2008
Quality Improvement Program
Library Satisfaction Survey
Summary Results

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Objective

This document summarizes the reports for the 2008 CSU services customer satisfaction survey for the Library at California State University, Northridge.

Survey Administration & Analysis

The web-based surveys were conducted using Remark Web Survey 3.03. The survey URL was distributed to the sample group via e-mail. Analysis was performed and reports created by the Chancellor's Office QIP staff using Excel 2007.

Population and Sample

	Faculty	Staff	Student	Unidentified	Total
Total campus population	2,302	1,904	34,066	0	38,272
Sample	1,150	952	5,000	0	7,102
Total Responses	112	90	369	8	579
Response rate	9.7%	9.5%	7.4%	-	8.2%

Student Demographics

Most of the respondents (64.6%) were students, and identified their primary field of study as humanities (23.8%), social sciences (21.1%), business (20.3%), education (10.3%), science (8.8%), and engineering (7.3%). The rest were from computer science, multidisciplinary studies, mathematics, or undeclared. Eighty percent of the students were juniors, seniors, or graduate students. 38.3% considered themselves primarily day students, 39.9% both day and evening, and 21.3% considered themselves primarily evening students. The majority of students (62.4%) were female and between the ages of 18 and 25 (60.5%).

Methodology

The Quality Improvement Program at the Chancellor's Office designed the survey. Questions were predetermined, with some room for customization in the form of additional questions or leaving out existing questions. Questions explored respondent satisfaction based on a 5-point scale (1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied); the same questions were then rated in importance based on a 4-point scale (1=not at all important, 2=somewhat important, 3=important, 4=very important). Average scores for each question related to both satisfaction and importance were also sorted by the average scores for satisfaction (see Table 1), average scores for importance (see Table 2), and placed on a scatter plot grid to show where respondents placed the most (or least) satisfaction and importance (see Figures 1 and 2). Additional questions, which were written by CSUN librarians, asked about patron use of

electronic reference books (see Table 3) and use of the place-a-hold feature of the library catalog (see Table 4).

Summary Findings

The average score for satisfaction with library resources and services was 3.93 out of a possible five; the average score for importance was 3.48 out of a possible four. Respondents were most satisfied with the services highlighted in blue (at or above the median score) in Table 1 below. In terms of the importance placed on the various library services, respondents were most satisfied with the services highlighted in pink (at or above the median score) in Table 2 below.

Table 1
Responses to Satisfaction and Importance
(Sorted by Satisfaction)

Question	Question #	Satisfaction (Scale=1-5)	Importance (Scale=1-4)
Library access during weekdays	28	4.29	3.63
Accessibility of the library's information sources at your home or office	12	4.25	3.66
Knowledge and ability to help	34	4.11	3.63
Usefulness of library website for meeting your coursework/research needs	13	4.10	3.62
Electronic resources (e.g. Academic Search, JSTOR, etc.)	4	4.08	3.70
Willingness to help	35	4.08	3.64
Courtesy	36	4.07	3.57
Oviatt Library catalog	16	4.04	3.48
Helping you locate and retrieve information effectively and efficiently	39	4.02	3.56
Overall Library and Library Services	1	4.02	3.46
Lighting	23	4.02	3.50
Journals, Print/Electronic	3	3.97	3.67
Cleanliness of Library	26	3.97	3.44
Library access during weeknights	29	3.96	3.51
Climate control (Heating, ventilation, air conditioning)	21	3.95	3.41
Adequate desk space to work	18	3.93	3.42
Library books	2	3.89	3.50
Programs, workshops and classes on locating and retrieving information	11	3.87	3.16
Services to obtain books and articles from off-campus sources (Interlibrary loan, etc.)	10	3.87	3.39
Helping you evaluate the accuracy and validity of information you retrieved	40	3.80	3.27
Noise level	22	3.75	3.53
Electronic library books	15	3.73	3.32
Helping you understand ethical issues and correct practices for avoiding plagiarism	42	3.71	3.21
Helping you organize and use the information you found for course projects or papers	41	3.69	3.05

	30	3.69	3.49
Library access during weekends	30	3.69	3.49
Helping you formulate a research question for a project or paper	38	3.65	3.04
Comfortable seating	17	3.62	3.34
Printers	24	3.58	3.37
Cleanliness of restrooms	27	3.56	3.54
DVD, CD, or other media	6	3.55	3.05
Copiers	25	3.49	3.37
Median		3.93	3.48

Table 2
Responses to Satisfaction and Importance
(Sorted by Importance)

Question	Question #	Satisfaction (Scale=1-5)	Importance (Scale=1-4)
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Knowledge and ability to help	34	4.11	3.63
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The scores for each question related to satisfaction and importance were correlated and placed in a scatter plot chart to further analyze the data . Satisfaction and importance were placed in an XY axis to show those services that can be characterized as higher importance but lower satisfaction (i.e., needs improvement), higher importance and higher satisfaction (i.e., strengths), lower importance and lower satisfaction (i.e., "change/eliminate these things?"), lower importance but higher satisfaction (i.e., "that's nice, but should we continue to do these things?"), and those right on the axis (i.e., doing OK). (see Figure 1).

Those library services falling into the "needs improvement" quadrent (high importance but low satisfaction) include: cleanliness of restrooms (question #27), weekend hours (#30), and noise level (#22). Services that could be considered "strengths" (high importance and satisfaction) include: weekday hours (#28), accessibility of library resources from home/office (#12), staff knowledge and ability to help (#34), usefulness of web site to meet course/research needs (#13), staff willingness to help (#35), electronic resources (#4), staff courtesy (#36), weeknight hours (#29), Oviatt Library catalog (#16). Those services that falling into the satisfying but less important or "that's nice, but do we need to make any improvements" category include the overall rating of the library (#1), cleanliness of the library (#26), adequate desk space to work (#18), and climate control (#21). Finally, those services fall into the low satisfaction and low importance quadrent or "that's too bad, so do we need to change/eliminate these things and/or 'huh'?" category include copiers (#25), printers (#24), comfortable seating (#17), ebooks (#15), interlibrary loan (#10), helping you understand plagiarism (#42), library instruction (#11), DVDs, CDs or other media (#6), helping you formulate a research question (#38), helping you organize and use information (#41).

To put satisfaction and importance into perspective, one can look at the data from a macro level using the scatter plot in Figure 2. In terms of performance or satisfaction, if one were to assign a letter grade, most of our services would fall into the "B-" or "B" range; for importance, we are more than important to the respondents but not very important.

Open-ended comments were also provided that give more insight into the details behind these general questions. In broad terms, there were approximately an equal number of positive, negative, and suggestions for improvement comments

Two specific questions were added to the survey to provide more specific information about the collection. One question asked respondents' how they prefer to access information traditionally found in reference books, such as dictionaries, encyclopedias, and directories, e.g. Two specific questions were added to the survey to provide more specific information about the collection. One question asked respondents' how they prefer to access information traditionally found in reference books, such as dictionaries, encyclopedias, and directories. 49.4% preferred Wikipedia or a similar source, and 34.1% preferred an online reference book available from the library's web site (see Table 3). The other question asked about the likelihood to placing a hold on an item that is checked out: the majority indicated that they probably or definitely would place a hold on a checked out book (39.8%); 32% were neutral or did not know, while 28.2% indicated that they probably or definitely would not place a hold.

Table 3

| If you needed brief, factual information, such as what you would find in a dictionary, encyclopedia, directory, etc., where would you most prefer to look?	Total	Percent
Online reference book available via the library's Web site	196	34.1%
Print reference book available in the library	39	6.8%
Free Internet source such as Wikipedia	284	49.4%
Other	33	5.7%
Don't know	23	4.0%
Total	575	100.0%

Did not respond to this question   4

Table 4

If the book you need is checked out by another library user, how likely are you to place a hold on the book so you can check it out when it is returned?	Total	Percent
Definitely would not	20	3.5%
Probably would not	142	24.7%
Might or might not	136	23.7%
Probably would	145	25.2%
Definitely would	84	14.6%
Don't know	48	8.3%
Total	575	100.0%

Did not respond to this question   4

Figure 1
Scatter Plot of Satisfaction & Importance
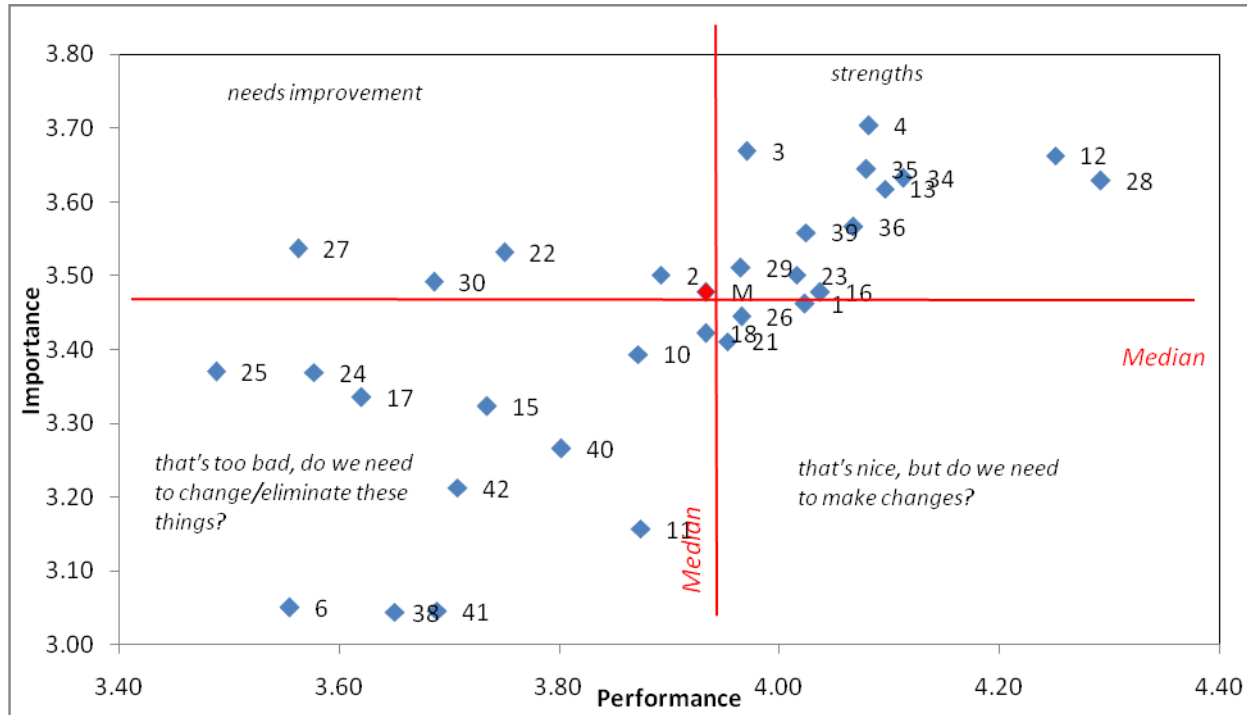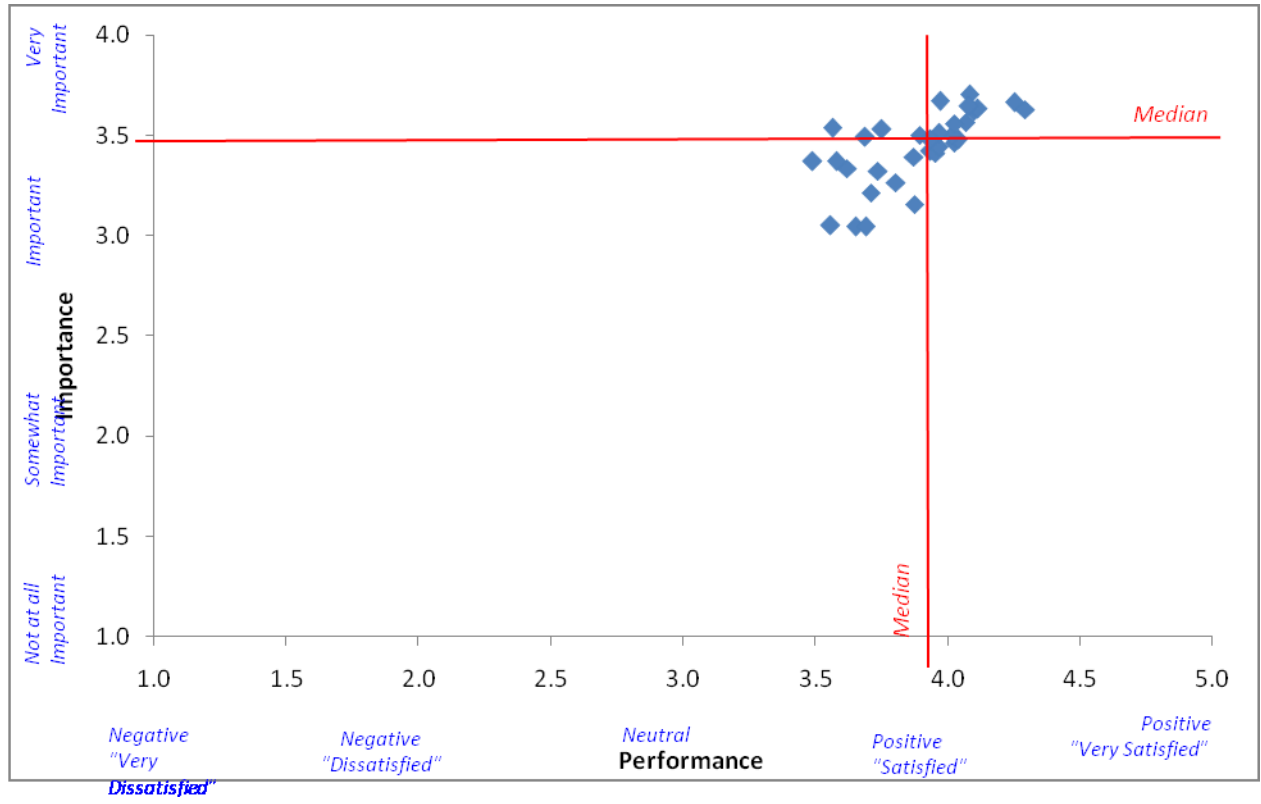
Discussion and Conclusion

A discussion of the results is needed within the relevant departments, units, and divisons of the Library to ascertain what, if any, changes should come from these results. Most of these results are not surprising; some may leave us scratching our collective heads. Also, it should be kept in mind that while the respondents were randomly selected and therefore considered representative of the campus community, it is still a smaller than optimal return rate. Therefore, one can feel fairly confident in the results, but not rely on them solely to make changes to library services.

Next Steps

Analyze the data from the other CSU libraries that participated in the survey to compare and contrast results.