



Interpretation of the surveys done by OnCampus in association with the National Association of Bookstores for UA Bookstores

Faculty

Faculty surveys and industry averages provided by OnCampus

Need the missing data from OnCampus to evaluate thoroughly

The following chart is a compilation of the data provided on importance and satisfaction. Overall the UA satisfaction mark is in line with industry averages. Not better or particularly worse. Once the full data is available on importance and satisfaction more complete comparison can be done.

Faculty Industry averages importance and satisfaction	Importance	Satisfaction	Difference	UA Importance	UA Satisfaction	UA Difference
Textbook availability	4.64	4.05	0.59	4.39	3.48	0.91
Communication of potential problems	4.56	3.73	0.83			
Timely resolution of text problems	4.54	3.98	0.56			
Competitively priced textbooks	4.31	3.27	1.04	4.62	3.04	1.58
Knowledgeable store personnel	4.25	4.03	0.22	4.48	3.77	0.071
Store personnel are warm & friendly	4.14	4.24	-0.1			
Store responsiveness to special orders	4.12	4.07	0.05			
Convenient store hours	4.03	3.97	0.06			
Reasonable deadlines for orders	4.00	3.78	0.22			
Availability of used books	3.99	3.84	0.15			
Communication/clarity of store policies	3.74	4	-0.26			
Selection of office & school supplies	3.68	3.82	-0.14			
Selection of general/reference books	3.61	3.59	0.02			
Comfortable store environment (Layout / Organization)	3.58	3.8	-0.31			
Assistance with coursepacks/duplicated course	3.50	3.81	-0.31			

materials						
Store support of faculty authors	3.42	3.72	-0.29			
Selection of software/computer products	3.37	3.64	-0.27			
Unique & interesting products	3.22	3.59	-0.37			
Communication of store events	3.15	3.87	-0.72			
Product selection	n/a	n/a	n/a	4.22	3.77	0.54
Overall satisfaction		3.91			3.88	

Approximately one half of faculty respondents visit the bookstore monthly with professors being the most frequent of faculty visitors. 26.1 % of respondents visit the bookstore at least once a week. The data provided did not allow analysis of why this population is in the bookstore so often. (Starbucks may have something to do with this as opposed to any other purchasing activity, but this can't be determined)

The data provided on the length of service as faculty at the UA is not helpful. More helpful would have been analysis of percent of respondents in various ranges. (i.e. 12% have been faculty 2 or fewer years). This type of data could be cross tabulated against frequency of visits, and impression of the advanced level of options for materials.

The vast majority of faculty respondents are comfortable with technology and willing to learn to use new forms.

While the nearly 70% of faculty are unaware of other services offered by the bookstore, 40% indicated they might use them if they were aware of the specifics. This was reiterated in some of the open ended responses. Over 30% of respondents did not know that the bookstore profits are used to support activities, but the question does not allow for indicating whether this makes a difference to them in their use of the bookstore.

The responses to the question about where they would purchase a specific product suggest that they have a generally positive attitude to making a wide variety of personal purchases at the bookstore.

If a cross tabulation of the question gauging faculty impression of how expensive textbooks were for them in comparison to now was provided, we could figure out if older or younger faculty were in the set that responded books were more reasonably priced for them. The data in the table suggests that older faculty perceive the books are more expensive now based on the high percent of respondents for this answer in the full-time and professor cross tabulations. It might be a good idea to provide information about the real cost of textbooks as a part of students overall college costs comparing the past to the current. While 45.8% indicate that they think books are more expensive a like 57.4% responded they would choose a more expensive book for the content.

The two questions about type of materials faculty used last year and their preference indicate a heavy reliance on textbooks continues but strong leanings to use electronic form of books and articles in the future. Positive indicators for developing more e-applications and options.

The majority of respondents are unaware of laws regulating the ordering deadlines for textbooks, and 60% of respondents believe the deadlines to be reasonable. In free form responses it was mentioned that in these tough budget times, often faculty are sure they are teaching until after deadlines have passed. Most are unaware of /or not influenced by the incentive program for ordering books.

Faculty are split 50/50 on referring students to outside vendors, of those that do this nearly 80% cited prices as the reason for this action. 72.7% of faculty don't think they receive information about bookstore policies and deadlines. Faculty respondents receive information about the bookstore from the website, email and in store visits.

A compilation of the open ended responses to the question about why instructors teaching the same course do not use the same course materials reveals the following themes in ranked order:

- 1) Philosophically multiple approaches to teaching concepts not specific content are appropriate
 - a. Particularly for grad and upper division courses
- 2) Updating of the material to provide current information is important to some
- 3) Same courses may be for different disciplines
- 4) Only one instructor of a particular topic
- 5) Instructor is author of the book they use

A compilation of the open-ended question what could the UA Bookstores do to better meet your needs reveals the following themes in ranked order:

- 1) Issues about pricing all indicating that pricing is too high (37% of all comments)
 - a) On textbooks and overall
- 2) Issues about customer service (28%) (some just asking for more)
 - a. Better student employee knowledge and support
 - b. Order enough textbooks and notes to meet demand
 - c. Have ordered textbooks on the shelves in time
- 3) Want more of something you already offer (18%)
 - a. General Books
 - b. Computer and software choices
 - c. Used books
- 4) Positive comments about the bookstore and service (10%)
- 5) Communication issues (9%)
 - a. Regular communication about the status of orders and reorders
 - b. Information about services and events
 - c. Use multiple media sources, not just email

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