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Claremont Colleges Faculty Survey (Fall 2013)

M. Sara Lowe

Claremont University Consortium

Char Booth

Claremont University Consortium

Maria Savova

Claremont University Consortium

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Claremont Colleges Faculty Survey (Fall 2013)

This survey was designed to gauge the Claremont Colleges faculty's familiarity with, use of, and views about two areas: a) Library educational services / Information Literacy competencies (developed by Sara Lowe and Char Booth), and b) Library collections (developed by Maria Savova and Jason Price). Following some demographic questions, you will be randomly assigned a survey module in one of these focus areas. At the end of the first survey module, you will be given the option to complete the other.

Your participation is voluntary and your honest, thorough responses will inform strategic planning and help the Claremont Colleges Library better meet your needs.

Each module should take you about 15 minutes to complete. Should you choose to complete both modules it should take about 30 minutes total.

Note on privacy and confidentiality: This is an anonymous survey. If published or reported, responses will be in aggregate or summary form. Your individual responses will be kept confidential, only those who request follow-up will be contacted after completion of the survey.

Thank you for taking the time to respond. This survey will be open between Oct 15 – Nov 15. If you have any questions or concerns, please contact Sara Lowe at sara_lowe@cuc.claremont.edu.

Demographic Questions

- 1 What is your faculty status?
 - a Tenured
 - b Tenure track (not yet tenured)
 - c Non-tenure track
 - d Adjunct
 - e Visiting

- 2 What is your age?
 - a 20 to 29
 - b 30 to 39
 - c 40 to 49
 - d 50 to 59
 - e 60+

- 3 How many years has it been since you earned your last degree?
- a 1 year or less
 - b 2-5 years
 - c 6-10 years
 - d 11-20 years
 - e 21-30 years
 - f More than 30 years
- 4 With what college are you affiliated?
- a CGU
 - b CMC
 - c Harvey Mudd
 - d KGI
 - e Pitzer
 - f Pomona
 - g Scripps
- 5 What is your primary academic division?
- a Arts & Humanities
 - b Natural Sciences, Math, Technology
 - c Social Sciences

Questions Focused on Library Educational Services

- 1 Over the past academic year, how often have you recommended the following Claremont Colleges Library services to your students?

RESPONSES: never (didn't know about it) / never (doesn't interest me) / rarely / occasionally / frequently

- a Online databases & journals
 - b Subject Research Guides
 - c In-person reference/research
 - d Phone reference/research
 - e Email reference/research
 - f IM/chat reference/research
 - g (Love Your) Library drop-in workshop(s)
 - h Research appointment with a librarian
 - i Other (please specify) (*will be excluded from analysis*)
- 2 Relative to your expectations, how would you rate Claremont Colleges students enrolled in your courses in the following skills?

RESPONSES: I don't teach courses that would allow me to evaluate this / Poor / Below Average / Average / Above Average / Excellent

- a Differentiate between types of information sources (e.g., scholarly v. popular literature, fact v. opinion)
- b Effectively use Library databases, catalog(s), and other information resources to find relevant source material
- c Evaluate sources to determine if they are authoritative
- d Use sources to further an argument/thesis
- e Provide proper attribution to source materials in their academic work
- f Write annotated bibliographies

- 3 Over the past year, how much have you emphasized the following in the courses you teach?

Responses: very little / some/ quite a bit / very much

- a. Questioning the quality of information sources
- b. Appropriately citing the sources used in a paper or project
- c. Not plagiarizing another author's work
- d. Using practices (terminology, procedures, writing style, etc.) of a specific major or field of study
- e. Using peer-reviewed or scholarly sources in assignments

- 4 How well do your students' research skills meet your expectations?

- a Do not meet my expectations. Students have more trouble with research than I expect for their level.
- b Meet my expectations. Students have the skills I expect them to have.
- c Exceed my expectations. Students are actually more competent than I expect with research.

- 5 How well do your students' technological skills meet your expectations?

- a Do not meet my expectations. Students have more trouble with technology than I expect for their level.
- b Meet my expectations. Students have the technological skills I expect them to have.
- c Exceed my expectations. Students are actually more competent than I expect with technology.

- 6 How would you rate Claremont Colleges librarians' support for you in the following areas?

RESPONSES: I don't use this / I'm unaware of this / Poor / Below Average / Average / Above Average / Excellent

- a Librarians work with you to incorporate research skills sessions/information literacy education into your courses
- b Librarians work with you to purchase materials, keep you up-to-date on Library services, refer you to a librarian to provide instruction, etc.
- c Librarians participating in your college/department to improve communication and advocate for Library services such as collections and instruction
- d Librarians market Library events and news

7 On average, how often do you use or request the following Library Instruction and research services in your courses?

RESPONSES: didn't know about it / didn't know about it and would like to request it / not within the last few years / once every couple of years / about once a semester / multiple times a semester

- a Librarian visiting my class or my class visiting the Library for a session with a librarian
- b Add a librarian to a Sakai course site
- c Librarians partnering on assignment development and course design (e.g., research assignment consultation, curriculum mapping)
- d Online research guide designed for your course
- e General online subject guide/LibGuide/Research Guide to Library and web resources
- f Research appointments for students with a librarian

8 Overall, how satisfied are you with Library Instruction and research services?

- a Very dissatisfied
- b Somewhat dissatisfied
- c Neither satisfied or dissatisfied
- d Somewhat satisfied
- e Very satisfied
- f N/A

9 **OPTIONAL:** Please elaborate on your response to the previous question.

10 Do you collaborate with librarians in an instructional context in your courses?

- a Most of my classes include collaboration with a librarian
- b Only when I teach a class with a research component
- c No, because I don't teach classes that I feel require a librarian
- d No, because I feel I can teach research proficiencies without a librarian
- e No, because I don't feel librarians are qualified to collaborate in an instructional context
- f Didn't know I could

- 11 Based on your experience, please rate the quality of Claremont College Librarian's support of student learning in the following areas?

RESPONSES: I don't teach courses that would allow me to evaluate this / Poor/ Below Average / Average / Above Average / Excellent

- a Teaching research and information literacy skills
 - b Teaching and advising students on information ethics
 - c Providing reference service
 - d Providing individual research consultations
 - e Providing outreach services, such as the Library cart, or meetings with students on campus
- 12 Overall, how satisfied are you with Claremont Colleges Library learning spaces/instructional classrooms (e.g., Keck Learning Room (KLR), Keck 2, Honnold Conference Room)?
- a Very dissatisfied
 - b Somewhat dissatisfied
 - c Neither satisfied or dissatisfied
 - d Somewhat satisfied
 - e Very satisfied
- 13 **OPTIONAL:** If you have suggestions for Library learning spaces/instructional classrooms, please elaborate on them here. Include suggestions for special software, upgraded equipment, etc...
- 14 **OPTIONAL:** What additional Claremont Colleges Library resources or services would help you to teach more effectively?

Questions focused on Library Collections

- 1 What is your primary research subject area?
- a. Africana Studies
 - b. American Studies
 - c. Anthropology
 - d. Art & Art History
 - e. Asian American Studies
 - f. Biology
 - g. Business
 - h. Chemistry
 - i. Chicano/a & Latino/a Studies
 - j. Classics
 - k. Community & Global Public Health

- l. Computer Science
- m. Dance
- n. Economics
- o. Education
- p. Engineering
- q. English/Literature
- r. Environmental Analysis
- s. Financial Economics
- t. Gender Studies
- u. Geology
- v. History
- w. Information Science
- x. International Relations
- y. Languages (Modern)
- z. Law/Legal Studies
- aa. Linguistics & Cognitive Science
- bb. Management
- cc. Mathematics
- dd. Media Studies
- ee. Middle East Studies
- ff. Music
- gg. Neuroscience
- hh. Philosophy
- ii. Physics/Astronomy
- jj. Political Studies/Politics/Government
- kk. Psychology
- ll. Public Policy Analysis
- mm. Religious Studies
- nn. Russian & Eastern European Studies
- oo. Science, Technology & Society
- pp. Sociology
- qq. Theater
- rr. Other _____

2 Do you find that the Library's collection in your subject area is adequate for your **teaching** (answer separately for each type of resource)?

Responses: Yes, it is adequate / No, it is not adequate / This resource is not relevant for my subject area

- a. Print books
- b. E-books
- c. Print journals
- d. Electronic journals

- e. Indexes and Full-text Databases
- f. Data sets
- g. Primary sources
- h. Media (audio & video)

3 Do you find that the Library's collection in your subject area is adequate for your **research** (answer separately for each type of resource)?

Responses: Yes, it is adequate / No, it is not adequate / This resource is not relevant for my subject area

- a. Print books
- b. E-books
- c. Print journals
- d. Electronic journals
- e. Indexes and Full-text Databases
- f. Data sets
- g. Primary sources
- h. Media (audio & video)

4 **OPTIONAL:** If there are areas of the collections, print or electronic, that are not adequate (e.g. greater variety, more titles needed), please elaborate.

5 Please rank the following types of resources by importance for your teaching. Drag and drop each item to rank them and the list will re-number itself automatically.

- a. Print books
- b. E-books
- c. Print journals
- d. Electronic journals
- e. Indexes and Full-text Databases
- f. Data sets
- g. Primary sources
- h. Media (audio & video)

6 Please rank the following types of resources by importance for your research. Drag and drop each item and the list will re-number itself automatically.

- a. Print books
- b. E-books
- c. Print journals
- d. Electronic journals
- e. Indexes and Full-text Databases
- f. Data sets
- g. Primary sources
- h. Media (audio & video)

- 7 Which of the following do you own? (select all that apply):
- A web-enabled mobile phone, smartphone, or handheld device (ex. iPod Touch)
 - A tablet (ex. iPad, Android Tablet, BlackBerry PlayBook, etc.)
 - An e-book reader (ex. Kindle, Nook, Kobo, etc.)
 - I do not own any of these.
- 8 For what purposes do you use e-books (select all that apply):
- Leisure reading
 - Research
 - To prepare lectures for my courses
 - To assign readings to my students
 - Other work related (committee work, current awareness, general subject knowledge, etc.)
 - Other (please specify) _____
 - I do not use e-books
- 9 If the **same title** were available to you both in print and as an e-book, which one would you be **most likely** to use?
- I would be most likely to use the print. (specify reason) _____
 - I would be most likely to use the e-book. (specify reason) _____
 - It depends on the purpose I need the book for (Please specify)
 - Fact finding/reference Print E-book
 - Finding relevant content for my teaching or research Print E-book
 - Selective reading – individual chapters Print E-book
 - Extensive reading -- multiple chapters or whole book Print E-book
 - Leisure reading Print E-book
 - Other (please specify): _____ Print E-book
- 10 Would the ability to download an e-book impact your decision on whether to prefer it to the print?
- Yes
 - No
- 11 How often do you **typically** read e-books on [skip logic if they answers “I do not use e-books in question 8]

Responses: Never / rarely / occasionally / predominantly / always

- Computer screen (desktop, laptop or netbook)
- Print pages and read from paper
- An iPad or another tablet
- Smartphone or iPod Touch

- e. Dedicated e-book reader
- f. Other (please specify)

12 How often do you use scholarly/academic e-books: [skip logic if they answers "I do not use e-books in question 8]

Responses: Never / Once a year / Once a semester / Monthly / Weekly / Daily

- a. To do Research
- b. To prepare lectures for my courses
- c. To assign readings to my students
- d. For other work related reading (committee work, current awareness, general subject knowledge, etc.)

13 Would you like the Library to purchase the course books you assign to your students?

- a. Yes. I would like the Library to purchase the course books in print format.
- b. Yes. I would like the Library to purchase the course books in electronic format.
- c. No. I think each student should have the books I assign.
- d. It does not matter to me.

14 Do you feel there are effective ways available to you to recommend purchases/subscriptions to **library materials** (books, e-books, journals, databases, etc.)?

- a. Yes
- b. No
- c. I don't know
- d. I am not interested in recommending purchases/subscriptions for the Library

15 If you wish to be contacted for follow-up conversation regarding the library's collections in your subject area, please provide your e-mail address. _____

16 **OPTIONAL:** Do you have any additional comments or suggestions?