

**Faculty Library Survey
Report of Results
November 2006**

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Table of Contents

The Sample	1
Survey Results	
Relative importance of a library	3
How essential is it for BW students to learn to use Ritter library	3
How easy/difficult is OPAL/OhioLINK	4
Does OPAL/OhioLINK overcome shortcomings in holdings	4
How user-friendly are Ritter's web pages	4
How user-friendly is Ritter overall	5
How frequently do you use Ritter for any reason	5
How frequently do you use Ritter to...	
Check out a book	5
Use a paper reference	6
Use an online reference	6
Use an online database	6
Use OPAL/OhioLINK	7
Find a journal in Ritter's collection	7
Download an internet resource	7
Invite Ritter staff to present in class	8
Do you prefer print or online resources	8
What is your impression of...	
Ritter staff	8
Physical layout	9
Book collection	9
Journal collection	9
Furniture	10
Online resources	10
Convenience	10
Hours of operation	11
Physical beauty	11
How high of a priority is it to improve Ritter in the following areas...	
Increase online reference material	11
Increase paper reference material	12

Expand online journal access	12
Expand paper journal collection	12
Expand book collection	13
Acquire better furniture	13
Build a brand new library	13
Expand hours of operation	14
Add a coffee/snack bar	14
Improve the physical beauty	14
Decrease noise level	15
Install new carpet	15
How helpful are library instruction presentations provided by Ritter staff	15
How adequate is Ritter for your research	16
How many research papers do you assign	16
How many research papers do you assign that require library research	17
How often do you...	
Attend a conference	17
Present a paper at a conference	18
Publish a book	18
Publish an article	18
Appendix A - Survey Questions	19
Appendix B - Answers to Open-Ended Questions	
What other uses do you make of Ritter Library, besides those already mentioned?	25
Are there other library features, besides those already mentioned, for which you would like to indicate your impressions?	26
Please list one or two things that you like best about Ritter Library.	27
Please list one or two things that you like least about Ritter Library.	28
Keeping in mind that funds are limited, in what other ways would you like to see the library improved?	29
What other activities do you engage in?	30
If you would like to add comments, please do so below.	31

The Sample

Thirty-two (32) faculty members completed the survey, most of those were full-time faculty members:

Question ID 53 What is your faculty status?		
	2006	2001
full time	87.5%	55.0%
part time	12.5%	45.0%
	100.0%	100.0%

The distribution was skewed more heavily to full professors in the 2006 survey:

Question ID 52 What is your faculty rank?		
	2006	2001
Full	40.6%	20.3%
Associate	28.1%	16.2%
Assistant	21.9%	21.3%
Instructor	0.0%	13.7%
Lecturer	9.4%	28.4%
	100.0%	99.9%

The 2006 library survey of faculty shifted towards faculty with longer tenures at B-W:

Question ID 54 How many years have you taught at Baldwin-Wallace College?		
	2006	2001
1 to 3	12.9%	31.5%
4 to 7	29.0%	18.5%
8 to 13	16.1%	19.0%
14-19	22.6%	12.5%
20+	19.4%	18.5%
	100.0%	100.0%

Because of the small sample size, not all academic divisions were well represented in this survey. Also, 7 of the 32 faculty who completed the survey chose not to answer this question, apparently due to concerns over confidentiality:

Question ID 56	What is your department?	
	2006	2001
Business	8.0%	9.9%
Education	0.0%	9.4%
HPE	4.0%	9.4%
Humanities	40.0%	24.0%
Music	0.0%	11.5%
Natural Sciences	20.0%	17.7%
Social Sciences	28.0%	18.2%
	100.0%	100.1%

Only one of the respondents to this survey teaches at the graduate level:

Question ID 55	Do you teach graduate level courses?	
	2006	2001
no	96.8%	na
yes	3.2%	na
	100.0%	

Survey results are summarized below. Crosstab information is generally not given because of the small sample. Sometimes the percentages do not add to 100%, due to rounding to whole numbers.

Survey Results

Almost 97% of faculty members view the library as either very or crucially important to a college campus:

Question ID 1		
Which of the following statements best characterizes your view of the relative importance of a library on a college campus?	2006	2001
An excellent library is crucially important, more important than most other campus resources.	43.8%	46.3%
A good library is very important, as important as most other campus resources.	53.1%	48.8%
A good library is moderately important, but not as important as many other campus resources.	3.1%	4.9%
A good library is relatively unimportant, less important than most other campus resources.	0.0%	0.0%
	100.0%	100.0%

Most faculty agree or strongly agree that an essential component of a BW student's academic program is learning to use Ritter Library:

Question ID 2	Do you agree or disagree with the statement: "At Baldwin-Wallace College, an essential component of a student's academic program is learning to use Ritter Library."	
	2006	2001
strongly agree	56.3%	45.5%
agree	31.3%	40.6%
neutral	3.1%	5.0%
disagree	9.4%	6.4%
strongly disagree	0.0%	1.0%
NA/DK	0.0%	1.5%
	100.0%	100.0%

A solid majority of faculty members now find Ritter's book catalog very easy to use, a significant improvement from 2001:

Question ID 3	If you have ever used the OPAL/OhioLINK book catalog, how easy or difficult did you find the catalog to use?	
	2006	2001
very easy	56.3%	22.2%
somewhat easy	15.6%	18.7%
neutral	6.3%	13.1%
somewhat difficult	18.8%	11.1%
very difficult	0.0%	1.0%
NA/DK	3.1%	33.8%
	100.0%	99.9%

Faculty now have a much improved opinion of the advantages of membership in the OPAL/OhioLINK system:

Question ID 4	To what degree, if any, does the OPAL/OhioLINK system overcome any shortcomings that you may perceive in Ritter holdings?	
	2006	2001
very high degree	21.9%	4.1%
high degree	43.8%	26.0%
somewhat	28.1%	23.5%
barely	0.0%	2.6%
not at all	3.1%	1.0%
NA/DK	3.1%	42.9%
	100.0%	100.1%

Faculty increasingly find Ritter's web pages easy to use, and by a significant margin:

Question ID 5	How user-friendly are the Ritter web pages?	
	2006	2001
very	45.2%	26.6%
somewhat	41.9%	38.8%
a little	3.2%	8.6%
not at all	0.0%	2.2%
NA/DK	9.7%	23.7%
	100.0%	99.9%

While more faculty now find Ritter Library very user-friendly, more also find it not at all user-friendly:

Question ID 6	How user-friendly is the Ritter Library overall?	
	2006	2001
very	46.9%	38.1%
somewhat	37.5%	43.9%
a little	3.1%	6.5%
not at all	9.4%	0.0%
NA/DK	3.1%	11.5%
	100.0%	100.0%

Well over half of the survey responders are heavy library users:

Question ID 7	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester for any reason.	
	2006	2001
0 times	0.0%	na
1-2 times	6.5%	na
3-5 times	19.4%	na
6-10 times	16.1%	na
11+ times	58.1%	na
	100.0%	

Faculty claim to be checking out books with greater frequency when compared to 2001:

Question ID 8	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to check out a book.	
	2006	2001
0 times (never)	15.6%	35.6%
1-2 times	31.3%	29.9%
3-5 times	28.1%	18.8%
6-10 times	18.8%	10.5%
11+ times	6.3%	5.2%
	100.0%	100.0%

Faculty report a slight shift towards using paper references in Ritter Library more frequently:

Question ID 9	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use a paper reference.	
	2006	2001
0 times (never)	31.3%	40.5%
1-2 times	25.0%	25.4%
3-5 times	21.9%	17.3%
6-10 times	9.4%	10.8%
11+ times	12.5%	5.9%
	100.0%	99.9%

There has been a very significant increase towards heavy use of Ritter's online reference material as reported by faculty:

Question ID 10	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use an online reference.	
	2006	2001
0 times (never)	6.3%	40.5%
1-2 times	18.8%	14.6%
3-5 times	12.5%	15.1%
6-10 times	18.8%	12.4%
11+ times	43.8%	17.3%
	100.0%	99.9%

An even higher increase is seen in the percentage of faculty who report heavy use of Ritter's online databases:

Question ID 11	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use an online database.	
	2006	2001
0 times (never)	9.7%	44.1%
1-2 times	6.5%	14.4%
3-5 times	19.4%	12.8%
6-10 times	9.7%	10.6%
11+ times	54.8%	18.1%
	100.0%	100.0%

Likewise, faculty-reported use of the OPAL/OhioLINK system is way up:

Question ID 12	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use OPAL/OhioLINK.	
	2006	2001
0 times (never)	3.1%	34.4%
1-2 times	21.9%	18.5%
3-5 times	15.6%	13.8%
6-10 times	12.5%	18.0%
11+ times	46.9%	15.3%
	100.0%	100.0%

This question was probably perceived to refer to Ritter Library's print journal collection only, and there has not been much change in reported use since 2001:

Question ID 13	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to find a journal article in Ritter's collection.	
	2006	2001
0 times (never)	28.1%	36.5%
1-2 times	28.1%	30.7%
3-5 times	18.8%	16.9%
6-10 times	15.6%	10.1%
11+ times	9.4%	5.8%
	100.0%	100.0%

Faculty report a slight increase in the use of Ritter Library to download internet resources:

Question ID 14	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to download an internet resource.	
	2006	2001
0 times (never)	21.9%	54.7%
1-2 times	21.9%	13.3%
3-5 times	15.6%	8.3%
6-10 times	15.6%	8.8%
11+ times	25.0%	14.9%
	100.0%	100.0%

Close to three quarters of faculty still do not request that library presentations be given to their classes:

Question ID 15	Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to invite Ritter staff to give a presentation in class.	
	2006	2001
0 times (never)	71.9%	75.5%
1-2 times	21.9%	21.2%
3-5 times	3.1%	3.2% (3-10 times)
6-10 times	3.1%	
11+ times	0.0%	0.0%
	100.0%	99.9%

Unlike 2001, when faculty members were quite evenly split between preferences for print or online resources, now they heavily favor online resources:

Question ID 17	Given a choice, which do you prefer to use?	
	2006	2001
print resources	28.1%	31.4%
online resources	50.0%	33.5%
no preference	21.9%	35.1%
	100.0%	100.0%

Faculty impressions of Ritter's staff are strongly favorable:

Question ID 18	Please indicate your impression of Ritter Library's staff.	
	2006	2001
very favorable	75.0%	45.2%
favorable	15.6%	28.9%
neutral	6.3%	7.1%
unfavorable	0.0%	0.5%
very unfavorable	0.0%	0.0%
NA/DK	3.1%	18.3%
	100.0%	100.0%

Faculty are less impressed with Ritter Library's physical layout, compared with 2001:

Question ID 19	Please indicate your impression of Ritter Library's physical layout.	
	2006	2001
very favorable	3.1%	7.7%
favorable	21.9%	35.1%
neutral	31.3%	27.8%
unfavorable	34.4%	10.3%
very unfavorable	3.1%	2.6%
NA/DK	6.3%	16.5%
	100.0%	100.0%

Increasingly, faculty express unfavorable impressions of Ritter's book collection:

Question ID 20	Please indicate your impression of Ritter Library's book collection.	
	2006	2001
very favorable	0.0%	3.6%
favorable	21.9%	25.0%
neutral	21.9%	28.6%
unfavorable	28.1%	14.1%
very unfavorable	21.9%	6.3%
NA/DK	6.3%	22.4%
	100.0%	100.0%

Faculty are also less impressed with Ritter's journal collection. Possibly they interpreted this question as referring to print journals only:

Question ID 21	Please indicate your impression of Ritter Library's journal collection.	
	2006	2001
very favorable	0.0%	3.1%
favorable	18.8%	31.6%
neutral	46.9%	24.5%
unfavorable	21.9%	15.3%
very unfavorable	6.3%	4.1%
NA/DK	6.3%	21.4%
	100.0%	100.0%

Faculty members are less favorable towards the furniture in Ritter as compared to 2001:

Question ID 22	Please indicate your impression of Ritter Library's furniture.	
	2006	2001
very favorable	0.0%	
favorable	12.5%	25.5% (favorable or very favorable)
neutral	46.9%	40.8%
unfavorable	21.9%	9.7%
very unfavorable	9.4%	3.6%
NA/DK	9.4%	20.4%
	100.0%	100.0%

Generally, faculty now report significantly more favorable impressions of Ritter's online resources than they did in 2001:

Question ID 23	Please indicate your impression of Ritter Library's online resources.	
	2006	2001
very favorable	35.5%	11.6%
favorable	48.4%	48.9%
neutral	9.7%	14.2%
unfavorable	0.0%	0.5%
very unfavorable	3.2%	0.0%
NA/DK	3.2%	24.7%
	100.0%	99.9%

Faculty members now report finding Ritter Library somewhat more convenient to use than in 2001:

Question ID 24	Please indicate your impression of Ritter Library's convenience.	
	2006	2001
very favorable	28.1%	12.4%
favorable	43.8%	43.5%
neutral	21.9%	17.6%
unfavorable	6.3%	7.3% (unfavorable or very unfavorable)
very unfavorable	0.0%	
NA/DK	0.0%	19.2%
	100.0%	100.0%

Faculty opinions of Ritter's hours of operations are largely unchanged, the biggest shift being from NA/DK to neutral:

Question ID 25	Please indicate your impression of Ritter Library's hours of operation.	
	2006	2001
very favorable	12.9%	12.8%
favorable	38.7%	38.3%
neutral	38.7%	18.4%
unfavorable	9.7%	9.1%
very unfavorable	0.0%	0.0%
NA/DK	0.0%	21.4%
	100.0%	100.0%

Faculty members are now less impressed with Ritter's physical beauty than in 2001:

Question ID 26	Please indicate your impression of Ritter Library's physical beauty.	
	2006	2001
very favorable	0.0%	3.1%
favorable	9.4%	19.0%
neutral	28.1%	33.3%
unfavorable	34.4%	14.9%
very unfavorable	25.0%	9.2%
NA/DK	3.1%	20.5%
	100.0%	100.0%

More faculty members consider expanding online reference material a high priority, although fewer consider it a very high priority:

Question ID 30	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding online reference material.	
	2006	2001
very high priority	18.8%	29.4%
high priority	46.9%	33.2%
neutral	21.9%	18.7%
low priority	9.4%	1.1%
very low priority	0.0%	0.0%
NA/DK	3.1%	17.6%
	100.0%	100.0%

Increasing paper reference material is becoming less of a priority to faculty members:

Question ID 31	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by increasing paper reference material.	
	2006	2001
very high priority	6.3%	8.5%
high priority	12.5%	33.9%
neutral	37.5%	33.9%
low priority	25.0%	4.5%
very low priority	15.6%	1.1%
NA/DK	3.1%	18.1%
	100.0%	100.0%

87% of faculty now consider expanding online journal access to be a high or very high priority:

Question ID 32	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding online journal access.	
	2006	2001
very high priority	37.5%	31.9%
high priority	50.0%	36.2%
neutral	9.4%	11.7%
low priority	0.0%	2.1%
very low priority	0.0%	0.5%
NA/DK	3.1%	17.6%
	100.0%	100.0%

Paper journals are now regarded by faculty as less of a priority than in 2001:

Question ID 33	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding the paper journal collection.	
	2006	2001
very high priority	6.3%	11.5%
high priority	6.3%	31.3%
neutral	40.6%	29.1%
low priority	31.3%	8.8%
very low priority	12.5%	1.6%
NA/DK	3.1%	17.6%
	100.0%	99.9%

Expanding the book catalog is still a high or very high priority for a most of the faculty:

Question ID 34	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding the book collection.	
	2006	2001
very high priority	15.6%	19.6%
high priority	43.8%	37.0%
neutral	21.9%	21.7%
low priority	9.4%	3.3%
very low priority	6.3%	2.2%
NA/DK	3.1%	16.3%
	100.0%	100.1%

Faculty opinion is rather dispersed and unchanged on acquiring better furniture for Ritter:

Question ID 35	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by acquiring better furniture.	
	2006	2001
very high priority	6.3%	6.0%
high priority	21.9%	13.7%
neutral	28.1%	31.0%
low priority	15.6%	16.5%
very low priority	25.0%	12.6%
NA/DK	3.1%	20.2%
	100.0%	100.0%

Building a new library is generally not seen as a high priority by faculty:

Question ID 36	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by building a brand new library.	
	2006	2001
very high priority	12.5%	11.0%
high priority	15.6%	7.1%
neutral	21.9%	24.0%
low priority	12.5%	17.6%
very low priority	28.1%	18.1%
NA/DK	9.4%	22.2%
	100.0%	100.0%

Few faculty think expanding library hours is a high priority:

Question ID 37	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding hours of operation.	
	2006	2001
very high priority	0.0%	7.7%
high priority	3.1%	17.0%
neutral	43.8%	44.0%
low priority	28.1%	8.8%
very low priority	12.5%	2.2%
NA/DK	12.5%	20.3%
	100.0%	100.0%

Faculty opinion is varied on the importance of adding a coffee/snack bar to Ritter Library:

Question ID 38	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by adding a coffee/snack bar.	
	2006	2001
very high priority	12.5%	5.3%
high priority	25.0%	17.1%
neutral	21.9%	23.0%
low priority	9.4%	16.6%
very low priority	28.1%	19.3%
NA/DK	3.1%	18.7%
	100.0%	100.0%

Faculty members now view improving the physical beauty of Ritter Library as a somewhat higher priority than they did in 2001:

Question ID 39	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by improving the physical beauty.	
	2006	2001
very high priority	12.5%	8.2%
high priority	21.9%	15.8%
neutral	28.1%	32.2%
low priority	9.4%	12.6%
very low priority	21.9%	12.0%
NA/DK	6.3%	19.1%
	100.0%	99.9%

Relatively few faculty members view noise in the library as a problem:

Question ID 40	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by decreasing the noise level.	
	2006	2001
very high priority	0.0%	1.6%
high priority	12.5%	10.9%
neutral	43.8%	36.1%
low priority	18.8%	17.5%
very low priority	18.8%	7.1%
NA/DK	6.3%	26.8%
	100.0%	100.0%

Installing new carpet in the library is now seen as slightly more of a priority than it was by faculty members in 2001:

Question ID 41	Keeping in mind that funds are limited, please indicate the relative priority of improving the library by installing new carpet.	
	2006	2001
very high priority	6.3%	6.1%
high priority	25.0%	8.8%
neutral	37.5%	35.4%
low priority	3.1%	16.6%
very low priority	25.0%	10.5%
NA/DK	3.1%	22.7%
	100.0%	100.1%

Most faculty members view classroom library instruction as helpful or very helpful:

Question ID 43	Has a Ritter librarian given a presentation on using library resources to a course that you have taught? If so, how helpful was this information to your students, i.e., did you notice an improvement in their ability to conduct library research and find useful information?	
	2006	2001
very helpful	28.1%	na
helpful	25.0%	na
a little helpful	9.4%	na
not helpful	0.0%	na
NA/DK	37.5%	na
	100.0%	na

Ritter Library is view as adequate or very adequate for faculty research by a majority of B-W faculty:

Question ID 44	Generally, how adequate is Ritter Library for your research?	
	2006	2001
very adequate	15.6%	5.2%
adequate	46.9%	40.4%
neutral	15.6%	17.1%
inadequate	9.4%	15.5%
very inadequate	9.4%	2.6%
NA/DK	3.1%	19.2%
	96.9%	100.0%

No real trends are evident in the assigning of research papers:

Question ID 45	In all your courses during an academic year, approximately how many research papers do you assign?	
	2006	2001
0	12.5%	15.1%
1	9.4%	14.1%
2	12.5%	19.5%
3	3.1%	13.0%
4	12.5%	10.3%
5	15.6%	4.3%
6	9.4%	8.1%
7	6.3%	1.6%
8	12.5%	3.2%
9	0.0%	2.2%
10+	6.3%	8.6%
	100.0%	100.0%

Very little change is seen in the assigning of research papers specifically requiring use of the library:

Question ID 46	In all your courses during an academic year, approximately how many research papers do you assign that specifically require the use of a library?	
	2006	2001
0	18.8%	23.1%
1	9.4%	16.5%
2	18.8%	18.7%
3	9.4%	10.4%
4	9.4%	7.7%
5	6.3%	4.9%
6	9.4%	8.2%
7	3.1%	1.6%
8	9.4%	1.6%
9	0.0%	1.6%
10+	6.3%	5.5%
	100.0%	99.8%

Of faculty members who answered the library survey, most attend conferences regularly:

Question ID 47	Approximately how often do you attend a conference?	
	2006	2001
never	6.3%	?
every 10+ years	0.0%	?
every 5-9 years	6.3%	?
every 2-4 years	25.0%	?
every year	37.5%	39.6%
twice or more each year	25.0%	25.7%
	100.0%	65.3%

The majority of faculty members who answered this survey present papers at conferences regularly:

Question ID 48	Approximately how often do you present a paper at a conference?	
	2006	2001
never	16.1%	?
every 10+ years	3.2%	?
every 5-9 years	6.5%	?
every 2-4 years	41.9%	28.6%
every year	22.6%	16.8%
twice or more each year	9.7%	11.9%
	100.0%	57.3%

Almost sixty percent of faculty answering this survey have not published a book:

Question ID 49	Approximately how often do you publish a book?	
	2006	2001
never	59.4%	78.4%
every 10+ years	15.6%	?
every 5-9 years	18.8%	?
every 2-4 years	6.3%	?
every year	0.0%	?
twice or more each year	0.0%	?
	100.0%	78.4%

The majority of faculty members answering this survey publish journal articles on a regular basis:

Question ID 50	Approximately how often do you publish an article?	
	2006	2001
never	23.3%	34.2%
every 10+ years	0.0%	10.3%
every 5-9 years	23.3%	15.8%
every 2-4 years	33.3%	26.6%
every year	13.3%	8.7%
twice or more each year	6.7%	4.3%
	100.0%	99.9%

Appendix A - Survey Questions

Faculty Survey of Ritter Library

Instructions: For each question, select the appropriate response. If the question does not apply to you, or you do not know the answer; please select NA/DK (Not Applicable/ Don't Know).

Multiple Attempts: Not allowed. This Survey can only be taken once.

Force Completion: This Survey can be saved and resumed later.

Question 1

Which of the following statements best characterizes your view of the relative importance of a library on a college campus?

- A good library is relatively unimportant, less important than most other campus resources.
- A good library is moderately important, but not as important as many other campus resources.
- A good library is very important, as important as most other campus resources.
- An excellent library is crucially important, more important than most other campus resources.

Question 2

Do you agree or disagree with the statement: "At Baldwin-Wallace College, an essential component of a student's academic program is learning to use Ritter Library."

- strongly agree agree neutral disagree strongly disagree

Question 3

If you have ever used the OPAL/OhioLINK book catalog, how easy or difficult did you find the catalog to use?

- very difficult somewhat difficult neutral somewhat easy very easy NA/DK

Question 4

To what degree, if any, does the OPAL/OhioLINK system overcome any shortcomings that you may perceive in Ritter holdings?

- very high degree high degree somewhat barely not at all NA/DK

Question 5

How user-friendly are the Ritter web pages?

- very somewhat a little not at all NA/DK

Question 6

How user-friendly is the Ritter Library overall?

- very somewhat a little not at all NA/DK

Question 7

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester for any reason.

- 0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 8

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to check out a book.

0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 9

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use a paper reference.

0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 10

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use an online reference.

0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 11

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use an online database.

0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 12

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to use OPAL/OhioLINK.

0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 13

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to find a journal article in Ritter's collection.

0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 14

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to download an internet resource.

0 times (never) 1-2 times 3-5 times 6-10 times 11+ times

Question 15

Please estimate how frequently you use Ritter Library, either onsite or offsite, during an average semester to invite Ritter staff to give a presentation in class.

0 times (never) 1-2 times 3-10 times 6-10 times 11+ times

Question 16

What other uses do you make of Ritter Library, besides those already mentioned? Please estimate how frequently you use Ritter Library in these ways, either onsite or offsite, during an average semester.

Question 17

Given a choice, which do you prefer to use?

print resources online resources no preference

Question 18

Please indicate your impression of Ritter Library's staff.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 19

Please indicate your impression of Ritter Library's physical layout.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 20

Please indicate your impression of Ritter Library's book collection.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 21

Please indicate your impression of Ritter Library's journal collection.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 22

Please indicate your impression of Ritter Library's furniture.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 23

Please indicate your impression of Ritter Library's online resources.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 24

Please indicate your impression of Ritter Library's convenience.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 25

Please indicate your impression of Ritter Library's hours of operation.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 26

Please indicate your impression of Ritter Library's physical beauty.

very favorable favorable neutral unfavorable very unfavorable NA/DK

Question 27

Are there other library features, besides those already mentioned, for which you would like to indicate your impressions? Are your impressions very favorable, favorable, neutral, unfavorable, or very unfavorable?

Question 28

Please list one or two things that you like best about Ritter Library.

Question 29

Please list one or two things that you like least about Ritter Library.

Question 30

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding online reference material.

very high priority high priority neutral low priority very low priority NA/DK

Question 31

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by increasing paper reference material.

very high priority high priority neutral low priority very low priority NA/DK

Question 32

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding online journal access.

very high priority high priority neutral low priority very low priority NA/DK

Question 33

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding the paper journal collection.

very high priority high priority neutral low priority very low priority NA/DK

Question 34

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding the book collection.

very high priority high priority neutral low priority very low priority NA/DK

Question 35

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by acquiring better furniture.

very high priority high priority neutral low priority very low priority NA/DK

Question 36

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by building a brand new library.

very high priority high priority neutral low priority very low priority NA/DK

Question 37

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by expanding hours of operation.

very high priority high priority neutral low priority very low priority NA/DK

Question 38

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by adding a coffee/snack bar.

very high priority high priority neutral low priority very low priority NA/DK

Question 39

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by improving the physical beauty.

very high priority high priority neutral low priority very low priority NA/DK

Question 40

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by decreasing the noise level.

very high priority high priority neutral low priority very low priority NA/DK

Question 41

Keeping in mind that funds are limited, please indicate the relative priority of improving the library by installing new carpet.

very high priority high priority neutral low priority very low priority NA/DK

Question 42

Keeping in mind that funds are limited, in what other ways would you like to see the library improved? Are the relative priorities of these improvements very high priority, high priority, neutral, low priority, or very low priority?

Question 43

Has a Ritter librarian given a presentation on using library resources to a course that you have taught? If so, how helpful was this information to your students, i.e., did you notice an improvement in their ability to conduct library research and find useful information?

very helpful helpful a little helpful not helpful NA/DK

Question 44

Generally, how adequate is Ritter Library for your research?

very adequate adequate neutral inadequate very inadequate NA/DK

Question 45

In all your courses during an academic year, approximately how many research papers do you assign?

0 1 2 3 4 5 6 7 8 9 10+

Question 46

In all your courses during an academic year, approximately how many research papers do you assign that specifically require the use of a library?

0 1 2 3 4 5 6 7 8 9 10+

Question 47

Approximately how often do you attend a conference?

never every 10+ years every 5-9 years every 2-4 years every year
 twice or more each year

Question 48

Approximately how often do you present a paper at a conference?

never every 10+ years every 5-9 years every 2-4 years every year
 twice or more each year

Question 49

Approximately how often do you publish a book?

never every 10+ years every 5-9 years every 2-4 years every year
 twice or more each year

Question 50

Approximately how often do you publish an article?

never every 10+ years every 5-9 years every 2-4 years every year
 twice or more each year

Question 51

What other activities do you engage in? Approximately how often do you engage in these activities?: never, every 10+ years, every 5-9 years, every 2-4 years, every year, twice or more each year.

Question 52

What is your faculty rank?

Lecturer Instructor Assistant Associate Full

Question 53

What is your faculty status?

full time part time

Question 54

How many years have you taught at Baldwin-Wallace College?

1-3 4-7 8-13 14-19 20+

Question 55

Do you teach graduate level courses?

yes no

Question 56

What is your department?

Question 57

If you would like to add comments, please do so below.

Appendix B - Answers to Open-Ended Questions

What other uses do you make of Ritter Library, besides those already mentioned? Please estimate how frequently you use Ritter Library in these ways, either onsite or offsite, during an average semester.

Putting materials on reserve for student use. Use the computer lab for class. I don't ask the Ritter library staff to do presentations for students only because they've done it for me enough that I now feel comfortable doing it myself.

When I have entry-level courses with research papers, I have the class meet in the library for one session and ask the reference staff to give a presentation on library resources. I think it is better to bring the students there rather than have the staff come to my classroom, because it gets the students actually into the library, where they can see where types of books are kept, and see the wireless laptops being used. I teach a course like this every other year. In upper-level research courses, I give a refresher on my own, in my classroom, on Ritter's catalog, Opal, Ohio-Link, interlibrary loan, and on-line databases. Once a year. I schedule meetings for student research groups in the library when we need to meet somewhere with wireless Internet access. I wish there were more private rooms for such meetings. 1-2 times a semester.

As a place to bring classes to show them the library's holdings and to train them to do research. I appreciate that we can print out microfilm/microfiche for free. Thank you.

I make extensive use of the Library by leaving readings on reserve for my students, and I often have research-related questions that the Reference Librarians have helped me with. They generally have a fine track record of steering me in helpful directions.

I see that you have chosen to stop updating the Business Source Premier library link. I strongly believe that this database is very important to both my students who use the database for research, and for me when doing my own research. I wish that you would reconsider this reduction in library services. It will very negatively affect the usefulness of the library for business research that is used in coursework presentations.

I used to teach our Departmental course that requires students to learn to use the library databases for literature searches - our Department still does that but now the faculty use the computer lab in Ritter and demonstrate the search databases ourselves.

My research mostly takes place during summer months. I make far more use of the library than the above questions would suggest, because they're limited to during the school year.

NA

Use of their computer room, for instruction in one of my courses

Are there other library features, besides those already mentioned, for which you would like to indicate your impressions? Are your impressions very favorable, favorable, neutral, unfavorable, or very unfavorable?

The library does not provide an environment that entices students in. The collection could be excellent, and it would still be a rather dark, cramped environment, especially on the basement and upper floors. In all other campuses I have been, the library provided private study/meeting rooms, comfortable squashy chairs arranged for conversation, comfortable chairs positioned for quiet reading with views out windows, a room where students can meet, eat, and study. Graduate students sometimes had their own cubicle "offices." Sometimes there were classrooms in the library where non-library classes could meet on a regular basis. If students come in for social reasons, they will become accustomed to being there, and will be more likely to turn to real books and articles for research rather than web sites. If the environment gives an impression of relaxation, even of luxury, students will prefer studying there to studying in their rooms, which may be noisy and non-conducive to concentration. As an undergraduate, my discovery of the college library transformed my college career. It had just been renovated, and went from being a dark labyrinth of wooden cubicles and chairs with a dusty smell to an open, light, airy, fresh, welcoming place. I located the section of stacks where all the books in my field were, and there was a lounge chair and table right there, overlooking the campus below. I recall some kind of green plant and lots of natural lighting. I began to go to the library every day after classes to enjoy the peace, did all my studying there, and became an organized, efficient studier (and from that point on, I never earned less than an A). To clarify an answer above, I prefer print books, but on-line journals.

When visiting the library, the limited number of physical books makes it appear that our resources are more limited than they actually are.

The library lacks private study carrels or study rooms for students to use. It needs more inviting seating areas to attract students to the library.

NA

Please list one or two things that you like best about Ritter Library.

On-line databases for articles are great. Reference librarians are extremely knowledgeable. (Students sometimes comment that some--I don't know which--are dismissive/not helpful.)

Location relative to campus academic buildings. Appearance of the entry-way.
access from home (online)

Quality of art history texts and periodicals

Staff is extremely helpful, particularly the full-time staff. (Students are--understandably--less knowledgeable.)

Ease at submitting online requests for materials. Materials arrive VERY quickly, much quicker than the indicated time (I get materials in a few days and the forms indicate it could be two weeks).

on line databases

Easy access online.

Electronic access to databases. Knowledge, skill and accessibility of Ritter Staff

The databases and the reference librarians (they are so very helpful!!)

Online resources

The Interlibrary Loan staff, and especially Yvonne Deyling, have been wonderfully useful to me, generous in their time and effort, although I load them with work during summers.

The staff are uniformly excellent.

The best thing about Ritter Library is its staff. The second best thing is OPAL/Ohio Link

Small, but solid collection in my field. Ease of finding materials. Helpful, knowledgeable staff.

The staff is always helpful and kind.

I think that the staff are absolutely wonderful!

It is very central, is often open, OPAL is efficient.

Staff + holdings

Location

staff is great

online resources and staff

(1) The helpfulness of the staff! Whether answering my individual questions or tailoring presentations to the specific needs of my courses, the staff is Ritter's greatest asset. (2) The expansion of on-line databases to which we have access has been wonderful. The increased number of full-text journals has also been a great convenience.

1. helpful staff 2. online access to databases, full text journal articles

Staff is always ready to help

It is a convenient resource and staff is helpful

Please list one or two things that you like least about Ritter Library.

Environment. Lack of access to JSTOR. Accessing through CPL is problematic.

Deficiencies in technical scientific holdings above Sophomore level. It is moderately difficult to access paper holdings.

small

Its physical appearance.

Furniture & carpet

Movement away from maintaining older print resources on site.

Limited access to Value Line Research, and physical appearance is not user friendly.

Very little in the way of self-initiated outreach to campus

the limited sources available on site.

It's not a physical design or layout that inspires the imagination or makes people want to go there to study.

There are no cozy places or quiet corners to study that aren't so horridly ugly that they are off putting. We need a much more attractive and welcoming physical layout.

Collection could be a bit more extensive, but Ohiolink and larger local university libraries make up for this.

The book collection is very outdated. It is hard to get students to go there because they know current books aren't available.

I particularly dislike how OhioLink/Opal becomes an excuse not to buy actual books. Our students will never know what it's like to browse the shelves and find recent scholarly books-- unless they travel to Oberlin or CWRU. That's problematic. It allows students to make excuses for why they can't do 'real' research with 'real' sources--not just whatever random collection of peer-reviewed articles that they can find on-line databases supplemented by crummy web pages that aren't peer reviewed. B-W is a real college. We need commit our resources to academics-- including the library.

The extraordinary lack of books in the collection; the fact that it is not used as a "central" resource on this campus.

Parking/accessibility

Cost to the college

physically unappealing

building and books....(lack thereof)

With the exception of the lobby and main floor, the library is physically aversive. The condiment-based color scheme (barbeque sauce and mustard) reek of the worst of 1970s decor.

The stacks also dominate the ground and top floors. I'd like to see a more open layout on those floors with better use of the windows. Perhaps having more study carrels (ones that upper-level students could reserve for a semester or year with lockable storage and the freedom to decorate) would give residential and commuter students a "home away from home." A cyber-cafe like the one in the Union would complete the transformation nicely.

Physically, it is not welcoming. This makes it seem that we, as an institution, do not value the library. Students do not like to spend time there, so they don't take advantage of the resources (and people) that we have.

No one there much of the time. The library has failed to attract students to its physical space

I think Ritter needs to expand its collection of books and journals.

Keeping in mind that funds are limited, in what other ways would you like to see the library improved? Are the relative priorities of these improvements very high priority, high priority, neutral, low priority, or very low priority?

It is a library, not a coffee house. Expand the access to electronic journals to include current issues of PNAS, Science and Nature as well as other top tier journals.

Perhaps design separate "quiet" areas for study with greater access to computers and reference materials, and a second (farther away) area for snacks and socialization, book reading by a fireplace, etc.

Working with campus constituents to increase the use of the Library and related resources in student coursework.

I think the library needs to be redesigned to be a comfortable place for students to study. More areas with comfortable chairs and windows; more computers; study carrels; meeting rooms.

Improve the exterior appearance, so that prospective students will be attracted to B-W.

I would like to see its outreach improve. Is there a way that the library could become a more integral part of academic and cultural life on this campus? As a relatively new faculty member, I now realize that there was not an introduction to the library as part of the faculty orientation process. I only recently learned that any requests to purchase materials in my field have to be requested by me--this was very new and very important information that came to me quite late! Having taught at other institutions, I was used to librarians maintaining the base of the collection in my field. It was up to me to recommend a limited number of specific additions. I feel that this system (if this is indeed correct) and the lack of information/communication contribute to the stagnation and marginality of the library on campus.

Nothing

As the world of resources become more electronic, I don't see the compelling need for a new building. A glassy, airy addition to the existing structure would be an important consideration if physical space limits the ability to transform the library into a center of higher learning. Given our current budget constraints and the low likelihood of new construction, I strongly support a drastic make-over of the current building's furnishings, decor and layout.

I would like to see the library consider embracing the idea of becoming an "information commons," where we would integrate the library with a student multimedia center, perhaps the learning center, etc. I would love to see the idea of the library, and how we use it, change in innovative ways. Of course, this is only if this is consistent with how the library staff would conceptualize it.

What other activities do you engage in? Approximately how often do you engage in these activities?: never, every 10+ years, every 5-9 years, every 2-4 years, every year, twice or more each year.

I run a co-curricular student research program that requires library use.

This question is not clear--professional activities related to one's discipline? Member on educational panels (meeting every year)

Writing grants. every year

every year....sometimes more often....direct or act in a production....including research in both areas....

Scholarship is important to me, and I feel that I have been very set back by our library's lack of resources. I am in a field where I depend upon books and journals. Not only is the library a hindrance to my more traditional scholarship, but it is extraordinarily difficult to find the resources to prepare my courses in a thorough manner. It would be most helpful to have borrowing privileges at a research library.

NA

I tend to write instructor's manuals and study guides to accompany textbooks. I complete these projects every 2-4 years and use the library's resources on pedagogy (on-line journals and paper books) to complete my research for these projects.

If you would like to add comments, please do so below.

About ten years ago, the library cleared out many of its books. Because my research is to a large extent historical, I would reference these materials in the stacks but would not check them out--I usually knew exactly where to look. All of these are now gone. I have purchased some of them for myself, and others I have borrowed electronically through OPAL, etc. I suggest that you have a library sale to raise funds for the library by selling the books you would otherwise throw in the trash.

I wish there would have been another category between "neutral" and "high priority"--it would have corresponded to my feeling for many of the questions best. Instead, I chose "neutral".

It probably doesn't make sense to seek to expand the book collection greatly, since books are so costly, since online resources are the wave of the future, and since there are several large excellent libraries in the Cleveland area to which students have access. However, the library could expand its collection economically by requesting that faculty donate books periodically or upon retirement.

Thanks for doing this survey. I would really like to see the library improve and become a center of student studying. We have the Union on South Campus; the library should be the equivalent on North campus, but with the emphasis on studying more than on student activities. Make it as beautiful a building as Malicky is and it will become the intellectual center of the campus that it should be.

I love the helpful staff at Ritter library and use the library a great deal. I also encourage my students to use the library, but I find they avoid using it. I've been shocked how many upper division students have told me they have rarely or never checked out a book from the library--if they need to use a library they use their local county branch. They think of the BW library as never having books that they need, and since the collection is very dated, it is hard to persuade them to use the library. They also do not like checking books out through OhioLink, even though I encourage them to do so. The online databases are wonderful, and I am so delighted that we have them. I also *love* OhioLink; it is a fabulous resource and we are lucky to have it. But I would like to see the library as a place that students want to congregate. The library should be at the heart of an academic community, but instead I have to persuade my students that there are research tools beyond Google and EbscoHost, and that you can't do all of your research sitting at home in front of a computer screen.

I am also not sure how the library staff fit into the faculty governance system at BW. At other institutions, librarians have played a much stronger role and had a louder voice on campus. I would truly like to see the library make improvements and have greater visibility on this campus. Unfortunately, I feel that the current status of the library (while friendly, helpful, etc...) contributes to a serious lack of academic morale amongst the faculty and students. As an undergraduate, I studied at a very small liberal arts institution with a minuscule library.

However, essential books and periodicals were kept current, it was still the center where both students and faculty studied and needed to go for their work; there were interesting displays and exhibits in the "lobby" space; it became an important part of my education, and I don't think I would have been so inspired to pursue graduate work without it. I know that technology has changed this vision, but I still don't think that the function of the library can disappear from the culture of an academic campus.

NA

I have always been a supporter of the library, as well as a constructive (hopefully) critic. I am confident that we have one of the best library staffs of any school around. I simply wish the physical surroundings within which these good people work were of comparable quality. On this campus, we hear quite a bit about how deplorable the science labs and dorms are compared to our competition, and I agree that they are. I also add the library to the B-W deplorable list (two-thirds deplorable, that is). If students aren't coming here because they aren't impressed with the science labs and dorms, I believe the same can be said for the library. It should serve as a focal point of learning on campus and not simply as a repository for things too few people use on campus. I'm sure that the books and print journals aren't complaining about the decor of the library, but if we actually want to encourage *people* to use these resources, engaging them in their learning and providing them with a sense of "home" on campus, then the physical qualities of the library deserve as much attention as the expansion of electronic resources has been receiving. I also argue that these changes should not simply come from the library's current budget. We shouldn't buy access to fewer on-line resources to be able to pay for new paint and carpet. The College needs to recognize the deficiencies of the library and commit part of the proceeds from a capital campaign to it.