

# Library Faculty Survey Assessment Report – Spring 2018

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Florida SouthWestern State College’s Library faculty developed a satisfaction survey to be distributed via email each fall/spring terms in alternating years to faculty. The results of the survey are intended to be used to target areas for improvement. The results of those who responded are detailed below. The survey is a 12 question survey designed to determine library site (by campus) represented in survey, faculty type represented in survey, and measure faculty satisfaction. The survey elicited a 16% response rate from a distribution list of 457, up from 10% in fall 2017. Respondents are comprised of 55% full-time faculty, 45% adjuncts. Campus representation is 56% Thomas Edison (Lee), 25% Collier, 13% Charlotte, 6% FSW Online, and 0% Hendry Glades. Representation of respondents by school is as follows:

- 52% - School of Arts, Humanities, and Social Sciences
- 22% - School of Pure and Applied Sciences
- 14% - Health Professions
- 6% - School of Education
- 6% - School of Business and Technology

## General Survey Results

Question 4 was the first satisfaction question. The responses to Question 4: “How often do you visit the library for the following activities?” are shown in Figure 1. The activities of “Scholarly activity”, “Course preparation”, “Get assistance...” and “Research instruction...” exhibit the largest regular activity of respondents. Each of the four exhibit 40% or more reporting at least monthly use.

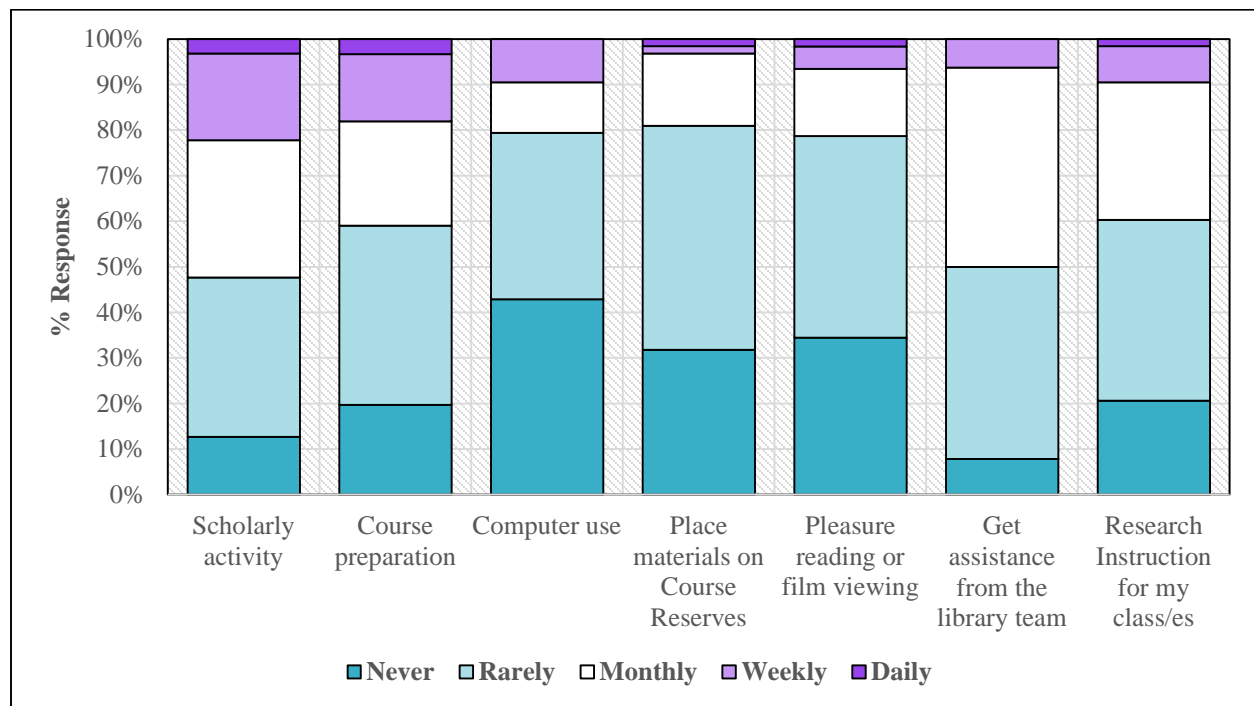


Figure 1. Responses to survey question "How often do you visit the library for the following activities?" # of respondents: 64.

The responses to Question 5: “How often do you use the FSW Libraries website for the following activities?” are shown in Figure 2. The activities of “Scholarly activity” and “Course preparation” exhibit the largest regular activity of respondents. Each activity exhibits more than 50% reporting at least monthly use. The activity “Get assistance from the library team” exhibits the least use, with only 23% reporting monthly use and none reporting weekly or daily use.

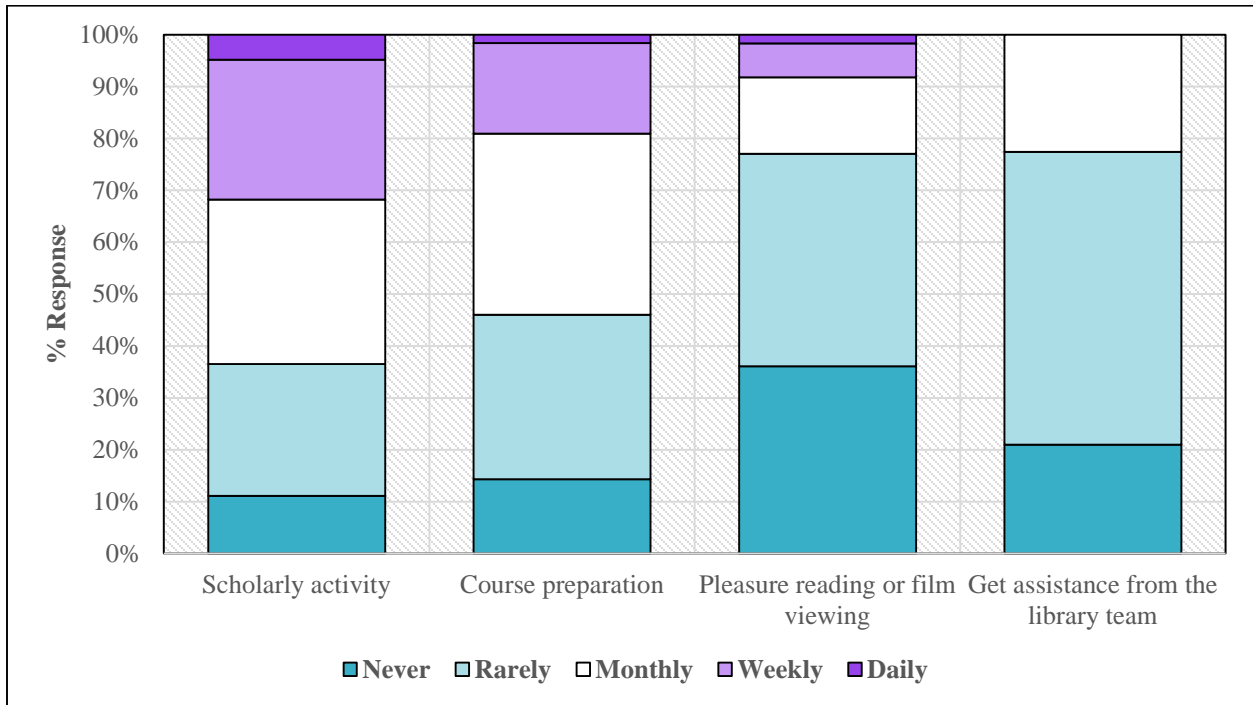


Figure 2. Response to survey question "How often do you use the FSW Libraries website for the following activities?" # of respondents: 63.

The responses to Question 6: “How satisfied are you with the following types of library resources?” are shown in Figure 3. While respondents report a high level of satisfaction with all resources at the library, approximately half the time respondents report having never used resources (“Never used” ranges from 14% to 50%). The “Electronic resources” area exhibits the highest dissatisfied respondents, at 6%.

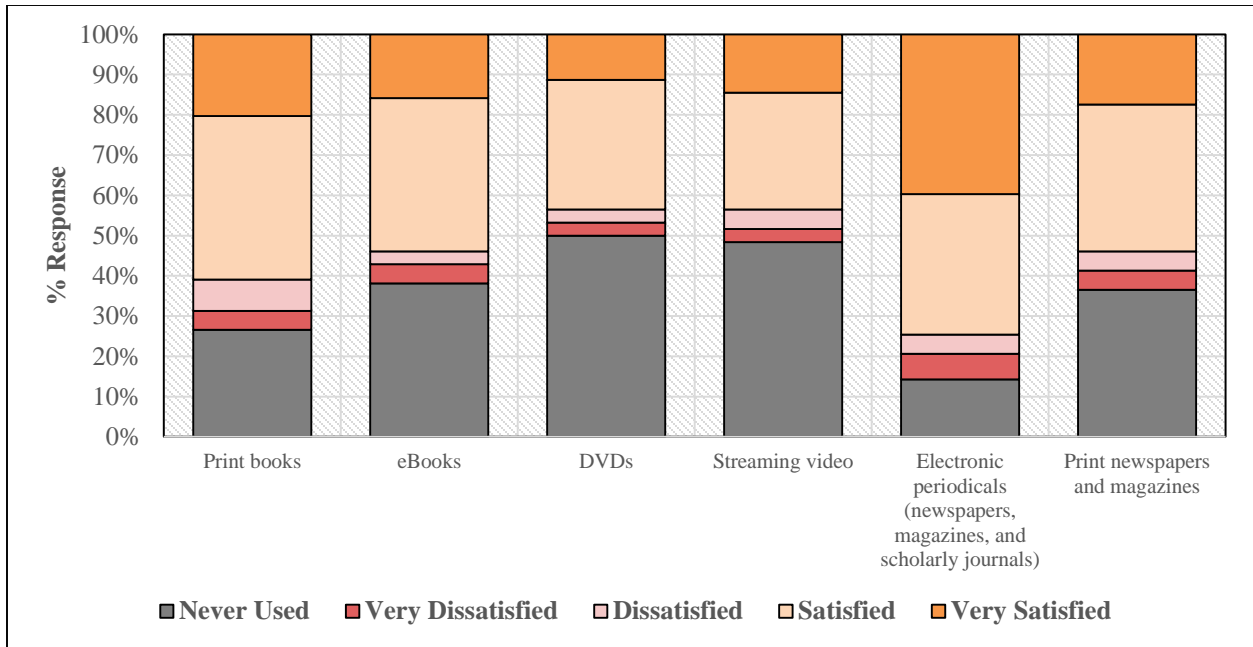


Figure 3. Response to survey question "How satisfied are you with the following types of library resources?" # of respondents: 64.

The responses to Question 7: "How satisfied are you with the following library services and programs?" are shown in Figure 4. While respondents report a high level of satisfaction (less than 3% negative responses), approximately one-third to one-half of respondents report having never used resources ("Never used" ranges from 22% to 41%).

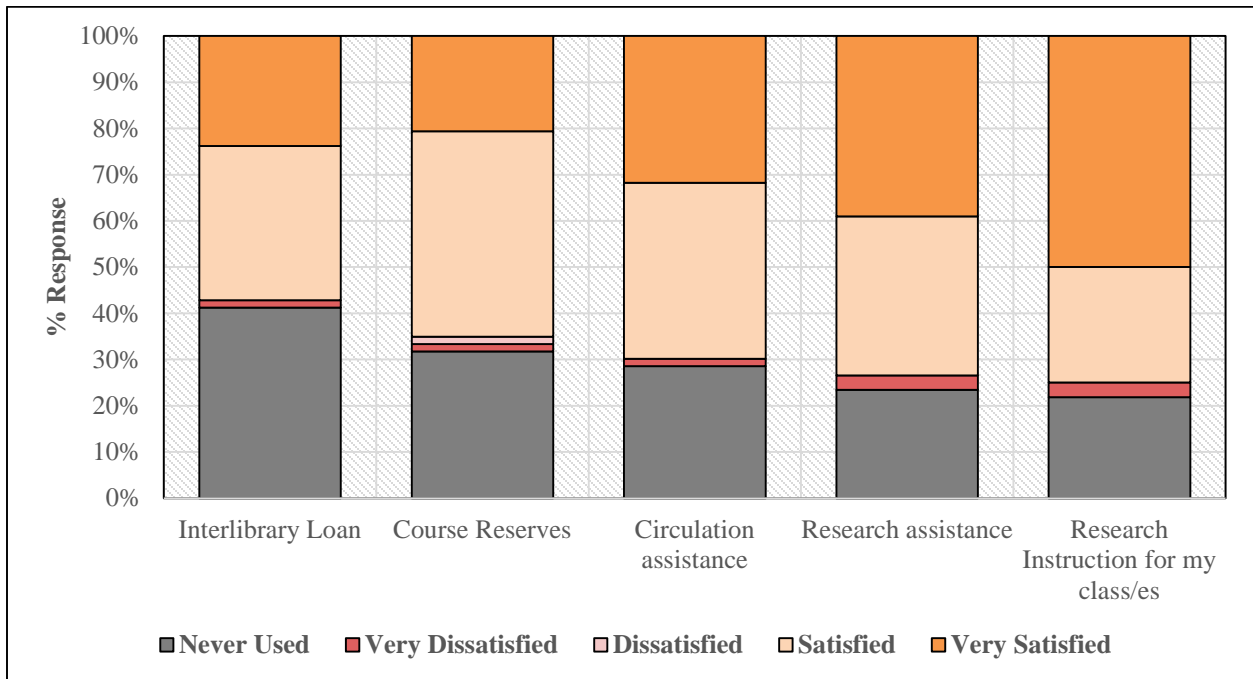


Figure 4. Response to survey question "How satisfied are you with the following library services and programs?" # of respondents: 64.

The responses to Question 8: “How confident are you in your students' ability to find and use credible sources of information?” are shown in Figure 5. Of the respondents reporting, 11% report low confidence in students’ ability to find/use credible information sources, down from 15% in fall 2017. Of the respondents reporting, 38% report high or very high confidence in students’ ability to find/use credible information sources, up from 26%.

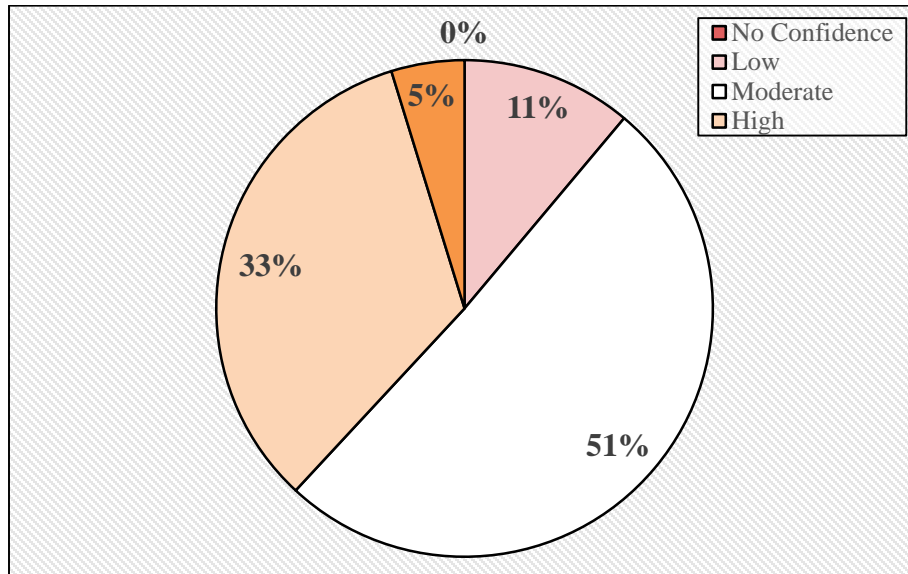


Figure 5. Response to survey question "How confident are you in your students' ability to find and use credible sources of information?" # of respondents: 63.

The responses to Question 9: “How often do you require students to use library resources to complete assignments?” are shown in Figure 6. Of the respondents reporting, 8% report never requiring students to use library resources in a semester, down from 12% in fall 2017. Of the respondents reporting, 92% report requiring students to use library resources at least once per semester, up from 88% in fall 2017.

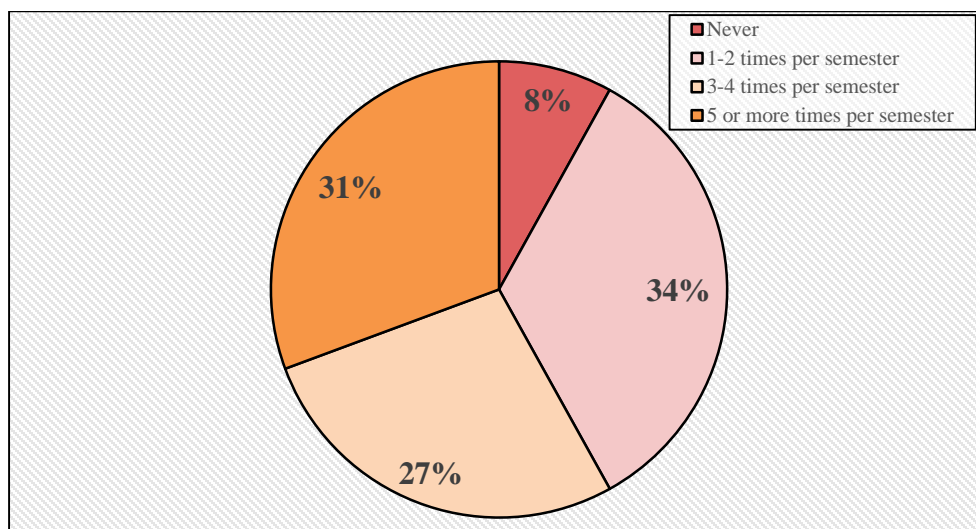


Figure 6. Response to survey question "How often do you require students to use library resources to complete assignments?" # of respondents: 62.

## Survey Results by Site

Of the 71 survey respondents, 9 originated from the Charlotte campus, 18 from the Collier campus, 4 from FSW Online, 0 from Hendry Glades, and 40 from the Thomas Edison (Lee) campus. Note that in some cases faculty reported representing more than one campus resulting in a combined total of 71. The percentage of faculty responding ‘regularly’ (Daily, Weekly, or Monthly) disaggregated by site to Question 4: “How often do you visit the library for the following activities?” are shown in Figure 7. Of those responding, the greatest differences of positive responses between sites are visible regarding “Place materials on course reserves” and “Research instruction for my class/es.” For the former, the Charlotte campus exhibits a response of ‘regularly’ at 33% while Thomas Edison is 13%. For the latter, the Thomas Edison campus exhibits the highest response of ‘regularly’ at 48%, while Charlotte is at 11%.

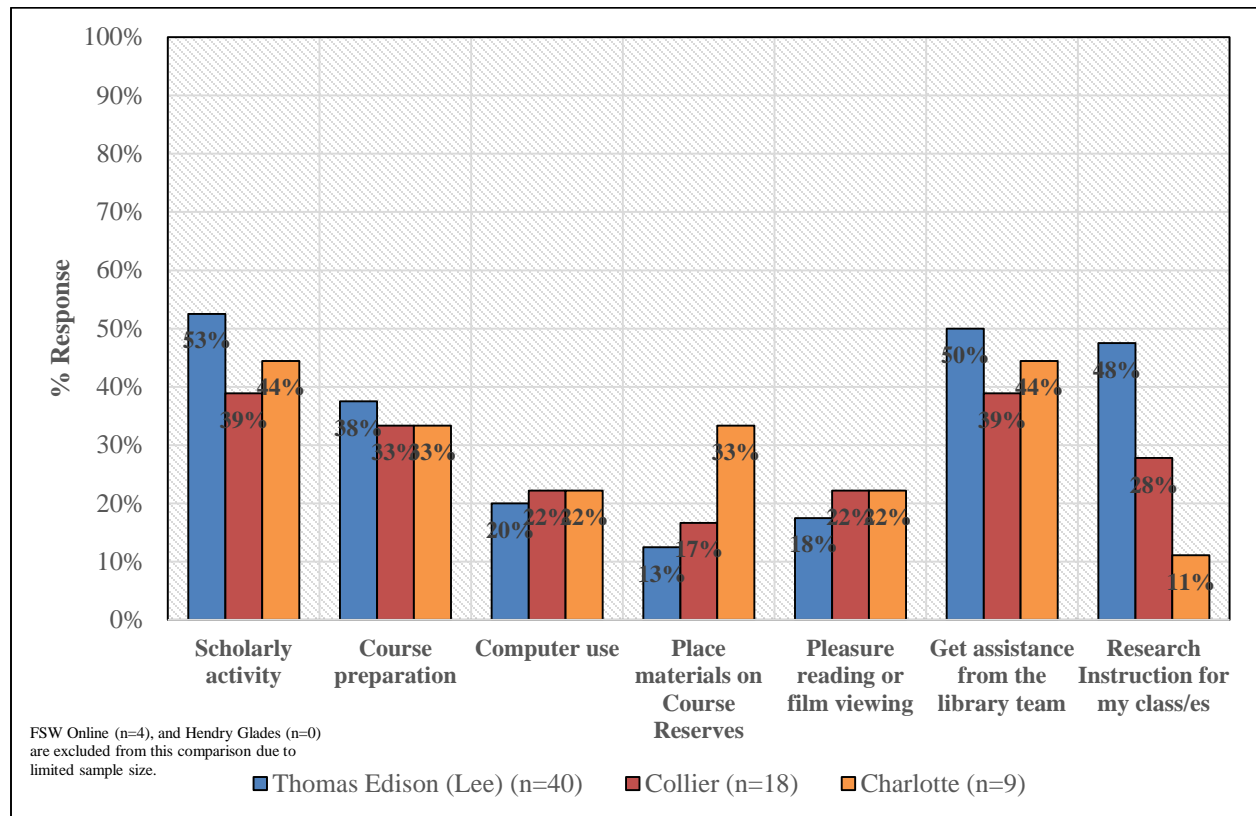


Figure 7. Percentage of faculty responding ‘regularly’ (Daily, Weekly, or Monthly) by site to survey question “How often do you visit the library for the following activities?” Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.

The percentage of faculty responding ‘regularly’ (Daily, Weekly, or Monthly) disaggregated by site to Question 5: “How often do you use the FSW Libraries website for the following activities?” are shown in Figure 8. Of those responding, only “Pleasure reading or film viewing” exhibits similar ‘regularly’ response rates (range is only 6% across sites). The other three prompts exhibit responses that vary across sites ranging from 11% to 28%.

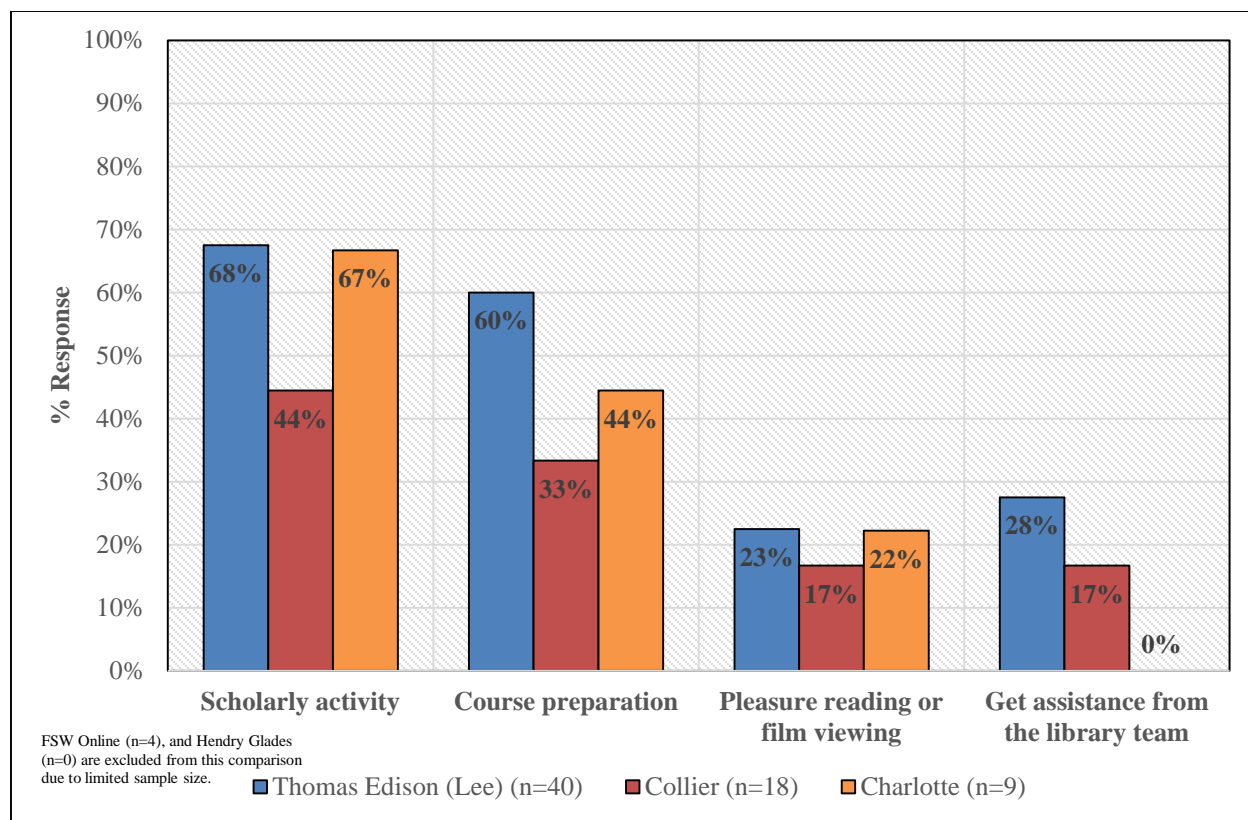


Figure 8. Percentage of faculty responding ‘regularly’ (Daily, Weekly, or Monthly) by site to survey question "How often do you use the FSW Libraries website for the following activities?" Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.

The percentage of faculty responding positively (Satisfied or Very Satisfied) disaggregated by site to Question 6: “How satisfied are you with the following types of library resources?” are shown in Figure 9. Of those responding, positive response varies greatly across sites. The smallest difference across the three sites is 11% (“Streaming video”) while the largest is 31% (“Print newspapers and magazines”).

It is important to note that these large differences are very closely inversely linked with those responding “Never Used” which may play a large part in these differences. For example, the very low positive response for “Print newspapers and magazines” at Charlotte at 22% is coupled with a 56% response rate for “Never Used.” By comparison, the Thomas Edison campus exhibits a positive response rate of 53% for this area coupled with only 38% responding “Never Used.” In short, the lack of positive feedback at Charlotte may largely be the result of simple lack of use, as Charlotte exhibits the highest “Never Used” response rates across 5 of 6 areas. The area with the smallest difference in positive response (“Streaming video”) is the only area in which Charlotte does not exhibit the highest “Never Used” percentage.

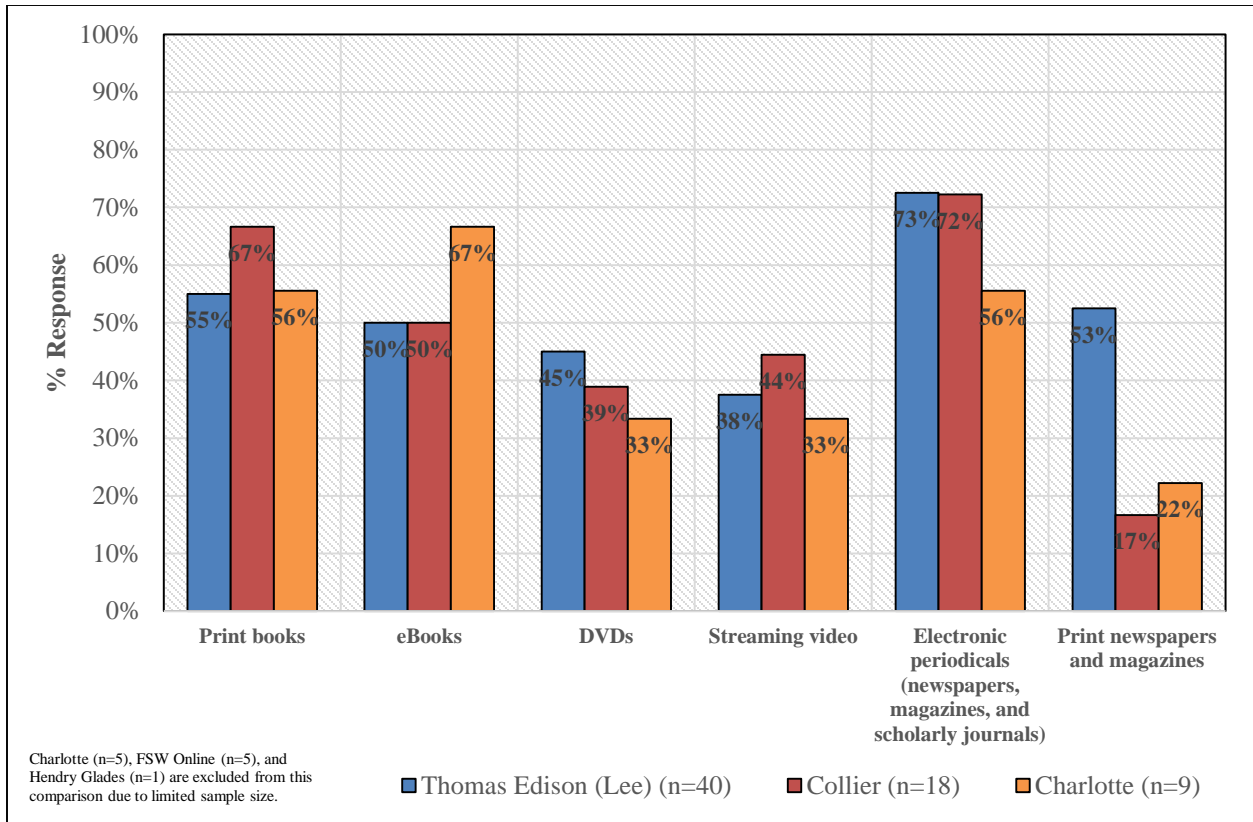


Figure 9. Percentage of faculty responding 'Satisfied' or 'Very Satisfied' by site to survey question "How satisfied are you with the following types of library resources?" Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.

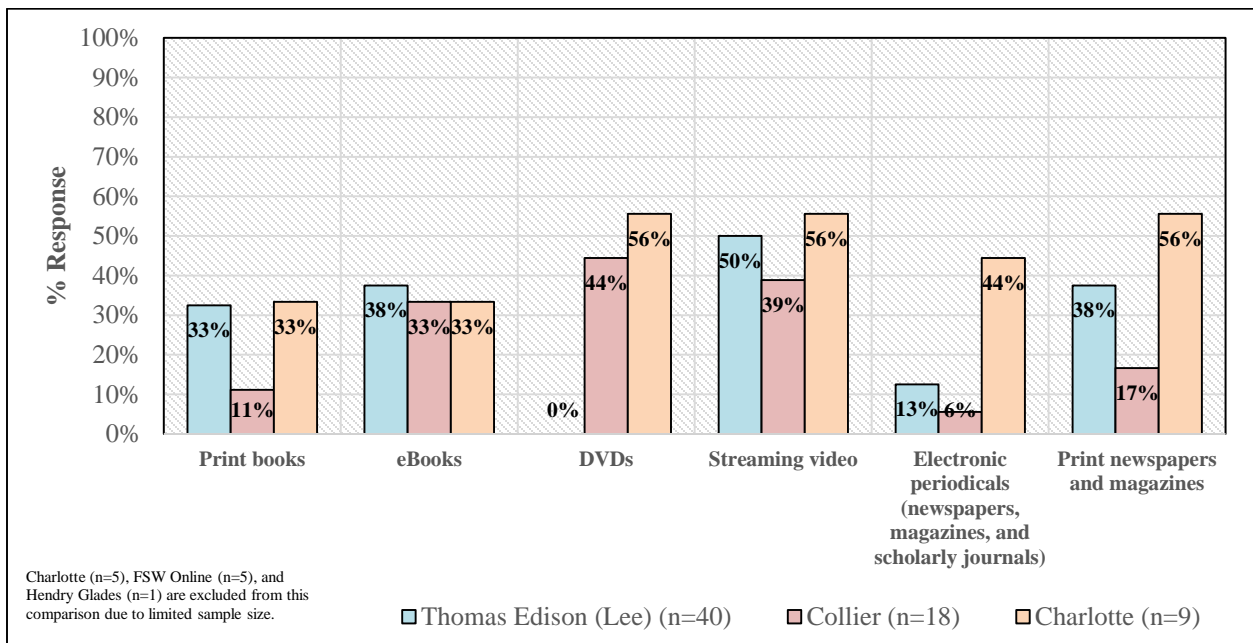


Figure 10. Percentage of faculty responding 'Never Used' by site to survey question "How satisfied are you with the following types of library resources?" Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.

The responses disaggregated by site to Question 7: "How satisfied are you with the following library services and programs?" are shown in Figure 11. Of those responding, positive responses are similar across sites in all areas except "Interlibrary Loan." For this area, positive response rates are 65% for the Thomas Edison campus, 50% for Collier, and 22% for Charlotte. As with the previous question, responses of "Never Used" vary greatly across site (Figure 12). The area with the greatest difference in positive response rate, "Interlibrary loan", also exhibits the greatest difference in "Never Used" responses with 28% for Thomas Edison, 44% for Collier, and 78% for Charlotte.

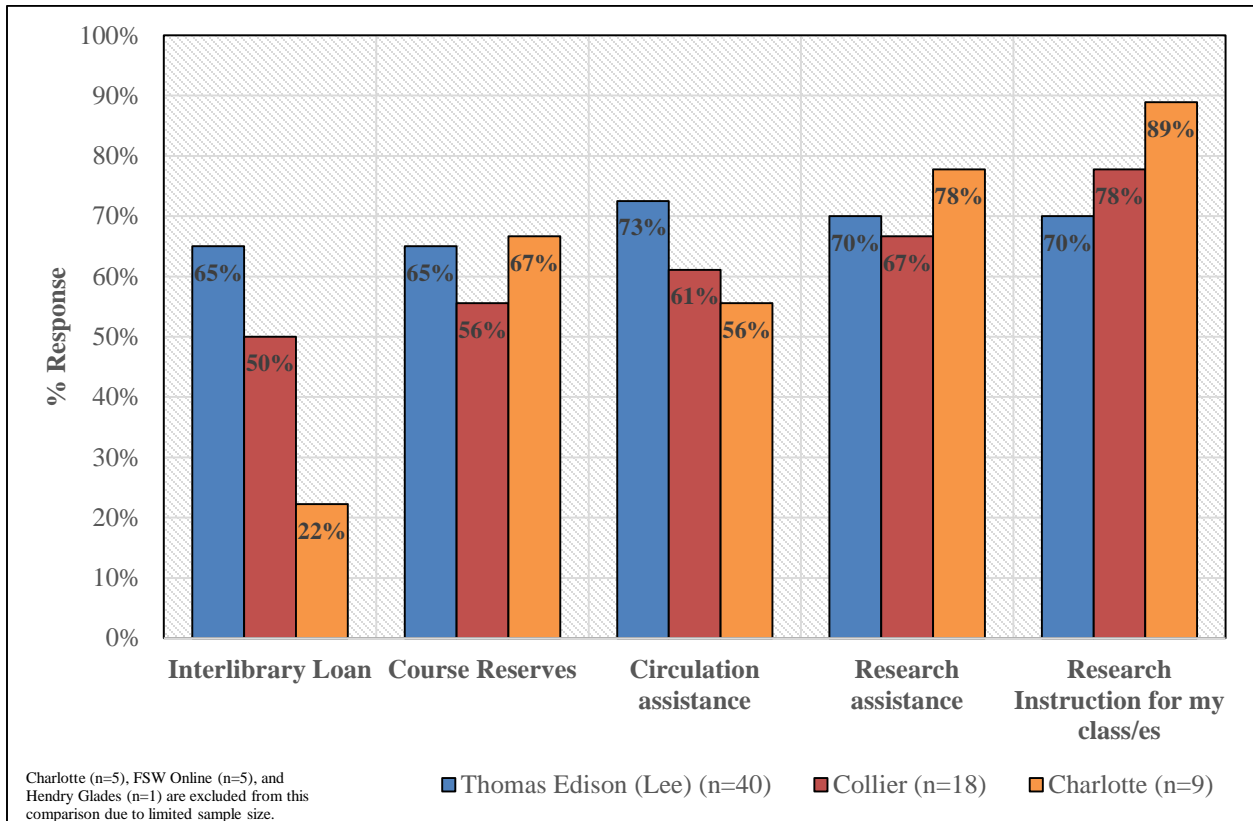


Figure 11. Percentage of faculty responding 'Satisfied' or 'Very Satisfied' by site to survey question "How satisfied are you with the following library services and programs?" Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.



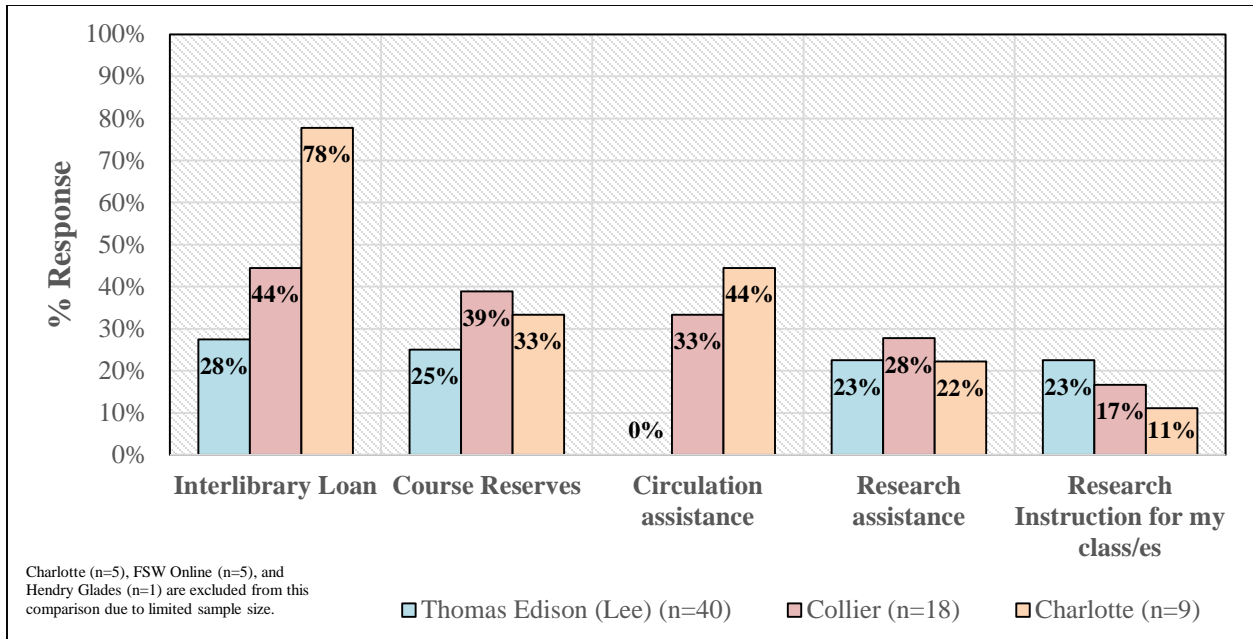


Figure 12. Percentage of faculty responding ‘Satisfied’ or ‘Very Satisfied’ by site to survey question "How satisfied are you with the following library services and programs?" Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.

The responses disaggregated by site to Question 8: “How confident are you in your students' ability to find and use credible sources of information?” are shown in Figure 13. Both the Thomas Edison campus and the Collier campus exhibit low confidence in students’ ability to find/use credible information sources (8% and 6%, respectively). The Charlotte campus exhibits a somewhat higher response rate for “Low Confidence” at 22%.

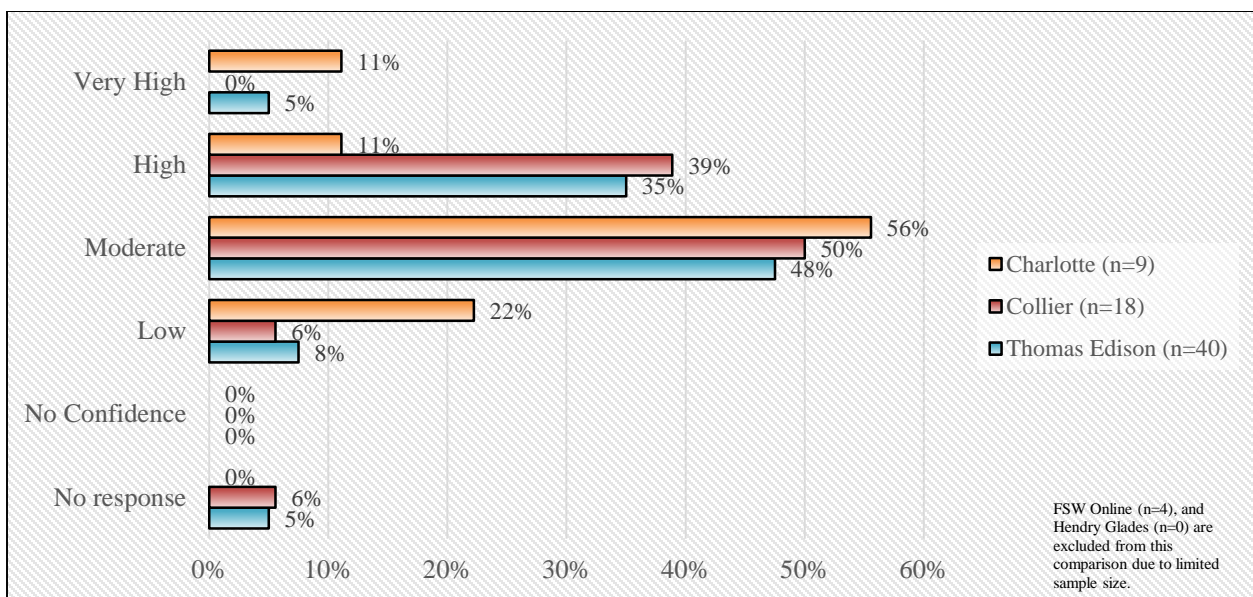


Figure 13. Response by site to survey question "How confident are you in your students' ability to find and use credible sources of information?" Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.

The responses disaggregated by site to Question 9: “How often do you require students to use library resources to complete assignments?” are shown in Figure 14. Results of respondents are similar on the Thomas Edison (Lee) campus compared with the Collier campus and Charlotte campus.

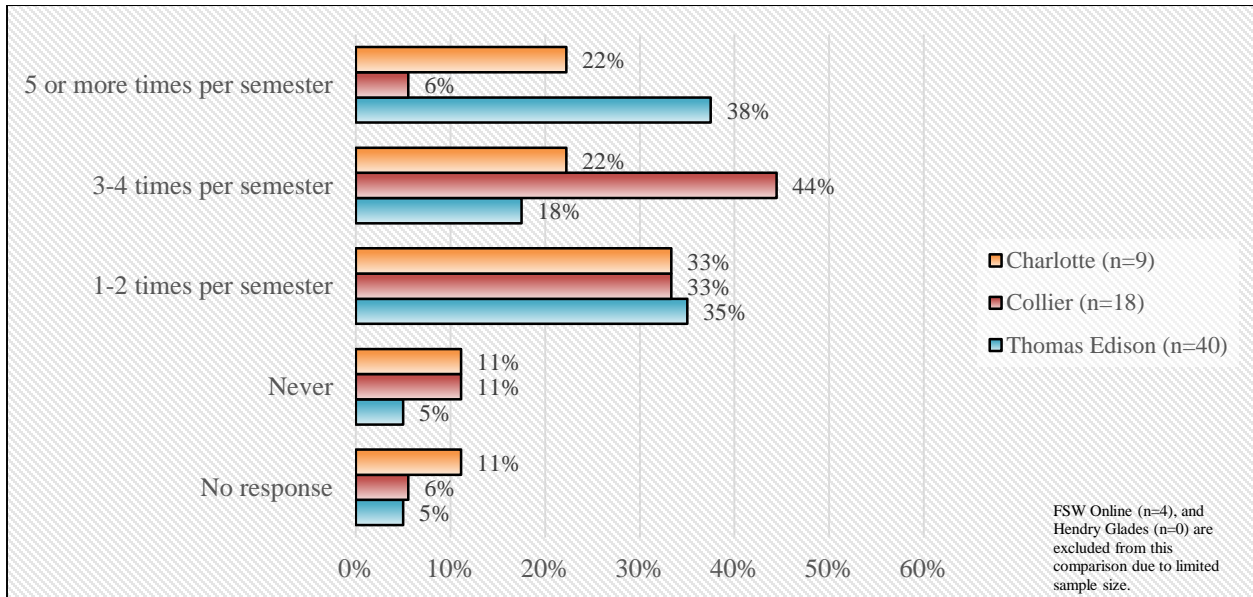


Figure 14. Response by site to survey question "How often do you require students to use library resources to complete assignments?" Survey respondents: 71. FSW Online (n=4) and Hendry Glades (n=0) are excluded from this comparison due to limited sample size.

## Survey Results by School

Of the 71 survey respondents, 34 originated from the School of Arts, Humanities, and Social Sciences, 4 from the School of Business and Technology, 4 from the School of Education, 9 from the School of Health Professions, and 14 from the School of Pure and Applied Sciences. Note that in some cases faculty reported representing more than one campus resulting in a combined total of 71. The percentage of faculty responding ‘regularly’ (Daily, Weekly, or Monthly) disaggregated by school to Question 4: “How often do you visit the library for the following activities?” are shown in Figure 15. Large differences exist across schools. The areas of “Scholarly activity”, “Course preparation”, “Get assistance from the library team”, and “Research instruction for my class/es” exhibit differences between schools of 40% or greater.

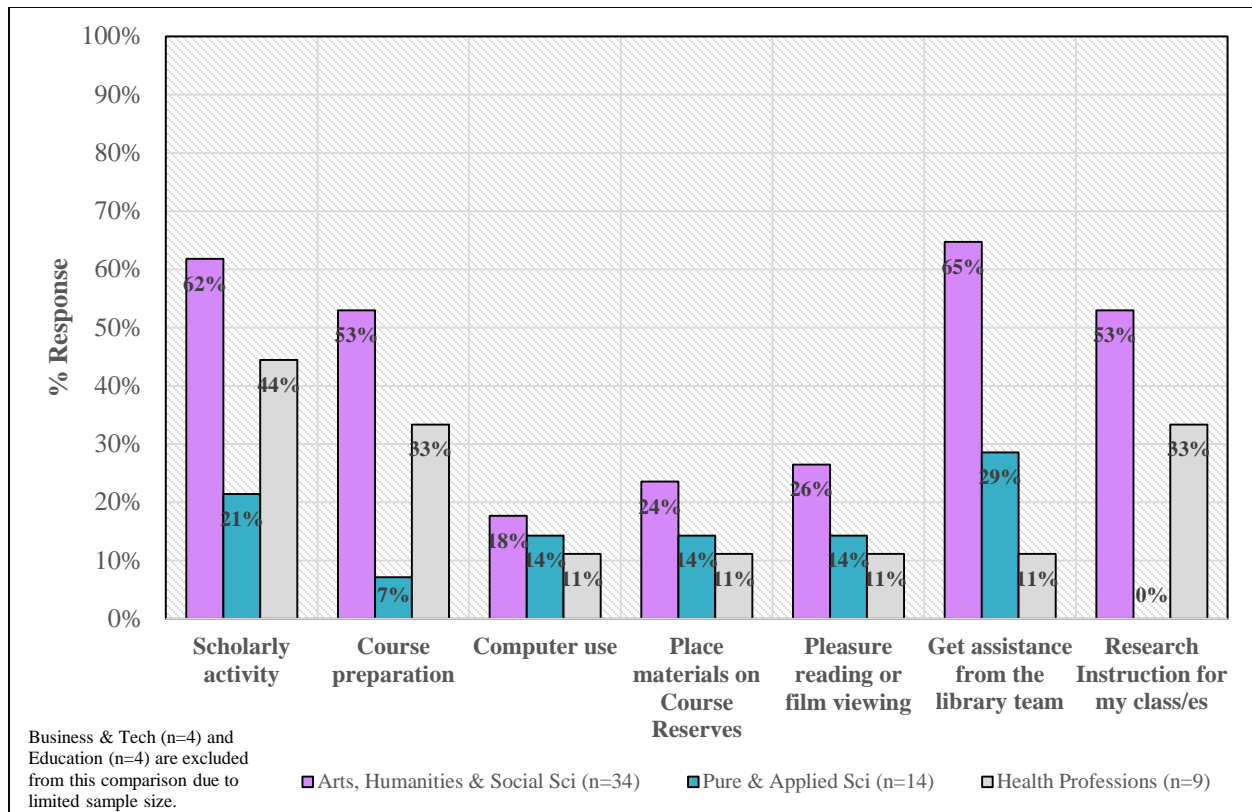


Figure 15. Percentage of faculty responding 'regularly' (Daily, Weekly, or Monthly) by school to survey question "How often do you visit the library for the following activities?" Survey respondents: 71. School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

The percentage of faculty responding 'regularly' (Daily, Weekly, or Monthly) disaggregated by school to Question 5: "How often do you use the FSW Libraries website for the following activities?" are shown in Figure 16. Large differences exist across schools. The areas of "Scholarly activity", "Course preparation", and "Get assistance from the library team" exhibit differences between schools of 19% or greater. The first two areas exhibit differences greater than 40%.

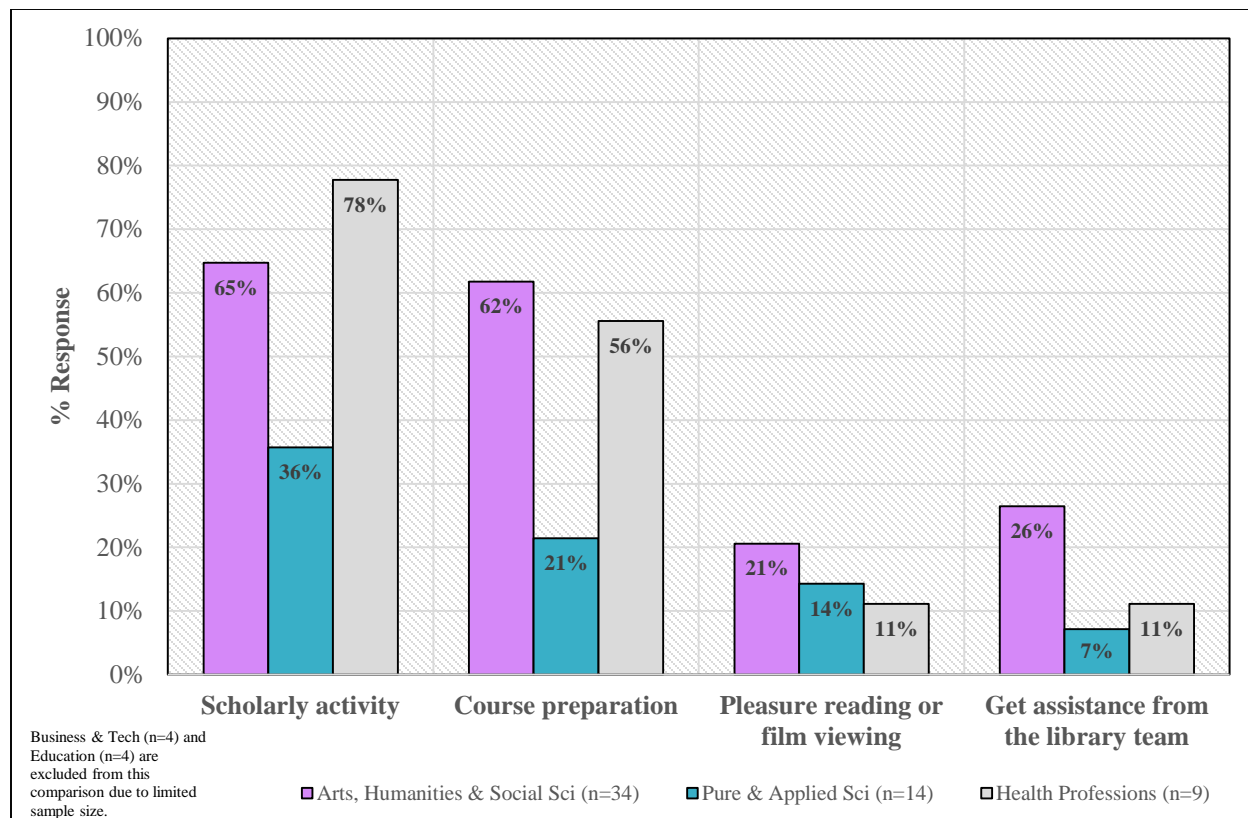


Figure 16. Percentage of faculty responding 'regularly' (Daily, Weekly, or Monthly) by school to survey question "How often do you use the FSW Libraries website for the following activities?" School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

The percentage of faculty responding positively (Satisfied or Very Satisfied) disaggregated by school to Question 6: "How satisfied are you with the following types of library resources?" are shown in Figure 17. Most areas exhibit large differences exist across schools. The areas of "eBooks", "DVDs", "Streaming video", "Electronic periodicals", and "Print newspapers and magazines" exhibit differences between schools of 17% or greater.

It is important to note that these large differences are very closely inversely linked with those responding "Never Used" which may play a large part in these differences. For example, the very low positive response for "DVDs" and "Print newspapers and magazines" in the School of Health Professions is coupled with a 78% and 89% response rate for "Never Used", respectively. By comparison, the School of Arts, Humanities, and Social Sciences positive response rate of 79% for "Electronica periodicals" is coupled with only 9% responding "Never Used." In short, the lack of positive feedback may largely be the result of simple lack of use.

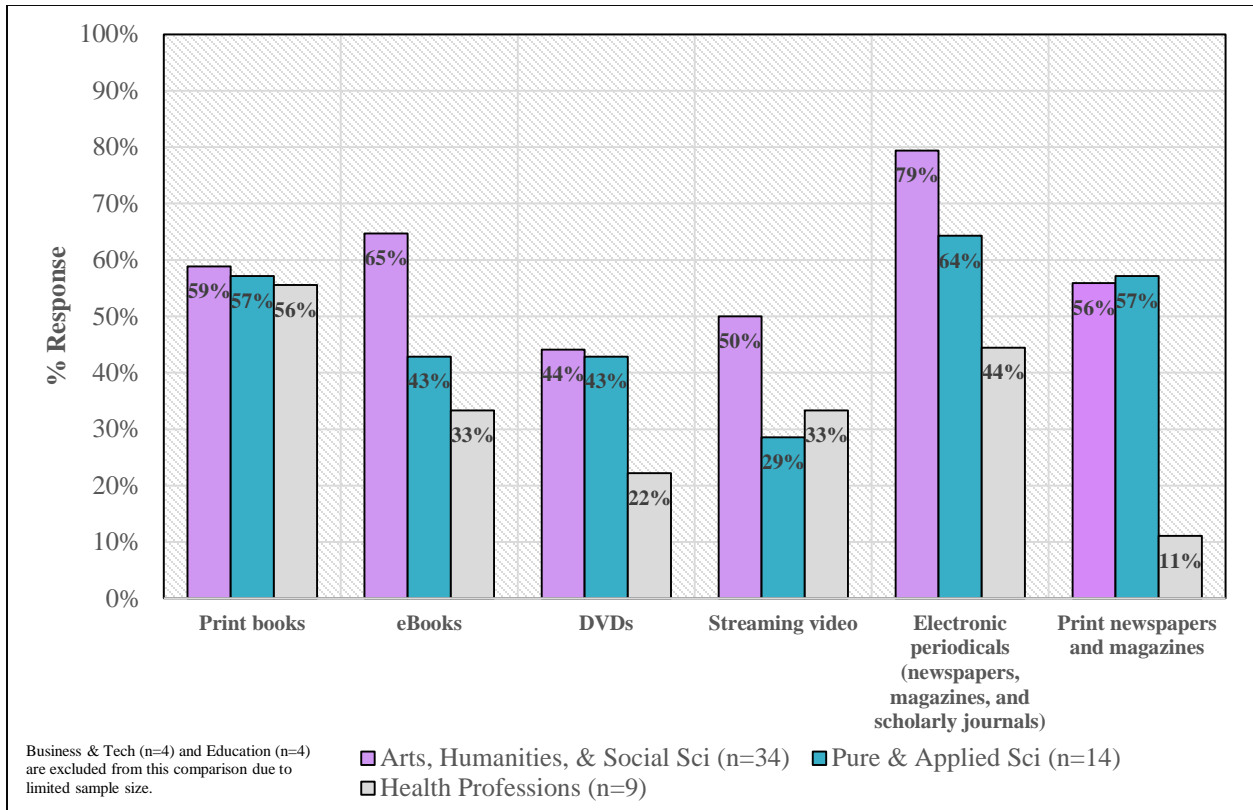


Figure 17. Percentage of faculty responding 'Satisfied' or 'Very Satisfied' by site to survey question "How satisfied are you with the following types of library resources?" School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

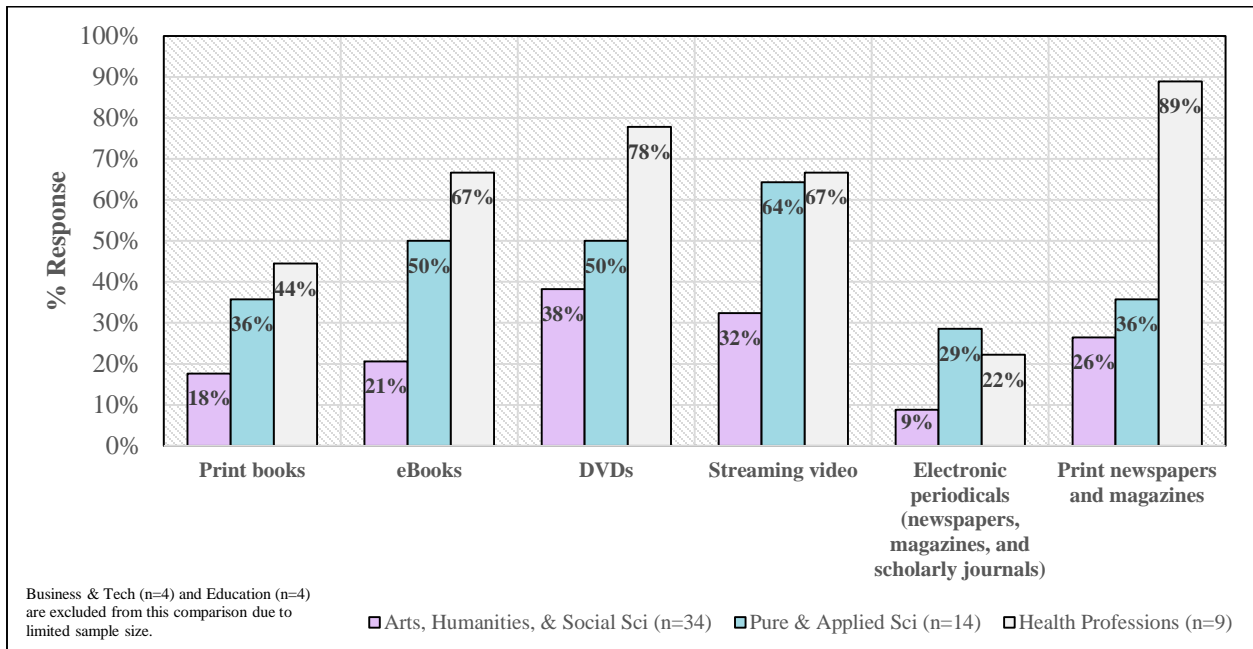


Figure 18. Percentage of faculty responding 'Never Used' by school to survey question "How satisfied are you with the following types of library resources?" School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

The responses disaggregated by site to Question 7: “How satisfied are you with the following library services and programs?” are shown in Figure 19. Most areas exhibit large differences exist across schools. The areas of “Course reserves”, “Circulation assistance”, “Research assistance”, and “Research instruction for my class/es” exhibit differences between schools of 17% or greater. As with the previous question, responses of “Never Used” vary greatly across site (Figure 20). The two areas with the greatest difference in positive response rate, “Course reserves” and “Research instruction for my class/es”, also exhibits the greatest difference in “Never Used” responses of 67% and 56% for the School of Health Professions.

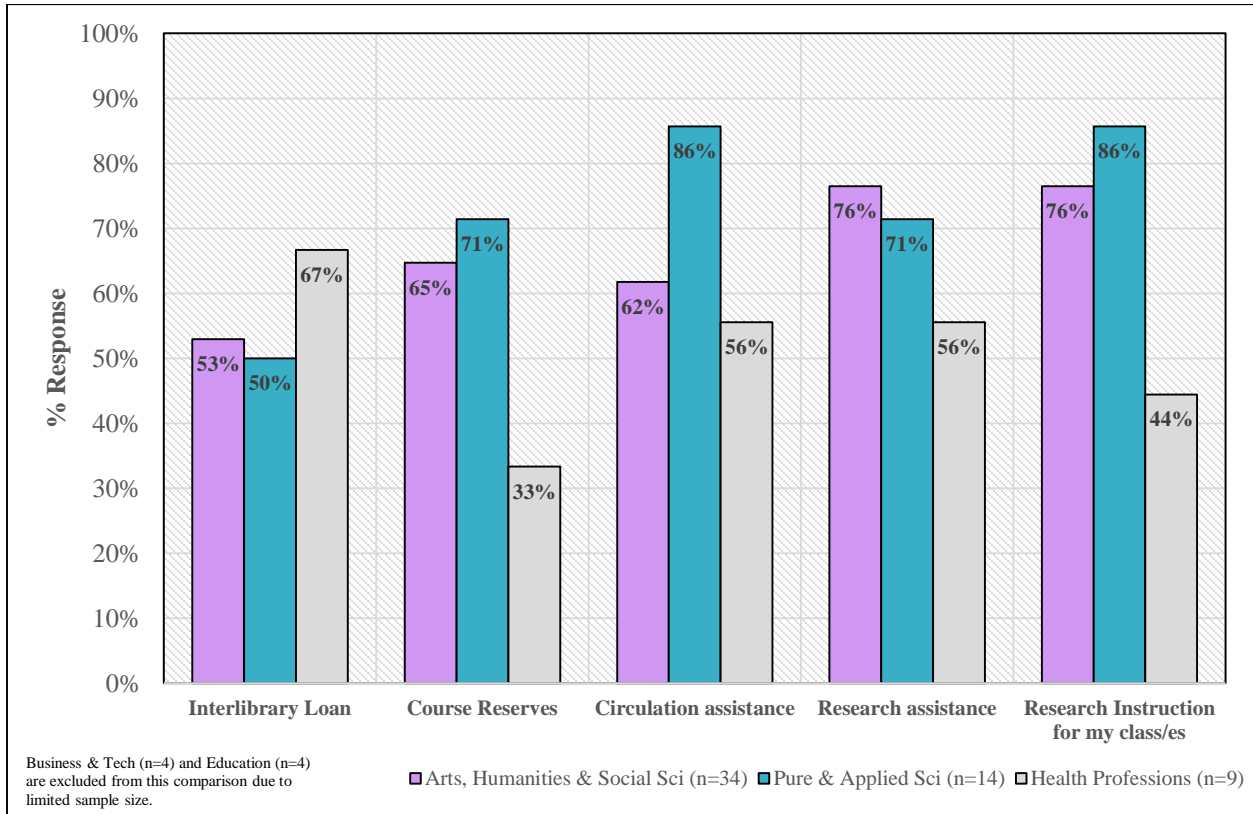


Figure 19. Percentage of faculty responding ‘Satisfied’ or ‘Very Satisfied’ by school to survey question "How satisfied are you with the following library services and programs?" School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

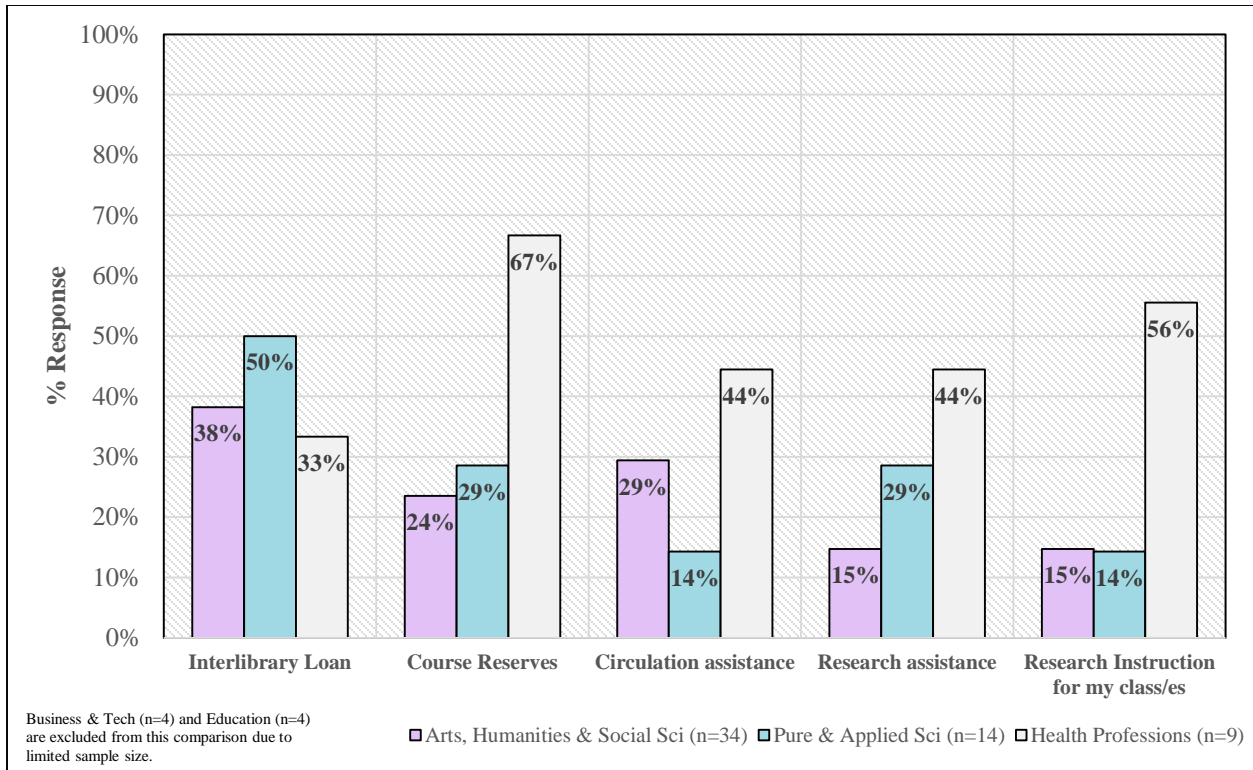


Figure 20. Percentage of faculty responding 'Satisfied' or 'Very Satisfied' by school to survey question "How satisfied are you with the following library services and programs?" School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

The responses disaggregated by school to Question 8: "How confident are you in your students' ability to find and use credible sources of information?" are shown in Figure 21. The School of Health Professions generally reports higher confidence in students' abilities to find and use credible sources of information (56% high/very high compared with 38% and 20%).

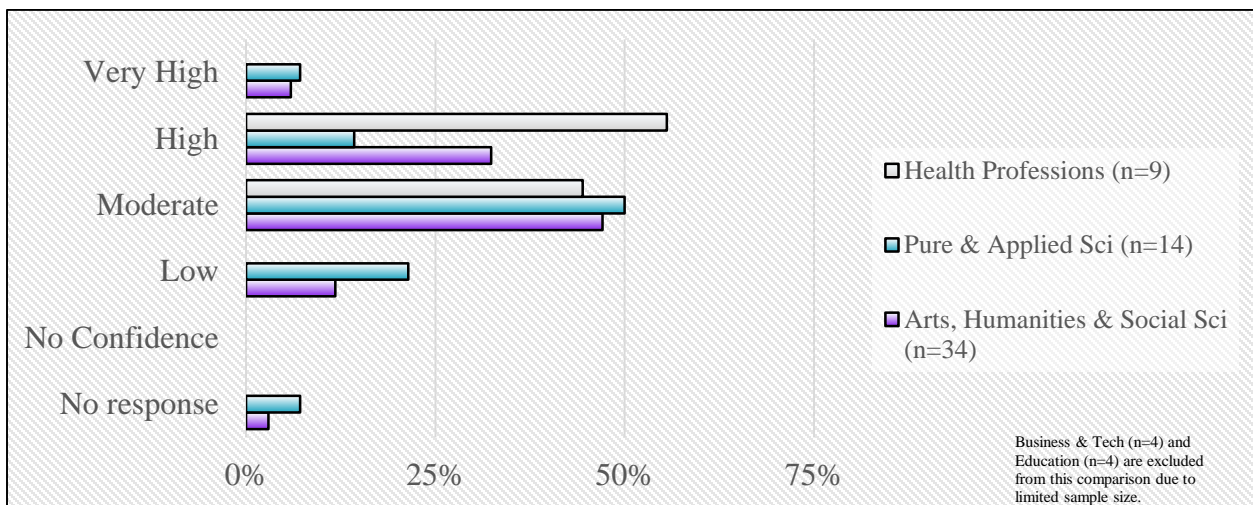


Figure 21. Response by school to survey question "How confident are you in your students' ability to find and use credible sources of information?" School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

The responses disaggregated by school to Question 9: “How often do you require students to use library resources to complete assignments?” are shown in Figure 22. The School of Health Professions reports more often requirements of students to use library resources for assignments. The School of Health Professions reports “5 or more times per semester” of 56%. By comparison, The School of Arts, Humanities, and Social Sciences exhibit just 29%, with Pure and Applied Sciences at 7%.

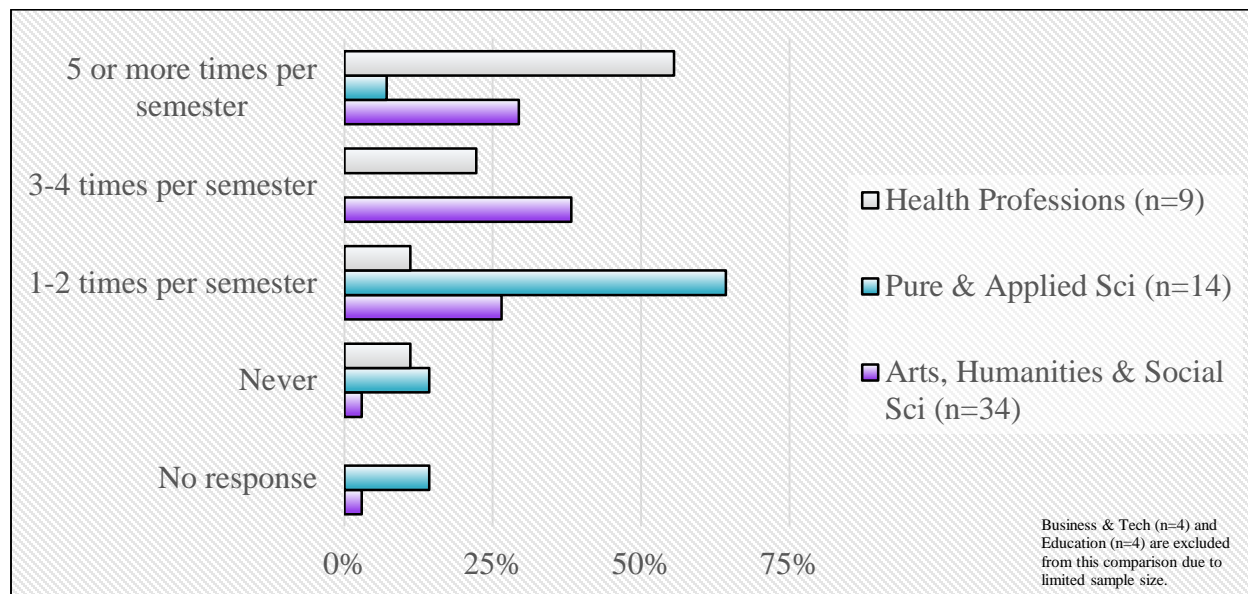


Figure 22. Response by school to survey question "How often do you require students to use library resources to complete assignments?" School of Business and Technology (n=4) and School of Education (n=4) are excluded from this comparison due to limited sample size.

## Open Ended Question Results

What follows below are the open-ended responses to the two open-ended questions in the survey disaggregated by site.

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*Thomas Edison (Lee)*

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*Please list suggestions for new library workshops or Research Instruction pedagogy.*

- ✚ Let them continue to help my intro classes. The help has been excellent.
- ✚ I would recommend that the library offers more research instructional classes for students based on their interests. I had several students ask if they could attend another session outside of the one I had scheduled.
- ✚ More speakers in the library, please. The talks are very good.
- ✚ The problem for most students is not finding sources, but vetting sources. We need to go beyond truth-seeking workshops and do some hands-on activities with students. Competitions



to find the best source or expose the fake sources? But they need to experience this activity for themselves.

- ✚ None. The library staff does an amazing job at meeting my Research Instruction needs.
- ✚ Have the research librarians actually select a topic and demonstrate to students how to use ERIC /Ebsco products.
- ✚ Provide better online instruction regarding APA Style formatting. It appears that there aren't any assistants in the library that can help the nursing students with APA Style. It also appears that the resources for APA Style are not well defined so the students can retrieve easily. There is also no access for OVID journal articles and the number and type of healthcare journals in this database are vital to teaching the student nurses in the AS and BSN programs.
- ✚ More on plagiarism
- ✚ Our nursing students are frustrated that they find quality articles that are not available in full text (courses required) due to the inability of not having access to OVID databases. This is an issue for faculty as well in nursing. No other FL state college with OVID has dropped the subscription.
- ✚ Place focus on teaching students to effectively use the databases. Also, workshops for students to distinguish between credible and bogus information.
- ✚ Assessing reliability of Internet sources.
- ✚ What is 'fake news' and is it a new phenomenon?
- ✚ Should we trust/distrust everything we find on the Internet?
- ✚ What is plagiarism - beyond the simple cheating.
- ✚ What is 'patchwriting'?
- ✚ More author informational presentations.
- ✚ None comes to mind at this time.
- ✚ Since most of our students are not in school for hard research and most library resources students use are based on social media influence, I would suggest that the library instruction pedagogy start to strongly focus on evaluating currency, relevancy, authority, accuracy, and purpose of print and social media information. Students need help deciding which information is current and credible and which information has significant bias both in scholarly and journalistic media avenues.
- ✚ Bring back OVID
- ✚ None at this time.

*Please share your ideas or suggestions for improving library operations.*

- ✚ About the front desk....
- ✚ I wish it were open later at night.
- ✚ More staff if needed. I would defer to my esteemed colleagues in the library to know what they do and do not need.
- ✚ I am impressed w/ current operation.
- ✚ Better informed assistants
- ✚ Get OVID back

- ✚ Greater focus on building and maintaining the print collection.
- ✚ Extend hours of operation for the FSW libraries on all campuses. Set aside funds for a fully operational library at the Hendry-Glades site, including the hiring of a full-time librarian there.
- ✚ I have a problem with my students using unreliable information from the Internet. It would be very helpful if the library staff developed a guide for assessing reliability of sources. It could be something similar to this: <https://rasmussen.libanswers.com/friendly.php?slug=faq/32400>
- ✚ I also have issues with plagiarism - my students don't understand that copying material - from other sources or their own work - is not right. They tend to copy and paste up to 80% of the text. They may give all the credits, but they don't understand that it is not acceptable and is a form of plagiarism. I would like the Plagiarism Guide to be updated and include these issues.
- ✚ FSW has the most knowledgeable and most helpful library personnel there is.
- ✚ More extended hours.
- ✚ Everyone has been very helpful to me there. My students are always running into issues using the printers there for printing documents - I'm sure this is always trouble to keep up.
- ✚ Very good as is.

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*Charlotte Campus*

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*Please list suggestions for new library workshops or Research Instruction pedagogy.*

- ✚ No suggestions
- ✚ I think your survey could be improved. For example, my students don't go to the library each month; however, I do take them. So I had to say rarely, which to me is not accurate. Depending on the semester and classes I'm teaching we could go a few times in a month, then not go for a month, or I have even taken class a few times frequent weeks. You need to give more choices for that. In addition, the library professor is fantastic. She keeps in touch with me, knows what I am teaching, and even buys books for the topics that I give for research papers. She goes out of her way to be an asset to the classroom teacher.
- ✚ "truth seeking specific research techniques"

*Please share your ideas or suggestions for improving library operations.*

- ✚ I'm very pleased with the library professor's orientation to the library to my classes, her assistance when we go there as a group, and her eagerness to work with me to meet the needs of my students.

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*Collier Campus*

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*Please list suggestions for new library workshops or Research Instruction pedagogy.*

- ✚ Would like to see more opportunities for different types of RIs on other campuses, such as Collier.
- ✚ Citation practices for research
- ✚ Continue to discuss MLA and APA guidelines. Students indicate that they know, and I know it is reviewed in library tours. However, their papers indicate otherwise.

*Please share your ideas or suggestions for improving library operations.*

- ✚ Please continue on the current path and pay attention to maintaining expert staff.
- ✚ Members of staff are extremely helpful. I continue to remind students that they have the ability to access from home. Continue to ask students what they need.