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Library Marketing on a Small Liberal Arts Campus: Assessing Communication Preferences

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**Library Marketing on a Small Liberal Arts Campus:
Assessing Communication Preferences**

Abstract: As part of a newly created library marketing plan, librarians at the College of Wooster undertook a study of the communication preferences of students, faculty, and staff in early 2015. The results of the survey helped to develop a comprehensive picture of what library resources and services these constituencies are interested in learning about, as well as when, where, and how they prefer to learn about them. This article describes the development, distribution, results, and analysis of the survey, and highlights the importance of campus-specific library marketing practices.

Keywords: library marketing, marketing plans, outreach, communication preferences, social media, surveys, academic libraries, liberal arts colleges, promotion, usability testing

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Academic libraries continually seek new ways to engage their users, and the College of Wooster Libraries (the libraries) are no different in that respect. Recently, the libraries have been offering some unique programming, exhibits, and an ongoing series of workshops in addition to their usual services. One goal has been to more fully engage users, so these events were marketed heavily. The intensity of these marketing efforts was somewhat new to the libraries and was done without any consistent structure or marketing plan in place. To address this inadequacy, three librarians on staff drafted a library marketing plan, which was approved in May of 2014. The survey discussed in this article was undertaken as a part of this plan.

The College of Wooster, a 4-year undergraduate liberal arts college, offers a comprehensive education culminating in a rigorous senior independent study project in which each student works one-on-one with a faculty mentor to conceive, organize, and complete a project on a topic of the student's own choosing. Founded in 1866, the college enrolls approximately 2,000 students. With 171 full-time faculty, the college supports a student-faculty ratio of 11 to 1. The independent-study program contributes to the need for the libraries to offer a full suite of research help, individualized research consultations, course-related information literacy instruction, consortial borrowing, deep collections, collaborative spaces, workshops, exhibits, and related programming. In addition, the libraries continue to acquire, host, and create some unique and valuable digital collections.

The libraries' marketing plan included a mandate to hire a student library marketing assistant in order to give librarians and staff more time to do outreach work. Once the first student was hired, a library marketing advisory committee was established, including the authors of this article and the student marketing assistant. Outlined in the plan was a mandate to survey

students, faculty, and staff on their marketing preferences, including preferences for which library-related programming and resources they wanted to be notified about and when they wanted to be notified and reminded of events. Most marketing efforts until this point included posters, bookmarks, flyers, table tents, email, Facebook, Twitter, the student cafeteria table-top newsletter (the *POT*), and the campus news feed, *Wooster Headline News (WHN)*. The strong push on campus toward environmental/sustainable practices was taken into account in the libraries' approach toward marketing. Armed with the list of current marketing methods, along with ideas for other possible avenues of communication, the committee began the survey planning in earnest.

Literature Review

Academic libraries reach out to engage students, faculty, and staff on their campuses in both expected and unexpected ways, through programming, exhibits, marketing, social media, liaison work, reference services, instruction, digital project collaboration, and creative spaces to name a few. But with the changes in campus culture, it can be difficult to know precisely what will attract and engage users in today's world. According to the *NMC Horizon Report > 2016 Higher Education Edition*, libraries appear to be on track with their transitions into collaborative maker spaces and emphases on a wide variety of literacies, including digital and information literacies, as they engage their users while positioning themselves for the future (The New Media Consortium & The Educause Learning Initiative, 2016). That said, libraries still face the challenge of how best to engage users on their unique campuses with new library programs, services, and initiatives. Social media is often used because of the ease of use and large potential audience of services such as Facebook, Twitter, Instagram, etc., but to maximize the effect of communications, careful planning and considerable time need to be devoted to the effort if the

reach libraries are after is to be realized (Wright, 2015). Within the professional library literature, there appears to be a scarcity of broad-based research that includes a wide variety of communication preferences. Many have a narrow focus, often emphasizing one or two mediums of communication, especially on social media venues (Steiner, 2012; Young, Tate, Rossmann, & Hansen, 2014; Sachs, Eckel, & Langan, 2011). One study published after the College of Wooster libraries' survey was administered did report on communication preferences in a way that reinforces this study's survey results, concluding that email and the social media sites Facebook, Twitter, and Instagram were the methods most preferred by Western Oregon University respondents to hear about library services and events on the campus (Brookbank, 2015). In the broader academic arena, the Robinson and Stubberud study covers a different set of communication preferences, including texting and face-to-face communication, concluding that there is a strong preference for face-to-face communication over all others, but the next preference (email, telephone, chat, SMS texting, paper, or Facebook) varies widely among the surveyed group (Robinson & Stubberud, 2012).

The professional literature confirms that the type of programming offered by the College of Wooster Libraries, including the communication methods and even the survey discussed in this article, are all considered to be library marketing and outreach (Baird & Farnum, 2011; Duke, MacDonald, & Trimble, 2009; Mathews, ebrary, & ebrary, Inc, 2009; Verostek, 2005; Watson-Lakamp, 2015). In addition, any type of outreach via programming, research and reference services, instruction, web sites, online tutorials and guides, liaison communications, newsletters, annual reports, user surveys of all kinds, and user assessments are all included in some of the broadest views of marketing and public relations practices (Lindsay, 2004; Potter, 2012). In other

words, any efforts to make a library's programming, services, spaces, and collections known to its users to engage them could be considered a form of marketing.

Taking this broad view of marketing and outreach, it makes perfect sense for a library to create a well-considered, manageable marketing plan. One way to create an overall plan would be to do a smaller, more focused service plan to test the waters. One library did this with a marketing campaign/plan to roll out a new discovery layer, with both positive and negative results. They learned a lot in the process and plan to use that knowledge to develop an overall library marketing plan (Thorpe & Bowman, 2013). Whatever approach a library takes, it is evident that creating a marketing plan requires careful planning that takes into consideration the needs of the user community, both the campus's and the library's mission and goals, as well as the full array of the library's services, spaces, collections, and programming (Fisher, Pride, & Miller, 2005; Potter, 2012). With a marketing plan in place, the libraries set out to conduct this survey to better understand the campus community's interests and preferences.

Methodology

The survey instrument that was ultimately distributed to the libraries' users underwent several rounds of development and refinement. An initial pool of questions was developed to capture information about how users typically find out about events on campus, what types of information about the libraries they most value, what methods of communication they prefer, and how the libraries could make the most effective use of their preferred methods of communication. The communication methods in the survey included those currently being used by the libraries (e.g., email, posters, Facebook, and Twitter), methods the libraries have used in the past but discontinued (e.g., newsletters), and methods the libraries have never used but have considered (e.g., Instagram, announcements on the campus radio station).

Following the first round of development, the authors consulted with the college's institutional assessment officer to refine question wording and determine the most effective way to present the survey in order to capture the desired data. Constructing an effective online survey involves an immense array of decisions that can be challenging for the unpracticed librarian. Wording, order, and format of questions must be considered to avoid misleading or inadvertently biasing participants. Additional considerations include visual and other cues to encourage full participation, such as whether to require questions, dropdown menus versus radial buttons, whether explanations are required for questions, and how much explanation is needed. Therefore, seeking the advice of a colleague with experience in survey construction and knowledge of best practices was an invaluable step in the process, resulting in useful changes to the initial question pool.

The survey was submitted as part of a proposal to the college's institutional review board, known locally as the Human Subjects Research Committee (HSRC). The decision to proceed in this way was made after consultation with the head of the HSRC and with careful deliberation about the purposes, goals, and outcomes of the project. The experience of running the survey through the HSRC was a valuable one, as it helped to clearly define the survey's methods and goals while giving serious consideration to the privacy, autonomy, and overall well-being of the survey respondents. This process was also essential to the creation of this article.

Included in the proposal approved by the HSRC was the next phase of survey development: usability testing. It is important to note that we could not begin our usability tests until after the approval of the protocol, as HSRC guidelines state that no recruitment of subjects or collection of data related to the project can begin until the proposal is approved in writing. This is a standard requirement for human subjects research (Smale, 2010).

Usability testing was conducted with a small number of library student assistants ($N = 7$) and staff unaffiliated with the libraries ($N = 2$) and took the form of a one-on-one observation and interview with each participant. Interviews were conducted using a concurrent think-aloud protocol (Hanington & Martin, 2012). Working from a standardized form, the interviewer briefly explained the purpose of the survey and asked the interviewee to work through it while continuously narrating their reactions to the experience. The interviewer remained silent during this phase of the testing, closely observing the user's actions while taking notes. After the user finished, the interviewer asked follow-up questions about the user's overall impression of the survey and about specific survey questions anticipated to be problematic. Testing occurred on as wide a variety of devices as possible (computers, tablets, smartphones of varying sizes) and resulted in a change to the mobile template as well as several small changes to the questions themselves. When the usability testing was completed, the college's institutional assessment officer was consulted. With her guidance, the final revisions to the survey were made. Once the final version was complete, an amended protocol was submitted to the HSRC, which approved it before distribution of the survey began.

To create the sample survey population, lists from the following departments on campus were acquired: registrar's office for students, dean of faculty development's office for faculty, and human resources for staff. Given the different offices supplying the data, the levels of demographic description varied between data sets, so parallels in demographic data across user pools could not be obtained. The authors adapted the survey taking into account the information provided. With the assistance of the institutional assessment officer, the student population was stratified by class year, race, and gender and the sample was randomized from there to reach a total of 500 students. The entire population of faculty was surveyed. Approximately half of the

staff population was surveyed, based on a randomized sample and rounding the staff number up to produce a total survey population of 1020. The sample numbers were chosen based upon the recommendation of the institutional assessment officer and confirmed in the literature as sufficient to provide a robust sample (Krejcie & Morgan, 1970).

The survey was distributed using Qualtrics. An initial email invitation to participate was sent to the survey population. Follow up reminders were sent twice. If survey participants had questions about the survey or the invitation email, they were invited to contact one of the members of the library marketing committee. Each participant was asked to verify that he/she was at least 18 years of age to take the survey, which eliminated any students who were not yet 18. The informed-consent form was embedded into the survey. The survey took approximately 5 to 10 minutes to complete, depending upon participants' answers to questions with conditional follow-ups.

Results

This section presents selected results. The full text of the survey instrument is attached as Appendix A, and results data are available from *Open Works*, the college's institutional repository (The College of Wooster Open Works, 2017).

When the surveys were completed, there were two-hundred eight responses, for an overall response rate of 20.4%. Response rates among the groups varied: 18% (n = 92) of invited students, 43% (n = 73) of the faculty, and 17% (n = 43) of invited staff members.

Student and staff response rates fell below the desired 20%, although both were close. As college staff comprises a wide range of individuals with non-research-intensive job responsibilities, it is likely that this group has the least interest in and exposure to library events and services and therefore less intrinsic motivation to participate in library surveys.

The student and faculty samples were broadly representative of the overall college community. Among students, the splits among race, ethnicity, and international status were comparable to the student body as a whole. Female students were overrepresented in the sample, but this outcome was expected and is supported by the literature (Sax, Gilmartin, & Bryant, 2003). Among faculty respondents, gender, rank, and division splits were representative. In the interest of anonymity, information on race and ethnicity was not collected for faculty. Demographic information was not collected for staff.

The first survey question following the informed-consent statement asked participants how they heard about the last event they attended anywhere on campus. This question was intended to provide a general picture of current communication practices across all types of events, originating from any department on our campus, not limited to the libraries. Results are presented in Table 1.

Method	Status (%)			
	Student	Faculty	Staff	Total
Email	82	91	92	88
Poster, table tent, or flyer	61	30	23	42
Word of mouth	35	32	13	29
In class	32	3	0	15
Social media	19	5	3	10
Newspaper or cafeteria table newsletter	13	2	0	6
Campus mail	10	3	13	8
Other	5	0	10	4
Web site or blog	1	0	5	2
Campus calendar	1	0	3	1
Campus news feed	0	9	26	9

Table 1. How did you learn about the last event you attended anywhere on campus? Check all that apply.

An overwhelming majority in each subgroup reported learning about the event via email. A majority of students (61%) also reported learning about the event via poster, table tent, or flyer; this was the only other option selected by a majority of any subgroup. Around one-third of students (35%) and faculty (32%) found out via word of mouth. Students were the subgroup most likely to hear about event via social media (19%), while staff (26%) were much more likely than students (0%) or faculty (9%) to use the campus news feed. Web sites, blogs, and the campus calendar were not significant sources of information for any subgroup. Students appear to use the widest array of methods of communication, while faculty tend to stick to email, posters/flyers, and word of mouth.

The next question asked what types of library collections, services, and events participants wanted to know about. Results are presented in Figure 1.

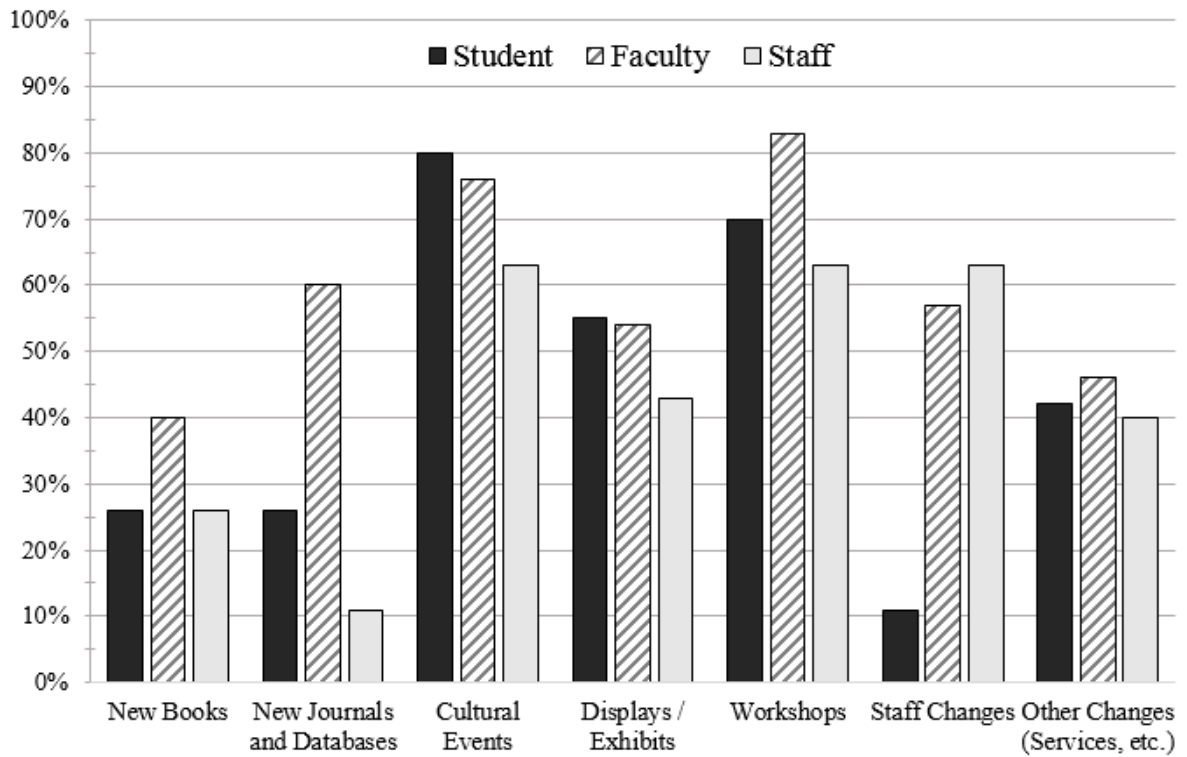


Figure 1. Which of the following library collections, services, and events would you like to be notified about? Check all that apply.

All three subgroups expressed a strong interest in knowing about upcoming workshops and cultural events such as programs, speakers, films, and discussion forums. There was also a broad, though less intense, interest in displays and exhibits. Students displayed little interest in keeping abreast of staff changes (11%) and hearing about new books (26%) or journals/databases (26%). In contrast, changes in library staff were among the top concerns for college staff members (63%; no library staff members were invited to the survey), and faculty displayed a strong interest in knowing about new journals and databases (60%).

Next, participants were asked about which methods of communication they preferred for receiving library announcements. They rated their preference for each method using a four-point scale (“strongly agree,” “agree,” “disagree,” or “strongly disagree”). Table 2 shows the

combined percentage of students, faculty, and staff who chose “strongly agree” or “agree” for each method.

Method	Status (%)			
	Student	Faculty	Staff	Total
Email	81	95	91	88
Posters	92	68	52	76
Libraries web site	66	83	64	72
Libraries newsletter	58	65	46	59
Campus news feed	47	61	77	58
Campus mail	62	36	47	49
Table tents in the library	68	29	42	49
Campus calendar	51	41	55	48
Facebook	58	38	42	48
Newspaper	54	37	48	47
Cafeteria table newsletter	76	11	32	45
Paper brochures/bookmarks	52	25	19	36
Campus radio station	45	23	37	36
Community events calendar	28	34	36	32
Twitter	27	22	43	28
Instagram	32	19	30	27
Yik Yak	42	8	22	26
Youtube	17	11	19	15

Table 2. *I prefer to be notified via the following methods: (Percent of respondents selecting "Strongly Agree" or "Agree").*

Email was the clear preference of faculty (95%) and staff (91%). For students, it was the second choice after posters (81% and 92%, respectively). Another choice with strong overall support was the libraries’ web site (66% of students, 83% of faculty, and 64% of staff). Few methods of communication reached greater than 50% support among the overall sample, and only email, posters, and the libraries’ web site were supported by a majority of each subgroup. However, several methods were well supported within individual subgroups, such as the campus

news feed among staff members (77%), a library newsletter among faculty (65%), and announcements on the cafeteria-table newsletter among students (58%). Students supported a broader range of communication channels than faculty or staff, with eleven items receiving 50% support or greater, compared to five each among faculty and staff. Social media were generally unpopular across all three subgroups. Among social media, only Facebook reached majority support, and only within a single subgroup (58% of students). Twitter, Instagram, Yik Yak, and YouTube were the four least popular communication methods overall.

Since timeliness is also important an important factor in communication, participants selecting “strongly agree” or “agree” for certain methods were presented with a follow-up question regarding the timing of announcements and reminders. Table 3 presents the results for initial notifications, and Table 4 presents the results for reminders. For the sake of space and clarity, choices that did not receive at least 10% support from one or more subgroups are omitted. Percentages given are relative to the entire sample.

Method	Timing	Status (%)			
		Student	Faculty	Staff	Total
Email	Beginning of the semester	0	15	5	6
	1 month before the event	13	20	11	15
	2 weeks before the event	45	34	42	41
	3-6 days before the event	19	25	18	21
Facebook	2 weeks before the event	20	10	8	14
	3-6 days before the event	20	15	11	16
Instagram	3-6 days before the event	19	3	13	12
Twitter	3-6 days before the event	12	8	18	12
YikYak	3-6 days before the event	23	5	8	13

Table 3. Preferred announcement timing.

Method	Timing	Status (%)			
		Student	Faculty	Staff	Total
Email	1 week before the event	7	16	8	10
	2-3 days before the event	52	49	50	51
	The day of the event	9	13	13	11
Facebook	2-3 days before the event	24	16	8	18
	The day of the event	19	8	13	14
Instagram	The day of the event	13	2	11	9
Twitter	2-3 days before the event	5	5	11	6
	The day of the event	12	7	18	11
YikYak	2-3 days before the event	11	7	5	8
	The day of the event	12	5	13	10

Table 4. Preferred reminder timing.

In both cases, email, the most preferred method of communication, showed the widest variation in preferred timing. Though there were clear leaders (2 weeks before the event for initial notification and 2 or 3 days before the event for reminders), preferences were spread out among most or all of the choices. Faculty tended to give the widest range of responses. Facebook users were divided in their support as well: for initial notification, preference was fairly evenly split between 2 weeks before the event and 2 to 6 days before the event, and for reminders, 2 or 3 days before the event took a slight lead over the day of the event among students and faculty, while the opposite was true for staff.

Other forms of social media showed a more consistent set of preferences. Overall, users of Instagram, Twitter, and Yik Yak preferred receiving initial notifications 3 to 6 days before the event and reminders on the day of the event. A smaller proportion of Twitter and Yik Yak users reported preferring to receive reminders 2 to 3 days before. These results support the perception that social media platforms are geared toward instant gratification and just-in-time communication.

Discussion

The results of the survey confirmed that many of the current approaches toward the libraries' marketing efforts are both valued and expected within the campus culture, except for the timing of communications and reminders. Thus, changes are being made to the timing whenever possible. However, when reviewing attendance patterns of the libraries' workshops, which is currently the only check point used to assess the effectiveness of the promotions, there are certainly other factors at play, such as content choice of the workshops offered. It was helpful to learn that the following methods of communication are used a lot by specific constituencies, thus they are still worth including in the libraries' communication and marketing strategies: the campus news feed by staff, the student cafeteria table-top newsletter by students, table tents in the libraries by students, email by all constituencies, posters in similar as well as different locations by students and faculty, and to a lesser extent Facebook by all constituencies. This has already affected a change in distribution patterns, especially of printed posters, now being placed in new locations, and a more consistent posting of announcements in the student cafeteria table-top newsletter as well as in-library table tents. Interestingly, as a result of the survey, a decision was made to make fewer bookmarks advertising the workshops schedule for Fall 2016, only to have to go into a second printing. A new link was added to the workshops schedule on the libraries' website as a result of learning how many look for this information on the web site. In addition, the libraries decided to begin offering a workshop on a database each semester after discovering users' interests in workshops offerings.

The survey results showed distinct differences in preference among students, faculty and staff. They are also interesting in that the campus preferences represent its' unique campus culture, differing somewhat to a similar study done at Western Oregon University, which claimed that Twitter and Instagram were the preferred models of social media on that campus

(Brookbank, 2015). This reinforces the importance of each campus doing its own environmental surveys of users. With 65% of College of Wooster faculty stating a preference for a library newsletter and 59% of the college's user base overall sharing this preference, it might be well worthwhile for the libraries to generate a regular newsletter again, but doing so would require full library staff support to move forward as such an effort is much more time- and staff-intensive than the other methods addressed in the survey, as past experience has shown.

In the future, based on what was learned from the library literature on marketing, a revised marketing plan designed as a more inclusive outreach plan might help the libraries focus efforts in a more unified mission overall. With a great deal of recent staff turnover due to a variety of factors (e.g. retirements, job changes), the timing will soon be right, once a full staff is in place, to undertake a fresh review of the libraries' whole program. This effort coincided with the college's recent participation with a survey of overall library effectiveness (MISO Survey, Spring 2016), situating the libraries with actionable feedback and data. It is the hope to then make new library programming and outreach decisions and plans as the libraries move toward the future.

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APPENDIX A

Library Communication Preferences Survey

Please think about the last workshop, event, display, or exhibit you attended anywhere on campus. How did you learn about it? (Check all that apply.)

- Email
- Word of Mouth
- Poster, Table Tent, or Flyer
- Newspaper or POT
- Wooster Headline News (WHN)
- Web Site or Blog
- Campus Calendar (Connect Daily)
- Campus Mail
- In Class
- Social Media
- Other: _____

Please indicate which of the following library collections, services, and events you would like to be notified about. (Check all that apply.)

- Workshops (Zotero, Become a Google Scholar, etc.)
- Displays / Exhibits
- Cultural Events (Programs, Discussion Forums, Speakers, Films, etc.)
- New Books
- New Journals and Databases
- Staff Changes
- Changes (Services, Interruptions, etc.)
- Other: _____

I prefer to be notified about the Libraries' workshops, events, displays, exhibits, collections, and announcements via the following methods:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Campus Mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
POT (Cafeteria Table Newsletter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper Brochures/Bookmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Table Tents in the Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Calendar (Connect Daily)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wooster Headline News (WHN)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yik Yak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libraries Web Site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libraries Newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WOO91 Announcement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wayne County Events Calendar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Participants saw the following questions only if they answered “agree” or “strongly agree” to the associated item in the previous question]

For the following methods of communication, what would be the best time to see an announcement or reminder?

	How far in advance would you prefer to see an announcement?				When would a reminder notification be most helpful?			
	Beginning of the semester	1 month before the event	2 weeks before the event	3-6 days before the event	2 weeks before the event	1 week before the event	2-3 days before the event	The day of the event
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instagram	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yik Yak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where would posters be the most useful to you for announcements of library events?

- Dormitories and houses (1)
- Classroom Buildings (2)
- Library (3)
- Lowry (4)
- Kittredge (5)
- Administrative buildings (6)

Which newspaper would be most useful to you for announcements of library events?

- The Wooster Voice (1)
- The Daily Record (Wooster) (2)
- The Wooster Weekly (4)
- Other: (3) _____

If the Libraries were to publish a newsletter, what type of format would you prefer?

- Print (1)
- Online (2)

[All participants saw the following questions]

Are there any other methods or timing of notifications that you would suggest?

Do you have any other suggestions about how the library can more effectively communicate with you?