EVALUATION REPORT FOR THE MARVIN K. PETERSON LIBRARY NEEDS ASSESSMENT OF UNIVERSITY OF NEW HAVEN FACULTY MEMBERS

Submitted by:
Jamie Koladish
Lisa Marino
Sarah Thomas

June 27, 2002
Executive Summary

The evaluation of the Marvin K. Peterson Library consisted of a needs assessment, which focused on the full-time professors at the University of New Haven. By obtaining data from the professors on the quality and number of the library’s resources, the University Librarian and evaluation sponsor, Ms. Hanko Dobi can determine which resources are in most need of improvement, and can then make appropriate changes in funding in order to fulfill the library patrons’ needs.

This evaluation sought to address several key questions that the evaluation sponsor felt are most important to the library at this time. The evaluation collected data on how effectively the library is meeting the needs and standards of the faculty, whether there are a sufficient number of resources available at the library, and how much funding should be allocated toward each individual resource. By answering these questions, the appropriate courses of action can be taken in regards to future changes or additions to the library’s current resources.

The evaluators worked in close collaboration with the evaluation sponsor in designing a short survey that addresses these basic questions. The surveys were mailed to full-time University of New Haven professors using the university’s inter-office mailing system. The professors were given three full weeks to complete and return the surveys.

The results of the survey indicated that a large majority of the professors at UNH require their students to use the library. A basic theme emerged indicating that the number of journals available at the library is a top priority according to the faculty
members. It showed that the most used resources are professional journals followed by books, and online commercial databases. If the library would consider expanding various areas within the facility, it appears that space for journals is in greatest need.

Professors responded that books, journals, and commercial databases should receive the largest proportion of funding from the annual budget. Professors would like to see journal subscriptions in both printed and online versions. Finally, the majority of respondents view the overall quality of resources at the library to be average. The library's resources are indeed meeting the needs of many professors, yet the data indicate that improvements can be made to the resources at the Marvin K. Peterson Library.

**Introduction**

The students at the University of New Haven utilize the various resources and services provided at the Marvin K. Peterson Library. The mission of the library focuses on supporting the academic programs of the University by providing information, materials, and a wide range of library services to our faculty, students, and staff. In order to fulfill that mission statement the library routinely undergoes an evaluation.

Hanko Dobi, the university librarian and key stakeholder, consistently requests an evaluation to be done in order to maintain the needs of the faculty, students, and staff. This year Ms. Dobi desired an evaluation of the faculty because she views the faculty as a valuable contributor in determining what resources are considered to be in most need of improvement.
The main purpose of conducting this evaluation is to regularly make and/or maintain the standards of the faculty as their needs in resources change over time. A needs assessment was designed to measure the faculty’s thoughts about the specific resources offered in the library. The information gathered will be useful because it will help to diagnose the current issues surrounding the library. By identifying these issues, it can provide background information on what changes need to be implemented and used in order to validate the library’s annual acquisition budget.

This needs assessment sought to answer a number of questions in order to learn how the library can better fulfill the faculty’s wants. The key questions that this needs assessment sought to address were:

- Is the library meeting the needs and standards of the faculty?
- Are there a sufficient number of resources available at the library?
- What recommendations does the faculty offer to improve the library?
- How much funding should be allocated towards each library resource?
- Which schools within the university are most and least satisfied with the library standards?

These key questions mentioned above were developed from conversations with the evaluation sponsor, Hanko Dobi. By conducting this evaluation, it could contribute to a possible program modification. Once the data have been collected and analyzed, it will provide insight to a possible redistribution of funding towards various library resources.
**Methodology**

The key questions mentioned in the introduction were addressed by means of a survey. An evaluation team consisting of three members consulted with the evaluation sponsor in order to develop the most important questions. After the initial meeting, the evaluators created a rough draft of the survey, met again with Ms. Dobi, received some constructive feedback, made the appropriate adjustments, and completed the survey. Next, the evaluators sent out an email before the survey was mailed, advising the faculty members about the evaluation and that they would be receiving a survey in their mailboxes in the next few days. The evaluators did this because they knew that the undergraduate professors’ semester was almost over and wanted to ensure that they would get as many surveys back as they could.

The survey was distributed to 160 full-time faculty members. Both full-time graduate and undergraduate professors were surveyed. The surveys were mailed on May 23rd and the faculty members were asked to return them by June 13th. This gave the professors three full weeks to complete the survey. The survey was sent through inter-office mail and the respondents were given a return address label to make it easier on the respondents. The surveys were returned to Denise Golde, Ms. Dobi’s secretary. A week after the survey was given out, a follow up email was sent out to all the professors as a reminder as to when the surveys were to be returned. Of the 160 surveys distributed, sixty professors responded.
Results

The evaluation surveyed a sample of 60 full-time University of New Haven faculty members. All schools at the University of New Haven were represented in the survey (see Graph 1). The largest proportion of professors responding to the survey belonged to the College of Arts and Sciences (33.3%), followed by the School of Business (23.3%), School of Engineering and Applied Science (16.7%), and the School of Public Safety and Professional Studies (15%). Only one member (1.7%) of the School of Hospitality and Tourism responded to the survey. Because only one member from that department responded, we will not include that school in the discussions regarding the differences between individual schools. Finally, six respondents failed to disclose the school or university department of which they are a member.

Fifty percent of the respondents teach both undergraduate and graduate students. Twenty-five percent teach undergraduates exclusively, while 15% teach only graduate students. Ten percent of our sample failed to indicate which type or types of students they teach.

Do you require your students to use the library?

A large majority (78.3%) of the professors in our survey report that they require their students to use the library for at least one class that they teach (see Graph 2). The professors in the School of Business appear to require their students to use library services the most (92.9%) while the professors in the College of Arts and Science require their students to use the library the least (60%). The percentage of both graduate student
professors and undergraduate professors require their students to use the library was equal at 66.7% of all respondents.

**How many courses taught require the students to use the library?**

Of the 47 professors surveyed who do require their students to use the library, 36.2% of them require it in four or more classes that they teach (see Graph 3). This is the highest percentage, followed by two classes (29.8%), three classes (21.3%), and one class (12.8%). From these figures, it appears that not only do a large majority of UNH professors require their students to use the library, but those who do require it, require it in many of their classes.

Respondents from the School of Business require their students to use the library in four or more of their classes the most (53.9%), while the members of the School of Engineering require it in four or more classes the least (12.5%). Meanwhile, 33.3% of graduate school professors require students in four or more of their classes to use the library, while 12.5% of undergraduate professors require the same in four or more of their classes.

**What types of resources are required from the library?**

The survey addressed this question by asking the professors to mark all of the library resources that they require their students to use. According to the faculty, the top three library resources required are journals (26.4%), books (21.6%), and online
commercial databases (14.9%). The percentages for the remaining resources on the survey can be found in Graph 4.

Professional journals top the list of each individual school with the exception of the School of Business which ranked books as their most used resource at 30.4%, followed by journals at 26.1%. From these data, it seems that journals are generally the most widely used resource at the library. On the other hand, periodicals and media (audio, visual, and electronic) are the two least used resources at the library.

Both the undergraduate and graduate school professors use professional journals the most at 26.5% and 33.3% respectively. The second most used resource for the undergraduates are books at 23.5%, while the second most used resource for the graduate students is Internet access at 27.8%. It is probable that graduate students are required to conduct more research over the Internet, and are therefore more likely to need Internet access.

What is the overall quality of the library's resources?

There were five possible choices for this question: "far above average," "above average," "average," "below average," and "far below average." The most selected answer of the five was "average," with 40% (see Graph 5) "Below average" was the second most selected choice (23.3%), followed by "far below average" (16.7%) and "above average" (10%). No respondents selected "far above average," and 10% of those surveyed did not answer the question. Fifty percent of the professors rated the library's
overall quality of the resources as being “average” or above, while 40% believe that the resources are either “below average” or “far below average.”

When it comes to the different schools at UNH, the largest percentage of respondents across all schools was “average.” There were no overwhelming differences among each school’s selection distributions. However, there was a difference between undergraduate and graduate professors. The category with the highest percentage for undergraduate professors was “average” (46.7%), while the category with the largest percentage for the graduate professors was “below average” (33.3%). Although these differences may be due to problems with our samples, it may indicate that undergraduate professors view the resources as being of a higher quality than those professors who teach only graduate students.

**What areas of the library are most in need of expansion?**

The professors who responded to this question were asked to rank from one to five (Where 1 = the greatest level of need, 2 = the next greatest level of need, etc.) the areas of the library that are in most need of expansion. The average of each category was calculated resulting in the final number (see in Graph 6). Small resulting numbers indicate a greater level of a need than higher numbers. Increased “space for journals” and increased “space for computer terminals” were ranked the highest (an average of 2.4 for both categories). The next category with the highest ranking was “space for books” (2.9), followed by “space for individual study areas” (3.1), and “space for group study areas” (3.3). Interestingly, “space for computers” received the greatest number of “number 1”
rankings at 22, and “space for group study areas” received the greatest number of “number 5” rankings at 14.

There were some differences across the various schools regarding what area is in the greatest need of expansion. The members of the School of Arts and Sciences stated that “space for computers” was in greatest need of expansion (2.05). Members of the School of Engineering ranked both “space for computers” and “space for individual study areas” as the greatest level of need (tied at 2.5). Finally, both the members of the School of Business and the School of Public Safety and Professional Studies ranked “space for journals” as the area that is in greatest need of expansion.

What percentage of the acquisition budget should be devoted to each resource?

Professors completing this survey question were asked to allocate a certain percentage of the budget towards individual resources according to what resources they believed should receive the greatest and least amount of funding. As with the previous question, the average of each category was calculated. On average, if the professors were allocating the budget, they would devote 27.8% of the budget toward books, 24% toward professional journals, 23.1% toward commercial databases, 11.9% toward media, 10.7% toward periodicals, and 2.6% toward various other library resources (see Graph 7).

The members of the different schools appear to be in agreement with the overall budget results. Books were devoted the largest percentage of the budget according to the professors in the School of Arts and Sciences (32%), School of Engineering (31.9%), and School of Public Safety and Professional Studies (31.3%). The School of Business
ranked commercial databases the highest with 36.3% of the budget, followed by professional journals (21.7%), and books (16.3%) to round out the top three.

However, differences were found to exist between the undergraduate and graduate professors’ rankings. Undergraduate professors allocated the greatest amount of funding toward books (31.4%), followed by professional journals (22.1%), commercial databases (20.4%), media (13.6%), periodicals (12.1%) and other (.4%) Graduate student professors devote the greatest amount of money toward commercial databases (29.4%), followed by books (25.6%), professional journals (22.2%), media (12.2%), periodicals (7.8%), and other resources (2.8%).

Which type of journal format should the library subscribe to?

This question asked respondents whether the library should subscribe to printed versions of journals, online versions of journals, or both printed and online versions. A fourth option was available which allowed the respondents to indicate “no preference.” The category “both printed and online versions” received the greatest percentage of responses (46.7%, see Graph 8). 23.3% of professors would like the library to subscribe to online versions of journals, and 13.3% want printed versions. Five percent of respondents indicated no preference between the 2 versions and 11.7% did not answer the question.

The faculty members of the various schools within the university are in agreement with the total results. All schools with the exception of the School of Engineering would prefer both printed and online versions of journals. The results for the School of
Engineering were as follows: 40% for online versions, 30% for both, 20% for printed version, and 10% for no preference. Again, this result may be attributed to sampling error or the size of the sample, and not any significant difference between this school and the others.

Finally, undergraduate student professors chose both printed and online versions the most (53.3%), and the results of the graduate student professors indicated a tie between online versions and the “both” category at 44.4%. 11.1% chose the printed versions. From these data, it is clear that the UNH professors would like subscriptions in both printed and online versions.

**Recommendations**

After analyzing the results of the survey, the team of evaluators has generated several recommendations in order to improve the quality of the library resources. The overall consensus of the faculty believes that the quality of resources is average or better. However, there are a number of faculty members who do view the resources as being lower in quality. Clearly, many members of the faculty are satisfied with the library, yet there does appear to be room for improvement.

One strength found in the evaluation was that a vast majority of UNH professors require their students to use the resources in the library. In addition, many professors indicated that they require it in many of their courses. Thus, there is a large need for library resources and many of the students fulfill this need by utilizing the Marvin K. Peterson Library.
The evaluators have identified a number of recommendations. Certain changes and expansions may help to improve the way the faculty feels about the library. The library could possibly subscribe to more journals since the majority of the faculty requires their students to use this particular resource more than any other resource. In support of this finding, the professors also ranked “space for journals” the area that is in most need of expansion. The library should consider subscribing to a wider selection of professional journals and make it a priority to ensure that its current journals are kept up-to-date.

One area of interest that the evaluation sponsor wanted the survey to address was that of possible library expansion. The subsequent findings indicate that the library might want to consider expanding certain areas of the library in order to allow for more journal and computer terminal space. The respondents did not feel that increased space for group study areas was a high priority. A couple of professors suggested that group study areas would be better placed somewhere else on campus, such as the student center.

A major factor contributing to the quality and total number of various resources is the way in which the library spends its annual acquisition budget. If the library is not already doing so, then it may want to consider devoting more of the budget to books and professional journals. Since commercial databases ranked third, the staff may also want to allocate more funding towards these databases.

Next, our results revealed that professors prefer the library’s journal holdings to be in both a printed and online format. Obviously, this could become expensive and
place constraints on the funding for other resources; however, we believe that whenever possible the library should attempt to maintain both versions of journals.

In closing, we recommend that the library continue to conduct frequent evaluations of the professors' needs. As the needs of professors and students change over time, it is vital that the library consistently monitors these changes. In doing so, the library will ensure that its resources are meeting the standards of all its patrons.
Graph 2 - Do you require your students to use the library?

- Yes: 78.33%
- No: 21.67%
Graph 3 - How many courses that you teach require the students to use the library?

- 1: 12.77%
- 2: 29.79%
- 3: 21.28%
- 4 or more: 36.17%
Graph 4 - What types of resources do your students require from the library?
Graph 5 - The overall quality of resources at the library

- Far above average: 40.00%
- Above average: 35.00%
- Average: 30.00%
- Below average: 25.00%
- Far below average: 20.00%
- No response: 15.00%
- Average: 10.00%
- Below average: 5.00%
- Far below average: 0.00%
Graph 6 - Areas of the library that are most in need of expansion

Space for journals: 2.4
Space for books: 2.9
Space for computers: 2.4
Space for ind. study: 3.1
Space for group study: 3.3
Graph 7 - Average percentage of the acquisition budget devoted to each resource

Books: 27.76%
Commercial databases: 23.98%
Professional journals: 10.71%
Periodicals: 11.94%
Media: 23.06%
Other: 2.55%
Graph 8 - Journal Preferences

- Printed version: 13.33%
- Online version: 23.33%
- Both: 46.67%
- No preference: 5.00%
- No response: 11.67%
Graph 9 - Types of students taught

<table>
<thead>
<tr>
<th>Type of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate students</td>
<td>15.00%</td>
</tr>
<tr>
<td>Undergraduate students</td>
<td>26.67%</td>
</tr>
<tr>
<td>Both</td>
<td>48.33%</td>
</tr>
<tr>
<td>No response</td>
<td>10.00%</td>
</tr>
</tbody>
</table>
Appendix A.

Total Raw Data Results for Library Survey

1.) Do you require your students to use the library?

<table>
<thead>
<tr>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Yes</td>
</tr>
<tr>
<td>B. No</td>
</tr>
</tbody>
</table>

2.) How many of the courses that you teach require the students to use library services?

<table>
<thead>
<tr>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1</td>
</tr>
<tr>
<td>B. 2</td>
</tr>
<tr>
<td>C. 3</td>
</tr>
<tr>
<td>D. 4 or more</td>
</tr>
</tbody>
</table>

3.) What types of resources do your students require from the university library?

<table>
<thead>
<tr>
<th>Books</th>
<th>32</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals</td>
<td>39</td>
</tr>
<tr>
<td>Periodicals</td>
<td>15</td>
</tr>
<tr>
<td>Internet Access</td>
<td>31</td>
</tr>
<tr>
<td>On-line commercial databases</td>
<td>22</td>
</tr>
<tr>
<td>Media</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

4.) Compared with the libraries at universities similar to UNH, the overall quality of resources at the Marvin K. Peterson Library is:

<table>
<thead>
<tr>
<th>Total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Far above average</td>
</tr>
<tr>
<td>B. Above average</td>
</tr>
<tr>
<td>C. Average</td>
</tr>
<tr>
<td>D. Below average</td>
</tr>
<tr>
<td>E. Far below average</td>
</tr>
<tr>
<td>No response</td>
</tr>
</tbody>
</table>
5.) Please rank from 1 to 5 the areas of the library that are most in need of expansion.

<table>
<thead>
<tr>
<th>Area</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space for journals</td>
<td>2.4</td>
</tr>
<tr>
<td>Space for books</td>
<td>2.9</td>
</tr>
<tr>
<td>Space for computer terminals</td>
<td>2.4</td>
</tr>
<tr>
<td>Space for individual study areas</td>
<td>3.1</td>
</tr>
<tr>
<td>Space for group study areas</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Total average

6.) What percentage of the library’s annual acquisition budget do you believe should be devoted to each of the following resources?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>27.76</td>
</tr>
<tr>
<td>Professional Journals</td>
<td>23.98</td>
</tr>
<tr>
<td>Periodicals</td>
<td>10.71</td>
</tr>
<tr>
<td>On-line commercial databases</td>
<td>23.06</td>
</tr>
<tr>
<td>Media</td>
<td>11.94</td>
</tr>
<tr>
<td>Other</td>
<td>2.55</td>
</tr>
</tbody>
</table>

Total percentage

7.) When the library subscribes to a journal, would you prefer that the journal be in:

<table>
<thead>
<tr>
<th>Option</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Printed version</td>
<td>8</td>
</tr>
<tr>
<td>B. Online version</td>
<td>14</td>
</tr>
<tr>
<td>C. Both printed and online versions</td>
<td>28</td>
</tr>
<tr>
<td>D. No preference</td>
<td>3</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
</tr>
</tbody>
</table>
Appendix B.

Survey of University of New Haven Faculty Members

As part of our ongoing desire to improve the Marvin K. Peterson Library, we are seeking your opinions about the resources the library provides. Please take a few minutes to fill out this anonymous questionnaire and return it by June 13, 2002. Please circle only one answer for each question unless otherwise indicated. Thank you for your help.

1.) Do you require your students to use the library?
   a. Yes
   b. No (Skip to question 4)

2.) How many of the courses that you teach require the students to use library services?
   a. 1
   b. 2
   c. 3
   d. 4 or more courses

3.) What types of resources do your students require from the university library? (check all that apply)

   ___ Books
   ___ Professional journals (refereed publications)
   ___ Periodicals (newspapers, magazines, etc.)
   ___ Internet Access
   ___ On-line commercial databases
   ___ Media (audio, visual, electronic)
   ___ Other, please describe ________________________________

4.) Compared with the libraries at universities similar to UNH, the overall quality of resources at the Marvin K. Peterson Library is
   a. Far above average
   b. Above average
   c. Average
   d. Below average
   e. Far below average
5.) Please rank from 1 to 5, the areas of the library that are most in need of expansion. (Where 1 = the greatest level of need, 2 = the next greatest level, etc.)

- Space for journals
- Space for books
- Space for computer terminals
- Space for individual study areas
- Space for group study areas

6.) What percentage of the library’s annual acquisition budget do you believe should be devoted to each of the following resources? (Where 100 = the entire acquisition budget, 50 = half of the budget, etc.) Please make sure that the sum of your percentages equals 100.

- Books
- Professional journals (refereed publications)
- Periodicals (newspapers, magazines, etc.)
- On-line commercial databases
- Media (audio, visual, electronic)
- Other, please describe ________________________________

= 100

7.) When the library subscribes to a journal, would you prefer that the journal be in

a. Printed version
b. Online version
c. Both printed and online versions
d. No preference

8.) Which type(s) of students do you teach?

a. Graduate students only
b. Undergraduate students only
c. Both graduate and undergraduate students

9.) Please provide the name of the university department you are a member of:

________________________________________

Thank you for your help!