about campus events or connect with classmates and professors (Brookbank, 2015, p. 239; Howard et al., 2018, p. 13).

Prior research also examined whether students would engage with library social media accounts and the types of content students prefer to see these accounts share. Although the majority of college-aged students reported that they have social media accounts and used them on a daily basis, a smaller percentage of students reported wanting to engage with the library on social media (Brookbank, 2015; Howard et al., 2018). One study at Purdue University found that 57% of students would likely follow the library on social media (Howard et al., 2018, p. 12) while another study at Western Oregon University found that only 40% of students were likely to follow the library on Twitter

and Instagram (Brookbank, 2015, p. 240). Across the various social media platforms, the majority of students expressed interest in posts related to library logistics (Brookbank, 2015, p. 240; Howard, Huber, Carter, & Moore, 2018, p. 15; Stvila & Gibradze, 2017, p. 260); YouTube was viewed as the best avenue for information about library services (Howard et al., 2018, pp. 14-15). Although rates of use are slightly different, this published research confirms that college-aged students report using the same top four social media platforms as reported by Pew (Brookbank, 2015, p. 239; Howard et al., 2018, pp. 11-12; Smith & Anderson, 2018a). However, the literature also demonstrates that students are less likely to engage with libraries on social media *even when these libraries utilize the same platforms students report using in their personal lives* (Brookbank, 2015, p. 239; Howard et al., 2018, p. 12; Smith & Anderson, 2018a).

Research Questions and Methods

While previous studies help inform the landscape of student, library, and university social media usage, there is a gap in the literature related to how students seek information about library and university events and services and the informational platforms they use. To address this gap and inform their library social media marketing strategies, the authors sought to investigate the informational platforms University of Idaho students utilize to learn about library and university events and services. This study focused on the following research questions:

- Question 1: Which informational platforms do students use to learn about library and university events and services?
 - Question 1a: How often do they engage with each platform?
- Question 2: What types of content would students like to see the University of Idaho library post on social media?

To answer these questions, the authors conducted a survey during the spring of 2018. (Survey questions can be found in Appendix A.). Any student enrolled at the University of Idaho during that semester could participate in the survey. A link to the online survey was shared via the University of Idaho's official student email newsletter, the University of Idaho Library's social media websites and the University's website. To encourage greater participation, the authors also staffed a table in the University's student union building on the Moscow campus with iPads available for students to take the survey in-person. The survey included demographic questions concerning respondents' age range, academic level, and major but did not collect any personally identifiable information.

The survey was separated into two sections. The first section asked students whether (and how often) they used the following eight University of Idaho informational platforms to learn about university events and services: Campus events calendar, Facebook, Flickr, Instagram, student newsletter, the campus newspaper, Twitter, and the university website (www.uidaho.edu). Section two

asked students whether or not they used and how often they used the following seven University of Idaho Library informational platforms to learn about library events and services: Facebook, Instagram, Pinterest, Special Collections & Archives' (SPEC) Tumblr, Digital Initiative's (DI) Tumblr, Twitter, and the library website (www.lib.uidaho.edu). Each section included opportunities for students to share additional venues used to find out about university and library events and services. An incentive—one of five gifts from the student bookstore valued at less than \$15.00—was offered to respondents who completed the survey. To maintain anonymity to their survey responses, respondents wishing to be included in the drawing had the option to share their names and email addresses on a separate form. Forty-two of the 53 respondents entered the drawing and the prizes were distributed to the five winners after the survey closed.

Results and Discussion

Even though the authors utilized multiple survey distribution methods during the first two months of 2018, only 53 students participated (50 undergraduate and three graduate students) out of a student population of 11,841, representing 0.45 percent of potential respondents (University of Idaho: Institutional Effectiveness and Accreditation, 2018). Although the data associated with this survey was statistically insignificant and could not be generalized to the entire student population, the authors recognized the opportunity to listen to and learn from these students' unique perspectives.

In reviewing these data, it became clear that the 53 respondents used non-social media platforms to learn about university and library events and services. Almost all students reported that they used the University's website (48), student e-newsletter (48), and calendar (40) to obtain information about upcoming events. More than half of the respondents stated that they used the University's Facebook to learn about events (34); fewer students reported using Instagram and only a few used Twitter. When asked where they found out about library events and services, more than half of students shared that they consulted the library's website (30), while the majority reported that they did not follow the library's Twitter (38), Facebook (36) or Instagram (32) accounts. Most students stated that they did not engage with the library's social media accounts, but they had clear opinions on the types of content they wanted the library to share. Three quarters of respondents (40) wanted the library's social media accounts to highlight upcoming events, while a lower percentage of respondents wanted these accounts to include links to articles and other online library content (24), posts with historic pictures (22), memes (17), or student interviews (16). Only 14 of students expressed interest in research or library tutorials or videos. The majority of students who used the university and library websites reported that they did so infrequently, with most students sharing that they visited these sites weekly or less often.

When students were asked to identify additional ways that they use to get information about events and services, the answers challenged the authors' initial notions about student information-seeking behavior. The authors assumed that students would name additional digital or online

platforms, but students expressed a greater preference for mechanisms that did not require technology. A total of 38 students completed this question offering a total of 50 responses. (As this was an open-ended question, some students included multiple options for communicating library-related information.) Of these 38 students, 24 indicated that they also learned about events and services from flyers, posters, and signs. Word of mouth was the second most frequently shared option and listed by 14 of the 38 students who answered this question. When students were asked the same question related to library events and services, 21 students responded and offered a total of 27 options. Six students reported that they learned about library events and services via word of mouth; five reported that they used flyers, posters, and signs; and five indicated that they found out about events and services in person at the library. Three students indicated that they used the library's whiteboard that includes posted flyers and other informational messages as well as a different question posed to library users every week. Two students indicated that they "didn't know the library had events".

Even though these data only reflect the experiences of 53 University of Idaho students, these perspectives led the authors to ask two questions:

- (1) If the University of Idaho Library wants to continue to use social media, how can the library better connect with students?
- (2) Should the University of Idaho Library prioritize different informational platforms when it promotes events and services?

A Fresh Approach to Outreach

The perspectives shared by students in this survey and the resulting questions led the authors to take a deep dive into the literature and explore new strategies that could create additional outreach to students. This investigation led to the discovery and use of the Marketing Cycle and the 80/20 rule of social media. Marketing is a process that revolves around providing the customer, user, or patron what they want when they want it. To strategically improve a library's social media presence, it is beneficial to consider the Marketing Cycle (Koontz & Mon, 2014) as well as the 80/20 rule of social media (Crummey, 2017) and how these strategies connect to patron information-seeking behavior and needs.

The marketing cycle, as detailed by Koontz and Mon in *Marketing and Social Media: A Guide for Libraries, Archives, and Museums* (2014), consists of four stages: Marketing Research, Marketing Segmentation, Marketing Mix Strategy, and Marketing Evaluation. According to Koontz and Mon, *Marketing Research* involves understanding customers' attitudes and behaviors and potential competitors before developing or implementing products or services. Understanding the landscape, along with potential competitors, helps to identify opportunities and obstacles. For example, on a

university campus, the career center may offer some of the same workshops as the library; a popular coffee shop may be a favorite place for students to study. *Marketing Segmentation* separates users into various groups who share similar wants and needs; organizations can then market specific content to heterogeneous groups. To undertake *Market Segmentation*, for example, a library might ask whether the mix of undergraduate students at their university includes first-generation college students, commuter students, transfer students, students largely coming to their institution directly after high school, etc.

The *Marketing Mix Strategy* is the creation of a product, event, or service and the associated promotional materials, including flyers and social media posts. This stage encompasses what is usually thought of as traditional 'marketing' and helps organizations utilize limited resources efficiently and effectively. *Marketing Evaluation* is the assessment and measure of productivity and impact on market segments as well as the adaptation and reiteration of the product or service. As the last stage, *Marketing Evaluation* measures attendance, solicits for feedback, and demands that the organization make changes based on what has been learned through the assessment. By utilizing the marketing cycle, libraries can enhance their programming and perhaps increase attendance and utilization of their resources.

Sharing information about events and services is not exclusively a challenge for libraries. All groups, departments, and institutions struggle as to how best to interact with targeted user populations. Users only have a limited amount of attention and time to give and every organization wants to engage with its audience. Rather than being discouraged by lack of user engagement with the events and services libraries share on social media, libraries should acknowledge that they have competition for their users' attention and time and use this information to develop a targeted marketing strategy, dedicating the time and energy necessary to create and share information with library users via the platforms that are most useful for those target user groups.

When the time comes to leverage the Marketing Mix Strategy stage of the Marketing Cycle (Koontz & Mon, 2014) in the development of social media posts, the information shared will be more impactful if the library adheres to the 80/20 rule (Crummey, 2017). The 80/20 rule of social media states that 80% of social media posts should be about things other than the organization or library itself (Crummey, 2017). For example, a library could share a local event on Facebook, post a photo of a beautiful non-library campus building on Instagram, or perhaps retweet a post from the Library of Congress on Twitter. For libraries, content can be related to libraries in general, the community in which the library is situated, or even the larger university, but 80% of these posts should be about a topic other than the library itself. The remaining 20% of these posts can be used to promote the library's events, services, and spaces (Crummey, 2017). This leads to a more intriguing, thought-provoking, and engrossing social media presence and also demonstrates that the library is being social and actively engaging with others. As best practices show, social media should be a give and take, not just a bullhorn (Crummey, 2017).

Leveraging Failure to Inform Practice

Instagram

Once the authors identified new strategies for engaging with students, both on social media and via flyers, they attempted to find ways to incorporate what they learned into practice. One of the first steps the authors took following the completion of this study—before initiating a new marketing strategy on Instagram—was to investigate whether the content type perspectives shared by these 53 students represented actual engagement trends. Past University of Idaho Library Instagram posts were reviewed and one per category was selected from the following content types for analysis: Upcoming events, historic photos, student interviews, and “other.” This brief anecdotal investigation demonstrated that the number of ‘likes’ Instagram posts received did not accurately reflect the range of engagement these posts generated. An initial review of these posts showed that only 11 users ‘liked’ the example post that highlighted upcoming workshop topics (www.instagram.com/p/BnY_wmzghlY), 30 users liked a photo from the Special Collections and Archives [historic pictures] (www.instagram.com/p/BT941SfBaC), 31 users liked a post by a student employee [student interviews] (www.instagram.com/p/Bn72qXeAsfx), and 62 users liked a post of a unique campus location [other] (www.instagram.com/p/BjqLqIFA311).

Likes are only one metric available from Instagram business accounts (<https://business.instagram.com/getting-started>) that the University of Idaho Library uses. (Any library can create a free Instagram business account.) While ‘likes’ on Instagram are very similar to ‘likes’ on other social media platforms, indicating whether users clicked or tapped a specific icon to officially ‘like’ a post, impressions and “reaches” give libraries a clearer picture of engagement with specific post content. On Instagram, impressions reflect “the number of times your posts and stories were on-screen” while reaches indicate “the number of unique accounts who viewed your posts and stories” (Instagram, n.d.). Combining the total number of views (impressions), the total number of views by unique accounts (reaches), and the total number of ‘likes’ offers libraries more information about whether or not users engaged with their content. Looking back at the sample Instagram posts by the University of Idaho Library, although the number of ‘likes’ varied, the total views (impressions) ranged from 325 to 434 while each post was viewed by 230 to 279 unique accounts (reaches) out of the library’s 633 followers. This data, in combination with the number of ‘likes,’ show a completely different perspective on engagement with the library’s Instagram account. It is important to point out that investigating Instagram engagement across different content types and discovering the various metrics that tell this story would not have occurred without this research study and the unique, albeit ungeneralizable, perspectives shared.

Following this investigation of Instagram content types and the applicable metrics within the platform, the authors applied what they had learned from the Marketing Cycle (Koontz & Mon, 2014)

and 80/20 rule (Crummey, 2017) to guide their Instagram strategy during the 2018-2019 academic year. In employing the 80/20 rule, the authors made a concerted effort to demonstrate the library's connection to the greater university and local communities. This was accomplished by creating posts that highlighted campus and community events; calling attention to the achievements of students, staff, and faculty; and showing unique campus locations and the natural environment. In addition to these non-library themed posts, the authors also created content that promoted upcoming library events; highlighted the collection, including archival materials; and shared updates to services. An evaluation of Instagram metrics demonstrated that impressions and reaches stayed relatively stable regardless of content type, but the non-library themed posts generated many more likes from the community. For example, a post featuring amusingly posed skeletons in the window of the campus energy plant garnered almost 20 more likes than any post up to that date; a 30% increase in interaction (www.instagram.com/p/BjqLqIFA311). Posts that involved the larger campus community, such as advertising campus-wide events or sharing photos of campus locations, typically resulted in new followers for the library's Instagram account. The additional likes garnered, as well as new followers gained from these non-library themed posts, are very valuable for cultivating community engagement, especially when considering Instagram's algorithm. According to Instagram, their algorithm creates a personalized feed for each user that is based on three core factors: The user's interest in the content of the post, the timeliness of the post, and the user's relationship with the account that shared the post (Constine, 2018). This means that users are more likely to see future posts from the library's Instagram account as a result of their previous engagement, even when that engagement was 'liking' a non-library themed post. Overall, these metrics (and an increased understanding of Instagram's algorithm) show that the 80/20 rule offered the authors' library the opportunity to expand the reach of and engagement with its Instagram posts while still ensuring that the library and its role within the community was the central focus.

Bathroom Bulletin

Survey feedback indicated that the library could utilize other, more traditional outreach mechanisms, such as the paper flyer, which was surprisingly identified by the majority of students as a preferred way to learn about university and library events and services. Although the library already utilized a bulletin board to post flyers, the authors recognized that they could use this student feedback as the impetus to investigate and build upon the traditional outreach mechanisms used by other campus entities. One such mechanism used across campus was bathroom bulletins. Sharing information via signage in library bathroom stalls is not a novel idea. A recently published review of library signage found that students particularly appreciated advertising in the bathroom, sharing, "one of the best uses of signage on campus was the monthly Business Office publication Stall Wall, which is posted inside of stalls in the bathroom. You're a captive audience for that information, and, best of all, no one can see you reading" (Eichelberger, Hagelberger, Smith, & Westfall, 2017, p. 562). Posting information in bathrooms is a low effort way to reach people already in the library.

To address these student perspectives, the authors' library developed a single page bulletin which highlights upcoming events, showcases services, and shares fun facts about the library and its community. It is updated once a month during the school year with a special summer edition that is posted for three months. Website URLs are provided on the bulletin for those seeking more information and QR codes are currently being tested for their effectiveness. Anecdotally, the signs are effective in generating questions at the reference and circulation desks about the content on the bulletins and the only costs incurred were the purchase of sign holders and picture hanging strips. Overall, the bathroom bulletins have proved to be a low-barrier way to share information with a new audience.

Limitations and Future Research

This study built upon the literature concerning the use of social media in libraries and asked a new question about how students utilized informational platforms to learn about library and university events and services. Although the students who participated in this survey shared interesting perspectives about where they learn about events/services, the use of limited distribution methods resulted in the survey reaching only a subset of the campus population. With such a small sample size, it is impossible to extrapolate accurately. Still, the study asks important and heretofore unasked questions about the objectives of library social media use and whether students are receptive to them. At the same time, the difficulty obtaining student responses to the survey raises another challenging question: How can libraries design *relevant* outreach and marketing strategies that reflect what students want or need when they are unable to get a large sample of students to share what they want or need due to outdated outreach and marketing strategies? To answer this question, future researchers may need to consider whether alternative methods of gathering student input would be more effective. In the case of social media platforms, future research could investigate whether social media engagement metrics, such as the number of likes or unique views, could function as compelling proxies to help libraries identify the outreach and marketing strategies that are most effective for their students.

Students who participated in the University of Idaho Library's survey tend not to use social media to learn about library events and services, but there are other user segments within a library and university community that may use social media for these purposes so there is no cause to cease sharing information via these platforms without further study. Social media is a cost-efficient and easy way for libraries to share event and service ideas, building connections across organizations.

Many issues related to libraries' use of social media remain unstudied. Further research could be conducted concerning social media engagement among libraries, studying how libraries learn about potential programs, book displays, and services through social media. Another avenue of research is the potential benefits of identifying and interacting with a core group of followers (acting as potential influencers), using their social media presence to amplify library posts. Future research could also examine continued use of more traditional outreach mechanisms, such as paper flyers,

investigating strategies and methods for gauging their success as well as comparing their effectiveness to other outreach mechanisms.

Conclusion

Many libraries use a variety of informational platforms, including social media, to connect with their patrons and advertise events and services. However, the informational platforms students use in their personal lives to connect with family and friends may not be the same platforms they use to connect with the library and university when they want to learn about events and services. Although findings from this research study are not generalizable to the larger university community, the perspectives shared by student respondents reveal that it is imperative for organizations to study their target audience as well as to adapt their outreach objectives and methods to fit their audiences' needs. When libraries combine a greater understanding of the informational platforms their patrons use when learning about events and services with the Marketing Cycle (Koontz & Mon, 2014), the 80/20 rule (Crummey, 2017), and a thoughtful assessment and reiteration of social media use, library social media posts can better reflect the information needs of their target audiences and become more effective tools to help students learn about the events and services available to them.

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Appendix: Survey Questions

To learn about University of Idaho events and services, do you ever use or visit the University of Idaho's:

Q1 Twitter

- Yes
- No
- Didn't know it existed

Q2 How often? (display if Q1 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q3 Instagram

- Yes
- No
- Didn't know it existed

Q4 How often? (display if Q3 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q5 Flickr

- Yes
- No
- Didn't know it existed

Q6 How often? (display if Q5 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q7 Facebook

- Yes
- No
- Didn't know it existed

Q8 How often? (display if Q7 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q9 Website

- Yes
- No
- Didn't know it existed

Q10 How often? (display if Q9 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q11 Events calendar

- Yes
- No
- Didn't know it existed

Q12 How often? (display if Q11 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q13 My UI Student Newsletter (weekly email during the academic year)

- Yes
- No
- Didn't know it existed

Q14 How often? (display if Q13 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q15 The Argonaut Newspaper (print or online)

- Yes
- No
- Didn't know it existed

Q16 How often? (display if Q15 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q17 Where else do you get information about University of Idaho events and services?
(open-ended question)

To learn about University of Idaho Library events and services, do you ever use or visit the University of Idaho Library's:

Q18 Website

- Yes
- No
- Didn't know it existed

Q19 How often? (display if Q18 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q20 Twitter

- Yes
- No
- Didn't know it existed

Q21 How often? (display if Q20 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q22 Instagram

- Yes
- No
- Didn't know it existed

Q23 How often? (display if Q22 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q24 Pinterest

- Yes
- No
- Didn't know it existed

Q25 How often? (display if Q24 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q26 Digital Initiatives' Tumblr

- Yes
- No
- Didn't know it existed

Q27 How often? (display if Q26 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q28 Facebook

- Yes
- No
- Didn't know it existed

Q29 How often? (display if Q28 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q30 Special Collections & Archives' Tumblr

- Yes
- No
- Didn't know it existed

Q31 How often? (display if Q30 = Yes)

- Several times a day
- About once a day
- A few times a week
- Once a week
- Every few weeks
- Less than once a month

Q32 Where else do you get information about University of Idaho Library events and services? (open-ended question)

Q33 What types of social media posts would you like to see the University of Idaho Library use more often?

- Memes
- Upcoming event details
- Research or library tutorials/videos
- Interviews with University of Idaho librarians
- Interviews with University of Idaho students
- Links to articles or other online content
- Historic pictures
- Other _____

Q34 Which category below includes your age?

- 18-20
- 21-29
- 30-39
- 40-49
- 50-59
- 60 or older

Q35 What is your academic level at the University of Idaho?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate student
- Postdoctoral scholar

Q36 What is your major or program of study? (open-ended question)

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