

## 2018 Library Customer Satisfaction Survey Analysis

The 2018 library survey received 900 responses, approximately 250 more responses than in 2017. Of the 900 responses, 766 were from students and 134 from faculty and staff. The library's goal for the survey was a 33% student response rate. Our actual response rate was 45.%. Most of the engagement came from on-campus students.

### Library Use

Students report slightly less use of the library than in past years; 52.1% use the library's resource and services at least once a week, compared to 58% in 2017. 26.6% of students say they use the library less than once a month, up from 20.96% in 2017. Faculty and staff continue to report infrequent library use; 64.9% use the library two times a trimester or less, and only 18.7% access the library on a weekly basis.

When students contact the library, the majority do so in person (56.4%). Email is a distant second at 16.5%. These numbers echo previous years. Once again, faculty and staff were evenly split between in-person visits and emails---38.7% visit and 38.2 email.

### 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 student use of 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. Only the question "I know how to access the Library's Course Reserves" was below 80% satisfaction.

On the current survey, the results were similar. The same 15 resource and services questions reached the ideal target. "I know how to access the Library's Course Reserves" again fell below 80%, but it rose from 73.1% in 2017 to 77.9% in 2018.

One of the facilities questions, "It is easy to scan documents in the library" reached the ideal target. The other five all reached the acceptable target. This is an improvement over 2017, when four reached 80%, and two fell short of the acceptable target.

The course reserve question has failed to reach the 80% threshold in the last three surveys, though 2018 was the first of these years to see an improvement in the satisfaction. 2016 and 2017. 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.

### **Importance of the Library**

Library users rated the importance of the library to their success from ‘extremely important’ to ‘not important’. 72.8% of users rated the library as ‘extremely important’ or ‘very important’, nearly identical to the 2017 ratings. Only 11.6% 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-nine faculty<sup>1</sup> responded to the question “How often do you use Library streaming videos in your course?” The majority (58.0%) indicated that they never use streaming videos. 26.1% responded that they use them at least once a trimester. The remaining respondents use streaming videos infrequently. Only one faculty member reported using videos in class as often as weekly. The reported use of streaming videos is lower than in 2017, but not significantly (7% different).

On the information literacy question, 55.9% of 68 faculty reported that they have never requested a library instruction session. This shows an increase in requests from 2017, when 64.9 reported no information literacy sessions. Of those who have not requested instruction, 18.4% were not aware of the service, 21.1% do not have class time to give to librarians, and 47.4% do not find information literacy instruction by a librarian necessary.

### **Open-ended Questions**

The 2018 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 location, followed by space, noise and hours. Noise dropped compared to the 2017. Hours stayed about the same, while physical space rose as a concern, and location was a more significant factor than in 2017 and similar to the response level of 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 nothing. Improving the physical space was a close second, and building the library’s resources was third. Lowering the noise level and increasing the hours rounded out the top five. None of the other categories of suggestions were made by more than 20% of library users.

The third open-ended question asked for any additional comments or suggestions. More than a third of users used this space to complement the library in general or the staff specifically (37% of comments). Another 23% of comments said nothing. The rest of the comments reiterated suggestions from the second open-ended question.

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

