

2014-2015 Library Survey Report

Overall Satisfaction

The 2015 library survey received 944 responses, 67 more responses than the 2014 survey. 840 of the responses were from students, which is a response rate of 41.7% of the total student population. The library was again able to directly email students this year, which helped drive the response rate.

On average, 47% of respondents were completely satisfied with the library. This is slightly better than the 42% average complete satisfaction in 2014.

Library Usage

Our users reported high library use. 10% of respondents use the library daily, and 71% use the library at least once a month. Only 5% of respondents reported that they never use the library's resources or services. These level of use track closely to last year's numbers: in 2014, 10% said they use the library daily, 69% at least once a month, and 5% never use the library.

In 2015 users shifted slightly from contacting the library via email or the web form to visiting in person or calling on the phone. The number of people visiting in person to talk to a librarian rose from 60% in 2014 to 63% in 2015. The number of people contacting the library by phone rose from 11% to 13%. The number contacting by email decreased from 23% to 19%, and the number by webform dropped from 33% to 30%.

Library Resources

The survey asked respondents to indicate their satisfaction with the libraries resources—books, ebooks, journals, ejournals, DVDs, streaming videos, tutorials, and LibGuides. Our users are generally satisfied with our book and journal collections. Approximately 74% of respondents were completely or somewhat satisfied with the library's books, 68% were satisfied with the library's ebooks, 78% were satisfied with the library's journals, and 80% were satisfied with the library's ejournals. On average, users are 4% more satisfied with the electronic and print books and journals than in 2014.

The DVDs, streaming videos, tutorials, and libguides are less crowd-pleasing. Only 43% of respondents were satisfied with the library's DVD collection. Streaming videos fared better, but only 50% of respondents reported satisfaction with the streaming video collection. 52% of respondents were satisfied with the tutorials, and the same percentage were satisfied with the LibGuides. While these numbers are not great, they likely do not indicate an unhappiness with library's video collections, tutorials, and LibGuides. Most of the respondents who did not put satisfied either declined to answer the question or answered N/A: 55% of respondents did not answer or put N/A for DVDs, 45% for streaming videos, 44% for tutorials, and 45% for LibGuides. These responses suggest that users do not user and may not be aware of the library's video collections, tutorials, and LibGuides. The vast majority of those who do use the resources report that they are satisfied with them.

Library Visibility/Usability

The survey measures user satisfaction with the visibility and usability of library resources by asking respondents if they agree with positive statements about the visibility and usability of the

resources. More than 90% of respondents agreed that ask-a-librarian is visible. Only 63% agreed that interlibrary loan is visible. And only 56% agreed that course reserves and LibGuides are visible. The results for LibGuides fit with the responses indicating that 45% of respondents don't use LibGuides—the low visibility may explain the low usage.

More than 86% of respondents agreed that the library's electronic collections are usable. 72% agreed that the library's physical collections are usable. But 226 respondents, primarily distance students, put N/A for the physical collections. Once they are excluded, the number of respondents agreeing that the physical collections are usable goes up to 94%.

Library Customer Service

Like with visibility and usability of resources, satisfaction with library customer service is measured via a series of agree or disagree questions. Agreement across all of the questions hovered around 98% of respondents, excluding N/A responses. These are some of the highest satisfaction rates the library has ever achieved. Our customer service is by far our most appreciated attribute.

Library Facilities

The survey asked only on-campus respondents to indicate their satisfaction with the library's facilities. So only 632 people responded to questions asking them to agree or disagree with statements about the library's facilities. Of those 632 respondents, approximately 71% were satisfied with the library's individual quiet study space. 67% were satisfied with the library's group study space. 75% were satisfied with the library's hours. 70% were satisfied with the library's printing capabilities, but only 64% were satisfied with its scanning capabilities. This represents an across the board increase of 1-3% over 2014 in every area except print capabilities, which dropped 2%.

Streaming Videos, IRIS, and Instruction Sessions

The survey includes several questions specifically for faculty and adjuncts. These questions ask about professors' use of streaming videos, the IRIS tutorials, and information literacy instruction sessions. Of 48 faculty and adjunct respondents, 63% indicated that they never use streaming videos. Two respondents use them at least once a month, and the rest use them a few times a year.

71% of professors who responded were not familiar with the IRIS tutorials. Only five of the remaining respondents had directed students to IRIS.

69% of professors who responded have never requested an information literacy instruction session. All 15 of those who had were satisfied with the session. Of those who had not requested a session, 20% said they had not because they were not aware of the service, 33% said that a session was not necessary, and 23% said there was no available class time.

Where Students Study

Few students chose to study somewhere other than the library than in 2014. This year 42% of respondents indicated they study elsewhere, compared to 45% in 2014. Those who chose to study elsewhere did so for a variety of reasons. 27% studied elsewhere because of the convenience of the other location. 18% when elsewhere because of the noise in the library and the lack of study space. 17%

did so because the library is not open the hours they need. Other reasons included the atmosphere of the library versus other study locations, the availability of food and drink, and the available technology.

Importance of the Library

Survey respondents were asked how important the library is to their success. 38% rated the library “extremely important” to their success. Another 30% rated the library “very important”, and 17% rated it “important.” Only 81 respondents rated the library “somewhat important” or “not important. 66 respondents (7%) chose not to answer. These response rates are almost identical to those in 2014. So the perceived importance of the library has not changed, and most students, faculty, and staff at ADU continue to understand the value of the library.

Open-ended Questions

This year’s survey asked respondents to say what the library could do to improve. Five hundred twenty-two people responded with 561 suggestions. 20% of the respondents recommended making improvements to the library’s physical space. 17% asked that we provide more group study rooms. 8% requested longer hours, and another 8% suggested changes to the library website. Other suggestions included free printing, improving our collections of ejournals and ebooks, providing more computers, and better informing students about the library’s resources and services.

Conclusion

The 2015 survey demonstrates first of all that most of our users are satisfied with the ADU library. But there is still room for improvement. Customer service stands out as our long-standing strength, while the facilities continue to be a weakness, with students clamoring for more and better study spaces. One trend that emerged was the need for greater effort to advertise the library’s resources and services. Students are not aware of our libguides and tutorials and so do not benefit from them. When students do learn about our resources, they seem excited and recommend that we let other students know as well. Our users recognize the importance of the library, but they do not see all of the value that we can provide.