From Text to Graphics

Dan originally presented the results of the annual faculty survey as a two page text report, but was asked to present the data in a more graphic way.

Enhanced by Design
Arellano Douglas, VerMeulen, Vinson
The Library Collective 2017
Faculty Library Survey Report
Haggerty Library & Learning Commons
Fall 2016

By Dan Vinson, Coordinator of User Services and Library Assessment

The biennial faculty survey was offered between December 5 and 16 online via SurveyMonkey. There were 46 responses, nearly the same (47) as two years ago. All survey results will remain anonymous.

The survey was fully revamped in Fall 2016 to further distinguish faculty thoughts between student resources and those used for their own research. Survey questions covered library resources, expectations about student abilities, and what they’d like to see from us in the future. We appreciated the faculty’s thoughtful answers and candor with the new, more intricate question formats.

Highlights include:
- The School of Arts and Design filled out the most surveys (thanks!), followed closely by the School of Natural and Health Sciences
- Library services and resources recommended in class by faculty, from Never to Frequently, were evenly divided, with a slight edge to article databases (59%), requesting services (47%), and the library’s My Mount Mary page (37%)
- 53% indicated that students’ research skills did not meet their expectations
- 71% indicated that student’s technological skills did meet their expectations
- The most-used library instruction services were 41% using in-class instruction from a librarian at least every two years, followed by Haggerty Help Guides
  - 18% wanted to explore partnering with a librarian to create library-related assignments
- Regarding using the library’s collection for teaching, 57% said database or online journal options were adequate, followed by 51% saying the same about print journals
  - The highest “I’m not sure” responses were for e-books (44%) and streaming video (41%)
- The numbers were slightly different for using the library’s collection for research, but the data points remained the same
- The average ranking of the most important resources for teaching included online journals, article databases, and print books (spots 1-3), while the same ranking for research included the same data points. Here, online journals and article databases far outpaced print books
Of the future services faculty would like to see, nothing was mentioned more than once, but they included the Mental Measurements Yearbook database, the full text ATLA Catholic Periodicals database, and a single sign-on capability.

Few filled out the comment field, but it was clear that faculty value Haggerty Library and its resources. And that we have continued to make great strides.

You do a terrific job for the faculty and students. Thank you!

I appreciate how the library staff are consistently knowledgeable, helpful, willing, generous with their time and good humored.

There has been significant [improvement] in both faculty and student support from the library in the past three years. Getting access to the media I need to teach and research has improved immensely. I'm very satisfied with the current offerings.

There was also room for improvement, or points for outreach.

I would like to hear more about how to work with the library for my online course.

I noticed that your survey did not incorporate reference materials, yet they are very important both to my students' and my own research needs.

Although we are doing plenty of things well, we aim to address as many concerns as possible through our overall library planning, continued outreach, library instruction in classes (faculty benefit too!), and general de-mystification (like library budgets).

Some things we will be able to improve fairly easily; others will require extra time and possibly additional funds. We are very grateful to have this feedback as a place to begin.

We would also like to note that the 53% whose students did not meet their research expectations presents an important opportunity for additional library/faculty partnerships. And we feel strongly that librarians should be part of the upcoming discussions about the online course professional development grant. We all have a keen interest in our students' success!
WHAT WE DID
Beginning in fall, 2016 the faculty survey became biennial and went through a major overhaul.

We appreciated the faculty’s thoughts and candor.

WHAT WAS NEW
We added questions to further distinguish faculty thoughts between student resources and those used for their own research. We also asked about faculty expectations for students and the library.

Fall 2016
Designed by Dan Vinson
**FACULTY LIBRARY SURVEY**

**INSTRUCTION SERVICES**
41% used in-class library instruction at least every two years, followed by Haggerty Help Guides. 18% would like to collaborate more with librarians.

**USING THE LIBRARY FOR RESEARCH**
58% said database or online journal options were adequate, followed by 42% saying the same about e-books.

**USING THE LIBRARY FOR TEACHING**
57% said database or online journal options were adequate, followed by 51% saying the same about print journals.

**SUMMING UP**
Generally, Mount Mary University faculty appreciated the library’s leaps forward since 2013, and our service to the Mount Mary community.

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**HAGGERTY LIBRARY MOUNT MARY UNIVERSITY**

**RANKING RESOURCES**
The average ranking of the most important resources for teaching included online journals, article databases, and print books (spots 1-3), while the same ranking for research resources included the same data points. Here, online journals and article databases far outpaced print books.

**WHAT FACULTY WOULD LIKE TO SEE**
- Additional full-text databases
- Single library sign-in

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*Fall 2016*

*Designed by Dan Vinson*