



# CARROLL UNIVERSITY

## **Carroll University Bookstore** Faculty Satisfaction Report

Spring 2017

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# Methodology and Objectives



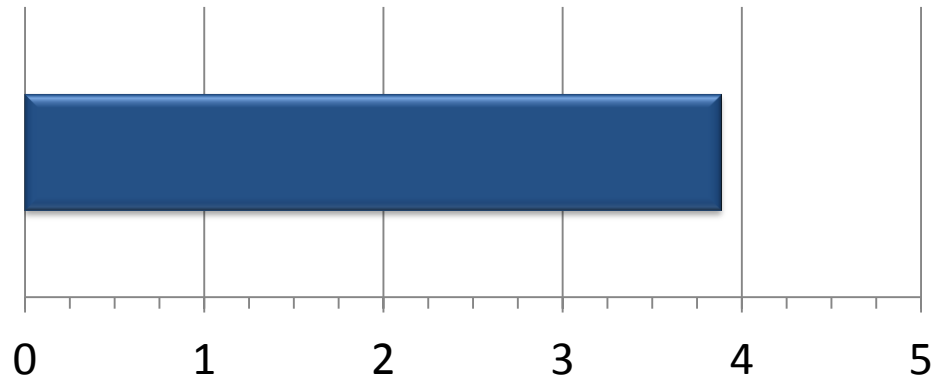
During the spring of 2017, Carroll University Bookstore conducted an online Faculty Satisfaction Survey created by OnCampus Research, a division of indiCo. The survey fielded from March 21st through Sunday April 2nd, yielding a total of 71 completed surveys. All surveys were compiled, tabulated, and analyzed by OnCampus Research staff.

The objective of the Faculty Satisfaction Survey was to assist Carroll University Bookstore in identifying and measuring factors essential to serving faculty. This includes discovering store strengths and pinpointing areas for improvement.

## Overall Store Evaluation

(scale of 1-very poor, to 5-excellent)

**3.88**



# Risk Assessment

The Risk Assessment is designed to provide directional guidance by classifying store attributes into one of four performance categories. Individual attributes are classified based on how their specific importance and satisfaction ratings compare to the overall importance and satisfaction means for the store. The four performance categories include:

1. Areas of Success
2. Exceeding Expectations
3. Priority Improvement Opportunities
4. Less Priority Opportunities

When prioritizing attributes, you should first look at their importance rating (the higher the number, the greater the importance). Next, consider the overall gap between importance and satisfaction (the larger the gap, the greater the difference between customer expectations and what they are actually receiving). The attributes with the highest importance ratings and largest gaps should be considered among your top priorities.

# Importance vs. Satisfaction Ratings

The average **importance** rating for the attributes is a **3.68** on a scale of 1-Not at all important to 5-Extremely important. The importance ratings ranged from a high of 1.79 and a low of 4.77.

The average **satisfaction** rating for the attributes is a **3.68** on a scale of 1-Very dissatisfied to 5-Very satisfied. The satisfaction ratings ranged from a high of 3.11 and a low of 4.13.

**Areas of Success**  
(Above average importance / above average satisfaction)

	Importance	Satisfaction	Gap	Industry Averages
Helpful and friendly store personnel	4.07	4.13	-0.06	0.11
Convenient process for submitting course material adoptions	4.06	3.95	0.11	0.22
Knowledgeable store personnel	4.09	3.95	0.14	0.13
Availability of used books	4.07	3.93	0.15	0.17
Availability of rental books	3.81	3.90	-0.09	-0.33
Convenient store hours	4.12	3.76	0.36	0.09
Timely resolution of course material-related problems	4.58	3.73	0.85	0.61
Course materials available when classes start	4.77	3.72	1.05	0.61
Store support of academic mission	3.73	3.71	0.02	-0.01

This indicates where Carroll University Bookstore is **meeting expectations**. These items have a significant impact on overall satisfaction. Carroll University Bookstore should **maintain (or slightly increase) emphasis** on items in this area.

**Exceeding Expectations**  
(Below average importance / above average satisfaction)

	Importance	Satisfaction	Gap	Industry Averages
Store selection of university apparel/accessories	3.56	3.83	-0.27	-0.55
Store layout/organization	3.36	3.79	-0.42	-0.29
Store support of campus culture	3.60	3.72	-0.12	-0.34
Store support of faculty and college events (e.g., author signings, seminars, etc.)	3.08	3.70	-0.62	-0.63
Store selection of gift and insignia merchandise	3.21	3.69	-0.48	-1.08

This indicates where Carroll University Bookstore is **performing significantly better** than expected. These items do not significantly affect the overall level of satisfaction. Carroll University Bookstore should **maintain (or slightly decrease) emphasis** on items in this area.



# Priority Improvement Opportunities



## Priority Improvement Opportunities (Above average importance / below average satisfaction)

	Importance	Satisfaction	Gap	Industry Averages
Store support of students with course materials assistance	4.30	3.68	0.62	0.32
Transparency of course materials price at campus store compared to other retailers	4.06	3.41	0.64	0.54
Communication of potential problems (e.g., out-of-stock)	4.59	3.19	1.41	0.85
Communication from store staff of alternative course material availability (e.g., different formats available at lower cost)	3.96	3.11	0.84	-0.20

This indicates where Carroll University Bookstore is **not performing as well as faculty expect** it to perform. These items have a significant impact on satisfaction, and Carroll University Bookstore should **increase emphasis** on items in this area.

# Less Priority Opportunities



## Less Priority Opportunities (Below average importance / below average satisfaction)

	Importance	Satisfaction	Gap	Industry Averages
Assistance with course packs/duplicated course materials	3.17	3.47	-0.30	-0.71
Availability of other alternative course material formats (i.e., non-bound, custom published etc.)	3.45	3.49	-0.03	-0.46
Store selection of food and beverage	1.79	3.57	-1.78	-1.46
Store selection of office and academic supplies	3.04	3.61	-0.56	-0.37
Direct contact with the text department (e.g., buyers, manager)	3.09	3.65	-0.56	-0.52
Store selection of technology products/accessories	2.91	3.66	-0.75	-0.49
Availability of digital (e.g., eBooks, access codes)	3.58	3.67	-0.08	-0.25

This indicates where Carroll University Bookstore is not performing well relative to the store's performance in other areas; however, these items **do not significantly affect overall satisfaction** because the items are less important.

NOTE: While the above technically qualify as less important based on OnCampus Research criteria, please note that all the satisfaction ratings are higher than the corresponding importance means.

# Faculty Use of Course Materials

# Faculty Perceptions



The campus store is a valued partner in helping deliver high quality education to students.



The campus store offers students a variety of course materials options at different price points.



The cost of course materials has an impact on student learning.



■ Strongly disagree   ■ Disagree   ■ Neutral   ■ Agree   ■ Strongly agree

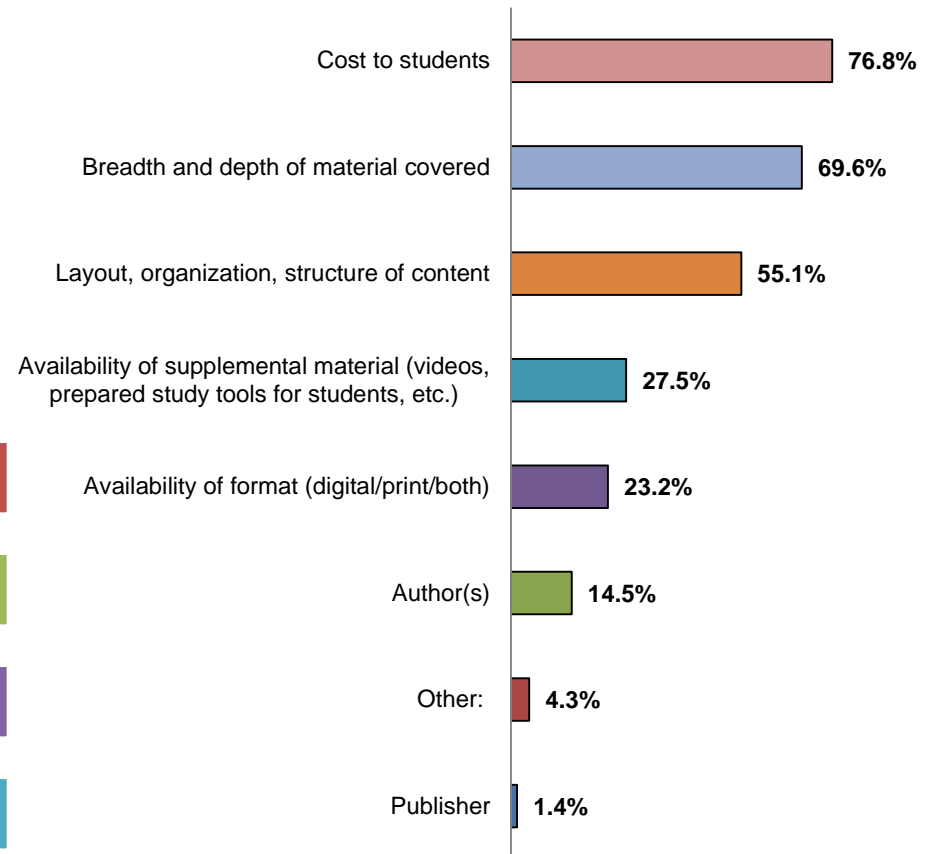
The majority of faculty at Carroll University see the campus store as a valuable partner in helping to deliver high quality education to students. Faculty also strongly believe that the cost of course materials has an impact on student learning. The campus store should continue to offer a variety of course material options at different prices points.

# Course Material Selection

The majority of faculty respondents indicated that they select the materials for their courses.

87% agreed that the cost of course materials has an impact on student learning and price was also the most important factor when choosing what course material to adopt.

## Factors When Selecting Course Materials

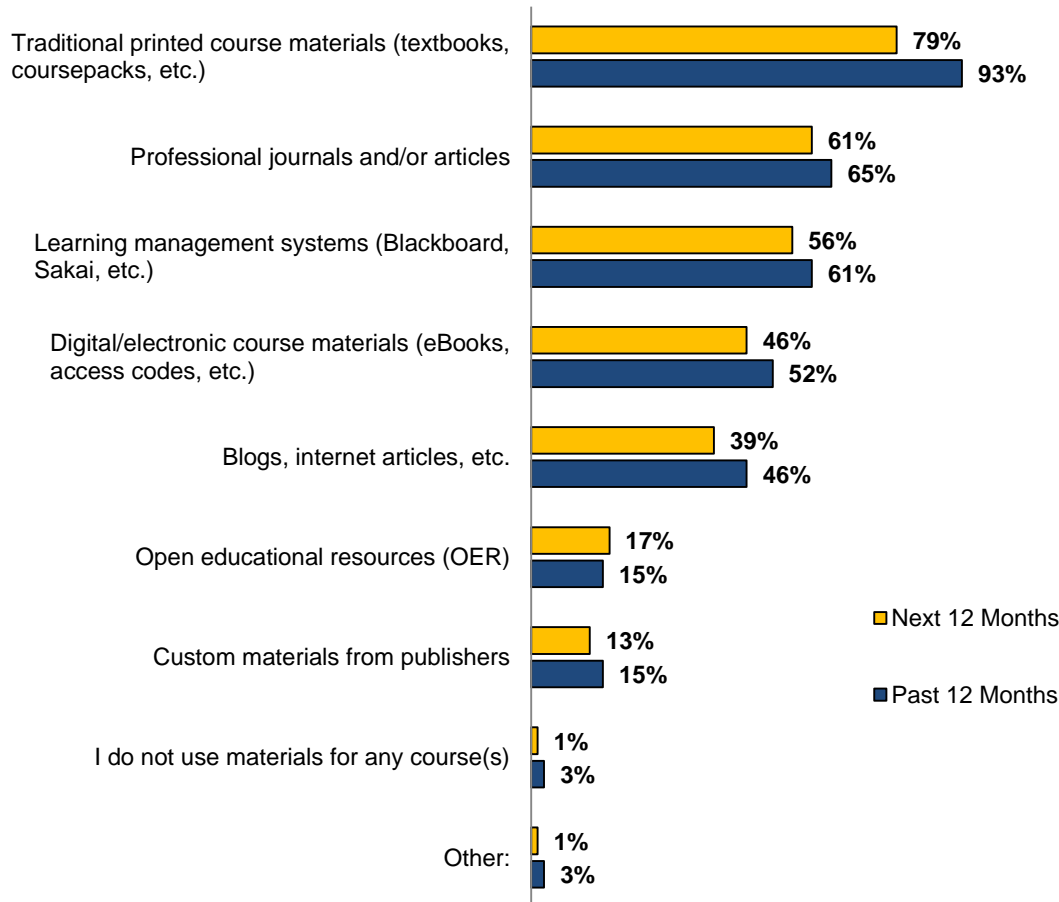


## Who Selects Course Materials



# Course Material Formats Used

## Course Instruction Materials



Almost all of faculty respondents indicated using at least on type of course materials for the classes they teach.

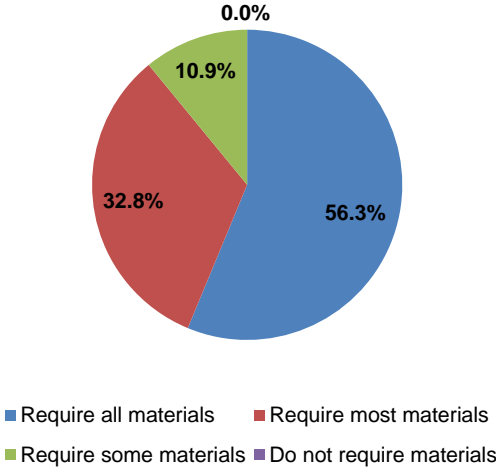
Within the next 12 months, it appears that fewer faculty members will be using traditional printed course materials. Carroll University Bookstore should consider further investigation into the other formats that faculty might switch to and how they can best support them.

# Course Material Usage

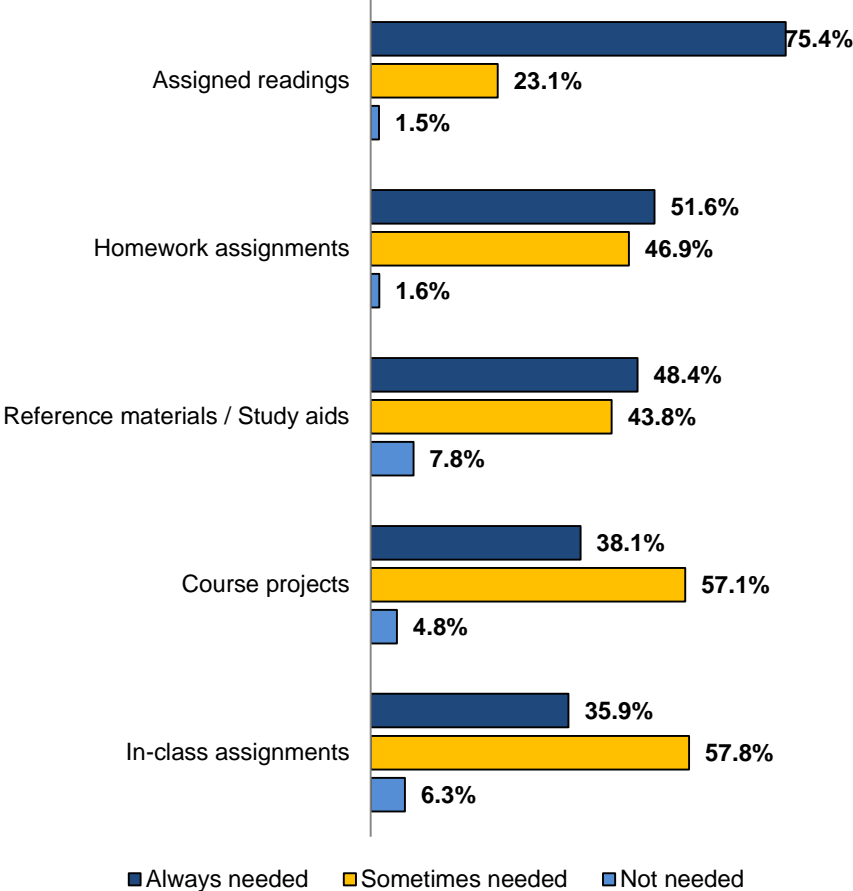


All faculty respondents require at least some course materials for their course. The materials are most often needed for reading and homework assignments.

Require Student to Obtain Materials Adopted



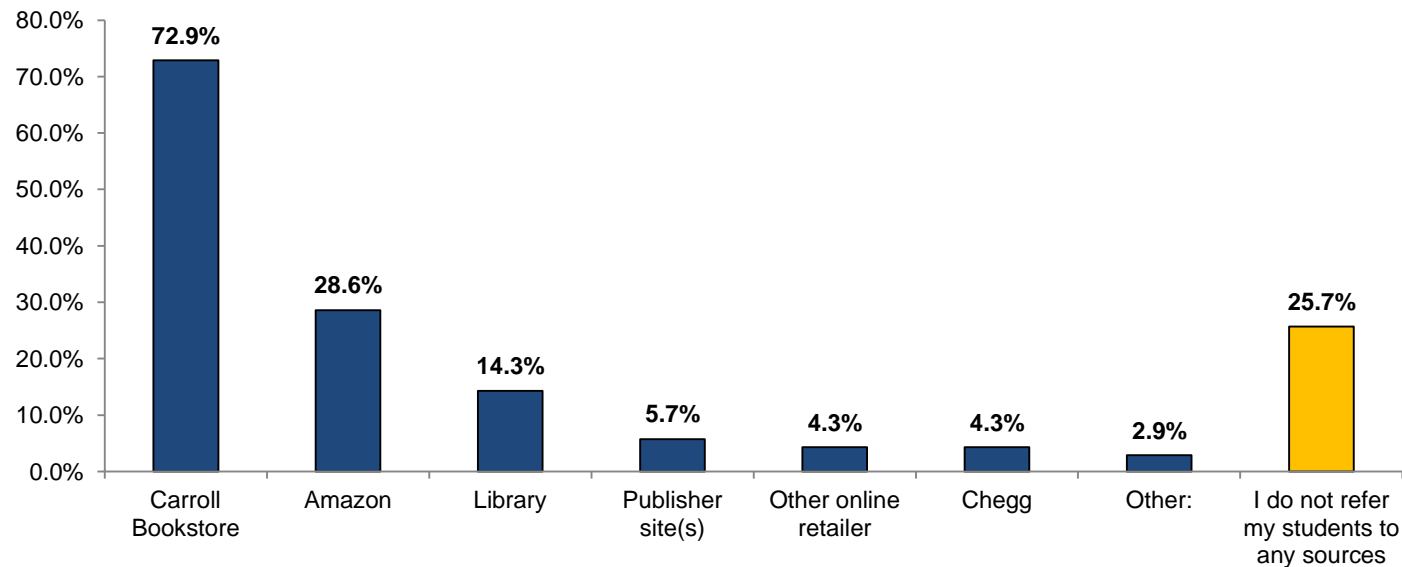
Frequency of Use



# Course Material Sources

According to the 2017 customer survey, Carroll University Bookstore and Amazon are the primary sources for students when obtaining materials, which parallels the top sources Carroll University faculty refer students to obtain their materials. Additionally, more than one in ten also refer students to the library. The Carroll University Bookstore may want to further investigate why faculty are recommending students to other sources and how they can address these factors.

**Where Faculty Refer Students for Course Materials**

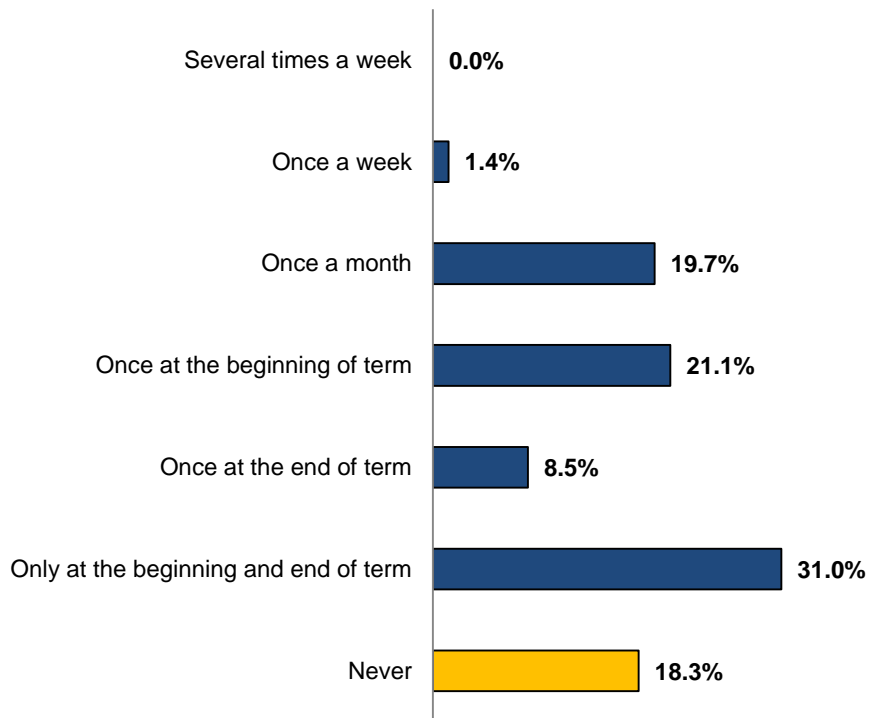




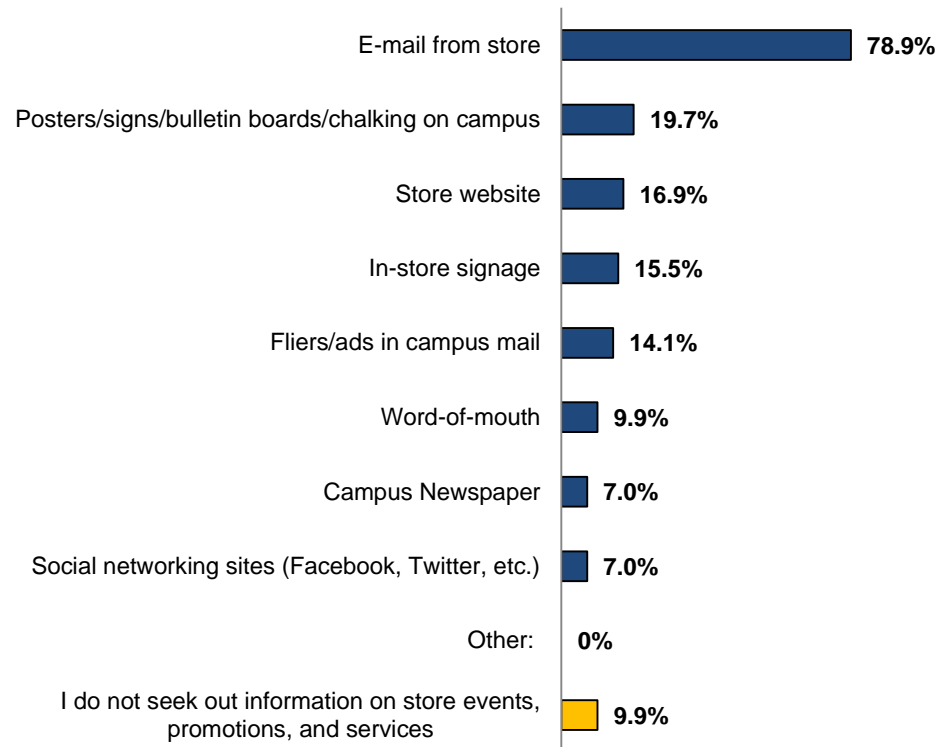
# Store Visits

# Visiting the Bookstore

## Frequency of Store Visits

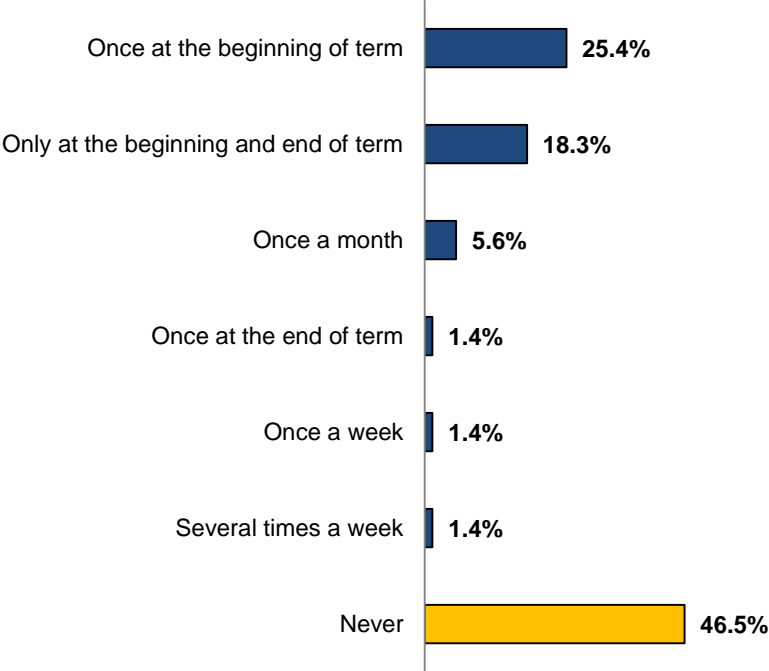


## Preferred Sources for Information on Store Events / Promotions / Services



Approximately **79%** of faculty visit Carroll University Bookstore less than once a month. The store should explore new ways to get the faculty visiting more often.

**Frequency of Website Visits**

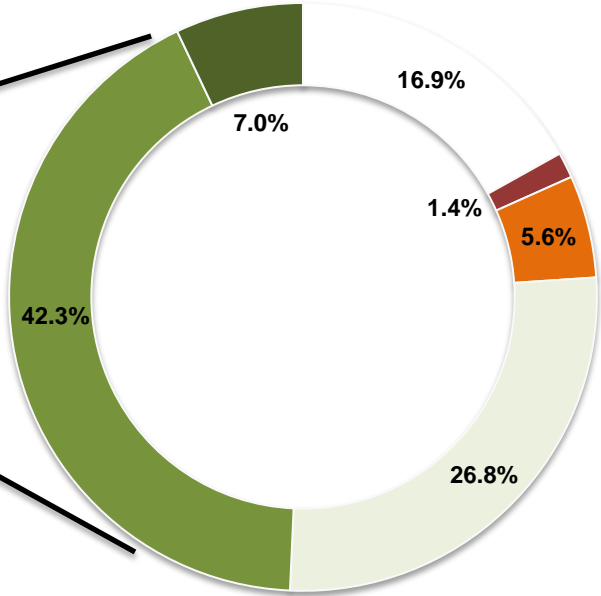


Faculty Use of Website	
Verify adopted course materials are available in store	73.7%
Check selling price of adopted course materials	50.0%
Look up store information (contact info, hours, etc.)	42.1%
Submit course material adoptions	21.1%
Purchase products	21.1%

Nearly half of faculty never visit the Carroll University Bookstore website. Most of the faculty that visit the website do so to verify adopted course materials followed by checking the selling price of adopted course materials.

Store Effectiveness

**49%**  
Feel the store is very or extremely effective at meeting the needs of the campus.



- I don't know
- Moderately effective
- Very effective
- Extremely effective
- Not at all effective
- Slightly effective

# Net Promoter Score (NPS)



The Net Promoter Score is a loyalty metric. The Net Promoter Score uses a 0-10 scale and tracks how customers represent a company to their friends, families and associates. Research suggests that higher NPS scores indicate more loyal customers, which leads to more revenue and higher profits.

**Promoters:** customers who are loyal and enthusiastic about your company and will continue buying and referring others.

**Passives:** satisfied customers, but lack the enthusiasm seen in the Promoter group and are vulnerable to competitive offerings.

**Detractors:** unhappy customers who can diminish your brand through negative word of mouth.

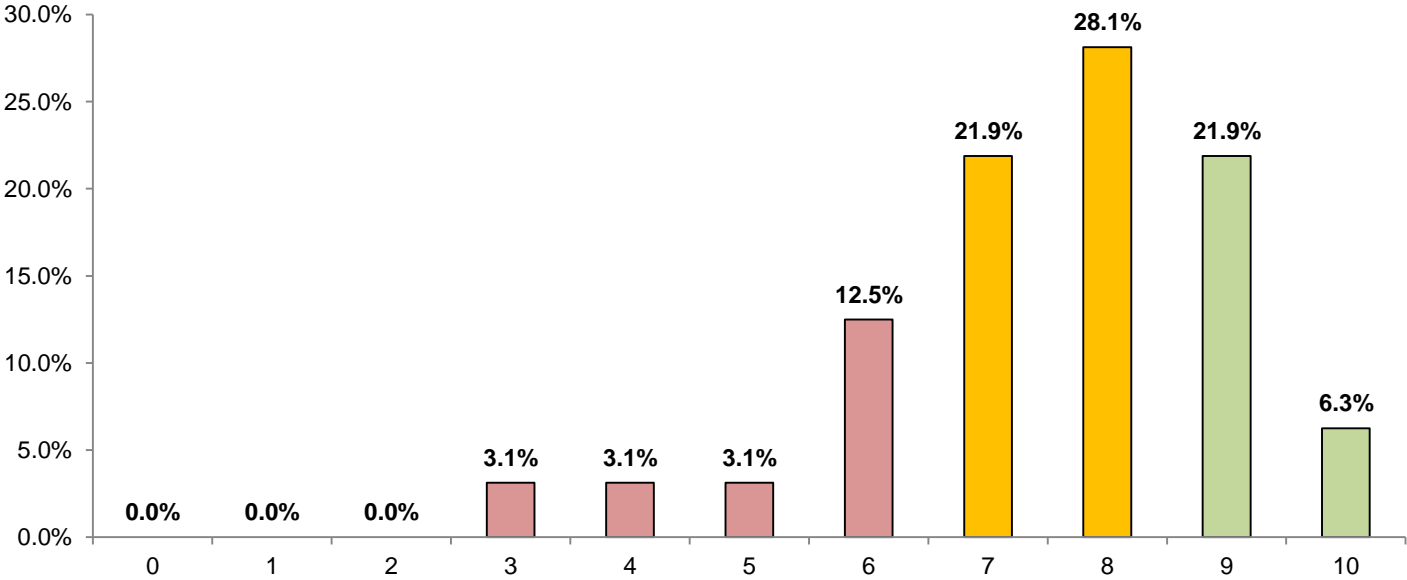


Source: <https://www.netpromoter.com/>; <https://www.qualtrics.com/>

# Net Promoter Score (NPS)



**Likelihood to Recommend Store**  
(0- Not at all to 10-Extremely likely)



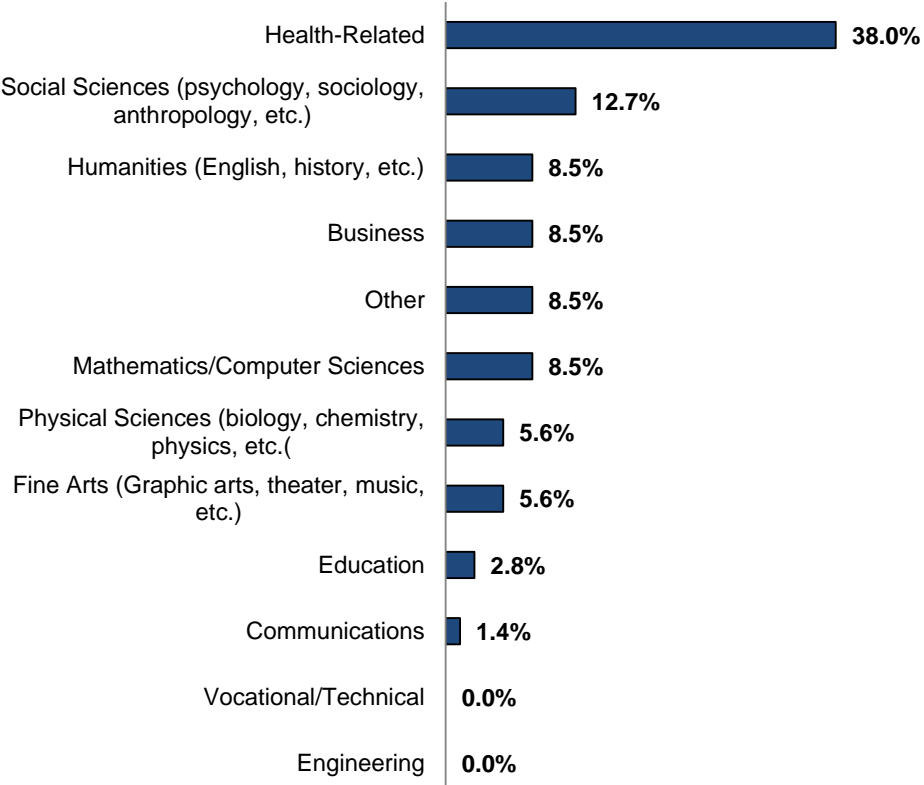
Detractors	Passive	Promoters	NPS
22%	50%	28%	6.25

# Respondent Demographics

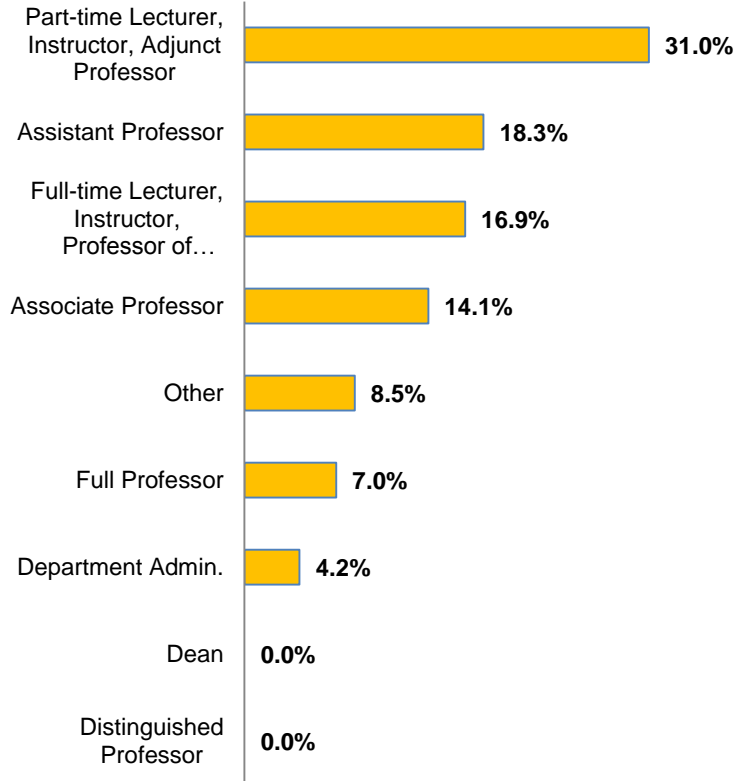
# Respondent Demographics



**Discipline**



**Academic Title**

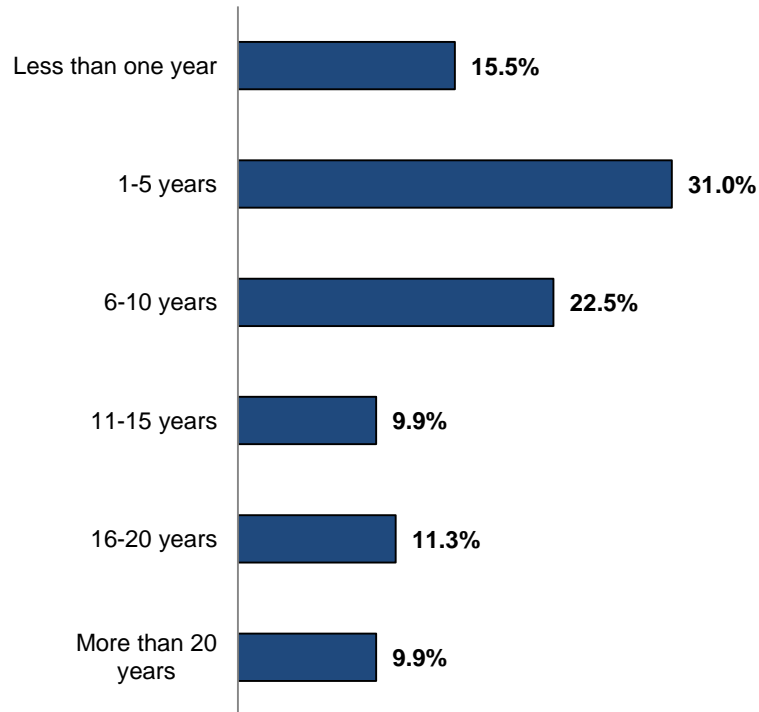




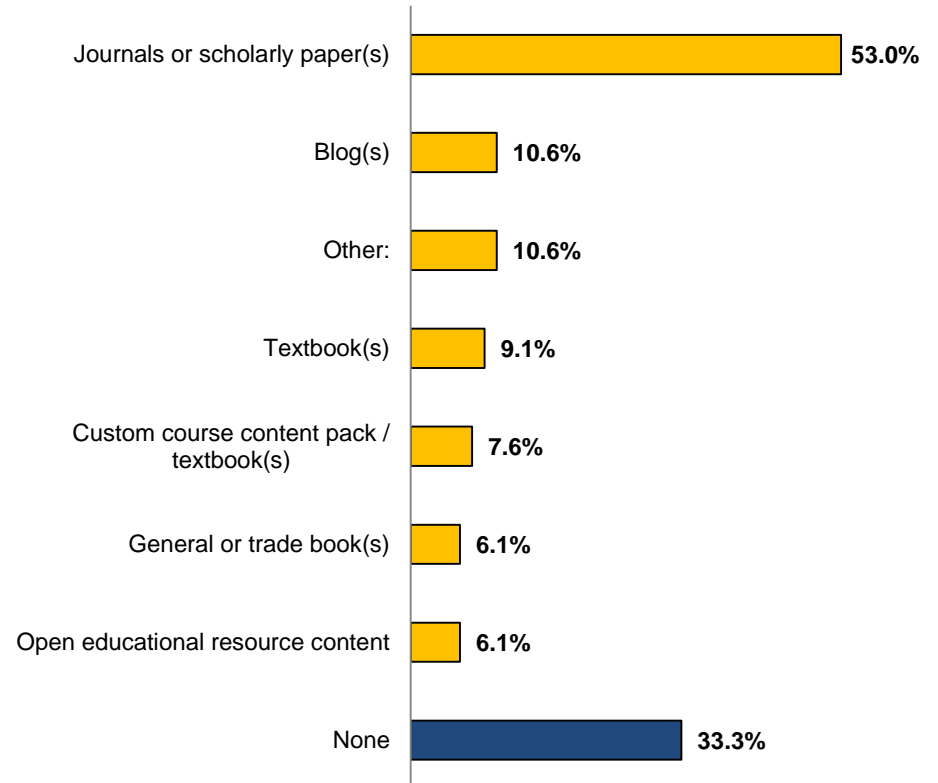
# Materials Faculty Publish



### Years at Carroll University



### Materials Published by Faculty



Approximately **47%** of respondents are aware the bookstore is a part of the institution and a portion of sales go back to support the institution.

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