

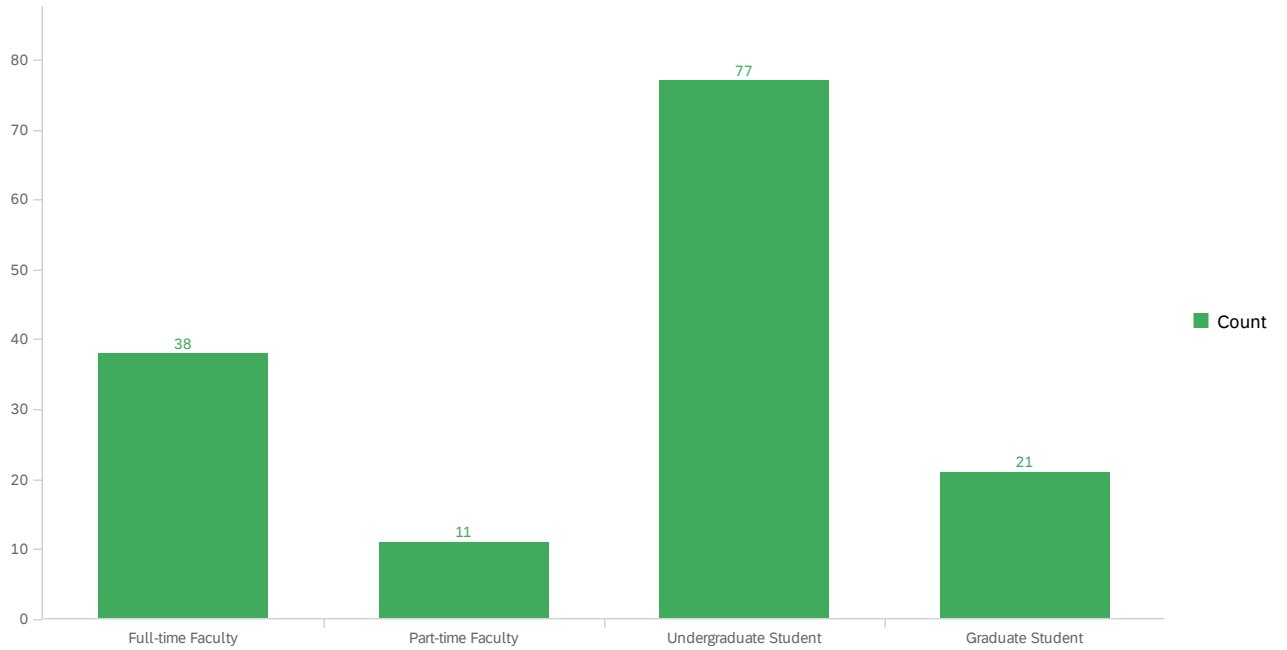
Report 2

Marywood Library Survey (AY 2020 - 2021)

April 28, 2021 2:12 PM MDT

Q1 - What is your primary role at Marywood?

Q1 - What is your primary role at Marywood?

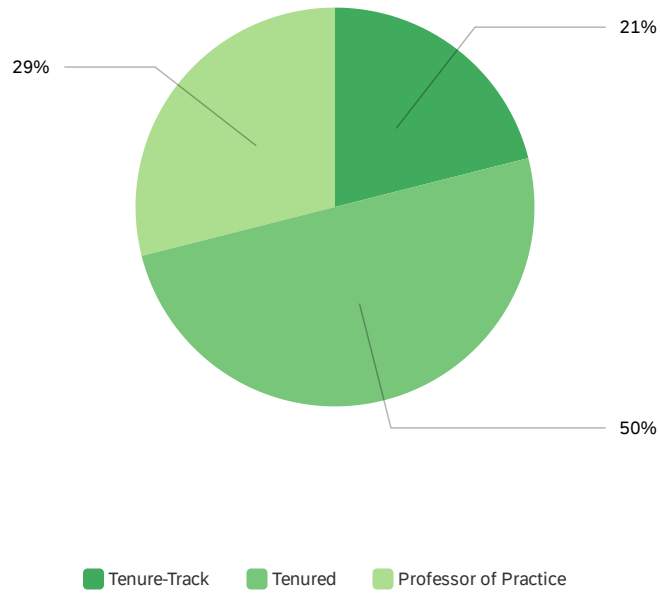


Field	Choice Count
Undergraduate Student	77
Full-time Faculty	38
Graduate Student	21
Part-time Faculty	11
	147

Showing rows 1 - 5 of 5

Q2 - What is your Faculty status?

If FT faculty, what is your status?

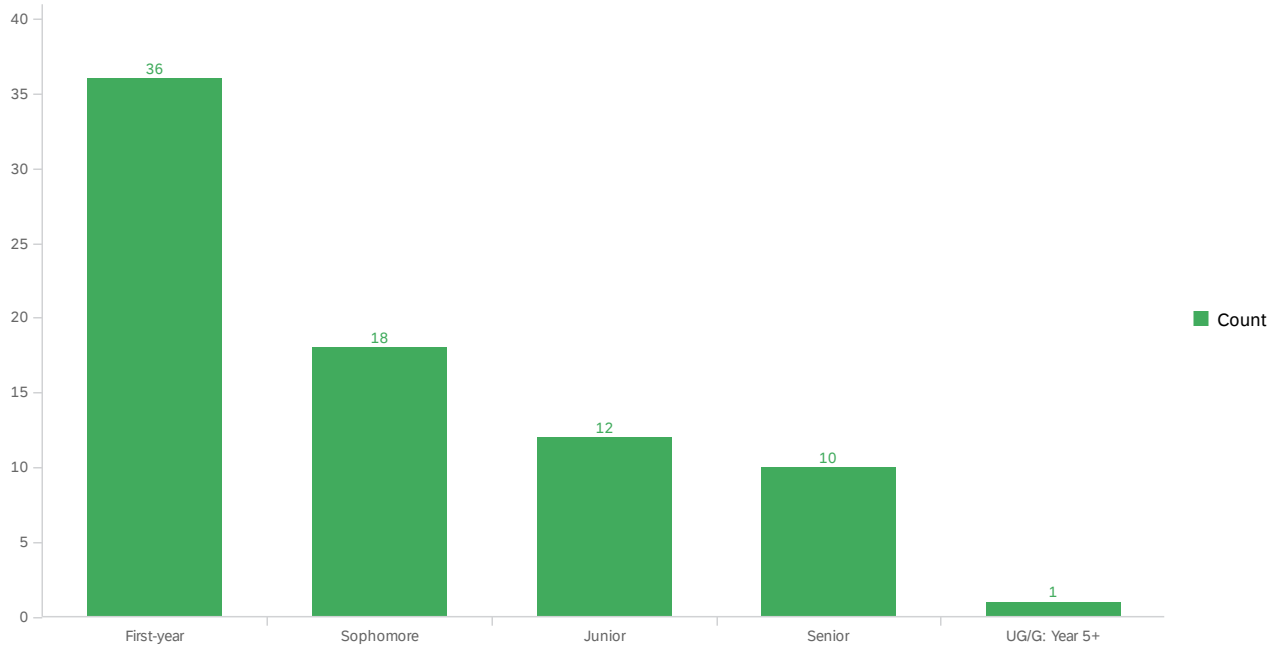


Field	Choice Count
Tenure-Track	8
Tenured	19
Professor of Practice	11
	38

Showing rows 1 - 4 of 4

Q3 - (Students) What is your current level/year?

Q3 - (Students) What is your current level/year?

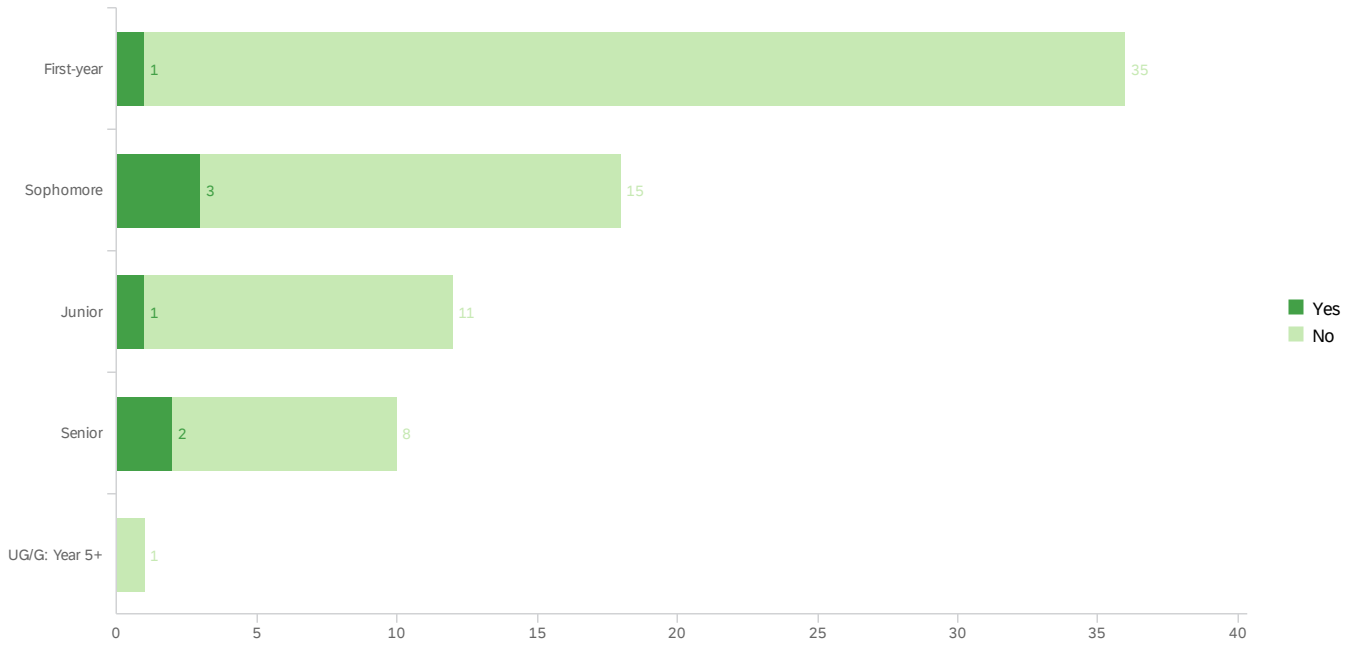


#	Field	Choice Count
1	First-year	36
2	Sophomore	18
3	Junior	12
4	Senior	10
5	UG/G: Year 5+	1
		77

Showing rows 1 - 6 of 6

Q4 - Are you a Transfer student?

Q4 - Are you a Transfer student?



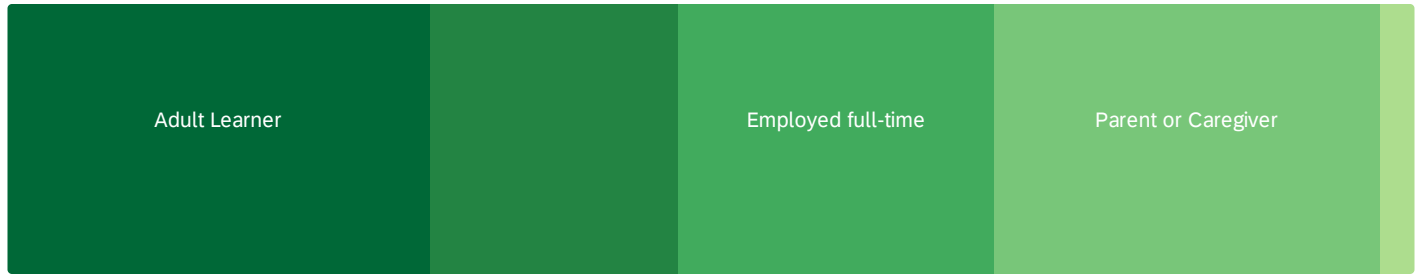
Q5 - Are you an International student?

Field	First-year	Sophomore	Junior	Senior	UG/G: Year 5+	Total
Yes	0	1	0	0	0	1
No	36	17	12	10	1	76

Showing rows 1 - 2 of 2

Q6 - Do you consider yourself a "non-traditional student" in any of these ways?

Q6 - Do you consider yourself a "non-traditional student" in any of these ways?



■ Adult Learner (12)
 ■ Attend Part-time: 6-11 credits (7)
 ■ Employed full-time (9)
 ■ Parent or Caregiver (11)

■ Professional--Continuing Education (1)

Field	First-year	Sophomore	Junior	Senior	UG/G: Year 5+	Total
N/A	29	16	9	7	0	61
Parent or Caregiver	5	1	0	2	0	8
Employed full-time	1	2	1	2	0	6
Adult Learner	0	2	1	0	0	3
Attend Part-time: 6-11 credits	0	1	1	0	0	2
Professional--Continuing Education	0	1	0	0	0	1

Showing rows 1 - 6 of 6

Q7 - What is your undergraduate major?

Q7 - What is your undergraduate major?

Field	First-year	Sophomore	Junior	Senior	UG/G: Year 5+	Total
B.S. Biology Health Professionals (Pre-Physician Assistant)	4	3	4	0	0	11
Communication Sciences and Disorders	5	3	0	1	0	9
Prefer not to answer	6	1	0	0	0	7
Art Therapy	5	0	0	0	0	5
Architecture	2	3	0	0	0	5
Biology: Pre-Medical, Pre-Dental, and Pre-Veterinary	0	1	2	1	0	4
Nutrition and Dietetics	0	0	1	2	0	3
Nursing	0	1	2	0	0	3
Interior Architecture/Design	3	0	0	0	0	3
Social Work	0	0	0	2	0	2
Psychology/Clinical Practices	1	0	1	0	0	2
Music Therapy	0	1	1	0	0	2
Music Education	1	1	0	0	0	2
Arts Administration (Art)	0	2	0	0	0	2
Accounting	1	0	0	1	0	2
Sociology	0	0	0	0	1	1
Respiratory Therapy: Four-year BSRT	1	0	0	0	0	1
Psychology	1	0	0	0	0	1
Medical Laboratory Science	1	0	0	0	0	1
Marketing	0	0	0	1	0	1
Literature	0	1	0	0	0	1
History/Pre-Law	1	0	0	0	0	1
Graphic Design	0	0	1	0	0	1
Early Childhood and Elementary Education/Special Education	1	0	0	0	0	1
Early Childhood and Elementary Education	1	0	0	0	0	1

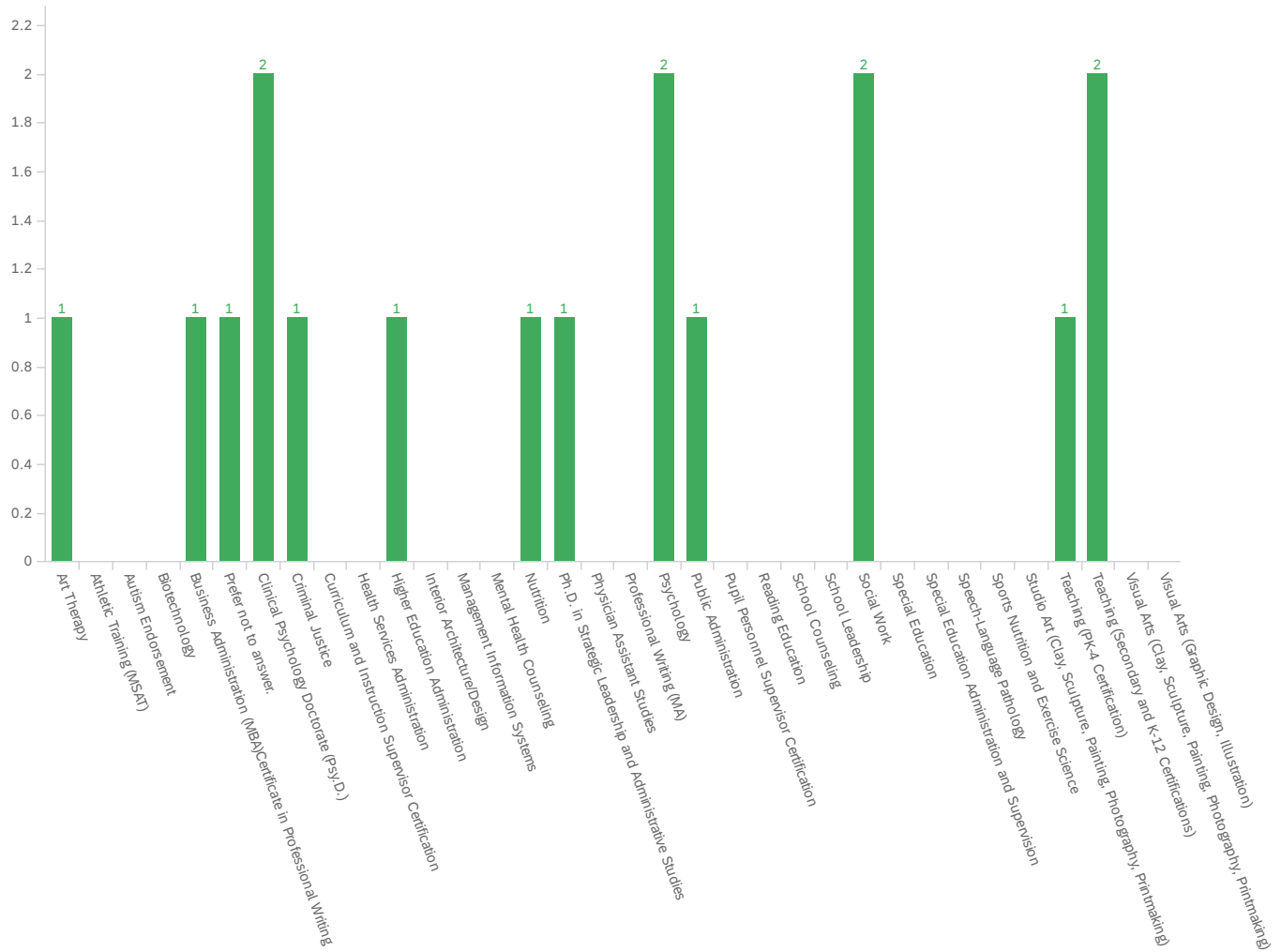
Field	First-year	Sophomore	Junior	Senior	UG/G: Year 5+	Total
Computer Science	0	0	0	1	0	1
Aviation Management	1	0	0	0	0	1
Arts Administration (Music)	0	0	0	1	0	1
Writing	0	0	0	0	0	0
Theatre Education	0	0	0	0	0	0
Theatre	0	0	0	0	0	0
Sports Media	0	0	0	0	0	0
Spanish Education	0	0	0	0	0	0
Spanish	0	0	0	0	0	0
Sculpture	0	0	0	0	0	0
Respiratory Therapy: RRT to BSRT Degree Completion	0	0	0	0	0	0
Religious Studies	0	0	0	0	0	0
Public Relations and Image Management	0	0	0	0	0	0
Professional Writing (Five-year)	0	0	0	0	0	0
Photography	0	0	0	0	0	0
Philosophy	0	0	0	0	0	0
Painting	0	0	0	0	0	0
Musical Theatre	0	0	0	0	0	0
Music Performance	0	0	0	0	0	0
Mathematics: Secondary Education	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Management	0	0	0	0	0	0
Journalism	0	0	0	0	0	0
International Business	0	0	0	0	0	0
Information Security (Cyber Security)	0	0	0	0	0	0
Industrial/Organizational Psychology	0	0	0	0	0	0
Illustration	0	0	0	0	0	0
Hospitality Management	0	0	0	0	0	0
History/Social Sciences: Secondary Education	0	0	0	0	0	0

Field	First-year	Sophomore	Junior	Senior	UG/G: Year 5+	Total
History	0	0	0	0	0	0
Financial Planning	0	0	0	0	0	0
Film, TV, and Digital Production	0	0	0	0	0	0
Exercise Science	0	0	0	0	0	0
Environmental Science	0	0	0	0	0	0
English: Secondary Education	0	0	0	0	0	0
Criminal Justice	0	0	0	0	0	0
Ceramics	0	0	0	0	0	0
Biotechnology	0	0	0	0	0	0
Biology: Secondary Education	0	0	0	0	0	0
Biology: Pre-Chiropractic	0	0	0	0	0	0
Bioethics Certificate Program	0	0	0	0	0	0
Athletic Training (Five-year BS/MS)	0	0	0	0	0	0
Arts Administration (Theatre)	0	0	0	0	0	0

Showing rows 1 - 68 of 68

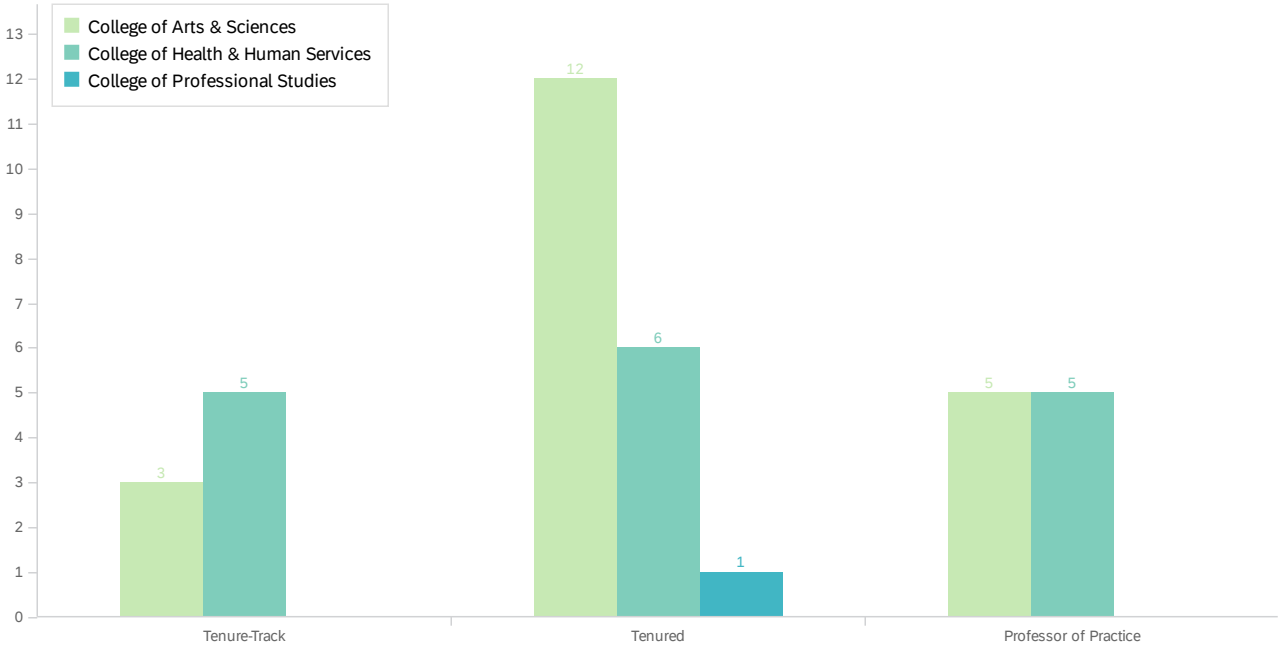
Q8 - What is your Graduate or PhD program?

Q8 - What is your Graduate or PhD program?



Q9 - Faculty, in which College is your department?

Q9 - Faculty, in which College is your department?



Q10 - How well does the Library:

How well does the Library do the following:

Field	1	2	3	5 Very well	5	Total
Supports academic achievement	1	7	15	32	62	117
Supports teaching and learning	1	7	15	29	62	114
Supports ALL students	2	3	14	21	72	112
Fosters collaboration	0	13	15	28	55	111
Furthers Marywood's Mission and Core Values	2	4	11	29	63	109
Supports self-directed learning	2	6	17	25	59	109
Fosters diversity, equity, & inclusion	0	4	14	24	60	102

Showing rows 1 - 7 of 7

Q11 - User Experience - General

Q11. Please Rate the Library User Experience - General Aspects

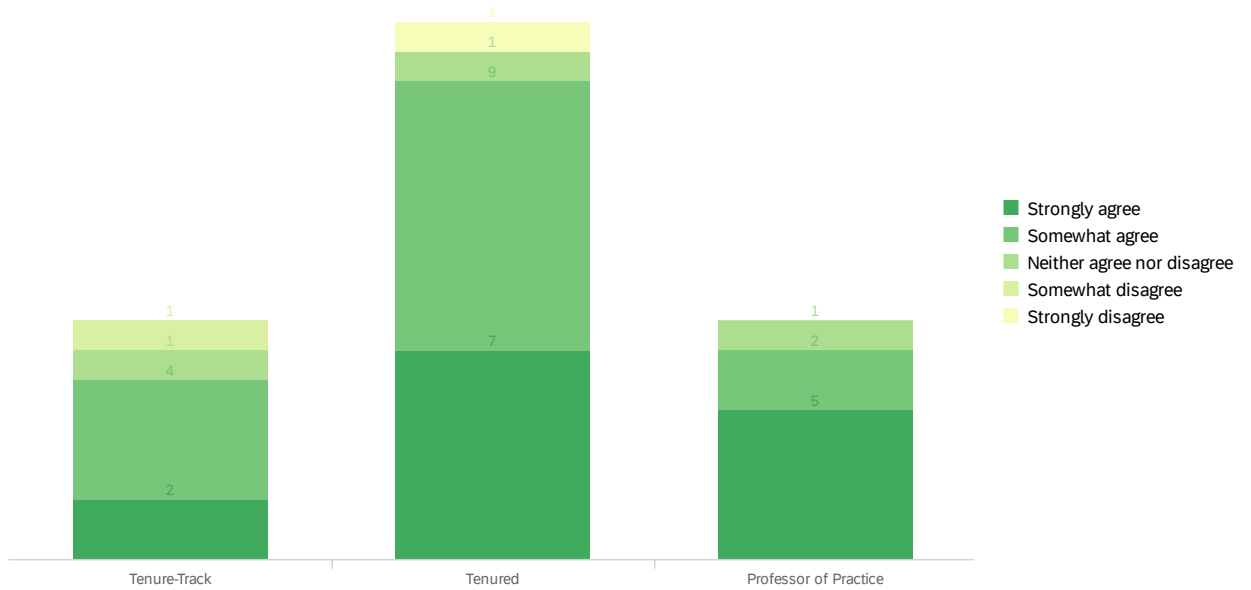
Field	0	1	2	3	5 Excellent	5	Total
Welcoming & Courteous	1	0	6	20	28	64	119
Generally Helpful	1	3	7	14	37	50	112
Expert & Knowledgeable	0	1	7	13	36	51	108
Professional & Academic	0	0	11	15	30	61	117
Creative & Innovative	0	2	9	20	23	54	108

Showing rows 1 - 5 of 5

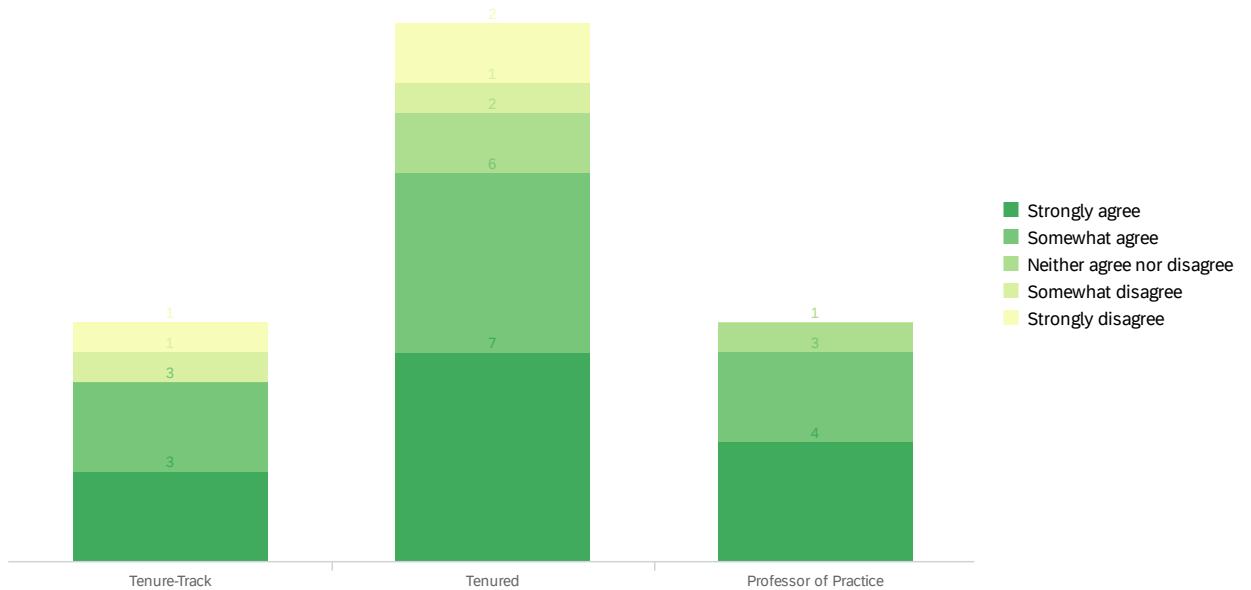
Q12 - Faculty, please indicate your level of agreement with the following statements:

Q12 - Faculty, please indicate your level of agreement with the following statements:

As a faculty member, Marywood Library provides value to me.



As a researcher and scholar, Marywood Library provides value to me.

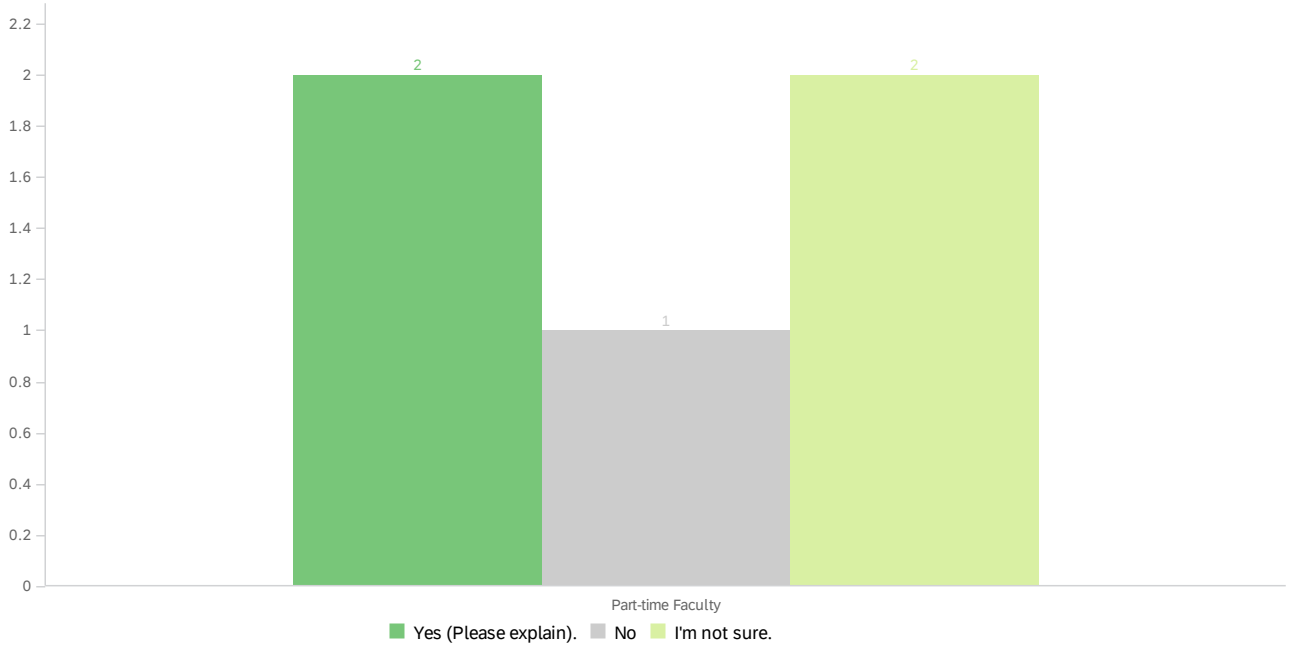


Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
As a faculty member, Marywood Library provides value to me.	17	16	4	1	1	39
As a researcher and scholar, Marywood Library provides value to me.	16	12	6	2	3	39

Showing rows 1 - 2 of 2

Q13 - As a Part-Time faculty member, are there specific ways Marywood Library could better support you?

Q13 - As a Part-Time faculty member, are there specific ways Marywood Library could better support you?



Field	Choice Count
Yes (Please explain).	2
No	1
I'm not sure.	2
	5

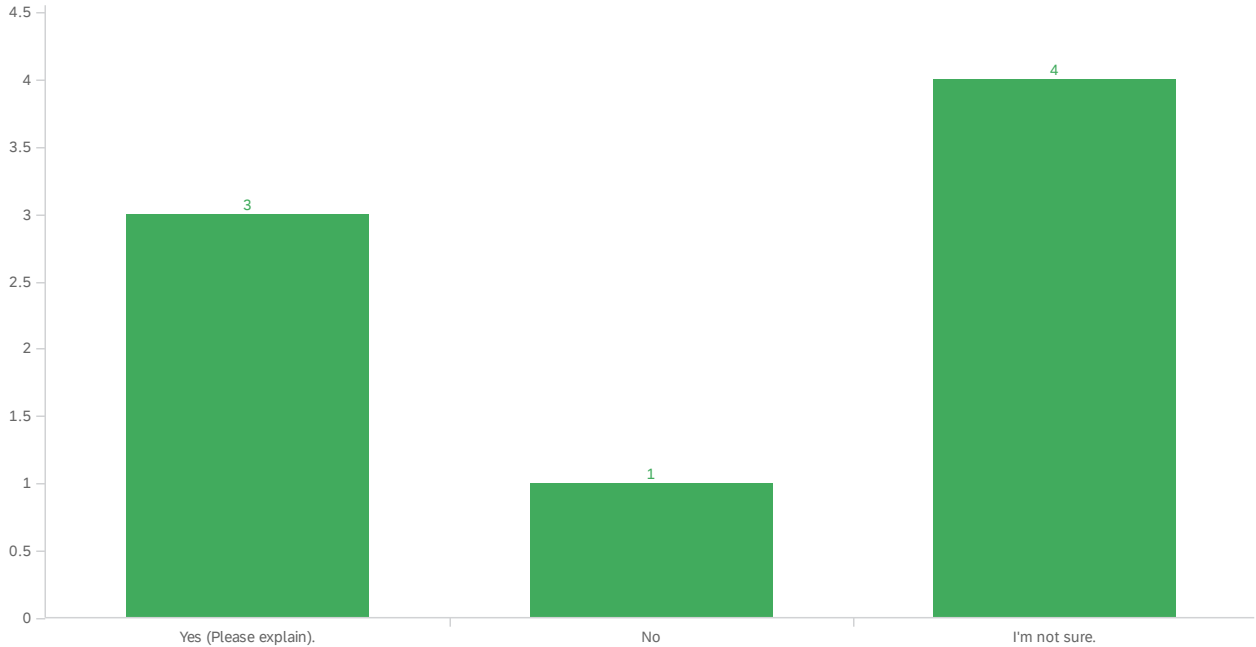
Showing rows 1 - 4 of 4

Text Responses:

Further partnership and development of course-specific webinars to help students with library online resources and documentation of sources for academic writing.

Q15 - As a Tenure-Track faculty member, are there specific ways Marywood Library could better support you?

Q15 - As a Tenure-Track faculty member, are there specific ways Marywood Library could better support you?



Field	Choice Count
Yes (Please explain).	3
No	1
I'm not sure.	4
	8

Showing rows 1 - 4 of 4

Text Responses:

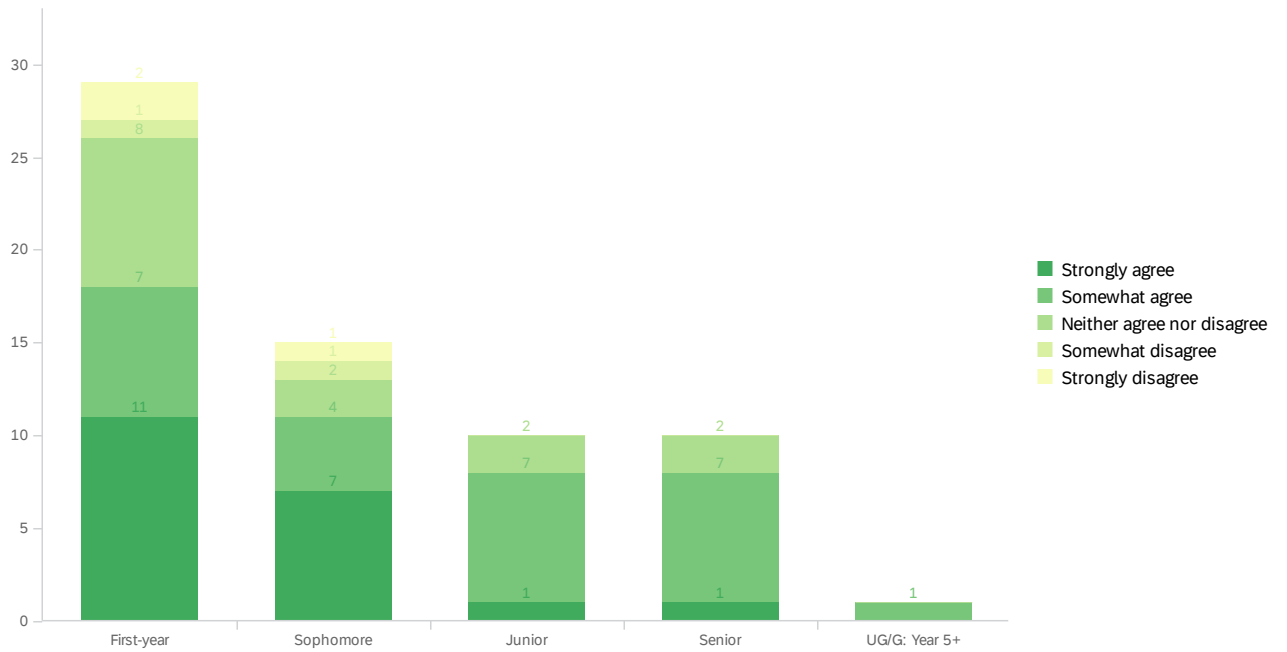
If library does not have access to the article I have searched for I would like an easy way to click to request that article through ILL rather than having to fill out a form to request.

If possible, increase subscriptions to academic journals.

We need more comprehensive journal access to major science and behavioral health journals.

Q16 - Students, please indicate your level of agreement with the following statement:

As a student, the Marywood Library provides me with valuable academic or other support.



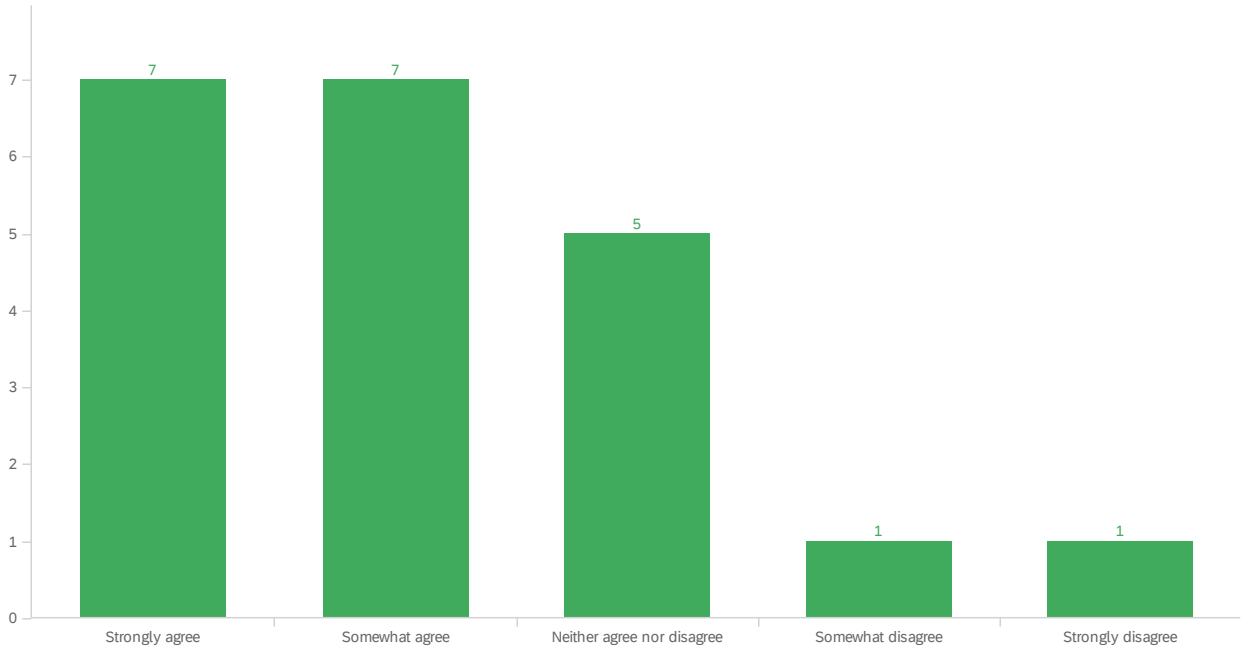
Field	Choice Count
Strongly agree	20
Somewhat agree	26
Neither agree nor disagree	14
Somewhat disagree	2
Strongly disagree	3
	65

Showing rows 1 - 6 of 6

Q17 - Graduate students, please indicate your level of agreement with the following

statement:

Q17 - Graduate students, please indicate your level of agreement with the following statement:



Field	Choice Count
Strongly agree	7
Somewhat agree	7
Neither agree nor disagree	5
Somewhat disagree	1
Strongly disagree	1
	21

Showing rows 1 - 6 of 6

Q18 - As a grad or PhD Student, are there specific ways Marywood Library could better support you?

Q18 - As a grad or PhD Student, are there specific ways Marywood Library could better support you?

Field	Choice Count
Yes (Please explain).	47% 8
No	6% 1
I'm not sure.	47% 8
17	

Showing rows 1 - 4 of 4

Speed up inter library loan deliveries and extend borrow periods to accommodate semester long research.

We need much more access to articles. Most articles that I am finding I would like for my dissertation are not available in the library and I only get about 50% of the articles I request

Providing access to accredited journals or publications in specific area of research/field, writing resource center, and similar ways that I have been helped as a graduate student.

Additional computers that are in a quiet space, better or free printing, more spaces to work alone

I often find that certain subscriptions which I expect to be able to access through EbscoHost are unavailable; I would rather see more available literature than any amount of infrastructure improvement

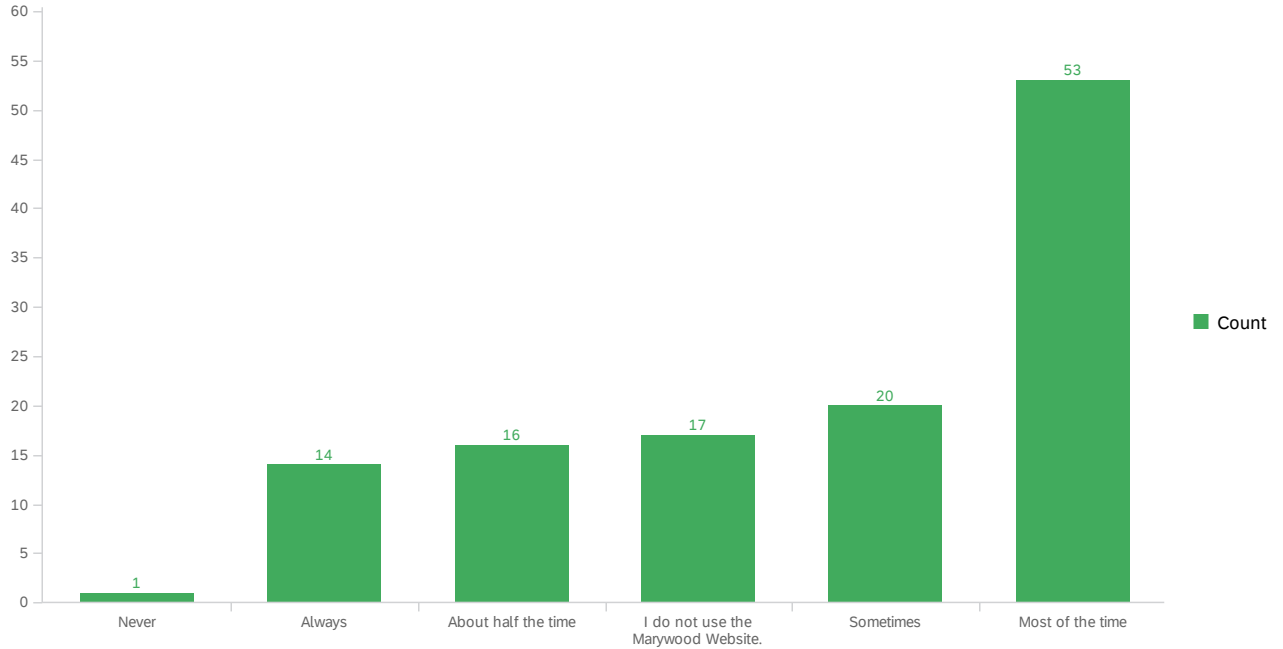


A word cloud of library-related terms. The words are arranged in a roughly circular shape, with the largest words in the center and smaller words towards the edges. The colors range from light purple to dark purple. The most prominent words are 'access', 'research', 'journal', 'library', and 'articles'. Other visible words include 'graduate', 'easy', 'field', 'amount', 'improvement', 'delivery', 'dissertation', 'alone', 'accommodate', 'help', 'area', 'find', 'borrow', 'center', 'finding', 'expect', 'computer', 'better', 'free', 'extend', 'enter', 'ebscohost', 'brochure', 'additional', 'accredit', and 'journal'.

additional
ebscohost brochure
enter articles
extend library graduate
better free easy
computer graduate
expect field
finding amount
center
accredit journal help find borrow
improvement delivery
dissertation alone
accommodate

Q19 - If you use the Marywood Website (www.marywood.edu/library) how often are you able to find what you are looking for?

Q19 - If you use the Marywood Website (www.marywood.edu/library) how often are yo...

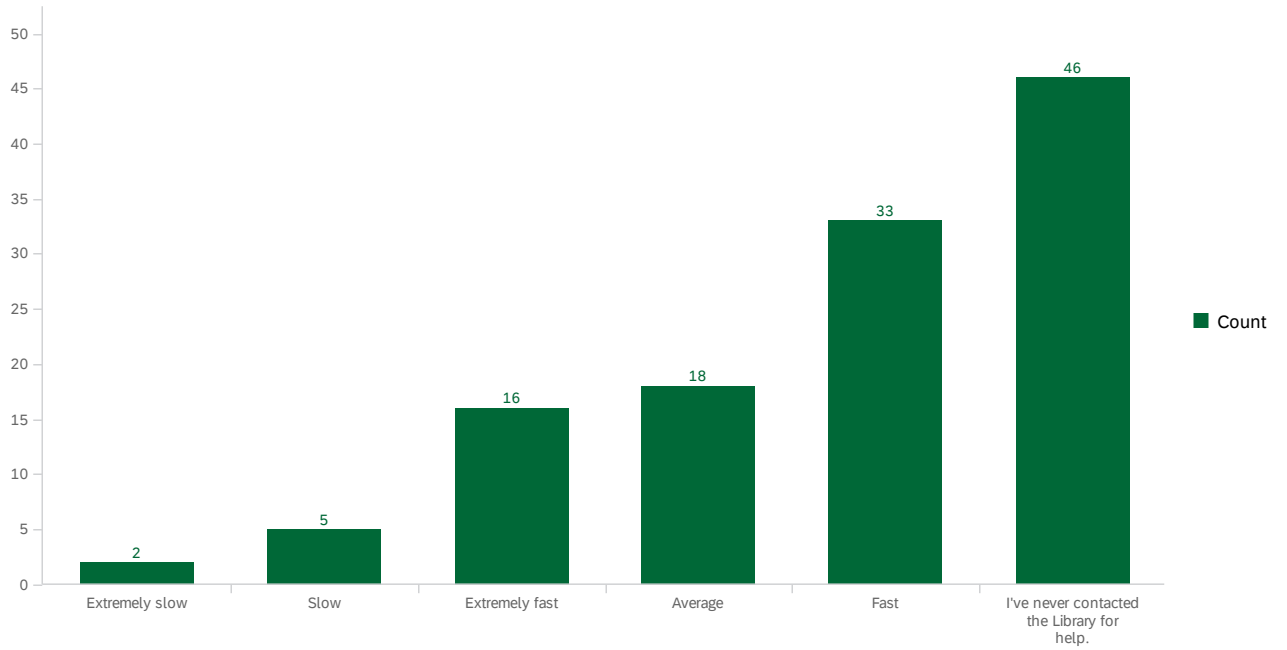


Field	Choice Count
Always	14
Most of the time	53
About half the time	16
Sometimes	20
Never	1
I do not use the Marywood Website.	17
	121

Showing rows 1 - 7 of 7

Q20 - If you have contacted the library for help, how timely was our response?

Q20 - If you have contacted the library for help, how timely was our response?

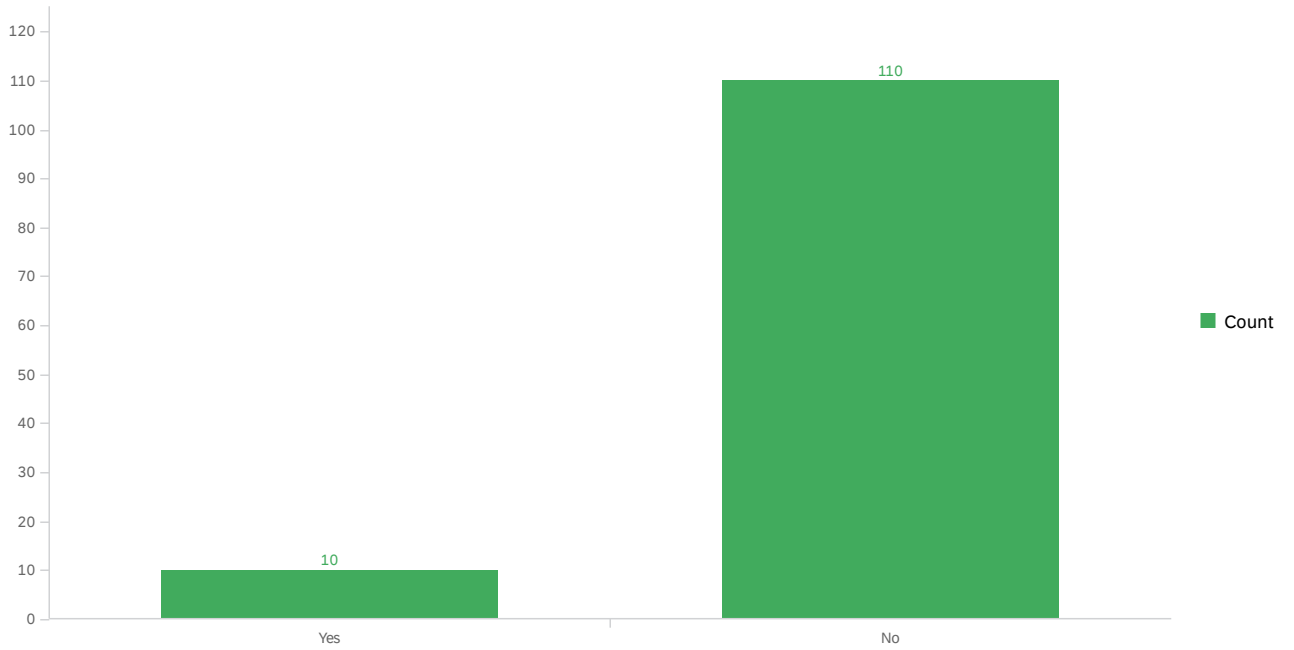


Field	Choice Count
Extremely fast	16
Fast	33
Average	18
Slow	5
Extremely slow	2
I've never contacted the Library for help.	46
	120

Showing rows 1 - 7 of 7

Q21 - Have you used our new LibChat service?

Q21 - Have you used our new LibChat service?

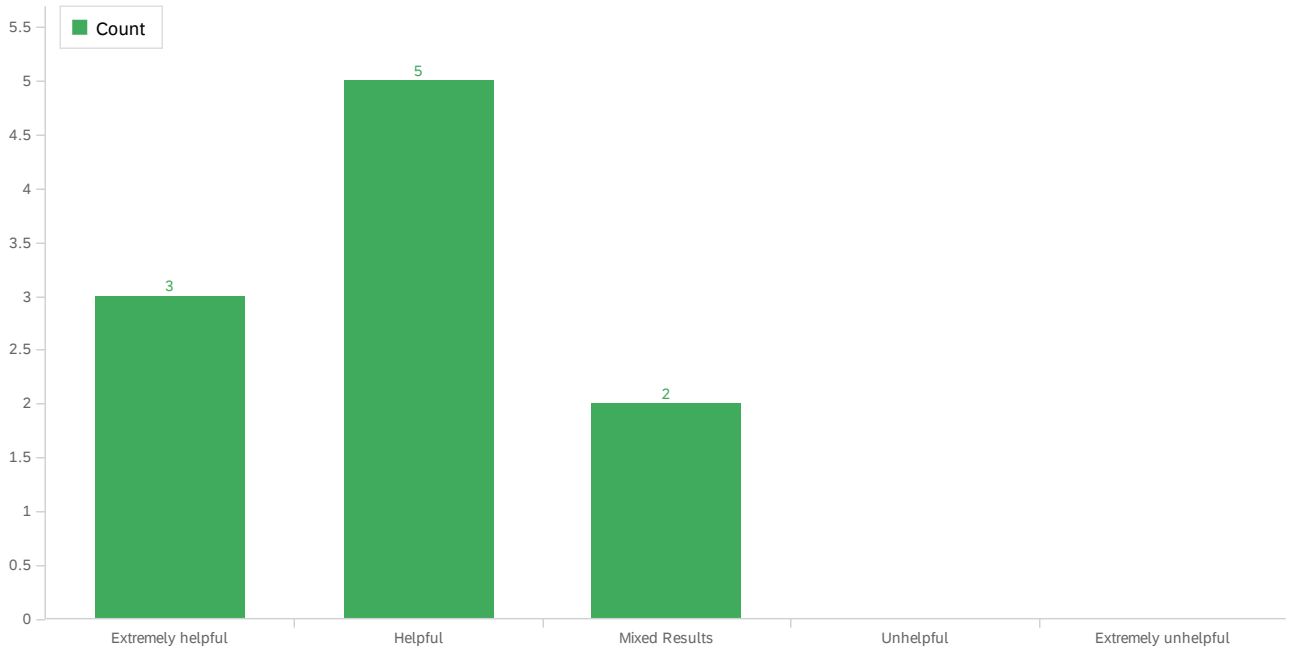


Field	Choice	Count
	Yes	10
	No	110
		120

Showing rows 1 - 3 of 3

Q22 - Cool! How would you rate your experience using LibChat?

Q22 - Cool! How would you rate your experience using LibChat?

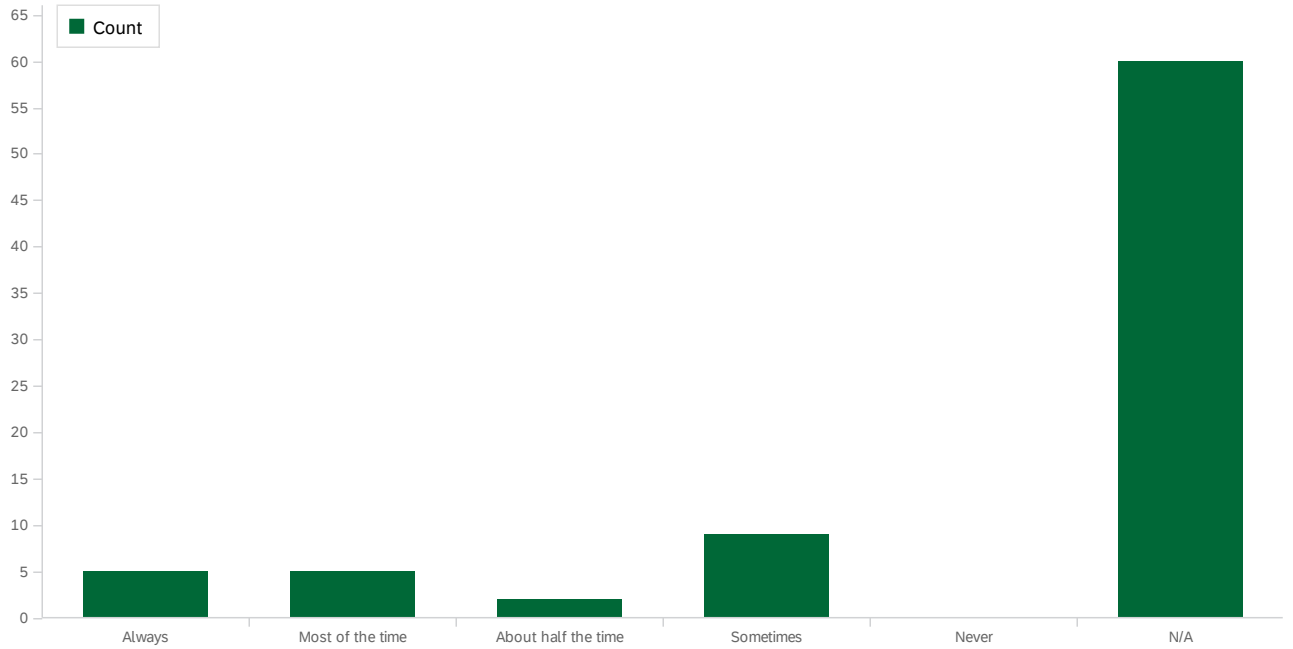


Field	Choice Count
Extremely helpful	3
Helpful	5
Mixed Results	2
Unhelpful	0
Extremely unhelpful	0
	10

Showing rows 1 - 6 of 6

Q23 - Are LibChat, virtual appointments, and other online services available during times when you prefer or need help?

Q23 - Are LibChat, virtual appointments, and other online services available duri...

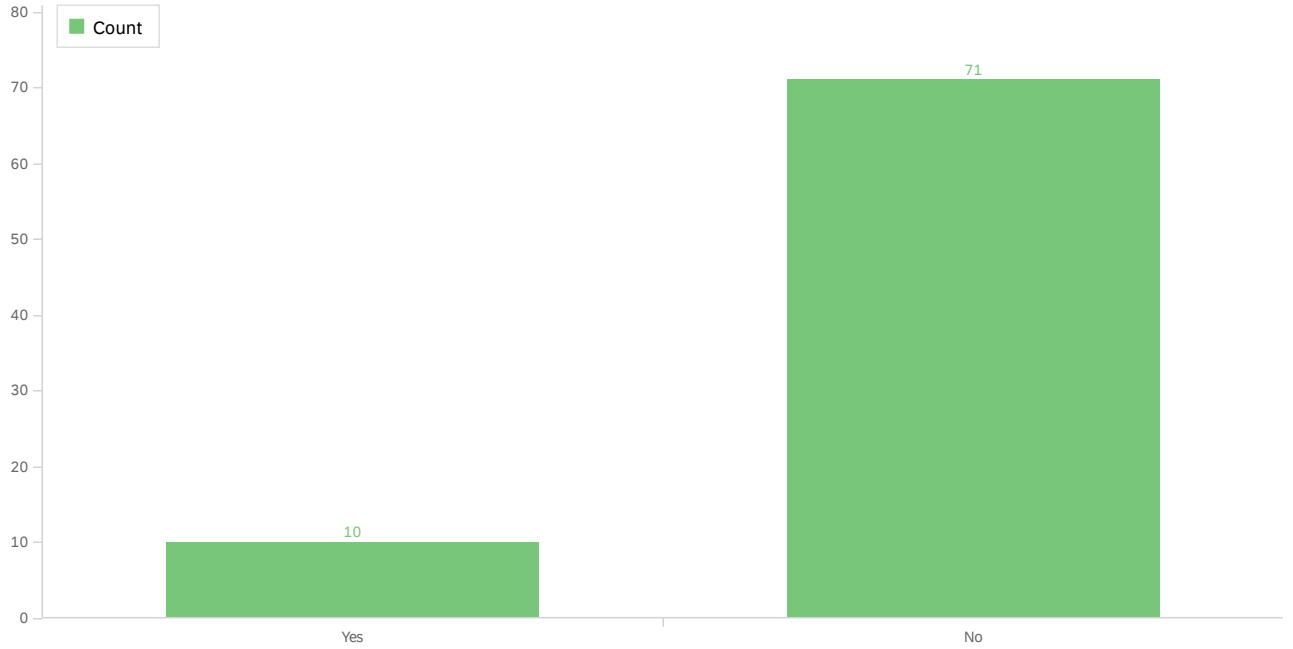


Field	Choice Count
Always	5
Most of the time	5
About half the time	2
Sometimes	9
Never	0
N/A	60
	81

Showing rows 1 - 7 of 7

Q24 - Have you used our Online Reference Appointment Scheduler to set up a time to get library help?

Q24 - Have you used our Online Reference Appointment Scheduler to set up a time t...

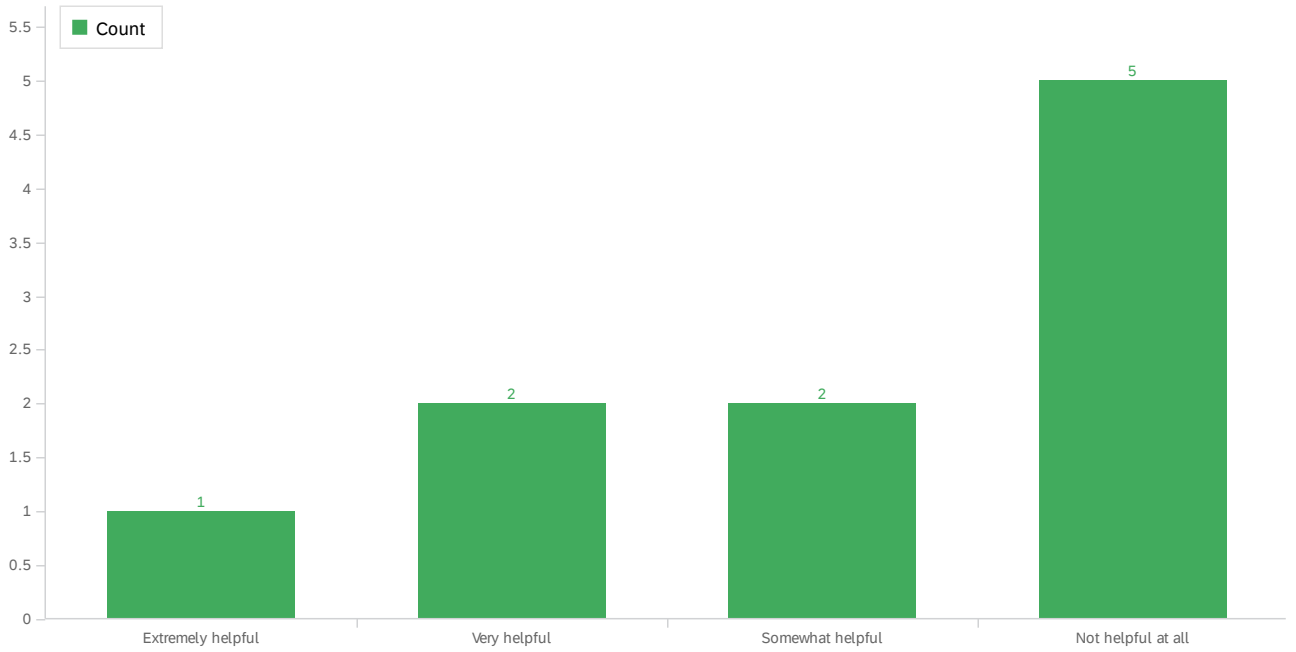


Field	Choice	Count
	Yes	10
	No	71
		81

Showing rows 1 - 3 of 3

Q25 - Cool! How would you rate your Online Reference Appointment experience?

Q25 - Cool! How would you rate your Online Reference Appointment experience?

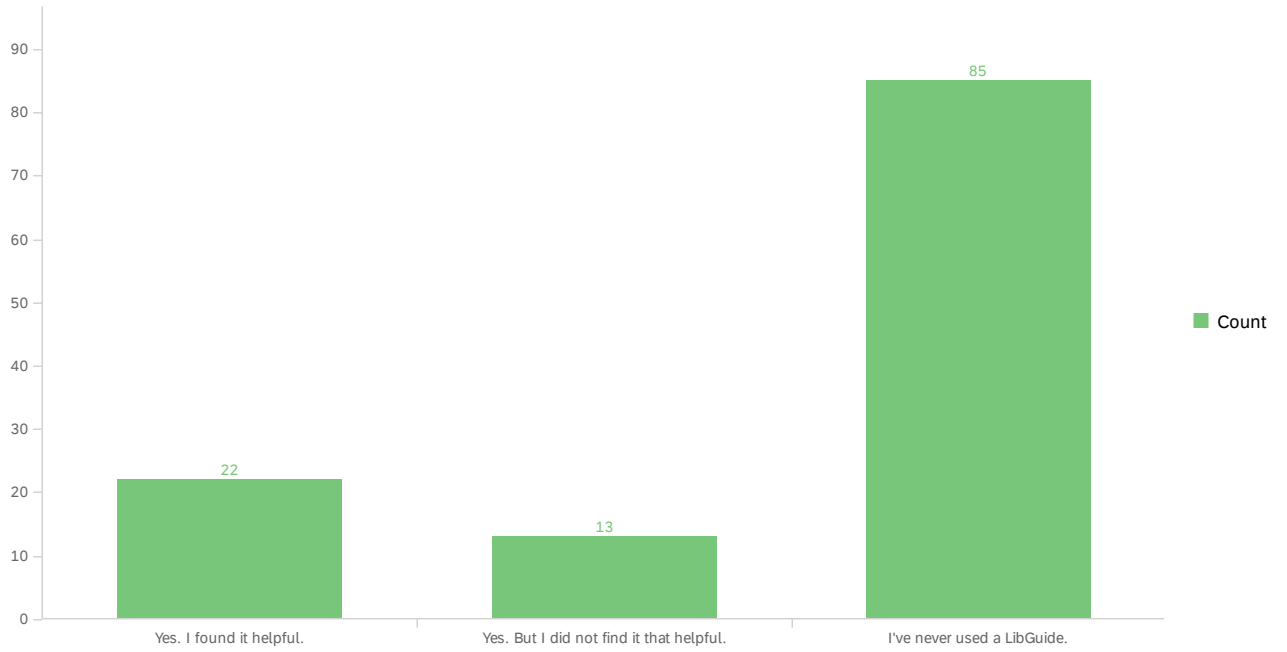


Field	Choice Count
Extremely helpful	1
Very helpful	2
Somewhat helpful	2
Barely helpful	0
Not helpful at all	5
	10

Showing rows 1 - 6 of 6

Q26 - Have you ever used one of our Library Research Guides (LibGuides)?

Q26 - Have you ever used one of our Library Research Guides (LibGuides)?



Field	Choice Count
Yes. I found it helpful.	22
Yes. But I did not find it that helpful.	13
I've never used a LibGuide.	85
120	

Showing rows 1 - 4 of 4

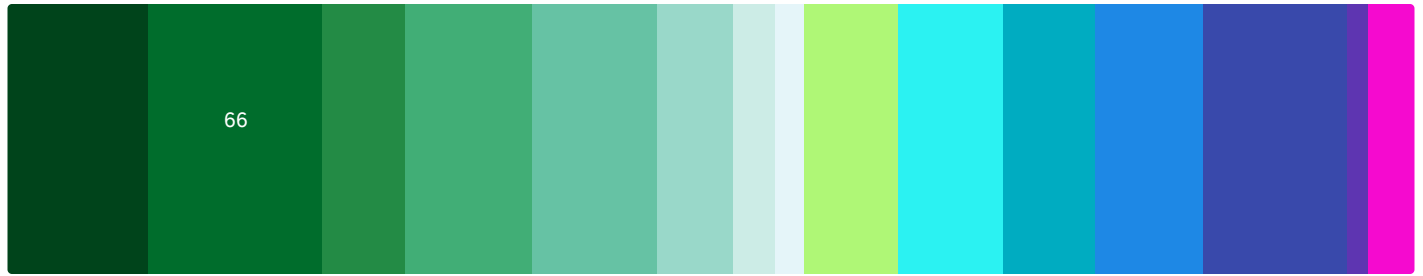
Q27 - If you didn't find LibGuides helpful, why not? How can we improve them or make them more useful to you?

I did not know how to use it, so it was a little confusing and overwhelming.
needs to be updated for better discipline-specific information

information
overwhelming
discipline-specific
confuse a better

Q28 - Services Awareness

Q28. Which library SERVICES are NOT familiar with or aware the library offered?



■ Live Online Instruction by request (53)
 ■ Pre-recorded Online Instruction by request (66)

■ Library Website F.A.Q page and ticket system (31)
 ■ Library Chat Box (LibChat) (48)
 ■ Online Research Appointment Scheduler (47)

■ Library & LC Facebook Page (29)
 ■ Library Newsletter: "@the LC" (16)
 ■ Library Help Email (11)
 ■ EBSCO Database Mobile App (36)

■ EBSCO Database Ask-a-Librarian Link (40)
 ■ ProQuest eBrary eBook Database (35)
 ■ Custom Subject Research Guides (LibGuides) (41)

■ "Scan-on-Demand" Book Chapter Digitization Service (55)
 ■ None (8)
 ■ All of them. (18)

Field	Choice Count
Live Online Instruction by request	53
Pre-recorded Online Instruction by request	66
Library Website F.A.Q page and ticket system	31
Library Chat Box (LibChat)	48
Online Research Appointment Scheduler	47
Library & LC Facebook Page	29
Library Newsletter: "@the LC"	16
Library Help Email	11
EBSCO Database Mobile App	36
EBSCO Database Ask-a-Librarian Link	40
ProQuest eBrary eBook Database	35
Custom Subject Research Guides (LibGuides)	41
"Scan-on-Demand" Book Chapter Digitization Service	55
None	8
All of them.	18

Field

Choice
Count

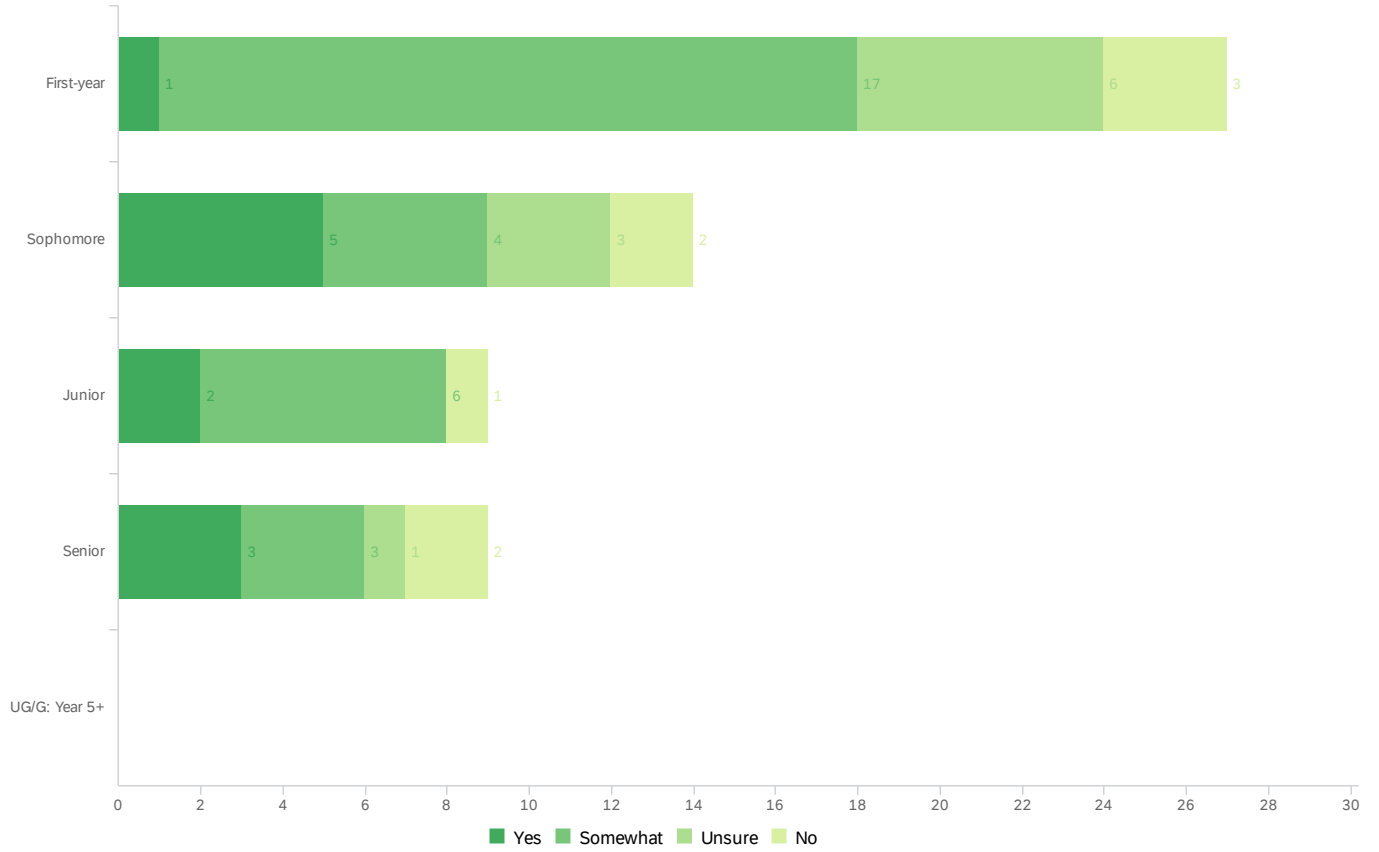
534

Showing rows 1 - 16 of 16

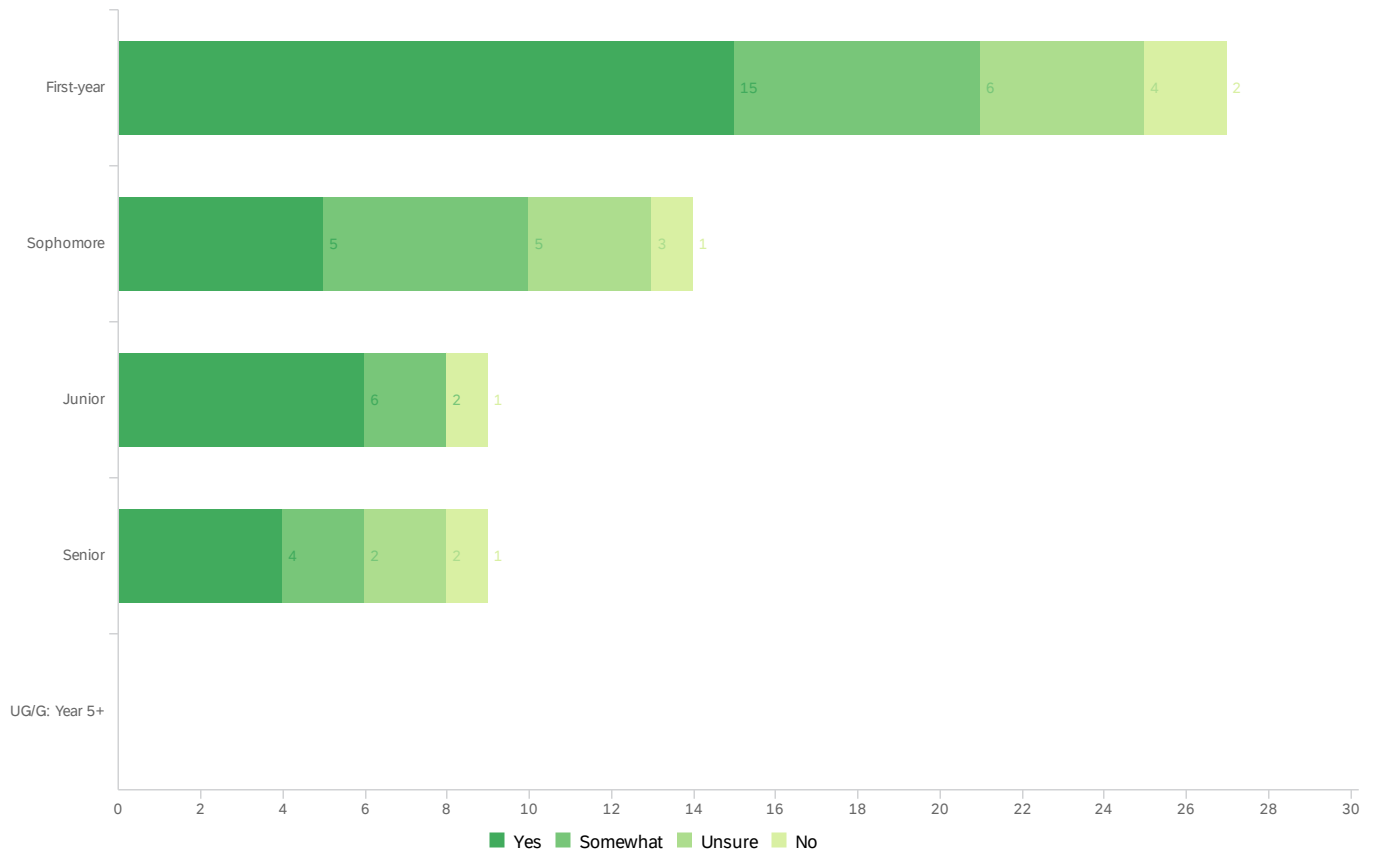
Q29 - Students, in terms of Faculty Librarians, do you know:

Q29 - Students, in terms of Faculty Librarians, do you know:

How Librarians can help you with research?



At least one way to contact a Librarian for help?

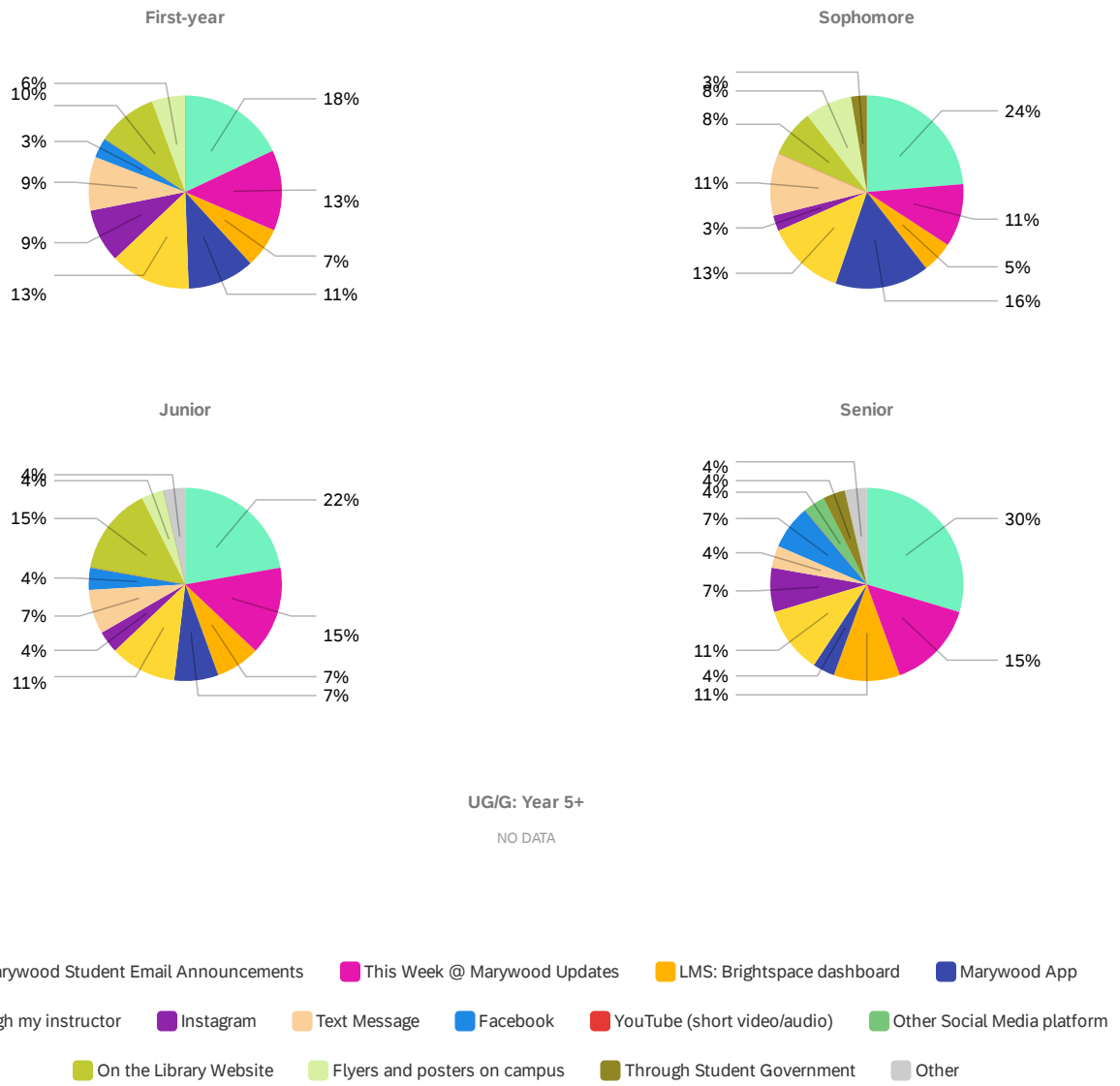


Field	Yes	Somewhat	Unsure	No	Total
How Librarians can help you with research?	19	35	12	11	77
At least one way to contact a Librarian for help?	44	18	9	6	77

Showing rows 1 - 2 of 2

Q30 - Students: What are the 2-3 best ways to communicate with you about the Library?

Q30. Students: What are the 2-3 best ways to communicate with you about the Library?



tiktok
person

Q31 - Faculty, in terms of Librarians, do you know:

Q31. Faculty, in terms of Librarians, do you know:

Your department's designated Librarian

Field	Tenure-Track	Tenured	Professor of Practice	Total
Yes	2	8	4	14
No	2	5	3	10
Somewhat/Unsure	4	5	1	10

Showing rows 1 - 3 of 3

Librarian's roles/functions (who does what)

Field	Tenure-Track	Tenured	Professor of Practice	Total
Somewhat/Unsure	5	9	3	17
Yes	2	6	4	12
No	1	3	1	5

Showing rows 1 - 3 of 3

Librarian's scholarship

Field	Tenure-Track	Tenured	Professor of Practice	Total
No	6	11	2	19
Somewhat/Unsure	1	6	3	10
Yes	1	1	3	5

Showing rows 1 - 3 of 3

Librarian's areas of expertise/research interests?

Field	Tenure-Track	Tenured	Professor of Practice	Total
No	4	8	3	15
Somewhat/Unsure	3	8	5	16
Yes	1	2	0	3

Showing rows 1 - 3 of 3

What library collaboration opportunities exist?

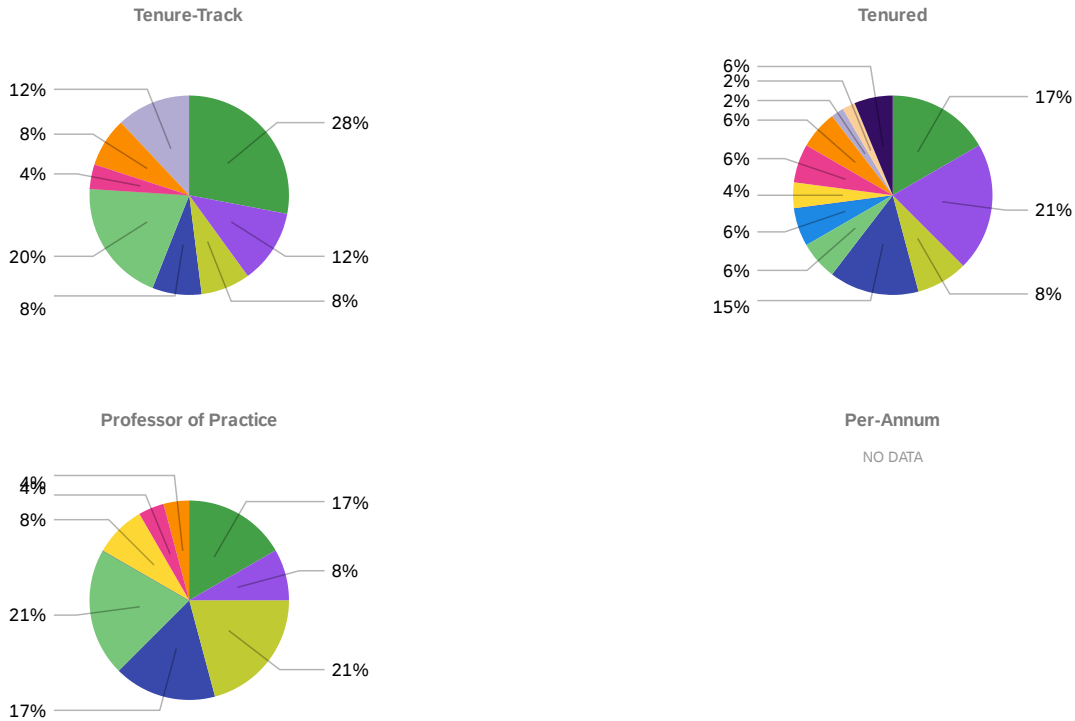
Field	Tenure-Track	Tenured	Professor of Practice	Total
Somewhat/Unsure	5	10	4	19

Field	Tenure-Track	Tenured	Professor of Practice	Total
No	2	4	2	8
Yes	1	4	2	7

Showing rows 1 - 3 of 3

Q32 - Faculty: what would be the 2 - 3 best ways to communicate with you about Library news and offerings?

Q32. Faculty: what would be the 2 - 3 best ways to communicate with you about Library news and offerings?



Prefer not to answer
NO DATA

- Marywood Faculty Email Listserv
- On the Library Website
- In "This Week @ Marywood"
- Email me directly
- In the Academic Affairs Newsletter
- Facebook
- Instagram
- LMS Brightspace dashboard
- Through my Department's Library Liaison
- Through my Department Chair
- Faculty Senate update
- Flyers and posters on campus
- Short video/audio (YouTube)
- Other:

Field	Choice Count
Marywood Faculty Email Listserv	23
Email me directly	14
In "This Week @ Marywood"	15
In the Academic Affairs Newsletter	14
On the Library Website	16

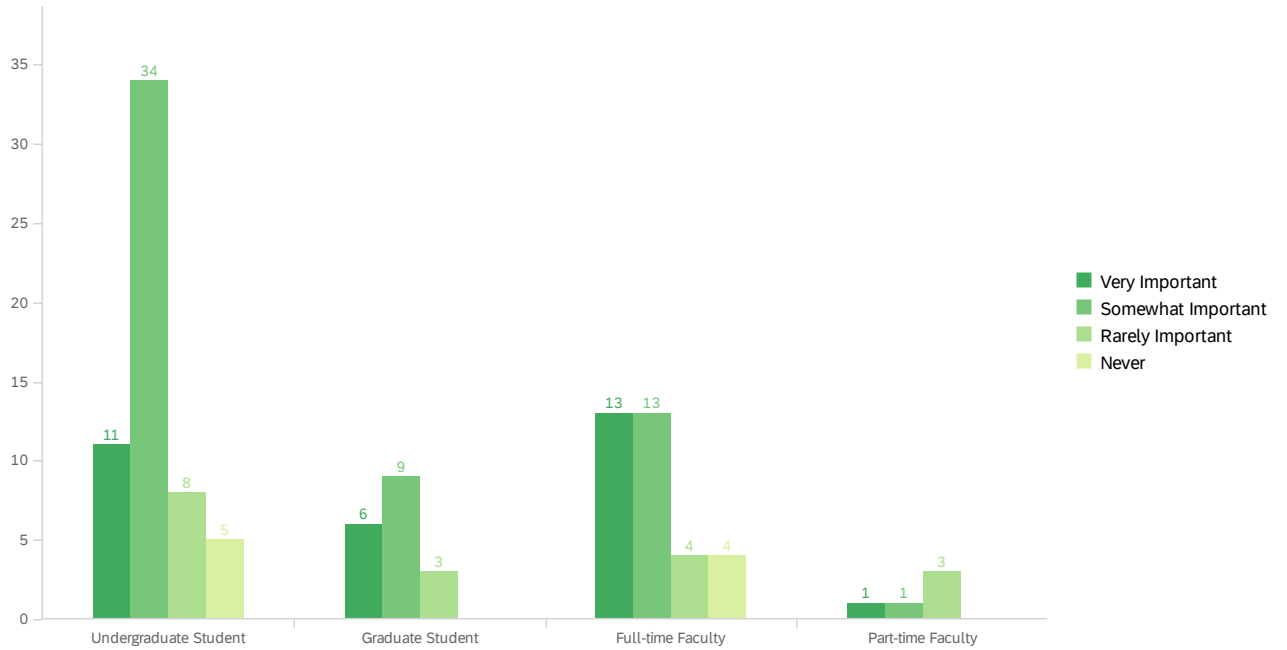
Field	Choice Count
Facebook	3
Instagram	0
LMS Brightspace dashboard	6
Through my Department's Library Liaison	5
Through my Department Chair	9
Faculty Senate update	4
Flyers and posters on campus	1
Short video/audio (YouTube)	4
Other:	0

114

Showing rows 1 - 15 of 15

Q33 - How important is serendipity for you in browsing and finding resources?

Q33 - How important is serendipity for you in browsing and finding resources?



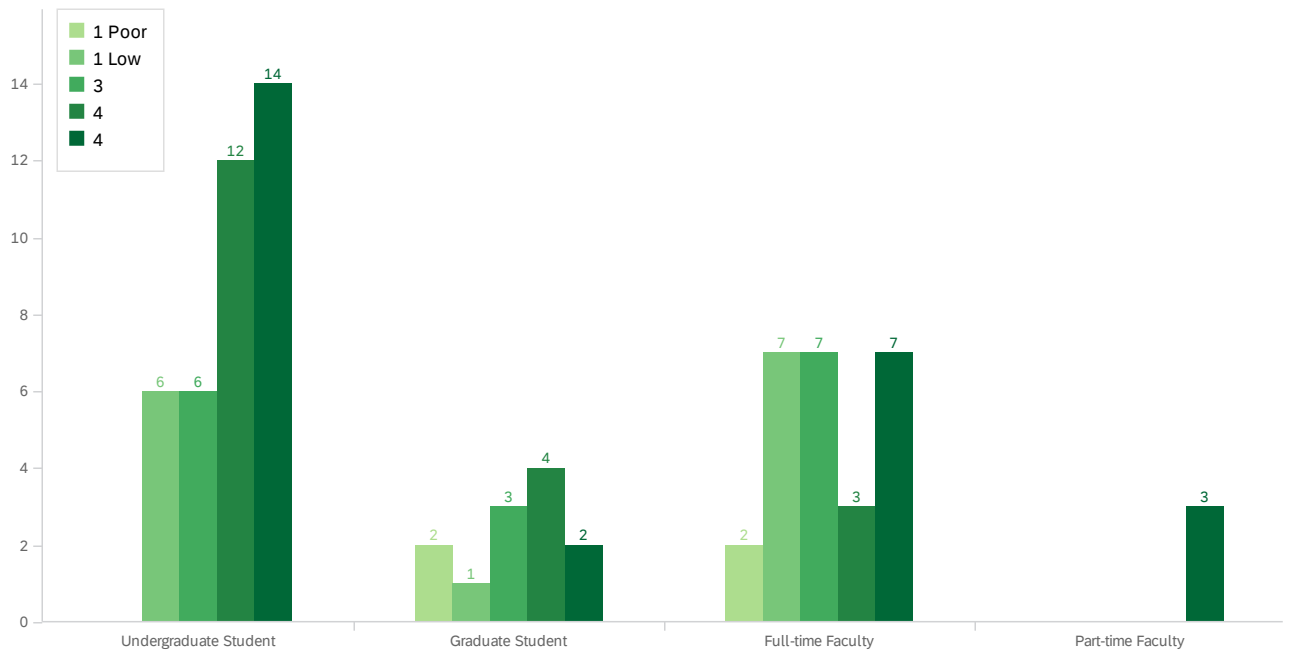
Field	Choice Count
Very Important	31
Somewhat Important	57
Rarely Important	18
Never	9
	115

Showing rows 1 - 5 of 5

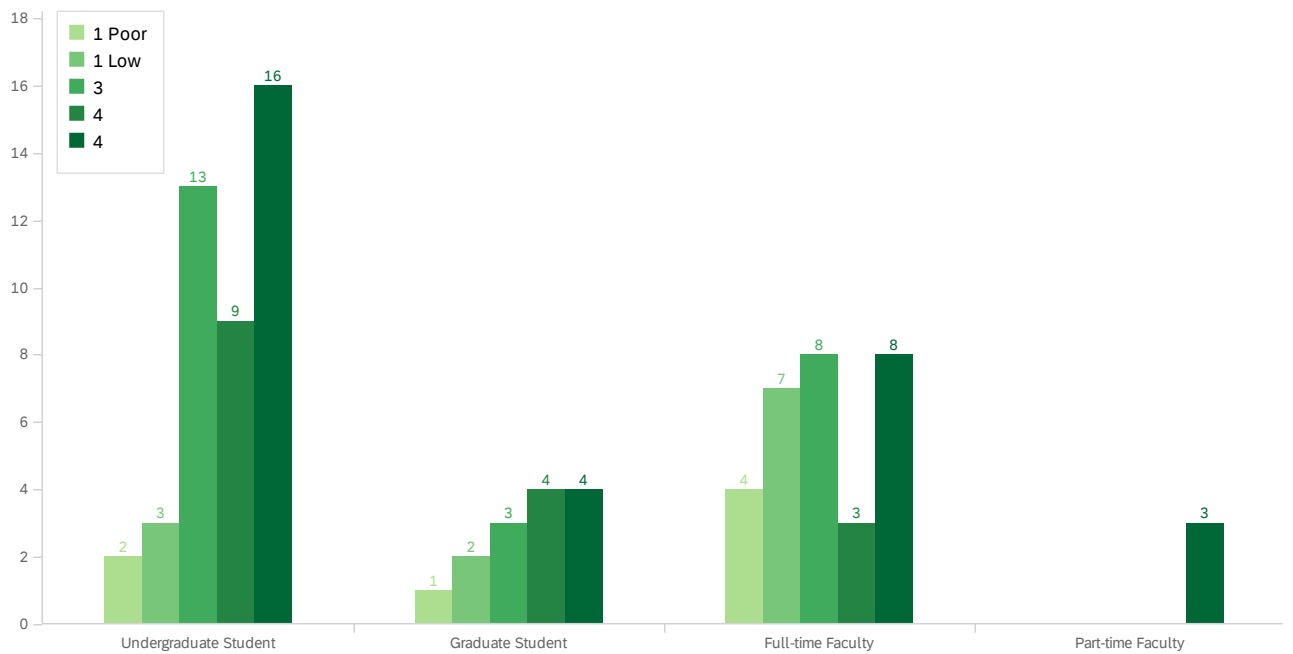
Q34. Rate your general satisfaction w/ Library Resources on following aspects:

Q34. Rate your general satisfaction w/ Library Resources on following aspects:

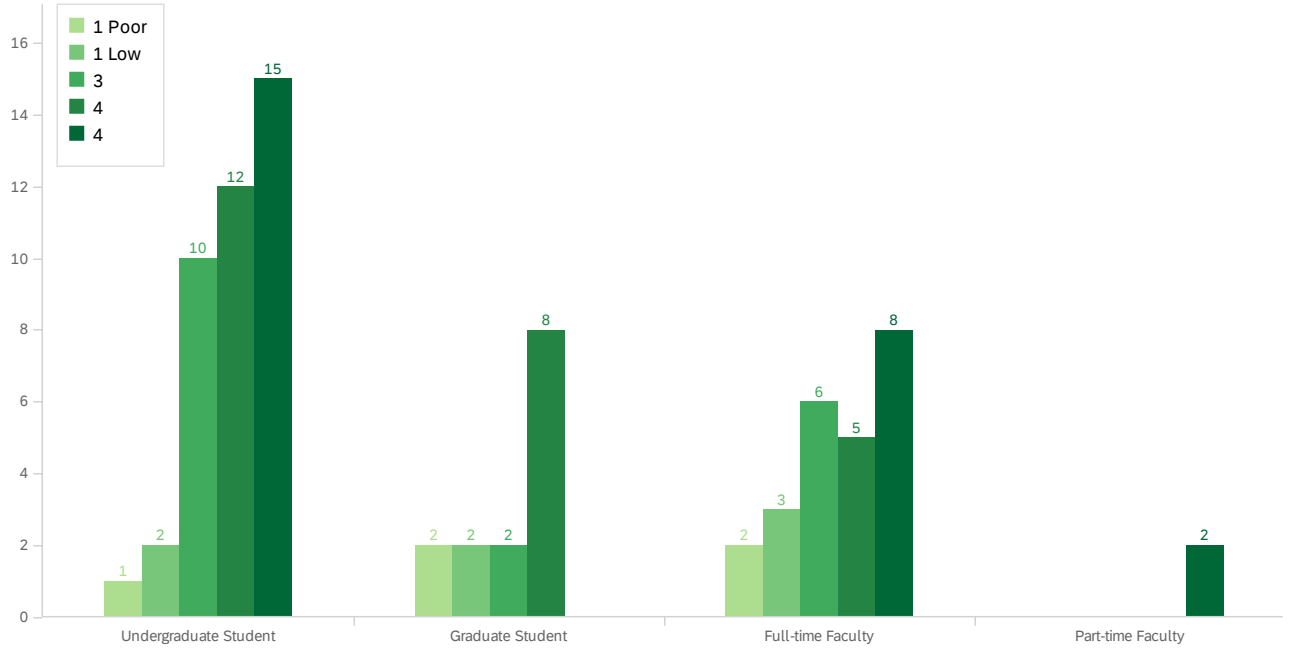
Content Diversity



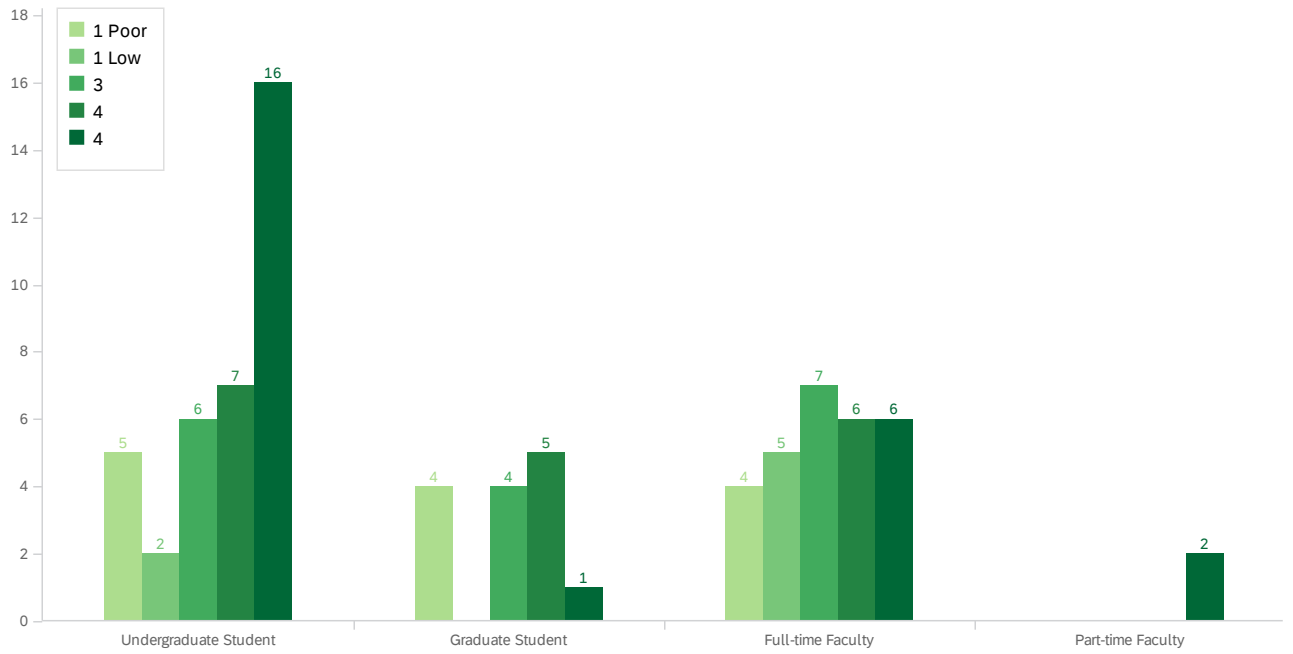
Up-to-dateness



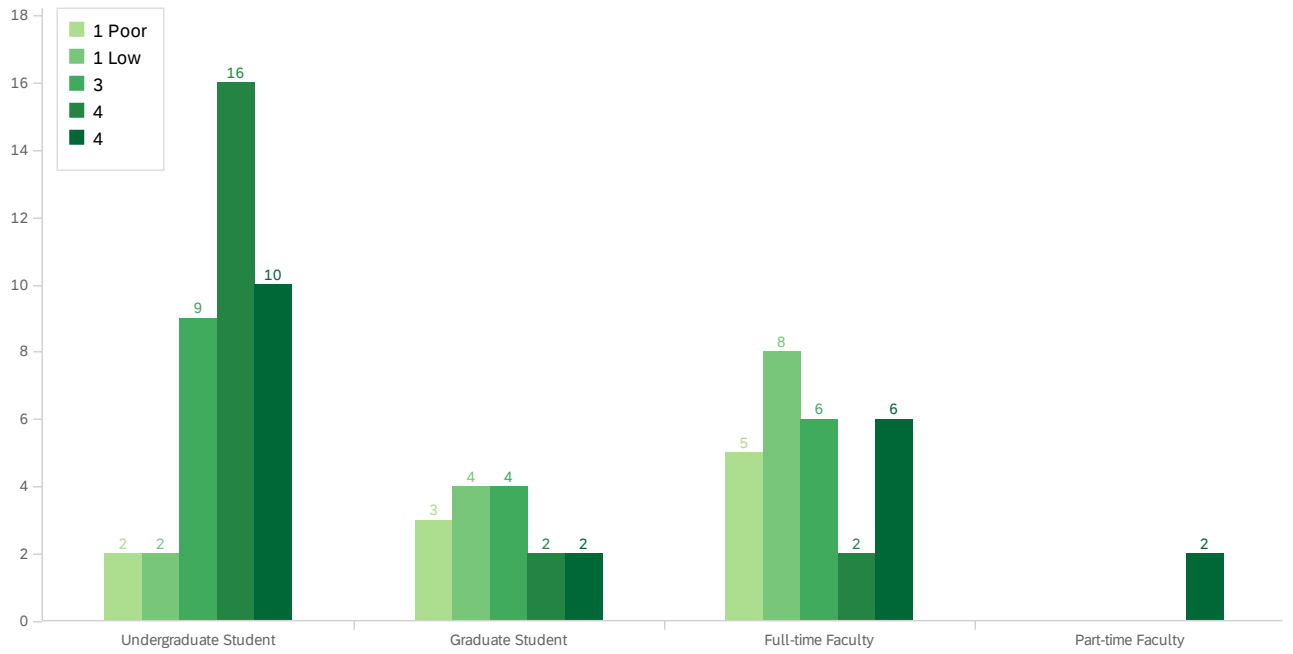
Accessibility Tools



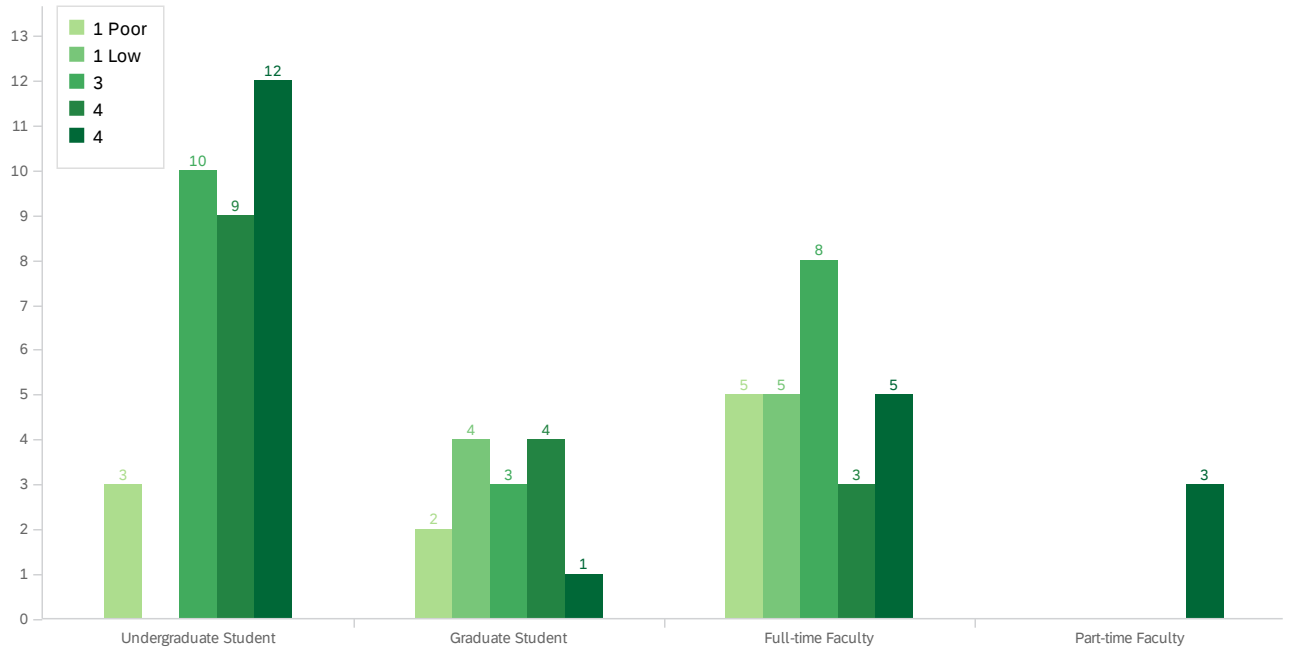
Scope/Breadth



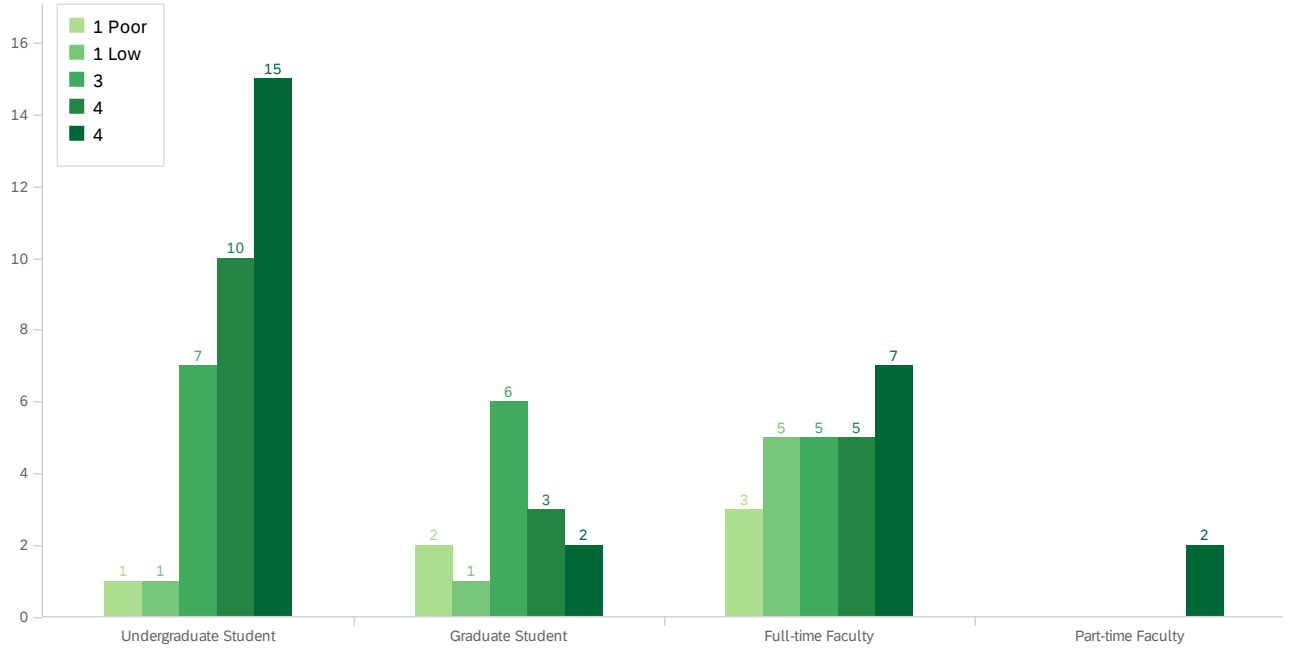
Full-Text Availability



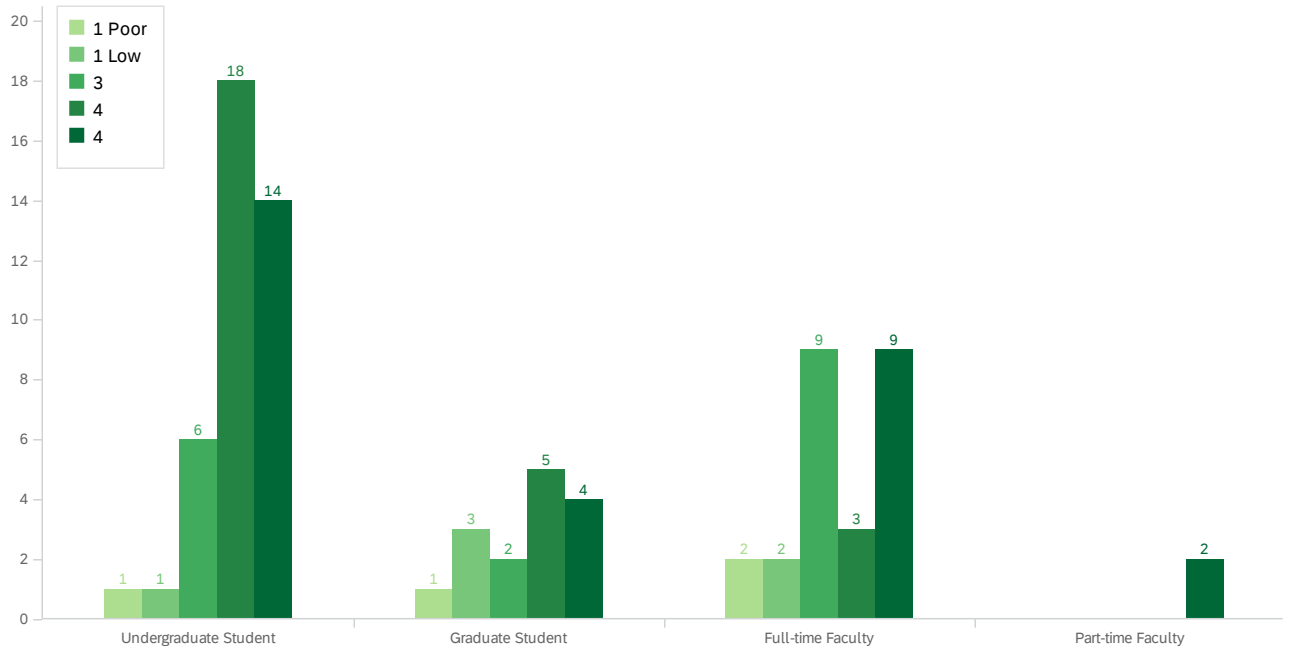
Ease of Discovery



Format Variety

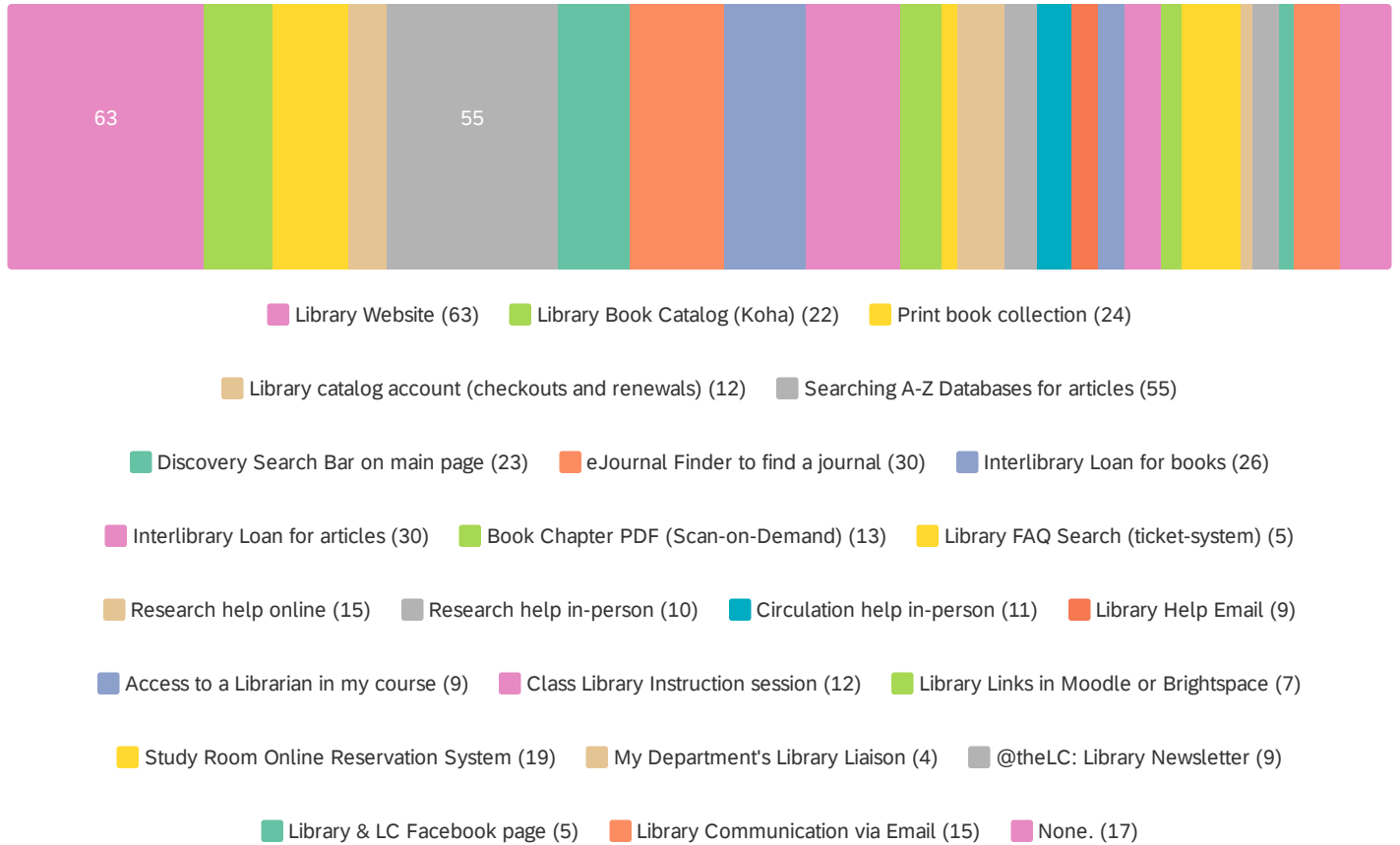


Relevancy



Q35. Select all library resources you use regularly or are familiar with:

Q37 - Awareness, Needs



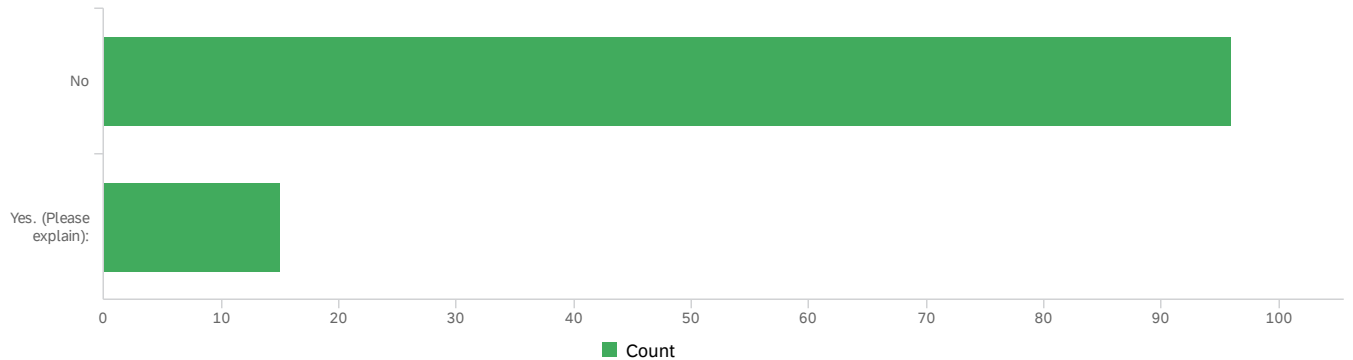
Field	Undergraduate Student	Graduate Student	Full-time Faculty	Part-time Faculty	Total
@theLC: Library Newsletter	5	1	2	1	9
eJournal Finder to find a journal	17	4	8	1	30
Study Room Online Reservation System	17	1	1	0	19
Searching A-Z Databases for articles	21	12	20	2	55
Research help online	9	6	0	0	15
Research help in-person	7	2	1	0	10
Print book collection	10	1	12	1	24
Other	0	0	2	0	2
None.	15	0	2	0	17
My Department's Library Liaison	2	0	2	0	4
Library catalog account (checkouts and renewals)	4	2	6	0	12
Library Website	28	13	19	3	63

Field	Undergraduate Student	Graduate Student	Full-time Faculty	Part-time Faculty	Total
Library Links in Moodle or Brightspace	5	1	1	0	7
Library & LC Facebook page	4	0	1	0	5
Library Help Email	6	2	1	0	9
Library FAQ Search (ticket-system)	4	1	0	0	5
Library Communication via Email	6	5	3	1	15
Library Book Catalog (Koha)	8	5	9	0	22
Interlibrary Loan for books	7	4	14	1	26
Interlibrary Loan for articles	6	5	18	1	30
Discovery Search Bar on main page	10	8	5	0	23
Class Library Instruction session	7	0	2	3	12
Circulation help in-person	7	0	3	1	11
Book Chapter PDF (Scan-on-Demand)	7	3	2	1	13
Access to a Librarian in my course	5	2	2	0	9

Showing rows 1 - 25 of 25

Q38 - Have you encountered any accessibility issues or other concerns that make it

difficult for you to use Library resources and services to the fullest extent?



Field	Choice Count
Yes. (Please explain):	15
No	96
	111

Showing rows 1 - 3 of 3

Text Responses:

Undergraduate Student

Why can't the library just be a library? Why do I need to look for books on the computer and have a machine get them. I would rather be able to browse bookshelves, so I use different libraries instead of the School one. I hardly ever see people check out books from the library. More people would if they could browse the books without using a computer.

I just get very confused on how to utilize all the resources. I am also struggling trying to figure out how to use APA format in my essays

The library website is really difficult to navigate, which keeps me from understanding all that the library has to offer. The study room reservation system is especially clunky.

The stupid robot makes it impossible to find books

When doing research, it seems that we have fewer resources than other Universities.

Graduate Student

Some online journals I have not had access to, but the librarian was able to grant me temporary access.

Some articles that I look for require Ebsco host or an interlibrary loan which I have little knowledge.

They could provide access to a wider range of articles. All too often when I find an article that I would like to use, it is not available because Marywood does not have access to the database. I didn't have this issue in my undergraduate studies at a state university. It is very frustrating at times to be limited in what is available for me to use.

I had to purchase an additional book for one of my courses because the library only has it on 2 hour loan and all of the students in the class needed to read it so that they could choose a chapter for reference.

Full-time Faculty

I think the website is incomprehensible.

when the LRS is down

Computer Classroom (213?) is cramped and hard for students to see the white board/screen. Instructor monitor blocks the whiteboard and screen. Screen blocks whiteboard.

Staff member available for a class speaker

Do not know if there is designated AV area/room where students can listen to recordings or to view academic-related videos for class or research purposes.

Q39 - Faculty, do you currently include intentional or structured opportunities for students

to practice information literacy skills in your courses?

Q39 - Faculty, do you currently include intentional or structured opportunities for students to practice information literacy skills in your courses?

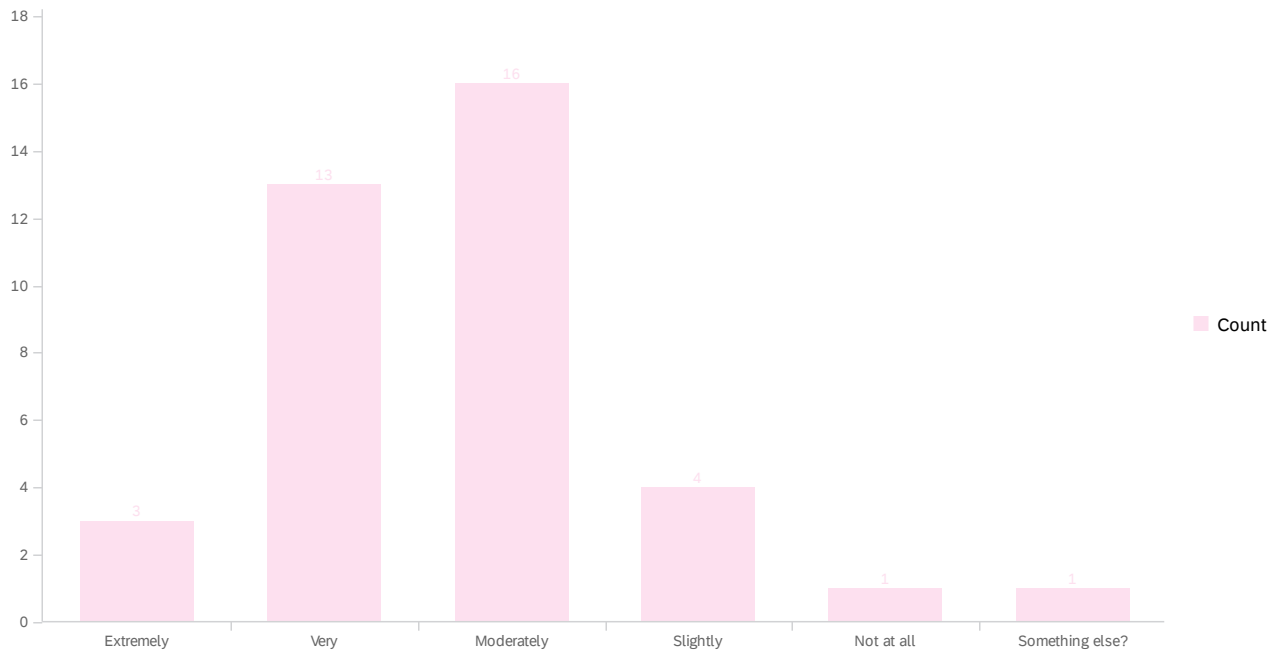


Ask them to use peer reviewed journals
Modest research for essays/research paper comp and rhet

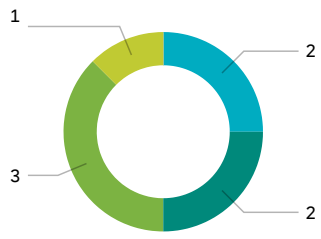
journal
peer
essay
review
research
paper
comp

Q40 - Faculty, how well prepared or supported do you feel you are to incorporate information literacy concepts and practice into your courses? (In terms of relevancy to your content, developing research assignments, prompts, activities, etc.)

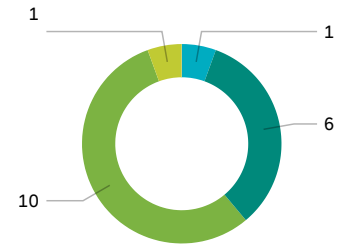
Q41 - How well prepared or supported do you feel you are to incorporate informati...



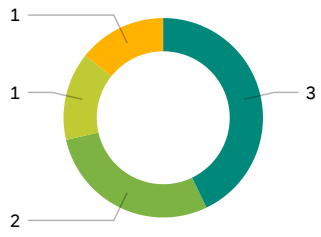
Tenure-Track



Tenured



Professor of Practice



Per-Annum

NO DATA

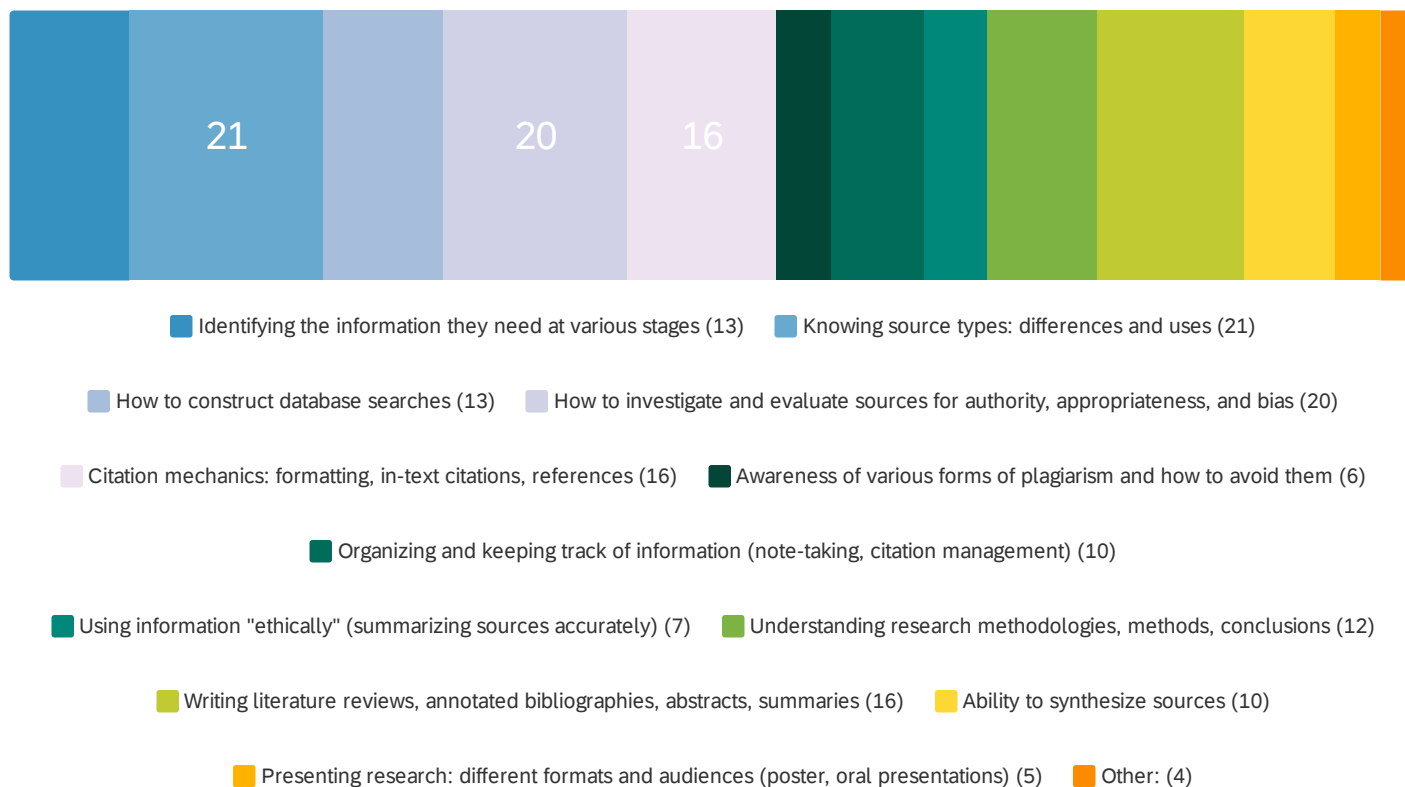
Prefer not to answer

NO DATA

■ Extremely
 ■ Very
 ■ Moderately
 ■ Slightly
 ■ Not at all
 ■ Something else?

Q41 - Faculty, what are the top 3 or 4 information literacy skills, critical to students in your discipline, that they often need the most help with?

Q41 - Faculty, what are the top 3 or 4 information literacy skills, critical to students in your discipline, that they often need the most help with?



Field	Choice Count
Identifying the information they need at various stages	13
Knowing source types: differences and uses	21
How to construct database searches	13
How to investigate and evaluate sources for authority, appropriateness, and bias	20
Citation mechanics: formatting, in-text citations, references	16
Awareness of various forms of plagiarism and how to avoid them	6
Organizing and keeping track of information (note-taking, citation management)	10
Using information "ethically" (summarizing sources accurately)	7
Understanding research methodologies, methods, conclusions	12
Writing literature reviews, annotated bibliographies, abstracts, summaries	16

Field	Choice Count
Ability to synthesize sources	10
Presenting research: different formats and audiences (poster, oral presentations)	5
Other:	4
153	

Showing rows 1 - 14 of 14

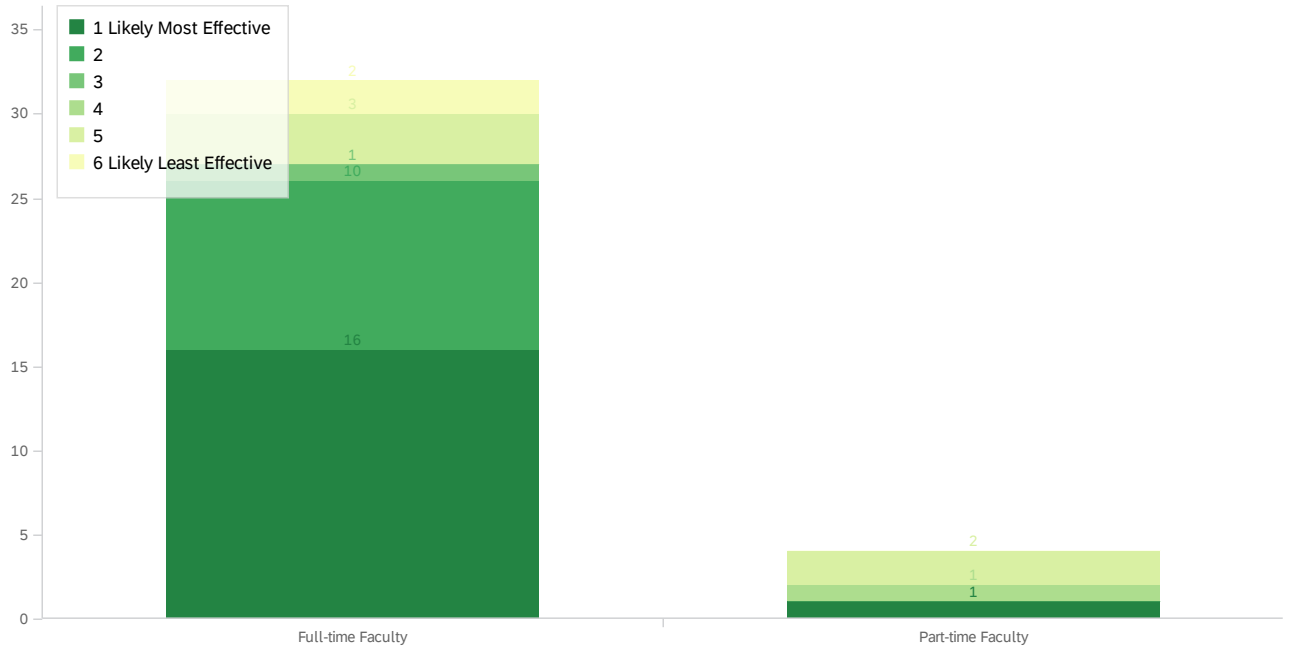
Probably all of these
 having time to do this
 All of these.

Writing -- a higher and higher percentage of my students needs help writing a coherent research proposal and report.

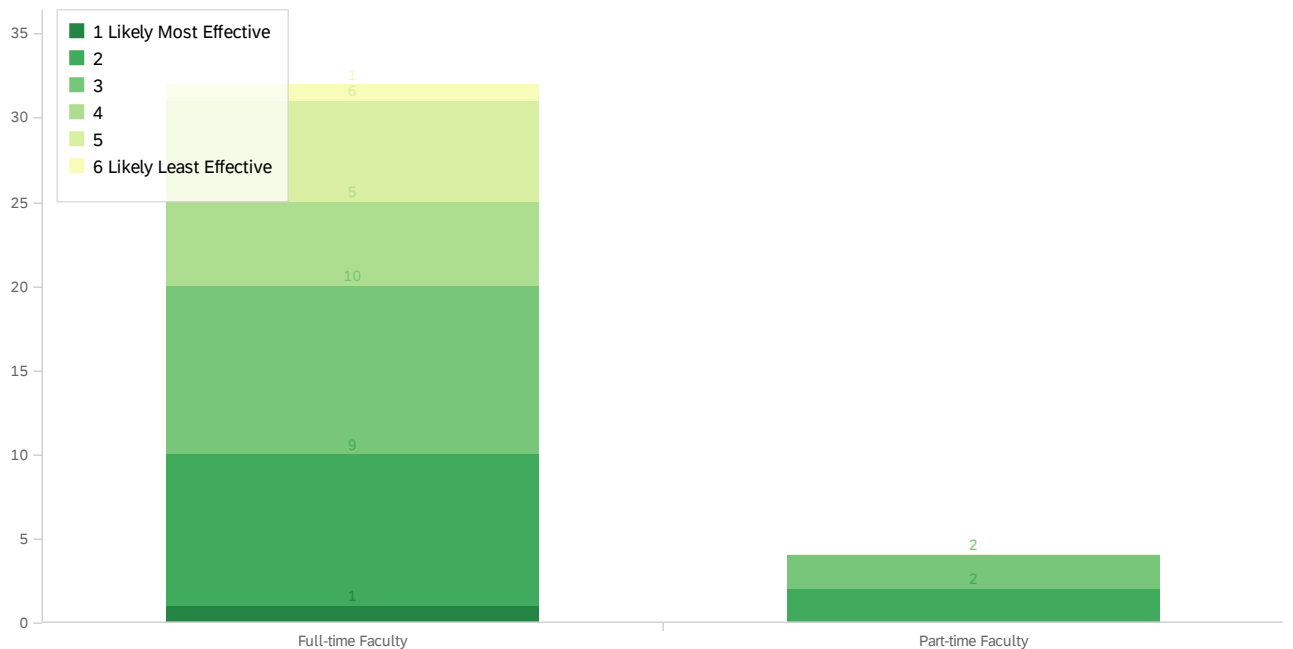
Q42 - Faculty, according to your experience or best guess, how would you rank the effectiveness of each mode of library instruction delivery for your students? Please rank from 1 = likely most effective to 6 = likely least effective. (Drag and drop to order).

Q42 - Faculty, according to your experience or best guess, how would you rank the effectiveness of each mode of library instruction delivery for your students? Please rank from 1 = likely most effective to 6 = likely least effective.

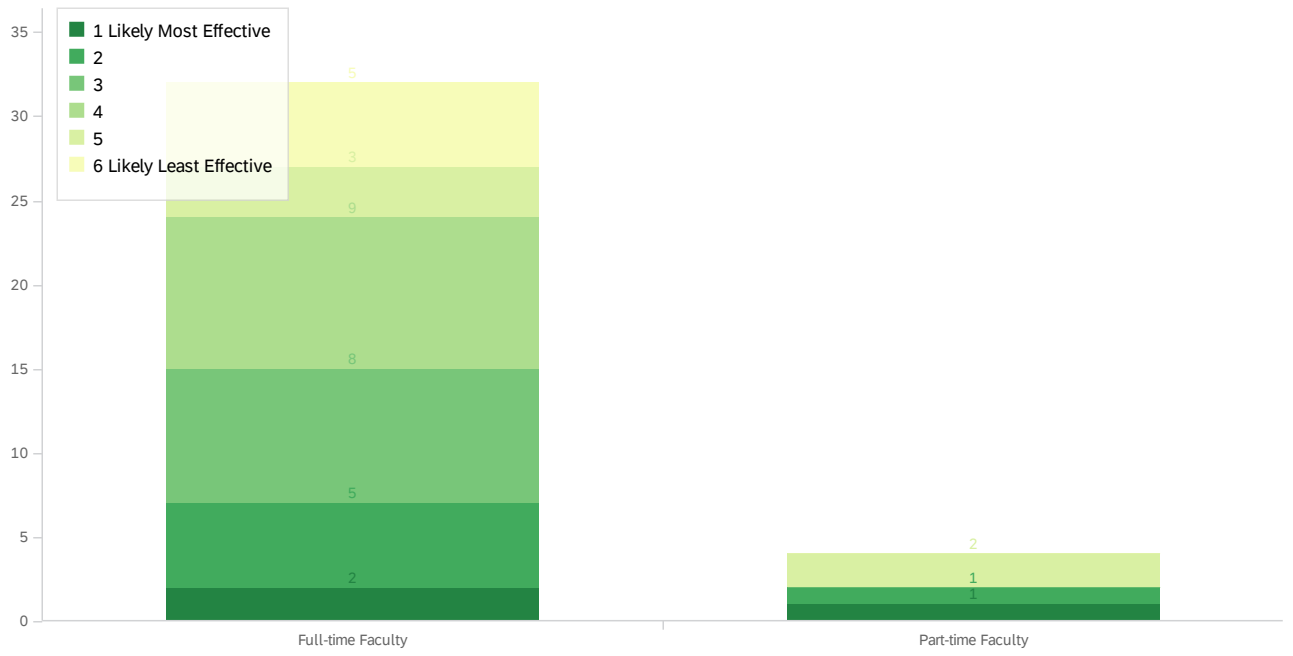
Live--In-person class



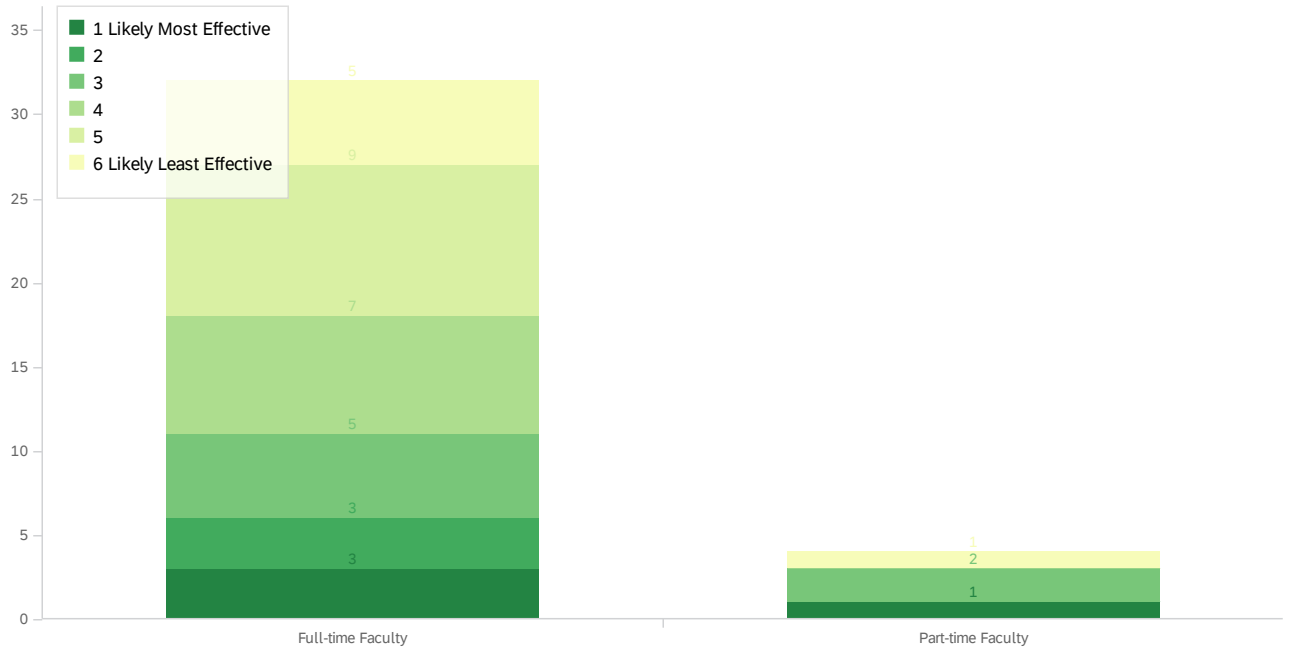
Live--Online class



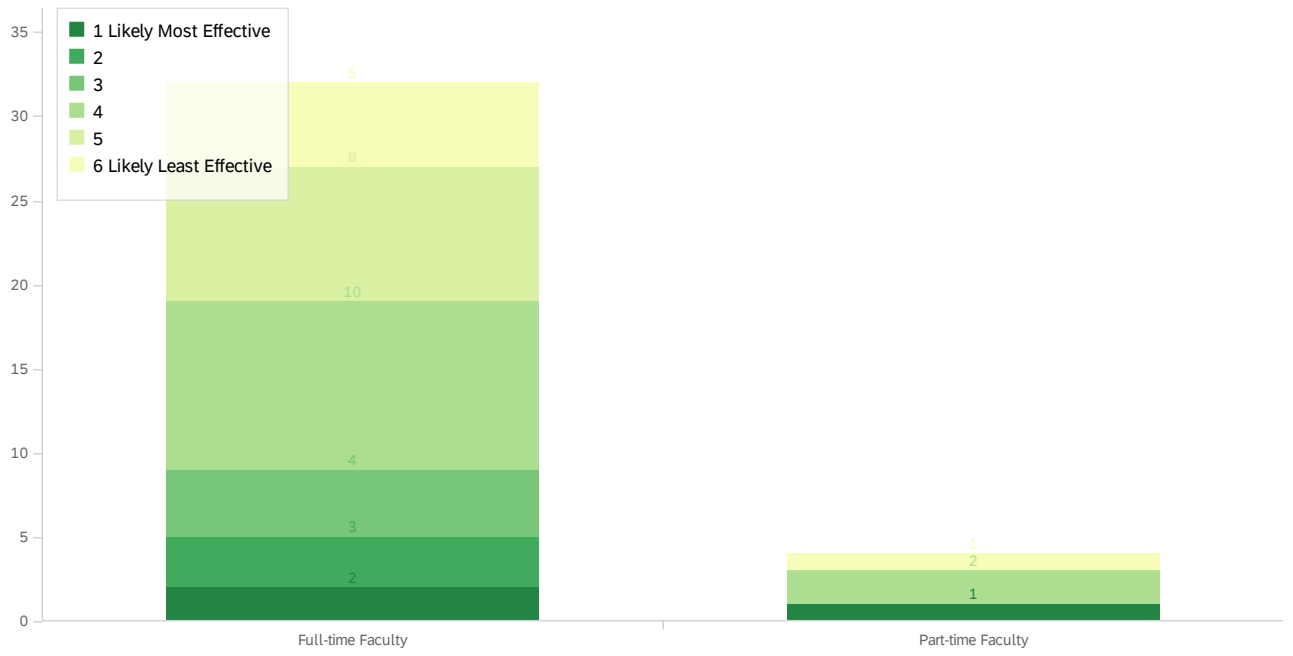
Asynchronous Recorded Session



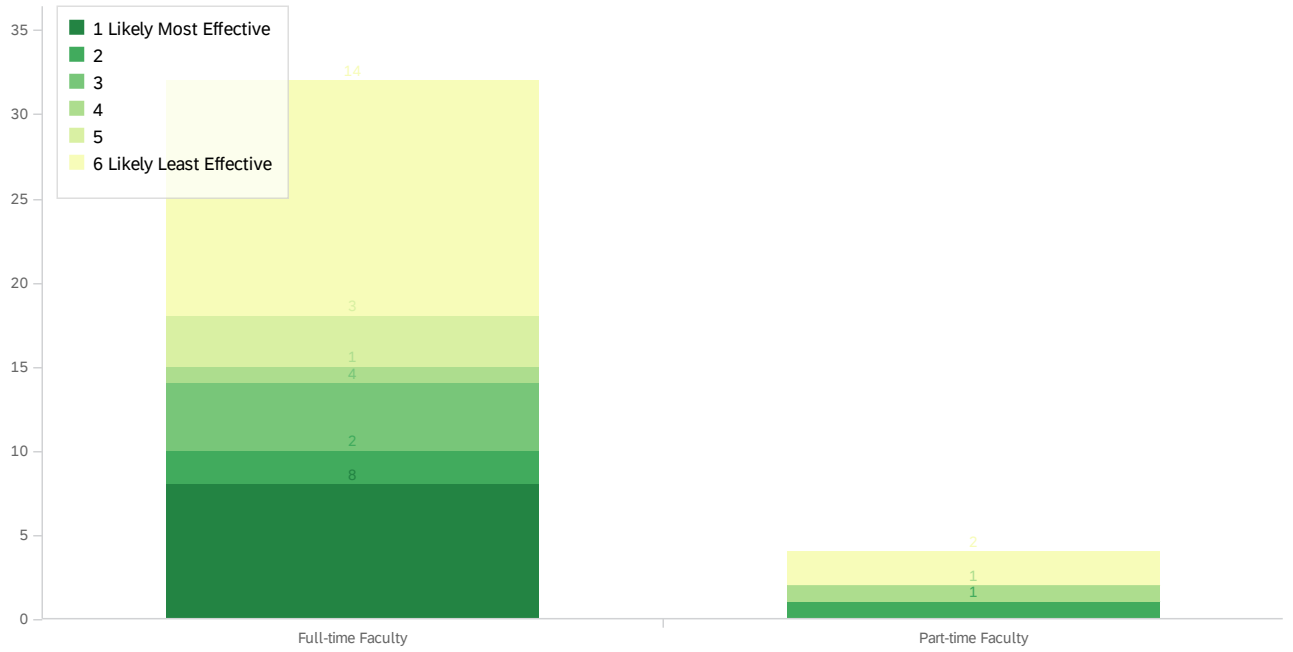
Self-Paced Tutorials



A combination of Live and Recorded (Flipped)



Outside of class appointments



□ Compare with student responses from Q9.

Q43 - What is one suggestion for how we might improve the effectiveness or impact of library instruction for your students?

Q43 - What is one suggestion for how we might improve the effectiveness or impact of library instruction for your students?

What is one suggestion for how we might improve the effectiveness or impact...

I don't know.

N/A

In library / in person instruction

They seem to know even less than I know, as this survey is making clear to me.

develop better teaching skills across the librarians, remain student and topic focused rather than chatty and anecdotal

I would like to have in person walking and instructional tours.

Direct links to place in online course content

lots of students do not realize the difference between the database search on the library main page and a specific database search

Continue assistance one on one

I don't know

More one-on-one help; particularly with writing, which maybe outside the purview of the Library. The writing center is understaffed, and adequate tutoring (beyond last year's students) is unavailable. If the library could help fill these gaps, students would benefit.

ATTEND BOTH ONLINE LIVE MEETINGS AND THE CLASSROOM

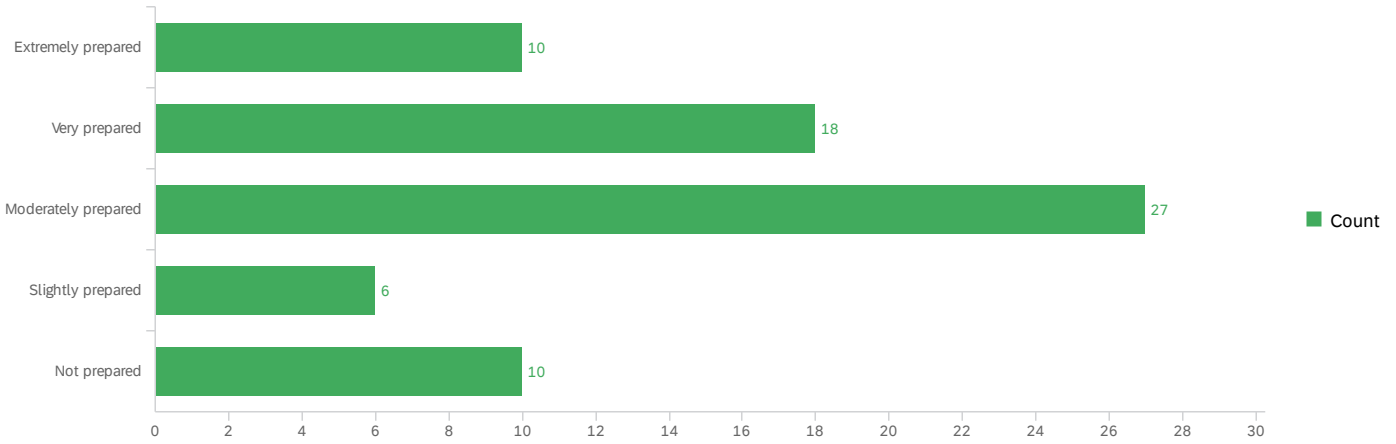
We do not have the time or space in our program to bring in much outside instruction. Students need to do their own training, if it is deficient.

Help to teach the students about documentation and academic sources

More intentional student instruction for library usage that addresses the different academic needs of underclassmen coming to University vs. upperclassmen engaging in discipline-specific research assignments/projects.

Q46 - How prepared do you feel at this stage of your learning, to do in-depth research in your courses?

Q58 - How prepared do you feel at this stage of your learning, to do in-depth res...



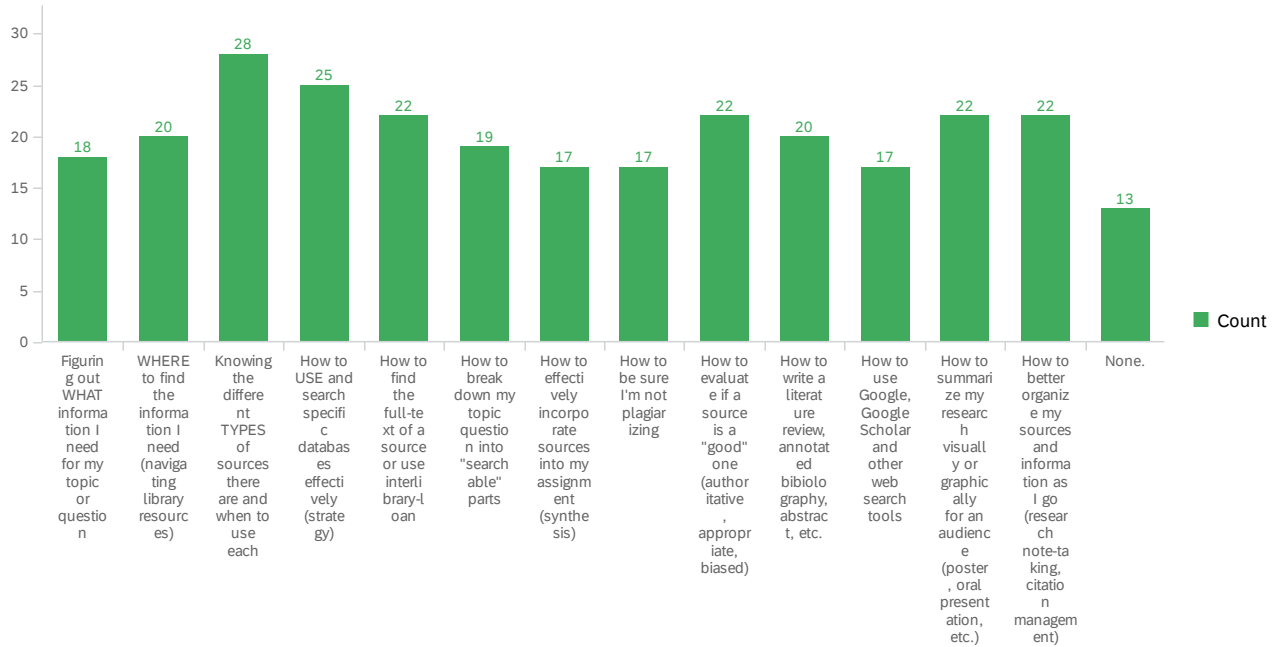
Field	Choice Count
Extremely prepared	10
Very prepared	18
Moderately prepared	27
Slightly prepared	6
Not prepared	10
	71

Showing rows 1 - 6 of 6

Q47 - Students, select any library or research skills you feel you could use some help

with (choose all that apply).

Q47 - Students, select any library or research skills you feel you could use some help with (choose all that apply).



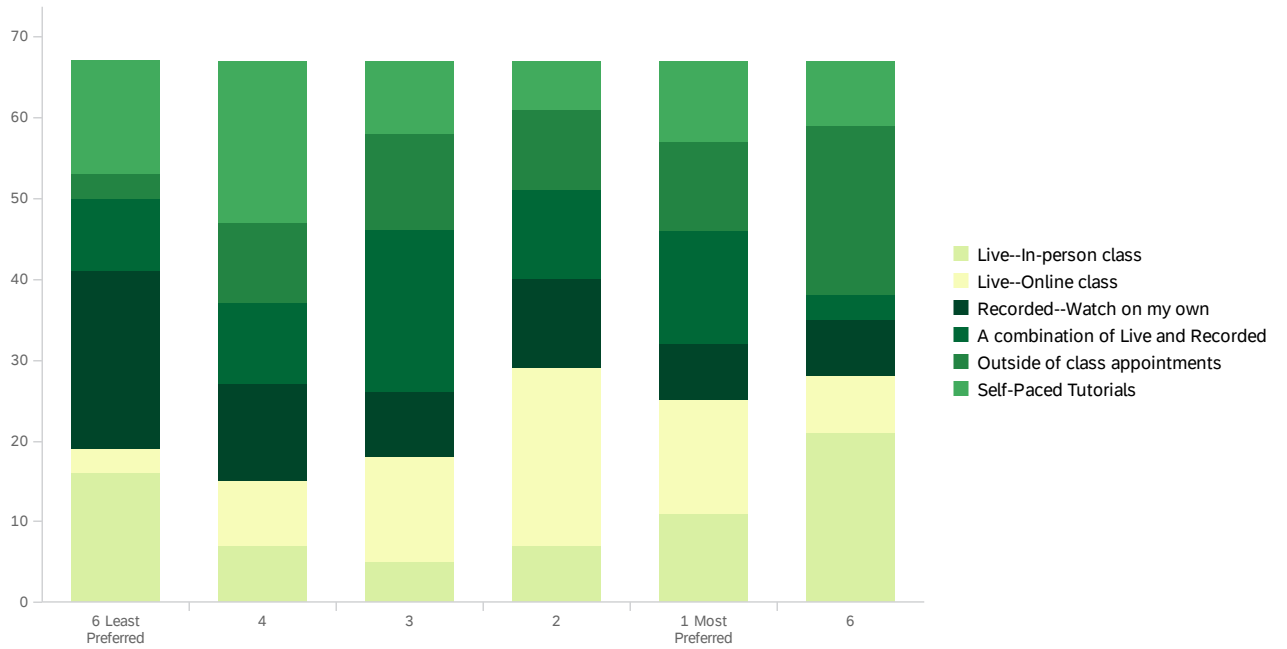
Field	First-year	Sophomore	Junior	Senior	UG/G: Year 5+	Total
WHERE to find the information I need (navigating library resources)	7	5	1	3	0	16
None.	2	3	2	1	0	8
Knowing the different TYPES of sources there are and when to use each	10	5	3	2	0	20
How to write a literature review, annotated bibliography, abstract, etc.	9	4	1	4	0	18
How to use Google, Google Scholar and other web search tools	9	1	1	2	0	13
How to summarize my research visually or graphically for an audience (poster, oral presentation, etc.)	9	3	1	1	0	14
How to find the full-text of a source or use interlibrary-loan	7	2	4	5	0	18
How to evaluate if a source is a "good" one (authoritative, appropriate, biased)	10	2	3	4	0	19
How to effectively incorporate sources into my assignment (synthesis)	7	4	1	2	0	14

Field	First-year	Sophomore	Junior	Senior	UG/G: Year 5+	Total
How to break down my topic question into "searchable" parts	6	5	2	1	0	14
How to better organize my sources and information as I go (research note-taking, citation management)	8	4	2	2	0	16
How to be sure I'm not plagiarizing	6	4	3	0	0	13
How to USE and search specific databases effectively (strategy)	9	6	1	2	0	18
Figuring out WHAT information I need for my topic or question	8	6	1	1	0	16

Showing rows 1 - 14 of 14

Q48 - Please rank how you would prefer to obtain library instruction and support: 1 =

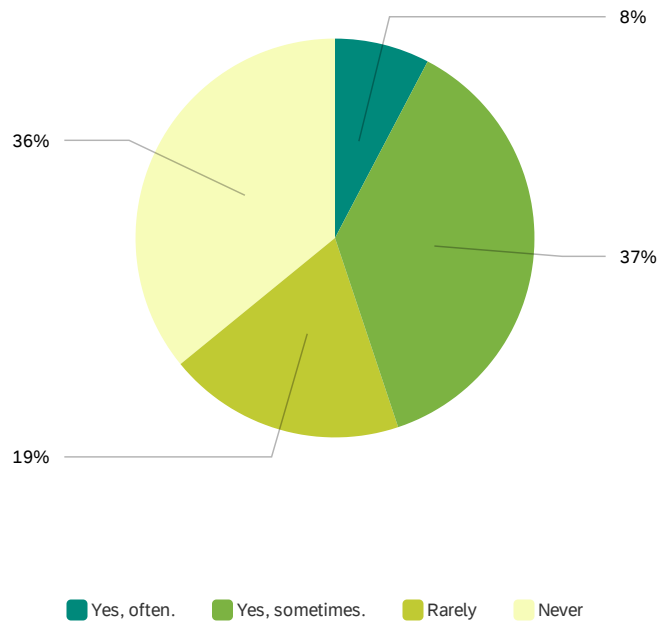
Most Preferred, 6 = Least Preferred (Drag and drop to order).



Compare with faculty responses from Q10.

Q49 - Do you ever use the Library services and resources for non-academic or teaching purposes (leisure reading, etc.)?

Q49 - Do you ever use the Library services and resources for non-academic or teaching purposes (leisure reading, etc.)?



Field	Undergraduate Student	Graduate Student	Full-time Faculty	Part-time Faculty	Total
Yes, sometimes.	12	7	9	1	29
Never	14	5	8	1	28
Rarely	6	3	5	1	15
Yes, often.	2	0	4	0	6

Showing rows 1 - 4 of 4

Q50 - Would you be interested in live or recorded sessions on any of the following topics?

Q50 - Would you be interested in live or recorded sessions on any of the following topics?



- Online Privacy for Students & Instructors (8)
 Research Assignment Design (24)
 Digital Ethics (AI, etc.) (18)
- Specific or Disciplinary Database Demos (20)
 Personal Knowledge Management (PKM) Tools & Methods (14)
- Using and Editing Wikipedia (9)
 Scholarly Communication & Publishing Options (12)
- Citation & Research Tools (Zotero, Diigo, EndNote) (25)
 Reviews & Recommendations (books, podcasts, etc.) in multiple formats (13)
- Data Visualization (17)
 Disinformation and Fake News (20)
 Digital & Media Literacy Skills (24)
- Alternative Licensing: Open Access, Creative Commons (12)
 Note-taking Tools (Notion, Roam, Obsidian) (28)
- Collaborative Online Annotation Tools (13)
 Suggest your own topic! (6)

Field	Undergraduate Student	Graduate Student	Full-time Faculty	Part-time Faculty	Total
Note-taking Tools (Notion, Roam, Obsidian)	17	6	4	1	28
Citation & Research Tools (Zotero, Diigo, EndNote)	15	5	4	1	25
Digital & Media Literacy Skills	10	6	8	0	24
Research Assignment Design	13	3	6	2	24
Disinformation and Fake News	9	3	7	1	20
Specific or Disciplinary Database Demos	6	5	8	1	20
Digital Ethics (AI, etc.)	12	3	3	0	18
Data Visualization	6	5	6	0	17
Personal Knowledge Management (PKM) Tools & Methods	6	5	3	0	14
Collaborative Online Annotation Tools	5	3	5	0	13
Reviews & Recommendations (books, podcasts, etc.) in multiple formats	6	5	1	1	13

Field	Undergraduate Student	Graduate Student	Full-time Faculty	Part-time Faculty	Total
Alternative Licensing: Open Access, Creative Commons	4	3	5	0	12
Scholarly Communication & Publishing Options	8	2	2	0	12
Using and Editing Wikipedia	4	1	2	2	9
Online Privacy for Students & Instructors	4	1	3	0	8
Suggest your own topic!	2	3	1	0	6

Showing rows 1 - 16 of 16

▲
Suggest your own topic!

using apa format

When I first started working here, the library offered short course on things like excel, using Microsoft Word to keep track of citations and references, advanced powerpoint skills, advanced microsoft word skills, etc. I wish they would bring these back -- I have a hard time keeping up with technology and if I knew my way around these programs well, it would save time and frustration. Also, when Marywood gets access to a new program such as Redcap or Qualtrics it would be so helpful to have some in-person tutorials where those in attendance could try things out and ask questions.

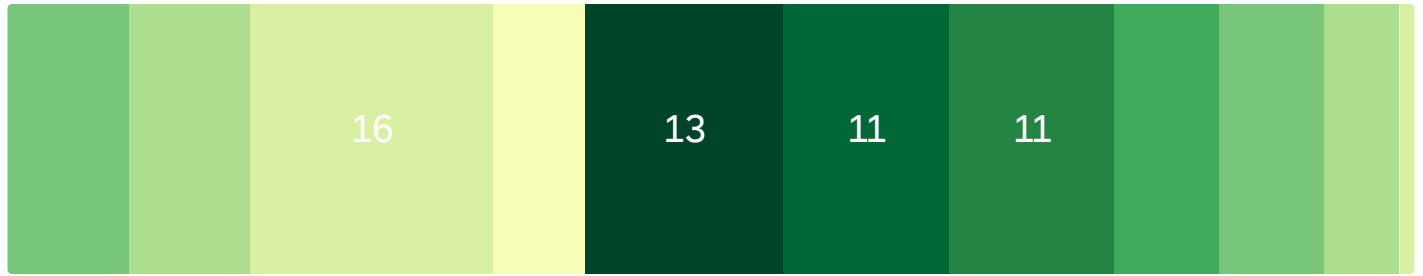
When I find an article, I want to know if it's a seminal article in the field.

Research data management

History of the Catholic Church and its influence on Society

Q52 - If you are interested in support for scholarship or publishing, check all that apply.

Q52 - If you are interested in support for scholarship or publishing, check all t...



A Marywood Institutional Repository (8) Building a Google Scholar Profile (8)

Creating a professional/academic website, e-portfolio or blog (16) Contributing to an Open Educational Resource (OER) text or work (6)

Learning about open access publishing and options (13) Using Pressbooks or other self-publishing platform (11)

Tracking your article citations & impact metrics (11) Using or contributing to a Teaching Materials Repository (7)

Contributing to digital/physical Library Exhibits, reading list, or displays (7) Digital humanities project software (please specify): (5)

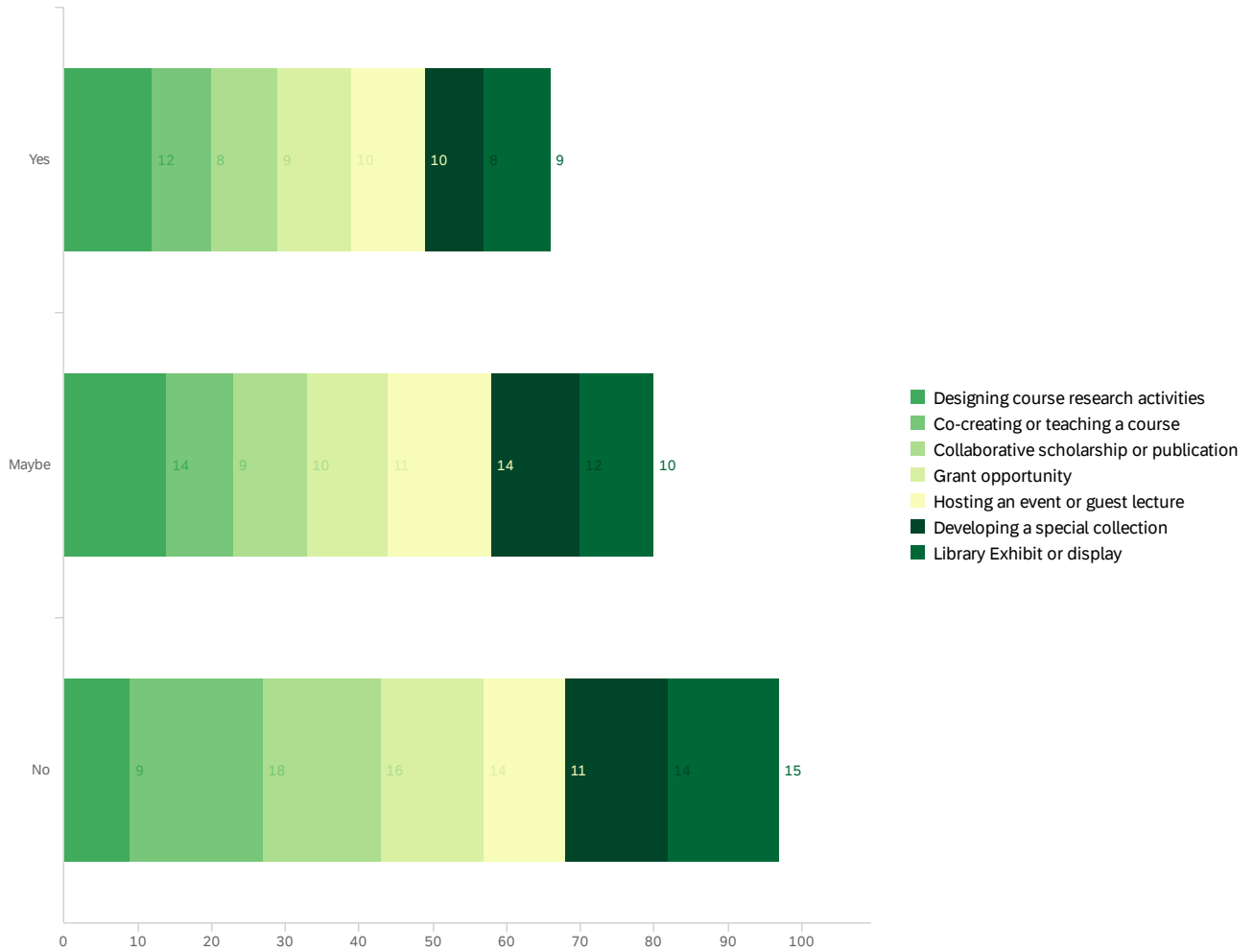
Other: (1)

Field	Choice Count
Creating a professional/academic website, e-portfolio or blog	16
Learning about open access publishing and options	13
Tracking your article citations & impact metrics	11
Using Pressbooks or other self-publishing platform	11
Building a Google Scholar Profile	8
A Marywood Institutional Repository	8
Contributing to digital/physical Library Exhibits, reading list, or displays	7
Using or contributing to a Teaching Materials Repository	7
Contributing to an Open Educational Resource (OER) text or work	6
Digital humanities project software (please specify):	5
Other:	1
	139

Showing rows 1 - 12 of 12

Q53 - Faculty: would you consider collaborating or partnering with a faculty Librarian on:

Q53. Faculty: would you consider collaborating or partnering with a faculty Librarian on:



Designing course research activities

Field	Tenure-Track	Tenured	Professor of Practice	Per-Annun	Prefer not to answer	Total
Yes	2	7	2	0	0	11
No	3	3	2	0	0	8
Maybe	2	7	3	0	0	12

Showing rows 1 - 3 of 3

Co-creating or teaching a course

Field	Tenure-Track	Tenured	Professor of Practice	Per-Annun	Prefer not to answer	Total
Yes	2	3	2	0	0	7
No	4	7	4	0	0	15
Maybe	1	7	1	0	0	9

Showing rows 1 - 3 of 3

Collaborative scholarship or publication

Field	Tenure-Track	Tenured	Professor of Practice	Per-Annun	Prefer not to answer	Total
Yes	2	6	1	0	0	9
No	2	7	4	0	0	13
Maybe	3	4	2	0	0	9

Showing rows 1 - 3 of 3

Grant opportunity

Field	Tenure-Track	Tenured	Professor of Practice	Per-Annun	Prefer not to answer	Total
Yes	1	8	1	0	0	10
No	2	4	5	0	0	11
Maybe	4	5	1	0	0	10

Showing rows 1 - 3 of 3

Hosting an event or guest lecture

Field	Tenure-Track	Tenured	Professor of Practice	Per-Annun	Prefer not to answer	Total
Yes	1	7	1	0	0	9
No	2	2	5	0	0	9
Maybe	4	8	1	0	0	13

Showing rows 1 - 3 of 3

Developing a special collection

Field	Tenure-Track	Tenured	Professor of Practice	Per-Annun	Prefer not to answer	Total
Yes	1	6	0	0	0	7
No	2	5	5	0	0	12
Maybe	3	6	2	0	0	11

Showing rows 1 - 3 of 3

Library Exhibit or display

Field	Tenure-Track	Tenured	Professor of Practice	Per-Annun	Prefer not to answer	Total
Yes	1	7	0	0	0	8
No	3	5	4	0	0	12
Maybe	2	5	3	0	0	10

Showing rows 1 - 3 of 3

Q54 - Over the next 5 years, what should be the Library's top priorities?

Over the next 5 years, what should be the Library's top priorities?

Access to online sources and OER

Best resources and access as possible

Expanding the scholarly journal collection.

Giving students and faculty the ability to browse stacks, and just generally be able to come more in contact with actual books.

Helping students discern fact from fiction on websites. Sharing useful sources of information in various disciplines.

Improving students' research and critical thinking skills; developing more inclusive collections

Increase number of students who use the library

Keeping the collection up to date

Maintain the browsing shelves so students can make discoveries.

Making physical collection easier to browse.

Marketing what you do (which is impressive) so that so many of us are less clueless

Not sure.

Online search engines to help students find online sources

Staffing, Kanopy or equivalent,

To analyze the needs of students and faculty, in particular the diversity of familiarity with technology tools. To provide information on the evaluation of information, whether it comes from social networks, print, or databases.

UPDATING DISCIPLINE SPECIFIC INFORMATION

building currency and diversity into the collection, especially in the humanities and the arts.

ease of access

increase student understanding and use of LCC for academic purposes/resources (beyond a place to eat and study)

Q55 - Lastly, is there anything else you'd like to tell us or that we should have asked but didn't? (If not, leave blank and hit -->)

Lastly, is there anything else you'd like to tell us or that we should have...

The staff has been consistently helpful and professional.

N/A

Most importantly I just want to reiterate that the library is secretly lacking in the articles that it has and if any improvement would be made it would be to allocate extra funding to subscribe to more journals

Just thanks!

In all honesty, as a graduate of a major research university, I use that library for my needs.

I wish that there were books to read for leisure. Part of education can be reading good books. I recently got a Lackawanna library card so I have access to that, but I wish there was a fiction section in our school library.

I think there should be more programs like the seed exchange. It brings students to the Learning Commons for something fun, yet educational, and contributes to beautifying our environment and growing some of our own produce. I believe it can be more of an active hub than it has been in the past.

I am overwhelmed by the webpage, and have gradually come to use library sources less and less.

I am a completely remote distance student and otherwise would have utilized more of the library resources otherwise!! Thank you for your work.

End of Report