

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.

LIBRARY EQUIPMENT

Three hundred fifty-eight (95%) of respondents agreed that the library has the equipment they need to complete their class assignments while 17(5%) said **no**. Suggestions included a need for more computers, better printers and more color printers. Students also mentioned issues with printers not working or running too slowly. One student suggested adding printers upstairs and one student suggested we needed a laminating machine.

PHYSICAL ENVIRONMENT

Three hundred thirty-one (88%) of respondents agreed that the Library's physical environment was suitable for their academic needs. Forty-four (12%) did not agree. Several students suggested that it is too noisy around the computers and in the group study rooms. Other suggestions mentioned that the library is too hot or too cold.

ADEQUATE STUDY SPACE

When asked if the library has adequate group and individual study space, 346 (92%) of the students responded **yes** while only 29 (8%) said **no**. Most comments indicated that we need more study rooms upstairs and that they need to be bigger.

ENCORE CATALOG

Two hundred thirty (61%) students indicated they had not used the Encore catalog while 145 (39%) said they had used it. A few students commented that the Encore catalog was confusing and very complicated. Three students said it was very helpful.

HELPFULNESS OF LIBRARY STAFF

When asked if the library staff were helpful in meeting their needs, 363 (97%) answered **yes**, while 12 (3%) said **no**. Of the 12 comments given, positive comments included: "Excellent," and "Friendly and Helpful." One student commented that the staff is "Rude." Other comments indicated that they had never asked for help from the staff.

GROUP INSTRUCTION

Group instruction given by library staff was perceived to be good to excellent by 66% of the respondents with 247 responding in these categories. Twenty-eight (7%) rated instruction as fair. One hundred (27%) students said that they had never received group instruction.

LAPTOPS AND DVD PLAYERS

When asked if they had used the library's laptops and DVD players that are available for checkout, 26 (7%) students answered **yes** while 349 (93%) answered **no**. The vast majority of comments about laptops and DVD players were that they were "not aware" of this service.

COMMENTS AND/OR SUGGESTIONS

Positive comments were: "The library is great, keep up the good work," "Very happy with the library," and "I'm very impressed with it and it is by far the best asset to FMU!"

Some concerns mentioned in comments were: "I would really like if we had longer library hours," "A lot of the microfilm is decaying and needs replaced," "Better WiFi" and "Having more vending machines, some type of eating place or coffee place would really help."

Several respondents asked for services that are already provided. They asked for longer hours during exams and the library was open 24 hours during the spring exams and will continue this service during future exam dates. A few asked for coffee and the library now has a coffee machine in the vending area that serves a variety of flavors of coffee and hot chocolate.

Overall, comments of student respondents showed that a number are concerned with library hours (open earlier, longer, 24/7), noise and slow or broken printers. These are all concerns expressed in previous years' surveys.

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FACULTY LIBRARY SURVEY March 2015

INTRODUCTION

During March 2015, a total of 272 surveys were e-mailed to all full-time and part-time faculty of Francis Marion University. Twenty percent, or 59 completed surveys were answered. Of these, 48 were from the College of Liberal Arts. Four were from the School of Business, and four from the School of Education. Following are the results from the completed surveys.

STUDENT ASSIGNMENTS AND RESOURCES

Seventy-nine percent or 47 of the respondents made assignments which required students to use the library. The other fifteen percent or 9 did not make such assignments. Comments included "HIST

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."

ENCORE CATALOG

When asked if they had used the new Encore catalog and article quick search, 58% (34) said no, while 36% (21) said yes. None of the seven comments were positive; generally, they agreed that “it could be improved.”

AVAILABILITY OF LIBRARY’S RESOURCES

When rating the availability of the Library’s resources in satisfying their needs in their academic area, 53% (31) said “excellent,” 31% (18) said “good,” and 10% (6) said “fair.” Only one answered “poor.” A single comment in the excellent category was “extremely satisfied with all areas of the library.” In the “good” category, one comment was “for the size school and budget, I think it’s fine.” In the “fair” category, one commented “I’m sad that our book holdings are so meager...key journals are missing from the shelves now...students have little guidance from the library...” Under the “poor” category, the single comment was: “incredibly outdated books. And the online Choice cards are a poor substitute for the old, analog version.”

ONLINE LIBRARY PURCHASE REQUEST

When asked if they had used the online Library Purchase Request feature, 68% (40) said no, and 25% (15) said yes. One was not aware of the service. Another called it a wonderful resource!...so pleased that the orders are taken care of so quickly!”

GENERAL COMMENTS

Sixteen respondents offered additional comments and suggestions. These included “does a good job,” “Thanks for all that you do,” “meets my needs,” “impressed with the subscriptions providing me online access,” “You guys don’t get the real credit that you deserve,” and “job well done.”

Other suggestions included: “Would like to see some cosmetic enhancements,” “instruction on how to appropriately use Google might be a great workshop,” “library is far more concerned with renting laptops and planning snack bars than serving as a research library,” “when books are available only as eBook at a partner PASCAL institution, it often prevents me from borrowing the book. There needs to be a way to somehow fill in this loophole,” “it could use a few new comfortable chairs for quiet reading on both floors,” and “workshops [to] highlight the resources available in all of the disciplines.”

Two respondents asked for services that are already provided. One suggested we provide Google Scholar links to the library’s electronic holdings, which is available now. Another asked that we correct a problem for online students to obtain their ID card number without coming to campus. This has been addressed via Swampfox for Students and the new gmail login.

The 2015 survey indicates that the majority of the faculty who responded do require students to use the library and are satisfied with the assistance they receive from library staff including instruction and interlibrary loans. However, a number of them reported dissatisfaction with the lack of current book resources and instruction for classes and faculty workshops.

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