Highlights of ULS FY14 General Survey

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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

<table>
<thead>
<tr>
<th></th>
<th>No. of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY13 survey</td>
<td>872</td>
</tr>
<tr>
<td>FY14 survey</td>
<td>1420</td>
</tr>
</tbody>
</table>
Q2: Respondents’ most frequently used library

Most frequently used (percent of responses)

- Hillman: 5.5%
- Business: 6.5%
- Engineering: 9.2%
- Health Sciences: 10%
- Online only: 3.6%
- Do not use library: 2.8%
- All other choices: 62.4%
USE AND AWARENESS
Q8: Respondents’ frequency of visits to ULS libraries

Frequency (% of responses)

More use: 74.2%
Less use: 16.6%
Rarely/Never/Only online: 9.2%

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 often
- Undergraduate: 80.0%
- Grad/PhD: 74.4%
- Faculty: 76.5%

Less often
- Undergraduate: 8.5%
- Grad/PhD: 16.1%
- Faculty: 19.3%

Rarely/never/only online
- Undergraduate: 11.5%
- Grad/PhD: 9.5%
- Faculty: 4.2%

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

- Studying: 61%
- Reading or doing...: 55.8%
- Writing or working on...: 49.3%
- Checking out...: 48.3%
- Using internet email...: 37.8%
- Meeting...: 31.6%
- Researching online...: 29.7%
- Getting coffee or snack...: 28.4%
- Taking a break...: 18.3%
- Socializing...: 15.9%
- Looking for research...: 11.9%
- Putting books on...: 9.1%
- Other...: 7%
- Tutoring...: 4.3%
- Other...: 3.6%
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

Yes
- Undergraduate: 26.6%
- Grad/PhD: 35.8%
- Faculty: 59.5%

No
- Undergraduate: 73.4%
- Grad/PhD: 64.2%
- Faculty: 40.5%
Q15: Frequency of Liaison Contact by Respondent type: N=370

More often: 3.2% Undergraduate, 6.6% Grad/Phd, 16.0% Faculty

Less often: 21.0% Undergraduate, 40.1% Grad/Phd, 53.2% Faculty

Rarely or never: 75.8% Undergraduate, 53.3% Grad/Phd, 30.9% Faculty

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

- Undergraduate
- Grad/PhD
- Faculty
Q24: Among those who publish or intend to – their awareness of OSCP Services

- Open access options: 25.1% Aware, 74.9% Unaware
- D-Scholarship: 25.3% Aware, 74.7% Unaware
- Consulting on IP/fair use: 25.4% Aware, 74.6% Unaware
- Author fee subsidy: 14.1% Aware, 85.9% Unaware
- Measuring impact: 14.3% Aware, 85.7% Unaware
Q24: Of Those Who Intend to Publish, Percent of Each Respondent Type Unaware of OSCP Services (N~487)
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

<table>
<thead>
<tr>
<th>Feature</th>
<th>Not Aware/No Use</th>
<th>Less Use</th>
<th>More Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi Tech Group Study</td>
<td>68</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>24/5 Hours</td>
<td>25</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Scanners</td>
<td>57</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Plaza</td>
<td>54</td>
<td>22</td>
<td>25</td>
</tr>
<tr>
<td>Café</td>
<td>19</td>
<td>31</td>
<td>50</td>
</tr>
</tbody>
</table>
Q3: Percent of Each Respondent Type Claiming No Use or Un-awareness of Hillman Features (N~670)

- **Hi Tech Group Study**
  - Undergraduate: 59.7%
  - Grad/PhD: 68.5%
  - Faculty: 95.9%

- **24/5 Hours**
  - Undergraduate: 8.7%
  - Grad/PhD: 31.5%
  - Faculty: 69.3%

- **Scanners**
  - Undergraduate: 53.7%
  - Grad/PhD: 4.2%
  - Faculty: 74.0%

- **Plaza**
  - Undergraduate: 48.0%
  - Grad/PhD: 53.8%
  - Faculty: 82.4%

- **Café**
  - Undergraduate: 25.8%
  - Grad/PhD: 24.4%
  - Faculty: 12.7%
Q6: Hillman Visits 11 PM – 6 AM

11 PM-6 AM Visits (% of responses)

- More often
- Less often
- Only during midterms/finals
- Rarely or never

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

![Bar chart showing satisfaction levels for different features of Hillman: Tech Group Study, 24/5 Hours, Scanners, Plaza, and Café. The chart includes categories for Satisfied/very satisfied, Neither, Dissatisfied/very dissatisfied, and No use/Not aware.]
Q4: Percentage of Those Aware Who Are Satisfied/Very Satisfied with Hillman Features By Respondent Type

- **Hi Tech Study Rooms**: Undergraduate 83.0%, Grad/PhD 80.0%, Faculty 66.7%
- **24/5 Hours**: Undergraduate 96.0%, Grad/PhD 90.8%, Faculty 84.0%
- **Scanners**: Undergraduate 79.8%, Grad/PhD 66.7%, Faculty 71.5%
- **Plaza**: Undergraduate 86.7%, Grad/PhD 81.8%, Faculty 68.8%
- **Café**: Undergraduate 89.4%, Grad/PhD 71.5%, Faculty 66.7%
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)

<table>
<thead>
<tr>
<th></th>
<th>Print Journals</th>
<th>Subject DBs</th>
<th>Print Books</th>
<th>Electronic Journals</th>
<th>E-books</th>
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</thead>
<tbody>
<tr>
<td>Satisfied/Very Satisfied</td>
<td>58</td>
<td>64.5</td>
<td>70.2</td>
<td>74.8</td>
<td>53.6</td>
</tr>
<tr>
<td>Neither</td>
<td>18.6</td>
<td>16.4</td>
<td>14.6</td>
<td>11.8</td>
<td>19.6</td>
</tr>
<tr>
<td>Dissatisfied/Very dissatisfied</td>
<td>3</td>
<td>3</td>
<td>3.4</td>
<td>5.6</td>
<td>7.4</td>
</tr>
<tr>
<td>Do not use</td>
<td>20.5</td>
<td>16</td>
<td>11.8</td>
<td>7.8</td>
<td>19.5</td>
</tr>
</tbody>
</table>
Q31: Satisfaction with aspects of library experience

- Lighting
- Cleanliness
- Overall Comfort
- Open Hours
- Signage
- Room Temp.
- Noise Level
- Seating
- Group Study Space
- Wif Connection
- Outlets

Satisfied/very satisfied
Neither
Dissatisfied/very dissatisfied
Not sure/Not applicable
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*

<table>
<thead>
<tr>
<th>Category</th>
<th>Undergraduate</th>
<th>Grad/PhD</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room temperature</td>
<td>23.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noise levels</td>
<td>23.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seating</td>
<td>42.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group study space</td>
<td>24.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wifi speed</td>
<td>50.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outlets</td>
<td>51.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data labels = undergraduates
* N excludes those who responded “not sure”
Q31. Percent of Dissatisfied/Very Dissatisfied Undergraduates, FY13 vs. FY14

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

Promoters (scores 9-10): 37.1%
Passives (scores 7-8): 45.9%
Detractors (scores 0-6): 33.6%

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)

Promoters (scores 9-10)  Passives (scores 7-8)  Detractors (scores 0-6)

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

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

- **Frequently or Very Frequently**:
  - Faculty: 63.0%
  - Grad/PhD Students: 71.1%
  - Undergraduates: 57.5%
  - All: 58.4%

- **Occasionally or Rarely**:
  - Faculty: 36.3%
  - Grad/PhD Students: 28.9%
  - Undergraduates: 42.5%
  - All: 41.6%

- **Never**: 20.4%

N=382
FY14 Q25: Satisfaction with new ULS website

% of responses

- Satisfied/Very satisfied: 71.2%
- Neither: 24.7%
- Dissatisfied/Very dissatisfied: 4%
FY14 Q25: Satisfaction with ULS Website by Respondent Type (N=1015)

- Undergraduate: 79.9% Satisfied/Very Satisfied, 18.1% Neutral, 2.0% Dissatisfied/Very Dissatisfied
- Grad/PhD: 69.5% Satisfied/Very Satisfied, 27.1% Neutral, 3.4% Dissatisfied/Very Dissatisfied
- Faculty: 52.7% Satisfied/Very Satisfied, 36.0% Neutral, 11.3% Dissatisfied/Very Dissatisfied

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

<table>
<thead>
<tr>
<th></th>
<th>FY13 Dissatisfaction</th>
<th>FY14 Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>6.4%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Grad/PhD</td>
<td>17.5%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Faculty</td>
<td>20.1%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
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: Perceptions of Own Research Skills by Respondent Type (N=1029)

The chart illustrates the percentage distribution of respondents' perceptions of their own research skills among three respondent types: Undergraduate, Grad/PhD, and Faculty. The skills are categorized into four levels: Excellent/Above Average, Average, Below Average, and Unacceptable.

- **Excellent/Above Average**
  - Undergraduate: 54.5%
  - Grad/PhD: 57.9%
  - Faculty: 82.1%

- **Average**
  - Undergraduate: 41.3%
  - Grad/PhD: 37.3%
  - Faculty: 16.0%

- **Below Average/Unacceptable**
  - Undergraduate: 4.2%
  - Grad/PhD: 4.8%
  - Faculty: 1.9%
Q11: PittCat+ Satisfaction

Rating %

- Satisfied/very satisfied: 69.2%
- No opinion: 21.1%
- Dissatisfied/very dissatisfied: 9.6%
Q11: Satisfaction with PittCat+ by Respondent Type: N=900

- Satisfied/Very Satisfied:
  - Undergraduate: 75.2%
  - Grad/PhD: 69.6%
- Neutral:
  - Undergraduate: 21.8%
  - Grad/PhD: 24.2%
- Dissatisfied/Very Dissatisfied:
  - Undergraduate: 3.0%
  - Grad/PhD: 6.1%
  - Faculty: 14.1%
Q10: PittCat+ and Known Item Searching

<table>
<thead>
<tr>
<th></th>
<th>Difficult/very difficult</th>
<th>No opinion</th>
<th>Easy/very easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print books</td>
<td>69.6</td>
<td>21.8</td>
<td>8.5</td>
</tr>
<tr>
<td>E journals</td>
<td>69.3</td>
<td>20.7</td>
<td>10.1</td>
</tr>
<tr>
<td>Articles any type</td>
<td>64.5</td>
<td>25.4</td>
<td>10.1</td>
</tr>
<tr>
<td>E books</td>
<td>61.2</td>
<td>28.9</td>
<td>10</td>
</tr>
<tr>
<td>Print journals</td>
<td>59.6</td>
<td>29.8</td>
<td>10.6</td>
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<tr>
<td>Articles peer</td>
<td>59.4</td>
<td>29.8</td>
<td>10.8</td>
</tr>
<tr>
<td>Reserves</td>
<td>50.2</td>
<td>41</td>
<td>8.8</td>
</tr>
</tbody>
</table>
Q10: Difficult/Very Difficult Responses by Respondent Type (N~1012 responses to Q10)

- Undergraduate (difficult/very difficult)
- Grad/PhD (Difficult/very difficult)
- Faculty (Difficult/very difficult)
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

- Search on Google: 65.3%
- Use PittCat Classic: 34.4%
- Stop looking or...: 26.4%
- Ask for help at...: 19.9%
- Limit search using...: 19.3%
- Contact Ask a...: 18.4%
- Other: 9.8%
- Use Database Title List: 8.6%
LIBRARY INSTRUCTION AND RESEARCH SKILLS
Q17: Satisfaction with library presentations (library instruction)

% of responses

- Satisfied/Very satisfied: 45.1%
- Neither: 11.8%
- Dissatisfied/very dissatisfied: 2.3%
- Have not attended any: 40.8%
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

- PittCat+: 43%
- Citation mgt tools: 42.3%
- Google Scholar: 41.5%
- Google Books: 35.7%
- Managing research data: 30.2%
- Google: 29.4%
- ETDs: 27.6%
- Research impact: 25.8%
- Copyright and fair use: 25.6%
- New ways...visibility: 25.1%
- Using multimedia: 23.7%
- Primary resources: 22.9%
- Digitized collections: 22.5%
- Other: 2.2%
Q18: Interest in presentation topics by respondent type (N=3341 responses)

PDF of comments from those who chose “other” available on request.
Q19: Respondents with significant teaching responsibilities at Pitt

% of responses

74.5

25.5

Yes

No
Q19: Make-up of the 25% of respondents who claim significant teaching responsibilities (N=282)
Q20: Likelihood of incorporating library services/instruction in my teaching

% of responses

- Very likely/Likely: 48.4%
- Unsure: 26%
- Unlikely/Very Unlikely: 25.7%
Q20: Likelihood of Incorporating Library Instruction in My Teaching by Respondent Type (N=281)

- Likely or Very Likely:
  - Undergraduate: 38.5%
  - Grad/Phd: 37.3%
  - Faculty: 58.7%

- Unsure:
  - Undergraduate: 15.4%
  - Grad/Phd: 33.6%

- Unlikely or Not At All Likely:
  - Undergraduate: 46.2%
  - Grad/Phd: 22.4%
  - Faculty: 18.9%
Q21: Teachers’ perceptions of student research skills

<table>
<thead>
<tr>
<th></th>
<th>Excellent/Above Average</th>
<th>Average</th>
<th>Below Avg/Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>8.3%</td>
<td>38.5%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Sophomores</td>
<td>7.7%</td>
<td>49.1%</td>
<td>43.2%</td>
</tr>
<tr>
<td>Juniors</td>
<td>18.7%</td>
<td>53.3%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Seniors</td>
<td>29.3%</td>
<td>46.4%</td>
<td>24.3%</td>
</tr>
<tr>
<td>Grad Students</td>
<td>53.1%</td>
<td>35.2%</td>
<td>11.7%</td>
</tr>
<tr>
<td>PhD Students</td>
<td>71.7%</td>
<td>24.4%</td>
<td>3.9%</td>
</tr>
</tbody>
</table>
Q22: All respondents’ perceptions of their own research skills

% of responses

- Excellent/Above Avg: 59.1%
- Average: 36.4%
- Below Avg/Unacceptable: 4.6%
Q26: Use of mobile device to search for academic materials

% of responses

- More often: 29.6%
- Less often: 59.2%
- Rarely or never: 11.3%
Q27: Among those who do search using mobile devices – satisfaction

% of responses

- Satisfied/Very Satisfied: 47.6%
- Neither: 39.7%
- Dissatisfied/Very Dissatisfied: 12.6%
Q28: All respondents – Interest in ULS-developed mobile app

% of responses (N=1082)

- Interested: 62.3%
- Not interested: 37.7%
Q28: Interest in ULS-Developed Mobile App by Respondent Type

- **Yes**
  - Undergraduate: 65.9%
  - Grad/PhD: 63.9%
  - Faculty: 50.0%

- **No**
  - Undergraduate: 34.1%
  - Grad/PhD: 36.1%
  - Faculty: 50.0%
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

<table>
<thead>
<tr>
<th>Channel</th>
<th>% Who Chose</th>
</tr>
</thead>
<tbody>
<tr>
<td>From my…</td>
<td>21.8</td>
</tr>
<tr>
<td>Orientation,…</td>
<td>21.3</td>
</tr>
<tr>
<td>Liaison…</td>
<td>17</td>
</tr>
<tr>
<td>ULS website</td>
<td>10.3</td>
</tr>
<tr>
<td>Library…</td>
<td>6.3</td>
</tr>
<tr>
<td>From a colleague</td>
<td>5.5</td>
</tr>
<tr>
<td>my.pitt.edu</td>
<td>4.8</td>
</tr>
<tr>
<td>ULS…</td>
<td>3.3</td>
</tr>
<tr>
<td>CourseWeb</td>
<td>2</td>
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<tr>
<td>Campus media</td>
<td>0.8</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
</tr>
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</table>
Q16: Channels for Learning about Liaisons by Respondent Type: N=366

- From my professor
- Orientation, event, tour
- Liaison contacted me
- Library information desk
- ULS website
- From a colleague
- my.pitt.edu
- LibGuides
- CourseWeb
- Campus media
- Other

Undergraduate Grad/PhD Faculty
Q32: Communication Channels at Pitt-How respondents learn what’s going on*

*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

- my.pitt.edu: 69.3%
- Email: 49%
- CourseWeb: 36.8%
- Signs in library: 29.6%
- PittNews: 25.9%
- Facebook: 24.8%
- Campus mail: 19.4%
- From colleague or...: 15.2%
- Univ Times: 15.1%
- Library info desks: 11.1%
- Twitter: 10.6%
- Pitt Chronicle: 8.4%
- Orientations, tours etc.: 7.2%
- Library blogs: 6.7%
- WPTS radio: 6.4%
- YouTube: 4.8%
- Liaison: 2.3%
- Other: 1.2%