Results and Strategic Plan Alignment

HARTNESS LIBRARY SURVEY 2018-2019
Respondents were asked to identify their primary institution and role. CCV students were the largest group of respondents, followed by VTC students, CCV faculty, and VTC faculty. More VTC staff answered than did CCV staff.
Most respondents are frequent library users, saying that they use Hartness resources or services more than 3 times per semester. Library users were not the only responders, though, with 58 saying they never or almost never use the library.
WHAT MIGHT MAKE THEM USE THE LIBRARY?

Respondents who said they rarely or never used Hartness said they (students) would do so if there were a required course assignment. Several people also said they either planned to do so in the future, or just needed to learn more about it. A small number pointed to specific services or resources the library doesn’t have, and 4 people said they would use it if it were easier.
HOW DO THEY ACCESS THE LIBRARY?

Personal desktop or laptop is the most popular method of access, but many users still rely on college-owned equipment (as in offices, computer labs, or in the library space itself). Mobile devices still lag as primary modes of access (though will likely grow).
Email is generally the most preferred form of communication, followed by in-person and live chat.
1.1 Provide seamless access to reference and support services at all times.
1.2 Provide seamless access to electronic resources at all times.
1.3 Improve accessibility and ADA compliance of library spaces, services, and online resources.
Most users say searching works well for them, but there were still around 10% of respondents who have trouble searching and finding what they need, about 13% who have trouble opening a source from search results, and 15% who have trouble locating specific databases.
Users know how to get help when there's a problem with the databases or website. Over 15% of users marked this "Not Applicable."
IN-PERSON USERS VALUE CONVENIENT HOURS AND ACCESS TO TECHNOLOGY.

Randolph campus users ranked access to computers & printers, as well as convenient hours, at the top of their priority list. Study space and in-person librarian help were also high priorities.
IN-PERSON USERS VALUE CONVENIENT HOURS AND ACCESS TO TECHNOLOGY.

Williston campus users ranked convenient hours the highest, followed by computer access and study spaces. In-person librarian help was also ranked above in-person access to the physical collection.
In open-ended responses, 123 (59%) of respondents said they had not experienced any barriers accessing the library in their preferred way. The greatest barrier was speed and connectivity issues, often due to the user's internet service. Users also identified their own lack of awareness as a barrier, as in being unable to conduct an effective search. Noise or crowding was a barrier for in-person use.
2.1 Evaluate print and electronic collections and processes.

2.2 Support the growing interest in OER adoption through the library’s collection development practices.

2.3 Support the availability of institutional scholarship and history.

2.4 Work with other VSC libraries to leverage collections and services.
The most commonly-used resources—books, eBooks, and online journals—get high satisfaction ratings. The slightly higher dissatisfaction scores among online journals and videos reflect content limitations of subscription packages, as well as possibly technical issues. (Open-ended comments mentioned slow-loading FOD videos.) Many respondents had not used audiobooks, DVDs, or online videos or newspapers.
Faculty are seeking textbook alternatives.

Among Vermont Tech Faculty, more respondents said they were interested in OER than were currently using them. Those who were using alternatives, turned to OER resources available through online repositories.
CCV faculty are increasingly adopting Hartness resources for use as instructional materials, with streaming videos and eBooks/articles as top choices. They are also discovering OER repositories and several faculty have stopped using traditional textbooks.
FACULTY ARE SEEKING TEXTBOOK ALTERNATIVES.

CCV faculty are increasingly adopting Hartness resources for use as instructional materials, with streaming videos and eBooks/articles as top choices. They are also discovering OER repositories and several faculty have stopped using traditional textbooks.

Responses under "Other or Optional Comment"

- I am using library activities as part of my course and I love them!
- Proud to have been textless for a few years now.
- Would be good if faculty could have their own 'textbooks' -- compiled from OER sources -- as a sub-web with a link in Hartness rather than having to post it all on Moodle, esp'ly since changes in the LMS often end up with errors or, at best, funky text and layout ... and we seem to change LMS's fairly often.
- I use web resources to supplement a textbook.
- I have stopped using a traditional textbook in one class but not in others.
- I'd happily stop using a traditional textbook if CCV used a common to all sections, custom created textbook as they did for some Top 40 courses (I teach BUS2450 Business Law, 3 to 5 sections a year). It would be a perfect course for a non-traditional textbook of some type.
- I have never used a traditional textbook.
I’d like to request specific videos.

Gove Art; Daily Life Through History; more JSTOR collections.

Online videos need to be updated and relevant... Having access to new releases, some popular media (i.e. more mainstream documentaries) and relevant multimedia (podcasts, videos, etc.) is essential.

A broader range of journals would be great.

More scientific research journals

No, just be aware that I believe that a physical copy is ten times more convenient than a digital copy.

Better selection of nursing and medical journals.

Would be nice to have access to historical databases/newspapers.

Add more software-related textbooks (Cisco networking book, books on functional programming, certificate exam books, etc).

Broader subscriptions to research periodicals to help cut down on time that we have to wait for VTC to gain access to journals - medical based ones in particular.

Having more current reference material for scientific classes
STRATEGIC PRIORITY 3: SUPPORT EFFECTIVE TEACHING AND LEARNING

3.1 Improve student acquisition of library & research skills.

3.2 Partner with college committees and faculty to help support student success & retention.

3.3 Support information literacy across the VSC.

3.4 Support faculty in using open educational resources (OER) and library resources to help reduce textbook costs for students.
Information Literacy is part of the course objectives for many faculty across the colleges. CCV faculty, in particular, have an emphasis on this due to the Essential Objectives (EOs) built into the Gen Ed courses.
Students feel that assignments requiring the use of library resources and demonstrations by instructors are the two most helpful ways of integrating the library into courses.
FACULTY APPRECIATE LIBRARY-CREATED TEACHING TOOLS AND LEARNING SUPPORT.

CCV faculty reported highest use and satisfaction with interactive tutorials, instructional pages on the library website, and video tutorials, followed by TILT and the Embedded Librarian.
FACULTY APPRECIATE LIBRARY-CREATED TEACHING TOOLS AND LEARNING SUPPORT.

VTC faculty reported no dissatisfaction with the listed tools and services, but few of them were users of tutorials, videos, or other online tools. Embedded Librarian and in-person library instruction were highest on the list.
STRATEGIC PRIORITY 4: EXPAND AWARENESS OF RESOURCES AND SERVICES

4.1 Make the library the first stop for students for resources, research help and information literacy growth.

4.2 Make the library the first stop for faculty for resources, curriculum support and promotion of information literacy.

4.3 Expand library programming to include all Hartness users.
Non-library use is an awareness problem.

While some respondents have not yet needed to use the library -- or mentioned difficulty of use (5) -- the vast majority who said they don't use the library admit to being unaware of Hartness (22), or say they use the web (23) or their school or public library (11), reflecting lack of awareness of the advantages of an academic library.
FACULTY SEE SOME LIBRARY AWARENESS AMONG STUDENTS, BUT NOT ENOUGH.

Most faculty at both colleges found students to be at least somewhat aware of what Hartness offers. More VTC faculty thought students were Very Aware, and more CCV faculty thought students were Unaware or Very Unaware.
NEW STUDENT ORIENTATION IS A BRIDGE TO AWARENESS.

Though more CCV students than expected said they learned about Hartness at orientation, the percentages are still far behind Vermont Tech. Without all students attending Orientation, there's a need to further integrate introductory library content.
STRATEGIC PRIORITY 5: CULTIVATE A CULTURE OF CONTINUOUS IMPROVEMENT

5.1 Make use of patron feedback to improve services, resources, and physical spaces.
5.2 Cultivate a culture of innovation and progress among library staff.
5.3 Promote excellence in library functions and processes.
5.4 Ensure that the library’s services, resources, and staffing meet the standards of the Association of College and Research Libraries.
STUDENTS GET LIBRARY HELP FROM THE GREATER COMMUNITY.

When they don't seek help from the library directly, students have gotten library help from faculty members, fellow students, and tutors at the college. Identified student helpers may also include students in role as peer tutors. "Training the trainer" can be an effective area to focus on in the coming years.
STAFF MEMBERS NEED TO BE KEPT IN THE LOOP.

The library-related questions fielded by college staff members are primarily regarding book circulation, whether textbooks are available through the library, researching for a class assignment, and how to get help from a librarian.
FACULTY HAVE LIBRARY-RELATED PROFESSIONAL DEVELOPMENT NEEDS.

Vermont Tech Faculty priorities for library training:

1. Integrating Library into LMS
2. Link between Library Use & Student Success
3. Keeping up with my field
4. Textbook alternatives & OER
FACULTY HAVE LIBRARY-RELATED PROFESSIONAL DEVELOPMENT NEEDS.

CCV Faculty priorities for library training:
1. Integrating Library into LMS
2. Assignments for Info Lit skills
3. Textbook alternatives & OER
4. Plagiarism prevention

If you would like a library workshop, what content areas interest you most?
(Please choose up to 3.) (CCV Faculty)

- Integrating HL Res. in LMS: 25
- Info Lit assignments: 20
- Textbook alternatives & OER: 18
- Plagiarism prevention: 16
- Copyright for faculty & staff: 14
- Library use & student success: 13
- Evaluating information: 11
- Basic lib. skills/intro to HL: 9
- How to cite Creative Commons: 8
- Advanced Google searching and internet research skills: 8
- Keeping up with my field: 6
- Other: 3

"Other" responses:
- Text and images for training purposes rather than webinar.
- How to cite Creative Commons.
- Advanced Google searching and internet research skills (including a comment about installing Grammarly on Chrome)
In rating areas of assistance and service across the library's functional areas, users highly rate email help, requesting items for delivery, and embedded librarian service. There were also more dissatisfied patrons in the areas of embed, book delivery, and in-person help than other areas, but at a less than 10% rate.
FACULTY SUGGESTIONS FOR IMPROVEMENT

To better meet their needs, faculty suggest longer hours/more staffing of services like embed. They also want more training in use of library resources, and support in teaching information literacy and research skills to students.
FACULTY SUGGESTIONS FOR IMPROVEMENT

To better meet their needs, faculty suggest longer hours/more staffing of services like embed. They also want more training in use of library resources, and support in teaching information literacy and research skills to students.

Red text indicates features Hartness already has in some form, but may need to publicize more effectively.

CCV Faculty Responses:

- There are too many steps to get from faculty resources to films on demand. It took me awhile to find films on demand. I don’t know how to embed them in my Moodle class.
- From the very beginning of my courses, I try to prompt students to use library resources and I stress the importance of reliable sources--or at least I try to! Nevertheless, most students simply Google for information and end up relying on sites like History.com, or worse. If we could figure a way to imbed a library search bar in Moodle (or Canvas) so that they could hit it and search just as easily as they can search Google, that might help move the dial. I’d also like to see better support of Chicago/Turabian.
- There need to be more librarians available for the embedded librarian program - students should be able to get help within the same week but are often waiting for several days for a response. By the time they get a response they have already moved on to use less credible sources and the information from the librarian, though helpful, is coming too late in the process. A live session with a librarian would help with some of this lag.
- I am very satisfied with the help my students and I receive from the Hartness Library.
- Hartness staff get all kinds of kudos in my book. Timely help. All the right stuff on that end. Solid, as well, on the timely completion of inter-library requests for journal articles, etc., delivered to my inbox. ... My main issues are otherwise noted above.
- My students need help with research papers.
- The biggest challenge I face with using library resources is the limitations of time. For that reason, the most [?] resources are the most valuable.
FACULTY SUGGESTIONS FOR IMPROVEMENT

To better meet their needs, faculty suggest longer hours/more staffing of services like embed. They also want more training in use of library resources, and support in teaching information literacy and research skills to students.

Italics indicate improvements that are recently completed or in-progress.

CCV Faculty Responses:
- My students need help with research papers.
- Create more on-Line LIVE resources for students and faculty. **Go Beyond 9-5/Sat morning on-ground**, since 1/2 of CCV classes are on-line and do not use CCV on-ground resources, but desperately need support. We have Zoom, we have talented instructors and technical instructors, please use them.
- I think more training is needed for faculty to expand our knowledge of what is available. I use what I know how to use. I don’t know what I don’t know.
- I love how you have some "How To" videos that introduce the Library and its’ resources to students. I embed several in my online courses.
- I find students more media literate than a decade ago. Way to go! But I also find that they have had underwhelming experiences with (for example) databases. I think they still need more time and experience to get to the satisfying place. Also, they still settle for marginally relevant articles.

VTC Faculty Responses:
- Hartness library is an incredible resource, and in fact, is one of the most functional and necessary support units at the college.
- For many of us, constant reminders about what’s available for OER is good, because some of us still always think in terms of paper texts for students. In cases where there are paper texts, I appreciate that the library will purchase one if I can make the case that it will be used for multiple years (e.g., on-reserve reading).
Students want a more thorough introduction to Hartness early on in their program, and they recognize that incorporating the library into their courses helps make the research process easier. Some identified issues with finding the library or navigating the site.

*Italics indicate improvements that are recently completed or in-progress.*

- Just making people more aware that it's there and available for their use. I didn't even know there were librarians until I took this survey.
- It would be helpful not to have to sign in multiple times and it would be great if once you signed in you stayed signing in until you sign out. Or if that's not possible, it would be great to at least be able to sign back on in such a way that you didn't lose all the article links you were working on. Overall, the library is fairly intuitive and has quite a lot of information, but it could definitely be improved to be more user friendly.
- Better interface for the user as far as searching and results is needed. Also just accessing the site, I have to look around for the links every time as I hardly have a need for it on a regular basis.
- Make them more readily available in terms of access and fluidity. This site is like using a dewey decimal system compared to using google in terms of ease. I don't mind dewey decimal but honestly most people that aren't research oriented do. It does take a great deal of time and is ineffective as it stands now.
- Maybe change the look somehow because everything looks the same. To me, sometimes it looks like a bunch of words all mixed together on the screen. Maybe you could separate groups with colors or something.
Students want a more thorough introduction to Hartness early on in their program, and they recognize that incorporating the library into their courses helps make the research process easier. Some identified issues with finding the library or navigating the site.

*Italics indicate improvements that are recently completed or in-progress.*

- I think the library should sign up for the Kanopy service.
- The live chat is really helpful. My qualms with it are that it closes whenever you click on a link... even if the librarian sends it... and *that it ends at 8 class go until 9 and it would be helpful to keep someone on until then.*
- Explain to us how to use it on the first day of class or offer a special tutorial class on how to use it.
- More physical libraries.
- I was intimidated my first year using the Hartness Library. This is the first year I have seen the library incorporated into the class and think that this makes it easier for the student to get comfortable using it. Once I started using it I find it easier to do research making writing my paper less stressful.
- Definitely have students HAVE to use Harkness [sic] early on. The more I use it the more I abuse it!
- *I would very much like a way to search through my own search history, papers that I have reviewed in prior semesters, or recently.*
- Keep doing what you are doing. I find the help from student mentors and in-class instructors to be most helpful due to my ability to relate better to them.

- 15 users responded that they had no suggestions.
Student Suggestions for Improvement (VTC)

Student suggestions included further extending hours during exams, and improvements to the space and coffee service. They also cited the need to better incorporate the library into the curriculum, and the need to have more faculty give library-focused assignments.

- Chill space with bean bags and a rug.
- If you want more use, tell professors to actually assign papers that require resources that require the library.
- This may be more in the realm of the Academic Success folks, but I feel that instructors (nursing program) could do more to act as a go-between for students as to how to utilize the library's resources for self-study rather than just research. There's a lot on everyone's plate, students and instructors alike, as far as the sheer volume of material to cover so any additional materials that aren't specifically focused on what's on the damn test might just be more "noise", but I wonder if there could be more collaboration/utilization beyond "be sure to cite x number of peer-reviewed journal articles in your essay". The orientation sessions and Moodle librarian posts are good in this regard, but more specific prompting throughout the semester from instructors might be helpful too.
- Putting a radio in very quiet in one spot of the library.
- Extended hours during some of the busier portions of the semester.
- Central community board which draws attention to events happening on campus and in the community. The boards in the entrances are nice, but most people pass by them without even looking at them. If there could be a community board in the middle of the room, or at the librarian's desk that might be really helpful.
STUDENT SUGGESTIONS FOR IMPROVEMENT (VTC)

Student suggestions included further extending hours during exams, and improvements to the space and coffee service. They also cited the need to better incorporate the library into the curriculum, and the need to have more faculty give library-focused assignments.

- Having longer hours, especially during finals/midterms the library should be open later and earlier.
- Have actual coffee services in there other than K cups. I would buy coffee in Hartness literally every day if there were services like there were that one day during exam week.
- Fiction and nonfiction ebooks!!!!!!!
- More free accessibility to periodicals.
- It would be handy to know, maybe on a table display or sign, the names of printers and how to connect to them. I’ve seen some printers change rooms or been in use a computer that could only connect to OneNote and had to run across to another building or go to another room just to print something.
- It’s really good as is.
- Compared to when I first was in college 10 years ago, I’m able to use online textbooks (for free through Hartness' various resources like O'Reilly) far more often than I used to be able to. This is great. More of that.
- The library is rarely used by me and my colleagues, I feel as if libraries are outdated.
- Not that I haven’t already said. Bonnie is awesome!

- 9 users responded they had no suggestions.
Staff comments were largely positive and complimentary. Fewer staff members are library users, but may benefit from library resources and services if made more aware of them.

Red text indicates features Hartness already has in some form, but may need to publicize more effectively.

**CCV Staff Responses:**
- **I would like a feature (maybe a search filter) to specify just ebooks.** It might be that this feature is already there and I missed it, but just in case... I also like having "most popular" lists to get ideas for new books to read. I often read fiction, and find such lists lead me to interesting books.
- **A "most popular" list for periodicals might also be a nice feature, especially for knowing/getting vetted news material.**
- I shared that students are unaware of Hartness resources but I think they are becoming more aware semester by semester.

**VTC Staff Responses:**
- The library has become a gathering space, for collecting knowledge, studying, relaxation, relationships and collaboration; I hope it never stops being the active place it is.
- The library staff and the library are terrific resources which I do not take advantage of. I appreciate and know how hard each of you work. Thank you.
- Keep hiring amazing staff like Bonnie and Jane.