

# Library Survey Report - 2014

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## Services and Collections

Survey results indicate faculty members have a positive view of the Libraries, spaces, personnel, services, and to a degree the collections. Part of this view is related to the interlibrary loan service and MOBIUS book borrowing (FQ19, 20). These services are viewed as a seamless extension of collections. In addition to a perception of other positive interactions with Library personnel, faculty use of the Library involves both print and online resources, although there is an indication that off-site access to library resources has reduced faculty visits to Meyer Library itself (FQ1, 4). Their use in that context is generally divided among the catalog, online journals, and the databases. While a number of faculty members make use of the general databases, a solid number utilize databases more specifically related to their discipline. In fact faculty member respondents who use general databases more often also tend to use databases specific to their discipline (Crosstab FQ8/FQ9). Nevertheless there is still significant faculty use of print collections as well, implying a faculty in a state of transition (FQ5). To the degree they have expressed an assessment of collections, it is typically in parochial terms. Faculty always would like to see more in their particular areas of interest either for research or for curricular purposes. In essence, they have become more and more interested in specialized tools that may or may not have relevance to other disciplines.

If and when faculty members need assistance learning about either new access tools or collections themselves, they prefer to do so in a fashion that constitutes the least interruption to their own schedule, typically via a short session in a departmental meeting or through an online tutorial (FQ10). They have less interest in working one-on-one with Library personnel in this regard, an indication perhaps of a perception that they have limited time to allocate (FQ3, 4, 10, 21). Such a perception is underscored by interest in such services as a campus library materials delivery service. One possible implication here is that Library outreach efforts should be very focused, clear, with specific objectives and involve relatively little time investment on the part of the faculty member.

This perception also comes into play in one of the larger purposes of the study, that of the triangular faculty – student- library dynamic, i.e., how do faculty perceive the Libraries' (services, collections, spaces) role in affecting and facilitating their curricular efforts with their students? To some extent these perceptions are contradictory. Faculty use Library resources; they assume and expect that their students do also, but they express a significant amount of pessimism about their students' abilities to navigate, access, and assess appropriate resources (FQ11, 13, FFG). This somewhat complex perception is exacerbated by their perception of limited time to learn about resources themselves, emphasized by the indication of almost 60% of survey respondents that they would utilize an online tutorial (saving class time), but a counter perception that there is time available in their classes to go over resources (FQ15). 81% of faculty state that they have at least one assignment in their classes per semester that involves use of library resources while 54% indicate more than one. They expect students to seek out assistance if they are uncertain about library resources and are generally confident that their students

will do so (FQ13). Faculty members often refer students to non-library resources freely available on the internet, although analysis indicates that those who do also refer students to library resources, and to a much less extent attach links to library resource icons in their Blackboard course sites (Crosstab FQ11/18, 17/18). Understanding how and from where faculty draw resources that they then refer students to indicates a challenge for Library outreach efforts.

Focus group discussions reflected the substantial variance seen in the survey. While they agreed that students need more library resource instruction, many faculty members were not aware of specific courses within their departments that included this instruction for students. Others could list specific departmental classes that “will focus some of their time on the understanding of electronic sources and what good research is.” And while some saw the need for library resource instruction in general education courses, they indicated that “Graduate level classes seem to put more emphasis on the understanding of electronic resources.”

Faculty use of library online course materials via Blackboard remains low; only 23% “have attached library icons that link to my Blackboard site (e.g. on syllabus) for appropriate courses” (Q17). Interestingly, 74% of faculty respondents said “I refer my students to non-library online resources freely available on the Internet” (Q18). While it is unclear whether these referrals are in syllabi, on Blackboard, attached to assignments, or discussed in class, there are implications here for the ways in which the Libraries invest the materials budget and educate our faculty about the Libraries’ purchased databases.

Finally, faculty appear to understand that the Library environment both here and elsewhere is in a state of significant transition, and that there is a shifting dynamic between physical collection space and human subject space in the Library (FFG). They seem positively disposed to the amount and nature of student activity in library spaces. This should provide the campus community interest and support for Library initiatives in this area. Additionally there is a modicum of interest in the faculty role in library spaces such as a common room or more defined spaces for faculty-student consultation.

With a generally positive relationship with a very engaged and busy faculty, the Libraries are challenged to find a way to provide collection resources that match a technological transition and focused or fissured interests. More significantly, the Libraries are challenged to engage the faculty with respect to information literacy in a way that effectively leverages the value of library resources to enhance student learning while being sensitive to faculty autonomy and time constraints. Ultimately it would seem in the best interests of student success to continue to seek ways to forge more dynamic partnerships with faculty to the extent that Library resources allow.

## Spaces

Providing excellent and friendly service along with various print and online resources is only part of the equation for a successful Meyer Library experience. This section discusses the surveys, focus sessions, and flip chart comments as they relate to Meyer Library as place (broader social context) and as space (more concrete context).

Meyer Library is successful in being a preeminent Third Place\* on the MSU Springfield campus. 88% of students and 90% of faculty either agree or strongly agree that they feel welcome in Meyer Library building itself (SQ1). With many of Meyer Library's resources online, that welcoming atmosphere lends itself to attracting 45% of the students surveyed to visit Meyer Library weekly(SQ15).

## Visits to the Library

Whereas the numbers of students visiting Meyer Library are high, the numbers for faculty visits are slightly lower with 28% visiting twice a month and 26% visiting once or twice a semester. Reasons faculty give for visiting Meyer Library are very different from those of students. While students view Meyer Library more as a go-to study place, faculty members view Meyer Library more as a depository of resources. Many said if they did not have online access to both Meyer Library and internet information resources (58%, 32% & 26% respectively, FQ4), they would spend more time in Meyer Library. A few faculty members stated that their physical visits to Meyer Library have decreased because their primary building had relocated (FFG). Location of Meyer Library was mentioned by both faculty and students. Although one would think the shuttle service and shuttle stop directly beside Meyer Library would help with this barrier, the shuttle was seen somewhat negatively. It was mentioned by both faculty and students that the route the library was on is considered the "slow route" (SFG, FFG).

What might attract more faculty members to Meyer Library? When asked if they would use a faculty common room or lounge, 47% of faculty members surveyed said they would, but 25% indicated they would not use one and 28% had no opinion (FQ16). Further information about faculty visits to Meyer Library was gathered during the faculty focus sessions. Many agreed that the coffee area in the lobby of Meyer Library is very popular, and meeting colleagues as well as an occasional student was mentioned (FFG). The lobby and coffee area are discussed more at length later in this report.

## Studying

Despite various barriers to physically visiting Meyer Library, a large number of students still do visit (SFG). It is clear that the majority feel welcome in Meyer Library (SQ1). But what brings them here and what do they do when they are in the building? The study shows that Meyer Library is clearly a go-to place for students looking for a place to study. Of the students surveyed, 47% said the motivation to first visit Meyer Library was that they needed a place to study (SQ10) and 52% said they were more likely to study effectively at Meyer Library (SQ13). Those who visit Meyer Library more often are also those who tend to spend more time in the library(Crosstab SQ15/SQ18).

## Seating and Quiet Spaces

Most students surveyed stay in Meyer Library for longer than one hour per visit and only 7% spent less than 30 minutes per visit (SQ18). Students answered a number of questions concerning atmosphere and seating preferences. While studying in Meyer Library, most students preferred to sit in a smaller, self-contained space (60% - SQ6). In addition, the vast majority agreed or strongly agreed (51% and 23% respectively) that it was easy for them to find a quiet space (SQ9). Many students commented that more couches and comfortable seating should be added for their quiet study sessions (Ch). Designating a “quiet” floor was mentioned by a few students on the flipcharts and there were many comments about the noise level being minimal on the third and lower levels (Ch). However, other comments lead the survey group to believe that some students also prefer open space. Students stated they liked open spaces and large tables so they could spread out (SFG, Ch).

According to the flipcharts on the first level, students enjoy the booths, the large tables, and all of the open space (Ch). For example, comments from the first floor flipcharts stated that the “tables are large enough that I don’t have to put my things on the floor” while another stated that he/she liked the “wide open space, unlike where most tables are on the second floor and basement” (Ch). Two specific comments about the booths are indicative of the rest, “Booths- comfy but practical” and also “The awesome booths!” (Ch).

Students did indicate that they would spend more time in Meyer Library if more individual study spaces were available (24%) and if the spaces they liked were not already occupied (23%, SQ11). A few comments were also made on the flipcharts about wanting more individual or small study rooms.

One clear conclusion about specific seating and spaces gleaned from the survey, focus sessions and flipcharts is that students want a vast array of various types of seating and environments, but more importantly they seem to want more of all these types as well. A student’s seating and space preference seems to vary depending on how and what they intend to study at that particular moment. As gate counts increase, there will continue to be a need for more study space for students, including quiet floors, noise tolerant sections, comfortable seating, large tables for spreading out, smaller individual areas, or wide open spaces.

## Group Spaces

Although many individual students choose Meyer Library as a quiet space to study, many groups also utilize various spaces in Meyer Library. Having trouble getting a group study room was mentioned several times by both faculty members and students (FFG, SFG, Ch). In fact, 15% of students surveyed said they would spend more time in Meyer Library if more group study rooms were available; 9% said they would as well if they could reserve a group study room (SQ11). There were several comments on the flipchart study regarding the need for more study rooms.

Students in the focus groups mentioned that they did not meet in groups in Meyer Library because it is hard to find group study rooms and because they do not want to interrupt those in the rest of the building (SFG). Some groups choose to work in the lobby area of Meyer Library where they believe noise is acceptable, and where there are tables available, as well as outlets to plug in their laptops (Ch).

### **Lobby and Starbucks**

In focus groups both students and faculty members expressed the idea that the lobby had a different atmosphere and different use from the rest of the building. It was characterized as a noisy place where groups frequently meet. The rest of Meyer Library was considered a quiet place where people are more respectful of others studying. The coffee shop was viewed as a very positive thing for Meyer Library to have and it was a main contributor to the atmosphere of the lobby. The student survey showed that 35% of respondents agreed or strongly agreed that the hours fit their schedule (SQ12). There were 14% who said hours did not fit their schedule, and 51% who neither agreed nor disagreed. Faculty mentioned in focus groups that they came to Meyer Library specifically for the coffee and often met informally with colleagues while doing so.

### **Cross-pollination of ideas**

An idea that came up in the faculty focus groups was that Meyer Library was a social place and may be a place where students from various disciplines happen to meet, start talking about their field of study, and develop a synergy that is beneficial to all involved. Spatially, the lobby was one place mentioned as a good place for this to happen. Generally faculty thought there should be more group study and meeting spaces for such relationships to develop (FFG). Other faculty members were skeptical that such synergy would increase if Meyer Library had more group spaces. They thought students from the same discipline would meet but not discuss interdisciplinary issues. Students for their part, did not mention such work, though they did mention working in groups for specific classes (SFG).

### **Connectivity**

When walking through Meyer Library it seems that most students use computers or phones while they are in Meyer Library. Meyer Library provides Wi-Fi in the building and allows people to recharge devices from power outlets. Many students, 76%, said they have charged a portable device in Meyer Library and 35% said they do so daily or weekly (SQ7). This indicates that access to power outlets is an important service. When asked if locating and sitting next to an outlet in Meyer Library was inconvenient, 42% agreed or strongly agreed while 14% of people disagreed or strongly disagreed (SQ8). Students mentioned the need for more outlets three times on the focus group questionnaire. Clearly Meyer Library needs power outlets that are better distributed near student study areas.

The committee suspected that Wi-Fi access was difficult to maintain in Meyer Library but only 29% of the respondents agreed or strongly agreed (SQ5) while 39% said it was not difficult. But, the people who charged their devices in Meyer Library daily or weekly, who are probably the largest users of Wi-Fi, were more likely to say they had problems with it (Crosstab SQ7/SQ5). While no question was directly asked about Wi-Fi in the focus sessions, nobody brought it up as a concern. Over the 2013-2014 fiscal year, Wi-Fi was upgraded in Meyer Library.

\*The notion of the “Third Place” was first popularized by Ray Oldenburg in his 1991 book entitled *The Great Good Place*. Oldenburg suggested that the “First Place” is the home, the “Second Place” is the work location, and “Third Places” are those spaces or places outside of the home and work that add value to people’s daily lives -- parks, pubs, recreation spots, churches, civic spaces, libraries, etc. -- where people can gather and interact.

## **Appendix 1 – Committee Background**

The Library Constituency Survey originated in 2011 with a mandate from the University Administration that each cost center develop a certain set of initiatives to begin in FY '12. One of the ones selected by the Library Budget Committee and the Dean of Library Services was a proposal to conduct a very basic constituent survey to be followed by focus sessions (Cline, Jones, Stout, and Thompson). The initial survey was conducted in fall, 2011 with focus sessions in spring, 2012 and a report in summer, 2012. The intended cycle was to conduct a survey every other year, and in the subsequent investigations focus on specific questions of interest to the Libraries. Subsequently in fall of 2013 the Survey Group (Cline, Herrick, Jones, Lambert, and Stout) conducted a second survey focusing on students & library spaces and on faculty & perceptions about student use patterns and information literacy or readiness and about library resources. These were followed by focus sessions and flip chart surveys in the spring of 2014. There were 235 respondents for the student survey and 64 respondents for the faculty survey. While some aspects of the survey cover the entire range of services offered by the MSU Libraries, most questions focus on services and spaces in the Meyer Library.

Abbreviations used in the final report:

FQn = specific question from the faculty survey instrument  
SQn = specific question from the student survey instrument  
FFG = discussion from the faculty focus groups  
SFC = discussion from the student focus groups

### **Current Survey Committee**

Lynn Cline  
Taylor Herrick  
Cherri Jones  
Joshua Lambert, co P.I.  
Tracy Stout, co P.I.

### **External Consultants**

Dr. Gloria Galanes, Dean, College of Arts & Letters  
Shaley Moore, College of Arts & Letters

## Appendix 2 - Frequency Tables for Student Survey

### 1. I feel welcome in Meyer Library.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	129	54.9	55.1	55.1
Agree	78	33.2	33.3	88.5
Valid Neither agree nor disagree	25	10.6	10.7	99.1
Disagree	2	.9	.9	100.0
Total	234	99.6	100.0	
Missing No Response	1	.4		
Total	235	100.0		

### 2. I will seek assistance in the library if I am not comfortable.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	90	38.3	38.3	38.3
Agree	115	48.9	48.9	87.2
Valid Neither agree nor disagree	20	8.5	8.5	95.7
Disagree	10	4.3	4.3	100.0
Total	235	100.0	100.0	

### 3. I can easily find an item in the library when I have its call number.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	30	12.8	12.8	12.8
Agree	99	42.1	42.3	55.1
Valid Neither agree nor disagree	73	31.1	31.2	86.3
Disagree	24	10.2	10.3	96.6
Strongly disagree	8	3.4	3.4	100.0
Total	234	99.6	100.0	
Missing No Response	1	.4		
Total	235	100.0		



**4. At times I have had one or more frustrating interactions with personnel at Meyer Library.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	6	2.6	2.6	2.6
Agree	18	7.7	7.7	10.2
Neither agree nor disagree	46	19.6	19.6	29.8
Disagree	102	43.4	43.4	73.2
Strongly disagree	63	26.8	26.8	100.0
Total	235	100.0	100.0	

**5. When I study in the library it is difficult to find and maintain a wireless Internet connection.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	24	10.2	10.2	10.2
Agree	44	18.7	18.7	28.9
Neither agree nor disagree	75	31.9	31.9	60.9
Disagree	72	30.6	30.6	91.5
Strongly disagree	20	8.5	8.5	100.0
Total	235	100.0	100.0	

**6. When I study in the Library, I prefer to sit in a**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Response	4	1.7	1.7	1.7
Larger, open space	94	40.0	40.0	41.7
Smaller, self-contained space	137	58.3	58.3	100.0
Total	235	100.0	100.0	

**7. I charge my portable devices in the library.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Daily	27	11.5	11.5
	Weekly	56	23.8	35.3
	Monthly	22	9.4	44.7
	Rarely	73	31.1	75.7
	Never	57	24.3	100.0
	Total	235	100.0	

**8. When needed I find it inconvenient to locate and work next to a power outlet.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	35	14.9	15.0
	Agree	62	26.4	41.5
	Neither agree nor disagree	66	28.1	69.7
	Disagree	26	11.1	80.8
	Strongly disagree	7	3.0	83.8
	Does not apply	38	16.2	100.0
	Total	234	99.6	
Missing	No Response	1	.4	
Total		235	100.0	

**9. It is easy for me to find a quiet space in the library.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	53	22.6	22.9
	Agree	118	50.2	74.0
	Neither agree nor disagree	35	14.9	89.2
	Disagree	21	8.9	98.3
	Strongly disagree	4	1.7	100.0
	Total	231	98.3	
Missing	No Response	4	1.7	
Total		235	100.0	

**10. I was motivated to make my first visit to Meyer Library, as a student at MSU, because**

I wanted to learn more about it.	14	6%
A friend mentioned it to me as a good place to be on campus.	12	5%
I needed a place where I could study.	110	47%
I needed to find some library materials for a class assignment.	32	14%
My instructor required it.	26	11%
Library pizza party	4	2%
None of the above	16	7%
Other	19	8%

**11. I would spend more time at Meyer Library if**

More individual study spaces were available	108	24%
More group study rooms were available	67	15%
If I could reserve a group study room	41	9%
If the library had the types of furniture I prefer	45	10%
If the spaces I like were not already occupied	103	23%
I did not have online access to Meyer Library resources	34	8%
I did not have online access to Internet resources generally	47	11%

**12. Starbucks hours in the library fit my schedule.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	22	9.4	9.4	9.4
Agree	59	25.1	25.3	34.8
Neither agree nor disagree	119	50.6	51.1	85.8
Disagree	29	12.3	12.4	98.3
Strongly disagree	4	1.7	1.7	100.0
Total	233	99.1	100.0	
Missing No Response	2	.9		
Total	235	100.0		

**13. I am most likely to study effectively at**

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.4	.4	.4
Achievement Center for Intercollegiate Athletics	1	.4	.4	.9
Home or residence hall	86	36.6	36.6	37.4
Meyer Library	122	51.9	51.9	89.4
Off-campus coffee house, restaurant or similar venue	8	3.4	3.4	92.8
Other academic buildings	7	3.0	3.0	95.7
Plaster Student Union	10	4.3	4.3	100.0
Total	235	100.0	100.0	

**14. I first visited Meyer Library when I was in the following year of college**

Freshman	154	66%
Sophomore	23	10%
Junior	26	11%
Senior	3	1%
Graduate Student	17	7%
Other	10	4%

**15. In a given semester I physically visit the Library**

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.4	.4	.4
Daily	38	16.2	16.2	16.6
Weekly	106	45.1	45.1	61.7
Twice a month	33	14.0	14.0	75.7
Once a month	20	8.5	8.5	84.3
Once or twice per semester	23	9.8	9.8	94.0
Rarely if ever	14	6.0	6.0	100.0
Total	235	100.0	100.0	

**16. The availability of library ebook or database resources has reduced the number of times I physically visit Meyer Library each semester.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	28	11.9	12.0	12.0
Agree	53	22.6	22.7	34.8
Neither agree nor disagree	99	42.1	42.5	77.3
Disagree	44	18.7	18.9	96.1
Strongly disagree	9	3.8	3.9	100.0
Total	233	99.1	100.0	
Missing No Response	2	.9		
Total	235	100.0		

**17. I prefer the following method of communicating with library personnel.**

	Frequency	Percent	Valid Percent	Cumulative Percent
	3	1.3	1.3	1.3
E-mail	41	17.4	17.4	18.7
Face-to-face	146	62.1	62.1	80.9
Online chat	24	10.2	10.2	91.1
Social media	1	.4	.4	91.5
Telephone call	11	4.7	4.7	96.2
Texting	9	3.8	3.8	100.0
Total	235	100.0	100.0	

**18. When I visit the library, I am there**

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.4	.4	.4
Less than 30 minutes	17	7.2	7.2	7.7
30 minutes to one hour	59	25.1	25.1	32.8
Between one and two hours	83	35.3	35.3	68.1
More than two hours	75	31.9	31.9	100.0
Total	235	100.0	100.0	

**19. My age is**

	Frequency	Percent	Valid Percent	Cumulative Percent
	2	.9	.9	.9
17-23	166	70.6	70.6	71.5
24-30	31	13.2	13.2	84.7
31-50	26	11.1	11.1	95.7
51 or older	10	4.3	4.3	100.0
Total	235	100.0	100.0	

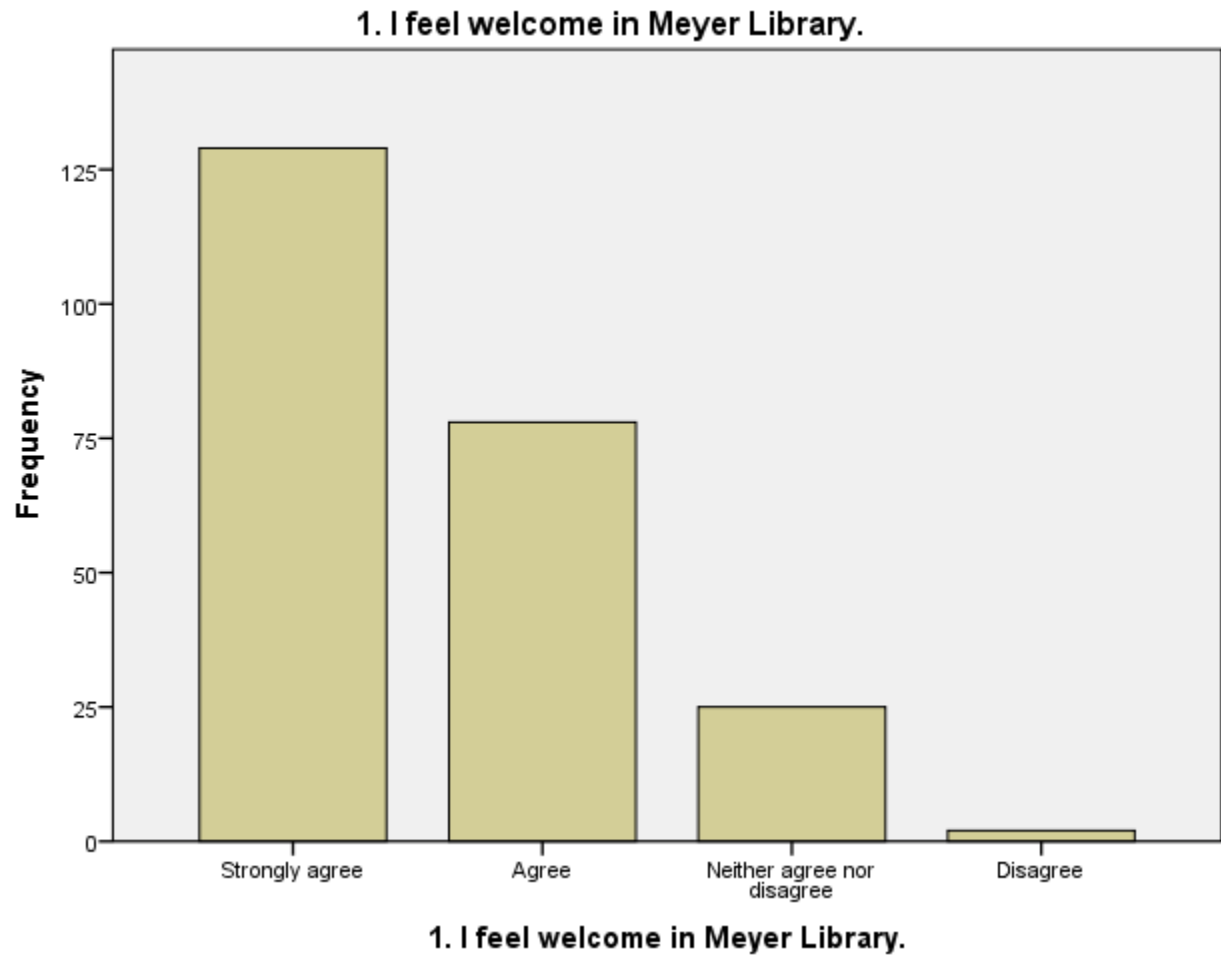
**20. I am a**

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.4	.4	.4
Freshman	43	18.3	18.3	18.7
Sophomore	43	18.3	18.3	37.0
Junior	39	16.6	16.6	53.6
Senior	56	23.8	23.8	77.4
Graduate Student	49	20.9	20.9	98.3
Other	4	1.7	1.7	100.0
Total	235	100.0	100.0	

**21. I am employed and work the following number of hours each week.**

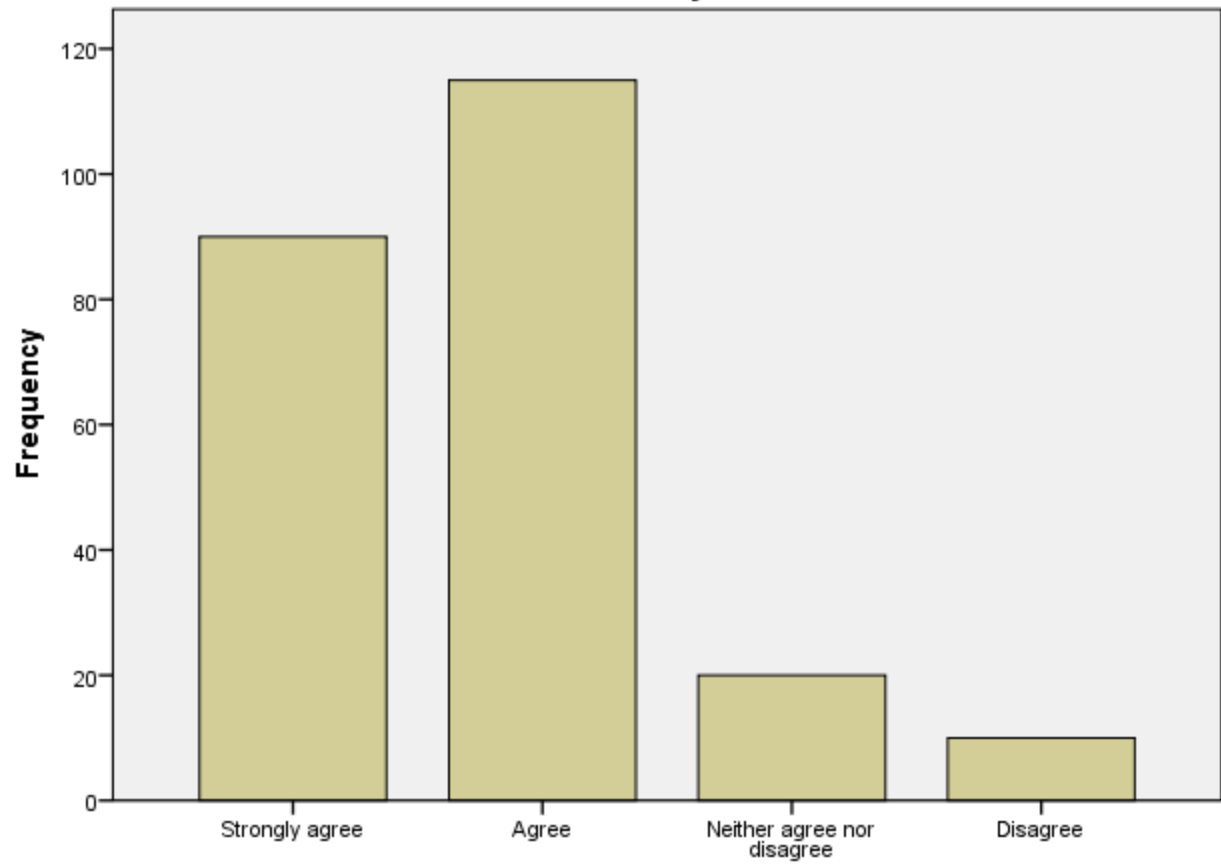
	Frequency	Percent	Valid Percent	Cumulative Percent
	1	.4	.4	.4
'10-19	43	18.3	18.3	18.7
20-29	56	23.8	23.8	42.6
30-39	16	6.8	6.8	49.4
40+	18	7.7	7.7	57.0
Does not apply	59	25.1	25.1	82.1
Less than 10	42	17.9	17.9	100.0
Total	235	100.0	100.0	

### Appendix 3 – Bar Charts for Student Survey



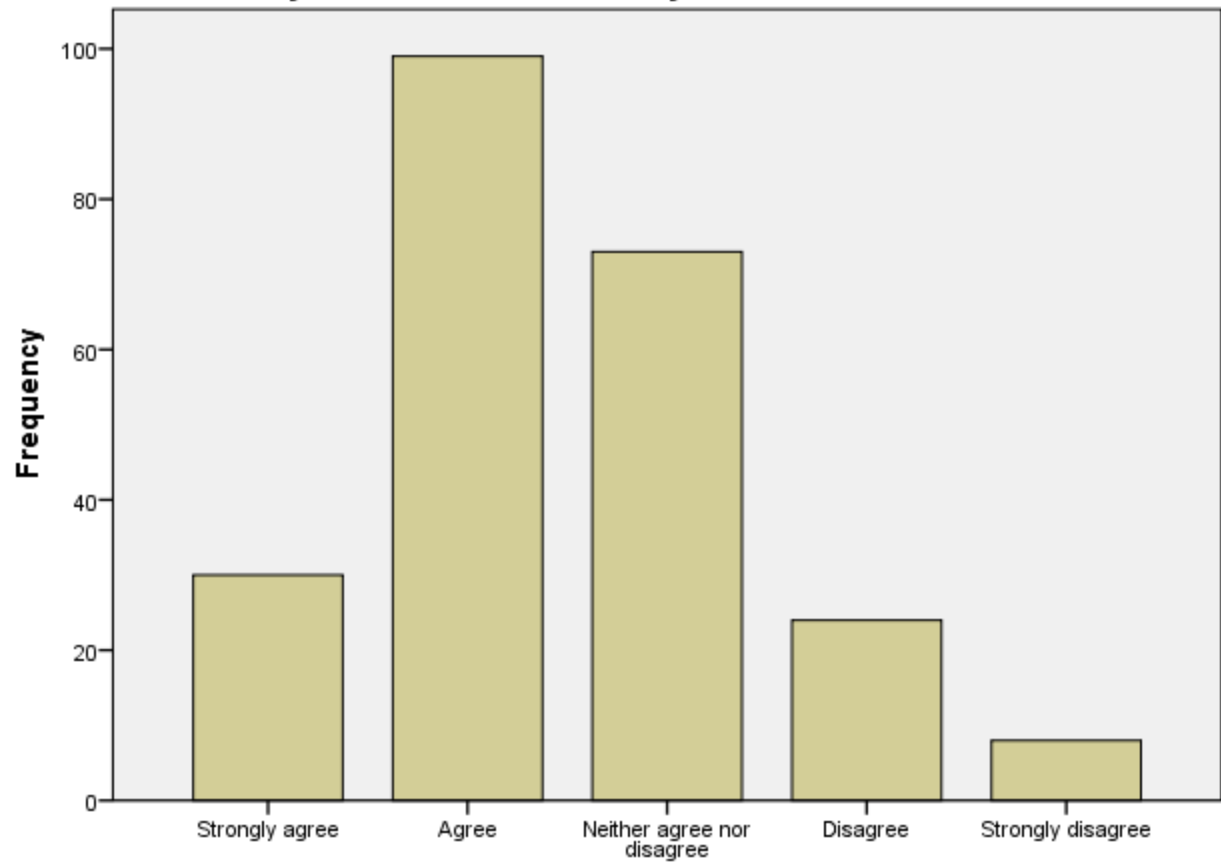


**2. I will seek assistance in the library if I am not comfortable.**



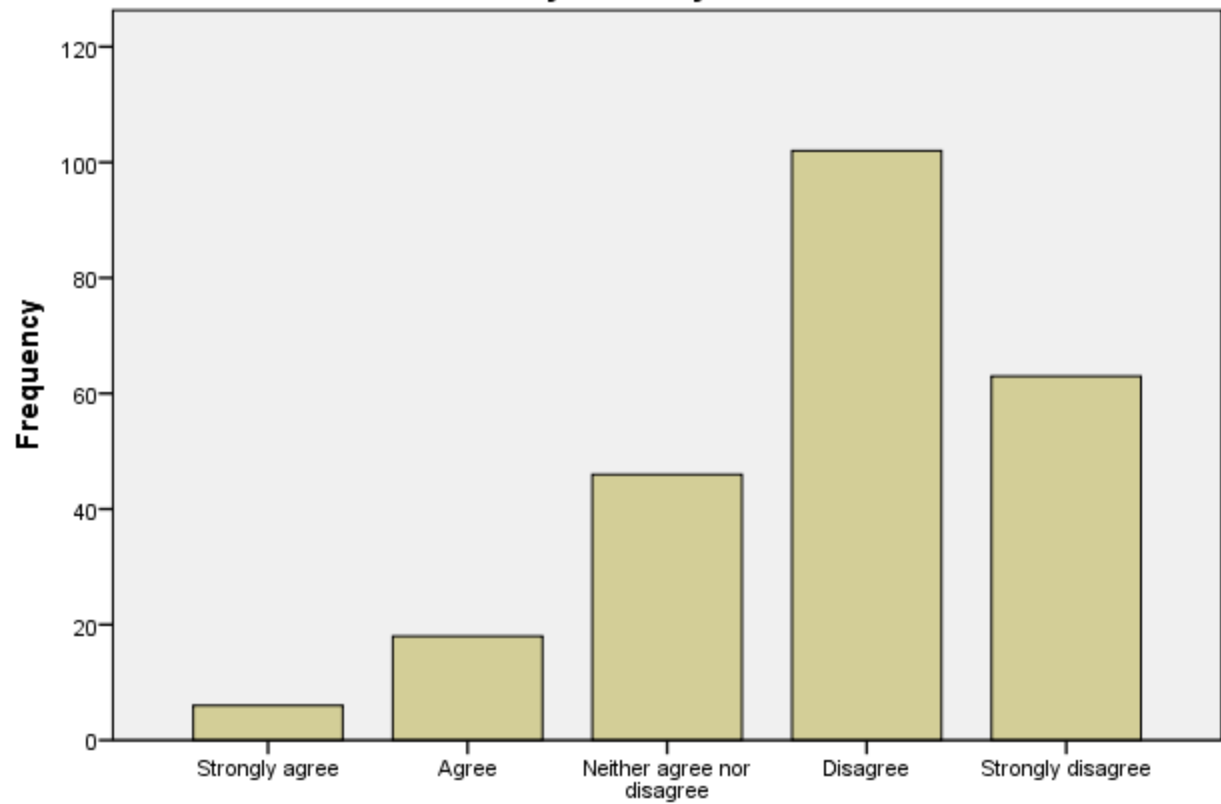
**2. I will seek assistance in the library if I am not comfortable.**

**3. I can easily find an item in the library when I have its call number.**



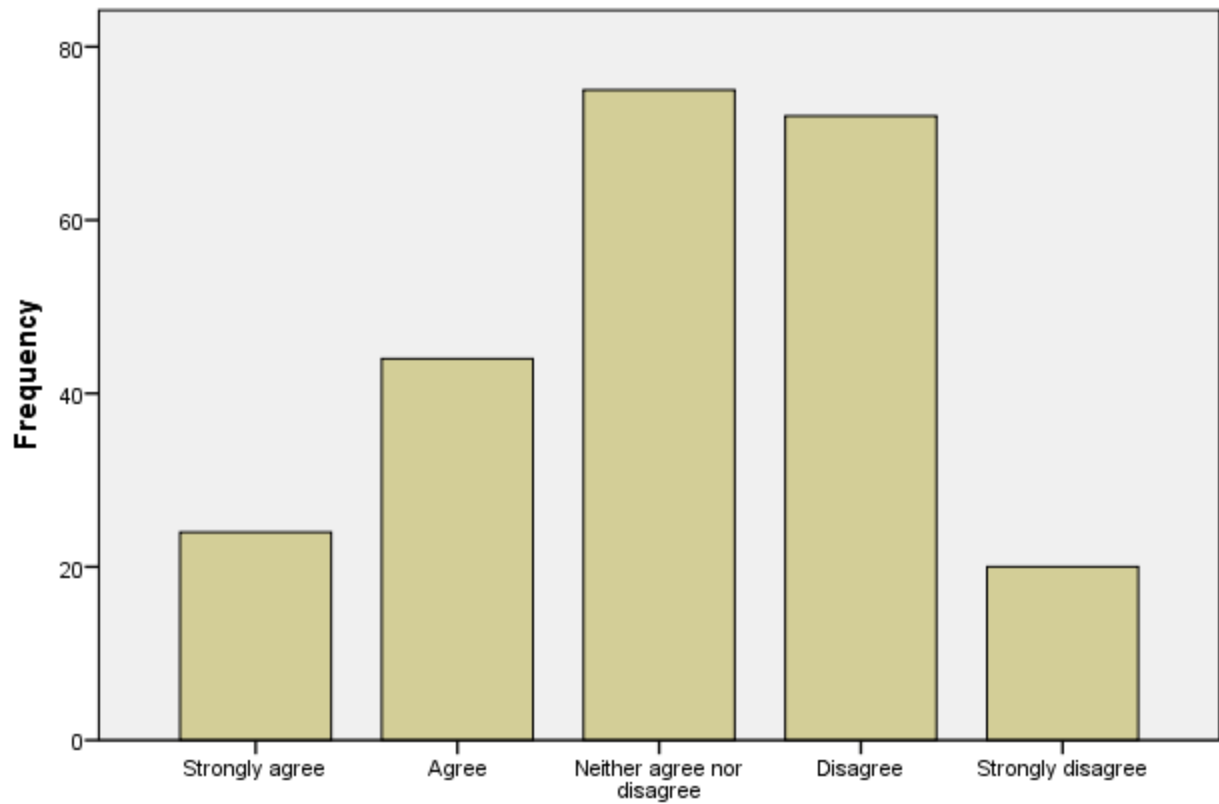
**3. I can easily find an item in the library when I have its call number.**

**4. At times I have had one or more frustrating interactions with personnel at Meyer Library.**

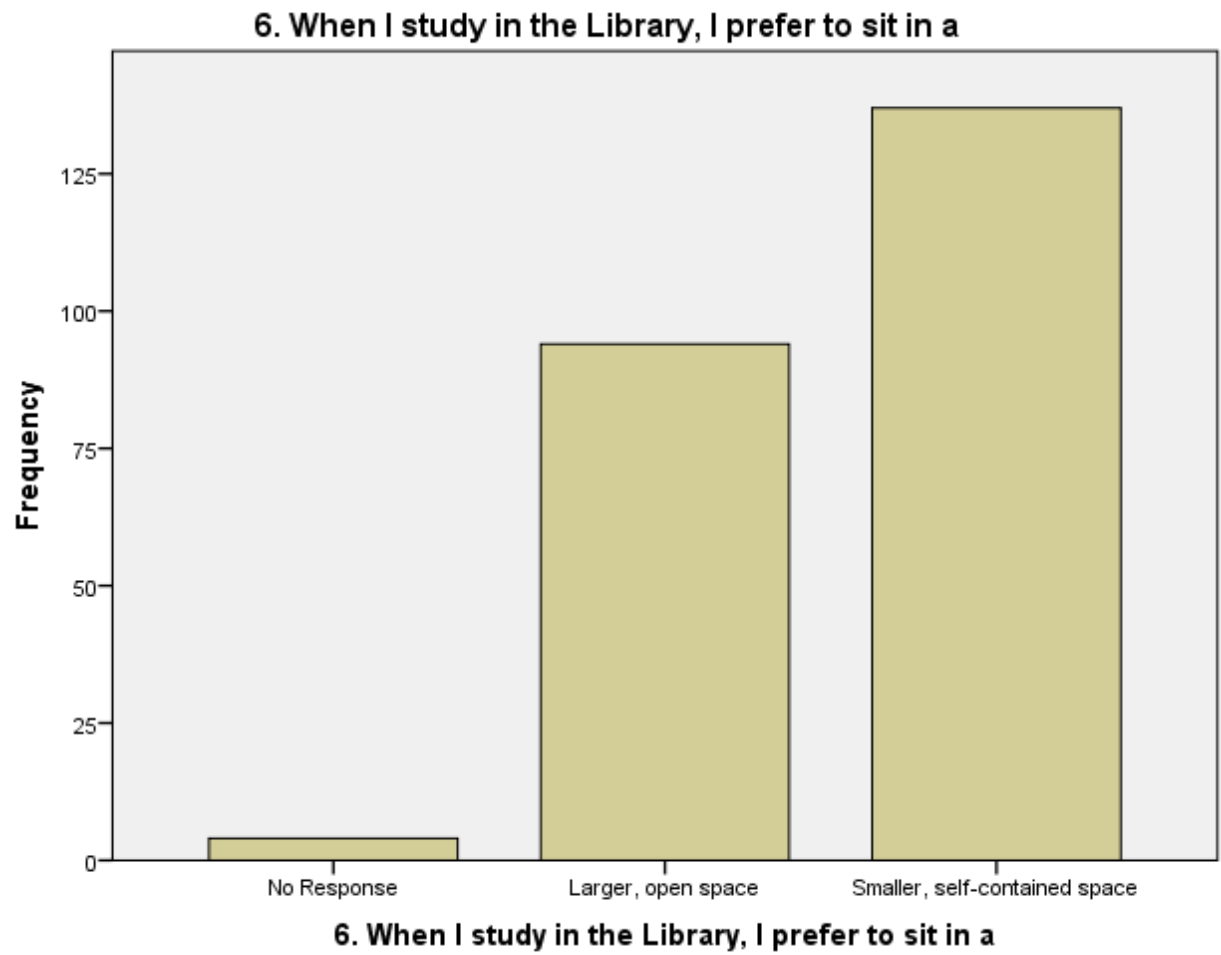


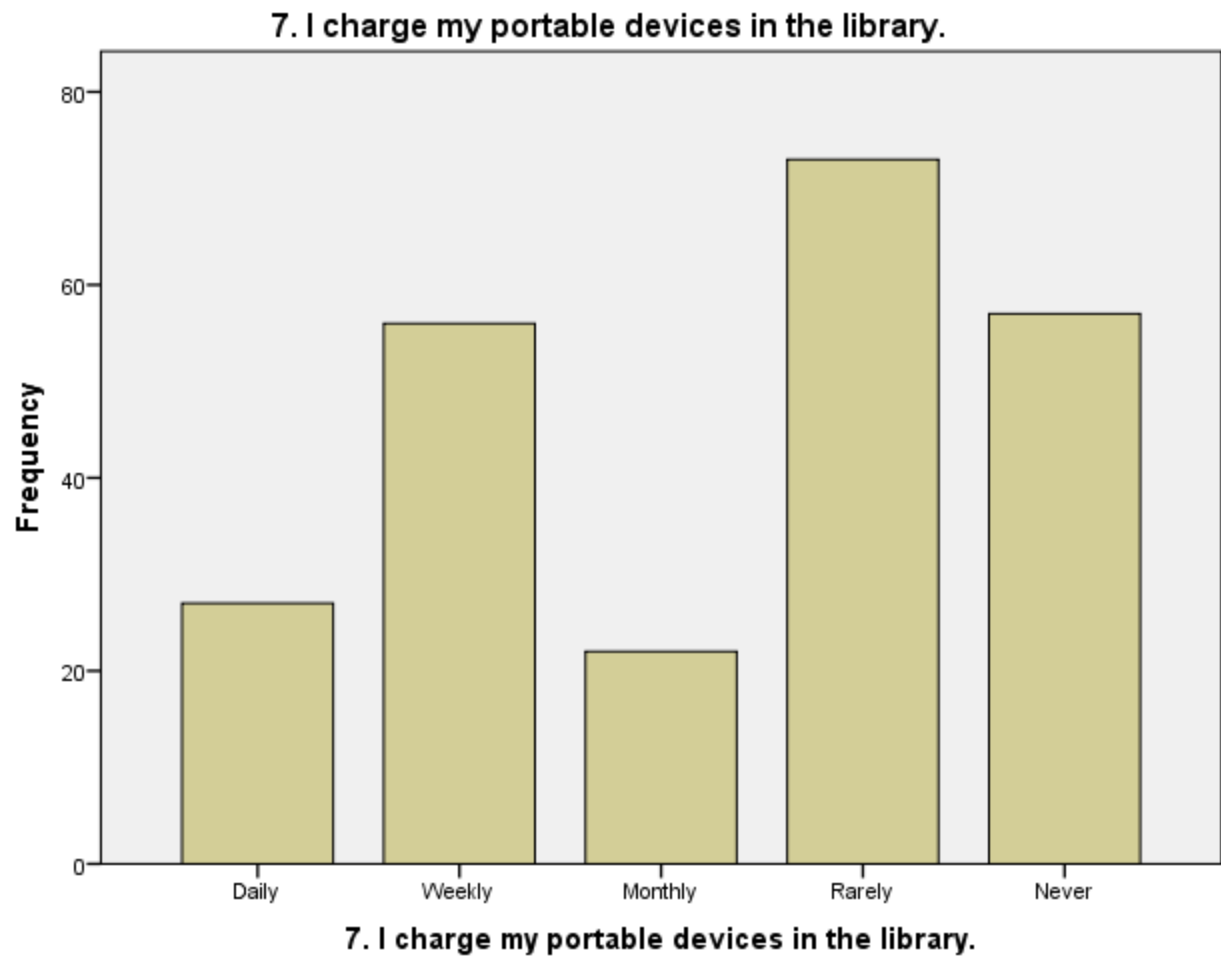
**4. At times I have had one or more frustrating interactions with personnel at Meyer Library.**

**5. When I study in the library it is difficult to find and maintain a wireless Internet connection.**

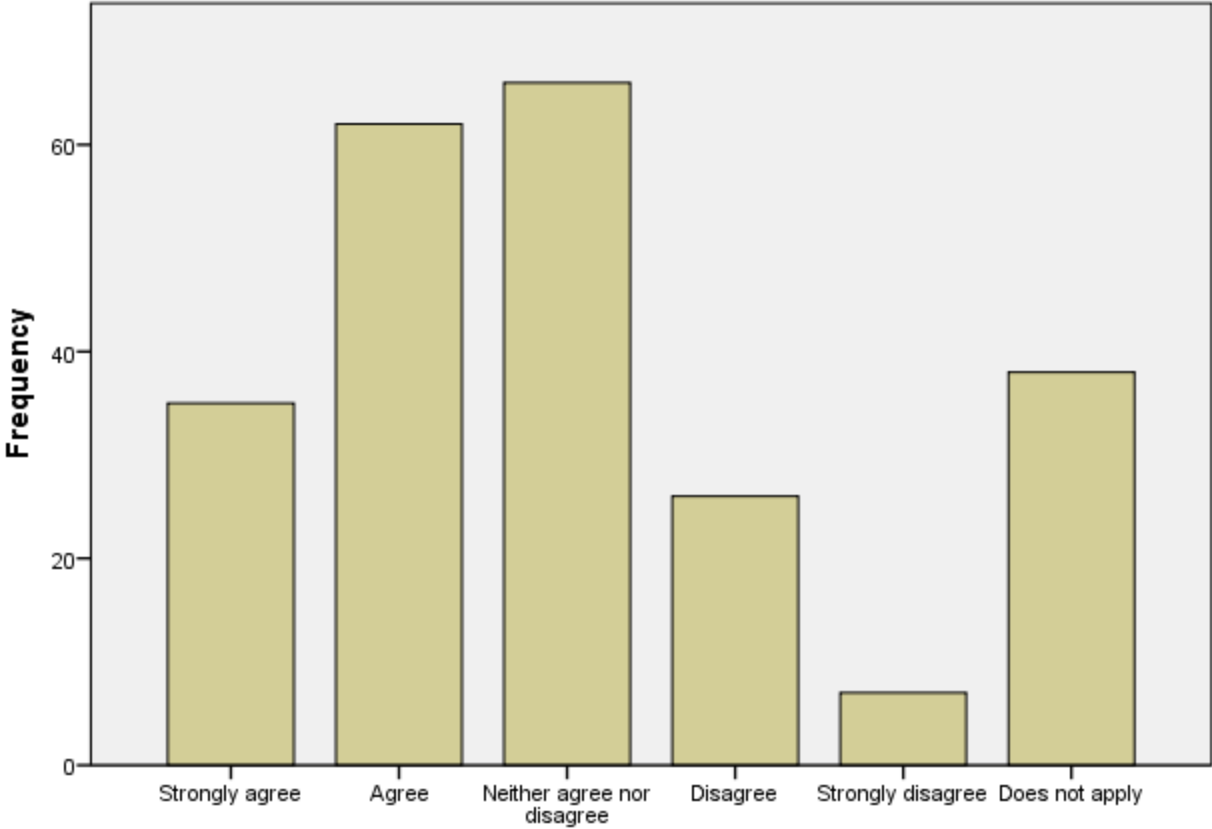


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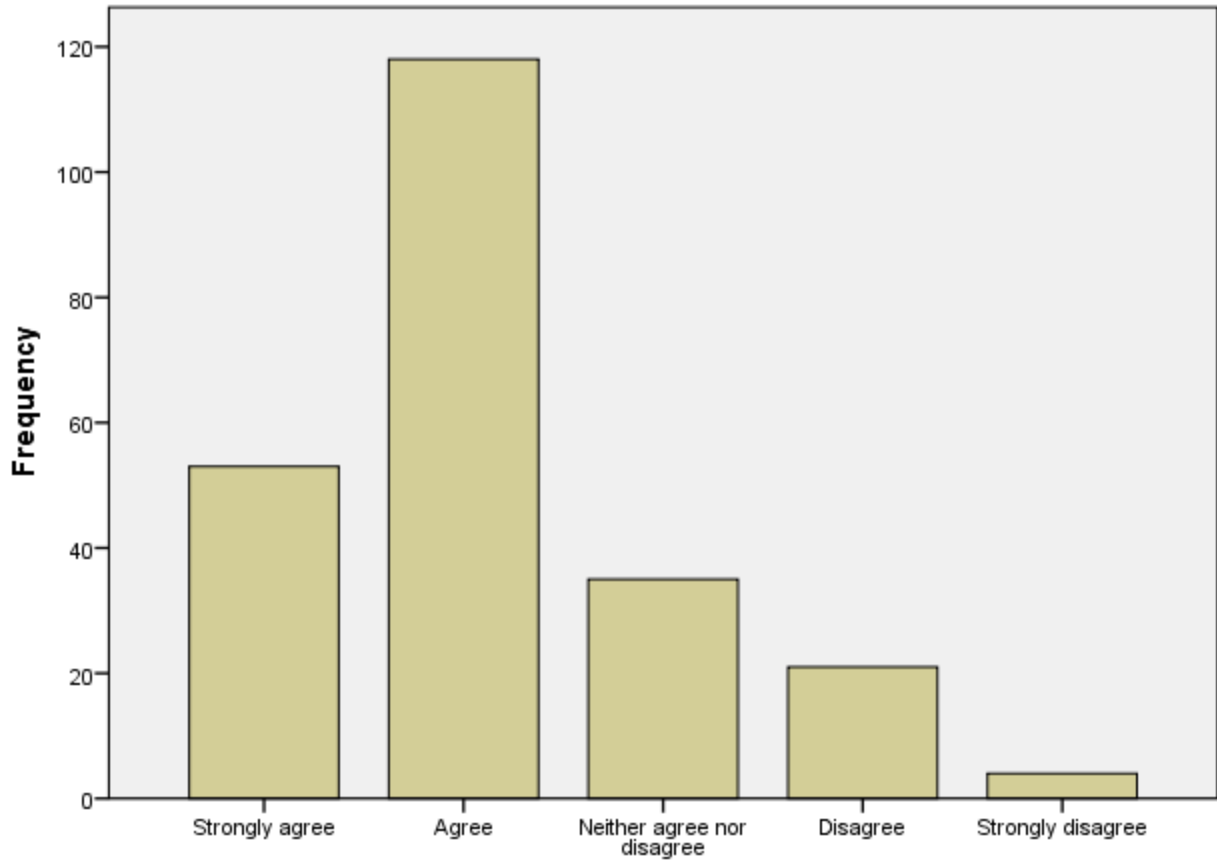


8. When needed I find it inconvenient to locate and work next to a power outlet.



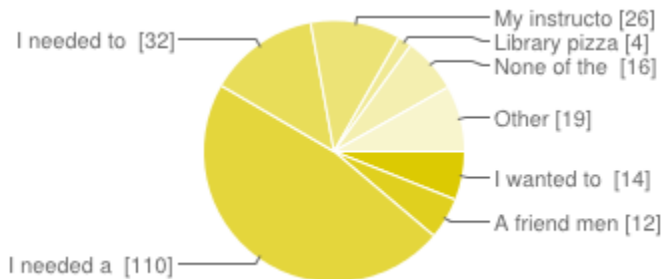
8. When needed I find it inconvenient to locate and work next to a power outlet.

**9. It is easy for me to find a quiet space in the library.**



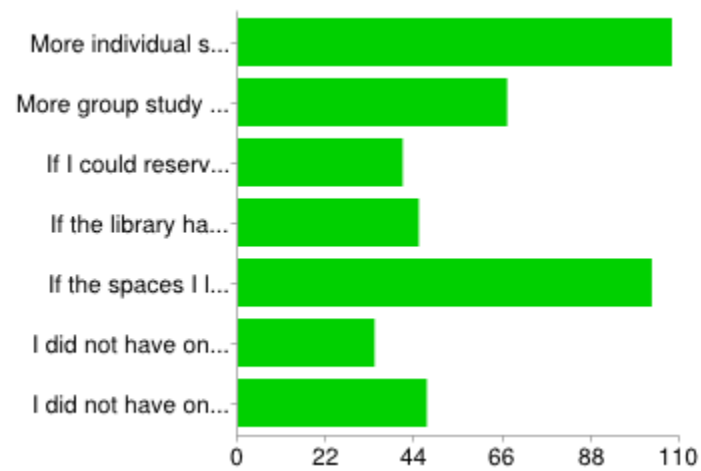
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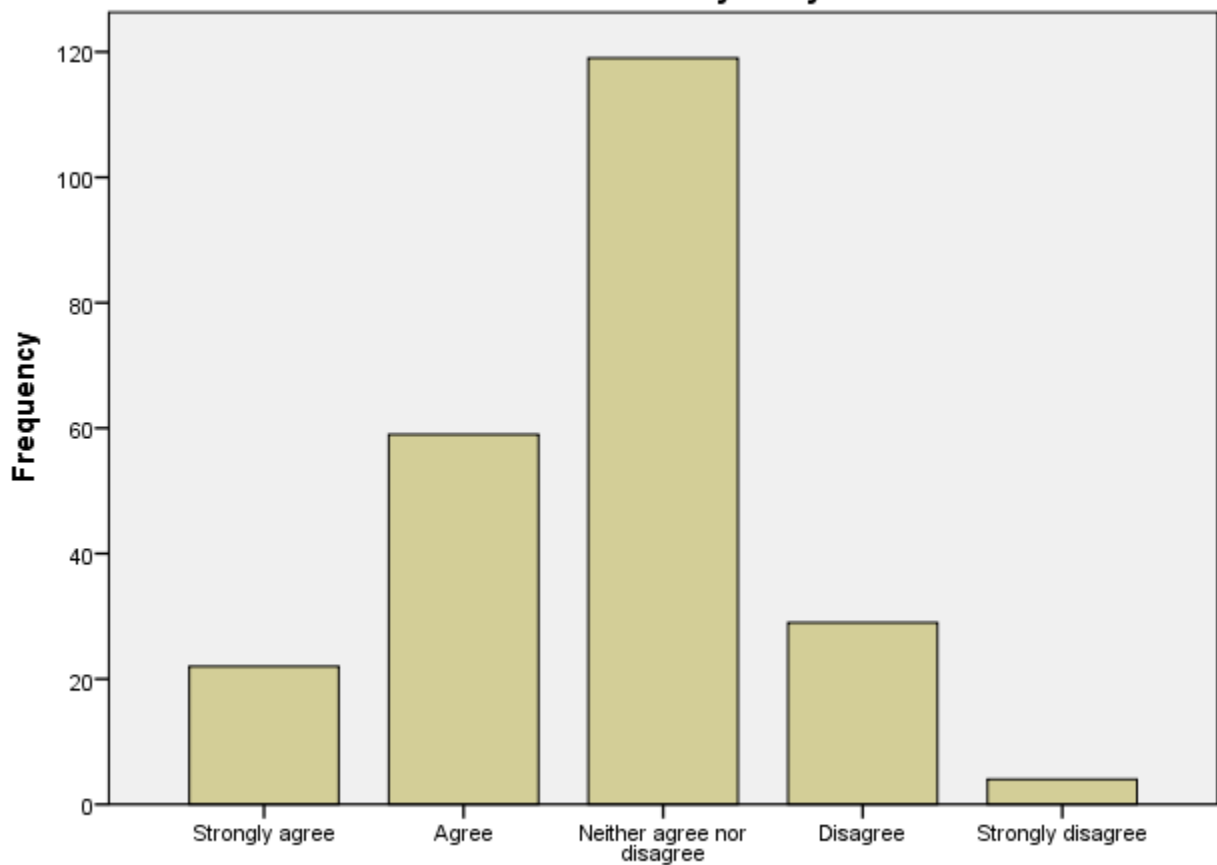




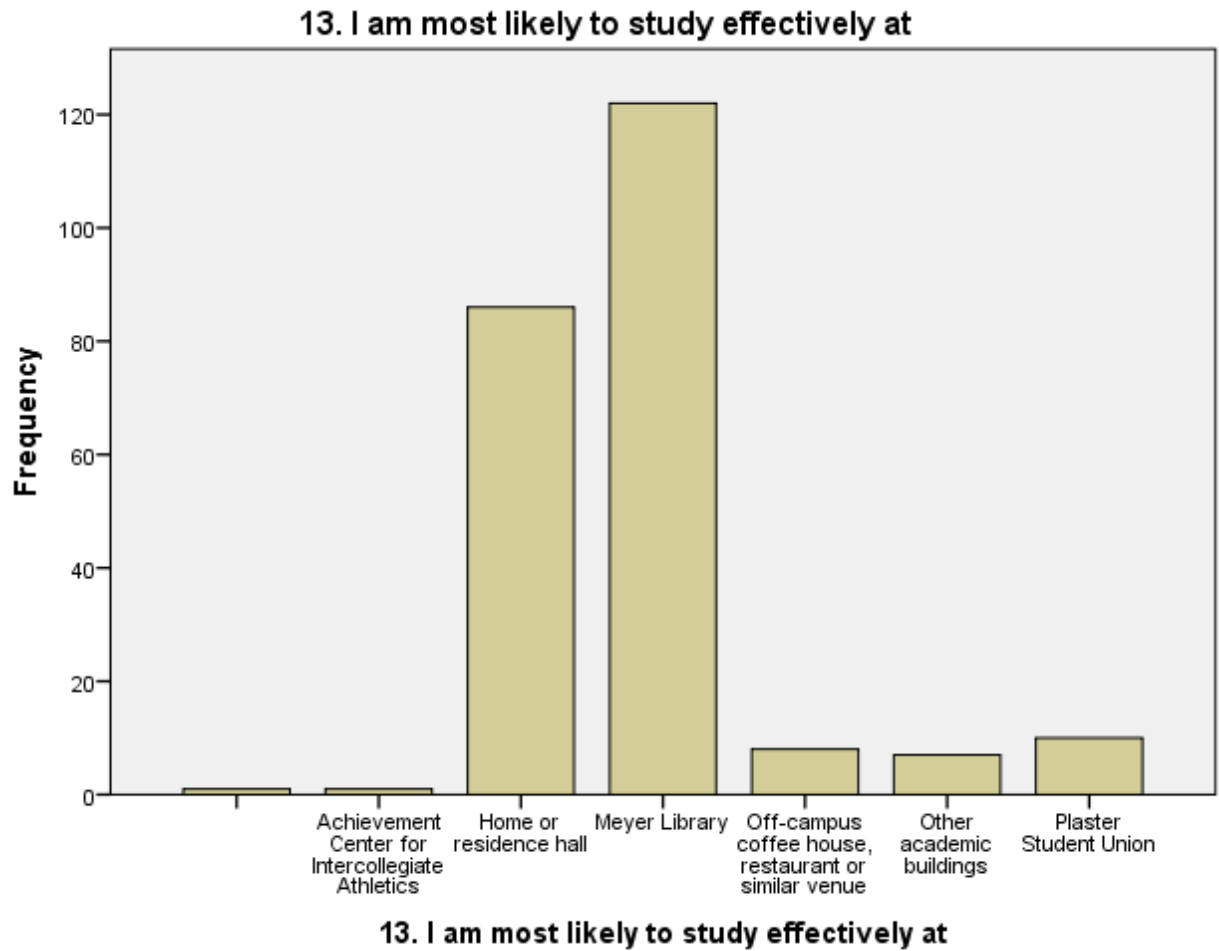
### 11. I would spend more time at Meyer Library if



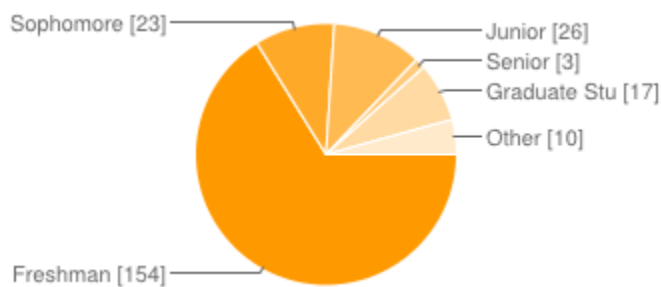
### 12. Starbucks hours in the library fit my schedule.

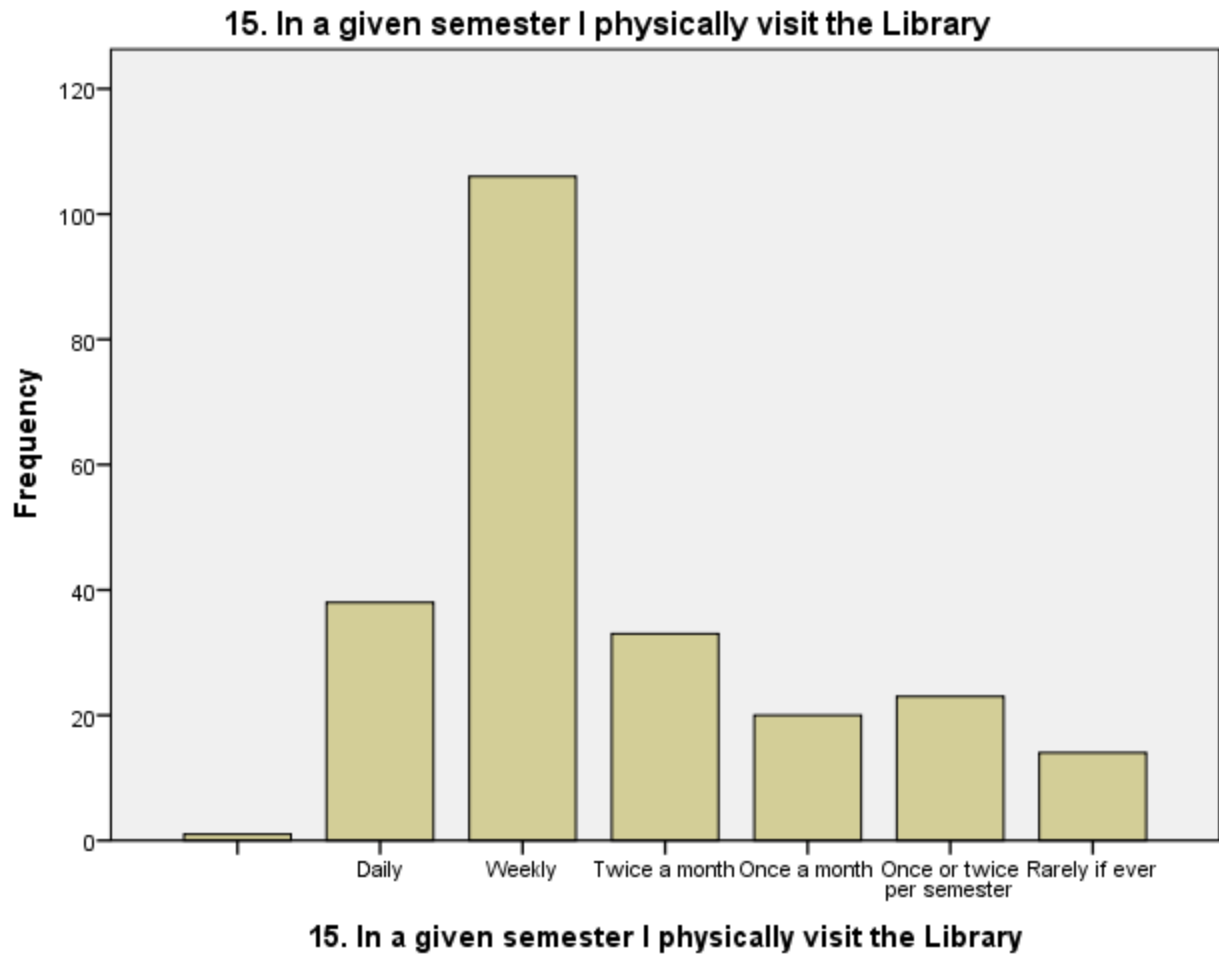


### 12. Starbucks hours in the library fit my schedule.

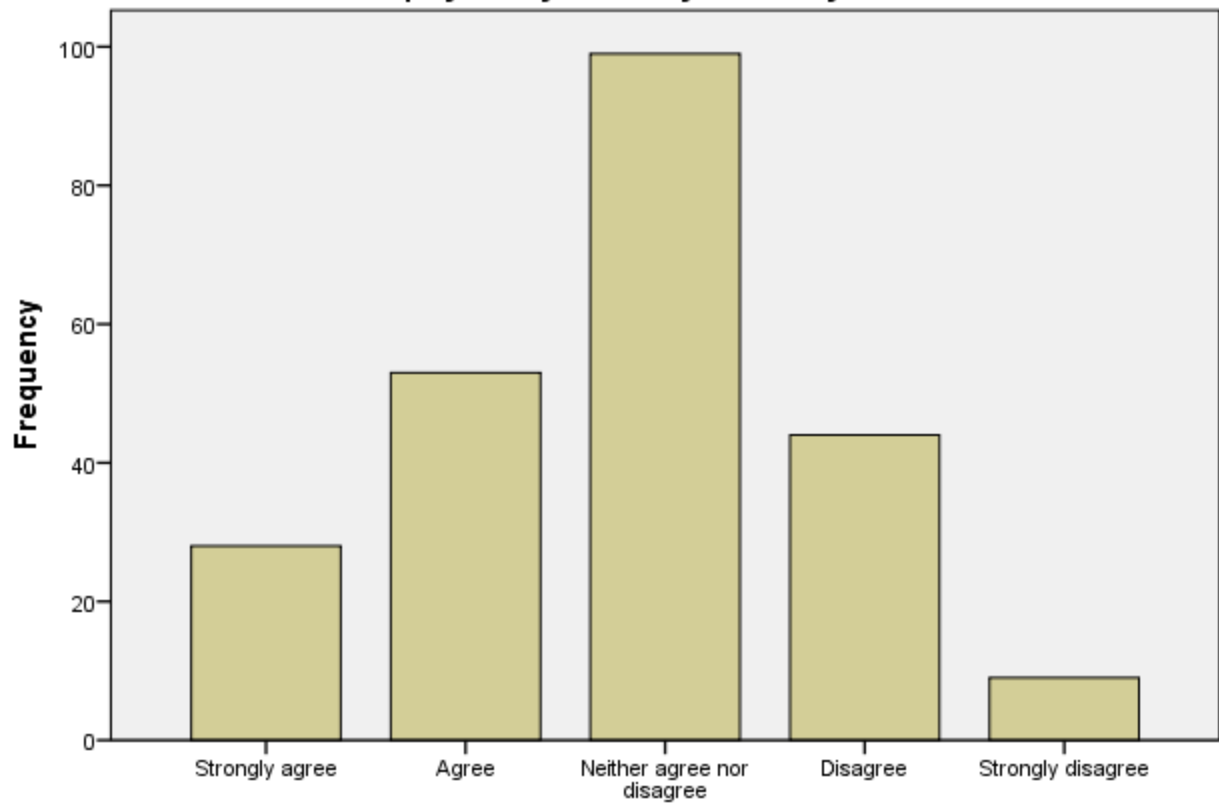


**14. I first visited Meyer Library when I was in the following year of college**



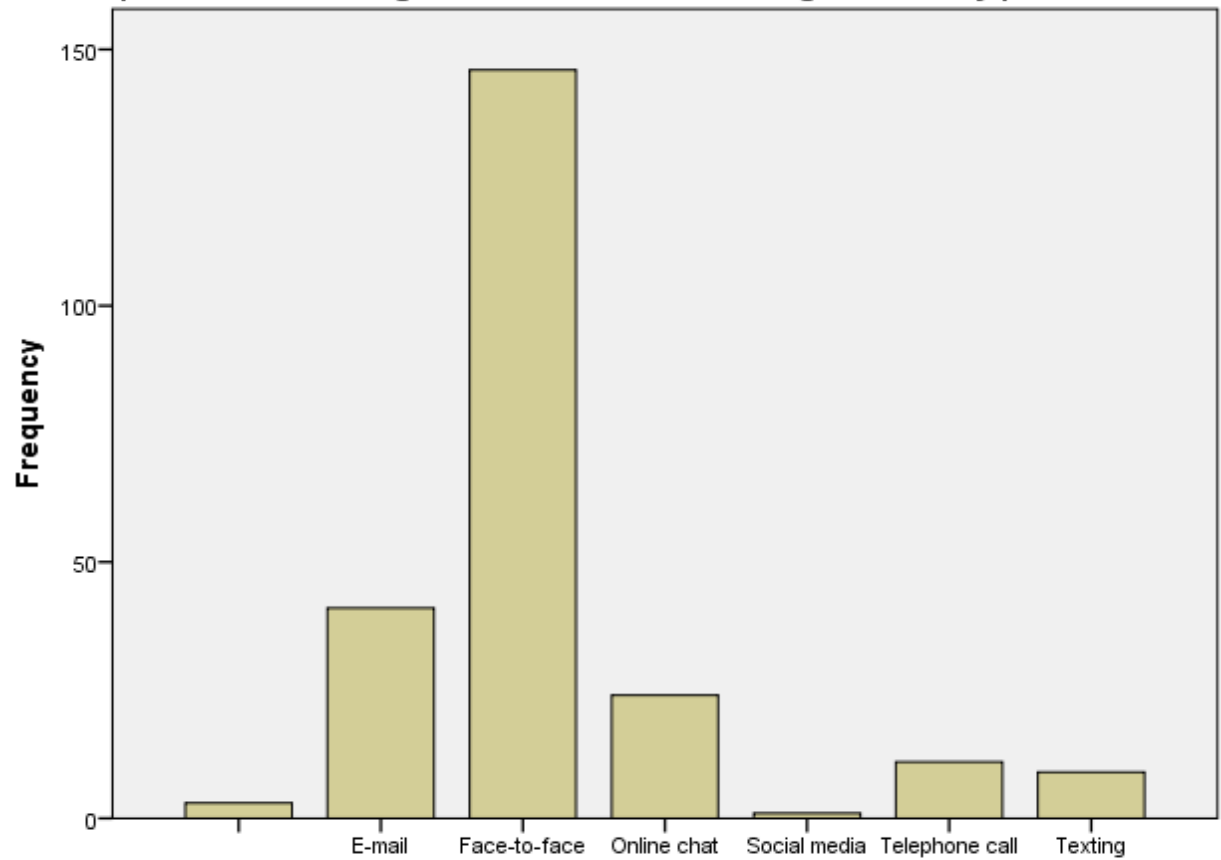


**16. The availability of library ebook or database resources has reduced the number of times I physically visit Meyer Library each semester.**

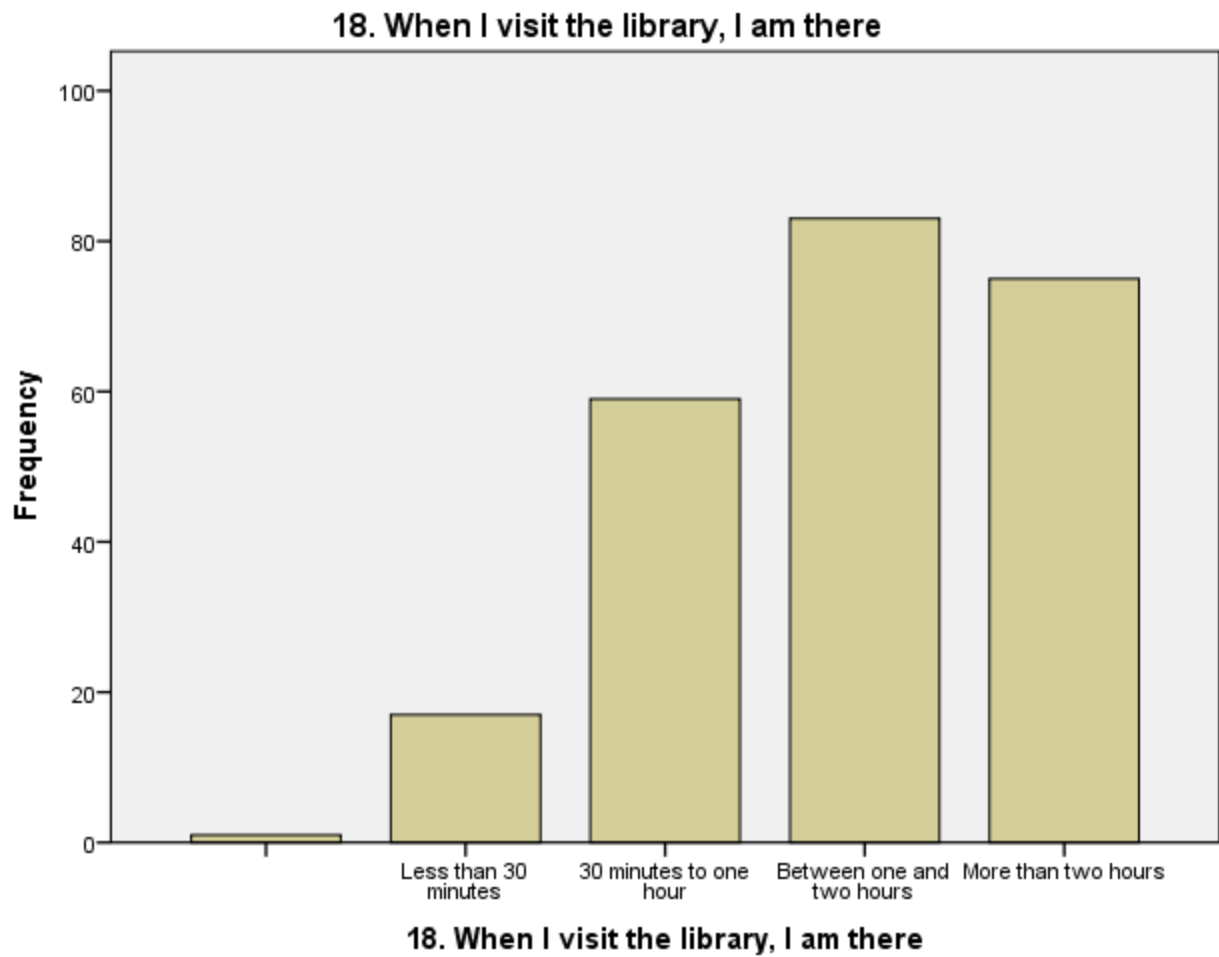


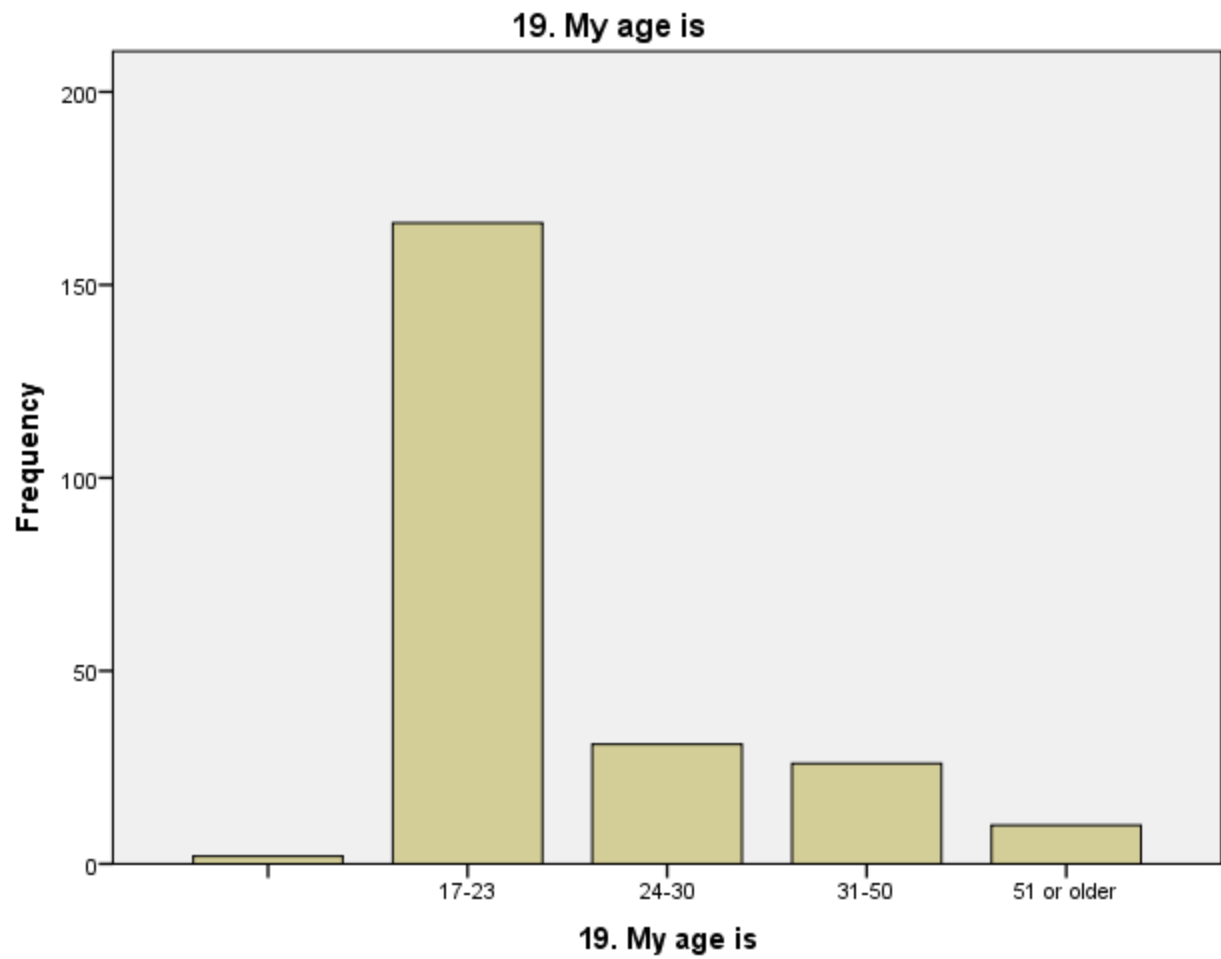
**16. The availability of library ebook or database resources has reduced the number of times I physically visit Meyer Library each semester.**

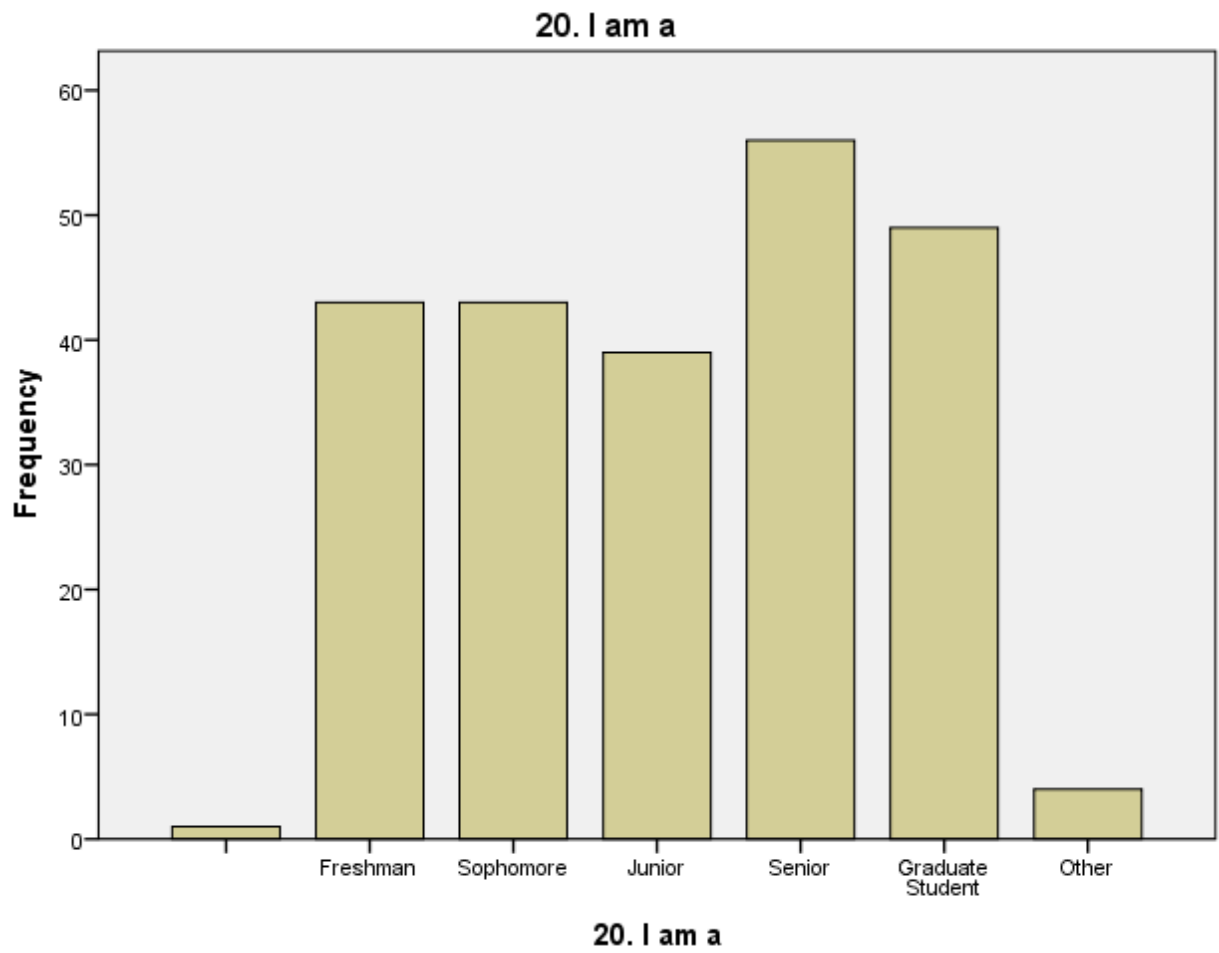
**17. I prefer the following method of communicating with library personnel.**



**17. I prefer the following method of communicating with library personnel.**

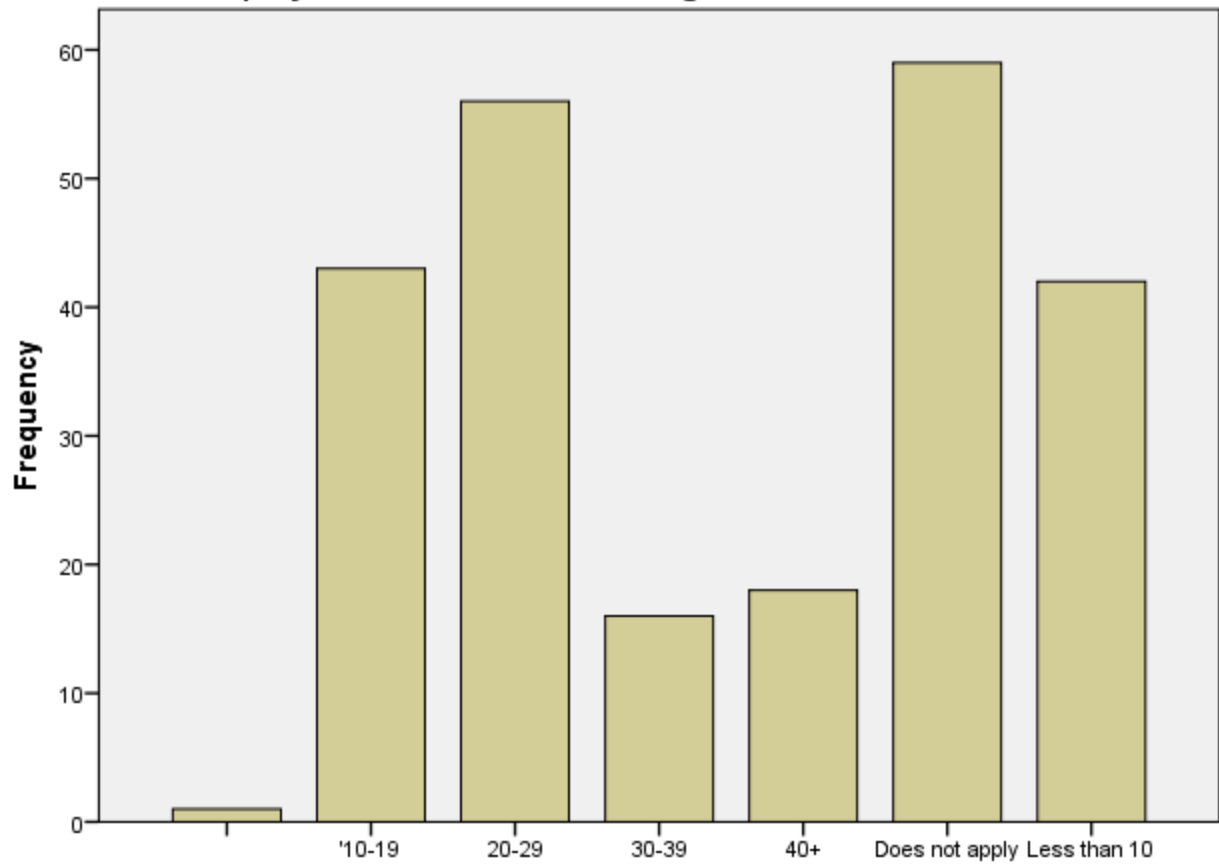








**21. I am employed and work the following number of hours each week.**



**21. I am employed and work the following number of hours each week.**

## Appendix 3 - Frequency Tables for Faculty Survey

### 1. I feel welcome in Meyer Library.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	43	67.2	68.3	68.3
Valid Agree	17	26.6	27.0	95.2
Valid Neither agree or disagree	3	4.7	4.8	100.0
Total	63	98.4	100.0	
Missing No response	1	1.6		
Total	64	100.0		

### 2. At times I have had one or more frustrating interactions with personnel at Meyer Library.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	3.1	3.1	3.1
Valid Agree	4	6.3	6.3	9.4
Valid Neither agree or disagree	3	4.7	4.7	14.1
Valid Disagree	22	34.4	34.4	48.4
Valid Strongly disagree	33	51.6	51.6	100.0
Total	64	100.0	100.0	

### 3. I would use a service that delivered library materials to my departmental mailbox.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	32	50.0	50.0	50.0
Valid Agree	20	31.3	31.3	81.3
Valid Neither agree or disagree	7	10.9	10.9	92.2
Valid Disagree	4	6.3	6.3	98.4
Valid Strongly disagree	1	1.6	1.6	100.0
Total	64	100.0	100.0	

**4. I would spend more time at Meyer Library if**

More individual faculty study rooms were available.	8	7%
Consulting space/rooms for conferences with students were available.	14	12%
The print collections contained more relevant and current material in my field.	9	7%
I did not have online access to Meyer Library resources.	34	28%
I did not have online access to Internet information resources generally.	28	23%
A faculty common room or faculty lounge was available in Meyer Library.	19	16%
Other	9	7%

**5. Browsing the print collections in Meyer Library currently plays a role in my class preparation and research.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	7	10.9	10.9	10.9
Agree	19	29.7	29.7	40.6
Neither agree or disagree	21	32.8	32.8	73.4
Disagree	9	14.1	14.1	87.5
Strongly disagree	8	12.5	12.5	100.0
Total	64	100.0	100.0	

**6. If available, I prefer to use an online edition (e-book) of a Meyer Library book to a print one.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	3.1	3.1	3.1
Agree	11	17.2	17.2	20.3
Neither agree or disagree	17	26.6	26.6	46.9
Disagree	22	34.4	34.4	81.3
Strongly disagree	12	18.8	18.8	100.0
Total	64	100.0	100.0	

**7. I have accessed a Meyer Library e-book or database using a smart phone or tablet.**

	Frequency	Percent	Valid Percent	Cumulative Percent
No	53	82.8	82.8	82.8
Valid Yes	11	17.2	17.2	100.0
Total	64	100.0	100.0	

**8. I use Meyer Library general databases such as EBSCOhost, JSTOR, or LexisNexis Academic.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Daily	3	4.7	4.7	4.7
Weekly	18	28.1	28.1	32.8
Twice per month	18	28.1	28.1	60.9
Valid Two to three times per semester	12	18.8	18.8	79.7
Rarely if every	13	20.3	20.3	100.0
Total	64	100.0	100.0	

**9. I use Meyer Library databases related to my discipline.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Daily	6	9.4	9.4	9.4
Weekly	19	29.7	29.7	39.1
Twice per month	14	21.9	21.9	60.9
Valid Two to three times per semester	14	21.9	21.9	82.8
Rarely if every	11	17.2	17.2	100.0
Total	64	100.0	100.0	

**10. To learn about new resources in my field(s) of study, I would be interested in**

A one-on-one consultation with a librarian at my office	8	9%
A one-on-one consultation with a librarian at the library	17	19%
A short presentation from a librarian during a departmental meeting	23	26%
An online tutorial outlining how to use specific databases or other resources	26	29%
None of the above	15	17%

**11. The frequency with which I give students assignments that require the use of Meyer Library resources is**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid More than once per semester	34	53.1	54.8	54.8
Valid Once per semester	17	26.6	27.4	82.3
Rarely if ever	11	17.2	17.7	100.0
Total	62	96.9	100.0	
Missing No response	2	3.1		
Total	64	100.0		

**12. When I give students assignments involving use of Meyer Library resources, I**

Arrange a class taught by a librarian.	12	13%
Introduce library resources myself during class.	28	31%
Expect students to seek appropriate Meyer Library resources.	40	44%
My courses do not require use of Meyer Library resources.	10	11%

**13. I am confident that my students will seek assistance if they are not comfortable using**

**Meyer Library resources.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	11	17.2	17.2	17.2
Agree	26	40.6	40.6	57.8
Neither agree or disagree	18	28.1	28.1	85.9
Disagree	7	10.9	10.9	96.9
Strongly disagree	2	3.1	3.1	100.0
Total	64	100.0	100.0	

**14. I would assign my students online tutorials available from the Library about using library**

**resources.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	11	17.2	17.2	17.2
Agree	27	42.2	42.2	59.4
Neither agree or disagree	18	28.1	28.1	87.5
Disagree	3	4.7	4.7	92.2
Strongly disagree	5	7.8	7.8	100.0
Total	64	100.0	100.0	

**15. I do not have time in my courses to go over library resources.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	3.1	3.1	3.1
Agree	12	18.8	18.8	21.9
Neither agree or disagree	16	25.0	25.0	46.9
Disagree	26	40.6	40.6	87.5
Strongly disagree	8	12.5	12.5	100.0
Total	64	100.0	100.0	

**16. I would use a faculty common room or faculty lounge in Meyer Library if it were it available.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	3	4.7	4.8	4.8
Agree	28	43.8	44.4	49.2
Valid Neither agree or disagree	18	28.1	28.6	77.8
Disagree	14	21.9	22.2	100.0
Total	63	98.4	100.0	
Missing No response	1	1.6		
Total	64	100.0		

**17. I have attached library icons that link to my Blackboard site (e.g. on syllabus) for appropriate courses.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5	7.8	7.8	7.8
Agree	10	15.6	15.6	23.4
Valid Neither agree or disagree	13	20.3	20.3	43.8
Disagree	23	35.9	35.9	79.7
Strongly disagree	13	20.3	20.3	100.0
Total	64	100.0	100.0	

**18. I refer my students to non-library online resources freely available on the Internet.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	14	21.9	21.9	21.9
Agree	34	53.1	53.1	75.0
Valid Neither agree or disagree	11	17.2	17.2	92.2
Disagree	5	7.8	7.8	100.0
Total	64	100.0	100.0	

**19. Use of the MOBIUS book lending service has benefited my research.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	28	43.8	43.8	43.8
Agree	17	26.6	26.6	70.3
Neither agree or disagree	16	25.0	25.0	95.3
Disagree	1	1.6	1.6	96.9
Strongly disagree	2	3.1	3.1	100.0
Total	64	100.0	100.0	

**20. Use of the Interlibrary Loan service at Meyer Library for books or journal articles has benefited my research.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	38	59.4	59.4	59.4
Agree	12	18.8	18.8	78.1
Neither agree or disagree	10	15.6	15.6	93.8
Disagree	2	3.1	3.1	96.9
Strongly disagree	2	3.1	3.1	100.0
Total	64	100.0	100.0	

**21. The availability of Library e-book or database resources has reduced the number of times I physically visit Meyer Library each semester.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	18	28.1	28.1	28.1
Agree	20	31.3	31.3	59.4
Neither agree or disagree	16	25.0	25.0	84.4
Disagree	8	12.5	12.5	96.9
Strongly disagree	2	3.1	3.1	100.0
Total	64	100.0	100.0	



**22. I refer my students to mobile apps for information required for their class.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	1	1.6	1.6	1.6
Agree	13	20.3	20.3	21.9
Neither agree or disagree	18	28.1	28.1	50.0
Disagree	21	32.8	32.8	82.8
Strongly disagree	11	17.2	17.2	100.0
Total	64	100.0	100.0	

**23. I regularly request materials for purchase by the Libraries.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	7	10.9	11.1	11.1
Agree	20	31.3	31.7	42.9
Neither agree or disagree	15	23.4	23.8	66.7
Disagree	16	25.0	25.4	92.1
Strongly disagree	5	7.8	7.9	100.0
Total	63	98.4	100.0	
Missing No response	1	1.6		
Total	64	100.0		

**24. In a given semester I physically visit the Library**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Weekly	10	15.6	15.6	15.6
Twice a month	21	32.8	32.8	48.4
Once a month	13	20.3	20.3	68.8
Once or twice per semester	16	25.0	25.0	93.8
Rarely if ever	4	6.3	6.3	100.0
Total	64	100.0	100.0	

**25. During class time, I review Meyer Library resources that will help my students complete an assignment.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	7	10.9	10.9	10.9
Agree	19	29.7	29.7	40.6
Neither agree or disagree	18	28.1	28.1	68.8
Disagree	15	23.4	23.4	92.2
Strongly disagree	5	7.8	7.8	100.0
Total	64	100.0	100.0	

**26. My age is**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40-49	9	14.1	14.3	14.3
50-59	27	42.2	42.9	57.1
60+	27	42.2	42.9	100.0
Total	63	98.4	100.0	
Missing No response	1	1.6		
Total	64	100.0		

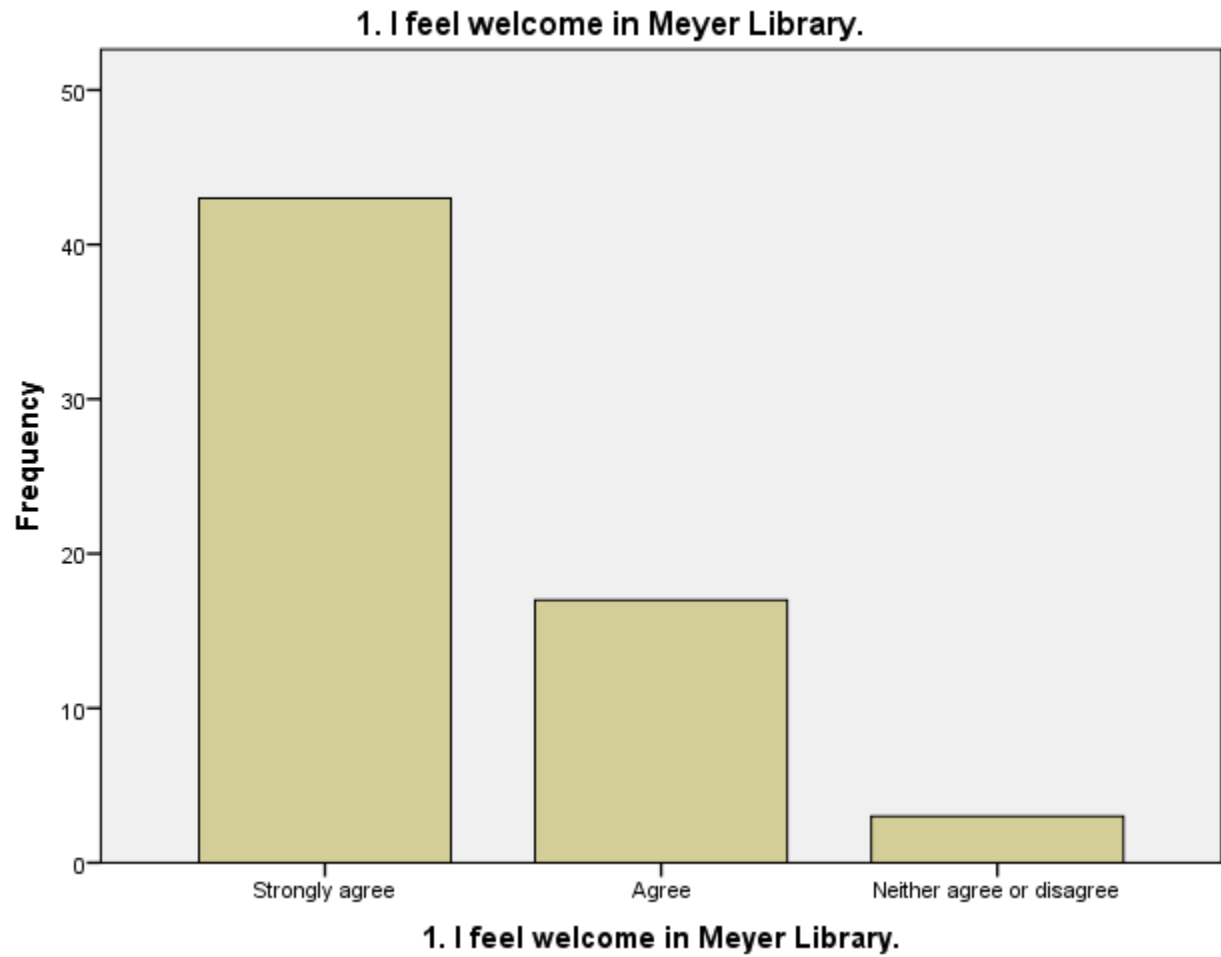
**27. My college affiliation is**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid CHHS	7	10.9	11.3	11.3
CHPA	8	12.5	12.9	24.2
CNAS	18	28.1	29.0	53.2
COAL	19	29.7	30.6	83.9
COB	3	4.7	4.8	88.7
COE	5	7.8	8.1	96.8
DARR	1	1.6	1.6	98.4
Other	1	1.6	1.6	100.0
Total	62	96.9	100.0	
Missing No response	2	3.1		
Total	64	100.0		

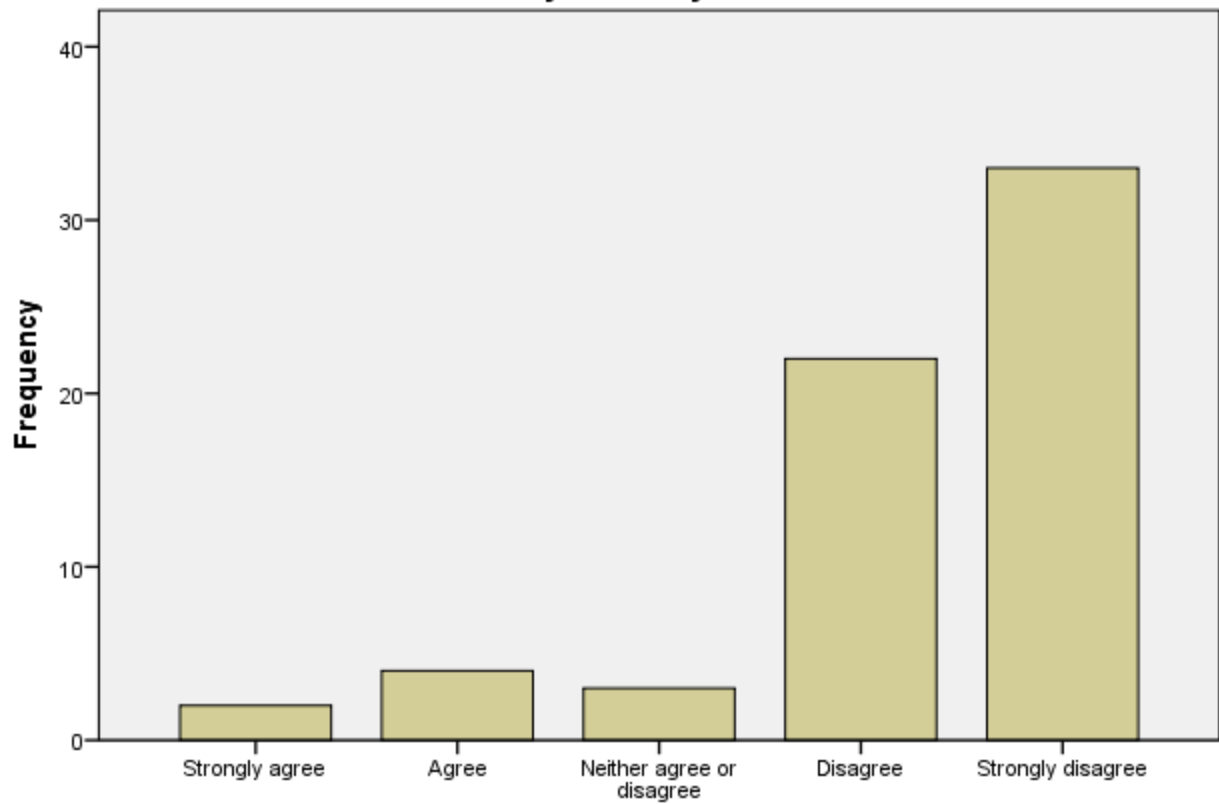
**28. Mark the following that best describes your position at MSU**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Administration	1	1.6	1.6	1.6
	Assistant Professor	1	1.6	1.6	3.1
	Associate Professor	8	12.5	12.5	15.6
	Clinical faculty	1	1.6	1.6	17.2
	Dept Head	1	1.6	1.6	18.8
	Instructor	6	9.4	9.4	28.1
	Per course / adjunct faculty	1	1.6	1.6	29.7
	Professor	45	70.3	70.3	100.0
	Total	64	100.0	100.0	

## Appendix 4 – Bar Charts for Faculty Survey

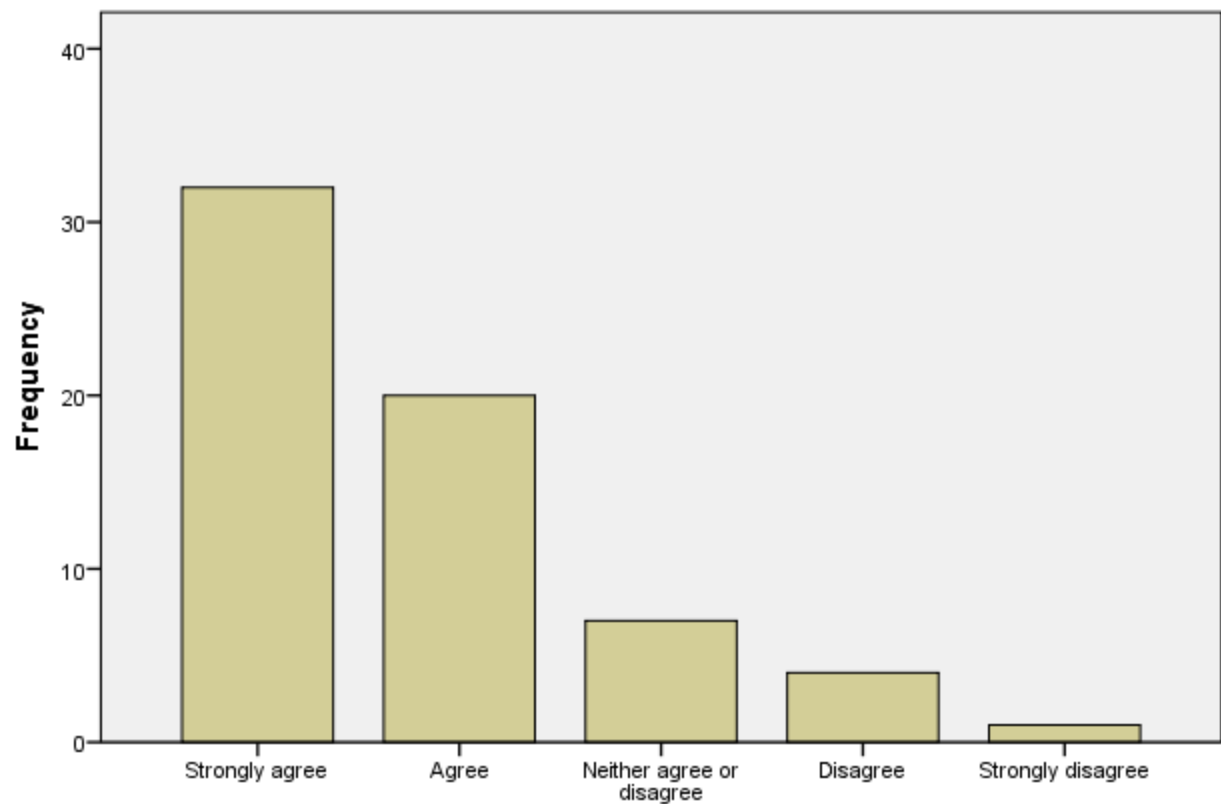


**2. At times I have had one or more frustrating interactions with personnel at Meyer Library.**



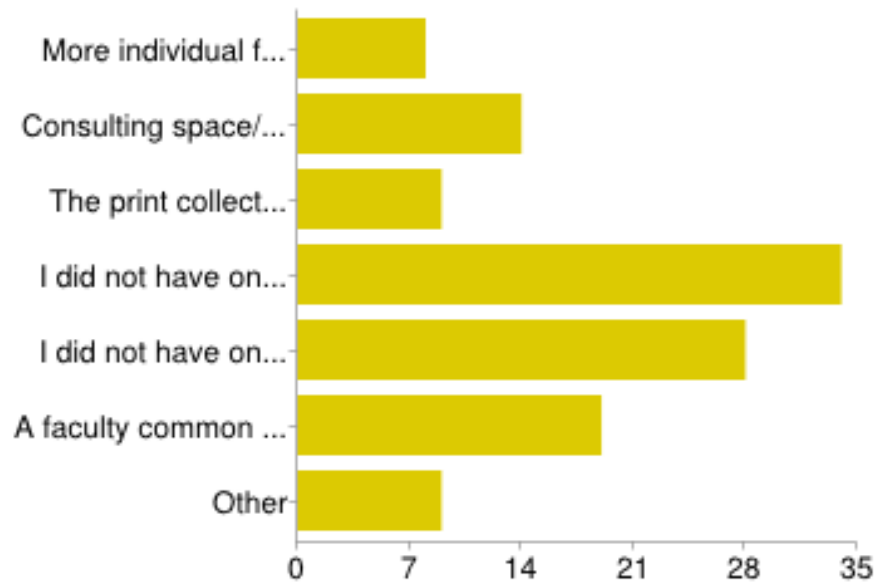
**2. At times I have had one or more frustrating interactions with personnel at Meyer Library.**

**3. I would use a service that delivered library materials to my departmental mailbox.**

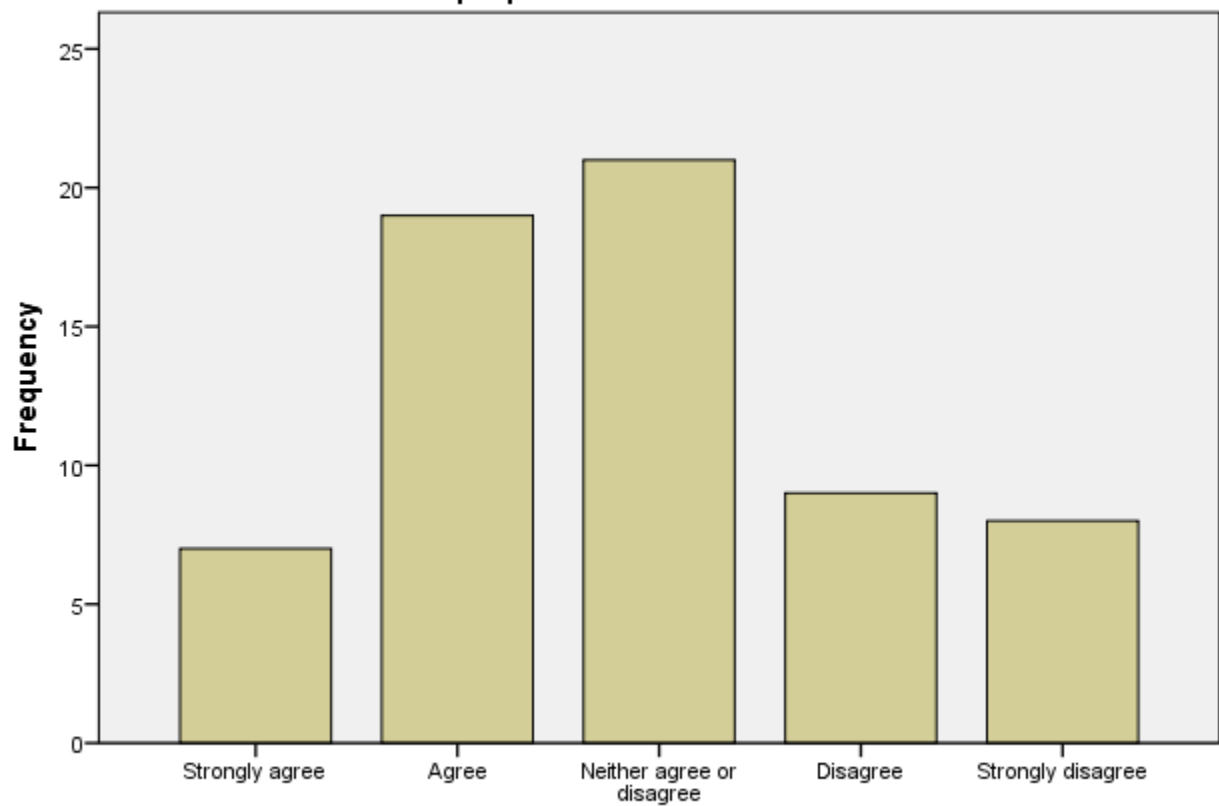


**3. I would use a service that delivered library materials to my departmental mailbox.**

#### 4. I would spend more time at Meyer Library if



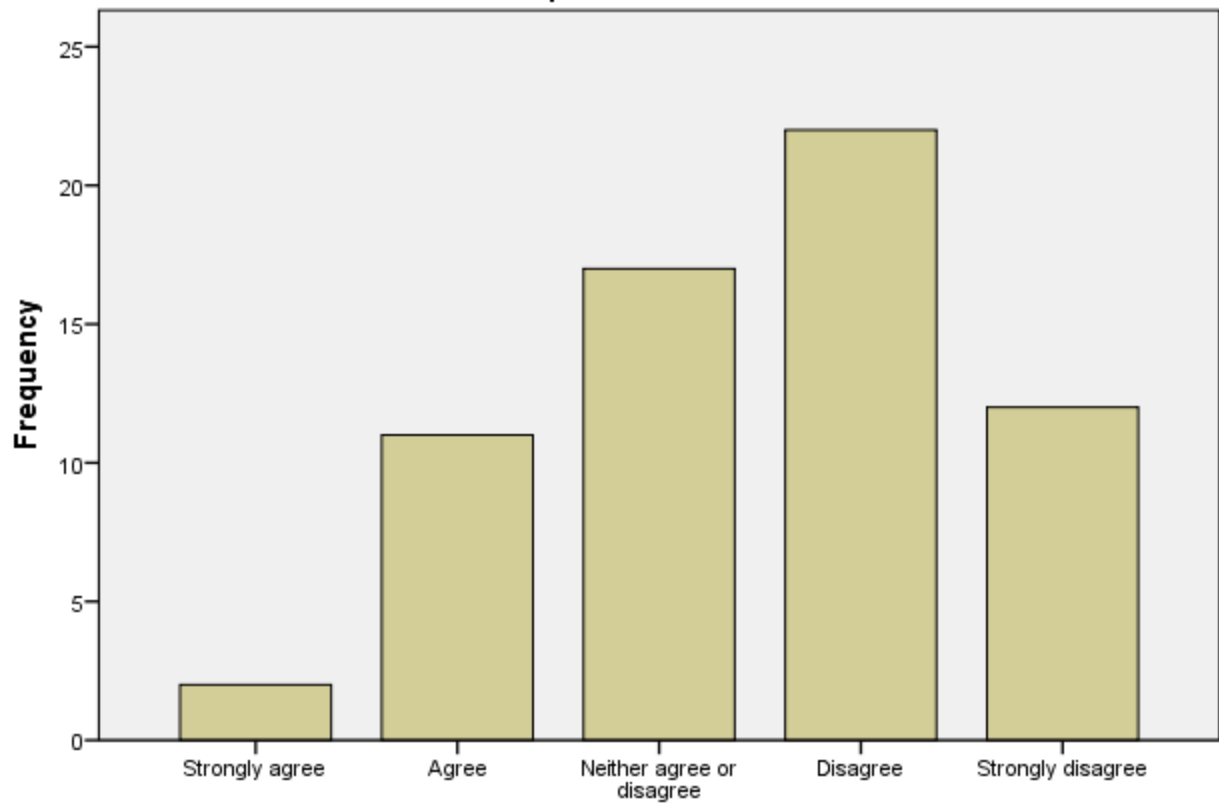
**5. Browsing the print collections in Meyer Library currently plays a role in my class preparation and research.**



**5. Browsing the print collections in Meyer Library currently plays a role in my class preparation and research.**

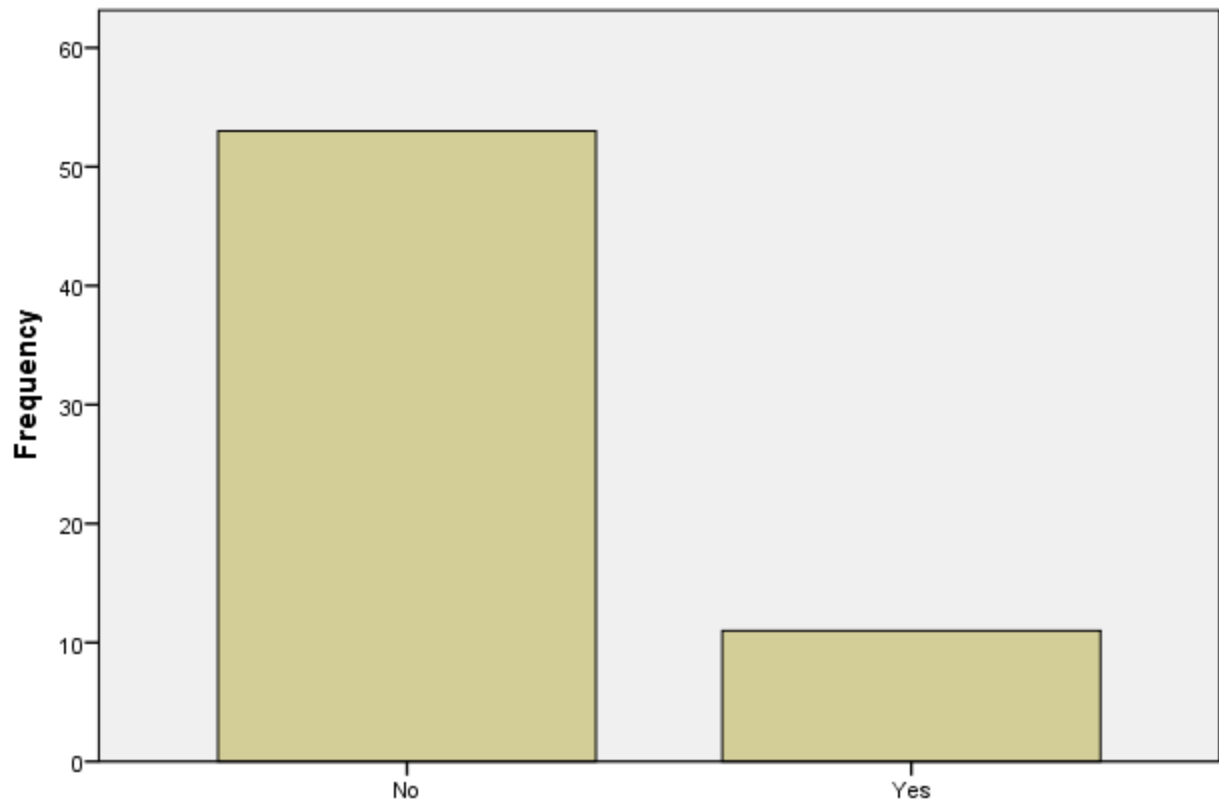


**6. If available, I prefer to use an online edition (e-book) of a Meyer Library book to a print one.**



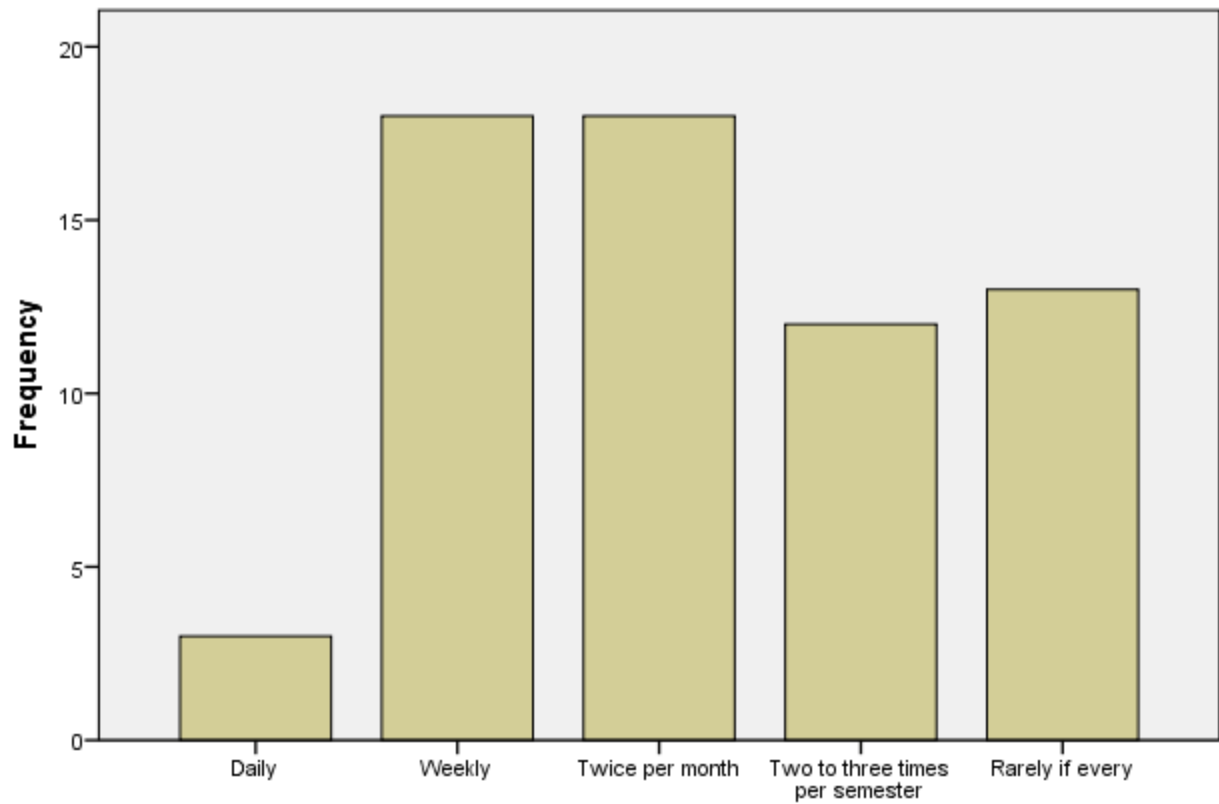
**6. If available, I prefer to use an online edition (e-book) of a Meyer Library book to a print one.**

**7. I have accessed a Meyer Library e-book or database using a smart phone or tablet.**

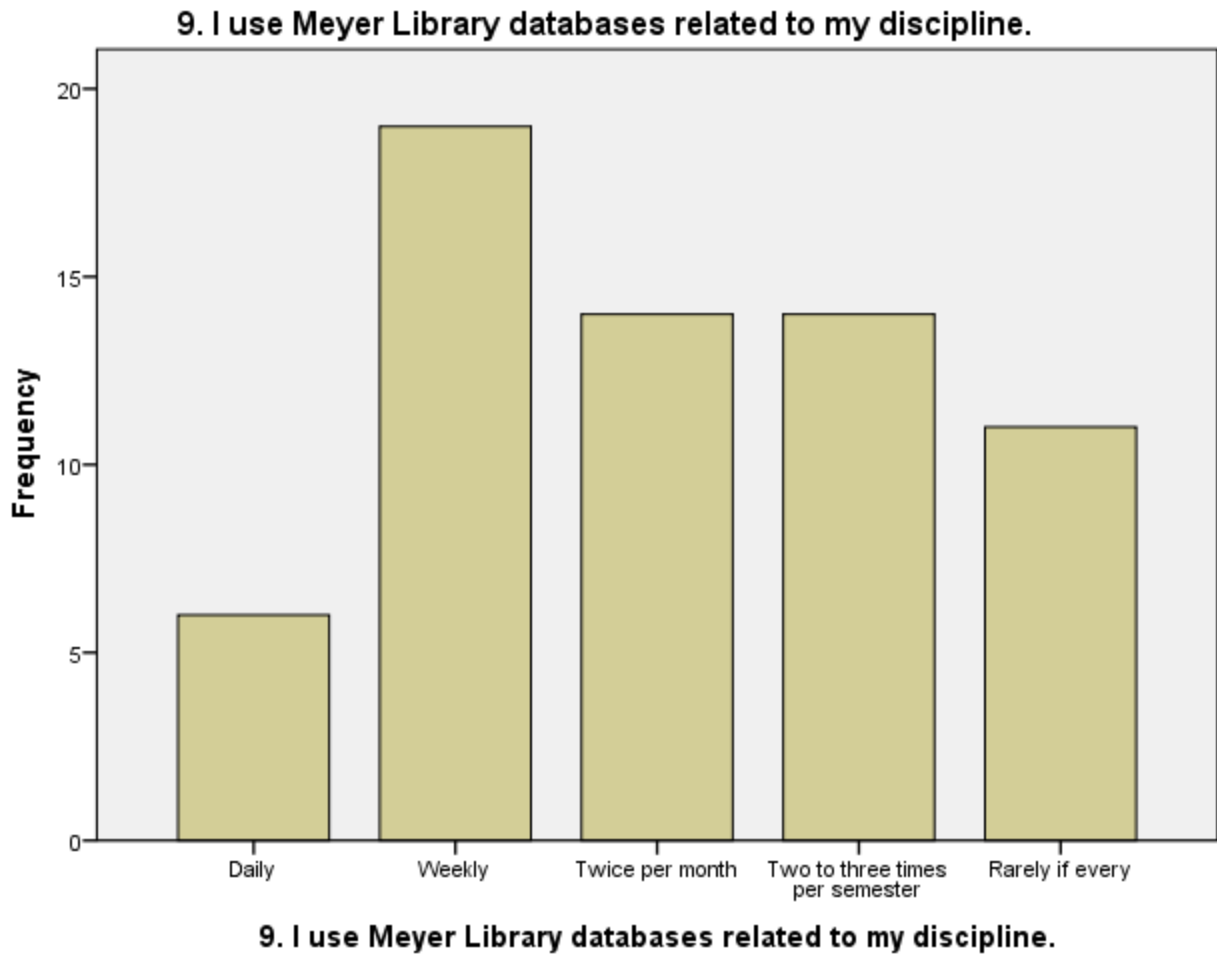


**7. I have accessed a Meyer Library e-book or database using a smart phone or tablet.**

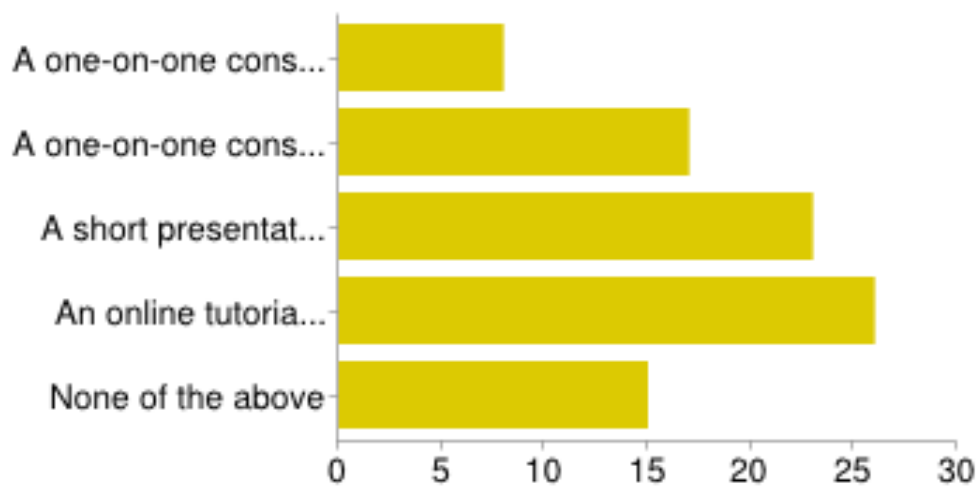
**8. I use Meyer Library general databases such as EBSCOhost, JSTOR, or LexisNexis Academic.**



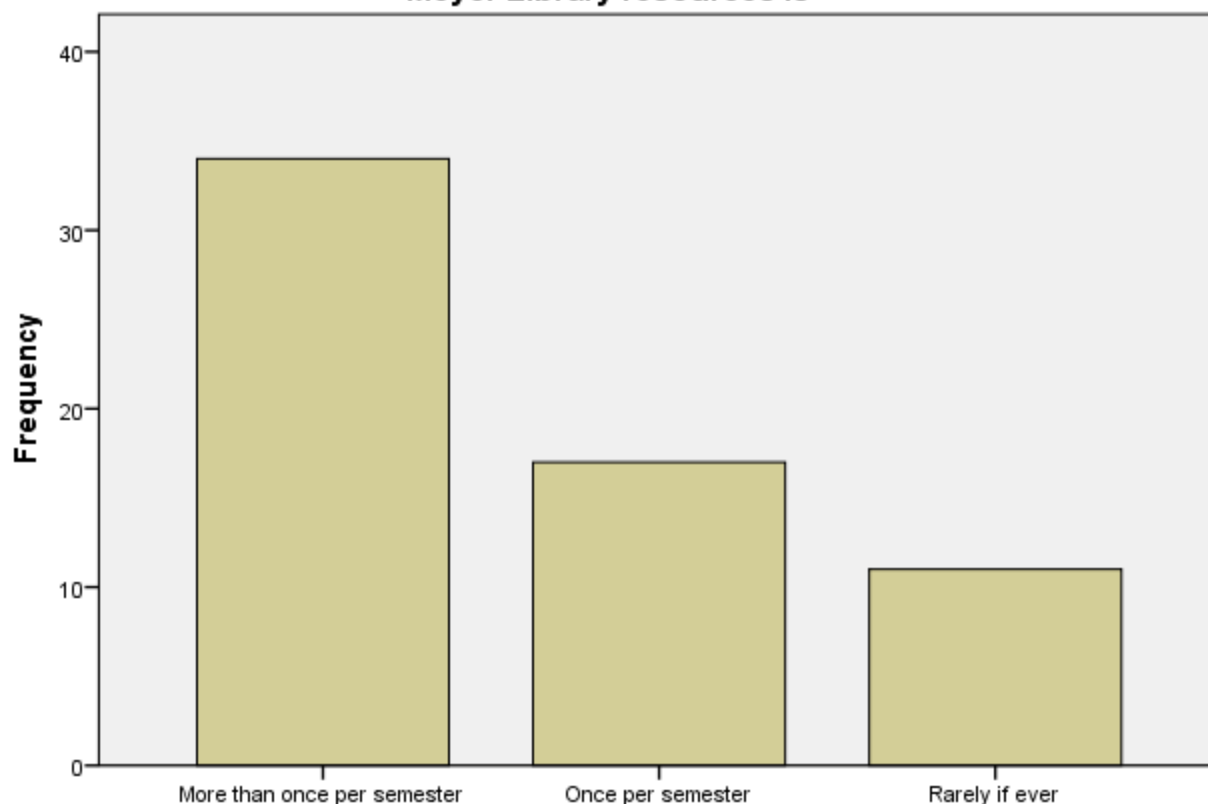
**8. I use Meyer Library general databases such as EBSCOhost, JSTOR, or LexisNexis Academic.**



**10. To learn about new resources in my field(s) of study, I would be interested in**

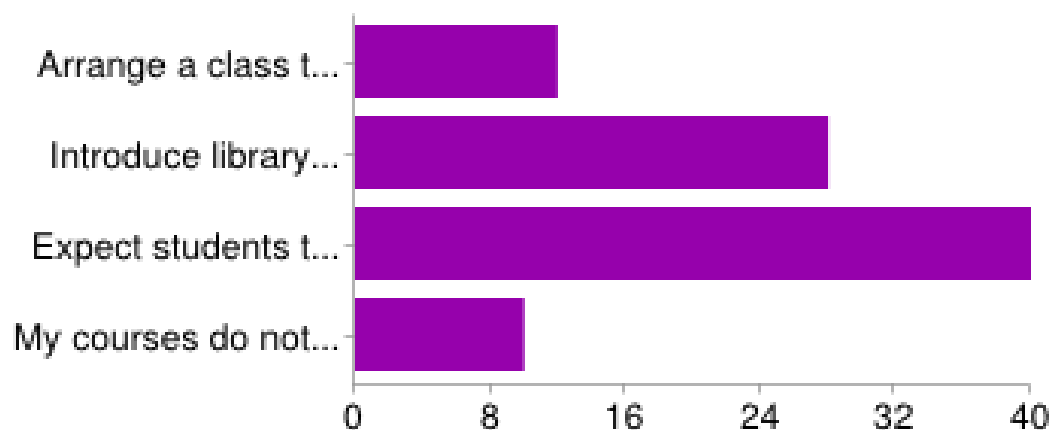


**11. The frequency with which I give students assignments that require the use of Meyer Library resources is**

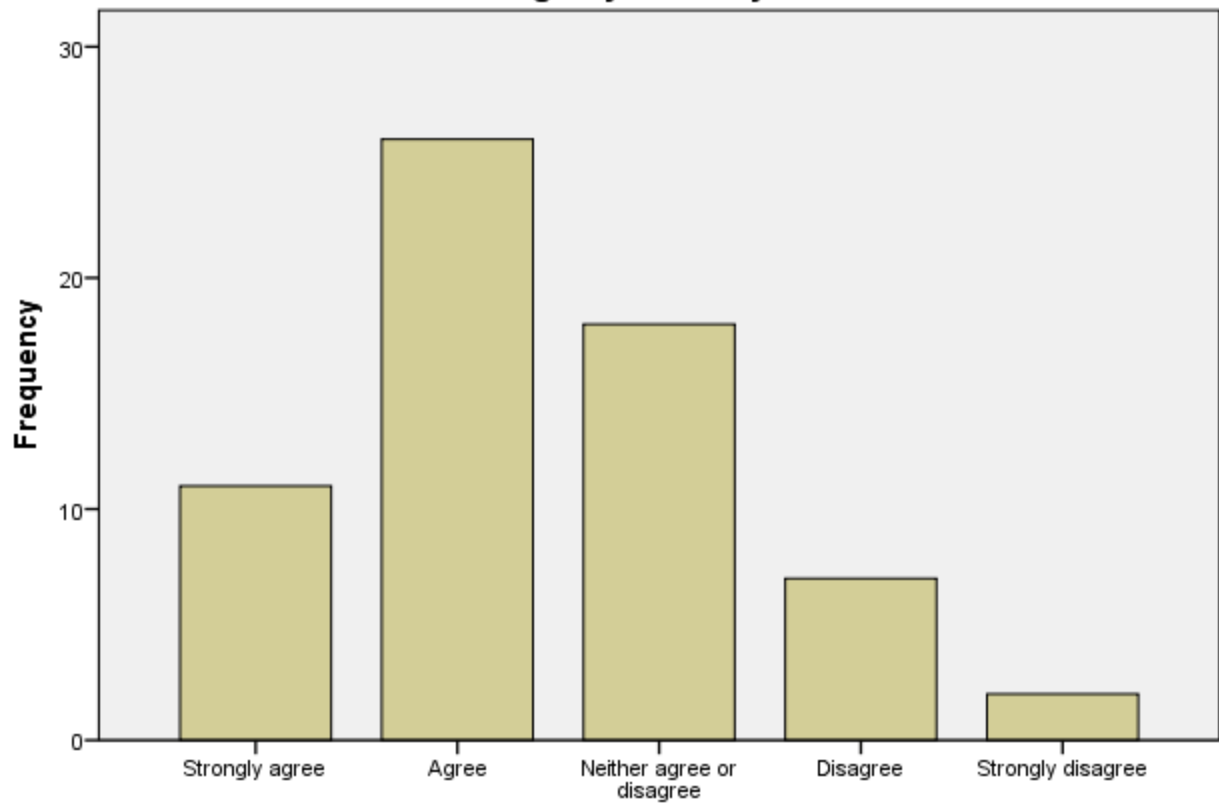


**11. The frequency with which I give students assignments that require the use of Meyer Library resources is**

**12. When I give students assignments involving use of Meyer Library resources, I**

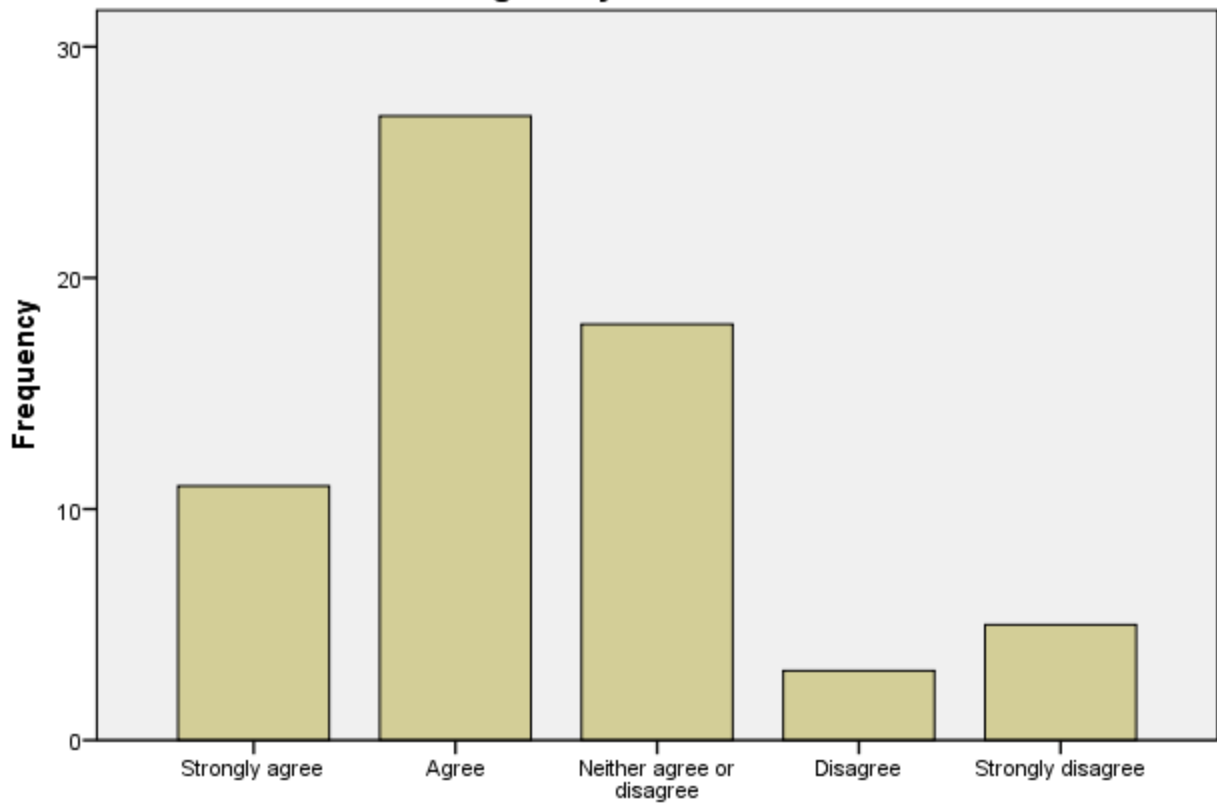


**13. I am confident that my students will seek assistance if they are not comfortable using Meyer Library resources.**



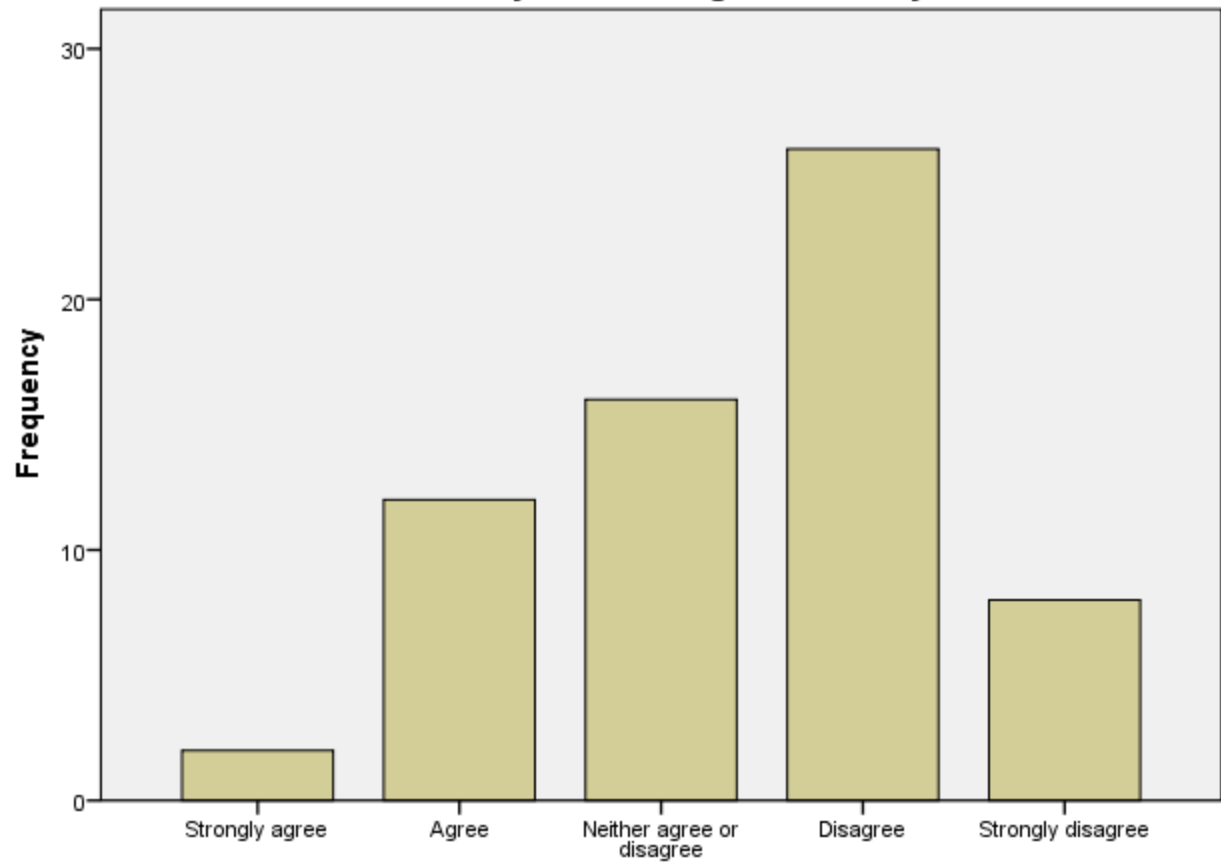
**13. I am confident that my students will seek assistance if they are not comfortable using Meyer Library resources.**

**14. I would assign my students online tutorials available from the Library about using library resources.**



**14. I would assign my students online tutorials available from the Library about using library resources.**

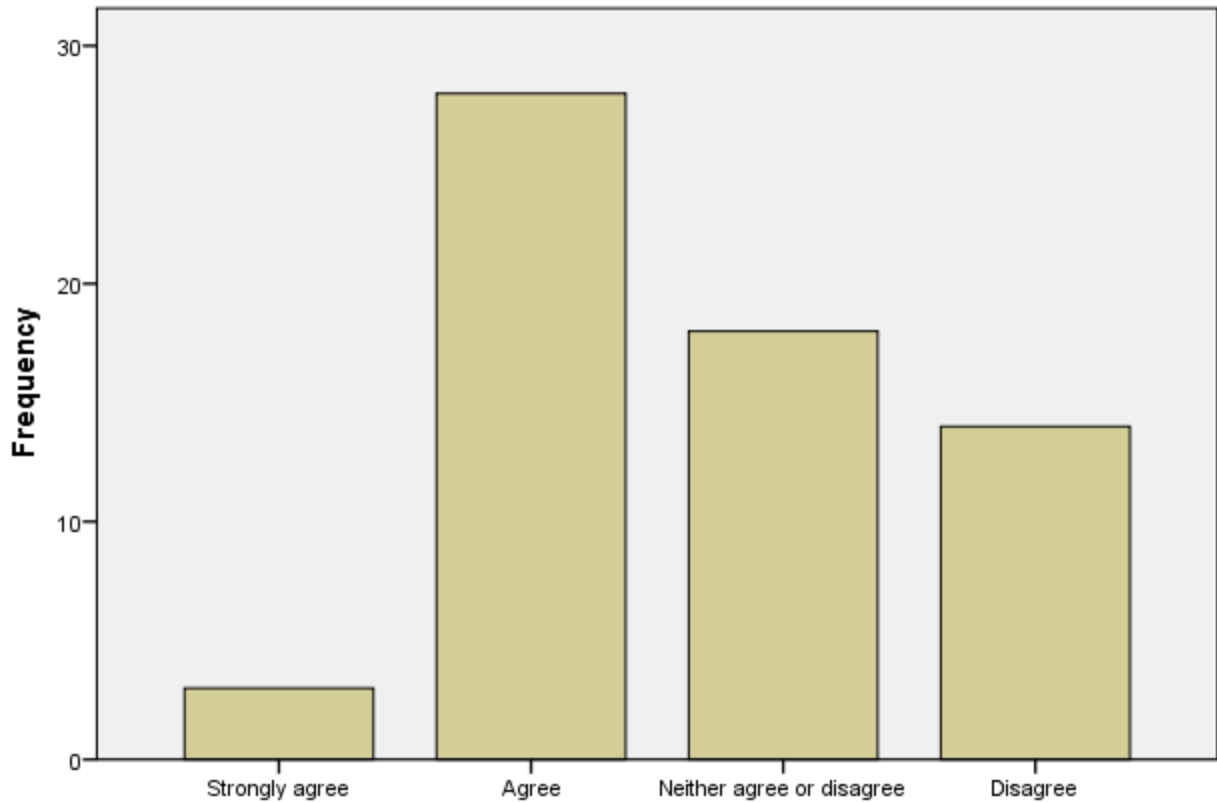
**15. I do not have time in my courses to go over library resources.**



**15. I do not have time in my courses to go over library resources.**

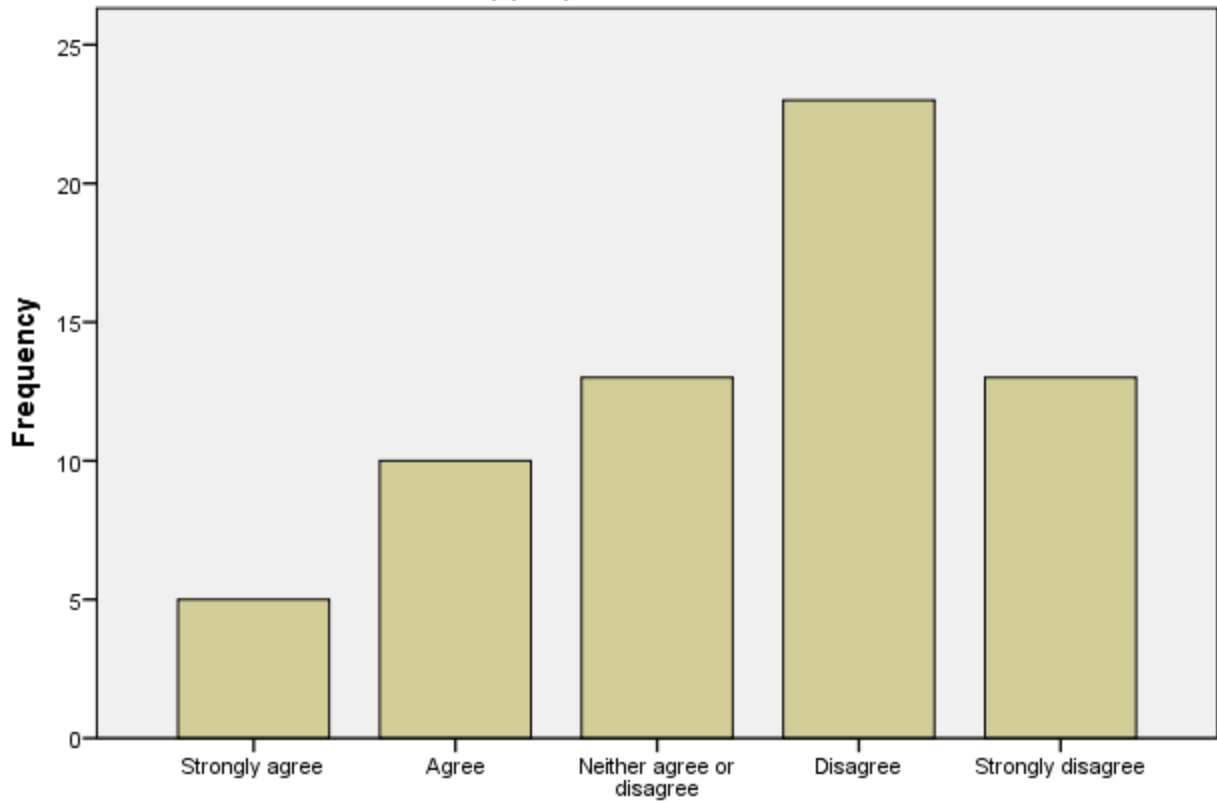


**16. I would use a faculty common room or faculty lounge in Meyer Library if it were it available.**



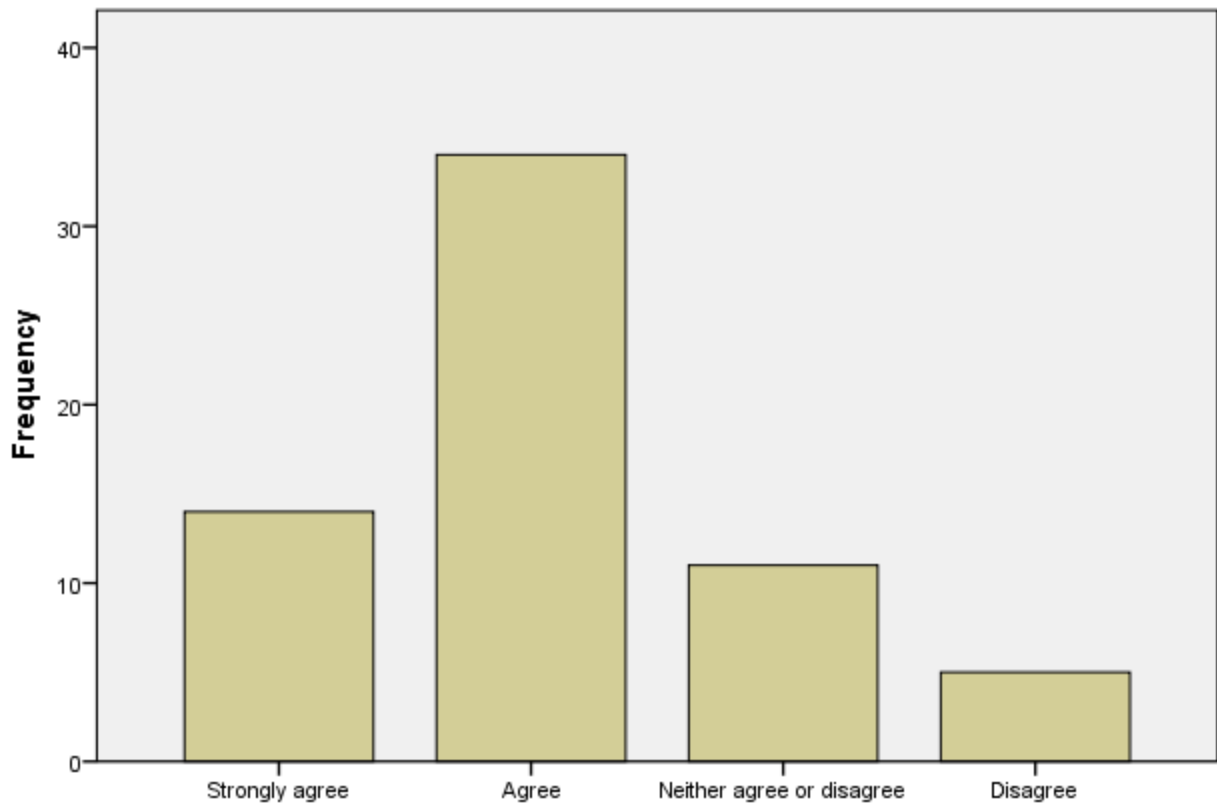
**16. I would use a faculty common room or faculty lounge in Meyer Library if it were it available.**

**17. I have attached library icons that link to my Blackboard site (e.g. on syllabus) for appropriate courses.**



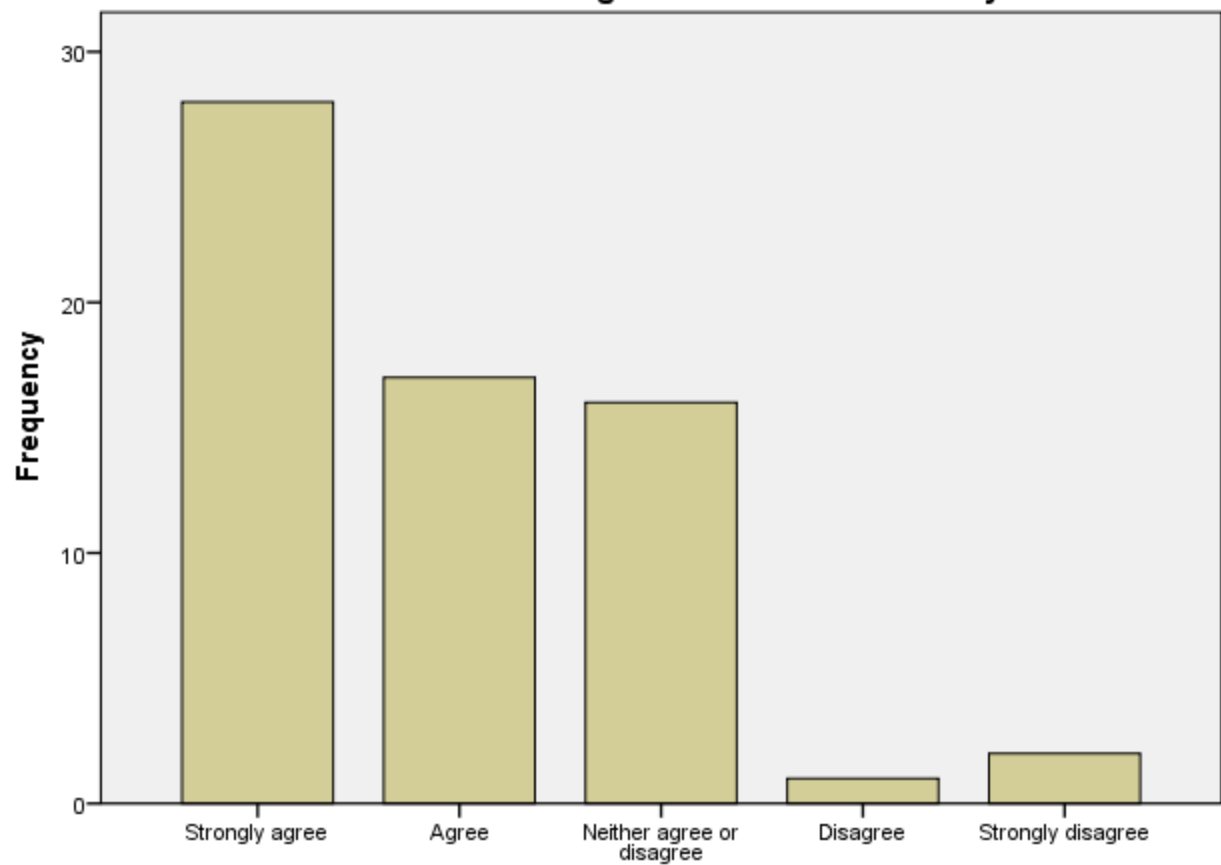
**17. I have attached library icons that link to my Blackboard site (e.g. on syllabus) for appropriate courses.**

**18. I refer my students to non-library online resources freely available on the Internet.**



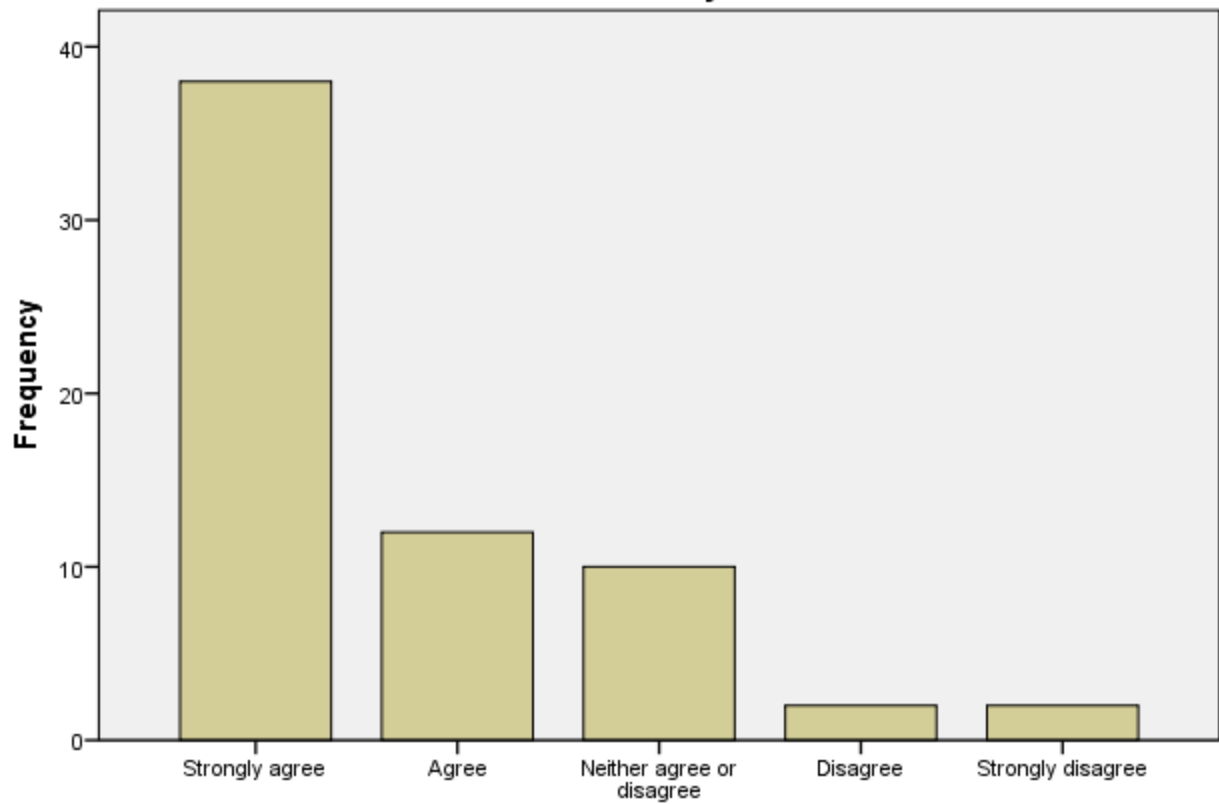
**18. I refer my students to non-library online resources freely available on the Internet.**

**19. Use of the MOBIUS book lending service has benefited my research.**



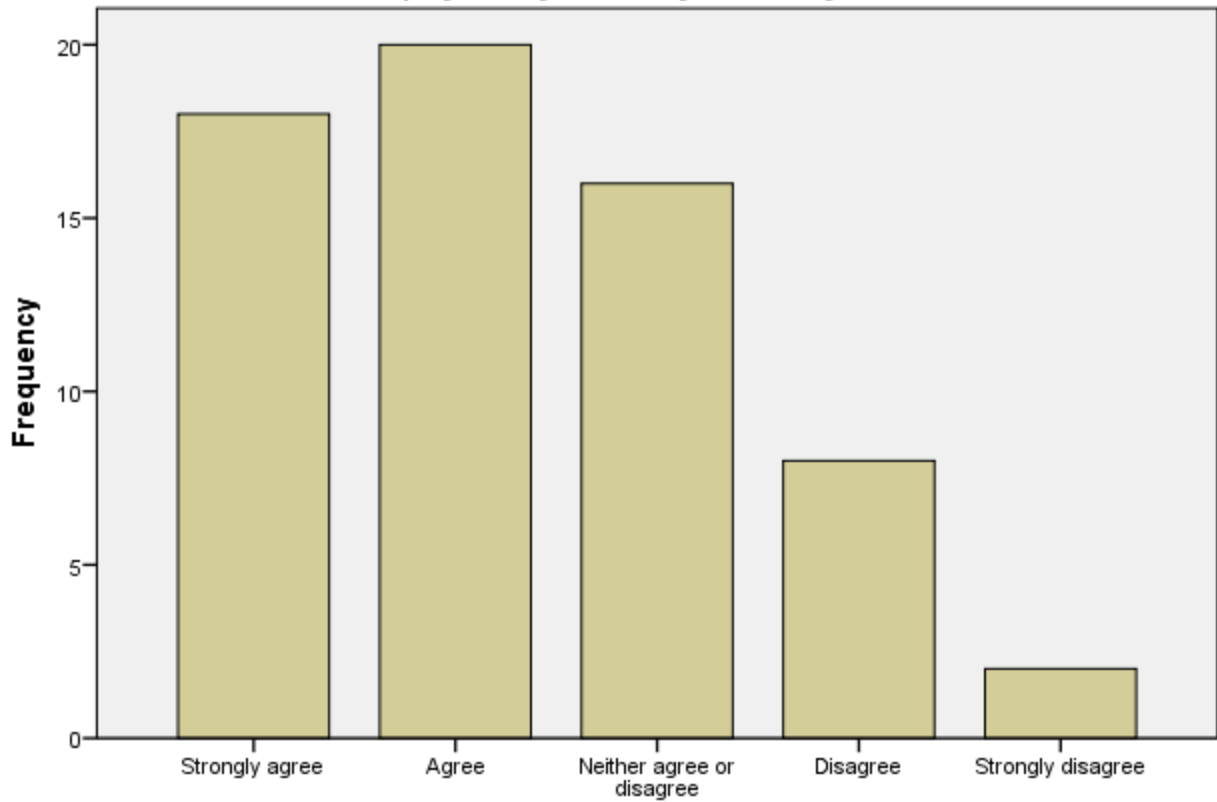
**19. Use of the MOBIUS book lending service has benefited my research.**

**20. Use of the Interlibrary Loan service at Meyer Library for books or journal articles has benefited my research.**



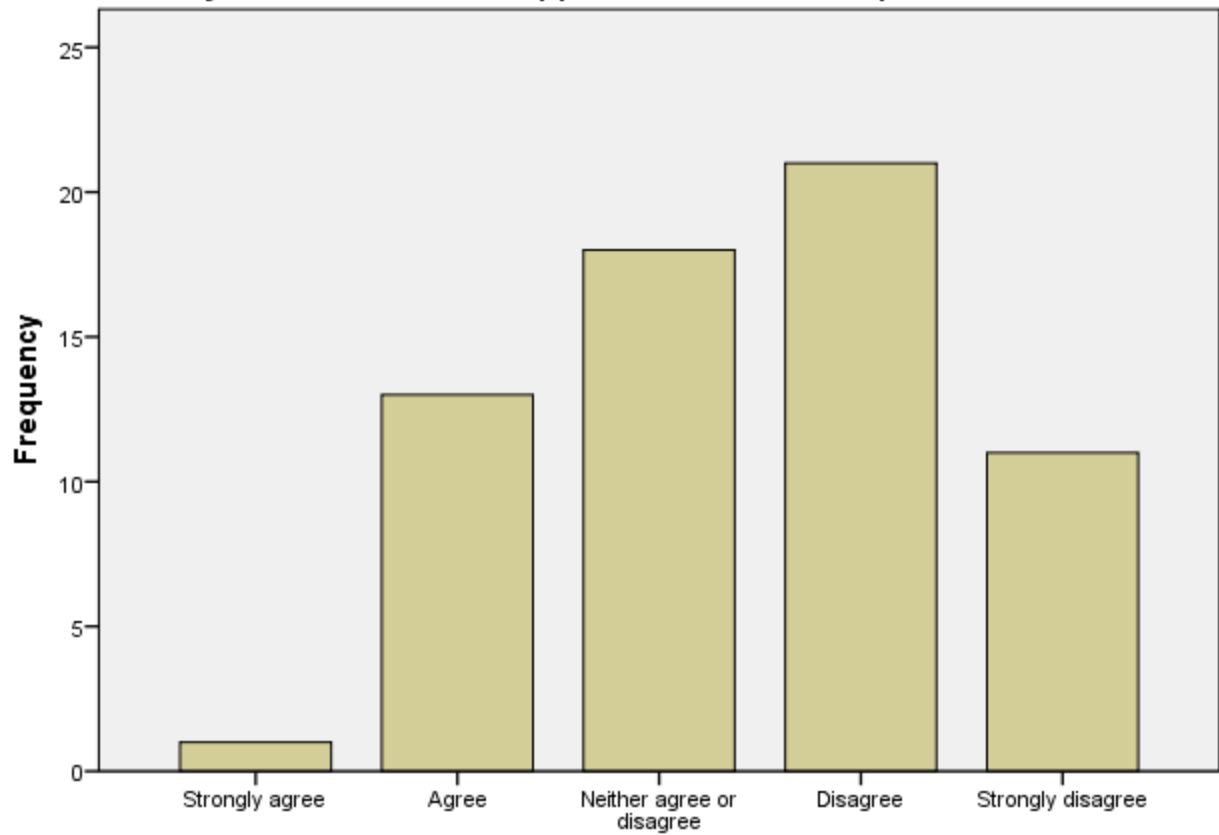
**20. Use of the Interlibrary Loan service at Meyer Library for books or journal articles has benefited my research.**

**21. The availability of Library e-book or database resources has reduced the number of times I physically visit Meyer Library each semester.**



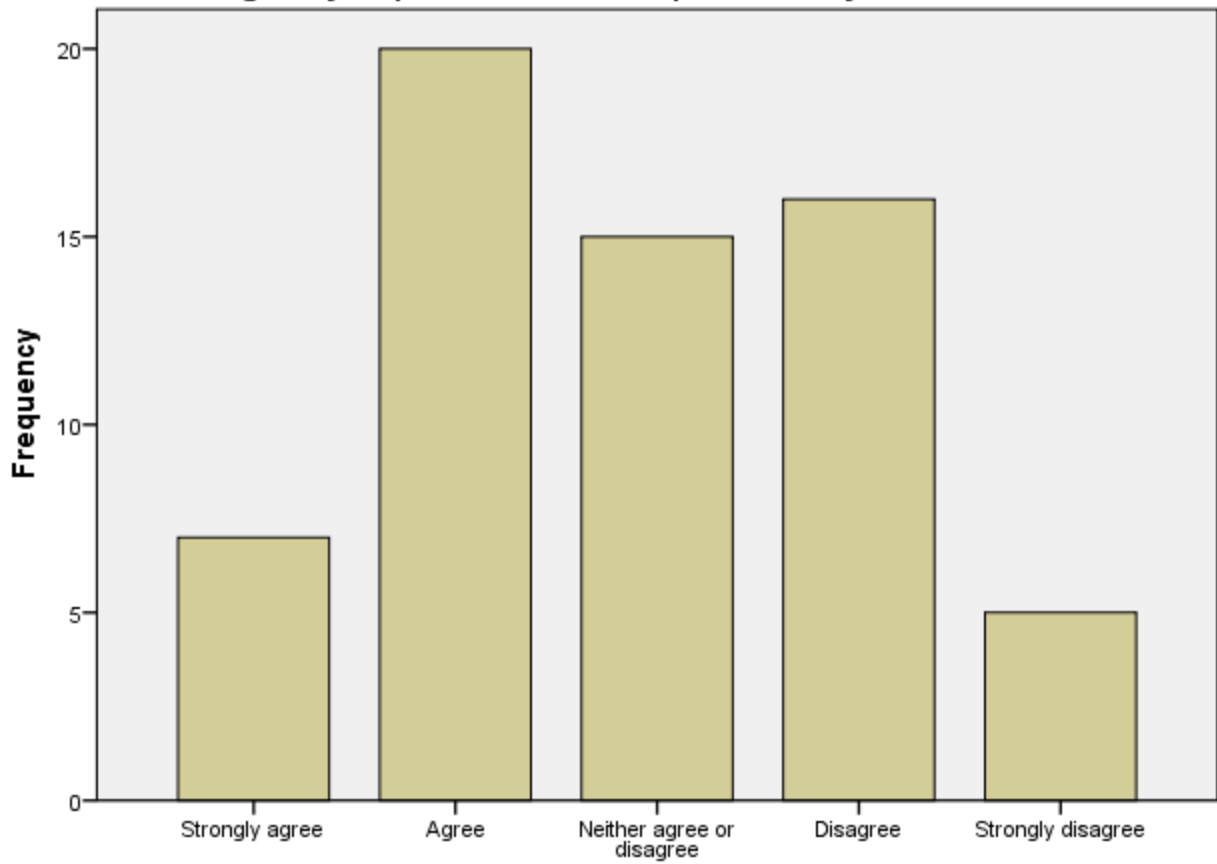
**21. The availability of Library e-book or database resources has reduced the number of times I physically visit Meyer Library each semester.**

**22. I refer my students to mobile apps for information required for their class.**



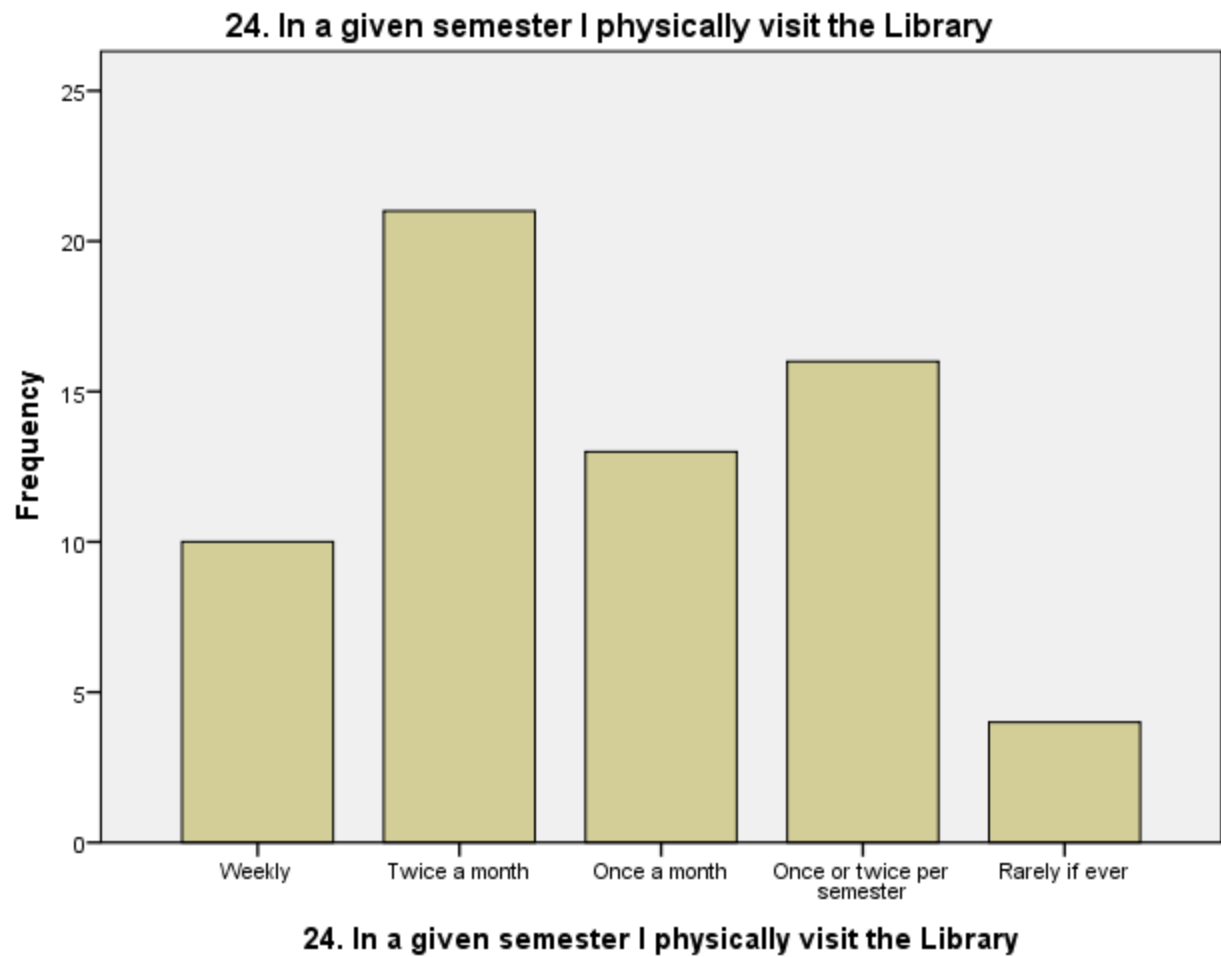
**22. I refer my students to mobile apps for information required for their class.**

**23. I regularly request materials for purchase by the Libraries.**

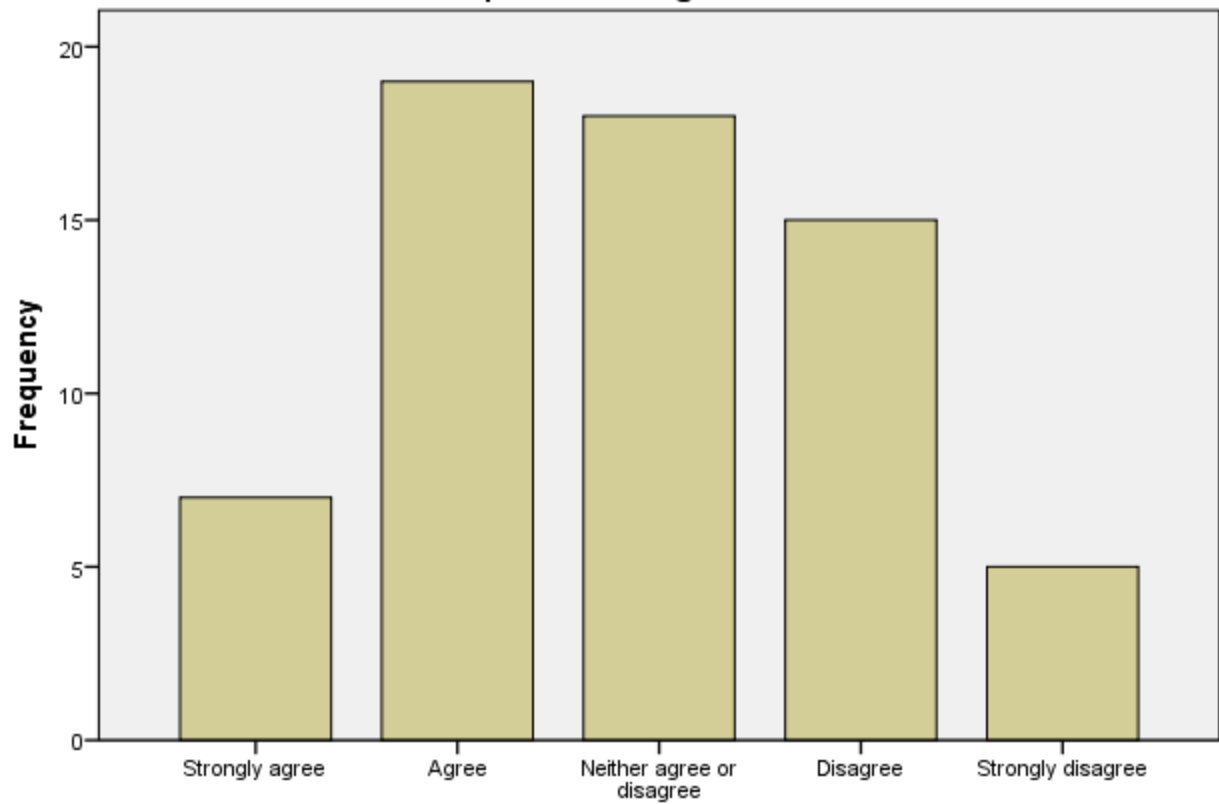


**23. I regularly request materials for purchase by the Libraries.**

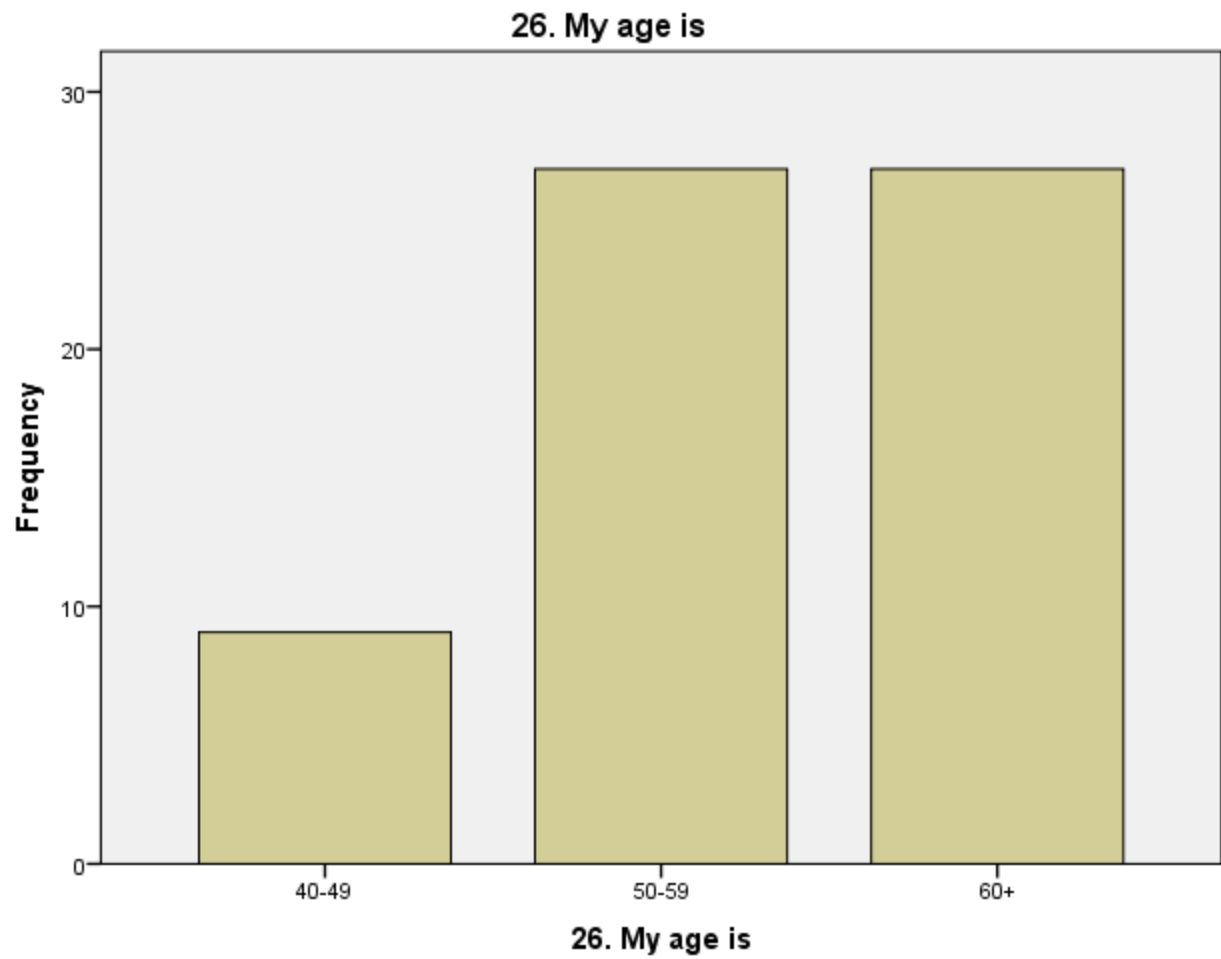


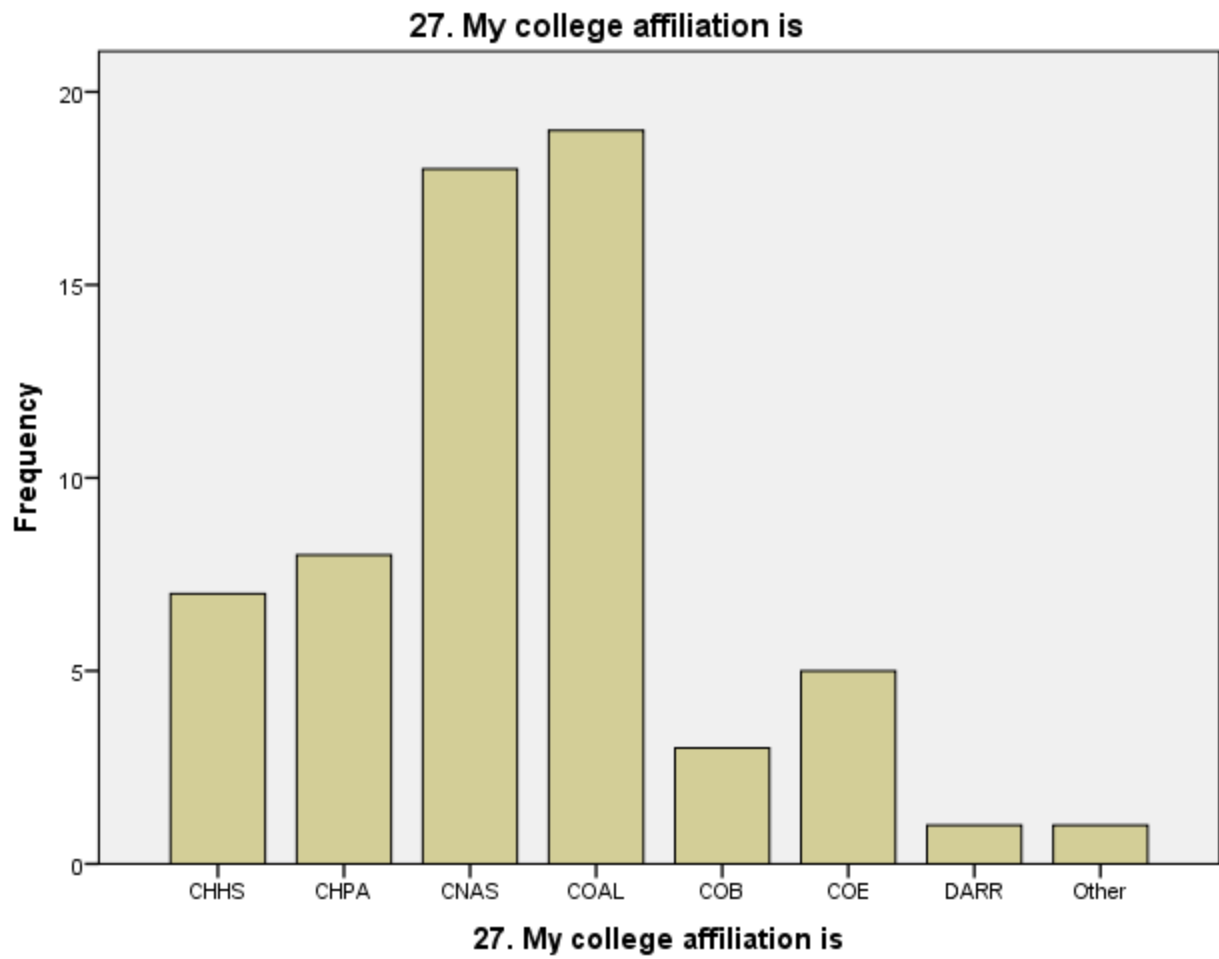


**25. During class time, I review Meyer Library resources that will help my students complete an assignment.**

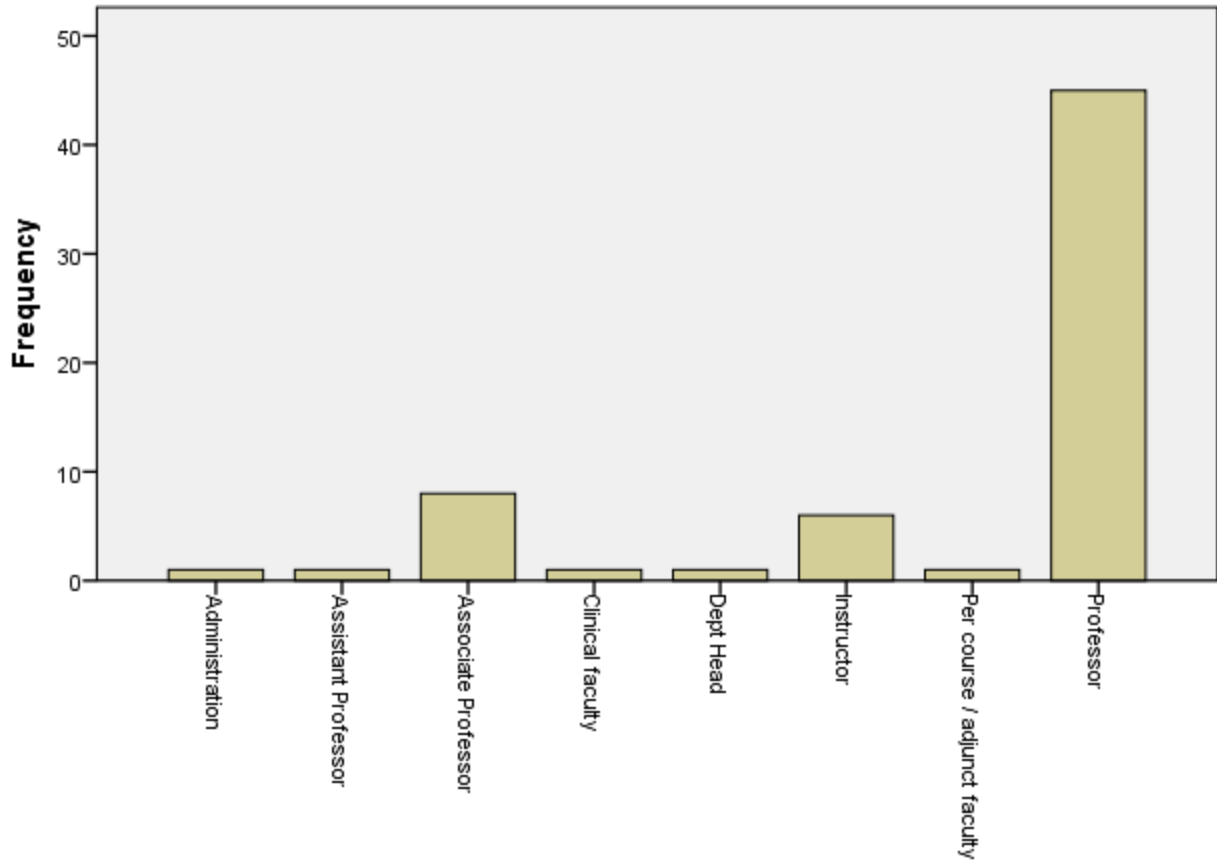


**25. During class time, I review Meyer Library resources that will help my students complete an assignment.**





28. Mark the following that best describes your position at MSU



28. Mark the following that best describes your position at MSU