

La Trobe University Library

CLIENT NEEDS ASSESSMENT

Report: Phase 2

December 1999

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1. EXECUTIVE SUMMARY

The Client Needs Assessment project was initiated by the Library in 1996 and was planned in two phases. Phase 1, completed in 1997, used focus group methodology to gather data which was to inform the design and content of the survey instrument, to be developed in Phase 2. The information gathered related to the library services considered most important by library clients, and also sought to identify the indicators which clients use to make judgements about the quality of library services.

A project team was established in March 1998 to undertake Phase 2. In May 1999, the Library sent 2000 surveys to a representative sample of staff and students. The survey asked respondents to rate the importance of a range of specific services, and then to consider a number of key indicators of service success and rate their satisfaction or frequency of positive experience with these.

The 632 responses to the survey were from all campuses and all categories of library client and broadly reflected the La Trobe University and Wodonga Institute of TAFE populations.

It is pleasing to note that many existing services are considered important and do match client needs, and that satisfaction is generally high. The survey has also assisted the Library to identify opportunities for matching its service improvement activities to the areas most valued by its clients.

Survey results indicated that services which enabled users to make the most effective use of library resources were those most frequently rated as important by respondents. These included:

- a collection adequately supporting research in the desired subject area
- a collection that is supplemented by access to electronic resources and to material on short term loan
- material that can be located easily, with the help of appropriate signage
- availability of efficient photocopying services
- assistance of various kinds in using information resources and equipment

The findings on importance of services were consistent across campuses and library client groups, with the exceptions of ‘Self-operated photocopiers’ and ‘Reduced loan periods for high demand items’ where there was significant variation between the campuses.

Generally there was a high level of satisfaction with services and a high degree of consistency in the satisfaction levels across the campuses. The greater variation in satisfaction was shown to be across the client groups. On the whole and for many individual services, academic staff tended to be more satisfied than postgraduate students who tended to be more satisfied than undergraduate students.

For those services most frequently cited as important, the levels of satisfaction varied. The important services which received the lowest levels of satisfaction (or the highest levels of dissatisfaction) were:

- access to electronic information resources, including the Internet
- electronic request forms via the Library Web site
- delivery of items held in other La Trobe campus libraries
- delivery of items from libraries other than La Trobe
- self-operated photocopiers
- provision of group study areas and/or rooms

Phase 2 of the Client Needs Assessment Project has identified the services which are regarded as important by a high proportion of clients and has provided information about the levels of satisfaction which client groups have with specific services. It has also identified some services which are regarded as important but about which a significant proportion express dissatisfaction. These will either be investigated further (to identify the issues) or be flagged immediately for attention through the Library's continuous improvement program. The project has also further extended staff knowledge of, and skills in, service evaluation.

Overall the project has contributed a wealth of information to inform the Library's delivery of a client-focused service.

A summary of the recommendations follows.

Recommendations

General

1. Prioritize the recommendations, with consideration for which services were consistently ranked as important.
2. Investigate effective and varying methods to publicize existing and new services and facilities.
3. Implement ongoing evaluation of the quality of service delivery and client satisfaction.
4. The results be reviewed by each campus library in more depth.
5. Seek to improve the satisfaction of undergraduate students with library services.

Collections

6. Refer general comments on subject areas or collections to relevant subject/collection librarians.
7. Establish and publicize strategy and policy direction with regard to purchase of electronic publications and versions.
8. Ensure decision to replace (or not) print resources with electronic versions of the same item involves sound user communication and consultation processes.
9. Investigate ways to improve client understanding about reasons for books/journals not being on shelves when sought; set benchmarks for reshelving times and publicize/ measure performance against these.
10. Conduct a periodic evaluation of the accuracy of shelving.
11. Investigate the impact of the current multiple copies policy on particular enrolment areas, with respect to Bundoora campus in particular.
12. Seek to improve client understanding of expected speed of ordering and processing; establish benchmarks and measure performance.

Information and lending services

13. Investigate and assess the most effective ways to provide online guides for all major information services
14. Review the scheduling of classes at each campus and seek to meet the needs of the various client groups.
15. Evaluate the content of information skills classes, particularly for undergraduates and part-time students.
16. Undertake a detailed investigation of the new Open Reserve system at Bundoora and assess satisfaction.

Access

17. Continue to expand the provision of access to databases from home or office for students and staff.
18. Promote the intercampus lending and document delivery system to staff and students.

Equipment and technology

19. Monitor waiting times for photocopier and workstation use at each campus, set benchmarks, measure performance.
20. Publicize methods by which clients may themselves reduce waiting times.
21. Monitor the performance of public workstations to ensure that the configuration is adequate for user needs.
22. Ensure that clear written instructions for basic use of equipment are provided.
23. Periodically assess the need for docking stations for laptop computers to connect to the library network.
24. Monitor the implementation of SmartCard technology for photocopying and printing, and the satisfaction of students and staff with the service.

Physical environment

25. Maintain and update signage throughout all campus libraries.
26. Investigate ways to improve group study provision at all campuses.
27. Seek to complete the air conditioning of the entire Bendigo Campus Library.
28. Continue to promote in relevant University forums the urgent need for a new library building at the Albury/Wodonga Campus.

Staff

29. Continue to support the growth and development of the knowledge and skills base of library staff.
30. Continue to focus on enhancing the client service orientation of library staff.

2. INTRODUCTION

In May 1999, La Trobe University Library sent 2000 surveys to a representative sample of staff and students – its primary client population. The survey, which formed Phase 2 of the Library’s Client Needs Assessment Project, asked respondents to rate the importance of a range of specific services, and then to consider a number of key indicators of service success and rate their satisfaction / frequency of positive experience with these. This report presents the results of that survey.

The Client Needs Assessment Project was planned in two phases and set out to gather information about client perceptions of library services.

While the Library had already embarked on this project in 1995, the importance of taking the project to completion was reinforced by the recommendation of the 1996 Library Review “that a survey of users’ views at each campus be implemented”.

Phase 1, completed in 1997, used focus group methodology to gather data which was to inform the design and content of the survey instrument, to be developed in Phase 2. The information gathered related to the library services considered most important by library clients, and also sought to identify the indicators which clients use to make judgements about the quality of the library services. The full report of Phase 1 is available on the Library Web site at

<http://www.lib.latrobe.edu.au/publications/bf-cnareport97.html>

Phase 2 in April 1998 commenced with the formation of a project team of Library staff. There was some overlap between the teams for the two phases but they were not identical, so there were a number of members embarking on Phase 2 who had not been involved in designing the focus groups, nor analysing the focus group data.

The specific objectives of Phase 2 were:

1. To identify which, of a broad range of services, are important to our users.
2. To have our users evaluate a selected number of services according to criteria set by the library (based on focus group results and other data).
3. To provide the results of the survey in a form suitable for informing library decision-making and planning processes.

An informal objective was that of providing staff members with the experience of being involved in a research project team.

Membership of the Phase 2 project team was:

Sally Boyle
Kaylene McCormick
Jan Maslen
Barbara Paton
Sue Porter (from May 1999)
Linda Sheridan (convenor from May 1999)

Di Zakis (convenor April - May 1999)

In addition, Dr David De Vaus (School of Sociology, Politics and Anthropology) and Di Worrell (Library Systems Division) gave freely of their advice during the survey design period, and Di Worrell made an additional contribution, overseeing the data input and assisting the project team in data analysis processes.

The data analysis and report writing were undertaken collaboratively by the project team, with sub-groups of the team focussing on the responses to specific questions. Julie McKenzie provided invaluable support to the project team in word-processing and formatting the report and the many tables of data.

3. METHODOLOGY

3.1 Questionnaire design

As a first step the Project Team undertook a literature search and gathered examples of existing library surveys with similar aims. These provided useful background but none was considered suitable for adaptation.

It was agreed that the survey instrument would be a written questionnaire, which would be delivered through the mail. It was planned to contain three sections, one gathering information about the respondent, one seeking ratings according to importance for a range of actual or potential services, and a third seeking information about the respondent's satisfaction with services. The final version of the survey appears as Appendix A.

The report and recommendations, as well as the raw data, from Phase 1 were significant resources for team members as they began developing the questionnaire. The intention was to include in the questionnaire's list of services for importance-rating, as many as possible of the services which had been identified as important by the focus groups. In addition, the Phase 1 report had noted the tendency of focus group participants to disregard in their discussion of importance those heavily used services (such as loans) "which were not problematic". It seemed there were some very basic services which focus group participants seemed to assume would be regarded as important and didn't specify as such. The Phase 1 report recommended the inclusion of such services in Phase 2.

However the initial list was an unwieldy document, too large to distribute. To keep the survey at a manageable length, aspects of service areas were aggregated, and the decision was made not to ask about certain services at all.

Similarly the list of services to be assessed through satisfaction ratings had to be reduced.

In some cases there was a deliberate decision to include a service in the "satisfaction" segment, while eliminating it from the "importance" area (e.g. library opening hours appear in Question 9, but not in Question 7). This was done as a way of obtaining feedback on a broader range of services. There were some services (e.g. photocopying) which remained in both sections.

The wording of the questions relating to satisfaction also drew on the results of the focus group discussions about the criteria by which clients judged the library. Although commonly used in such surveys, simple expressions of satisfaction, or dissatisfaction, give no indication of the reason. A specific intention of the focus groups was to identify the criteria by which users judge library services and then to survey satisfaction according to these criteria. Thus the questions were not simply "how satisfied are you with..." (e.g. reference staff), but specified the criterion (e.g. *knowledge* of reference staff).

Because of the nature of the criteria, in some cases the “how satisfied are you” (Question 9) form made for awkward framing of the questions. The set of “how often do you” questions (Question 10) was designed to overcome this, but essentially both Question 9 and Question 10 are similar and relate to satisfaction with particular services according to specific criteria.

The questionnaire included open-ended questions regarding both importance of, and satisfaction with, services. Question 8 asked respondents to nominate their five most important services, noting that these need not be services listed in the previous question. Question 11 asked for a rating of overall satisfaction, while Question 12 sought input regarding desired services as well as allowing for general comment.

It was agreed that just one survey would be administered to all campuses and client groups. Because not all services are offered at all campuses, or to all clients, this meant that some questions would be inapplicable to some groups of respondents. To assist respondents to deal with this, Question 7 had the note “Not all these services are available at all campuses” and Questions 9 and 10 had “not applicable” as one of the available responses.

The questionnaire was piloted, with the assistance of reference staff at all campuses, in August 1998. One overwhelming response from this was that it was too long. Several potential respondents were reported as skimming the length and advising they did not have time to complete it. This was disappointing given the effort already expended in reducing the length, but the Team agreed that further reduction had to be made in order to avoid risking a low response rate.

The final version of the survey was distributed by mail to the selected sample in April 1999 under a covering letter from the Chief Librarian. The return date was two weeks later. The survey was also made available during the sample period via the Library’s web site.

The delay in completing Phase 2 requires some explanation. The Client Needs Project was conducted alongside a number of very important activities (e.g. implementation of a new library system) in the Library’s development and in a period of significant reductions in budget and thus of staffing levels. Resources were often stretched to the limit, and difficult decisions made about competing high priorities. Nevertheless the survey was ready to be distributed in late 1998 when an unusual delay at the printers took the schedule past the point where regular students were on campus. The whole survey then had to wait for almost six months until an appropriate time in semester 1 in 1999.

3.2 Sample Selection

A total of 2000 surveys were posted to students and staff. The Office of Administration at La Trobe University generated a list of all permanent staff (including part-time and full-time, but not casual) and all students. Every tenth name was then randomly selected. No stratification was undertaken as the team was advised that such random

selection would produce a suitable, proportional mix of users across campuses, areas of study, time fractions and status. It is not possible, therefore, to know the actual numbers distributed to different groups.

The Wodonga Institute of TAFE sample was selected somewhat differently due to the large number of students enrolled for courses that do not require Library use. A list of enrolled Library users was generated and a random sample of 20 staff and 80 students was selected from that list.

The sample of La Trobe University staff and students potentially included non-users of the library whereas the TAFE sample were all library users to some extent because of the nature of the sample selection.

In addition to those surveys posted to selected clients, all Library users were invited to complete a survey form via the Web. The Web forms were compared to the surveys on several demographic variables, and, as no statistically significant results were found the data from both were combined during analysis.

4. RESULTS

4.1 Description of responding sample

Of the 2000 surveys distributed, 518 survey forms were returned, producing a 26% response rate overall. An additional 114 survey responses were submitted, via the Web, producing a total of 632 returns.

Tables 1 - 6 in Appendix B set out the results for Questions 1 – 6 which sought information from the respondents on their library client category (student, staff, etc), area of study or teaching, time fraction (full-time or part-time), home campus, library used most frequently, and frequency of use of that library.

Of all La Trobe University students who responded, 72.8% were undergraduates and 27.3% were postgraduates. This slightly over-represents postgraduate students, with the ratio of the student population across all campuses being approximately 80% undergraduate and 20% postgraduate.

Of all La Trobe University staff who responded, 90.8% were academic staff and 9.2% were general staff. This does not give a clear representation of the views of general staff' as they, in fact, comprise 54 % of total University staff.

Of all respondents, 72.5% were full-time and 27.5% were part-time. This corresponds fairly closely for university students, at least, to their relative numbers across the university - 66% full-time, 34% part-time (comparable figures were not available for academic staff).

Returns from the three main campuses, as a percentage of total returns, compared to the percentage of total population for each campus are shown in Table 1. The figures in this table are based on the response to Question 4 (Which is your home campus?) and the population figures for the University at March 1999.

Table I. Response rates for largest campuses compared with campus percentage of total University population

	Albury/Wodonga	Bendigo	Bundoora	Other campuses
% of total returns	11.4%	11.4%	75.0%	2.1%
% of total University population	5%	16%	64%	14%

The high number of responses from Albury/Wodonga which may be attributed to the more personal nature of a small campus, reflects an over-representation of the student/staff population from that campus in the survey responses

The responding sample was well balanced across the major discipline areas, with 49.0% being drawn from the arts and social sciences, and 48.8 % from science and technology. A high proportion (83.4%) of the respondents to the survey were regular users of one of the university libraries with only 4.3% of respondents indicating that they use their nominated library “rarely” and 11.9% use the library monthly.

4.2 General comments on analysis

For questions 7 to 11 on the survey, results have been presented for

- all campuses combined,
- by individual campuses,
- by library client category (undergraduate, postgraduate and staff) and
- by time fraction (full time or part time).

The response rate from General staff was so small that they have not been listed as a separate library client category. However their numbers were included in the overall Staff analysis.

Similarly the responses from TAFE staff and students, and from members of the smaller campuses of the City, Mount Buller, Mildura and Shepparton, were not examined as a separate category due to their small numbers. They were, however, included in any statistics for all respondents. The data for these groups can be found in Appendix B and will serve as interesting material for those campuses.

When examining by individual campus the respondent's answer to Question 5, ('Which Library do you use most frequently?') is the campus library considered to be their 'home library' for the purpose of this survey.

It should be noted that the number responding to any individual question varied as not all questions were answered by all respondents.

The complete results are presented in Appendix B, Tables 1 - 12, the table number corresponding to the question number.

4.3 Importance of services.

Questions 7 and 8 of this survey were designed to gauge how important a wide range of services was to each user in the sample population. Users were asked "Please indicate the importance to you of the following services". Respondents were able to select one of four options

1. No value
2. Little importance
3. Neither important nor unimportant
4. Important
5. Very important

Tables have been produced indicating in order of priority those services rated as important by respondents from each campus and by all respondents. For ease of analysis, the 'No value/little importance' ratings were merged and the 'important/very important' ratings were combined.

4.3.1 Importance by all responses and by campus

It is significant that 21 of the 23 services listed were rated as Important or Very Important by the majority of users (more than 50%), with the exception of 'the provision of laptop connections'(33.3% overall) and 'group viewing/listening facilities in the A/V area' (48.1% overall).

The two items that were most consistently ranked, by over 90% of respondents in all campuses, as Important or Very important were

- Items being in the correct sequence on the shelves
- Collections in your area of study, teaching or research

This ranking was consistent regardless of time fraction or client category.

Table II: Services ranked Important / Very important, by Campus
(Sorted in descending order by percentages for all respondents)

Service	Albury/Wod		Bendigo		Bundoora		All Respondents	
	n	%	n	%	n	%	n	%
15. Items being in the correct sequence on the shelves	64	92.8	64	92.8	440	96.1	578	95.4
1. Collections in your area of study, teaching or research	62	91.2	63	90.0	426	92.6	560	92.0
19. Self-operated photocopiers	58	84.1	57	83.8	423	92.0	544	89.6
9. Access to electronic information resources, including the Internet	60	85.7	62	88.6	394	85.5	525	85.9
21. Signs to indicate where things are in the library	55	79.7	59	86.8	396	85.9	520	85.5
17. High demand items having reduced loan periods or placed in special collections e.g. reserve or short loan	53	75.7	56	81.2	399	87.3	515	85.0
2. Ability to find out about new material added to the collections in your subject area	58	85.3	60	87.0	375	81.7	502	82.7
12. Assistance with using library equipment	55	78.6	62	88.6	368	80.0	493	80.8
5. Individual assistance with using information resources	62	88.6	58	84.1	359	78.2	485	79.8
8. On-line guides and help screens to library information resources	47	70.1	61	88.4	356	77.7	472	78.1
18. Delivery of items from libraries other than La Trobe	47	68.1	46	69.7	315	68.8	414	68.7
14. Delivery of items held in other La Trobe campus libraries	51	72.9	53	79.1	301	65.7	413	68.3
22. Publicity about library services	45	65.2	47	69.1	293	63.7	393	64.7
11. Electronic request forms via the library Web site e.g. Interlibrary loan requests, book purchase requests	43	61.4	44	63.8	292	63.8	387	63.8
4. Access to the library catalogue from home	34	50.0	37	55.2	296	64.2	372	61.4
20. Provision of group study areas and/or rooms	45	65.2	51	75.0	269	58.9	371	61.4
7. Printed guides to library information resources	47	68.1	50	71.4	267	58.3	368	60.7
3. Ability to request urgent cataloguing of new books	46	67.6	46	66.7	267	58.2	365	60.2
13. Provision of services to assist users with special needs to access library facilities and resources	51	72.9	39	59.1	259	56.6	355	58.8
16. Self-service for borrowing, renewing or reserving items	39	58.2	38	56.7	272	60.2	350	58.7
6. Information skills classes conducted by Library staff	39	55.7	44	64.7	229	49.9	316	52.1
23. Group viewing/listening facilities in the audiovisual area	44	63.8	34	50.7	207	45.1	291	48.1
10. Provision of power and network connections in the library for the use of personal laptop computers	27	39.7	20	29.4	153	33.3	202	33.3

It is evident from these tables that services that enabled users to make efficient use of the resources held in the Library were paramount:

- a collection adequately supporting research in the desired subject area
- material that can be located easily, with the help of appropriate signage
- availability of efficient photocopying services
- a collection that is supplemented by access to electronic resources and to material on short term loan

Other highly rated services included the ability to be alerted to new materials being available in one's subject area, online guides and both individual assistance and assistance with using equipment. Interestingly, the smaller the campus the more respondents rated individual assistance as a high priority

Information skills classes (52.1%) were not considered as important by as many respondents, across all campuses, as individual assistance with using information resources (79.8%) or assistance with using library equipment (80.8%).

Electronic services, such as request forms online, remote access to the catalogue, self service for borrowing, renewing and reserving items were not rated as highly as the more traditional services. Many of these electronic services are relatively new and users may not have grown accustomed to them.

The only statistically significant difference ($p < .05$) in rating across the campuses appeared on the services of 'self-operated photocopiers' and 'high-demand items having reduced loan'. The percentage of respondents which rated these services as important ranged from, for photocopiers, 92.0% of Bundoora to 84.1% of Albury/Wodonga, and for 'high-demand items having reduced loan periods', 87.3% of Bundoora to 75.7% of Albury/Wodonga. They are, however, still ranked consistently by all types of users as Important or Very Important.

4.3.2 Importance by time fraction

The overall order of importance is consistent regardless of the time fraction, yet some differences in rating do exist between full-time and part-time staff/students. More part-timers rated as important, services that would assist them to use the Library more efficiently.

Table III: Services ranked as Important/Very Important, by time fraction

Service	Full-time		Part-time		All respondents	
	n	%	n	%	n	%
15. Items being in the correct sequence on the shelves	418	94.8	158	96.9	578	95.4
1. Collections in your area of study, teaching or research	413	92.8	145	89.5	560	92.0
19. Self-operated photocopiers	402	90.5	140	87.0	544	89.6
9. Access to electronic information resources, including the Internet	401	89.9	123	75.5	525	85.9
21. Signs to indicate where things are in the library	378	85.3	140	85.9	520	85.5
17. High demand items having reduced loan periods or placed in special collections	372	84.2	142	87.7	515	85.0
2. Ability to find out about new material added to the collections in your subject area	364	82.2	137	84.6	502	82.7
12. Assistance with using library equipment	355	79.6	136	84.0	493	80.8
5. Individual assistance with using information resources	347	78.2	136	84.0	485	79.8
8. On-line guides and help screens to library information resources	344	78.4	127	77.9	472	78.1
18. Delivery of items from libraries other than La Trobe	306	69.5	107	66.5	414	68.7
14. Delivery of items held in other La Trobe campus libraries	301	68.3	111	68.5	413	68.3
22. Publicity about library services	269	60.9	123	75.5	393	64.7
11. Electronic request forms via the library Web	281	63.4	105	64.8	387	63.8
4. Access to the library catalogue from home	269	60.6	102	63.8	372	61.4
20. Provision of group study areas and/or rooms	301	68.6	68	41.7	371	61.4
7. Printed guides to library information resources	259	58.5	109	67.7	368	60.7
3. Ability to request urgent cataloguing of new books	272	61.3	92	57.5	365	60.2
13. Provision of services to assist users with special	261	59.3	93	57.4	355	58.8
16. Self-service for borrowing, renewing or reserving items	263	60.5	87	54.7	350	58.7
6. Information skills classes conducted by Library staff	221	49.8	95	59.0	316	52.1
23. Group viewing/listening facilities in the audiovisual area	229	51.8	61	37.9	291	48.1
10. Provision of power and network connections in the library for the use of personal laptop computers	154	34.8	48	29.6	202	33.3

Part-timers tended to not rate as so important those services which are specifically for in-library use, such as group viewing/listening facilities (considered important by 37.9% of part-timers, 51.8% of full-timers) or group study areas (41.7% for part-timers compared to 68.6% for full-timers).

4.3.3 Importance by library client category

There is general agreement across the client categories about those services that are considered important: correct sequence, collections, photocopiers, short term loans, electronic access to resources and assistance with equipment.

Interestingly, all categories rated assistance with equipment as more important than information skills classes.

Both postgraduate students and staff rated 'the ability to find out new material added to the collection in their subject area' more highly than undergraduates. Staff ranked delivery of items from other libraries as very important, understandable given their level and specialization of research.

Table IV: Service ranked as Important/ Very Important, by client category
(Sorted in descending order by percentage for all respondents)

Service	Undergraduates		Postgraduates		Academics		All respondents	
	n=	%	n=	%	n=	%	n=	%
15. Items being in the correct sequence on the shelves	357	95.7	127	96.2	56	96.6	578	95.4
1. Collections in your area of study, teaching or research	336	90.1	128	96.2	58	98.3	560	92.0
19. Self-operated photocopiers	337	90.8	121	91.0	51	87.9	544	89.6
9. Access to electronic information resources, including the Internet	329	88.2	112	84.2	46	78.0	525	85.9
21. Signs to indicate where things are in the library	328	88.4	110	83.3	41	69.5	520	85.5
17. High demand items having reduced loan periods or placed in special collections e.g. reserve or short loan	330	88.9	104	78.8	48	81.4	515	85.0
2. Ability to find out about new material added to the collections in your subject area	296	79.8	118	88.7	51	86.4	502	82.7
12. Assistance with using library equipment	309	83.1	107	80.5	39	66.1	493	80.8
5. Individual assistance with using information resources	296	79.6	108	81.8	40	67.8	485	79.8
8. On-line guides and help screens to library information resources	290	78.6	102	77.3	49	83.1	472	78.1
18. Delivery of items from libraries other than La Trobe	230	62.3	105	79.5	52	88.1	414	68.7
14. Delivery of items held in other La Trobe campus libraries	242	65.6	103	77.4	39	66.1	413	68.3
22. Publicity about library services	234	63.1	91	68.9	36	62.1	393	64.7
11. Electronic request forms via the library Web site e.g. Interlibrary loan requests, book purchase requests	222	60.0	93	69.9	43	72.9	387	63.8
4. Access to the library catalogue from home	229	61.9	93	69.9	31	52.5	372	61.4
20. Provision of group study areas and/or rooms	262	71.0	62	47.0	18	30.5	371	61.4
7. Printed guides to library information resources	219	59.0	90	67.7	28	47.5	368	60.7
3. Ability to request urgent cataloguing of new books	220	59.5	78	58.6	39	66.1	365	60.2
13. Provision of services to assist users with special needs to access library facilities and resources	217	59.0	81	61.4	24	40.7	355	58.8
16. Self-service for borrowing, renewing or reserving items	227	61.9	72	55.4	26	46.4	350	58.7
6. Information skills classes conducted by Library staff	188	50.8	75	56.8	25	42.4	316	52.1
23. Group viewing/listening facilities in the audiovisual area	200	54.1	47	35.9	17	28.8	291	48.1
10. Provision of power and network connections in the library for the use of personal laptop computers	118	31.8	53	39.8	13	22.8	202	33.3

4.4 The five most important services

Question 8 was designed to give respondents an opportunity to identify the services of most importance to them, including any not stated in the 23 services listed in Question 7. The responses to this question provided insight into which services were considered most important (relative ranking) rather than its degree of importance (objective ranking).

Respondents were asked "Please list 5 services which are the most important to you".

If the service noted by the respondent approximated closely to one of the services listed in Question 7, it was classified according to that list of services (See Table 8a in Appendix B). Other services noted by the respondents which could not be easily matched with the service list in Question 7, or were enunciating more specific aspects of services, were considered separately. These are also listed in Table 8a in Appendix B.

The full range of services noted in the responses to Question 8 are discussed in 4.4.1. Responses which were analyzed further by time fraction, client category and campus are discussed in 4.4.2 – 4.4.4. See Appendix B Tables 8a – 8d for the tabulation of this data.

Not all respondents answered this question, and of those who did respond a number listed fewer than five services.

4.4.1 Five most important services, all responses

The services listed in the 'five most important services' generally supported those rated as important in Question 7. It is interesting to note that the answers were not polarised to one or two services, otherwise we would have seen a much higher percentage of respondents identifying a particular service in their top five. While items being in the correct sequence on the shelves', for example, was ranked as important or very important by 95.4% of respondents in Question 7, only 20.5% of respondents to Question 8 nominated correct sequence as one of their top five most important services.

In agreement with the results discussed in Section 4.3, collections, photocopiers, access to electronic resources and individual assistance were often nominated in the five most important services. Access to the catalogue from home was also commonly cited in the five most important services. However, in Question 7, only 61.4% respondents across all campuses deemed it an important service and 21.9% classified it as of little or no importance at all.

A range of services, other than those listed in Question 7, or specific aspects of services, were cited amongst the top five most important, but each was from a small proportion of students. It was not always clear whether a respondent was listing a service as important to them, or was taking the opportunity to make a comment or suggestion. As it could be inferred that a service is important to someone who makes a suggestion about it, such comments were included in the count.

Electronic resources rated highly in these lists, and more than one hundred respondents nominated related services such as quicker computer queues, printing facilities, access to journal databases from home, and an accurate and efficient catalogue. Reduced waiting time was also most important for users of the photocopy service.

The basic service of “Loans” was assumed to be important and omitted from the selection available in Question 7. 92 respondents listed aspects of loans from the general to the specific in Question 8. For example, heavier fines were important to some, while reduced fines were of importance to others. 21 people felt renewing and reserving books by telephone was important to them, although it was unclear if some respondents were suggesting this (and were therefore unaware that this service is already provided).

The physical environment (87 comments) and the hours of opening (58 comments), were extensively commented on in Question 8. Some of the comments may have been more appropriate in response to Question 12, where open-ended comments were solicited. These included “turn down heaters”, “areas to eat and drink”, and “move the health sciences collection closer to the health sciences buildings”, but also “keep everything in the same building”. Hours-related comments included extending existing hours, opening earlier, and advertising clearly in advance of changes. Respondents were not questioned about hours in the survey until the next section, Question 9, regarding satisfaction with certain library services.

Even though respondents could select “individual assistance” as a service from Question 7, 79 respondents felt they needed to define the qualities of this assistance. Attributes seen as important were well-trained, informed librarians; and patient, friendly, co-operative staff.

Collections in the area of study was cited in the five most important services most often. 64 respondents made further comments, and narrowed this area down to audio-visual services (40 comments), fiction (9 comments), and to other aspects of the collection such as stocking enough copies.

A number of respondents (45) requested simply “quick access to information” or that information be “easily available”.

4.4.2 Five most important services, by time fraction

There was general agreement between part-time and full-time clients as to which services were considered most important. Part-timers, however, rated individual assistance, assistance with using equipment, information skills classes and the delivery of items from other libraries more often in their top five most important services. Full-timers more often listed high demand items having reduced loan periods, photocopiers, provision of group study areas, group viewing facilities and signage as important. Part-time students and staff seemed to place a higher value on assistance by staff.

4.4.3 Five most important services, by library client category

The choice of most important services became more diversified between different client categories. Academic staff cited collections and the ability to access and add to them more highly than the student respondents. They valued access to electronic request forms and loans from other libraries.

Postgraduates, more often than Undergraduates or staff, listed collections, physical and electronic, access to the Library catalogue from home and assistance of all kinds from staff as important to them. Undergraduates demonstrated a marked concern for those services which would help them to access resources quickly; correct sequencing on shelves, photocopiers, reduced loan periods on high demand items, signage and access to electronic resources.

4.4.4 Five most important services, by campus

'High demand items having a reduced loan period' was rated by a comparatively high percentage of Bundoora (31.0%, n = 131) and Bendigo (20.3%, n = 13) respondents while only 3.2% (n = 2) of Albury/Wodonga respondents identified this service as a priority.

'Access to electronic information resources' and 'Delivery of items held in other La Trobe campus libraries' (intercampus loans) were rated more highly by Albury/Wodonga users than either Bendigo or Bundoora. This reflects the greater reliance of students/staff at a small campus on collections outside the home library.

4.5 Satisfaction with services

Question 9 asked respondents to indicate on a scale their level of satisfaction with fifteen aspects of library services ("For the library which you use most, how satisfied are you with :...."). Respondents were able to select their answer from the following options:

- Not applicable
- Dissatisfied
- Neither satisfied nor dissatisfied
- Satisfied
- Very satisfied

To simplify analysis and presentation of data tables, the Satisfied and Very satisfied responses were merged. In the presentation of the results which follows, "satisfied" should be interpreted as "satisfied or very satisfied". (See Appendix B, Tables 9a - 9i for tabulation of responses to Question 9.)

4.5.1 All responses

Of the fifteen services listed in Question 9, ten were rated satisfactory by a majority (50% or more) of the respondents (Table V).

Table V: Satisfaction of all respondents with library services, from service providing highest satisfaction to service providing lowest.

Service	Dissatisfied		Neither satisfied nor dissatisfied		Satisfied / Very satisfied	
	n	%	n	%	n	%
7. Patience of library staff	63	10.6	90	15.2	439	74.2
14 Hours of opening	111	18.8	72	12.2	409	69.1
1. Library's collections	92	15.3	105	17.5	403	67.2
3. Availability of journal indexes	94	16.2	140	24.1	346	59.7
15. Information provided about library	33	5.7	202	34.6	348	59.7
5. Knowledge of reference staff	60	10.3	179	30.8	343	58.9
6. Liaison between library staff and user	70	11.8	181	30.5	343	57.7
4. High demand material on Reserve/Short Loan	105	18.6	155	27.4	305	54.0
13. Photocopying service	163	28.5	102	17.8	307	53.7
9. Access to catalogue & databases from home	66	13.0	187	37.0	253	50.0
2. Speed ordered materials are available	74	14.5	206	40.4	230	45.1
8. Number of electronic workstations	179	30.7	149	25.5	256	43.8
12. Electronic form on web site to request non-LTU items	20	5.0	222	55.0	162	40.1
11. Delivery time from other LTU libraries	41	10.7	214	55.9	128	33.4
10. Delivery time from non-LTU libraries	44	11.9	232	62.9	93	25.2

Of the remaining five services, three which were rated satisfactory by fewer than 50% of the respondents are, in practice, restricted to certain categories of users, and this is likely to be reflected in the higher “Neither satisfied nor dissatisfied” responses. These services included the delivery of items from La Trobe University libraries (33.4% satisfied), delivery of items from other libraries (25.2% satisfied), and the electronic form used for such services (40.1% satisfied).

There were relatively high dissatisfaction ratings for the number of electronic workstations (30.7%), the current photocopying service (28.5%), and the hours of opening (18.8%). For each of these services, the number who were dissatisfied was greater than the number who were “neither satisfied nor dissatisfied”.

4.5.2 Responses by time fraction

In general responses did not vary with the time fraction of the respondent. There was a significant difference ($p < .01$) between part-time and full-time respondents for rating of Knowledge of Reference Staff: 69.7% of part-time respondents rated themselves satisfied while 55.3% of full-time respondents were satisfied. (see Table VI)

It is interesting to note that 45.5% of part-time respondents were satisfied with the provision of access to the library catalogue and databases from home or office, and 64.0% were satisfied with the hours of opening of the library, two aspects of services which could be assumed to be particularly important to part-time students and staff.

Table VI : Satisfaction with library services, by time fraction of respondents

Service	Full-time Satisfied / Very Satisfied		Part-time Satisfied / Very Satisfied		All respondents Satisfied / Very Satisfied	
	n	%	n	%	n	%
7. Patience of library staff	313	72.6	124	78.0	439	74.2
14 Hours of opening	305	71.1	103	64.0	409	69.1
1. Library's collections	303	69.3	98	60.9	403	67.2
3. Availability of journal indexes	249	58.7	97	63.0	346	59.7
15. Information provided about library	249	58.9	98	62.0	348	59.7
5. Knowledge of reference staff	235	55.3	108	69.7	343	58.9
6. Liaison between library staff and user	238	55.1	104	65.0	343	57.7
4. High demand material on Reserve/Short Loan	228	54.7	76	52.1	305	54.0
13. Photocopying service	224	53.7	83	54.2	307	53.7
9. Access to catalogue & databases from home	191	51.5	61	45.5	253	50.0
2. Speed ordered materials are available	167	44.5	62	46.3	230	45.1
8. Number of electronic workstations	182	42.4	73	47.7	256	43.8
12. Electronic form on web site to request non-LTU items	116	38.7	45	43.7	162	40.1
11. Delivery time from other LTU libraries	87	31.1	41	40.2	128	33.4
10. Delivery time from non-LTU libraries	61	22.5	32	33.0	93	25.2

4.5.3 Responses by library client category

There were significant differences in satisfaction among the categories of library clients for a number of the services. (See Table VII).

Services with significant difference $p < .001$:

- Patience and consideration of library staff (89.8% staff satisfied, 68.9% undergraduates satisfied)
- Delivery time for items from other LTU libraries (47.7% staff satisfied, 23.1% undergraduates satisfied)
- Delivery time for items from non-LTU libraries (46.2% staff satisfied, 12.5% undergraduates satisfied)

However it should be noted that undergraduates are not eligible for the interlibrary loan service (delivery of items from libraries other than La Trobe campus libraries) and this may influence their levels of satisfaction. That 77.2% of undergraduates were neither satisfied nor dissatisfied could also be a result of this service not being available to undergraduates.

Services with significant difference $p < .01$:

- Liaison between library staff and library users (74.1% staff satisfied, 51.8% undergraduates satisfied)
- Number of electronic workstations (16.4% staff *dissatisfied*, 34.6% undergraduates *dissatisfied*)
- Provision of access to the library catalogue and databases from home or office (63.0% staff satisfied, 46.7% undergraduates satisfied)

Services with significant difference $p < 0.05$:

- Speed that ordered materials are available (56.1% staff satisfied, 38.9% undergraduates)
- Knowledge of reference staff (67.2% staff satisfied, 53.8% undergraduates satisfied)

Table VII : Satisfaction with library services, by client category

Service	Undergraduates Satisfied / Very satisfied		Postgraduates Satisfied / Very satisfied		Academics Satisfied / Very satisfied		All Respondents Satisfied / Very satisfied	
	n	%	n	%	n	%	n	%
7. Patience of library staff	248	68.9	105	80.8	53	89.8	439	74.2
14 Hours of opening	261	71.9	88	67.2	31	55.4	409	69.1
1. Library's collections	244	66.7	86	65.6	42	71.2	403	67.2
3. Availability of journal indexes	205	57.3	83	64.8	37	67.3	346	59.7
15. Information provided about library	210	58.8	75	58.6	35	62.5	348	59.7
5. Knowledge of reference staff	191	53.8	85	66.9	39	67.2	343	58.9
6. Liaison between library staff and user	189	51.8	81	62.8	43	74.1	343	57.7
4. High demand material on Reserve/Short Loan	202	56.1	56	49.1	31	55.4	305	54.0
13. Photocopying service	196	55.2	65	50.8	29	56.9	307	53.7
9. Access to catalogue & databases from home	140	46.7	65	56.0	34	63.0	253	50.0
2. Speed ordered materials are available	115	38.9	62	51.7	32	56.1	230	45.1
8. Number of electronic workstations	155	43.3	64	49.6	20	36.4	256	43.8
12. Electronic form on web site to request non-LTU items	68	30.8	55	54.5	27	55.1	162	40.1
11. Delivery time from other LTU libraries	46	23.1	47	43.9	21	47.7	128	33.4
10. Delivery time from non-LTU libraries	23	12.5	36	36.0	24	46.2	93	25.2

Academic staff were generally more satisfied than postgraduates, who were generally more satisfied than undergraduates. There were three notable exceptions to this pattern:

- 50.8% of postgraduates were satisfied with the photocopy service compared with 55.2% of undergraduates and 56.9% of staff. Dissatisfaction levels were correspondingly higher for postgraduates (32.8%), followed by undergraduates (29%) and staff (21.6%). (Table VIII). Staff have greater borrowing privileges and tend to make less use of photocopiers in the library so the lower dissatisfaction rate for this group is expected.

Table VIII : Services with highest levels of dissatisfaction, by library client category

	Photocopy Service			Opening Hours			Number of Workstations		
	Dissatisfied (%)	Neither S nor D (%)	Satisfied (%)	Dissatisfied (%)	Neither S nor D (%)	Satisfied (%)	Dissatisfied (%)	Neither S nor D (%)	Satisfied (%)
UG	29.0	15.8	55.2	17.9	10.2	71.9	34.6	22.1	43.3
PG	32.8	16.4	50.8	20.6	12.2	67.2	25.6	24.8	49.6
Staff	21.6	21.6	56.9	19.6	25.0	55.4	16.4	47.3	36.4

- Also, undergraduates at 71.9% were most satisfied with the hours of opening, followed by postgraduates (67.2%), who were more satisfied than staff (55.4%). However a higher proportion of staff were neither satisfied nor dissatisfied with the hours (25%). Postgraduates were therefore the most dissatisfied with the hours of opening (20.6%), while undergraduates were the least dissatisfied (17.9%). (Table VIII)
- Students were more dissatisfied than staff about the number of electronic workstations, particularly undergraduates (43.3 satisfied, 34.6% dissatisfied), followed by postgraduates (49.6% satisfied, 25.6% dissatisfied). Staff (36.4% satisfied, 16.4% dissatisfied) tend to make less use of computers in the library so the low dissatisfaction rate for this group is expected. (Table VIII)

4.5.4 Responses by campus

For seven of the services, a majority of respondents (more than 50%) from each of the campuses were satisfied (see Table IX):

- Patience of library staff
- Hours of opening
- Library's collections
- Availability of journal indexes
- Information provided about library
- Knowledge of reference staff
- Liaison between library staff and user

Table IX : Satisfaction with library services, by campus library most used

Service	Albury/Wodonga Satisfied / Very Satisfied		Bendigo Satisfied / Very Satisfied		Bundoora Satisfied / Very Satisfied		All respondents Satisfied / Very Satisfied	
	n	%	n	%	n	%	n	%
7. Patience of library staff	50	74.6	52	77.6	330	73.7	439	74.2
14 Hours of opening	52	77.6	50	74.6	299	66.7	409	69.1
1. Library's collections	42	60.9	45	67.2	310	68.3	403	67.2
3. Availability of journal indexes	36	56.3	36	55.4	266	60.3	346	59.7
15. Information provided about library	45	68.2	43	64.2	253	57.5	348	59.7
5. Knowledge of reference staff	45	67.2	38	57.6	256	58.3	343	58.9
6. Liaison between library staff and user	46	67.6	39	58.2	251	55.9	343	57.7
4. High demand material on Reserve/Short Loan	28	47.5	48	72.7	225	52.3	305	54.0
13. Photocopying service	31	50.0	31	49.2	239	54.6	307	53.7
9. Access to catalogue & databases from home	23	40.4	26	49.1	202	51.9	253	50.0
2. Speed ordered materials are available	28	50.9	29	49.2	168	43.3	230	45.1
8. Number of electronic workstations	29	43.3	36	53.7	184	41.8	256	43.8
12. Electronic form on web site to request non-LTU items	15	29.4	23	44.2	122	41.4	162	40.1
11. Delivery time from other LTU libraries	22	44.0	17	37.8	88	31.3	128	33.4
10. Delivery time from non-LTU libraries	15	30.6	16	37.2	62	22.8	93	25.2

For only three of the services were there statistically significant differences in levels of satisfaction between the campuses (see Table X):

- Availability of high demand material from the Reserve/Short Loan collection ($p < 0.01$). 72.7% of Bendigo respondents were satisfied with the Short Loan collection compared with 52.3% at Bundoora and only 47.5% at Albury/Wodonga.
- Patience and consideration of library staff ($p < 0.05$). The satisfaction level here was equally high at all campuses, with only 8.9% of respondents at Bundoora being dissatisfied compared with 14.9% at Bendigo and 16.4% at Albury/Wodonga.
- Current photocopying service ($p < 0.05$) Levels of dissatisfaction ranged from 39.7% at Bendigo to 19.4% at Albury/Wodonga. The high level of dissatisfaction at Bendigo may reflect the problems that were being experienced with implementation of Smart Card technology for photocopying during the survey period.

Table X : Services with significant differences between campuses

	High demand material on Reserve/Short Loan $p < 0.01$			Patience of library staff $p < 0.05$			Photocopying Service $p < 0.05$		
	Dissatisfied (%)	Neither S nor D (%)	Satisfied (%)	Dissatisfied (%)	Neither S nor D (%)	Satisfied (%)	Dissatisfied (%)	Neither S nor D (%)	Satisfied (%)
A-W	11.9	40.7	47.5	16.4	9.0	74.6	19.4	30.6	50.0
Ben	10.6	16.7	72.7	14.9	7.5	77.6	39.7	11.1	49.2
Bund	20.9	26.7	52.3	8.9	17.4	73.7	28.3	17.1	54.6

It is interesting to note that there were fewer statistically significant differences between campuses than by client category.

4.6 The frequency with which certain services met given criteria

Question 10 (“For the library which you use most, how often do you....”) asked respondents how often a number of aspects of selected library services met given criteria. The range of responses available to the respondents was

- Not applicable
- Never/rarely
- Sometimes
- Often
- Always

To simplify analysis and presentation of data tables, the Often and Always responses were merged. For two of the services, the question was asked in a negative sense:

How often do you wait an unreasonable time to use a photocopier

How often do you wait an unreasonable time for assistance at the service desk

For consistency in presentation of the data in the tables the never/rarely and often/always percentages have been reversed and the wording of these two services changed to correspond. See Tables 10a - 10d in Appendix B for full tabulation of data from Question 10.

4.6.1 All responses

60% or more of the respondents often or always found : the electronic workstations in good working order (83.2%), the items they required in the correct sequence on the shelves (71.8%), the temperature of the library suitable (63.9%), and that the content of information skills sessions met their needs (61.7%). (Table XI).

Table XI: Respondents who often/always found aspects of certain library services met given criteria, from service providing highest satisfaction to service providing lowest.

Service	Never/Rarely		Sometimes		Often/Always	
	n	%	n	%	n	%
3 Find the computer workstations in the library in good working order?	18	3.2	75	13.5	462	83.2
1. Find the items you are looking for either in the correct sequence on the shelves or in the sorting area?	30	5.1	137	23.1	425	71.8
5. Find the library temperature suitable for you to study comfortably?	71	12.6	133	23.5	361	63.9
7. Find the content of information skills sessions meets your needs?	20	6.0	108	32.3	206	61.7
2. * Not find the waiting time for assistance at the service desk unreasonable?	73	12.5	222	37.9	291	49.7
8. Find information skills sessions are scheduled at a time you are able to attend?	55	16.1	123	36.0	164	48.0
4. Find the library suits your needs for <u>group</u> study purposes?	58	18.4	123	39.0	134	42.5
6. ** Not find the waiting time to use a photocopier unreasonable?	191	34.1	244	43.6	125	22.3

* Appeared in survey as : Wait an *unreasonable* time for assistance at the service desk?

** Appeared in survey as : Wait an *unreasonable* time to use a photocopier?

* and ** altered to make all statements consistently positive in form. Percentages for never/rarely and often/always reversed for analysis.

Of the remaining services, the respondents were most unhappy with photocopier waiting time. 34.1% often waited an unreasonable time, while 43.6% sometimes waited an unreasonable time.

4.6.2 Responses by time fraction

For two of the services, part-time and full-time respondents were significantly different in their levels of satisfaction (Table XII):

- 72.9% of part-time respondents often found the temperature in the library suitable compared with 60.6% of full-time respondents ($p < 0.05$). This could reflect the amount of time that full-time respondents spend in the library compared to part-time.
- 50% of part-time respondents found that information skills sessions were *often* scheduled at times when they could attend compared with 47.2% of full-time respondents. For respondents who found that sessions were *sometimes* scheduled at suitable times this difference is reversed: part-time 27.2% and full-time 39.2% ($p < 0.05$)

Table XII: Respondents who often/always found aspects of certain library services met given criteria, by time fraction.

Service	Full-time Often/Always		Part-time Often/Always		All Respondents Often/Always	
	n	%	n	%	n	%
3 Find the computer workstations in the library in good working order?	335	81.7	127	87.6	462	83.2
1. Find the items you are looking for either in the correct sequence on the shelves or in the sorting area?	309	71.9	115	71.45	425	71.8
5. Find the library temperature suitable for you to study comfortably?	254	60.6	105	72.9	361	63.9
7. Find the content of information skills sessions meets your needs?	147	58.8	59	70.2	206	61.7
2. * Not find the waiting time for assistance at the service desk unreasonable?	214	50	76	48.7	291	49.7
8. Find information skills sessions are scheduled at a time you are able to attend?	118	47.2	46	50.0	164	48.0
4. Find the library suits your needs for <u>group</u> study purposes?	114	43.7	20	37.7	134	42.5
6. ** Not find the waiting time to use a photocopier unreasonable?	89	21.3	36	25.5	125	22.3

* Appeared in survey as : Wait an *unreasonable* time for assistance at the service desk?

** Appeared in survey as : Wait an *unreasonable* time to use a photocopier?

* and ** altered to make all statements consistently positive in form. Responses for never/rarely and often/always reversed for analysis.

4.6.3 Responses by library client category

The four services with the highest levels of satisfaction for all respondents (computer workstations in good working order, items in correct sequence, library temperature, content of information skills sessions) were also rated by library client groups as often or always meeting given criteria (Table XIII).

Table XIII: Respondents who often/always found aspects of certain library services met given criteria, by library client category.

Service	Undergraduates Often/Always		Postgraduates Often/Always		Staff Often/Always		All Respondents Often/Always	
	n	%	n	%	n	%	n	%
3 Find the computer workstations in the library in good working order?	283	82.3	105	85.4	45	93.8	462	83.2

Service	Undergraduates		Postgraduates		Staff		All Respondents	
	Often/Always		Often/Always		Often/Always		Often/Always	
1. Find the items you are looking for either in the correct sequence on the shelves or in the sorting area?	243	67.1	103	79.2	48	84.2	425	71.8
5. Find the library temperature suitable for you to study comfortably?	217	59.9	75	61.5	33	80.5	361	63.9
7. Find the content of information skills sessions meets your needs?	121	56.8	49	70.0	21	91.3	206	61.7
2. * Not find the waiting time for assistance at the service desk unreasonable?	169	47.1	66	51.6	36	64.3	291	49.7
8. Find information skills sessions are scheduled at a time you are able to attend?	98	45.0	41	53.9	15	68.2	164	48.0
4. Find the library suits your needs for <u>group</u> study purposes?	97	41.5	26	50.0	5	62.5	134	42.5
6. ** Not find the waiting time to use a photocopier unreasonable?	70	19.7	25	20.8	18	36.0	125	22.3

* Appeared in survey as : Wait an *unreasonable* time for assistance at the service desk?

** Appeared in survey as : Wait an *unreasonable* time to use a photocopier?

and ** altered to make all statements consistently positive in form. Responses for never/rarely and often/always reversed for analysis.

Academic staff however were more likely to experience the services as reasonable compared to postgraduates, who were in turn more often satisfied with the services than undergraduates. In fact, there was a consistently wide disparity between academic staff and undergraduate evaluation, the greatest disparity occurring for how often information skills sessions met their needs.

- 84.2% of staff often or always found the items in the correct sequence on the shelves compared with 67.1% of undergraduates ($p < 0.05$)
- 80.5% of staff found the temperature in the library often or always comfortable compared with 61.5% of postgraduates and 59.9% of undergraduates ($p < 0.01$)
- 36.0% of staff often/always did not find the waiting time to use a photocopier unreasonable compared with 20.8% of postgraduates and 19.7% of undergraduates (or from the reverse perspective 22% of staff often or always waited an unreasonable time to use a photocopier compared with 30% of postgraduates and 39% of undergraduates). ($p < 0.01$)
- 91.3% of staff found the content of information skills session often or always met their needs compared with 70% of postgraduates and 56.8% of undergraduates ($p < 0.01$)

4.6.4 Responses by campus

Although there were some differences in responses between the campuses for the aspects of services covered in Question 10, none of these were statistically significant. (Table XIV)

- Bundoora respondents were least likely to wait a reasonable time at a service desk (47.6%), compared to Albury/Wodonga (55.9%) or Bendigo (59.7%).
- Bendigo was significantly more likely to find information skills sessions scheduled at the times they could attend (62.5%), compared to Bundoora (46.2%) or Albury/Wodonga (40.5%).
- Only 29.7% of Albury/Wodonga respondents found the library suited their needs for group study purposes, compared to 42.6% at Bendigo and 43.8% at Bundoora. The response is likely to be attributable to the severe shortage of space at the Albury/Wodonga Library.

Table XIV: Respondents who often/always found aspects of certain library services met their needs, by campus most used.

4.6 Frequency with which certain services met given criteria

4.7 Relationship between Importance and Satisfaction

Service	Albury/Wodonga Often/Always		Bendigo Often/Always		Bundoora Often/Always		All Respondents Often/Always	
	n	%	n	%	n	%	n	%
3 Find the computer workstations in the library in good working order?	48	76.2	60	89.6	347	83.4	462	83.2
1. Find the items you are looking for either in the correct sequence on the shelves or in the sorting area?	55	80.9	47	69.1	315	70.5	425	71.8
5. Find the library temperature suitable for you to study comfortably?	58	90.6	39	58.2	257	60.5	361	63.9
7. Find the content of information skills sessions meets your needs?	26	65.0	31	63.3	147	61.0	206	61.7
2. * Not find the waiting time for assistance at the service desk unreasonable?	38	55.9	40	59.7	210	47.6	291	49.7
8. Find information skills sessions are scheduled at a time you are able to attend?	15	40.5	30	62.5	117	46.2	164	48.0
4. Find the library suits your needs for <u>group</u> study purposes?	11	29.7	20	42.6	98	43.8	134	42.5
6. ** Not find the waiting time to use a photocopier unreasonable?	20	35.1	12	18.8	90	20.8	125	22.3

* Appeared in survey as : Wait an *unreasonable* time for assistance at the service desk?

** Appeared in survey as : Wait an *unreasonable* time to use a photocopier?

* and ** altered to make all statements consistently positive in form. Responses for never/rarely and often/always reversed for analysis.

The level of satisfaction with the photocopying service was lower at Bendigo than at Bundoora or Albury/Wodonga. Bendigo respondents waited an unreasonable time to use the photocopiers in 45.3% of cases, with 35.9% sometimes waiting an unreasonable time, and only 18.8% never or almost never waiting an unreasonable time. (Table XV). As mentioned previously, the high level of dissatisfaction at Bendigo may reflect the problems that were being experienced with implementation of Smart Card technology for photocopying during the survey.

Table XV: How frequently respondents waited a reasonable time to use a photocopier, by campus most used.

Campus Most Used	Never/Rarely (%)	Sometimes (%)	Often/Always (%)
Albury-Wodonga	10.5	54.4	35.1
Bendigo	45.3	35.9	18.8
Bundoora	36.1	43.1	20.8

4.7 Relationship between Importance and Satisfaction

Of interest to the library is how well it is performing in those services rated as important by the respondents. Although no structured approach to this linkage was taken in the design of the questionnaire, some cross-tabulations were made using the responses to Questions 7 for Importance and Questions 9 and 10 for Satisfaction. *This analysis was carried out only on those responses which rated a service as important or very important and where there was an assessment of that particular service.* Thirteen of the twenty-three services listed in Question 7 were included in the cross-tabulation with eighteen satisfaction elements. (See Table XVI)

For seven of the services selected for this analysis, 50% or more of the responses were satisfied. The exceptions were

Access to electronic information resources, including the Internet

Electronic request forms via the Library Web site
Delivery of items held in other La Trobe campus libraries
Delivery of items from libraries other than La Trobe
Self-operated photocopiers
Provision of group study areas and/or rooms

The highest levels of dissatisfaction were with the photocopying service (28.9% dissatisfied), the waiting time for photocopiers (21.5% dissatisfied) and for the number of electronic workstations in the library (32.5% dissatisfied).

Table XVI: Relationship between Importance and Satisfaction

Service rated as important/very important (Question 7)	Satisfaction rating from same respondents (Questions 9 & 10)	Dissatisfied Or Never/rarely		Neither satisfied nor dissatisfied Or Sometimes		Satisfied/very satisfied Or Often/Always	
		n	%	n	%	n	%
Collections in your area of study, teaching or research	Ability of the library's collections to meet your needs when you are looking for information for your study, teaching or research (n=595)	89	16.2	83	15.1	377	68.7
	Availability in the library of publications and databases which index journal articles in your area of study, teaching or research (n=534)	89	16.7	122	22.8	323	60.5
Access to the library catalogue from home	Provision of access to the library catalogue from home (n=342)	56	16.4	89	26.0	197	57.6
Individual assistance with using information resources	Knowledge of reference staff about resources relevant to your area of study, teaching or research (n=468)	49	10.5	127	27.1	292	62.4
	Patience and consideration of library staff when dealing with your requests and enquiries (n=469)	50	10.7	66	14.1	353	75.3
Information skills classes conducted by library staff	Content of information skills sessions meets your needs (n=220)	7	3.2	54	24.5	159	72.3
	Information skills sessions are scheduled at a time you are able to attend (n=226)	31	13.7	72	31.9	123	54.4
Access to electronic information resources, including the Internet	Number of electronic workstations in the library to access the catalogue, databases and the Internet (n=505)	164	32.5	122	24.2	219	43.4
	Computer workstations in the library in good working order (n = 482)	16	3.3	61	12.7	405	84.0
Electronic request forms via the Library Web site	Electronic form on the library Web site for submitting requests for items held in libraries other than La Trobe (n=291)	15	5.2	138	47.4	138	47.4
Delivery of items held in other La Trobe campus libraries	Delivery time for items held in other La Trobe campus libraries (n=296)	37	12.5	150	50.7	109	36.8
Items being in the correct sequence on the shelves	Items you are looking for are either in the correct sequence on the shelves or in the sorting area (n=562)	27	4.8	132	23.5	403	71.7
High demand items having reduced loan periods or placed in special collections	Availability of high demand material in the Reserve/Short Loan collection (n=563)	94	19.4	118	24.3	273	56.3
Delivery of items from libraries other than La Trobe	Delivery time for items from libraries other than La Trobe campus libraries (n=286)	40	14.0	158	55.2	88	30.8
Self-operated photocopiers	Photocopying service in the library (n=516)	149	28.9	85	16.5	282	54.7
	Not find the waiting time to use a photocopier unreasonable (n=511)	110	21.5	225	44.0	176	34.4
Provision of group study areas and/or rooms	The Library suits your needs for group study purposes (n=259)	44	17.0	99	38.2	116	44.8
Publicity about library services	Information provided about library services and library resources (n=382)	26	6.8	111	29.1	245	64.1

4.8 Overall satisfaction with library services

In Question 11 of the survey, respondents were asked “Overall, how satisfied are you with the services provided by the library you use most?” and to rate their satisfaction using the same scale as in Question 9.

The results demonstrate a generally high level of satisfaction (>80%) with library services overall, by campus, by time fraction and by library client category. (see Tables 11a – c, Appendix B)

4.9 General comments

Respondents were invited to list any other services and resources which they would like the library to provide and include any other comments as the final question of the survey (Question 12).

The listing of the comments is provided in Appendix B, Tables 12a - 12f. The following Table XX demonstrates the frequency of comment by broad service category and by campus.

Table XX: Number of comments on service categories by campus.

Category	Albury/Wodonga	Bendigo	Bundoora
Air conditioning	0	3	35
Inter library loans	1	2	11
Closed reserve	0	1	33
Loans/borrowing	5	3	30
Collections	15	15	110
Catalogue	5	2	13
Databases	2	0	21
Computers	10	9	43
Opening hours	1	0	34
Photocopiers	4	14	73
Physical resources	6	5	73
Staffing	9	6	53
Information sessions	1	3	23
Other	5	3	25
Total	64	66	577

Collections was the most commented on service across the campuses (Albury/Wodonga 23.4 %, Bendigo 22.7 % and Bundoora 19 %). See Table XXI below. This concurs with the results of Question 7, where the respondents were asked to rank the importance of services. The other three services commented on most consistently viz. photocopiers, staff and computers, also agree with the high levels of importance rating of Question 7.

Table XXI: Services receiving most comments

Albury/Wodonga (Total of 64 comments)	Bendigo (Total of 66 comments)	Bundoora (Total of 577 comments)
Collections (15)	Collections (15)	Collections (110)
Computers (10)	Photocopiers (14)	Photocopiers/Physical Resources (73)
Staffing (9)	Computers (9)	Staffing (53)
Physical Resources (6)	Staffing (6)	Computers (43)

It is most useful to review the comments made in Question 12 by campus.

Albury/Wodonga

It appears that the respondents at Albury/Wodonga felt the collection was the area of the library which deserved the most comments. They requested more and newer resources, similar to the other campuses, there just doesn't seem to be enough resources or updated resources in their area of study. Respondents also would like to have more computers and photocopiers.

Respondents encouraged library staff with comments such as “library well organized, well done”, and “I love the place, keep the staff and add more”. In the same area the following comment was made “Should be more pleasant/friendlier” - it's hard to please everyone.

Comments such as “library is cramped and books crowded on shelves”, “need group discussion rooms” highlight what is already known - the need for a new library at the Albury/Wodonga Campus.

Bendigo

Bendigo had no air conditioning in the public areas at the time of the survey, so it was surprising that one comment requested the library to “fix the air conditioning”. The computers were an issue at Bendigo with the overall feeling of not enough terminals and workstations. The photocopiers were another area of the library which received negative comments indicating an unhappiness with the service. “More photocopiers”, “Problems with the photocopiers” were some of the comments. The level of unhappiness in this area may be due to the problems being experienced with the implementation by the Campus Administration of Smartcard Technology.

There were a handful of comments regarding staffing: “High quality service”, “staff do an excellent job” were some of the positive comments. There were also a few comments on physical access to the Library. While there were a number of suggestions for improvements relating to the collections at Bendigo, there was one positive comment: “Range of material good for size of library”.

Bundoora

It will come as no surprise to the Bundoora staff that there were a high number of comments regarding the air conditioning at Bundoora, although there were a few comments saying the library was too cold. What is a library without a collection? Obviously the respondents of the survey felt this was important as it was the area with many comments. More and current resources in the respondent's area of study was the favourite among the respondents. One respondent requested a ‘fiction section’, which

is already provided. It is obvious from the comments that the cutting of the serials budget hit the respondents hard, with comments such as “funding forces the library to delete valuable serials”, “Rescue serials budget!!!” “Cancellations troubling”.

Many positive comments were made about staff. The most frequent comment regarding staffing was “staff friendly, approachable & helpful”. Another frequent comment was “More staff needed”. Although there were comments such as “Staff are always helpful and deserve praise for their efforts,” “Keep up the good work”, there were also the negative comments such as “Staff should be more courteous/helpful at service points”.

One concerned user said “Worry that level of funding is falling and an excellent research library is in danger of irrecoverable damage”. A suggestion which has already been acted on with the opening of the reserve collection was: “Reserve clumsy and inefficient – should be open like reserve Melb. Uni Baillieu” .

And finally in closing a comment to remember – “Library is LTU significant asset”.

5. DISCUSSION

The following sections consider the findings of the whole survey under broad themes.

5.1 Collections

The provision of collections in their area of study teaching and research was rated as important/very important by a very high percentage of clients. Collections was also the most consistently cited service in “top five” lists. A number of the “other” services which were listed amongst the five most important, also, in fact, related to collections. For example audiovisual collections and services were singled out by a number of respondents, as was the acquisition of multiple copies. These additional comments, usually about more specific services, tend to reinforce the overall importance of collections to clients. These results are quite consistent across campuses and client categories, although in selection of a top five, more academic staff included collections than undergraduates.

Given the consensus on importance of this service, it is encouraging that a reasonably high proportion of those surveyed expressed satisfaction with the ability of collections to meet their needs. This result was again consistent across campuses which is somewhat surprising given the considerable differences in the size of the on-site collections at the three main campuses. Perhaps expectations play a part in equalising the satisfaction rates? or perhaps the library’s collections (including electronic resources) are already being regarded as a single whole? Those satisfied with the availability of publications which index journal literature formed a smaller proportion of the sample than for collections generally, but still represented a majority of respondents.

There are several comments urging the Library to expand the coverage of databases (in both subject and years) and full-text periodicals, exam papers and other electronic resources. Inevitably there were also requests for more print titles and comment that we not allow emphasis on electronic resources to overtake this. The Library recognizes the need to maintain a balance between traditional and electronic resources, while at the same time ensuring an appropriate depth and breadth to the set of resources which the Library purchases. This is a complex area in which options are constantly changing. It seems likely that the needs and preferences of users will also be changing rapidly. Good communication and consultation will be essential to ensure that needs are identified and met.

Various comments request improved resources in specific subject areas but in each case the numbers are small. Nevertheless the attention of collection developers at each campus should be directed to these statements and in order to consider whether they do indicate a problem area - they may reinforce other information, or it may be appropriate to follow the matter up with a specific client group. Where weaknesses in collections or available resources are able to be identified, efforts will naturally be made to address this.

Having items in correct sequence on the shelves (a significant aspect of access to collections) was the service which the highest number of respondents overall considered important. It was also quite frequently cited in the five most important services.

A reasonably high percentage of all respondents reported often/always finding items in correct sequence and this too was quite consistent across campuses. That undergraduates overall reported this positive experience less frequently than postgraduates or staff, is probably due to the fact that the undergraduates are often searching for high-use materials which have a greater probability of being mis-shelved or in use.

In spite of this apparent success, difficulty finding materials (both journals and books) apparently through shelving problems, was a common note amongst the general comments. These were mainly from Bundoora respondents. There are of course other reasons than slow or inaccurate shelving for books not being in the correct place. Books may be in use, the shelving time may be within established norms and clients mis-shelve books themselves, both accidentally and deliberately. Nevertheless there may be a need for improved communication with library clients about this.

The collection-related general comments display some interesting contrasts. For example at Albury-Wodonga (and to a lesser extent at Bendigo) a broader range of materials is sought; at Bundoora (only) the issue of more copies of high-use texts arises. These reflect the two sides of a policy on multiple copies which seeks to balance the continued development of collection depth while still providing for large groups requiring access to a single title. The comments from Bundoora respondents may be highlighting an inadequacy in the policy when there are larger classes. Further analysis would be needed to confirm this. Overall this seems to be an area worthy of a more detailed investigation of the current policy's impact on particular enrolment groups.

Other services which relate to collections include rush cataloguing requests, and the speed of processing.

The availability of a rush cataloguing service while generally considered important, made very few of the lists of five most important services.

The speed with which ordered materials are available did not obtain a high satisfaction rating at any campus and although worst at the largest campus (and best at the smallest) as would be expected, the difference is not statistically significant. While this is another area in which expectations may need to be managed there is clearly a need for investigation and negotiating a level of service which would result in a higher satisfaction.

5.2 Staff

The need for library staff to assist teaching and research staff and students in making the most effective use of the library was elicited in various questions in the survey. Assistance with using library equipment and individual assistance with using information resources were rated as important by a high percentage of users across all campuses and categories. Individual assistance with using information resources also featured in the lists of five most important services as did assistance with using library equipment, but the latter was listed by fewer respondents. Also reported in the top five services was the presence of cooperative, understanding, friendly, and patient staff. Interestingly, only a few respondents indicated that having enough staff available or more staff available was one of their top five services.

Interactions between library staff and users across the campuses received pleasingly high levels of satisfaction as evidenced in the responses regarding patience of library staff, knowledge of reference staff and liaison between library staff and users. Moreover, for those respondents who considered these aspects of library service important, there was a consistently high level of satisfaction.

Comments on staff varied from very positive to negative. Staff are described as great, friendly, approachable, helpful, patient, excellent, diligent, dedicated, competent, doing an excellent job, and having happy smiling faces. “Quality of staff a bonus”, “most important asset are staff and their ability to assist library users”, “enthusiastic staff willing to share knowledge and improve resources” were also typical comments.

In contrast there was a range of other comments critical of staff such as “staff should be pleasant/friendlier/more tolerant/more courteous”, “some staff rude and unhelpful”. “Staff with more specific knowledge of certain areas of study” and “PGs get no assistance from library with research etc” were also typical comments.

While it is difficult to draw general conclusions from the disparate comments, the positive comments outnumbered the negative comments. It is no doubt true that individual interactions which a user has will influence the perception of the staff as a whole. The Library must be ever mindful of the importance of the knowledge and skills base of staff and their customer service orientation and seek to continually improve these aspects of the human resource profile.

A few respondents commented on the staffing levels in the library and expressed concern that budgetary cuts had impacted on staffing. The need for more staff was commented on by respondents who use the Albury/Wodonga and Bundoora campus libraries.

5.3 Physical environment

In the survey respondents were canvassed on several aspects of the physical environments of the libraries.

Signs to indicate where things are in the libraries was rated as important/very important by a high percentage of respondents. This was consistent across campuses and time fraction. Amongst client categories, the lower percentage of La Trobe academic staff rating signs as important could be due to greater familiarity of the academic staff with the library over a longer association with the University. In contrast, signs was listed by very few respondents in the five most important services.

Provision of group study areas/and or rooms was rated important by a moderately high percentage of respondents across all campuses. Full-time respondents and undergraduate students considered this service important. The service was rated significantly lower by part-time respondents and also by postgraduate students. Generally speaking postgraduate students do not study in groups to the same extent as undergraduate students so the lower emphasis on the importance of group study facilities is not surprising. The difference in the results between full-time and part-time respondents could be attributed to the fact that

the part-time respondents don't use the library as much as full-time respondents. Although a relatively high proportion of respondents considered it an important service, the provision of group study areas did not feature frequently in the lists of five most important services.

Overall there was only a moderate satisfaction level for this service. A smaller proportion of undergraduates than postgraduates were satisfied. The rating of satisfaction was particularly low at Albury/Wodonga. This response can be attributed to the severe shortage of study space at the Albury/Wodonga campus library, which will be addressed by the planned new library building at that campus. Bendigo and Bundoora respondents had higher, but still relatively low levels of satisfaction. This survey was conducted before the refurbishment of the Bundoora campus library when the group study areas were limited. With the completion of the refurbishment the areas with group study facilities have increased; the adequacy of these facilities to meet user needs should continue to be monitored at all libraries.

Another sort of study space is also valued by some. "Quiet or private areas to study" was included by more than 10% of respondents in their five most important services.

There was a reasonably favourable response rate from all client groups and across all campuses regarding comfortable temperatures in the libraries. Part-time respondents were more satisfied than full-time and a very high percentage of staff found the temperature in the library often/always comfortable. The higher satisfaction rating for staff and part-time respondents could be because these groups spend less time in the library and the temperature is therefore less of an issue for them. Across the campuses Albury/Wodonga respondents were very satisfied. Bendigo, where there was no air conditioning, and Bundoora, where the air conditioning has been malfunctioning and under repair for a long period of time, had moderate levels of satisfaction. Bundoora staff and students will notice an improvement in the regulation of temperature once the current work on the air conditioning is complete. Bendigo is also anticipating the commissioning of a new unit.

5.4 Equipment and Technology

The libraries have restrictions on borrowing reference materials and serials, as well as having an increasing amount of material available solely on computer. This means that students and staff are reliant on photocopiers, computer workstations and printers to obtain a personal copy of the documents they require. Some also wish to use their own laptop in the libraries. Problems with the equipment necessary to do their research means library users take longer than they expect to complete their tasks, and sometimes, with network downtime, they cannot complete their work at all.

Access to electronic resources, to photocopiers, and to assistance with using the equipment, were important at all campuses, and to all students. Photocopiers were among the most commented on part of the service at Bendigo and Bundoora, while computers were among the most commented on at all campuses. Electronic resources, and therefore the equipment to access these in the library, were most important at Albury-Wodonga and Bendigo, which would be expected in the libraries with smaller collections. The

photocopiers were particularly important to Bundoora respondents, and to undergraduates, who most often listed this service in their top five. The availability of laptop connections was not among the services rated the most highly important, but was important to about one-third of respondents, and a few who made comments for more laptop power outlets. However, there may be a need to continue to monitor this service requirement as it is predicted that more students (in particular) will acquire laptops.

Of all the campuses Bendigo users most desired assistance with using the equipment and placed access to electronic resources higher than the other campus users. This would be expected at a regional campus. Bendigo held the importance of the photocopying service lowest out of all the campuses; despite this, they were the most dissatisfied of all the campuses with waiting time. These results may reflect the problems that Bendigo Library was experiencing with Smart Card technology during the survey, as users at this campus were the most satisfied with the working order of their computers. The experience at Bendigo of the implementation of Smart Card technology has been of great value in preparing for implementation across the libraries. It will be important to continue to monitor satisfaction with the service post-Smart Card.

University staff were less concerned than students with the availability of resources and equipment, with receiving assistance in how to use them, and with waiting time for the photocopiers. Also, they were generally more satisfied than postgraduates, who were generally more satisfied than undergraduates. In fact, there was a consistently wide disparity between academic staff and undergraduate evaluation. Staff have greater borrowing privileges and may make less use of copiers and computers in the library so the lower dissatisfaction for this group is not surprising. Regarding the photocopier service however, fewer postgraduates were satisfied than undergraduates, perhaps because many are part-time so tend not to be on campus as often as other students, and feel that they have less time to wait in queues. They were more satisfied than undergraduates with the number of workstations, perhaps because many tend to come in after business hours when there are fewer students on campus. However it is possible that they desire more assistance with the equipment than other students, as more part-timers than full-timers indicated this was important to them.

Most respondents found the computer equipment to be working when they needed to use it. A small number who didn't, encountered problems with the computers, and made comment that they were "prone" to breaking down. Most systems problems are rectified within half an hour and are not a daily occurrence, so users would need to be unlucky to constantly encounter equipment failure. Full-timers and undergraduates, being on campus most often, were more likely to encounter a workstation not in working order. Most computing equipment in the public areas of the libraries has been renewed or upgraded over the last six months as a result of the implementation of the library computer system and to meet Y2K compliance requirements. Also additional workstations have been commissioned in each library since the survey. However, constant monitoring of performance will be required.

Photocopiers and workstations were found to be satisfactory overall, but respondents were extremely dissatisfied with waiting periods, commenting extensively on the need for

“more” photocopiers and workstations, and in different parts of the library, and “faster” computers. Other aspects of a copier service are likely to be responsible for satisfaction such as quality of the copy, and ease and flexibility of copying. Some negative comments were made on the expense of copying, the difficulty obtaining change, and difficulties when card dispensers do not work.

5.5 Access

Respondents were asked a number of questions relating to access, covering such areas as access to the catalogue from home, document delivery, access for users with special needs, and opening hours.

Access to the library catalogue from home or office was rated as important by a high percentage of respondents across campuses and client groups. It was cited with reasonable frequency in the lists of five most important services, and access to electronic resources in general was cited more frequently. The level of satisfaction with access to the catalogue, databases etc from home was reasonable. However, as the demand for access from off-campus to electronic resources increases with the trend toward Web-based and online teaching, this area will require continued monitoring. In the latter part of 1999, after the survey, a number of electronic databases were made available for the first time to off-campus University staff and students using independent Internet service providers.

Consistent with the expectations of staff and students to be able to access services remotely, electronic request forms (for interlibrary loan requests, book purchase requests, etc) via the library web site was rated as important by large number of respondents. An indication of satisfaction with this service was not sought in the survey, and respondents did not offer comments on this topic.

Delivery of items held in other La Trobe campus libraries (intercampus loans) was rated as important by a high percentage of respondents. However, in contrast, this service was not often nominated by respondents in their five most important services. It might have been expected that this service would be of considerably more importance to respondents at the regional campuses (Bendigo and Albury/Wodonga) than those at Bundoora but while there was some difference in this regard, it was not significant. Given the importance of this service in its contribution to making the total university library resources available to staff and students across the campuses, it is pleasing to note that the levels of dissatisfaction with this service were low.

The delivery of items from libraries other than La Trobe (*interlibrary* loans) was regarded as important by a high percentage of respondents. More postgraduates and staff rated this service as important than undergraduates; it must be noted however that undergraduates are not eligible for this service and this would influence their responses. There were, in fact, three comments requesting access to interlibrary loans for undergraduates. A very small proportion of respondents were dissatisfied with the delivery time for items from other libraries.

The provision of services to assist users with special needs to access library facilities and resources was rated as important consistently by respondents at all campuses and in all client groups. Levels of satisfaction were not sought in the survey; it would be most

appropriate to conduct such an evaluation with the assistance of the Equity and Access Unit.

Overall the level of satisfaction with the opening hours of the libraries was reasonable. As one might expect, the highest levels of dissatisfaction were registered by postgraduate students and part-time respondents who are most likely to wish to visit the library outside core business hours. It should be noted also that the level of dissatisfaction was higher at Bundoora than at other campuses. While cost factors impact heavily on the number of hours the libraries are able to open, the distribution of hours across the hours of the day and days of the week is an area that needs to be re-assessed periodically to ensure that the opening hours address the needs of the majority of the current clientele. The most recent survey of users concerning opening hours was carried out in 1993 at the metropolitan campuses (Bundoora, Carlton and Abbotsford at that time) and it may be timely to conduct another survey at each campus.

5.6 Information and Lending Services

Several of the services which users were invited to comment on were related to information or lending services. The performance of staff impacts greatly on these services but is discussed separately in Section 5.2 .

A high proportion of staff and students ranked individual assistance with information resources, assistance with using equipment and online guides as important. These forms of assistance were ranked more highly than printed guides or formal information skills classes and this may have implications for the direction of resources in the future.

When asked how often the content of information skills classes met their needs, staff were extremely satisfied, but undergraduates significantly less so. Part-time users, similarly, were less satisfied than their full-time counterparts. Most staff and post-graduate training is in small groups and more individually tailored than for undergraduate students. The larger undergraduate training classes may not be meeting an individual's needs. Full-time students, also, can access a range of classes offered more easily than part-time students. These may be two user groups that could be focused upon when evaluating and designing further instruction. A majority of users were satisfied or very satisfied with the knowledge of reference staff.

All users expressed less satisfaction with the scheduling of classes, particularly undergraduates and part-time students. Whilst it is understandable that part-time students may find session times do not suit their restricted timetables, it is of concern that undergraduates had some difficulty with scheduling. This was particularly pronounced at Albury/Wodonga. Clearly a review of the scheduling of classes should be carried out at each campus with further input from students and academic staff.

The Library spends considerable time and energy on designing and conducting information literacy skills instruction, from basic orientation to in-depth research skills. Despite this, there were several written comments, such as '[there should be] communication with new students outlining what services the staff offer' and 'not aware of library information sessions', suggesting that users were unaware of the services and

classes offered. Given the number and range of classes offered across all campuses and the efforts by contact librarians to tailor classes to the students' needs, the library may need to investigate more effective ways to publicize the services offered.

Lending services are an essential component of an efficient library system. While there were no specific questions on ordinary loans, there were a number of written comments made in response to the question on overall satisfaction. Some students at each campus complained about overdue fines, yet others complained that items were not available when needed and that penalties should be more severe! Some wanted more items placed on short-term loans, while others found this restrictive.

Reducing loan periods is one method used to increase student access to high-demand materials. Clients from different campuses did differ in their assessment of importance for short loan/reserve collections. More Bundoora staff and students rated the service as important than those from regional campuses and, in particular, from Albury/Wodonga. Albury/Wodonga clients rarely included this service in their top five lists. This result possibly stems from the fact that while Bundoora collections are larger, so too are the enrolment groups, and thus the competition for access is greater.

While most respondents were satisfied with the availability of high demand material, satisfaction was significantly lower at Bundoora and Albury/Wodonga than at Bendigo, and Bundoora had the highest proportion of responses expressing dissatisfaction. (More Albury/Wodonga responses were non-committal on this question, which is probably consistent with the relatively low importance rating.) Bundoora clients also offered a number of negative comments and suggestions for improvement regarding the procedures for closed reserve, and the plea for multiple copies for high demand material was reasonably strong, both in relation to Reserve and generally. These issues did not feature in comments from the other campuses.

Bundoora campus has recently introduced open access in its reserve collection area in the refurbished Level 2 of the Bundoora campus. The migration to Innopac is complete and procedures have been bedded down. Some of the problems leading to dissatisfaction at the time of the survey may now have been resolved but it would be useful to confirm that. A more focused and detailed investigation of satisfaction with the new services would be timely in 2000.

6. CONCLUDING REMARKS AND RECOMMENDATIONS

The aims of the second phase of the Client Needs Assessment project were to identify which services are important to the users and to have the users evaluate a selection of services. As a result of Phase 2:

- Those services regarded as important by a representative sample of client groups have been identified.
- The levels of satisfaction of client groups with the services have been assessed, and service areas identified for further investigation.
- Service areas have been identified for attention in the Library's continuous improvement program.
- The Library has obtained information that will contribute to and inform its planning processes.

RECOMMENDATIONS

The Project Team makes a number of recommendations arising from the results of the survey, for consideration by the Library.

General

1. Prioritize the recommendations, with consideration for which services were consistently ranked as important.
2. Investigate effective and varying methods to publicize existing and new services and facilities.
3. Implement ongoing evaluation of the quality of service delivery and client satisfaction.
4. The results be reviewed by each campus library in more depth.
5. Seek to improve the satisfaction of undergraduate students with library services.

Collections

6. Refer general comments on subject areas or collections to relevant subject/collection librarians.
7. Establish and publicize strategy and policy direction with regard to purchase of electronic publications and versions.
8. Ensure decision to replace (or not) print resources with electronic versions of the same item involve sound user communication and consultation processes.
9. Investigate ways to improve client understanding about reasons for books/journals not being on shelves when sought; set benchmarks for reshelving times and publicise/ measure performance against these.
10. Conduct a periodic evaluation of the accuracy of shelving.
11. Investigate the impact of the current multiple copies policy on particular enrolment areas, with respect to Bundoora campus in particular.
12. Seek to improve client understanding of expected speed of ordering and processing; establish benchmarks and measure performance.

Information and lending services

13. Investigate and assess the most effective ways to provide online guides for all major information services
14. Review the scheduling of classes at each campus and seek to meet the needs of the various client groups.
15. Evaluate the content of information skills classes, particularly for undergraduates and part-time students.
16. Undertake a detailed investigation of the new Open Reserve system at Bundoora and assess satisfaction.

Access

17. Continue to expand the provision of access to databases from home or office for students and staff.
18. Promote the intercampus lending and document delivery system to staff and students.

Equipment and technology

19. Monitor waiting times for photocopier and workstation use at each campus, set benchmarks, measure performance.
20. Publicize methods by which clients may themselves reduce waiting times.
21. Monitor the performance of public workstations to ensure that the configuration is adequate for user needs.
22. Ensure that clear written instructions for basic use of equipment are provided.
23. Periodically assess the need for docking stations for laptop computers to connect to the library network.
24. Monitor the implementation of SmartCard technology for photocopying and printing, and the satisfaction of students and staff with the service.

Physical environment

25. Maintain and update signage throughout all campus libraries.
26. Investigate ways to improve group study provision at all campuses.
27. Seek to complete the air conditioning of the entire Bendigo Campus Library.
28. Continue to promote in relevant University forums the urgent need for a new library building at the Albury/Wodonga Campus.

Staff

29. Continue to support the growth and development of the knowledge and skills base of library staff.
30. Continue to focus on enhancing the client service orientation of library staff.