

Attachment B

STUDENT LIBRARY SURVEY

March 2015

INTRODUCTION

During March 2015, a total of 629 library surveys were distributed to randomly selected classes on campus. Three hundred seventy-five completed surveys (60%) were received from respondents including 85 (23%) freshmen, 94 (25%) sophomores, 84 (22%) juniors, 109 (29%) seniors and 3 (less than 1%) graduate students. One hundred twenty-seven (20%) were returned unanswered. Two classes (24 surveys) did not return surveys. Following are results of the 375 completed surveys with actual percentages calculated on the number of respondents in each given area.

REASONS FOR USING THE LIBRARY

The main reason for using the library was for class assignments as reported by 327 (87%) of the respondents. Another 121 (32%) said they use the library for casual reading/casual Internet use. Two hundred forty (64%) indicated that individual studying brought them into the library, and 205 (55%) indicated group study. Fifty-four (14%) said they used the library's resources via off-campus access. Nineteen (5%) reported use of the library for government documents and 38 (10%) use the library for PASCAL services. A small amount of students reported using the library for printing services and research.

ADEQUACY OF HOURS

The majority, 305 (81%), of the respondents agreed that the library maintains adequate hours to ensure accessibility while 70 (19%) disagreed. Recommendations included by students were that the library stay open until midnight or to stay open 24 hours a day. Others suggested the library open at 7:30 a.m. or just earlier for morning classes. Later hours on Friday and Saturday were also requested.

MATERIALS AND SOFTWARE

When asked if they found the materials and software needed for classroom assignments, 358 (95%) of the students responded **yes** while only 17 (5%) said **no**. Students requested more computers, Adobe Dreamweaver, XL Driver for Excel, Mesquite, One Note 2013, Text Aloud 3 and Analytic Solver for Microsoft Excel.

499 ...use requires students to go to the library and use on-line, microfilm, and printed material," "documented speeches," "primary and secondary source material," "upper-level classes usually," and "microfilm readers and other primary source collections like Hansard."

When asked what resources faculty expected their students to use, 48 respondents mentioned "books," "databases" or "journals," "newspapers," "e-books," or "any and all." Periodicals (periodicals, magazines, or journals) were indicated by 18 faculty members. Databases were indicated either by that term or the name of specific databases by 21 respondents. ILL and PASCAL were mentioned, as well as Special Collections, computers, and printers.

LIBRARY INSTRUCTION

Fifty-six percent or 33 respondents answered that they believed library instruction given to their classes was effective. One replied that it was not effective. Thirty-seven percent or 22 said that they had never asked a librarian to meet with their classes. An instructor of Hist 499 stated that the students "all gave good reviews of the class...loved the hands-on way of learning," Another who had just tried library instruction "saw a dramatic decrease in the number of students who tried to use web-info as a peer-reviewed source!" A professor who had been teaching the database SciFinder expressed that the instruction "is something that should be done by the library staff instead of me. It would remind students that the library and its staff have a purpose." A grateful instructor mentioned that Tammy Ivins "created a Lib Guide specifically for my course." Two respondents expressed that an instructional room equipped with computers would be more effective. Suggestions were also made for using interactive learning techniques, and using the entire class time.

REASONS FOR USING THE LIBRARY

Responding to an open-ended question, faculty listed various reasons for using the library. Among the responses were research (55 responses), using interlibrary loan (38 responses), placing items on reserve (18 responses) and using Federal or State government documents (5 responses). Twenty-eight responded that they use PASCAL Delivers, and eighteen said that they use the library for casual reading. One mentioned videos; another, "meetings with students." Comments included "would like to see more periodical in other languages, particularly French and Spanish. These materials should be placed prominently."

ADEQUACY OF LIBRARY HOURS

Eighty-three percent of respondents (49) replied that the library maintained adequate hours to ensure accessibility, while seven said that it did not. Two commented that faculty should have after-hours or 24/7 access to the library. Two desired earlier Sunday openings; later evening hours was mentioned by three. However, one thought that "the library could cut back during student holidays with no adverse effect..."

OPINIONS ABOUT LIBRARY STAFF

Ninety-three percent (55) felt that the library staff was helpful. Only one responded that staff was not. Comments described staff as "the greatest," "eager to help," "awesome!" and "outstanding." Nine made favorable comments. One responded of being "treated very unprofessionally...It seems that if one looks young the library staff is rude and unhelpful."