

Library Assessment Survey



**Center for Survey Research
State University of New York at Stony Brook**

**A Report Prepared for the
Office of the Provost**

November, 2009

SURVEY METHODOLOGY

The Center for Survey Research conducted a survey of faculty and graduate students to assess their usage and satisfaction with various resources and services of the Stony Brook University Libraries. The survey was conducted by the Center for Survey Research, State University of New York at Stony Brook, between September 21 and September 24, 2009. The survey was administered via the web, with a unique link to the survey contained in an e-mail invitation. West campus faculty and graduate students (PhD, MA, MSc) were eligible to participate in the survey. Faculty were defined broadly to include full-time tenure-track and research faculty as well as adjunct faculty (including Stony Brook staff members who had recently taught), full-time or part-time lecturers, visiting assistant professors, professor emeriti and postdoctoral fellows. Contact information for graduate students was provided by the Registrar's office; faculty contact information was provided by the Systems Support/DoIT Department. Up to three reminder invitations were e-mailed to faculty and students over the course of the study. The response rate was 27% for faculty and 16% for graduate students (greater detail is provided in the technical appendix).

Throughout this report, faculty and graduate students are divided into three broad disciplines based on their home department: humanities, social science and natural sciences. The allocation of departments into disciplines is contained in the technical appendix. Findings are reported separately for faculty and students, but results for full-time and adjunct faculty are combined. For the most part, disciplinary differences among faculty far outweighed any differences by employment status.

DISCIPLINARY DIFFERENCES IN FACULTY AND STUDENT LIBRARY USAGE

The Stony Brook Libraries are used differently across disciplines with faculty in the humanities physically visiting the library most frequently and relying most heavily on the monograph collection and physical holdings. In contrast, faculty in the sciences visit the library least often and rely most heavily on the electronic collections. Social science faculty lie somewhere in between. Graduate students rely more heavily than faculty on the physical library, but differ by discipline in resource usage with science students relying most and humanities students least on the electronic collection.

Faculty and students were asked how often in the last 12 months they had physically visited “the Frank Melville Jr. campus library to use library resources” (Q1) and if they had frequented the library were then asked the main reason for their visit (Q2).

FIGURE 1A - FACULTY

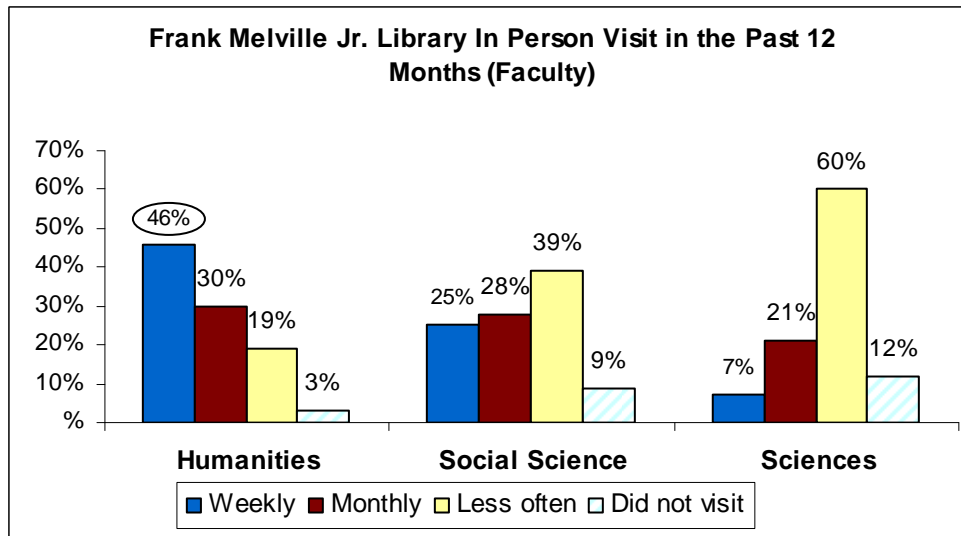
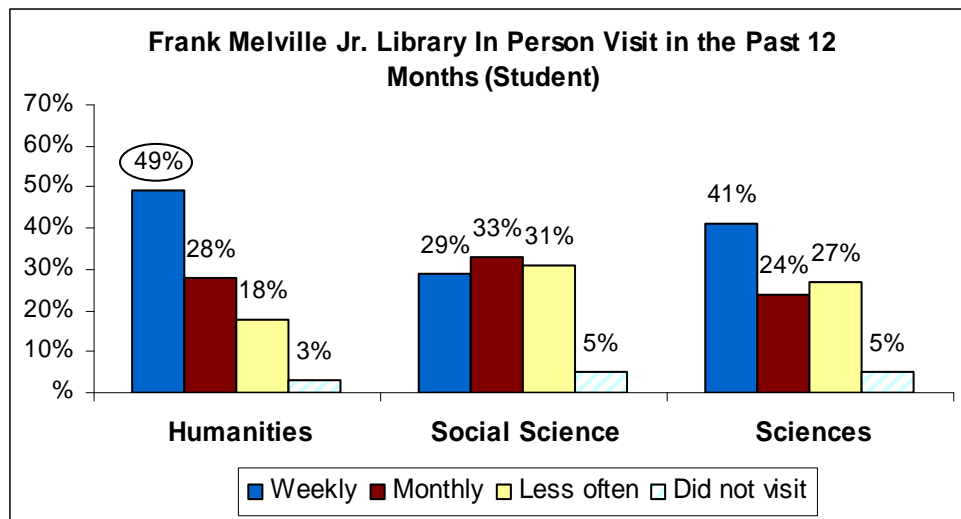


FIGURE 1B - STUDENT



Among faculty, those in the humanities use the physical library space most commonly with 46% visiting the library at least once a week; in contrast only 7% of science faculty and roughly a quarter of all social science faculty visit the library at least weekly. Indeed, few science faculty visit the library, with almost three-quarters visiting the Melville library less often than once a semester. The picture differs for science graduate students of whom fully 65% visit the Melville library at least once a month, and 41% who visit at least weekly. Science graduate students use the library almost as often as students in the humanities.

For the most part, faculty and graduate students visit the Melville library to conduct personal research, although faculty in the humanities visit almost equally for teaching and research purposes. Among faculty who visit the library, 72% of scientists and 56% of social scientists visit for research purposes. While research also remains the main reason for library use among graduate students, not surprisingly roughly a quarter visit the library to access course materials.

Humanities faculty and students rely most heavily on the library’s physical resources whereas scientists and social scientists rely most heavily on the library’s electronic collections. Faculty and students were asked two questions about their use of electronic and physical library materials: “Think of all the library materials you use, do you rely much more, or somewhat more on physical materials, or much more or somewhat more on digital materials, or both equally?” (Q4) and “What is the most common way in which you access library resources at SBU, including all libraries on campus?” (Q3).

FIGURE 2 A - FACULTY

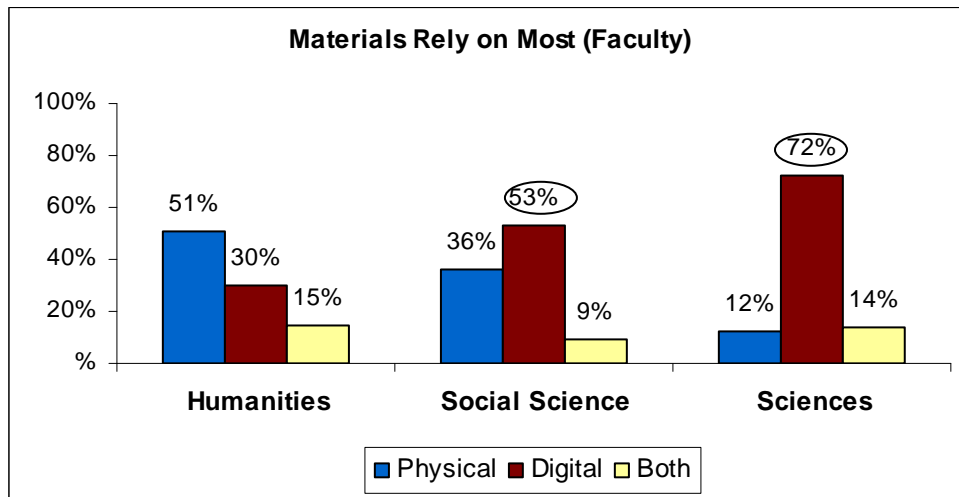
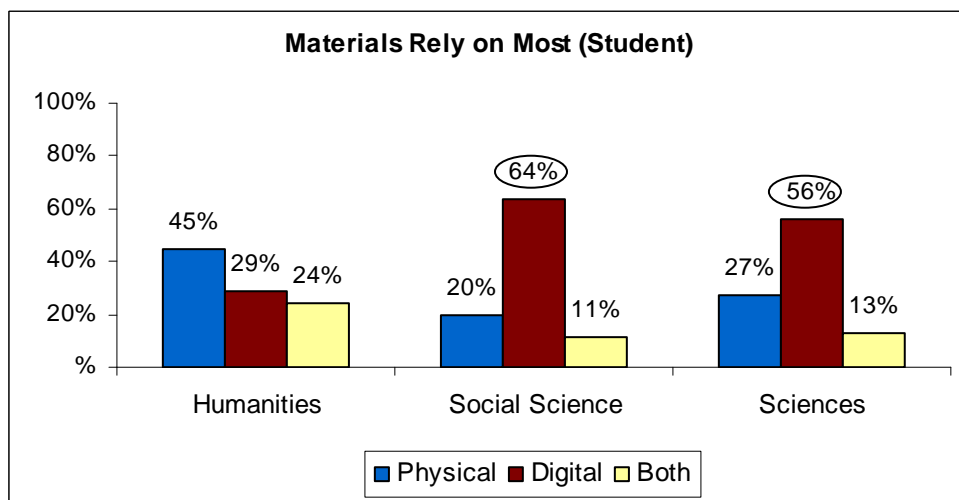


FIGURE 2 B - STUDENT

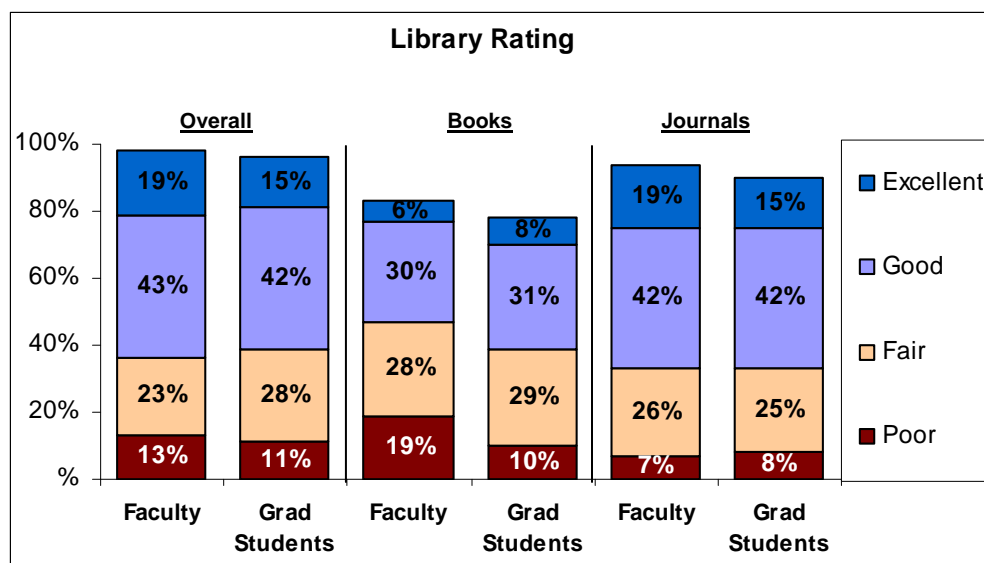


There are stark differences across disciplines in library resource use. In the humanities, 51% of faculty rely most heavily on physical library resources. In contrast, 72% of science faculty and 53% of social science faculty rely most heavily on electronic resources. The same pattern is reproduced among graduate students, although science graduate students rely a little more than science faculty on physical materials (27% vs. 12%). Nonetheless, faculty and graduate students across disciplines rely most commonly on electronic sources to access library materials. Over 90% of faculty and 85% of graduate students in the sciences and roughly 70% of faculty and graduate students in the humanities most commonly access resources electronically.

FACULTY AND GRADUATE STUDENT SATISFACTION WITH THE LIBRARY

Faculty and graduate students give the library positive marks for quality, although most rate the library as good not excellent. In addition journal collections are rated more positively than the book and monograph collection which were assessed more negatively. To gauge satisfaction with the library, faculty and graduate students were asked to rate the quality of “library resources overall in terms of their breadth and ease of access” (Q5), and then separately rate the book and monograph collection (Q7), the physical and electronic journal collection (Q8), and the video and CD collection (Q9).

FIGURE 3

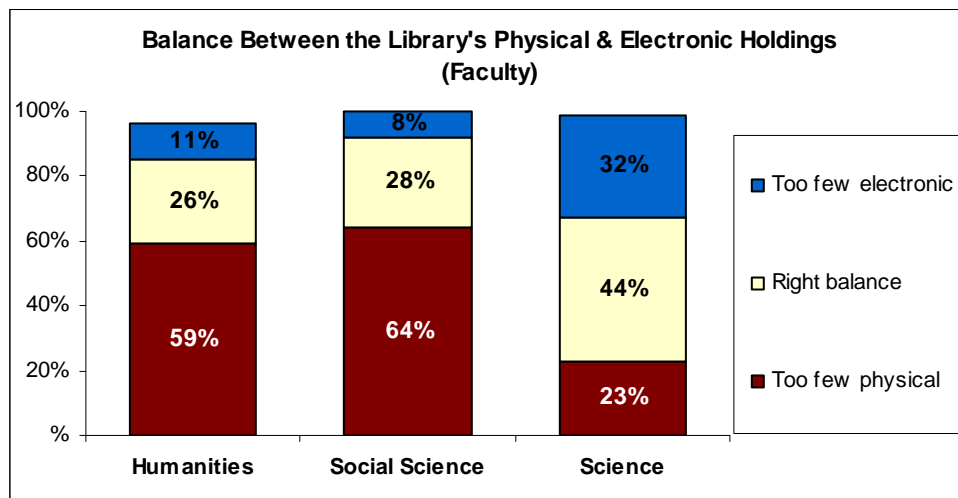


There was considerable consensus across disciplines and between graduate students and faculty in assessment of the library collection. Overall, roughly 57% of graduate students and 62% of faculty rated library resources as good or excellent, although relatively few (less than 20%) rated resources as excellent. Graduate students varied little by discipline in their overall assessment of the library; there was more variation among faculty. Among science faculty, 74% rated the library resources as excellent or good compared to 50% of humanities and 51% of social science faculty. Ratings of the journal collection were equally positive, on balance, mirroring assessment of the library resources overall.

Satisfaction did not extend to the library’s book and monograph collection, however, which received negative ratings from faculty and mixed evaluations from graduate students. Overall, 36% of faculty rated it as good or excellent versus 47% who rated it as fair or poor. Graduate students were more split in their assessment with 39% rating the book collection as good or excellent and 39% rating it fair or poor. In addition, 16% of faculty and 21% of graduate students did not know enough about the collection to provide a rating. Relatively few faculty and graduate students were able to rate the video and CD collection. Of those who did, equal numbers gave the collection a positive and negative rating, suggesting a mixed reaction at best.

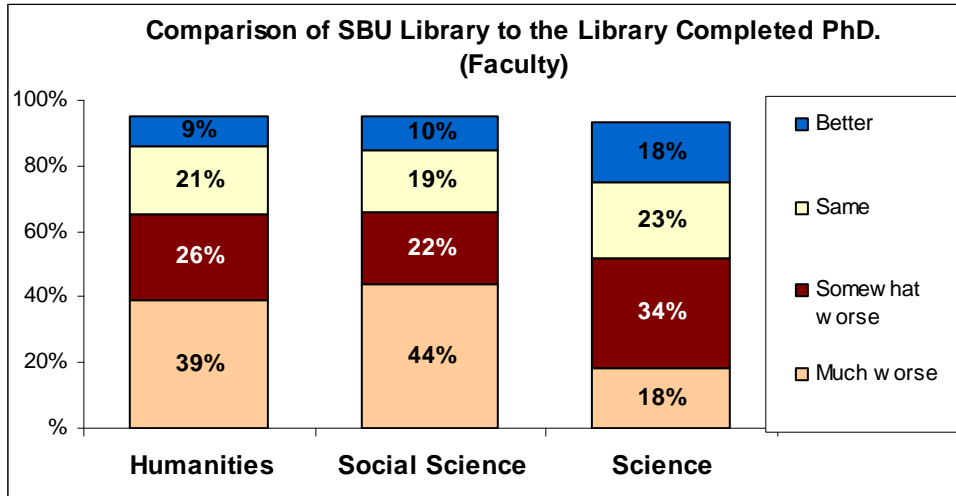
Faculty and students were asked to rate the balance of the library’s physical and electronic holdings (Q10), and fully three-quarters of faculty were able to answer the question. Of those who provided an answer, roughly 60% of faculty in the humanities and social sciences believed the collection was imbalanced towards too few physical resources. This view was not shared by faculty or graduate students in the sciences who were split, for the most part, between viewing the collection as having too few physical and too few electronic holdings. A plurality (44%) of science faculty thought the collection had attained the right balance between physical and electronic holdings, and almost a third believed it lacked sufficient electronic resources, leaving only 23% who thought the collection lacked sufficient physical holdings.

FIGURE 4 - FACULTY



Faculty compared the library very unfavorably to the library at the institution at which they completed their PhD (Q6). Of those faculty with a PhD, few (14%) rated the Stony Brook library as better, and a majority (58%) rated it as worse than their PhD institution library. Scientists were the least negative about the SBU library with only 18% rating the library as much worse than their PhD institution (although a majority still rated it as worse) compared to 44% of social scientists and 39% of humanists who rated it as much worse.

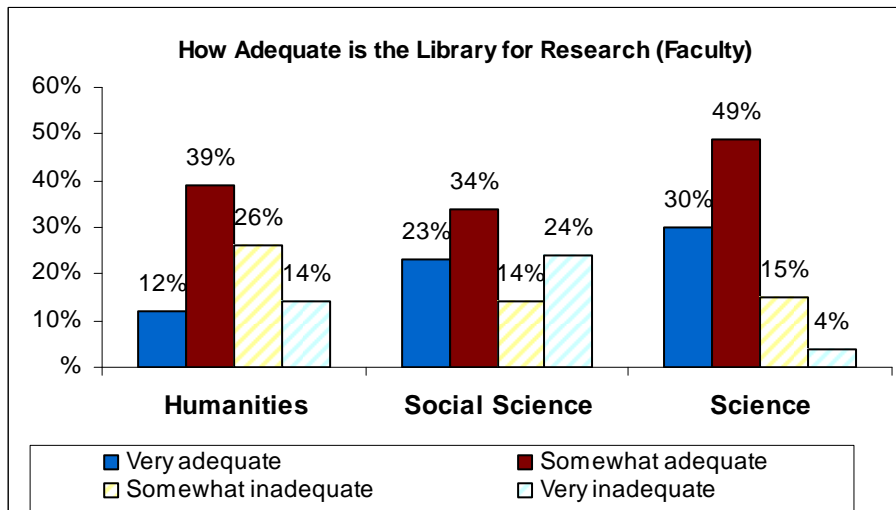
FIGURE 5 – FACULTY



IS THE LIBRARY ADEQUATE FOR RESEARCH AND TEACHING NEEDS?

On balance, faculty and graduate students see library resources as adequate to successfully conduct their research and teaching, but there are real pockets of dissatisfaction with 25% of graduate students, and 38% of social science and 40% of humanities faculty viewing library resources as inadequate for research. An added 30% of humanities and social science faculty rate the library resources as inadequate for successful teaching.

FIGURE 6 - FACULTY



Faculty and graduate students were asked how changes in library resources and service in the last five years had affected the quality of their research (Q12) and teaching (Q14). Not surprisingly, most graduate students were unable to answer the questions because they had not been on campus for five years. Among faculty who could provide an answer (roughly 74%), reactions

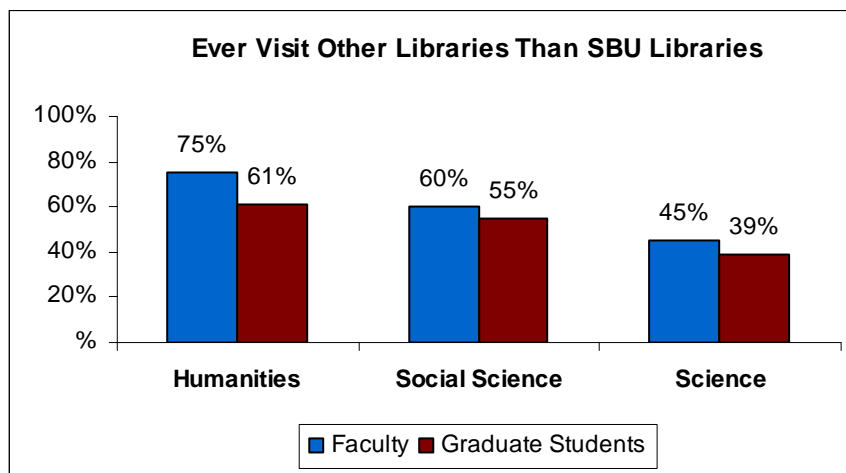
ranged from negative among humanities faculty to positive among science faculty. Overall, 42% of humanities faculty viewed recent changes to the library as having had a negative effect on the quality of their research (compared to 29% who said it had been positive). In contrast, 59% of science faculty said library changes had a positive effect on their research. Social science faculty were evenly split with 42% ratings changes as positive, and 41% as negative.

Changes to library resources were seen as somewhat less damaging to successful teaching with faculty viewing changes as more positive than negative on average. Overall, 34% of faculty who could rate the effects of library changes thought they had been positive, 46% rated them as neutral, and 20% viewed changes as having a negative impact on successful teaching. Few science faculty (9%) saw changes as negative compared to a greater number of humanities (28%) and social science faculty (26%).

DO FACULTY AND GRADUATE STUDENTS NEED TO VISIT OTHER LIBRARIES?

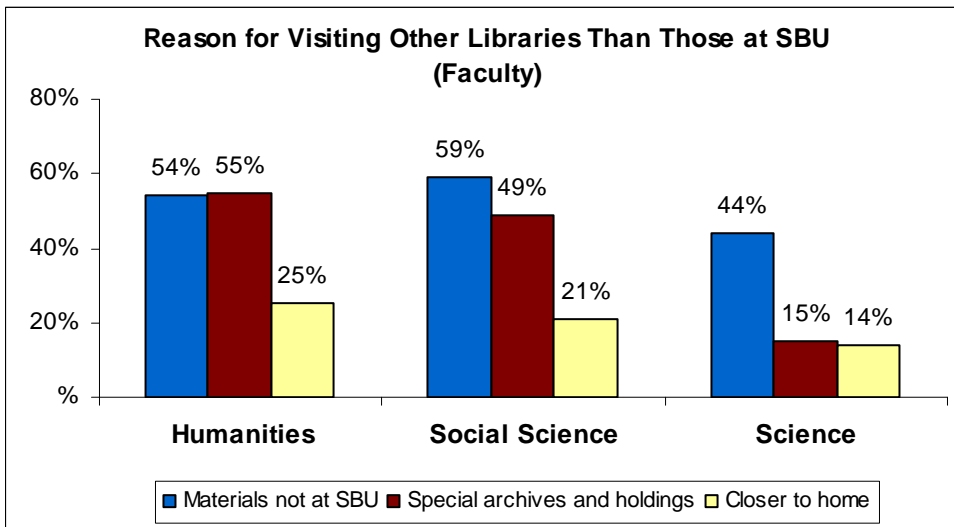
Faculty and graduate students were asked “Do you ever visit academic or research libraries other than the libraries located on the Stony Brook campus” (Q15), and were then asked to check various reasons for why they had visited alternative libraries (Q16). A majority of faculty (58%) and a near majority of graduate students (48%) frequented other libraries.

FIGURE 7



The most common reason given by faculty and graduate students in the humanities and social sciences for visiting other libraries is to access materials that are unavailable at Stony Brook. Faculty and graduate students in the humanities were most likely to visit other libraries; science faculty and graduate students were least likely to. In the humanities, 75% of faculty and 61% of graduate students visited other libraries compared to only 45% of faculty and 39% of graduate students in the sciences. Moreover, the most popular reason given for visiting other libraries by both graduate students and faculty was that “other libraries contain materials that should be available at SBU but are not.”

FIGURE 8 - FACULTY



TECHNICAL APPENDIX

Response Rates

| | Faculty | Graduate Students | TOTAL |
|---|---------|-------------------|--------------|
| # of e-mails sent | 1,429 | 3,759 | 5,008 |
| # of Completed interviews | 384 | 572 | 956 |
| Response Rate = Completes / (e-mails sent) | 27% | 16% | 19% |

Cross-tabulation Tables

Three sets of cross-tabulation tables accompany the current report, providing answers to each question broken down by discipline (separate reports for faculty and graduate students) and employment status (only faculty). Employment status is split into three categories: Professors, Faculty Non-Professors, and Graduate Students.

The “Employment Status” variable refers to respondents’ current employment status. Information for graduate students is taken from the Registrar’s database (provided to the Center) and the information for faculty was based upon the response to Q17 (“What is your employment status?”). Employment categories for the faculty are as follows:

1. Professors

[Assistant Professor, Associate Professor, Professor]

2. Faculty Non-Professors

[Adjunct faculty member (Stony Brook staff member teaching for extra compensation) ,
Adjunct faculty (no other affiliation with the University and, Full time or part time
Lecturer, Visiting Assistant Professor, Professor Emeritus and Postdoctoral fellow)]

In addition, the Cross-tabulation tables provide the responses broken down by the respondents’ discipline separately for Faculty and Graduate Students.

The “Discipline” variable refers to the respondents’ field of study. This information was based upon responses to Q18 (“What is the name of your department (center or school?)”) and coded according to the divisions listed in Table 2.

Table 2: Departments in Each Discipline

Social Sciences

Anthropology
 College of Business
 Dean For Enrollment Management
 Economics
 History
 Learning Communities Project
 Linguistics
 Political Science
 Psychology
 School of Business
 Social Sciences
 Sociology

Humanities

Africana Studies
 Art
 Asian & Asian-American Studies
 Athletics
 Center for Dance
 Comparative Studies
 English
 European Languages
 French and Italian
 Hispanic Languages
 Journalism Program
 Library
 Music
 Philosophy
 Physical Education
 Theater
 Women's Studies
 Writing Program

Natural Sciences

Applied Mathematics and Statistics
 Biochemistry
 Biomedical Engineering Program
 Center for Global Issues/Human
 Chemical Engineering
 Chemistry
 Computer Science
 Earth and Space Science
 Ecology And Evolution
 Electrical Engineering
 Engineering & Applied Sciences
 Genetics
 Geosciences
 Inst. for Terrest/Planet Atmos
 Inst. for Theoretical Physics
 Institute For Mathematical Science
 Marine Environmental Studies
 Marine Sciences Center
 Materials Science & Engineering
 Mathematics
 Mechanical Engineering
 Mineral Physics Institute
 Molecular Genetics & Microbiology
 Neurobiology and Behavior
 Physics & Astronomy
 Technology & Society
 Undergraduate Programs in Biology
 Waste Management Institute

DETAILED FINDINGS

| Q1 Frequency of in-Person Visits to the Frank Melville Jr. Library in the Past 12 Months | | | | | | |
|--|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| At least once a week | 25 | 46 | 7 | 29 | 49 | 41 |
| At least once a month | 28 | 30 | 21 | 33 | 28 | 24 |
| At least once a semester | 25 | 16 | 37 | 24 | 13 | 16 |
| Less often than once a semester | 14 | 3 | 22 | 7 | 5 | 11 |
| Did not physically visit a campus library building | 9 | 3 | 12 | 5 | 3 | 5 |
| Not yet visited library; first semester at SB | - | 1 | 1 | 2 | 3 | 3 |

| Q2 Main Reason for Visiting the Melville Library in the Past 12 months | | | | | | |
|--|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: Among those who visited the library in the past 12 months | (96) % | (110) % | (143) % | (151) % | (113) % | (266) % |
| Personal research | 56 | 44 | 72 | 60 | 56 | 50 |
| Teaching purposes | 34 | 44 | 12 | 4 | 1 | 4 |
| Access materials for a course you are taking | 2 | 2 | 4 | 20 | 33 | 25 |
| Other | 7 | 11 | 12 | 17 | 11 | 21 |

| Q3 Most Common Way to Access All on Campus Library Resources | | | | | | |
|---|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Through electronic databases (Net) | <u>78</u> | <u>71</u> | <u>91</u> | <u>85</u> | <u>68</u> | <u>85</u> |
| Through electronic databases in terminals located in the Melville library, or one of the branches | 5 | 7 | 3 | 9 | 13 | 19 |
| Through electronic databases accessed remotely from office, home, or another location | 73 | 64 | 88 | 76 | 55 | 66 |
| From hard copies (Net) | <u>19</u> | <u>25</u> | <u>8</u> | <u>11</u> | <u>29</u> | <u>13</u> |
| From hard copies of journals located in one of the libraries | 4 | 3 | 4 | 4 | 2 | 3 |
| From hard copies of books, videos, CDs and other resource materials in one of the libraries | 15 | 22 | 4 | 7 | 27 | 10 |
| Other | 3 | 3 | 1 | 4 | 3 | 2 |

| Q4 Types of Library Materials Upon Which You Rely | | | | | | |
|--|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Much more/Somewhat more on materials that physically reside in the library (Net) | <u>37</u> | <u>51</u> | <u>12</u> | <u>20</u> | <u>45</u> | <u>27</u> |
| Much more on materials that physically reside in the library | 26 | 31 | 7 | 17 | 21 | 18 |
| Somewhat more on materials that physically reside in the library | 11 | 20 | 5 | 3 | 24 | 9 |
| Much more/Somewhat more on materials that are stored digitally | <u>53</u> | <u>31</u> | <u>72</u> | <u>64</u> | <u>30</u> | <u>56</u> |
| Somewhat more on materials that are stored digitally | 14 | 16 | 14 | 22 | 13 | 17 |
| Much more on materials that are stored digitally | 39 | 15 | 58 | 42 | 17 | 39 |
| Both equally | 9 | 15 | 14 | 11 | 24 | 13 |
| Don't know | 2 | 3 | 3 | 4 | 3 | 5 |

| Q5 Overall Rating of Campus Library Resources, in Terms of Their Breadth and Ease of Access | | | | | | |
|---|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Excellent/Good (Net) | <u>51</u> | <u>51</u> | <u>77</u> | <u>59</u> | <u>58</u> | <u>57</u> |
| Excellent | 18 | 16 | 22 | 14 | 13 | 17 |
| Good | 33 | 35 | 55 | 45 | 45 | 40 |
| Fair | 23 | 32 | 17 | 28 | 24 | 30 |
| Poor | 24 | 13 | 6 | 10 | 13 | 11 |
| Don't Know | 2 | 3 | 1 | 3 | 3 | 3 |

| Q6 Comparison of Campus Library Resources and the Library Where Ph.D. Completed | | | |
|---|-----------------|------------|------------------|
| | Faculty | | |
| | Social Sciences | Humanities | Natural Sciences |
| Base: FACULTY ONLY | (105) % | (116) % | (163) % |
| Much better/Somewhat better (Net) | <u>10</u> | <u>7</u> | <u>17</u> |
| Much better | 5 | 4 | 10 |
| Somewhat better | 5 | 3 | 7 |
| Roughly the same | 18 | 16 | 22 |
| Somewhat worse/Much worse (Net) | <u>62</u> | <u>50</u> | <u>49</u> |
| Somewhat worse | 21 | 20 | 33 |
| Much worse | 41 | 30 | 16 |
| Don't know | 3 | 1 | 9 |
| <i>Don't have Ph.D.</i> | 7 | 23 | 4 |

| Q7 Rating of Library's Book and Monograph Collection, in Terms of Its Breadth and Ease of Access | | | | | | |
|--|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Excellent/Good (Net) | 27 | 36 | 42 | 36 | 46 | 38 |
| Excellent | 6 | 5 | 7 | 8 | 13 | 6 |
| Good | 21 | 31 | 35 | 28 | 33 | 32 |
| Fair | 31 | 32 | 24 | 32 | 31 | 26 |
| Poor | 28 | 22 | 12 | 11 | 10 | 10 |
| Don't Know | 14 | 9 | 22 | 21 | 13 | 25 |

| Q8 Rating of Library's Physical and Electronic Journal and Magazine Collection, in Terms of Its Breadth and Ease of Access | | | | | | |
|--|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Excellent/Good (Net) | 61 | 57 | 64 | 60 | 53 | 56 |
| Excellent | 27 | 10 | 21 | 15 | 13 | 15 |
| Good | 34 | 47 | 43 | 45 | 40 | 41 |
| Fair | 29 | 21 | 28 | 24 | 27 | 25 |
| Poor | 8 | 8 | 6 | 9 | 8 | 8 |
| Don't Know | 3 | 11 | 3 | 7 | 12 | 10 |

| Q9 Rating of Library's Video and CD Collection (Including Musical Scores) in Terms of Its Breadth and Ease of Access | | | | | | |
|--|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Excellent/Good (Net) | <u>20</u> | <u>34</u> | <u>10</u> | <u>21</u> | <u>29</u> | <u>17</u> |
| Excellent | 4 | 8 | 2 | 6 | 8 | 2 |
| Good | 16 | 26 | 8 | 15 | 21 | 15 |
| Fair | 15 | 24 | 6 | 12 | 19 | 12 |
| Poor | 7 | 9 | 4 | 6 | 8 | 6 |
| Don't Know | 58 | 32 | 80 | 60 | 43 | 65 |

| Q10 Balance Between the Library's Physical and Electronic Holdings | | | | | | |
|--|-----------------|------------|------------------|-------------------|------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Severe/Some imbalance with too few physical holdings (Net) | <u>47</u> | <u>49</u> | <u>16</u> | <u>23</u> | <u>25</u> | <u>24</u> |
| Severe imbalance with too few physical holdings | 25 | 22 | 1 | 5 | 7 | 3 |
| Some imbalance with too few physical holdings | 22 | 27 | 15 | 18 | 18 | 21 |
| An appropriate balance between physical and electronic holdings | 20 | 22 | 32 | 25 | 27 | 24 |
| Severe/Some imbalance with too few electronic holdings | <u>6</u> | <u>9</u> | <u>23</u> | <u>22</u> | <u>15</u> | <u>23</u> |
| Some imbalance with too few electronic holdings | 6 | 9 | 19 | 15 | 12 | 20 |
| Severe imbalance with too few electronic holdings | - | - | 4 | 7 | 3 | 3 |
| Don't Know | 28 | 18 | 28 | 30 | 33 | 29 |

| Q11 How Adequate are Current Stony Brook University Library Resources to Successfully Conduct and Complete Research | | | | | | |
|---|------------------|------------------|------------------|-------------------|------------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Very/Somewhat adequate (Net) | <u>57</u> | <u>51</u> | <u>79</u> | <u>74</u> | <u>70</u> | <u>71</u> |
| Very adequate | 23 | 12 | 30 | 20 | 25 | 19 |
| Somewhat adequate | 34 | 39 | 49 | 54 | 45 | 52 |
| Very/Somewhat inadequate (Net) | <u>38</u> | <u>40</u> | <u>19</u> | <u>24</u> | <u>26</u> | <u>24</u> |
| Somewhat inadequate | 14 | 26 | 15 | 18 | 15 | 18 |
| Very inadequate | 24 | 14 | 4 | 6 | 11 | 6 |
| Don't Know | 5 | 7 | 2 | 3 | 4 | 5 |

| Q12 Impact of Changes in Library Resources and Service on the Quality of Research in the Last Five Years | | | | | | |
|--|------------------|------------------|------------------|-------------------|------------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Changes have had a very/somewhat positive impact (Net) | <u>32</u> | <u>21</u> | <u>42</u> | <u>23</u> | <u>16</u> | <u>18</u> |
| Changes have had a very positive impact | 12 | 5 | 9 | 6 | 6 | 6 |
| Changes have had a somewhat positive impact | 20 | 16 | 33 | 17 | 10 | 12 |
| The impact of changes have been neither positive nor negative | 12 | 20 | 16 | 17 | 14 | 16 |
| Changes have had a very/somewhat negative impact (Net) | <u>31</u> | <u>32</u> | <u>14</u> | <u>6</u> | <u>7</u> | <u>7</u> |
| Changes have had a somewhat negative impact | 20 | 22 | 13 | 4 | 3 | 6 |
| Changes have had a very negative impact | 11 | 10 | 1 | 2 | 4 | 1 |
| Unaware of any changes to library resources in the last five years | 11 | 4 | 13 | 34 | 29 | 25 |
| Not Applicable | 12 | 20 | 15 | 19 | 33 | 34 |

| Q13 How Adequate are Current Stony Brook University Library Resources to Successfully Teach a Course | | | | | | |
|--|------------------|------------------|------------------|-------------------|------------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Very/Somewhat adequate (Net) | <u>63</u> | <u>63</u> | <u>73</u> | <u>46</u> | <u>37</u> | <u>31</u> |
| Very adequate | 28 | 28 | 31 | 13 | 11 | 10 |
| Somewhat adequate | 35 | 35 | 42 | 33 | 26 | 21 |
| Very/Somewhat inadequate (Net) | <u>29</u> | <u>27</u> | <u>10</u> | <u>12</u> | <u>13</u> | <u>10</u> |
| Somewhat inadequate | 17 | 17 | 9 | 9 | 11 | 8 |
| Very inadequate | 12 | 10 | 1 | 3 | 2 | 2 |
| Don't Know | 4 | 3 | 9 | 6 | 8 | 11 |
| Don't teach any courses | 4 | 5 | 6 | 37 | 42 | 48 |

| Q14 Impact of Changes in Library Resources and Service on the Quality of Teaching in the Last Five Years | | | | | | |
|--|------------------|------------------|------------------|-------------------|-----------------|------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Changes have had a very/somewhat positive impact (Net) | <u>29</u> | <u>25</u> | <u>18</u> | <u>9</u> | <u>9</u> | <u>11</u> |
| Changes have had a very positive impact | 8 | 9 | 6 | 2 | <u>3</u> | <u>3</u> |
| Changes have had a somewhat positive impact | 21 | 16 | 12 | 7 | 6 | 8 |
| The impact of changes have been neither positive nor negative | 22 | 31 | 37 | 19 | 13 | 8 |
| Changes have had a very/somewhat negative impact (Net) | <u>22</u> | <u>18</u> | <u>6</u> | <u>3</u> | <u>5</u> | <u>3</u> |
| Changes have had a somewhat negative impact | 13 | 16 | 6 | 2 | 2 | 2 |
| Changes have had a very negative impact | 9 | 2 | - | 1 | 3 | 1 |
| Unaware of any changes to library resources in the last five years | 15 | 4 | 14 | 29 | 21 | 22 |
| Not Applicable | 12 | 21 | 25 | 41 | 54 | 56 |

| Q15 and Q16 Utilization of Other Academic or Research Libraries | | | | | | |
|---|------------------------|-------------------|-------------------------|--------------------------|-------------------|-------------------------|
| | Faculty | | | Graduate Students | | |
| | Social Sciences | Humanities | Natural Sciences | Social Sciences | Humanities | Natural Sciences |
| Base: | (105) % | (116) % | (163) % | (163) % | (119) % | (290) % |
| Q15 Ever visit academic or research libraries other than the libraries located on the Stony Brook campus | | | | | | |
| Yes | 60 | 75 | 45 | 55 | 61 | 39 |
| No | 40 | 23 | 55 | 45 | 39 | 61 |
| Q16 Reasons why you use libraries other than the libraries at Stony Brook University | | | | | | |
| Other libraries are closer to where I work and live | 21 | 25 | 14 | 32 | 53 | 33 |
| Other libraries contain specialized archives and holdings that I need | 49 | 55 | 15 | 38 | 34 | 28 |
| Other libraries contain materials that should be available at Stony Brook but are not | 59 | 54 | 44 | 57 | 58 | 45 |
| Some other reason | 13 | 8 | 40 | 11 | 14 | 18 |