

University Libraries 2014 Library Satisfaction Survey

University Libraries Assessment Committee

2013/2014 Report



Submitted by:

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Introduction

For its 2013-2014 project the University Libraries Assessment Committee decided to administer a user satisfaction survey to be distributed at public service points following transactions. The University Libraries has been engaged in an evaluation of its public service points, including location and staffing of those points. It was the hope of the committee that the chosen project would provide information to further inform decisions about the existing public service points. Additionally, the committee wished to gauge the usefulness of providing user comment cards at prominent points in the library on an ongoing basis. Existing methods for users to provide comments and suggestions have not been widely used in the past, so this project was considered a pilot that might be expanded in the future as a method of gathering continuing user feedback.

Method

The committee designed a small survey card (see Appendix A). The survey included only one demographic question to determine user status, i.e. undergraduate, graduate, faculty/staff, or other. The body of the survey was made up of three Likert-scale questions (Table 1) rated on a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree. Users were invited to provide comments on the back of the card. Survey takers also had the option of providing an e-mail address to be entered in an incentive drawing.

Table 1

| Library Satisfaction Survey questions |
|---|
| The person(s) I interacted with were courteous and professional. |
| I was able to obtain the information/service I required today. |
| I am satisfied with the service I received on this visit to the library. |

Survey cards and drop-boxes were distributed to five public service points: Access Services, Archival Services, Collection Services (2nd floor service desk), Reference Services, and the Skinner Music Library. The cards were printed on card-stock paper using different colors for each service point. A link to a Qualtrics survey was also provided on the card for users who might prefer to take the survey online. A unique survey link was created for each service point. In addition, a laptop computer station was set up at the Access Services desk to encourage online submission at that service point.

For nearly two weeks, March 3-14, 2014, University Libraries staff, including student workers, operating the service points was asked to provide the survey card to all patrons following an interaction. This included all types of interaction from checking out a book or simple, directional questions to complex research help. As an incentive, the user could choose to provide an e-mail address for the chance to win one of three iPod shuffles. While the committee acknowledged that the manner of survey distribution could incentivize a more positive attitude from those working at service points and possibly skew the results, it was determined to proceed with the questions as listed in Table 1 since a portion of the project was meant to gauge the usefulness of the survey instrument itself.

Results¹

288 surveys were completed during the course of the project (Figure 1). Only 13 of those were completed online; 12 at the Access Services laptop station and one from the Reference Services link.

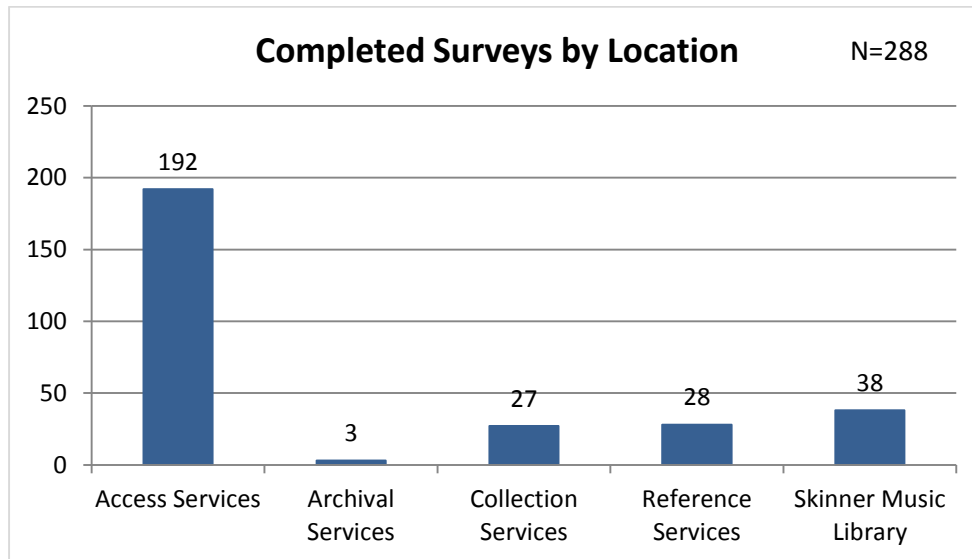


Figure 1

Undergraduates were the most represented group, accounting for 214 responses, with far fewer results from graduate students, faculty/staff, and other users (Figure 2). Based on campus data reported in 2012/2013, the survey results are representative of the overall makeup of the campus population which is 71% undergraduate, 17% graduate, and 12% faculty/staff. For this survey, response rates for the three groups were 78% undergraduate, 13% graduate, and 9% faculty/staff.

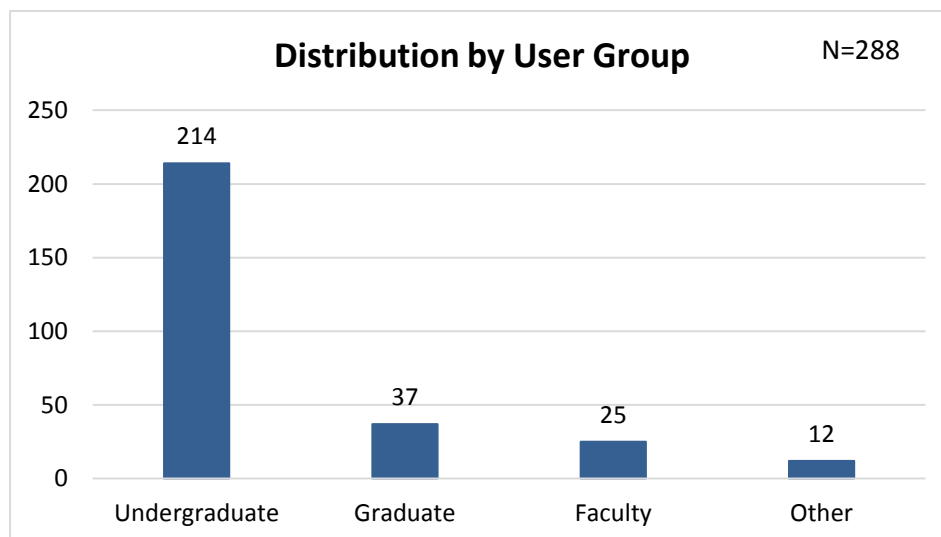


Figure 2

¹ Please note that the scale for graphs throughout the document varies between those analyzing overall results and those analyzing individual questions and responses.

Responses on all three questions were positive (Figure 3).

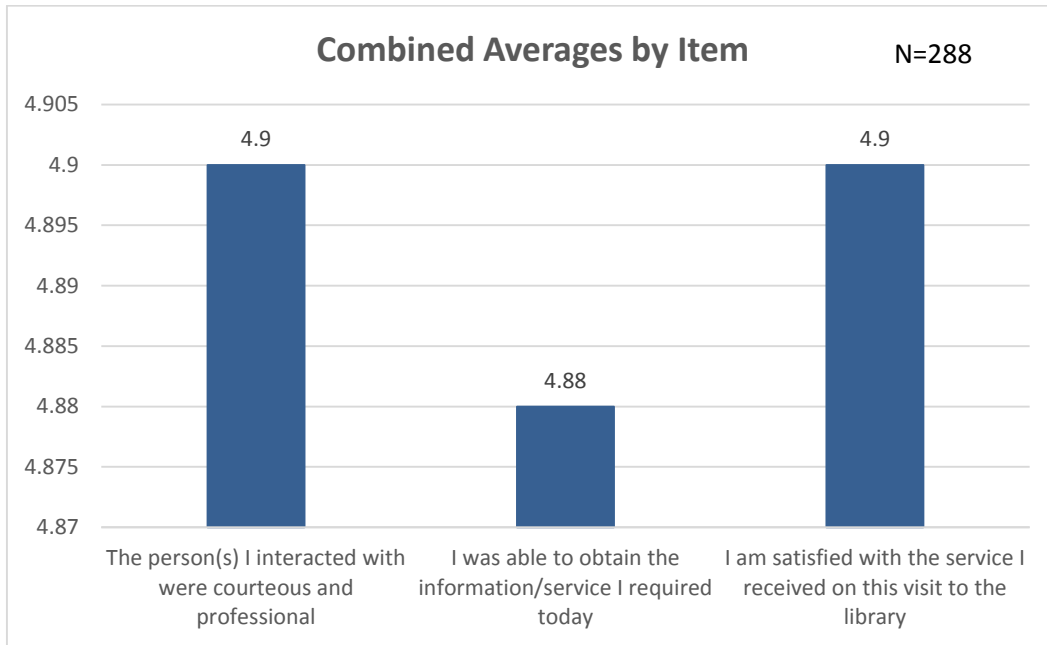


Figure 3

Average responses from faculty were slightly lower than those for the other user groups while average responses from graduate students received the highest overall scores (Figure 4).

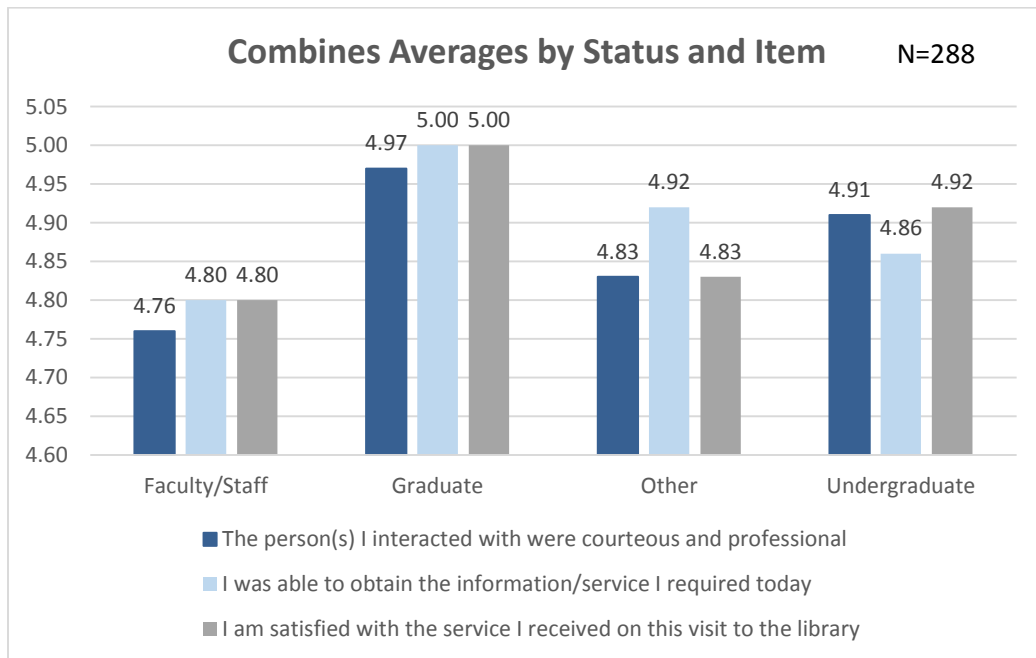


Figure 4

The distribution of responses for each of the three scaled questions was nearly identical, possibly indicating overlap in the intent of the question. While the majority of responses fell within the 4-5 range, there were some responses in the 1-3 range and this should be taken into consideration when interpreting the averages presented in this analysis. Table 2 shows the total distribution of scores for the three survey questions.

Table 2

| Score | The person(s) I interacted with were courteous and professional | I was able to obtain the information/service I required today | I am satisfied with the serviced I received on this visit to the library |
|-------|---|---|--|
| 1 | 2 | 3 | 2 |
| 2 | 0 | 0 | 0 |
| 3 | 1 | 3 | 1 |
| 4 | 18 | 17 | 15 |
| 5 | 267 | 265 | 270 |

Please see Appendix B for the complete set of data collected during this survey project. Analysis of results from individual service areas follows.

Access Services

Access Services received by far the highest number of survey responses (Figure 5). Responses to each question were generally high (Figure 6). Of the 192 surveys completed for the Access Services service point, eight respondents left comments. Of those eight comments, seven were positive and one was negative. Interestingly, one of the positive comments, *“The lady was really nice and helpful!”*, was accompanied by a rating of 1/1/1. While these ratings of dissatisfaction may well have been intentional, it seems very likely that the person who left this comment may have misread the survey and may have meant to leave a rating of 5/5/5. The only other 1/1/1 rating received was left by a faculty/staff member, and was not accompanied by a comment.

The one negative comment, left by an undergraduate, stated *“Misplaced Book! Hard to locate.”* It was accompanied by a rating of 5/3/4, implying that the patron was still happy with the service they received overall. While most respondents consistently gave either three high marks or three low marks, one respondent left a rating of 5/1/5. Keep in mind that the low rating corresponded with the person obtaining the information/service they required, while the high ratings corresponded with the demeanor of the person they interacted with and their overall satisfaction with the service they received. We might infer that this person was satisfied with their library experience overall, despite the 1 rating.

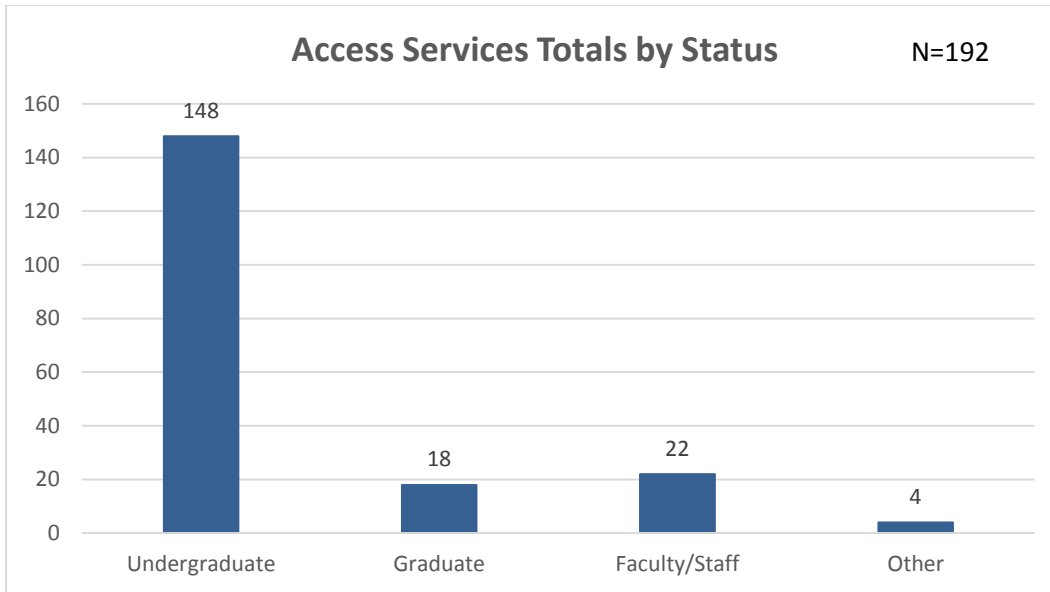


Figure 5

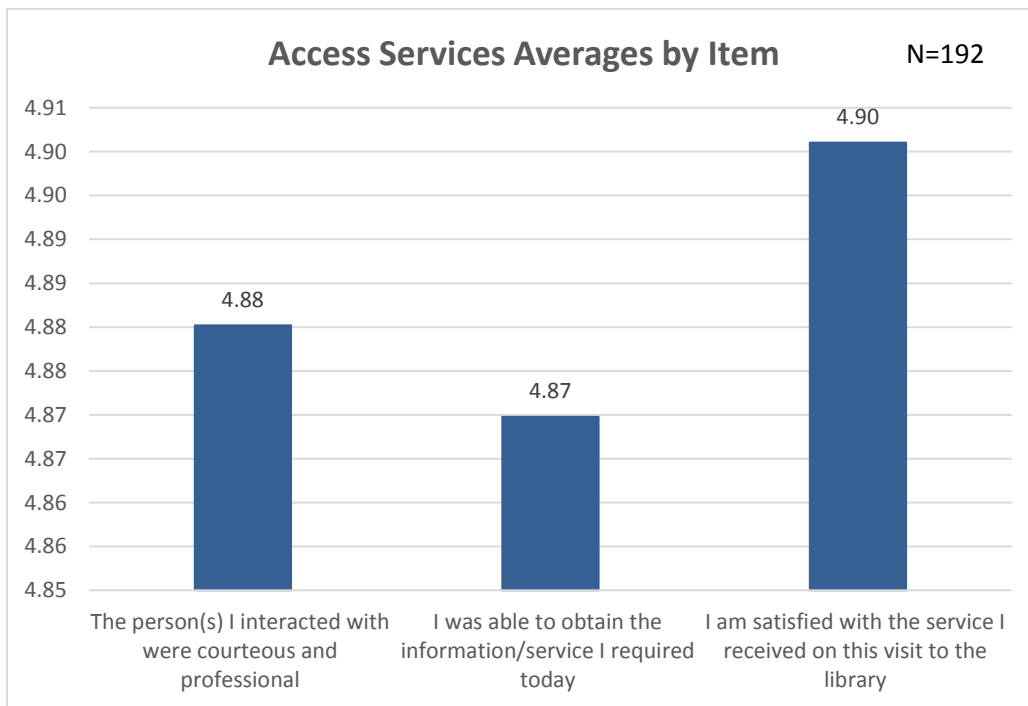


Figure 6

Archival Services

Three responses were received for the Archival Services service point. Two responses were from undergraduate students and the third respondent identified as “other.” All respondents indicated that they were satisfied with the service, assigning scores of 5 on all items (Figure 7), and no comments were left. In considering the number of responses received, it should be noted that the bulk of interactions in Archival Services happen via e-mail or by appointment resulting in fewer walk-in visitors.

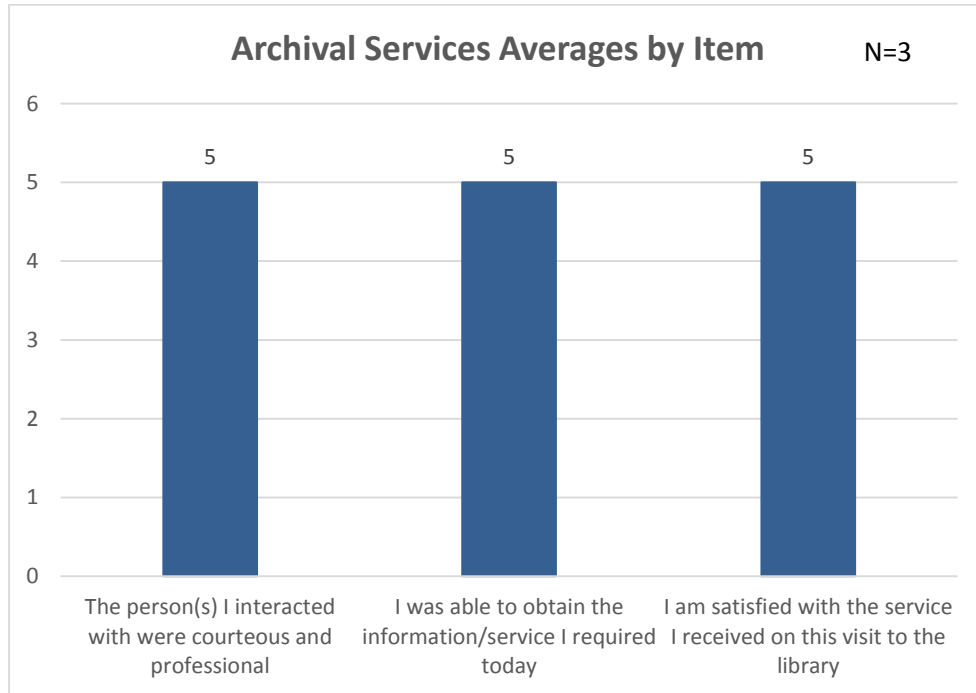


Figure 7

Collection Services

Five of the 27 respondents at collection services desk left comments. All were positive. Respondents praised staff for being “helpful.” One respondent appreciated the help he received locating items: “They helped me find everything I needed. I was completely lost so thank you!” 23 of the responses were from undergraduate students (Figure 8), and all three questions received high scores (Figure 9).

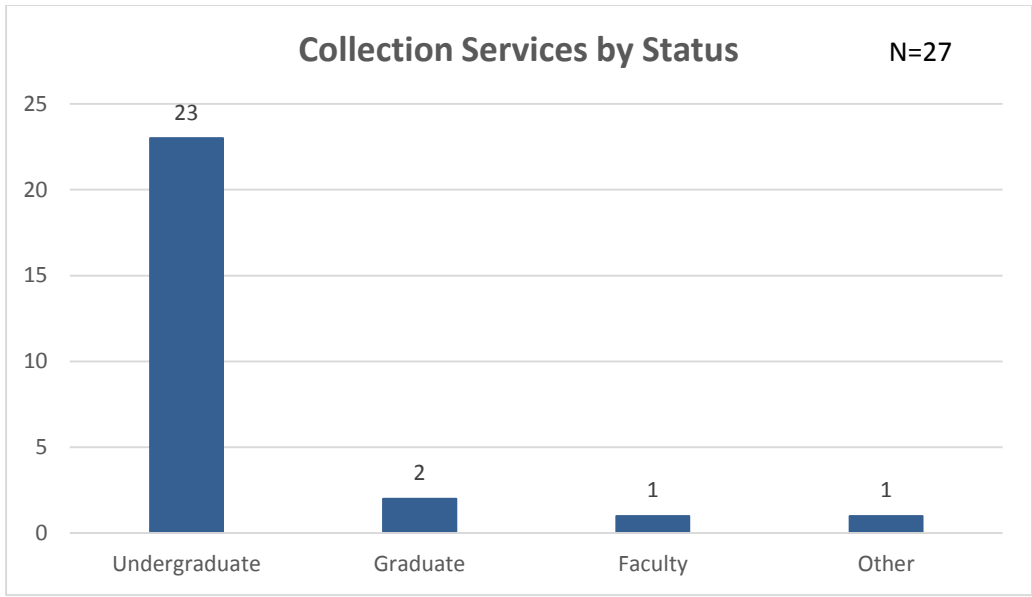


Figure 8

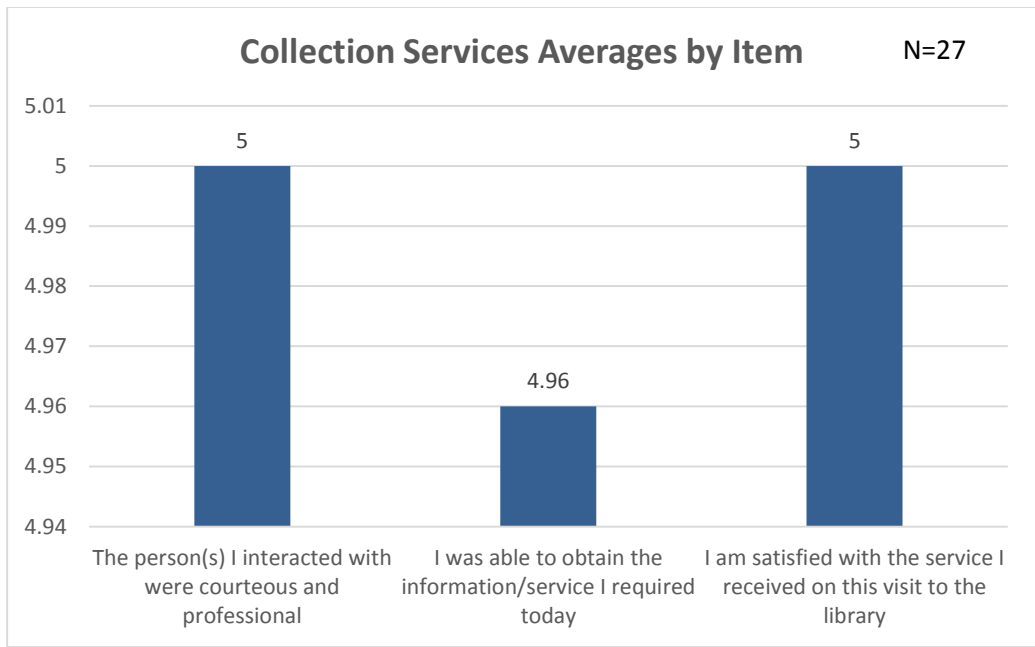


Figure 9

Reference

There were 28 survey responses from Reference, eight of which left comments. Seven comments praised staff for being “professional,” “patient,” “helpful,” “knowledgeable,” and “awesome.” One comment made a request about the paper options available for the color printer: “Please take the option on the color copier 8x14 paper off since it is not available. Thanks!” Most of the responses were,

again, from undergraduate students (Figure 10). Responses to all three questions were affirmative with the second question regarding ability to obtain information/service required receiving a slightly lower score than the other two questions (Figure 11).

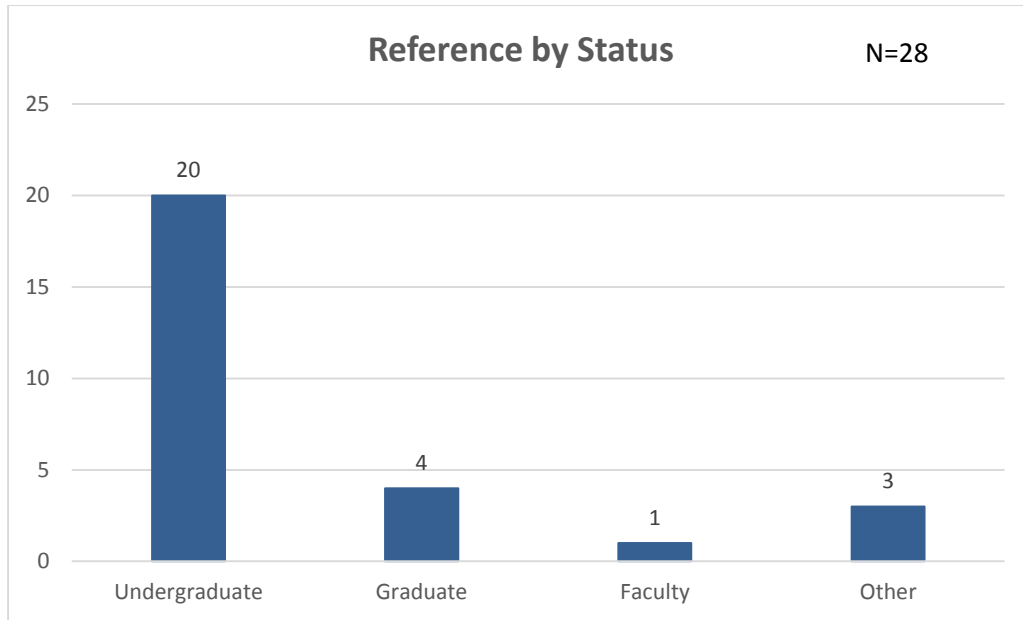


Figure 10

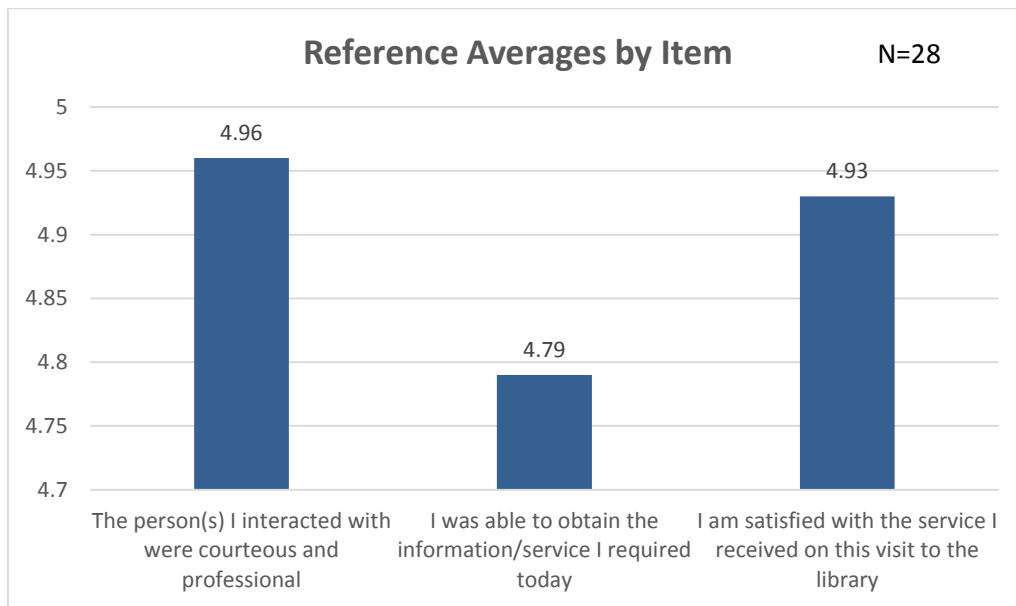


Figure 11

Skinner Music Library

38 surveys were completed at the Skinner Music Library. Undergraduates were the most represented group, accounting for 21 responses (Figure 12). As in the other areas, responses for all three questions were overwhelmingly positive (Figure 13). Only six of the 38 respondents left comments. All six were positive. Respondents praised staff for being “fun,” “nice,” “helpful,” and “well informed.”

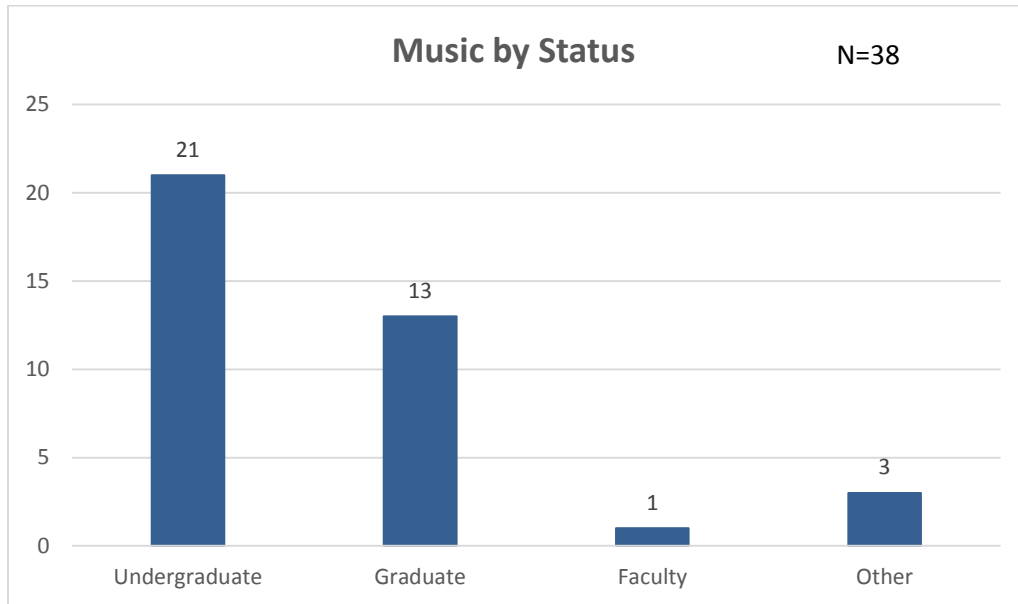


Figure 12

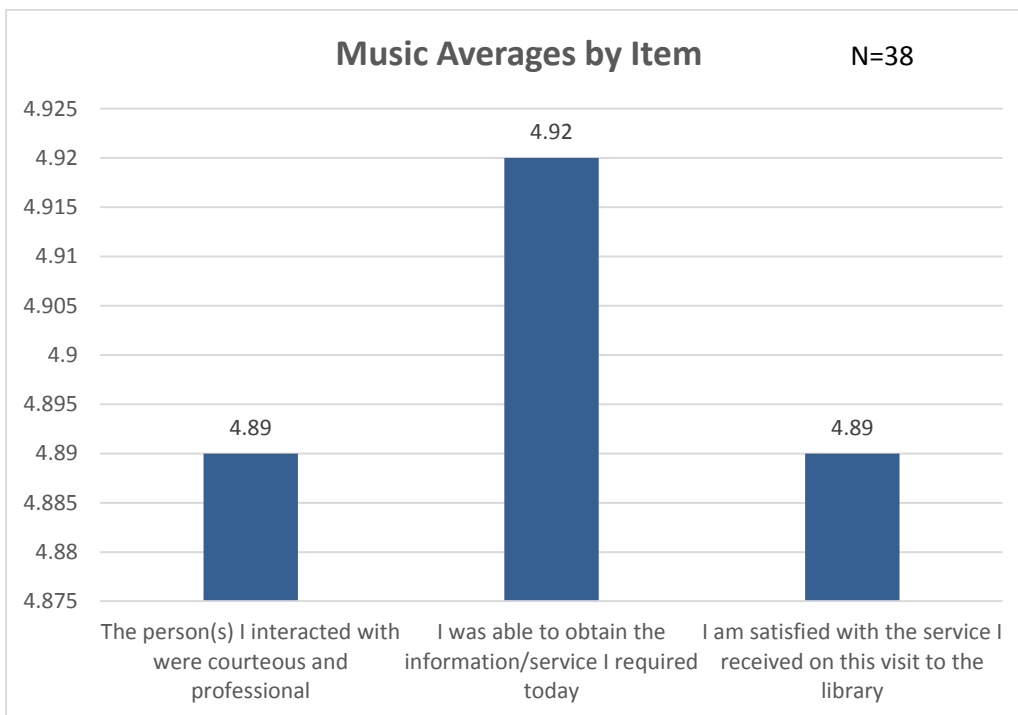


Figure 13

Summary & Recommendations

As documented in the above analysis, the results of this survey provided very uniform results with little actionable information. The standard nature of responses to the three Likert-scaled questions may indicate too much overlap in the content of the questions. The responses may also have been skewed to favorable results by the method of distribution. Overwhelmingly favorable responses, though, should not necessarily be used as a reason to dismiss the usefulness of the survey tool since positive feedback can be an important tool in employee morale. Should the University Libraries chose to adopt a survey tool of this nature for ongoing feedback, the committee recommends the following:

- Make the survey card available and visible at all service points to be electively completed by library users;
- Identify a logical location for collection for completed cards. The shelf under the electronic sign is suggested as one possibility;
- Identify a similarly noticeable location and method of collection at the Skinner Music Library;
- Redesign the survey card to ask only one question about overall experience, allowing prominent space for comments. The committee suggests using the third question from this pilot project, “I am satisfied with the service I received on this visit to the library”;
- Establish clear methods for addressing feedback received from the tool.

APPENDIX A

Sample Survey Instrument

| Library Satisfaction Survey | |
|---|--|
| Status (check one) | |
| <input type="checkbox"/> Undergraduate | <input type="checkbox"/> Graduate |
| <input type="checkbox"/> Faculty/Staff | <input type="checkbox"/> Other |
| Please rate the following statements (1 is strongly disagree, 5 is strongly agree). | |
| The person(s) I interacted with were courteous and professional. | |
| ☹ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 ☺ |
| I was able to obtain the information/service I required today. | |
| ☹ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 ☺ |
| I am satisfied with the service I received on this visit to the library. | |
| ☹ | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 ☺ |
| <i>If you have comments, please write them on the back of this card.</i> | |
| If you prefer to complete this survey online, it is available at: | |
| http://www.tinyurl.com/unclibrarysurvey1 | |
| If you'd like to be entered in our prize drawing, please write your email address on the line (optional): _____ | |
| Thank you for your feedback! | |

| | | | | |
|---------------|---|---|---|--|
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Other | 5 | 5 | 5 | |
| Other | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 4 | 5 | 5 | |

| | | | | |
|---------------|---|---|---|---------------------------------------|
| Undergraduate | 4 | 4 | 4 | |
| Undergraduate | 5 | 4 | 4 | |
| Undergraduate | 5 | 4 | 4 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 4 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 4 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | Lovely service! |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 4 | 4 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 4 | 5 | 4 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 1 | 1 | 1 | The lady was really nice and helpful! |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |

| | | | | |
|---------------|---|---|---|--|
| Graduate | 5 | 5 | 5 | Very helpful, provided alternatives to my issue (A prospector book I had to return but I still needed in order to finish my paper) |
| Undergraduate | 5 | 5 | 5 | The staff is always so nice and helpful. [NAME] is great for CRJ majors! |
| Graduate | 5 | 5 | 5 | The staff at the library is always incredibly helpful and friendly. Love Michener! |
| Other | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | The girl with the glasses at the front was very nice |

Note: Shaded rows indicate surveys completed online

| ARCHIVAL SERVICES | | | | |
|-------------------|---|---|--|----------|
| Status | The person(s) I interacted with were courteous and professional | I was able to obtain the information/service I required today | I am satisfied with the serviced I received on this visit to the library | Comments |
| Undergraduate | 5 | 5 | 5 | |
| Other | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |

| COLLECTION SERVICES | | | | |
|---------------------|---|---|--|--|
| Status | The person(s) I interacted with were courteous and professional | I was able to obtain the information/service I required today | I am satisfied with the serviced I received on this visit to the library | Comments |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | They helped me find everything I needed. I was completely lost so thank you! |
| Undergraduate | 5 | 4 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | [NAME] is very helpful. |

| | | | | |
|---------------|---|---|---|--|
| Undergraduate | 5 | 5 | 5 | [NAME] is the best. He helped me out a lot and was very kind. I enjoyed this time. |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | The library is awesome! |
| Graduate | 5 | 5 | 5 | |
| Other | 5 | 5 | 5 | Use library at least monthly. <u>All</u> staff very helpful. Today on second floor, journal section, excellent help. |
| Undergraduate | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |

| REFERENCE | | | | |
|---------------|---|---|--|--|
| Status | The person(s) I interacted with were courteous and professional | I was able to obtain the information/service I required today | I am satisfied with the serviced I received on this visit to the library | Comments |
| Other | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | [NAME] was excellent in her communication style and information. Thanks. |
| Faculty/Staff | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | Great experience! He was very patient & helped answer all my questions. He didn't try to rush me which was appreciated. Thank you! |
| Undergraduate | 5 | 5 | 5 | [NAME] was very helpful and knowledgeable (sic). |
| Undergraduate | 5 | 5 | 5 | [NAME] was awesome, professional and very courteous. :-) Very helpful. |
| Other | 5 | 5 | 5 | |
| Undergraduate | 5 | 4 | 4 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |

| | | | | |
|---------------|---|---|---|---|
| Undergraduate | 5 | 4 | 5 | |
| Graduate | 5 | 5 | 5 | Please take the option on the color copier 8x14 paper off since it is not available. Thanks! |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 4 | 4 | 4 | Everytime I need help they are so helpful and patient with me. |
| Undergraduate | 5 | 5 | 5 | |
| Other | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 3 | 5 | |
| Undergraduate | 5 | 4 | 5 | The ladies at the front desk, 1st floor were very helpful. |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | The librarian that helped me did a tremendous job by pointing me to another library that had the services I needed that UNC didn't offer. She went out of her way to point me in the right direction! |

Note: Shaded rows indicate surveys completed online

| SKINNER MUSIC LIBRARY | | | | |
|-----------------------|---|---|--|--|
| Status | The person(s) I interacted with were courteous and professional | I was able to obtain the information/service I required today | I am satisfied with the serviced I received on this visit to the library | Comments |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | The staff is always helpful and nice. :-) |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 4 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Other | 3 | 4 | 3 | |
| Undergraduate | 5 | 5 | 5 | |
| Faculty/Staff | 5 | 5 | 5 | Always great! |
| Undergraduate | 5 | 5 | 5 | Great job! I always enjoy coming to Skinner. |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Other | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |

| | | | | |
|---------------|---|---|---|--|
| Undergraduate | 4 | 5 | 5 | |
| Undergraduate | 5 | 5 | 5 | |
| Graduate | 5 | 5 | 5 | I love the student staff. They're so fun and courteous! Keep up the good work kids! |
| Undergraduate | 5 | 4 | 5 | |
| Other | 5 | 5 | 5 | Very well managed and well maintained library branches we have visited. Staff well informed and helpful. |
| Undergraduate | 5 | 5 | 5 | |
| Undergraduate | 4 | 4 | 4 | Thank you! |
| Undergraduate | 5 | 5 | 5 | |