



OLIN LIBRARY 2022 MISO SURVEY REPORT



Contents

Introduction	3
Planning	3
Methodology	3
Section 1: Sample Sizes, Group Breakdowns, and Response Rates	4
1A. Sample Sizes	4
Table 1-1: Population and Sampling Data	4
1B. Group Breakdowns	4
Table 1-2: Faculty Respondent Information	4
Table 1-3: Staff Respondent Information	5
Table 1-4: Undergraduate Student Respondent Information	5
Table 1-5: Graduate Student Respondent Information	5
1C. Response Rates	5
Table 1-6: Response Rates by Group	5
Section 2: The Structure of the Survey	6
2A. Question Format and Ratings	6
Figure 2-1: Example Question and Item Format	6
2B. Presentation of Questions and Ratings in this Report	6
Section 3: Survey Response Data	7
3A. Service Importance	7
Table 3-1: How Important are these services to you?	7
Figure 3-1: How much do the following contribute to the achievement of your teaching goals?	7
3B. Service Satisfaction Levels	8
Table 3-2: How dissatisfied or satisfied are you with the following resources and services?	8
Figure 3-2: How likely is it that you would recommend Rollins library services to a colleague / another student?	8
3C. Library Service Points	9
Table 3-3: Circulation Staff	9
Table 3-4: Library Reference / Research Staff	9
Table 3-5: Archives / Special Collections Staff	9
3D. Information Level, Skill Level, Learning Interest, Preferred Learning Method	9
Table 3-6: How informed do you feel you are about the following?	10
Table 3-7: How would you describe your skill with the following?	10
Figure 3-3: How interested are you in learning more about the following?	11
Table 3-8: How interested are you in learning new skills by the following methods?	12
3E. Summary of Comments	12
Section 4: Comparison to the Oberlin Group	13
Table 4-1: Response Rate Comparisons by Demographic Group – Rollins vs. Oberlin Group	13

Table 4-2: Service Importance Comparison 13

Table 4-3: Library Contribution to Achievement of Teaching Goals Comparison 14

Table 4-4: Service Satisfaction Level Comparison..... 14

Table 4-5: Library Service Point Satisfaction Comparison 14

Table 4-6: Perceived Information Level Comparison..... 14

Introduction

The MISO (Measuring Information Service Outcomes) survey is a survey instrument developed at Bryn Mawr in 2002 in collaboration with other higher education institutions as a means of evaluating and improving information services, including libraries and information technology departments. MISO's services include a customizable survey instrument, advice on the survey's deployment, and analysis of the final collected survey data. A MISO survey was conducted by Olin Library and Rollins Information Technology during the spring semester of 2022. More information about MISO is available from their website, <https://www.misosurvey.org/>.

The data analyzed in this report is only survey data regarding the library, not IT, but there is a possibility that some respondents answered questions without a thorough understanding of the delineation between the library and IT. The survey instrument itself intermingles library and IT questions throughout, encouraging respondents to think about programs and services in a holistic fashion rather than on a per-department basis. This organization is perhaps a consequence of the survey's origins, as at Bryn Mawr, the library and IT are a single unit. Since the survey instrument itself and some of its products are proprietary, those items cannot be shared publicly in full, so this report will summarize the results.

Planning

A team of faculty, staff, and administrators from the Olin Library and Rollins Information Technology met in early fall of 2021 to plan the customization and deployment of the survey later in the spring. The primary design of the final survey was conducted via a collaboration between the Olin Business Librarian and the IT Director of Support and Outreach. The finalized plans were submitted for approval by the Olin librarians, the Library Director, and IT CIO. Rollins Institutional Review Board approval was sought and acquired before proceeding.

After the survey was completed and MISO provided the results, the Olin Dean, Business Librarian, and Discovery and Systems Administrator met to discuss the structure and nature of this report and its dissemination.

Methodology

MISO supplies a preconstructed set of questions that can be edited as needed; questions can be removed, added, rearranged, or reworded from the originals. The library and IT each have questions in the survey and departmental questions are separated into their own sections and not mixed. The survey team decided on a final format for the surveys as well as the language in the survey emails sent to the Rollins community. There were some variations in the questions sent to faculty from the ones sent to students.

Email lists were generated for four different demographic populations: faculty, staff, undergraduate students (both Hamilton Holt and the College of Liberal Arts), and Graduate Students (including Holt, Crummer, and Crummer EDDBA). Faculty and staff who are library or IT employees were removed from these lists. The survey was distributed via a series of four emails to the previously mentioned email lists, including a pre-invitation message before the survey link was provided, the initial invitation email with the survey link, a first email reminder to complete the survey, and a final email reminder. A message from the Provost and social media promotion were used to encourage survey completion as well.

The survey opened on February 3rd, 2022, and closed on February 14th, 2022. A campus announcement was sent on January 31st, pre-invitation on February 2nd, and the survey invitation on February 3rd. Reminders were sent on February 8th and 11th before the survey was closed on February 14th. The respondents had 11 days to take the survey.

After clicking the link to take the survey, the respondents were asked to acknowledge their informed consent to participate and advised that completion would take approximately 15 minutes. Respondents were not required to complete the survey and could stop taking it at any time. All questions required the respondents to rate an item on a scale except for one open-ended text box that allowed the respondents to leave comments.

Survey responses are private but are not anonymous. In the interest of maintaining respondent confidentiality, specific comments are excluded and are instead summarized. Demographic information including race, gender, and age were collected when respondents chose to provide that optional data, but it is not included here either.

Section 1: Sample Sizes, Group Breakdowns, and Response Rates

1A. Sample Sizes

A combined sample of **1,896** students, faculty, and staff were chosen at random to receive a MISO survey request from a total population of **3,568** individuals. Therefore, the total sample represents **53.14%** of the overall college population. Each group had a sample size representing **100%** of its population except for undergraduate students, whose sample of **697** represented **29.42%** of the overall undergraduate student population. Freshmen were not included in the survey sample as they were still new to the college and likely did not yet have strong opinions about library and IT services.

Table 1-1: Population and Sampling Data

Group	Population	Sample	Group % of Population	Group % of Sample
Faculty	305	305	8.55%	16.09%
Staff	399	399	11.18%	21.04%
Undergraduate Students	2,369	697	66.40%	36.76%
Graduate Students	495	495	13.87%	26.11%
Total	3,568	1,896	-	-

Group % of Population is the percentage of the overall campus population represented by that group. Group % of Sample is the percentage of the overall sample represented by that group. There is no column for Sample % of Population since the sample sizes for all groups except for undergraduate students is equal to the size of the population. The sample of undergraduate students is equal to **19.53%** of the overall campus population.

1B. Group Breakdowns

There are additional demographic categories within each group of respondents that are useful in understanding the composition of the overall respondent sample.

Table 1-2: Faculty Respondent Information

Demographic Information	% of Respondents
Primary Academic Division	
Crummer	11.85%
College of Liberal Arts	71.11%
Holt	17.04%
Rank	
Instructor or Lecturer	17.91%
Assistant Professor	17.16%
Associate Professor	22.39%
Professor	20.90%
Other	21.64%
Tenure Status	
Not on tenure track	42.54%
Tenure track but not tenured	17.91%
Tenured	39.55%

Table 1-3: Staff Respondent Information

Demographic Information		% of Respondents
Full Time, 9+ Month Employee?		
Yes		94.89%
No		5.11%
Job Category		
Administrative / Academic Support		42.22%
Service / Facility Support		6.67%
Technical / Professional		20.74%
Supervisor / Management		30.37%

Table 1-4: Undergraduate Student Respondent Information

Demographic Information		% of Respondents
Academic Division		
Crummer		0.69%
College of Liberal Arts		86.11%
Holt		13.19%
Expected Year of Graduation		
2022		27.08%
2023		29.86%
2024		21.53%
2025 or later		21.53%

Table 1-5: Graduate Student Respondent Information

Demographic Information		% of Respondents
Academic Division		
Crummer		60.87%
College of Liberal Arts		0%
Holt		39.13%
Expected Year of Graduation		
2022		50.55%
2023		26.37%
2024		20.88%
2025 or later		2.20%

1C. Response Rates

Not all members of the sample took the survey, and some respondents only partially completed it. The average response rate among all groups including partial and full completions was **29.1%**. The average completion rate among all groups was **30.23%**. The breakoff rate (the proportion of respondents who quit the survey before completing it) was **29%**.

Table 1-6: Response Rates by Group

Group	Completed Responses	Partial Responses	Completed & Partial Rate	Completed Rate	Breakoff Rate
Faculty	139	32	56.1%	45.6%	18.7%
Staff	140	49	47.4%	35.1%	25.9%
Undergraduate	149	45	27.8%	21.4%	23.2%
Graduate	93	31	25.1%	18.8%	25%

Section 2: The Structure of the Survey

2A. Question Format and Ratings

The survey had a format where respondents are asked to rate multiple items within a series of 12-14 question sections. Apart from one text box, each item within a question section was not open ended and required the respondent to choose a radio button that corresponded to their rating for the item. While there was at least one yes / no item in the survey, most items were presented with a four- or five-point scale (including a choice of “not applicable”). Respondents could only select one rating for any given item in a question. Nearly all the questions were the same across all groups, but there were slight variations by group. For example, faculty were asked about open access publishing and students were asked how likely they were to recommend a service to a classmate.

Figure 2-1: Example Question and Item Format

How satisfied are you with the following services?					
	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	N/A
Service 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scale varied according to the question, and included:

- Importance of a service
- Satisfaction with a service
- Amount of Contribution a service makes to academic success or teaching goals
- Level of Information respondent knows about a topic
- Agreement with a statement
- Skill Level respondent has with a particular skill
- Interest in a service
- Frequency of Use of a service

2B. Presentation of Questions and Ratings in this Report

This report does not include every question and every rating for three reasons: it is intended as a summary only and not comprehensive, the survey instrument itself is proprietary and can only be summarized, and because the goal is to report only the most meaningful and relevant measures for the purpose of analyzing and improving library services based on the survey data.

For instances where question ratings are presented with a rating structure where choices are positive or negative along a spectrum, the positives are sometimes counted together in this report for brevity and ease of presentation. Using the sample in Figure 2:1 above, the numbers would be presented in this report in a manner that shows that “X% of respondents are satisfied with Service 1” (the satisfieds and somewhat satisfieds are added together), with the remainder of the respondents being the combined total of those who chose somewhat dissatisfied or dissatisfied.

Survey results were submitted to the library divided into results by group, but the information is organized in this report by question so that sample groups can be more easily compared to each other. Survey questions in this report are grouped together into three categories: Service Importance, Service Satisfaction Levels, and Information Level, Interest, and Preferred Learning Method. An N/A in a question table cell means that question was not asked of that group.

Section 3: Survey Response Data

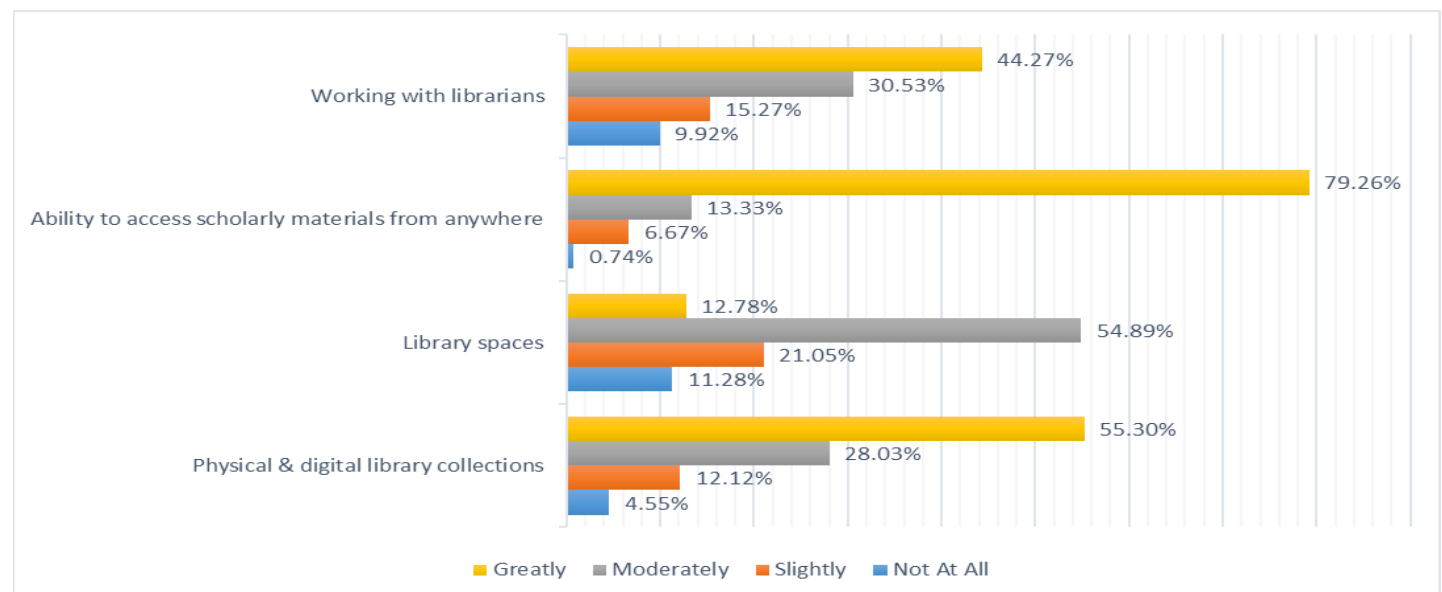
3A. Service Importance

Table 3-1: How Important are these services to you?

Field	Faculty	Staff	Undergrad	Grad
Library reference / research services	92.47%	70%	91.28%	93.20%
"Chat with a librarian" service	76.22%	59.43%	77.33%	87.13%
Library research instruction for academic courses	88.19%	N/A	88.37%	87.25%
Your Librarian	90.78%	N/A	N/A	N/A
Library support for your/your students' scholarly research	93.01%	N/A	90.17%	91%
Library search (a.k.a. Primo, R-Search)	90.07%	67.92%	88.64%	87.13%
Library subject guides	80.15%	N/A	78.95%	81.91%
Library e-book collections	87.94%	65.49%	89.94%	77.67%
Library databases (e.g., JSTOR, IBISWorld)	94.41%	70.54%	93.60%	95%
Digital image collections (e.g., ARTstor, Bridgeman Images)	N/A	N/A	80.25%	65.62%
Rollins Scholarship Online	67.77%	N/A	N/A	N/A
Archives/Special Collections	73.48%	75.42%	80.84%	70.83%
Quiet work space in the library	N/A	N/A	95.40%	83.33%
Study carrels in the library	N/A	N/A	93.41%	73.91%
Group study spaces in the library	N/A	N/A	92.86%	77.89%
Digital scholarship/digital humanities services	65.67%	N/A	N/A	N/A
Physical comfort in the library (e.g., seating, lighting)	88.73%	86.82%	95.40%	88.89%
Attractiveness of the library interior	88.19%	87.02%	93.10%	89.90%
Ease of finding physical materials in the library	N/A	N/A	91.81%	85.57%
Ease of finding primary sources in the library	N/A	N/A	93.64%	85.57%
Borrowing technology equipment (e.g., laptops, chargers)	89.51%	84%	89.41%	76.09%
Olin library website (e.g., library hours, policies)	95.86%	91.79%	93.02%	94%

Percentages represent responses that indicate some level of importance (very important, important, somewhat important). An N/A means that question was not asked of that group.

Figure 3-1: How much do the following contribute to the achievement of your teaching goals?



Only faculty were asked this question.

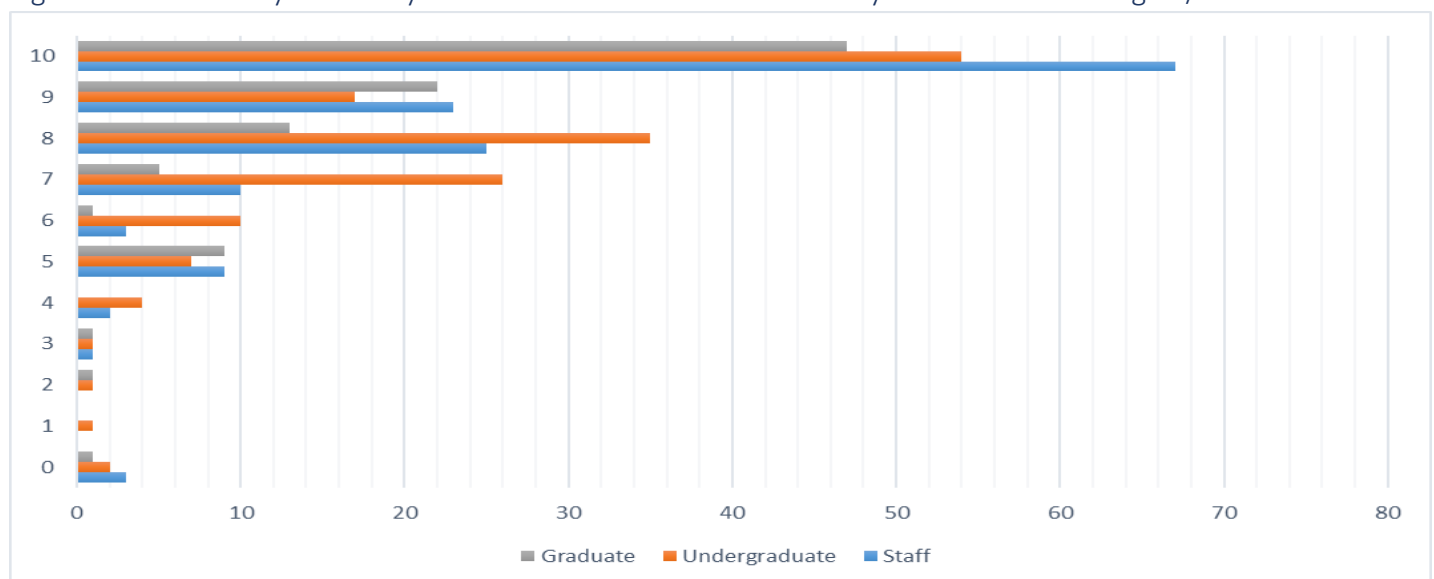
3B. Service Satisfaction Levels

Table 3-2: How dissatisfied or satisfied are you with the following resources and services?

Field	Faculty	Staff	Undergrad	Grad
Library reference / research services	96.49%	94.74%	95.62%	97.41%
"Chat with a librarian" service	94.64%	97.15%	93.81%	96.56%
Library research instruction for academic courses	93.46%	N/A	95.52%	97.33%
Your Librarian	94.01%	N/A	N/A	N/A
Library support for your/your students' scholarly research	97.46%	N/A	95.58%	97.40%
Library search (a.k.a. Primo, R-Search)	94.87%	96.37%	97.83%	97.53%
Library subject guides	96%	N/A	94.83%	95.46%
Physical library collections	N/A	N/A	N/A	94.74%
Library e-book collections	95.05%	93.34%	93.18%	96.67%
Library databases (e.g., JSTOR, IBISWorld)	96.74%	96.77%	94.40%	97.75%
Digital image collections (e.g., ARTstor, Bridgeman Images)	N/A	N/A	94.39%	96.15%
Rollins Scholarship Online	92.19%	N/A	N/A	N/A
Archives/Special Collections	98.59%	98.57%	95.33%	96.22%
Quiet work space in the library	N/A	N/A	96.05%	95.59%
Study carrels in the library	N/A	N/A	94.81%	95.16%
Group study spaces in the library	N/A	N/A	94.11%	96.97%
Digital scholarship/digital humanities services	98.31%	N/A	N/A	N/A
Physical comfort in the library (e.g., seating, lighting)	93.96%	94%	92.81%	97.22%
Attractiveness of the library interior	93.65%	91.67%	86.93%	93.05%
Ease of finding physical materials in the library	N/A	N/A	91.79%	94.83%
Ease of finding primary sources in the library	N/A	N/A	92.31%	98.22%
Borrowing technology equipment (e.g., laptops, chargers)	95.24%	98.76%	95%	96.30%
Olin library website (e.g., library hours, policies)	96.19%	98.13%	97.22%	96.35%
Overall Library Service	N/A	99.21%	N/A	N/A

Percentages represent responses that indicate some level of satisfaction (somewhat satisfied or satisfied). An N/A means that question was not asked of that group.

Figure 3-2: How likely is it that you would recommend Rollins library services to a colleague / another student?



Faculty were not asked this question. Bottom axis represents number of responses, not percentages. Top axis represents the scale of the question: 0 (not at all likely) to 10 (extremely likely).

3C. Library Service Points

The following tables present response data where respondents were asked how much they agreed with statements about specific service areas in the library. Choices were disagree, somewhat disagree, somewhat agree, and agree. Percentages in these tables represent the “somewhat agree” (Sw. Agree) and “agree” responses.

Table 3-3: Circulation Staff

Field	Faculty		Staff		Undergraduate		Graduate	
	Sw. Agree	Agree	Sw. Agree	Agree	Sw. Agree	Agree	Sw. Agree	Agree
Friendly	6.60%	90.57%	7.37%	89.47%	19.40%	76.87%	5.97%	92.54%
Knowledgeable	10.78%	88.24%	3.61%	95.18%	16.79%	82.44%	6.15%	92.31%
Reliable	9.90%	89.11%	4.82%	93.98%	17.29%	81.20%	6.15%	92.31%
Responsive	7.77%	91.26%	6.82%	92.05%	16.54%	82.71%	9.23%	89.23%

Table 3-4: Library Reference / Research Staff

Field	Faculty		Staff		Undergraduate		Graduate	
	Sw. Agree	Agree	Sw. Agree	Agree	Sw. Agree	Agree	Sw. Agree	Agree
Friendly	4.72%	93.40%	3.08%	95.38%	21.26%	77.95%	2.99%	94.03%
Knowledgeable	5.71%	92.38%	5.26%	94.74%	18.25%	80.95%	3.03%	93.94%
Reliable	5.83%	91.26%	5.26%	94.74%	18.11%	80.31%	3.03%	93.94%
Responsive	6.80%	91.26%	3.45%	96.55%	18.25%	80.16%	3.03%	93.94%

Table 3-5: Archives / Special Collections Staff

Field	Faculty		Staff		Undergraduate		Graduate	
	Sw. Agree	Agree	Sw. Agree	Agree	Sw. Agree	Agree	Sw. Agree	Agree
Friendly	1.67%	98.33%	2.82%	97.18%	N/A	N/A	N/A	N/A
Knowledgeable	1.64%	98.36%	1.49%	98.51%	N/A	N/A	N/A	N/A
Reliable	1.67%	98.33%	1.49%	98.51%	N/A	N/A	N/A	N/A
Responsive	1.67%	98.33%	0%	100%	N/A	N/A	N/A	N/A

Only faculty and staff were asked this question.

3D. Information Level, Skill Level, Learning Interest, Preferred Learning Method

Respondents were asked a series of questions about their perceived level of information on several topics as well as their interested in learning more about those topics and their preferred method of learning. Information level was ranked on a four-point scale: not informed, somewhat informed, informed, and very informed. Interest levels were ranked on a four-point scale as well: not interested, somewhat interested, interested, and very interested. Skill levels were ranked on a five-point scale of: have not used, novice, basic, advanced, and expert.

Staff, undergraduates, and graduates were given only one library-specific item to rate in the information level question, while faculty were given that same rating and four others unique to their demographic group.

Table 3-6: How informed do you feel you are about the following?

Faculty				
Field	Not	Somewhat	Informed	Very
Available library services	2.26%	33.08%	50.38%	14.29%
Open access publishing	24.63%	48.51%	19.40%	7.46%
Who to contact for your copyright and fair use needs	37.59%	34.59%	20.30%	7.52%
Who to contact for your open access publishing needs	44.36%	35.34%	14.29%	6.02%
Who to contact for your library needs	6.67%	17.78%	17.78%	25.19%
Staff				
Field	Not	Somewhat	Informed	Very
Available library services	9.93%	43.97%	37.59%	8.51%
Undergraduate				
Field	Not	Somewhat	Informed	Very
Available library services	7.43%	33.11%	50.68%	8.78%
Graduate				
Field	Not	Somewhat	Informed	Very
Available library services	8.51%	30.58%	48.94%	11.70%

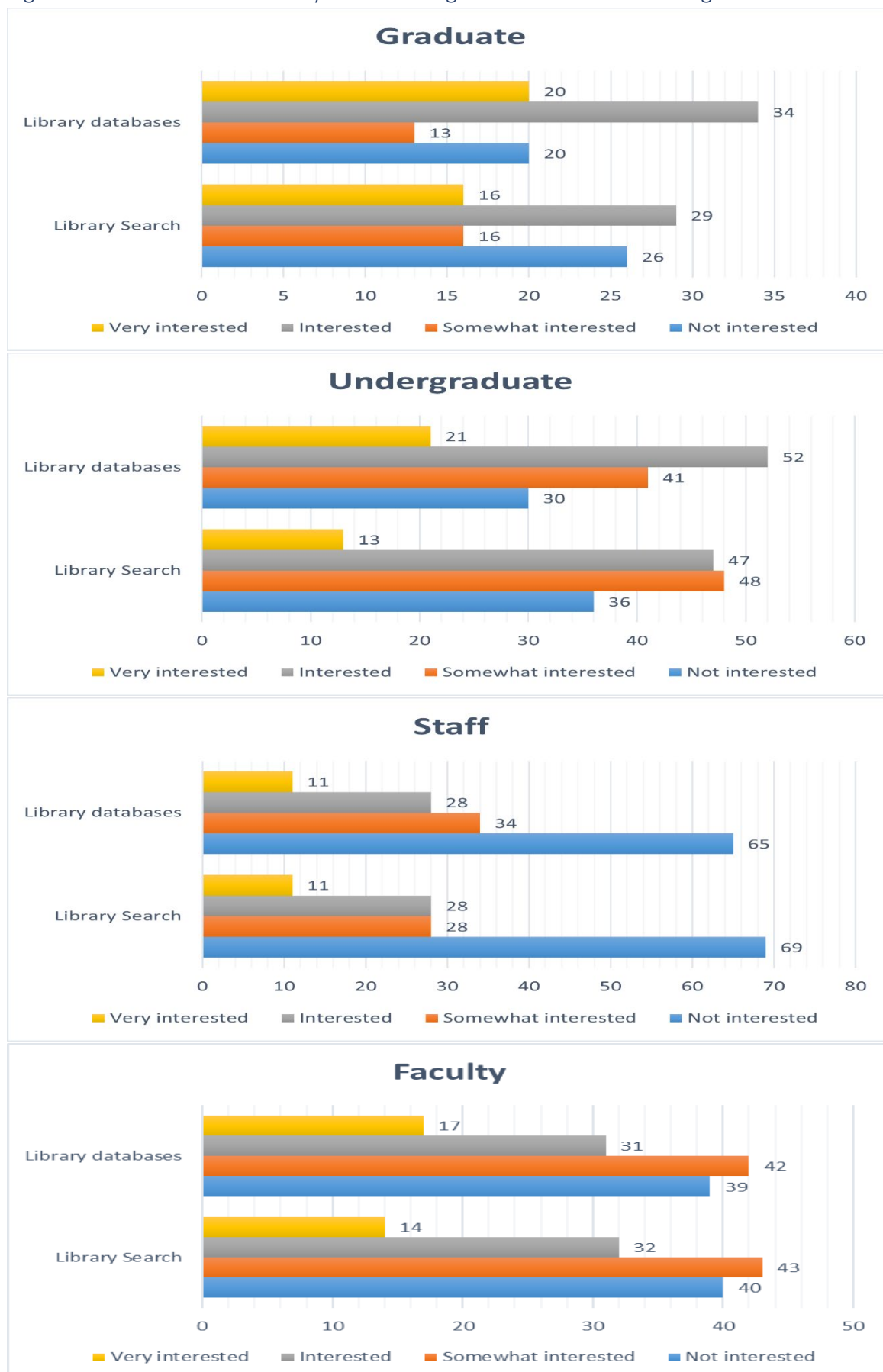
In the responses to the one common information level question across all four demographic groups (information about available library services), faculty had the highest number of responses that were “informed” or “very informed” (**64.67%**), followed by graduate students (**60.64%**), undergraduates (**59.46%**), and staff (**46.10%**). Staff had the highest numbers for the “somewhat informed” response to this question (**43.97%**), followed by undergraduates (**33.11%**), faculty (**33.08%**), and graduate students (**30.85%**). Faculty had the lowest rate of “not informed” responses to this question (**2.26%**), followed by undergraduates (**7.43%**), graduate students (**8.51%**), and staff (**9.93%**).

Table 3-7: How would you describe your skill with the following?

Faculty					
Field	Have Not Used	Novice	Basic	Advanced	Expert
Library search (Primo, R-Search)	12.21%	0.76%	32.06%	47.33%	7.63%
Library databases	9.92%	0.76%	23.66%	48.85%	16.79%
Staff					
Field	Have Not Used	Novice	Basic	Advanced	Expert
Library search (Primo, R-Search)	47.79%	11.03%	25.74%	12.50%	2.94%
Library databases	43.70%	11.11%	28.15%	14.07%	2.96%
Undergraduate					
Field	Have Not Used	Novice	Basic	Advanced	Expert
Library search (Primo, R-Search)	10.49%	11.89%	42.66%	30.07%	4.90%
Library databases	3.52%	10.56%	43.66%	34.51%	7.75%
Graduate					
Field	Have Not Used	Novice	Basic	Advanced	Expert
Library search (Primo, R-Search)	13.48%	5.62%	50.56%	25.84%	4.49%
Library databases	6.74%	5.62%	49.44%	33.71%	4.49%

Staff have the highest number of respondents who have not used library search or databases and undergraduates have the lowest number who have not used either of those services. Staff are the least likely to consider themselves experts with those services and faculty are most likely to see their proficiency as being at the expert or advanced level. The most common skill level reported among undergraduate and graduate students is basic.

Figure 3-3: How interested are you in learning more about the following?



Numbers above are the number of responses, not the percentage of responses for each answer.

Table 3-8: How interested are you in learning new skills by the following methods?

Faculty		
Field	Lowest Response %	Highest Response %
One-on-one instruction	Not interested (13.08%)	Somewhat interested (36.92%)
Workshop / Training Session	Not interested (11.54%)	Interested (45.38%)
Self-directed w/ documentation	Very interested (16.28%)	Somewhat interested (34.11%)
Self-directed w/ online tutorial	Not interested (17.97%)	Interested (31.25%)
Staff		
Field	Lowest Response %	Highest Response %
One-on-one instruction	Very interested (14.49%)	Interested (29.71%)
Workshop / Training Session	Not interested (17.52%)	Interested (31.39%)
Self-directed w/ documentation	Very interested (13.87%)	Somewhat / Interested (30.66%) (tie)
Self-directed w/ online tutorial	Very interested (16.06%)	Interested (34.31%)
Undergraduate		
Field	Lowest Response %	Highest Response %
One-on-one instruction	Very interested (16.67%)	Interested (33.33%)
Workshop / Training Session	Very Interested (17.36%)	Interested (38.89%)
Self-directed w/ documentation	Very Interested (14.58%)	Interested (36.11%)
Self-directed w/ online tutorial	Very interested (17.36%)	Interested (36.81%)
Graduate		
Field	Lowest Response %	Highest Response %
One-on-one instruction	Somewhat interested (17.44%)	Not interested (36.05%)
Workshop / Training Session	Very interested (15.29%)	Interested (41.18%)
Self-directed w/ documentation	Very interested (13.95%)	Interested (39.53%)
Self-directed w/ online tutorial	Somewhat interested (12.79%)	Interested (46.51%)

For the sake of brevity, only the highest and lowest responses to each learning method are listed, but this is a reasonable indication of each group's preferred learning method and their enthusiasm for learning about each topic by those methods.

3E. Summary of Comments

The survey contained a text box that allowed respondents to make comments, although not every respondent who made it to that part of the survey chose to leave a comment. **80.58%** of faculty chose to either leave the comment box empty or reply that they had no comment; that number was **85.71%** for staff, **95.30%** for undergraduates, and **90.32%** for graduate students.

Many of the survey responses (particularly from faculty) were comments about the survey itself, including several about the survey's length, organization, or the collection of demographic information. Other comments fell into one of several recurring themes:

- Comments on the building itself, such as furniture, lighting, building changes, and comfort
- Praise or other feedback about individual faculty and staff or departments within the library or IT
- Perceptions about staffing, turnover, or pay

Most comments were positive or neutral, with only a few that could be described as negative. Since comments are confidential but not anonymous per MISO survey policy and some comments mention specific faculty and staff by name, specific comments are not included in this report.

Section 4: Comparison to the Oberlin Group

MISO provides a statistical analysis of Rollins survey results in comparison with results from Oberlin Group peer institutions. MISO compares Rollins faculty, staff, and students (both undergraduate and graduate) to those groups at Oberlin institutions and calculates the mean, standard deviation, and Cohen's d based on the Likert scale of responses. Those calculations are used to indicate if a Rollins group's responses are lower, higher, or have no statistically significant difference.

MISO also compared Rollins group response rates to the response rates of those groups at Oberlin institutions. The table below shows those comparisons and the difference in rates for Rollins compared to Oberlin peers.

Table 4-1: Response Rate Comparisons by Demographic Group – Rollins vs. Oberlin Group

Demographic Group	Rollins Response Rate	Oberlin Group Response Rate	Difference
Faculty	56.1%	59.9%	-3.8%
Staff	47.4%	51.5%	-4.1%
Students	27.8%	43.9%	-16.1%

The following tables compare questions that were asked of both Rollins and Oberlin schools and indicate if the Rollins response was higher or lower for each Rollins demographic group. "Higher" and "lower" indicate any statistically significant difference and does not indicate the size of that difference. "Same" does not always mean that the compared values are equal; some can be slightly higher or lower within a very small range.

Table 4-2: Service Importance Comparison

Field	Faculty	Staff	Students
Library reference / research services	Lower	Same	Higher
Library research instruction for academic courses	Higher	N/A	Higher
Your Librarian	Higher	N/A	N/A
Library support for your/your students' scholarly research	Higher	N/A	N/A
Library search (a.k.a. Primo, R-Search)	Lower	Same	Higher
Library subject guides	Higher	N/A	Same
Library e-book collections	Lower	Same	Same
Library databases (e.g., JSTOR, IBISWorld)	Lower	Same	Same
Digital image collections (e.g., ARTstor, Bridgeman Images)	N/A	N/A	Higher
Rollins Scholarship Online	Higher	N/A	N/A
Archives/Special Collections	Lower	Higher	Higher
Quiet work space in the library	N/A	N/A	Same
Study carrels in the library	N/A	N/A	Same
Group study spaces in the library	N/A	N/A	Lower
Digital scholarship/digital humanities services	Higher	N/A	N/A
Physical comfort in the library (e.g., seating, lighting)	Lower	Same	Same
Attractiveness of the library interior	Lower	Same	Same
Ease of finding physical materials in the library	N/A	N/A	Same
Borrowing technology equipment (e.g., laptops, chargers)	Lower	Higher	Higher
Olin library website (e.g., library hours, policies)	Lower	Higher	Higher

The higher / lower / same proportion above for faculty was 40% / 60% / 0%. For staff, the proportions were 33.33% / 0% / 66.66%. Student proportions were 43.75% / 6.25% / 50%.

Table 4-3: Library Contribution to Achievement of Teaching Goals Comparison

Question	Faculty
Physical and digital library collections	Higher
Library spaces	Higher
Ability to access scholarly materials from anywhere	Higher
Working with librarians	Higher

Table 4-4: Service Satisfaction Level Comparison

Field	Faculty	Staff	Students
Library reference / research services	Same	Same	Same
Library research instruction for academic courses	Higher	N/A	Same
Your Librarian	Higher	N/A	N/A
Library support for your / your students' scholarly research	Higher	N/A	Same
Primo	Higher	Same	Higher
Subject guides	Higher	N/A	Same
Physical library collections	N/A	N/A	Same
E-book collections	Same	Same	Same
Library databases	Higher	Same	Same
Rollins Scholarship Online	Higher	Same	N/A
Archives / Special Collections	Same	Same	Same
Digital scholarship	Higher	Same	N/A
Quiet work space in the library	N/A	N/A	Same
Study carrels in the library	N/A	N/A	Same
Group study spaces in the library	N/A	N/A	Higher
Physical comfort in the library	Lower	Same	Same
Attractiveness of the library interior	Same	Same	Same
Ease of finding physical materials in the library	N/A	N/A	Same
Borrowing technology equipment	Same	Same	Higher
Library website	Higher	Same	Higher

The higher / lower / same proportion above for faculty was 60% / 6.66% / 33.33%. For staff, the proportions were 0% / 0% / 100%. Student proportions were 23.53% / 0% / 76.47%.

Table 4-5: Library Service Point Satisfaction Comparison

Question	Group / Service Point / Rating								
	Faculty			Staff			Students		
	Circ	Ref	Arc	Circ	Ref	Arc	Circ	Ref	Arc
Friendly	H	H	H	S	S	S	S	S	N/A
Knowledgeable	H	H	H	S	S	H	S	S	N/A
Reliable	H	H	H	S	S	H	S	S	N/A
Responsive	H	H	H	S	H	H	S	S	N/A

In the table above, the three service points are Circulation, Reference, and Archives.

Table 4-6: Perceived Information Level Comparison

Question	Faculty	Staff	Students
Available library services	Lower	Higher	Higher
Who to contact for copy right and fair use needs	Higher	N/A	N/A
Who to contact for open access publishing needs	Lower	N/A	N/A
Who to contact for library needs	Higher	N/A	N/A