

2017 Library Customer Satisfaction Survey Analysis

The 2017 library survey received 648 responses, approximately the same number as 2016. Of the 648 responses, 539 were from students and 109 from faculty and staff. The library's goal for the survey was a 33% response rate, which we failed to achieve. The response rate for students was 30.5% and the response rate for faculty and staff was 24.7%. As happened last year, low engagement with online students and adjunct faculty explains the poor response rate.

Library Use

Students report consistent use of the library; 59.4% use the library's resource and services at least once a week. Only 20.96% of students use the library's resources and services less than once a month. Faculty and staff use the library less; 72.4% use the library less than once a week, and 55% report that they use the library no more than 2 times a trimester.

When students contact the library, the majority do so in person (64.1%). Email is a distant second; 15.6% students report contacting the library via email. Faculty and staff are more evenly split between visiting the library in person and emailing—40.74% visit and 35.8 email. The predominance of contacting the library in person follows the trend from previous years.

Satisfaction with the Library Resources

The acceptable target for this survey is a satisfaction rating of 80% or higher. Satisfaction is defined as a response of 3 or 4 on 4-point Likert scale (depending on the question, 3 and 4 equate to either 'agree' and 'strongly agree' or 'somewhat satisfied' and 'completely satisfied'). The ideal target is 90% satisfaction.

The library survey contains 24 close-ended satisfaction questions. All library users are asked to answer 18 of the questions; these questions relate to the library's resources and services. Six of the questions are directed only to Orlando students as they relate to the library's physical facilities.

On the 2017 survey, 15 of the 18 resources and services questions reached the ideal target of 90% satisfaction. Two others reached the acceptable 80% satisfaction target. Notably, the four questions about library staff all had satisfaction ratings higher than 99%.

None of the six facilities questions reached the ideal target. Four reached 80%, and two fell short.

The following 3 questions fell below the acceptable satisfaction rating of 80%

- I know how to access the Library's Course Reserves. (73.1% satisfaction)
- I can find a quiet place to study in the Library. (79.4% satisfaction)
- The Library has enough individual study areas to meet my needs. (79.1% satisfaction)

The number of below target questions is an improvement over last year. In 2016, five questions fell below the acceptable target. Three of those questions met the target this year:

- I know how to request books and articles the Library does not have.

- Satisfaction improved from 79.5% in 2016 to 80.6% in 2017.
- I know how to access Library LibGuides.
 - Satisfaction improved from 75.2% in 2016 to 85.2% in 2017.
- The Library has enough group study areas to meet my needs.
 - Satisfaction improved from 76.5% in 2016 to 80.5% in 2017.

The course reserve and individual study area questions both failed to reach the 80% threshold in 2016 and 2017. The satisfaction with course reserves stayed static at 73%. This likely represents a problem of library jargon. The heavy use of the library's course reserves indicates students know the textbooks are available in the library and how to access them. The use stats paired with the results of the survey question suggest that the dissatisfied students do not connect the term "course reserves" with the textbooks available for short-term checkout in the library.

The individual study area question saw improvement even though it fell short of 80% satisfaction. The satisfaction rating in 2016 was 72.4%; in 2017 it increased to 79.1%.

The third question that fell below 80% satisfaction, the noise-level question, saw a drop from last year. In 2016, 81.6% of students were satisfied with the noise levels, compared to 79.4% this year. The drop is small, but it is disappointing considering efforts, such as the text contact number and walkthroughs by staff, to keep the noise at an acceptable level. Our efforts to control noise appear to have been ineffective.

Importance of the Library

Library users ranked the importance of the library to their success from 'extremely important' to 'not important'. 72.0% of users ranked the library as 'extremely important' or 'very important'. Only 10.2% of users consider the library 'not important' or 'somewhat important'.

Streaming Videos and Instruction Sessions

The survey includes several questions specifically for faculty and adjuncts. These questions ask about professors' use of streaming videos and information literacy instruction sessions. Sixty-four faculty¹ responded to the question "How often do you use Library streaming videos in your course?" A slight majority (51.6%) indicated that they never use streaming videos. 31.4% responded that they use them at least once a trimester. The remaining respondents use streaming videos infrequently. One faculty member reported using videos in class daily, and 6.25% use them weekly.

The faculty who never use streaming videos were asked why they do not use them as an open-ended question. Most faculty indicated that either videos are not applicable to their courses or that they are not familiar with any videos that would be useful.

On the information literacy question, 64.9% of 64 faculty reported that they have never requested a library instruction session. Of those who have not requested instruction, 20.5% were not aware of the service, 20.5% do not have class time to give to librarians, and 48.7% do not find information literacy instruction by a librarian necessary.

¹ From this point, any reference to faculty means full-time faculty and adjuncts.

The results on the faculty specific questions were similar to 2016. Use of streaming videos went up slightly, but reasons for not using videos stayed static. The responses to questions about information literacy did not vary from 2016 in any notable way.

Open-ended Questions

The 2017 library survey contained two open ended questions for all library users and one specifically for students. The student-specific question students why they chose to study somewhere other than library. Students gave a variety of responses. The number one response was noise level (26%). Next were location (18%), physical space (17%), and library hours (16%). These response show a shift from 2016. In 2017, noise a larger concern (up from 21% in 2016), and location is not as significant (down from 24% in 2016).

The second of the open-ended questions asked library users to name one thing the library could do to improve. The most common suggestion was to lower the noise level (21%). This recommendation was almost twice as common as in the 2016 survey (where 12% of suggestions were about noise). 18% of users recommended providing more space, and 18% recommended nothing. Other reoccurring suggestions were to improve/expand the library's resources (12%) and to increase the library's hours (10%).

The third open-ended question asked for any additional comments or suggestions. Most users used this space to complement the library in general or the staff specifically (42% of comments). Another 17% of comments said nothing. The rest of the comments reiterated suggestions from the second open-ended question.