

## NSDL USER SURVEY, 2006

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[Version: October 2006]

### Introduction

A series of surveys of NSDL users carried out by CI in 2006 asked respondents to rate the impact of NSDL on a range of their educational and research practices. 167 responses were collected from three separate sources. The first source was the NSDL contacts survey, conducted online using SurveyMonkey in August 2006. Respondents were chosen from a database of email addresses collected at NSDL outreach activities over the previous years. Respondents were told that 3 individuals chosen at random would receive a \$50 amazon.com gift certificate. 771 emails were sent out, 152 emails bounced, and 7 unsubscribe requests were received, suggesting that 612 survey requests were 'delivered.' A total of 125 online responses were received, a response rate of 20.4%. The second source was a paper survey (Appendix B) that had been collected at NSDL outreach and booth activities during 2006. A total of 30 paper responses were collected, making an overall total of 155 survey responses received. The third source was an email list for science teachers in Colorado, which was sent out in September 2006. Respondents were again told that 3 individuals chosen at random would receive a \$50 amazon.com gift certificate. 12 responses were received. The total number of responses received by the beginning of October 2006 was 167.

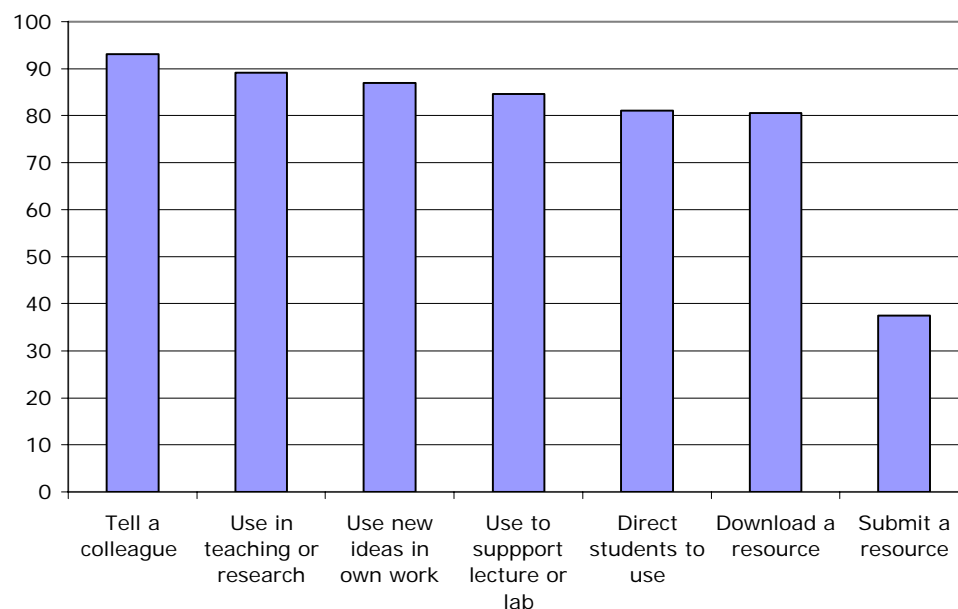
The survey responses were very positive. After having used NSDL, 80% - 90% of survey respondents were either likely or very likely to tell a colleague about NSDL, use NSDL resources in their teaching, to direct their students to NSDL, incorporate new ideas into their teaching and research, etc. Respondents praised the easy access, convenience, usability, and trusted and varied content of NSDL, reporting that NSDL provided access to a wide range of interactive resources that supported student comprehension and engagement. At the same time, respondents noted difficulties with refining their searches by topic or age level, navigating the site, and with using NSDL on older computers or on school networks with firewalls.

The survey asked users for positive and negative comments regarding using NSDL. The 'good news' here is that many users emphasised the large amounts of high quality resources to be found in NSDL, suggesting that NSDL's collection building efforts have resulted in the creation of a rich and diverse collection of exemplary STEM educational resources, appropriate to all educational levels. The 'bad news' is that some users found this vast content confusing and difficult to navigate and to make sense of, suggesting that improvements still need to be made in areas such as metadata and search and retrieval, and in site navigation.

A chart and table of the main survey results is provided on the following page. A full version of the survey report is available on the CI evaluation report page: <http://eval.comm.nsdl.org/reports.html>

## Impact of NSDL on users' STEM educational and research practices

Having used NSDL, how likely/very likely are you to ...:



Having used NSDL, how likely are you to ...:	Likely	Very likely	Likely/very likely
Tell a colleague about NSDL	27.6	65.5	<b>93.1</b>
Use NSDL resources in my teaching and research	25.4	63.8	<b>89.1</b>
Incorporate new ideas/thinking in teaching/research	37.0	50.0	<b>87.0</b>
Use NSDL resources for lecture or lab enhancement	27.6	56.9	<b>84.6</b>
Direct students to use NSDL resources	27.6	53.5	<b>81.1</b>
Download an NSDL resource	28.1	52.5	<b>80.6</b>
Submit a resource I used in teaching to NSDL	21.1	16.4	<b>37.5</b>
Make no further use of NSDL	4.0	4.0	<b>7.9</b>

NOTE: 'N/A' responses, which varied from question to question, were not included in these totals