CHAMPLAIN COLLEGE LIBRARY

2016

MISO Survey Report

Prepared by Emily Crist

CHAMPLAIN COLLEGE

TRADITIONAL UNDERGRADUATE STUDENTS

Description

In 2016, traditional undergraduate students continued to consider the library's physical space as very important. In fact, out of all library-related questions, students ranked the following as the most important, with all means landing over 3 on the 4-point scale:

- Physical comfort in the library (m=3.55)
- Availability of electrical outlets in the library (m=3.45)
- Group study spaces (m=3.27)
- Quiet study spaces in the library (m=3.21)

Students also reported satisfaction with these elements. Overall library service, group study spaces, quiet study spaces and physical comfort all fall in the top right quadrant of the scatter chart, meaning that they rank higher in both satisfaction and importance than the median averages. Although students felt that the attractiveness of the library interior was slightly less important, they reported extremely high satisfaction with it.

Traditional undergraduate self-reported usage of library space and services further reveals the importance of physical space, with the top three highest library usages reported for public computers, quiet work space, and group study spaces, respectively.

Traditional Undergraduate Students
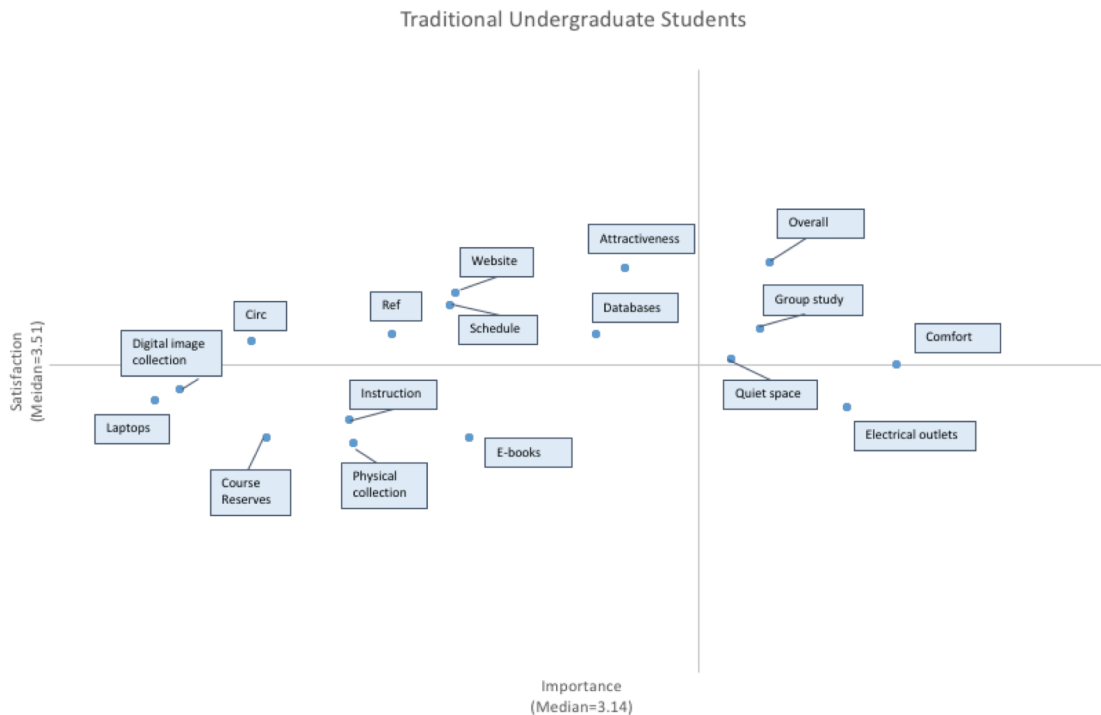
Students reportedly value the library's collection less than the its space, with ratings for importance and satisfaction of both physical and e-books falling below the median levels (displayed in the lower left quadrant on the scatter chart). This theme is reflected in student self-reported use, with a great majority (81%) using the physical collection either never or just once or twice a semester. Students reportedly used the e-book collection slightly more. In questions about the library's collection, databases ranked the highest in both importance and satisfaction. Similarly, databases also received the most self-reported use, with the majority of students (66%) using the databases anywhere from once or twice a semester to 1-3 times a month.

Library instruction, reference and circulation are also reportedly less important to students than the library's physical space, but students reported higher levels of satisfaction with circulation and reference.
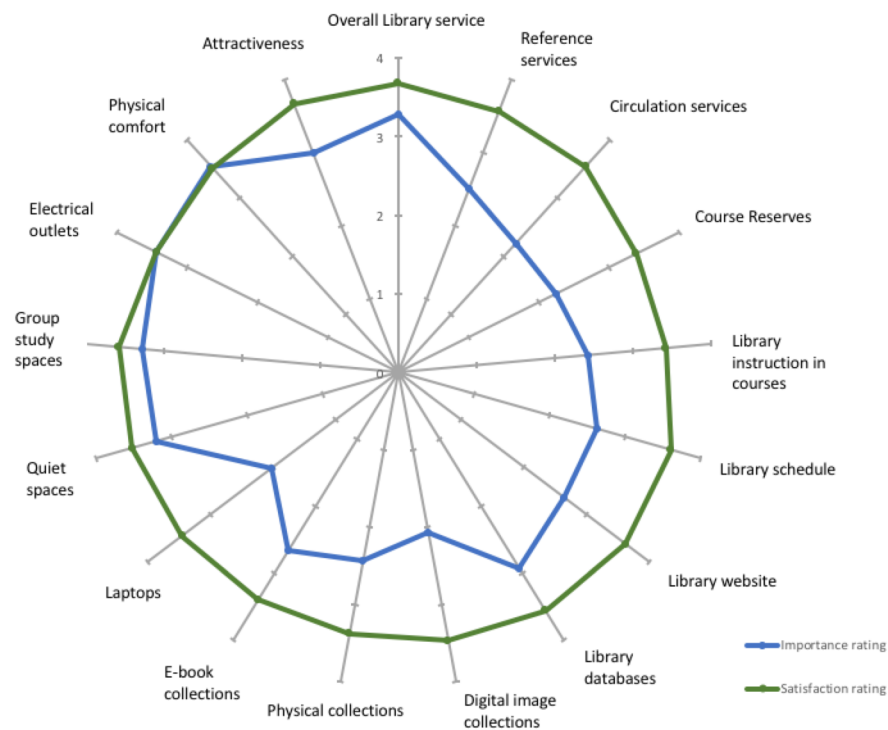
Traditional undergraduate students reported satisfaction in all library-related questions. As the radar chart demonstrates, the satisfaction line (green) never falls below 3 (somewhat satisfied) on the 4-point scale. However, the importance levels vary more greatly by question. Students ranked the importance of two components (physical comfort and electrical outlets) higher than their satisfaction, marking these as two areas for the library to monitor in the future.

Most students rated their skill levels for the library catalog, library databases, and finding and evaluating information for their scholarship as basic, and they showed the most interest in learning more about finding and evaluating scholarship and in learning new skills through a self-directed online tutorial.

Discussion

Students are greatly satisfied with overall library services. Of all library offerings, the library's physical space continues to stand out as a factor of great importance for traditional undergraduate students. Students come into the library to use computers, print and to study both individually and in groups. These study spaces remain very important to students, and a few commented on the need for even more space during busy times of the year, as well as the desire for the library to primarily remain a quiet place of study. New and updated technology never strays far from students' minds, and several students also expressed a desire for faster computers both in the library and across campus, as well as better access to color printers. Ensuring that the library is a quiet, comfortable place where students can get their work done efficiently and productively will remain a library priority.

Student self-reported use of library resources and services remains somewhat low, and they consider themselves at a basic skill level for finding information. Several open-ended comments reveal students' lack of knowledge regarding library resources and services, as well as their desire to know more. This can be viewed as an exciting opportunity for the library to prioritize additional ways of informing students across campus about the library offerings.

Questions for further exploration
- How can the library better promote our services and resources to inform more students about the library and its offerings?
- Students continue to view instruction as less important and less satisfying. What is the experience of students in the classroom, and how can we improve it?
- How can the library help students become more proficient at finding and evaluating information?

GRADUATE STUDENTS

Description

The majority of Champlain College graduate students consider overall library service to be very important. They also reported satisfaction with overall library service.
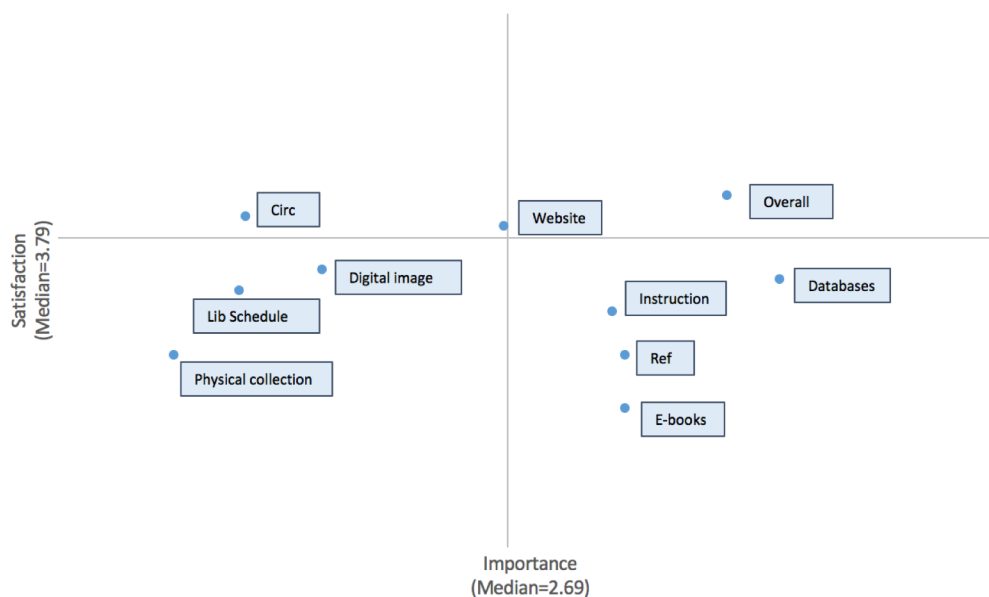
Nevertheless, several specific areas stand out for prioritization. Falling into the bottom right quadrant of the scatter chart, the following areas reveal higher than average importance but lower than average satisfaction for graduate students:

- Databases
- Instruction
- Reference
- E-books

In fact, graduate students reported the lowest satisfaction of all library-related questions with e-books. However, even at the lowest, it received an average satisfaction rating of 3.63, falling just between somewhat satisfied and satisfied.

As most graduate students are online, it is not surprising that they view the library's physical collection, schedule, and circulation as less important. In fact, the library's physical collection is the least important library component to graduate students. Self-reported use of the physical collection reflects the lack of importance, with 82% of students reportedly never using it. Self-reported graduate student use reveals the heaviest use of databases, although this use was low, averaging at only a 2.84 on a 5-point scale. Lower uses were reported for reference services, the library website and e-books, respectively.

Most students described their skill level of library databases and catalog as basic. However, more students reported advanced skill levels in their use of databases. Lower skill levels were reported for finding and evaluating information for scholarship, with 28% reporting never doing so. Graduate students do show a desire to learn more about library databases and evaluating information, with 40% reporting they are 'very interested' in a self-directed online tutorial to do so.

Overall high satisfaction is clear from the radar chart with all average satisfaction points falling above 3.5 on the 4-point scale. The varying importance of these services is also clearly demonstrated by the more irregular shape of the inner blue importance line.
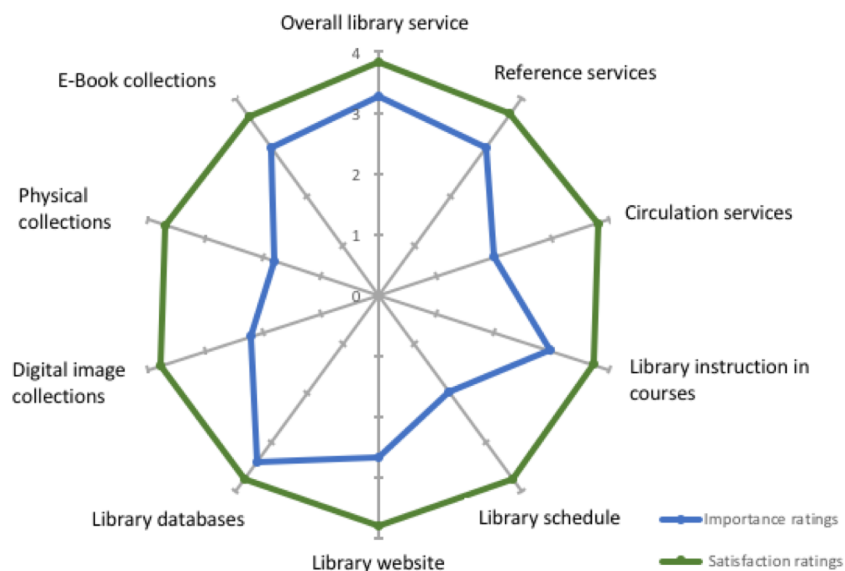
Discussion:

The library should value that graduate students are satisfied with their services, even if some of these services are viewed as less important and used less than expected. Nevertheless, graduate students indicate a belief in the library's value, as illustrated by their high importance and satisfaction ratings of overall library service.

It is not surprising that mostly online graduate students make little to no use of the physical collection, but the library can strategically think about how to increase usage of the parts of the collection that better serve online users, such as the databases and e-books.

Low use of library services may be tied to Champlain College's more professionally-focused graduate programs, but it may also be influenced by limited outreach to the graduate student body. In fact, the majority of students (44%) reported only feeling 'somewhat informed' about available library services. Therefore, outreach to both online and on campus graduate students will continue as a library priority. Student responses reveal an inclination for more training in library resources through self-directed tutorials. This relevant information can help the library reach more graduate students in a format that works best for them.

Questions for further exploration
- How can we promote reference services to graduate students?
- How can our online collection be made more relevant to graduate students?
- What research skills would graduate students most benefit from, and how can we design instruction that is best tailored to them and their needs?
- Why is satisfaction with e-books slightly lower than average, and how can this service be improved for graduate students?

CONTINUING PROFESSIONAL STUDIES UNDERGRADUATE STUDENTS

Description

Specific library services deemed highly important by Continuing Professional Studies (CPS) undergraduates included e-books, databases and library instruction. In fact, CPS students described e-books as the most important library service. However, both e-books and instruction fall in slightly lower than average satisfaction levels. Unsurprisingly for online students, the physical collection was rated as the least important.
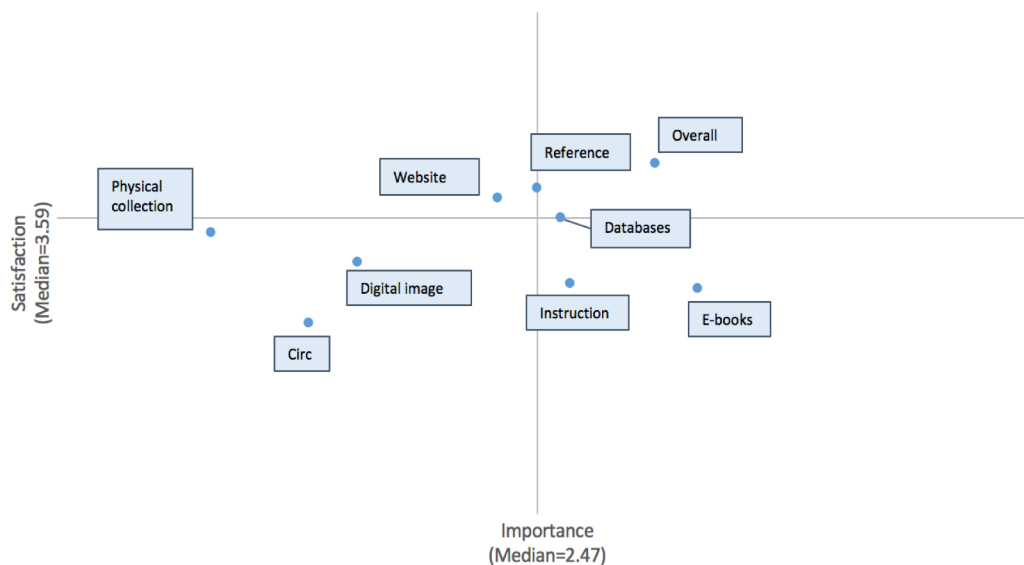
CPS students reported on overall library service as both highly important and satisfactory. All satisfaction ratings fell between a 3 (somewhat satisfied) and a 4 (satisfied) on the 4-point scale. As consistent with other user groups, CPS students' importance ratings for these same services were lower and more varied, as reflected by the blue inner line on the radar chart.
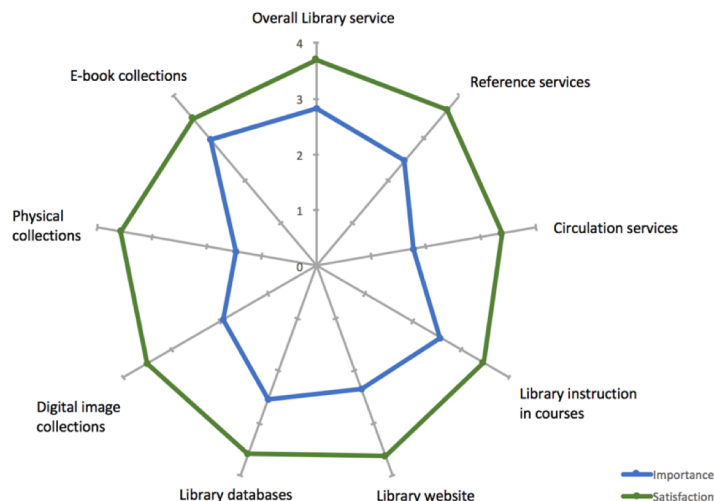
In self-reported usage, CPS students used e-books most frequently, followed by databases. The physical collection was reported as being almost never used by this population. The majority of students also reported never using the library catalog, using the library databases, or finding and evaluating information for their scholarship. Those who did report using these most commonly ranked their skill level as novice or basic. CPS students did report some interest in learning about these; however, with the most interest reflected in learning more about finding and evaluating information. 36% of students responded as 'very interested' in learning about new technical or research skills through a self-directed online tutorial.

CPS student responses revealed that they do not feel very informed about library services, with 28% responding they are 'not informed' and 39% responding they are 'somewhat informed.' Open-ended comments also reflected this, mentioning that they found accessing library resources through Canvas confusing, that services were not reviewed in courses, that they needed a refresher on research methods, and that they were unsure of how library services worked.

Discussion
The higher-than-average importance and lower-than-average satisfaction of e-books lands them in a 'danger zone,' meaning that the library will need to ensure that we can provide a very satisfactory library service of such importance to our CPS students.

CPS undergraduates were slightly less satisfied with library instruction; however, a significant increase in this area led by the Digital Learning Librarian has occurred since the MISO 2016 survey was administered. The library will monitor future responses regarding satisfaction with library instruction as well as student self-reported awareness and knowledge about library services.

Our collection of online tutorials continues to grow. As CPS students showed the most interest in learning new research skills through this medium, it will be important for the library to promote and highlight these instructional tools.

# CONTINUING PROFESSIONAL STUDIES GRADUATE STUDENTS

Description

Champlain College CPS graduate students view overall library service as important and satisfactory. Stated importance of databases and e-books is high, with 45% and 33% of respondents rating them as 'very important,' respectively. Both reference services and library instruction fall around median importance levels; however, graduate CPS students report more satisfaction with reference services.
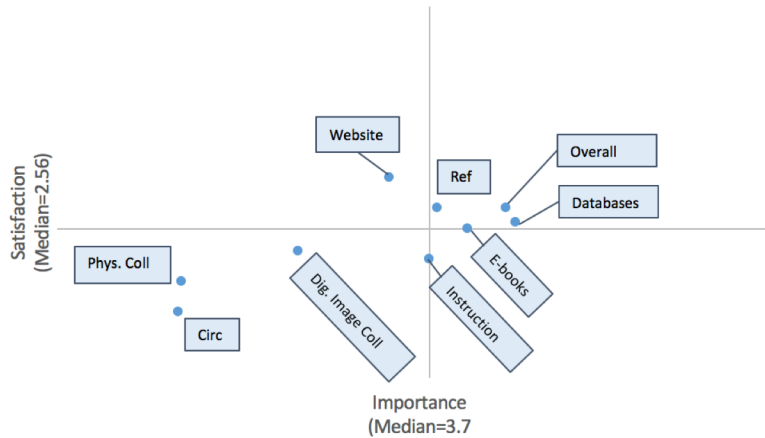
CPS graduate students' self-reported use of resources shows greatest engagement with databases, followed by e-books, and a very low use of the physical collection.

Overall, CPS graduates reveal a high level of satisfaction in all library-related services, observable in the consistent, uniform green "satisfaction" line in the radar chart. The more irregular blue "importance" line reflects greater divergence in importance ratings, with elements such as the physical collection and circulation services holding little importance to these students.
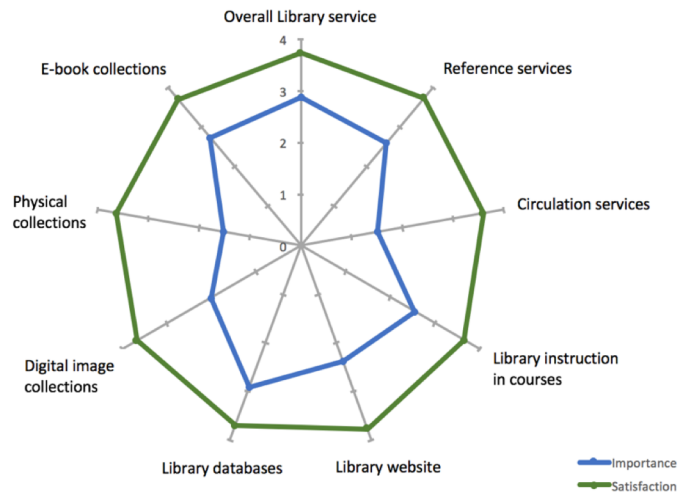
Similar to the undergraduate CPS students, graduate student responses reveal that they have the potential to be much more informed about library services. 25% stated they are not informed, and a significant 43% responded that they are only somewhat informed. Combined, these numbers reflect a large majority of CPS graduate students, making this a significant library focus.

In skill self-report, most CPS graduate students reported having not used, or having just basic skills in using the library's catalog and databases, and in finding and evaluating scholarship. Respondents were most interested in learning more about library databases, which reflects how important they view these resources. Most students did show interest in improving these skills through self-directed online tutorials, with 31% responding that they were 'very interested.' This type of learning makes sense for this online population.

Open-ended comments also revealed a desire for stronger library connections, such as a more mobile-friendly library site, a webinar on using the library for out-of-state students, or an option for on-campus learning before online classed began.

Discussion:
Overall, CPS graduate students are very satisfied with library resources and services. It was reassuring to see that they are also more satisfied than average with reference services. Our library has been working to refine and reimagine our reference services to be even more user-friendly, and reference outreach to CPS is currently under development. We will watch to see how this outreach and reimagining will influence this population.

CPS graduates reflect an openness to have greater library interactions and skill-building. The work of our new Digital Learning Librarian is currently addressing these needs, and this will continue to be an expanding area as our online student population expands.
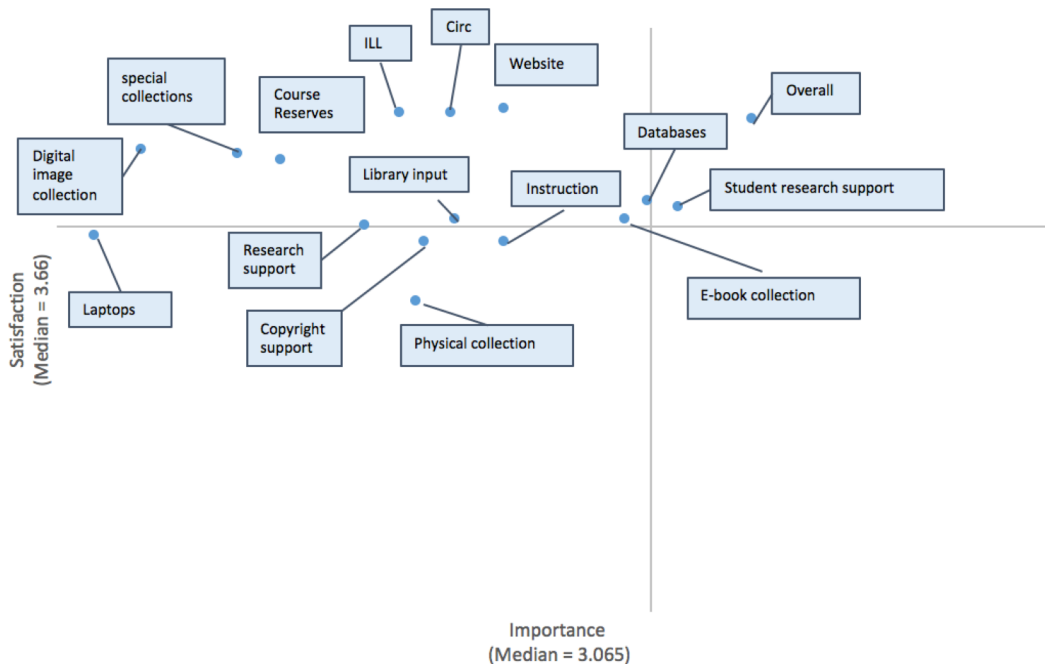
FACULTY

Champlain College faculty members expressed strong satisfaction with the library, with all library-related satisfaction ratings falling over 3.5 on a 4-point scale. Importance ratings varied across questions, with areas such as overall library service, student research support, databases and e-books identified as more important, and other areas, such as digital image collections and laptops identified as less important.
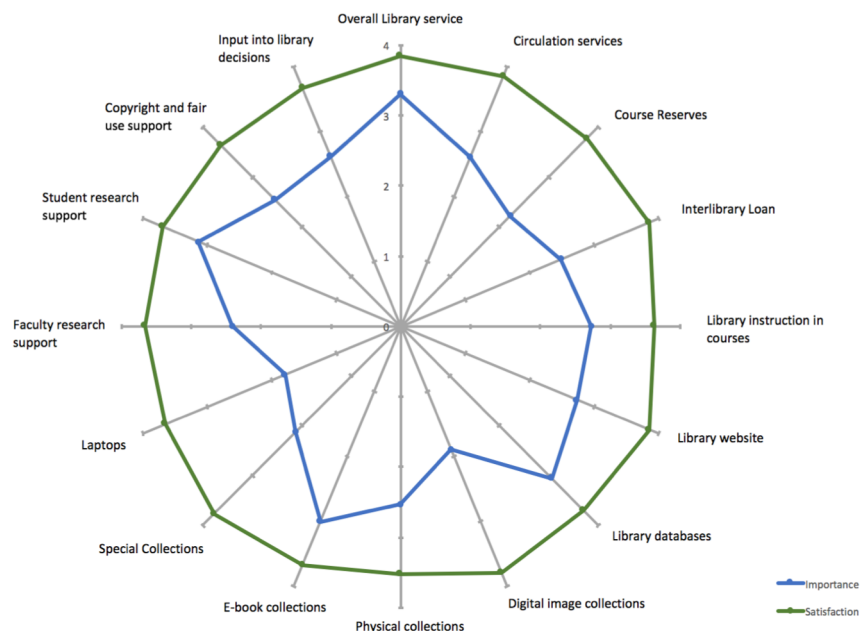
These responses are visualized on the radar chart with the consistent satisfaction line (green) on the outside, and the inner, more irregular shape of the importance line (blue).

The scatter chart reveals more detail about the priorities of faculty as related to the library and its services. The majority of responses fall into the upper left quadrant of the scatter chart, meaning that they have slightly lower importance ratings, but slightly higher satisfaction ratings that other components, making them ideal areas to promote. Among these are:
- Library website
- Services such as interlibrary loan, circulation and course reserves
- Special collections
- Research support for faculty's research

Items in the bottom left quadrant reflect areas that faculty identify as being slightly less important and slightly less satisfied with. One of these areas, the physical collection, actually received faculty's lowest satisfaction rating of all library-related questions. Faculty also reported little use of this collection, with almost half of the respondents (45.7%) reporting that they never use the physical collection. Both databases and e-books were more widely used by faculty.

Of most importance and highest satisfaction to faculty (top right quadrant) were overall library services and student research support. In fact, 46% of faculty responded that student research support was 'very important.' However, library instruction was of slightly less importance with a much wider distribution of ratings across the scale.

Discussion:
While specific elements within the library may be more or less important depending on the faculty member, the high satisfaction and importance rankings of the library's overall services reveal it as a valuable and appreciated component of Champlain College.

The difference between faculty views of library instruction and student research support may exist because the majority of the library instruction takes place in the Core division, meaning that many faculty may not have had the opportunity to experience library instruction. Nevertheless, more faculty may agree with the importance of having their students' research supported, even if the librarians are not specifically coming into their classes to do so.

These findings reveal that all faculty could benefit from a greater understanding of librarians' roles within Champlain College, including the different ways that they can support students and their research, both inside and outside of the classroom.

Questions for further exploration:
How can the library make stronger connections between library instruction and student research support? Do faculty know about the type of support offered by the library? How can we best publicize it?

STAFF

In MISO 2016, only one library-related question was administered to staff. This decision was made due to the fact that library services for staff had not significantly changed since the previous MISO 2014 survey. The question asked revolved around library special collections. Staff reported special collections as highly satisfactory but not very important. The ongoing questions from MISO 2014 remain pertinent factors of consideration for the library:
- How can we make our physical collection more appealing to our Staff?
- How can we improve Staff satisfaction with our e-Book collection?

SELF-REPORTED USAGE OF LIBRARY SERVICES BY POPULATION

All groups were asked about their self-reported usage of specific library services over the course of a semester. Responses varied per population and are reflected in the following bar graphs. Specific points of interest include:

- Highest usage for all groups was reported in accessing online resources from off campus.
- In library collections, most groups reported heaviest use with databases, followed by e-books, and the physical collection, respectively. The only exception to this was CPS undergraduate students, who used e-books more extensively. All groups used the print collection the least.
- Traditional graduate students reported the highest use of databases of any group, followed by traditional undergraduate students.
- CPS undergraduates reported the lowest use of reference services.
- After access to online resources from off-campus, the most used library services for traditional undergraduates were all related to 'library as place.' They made significant use of the library's public computers, quiet study space and group study space.
- The majority of CPS students, both undergraduate and graduate report never using the library website.

Traditional Undergraduate Students

CPS Undergraduate Students

CPS Graduate Students

Faculty

Traditional Graduate Students