

Quick Libqual faculty results from 2007 (resources only):

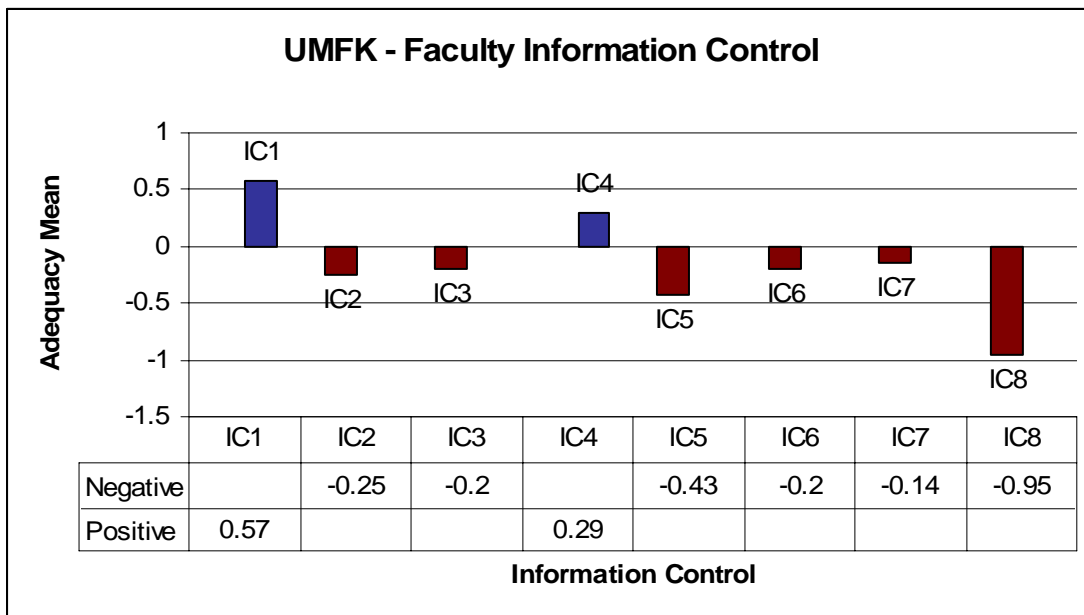
The following uses the Adequacy Mean for Information Control (IC):

The faculty was unhappy about the following aspects of our resources perceiving them as less than their minimum expectations. The list runs from most unhappy to least unhappy:

1. **(IC8)Print and/or electronic journal collections I require for my work (-0.95)**
2. (IC5) Modern equipment that lets me easily access needed information (-0.43)
3. (IC2) A library Web site enabling me to locate information on my own (-0.25)
4. (IC3) The printed library materials I need for my work (-0.20)
5. (IC6) Easy-to-use access tools that allow me to find things on my own (-0.20)
6. (IC7) Making information easily accessible for independent use (-0.14)

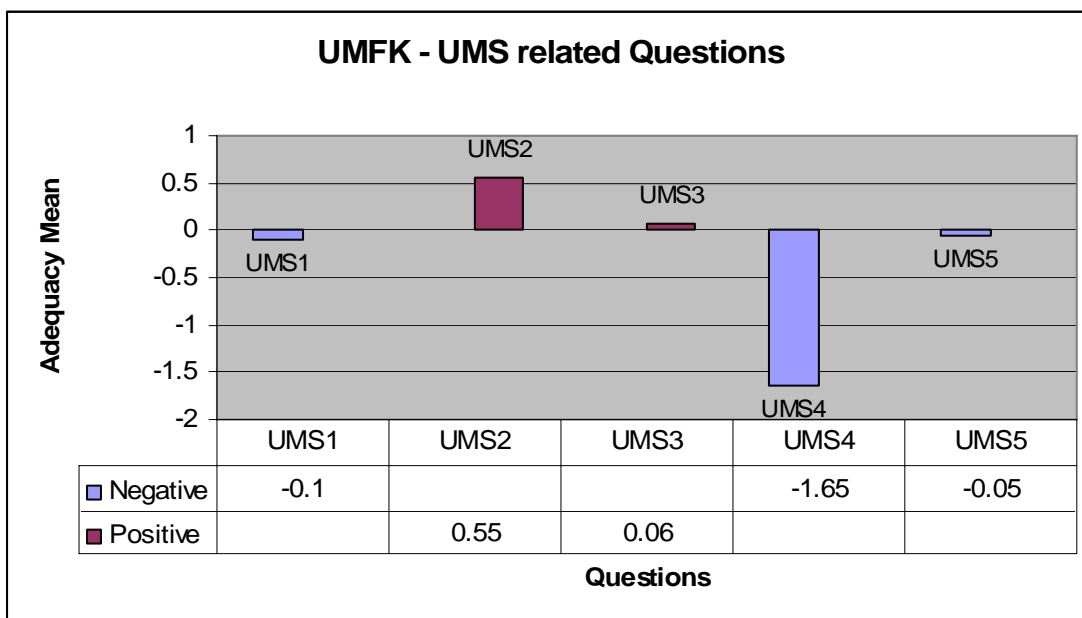
The following were aspects the faculty felt we accomplished with a greater than minimum expectation though not greater than desired. The list runs from least to greatest.

1. (IC4) The electronic information resources I need (0.29)
2. (IC1) Making electronic resources accessible from my home or office (0.57)



The following are aspects specific to our campus/U. Maine System. The list runs from lowest score to greatest score:

1. **(UMS4) Adequate hours of service (-1.65)**
2. (UMS1) Comprehensive collections of fulltext articles online (-0.10)
3. (UMS5) URSUS, the online catalog, is user-friendly for finding books (-0.05)
4. (UMS3) Timely document delivery / interlibrary loan (0.06)
5. (UMS2) Teaching me how to locate, evaluate, and use information (0.55)



Perceived less than minimum (PLM) (red) = the minimum level refers to what the patrons' lowest level of expectations are. In this case, the patrons are saying we do not even meet their lowest level of expectations. (Negative service adequacy gap score)

Perceived less than desired (PLD) (yellow) = the desired level refers to what patrons would like to have, though do not necessarily expect to have. The desired level is always higher than the minimum level. In this case, patrons are saying that though we meet their minimum requirements, we do not meet their desired level of service. **Distance between patron's desired and perceived levels of service quality is shown in yellow.**

Perceived greater than minimum (PGM) (blue) = the minimum level refers to what the patrons' lowest level of expectations are. In this case the patrons are saying we either meet their minimum expectations or their expectations are above minimum level (but still less than desired). **Distance between minimum expectations and perceived levels of service quality is shown in blue.**

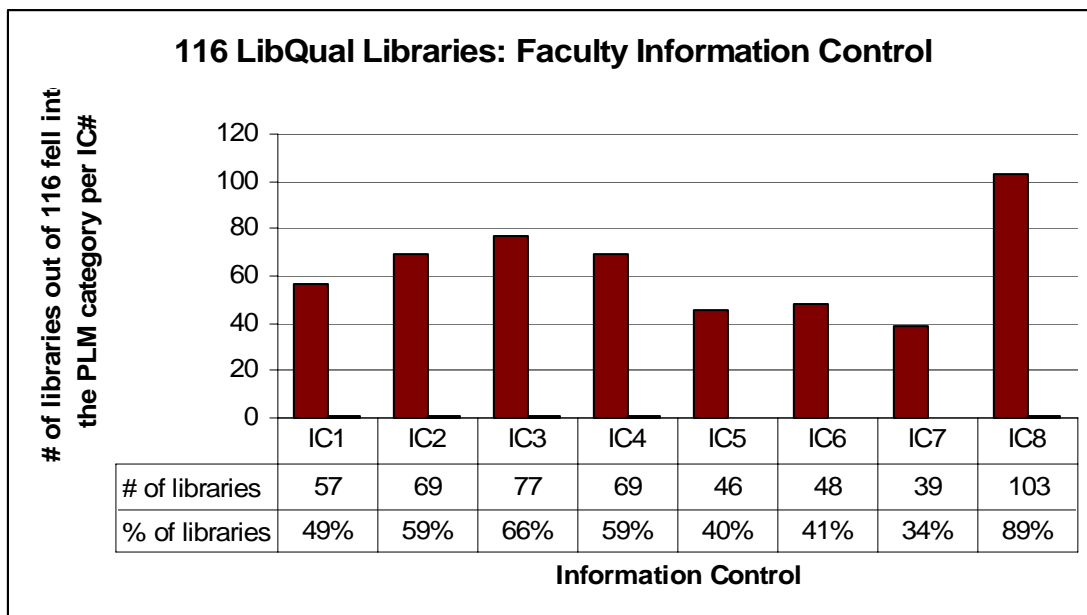
Perceived greater than desired (PGD) (green) = the desired level refers to what a patron would like to have, though do not necessarily expect to have. The desired level is always higher than the minimum level. In this case, patrons are saying that we either meet their desired level of expectations or go beyond their expectations. (Positive service superiority gap score)

Looking at 116 LibQual Libraries:

Background:

1. These libraries did not include community colleges, special libraries, or institutions outside the US.

2. Libraries were counted 1/0 meaning 1 for in the red and 0 for not in the red. No actual percent in the red was counted
3. Out of the 116 the following numbers represent libraries whose faculty were dissatisfied with the different IC categories.:
 - a. IC1 = 57 libraries
 - b. IC2 = 69 libraries
 - c. **IC3 = 77 libraries (printed resources that I need)**
 - d. IC4 = 69 libraries
 - e. IC5 = 46 libraries
 - f. IC6 = 48 libraries
 - g. IC7 = 39 libraries
 - h. **IC8 = 103 libraries (printed/electronic journals I require for my work)**



Observations:

1. In general, faculty from most schools were unhappy with resources (Information Control - IC) perceiving them as less than the minimum expectations (red) in most cases.
2. There were 20 libraries where faculty was dissatisfied with **one** or **none** of the IC elements.
 - a. 8 libraries had no IC elements fall into the PLM (perceived less than minimum)
 - b. 12 libraries had one IC element fall into the PLM all of which all were IC8
3. IC8 had the highest number (103) falling into the PLM (IC8= “Print and/or electronic journal collections I require for my work”), with IC3 coming in second (77) (IC3= “printed library materials that I need for my work”).
4. With regard to IC8 there didn’t seem to be much difference between the high end and low end libraries with regard to resources. Though a few libraries may have

- had fewer resources, in general, most not only had ample resources, they had many of the same resources.
5. Most at both ends of the scale, with only a few exceptions, had JSTOR and LexisNexis Academic.
 6. Libraries with expense budgets in the Millions had just as bad a ratings as those with budgets well under \$500,000. The same goes for those with good ratings.
 7. We can see a similarity between the overall universities and UMFK with IC8. Otherwise, to get an accurate view we would need to actually view the adequacy mean of each of the libraries.

Finally, we have percentile scores sheets* using 2005 date with which we can determine how UMFK faculty rank overall with other LibQual libraries (all libraries in this case). We find that faculty's perceived mean falls within the 55th percentile. The overall score includes, Affect of Service (AS), Library as Place (LP), and Information Control (IC).

*from "Stability of Library Service Quality Benchmarking Norms Across Time and Cohorts: A LibQual+™ Study" located at
<http://www.coe.tamu.edu/~bthompson/libq2005.htm>

Questions:

1. What electronic or print resources does our faculty want?
2. What modern equipment do you need to easily access needed information? Have you asked for it, and not been successful getting it?
3. How can I make the web site more navigatable for the faculty?
4. The adequacy mean for document delivery was 0.06, which means that though we do not meet the desired level of service, we at least meet the minimum level of service. What about the document delivery service makes it not meet the desired level of service?
5. Are the printed library materials you need for your work not available in the URSUS or MaineCat system? Have you made library staff aware of the materials you need so we can purchase these materials? What other concerns around this issue are there?
6. What access tools do you mean in the statement "easy to use access tools that allow you to find information on your own"? Have you asked for these tools? or asked for changes to these tools?
7. Along the same lines, when speaking of making information easily accessible for independent use, what does this mean? Does this link to the website's navigatability? Or to the access tools? How can we make it better?
8. What hours of service would faculty prefer we have? Are these hours for faculty use or student use? Are these hours for research, computers, reference service, other?

Libqual

Numbers:

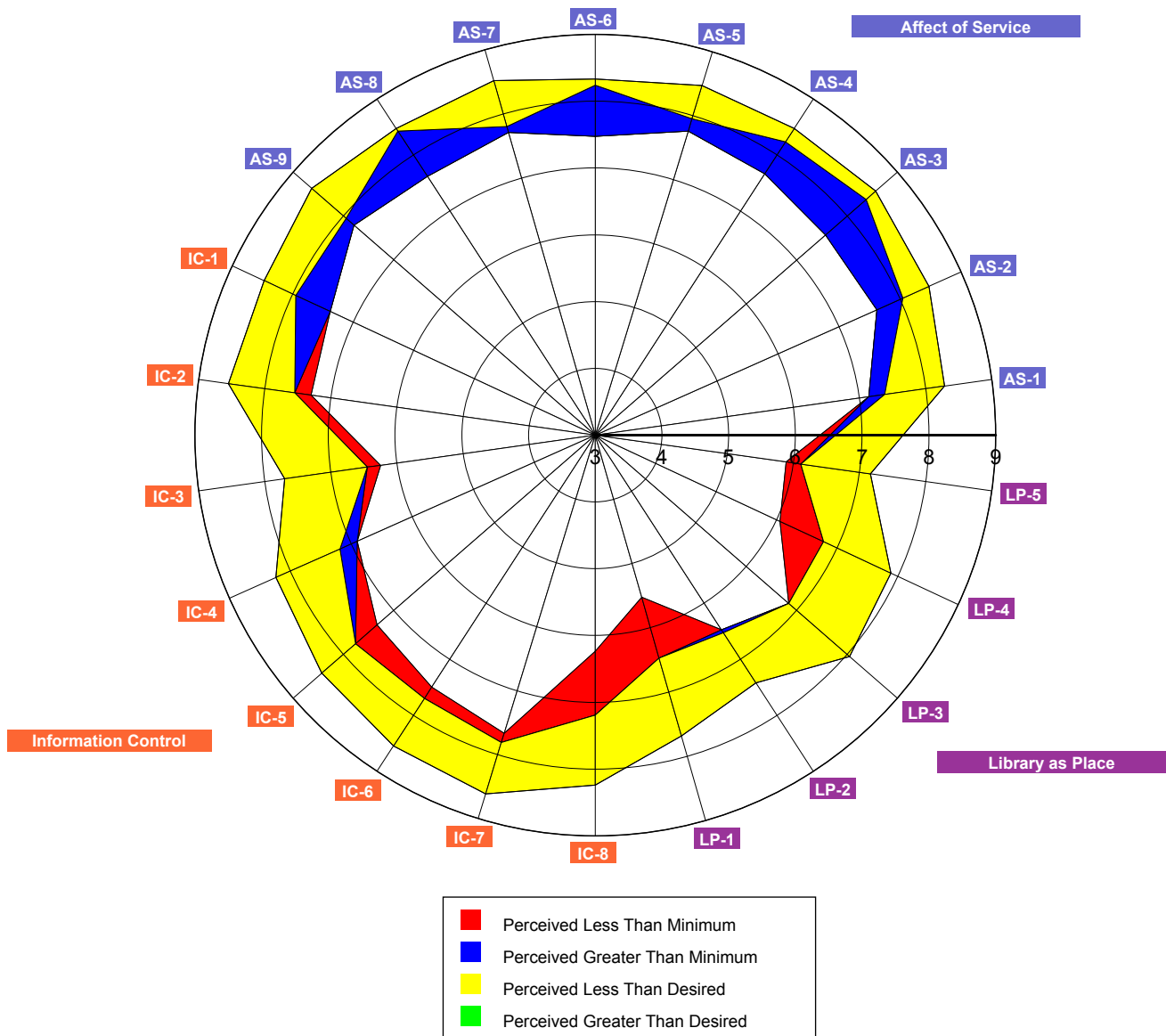
- 393 surveys were attempted
- 231 surveys were counted by libqual
- 231 surveys were counted by my count
- 5 surveys not counted looked like they should have been
- 151 surveys were not completed
- 4 surveys were invalid (meaning desired level of service was marked lower than the minimum level of service) (must have fewer than 10)
- 2 surveys had too many N/A's selected (must be fewer than 12)

6.2 Core Questions Summary for Faculty

This radar chart shows aggregate results for the core survey questions. Each axis represents one question. A code to identify each question is displayed at the outer point of each axis. While questions for each dimension of library service quality are scattered randomly throughout the survey, on this chart they are grouped into sections: Affect of Service, Library as Place, and Information Control.

On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels (representing service adequacy or service superiority) are shaded in blue, yellow, green, and red.

The two following tables show mean scores and standard deviations for each question, where n is the number of respondents for each particular question. (For a more detailed explanation of the headings, see the Introduction to this notebook.)



Language: American English
Institution Type: College or University
Consortium: Maine URSUS Libraries
User Group: Faculty

ID	Question Text	Minimum Mean	Desired Mean	Perceived Mean	Adequacy Mean	Superiority Mean	n
Affect of Service							
AS-1	Employees who instill confidence in users	7.14	8.29	7.38	0.24	-0.90	21
AS-2	Giving users individual attention	7.62	8.48	8.05	0.43	-0.43	21
AS-3	Employees who are consistently courteous	7.57	8.57	8.38	0.81	-0.19	21
AS-4	Readiness to respond to users' questions	7.67	8.48	8.24	0.57	-0.24	21
AS-5	Employees who have the knowledge to answer user questions	7.76	8.48	7.95	0.19	-0.52	21
AS-6	Employees who deal with users in a caring fashion	7.48	8.33	8.24	0.76	-0.10	21
AS-7	Employees who understand the needs of their users	7.71	8.52	7.81	0.10	-0.71	21
AS-8	Willingness to help users	7.62	8.48	8.43	0.81	-0.05	21
AS-9	Dependability in handling users' service problems	7.79	8.63	7.95	0.16	-0.68	19
Information Control							
IC-1	Making electronic resources accessible from my home or office	7.38	8.48	7.95	0.57	-0.52	21
IC-2	A library Web site enabling me to locate information on my own	7.55	8.55	7.30	-0.25	-1.25	20
IC-3	The printed library materials I need for my work	6.45	7.70	6.25	-0.20	-1.45	20
IC-4	The electronic information resources I need	6.90	8.24	7.19	0.29	-1.05	21
IC-5	Modern equipment that lets me easily access needed information	7.76	8.43	7.33	-0.43	-1.10	21
IC-6	Easy-to-use access tools that allow me to find things on my own	7.70	8.55	7.50	-0.20	-1.05	20
IC-7	Making information easily accessible for independent use	7.81	8.62	7.67	-0.14	-0.95	21
IC-8	Print and/or electronic journal collections I require for my work	7.19	8.24	6.24	-0.95	-2.00	21
Library as Place							
LP-1	Library space that inspires study and learning	6.47	7.68	5.53	-0.95	-2.16	19
LP-2	Quiet space for individual activities	6.47	7.42	6.53	0.05	-0.89	19
LP-3	A comfortable and inviting location	6.84	8.05	6.84	0.00	-1.21	19
LP-4	A getaway for study, learning, or research	6.78	7.89	6.06	-0.72	-1.83	18
LP-5	Community space for group learning and group study	6.11	7.17	5.89	-0.22	-1.28	18
Overall:		7.31	8.27	7.37	0.06	-0.90	21

Language: American English
 Institution Type: College or University
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LibQual Focus Group Questions (draft)

The focus group would begin by informing participants about what LibQual is, and some background on the UMS participation last spring. The questions would then be read exactly as written so we can ensure all participants are answering the same questions. The person conducting the focus group should not try to explain anything about the survey or interpret any results. If any followup questions are asked by the focus group moderator, they should be recorded, as well. It is preferred that the focus group session be audio recorded.

Possible questions for a mixed group

Question: Survey participants indicated library websites that enabled them to find information on their own were very important to them. What do you think makes an effective library website? (followup) What might make a library website less helpful?

Question: Survey participants indicated that electronic information resource availability from home or office was important, and reported a large disparity between resources the UMS offers and those they desire. Why would this be important to you? (followup) What resources, either generally or specifically, would you want electronic access to that are not currently available?

Question: Survey participants indicated that modern equipment for accessing information is important to them in their libraries. What equipment do you feel libraries should have available, either high tech like computers, or low tech like staplers?

Question: Survey participants indicated that space issues, such as group or individual study space, were important but less so than the previous questions. What type of library space do you feel you need, and why?

Question: Survey participants indicated URSUS needed to be user friendly in locating books for their research. What about URSUS makes it more or less useful to you? (followup) You can request books from UMS libraries through URSUS or from other state libraries through Mainecat; what does that mean for your library research?

Question: Survey participants indicated that librarians teaching them how to locate, evaluate, and use information was important, but less so than other services; what is your reaction to that?

Faculty Analysis of Multiple Colleges and Universities

Colleges/ Universities	Information Control Numbers:								total score	w/2-8 1's	w/0-1 1's	red on majority of chart (all around)
	IC1	IC2	IC3	IC4	IC5	IC6	IC7	IC8				
A1	1	1	1	1	0	0	0	1	5	1		0
A2	1	1	1	1	1	1	1	1	8	1		1
A3	1	1	1	1		1	1	1	7	1		0
A4	0	0	1	0	0	0	0	1	2	1		0
A5	0	0	0	0	1	0	0	0	1		1	0
A6	0	0	0	0	0	0	0	0	0		1	0
A7	0	1	1	0	0	0	0	1	3	1		0
B1	0	0	0	0	0	0	0	0	0		1	0
B2	1	1	1	1	0	0	0	1	5	1		0
B3	0	0	0	0	0	0	0	1	1		1	0
B4	1	1	1	1	1	1	0	1	7	1		0
B5	0	1	1	0	0	1	0	1	4	1		0
C1	1	1	1	1	1	1	1	1	8	1		1
C2	1	1	1	1	1	1	1	1	8	1		1
C3	1	1	1	1	1	1	0	1	7	1		0
C4	0	1	0	0	0	0	0	1	2	1		0
C5	1	1	1	1	1	1	0	1	7	1		0
C8	0	0	0	1	0	0	0	1	2	1		0
D1	0	0	0	0	0	0	0	0	0		1	0
D2	1	1	0	1	0	1	1	1	6	1		0
D4	0	0	1	0	0	0	0	1	2	1		0
F1	0	0	1	1	1	0	0	1	4	1		0
F2	1	1	1	0	0	1	0	0	4	1		0
F3	0	0	0	0	0	0	0	1	1		1	0
F4	1	1	1	1	1	1	1	1	8	1		0
F5	1	1	1	1	1	1	1	1	8	1		0
G1	0	1	1	1	1	1	1	1	7	1		0
G2	0	0	1	0	0	0	0	1	2	1		0
G3	1	0	0	0	0	0	0	1	2	1		0
I1	1	1	1	1	1	1	1	1	8	1		0
I2	1	1	1	1	1	1	0	1	7	1		0
I3	1	1	0	0	1	0	0	1	4	1		0
J1	0	0	0	0	0	0	0	1	1		1	0

K1	1	1	1	1	0	0	0	1	5	1		0
L3	1	1	1	1	1	1	1	1	8	1		0
L4	1	1	1	1	1	1	1	1	8	1		1
L5	0	0	0	0	0	0	0	1	1		1	0
L6	0	1	0	0	0	0	0	1	2	1		0
M1	0	0	0	0	0	0	0	1	1		1	0
M2	0	0	0	0	0	0	1	1	2	1		0
M4	0	0	0	0	0	0	0	1	1		1	0
M5	0	1	0	1	1	1	0	1	5	1		0
M6	1	1	0	1	0	1	0	1	5	1		0
M7	0	0	0	0	0	0	0	0	0		1	0
N1	1	1	1	1	1	1	1	1	8	1		0
N2	0	0	0	0	0	0	0	1	1		1	0
O1	1	1	1	1	1	1	1	1	8	1		0
O2	0	0	1	0	0	0	0	1	2	1		0
P1	0	1	1	0	0	0	0	1	3	1		0
P2	1	1	1	1	1	1	1	1	8	1		0
R1	1	1	0	0	0	1	0	1	4	1		0
R2	0	0	0	0	0	0	0	1	1		1	0
S1	0	0	0	0	0	0	0	1	1		1	0
S2	0	1	1	0	0	0	0	1	3	1		0
S3	0	0	1	0	0	0	0	1	2	1		0
S4	1	1	1	1	1	1	1	1	8	1		0
S5	1	1	1	1	0	1	1	1	7	1		0
S6	0	0	1	0	0	0	0	1	2	1		0
S7	0	0	0	1	0	0	0	1	2	1		0
S8	0	1	1	1	0	0	0	1	4	1		0
T1	0	1	1	1	1	0	1	1	6	1		0
T2	0	0	1	0	0	0	0	1	2	1		0
T3	0	0	1	1	1	1	1	1	6	1		0
T4	1	1	1	1	0	0	0	1	5	1		0
T5	1	1	1	1	1	1	1	1	8	1		1
T6	1	1	1	1	1	1	1	1	8	1		1
U1	0	1	1	1	1	1	1	1	7	1		0
U2	1	0	1	0	0	0	0	0	2	1		0
U3	1	1	1	1	0	0	0	1	5	1		0
U4	1	1	1	0	1	1	1	1	7	1		0

U5	1	1	1	1	0	0	0	1	5	1		0
U6	1	1	1	1	1	1	0	1	7	1		0
U7	1	1	1	1	1	1	1	1	8	1		0
U8	1	1	0	0	0	0	0	1	3	1		0
U9	0	1	0	1	0	0	0	1	3	1		0
U10	0	0	0	0	0	0	0	1	1		1	0
U11	0	1	1	1	0	0	0	1	4	1		0
U12	1	0	1	1	0	0	0	1	4	1		0
U13	1	1	1	1	0	0	0	1	5	1		0
U14	1	1	0	1	0	0	0	1	4	1		0
U15	1	1	1	1	1	1	1	1	8	1		0
U16	0	1	1	0	1	1	1	1	6	1		0
U17	1	1	1	1	1	0	1	1	7	1		0
U18	1	0	1	1	0	0	0	1	4	1		0
U19	0	0	0	0	0	0	0	0	0		1	0
U20	1	1	1	1	0	0	0	1	5	1		0
U21	0	1	1	1	0	1	0	1	5	1		0
U22	1	1	1	1	1	1	1	1	8	1		0
U23	1	1	1	1	1	1	1	1	8	1		0
U24	0	0	1	0	0	0	0	1	2	1		0
U25	0	0	0	0	0	0	0	1	1		1	0
U26	1	1	1	1	1	1	1	1	8	1		0
U27	1	1	1	1	1	1	1	1	8	1		0
U28	1	0	0	1	0	0	0	1	3	1		0
U29	0	0	1	1	0	0	0	1	3	1		0
U30	1	1	1	1	1	1	1	1	8	1		0
U31	1	1	1	1	1	1	1	1	8	1		0
U32	0	1	1	1	1	1	1	1	7	1		0
U33	1	0	1	1	1	0	1	1	6	1		0
U34	0	0	1	1	1	1	1	1	6	1		0
U35	1	1	1	1	1	1	0	1	7	1		0
U36	0	0	0	0	0	0	0	0	0		1	0
U37	0	0	1	1	1	1	1	1	6	1		0
U38	0	0	0	1	0	0	0	1	2	1		0
U39	0	1	1	1	1	1	1	1	7	1		0
U40	1	1	1	1	1	1	1	1	8	1		0
U41	1	1	1	1	0	0	0	1	5	1		0

W1	1	1	1	1	0	0	0	1	5	1		0
W2	1	1	1	1	0	0	0	1	5	1		0
W3	0	1	1	0	0	0	0	1	3	1		0
W4	0	0	0	0	0	0	0	0	0		1	0
W5	0	0	1	1	1	1	0	1	5	1		0
W6	0	0	0	0	0	0	0	1	1		1	0
	57	69	77	69	46	48	39	103		93	20	6
	49%	59%	66%	59%	40%	41%	34%	89%				

1. what categories are the worst to compare to ours to see if there is a trend
2. which have little or no red so I can see what resources they have
3. see how many schools have red and compare with ours to see if there is a trend
4. eliminate those that have red all around

AS = Affect of Service - people related issues

LP = Library as Place - facilities, atmosphere, etc.

IC = Information Control - resources, access to resources, etc.

Observations:

1. In general, faculty from most schools were unhappy with resources (Information Control) perceiving them as less than the minimum expectations (red) in most cases. In addition, they perceived, in general, the LP (Library as Place) and AS (Affect of Service) as either less than desired but still greater than minimum (yellow), greater than minimum (blue), or greater than desired (green), with a few perceiving less than minimum (red) mostly in the LP area (in
2. IC8 had the highest number of hits in the red (percieved less than minimum) (IC8=Print and/or electronic journal co
3. There were six schools whose faculty were unhappy with most every aspect of the library (percieved less than minii
4. There were 21 schools who scored 0 or 1 total for the number of times they fell into the PLM category. These schools I will follow-up on to see what resources they have, how much of a budget they have, how many faculty, etc.

Perceived less than minimum (PLM) (red) = The minimum level refers to what the patrons' lowest level of expectations are. In this case the patrons are saying we do not not even meet their lowest level of expectations.

Perceived less than desired (PLD) (yellow) = The desired level refers to what patrons would like to have, though do

not necessarily expect to have. The desired level is always higher than the minimum level. In this case patrons are saying that though we meet their minimum requirements, we do not meet their desired level of service. **Distance**

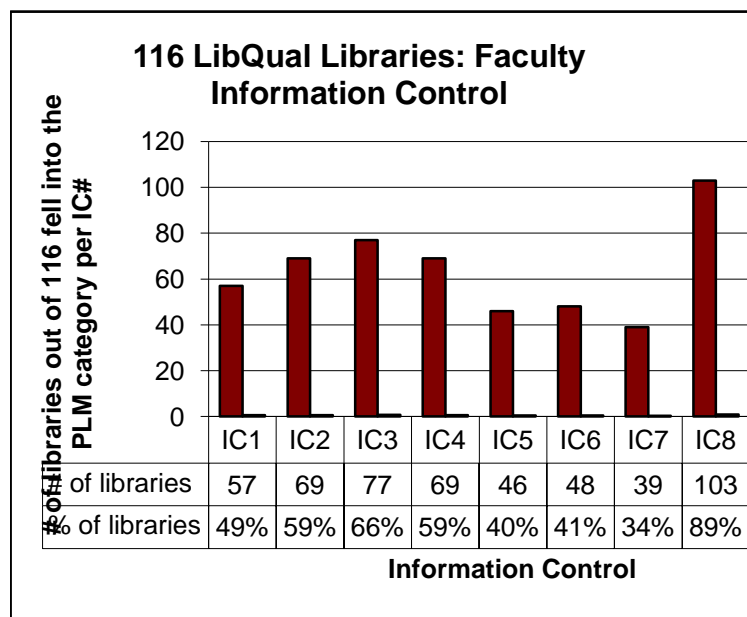
Perceived greater than minimum (PGM) (blue) = The minimum level refers to what the patrons' lowest level of expectations are. In this case the patrons are saying we either meet their minimum expectations or their expectations are above minimum level (but still less than desired). **Distance between minimum expectations and perceptions**

Perceived greater than desired (PGD) (green) = The desired level refers to what a patron would like to have, though do not necessarily expect to have. The desired level is always higher than the minimum level. In this case patrons are saying that we either meet their desired level of expectations or go beyond their expectations. (Positive

are publishers not putting out what faculty want?

are all libraries failing to have what faculty want?

are faculty unhappy about getting resources from other places and having to wait?



UMFK plm stats

IC1	0.57
IC2	-0.25
IC3	-0.2
IC4	0.29
IC5	-0.43
IC6	-0.2
IC7	-0.14
IC8	-0.95

UMS1	-0.1
UMS2	0.55
UMS3	0.06
UMS4	-1.65
UMS5	-0.05

