



# Highlights of ULS FY14 General Survey

Karen Calhoun

John Fudrow

31 January 2014



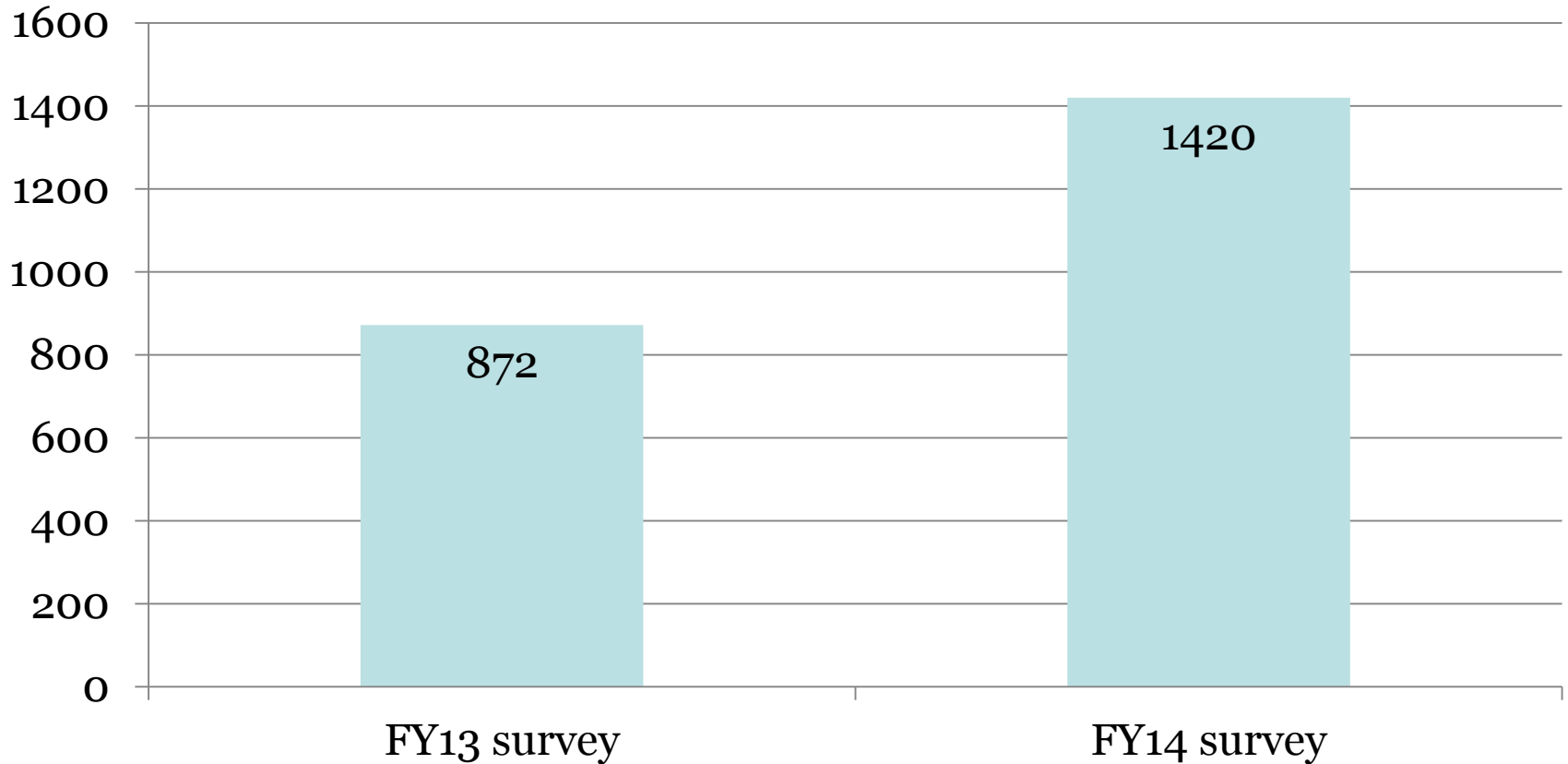
# Outline

- Response rate (slides 3-4)
- Use and awareness (slides 5-16)
- Hillman (slides 17-25)
- Satisfaction and Net Promoter Score (slides 26-34)
- ULS website (slides 35-41)
- PittCat+ (slides 41-48)
- Instruction and perceptions of research skills (slides 49-59)
- Mobile applications (slides 60-66)
- Communication channels (slides 66-70)



# Improved number of responses over FY13

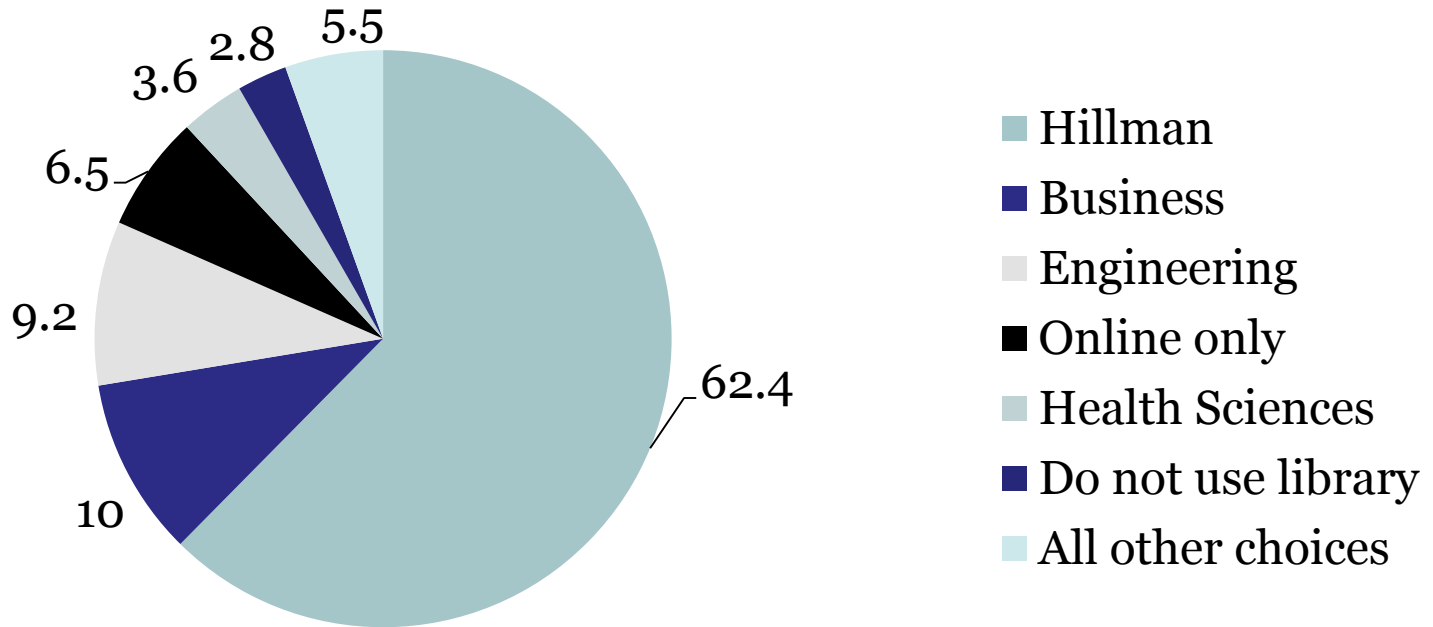
No. of responses





# Q2: Respondents' most frequently used library

**Most frequently used (percent of responses)**



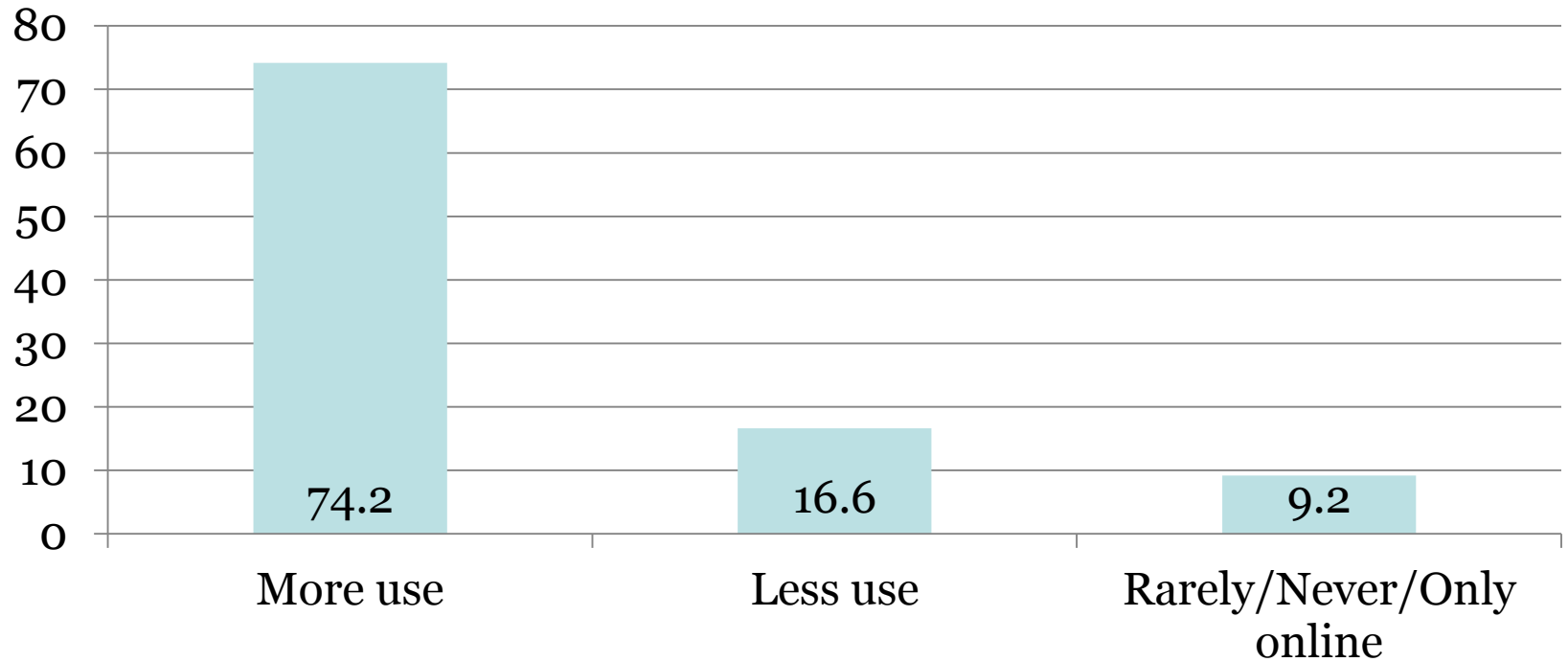


# USE AND AWARENESS



# Q8: Respondents' frequency of visits to ULS libraries

Frequency (% of responses)



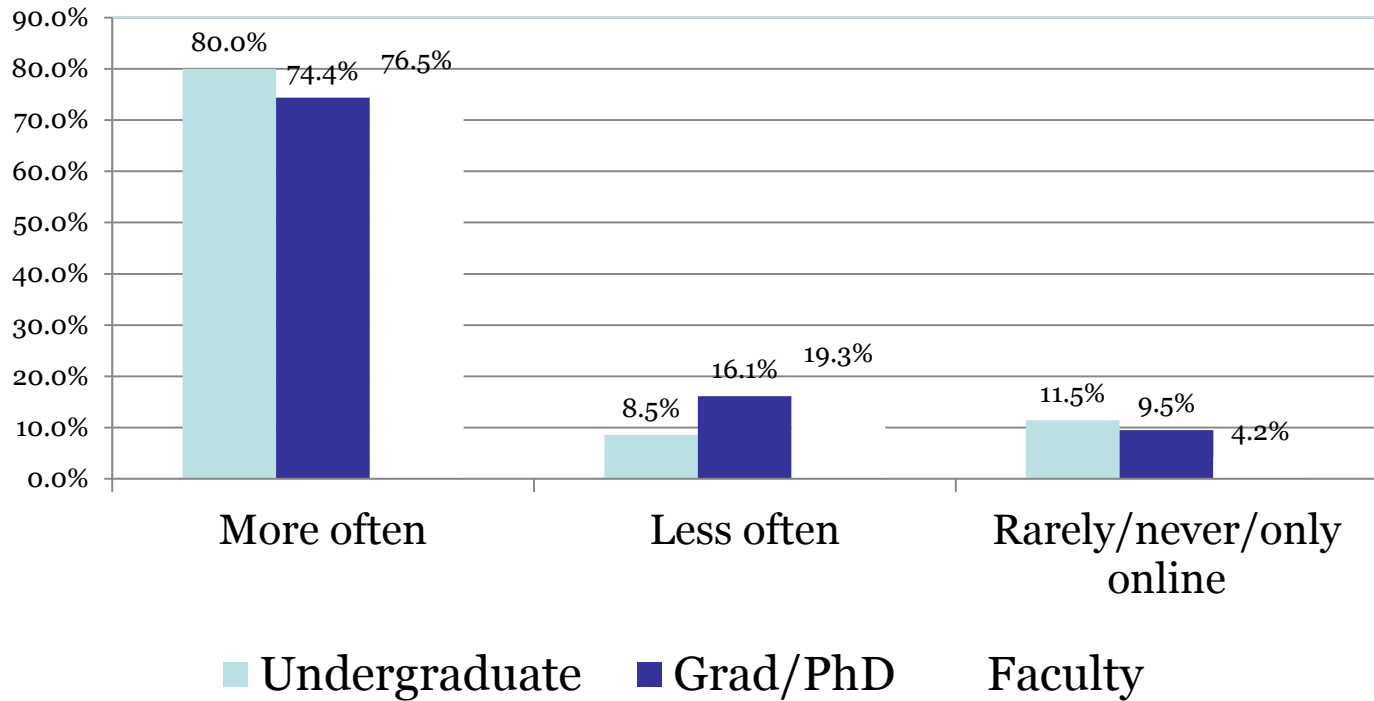
**More = 3 or more times/week; once or twice a week; once or twice a month**

**Less = once or twice a term; once or twice a year**



# Q8: Frequency of library visits by respondent type

### Q8: Frequency of Library Visits by Respondent Type: N=837

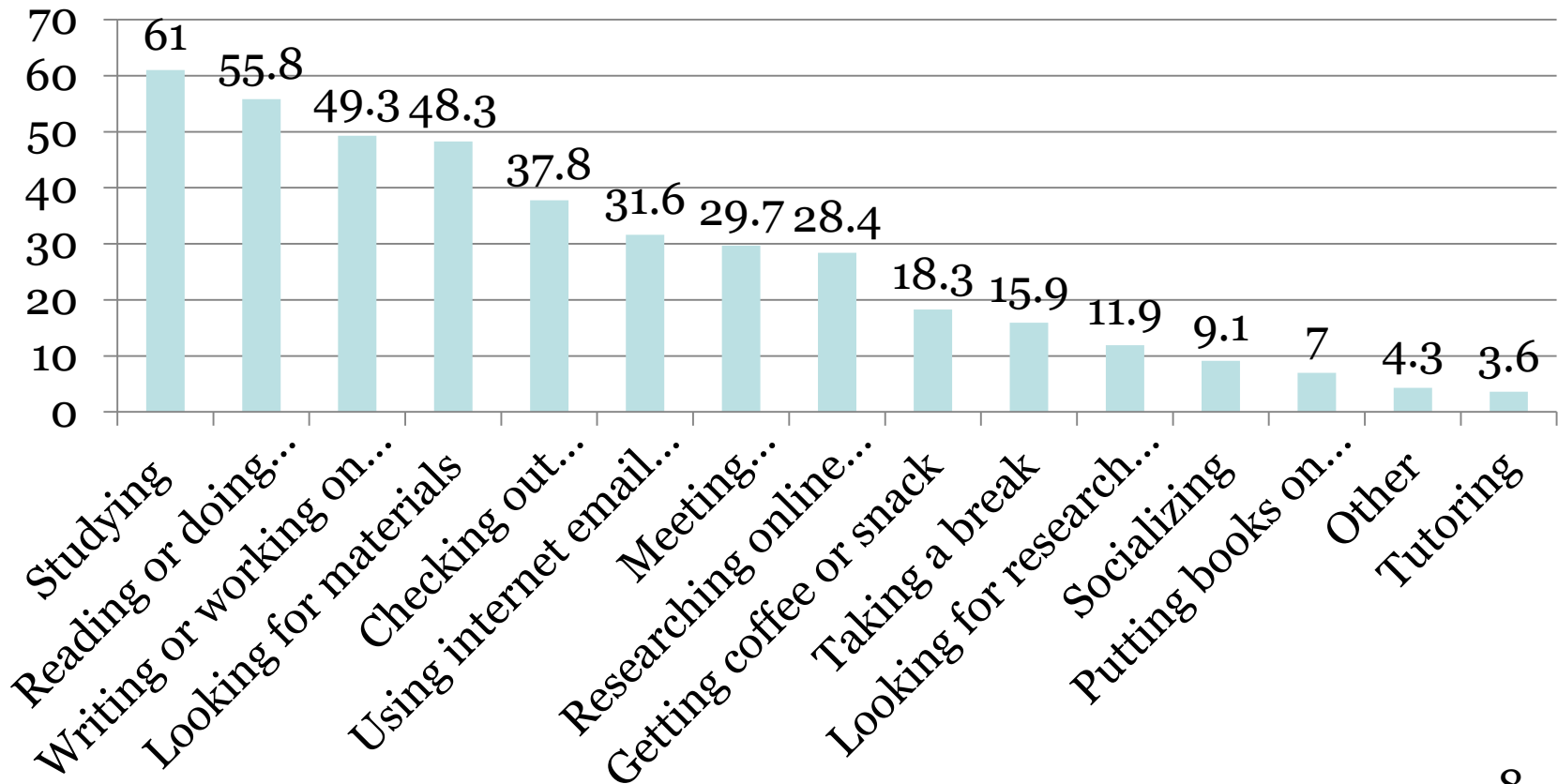


**More = 3 or more times/week; once or twice a week; once or twice a month**  
**Less = once or twice a term; once or twice a year**



# Q9: Activities in the libraries

**% of responses**

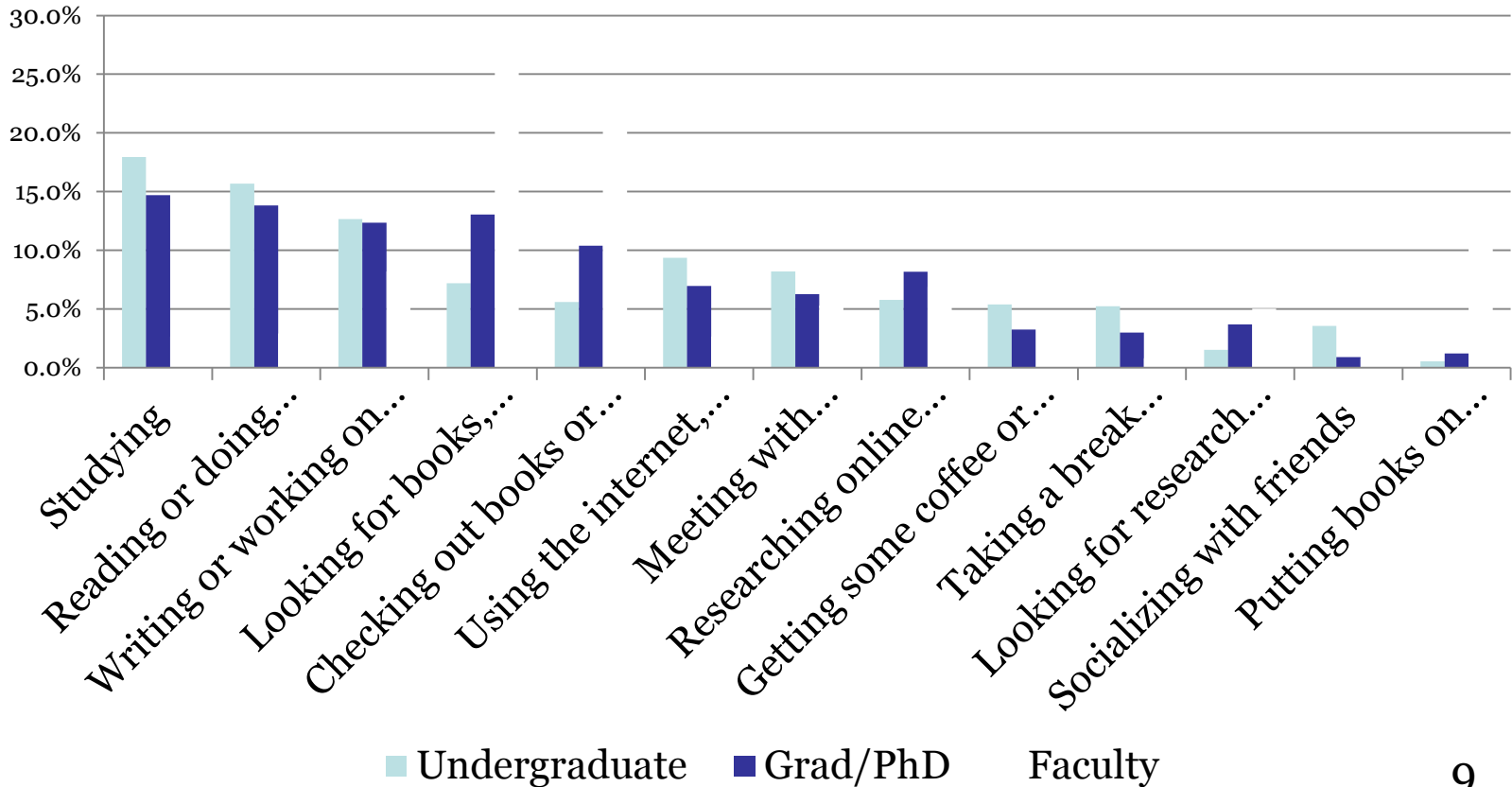






# Q9: Activities in the library by respondent type

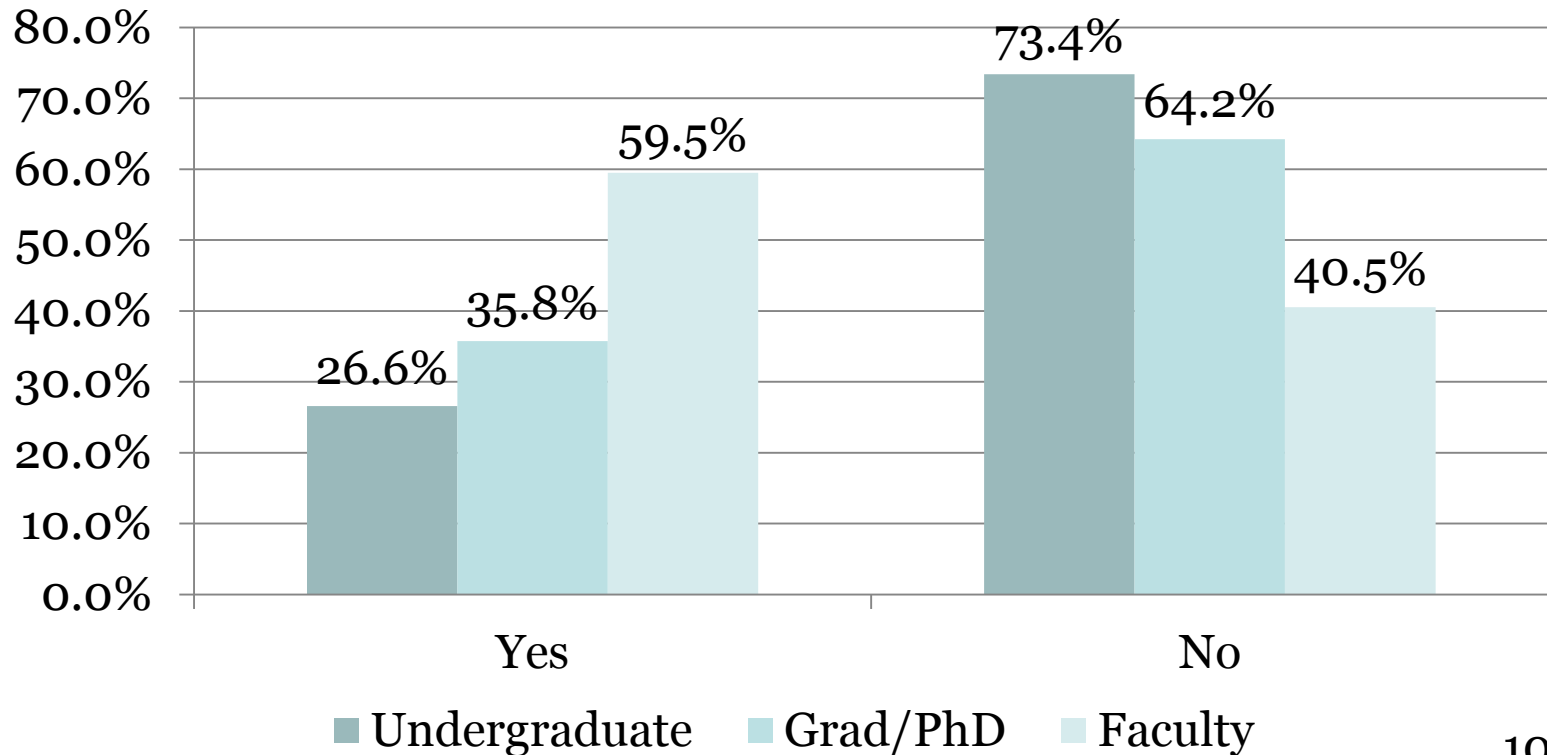
Q9: Activities in the Library by Respondent Type: N=4017





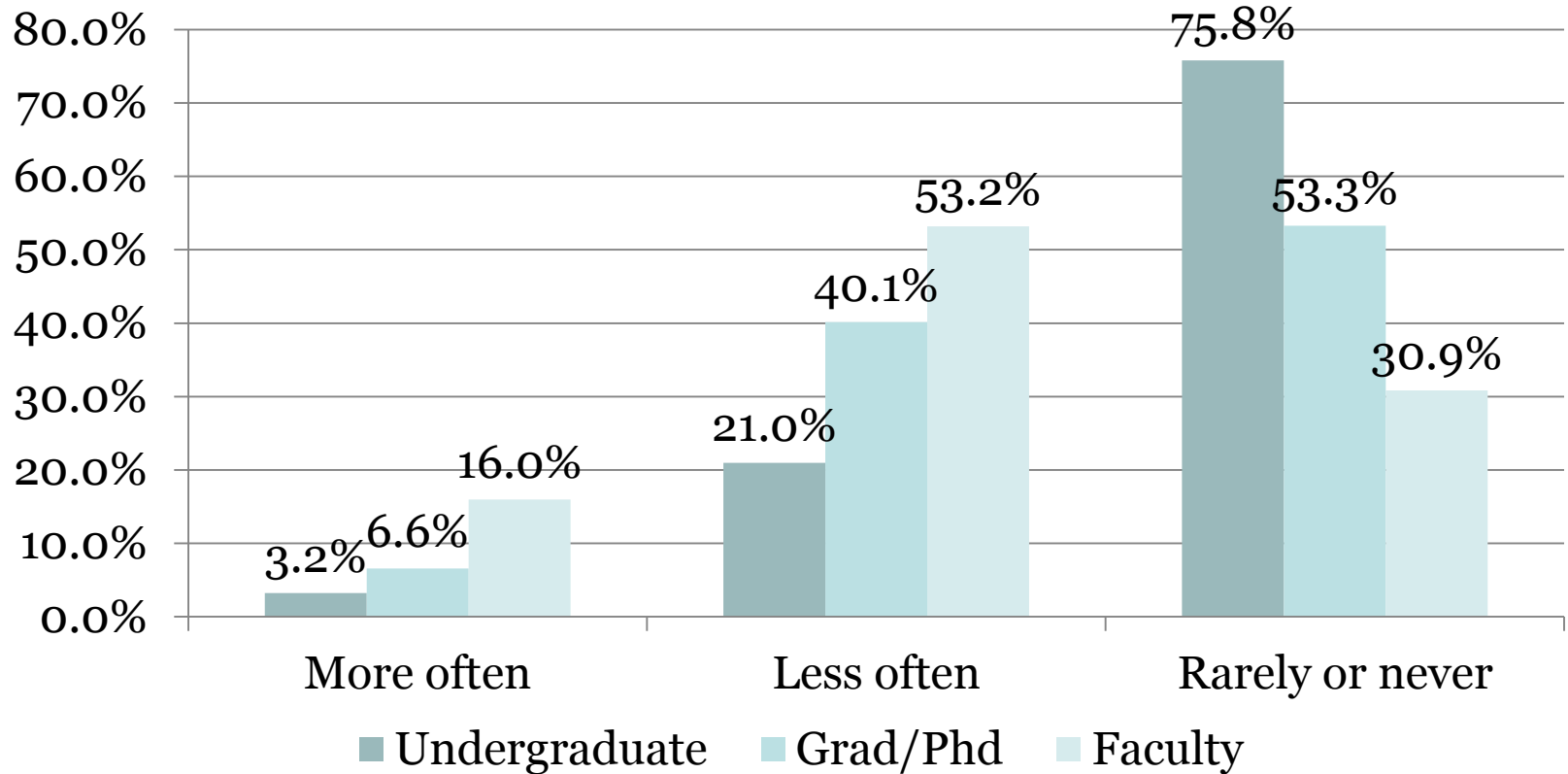
# Q13: Do you know how to contact your liaison librarian?

**Q13: Awareness of how to contact liaisons: N=1053**





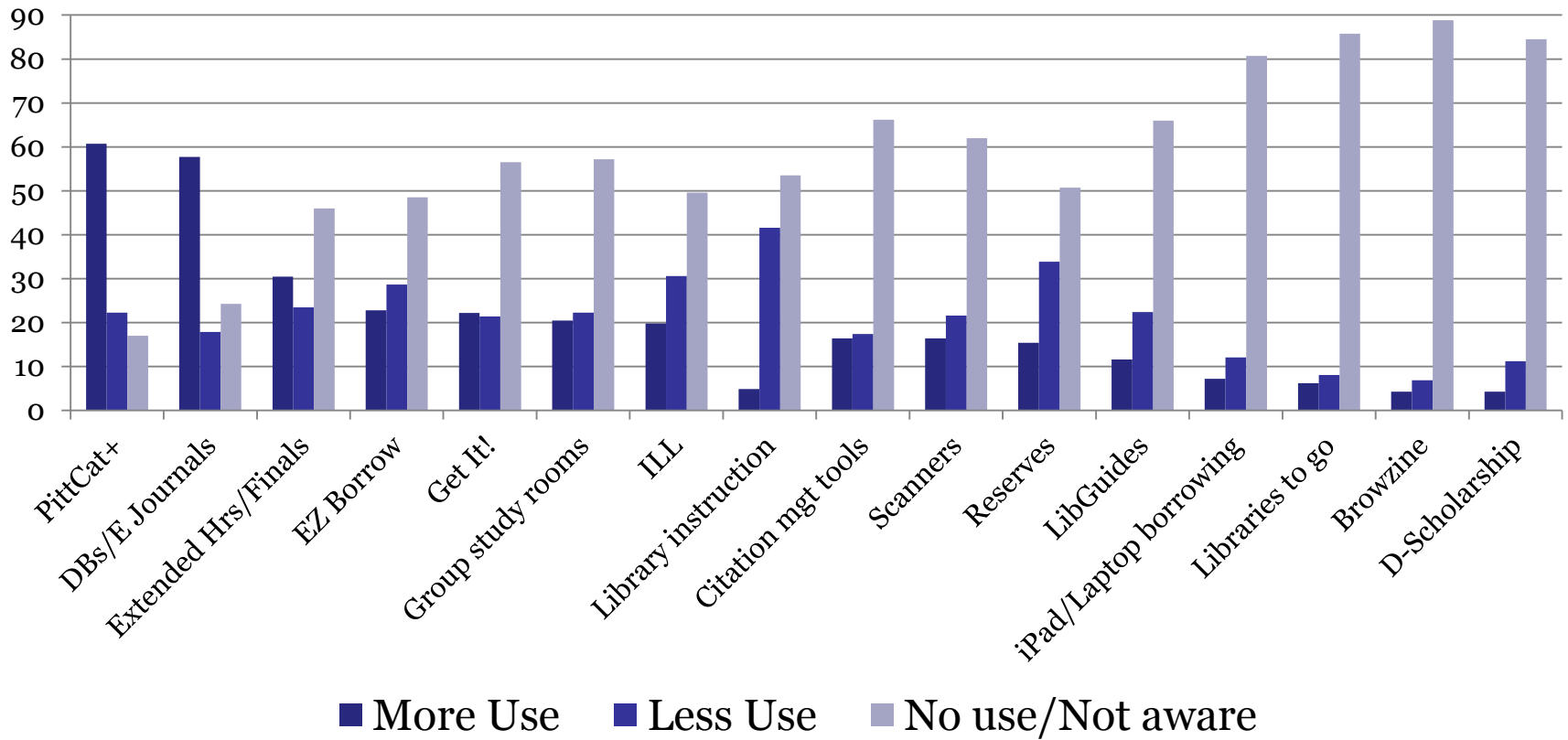
### Q15: Frequency of Liaison Contact by Respondent type: N=370



**More = 3 or more times/week; once or twice a week; once or twice a month**  
**Less = once or twice a term; once or twice a year**



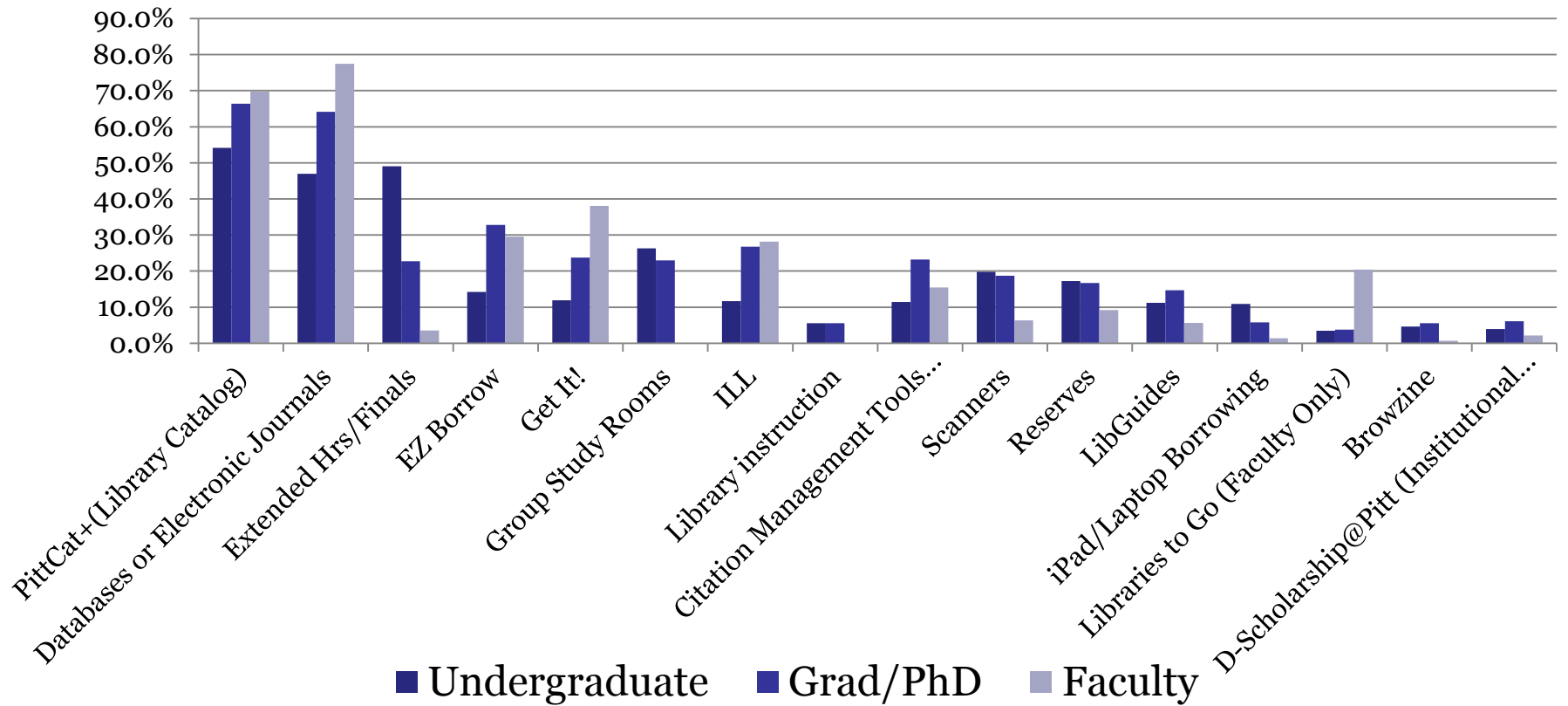
# Q30: Frequency of use and awareness of ULS services



**More = 3 or more times/week; once or twice a week; once or twice a month. Less = once or twice a term; once or twice a year**



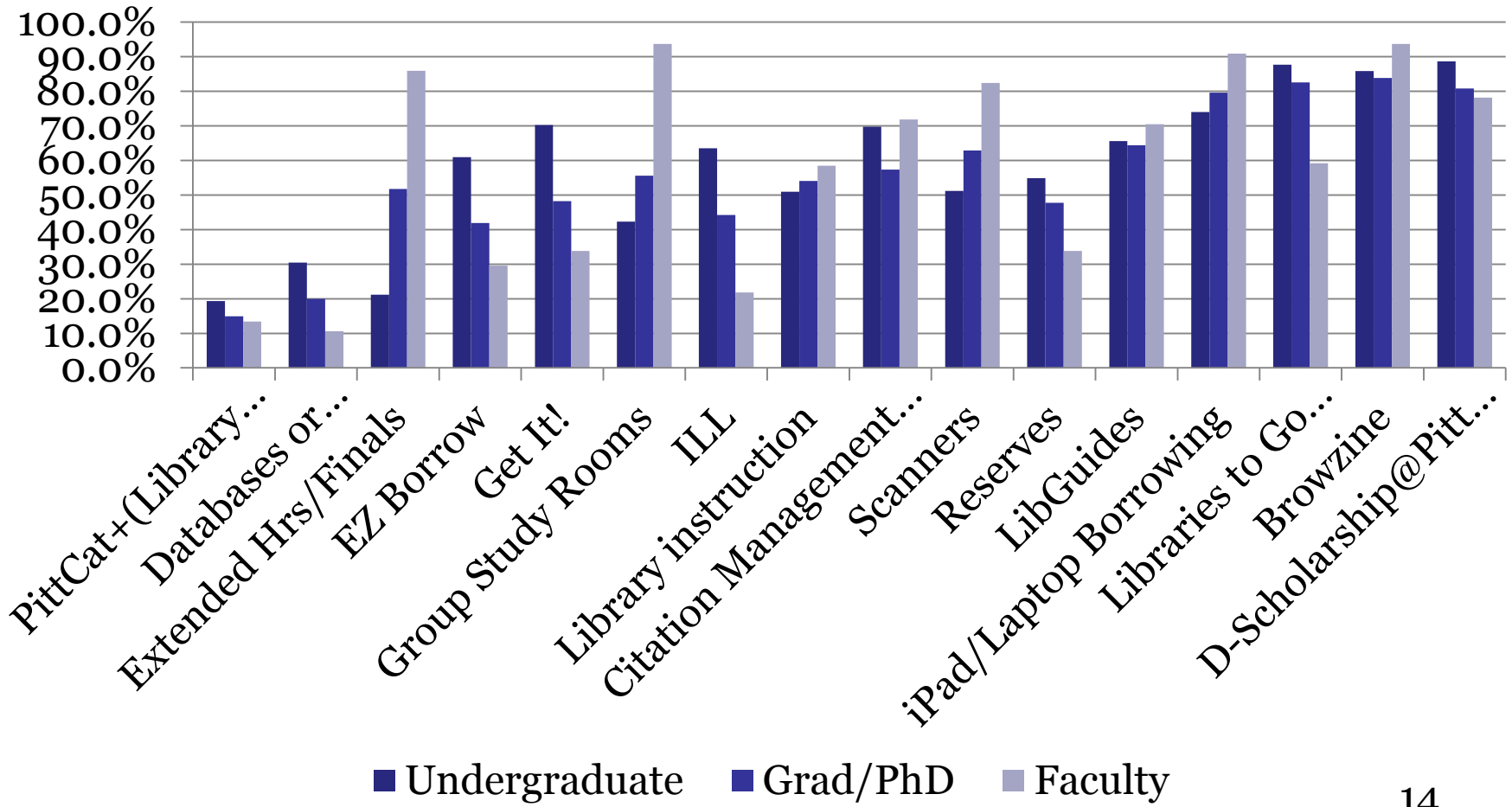
### Q30: More Often Uses of ULS Services by Respondent Type: N=968



**More = 3 or more times/week; once or twice a week; once or twice a month**  
**Less = once or twice a term; once or twice a year**

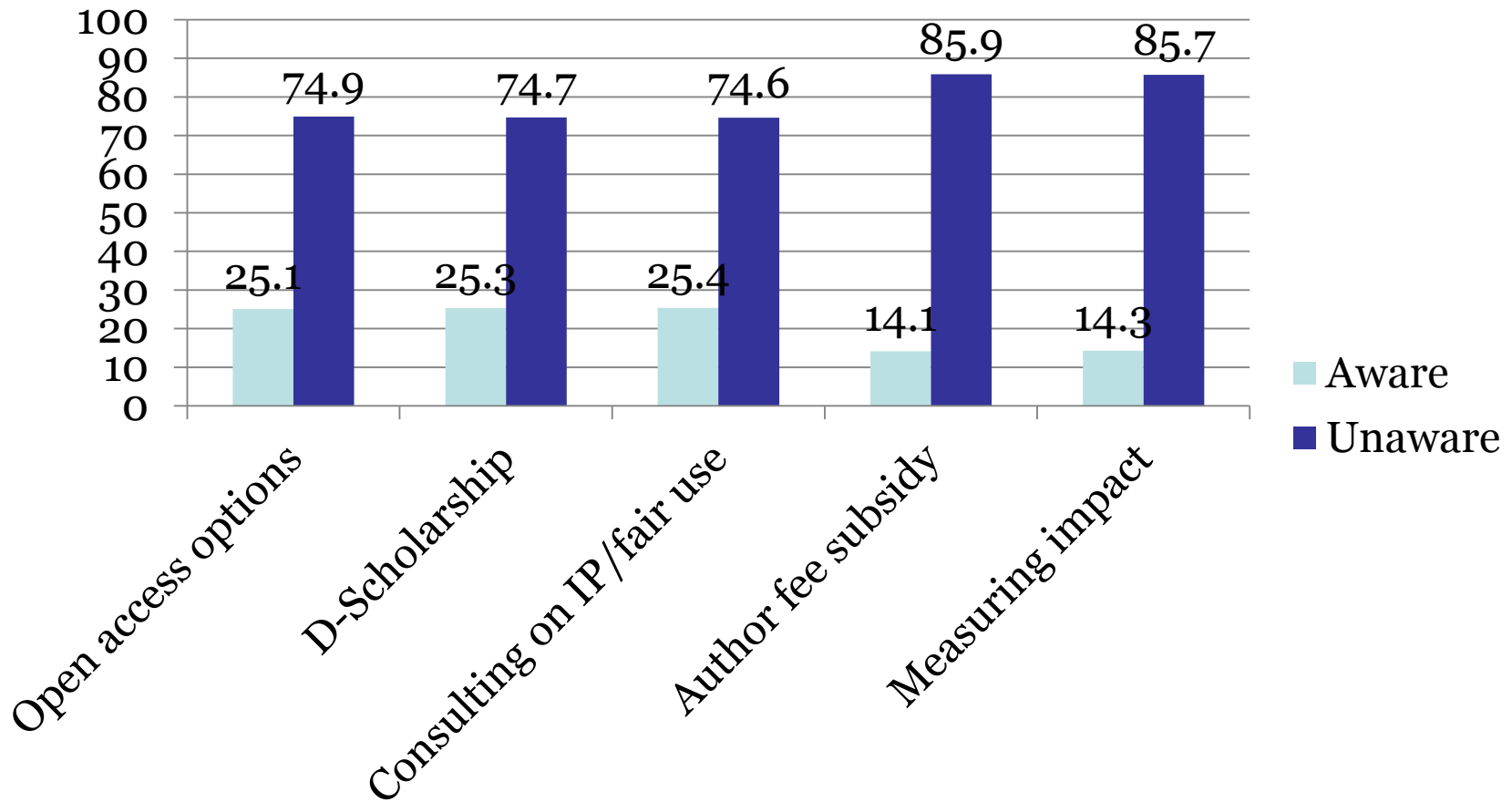


### Q30: Non-use or Non-awareness of ULS Services by Respondent Type: N=968



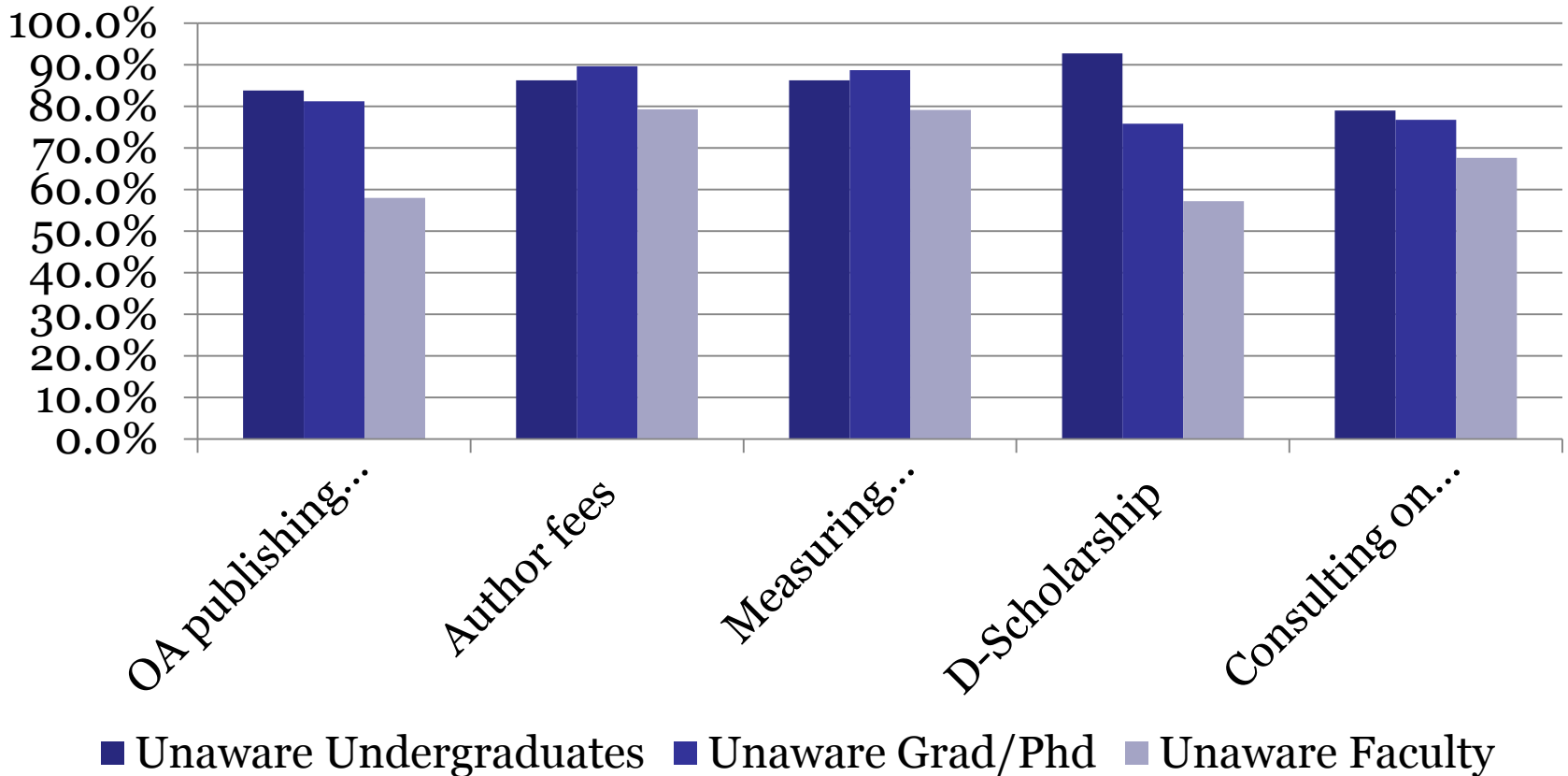


# Q24: Among those who publish or intend to – their awareness of OSCP Services





### Q24: Of Those Who Intend to Publish, Percent of Each Respondent Type Unaware of OSCP Services (N~487)



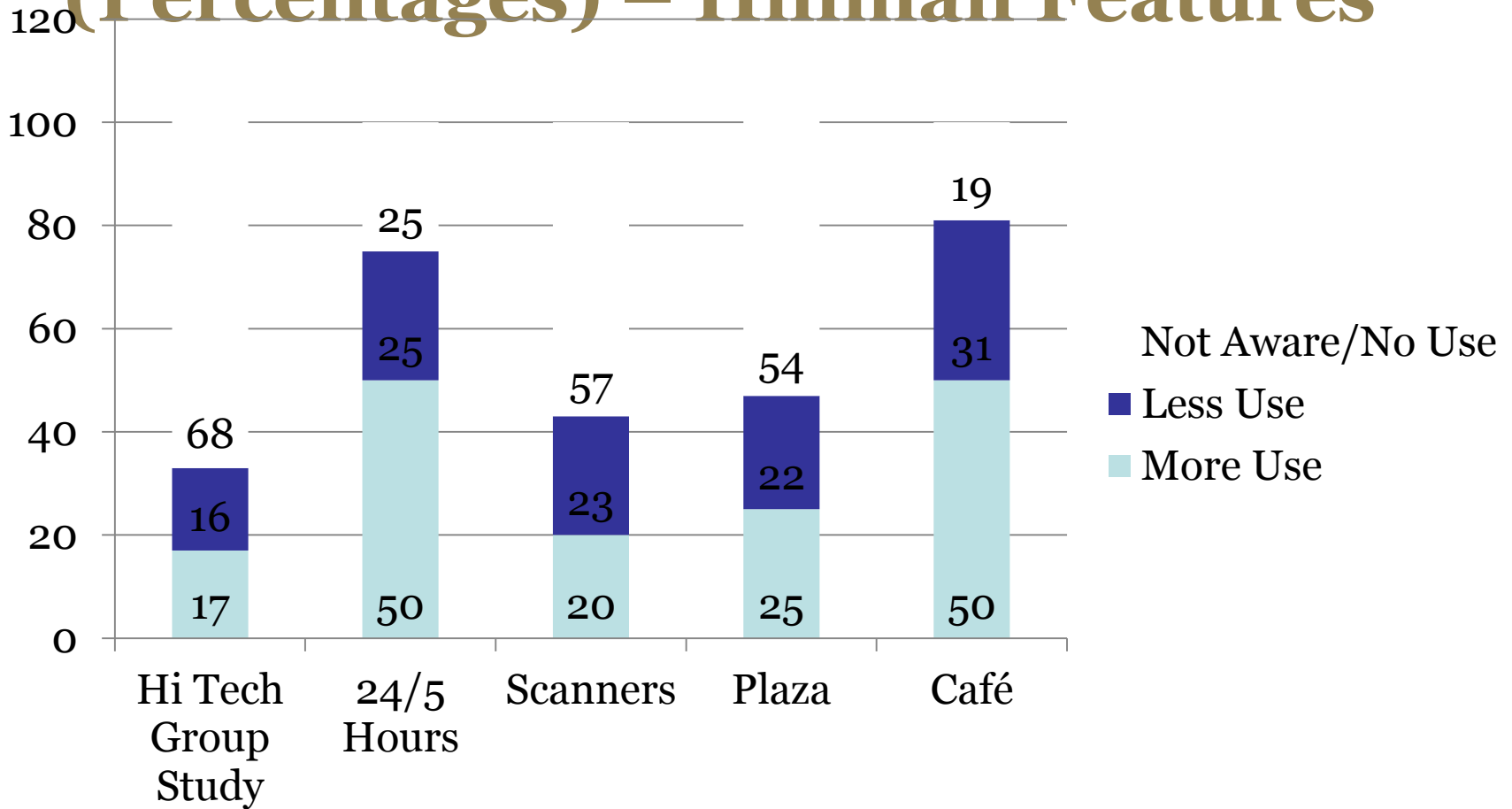




# HILLMAN



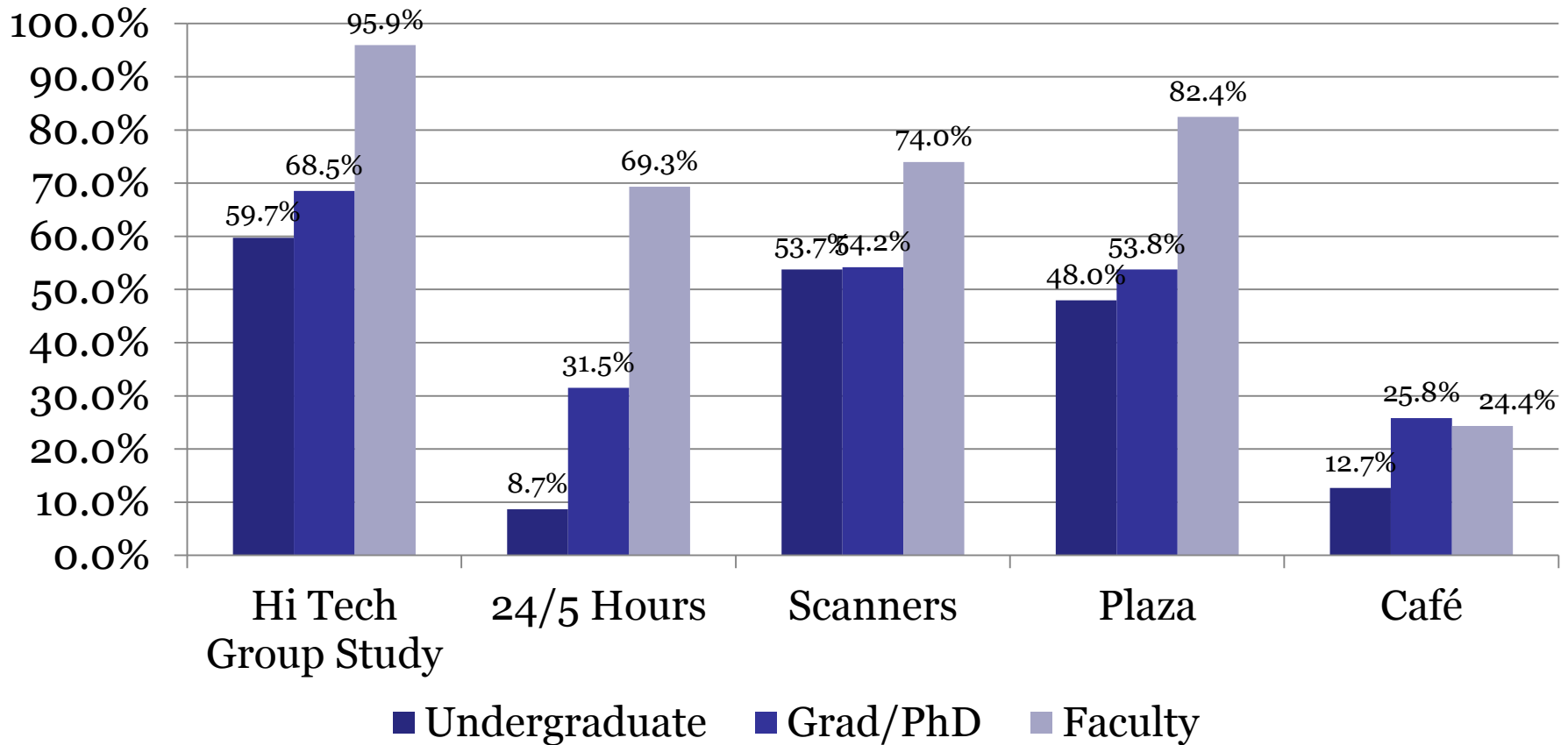
# Q3: Use and Awareness (Percentages) – Hillman Features



**More = 3 or more times/week; once or twice a week; once or twice a month**  
**Less = once or twice a term; once or twice a year**



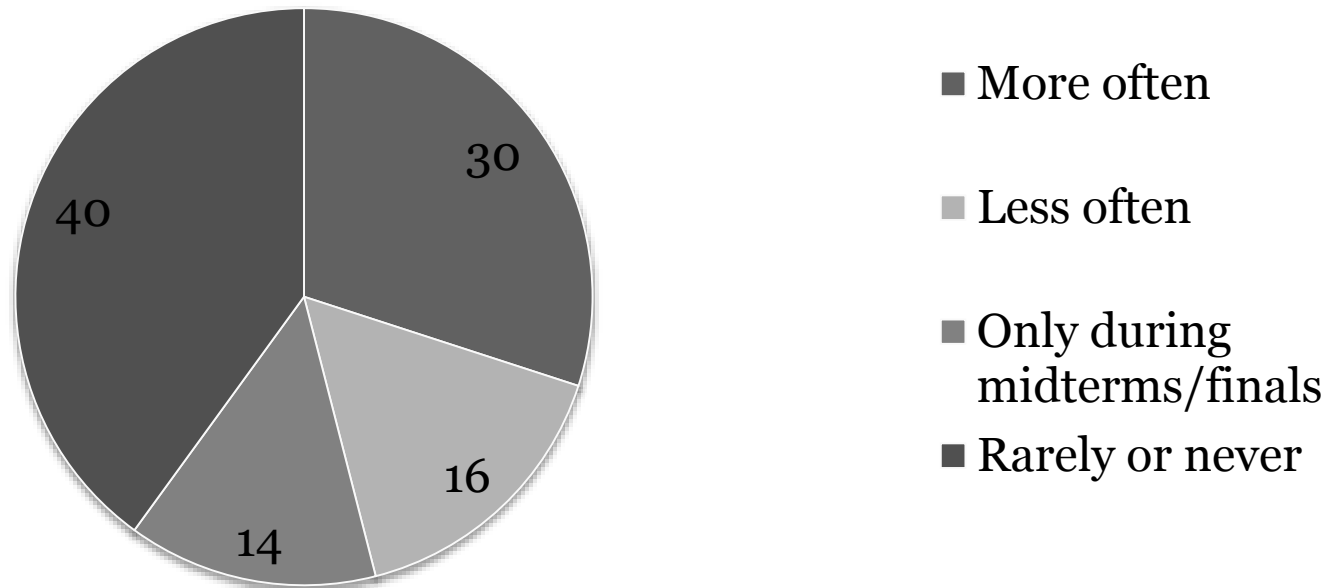
### Q3: Percent of Each Respondent Type Claiming No Use or Un-awareness of Hillman Features (N~670)





# Q6: Hillman Visits 11 PM – 6 AM

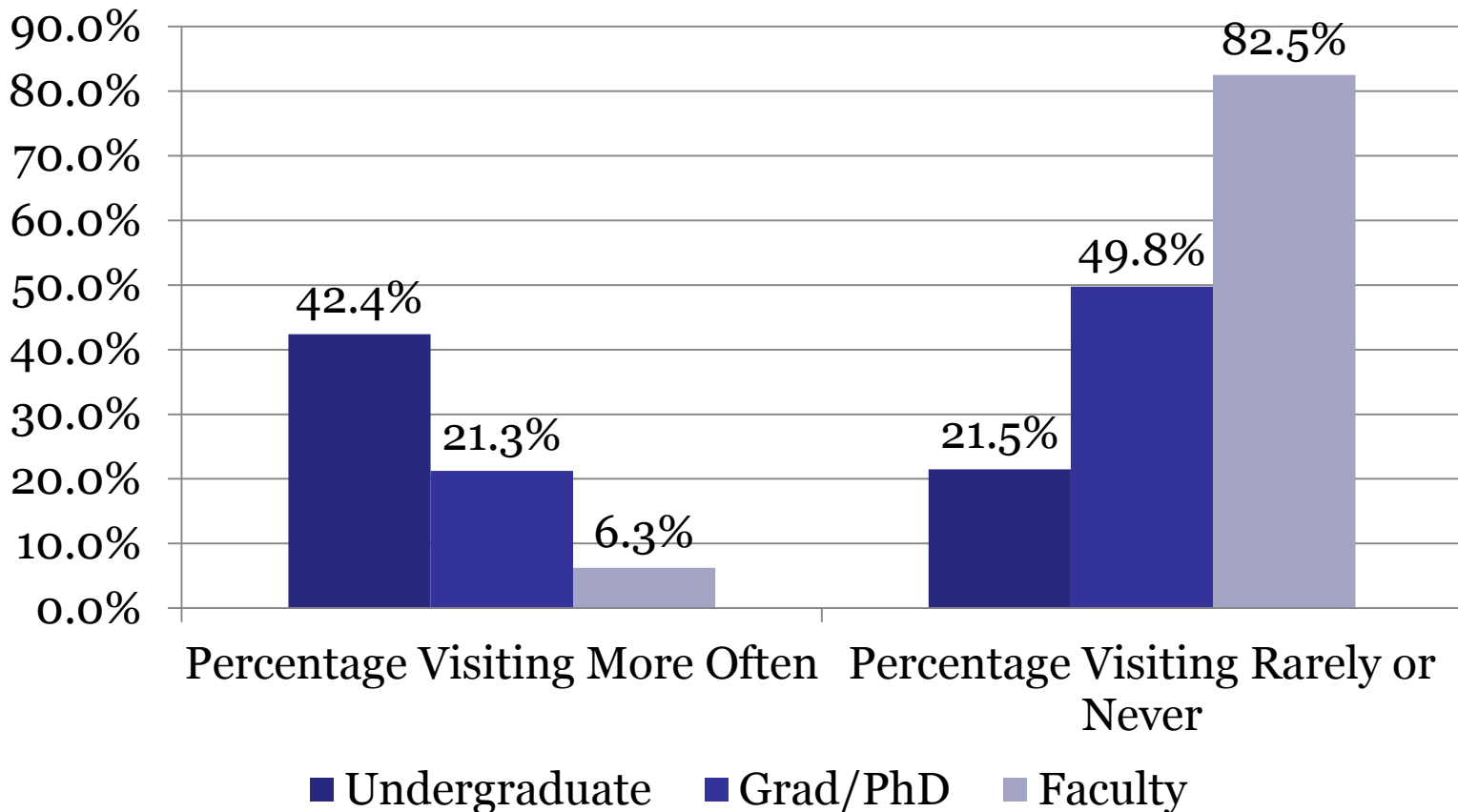
**11 PM-6 AM Visits (% of responses)**



**More = 3 or more times/week; once or twice a week**  
**Less = once a month**



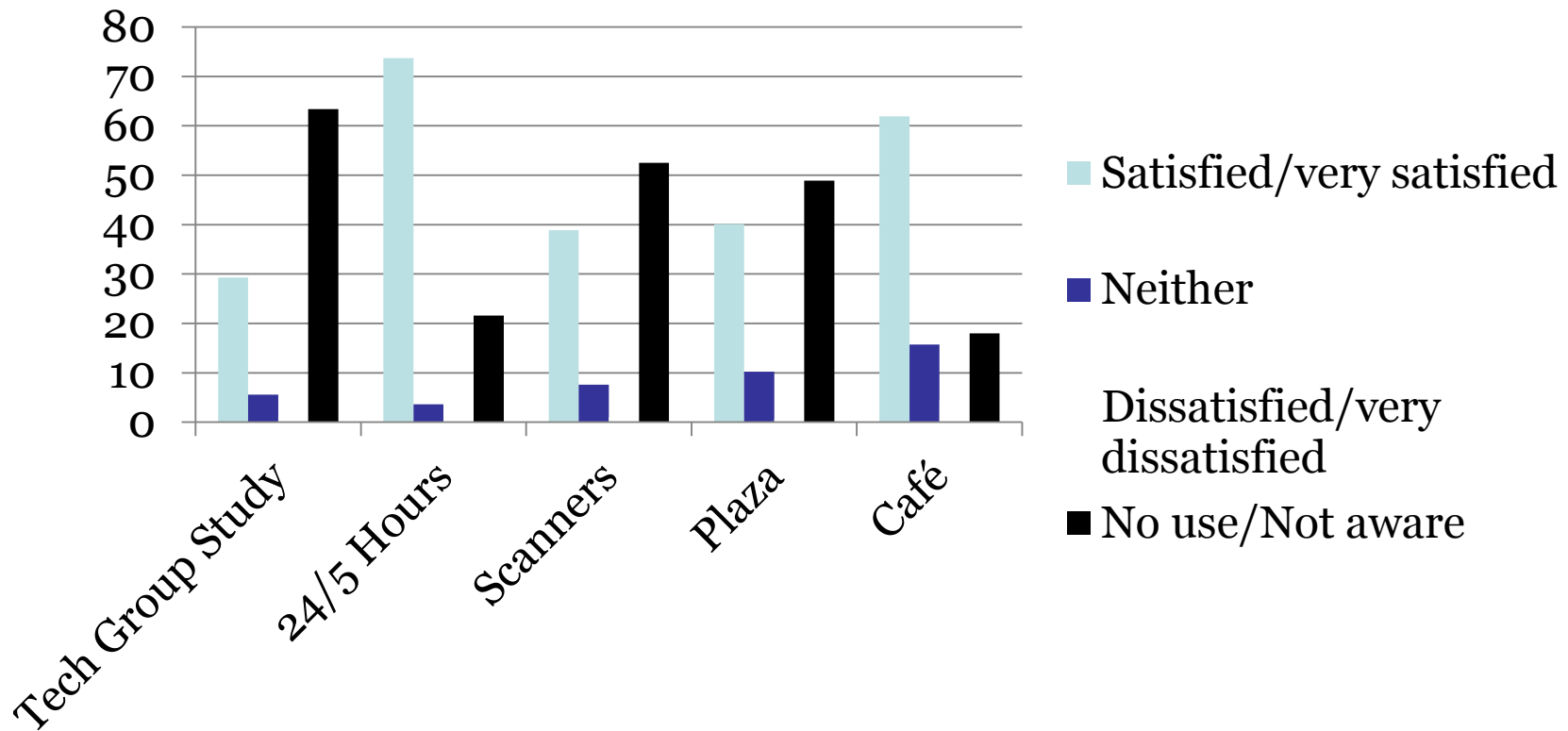
### Q6: Percentages visiting Hillman between 11 pm and 6 am "more often" and "rarely or never" by respondent type



More often = 3 or more times/week; once or twice a week

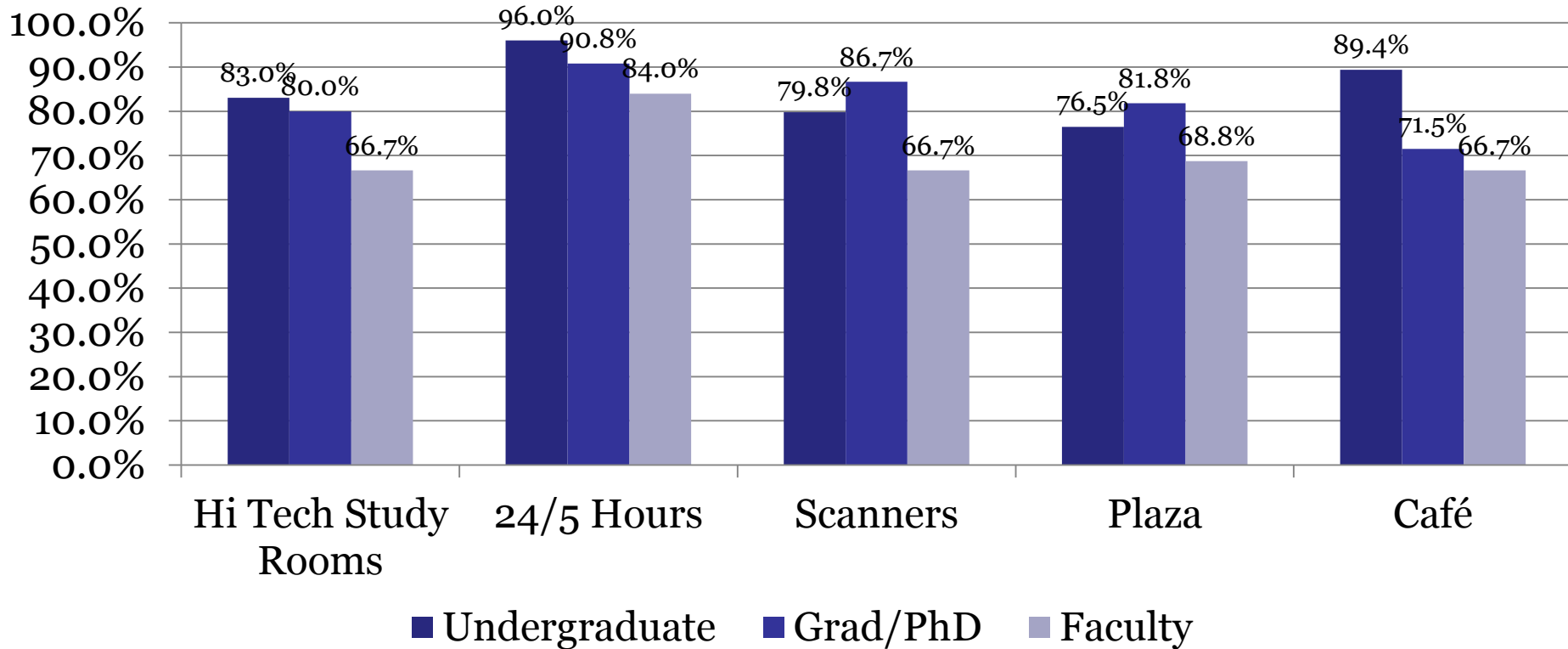


# Q4: Satisfaction with features of Hillman





### Q4: Percentage of Those Aware Who Are Satisfied/Very Satisfied with Hillman Features By Respondent Type





## Q5 Comments on Tech-Enabled Study Rooms: Main themes

- Rooms – make more; longer reserve periods; better signage
- Doors and noise – find ways to manage diffusion of sound
- Reservations – show room reservations; issues with room reservation system; advertise
- Supplies etc. – provide more markers and keep whiteboards cleaner





## Q6 Comments on Visits to Hillman Between 11 pm and 6 am

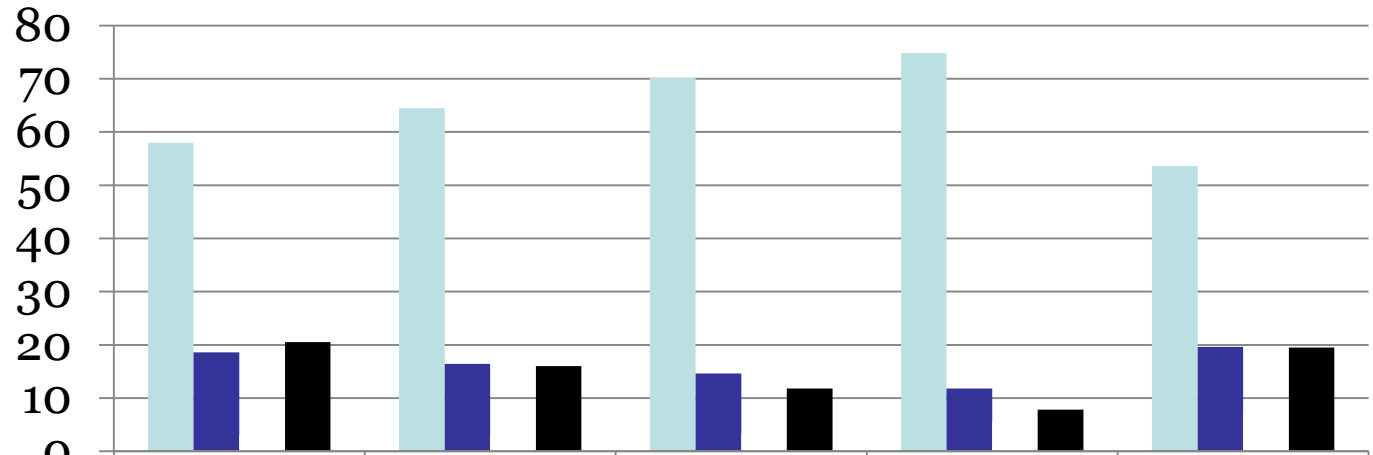
- More weekend hours too (both early and late); please make it 24/7
- Really appreciate longer hours
- Easier to get a place to park during late hours
- Not as crowded and loud as during day
- Preview of complaints re: outlets etc. (see results of other questions)



# SATISFACTION



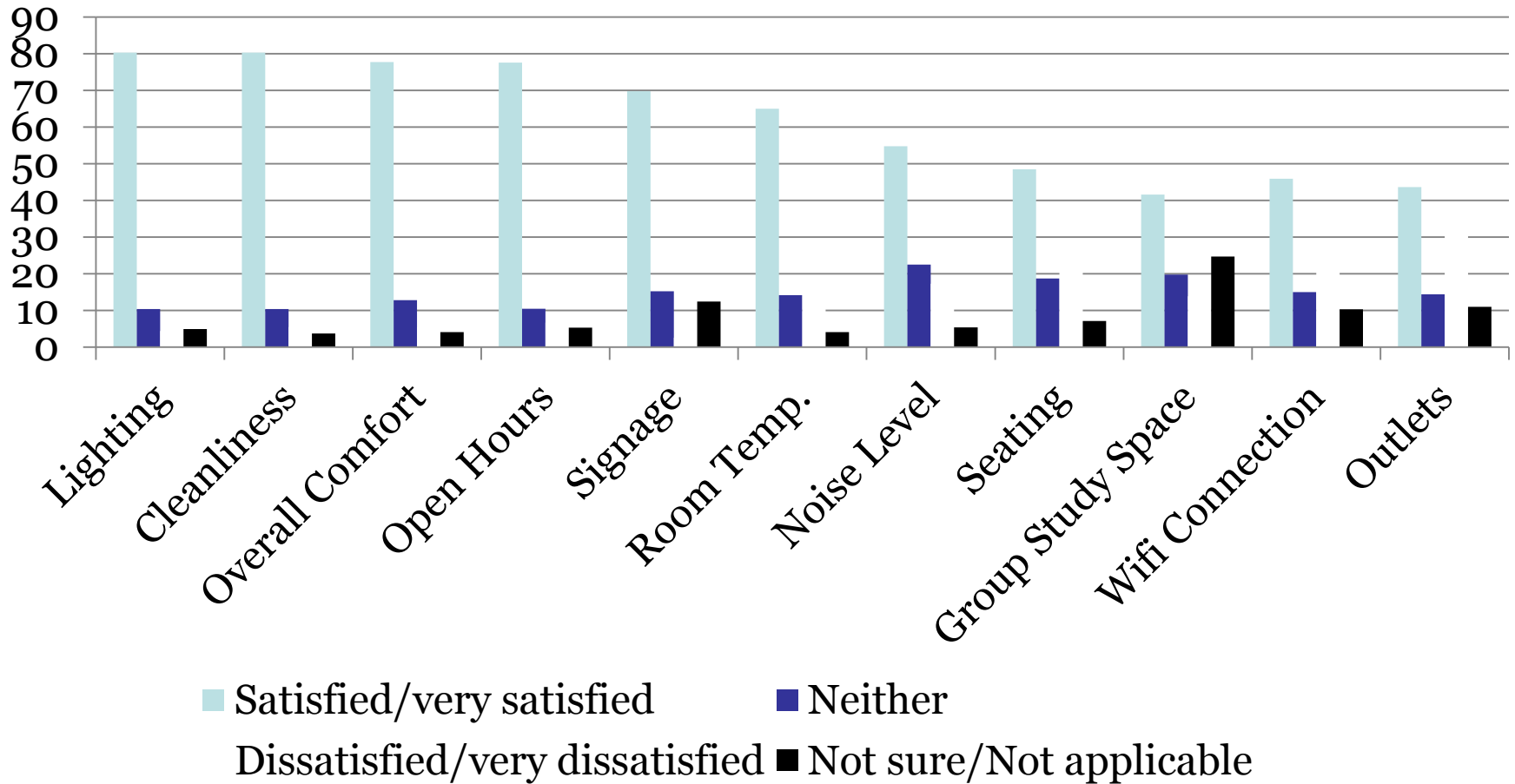
# Q29: Satisfaction with ULS resources (collections)



	Print Journals	Subject DBs	Print Books	Electronic Journals	E-books
Satisfied/Very Satisfied	58	64.5	70.2	74.8	53.6
Neither	18.6	16.4	14.6	11.8	19.6
Dissatisfied/Very dissatisfied	3	3	3.4	5.6	7.4
Do not use	20.5	16	11.8	7.8	19.5



# Q31: Satisfaction with aspects of library experience



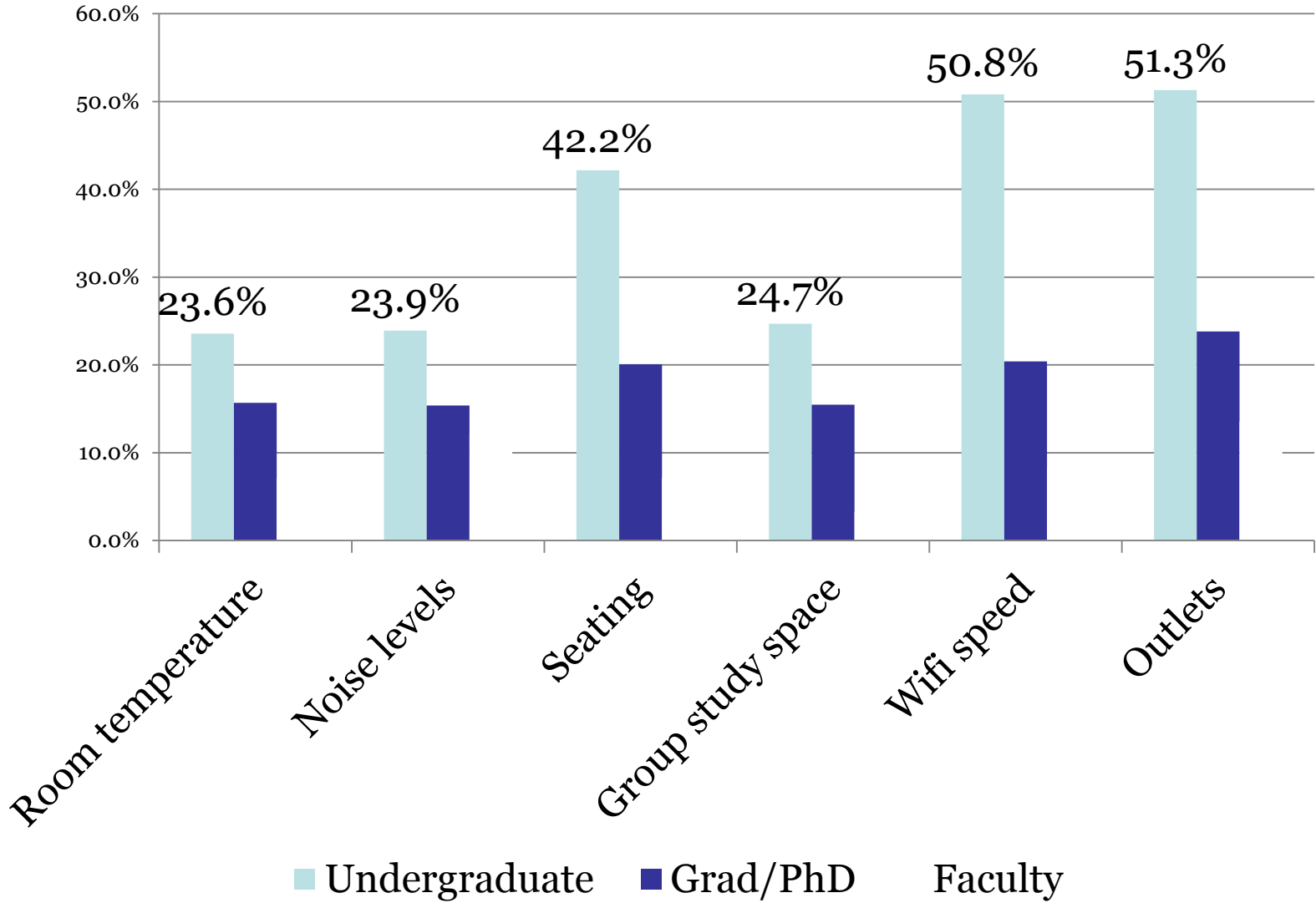


# Analysis of Q31 Comments

Not enough outlets (41)
Too cold; freezing (39)
Wifi is awful (37)
Hard to find seating (31)
Noise level is unacceptable and quiet zones are not enforced (29)
Want longer hours (i.e., at regionals/departmentals; and/or on weekends) (23)
Lighting problems (11)
Bathrooms are dirty (8)
Signage is lacking/confusing (esp. getting off elevators) (6)
Too hot (5)
Want more group study space (5)
Love the new 24 hour availability (5)
Love [my] library (5)



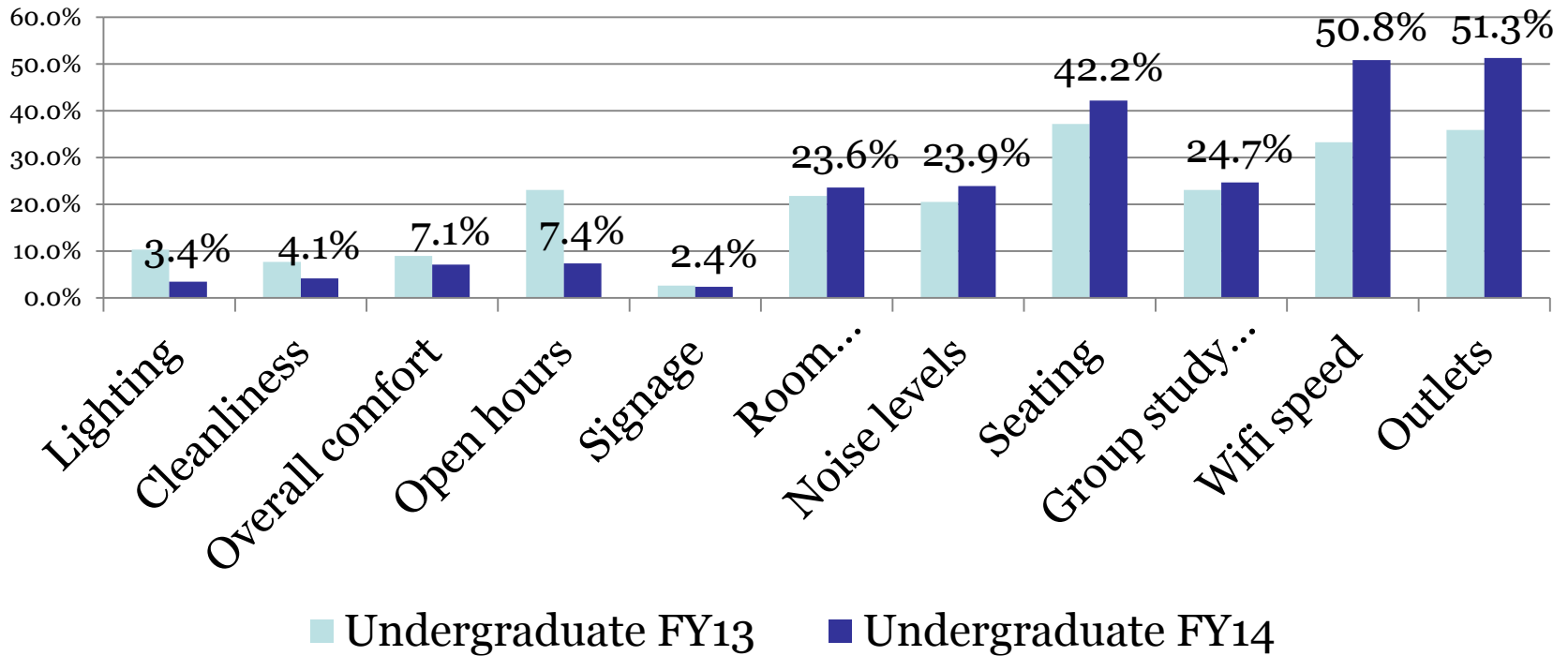
### Q31. Greater than 10% dissatisfied/very dissatisfied by respondent type\*



Data labels = undergraduates  
\* N excludes those who responded "not sure"



# Q31: Percent of Dissatisfied/Very Dissatisfied Undergraduates, FY13 vs. FY14



Data labels = FY14 results

### Summary, FY13 vs. FY14:

**Fewer** respondents dissatisfied: Lighting, cleanliness, comfort, **open hours**

**More** respondents dissatisfied: Room temperature, noise, seating, group space, **wifi**, **outlets**

No change: Signage



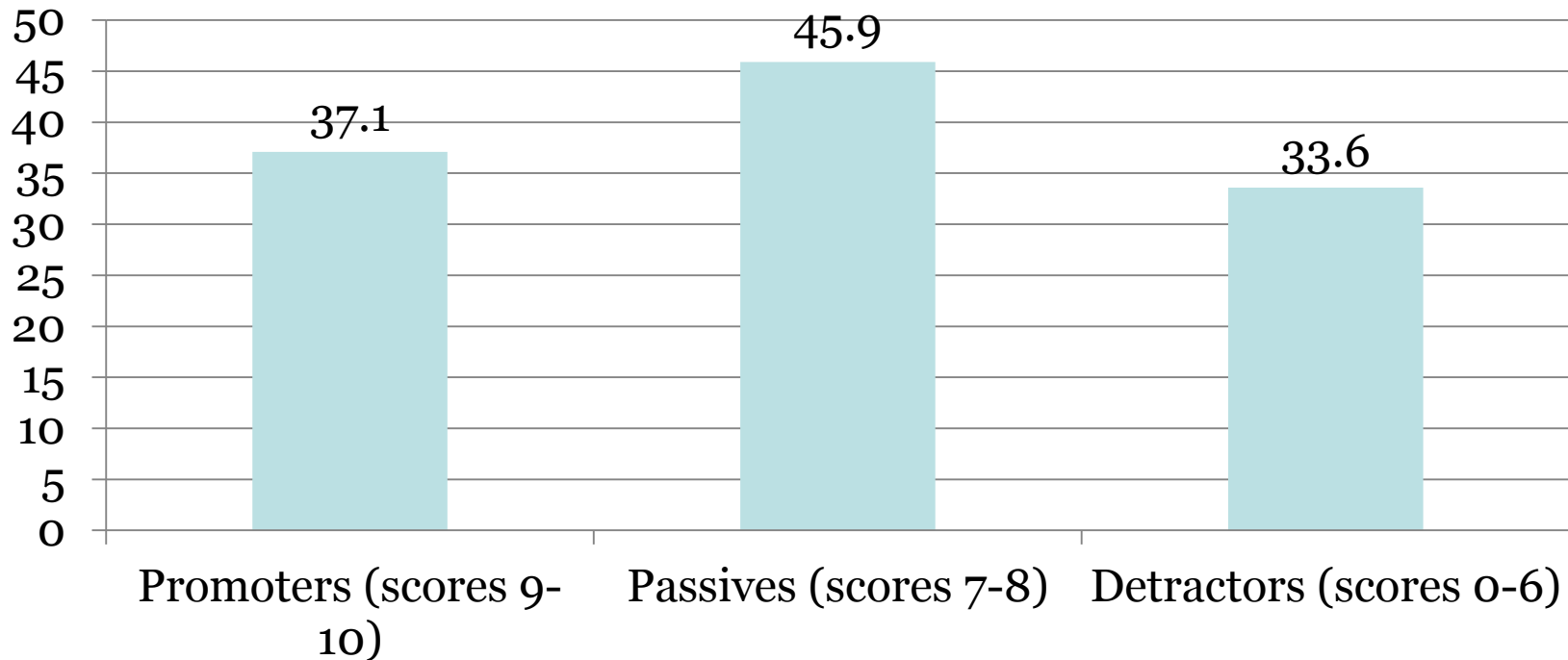
# NET PROMOTER SCORE





# ULS Net Promoter Score = +3.5

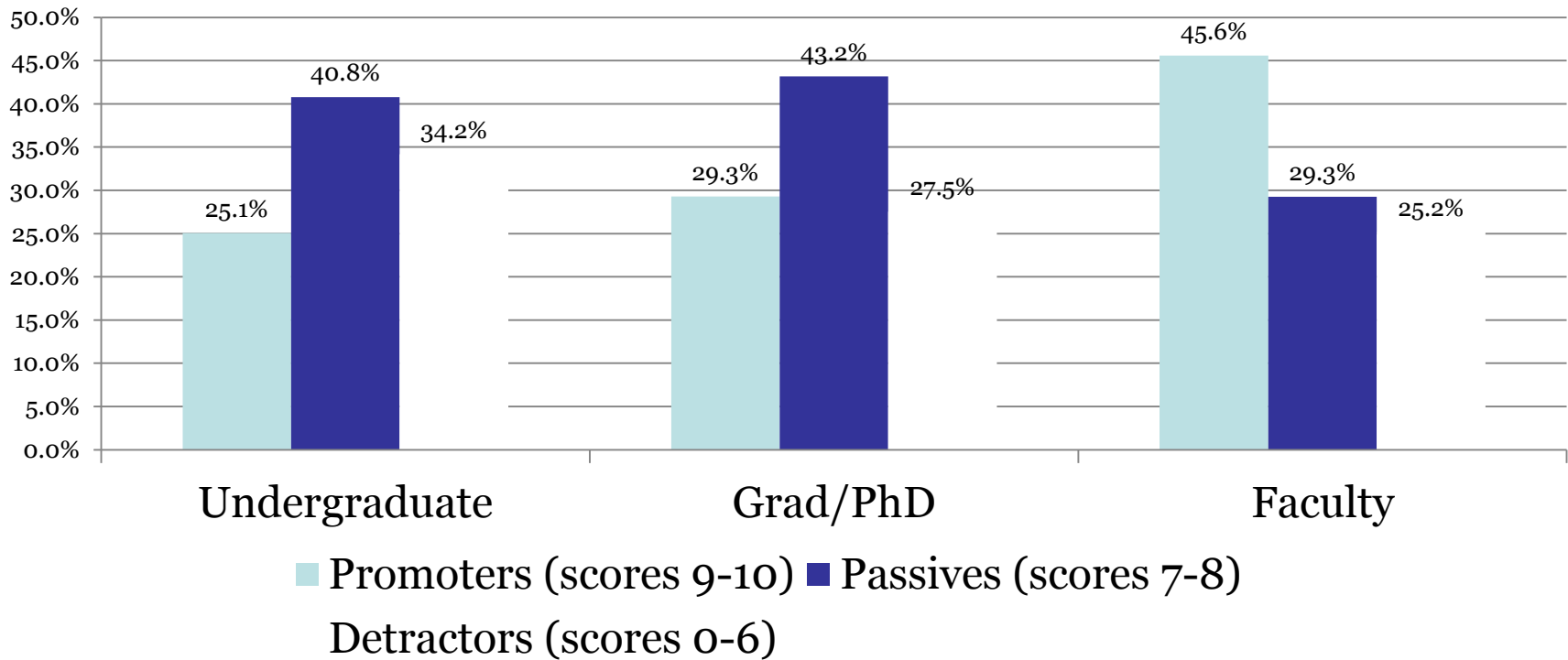
**% of respondents**



**Source: Methodology pioneered by Fred Reichheld for gauging customer sentiment. Net Promoter Score = Percentage of “promoters” minus percentage of “detractors”**



# Q35: Net Promoter Score by Respondent Type (Undergrad=-9.1; Grad/PhD=+1.8; Faculty=+20.4)



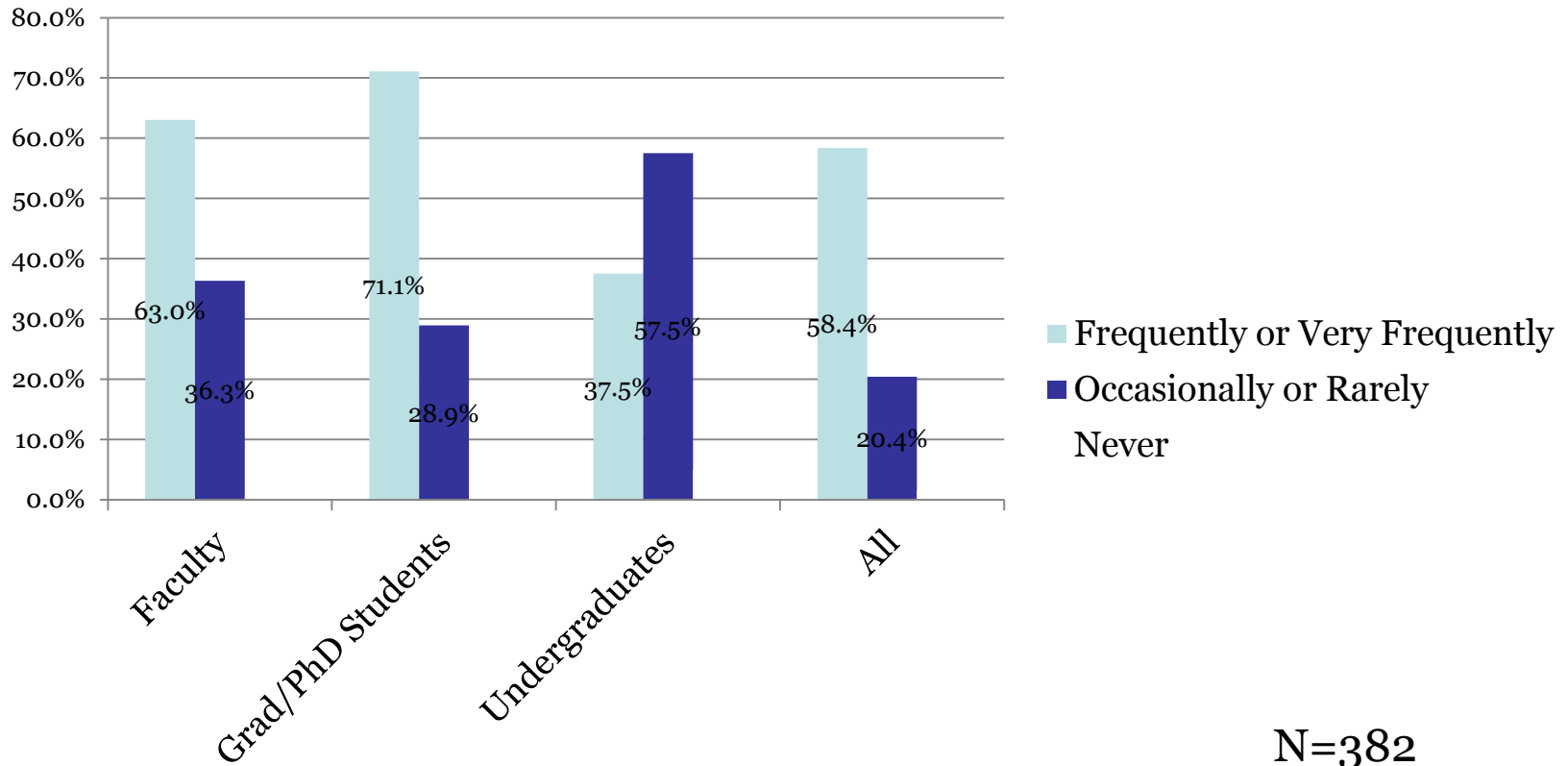


# ULS WEBSITE



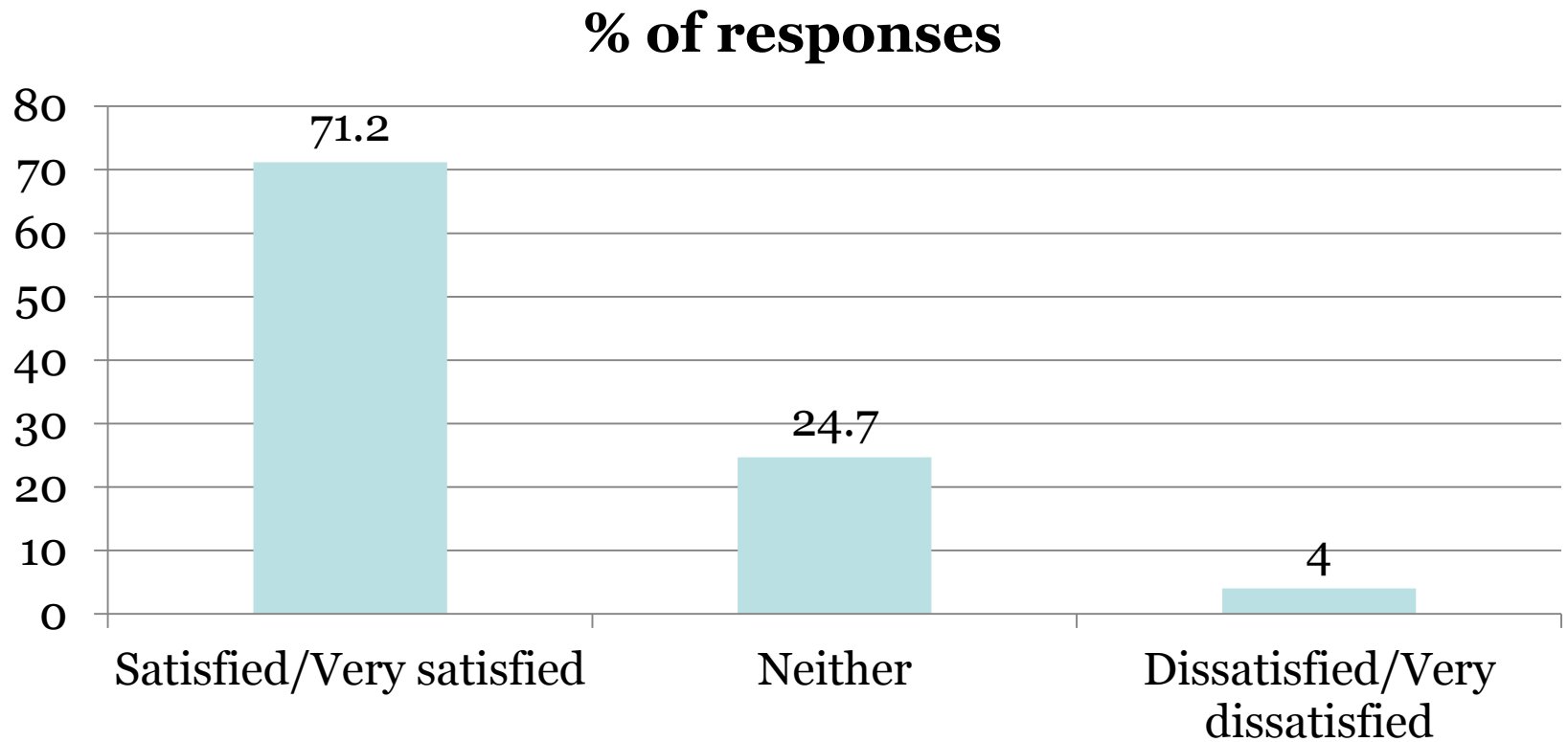
# The ULS Website Is Important, Esp. to Faculty and Grad/PhD Students

## FY13 Q28: Frequency of Use of ULS Web Site by Respondent Category



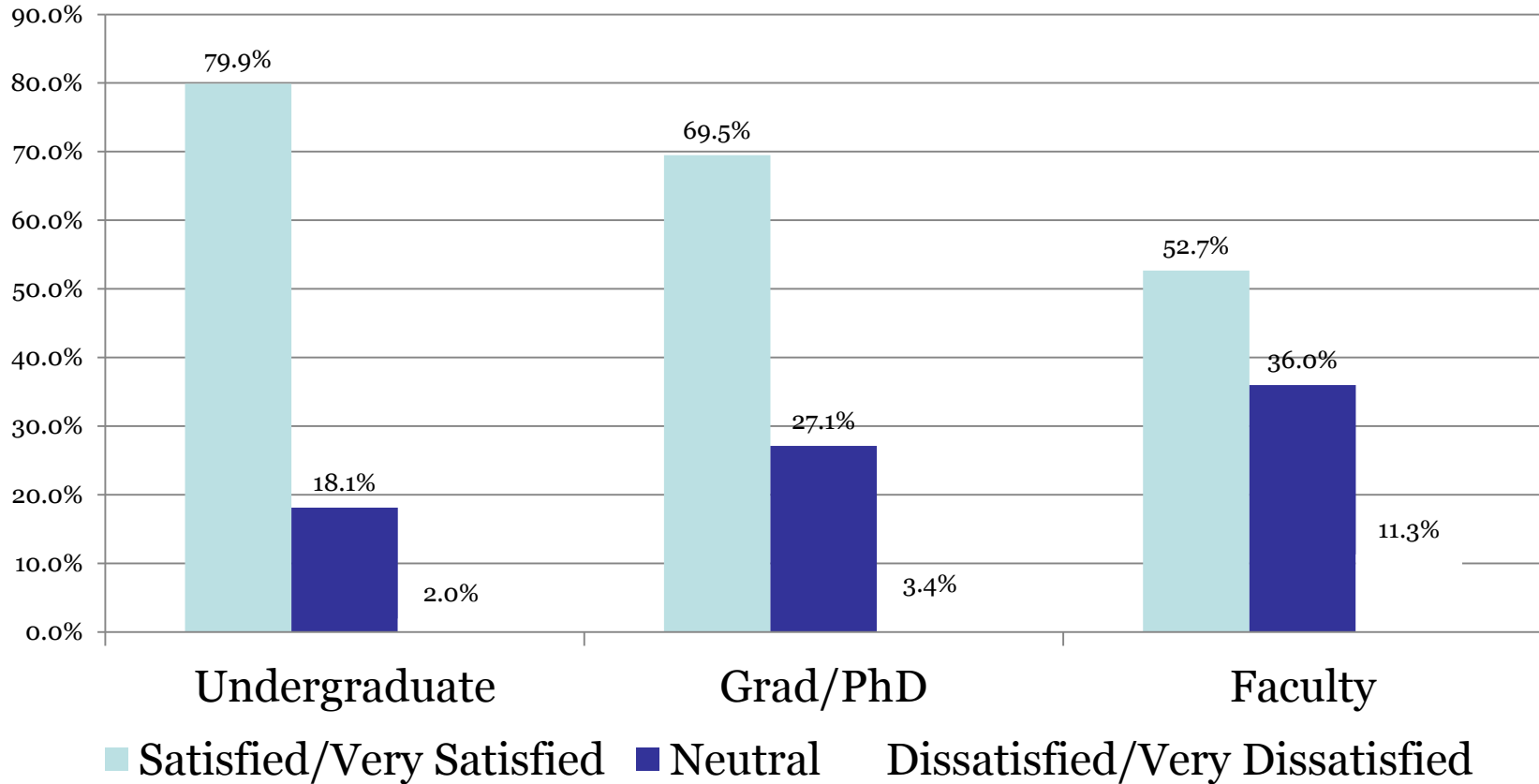


# FY14 Q25: Satisfaction with new ULS website





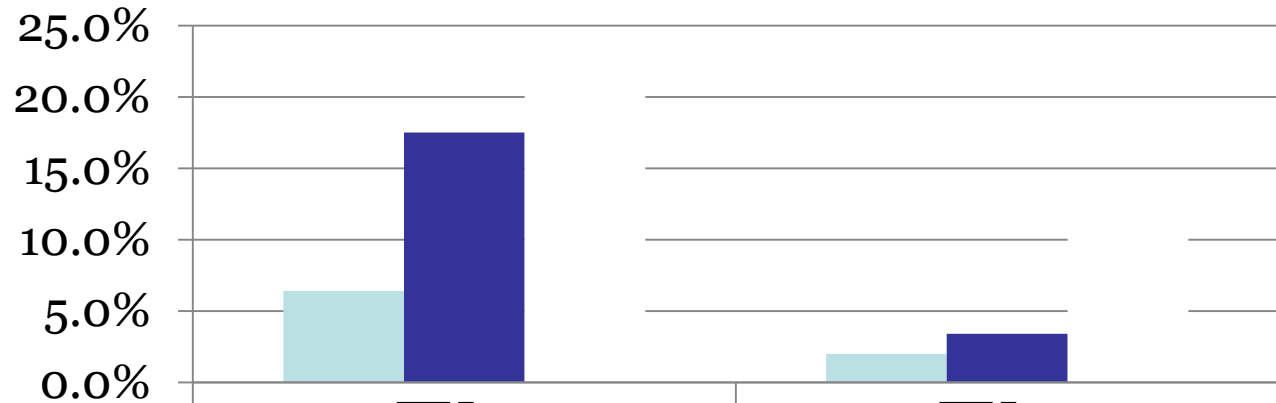
### FY14 Q25: Satisfaction with ULS Website by Respondent Type (N=1015)



Results FY13 to FY14: Significant reduction in dissatisfaction with FY14 website: Undergraduates' dissatisfaction ratings down 4%; Grad/PhD down 15%; Faculty down 9%



# Significant Decrease in Dissatisfaction with ULS Website After Redesign



	FY13 Dissatisfaction	FY14 Dissatisfaction
Undergraduate	6.4%	2.0%
Grad/PhD	17.5%	3.4%
Faculty	20.1%	11.3%



# Themes in Comments on Q25 (New ULS website)

- New site is an improvement (21)
- Have not used site/rarely use/unaware (19)
- Liked prior site; old/former links don't work (12)
- Questions about PittCat Classic or complaints about PittCat+ (9)
- Trouble finding [what I want] (6)
- Don't like (5)
- Enhancement suggestions (5)
- Not as good as [favored university library website] (3)
- Can't compare to prior site/I wasn't here (3)

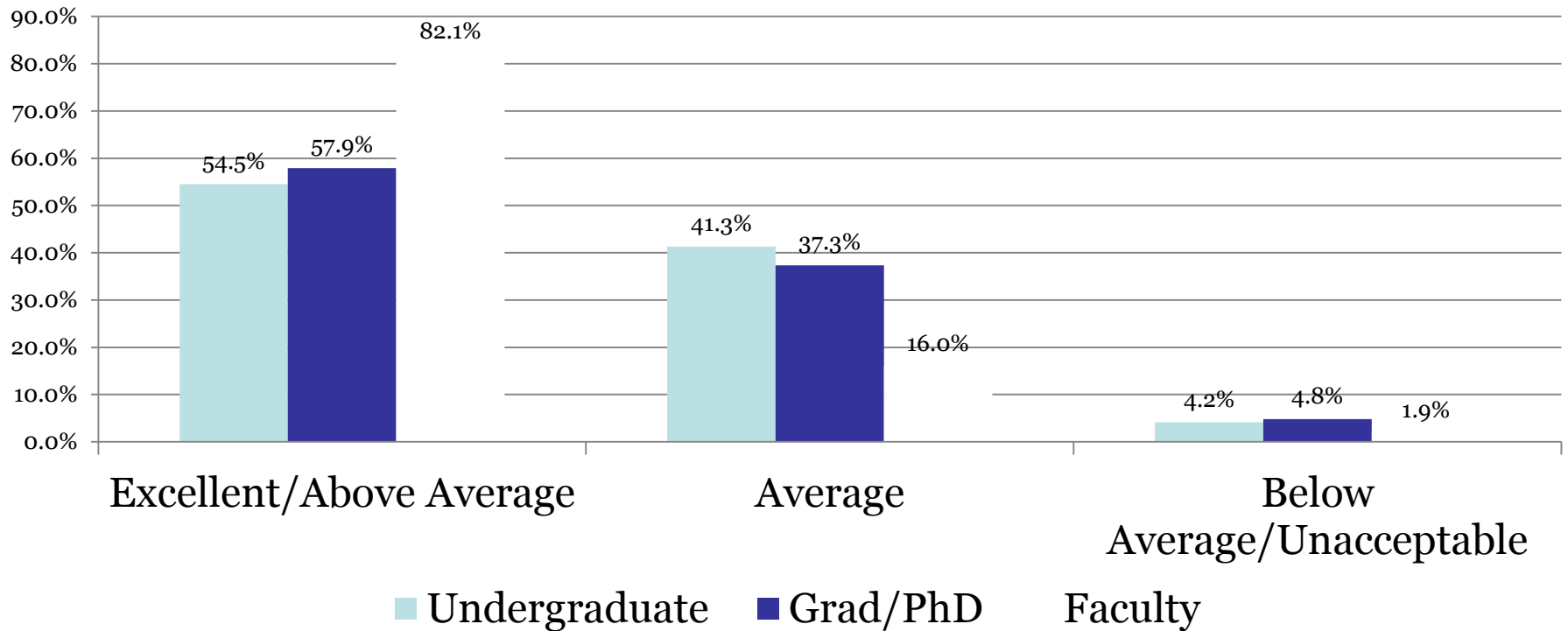




# PITTCAT+



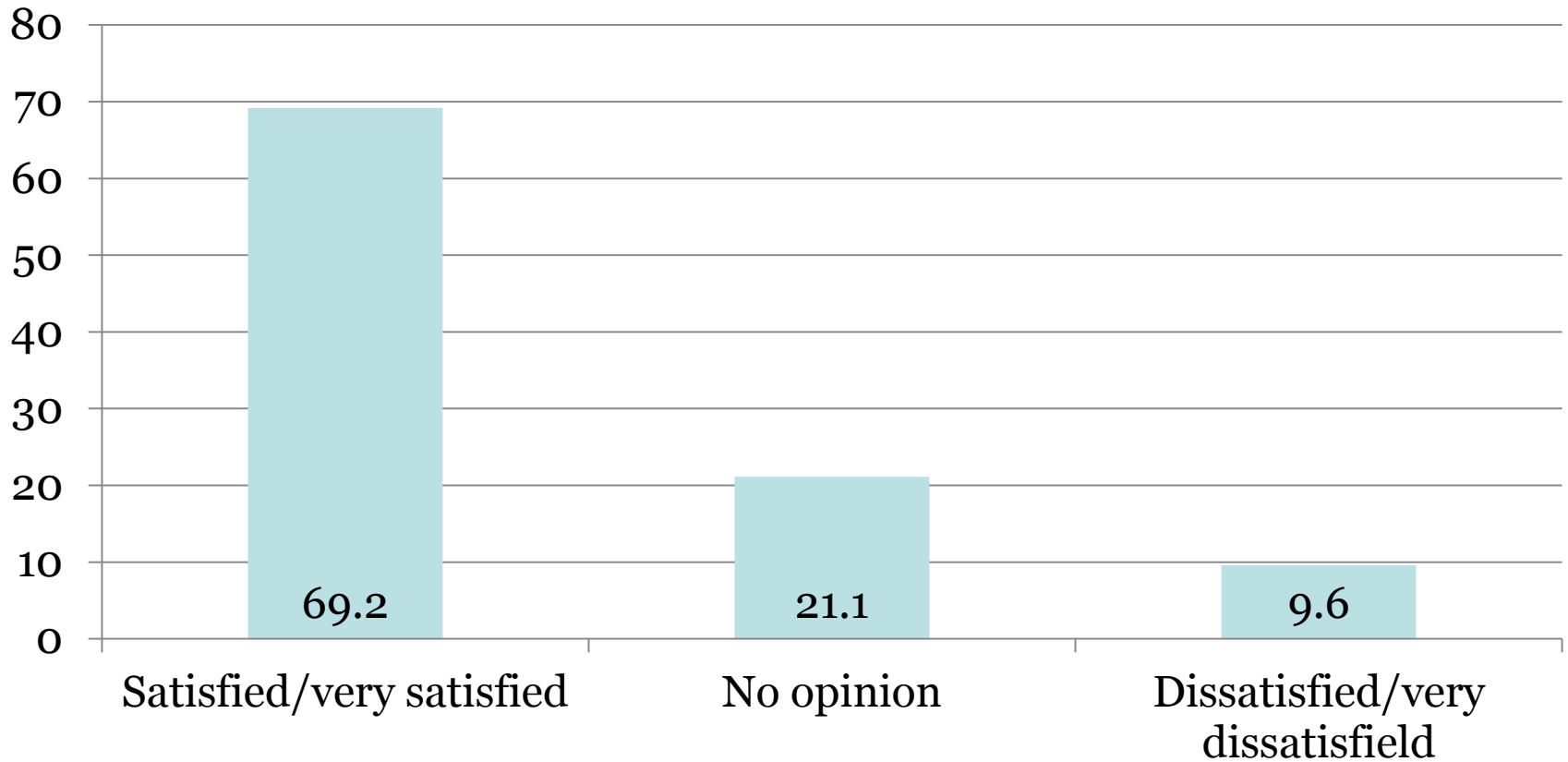
## Q22: Peceptions of Own Research Skills by Respondent Type (N=1029)





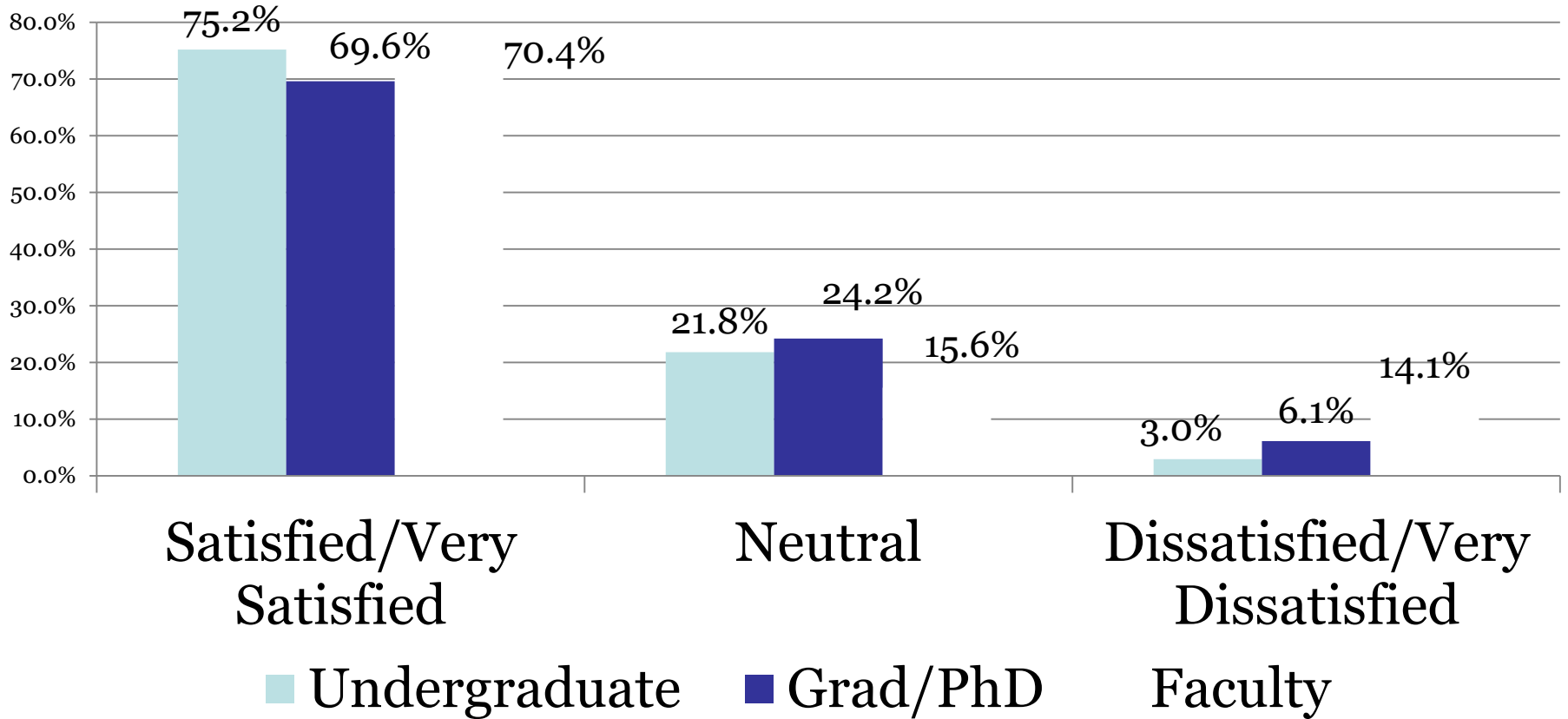
# Q11: PittCat+ Satisfaction

Rating %



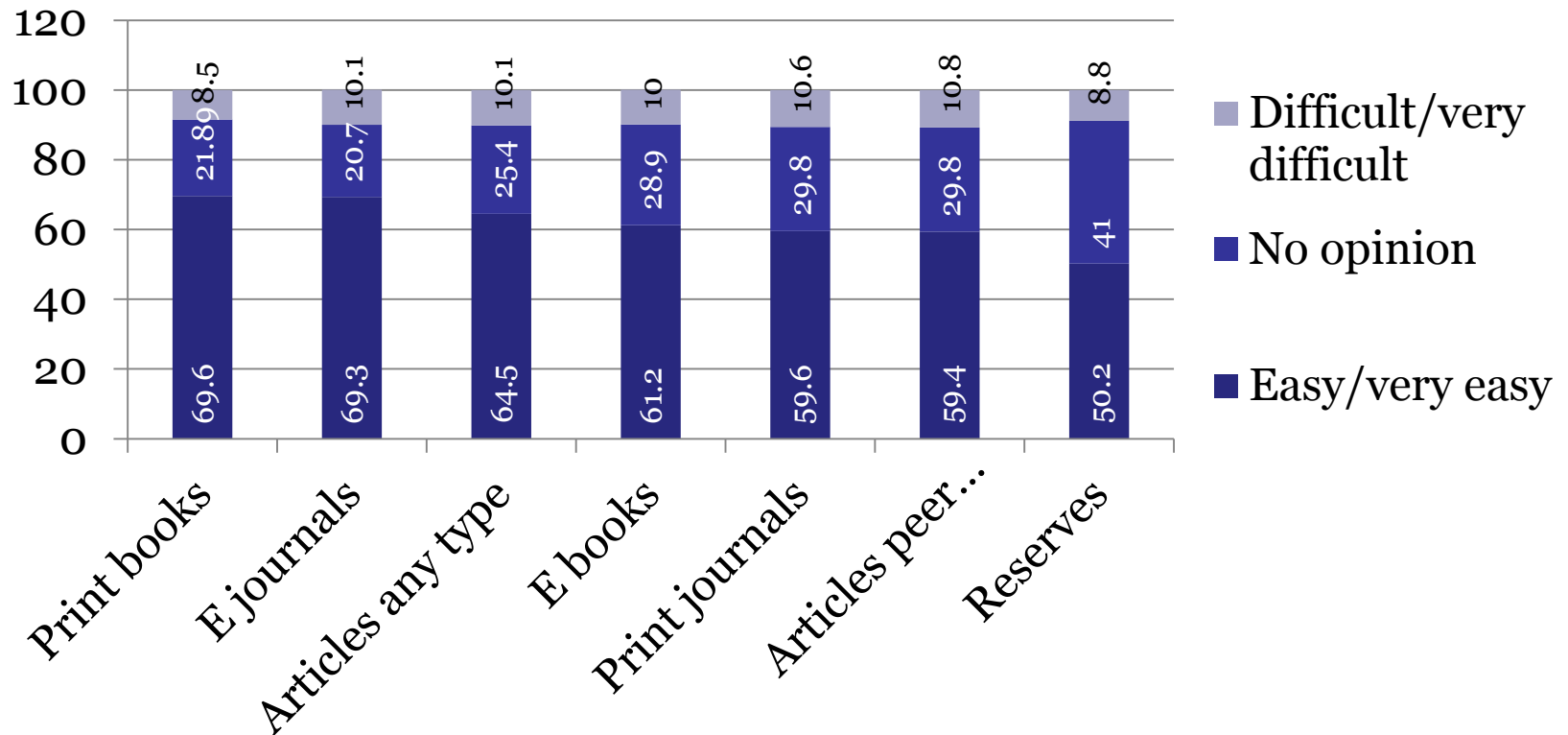


### Q11: Satisfaction with PittCat+ by Respondent Type: N=900



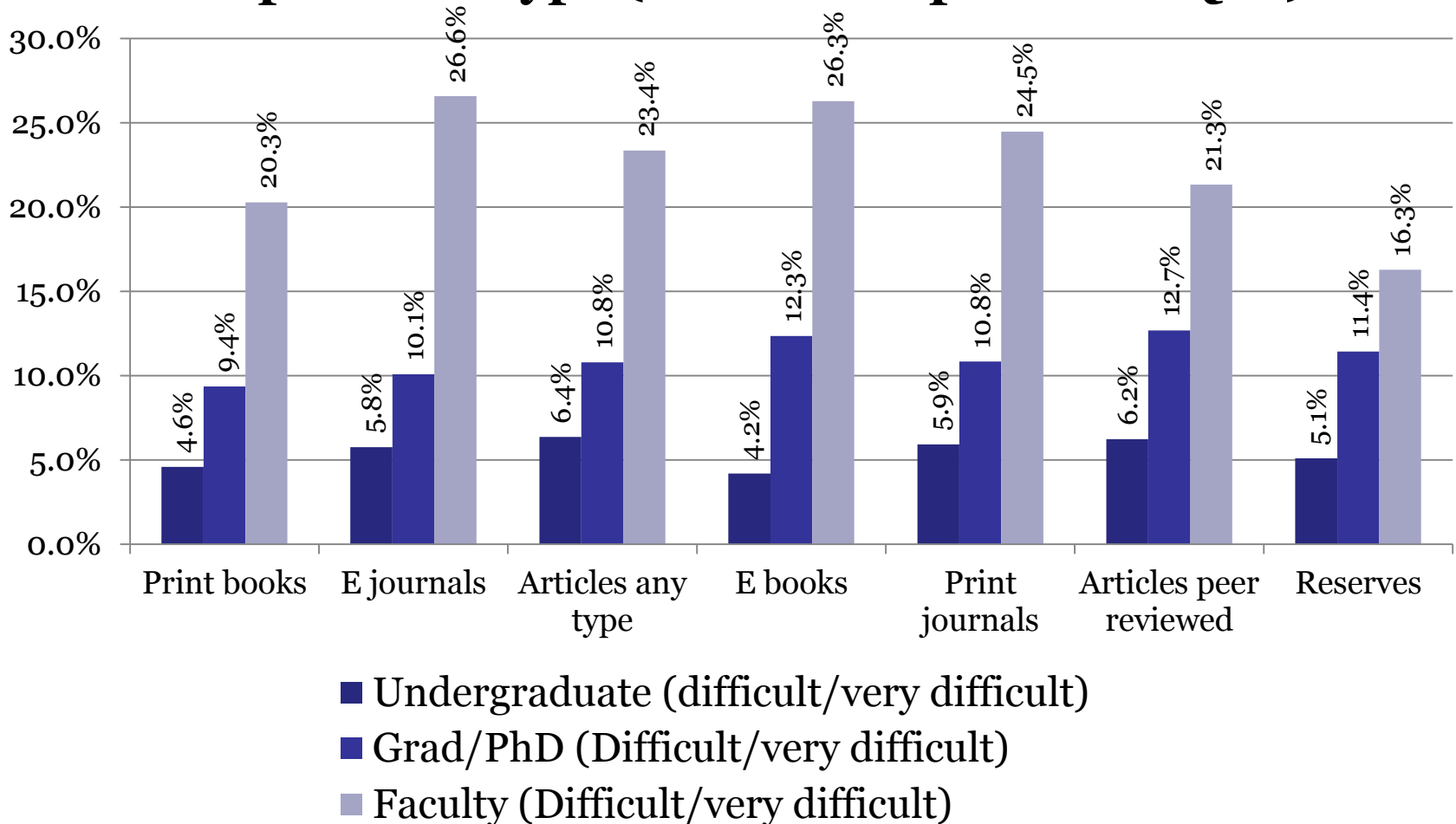


# Q10: PittCat+ and Known Item Searching





### Q10: Difficult/Very Difficult Responses by Respondent Type (N~1012 responses to Q10)





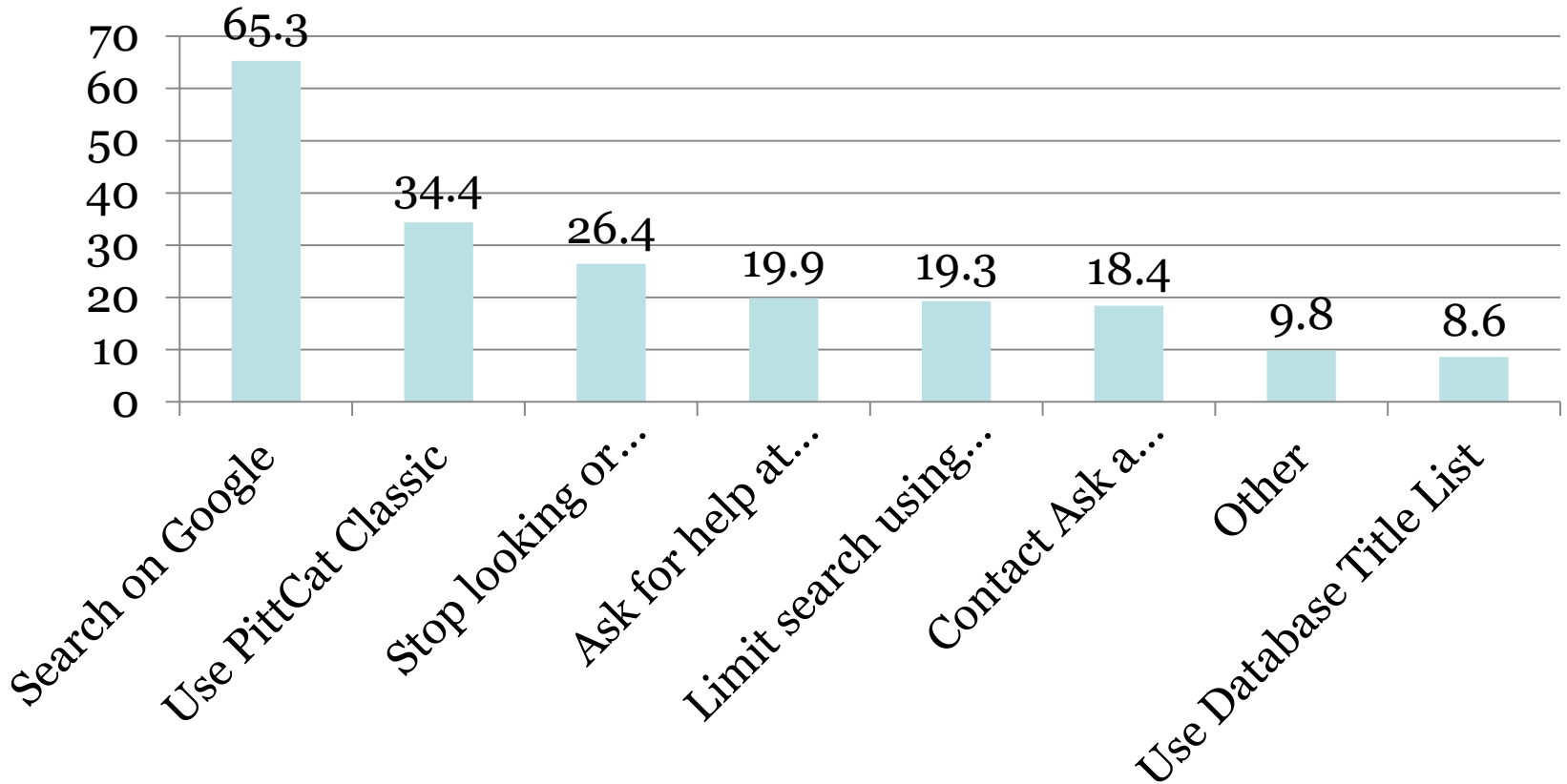
## Q12: Top 3 themes in comments of those who chose “other” responses to difficulty using PittCat+

- Use a different catalog (WorldCat most common choice; also a particular library’s catalog with which respondent is familiar)
- Use a particular database or service (PubMed most common choice; also Scopus or Science Direct; or particular subject-based service like ACM)
- I don’t use/don’t need PittCat



# Q12: What respondents do when they have difficulties with PittCat+

**% who chose this option**





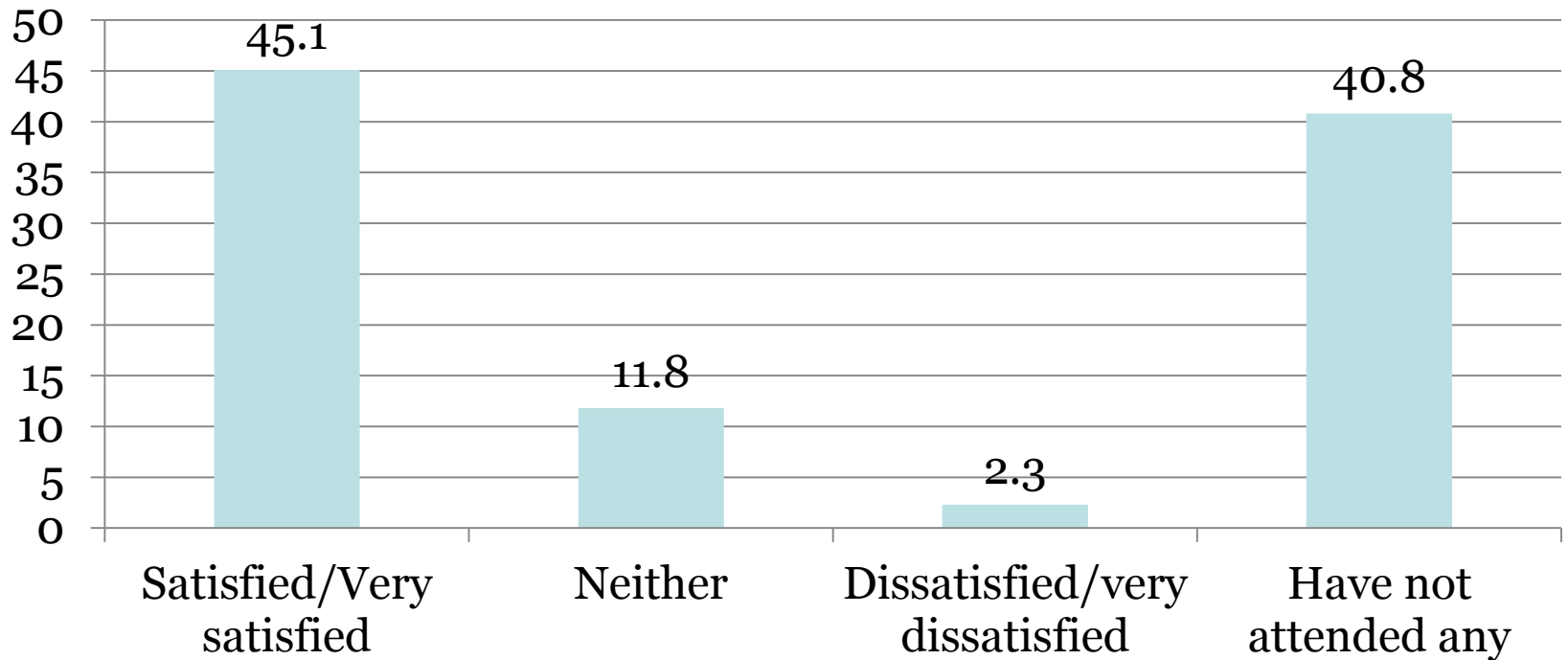


# **LIBRARY INSTRUCTION AND RESEARCH SKILLS**



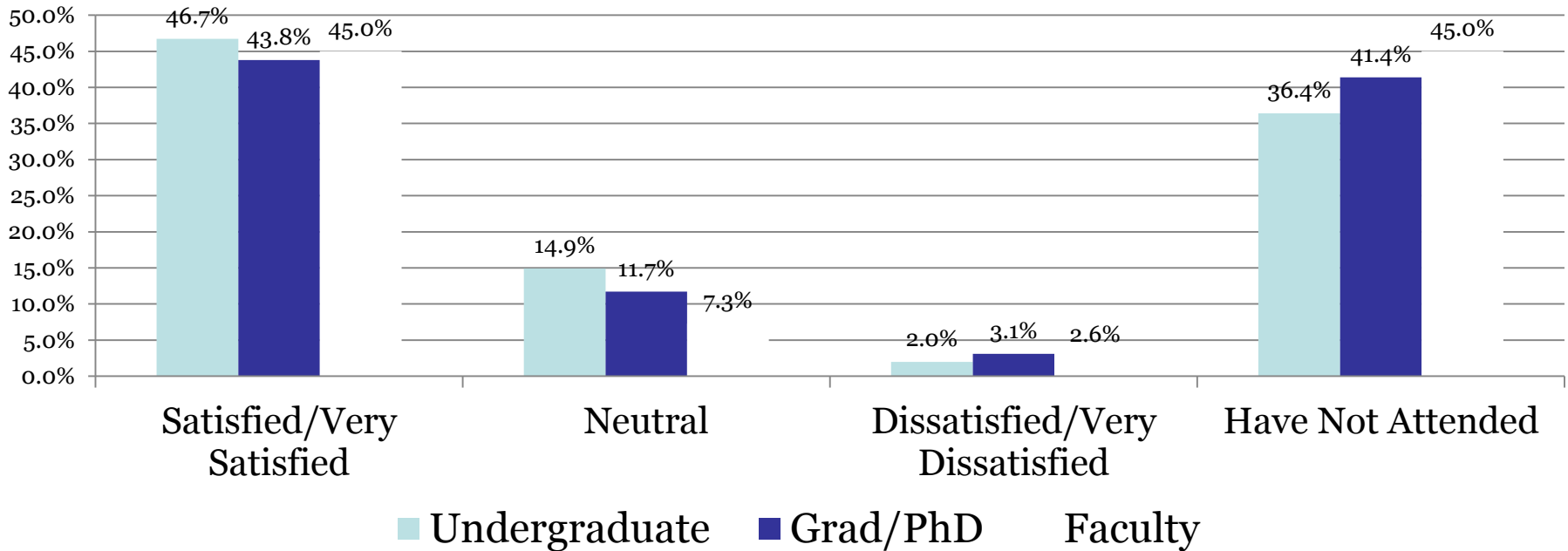
# Q17: Satisfaction with library presentations (library instruction)

**% of responses**





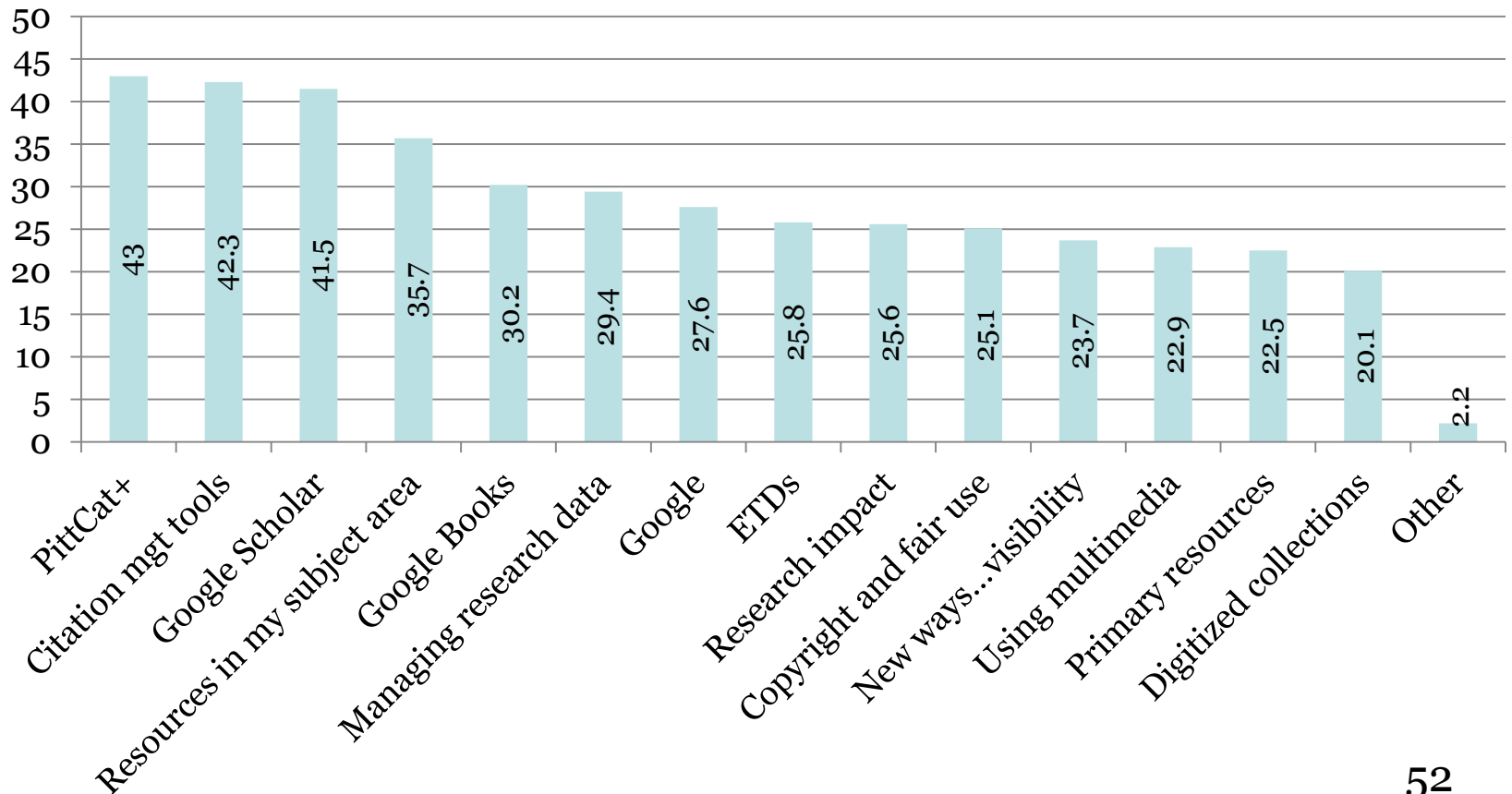
**Q17: On average, how satisfied were you with the library presentations (library instruction offered in the library or on a tour, in a class or on CourseWeb, or by special request) you have attended? N=1025**





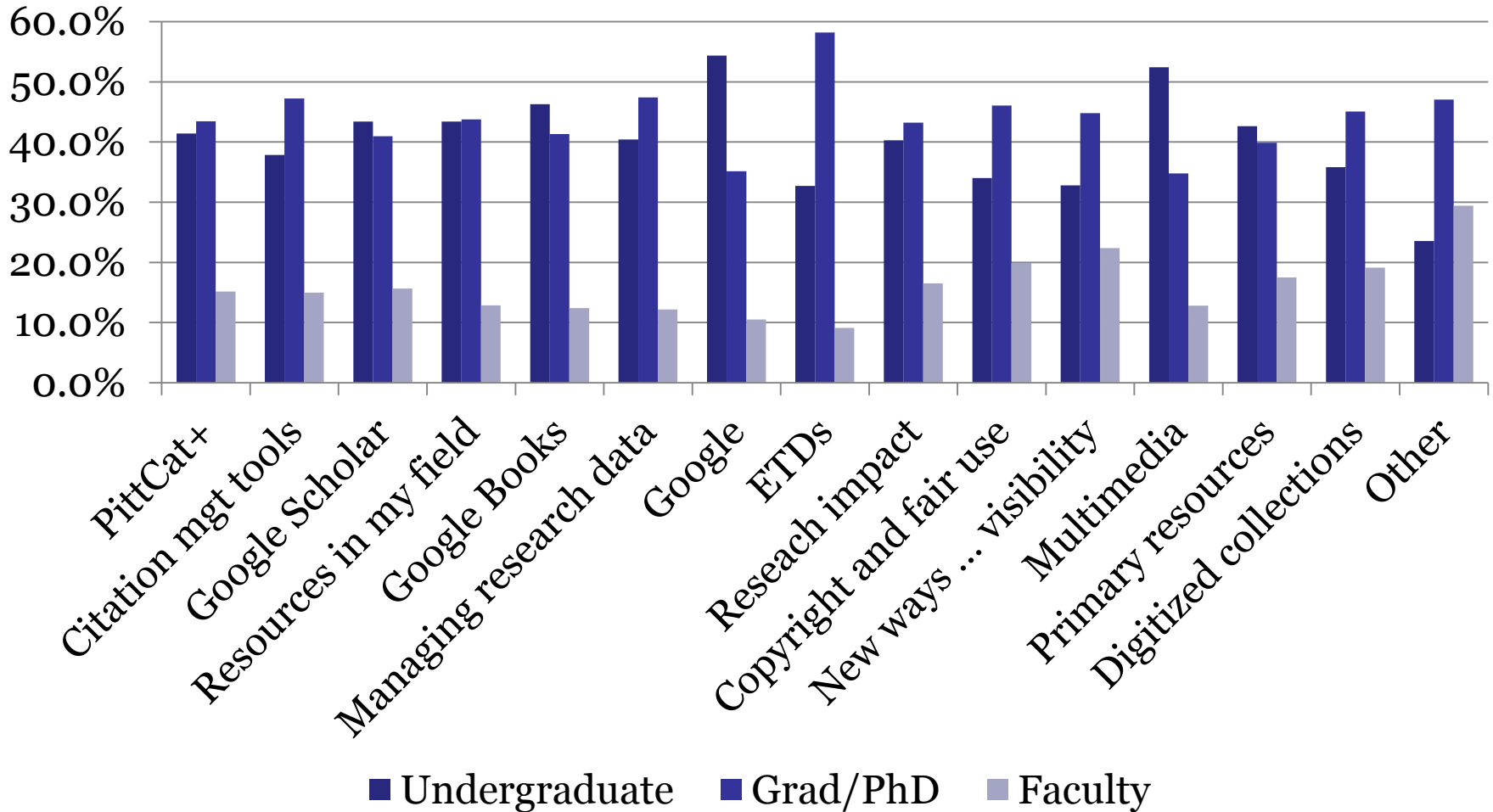
# Q18: Interest in presentations on particular topics

**% of responses**





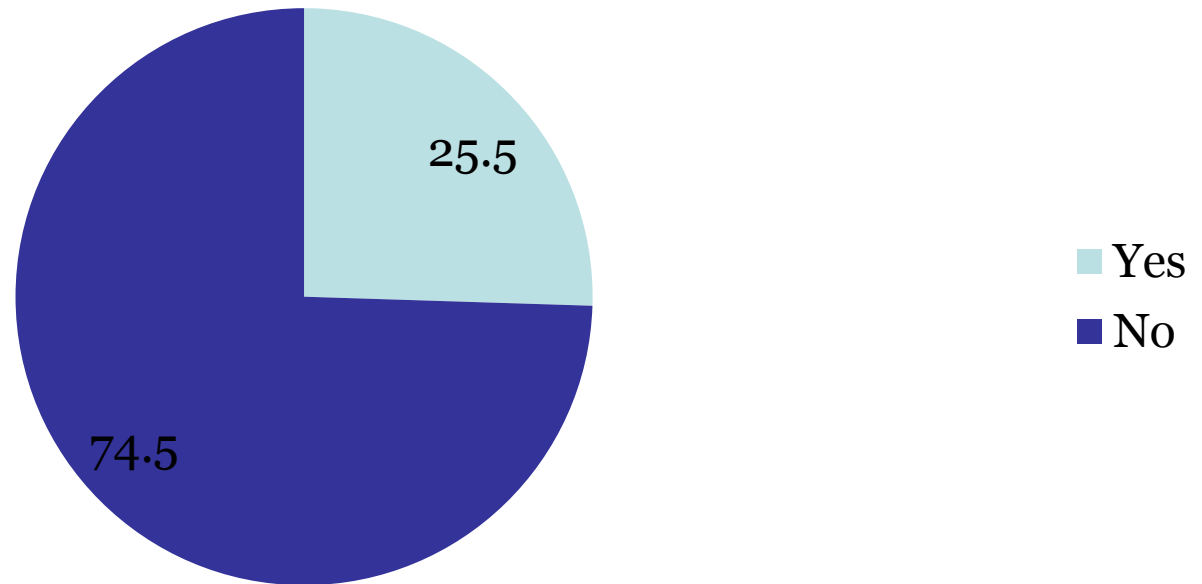
### Q18: Interest in presentation topics by respondent type (N=3341 responses)





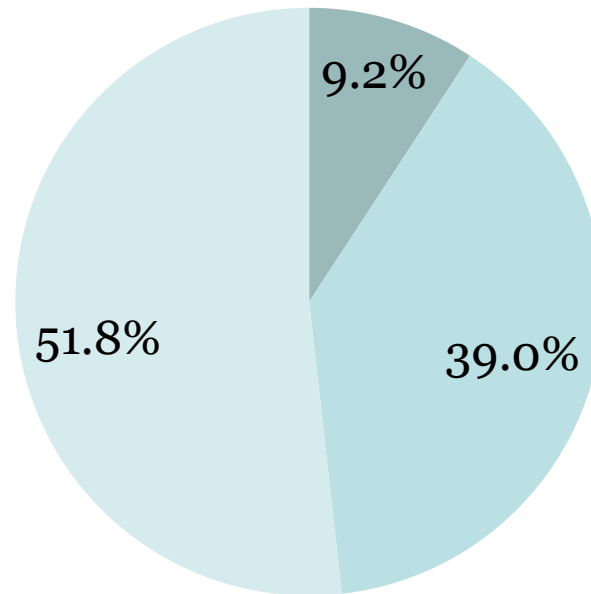
# Q19: Respondents with significant teaching responsibilities at Pitt

**% of responses**





**Q19: Make-up of the 25% of respondents who claim significant teaching responsibilities (N=282)**

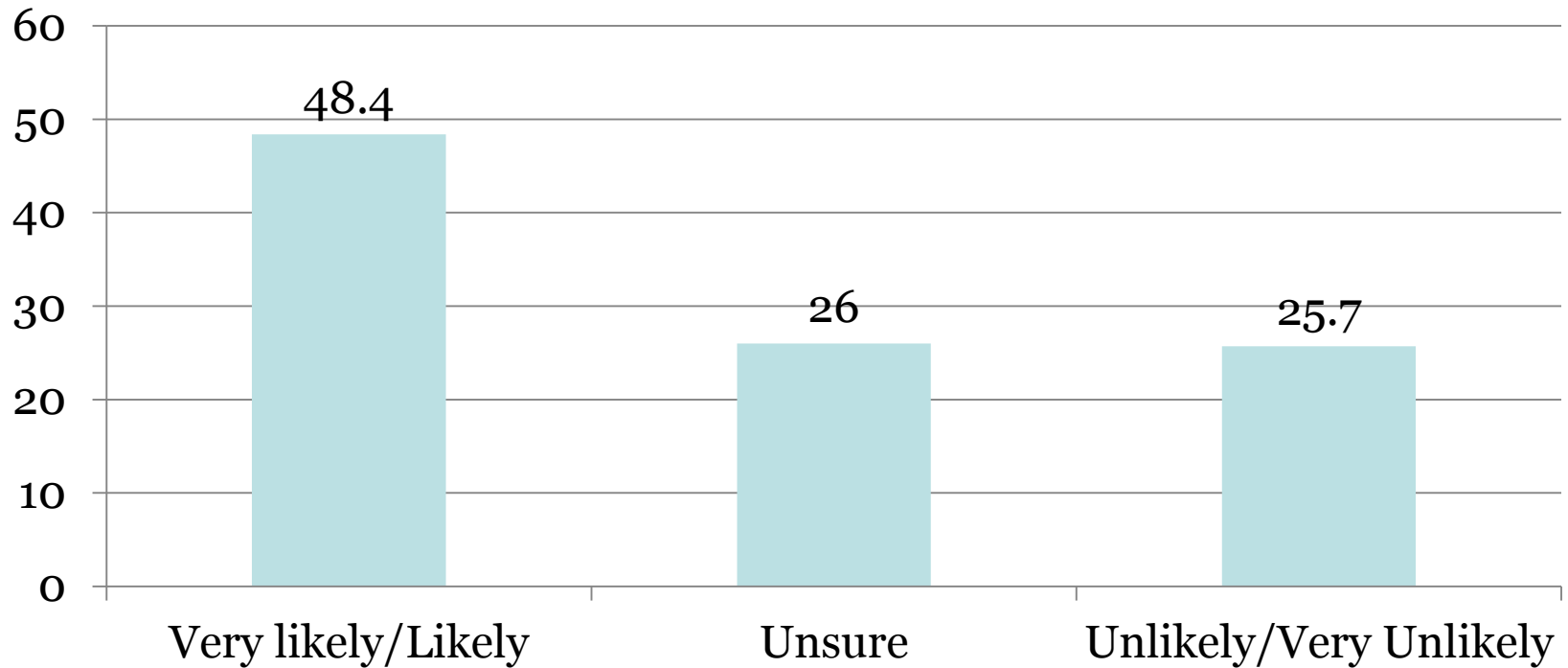


■ Undergraduate   ■ Grad/PhD   ■ Faculty



# Q20: Likelihood of incorporating library services/instruction in my teaching

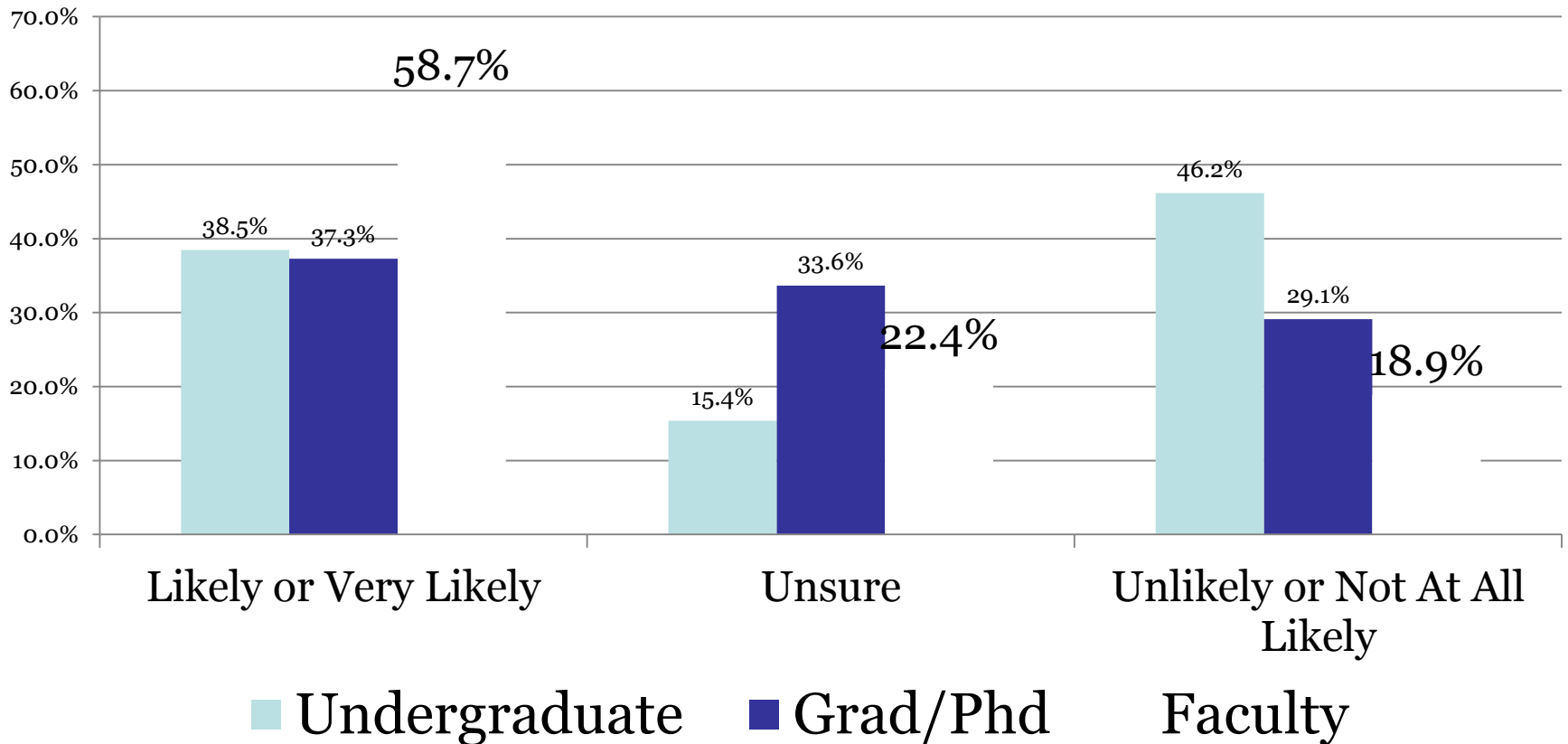
**% of responses**





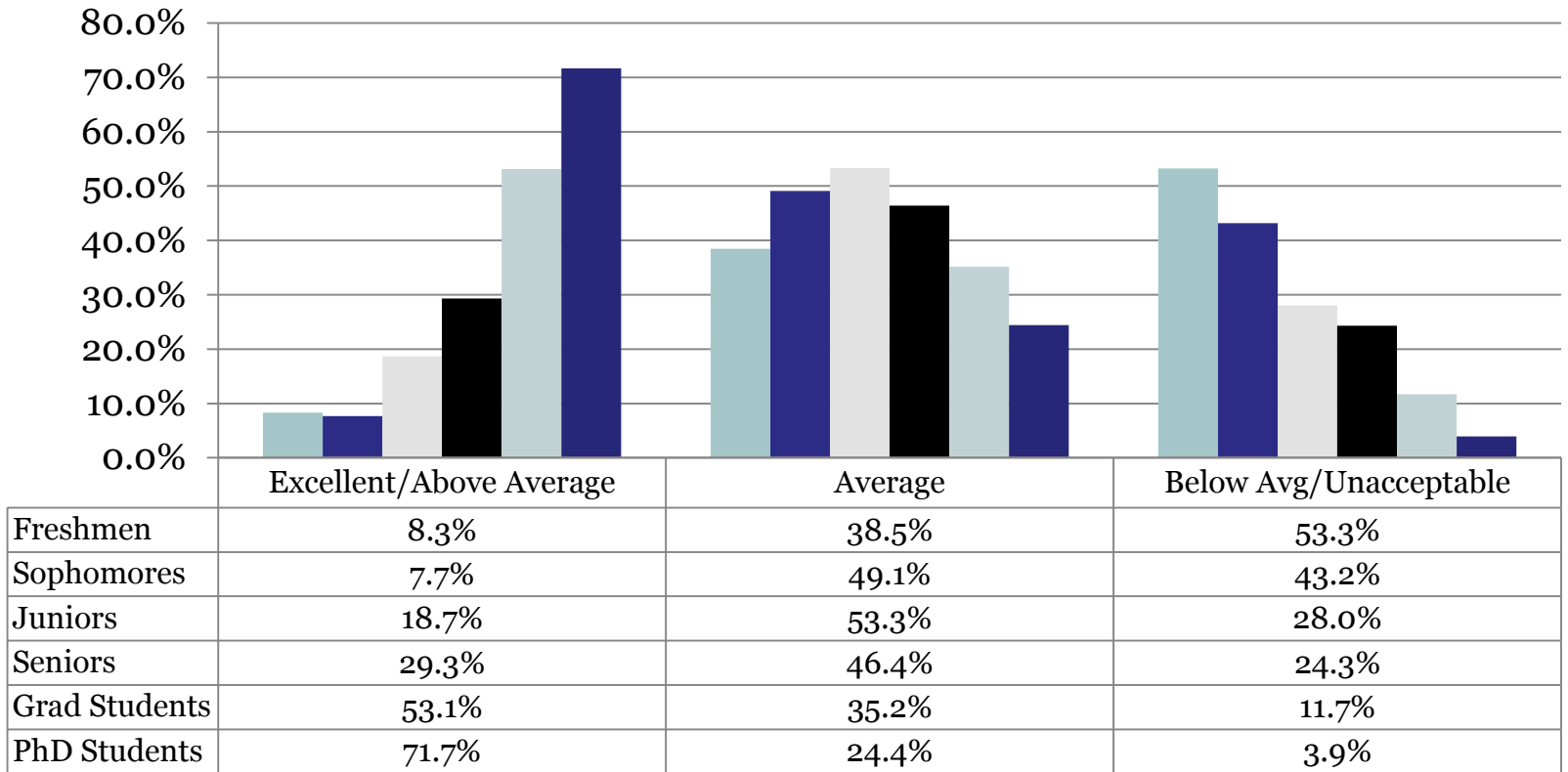


## Q20: Likelihood of Incorporating Library Instruction in My Teaching by Respondent Type (N=281)





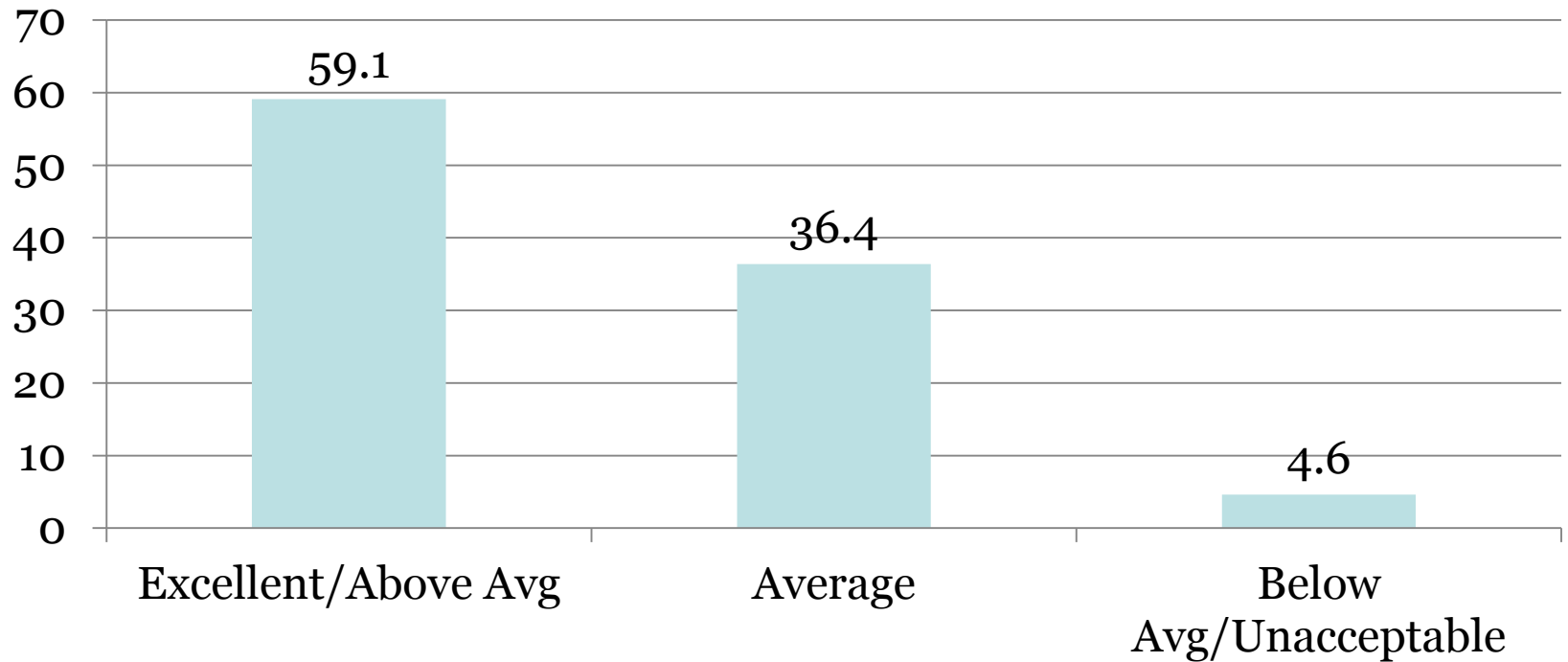
# Q21: Teachers' perceptions of student research skills





# Q22: All respondents' perceptions of their own research skills

**% of responses**



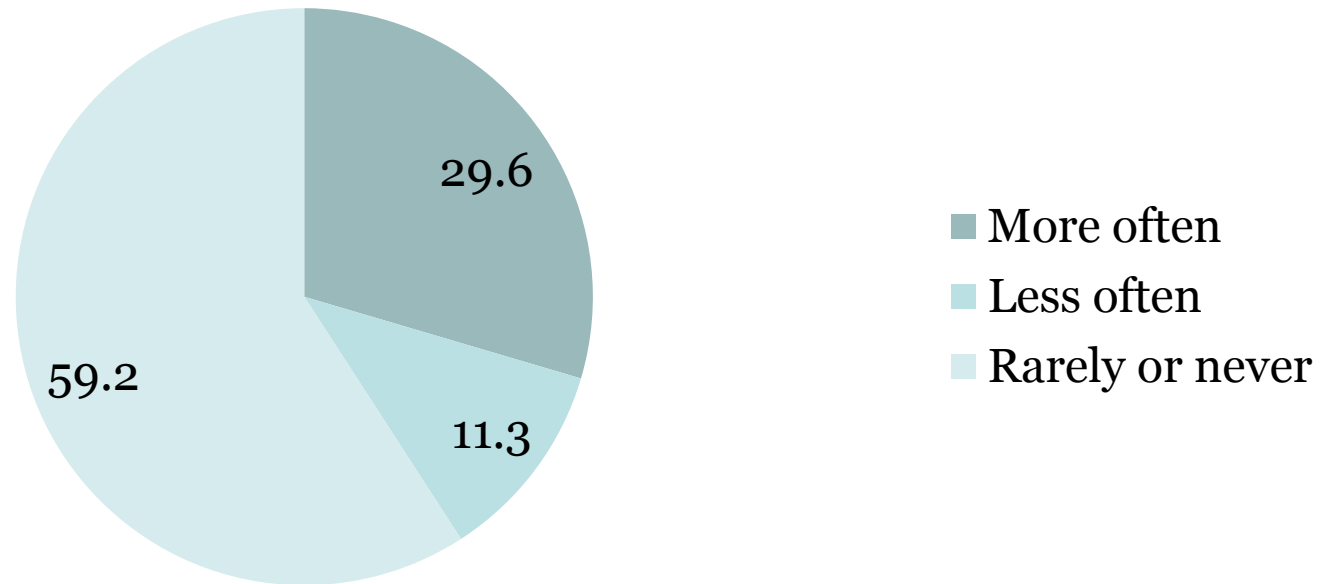


# MOBILE APPLICATIONS



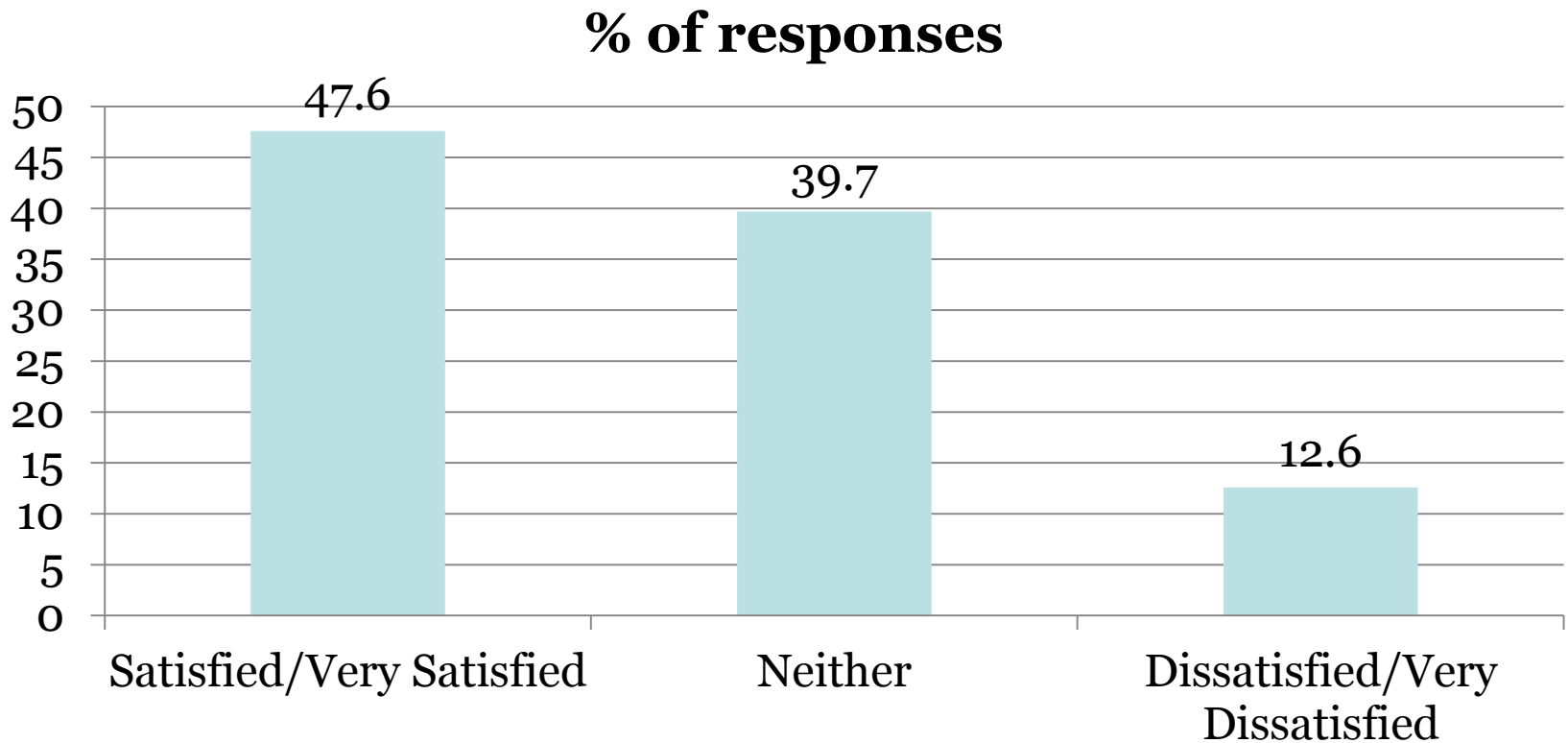
# Q26: Use of mobile device to search for academic materials

**% of responses**





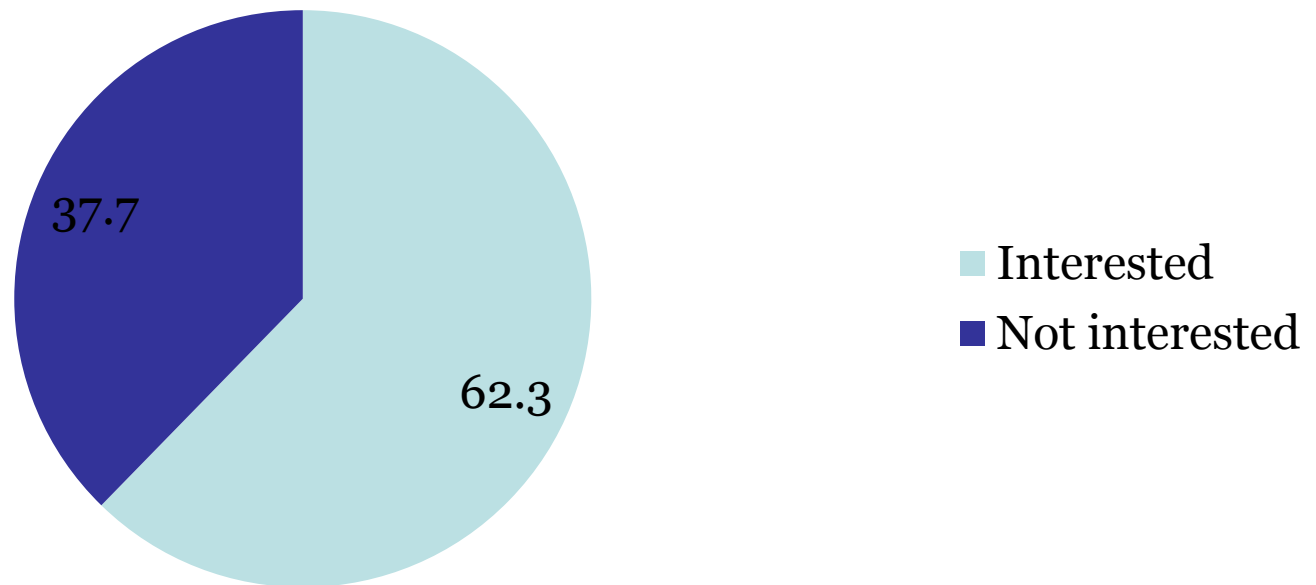
# Q27: Among those who do search using mobile devices – satisfaction





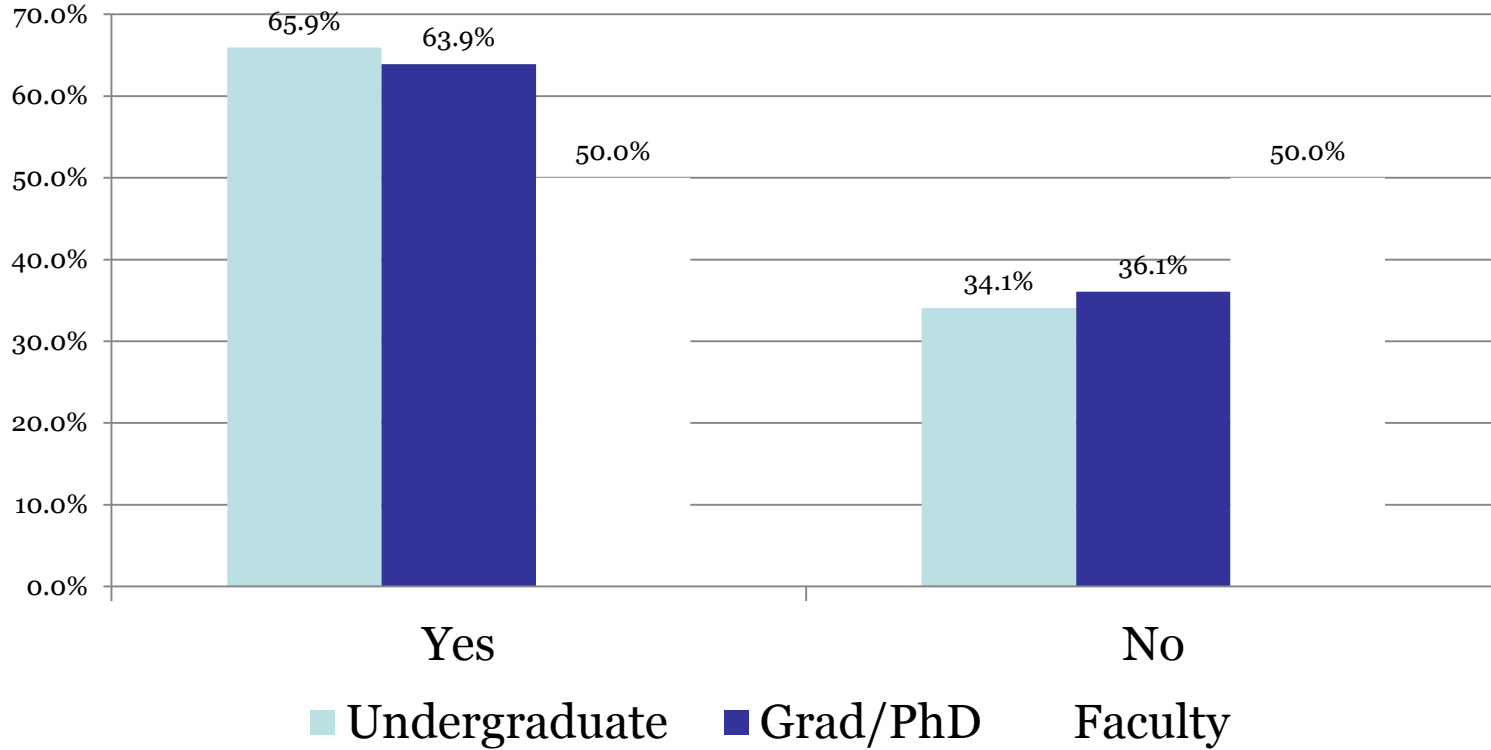
# Q28: All respondents – Interest in ULS-developed mobile app

**% of responses (N=1082)**





### Q28: Interest in ULS-Developed Mobile App by Respondent Type







## Analysis of Q28 Comments: Themes in reactions to possibility of ULS-developed mobile app

Yes - definitely - great idea - would be helpful/convenient (14)

No - I won't do research using a mobile device (13)

Maybe - depends on ... - only if it's good and is kept up to date - only if it works on my device (12)

No - I don't need a mobile app (9)

No - I don't own a mobile device (9)

No - keep it simple (like my phone) (6)

No - I don't like reading using an app; I can't annotate as I read (5)

No - problems or questions about remote access to licensed content (4)

No - complaints about PittCat+ (3)

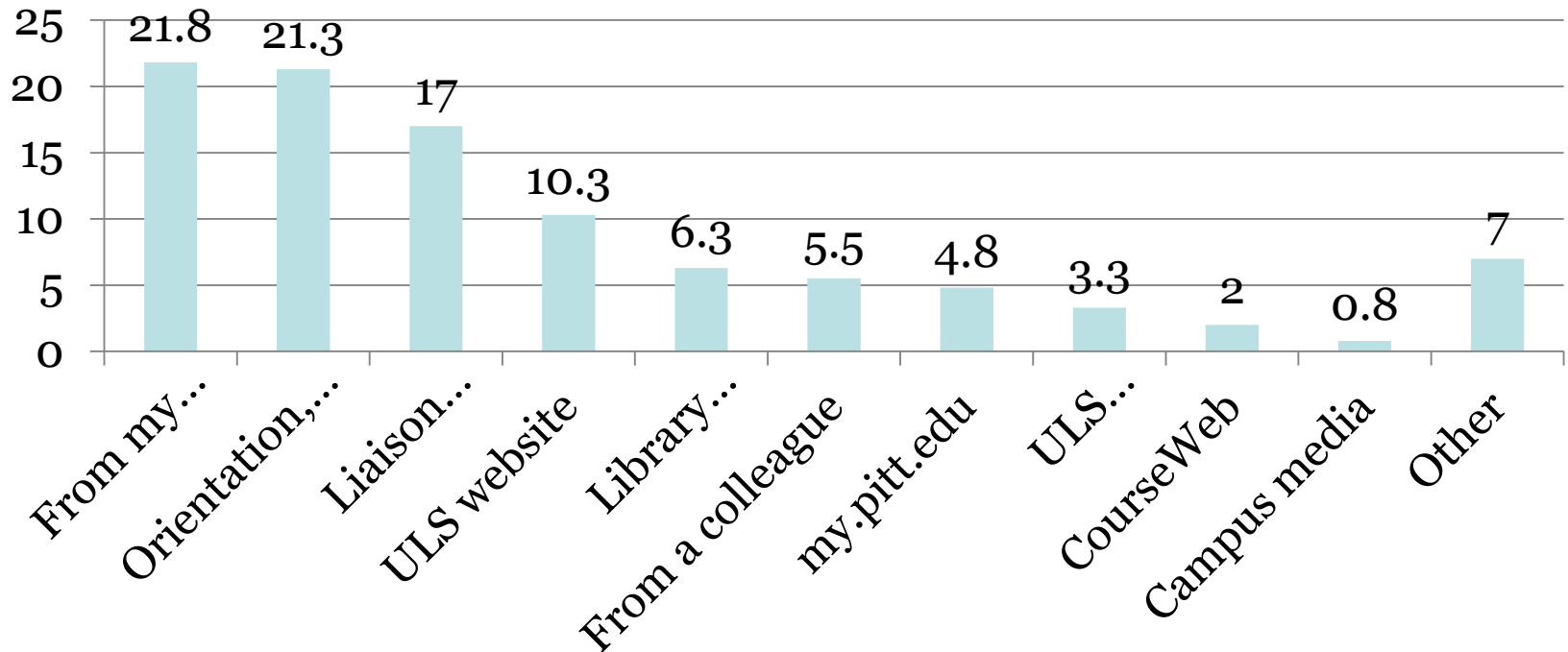


# COMMUNICATION CHANNELS



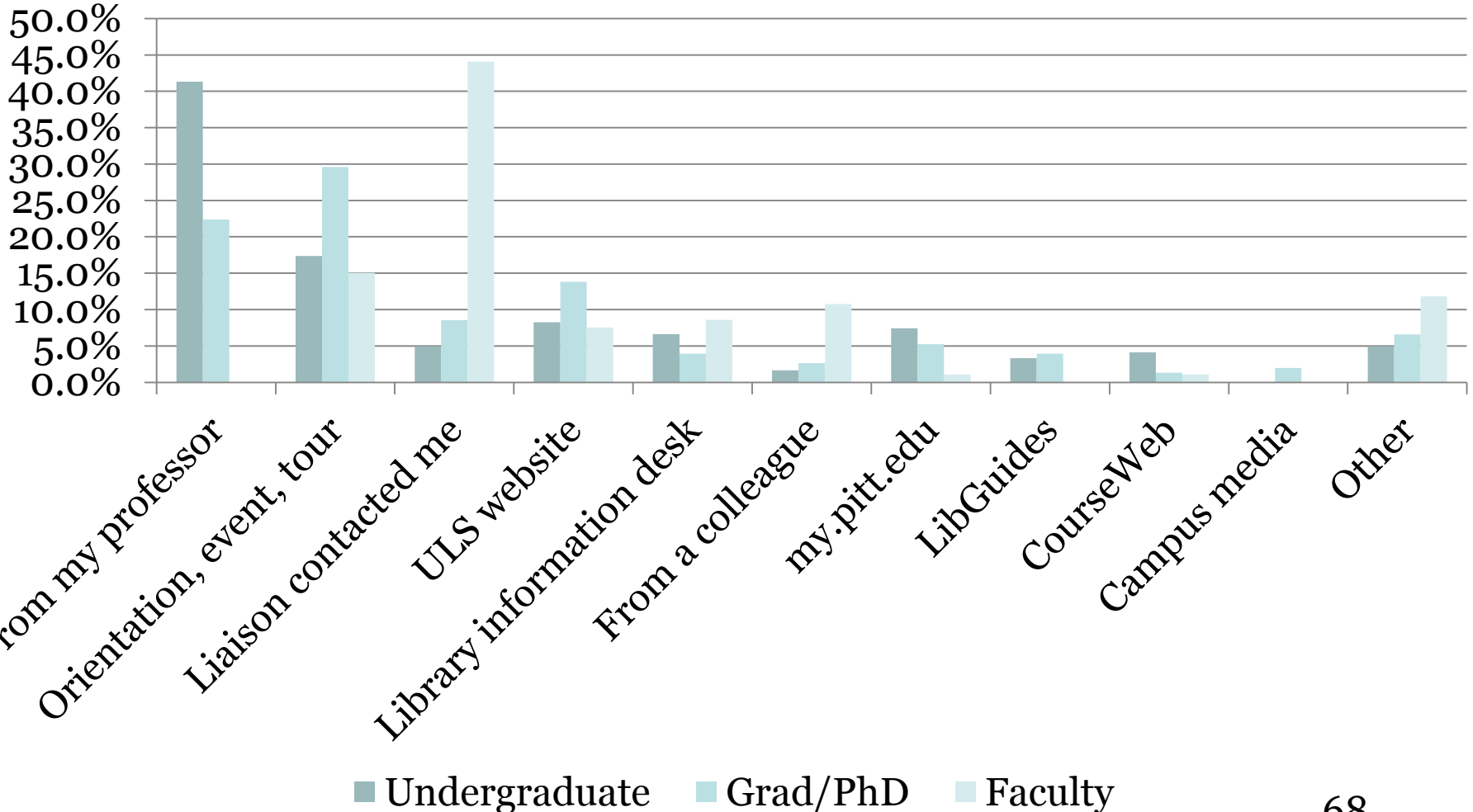
# Q16: Channels for learning about liaisons (respondents selected one choice)

**% who chose this option**



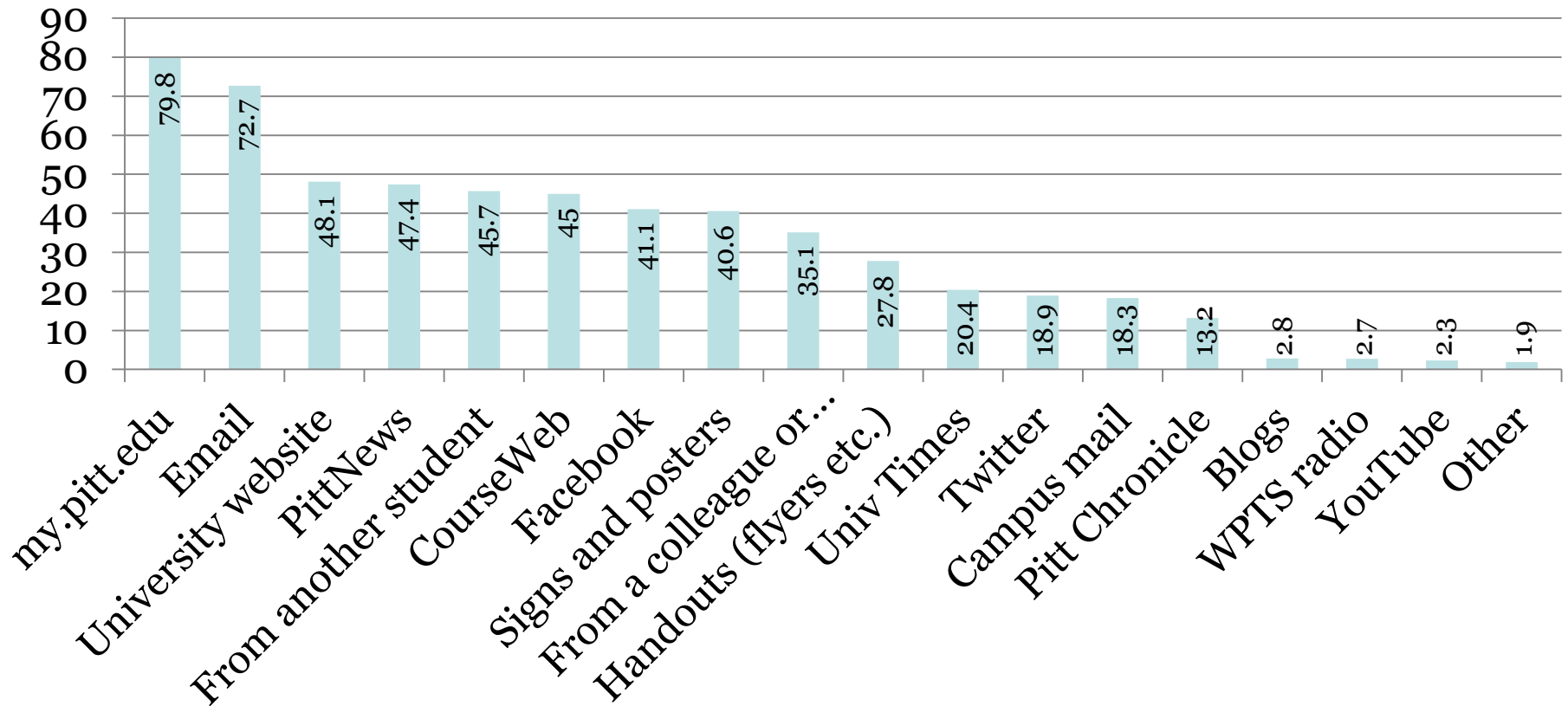


### Q16: Channels for Learning about Liaisons by Respondent Type: N=366





# Q32: Communication Channels at Pitt- How respondents learn what's going on\* % of responses



\*Q32 comments (25 in all) not particularly noteworthy; Reddit and Read Green were mentioned twice each.



# Q33: Interest in channels for hearing library-related information

**% of responses**

