Librarian Publications   Pepperdine University Libraries

7-2018

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Recommended Citation

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ABSTRACT:
Pepperdine University's six international campus libraries are not staffed by librarians. However, the library serves overseas students with small print collections, course specific LibGuides and highly trained student assistants. A goal of the LibGuides and student workers is to make students aware of library resources and services while studying abroad. Students studying overseas were surveyed to determine their use and awareness of library resources. In addition, to determine if the library could have an important role in supporting study abroad programs, students were asked if they had research assignments that required outside resources. While the results of the survey revealed that the majority of students are aware of library resources and services, the library should take additional steps to better serve overseas students.

Keywords

Study abroad programs; Surveys; International campus libraries

Introduction

While training student workers to staff international campus libraries, Pepperdine librarians exhort students that, "You are the eyes and ears of the library." Like many liberal arts university libraries, staffing overseas libraries with librarians is cost prohibitive. Therefore, the Pepperdine librarians train student workers to staff Pepperdine's international campus libraries for its Buenos Aires, Shanghai, Florence, London, Heidelberg, and Lausanne locations. In addition to representing the library and serving patrons, the librarians also rely on the student assistants to provide insights on library usage patterns. To aid the librarians in better understanding how the campus libraries are being utilized, students working abroad communicate their experiences while working abroad via weekly Skype and Google Hangout sessions. To help the librarians gauge usage patterns in overseas libraries, students record public service transactions with Springshare's LibAnalytics software.

In addition, to staffing the overseas campus libraries with student workers, the Pepperdine Libraries maintain a strong virtual presence by creating LibGuides for all overseas classes. These LibGuides provide electronic resources specific to each course being taught abroad and list contact information for the library liaison in a given subject. To measure usage of the LibGuides for the international campus libraries, librarians consult usage statistics provided by Springshare.

In addition to reports from student assistants, public service statistics and data on LibGuides usage, librarians at Pepperdine wanted more information on the awareness and use of library services among Pepperdine students studying abroad. Furthermore, while librarians heard anecdotal reports that international programs were more experiential than research focused, they wanted to know how many overseas students were taking courses that required resources beyond textbooks and assigned readings. Librarians have access to a small percentage of the course syllabi for the international programs, and additional information was needed. To better

understand library services to the international campus libraries, during spring 2016, Pepperdine librarians surveyed student studying abroad about their usage and awareness of library resources.

There are three crucial benefits to surveying students' library usage and awareness of services while studying abroad. First, the author wanted to know if the library was benefiting from the considerable time staff devoted to training student assistants to work abroad and creating LibGuides for the international programs courses. Second, knowledge about the awareness of services among overseas students could inform librarian efforts in promoting these services. Third, the survey could reveal if students were satisfied with the library support they receive while studying abroad.

Background

Pepperdine University is a liberal arts institution nestled in the hills of Malibu, California. The Pepperdine Office of Institutional Effectiveness reported an undergraduate FTE of 3533 in fall 2015. The university's International Programs Office estimates that over two-thirds of undergraduates study abroad. Moreover, the Institute of International Education (2017) identified Pepperdine as having the highest percentage of study abroad participation among doctorate granting universities in the United States in 2017.

According to Salisbury (2015), there has been a longstanding discussion about the academic rigor of study abroad programs. However, Pepperdine students take the standard foundational courses while studying abroad, and the overseas curriculum goes beyond faculty led tours and other types of purely experiential learning. While some overseas programs are limited to a few weeks, Pepperdine students typically study abroad for an entire academic year. Many required courses, particularly in the social sciences and humanities, are taught at the overseas campuses. Some students even complete a required American history course while studying abroad. Because of the academic nature of the overseas programs, Pepperdine librarians have an obligation to support students studying abroad.

All of Pepperdine's overseas programs have permanent physical locations operated by the University, and the libraries share the same buildings as the classrooms. The London, Florence, Heidelberg, Lausanne and Shanghai facilities have classrooms, dorm rooms, faculty apartments and libraries under the same roof. Students studying at Buenos Aires live with host families, and Pepperdine's facility contains classrooms and the library. The centralized nature of Pepperdine's international campuses provide ideal settings for physical libraries.

Each of the international campuses has a small library facility with computers and a desk for student workers. The libraries have small collections of monographs that range from 200 to 1700 volumes. In addition to books on local histories, subject specialist librarians selected many core titles for the international campus libraries, primarily in the social sciences and humanities, with tools such as Bowker's Book Analysis System. Previously, books selected for the international campus libraries were cataloged and labeled at Pepperdine's Payson Library in Malibu, and then shipped overseas. However, since 2015, to avoid high shipping costs and tariffs, books are shipped directly to the overseas campuses. Books are cataloged at the Malibu campus and student workers are responsible for affixing barcodes and call number labels. Another source of books for the international campus libraries are textbooks that were left behind by departing students. Student workers scan images of the books' title pages so the library staff in Malibu can catalog these books. In addition, faculty who are teaching abroad often request that the library purchase specific titles both in electronic and print formats. The size of the print collections are limited by the size of the library facilities.

Print books at the international campus libraries were supplemented by the library's eBook collection, which totaled 533,698 titles when overseas students were surveyed in spring 2016. In addition, to the library's existing eBook collection, subject liaison librarians often order specific eBook titles to assist students studying abroad with reference questions. Rapid purchases of eBooks to answer reference questions is a crucial service because overseas students can only request individual book chapters through interlibrary loan.

Because Pepperdine's overseas campuses have physical library facilities with study spaces, and students have remote access to many databases and a large eBook collection, the library has not attempted to arrange borrowing privileges for students from local libraries. Also, the Pepperdine campus libraries are convenient for the students to visit because in most cases they share the same building as the students' dorm rooms.

Because librarians are unable to physically staff the international campus libraries, the library is reliant on student workers. Prospective student workers underwent in-depth interviews to determine their maturity to work autonomously and potential to provide outstanding customer service. Each student assistant was given 10 hour of in-person training that included pre and post-tests gauging their knowledge of library procedures. Librarians thought that overseas students might not be familiar with all of the library resources and services available while studying abroad, and student workers were instructed to promote library resources. For example, because librarians were not staffing the overseas campuses, students might not be aware that librarians could assist them with research remotely. Therefore, student assistants were shown how to locate course specific LibGuides with subject specialists' contact information, as well as the Ask-a-Librarian service. Moreover, student workers were encouraged to email librarians if they were unsure of how to assist students or faculty. In a similar vein, students might be unaware of the books that are available to them while studying abroad; student workers received training in searching the catalog and filtering results to print books located at the international campus libraries as well as eBooks. To supplement the library's eBook and online journal collections, student assistants were given training in interlibrary loan procedures, with emphasis on requesting book chapters and articles. Lastly, librarians explained to student workers that the library could expand its collection to meet students' needs by ordering eBooks on demand and explained that student workers played a crucial role in making librarians aware of students' needs for these eBooks.

Student workers were trained the spring prior to staffing the overseas libraries in the upcoming fall semester. To reinforce the training they received in the spring, student assistants completed several training modules created with Articulate Storyline over the summer that cover topics such as customer service, searching the catalog, reading call numbers, and scenarios that tested their judgment in referring complex questions to librarians.

Despite the training investment, and their knowledge of library resources, the majority of the overseas student workers do not continue working in the library upon returning stateside. Many of the positions in the Malibu campus library are reserved for students who worked previous semesters at that library. Also, many students are unable to work in the library because the majority of available shifts are on weekends and evenings.

Literature review

Literature surveying library support of students studying abroad establishes the importance of overseas library support and helps librarians learn about the scope of services offered by their

peers. The most comprehensive study of library support for overseas programs was Lindell's (2008) survey of 123 ARL libraries in 2008 (p. 11). Of the 44 respondents from universities that sponsor overseas study, 26 institutions provided library support. Only four libraries reported possessing a print collection, and the number of monographs ranged from 104 to 8000 (p. 28). Of particular relevance to the current study, only 16% of the home institutions supplied on-site library staff and 74% reported remote assistance from librarians at the home institution (p. 22). In contrast to Lindell's broader survey, Green (2013) conducted a much more specific study that was limited to libraries with physical international branch campus libraries. All 17 of the overseas branch libraries in Green's study were staffed by on-site librarians. Moreover, the international campus libraries had physical collections ranging from 50,000 to 600,000 (p. 15). The current study is more relevant to libraries serving students studying abroad without the benefit of on-site librarians and large physical collections. In addition to staffing and collections, a robust web presence is especially important for libraries supporting overseas programs. Denda (2013) surveyed the websites of ARL libraries to assess virtual support of study abroad programs. While 98% of ARL libraries offer overseas programs, only 3% explicitly mention resources for overseas programs on library websites (p. 159). Even though 41% of the libraries had a webpage specifically created for off-campus users, Denda (2013) concluded that most libraries failed to distinguish between the needs of study abroad students and distance learning communities (p.159).

The majority of articles on library support of students studying abroad are case studies of individual libraries' experiences with supporting overseas programs. These articles help researchers learn about the specific services that libraries provide to study abroad program and also offer practical advice. Various levels of staffing are described in these articles ranging from on-site librarians to a purely virtual presence.

The most direct and comprehensive library support for study abroad programs involves librarians who staff the overseas facilities. Clausen (2015) describes her experience with directing Northwestern University's library facility in Doha, Qatar. Some librarians, in addition to providing reference and instruction support, have collaborated with faculty to create and teach courses. After several years of co-teaching courses for the University of Maryland's Nicaragua study abroad program, Griner, Herron, and White (2015) collaborated with faculty to create and help teach an experiential course. In this course, students would assist local businesses with making the best uses of their microfinance loans (p. 195). In a similar vein, a librarian from Goucher College, collaborated with faculty to help teach and plan the curriculum for an overseas course in Vietnam (White, Ye & Guccione, 2009, p. 194).

Some authors described approaches that combine occasional on-site visits with virtual assistance. Champlain Library enhanced services to a study abroad program in Dublin, Ireland following an on-site visit from an information literacy librarian. From this meeting, Champlain librarians were inspired to increase their services to the Dublin campus and decided to launch a Skype reference service to improve outreach to students studying abroad (Cohen & Burkhardt, 2010). Mee (2013) described efforts to improve library services to Rochester Institute of Technology's (RIT) international campus libraries. While RIT librarians primarily serve the international campus libraries virtually, Mee was able to visit an overseas library (p. 5–6). These in-person meetings allowed Mee to learn more about the needs of overseas faculty and provide training to student workers. In addition, conversations with faculty inspired librarians to create LibGuides and "Meet the Librarian" pages for international campuses (p. 6–7). In addition, to an increased web presence, librarians provided online library instruction. Because of time zone

differences, flexibility in scheduling instruction sessions was required of both the librarians and the students (p. 9).

Other libraries must rely on a completely virtual presence to provide assistance to students studying abroad. Librarians at New York University (NYU) analyzed course syllabi to identify overseas courses that could benefit from online library instruction (Solis & Perkins, 2017). Following the pre-class assignments that asked students to view videos on library resources, webinars using Citrix GotoTraining were offered to students (p. 128). Unfortunately, because of scheduling issues resulting from time zone differences, these sessions were sparsely attended by students (p. 130). Wang and Tremblay (2009) described an experience with supporting students studying abroad at Long Island University (LIU) that was similar to strategies by Solis and Perkins (2017). To improve services to students studying overseas, librarians at LIU created dedicated web sites for international sites, made online tutorials with Camtasia, and provided online instruction (p. 40–43).

Researchers from Pepperdine (Chan et al., 2015) wrote about an approach to providing service to international campus libraries in the absence of on-site librarians. Pepperdine librarians provided extensive training to student workers and monitored their progress with weekly Skype calls (p. 290–291). Student staffing was supplemented by a robust electronic presence with the creation of LibGuides for every course that was being taught abroad.

Very few authors have surveyed students about their experiences with library resources and services while studying abroad. Kutner (2009) surveyed students from the U.S. who were studying abroad in Monteverde, Costa Rica during spring, 2007 about library resources while studying overseas. Almost 70% of the students responded that there might be a definite or potential need for library resources while studying abroad (p. 165). However, about one-third of the students were unsure if they could access the library databases while in Costa Rica. Likewise, over 50% of the students were either unsure or had little or no confidence in knowing how to contact someone for assistance with library resources while studying in Costa Rica (p. 167). Wang and Tremblay (2009) also surveyed students studying overseas about library usage. According to their survey, 35% of respondents never used the library website while studying abroad (p. 37). Moreover, when asked if they intended to use the resources from the library website, 50% responded "Yes," 40% answered "Maybe," and 10% replied "No." Visits to the international campus library fared better than the website with 76% of the students visiting these facilities at least once per month (p. 38). Lastly, librarians at Rutgers University convened an informal discussion with study abroad stakeholders to learn more about library needs while studying overseas (Denda, 2013). The results from the limited number of surveys on library usage while studying abroad suggest that library online resources services might be underutilized among students.

Some practical takeaways emerge from the library literature on services for students studying abroad. While not always feasible, on-site visits to international campuses are helpful for learning about the needs of users and making connections with administrators. Because some users don't know that they can access library online resources while studying abroad, librarians should consider offering pre-departure instruction. Librarians can also help overseas users become more aware of online resources and identify librarians who can assist them by creating customized LibGuides and websites for international campuses. Online library instruction can also be useful to students studying abroad. However, librarians should be aware that scheduling issues and time zone differences will create challenges.

Research Questions

This study aims to answer the following five research questions:

1. What percentage of overseas students have assignments which require outside research?

2. What is the usage of library resources while studying abroad?

3. How aware are students studying abroad of services such as librarian reference assistance and interlibrary loan?

4. How often are students consulting the library student workers for assistance?

5. Are students studying abroad satisfied with the level of support they receive from the library?

Method

The author created a survey using Qualtrics software asking students about their use and awareness of library resources while studying abroad (see Appendix A). To distribute the survey, the program directors for the Lausanne, London, Heidelberg, Florence, Buenos Aires, and Shanghai campuses sent links to the survey to students at their overseas campuses in April 2016. To encourage a high response rate, students had the option to enter a drawing for Amazon.com gift cards.

Response Rate

93 out of 298 students responded to the survey for a response rate of 31%. Some of the students did not answer every survey question. Students were asked in the survey which international program they attended. Response rates varied by international program and Table 1 provides responses by campus.

Table 1. Responses by international campus.

Campus	Enrolled students	Responses	Response rate
London	46	5	11%
Shanghai	31	14	45%
Buenos Aires	65	10	15%
Florence	57	27	47%
Heidelberg	53	28	53%
Lausanne	46	9	20%

Results and Discussion

The results of the survey will address the five research questions.

Research Question 1: What percentage of students have assignments which require outside research?

Due to difficulties in obtaining syllabi for all of the study abroad classes, librarians were interested in knowing how many students had assignments that required outside research. Even though foundational courses were being taught overseas, some Pepperdine librarians hypothesized that the overseas classes might have fewer research assignments than the stateside versions of these courses. Students were asked, "This year, I had an assignment where I had to conduct research beyond my textbook and assigned course readings." Because some students might have conducted research for assignments with non-library sources such as Google, the term "outside research" rather than "library research" was used in this survey question. The survey revealed that 96% of the students had assignments that required resources beyond course readings and textbooks (Table 2). If a high percentage of students studying abroad have research assignments, the library has the potential to play a key role in supporting the study abroad programs.

Table 2. Assignments requiring outside research.

Response	Count
Yes	92
No	4

Research Question 2: What is the usage of library resources while studying abroad?

Pepperdine librarians wanted to know if students were using LibGuides, the library catalog and library databases while studying overseas and how often they used these resources. Librarians create LibGuides for every single course that is being taught in the overseas programs. Because of the considerable time spent on this task, the author wanted to know if students were utilizing these LibGuides while studying abroad. Moreover, consulting these LibGuides, which contained relevant databases, search strategies, and contact information for liaison librarians, could potentially increase usage of library databases and reference services among students studying abroad. Table 3 shows that 76% of the students consulted the international campus LibGuides at some point during their overseas studies, with 44% using the guides at least monthly. It is concerning that 24% of the students reported that they never used the international campus LibGuides.

Table 3. Frequency of international campus LibGuide usage.

Frequency	Count
Daily	2
Weekly	14
Monthly	25
Once a semester	30
Never	22

During library instruction sessions with first-year students, librarians emphasize that users can access library databases remotely from any location, and the survey revealed that 82% of the students received library instruction prior to studying overseas. To gauge the students' usage and awareness of library databases, students were surveyed on how frequently they searched the databases while studying abroad. Compared to the international campus LibGuides, students reported more frequent use of databases with 85% having searched the databases at least once a semester. In addition, over half of the students used the databases either weekly or monthly (Table 4). The higher usage of the databases compared to the LibGuides implies that some students were accessing the databases from the main library website instead of the course specific LibGuides. Pepperdine students' usage of library databases compares favorably to Kutner's, 2009 study that reported 36% of the students studying abroad were either unsure or thought that it wasn't possible to search subscription database while studying abroad (p. 166). However, Pepperdine students' use of databases was less frequent than Wang and Tremblay's (2009) study that reported 56% of students used online journals once or more than once per week (p.38).

Table 4. Frequency of database use.

Frequency	Count
Daily	1
Weekly	17
Monthly	31
Once a semester	30
Never	14

Students were also asked how often they searched for print or electronic books using the library catalog while overseas. The six Pepperdine international campus libraries have print book collections ranging from about 200 to 1700 monographs depending on the location. In addition, Pepperdine students had access to over 533,698 eBooks during the spring 2016 semester. Compared to the library databases, use of the catalog was slightly less frequent, and 49% of the students used the catalog at least monthly while studying abroad (Table 5). Additionally, the survey revealed that 23% of the students never used the catalog while studying abroad, and 15% of students didn't search the library databases. Although 96% of the students reported having assignments that required research, the survey results suggest that some of the students never consulted library books or article databases for their research assignments while studying overseas.

Table 5. Frequency of library catalog use.

Frequency	Count
Daily	3
Weekly	18
Monthly	25
Once a semester	26
Never	22

Most concerning, there were nine respondents to the survey that reported never using either the LibGuides, catalog, or databases while studying abroad. Seven of those students indicated that they had research assignments requiring outside resources. Moreover, a total of 16 students reported never using at least two types of the library resources in the survey (LibGuides, Catalog, and databases).

Research Question 3: How aware are students studying abroad of services such as librarian reference assistance and interlibrary loan?

Librarians provided their contact information on all of the international campus LibGuides to make students aware of the librarians who could best assist them with a particular assignment. In addition to emailing librarians directly, students could either chat with librarians or submit questions to the library's Ask-A-Librarian service. Furthermore, during training sessions librarians encouraged student workers to refer any research questions to librarians. Student workers were even given virtual modules with scenarios that helped them identify situations that required referrals to librarians. Despite these efforts, 37% of the students responded "Not Sure," or "No," when asked if they were aware that they could contact librarians for assistance while studying abroad (Table 6). However, Pepperdine students are more aware of reference services than the students surveyed by Kutner (2009), who reported that 51% of the students were either unsure or had no confidence in identifying librarians who could assist them while studying abroad (p. 167).

Table 6. Awareness of obtaining help from librarians

Response	Count
Yes	59
Not sure	6
No	29

While students studying abroad cannot request print monographs, they can request articles and book chapters because these documents are delivered electronically. Librarians discuss interlibrary loan services during first-year seminar and English 101 courses. In addition, librarians spent considerable time training student workers in interlibrary procedures to assist overseas students. When asked if they were aware that they could utilize interlibrary loan services while studying abroad, 61% of the students answered "Yes," and 39% answered either "Not Sure," or "No" (Table 7). While Pepperdine librarians want to increase students' awareness of ILL services while studying overseas, these results are quite favorable compared to other

studies. Kutner (2009) discovered that 76% of students were either not sure or thought they could not request interlibrary loans while studying abroad (p. 167).

Table 7. Awareness of interlibrary services

Response	Count
Yes	57
Not sure	14
No	22

Research Question 4: How often are students consulting the library student workers for assistance?

Due to the considerable investment in training these student assistants, the librarians wanted to know how often student workers were asked for assistance. The survey revealed that 73% of respondents consulted the student workers at least once a semester, and 37% of respondents asked for help either daily, weekly, or monthly (See Table 8). Because of budgetary factors, the student workers only worked 5 h per week. If they were able to work additional hours, it is possible that more students would have asked them for assistance. However, the survey indicated that the vast majority of students studying overseas were aware of the help that the student workers could provide.

Table 8. Frequency of consultations with student workers.

Frequency	Count
Daily	4
Weekly	9
Monthly	21
Once a semester	33
Never	25

Research Question 5. Are students studying abroad satisfied with the level of support they receive from the library?

Librarians wanted to determine students' overall satisfaction with the library's support of overseas programs. When given the statement, "Pepperdine Libraries provide adequate online resources and support for students studying abroad," 71% of students agreed with the statement, 22% were not sure, and only 7% disagreed (Table 9). Literature on student satisfaction with library resources studying overseas is limited. While not an exact match to the satisfaction question in the current study, Kutner (2009) did ask students if their library made available information about services to students studying abroad, and only 30% agreed, 47% were not sure, and 23% Disagreed (p. 167).

Table 9. Satisfaction with library support of overseas programs.

Response	Count
Agree	65
Not sure	20
Disagree	6

Closely related to the question on satisfaction, students were also given the opportunity to answer the open-ended question, "How can the Pepperdine Libraries better support students studying abroad?" Forty students left comments that provided suggestions on improving library support to overseas programs. Some themes emerged from the comments and Table 10 categorizes the responses.

Table 10. Categories of suggestions for improvement.

Category	Responses
More books needed	14
Increase student awareness of resources and services while overseas	10
Compliments with no further suggestions	7
Praise of student workers	4
Library facilities	3
Technology issues (e.g. better Wi-Fi)	2

Fourteen of the students indicated that they thought the library should provide access to a greater variety of eBooks:

"For some of my research, it would have been nice to have more eBooks available. Sometimes my research was limited because I didn't have access to all resources."

Other students expressed a need for more print books:

"Acquire a larger variety of materials (books in print) that could better assist us in the writing of our research essays. Basically Lausanne needs more books!"

In addition, 10 students thought the library needed to do a better job of educating the students about the resources available to them while studying abroad:

"I was not aware of all the online resources offered to me until a classmate told me halfway through the semester. It would have been nice to know earlier on…".

"It would be helpful to have a presentation at the beginning of each semester to review the resources that the library has to offer. It would also be helpful to know things like how long it takes interlibrary loan requests to process."

Denda's (2013) informal discussion with students, administrators and faculty involved with overseas programs revealed similar comments as the current study. Participants in her discussion

expressed concerns about the lack of eBooks and need for greater awareness of library resources while studying abroad (p. 158–159).

Study limitations

The response rate among Pepperdine's six international libraries varied dramatically. Some of the campuses had low response rates, and the survey results are heavily weighted toward the international programs that provided more responses.

Every year, Pepperdine rotates different faculty members through the international campus programs. Some professors are more likely to give students assignments requiring outside resources than others. In addition, some faculty have greater familiarity with the library than others and are more likely to help make students aware of library resources available to them while studying abroad. Consequently, survey results could have been different during years with a different set of faculty teaching abroad.

Implications

While the efforts of Pepperdine's librarians in making students aware of library resources and services available to them while studying abroad has been successful compared to the results of similar surveys (Kutner, Wang & Tremblay), librarians still need to increase the overseas students' awareness of library resources. In addition to the approximately 25% of survey respondents who indicated that they never searched the library catalog or consulted the LibGuides, the overseas students' comments about being unaware of library resources need to be addressed. Moreover, students' concerns about a lack of electronic and print books might be alleviated by improved information literacy and awareness of library resources. It is possible that some students might have been able to obtain the books they needed by contacting librarians who could provide more effective search strategies. Another solution to the students' perceived lack of books could be increased use of the interlibrary loan services for book chapters.

There are specific steps librarians can take to raise awareness of library resources among Pepperdine students studying abroad. Students study abroad during their sophomore year and over 80% of the students reported receiving library instruction prior to studying overseas. Librarians can take a few minutes during first-year seminar and English 101 classes to emphasize to students that they have access to these resources while studying overseas. In addition to library instruction, librarians can seek additional opportunities to educate students about library resources while studying abroad. While the library has frequent communications with the University's International Programs office, librarians could further these outreach efforts by speaking to students the spring semester prior to their studying abroad. Multiple authors have discussed the benefits of pre departure orientation sessions to students studying abroad (Cohen & Burkhardt, 2010; Denda, 2013; White et al., 2009). Lastly, the library can leverage its strong librarian liaison program to meet with faculty who are going to teach abroad, and discuss library resources for the international programs.

Another strategy for assisting students studying abroad is virtual library instruction. Researchers have written about their experience about providing virtual library instruction to study abroad programs (Mee, 2013; Solis & Perkins, 2017). Pepperdine librarians currently provide extensive library instruction to distance students with Adobe Connect. Despite the

additional hurdle of time zone issues, librarians can utilize Adobe Connect to provide instruction to students studying abroad.

A future study could involve surveying faculty members who teach abroad. Professors could be surveyed to determine if the library met their needs, perceptions of the quality of student papers and whether research assignments in foundation courses were scaled back while teaching abroad.

The results of the survey indicate that continued and improved library support to Pepperdine's study abroad program is essential. Because the overwhelming majority of students receive assignments that require outside resources, there is a role for the library in supporting the overseas programs. Specifically, the time that librarians spend creating course specific LibGuides for the international programs was justified based on the responses to the survey. In addition, the survey responses on the frequency of students consulting student workers means that our training efforts were worthwhile. Because it is not feasible to staff on-site librarians at Pepperdine's international campuses, the course specific LibGuides and the student workers will continue to be the centerpieces of the library's overseas presence. The student workers and LibGuides can potentially lead students to other resources that are essential to their success while studying abroad such as eBooks, article databases, interlibrary loan services, and reference assistance from librarians. Increased outreach efforts can build on the Pepperdine Library's strong commitment to its international campus community to increase students' awareness of library resources while studying abroad.

Appendix A. List of survey questions

1. I am studying at:
   Lausanne
   London
   Heidelberg
   Shanghai
   Florence
   Buenos Aires

2. During my freshman year, I came to the library for an instruction session, where a librarian spoke to my class about the library website and databases:
   Yes
   No

3. This year, I had an assignment where I had to conduct research beyond my textbook and assigned course readings.
   Yes
   No

4. I use the international campus library InfoGuides this often:
   Daily

   Weekly
   Monthly
   Once a semester
   Never

5. I search library article collections (e.g. JSTOR, Academic Search Complete) this often:
   Daily
   Weekly
   Monthly
   Once a semester
   Never

6. I search the library catalog (the search box on the main library page) for print and eBooks this often:
   Daily
   Weekly
   Monthly
   Once a semester
   Never

7. While studying abroad, I was aware that I could request interlibrary loans (aka request items that Pepperdine doesn't have access to from other libraries) for journal articles and book chapters and have them sent to me electronically.
   Yes
   No
   Not sure

8. While studying abroad, I was aware that I could contact librarians at Payson Library for assistance.
   Yes
   No
   Not sure

9. This year, I asked the library student worker at my campus library for assistance.

Daily

Weekly

Monthly

Once a semester

Never

10. Pepperdine Libraries provide adequate online resources and support for students studying abroad:

Agree

Not sure

Disagree

11. How can Pepperdine Libraries better support students studying abroad?

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