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Striking a Balance: Effective Use of Facebook in an Academic Library

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Striking a Balance: Effective Use of Facebook in an Academic Library

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Running head title: *Effective Use of Facebook in an Academic Library*

Abstract

As one of the fastest growing social networking sites, Facebook presents librarians with a prime opportunity to engage academic library patrons. A survey of 136 users at Western Michigan University measured the effectiveness of Facebook as a marketing, reference, and instruction tool. It also measured user comfort and satisfaction with a library's presence on Facebook. The majority of respondents found Facebook to be a useful and engaging medium to learn about library resources and services.   The study shows that an effective library Facebook page must maintain a balance between providing pertinent and useful information, and preserving patron privacy.

Striking a Balance: Effective use of Facebook in an Academic Library

Introduction and Background

In the last several years, social networking sites (SNSs) have become an integral part of the student culture of most American colleges and universities. A 2008 EDUCAUSE Center for Applied Research (ECAR) study (Salaway, Caruso, & Nelson) found that 85.2% of college undergraduates use one or more SNSs, and of these, over 89% use Facebook. It has long been a goal of university libraries, and higher education in general, to "go to the students," or to offer resources and services in the media most commonly used by students. Therefore it is no surprise that more and more college and university libraries are embracing social networking sites as a tool to promote services, provide information, and even offer instruction. Western Michigan University (WMU) is no exception.

WMU is a student-centered research institution, with just under 25,000 students. The University Libraries have developed several technology-driven initiatives to facilitate communication and instruction for students, such as an audio-visual online research tutorial (ResearchPath), blogs centered on subject-specific research, and providing instant message chat reference services.

In January 2009, librarians at WMU decided to create a library presence on social networking sites. Since anecdotal evidence indicated that the vast majority of students (as well as many librarians) were active users of social networking sites, it appeared to be a natural opportunity to reach and communicate with students. The librarians had three goals for the sites: (1) to promote and market library resources and services; (2) to offer reference help; and (3) to provide asynchronous instruction tips on research concepts. We created profiles on both Facebook and MySpace. The profiles were named after Waldo Library, WMU's main library. It

quickly became apparent that our student population was heavily concentrated on Facebook and not on MySpace. The MySpace page had almost no traffic while the number of "friends" on the Facebook profile grew nearly every day between January and April 2009.   The account on MySpace languished and was eventually removed. By January 2011, the Waldo Library Facebook profile had over 1500 "friends" (individuals who have chosen to network with us), including current and former students, faculty, staff, community members, and other interested individuals around the world.

In addition to using the library website, specific features of the Facebook profile allowed Waldo Library to market resources and services available at the WMU Libraries. Such features include Status Updates, Notes, Links, and Events. Any updates to these features are automatically sent to "friends" of Waldo Library. In addition, when "friends" visit Waldo Library's profile on Facebook, they have immediate access to several Profile Boxes or applications which connect our Facebook profile to other online library services, such as search boxes for our online catalog and the JSTOR database, an option to ask a question via e-mail, and the citation tool "Cite Me." Perhaps just as importantly, the regular updating of these features allows us to maintain a consistent presence in a forum regularly visited by our students. They are frequently reminded that librarians are online and available to help.

The librarians at Western Michigan University used the "Find Friends" feature on the Facebook profile and targeted individuals who were on the WMU Facebook network. The librarians also accepted all "friend" requests initiated by other Facebook users, regardless of whether or not they were part of the WMU community.

The current study looked at how receptive students were to the dissemination of library-related news and events, as well as instruction and resource help, via Facebook. It was designed to answer the following research questions:

- Are users comfortable with WMU librarians contacting them via Facebook?

- Do they find Facebook useful for finding out about library resources and services?

- Would these users ask a reference or research related question via Facebook?

Literature Review

In a 2007 *American Libraries* column, Farkas urged librarians to "go where patrons are" (2007) and they certainly have. As technologies have permitted, public and academic libraries have always extended themselves beyond their physical buildings and collections by increasing access to online resources available from library websites. It makes perfect sense, then, that libraries have utilized newer communication modalities like blogs, wikis, RSS feeds, podcasts and now SNSs to extend their reach. A whole new way of describing this newly interactive and always accessible version of the old-fashioned bricks and mortar library has been coined "Library 2.0" (Casey, 2005) – based upon the earlier term Web 2.0 used to describe the more interactive web technologies that have emerged in recent years (O'Reilly, 2005). In this context, arguments for the use of SNSs for library promotion have made implicit sense, at least on the surface. Sites like Facebook and MySpace can be, in theory, a useful way to build up a ready communication network among the primary patron base for academic libraries: undergraduates.

Users of social networks have been vocal from the very early days of SNSs about how social interaction among peers is the most important function of sites like Facebook, trumping academic or research uses. In the 2007 OCLC study of 6,100 users of all ages, 66% of respondents claimed to use SNSs because their "friends" did as well (2007). Of those

respondents, 37% also said that they used the sites for networking, and 28% said they were a means to be part of a group (2007). In the ECAR study, 96.8% of undergraduates said they use SNSs to "stay in touch with friends," while 49.7% use the sites to discuss course material, and only 5.5% use them to "communicate with instructors" (Salaway, et al., 2008). Finally, in a survey of student Facebook users at the University of North Carolina, Chapel Hill, Bumgarner (2007) found that the use of Facebook for practical day-to-day course-related needs ranked number three after "friend functions" and "personal information."

There are numerous articles detailing various uses of Facebook and MySpace to promote library resources and services. Most of these articles have been anecdotal descriptions or case studies of current practices, rather than research-based articles, and have focused almost exclusively on Facebook due to its market dominance. One of the first descriptions of the use of Facebook as a library communication tool was Mathews (2006), who used it to solicit reference questions and make himself known to mechanical engineering students at the Georgia Institute of Technology. In his description of having to work around its lack of a mass mailing function, Mathews highlights the inherent tension between the personal social focus of the site and his use of it for mass marketing (2006).

In a survey of 100 academic librarians by Graham, Faix and Hartman (2009), 52 out of 100 were using Facebook in their libraries. However, many librarians in that survey were noncommittal regarding the perceived success of their Facebook presence, with 27.5% saying they were not sure it had any value. Jacobson (2011) used data from a study by Hendrix, Chiarella, Hasman, Murphy and Zafron (2009) to compare what health sciences librarians claimed to use Facebook for to the uses found on selected library Facebook sites. Jacobson found that library use of Facebook for more interactive purposes such as reference and user

forums was much lower than predicted by the survey results from Hendrix et al. Her study found that Facebook appeared to be much more useful for announcements and library marketing.

Given that Facebook and other SNSs started as social utilities for students who inherently have a social network built up around their lives, it is pertinent to ask whether libraries or librarians would be welcome in this new forum. According to a survey of university students by Jo, Blackey, Fitzgibbon, and Chew (2010), students tend to clearly separate their social lives from their academic lives. An analogous situation would be if a faculty member or librarian showed up uninvited at a campus dorm party. Both Facebook and the dorm party can be looked at functionally as personal "social spaces" – one actual and one virtual – in which students "let it all hang out." A faculty member or librarian promoting their services within such a space might be jarring, if not absurd, for two reasons. First, the students would be more exposed, more "themselves" socially than they would be in the classroom situation or within the confines of the library. Second, both the party and Facebook are spaces in which the faculty member and the librarian would not ordinarily be found. Hence, a librarian's presence on Facebook could be perceived as intrusive or "creepy" (Koerwer, 2007).

Several studies appear to indicate that this may very well be how students see the increasing librarian and faculty presence in Facebook and other SNSs. Bietila, Bloechl and Edwards (2009) conducted an online survey and personal interviews with students at George Washington University to ascertain how they used sites like Facebook and how they felt about librarians and faculty having Facebook profiles. Most students interviewed reported that their academic use of Facebook was negligible and at most dealt with the day-to-day logistical details of classes (2009). In addition, students showed a great deal of ambivalence regarding librarians on Facebook, with survey responses split mostly down the middle between discomfort or

uncertainty (48%) and comfort (52%). Interestingly, students displayed more discomfort with faculty than with librarians on Facebook, perhaps due to the power instructors have over students' grades (2009).

There is some evidence that students would be more comfortable with library use of Facebook or SNSs if the students have some control over the interactions. While 25% of freshmen surveyed by Connell (2009) at Valparaiso University in Indiana "would not be friends with the library," 58% would accept a friend request from the library, and 17% would take the initiative to friend the library (2009). A similar study by Epperson and Leffler (2009) showed that, while 70% of student Facebook users would not care about a librarian being on Facebook, 66% would be "friends" with the librarian (2009). It is not clear from Epperson and Leffler's data, however, whether the students would accept a librarian's "friend" request or would rather initiate the connection themselves.

Despite the reservations that students express regarding librarians and faculty on Facebook, either in surveys like those above, or anecdotally in comments to researchers (Bietila, et al., 2009; Chu & Meulemans, 2008; Connell, 2009; De Rosa, et al., 2007; Hewitt & Forte, 2006; Koerwer, 2007; Salaway, et al., 2008), some studies show that they either do use it occasionally for reference questions or at least admit that they would. Mack (2007) has done the only study so far that has compared the number of reference questions that have originated via Facebook, versus other standard modalities like email, phone, instant messaging (IM) and in person requests, finding it to be the top source of reference questions in Fall 2006 at the Pennsylvania State University Libraries. It would be interesting to see if this trend continued at that library in the intervening years, or if it dropped off once the novelty of Facebook and MySpace was gone.

So what can really be said about the value of library use of Facebook or other SNSs for academic purposes? The data in the literature so far appears to be somewhat contradictory, with students simultaneously showing discomfort with librarians and faculty on Facebook, even as they use SNSs like Facebook to ask reference questions (Mack, 2007) or claim that they would (Bietila, et al., 2009). Perhaps a study by Ellison, Steinfield, and Lampe (2007) of why Michigan State University students use Facebook can provide some needed perspective on this issue. One of the areas explored in their study was who students considered the primary audience for their Facebook profiles. Most respondents said their Facebook audience was either "friends" (high school 97%; people in classes 91%; other "friends" 90%) or people they would conceivably want to meet ("total stranger at MSU" 80%; someone at a party 79%) (2007). Much further down at 12% were "professors" as an audience, even below the 17% for a "total stranger not at MSU." So, according to the students in this study, faculty members rank below total strangers in importance on Facebook. Librarians were not on this list at all. While one can not infer too much regarding the welcome librarians can expect in SNSs like Facebook from students' perceptions of faculty, it does provide a glimpse of possible receptions, perceptions, and misperceptions of librarians in such a forum.

Finally, as Farkas (2006) states in a blog posting "...there is a big difference between 'being where our patrons are' and 'being USEFUL [author's capitals] to our patrons where they are'" . Given the contradictory nature of the results of the library-oriented research studies discussed here, there is always value to an academic library studying its own users and their preferences regarding the library use of social networking sites in order to better meet their expectations.

Methodology

In October 2009, we conducted a preliminary survey of our users asking their perceptions of the library as a "friend" on Facebook. This survey raised several questions and some data appeared to contradict findings from other studies. Consequently, we developed a new survey which was conducted in February and March 2010. This new survey was designed to be more rigorous and expansive.

Students under 18 years of age were excluded from the survey in order to simplify the consent process. There were no other eligibility requirements to take the survey. The study was approved by WMU's Human Subjects Institutional Review Board (HSIRB) for one year under HSIRB Project Number: 09-09-01.

The survey (see Appendix A) consisted of six demographic questions, sixteen multiple-choice questions, and a final open-ended "comments" box. To encourage participation in the survey, participants were offered the opportunity to enter into a drawing for a prize.

To ensure a wide range of participants from the WMU community, the survey invitation was advertised through several different means. We advertised on the University Libraries' website and the Waldo Library Facebook page, and distributed flyers throughout all library branch locations. The survey was also promoted through word-of-mouth and in the Libraries' research instruction sessions. We also posted an announcement on the closed-caption television monitors within the library. As a result of this varied approach to promotion, the survey respondents were a mix of Facebook users and non-users. This advertising campaign had the unexpected benefit of promoting the Waldo Library Facebook page, and was another means of recruiting "friends" to the Facebook page. A link was provided to the electronic survey on the SurveyMonkey website (www.surveymonkey.com).

Results and Discussion

We collected 136 responses, of which 123 were determined to be valid surveys. Of those, 63% were female and 35% were male (2% did not report their sex). Although we received responses from faculty, staff, alumni, and individuals not affiliated with WMU, the majority of our respondents were students (73% undergraduate and 15% graduate: see figure 1 for demographic breakdown).

The data in Figure 2 show that a significantly higher percentage of undergraduate respondents than graduate respondents are Facebook "friends" of Waldo Library. Of the respondents who are "friends" of Waldo Library (see Figure 3), over two-thirds initiated the "friend" relationship. Only 31% indicated that they received the "friend" request from Waldo Library first. This indicates that the majority of our "friends" are actively interested in establishing a relationship with Waldo Library on Facebook. This appears to contradict the results from studies such as Bietila, Bloechl, and Edwards (2009) that suggest that students are uncomfortable with librarians on Facebook. In this light, it is possible that user perception of libraries and librarians on Facebook has changed over the last few years.

We asked respondents whether they felt that Facebook was a good way for the Libraries to stay in touch with students (Figure 4). Over 90% of undergraduates said "yes" or "sort of." Graduate students, while not opposed to the idea, were less enthusiastic. These results show that users are comfortable with WMU librarians contacting them via a library Facebook profile. However, 70% said they preferred that Waldo Library post updates to its own Facebook profile (which users would see on their news feeds) rather than send messages to users' Facebook Inboxes, which could be perceived as overly aggressive and "spamming ." Regardless of the means of communication, Facebook appears to be a much more effective way to reach
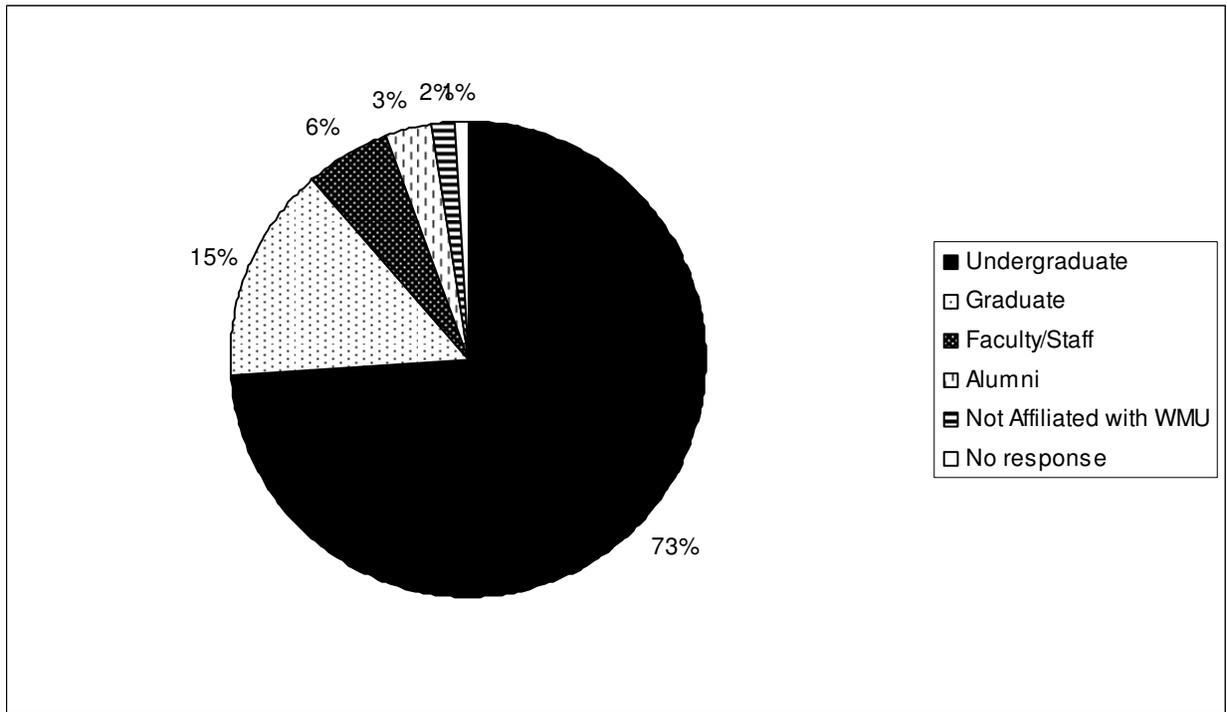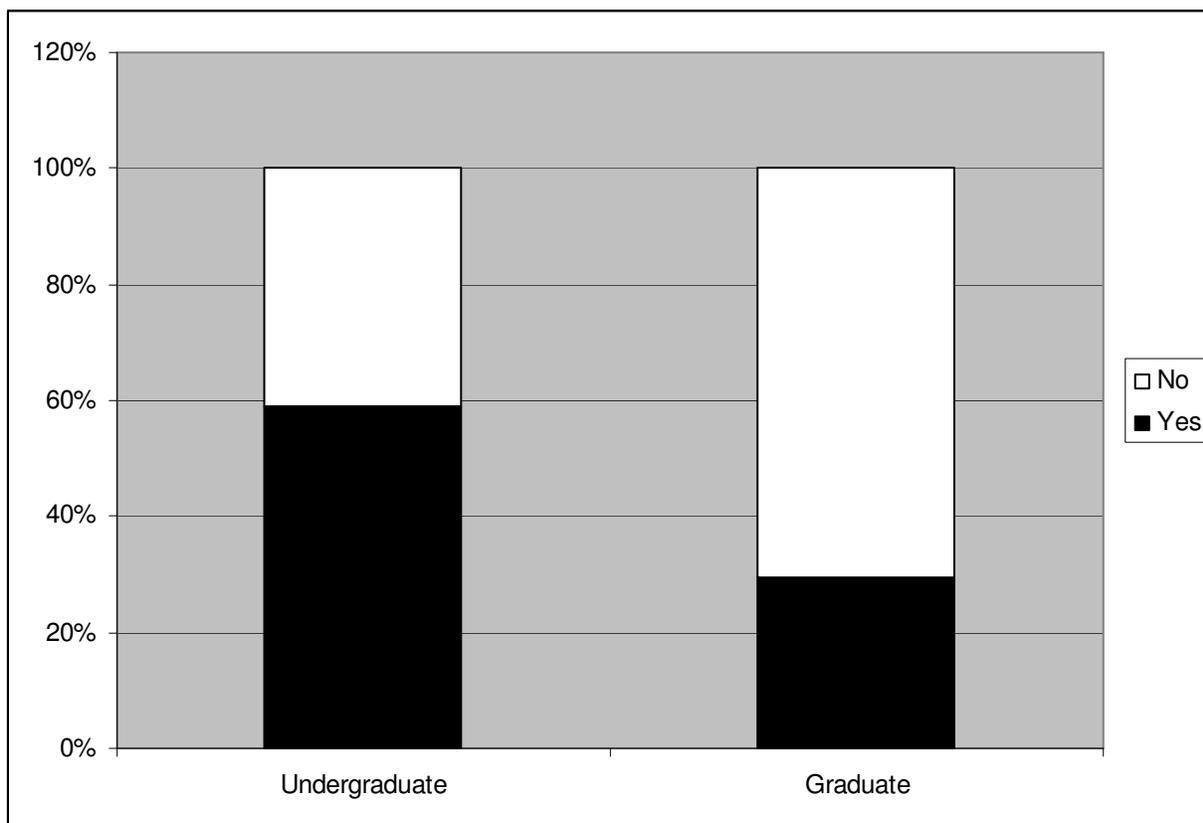
undergraduate students than other populations.

FIGURE 1 Respondents by Status

FIGURE 2 Are you a "friend" of Waldo Library on Facebook?

When asked if they were comfortable asking a librarian for research help on Facebook, 63% of

respondents indicated that they were very or somewhat comfortable, 8% were somewhat

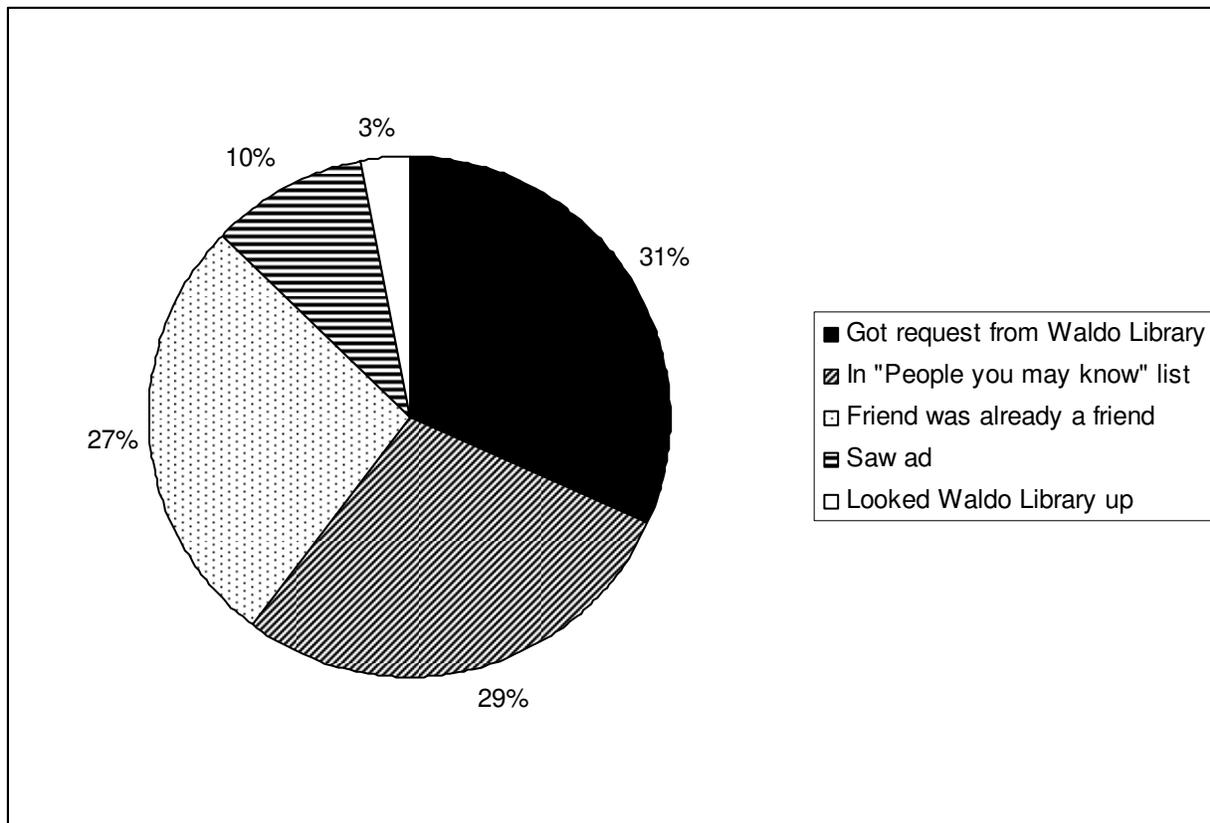uncomfortable, and 29% were neutral

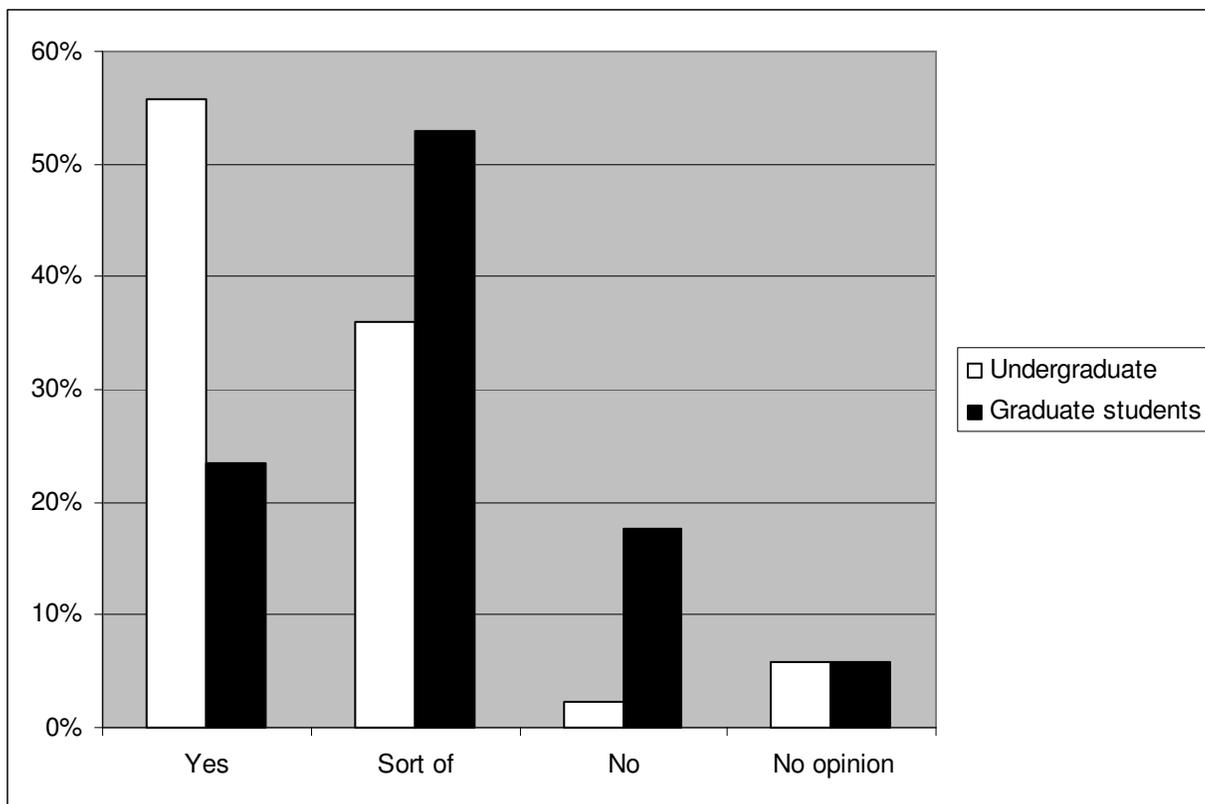**FIGURE 3** How did you become a "friend" of Waldo Library?

FIGURE 4 Do you think Facebook is a good way for the Library to stay in touch withstudents?

Although the majority of respondents indicated some comfort seeking research assistance through Facebook, very few have actually done so. Only four out of 115 respondents said that they had ever asked a librarian a question via Facebook. It appears that, while our Facebook users are willing to initiate a "friend" relationship with the Library, they are more comfortable with passively receiving information and are unlikely to use Facebook to actively request assistance from the Library.

Respondents were asked what library services, if any, they had learned about via the Waldo Library Facebook profile (figure 6). Respondents could select multiple responses. The vast majority had learned about events sponsored by the University Libraries or other offices at WMU. Fewer students indicated an awareness of services such as reference help or research

tips. Respondents were also asked what information they *would like to see* in posts from Waldo

Library (figure 7), and again could select multiple responses. Information about events and

services were the most popular at nearly 90% each, closely followed by information about

specific resources and research tips at approximately 70% each.   Respondents seemed generally

enthusiastic about receiving any relevant information from the Library via Facebook. However,

it appears that the Library should consider more regularly promoting research tips and specific

resources through Facebook, since most respondents indicated that they wanted such

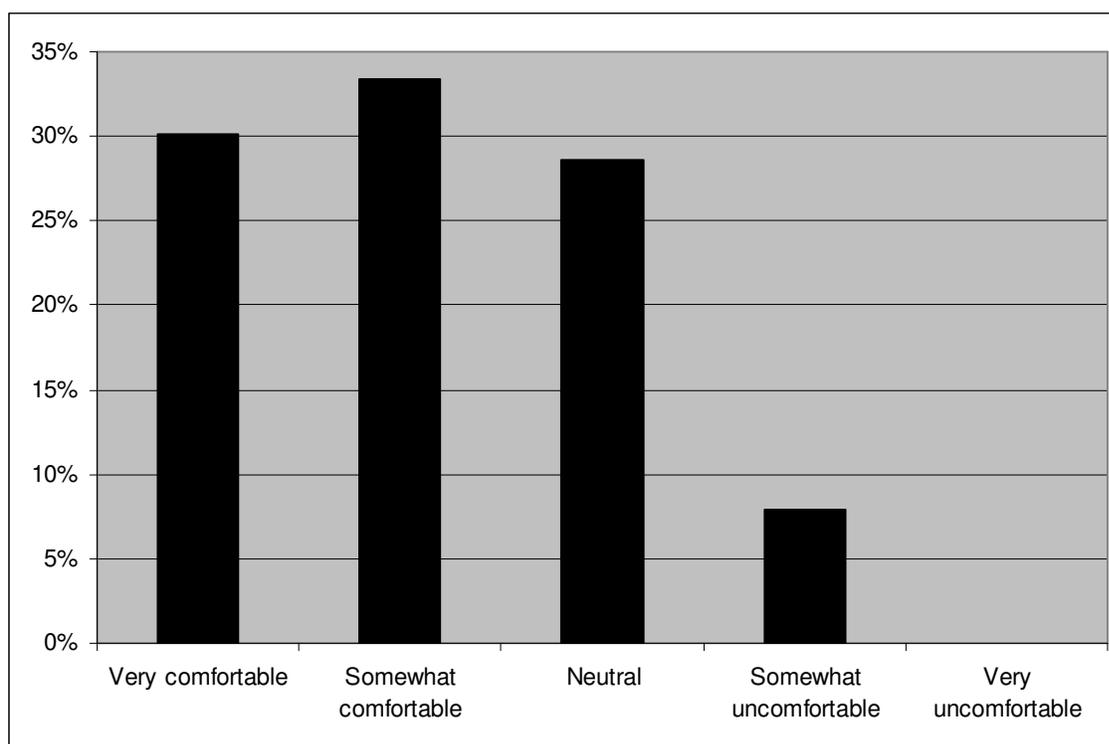information, while only a few reported previously receiving it.

FIGURE 5 How comfortable are you with contacting a librarian for a research question on
Facebook?

In order to evaluate the effectiveness of Facebook as a marketing tool, we also asked

respondents how they found out about the Facebook survey (since it had been advertised through

a variety of media). Nearly all of those who are "friends" of Waldo Library on Facebook found
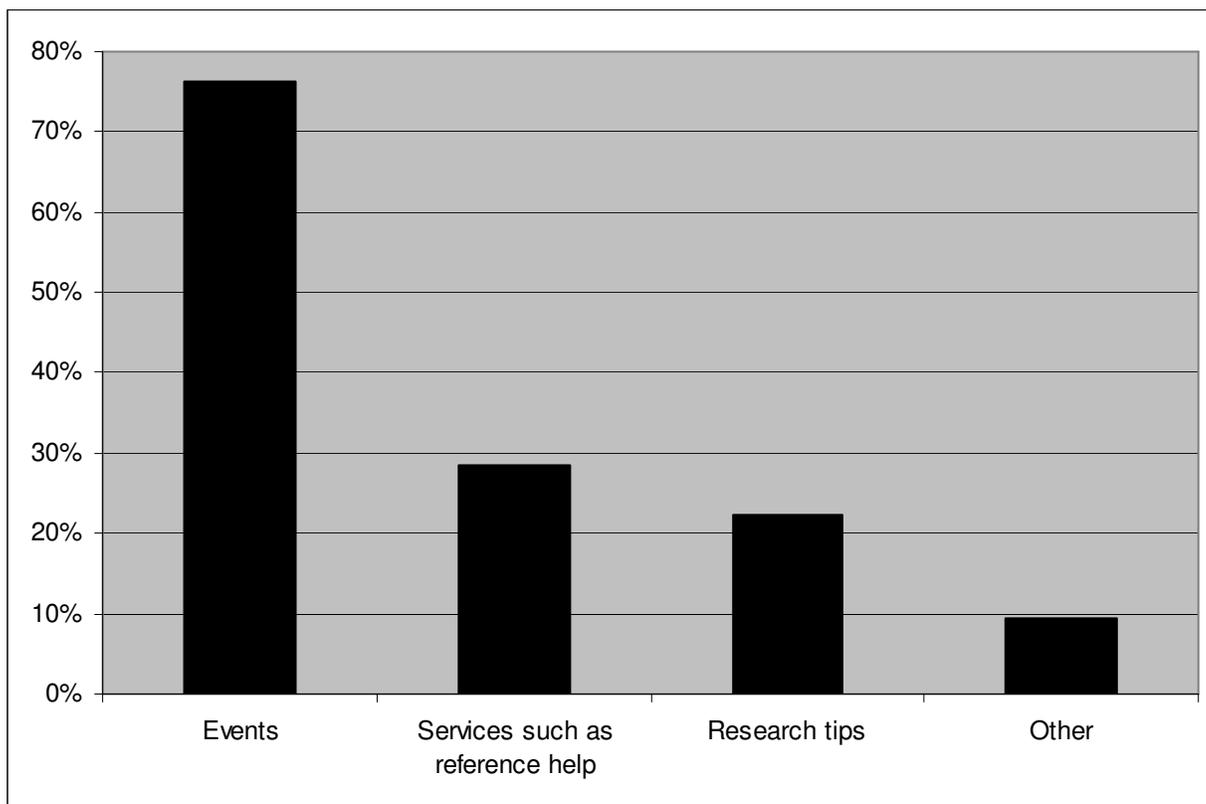
FIGURE 6 What library services have you learned about via Facebook?

FIGURE 7 What information would you like the library to post on Facebook?

the survey there. Those who are not "friends" of Waldo Library found the survey in several

different ways, primarily fliers and the University Libraries' website. This indicates that

Facebook is a useful tool for reaching a particular subset of our users, since our "friends" found

the survey there first and not through some other medium.

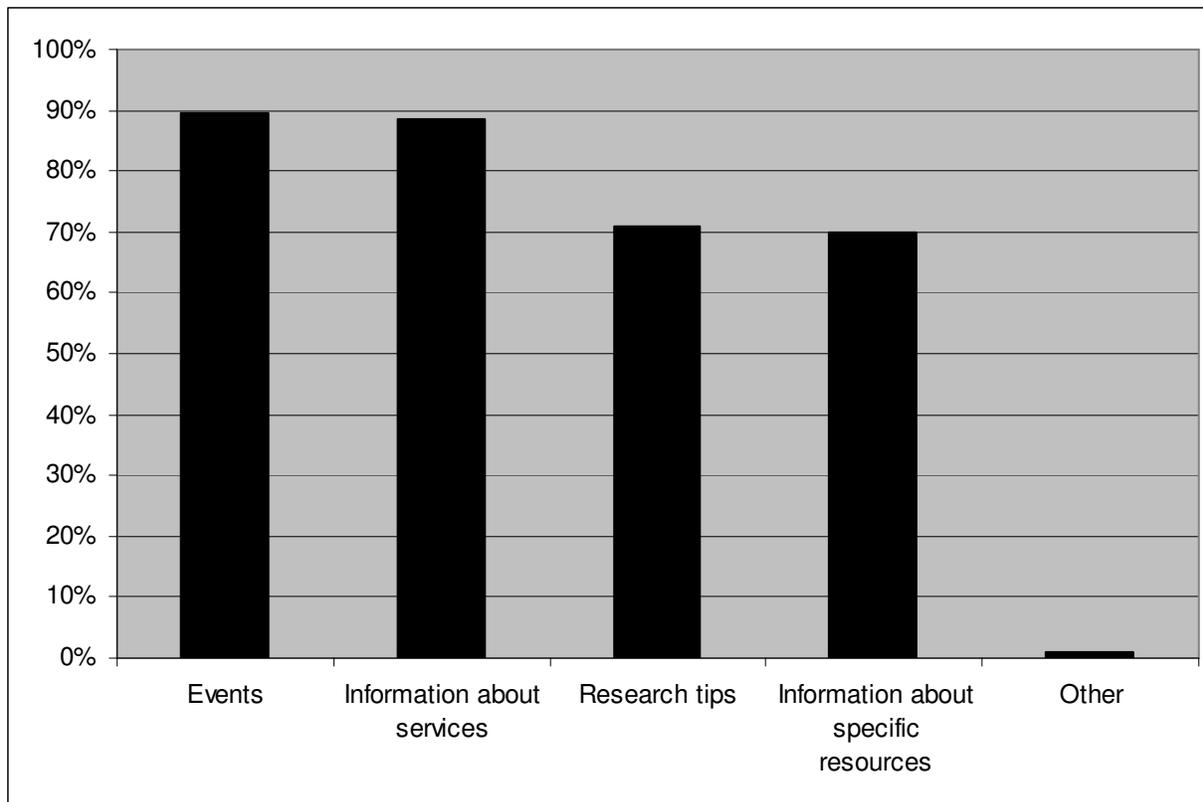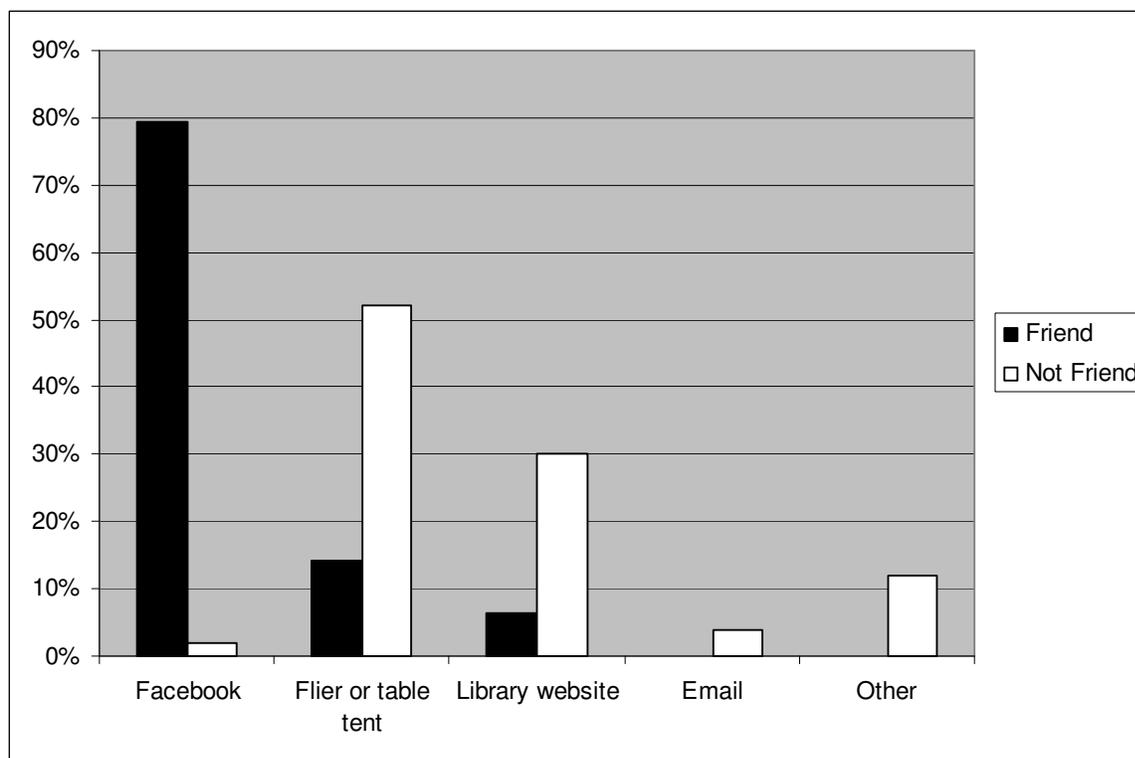**FIGURE 8** How did you find out about this survey?

However, this information also suggests that we should not rely exclusively on Facebook for promoting programs, services, or any other resources, since many of our users are still not "friends" of Waldo Library on Facebook.

Conclusions and Recommendations

To provide context for the results of our user survey, we conducted a survey of Western Michigan University's Carnegie peer institutions (based upon the 2005 *Carnegie Classification of Institutions of Higher Education*) as listed on the University's "Peer Institutions" page (Office of Institutional Research, 2011). This survey was administered via e-mail to libraries at these institutions. Of the fourteen institutions identified as Carnegie peers, we received responses from eleven libraries, nine of which have an active presence on Facebook, most begun between 2008 and 2009. These responses, together with our own experiences and our reading of the

literature, have informed the recommendations which we have developed here. Since our Carnegie peers, like WMU, are all midsized, public, doctoral institutions, our approach may need to be modified by anyone wishing to develop a Facebook presence at a different type of library.

The results of our survey of peer institutions indicate that the most common library-oriented use of Facebook is for promotion of events and services. All of the respondents indicated that their primary goals for Facebook involved improving communication and awareness of the library. This dovetails with Jacobson's (2011) finding that announcements and the promotion of events were the major library use of Facebook.

Facebook was not designed to be used by corporations or institutions like libraries. While the original purpose of SNSs like Facebook was for individuals to find, communicate and share with each other, over the last several years these sites have come to be used by corporations and institutional entities for marketing purposes. Facebook has even adapted by developing a separate format called "Pages" intended for use by institutions and organizations. While this option did exist when Waldo Library first developed a Facebook presence, it had serious limitations some of which have subsequently been resolved. For example, the Page format in January 2009 did not allow the organization to send messages to be received in the Friends' feed or initiate "friend" relationships. In addition, the Page format did not allow an entity to communicate privately with individuals, either through an instant message Chat or the Facebook Inbox. As a consequence, we chose to create a "Profile" (intended for individuals) rather than a Page for our library presence. However, since the first limitation has been resolved, we feel that the Page format is more likely to be useful for institutions like libraries, despite the continuing lack of a private communication option. In addition, most libraries have other options for private communication outside of Facebook. This is echoed by our Carnegie peers, most of

whom use the Page format. One of the most valuable features offered by the Page is the use of "Facebook Insights," a program which allows administrators to view metrics about how people are using the Page (Facebook, 2011b). This tool is especially useful for libraries since it provides demographic information about the people who visit the Page, trends about how they have consumed content from the Page, and how they have created content to be shared on the Page (Facebook, 2011a). This type of data can help libraries to develop targeted promotions and other materials for specific, identifiable populations.

It is important to note that some libraries may not feel comfortable or willing to initiate a "friend" relationship. Indeed, the literature does show that some students may feel uncomfortable being "friended" by an institutional entity (Bietila, et al., 2009; Chu & Meulemans, 2008; Connell, 2009; De Rosa, et al., 2007; Hewitt & Forte, 2006; Koerwer, 2007; Salaway, et al., 2008). We have chosen to do so only with individuals who we can verify are part of one of the Western Michigan University "Networks" on Facebook, such as students, faculty, staff and alumni. However, we will happily accept "friend" requests from anyone. In fact, we have received many "friend" requests from both published and unpublished authors who regularly send us updates about their literary projects. This is an example of the nature of social networking – the two-way communication is mutually beneficial, with Waldo Library learning about new works of literature, and the authors' promoting their work.

Of the nine peer institutions who reported having active Facebook pages, only three have official or unofficial policies. However, in order to maintain an effective presence on Facebook, WMU Libraries have developed a set of policies and practices, which we have updated periodically based on responses from our users and incidents we have encountered. In March

2010, WMU's Web Governance Council passed a set of policies regarding all social media, so our policies and practices are also in line with these criteria (2010). They include:

- Regularly updating our Facebook profile, and adding new content approximately once or twice a week. Most of our peer institutions reported doing the same.

- Monitoring the profile at least once per week. At this time, new "friend" requests are accepted, invitations to events are read (and accepted, declined, or ignored as appropriate), and comments and correspondence from "friends" is read.

- Allowing multiple librarians to have administrative access to the Facebook profile for the purpose of monitoring and posting new content. We found that six of the nine peer institutions also divide responsibility for the page among several individuals.

- Developing a privacy policy which states that we will not, in any way, use content posted by any of our Facebook "friends" on their personal pages, without the page owner's permission.

- Reserving the right to use, edit, or remove any postings on the Waldo Library profile "Wall."

- Reserving the right to terminate the "friend" relationship with any user whose content appears on the Waldo Library profile and is deemed inappropriate for a WMU webpage.

Student preferences for social contact and privacy should be kept strictly in mind by administrators of library Facebook pages who wish to facilitate and encourage students' trust of librarians. This trust can be very fragile (Hewitt & Forte, 2006). Fernandez (2009) highlights how libraries that use SNSs should be aware that privacy issues with such sites can conflict with our own commitment to user privacy. It is essential that libraries are not seen as parasites on

SNSs like Facebook by trying to appropriate users' personal information that may be publically available, but was not originally intended for widespread public consumption. Some user populations may feel more strongly about this than others. It is incumbent upon individual libraries to make sure that their users do not feel that their privacy has been violated.

We feel that Waldo Library's presence on Facebook has been, on the whole, a positive experience. Despite our original goals for using the Library's Facebook profile for marketing, reference, and asynchronous instruction, we have found that only one was truly successful – promotion and marketing. We have had some experience with students asking reference or instruction related questions, but these were so infrequent that it became clear that Facebook was of limited value for these kinds of interactions. This appears to be the case for most of our peer institutions as well, with only three reporting having received any "friend-initiated" reference questions through Facebook.

Libraries may have to adjust to continuing changes or updates to Facebook's functionality, platform, and even its privacy policies. In some cases, they may find it difficult to take advantage of the "latest and greatest" features without either starting again from scratch or making significant revisions to policies and procedures. Though that is the essential nature of working within the rapidly changing world of social networking sites, our study concludes that libraries and users can each benefit from being connected in this way.

Appendix A

Questions for "Waldo Library Facebook Survey"

1. Age:
      a. 18-25
      b. 26-35
      c. 36 and older

2. Sex:
      a. Male
      b. Female

3. Status:
      a. Undergraduate Student
      b. Graduate Student
      c. Faculty/Staff
      d. Alumni
      e. Not affiliated with WMU

4. Enrolled: [if respondent indicates s/he is a student]
      a. Full-time
      b. Part-time

5. Are you a student at one of WMU's regional campuses? (Battle Creek, Grand Rapids, Lansing, Muskegon, Southwest, Traverse City):
      a. Yes (I am a student at one of WMU's regional campuses)
      b. No (I am a student at WMU's main campus)

6. What are you majoring in, or what do you plan on majoring in?
      [list of majors offered at WMU]
      Other (please specify) _____

7. What Social Networking tools do you regularly use? (check all that apply)
      Facebook
      MySpace
      Twitter
      Friendster
      LinkedIn
      Other (please specify) _____

8. If you use Facebook, how many friends do you currently have on Facebook?
      a. less than 50
      b. 50-200
      c. 201-500
      d. more than 500

e. I do not use Facebook

9. Are you a "friend" of Waldo Library on Facebook?
    a. Yes
    b. No

10. How did you become a friend of Waldo Library? [if respondent answers "yes" to question 9]
    a. Got a request from Waldo Library
    b. Saw that one of my other friends was already a friend of Waldo Library
    c. Looked Waldo Library up
    d. Waldo Library was in my "people you may know" list
    e. Saw an ad in the Library or elsewhere on campus

11. Have you learned about any library services because of the Waldo Library status updates on Facebook?
    a. Yes
    b. No

12. What sorts of services? [if respondent answers "yes" to question 11]
    a. Research tips (such as videos or notes posted on the Waldo Library Facebook page)
    b. Events
    c. Services such as Reference help
    d. Other (please specify) _____

13. How comfortable are you with contacting a librarian for a research question on Facebook?
    a. Very comfortable
    b. Somewhat comfortable
    c. Neutral
    d. Somewhat uncomfortable
    e. Very uncomfortable

14. Which of the following modes would you utilize when contacting the Library for help with a research question:

	Frequently	Occasionally	Never
E-mail			
Instant Message			
Facebook			
Face to face/in person			
Phone			
Other (please specify) _____			

15. Have you ever asked a library-related question to a librarian via Facebook?

a. Yes
b. No

16. Do you think Facebook is a good way for the library to stay in touch with students?
   a. Yes
   b. No
   c. Sort of
   d. No opinion

17. Which would you prefer?
   a. Waldo Library sending emails to my Facebook Inbox to tell me about the Library
   b. Waldo Library posting interesting things on its own page in the status update box

18. What sorts of information would you find helpful for the library to post on Facebook?
(Check all that apply)
   a. Events at the library
   b. Research tips
   c. Information about services (special library hours, etc.)
   d. Information about specific resources (new books, databases, etc.)
   e. Other (please specify) _____

19. How often do you actively check your Facebook page:
   a. Once every couple of days
   b. Once a day
   c. 2 - 4 times a day
   d. 5 or more times a day

20. When are you most likely to be on Facebook?
   a. In the morning
   b. In the afternoon
   c. After dinner
   d. ALL THE TIME
   e. Whenever, it is random.

21. How did you find out about this survey?
   a. Facebook
   b. E-mail
   c. Flier or table tent
   d. Library website
   e. TV monitor in Library
   f. Other (please specify) _____

22. Did you take the previous Facebook survey (which ran from October to November 2009)?
   a. Yes
   b. No

23. Would you like the chance to be entered in a raffle for a $25 gift certificate to the University Bookstore? If so, please enter your name here. Your name and contact information will not be stored for other purposes and will not be used for any other reason. Your contact information will not be given out to other parties for any reason.

     Name: _____
     E-mail: _____
     Phone: _____

24. If you have any additional comments regarding the WMU Libraries and Social Networking, please use this box.

     _____

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