Wisconsin Library Services (WiLS)
Member Survey Outcomes

Prepared for

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By

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Executive Summary

The following research examined WiLS customers and non-customers. The goal of this research was to assess WiLS services and provide some strategic information that WiLS could use as they implement new products and manage existing products.   A short scientific survey was developed for online administration. 544 individuals completed the survey across varying libraries, and with varying associations and knowledge of WiLS.

Among the most interesting findings are:

- Overall, people view WiLSs services very favorably across nearly every measured dimension.

- Even with generally high ratings, there is a “service expectation gap” between aspects of service that libraries view as important, and perceptions of WiLS effectiveness at meeting these important aspects of service.

- When satisfaction with WiLS is considered in light of library type, there are some consistent differences among libraries such that academic libraries are the most satisfied across a variety of satisfaction dimensions, while public libraries and state agency libraries have the lowest relative satisfaction.

- Dissatisfaction with cost of WiLS service is arose throughout the survey across products and the aspect of WiLS where there was the least overall satisfaction among current customers.

- Among potential customers (those indicating they did not use WiLS services, the primary barrier seems to be a lack of familiarity with WiLS products and services. This bodes well for promotional efforts to increase WiLS membership.

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Table of Contents

Wisconsin Library Services (WiLS)
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Wisconsin Library Services (WiLS) is a consortium of 500 libraries that was established to facilitate resource sharing, cooperative purchasing, licensing, and many other activities related to information technology. The motivating force behind WILS is to serve as a partner to libraries within Wisconsin by helping to stretch technology budgets and deliver better services to patrons.

However, if we think of libraries as customers of WILS, do the customers think WILS is meeting their objectives? In the scope of WILS, what is viewed as particularly effective, and what is lacking? Understanding these basic perceptions from customers is vital for strategic planning. Equally essential is understanding why non-customers are <u>not</u> using WiLS services (is it lack of awareness, perception of WiLS, satisfaction with an existing product? Or something else?). This understanding gives two pieces of actionable information: What the current market share thinks, and what the *potential* market thinks.

<u>NOTE</u>: Several of the following tables make comparisons across groups. The basic frequency data for these groups can be found in the first section of this report.

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Appendix One: Data Collection and Demographics

This survey utilized an online web survey tool to administer the survey. Email notification of the survey was sent to several client-created lists. Participants were entered into a drawing for 2 iPods and five Amazon gift certificates. These incentives seemed to drastically increase participation and lowered attrition rates.

Given this situation where link may have been shared, it is difficult to know exactly how many people this survey reached. However, there is no reason to believe that individuals with “praise to heap” would be any more likely to complete the survey than individuals with “an ax to grind”. In this environment, number and nature of completed responses become indicators of the survey engagement. 544 people started the survey and 510 completed the survey. This resulted in a 6% attrition rate, which is far below the 15 - 25% norm for most online surveys. Additionally, the responses were from varied schools, positions and relationship to WiLS. In short, this population is varied enough and large enough to make some confident assertions about customer perceptions of WiLS.

Respondent Demographics

Table 1-1: “What type of library do you work in?”

Type of Library	*Frequency*	*Percentage*
Academic Library	144	26.5
Public Library	168	30.9
Public Library System	38	7.0
School Library	144	26.5
State Agency Library	8	1.5
Other Special Library	30	5.5
I Do Not Work in a Library/Library System/CESA	10	1.8
Other	2	0.4
Total	**544**	**100.0**

Table 1-2: "In what area of the library do you primarily work?"
(Note: Seven respondents failed to complete this item).

Primary Work Role	***Frequency***	***Percentage***
Administration	204	38.0
Circulation	17	3.0
Graphic Design/ Public Relations	0	0.0
Interlibrary Loan	47	8.8
Instruction / CE	26	4.8
Reference	34	6.3
Technical Services	47	8.8
Technology	18	3.4
Youth Services	27	5.0
All Roles	90	16.5
Archives	3	3.0
Multiple Roles	17	3.1
Collection Development	3	0.6
Do not Work in the Library	3	0.6
Other	1	0.2
Total	**537**	**100.0**

Table 1-3: How long have you used WiLS services?
(Note: Four respondents failed to respond to this question.)

How Long Have You Used WiLS?	***Frequency***	***Percentage***
I *do not* use WiLS Services.	35	6.5
Less than 1 year.	13	2.4
1-5 years.	69	12.8
6-10 years.	100	18.5
11-15 years.	67	12.4
More than 15 years.	142	26.3
I use WiLS services, but I am unsure for how long.	89	16.5
I am unsure if I use WiLS services.	25	4.6
Total	**540**	**100.0**

Table A2-4: What is the size of the population your library serves?

Population	***Range***		***Mean***	***SD***
What is the size of the population your library serves?	10 to 920,000		24,531	96716

What Libraries Responded?

A final consideration is how many different libraries within each library type (table 1-1) completed this survey. A strategic decision was made to not directly ask specific institutional affiliation out of fear of jeopardizing anonymity. In this researchers opinion that is still an important consideration as WiLS undertakes any future survey.

However, we can glean some measure of variability from the email addresses that individuals provided to be placed into a drawing. This is, admittedly, an imperfect measure as approximately 35% of respondents opted to not provide an email address. Nevertheless, there is considerable variation of email sources within each library type. As an example, even the smallest library categorization from table 1-1, state agency library, was far from homogeneous. Within these eight responses four chose not to provide an email, one response was from DPI, one response was from the department of veteran's affairs, one was from the legislative library, and one was from the Wisconsin courts. Even within this smallest category there was considerable institutional variation. Variation in institution was even more prevalent in the larger categories. In short, it appears that no one institution is monolithic in any of the library categories presented in this report.

Section Two: Perceptions of WiLS and Use of WiLS Services

One goal of this study is to examine any preconceived notions or misconceptions about WiLS. Table 2-1 shows responses to questions hat asked respondents to rate the truthfulness of several statements about WiLS.

Table 2-1: "People have different ideas about WiLS. Use the scale below to indicate how truthful you think the statements on the left are about WiLS"

	Mean (SD)		*Definitely False (+2)*	*Probably False (+1)*	*I'm Unsure (0)*	*Probably True (-1)*	*Definitely True (-2)*
WiLS is part of the Department of Public Instruction (DPI).	0.33 (1.30)		144 (26.8%)	89 (16.5%)	154 (28.6%)	102 (19.0%)	49 (9.1%)
Some WiLS employees are paid by OCLC.	0.43 (0.92)		83 (15.4%)	135 (25.1%)	258 (48.0%)	54 (10.0%)	8 (1.5%)
WiLS is a consortium of academic libraries.	0.51 (1.34)		178 (33.2%)	109 (20.3%)	104 (19.4%)	99 (18.5%)	46 (18.6%)
WiLS is governed by the University of Wisconsin—Madison.	0.51 (1.14)		134 (25.0%)	129 (24.1%)	173 (32.3%)	77 (14.4%)	23 (14.3%)
WiLS services are for large libraries and consortia.	1.08 (1.13)		265 (49.5%)	133 (24.9%)	69 (12.9%)	53 (9.9%)	15 (2.8%)
You must be an OCLC member to use WiLS.	1.09 (1.01)		238 (44.2%)	157 (29.1%)	107 (19.9%)	26 (4.8%)	11 (2.0%)

***Note**: Means and standard deviations are presented in the first column. The rest of the columns present frequency number and percent for each question choice.*

Most respondents thought the statements about WiLS were probably or definitely false. There appears to be more certainty toward two statements: "WiLS services are for large libraries and consortia" (as indicated by 49.5% respondents considering this statement definitely false) and "You must be an OCLC member to use WiLS" (as indicated by 44.2% respondents considering this statement definitely false). Over 30% of the definitely true responses came from individuals from school libraries. The standard deviations, and the frequency breakdowns, show that there is considerable variation in responses for each of these questions. However the greatest variation came with one question: “WiLS is a consortium of academic libraries.” (as indicated by a standard deviation of 1.34).

Customer Needs and Perceptions of WiLS

While Table 2-1 is interesting in that it highlights different misperceptions that may exist toward WiLS, what is more useful is understanding current customer needs, and how customers view WiLS as meeting those needs. Table 2-2 and 2-3 selected only individuals who indicated using at least one WiLS service.

Table 2-2: “How important are the following to your institution?”

	***Mean* (SD)**	***Very Important (+2)***	***Somewhat Important (+1)***	***Neutral (0)***	***Somewhat Unimportant (-1)***	***Very Unimportant (-2)***
Opportunities for input into WiLS services/ decision-making	0.47 (1.00)	65 (14.4%)	163 (36.1%)	120 (37.6%)	29 (6.4%)	25 (5.5%)
WiLS facilitating library collaboration	0.83 (1.03)	135 (30.0%)	158 (35.1%)	119 (26.4%)	21 (4.7%)	17 (3.8%)
WiLS service as a source of information on change and products that support change	1.04 (0.93)	159 (35.3%)	182 (40.4%)	84 (18.7%)	16 (3.6%)	9 (2.0%)
WiLS helping libraries be prepared for the future	1.17 (0.90)	193 (43.0%)	166 (37.0%)	71 (15.8%)	12 (2.7%)	7 (1.6%)

***Note**: Only respondents who reported that they had used one or more of the following tools were considered: cooperative purchasing, WiLS ILL, or WiLS OCLC. Means and standard deviations are presented in the first column. The rest of the columns present frequency number and percent for each question choice.*

Table 2-3: “How effective do you think WiLS is at doing the following?”

	Mean (SD)		Very Effective (+2)	Somewhat Effective (+1)	Neutral (0)	Somewhat Ineffective (-1)	Very Ineffective (-2)
Facilitating library collaboration	0.71 (0.96)		107 (23.7%)	152 (33.6%)	161 (35.6%)	21 (4.6%)	11 (2.4%)
Serving as a source of information on change and products that support change	0.82 (0.96)		126 (27.9%)	158 (35.0%)	134 (29.7%)	26 (5.8%)	7 (1.6%)
Helping libraries be prepared for the future	0.77 (0.94)		111 (24.7%)	165 (36.7%)	140 (31.2%)	25 (5.6%)	8 (1.8%)

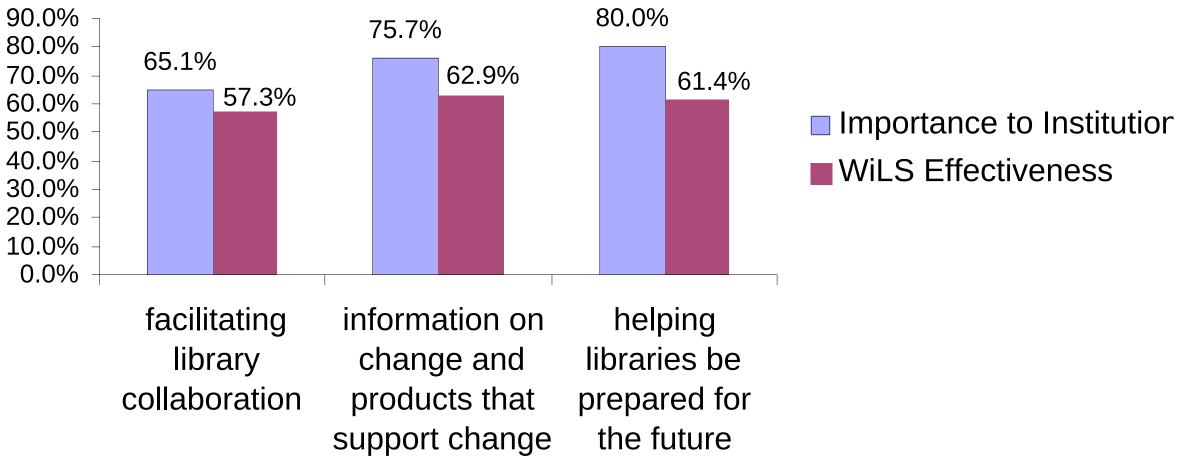
Note*: Only respondents who reported that they had used one or more of the following tools were considered: cooperative purchasing, WiLS ILL, or WiLS OCLC. Means and standard deviations are presented in the first column. The rest of the columns present frequency number and percent for each question choice.*

Tables 2-2 and 2-3 illustrate a meaningful trend: libraries rated the overall importance[1] of facilitating library collaboration (65.1%), serving as a source of information on change and products that support change (75.7%), and helping libraries be prepared for the future (80%) in higher percentages than how they view WiLS effectiveness on these same dimensions (57.3%, 62.9% and 61.4% respectively). [Also illustrated in Figure 2-A]

Therefore, while absolute numbers are positive for WiLS, this slippage between what customers view as an important dimension of service and how they view WiLS effectiveness in meeting that dimension of service should be of some concern. This may suggest a natural slippage in expectations, it may suggest a problem in position/ promotional efforts, or it may be related to the introduction of a new service. Without any historical data it is difficult to guess why, and how important, this slippage is. Nevertheless, in future iterations of this study this “service expectation gap” should be looked at as a trending measure to assess the progress of WiLS.

[1] Overall importance is calculated by creating a “top box” percentage of very and somewhat important responses.

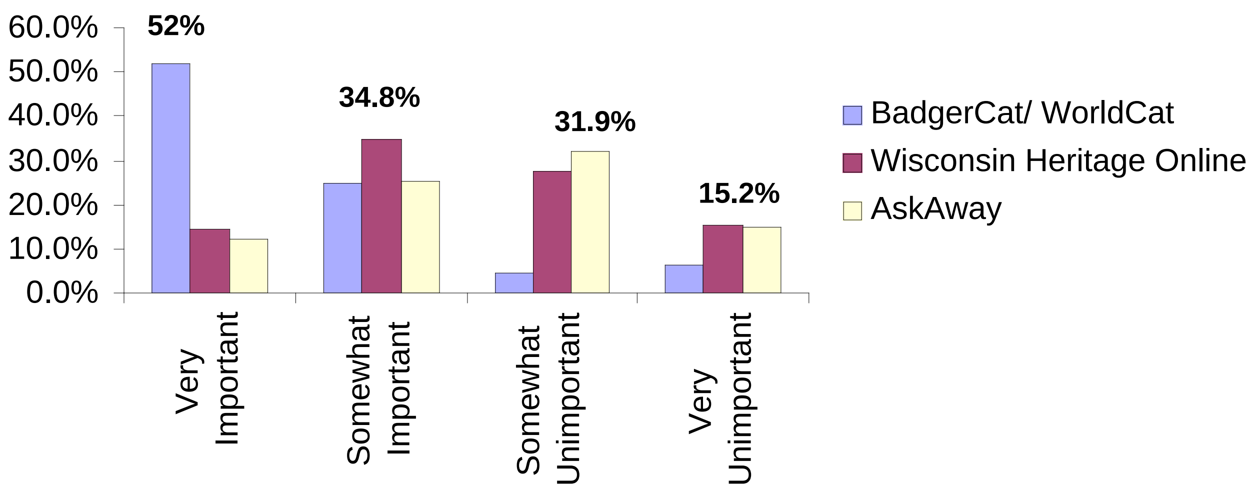
Figure 2-A: Service Expectation Gap



WiLS Initiatives

The previous tables and figures in this section address perceptions of WiLS. Before we discuss the three products that are central to this report, it is important to address the perceived value of three WiLS initiatives: BadgerCat/ WorldCat, Wisconsin Heritage Online, and AskAway. Figure 2-B presents the overall perceived importance of each of these initiatives.

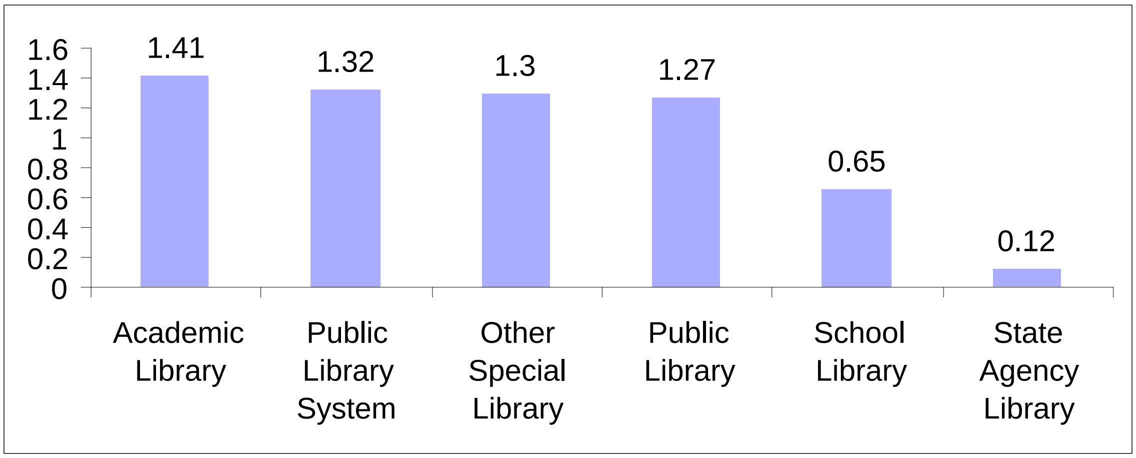
Figure 2-B: Importance of WiLS Initiatives



***Note**: Only the largest percentage within each response category is presented.*

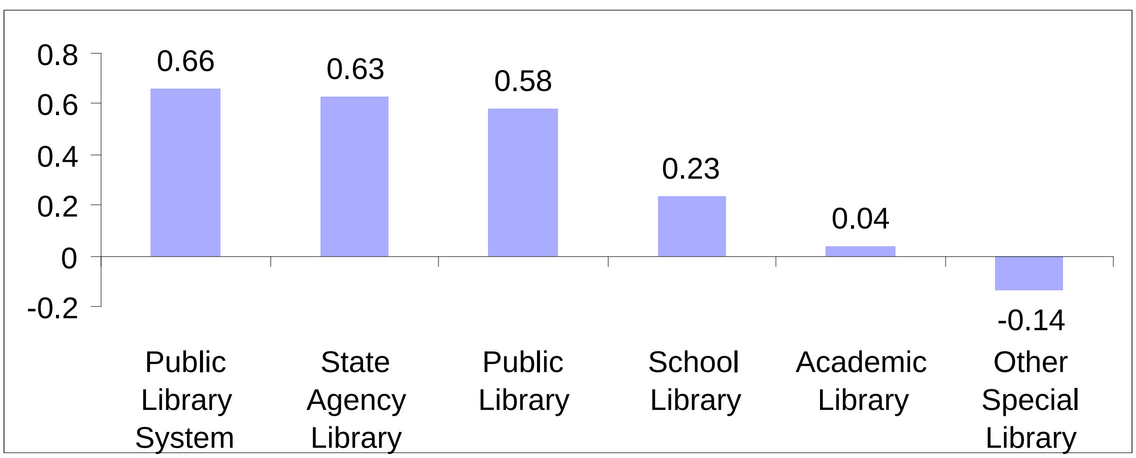
Figure 2-B illustrates the response trend. BadgerCat/ WorldCat is by far viewed as the most important initiative with 52% of respondents viewing this initiative as very important. Wisconsin Heritage Online is viewed as moderately important, and AskAway the greatest tendency to be viewed as somewhat unimportant. While this information is important alone, there are different perceptions of these initiatives when we examine differences by library type. Figure 2-C to 2-E illustrate these differences.

Figure 2-C: Mean Importance of BadgerCat/ WorldCat by Library Type



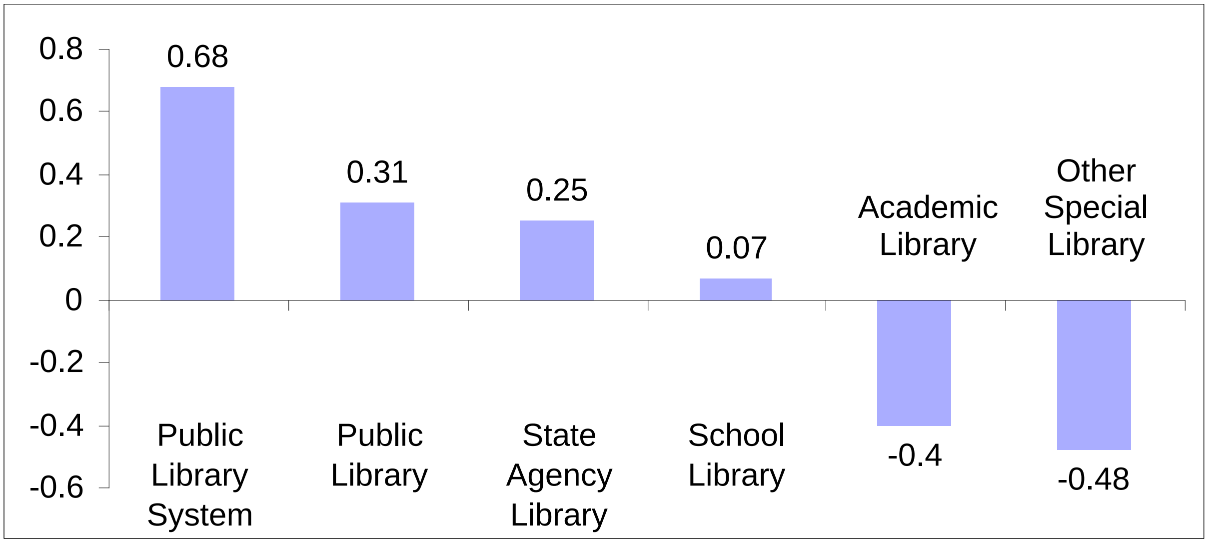
***Note**: Means were calculated using the following scale: Very Important (+2), Somewhat Important (+1), Somewhat Unimportant (-1), and Very Unimportant (-2).*

Figure 2-D: Mean Importance of Wisconsin Heritage Online by Library Type



***Note**: Means were calculated using the following scale: Very Important (+2), Somewhat Important (+1), Somewhat Unimportant (-1), and Very Unimportant (-2).*

Figure 2-E: Mean Importance of AskAway by Library Type



An examination of initiatives by library type reveals that academic libraries have the strongest support for BadgerCat/ WorldCat, but all libraries (except school and state agency libraries) tend to believe this same service is somewhat to very important. Wisconsin Heritage Online is perceived as somewhat important from public library systems, state agency libraries and public libraries. Finally, AskAway enjoys the most support from public libraries, which believe this service to be somewhat important, but academic and special libraries believe this same service to be somewhat unimportant.

Section Three: Perceptions on Cooperative Purchasing

In addition to overall perceptions of WiLS, a goal of this study was to examine perceptions of specific products offered by WiLS. For each of the products (Cooperative Purchasing, WiLS OCLC and WiLS ILL), respondents were screened so that responses are coming from current users of each product only.

Overall, 59.9% of the respondent indicated that they use cooperative purchasing[2], and of these respondents who use cooperative purchasing **83.9%** consider it an "essential service for WiLS." Table 3-1 examines a few specific aspects of cooperative purchasing.

Table 3-1: "Please indicate your level of satisfaction with the following aspects of cooperative purchasing."

Aspects of Cooperative Purchasing	*Mean (SD)*	*Very Satisfied (+2)*	*Somewhat Satisfied (+1)*	*Neutral (0)*	*Somewhat Dissatisfied (-1)*	*Very Dissatisfied (-2)*
Range of Products	1.19 (0.84)	137 (43.9%)	105 (33.7%)	63 (20.2%)	6 (1.9%)	1 (0.3%)
Level of Discounts	0.96 (0.89)	94 (30.2%)	131 (42.1%)	69 (22.2%)	14 (4.5%)	3 (1.0%)
Order/ Renewal Process	1.04 (0.96)	130 (41.8%)	78 (25.1%)	92 (29.6%)	7 (2.3%)	4 (1.3%)
Responsiveness of Staff	1.32 (0.89)	180 (57.7%)	57 (18.3%)	70 (22.4%)	4 (1.3%)	1 (0.3%)

Note: *Only respondents who reported that they used cooperative purchasing were asked to supply respond to these items. Means and standard deviations are presented in the first column. The rest of the columns present frequency number and percent for each question choice.*

The first thing that is striking about table 2-1 is the relatively high percentage of "very satisfied" responses across all aspects of cooperative purchasing...

The first thing that is striking about table 2-1 is the high percentage of "very satisfied" responses across all aspects of cooperative purchasing, but (perhaps not surprisingly) among these four aspects there is the least satisfaction with the level of discounts. While responses are generally favorable, it is important to note the high percentage of neutrals, which is difficult to interpret. It is likely that these individuals have no the aspects of cooperative purchasing that was addressed. If this is the case, future iterations of this survey should see no significant increases in this number.

[2] 17.6% reported that they do not use cooperative purchasing and 22.6% were unsure if they used cooperative purchasing. These groups were excluded from the analysis of cooperative purchasing.

Who is -and is not- satisfied with Cooperative Purchasing?

Demographic comparisons were made to understand who and who is not satisfied with each aspect of cooperative purchasing. Only statistically significant differences are presented below.

Range of Products

There was a significant difference in satisfaction with product range, both by library type and primary work role, as illustrated in Figures 3-A and 3-B.

Figure 3-A: Mean Satisfaction with Product Range by Library Type

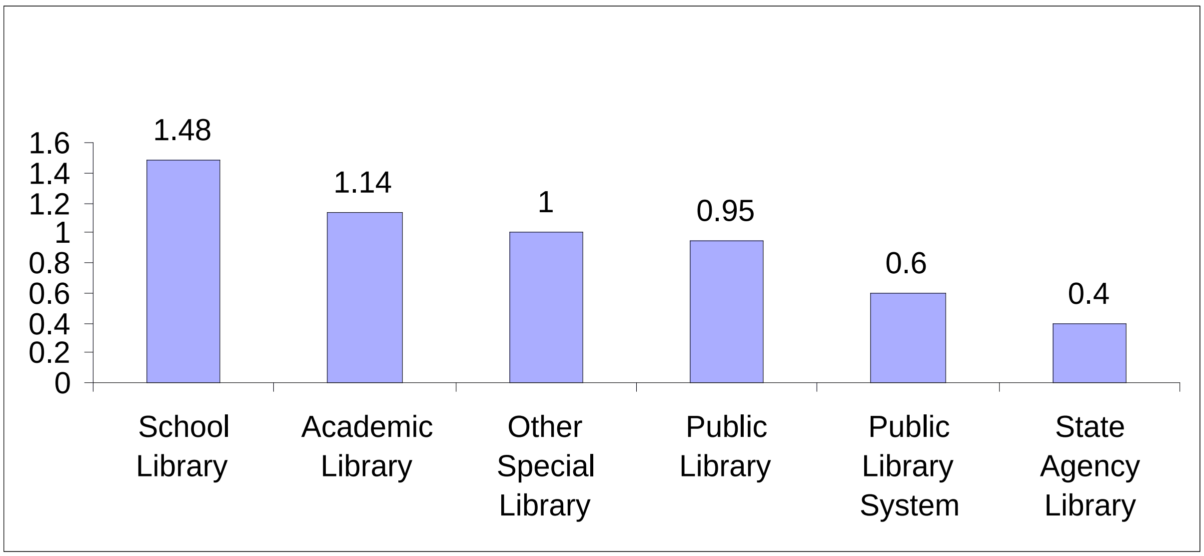
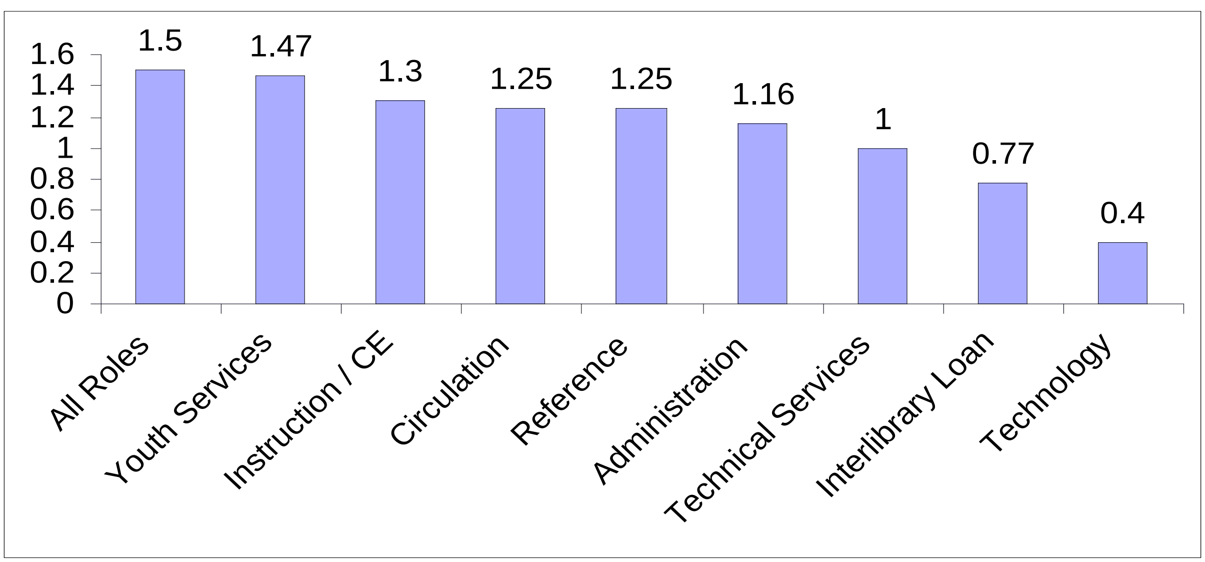


Figure 3-B: Mean Satisfaction with Product Range by Primary Work Role



There was also a significant difference in satisfaction with the range of products relative to the size of population that is being served. To evaluate differences relative to population size, two groupings of population were created (“Low” and “High”), with the split between the two groups being the median of all populations reported (24,530). High populations are less satisfied with the range of products offered through cooperative purchasing than low populations.

Table 3-2: Mean Satisfaction with Product Range by Population Size

Size of Population Served	***Mean (SD)***
Low (1 to 24,530)	1.13 (0.80)
High (24,531+)	0.50 (1.02)

What we can say about cooperative purchasing is that overall people are very satisfied with this service of WiLS, although cost seems to be a factor that generally pushes satisfaction downward. There are some significant differences in satisfaction with the range of products offered by cooperative purchasing related to both position and library type. In other words, if we were trying to describe typical users satisfied with the range of cooperative purchasing products, they would be in a school library that serves a small population where they work in youth services or do everything. Conversely, if we want to create a profile of users less satisfied with product range, they would be in a state agency or public library system, they would be in a technology position, and they would serve a large service area.

Level of Discounts

There was also a significant difference in satisfaction with the level of discounts, both by library type and primary work role, as illustrated in Figures 2-C and 2-D.

Figure 3-C: Mean Satisfaction with Discounts by Library Type

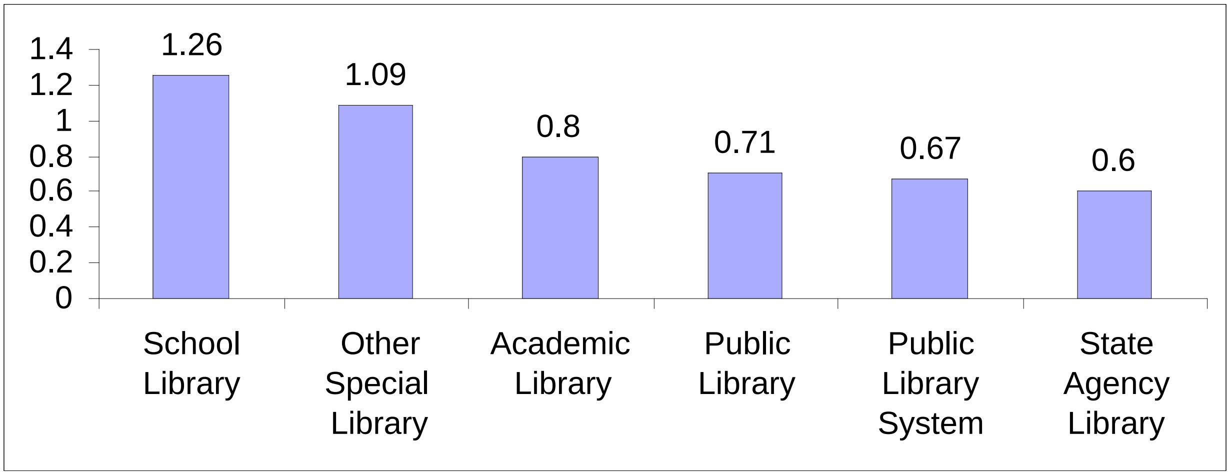
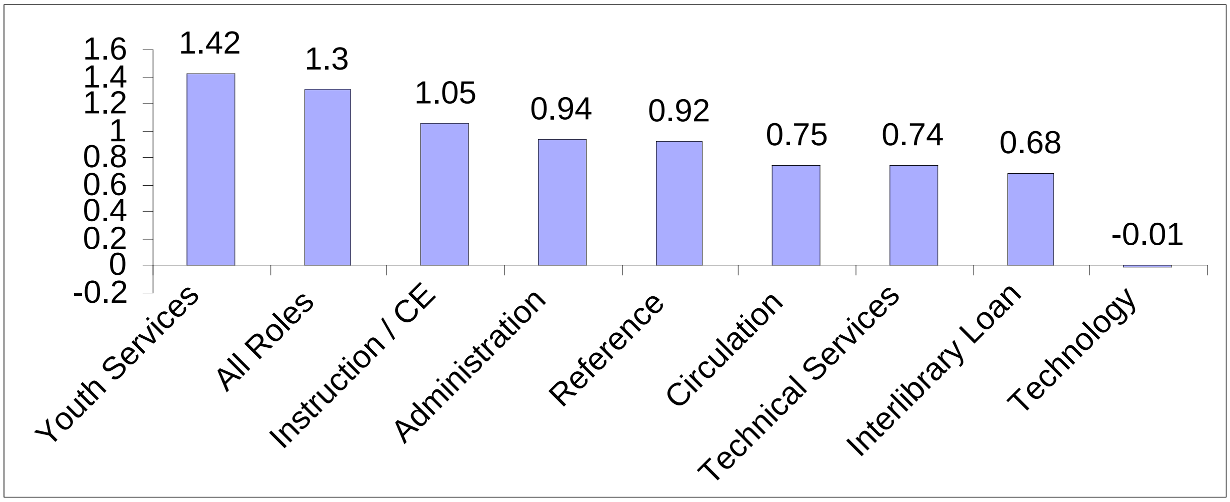


Figure 3-D: Mean Satisfaction with Discounts by Primary Work Role

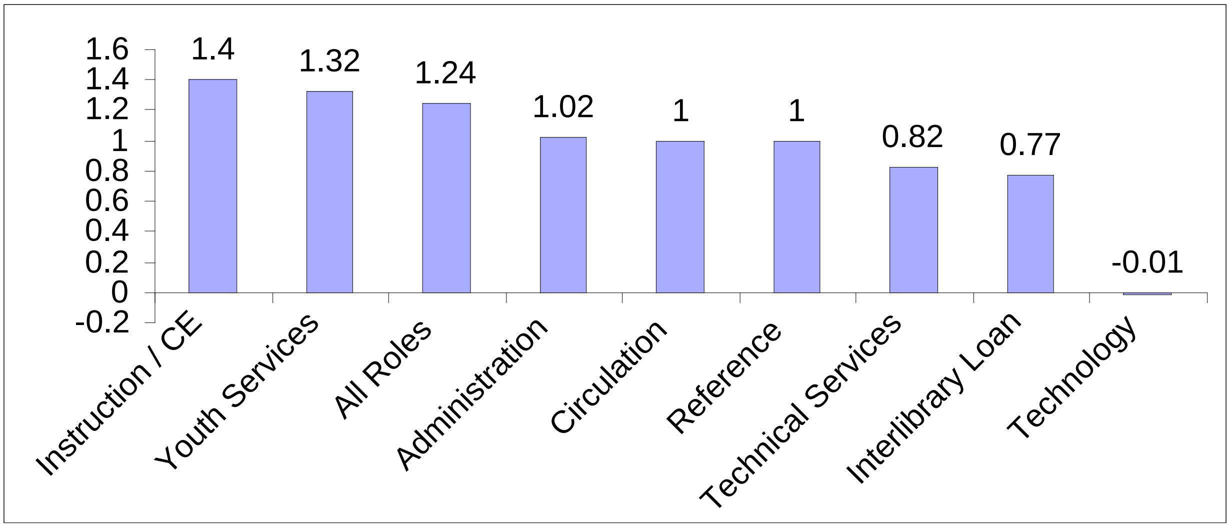


In the satisfaction with discounts, we see similar trends to the satisfaction with range of products (although no differences in size of service area were found). If we were trying to create a profile of users satisfied with the discounts for cooperative purchasing they would be in a school library, where they work in youth services. Conversely, if we want to create a profile of users less satisfied with discounts, they would be in a state agency or public library system, and they would be in a technology position.

Order/ Renewal Process

No significant differences in the ratings of satisfaction with the order/ renewal process could be found in relation to library type, or service area but differences were found relative to primary work role.

Figure 3-E: Mean Satisfaction with Order/ Renewals by Primary Work Role



Individuals in instruction and CE roles were most satisfied with the order/ renewal process, and, again, individuals in technology positions were least satisfied with the order renewal process.

Responsiveness of Staff

There were no significant differences in the responses of the various demographic categories about responsiveness of staff.

Section Four: Perceptions on WiLS ILL

Overall, 57.8% of the respondent indicated that they use WiLS ILL[3], and of these respondents who use WiLS ILL **84.3%** consider it an "essential service for WiLS." Table 4-1 examines a few specific aspects of WiLS ILL.

Table 4-1: "Please indicate your level of satisfaction with the following aspects of WiLS ILL."

Aspects of WiLS ILL	*Mean (SD)*		*Very Satisfied (+2)*	*Somewhat Satisfied (+1)*	*Neutral (0)*	*Somewhat Dissatisfied (-1)*	*Very Dissatisfied (-2)*
The value of WiLS ILL relative to the cost	1.07 (0.95)		133 (44.6%)	66 (22.1%)	88 (29.5%)	10 (3.4%)	1 (0.3%)
The turn around time for materials	1.17 (0.96)		145 (49.2%)	73 (24.7%)	62 (21.0%)	13 (4.4%)	2 (0.7%)
Staff responsiveness to ILL requests and issues	1.28 (0.91)		165 (56.3%)	50 (17.1%)	73 (24.9%)	4 (1.4%)	1 (0.3%)

Notes. Only respondents who reported that they use WiLS ILL were asked to respond to these items. Means and standard deviations are presented in the first column. The rest of the columns present frequency number and percent for each question choice.

In every aspect of WiLS ILL, a large percentage of users are very satisfied. The means are very close, but the least satisfaction among these three ILL aspects relates to cost.

There is also a relatively large percentage of neutral individuals who have no perspective on the aspects of WiLS ILL that were addressed. Again, future iterations of this survey should see no significant increases in this number.

While the "very satisfied" ratings for WiLS ILL remain high, there does seem to be a slight negative relationship between perceived cost and perceived value.

[3] 30.7% reported that they do not use WiLS ILL and 11.5% were unsure if they used WiLS ILL. These groups were excluded from the analysis of WiLS ILL.

Who is -and is not- satisfied with WiLS ILL?

Only type of library influenced satisfaction with the value of ILL relative to the cost and satisfaction with staff response to ILL issues. These graphs are presented below.

Figure 4-A: Mean Satisfaction with Value Relative to Cost by Library Type

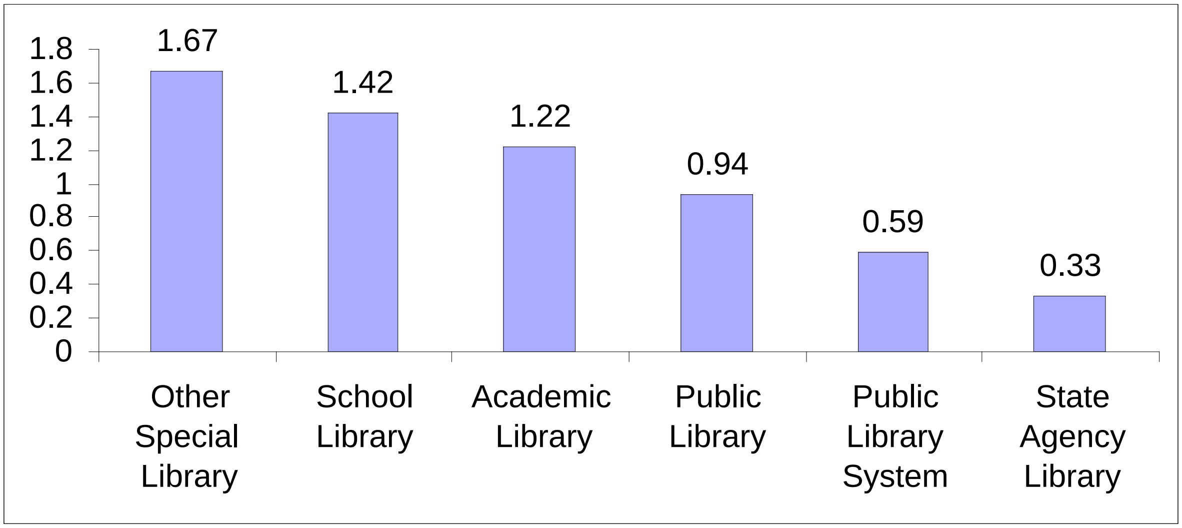
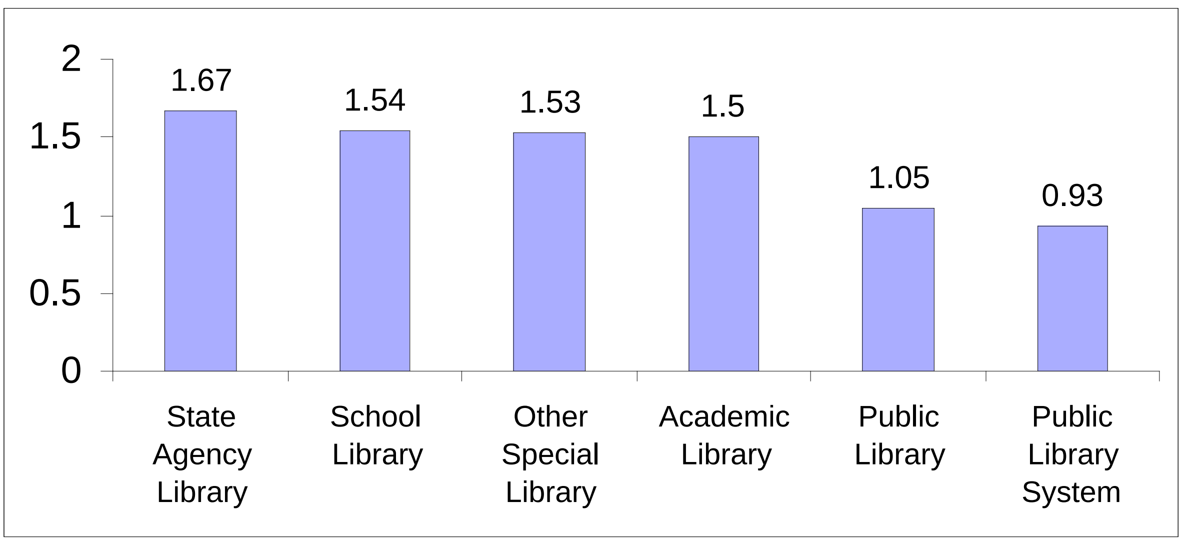


Figure 4-B: Mean Satisfaction with Responsiveness to ILL issues by Library Type



Interestingly, State Agency libraries report the lowest satisfaction with the value of OCLC ILL, but express the most satisfaction with the responsiveness to ILL issues.

Section Five: Perceptions on WiLS OCLC

Overall, 57.9% of respondents indicated that they use WiLS OCLC[4], and of these respondents who use WiLS OCLC **84.6%** consider it an "essential service for WiLS." Table 5 -1 examines a few specific aspects of WiLS OCLC.

Table 5-1: "Please indicate your level of satisfaction with the following aspects of WiLS OCLC."

Aspects of WiLS OCLC	*Mean (SD)*		*Very Satisfied (+2)*	*Somewhat Satisfied (+1)*	*Neutral (0)*	*Somewhat Dissatisfied (-1)*	*Very Dissatisfied (-2)*
The value of WiLS support for OCLC products relative to the cost	0.91 (0.96)		104 (34.9%)	81 (27.2%)	96 (32.2%)	15 (5.0%)	2 (0.7%)
The value of WiLS training on OCLC products to the cost	0.80 (0.99)		93 (31.4%)	75 (25.3%)	110 (37.2%)	13 (4.4%)	5 (1.7%)
WiLS staff knowledge of OCLC products	1.10 (0.99)		140 (47.5%)	61 (20.7%)	80 (27.1%)	11 (3.7%)	3 (1.0%)
WiLS staff responsiveness to OCLC product questions and issues	1.11 (0.96)		140 (47.5%)	60 (20.3%)	81 (27.5%)	14 (4.7%)	0 (0.0%)

***Note**: Only respondents who reported that they use WiLS OCLC were asked to respond to these items Means and standard deviations are presented in the first column. The rest of the columns present frequency number and percent for each question choice.*

The percentage of very satisfied responses is relatively high across aspects of WiLS OCLC. However, if we start to consider relative differences, there is less satisfaction with WiLS training on OCLC products, and with OCLC when costs are introduced. Each of these aspects should be examined closely in future iterations of this survey. In particular, the aspect of costs was a theme across all of the products examined in this survey.

[4] 31.7% reported that they do not use WiLS OCLC and 10.3% were unsure if they used WiLS OCLC. These groups were excluded from the analysis of WiLS OCLC.

Who is -and is not- satisfied with WiLS OCLC?

Only type of library influenced satisfaction with every aspect of OCLC. The tables illustrating this relationship are provided below.

Figure 5-A: Mean Satisfaction with Value Relative to Cost by Library Type

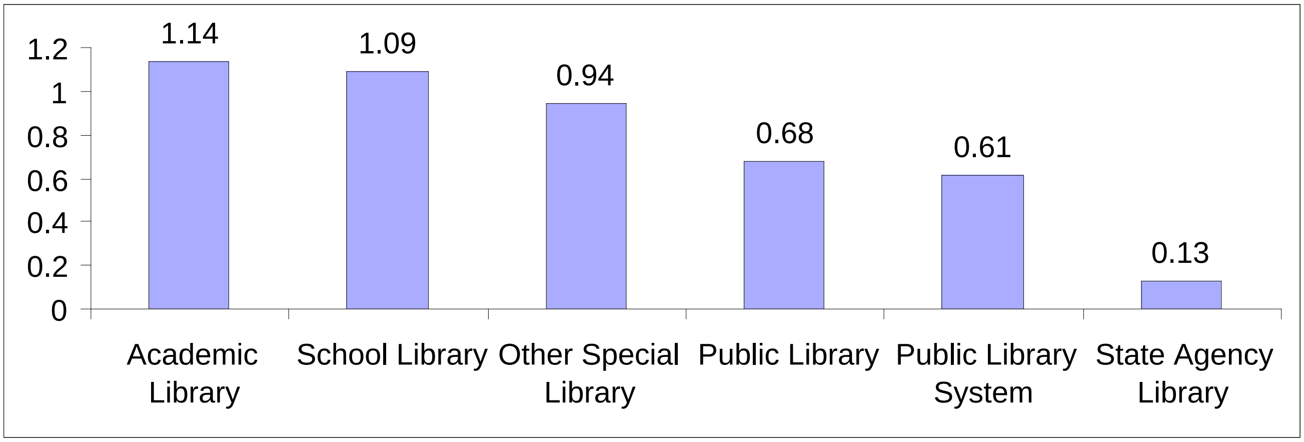


Figure 5-B: Mean Satisfaction with Value of Training by Library Type

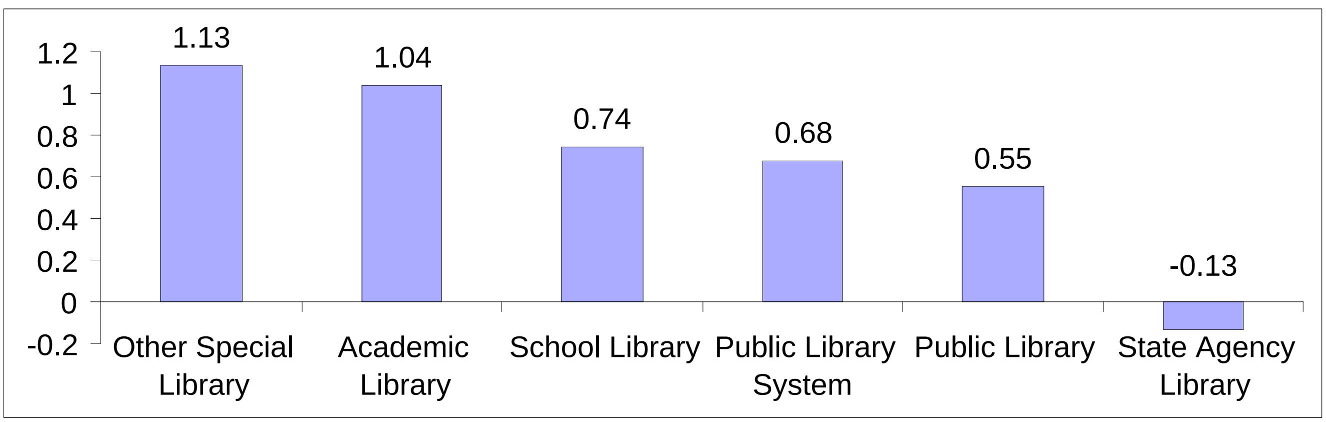


Figure 5-C: Mean Satisfaction with Staff Knowledge of OCLC by Library Type

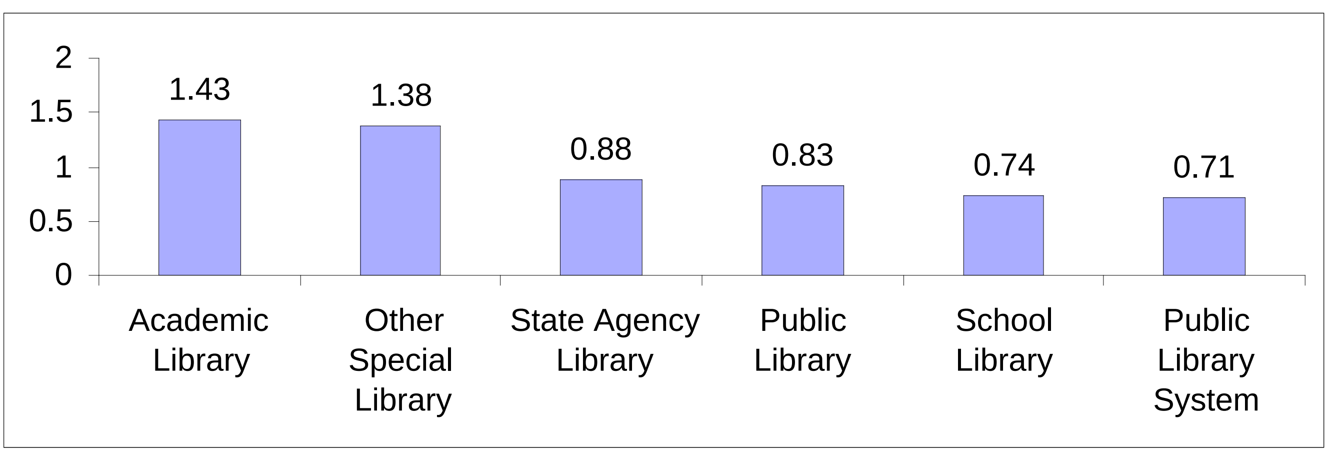
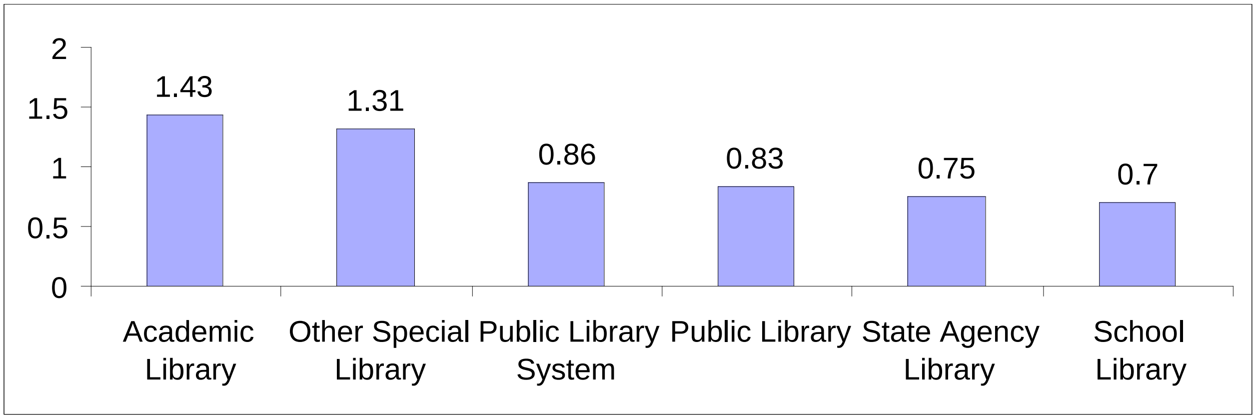


Figure 5-D: Mean Satisfaction with Staff Responsiveness by Library Type



What Figures 5A - 5D illustrate is that, overall, academic libraries are very satisfied across aspects of OCLC. However, a key area of concern is state agency libraries' perceptions of training. This negative perception of training could be a key factor driving a diminished value to cost ratio by these same libraries.

Section Six: Non-Users of Services

Sections two through four examined perceptions of specific products offered by WiLS (Cooperative Purchasing, WiLS OCLC and WiLS ILL). Individuals who did not use the products were not included in the results presented in those sections because they were not asked to respond to product-specific questions. However, for each product, non-users were asked how familiar they are with the product. Figure 6-A illustrates rated familiarity with each product among non-users.

Figure 6-A: Familiarity Among Non-Users

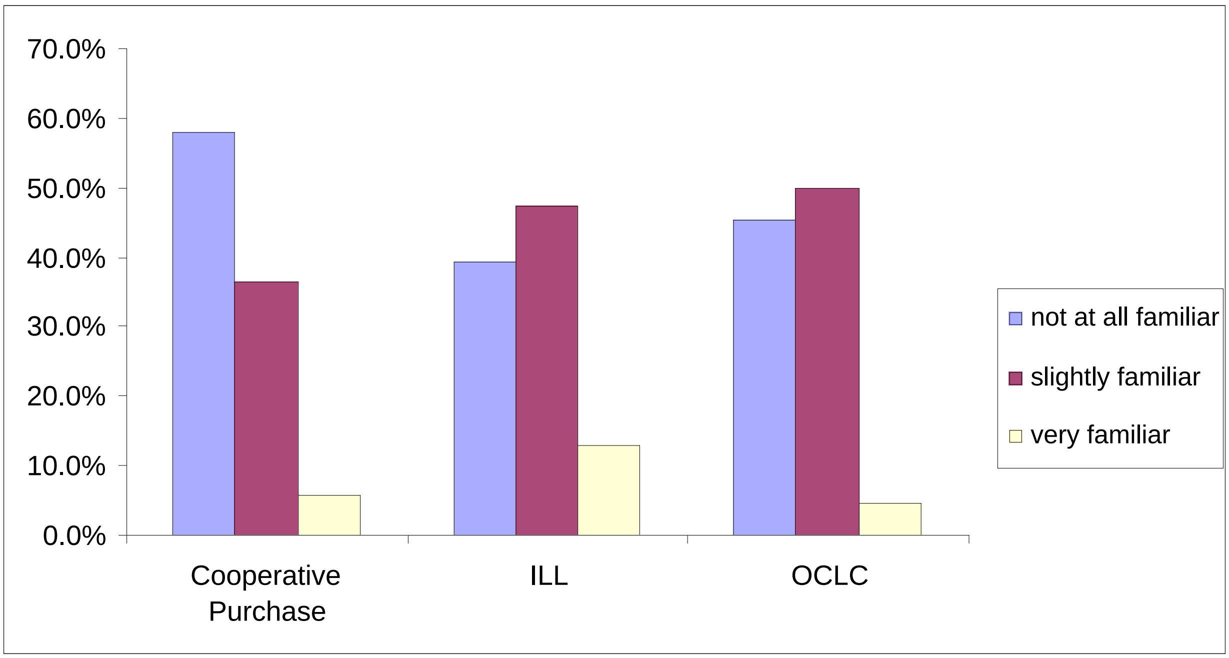


Figure 6-A illustrates that most non-users were not at all familiar with WiLS services (particularly cooperative purchasing). These results may suggest a direction for future marketing and promotion efforts, particularly given the fact that many non-users seemed interested in the products based on the service definition they were provided.

Section Seven: Areas for Improvement

While it is useful to understand customer satisfaction with specific aspects of WiLS products, it is equally as useful to understand where customers have problems. Table 7-1 examines respondents who reported that they had used one or more of the following: cooperative purchasing, WiLS ILL, or WiLS OCLC. This scale is different from the previous scales in that a higher number (mean) indicates more problems. Items are arranged from highest mean (most problems) to the lowest mean (least problems).

Table 7-1: "Indicate how often you have problems with the WiLS services listed below"

	Mean **(SD)**	***Never Have Problems (0)***	***Rarely… (1)***	***Regularly… (2)***	***Frequently… (3)***	***Always Have Problems (4)***
Cost of services from OCLC	0.50 (0.79)	138 (63.0)	62 (28.3)	11 (5.0)	6 (2.7)	2 (0.9)
Receiving quick answers to technical questions	0.49 (0.68)	145 (59.9)	80 (33.1)	13 (5.4)	4 (1.7)	0 (0.0)
Availability of fee information for budget planning	0.47 (0.68)	168 (61.1)	91 (33.1)	12 (4.4)	2 (0.7)	2 (0.7)
Receiving quick answers to OCLC questions	0.45 (0.70)	156 (64.5)	66 (27.3)	17 (7.0)	2 (0.8)	1 (0.4)
Receiving accurate answers to technical questions	0.45 (0.69)	154 (64.4)	68 (28.5)	12 (5.0)	5 (2.1)	0 (0.0)
Understanding when WiLS OCLC surcharge is applied	0.44 (0.69)	133 (64.3)	61 (29.5)	9 (4.3)	3 (1.4)	1 (0.5)
Receiving accurate answers to OCLC questions	0.43 (0.72)	163 (68.2)	56 (23.4)	15 (6.3)	4 (1.7)	1 (0.4)
Timeliness of deposit account reporting	0.36 (0.61)	149 (69.3)	57 (26.5)	6 (2.8)	3 (0.6)	0 (0.0)
Receiving quick answers to ILL questions	0.35 (0.58)	167 (70.5)	59 (24.9)	10 (4.2)	1 (0.4)	0 (0.0)
Accuracy of deposit account reporting	0.34 (0.60)	154 (72.0)	50 (23.4)	8 (3.7)	2 (0.9)	0 (0.0)
Getting information about ILL request fees	0.30 (0.53)	160 (72.1)	59 (26.6)	2 (0.9)	0 (0.0)	1 (0.5)
Receiving accurate answers to ILL questions	0.29 (0.50)	173 (73.0)	59 (24.9)	5 (2.1)	0 (0.0)	0 (0.0)
WiLS membership fee	0.25 (0.49)	199 (76.5)	57 (21.9)	3 (1.2)	1 (0.4)	0 (0.0)

Note: *Only respondents who reported that they had used one or more of the following tools were considered: cooperative purchasing, WiLS ILL, or WiLS OCLC. Means and standard deviations are presented in the first column. The rest of the columns present frequency number and percent for each question choice*

Although 63% of the respondents never had a problem, cost of services has the greatest frequency of problems. Also, receiving quick answers to technical questions actually had the lowest overall percentage of respondents indicating that they never had a problem (59.9%).

My recommendation would be to set a standard percentage (for example 93%), and to evaluate any areas where the percentage sum of “Never have a problem” and “Rarely have a problem” are less than that standard. These areas should also be addressed and evaluated in the next iteration of the survey.

Problems Relative to Library Type

Several of the areas addressed in Table 7-1 had significant differences by library types. Figures 7-A illustrates these differences. Remember that higher numbers indicate greater problem frequency.

Figure 7-A: Problem Frequency Differences Across Library Type

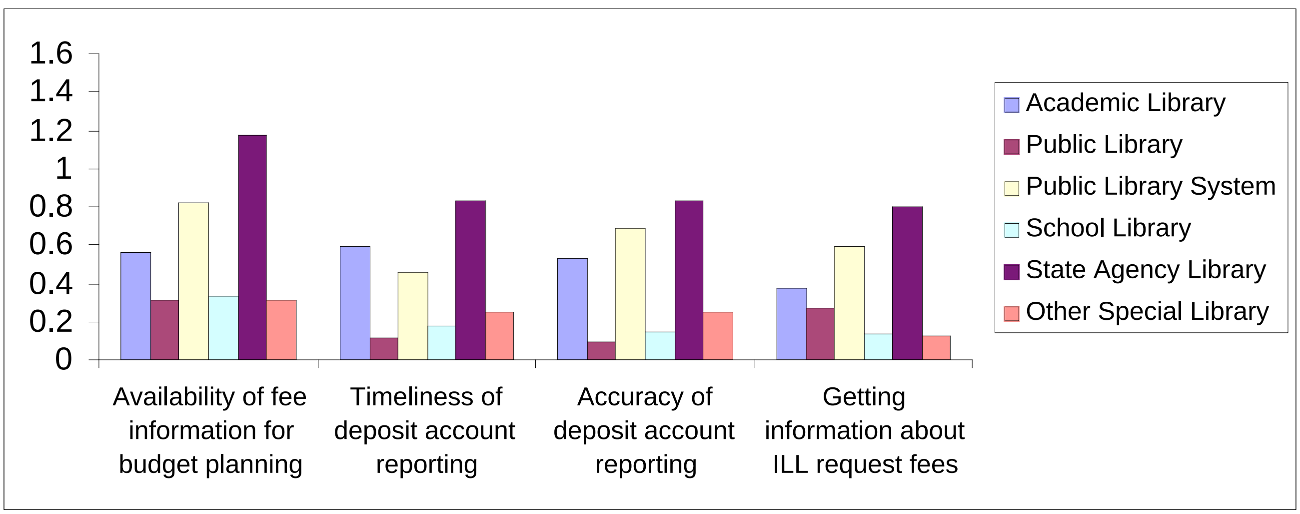


Figure 7-A (cont.)

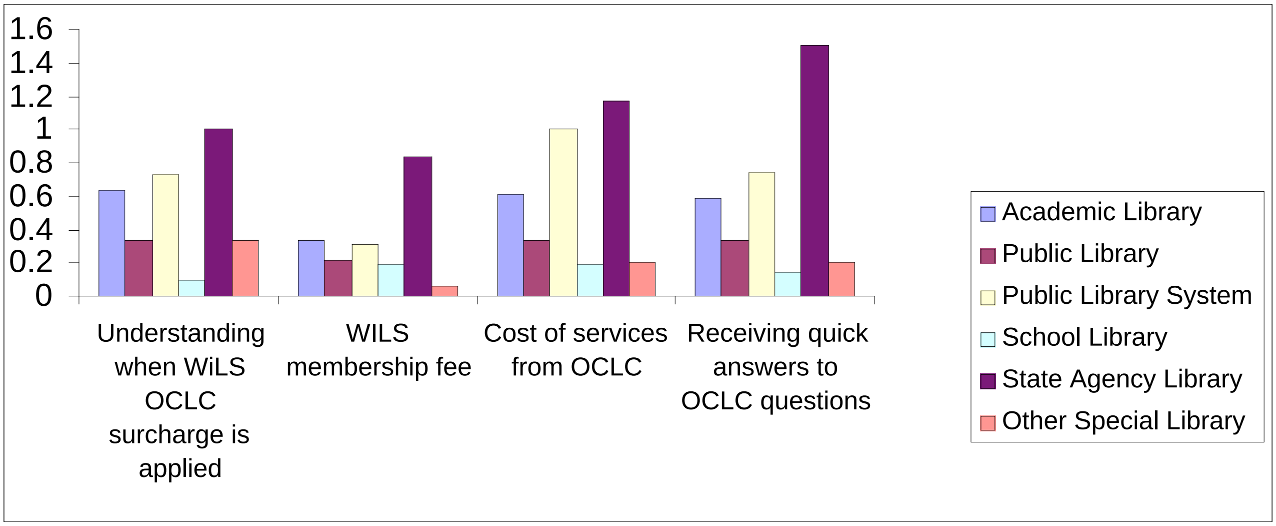
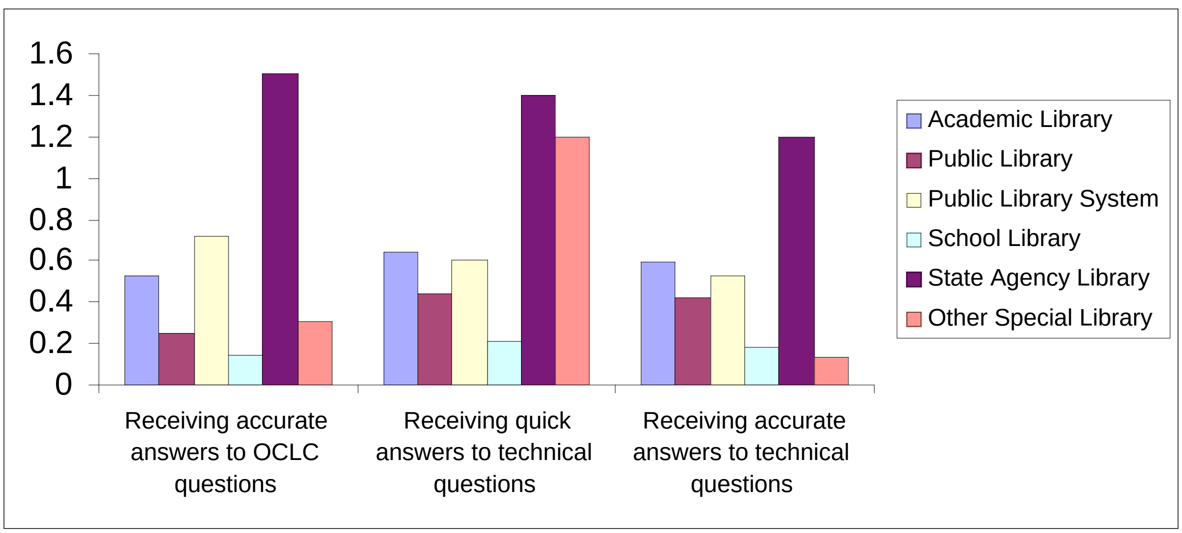


Figure 7-A (cont.)



In nearly every case, state agency libraries reported the most problems followed by public library systems. The one deviation from this pattern is the question that looked at receiving quick answers to technical questions. In this instance, other special libraries jumped in the frequency of their reported problems.

Section Eight: Epilogue

First and foremost, it is important to note that the opinions toward WiLS are very positive. However, the large number of people with neutral opinions throughout the report is troubling. It is impossible to know if this is an improvement, if these people have slipped from being satisfied, or if this is normal. In future iterations of this study it will be interesting to see if this positive trend endures.

In terms of a recommendation, the results suggest a few directions:

(1) Address concerns among your least satisfied institutions (state agency libraries, public library systems, and academic libraries).

(2) Identify what aspect of cost is most problematic for your libraries (is it amount, presentation, clarity, or timeliness?).

(3) Promote WiLS and WiLS services. A significant percentage of respondents were incorrect in their specific perceptions of WiLS. This misperception could be influencing customers' perceptions of service. Additionally, most non-customers were not aware of WiLS or specific WiLS services, and this could be a significant growth opportunity.

Aside from these major findings and recommendations, the research also found a few smaller, but interesting trends. First, as tenure with WiLS increases, satisfaction across a variety of dimensions increases, but satisfaction with discounts decreases. Additionally, as libraries use more WiLS products, they want a greater voice in the decision-making, and again their satisfaction with discounts decreases. This may suggest that for long-tenured or multi-line customers some type of discount could go a long way in helping addressing the reoccurring theme of expense while rewarding high-value and longstanding customers.

Appendix 1: Statistical Notation Crib Sheet

There are many ways of learning about the world around you. However, the method that I privilege, and the method that is demonstrated throughout this report, is a quantitative or statistical method. Therefore I want to briefly explain some of the notation you will be seeing in this report, in order of importance.

n.s. This indicates not a significant finding

S.D. A measure of variability around a mean. We can think of a standard deviation as "noise" in a mean. A larger standard deviation indicates more variance in responses. A small standard deviation indicates more homogeneity in responses.

t : T-test. A t-test compares the significant difference between two groups

p: A measure of significance. Traditionally, if p<.05, we look at that finding as significant. If p=.05, there is a 95% probability that this finding did not occur by chance. If p =.01, there is a 99%probability that this finding did not occur by chance.

r: This signifies a correlation. Correlations range from –1 to +1, and we can test to see if this relationship between two variables is significant.

ANOVA: An ANOVA is a statistical test that is similar to a t-test, but rather than comparing differences between two groups, this test can compare differences among many groups.

Regression: A form of statistical modeling that attempts to evaluate the relationship between one variable (termed the dependent variable) and one or more other variables (termed the independent variables).

_: Symbol for beta. This is a standardized measure of association used in a regression. Typically, it denotes an association between a dependant variable and an independent variable.