I think all of us see ourselves as being involved in the information service business. Nor should we be at variance with the concept that if you want to find out what people want the best thing to do is to ask them to tell you. However, there's a Catch-22 associated with these seemingly innocuous truisms. After people have told you about their information needs and wants they're going to expect you to do something about satisfying them. Your problem then consists of deciding if their needs jibe with what you (or your management) consider a library should provide, or what you can financially afford - either to staff or buy.

"To know, or not to know, that is the question", or to go to Shakespeare again: King Lear laid out the situation pretty clearly when he said, "That way madness lies!"; or how about the legendary Jewish mother who, having complained that her son never called to ask after her health, when he said, "So how are you?" responded: "Don't ask!"

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However unless we run the Ayatollah Khomeni Memorial Library, it doesn't hurt any of us to find out what is going on in the big wide, wonderful world of everyday life - out there! Now although I don't plan to answer all the questions on this rather broad subject, - we could probably mount a workshop round them - I'd like to take this opportunity to discuss some of the ramifications of user needs, user satisfaction and the survey as a shaper of library policy. This presentation will be in three parts: A little philosophical thinking on user needs and satisfaction, a modest tutorial on survey methodology and a brief mention of the Sandia National Laboratory Technical Library's use of surveys for information gathering and decision making.

First let's look at the management picture. I am assuming that we all have an organizational structure we report to that perhaps would like to think it has some say in library policy. What about "them"? To answer this question, we should remind you that libraries are universally regarded as being: "good
things" - "useful", "the poorman's universities", and positive influences on everyday life. To revile a library per se would be like doing unmentionable things to mothers, American flags and, worst of all, apple pies!

I believe that most managerial personnel responsible for the establishment and approval of library policy make decisions about the library based on their individual perceptions of what a library is and how much money is readily available to run it. So, to paraphrase Herb White, writing in 1979: "Unless the library manager has a specific direction for the library and feels convinced that success in this endeavor is good for both the library and the people served, then the library will inevitably drift. The library manager was hired to run a good library and to serve the needs of the people even if the librarian's management cannot articulate them."

Parenthetically, I'd like to draw your attention to the words: "success", "people served", "good library", "needs of the people" - so far these remain undefined.
Let us now turn our attention to our public. Notice, I don't say "users"! Our public - that's all those people out there who are, could be, or never will be our users, patrons, clientele or what the hey! How do these people view the library? A survey referred to in RO Summer 1972 breaks them down as follows: (VUGRAPH 1)

1. Voracious readers who you'd have to beat with a stick to keep away from a library - 7%.

2. Hard core non-readers who can see no value in books and who wouldn't go near a library even if Bo Derek, Cheryl Tiegs, Paul Newman and Robert Redford were handing out the books - 45%.

3. Mr. & Ms. Uncommitted (why are there always so many of them?) - 48%.

Now its obvious, therefore, that we have to be concerned about almost half of our potential public, because we're not going to affect the other 52%, so what do Fred and Vivian Uncommitted know about "needs" when perhaps they don't really
know or care about libraries? Those librarians who survey their real "users" are probably polling less than 10% of their potential audience and by satisfying them they will be satisfying relatively few people who will be happily having their needs met in blissful seclusion.

Let's take a look at the average library from the standpoint of the user who drops by from time to time to, say, look up the answer to a problem or borrow a book for entertainment or enlightenment. Most libraries have their materials arranged in some form or another for ready retrieval. There is some sort of key or finding device, such as a catalog, which may or may not be, in itself, very obvious. The larger and more complex the library system the more guidance the average patron needs. Would it surprise you to know that according to a number of studies made (as reported in College and Research Libraries, January, 1977) 40-45% of patrons trying to obtain a book in a library eventually leave without having obtained satisfaction? Now, since it is also
reported that libraries own (on average) over 90% of material sought this lack of having ones needs fulfilled obviously leads to a great deal of frustration and a waste of a number of people's time and money!

Of course, its easy enough to get mad with such dodos. Why didn't they learn to use a library in high school or college? we ask ourselves - all they've got to do is go to the catalog and look things up! Failing that there's always a librarian on duty! OK, quick - what's a librarian? Is a librarian the one that stamps on my books or is that a librarian arranging magazines on the shelves? How about that person in the reading room looking at a road map, pointing out the restroom and answering the telephone - possibly simultaneously! Put yourself in the patron's shoes - do you want to go up to a stranger, admit ignorance, ask for help, obviously take them away from pressing concerns, when the outcome of your request is at best uncertain? And think of this - you might have to do it more than once if you pick the
wrong librarian! It would seem, to quote those library experts "The Rolling Stones", "I've tried and I've tried and I've tried, but I don't get no ... satisfaction." But are the needs of this user being met? I guess the average patron on the occasional trip to the library (for whatever reason) can obtain satisfaction in a number of ways varying from the specific to the general: (VUGRAPH 2)

1. A specific need can be met.
2. The library itself can be easy to navigate and in a convenient location.
3. Library policies can be understandable and non-restrictive (I won't say hassle-free).
4. Interaction with the library staff is pleasant, timely and productive. (GO)

Of course, all this is looking at the problem from the standpoint of the patron - how do we as librarians feel about the services we provide to satisfy user needs? Well, according to an article in RQ of Winter 1976, we have inferiority
complexes! We rate our own performance far less favorably than our patrons rate it. It may be of interest to add that contrary to our high professional goals patrons expectations for service are modest in comparison with librarian's own performance standards and, in many instances, patrons have trouble differentiating in their pleasure at being helped at all and their satisfaction with the quality of help received.

These then are the people to whom we should go in order to find out their needs? - Well, Yes! Because in fact we are a service organization and - that's all there is! There are times, for one reason or another, when a slice of feedback can fit most handily into our needs. Feedback can be described as gathered data. The gathering of such data can be on a formal or an informal basis. My favorite means of the direct gathering of informal feedback is reported on in RQ, Fall 1977. It's called the "Talk Back Bulletin Board" - A box and 3x5 slips are provided in the library for patrons to write their comments, complaints, questions and suggestions. Having
written on the slip the patron puts it in the box where it is retrieved by the library staff, commented on or answered (if possible) by them and, if fit for mass viewing, the original statement and its response is displayed on the 'Talk Back Board'. You get such remarks as: "Some guy in the reading room is smoking a big, fat nauseating cigar. Is this really permitted? If so, it shouldn't be!"

Needless to say, such boards have been used successfully in universities - UCLA, Davis, Colorado, Kent State, and Rhode Island being typical examples. Interestingly enough 85% of the notes were complaints about either the building, the equipment or the availability and/or location of materials. My personal favorite is the remark which I suspect could be universally applied: "How about getting some organization in this place?"

The library staff should be continuously on the alert for all comments from its patrons. As Olivia remarked rather appropriately in Shakespeare's "Twelfth Night" - "But rather reason thus with reason better love sought is good, but given unsought is better." - (For "love" read the other feller's point of view!)
By lurking about and pretending to study a book in the reference collection, or a periodical in the reading room, you're at liberty to overhear the choicest comments, remarks, compliments, suggestions and complaints - (and occasionally a juicy bit of gossip). In this however, as in all feedback, try not to overreact to vocal minorities. This is where the concept of the real, direct survey comes in useful - checking both your own evaluation and the indirect feedback obtained regarding the current or proposed situation within the library. The survey then could be of a general or specific nature. Its aims are: (VUGRAPH 3)

1. To bring complex situations into clearer focus and assess their impact;

2. To provide background information for decision making;

3. To satisfy one's own curiosity regarding, say, usage of a certain service. (GO)
The results can then serve:  

(VUGRAPH 4)

1. To provide evidence for the need for improvement in services or physical plant;

2. To answer or anticipate potential complaints.

3. To answer highly specific questions such as say the need for publishers name in a cataloging entry.  

The library survey is defined by Maurice Line in his book called, "Library Surveys" - 1967, as: "A systematic collection of data concerning a library or libraries, their activities, operations, staff, use and users at a given time or over a given period."

Needless to say, the complex survey is not entered into lightly. It is absolutely imperative (and I can't stress these three criteria enough) that before you start you know:

(VUGRAPH 5)

1. What information you need to obtain from your prospective survey.

2. How you plan to deal with the information you collect from the survey AND
3. What will be the end product of the survey. (GO)

Surveys can be divided into two types: (VUGRAPH 6)

1. the descriptive survey which enumerates and describes not
   statistics but a compendium of library-oriented information.

2. The analytical survey - one that is not just content to
   collect and arrange data but which also does its best to
   relate one piece of data to another and probe beneath the
   factual information provided in an attempt to discern
   underlying factors and patterns of behavior, style or
   use. (GO)

Needless to say, the most complete surveys perform both of
these functions - though I must admit that at times I have
gathered data that I was damned if I could understand or
interpret.

Let us remember, however, that for the sake of this paper,
we are sampling only "needs" and we must therefore limit
ourselves to that category of input. In an earlier section of
this paper, we have already cautioned the librarian to note the
difference between a user's expressed demands and actions and
what can be determined as **real** needs. Within these guidelines, the survey must then concentrate on: **(VUGRAPH 7)**

1. **What kinds of information** a user takes observable steps to obtain?

2. **Where** the user seeks information?

3. **How frequently** users seek information?

4. **What demands** does the user make of the library? **(GO)**

These four questions, if answered satisfactorily, should reflect definite, observable needs. One other cautionary word - any kind of a survey if well done is going to cost money (and they ain't worth it unless they are well done). Remember, surveys have to be developed, designed, debugged, disseminated, delivered, deciphered, deduced and debated before they're delightful, delicious & delovely - So, if you don't have the dough - don't go! But if you decide to go what are the **(VUGRAPH 8)** avenues you can take to poll your actual or potential audience.
1. The questionnaire.
2. The diary.
3. The interview.

(GO)

I think the one we're most aware of is the questionnaire so to stay on firm ground, we'll look at that first.

The questionnaire method of conducting a survey is perhaps the cheapest way to go - you send out a bunch of questions on a form, you get the form back, you count up the responses and you have your answer - RIGHT? WRONG!

Unfortunately for the unwary, the questionnaire requires a high degree of competence to prepare, together with a specific knowledge of the subject being evaluated and the capability of expressing this knowledge in the form of queries.

Let's look at the characteristics of the questionnaire a little closer in a random but I hope, purposeful way:

1. It must contain clear instructions to the user with an easily understood explanation for the reasons for the survey;
2. multiple choice questions are easy and fast to answer but they don't allow for any "Yes, but..." or "And yet..." type answers;

3. the more questions asked the longer the survey - the longer the survey the less people are likely to fill it out;

4. if people are asked to weight their responses don't give them a midpoint for "undecided" (you want decisions);

5. allow a few open-ended questions which will require a brief narrative response (it stinks!) and perhaps some space with each question for comments if needed; but remember, comments themselves are difficult to assess or quantify;

6. attempt to get some demographic data about the user and some concept of how frequently library-type information is used.

Now, congratulations, you've just given birth to a questionnaire - what are you going to do with it? How are you going to turn it loose on the world? In other words, who is your audience? I'm a great believer in surveying your total
population both present and potential. I draw the line at sticking questionnaires behind windshield wipers in parking lots or putting them in bottles to float down the Rio Grande but that's more for ecological reasons - Get as big a coverage as you can even though the depth of your questions cannot be too detailed and the responses will only be a momentary record of perceptions regarding the library. What sort of response should you get to this scattergun technique of sampling? The norm is 60% return rate, especially if yours is a mail survey and you provide a stamped addressed return envelope. If your survey is within an organization such as a business, laboratory or place of learning, a return rate of 75% can be expected. With a double follow-up, your mail response rate can jump to as high as 86% - People don't really mind answering well-prepared questionnaires. It makes them feel good.

Requesting certain selected people to keep a diary regarding their information retrieval and usage activities is another type of survey tool. The diarist records all
information transactions (whether involving the library or not). The diary instructions as laid out by the surveyor must be clear and it must be simple to keep up. Best results will be garnered if each Samuel Pepys is visited periodically and the diary evaluated. This technique, however, is undoubtedly a burden to the user:

1. it could change the user's pattern of dealing with information;

2. the user could remember procedures selectively;

3. finally, returns on this technique could be poor since all but the most gung-ho fade into the woodwork after the first few days of writing their memoirs.

The third constituent of a survey is the formal interview. Someone literally either goes out or invites people in and asks questions, using as a base the same topics dealt with in the questionnaire. It helps if the interviewer is well acquainted with the subject matter under discussion and is a competent, possibly a non-library, interviewer. Interviews normally start
off in an informal, unstructured manner. While the purpose is being explained a rapport should be developed between the participants. The interview then becomes progressively more structured. These sessions must be scheduled in advance and should last no longer than about 3/4 hour. Naturally, open comments should be encouraged since although this is the most expensive way to collect data the maximum feedback with meaningful information can be elicited.

These three methodologies are best used together. At Sandia we have had most success with a combination of unlimited questionnaires, a few diaries from diverse types of people and between twenty to thirty in-depth interviews.

The content and format of all material used for gathering data should be pre-tested on administrative and library personnel and then revised on the basis of those limited responses. Sandia has the good fortune to have an industrial psychologist and a psychometrist on board and we have used these people's advice in the development of our studies.
The above techniques should be described as direct, that is interacting directly with people. However there are indirect ways of gathering and analyzing data which, to my mind, have proved to be highly effective since little in the way of biases or prejudices are involved. The trick is to review incontestable user data and (VUGRAPH (9) by that I mean things like:

1. Circulation records
2. Information/reference queries
3. Ordering requests (GO)

The various permutations of this hard data can yield a wealth of highly useful, incontrovertible facts which can form the raw materials for many future decisions to assist in planning both short and long-range goals for the library and garnering a profile of the population served.

How do you handle the data you have collected for maximum utility? If it is at all possible use the computer to analyze it. It's what computers do best - collecting, counting and
comparing! Design your forms for ease and economy in the tabulation of the answers.

Probably the best library survey involving computer assistance I have seen reported on in a number of years was authored by Robert Balay and Christine Andrew and was called "Use of the Reference Service in a Large Academic Library." The participants collected and analyzed records of reference inquiries received by the reference department of Yale University Library and used a computer to generate meaningful statistical tables. This study was reported on in College and Research Libraries, January 1975. I recommend it as a model.

Finally, in this section on survey methodology, a few more cautionary words, this time about results:

1. Other people's surveys are their surveys, your survey is yours - more often than not results won't match: library to library, or yours to the national average - don't try to make them or get upset when things don't fit.

2. Surveys will not provide solutions to problems - they merely light a small candle in the darkness.
3. A good survey will probably pose more new questions than illuminate old problems.

4. Survey results should always be regarded as provisional or suggestive unless confirmed elsewhere - view them with caution.

5. A simple survey well executed is better than a complex one poorly executed.

6. Analyze your results to the limit possible consistent with the aims of the survey. Never over-elaborate - you can't get blood out of a dead horse, or something like that!

7. Always try to communicate your findings, even in brief, to the people who have participated in your survey - it spreads goodwill and a feeling of responsibility and privilege.

Thus in the Sandia National Laboratories Technical Library, we have found that self-evaluation is critical in enabling us to stay alert to the changing needs of the people we are
charged with serving. The survey has been a most important part of this continual process of evaluation. Over the last eight years the following surveys of users' response to our collection and services have taken place:


2. Periodicals use survey to determine use of current titles, bound periodicals, microfilm periodicals and use by technical organizations (user input - 1975)

3. Evaluation of library use by various representative technical organizations (user interviews - 1976).

4. Evaluation of user satisfaction with the computerized library selective dissemination of information (S.D.I.) program (user questionnaires & interviews - 1978).

5. Evaluation of user satisfaction with computerized library announcement bulletins (user questionnaires & interviews - 1978) and finally,

6. Technical reports usage study.
Since this last survey was classic in nature, in that it used most of the methodologies described - direct and indirect, descriptive and analytic - I shall use it as an example of a broad-based review of a relatively narrow topic.

In November 1977, a comprehensive study of technical reports and their users was begun. (VUGRAPH 10) The study was designed to elicit the following:

1. Why do people use reports?

2. What does the average user know about the report he needs?

3. What is the profile of a reports user?

4. What is the lifetime of the average report?

5. Is there such a thing as a classical (never going out-of-date) report?

6. How useful to readers is the average report?

7. Do users normally get reports they need in a timely manner?

8. What are the degrees of preference - microfiche vs. hard copy?
9. What reports are actually getting used:

By publication date?

By Sandia technical organization number?

By subject matter?

By originating source

By distributing agency (GO)

Prior to commencement of the survey, (VUGRAPH 11) we had determined the following:

1. We couldn't find much on these subjects in the professional literature or from our colleagues in similar type libraries.

2. We felt that the most reliable data was available to us in our own library records (either computerized or manually stored data).

3. That questionnaires should be associated with an actual event - asking a question about, or borrowing a report.

4. We had decided, in detail, the use to which we would put the data we would collect. (GO)
To fulfill our aims a multi-pronged attack on the subject was mounted in the first quarter of calendar 1978. The survey expected user participation but was not dependent on it for critical data.

(VUGRAPH 12) It involved:

1. Computer analysis of reports circulation records.

2. Manual collection and analysis of reports data (ordering requests; announcement bulletin requests; SDI requests; reference requests).

3. Patron response to survey questionnaires and interviews.
   a) Circulation questionnaire
   b) Patron interview (GO)

(VUGRAPH 13)

The circulation questionnaire was sent out over two separate one week periods (February and March) with every hard copy or microfiche report we circulated. About 650 questionnaires were distributed and 332 were returned. About a 51% response. (GO) (VUGRAPH 14) It looked like this ...

... (COMMENTS) (GO)
The reports reference query form was used to interview all walk-in patrons to our Reports Reference function during a week in February 1978. Thirty-five people were interviewed. (GO) It looked like this ...(COMMENTS) (GO)

The analysis of the data collected throughout this winter of 1978 took quite a while to evaluate and publish, in fact the last report (that summarizing user comments did not appear until April of 1979) but the results were interesting and the graphic means of displaying these results varied. Here are a few chosen to illustrate this variety:

Unclassified Report Charges 1972-1976

Indicating the greatest use is made of an unclassified report the year following publications with use falling off sharply after that year (1976 jump request due to on-line searching) (GO)
Recommended Reports Retention by Users

We were pleased to see that our users felt that the average report life was 5 years or less. (GO)

(VUGRAPH 19)

Who Report Users Are

We were not too surprised that the average user is a staff member, having a PhD and is self-described as an "engineer." (GO)

(VUGRAPH 20)

Satisfaction with Microfiche

We were extremely pleased that the degree of satisfaction with microfiche was so high in all categories. Even its chief drawbacks - its form and legibility - only disconcerted 25% of our users. (GO)

(VUGRAPH 21)

Publication Sources

Two separate surveys showed us that the Department of
Defense rather than the Department of Energy was our chief source of technical reports.

(GO)

Finally, it was of some surprise to us to find that about 71% of our patrons have a specific report in mind when they request assistance in our Reports Reference function and about 95% of those knew the number of the report they needed.

The library has already and is still using the information gathered as a result of this comprehensive survey in its decision making on procedures, collection control, announcements and staffing.

For my conclusion, I don't plan to spend time summing up the various concepts and ideas that I've tried to cover over the last half hour or so. I would like to finish on a positive note. As we have seen, only a small percentage of the population is as crazy about libraries as we are and while you have to go and see a doctor or a lawyer from time to time, nobody has to go and discuss problems with a librarian.
However, let's not forget that there are people out there that really need our help, even if they don't know it! So let's do our best to publicize our services and then live up to our publicity with a dynamic collection and reliable information. We must be active partners in the determination of user needs and let our efforts be measured in user happiness and success!
LIBRARY USE BY GENERAL PUBLIC

- VORACIOUS READERS 7%
- HARD-CORE NON-USERS 45%
- UNCOMMITTED 48%
LIBRARY USER SATISFACTION

• SPECIFIC NEEDS MET

• LIBRARY LOCATION CONVENIENCE

• LIBRARY MATERIAL EASY TO FIND AND USE

• UNDERSTANDABLE AND NON-RESTRICTIVE LIBRARY POLICIES

• PLEASANT, TIMELY, PRODUCTIVE INTERACTION WITH LIBRARY STAFF
LIBRARY SURVEY GOALS

- Complex situations brought into focus and impact assessed
- Background provided for decision making
- Curiosity satisfied
SURVEY RESULT USES

- EVIDENCE FOR IMPROVEMENT IN SERVICES OR PHYSICAL PLANT PROVIDED

- COMPLAINTS ANSWERED OR ANTICIPATED

- HIGHLY SPECIFIC QUESTIONS ANSWERED
PRE-SURVEY NEEDS

BEFORE YOU COMMENCE YOU MUST KNOW:

• WHAT INFORMATION YOU NEED

• HOW YOU WILL DEAL WITH COLLECTED DATA

• WHAT WILL BE YOUR END PRODUCT
SURVEY TYPES

- DESCRIPTIVE:
  ENUMERATES AND DESCRIBES INFORMATION

- ANALYTICAL:
  COLLECTS AND ARRANGES DATA AND RELATES INFORMATION TO SEEK PATTERNS
ASSESSMENT OF USER REQUIREMENTS

• WHAT KINDS OF INFORMATION DOES USER SEEK?

• WHERE USER SEeks INFORMATION?

• HOW FREQUENTLY USER SEeks INFORMATION?

• WHAT DEMANDS ARE MADE OF LIBRARY?
SURVEY METHODOLOGIES

- QUESTIONNAIRE
- DIARY
- INTERVIEW
SOURCES OF INCONTESTIBLE DATA

- CIRCULATION RECORDS

- INFORMATION DESK / REFERENCE QUERIES
  1. IN PERSON
  2. TELEPHONE
  3. MAIL

- ORDERING REQUESTS
AIMS OF REPORTS USAGE STUDY

• WHY DO PEOPLE USE REPORTS?

• WHAT IS KNOWN ABOUT A NEEDED REPORT?

• WHAT IS THE PROFILE OF THE REPORTS USER?

• WHAT IS THE LIFETIME OF A REPORT?

• ARE THERE "CLASSICAL" REPORTS?

• HOW USEFUL IS THE AVERAGE REPORT?

• ARE REPORTS ACQUIRED IN A TIMELY MANNER?

• WHICH IS PREFERRED MICROFICHE / HARD COPY?

• WHAT REPORTS ARE BEING USED (BY FOLLOWING CRITERIA)?

  PUBLICATION DATE
  REQUESTING ORGANIZATION
  SUBJECT MATTER
  ORIGINATING SOURCE
  DISTRIBUTING AGENCY
STARTING POINTS FOR REPORTS USAGE ANALYSIS

- The literature contained little on technical reports.
- The most reliable data was already in existence.
- Surveys and questionnaires should be tied to specific objects or events.
- Use to be made of responses should be predetermined.
REPORTS USAGE SURVEY METHODOLOGIES

- COMPUTER ANALYSIS OF CLASSIFIED AND UNCLASSIFIED REPORTS CIRCULATION RECORDS

- MANUAL COLLECTION AND ANALYSIS OF REPORTS DATA
  E.G. ORDERING REQUESTS
  ANNOUNCEMENT BULLETIN REQUESTS
  S.D.I. REQUESTS
  REFERENCE REQUESTS

- PATRON RESPONSE TO QUESTIONNAIRES AND INTERVIEWS
  E.G. CIRCULATION LOANS
  PATRON DIRECT INTERVIEWS
REPORT-USER SURVEYS

- CIRCULATION QUESTIONNAIRE
  - TIED TO A SPECIFIC REPORT
  - FORMATTED IN THREE SECTIONS
    - USER DATA
    - REPORT DATA
    - USER OPINION
  - SENT OUT DURING TWO SEPARATE PERIODS
TECHNICAL LIBRARY REPORT SURVEY

During this sample period, each user is asked to complete this form for each use. Please answer all questions, by circling only the number of the most appropriate alternative given, or by filling the blank. When completed, return per other side.

(1) Have you completed this form before?
   1. No, first time
   2. Once before
   3. Two or three times
   4. Many times

(2) Which best describes your Sandia job classification?
   1. Manager
   2. Supervisor
   3. Staff Member
   4. Asst or Aide
   5. Secretary/Clerk
   6. Technician or Trade
   7. Other

(3) Your education level?
   1. PhD
   2. Masters
   3. Bachelors
   4. Bus or Tech School
   5. High School

(4) Your job field?
   1. Management
   2. Scientist
   3. Engineer
   4. Technical support
   5. Administrative support

(5) Number of years in above job field?
   1. Under two years
   2. 2-5
   3. 5-9
   4. 10-19
   5. 20 or more years

(6) Write in the subject area (e.g., solar energy, aerodynamics, etc.) of the accompanying report:

For this particular report, how satisfied were you with:

(7) The form or type of copy received?
   1. Very satisfied
   2. Satisfied
   3. Neutral
   4. Dissatisfied
   5. Very dissatisfied

(8) Ease of getting it?
   1. Very satisfied
   2. Satisfied
   3. Neutral
   4. Dissatisfied
   5. Very dissatisfied

(9) Timeliness of getting it?
   1. Very satisfied
   2. Satisfied
   3. Neutral
   4. Dissatisfied
   5. Very dissatisfied

(10) Legibility?
    1. Very satisfied
    2. Satisfied
    3. Neutral
    4. Dissatisfied
    5. Very dissatisfied

(11) How accessible to you is a microfiche reader?
    1. On my desk
    2. In my office
    3. Near my office
    4. Inconvenient

(12) For the purpose you requested it, would you rate the content of this report as:
    1. Outstanding, a classic
    2. Very good
    3. Good
    4. So-so
    5. Poor
    6. Very poor

(13) What do you expect the useful life of this report to be from date of publication?
    _______ years

(14) How often do you use technical reports in your work?
    1. Constantly
    2. Frequently
    3. Occasionally
    4. Rarely

(15) How often do you use the following sources for technical reports?
    1. Your personal collection
    2. Colleagues at Sandia
    3. Division/Dept collection
    4. Official sources of reports
    5. Sandia Technical Library
    6. Other professional contacts

(16) How could we improve our technical reports service? Use other side if needed.

FOR LIBRARY USE ONLY:

(1) Org _______ (2) Report No. ________________ (3) Classification
   1. Secret
   2. Confidential
   3. Unclassified

(4) Pub date (mo/yr) _______

(5) Type of service:
   1. SCAN request
   2. Ref/Ref request
   3. Personal request
   4. 1075A
   5. 371
   6. Other/unknown

(6) Format:
   1. Hard copy original
   2. Photo copy
   3. Microfiche
REPORT USER SURVEYS

- PATRON INTERVIEW
  - CONDUCTED ONLY WITH WALK-IN PATRONS
  - DIRECTED AT SPECIFIC QUERY
  - ORIENTED TOWARD PATRON'S KNOWLEDGE, NOT OPINION
REPORTS REFERENCE QUERY FORM

During this sample period, each user is asked to complete this form for each use. Please answer all questions, by circling only the number of the most appropriate alternative given, or by filling the blank. When completed, return to the information desk.

(1) Have you completed this form before?
   1. No, first time
   2. Once before
   3. Two or three times
   4. Many times

(2) Your Org. Number: ________

(3) Your Building Number: ________

(4) General subject area (e.g. solar energy) of information you were looking for:

(5) Were you searching for:
   1. A specific report(s)?
   2. Information probably in reports?

(6) What was your source of information?
   1. Your own memory or notes
   2. Mention by others
   3. A printed citation
   4. Library announcement
   5. A published bibliography
   6. Computerized search
   7. None
   8. Other: ________________________

IN YOUR SEARCH DID YOU USE:

| (7) Library catalog? | 1 2 3 |
| (8) Other indexes?   | 1 2 3 |
| (9) Reports Reference collection? | 1 2 3 |
| (10) Information Desk help? | 1 2 3 |
| (11) Staff Librarian help? | 1 2 3 |
| (12) Central Technical File (CTF)? | 1 2 3 |
| (13) Other: _______________ | 1 2 3 |

(14) How much of what you were looking for did you find?
   1. All of it
   2. Some of it
   3. None of it

(15) What final action did you take?
   1. Borrowed report(s)
   2. Ordered needed materials
   3. Requested continued search by others
   4. Gave up
   5. Other: ________________________

(16) Any other comments?

________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
________________________________________________
WHO REPORT USERS ARE: BY JOB LEVELS

### JOB CLASSIFICATION (ALL RETURNS)

<table>
<thead>
<tr>
<th>Job Classification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Managers</td>
<td>9%</td>
</tr>
<tr>
<td>Supervisors</td>
<td>11%</td>
</tr>
<tr>
<td>Staff Members</td>
<td>77%</td>
</tr>
<tr>
<td>Assistants/Aides</td>
<td>2%</td>
</tr>
<tr>
<td>Others</td>
<td>1%</td>
</tr>
</tbody>
</table>

### EDUCATIONAL LEVEL OF STAFF MEMBERS

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>45%</td>
</tr>
<tr>
<td>Masters</td>
<td>41%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>13%</td>
</tr>
<tr>
<td>Business or Training School</td>
<td>1%</td>
</tr>
</tbody>
</table>

### JOB FIELDS OF STAFF MEMBERS (SELF-DESCRIBED)

<table>
<thead>
<tr>
<th>Job Field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Management&quot;</td>
<td>2%</td>
</tr>
<tr>
<td>&quot;Scientist&quot;</td>
<td>39%</td>
</tr>
<tr>
<td>&quot;Engineer&quot;</td>
<td>54%</td>
</tr>
<tr>
<td>&quot;Technical Support&quot;</td>
<td>3%</td>
</tr>
<tr>
<td>&quot;Administrative Support&quot;</td>
<td>2%</td>
</tr>
</tbody>
</table>
Response to Microfiche Queries in Reports Usage Survey

During the two one-week gathering periods of the survey a total of 231 returns were received on the subject of microfiche. These returns have been analyzed and reveal the following:

Question: For this particular report were you satisfied with:

<table>
<thead>
<tr>
<th>Answers to separate queries</th>
<th>Average Percentage of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfied</td>
</tr>
<tr>
<td>The form or type of copy received?</td>
<td>76%</td>
</tr>
<tr>
<td>The ease of getting it?</td>
<td>97.5%</td>
</tr>
<tr>
<td>The timeliness of getting it?</td>
<td>94.5%</td>
</tr>
<tr>
<td>Its legibility?</td>
<td>71%</td>
</tr>
</tbody>
</table>

Question: How accessible to you is a microfiche reader?

<table>
<thead>
<tr>
<th>Answer</th>
<th>In my office</th>
<th>Near my office</th>
<th>Inconvenient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52%</td>
<td>39%</td>
<td>7%</td>
</tr>
<tr>
<td>PUBLICATION SOURCE</td>
<td>TYPE OF SURVEY OR ANALYSIS</td>
<td>CIRCULATION SURVEY % OF TOTAL</td>
<td>REPORTS ORDERING SURVEY % OF TOTAL</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>DTIC (DOD)</td>
<td></td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>DOE</td>
<td></td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>NASA</td>
<td></td>
<td>5%</td>
<td>9%</td>
</tr>
<tr>
<td>NTIS</td>
<td></td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>2%</td>
<td>15%</td>
</tr>
</tbody>
</table>