

Report of the Survey of Library Services to International Students

**La Trobe University Library
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1. Background

During 2005, the Library Client Services Committee identified a strategic initiative to investigate the services offered by the Library to two groups; off shore, and international on shore students. This was in support of recent La Trobe University and Library strategic initiatives to review services to international students, both on and off shore.

Stated objective in the Library Strategic Plan 2005-2008:

Enhance library services to international students, both on shore and off shore

This also supports the Australian Universities Quality Agency's recommendation to provide more structured and comprehensive surveying of international students; and the University 2006 Operation Plan to:

Enhance access for students to learning opportunities through multimodal delivery approaches (Learning and Teaching 2.2)

Two separate working groups were set up consisting of cross-campus representation of library staff. This report outlines the findings of the group investigating library services to international on shore students.

The initial challenge of the working group was to review existing services and to develop a set of recommendations on ways the Library could facilitate improved services. In order to get a clearer picture of the international student cohort data was gathered with the assistance of the University's Management Information Unit, including:

- total numbers
- countries of origin
- faculties of study
- number of postgraduates compared to undergraduates

The tight investigative timeframe limited qualitative data gathering to brief phone calls, face to face interviewing and meetings with staff in key roles with international students, such as:

- Faculty staff with specific responsibility for international students
- International Programs Office staff
- Reference staff in contact with international students

A report of the findings was presented to the Library's Client Services Committee and it was recommended that further input from a marketing perspective was required. A meeting with Professor Rhett Walker (Associate Head of School/Professor of Marketing, Bendigo and previously Professor of Business, 2005) took place in November 2005 with members of the working group. The data collected was scrutinised and deemed to be a useful profile of this student body, but there existed little or no reliable information to base future library service decisions on regarding:

- their preferences or value of library services
- when and how they would like to be informed or learn about the services of the Library

In order to remedy the situation, it was necessary to ask the students directly for their feedback.

2. Problem Statement

The lack of reliable data on which to base Library service decisions about the University's international on campus student population necessitated the need to develop a survey instrument. A cross-campus group of four was established with the support of the Library's Client Services Committee to develop such a tool.

The aim of the survey was twofold:

- ask students what their learning and communication preferences are regarding library services; and
- make recommendations to improve communication and learning opportunities for this cohort based on the findings.

The survey outcome will assist the Library in modifying existing programs and modes of communication, thus making a contribution to the overall positive experience international on campus students have at La Trobe University. Recommendations in this report are based on:

- findings on how students prefer to learn and at what appropriate times during the academic semester; and
- identification of issues, difficulties and strengths with the way the Library currently provides instruction and communicates with the students.

This report presents the findings of the survey and recommendations for future marketing and planning strategies of Library services to international on shore students.

3. Literature Search

A literature search was conducted using four databases: ALISA (Australian Library & Information Science Abstracts), LISTA (Library, Information Science & Technology Abstracts), Library Literature & Information Science, and Emerald. A search on Google was also conducted. The purpose of the literature search was to locate articles broadly on library marketing initiatives and/or library services to international students in the university context rather than more specific articles about a particular service or program. Articles published prior to 1990 were not included in the search as it was considered that this material would be outdated.

Only one article specifically discussed library marketing strategies for international students (Mu, n.d.). Many articles reviewed or recommended a variety of library services. Most of the articles focussed on issues such as students' perceptions of their libraries, cultural influences, communication and language barriers, adjusting to a western academic environment, learning styles, previous library experience, and library anxiety, and as noted by Jackson:

Many studies conducted on the library needs of international students focus on international student needs and difficulties as perceived by librarians, instructors, and international programs office staff...However few studies focus on international students self-perceived library needs...(2005, p.199)

4. Methodology

The survey, 'Library Services to International Students' was developed to obtain feedback from international on shore students regarding Library services and facilities. The survey comprised 'Section A: Library Services' and 'Section B: Your Background'. Section A contained five questions covering how best international students would like to learn about library services and facilities (see Appendix 6, p.6.2). Section B contained five identification questions regarding the student's country of origin, type and length of study at La Trobe (see Appendix 6, p.6.4). A short memo was included at the beginning of the survey to explain why the survey was being conducted.

Input and comment on language, structure and design of the survey was obtained from IPO Officers at each campus; Professor Brian Graetz (Director of the City Campus); Professor Rhett Walker (Associate Head of Law & Management, Professor of Marketing) and the Library Client Services Committee.

Questions 1, 2 and 4 of the survey gave students the maximum opportunity to rank their responses from: 'highest priority', 'medium priority', 'low priority', 'not a priority', or 'not sure'; for each of the five methods offered. Question 3 was slightly different in that students were required to select one choice only for each option offered.

A pilot of the survey was conducted at Bundoora, Bendigo and Albury-Wodonga. The students had no obvious difficulties with the language or format. A minor addition was made to Section B: Your Background, to accommodate an additional student study level of Foundation Studies/Language Centre.

The final version of the survey was offered to the students in print (500 copies produced) and/or online via the web. 2196 international on campus students at Bendigo and Bundoora were emailed an invitation to participate in the survey using La Trobe University student email accounts. Students at Albury Wodonga were contacted personally due to the small international student population.

Advertising was organised on the Library website under 'What's New' (promotion link for new services and changes to library services), and in the various campus IPO Student newsletters. The publicity included information on students being able to enter a draw for a weekly prize of a \$25 voucher. This prize was considered important to encourage maximum returns.

The survey was conducted during Semester 2, from 17 July to 20 August. The time period was chosen to take advantage of the contact with newly commencing international students during the International Students Welcome Festival, while also seeking responses from continuing international students.

A combined total of 481 print and online responses were received during the survey period: 434 from Bundoora; 31 from Bendigo; 10 from Albury-Wodonga; and 6 did not indicate their campus. This represented a response rate of 21% for Bundoora, 22% for Bendigo, and 59% for Albury Wodonga. Online responses proved to be the most popular method, representing 83% of responses. A facility was provided at each campus to collect the printed survey forms, and the online survey form was captured and collated. All responses were loaded into SPSS statistical software, analysed individually and cross tabulated.

5. Survey Findings

5.1 Who responded to the survey?

5.2 Analysis of Survey Questions 1-4.

5.3 Analysis of Survey Question 5

5.4 Summary of Comments

5.1 Who Responded to the Survey?

This section provides a description of the international on shore student population who answered the survey. Broad frequency tables have been used to build a profile of the survey participants and comparisons made with the total international on-shore student population at Bundoora, Bendigo and Albury Wodonga campuses.

Of the 481 print and online responses received, an interesting and representative view of La Trobe University's on campus international student population was shown, reflecting the cultural, faculty and study level of this cohort.

Specific student background information was asked, however the provision of a name, student number and email was voluntary unless the student wished to enter the gift voucher draw prize. The following tables outline who responded to the survey by:

- campus
- home country
- faculty
- level
- intended length of study

In addition to the previously mentioned tables comparison was made with the total student cohort for Semester 2, 2006 based on the *2006 Census January to March and provisional thereafter as at COB 2 June*. This includes:

- home country
- faculty
- level

Responses proved to be weighted generally in sync with the total population of on shore students, thus creating a representative snapshot of this cohort. All on shore international students were invited to participate in the survey via:

- attendance at the various Campuses' Welcome Orientation festivals
- email invitation to all international on campus students enrolled as at June 29, 2006 (Bundoora and Bendigo campuses)
- the Library's public web pages
- International Program Office newsletters,
- or by direct invitation (Albury Wodonga)

Breakdown by Campus-

For obvious student population reasons, Bundoora based students provided the most responses with 91.4% and the regional campuses represented 8.6% of responses. The third column shows the total number of known on campus international students enrolled as at June 29, 2006.

Campus	No. of responses	On campus international students enrolled as at June 29, 2006.	Responses
Albury Wodonga	10	17	59%
Bendigo	31	140	22%
Bundoora	434	2056	21%
Total	*481	2213	21.7%

**Please note that 6 responses did not indicate a campus*

Breakdown by Home Country-

Of the 49 countries identified in the survey, the greatest number of responses came from Indian and Chinese students. These cultural groups represented 37.4% of overall responses. The following table shows the top three student home countries responding to the survey, as compared to their actual population.

Country	Response in Survey	On shore student population based on 2006 census Jan to Mar, provisional thereafter as at close of business 2 June *
India	23.9%	24.6%
China	13.5%	24.7%
Singapore	5.8%	2.6%

**Source: MIU 2006 Census*

The top ten respondent groups are listed below. None of the remaining countries totalled greater than 5% of overall survey responses. Compared to actual total population on campus, some groups proved to be under-represented in the survey, including: Vietnam, Norway, Japan and the United States. These countries represent a combined total of 11.6% of the international on campus student population. Others may have been considered over represented according to their population, including: Germany, Netherlands, Thailand and Sweden, with a combined total of 3.9% of La Trobe University's international on campus student population.

Country	Response in Survey	On shore student population based on 2006 census Jan to Mar, provisional thereafter as at close of business 2 June*
India	23.9%	24.6%
China	13.5%	24.7%
Singapore	5.8%	2.6%
Malaysia	4.6%	4.1%
Sweden	4.2%	1.2%
Hong Kong	3.7%	5.2%
Canada	2.9%	1.8%
Thailand	2.5%	0.9 %
Germany	2.3%	1.4 %
Netherlands	2.3%	0.4%

**Source: MIU 2006 Census*

Breakdown by Faculty-

Students studying in the Faculty of Law & Management provided the most responses followed by Science, Technology & Engineering. This is in line with actual numbers, as both these faculties provide the largest intake of on shore international students.

Faculty	Survey responses	No. of Responses	On shore student population based on 2006 census Jan to Mar, provisional thereafter as at close of business 2 June*
Law & Management	41.3%	197	48%
Science, Technology & Engineering	25.2%	120	26%
Health	16.4%	78	9%
Humanities & Social Sciences	10.1%	48	10%
Education	6.9%	33	7%

*Source: MIU 2006 Census

Breakdown by Level of Study-

There was a very even response to the survey by postgraduates and undergraduates, with a slight over-representation by postgraduates.

Level	Survey responses	Overall total on campus
Postgraduates	48 %	41%
Undergraduates	51.4 %	59%

Breakdown by Intended Length of Study-

Nearly half of the students were studying towards completion of a full course, with 48.1% indicating a stay of two years or more. Students studying at La Trobe for one or two semesters represented only one-quarter of respondents.

Intended length of Study	Survey responses
Above 2 years	48.1%
1-2 years	26.9%
1-2 semesters	25%

5.2 Analysis of Questions 1-4

The following report sections outline the findings of the survey in greater detail. The specific questions are analysed individually and by their variables:

- Level (undergraduate or postgraduate)
- Campus (Bundoora, Bendigo, Albury Wodonga)
- Faculty (Education, Health, Humanities & Social Sciences, Law & Management, and Science, Technology & Engineering)
- Length of Study (under 1 year, 1 year and over)

The main body of the report contains:

- a copy of the question
- a summary table showing the broad findings, and

- commentary associated with the findings

The Appendices contain:

- detailed tables showing full breakdown of the data by the set variables
- a copy of the survey

Interpreting the tables:

Language used in the tables has been standardised throughout the report and includes:

- full descriptive titles (as used in the survey)
- percentage rankings on a 5 point scale to show preferred answers:
 - High Priority = most important single preference
 - Medium/High Priority = combined first and second preference totals to show majority trends
 - Low/Not a Priority = combined lower ranked preference totals to indicate options of little or no importance to this client group
 - Missing and ‘not sure’ = responses have not been included in the totals so, in some instances, the percentage rates may not add up to 100%

QUESTION 1. Learning about what the Library has to offer you.

How would you prefer to learn about the Library’s services and facilities (printers, photocopiers, borrowing, etc.)?

Students were able to select from 5 options (*Library tour/class, Library web pages, Personal contact with Library staff, Printed guide, Self guided tour*) on a 5 point priority scale.

Overall results-

Overall the responses to this question showed that, regardless of student type, study level, faculty, campus or length of stay the results remained the same. *Library web pages, Personal contact with Library staff* and *Library tours*, provided the preferred methods for international students finding out about Library services and facilities. The least preferred method was consistently *Self guided tour*.

The most preferred method was *Library web pages*, followed closely by *Personal contact with Library staff*. This question also provided an opportunity for students to suggest other methods in the ‘other’ category. A few suggestions were made, including: email, mentor, tour guided by senior or friend, information on library services in the welcome pack, treasure hunt to find items.

Table 1

Preferred Method	No. of Responses	Highest priority	High/medium priority	Low/not a priority
Library web pages	466	49.6%	85%	14.8%
Personal contact with Library staff	471	42.9%	79.4%	19.5%
Library tour	467	38.8%	77.3%	21.8%
Printed guide	463	25.5%	65.2%	33.5%
Self guided tour	453	19%	55.8%	38%

Breakdown by Study Level-

This section showed that consistently for both undergraduate and postgraduate students the top methods in both highest and high/medium priority for finding out about Library services and facilities was from *Library web pages* (high priority mean score of 49.5 %), followed closely by *Personal contact with Library staff* (high priority mean score of 42.7%) and *Library tour* (high priority mean score of 39%).

The least favoured methods of learning about Library services and facilities were *Self-guided tour* and *Printed guide*, which were reinforced in the low/not a priority figures. (See Appendix 1, Tables 2 & 3, p.1.1)

Breakdown by Campus-

This section showed that the top three methods for finding out about library services and facilities in highest priority for all campuses were *Library web pages*, *Personal contact with Library staff* and *Library tour*; however the order varied between campuses. At Bundoora, for both highest and high/medium priority, the order was *Library web pages*, *Personal contact with Library staff*, and then *Library tour*. At Albury Wodonga, for both highest and high/medium priority, the order was *Library tour*, *Personal contact with Library staff* and then *Library web pages*. At Bendigo, highest priority was *Personal contact with Library staff*, *Library web pages* and then *Library tour*. However, when medium/high priority was combined, the ranking changed to *Library web pages*, *Library tour*, and then *Personal contact with Library staff*.

All campuses clearly scored *Self guided tour* and *Printed guide* as the greatest number of low/not a priority votes for finding out about Library services. (See Appendix 1, Tables 4, 5 & 6, p.1.1-1.2).

Breakdown by Faculty-

This section showed that the top two methods in high/medium priority of finding out about Library services and facilities were *Library web pages* and *Personal contact with Library staff* for all faculties. However, there were variations between the faculties on the top method (high priority), with Education and Health Sciences preferring *Personal contact with Library staff* and Law & Management, Humanities & Social Sciences and Science & Technology preferring *Library web pages*. The least preferred method, consistent across all faculties for finding out about Library services and facilities, was *Self-guided tour*. (See Appendix 1, Tables 7-11, p.1.2-1.3)

Breakdown by Length of Stay-

This section showed that students studying at La Trobe for less than one year preferred *Library tour* (46.2%) followed closely by *Library Web pages* (44.9%). A slight variation existed in high/medium priority ranking with *Library web pages* first, equally followed by *Library tour* and *Personal contact with Library staff*. Those studying at La Trobe for more than one year preferred to find out about services from *Library web pages* (50.7%), followed by *Personal contact with staff* (43.8%). (See Appendix 1, Tables 12 & 13, p.1.3)

QUESTION 2. a) The Library Catalogue is used to find printed and electronic books, journals and audiovisual materials and is available on the web 24 hours a day, 7 days a week. How would you prefer to learn about the Library's catalogue?

Students were able to select from 4 options (*In class demonstration*, *Hands-on workshop*, *On-line tutorial*, *Printed guide*,) on a 5 point priority scale.

Overall Results-

Responses to this question indicate that three of the four listed methods of learning about the library catalogue: *On-line tutorial* (40.6%), *In class demonstration* (38.8%), and *Hands-on workshop* (37.3%), were almost equally popular. *Printed guide* were a slightly less popular method of learning about the catalogue.

The availability of support for learning about the Library catalogue is seen as important, as low numbers of students listed the methods as low priority or not a priority.

It is evident that a variety of methods of teaching students to use the catalogue is required.

Table 14

Preferred Method	No. of Responses	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	458	40.6%	76.6%	22.7%
In class demonstration	464	38.8%	76.9%	22.4%
Hands-on workshop	458	37.3%	75.8%	22.4%
Printed guides	452	32.3%	66.4%	32.3%

This question also provided students with the opportunity to suggest other methods of learning about the Library catalogue in the open-ended 'other' category. The only responses to this were '*asking staff*' and '*convert the material to an easy language so it is easy to understand*'.

Breakdown by Study Level-

Undergraduate students ranked *In class demonstration* and *On-line tutorial* almost equally highly while the highest priority for postgraduates were *On-line tutorial* and *Hands-on workshop*. The combined high/medium preferences resulted in *On-line tutorial*, *Hands-on workshop* and *In-class demonstration* being almost equally popular for both undergraduates and postgraduates. (See Appendix 2, Tables 15 & 16, p.2.1)

Breakdown by Campus-

Students at Bundoora rated *On-line tutorial*, *In class demonstration* and *Hands-on workshop* almost equally (within 3%), in both the highest and high/medium priority categories. At Bendigo, students' highest priorities were *On-line tutorial* and *In class demonstration*, but the combined high/medium priority ranked *In class demonstration* clearly ahead of *On-line tutorial* and *Hands-on workshop*. At Albury/Wodonga, *In class demonstration* was the most popular option. *On-line tutorials* were not as popular at Albury/Wodonga as elsewhere, scoring only a 10% high priority rating. (See Appendix 2, Tables 17-19, p.2.1-2.2)

Breakdown by Faculty-

Students in the Faculty of Education ranked *On-line tutorial* clearly ahead of the other methods in the highest priority category, but in the high/medium category, *Hands-on workshop* and *On-line tutorial* were equally popular. Health Sciences selected *In-class demonstration*, with *Hands-on workshop* ranked close behind as the highest priority, but in the high/medium category, *Hands-on workshop*, *Printed guide* and *In-class demonstration* were very close. Humanities & Social Sciences nominated *Hands-on workshop* as highest priority while *In class demonstration* ranked a close second in the high/medium category with *Hands on workshop*. Law & Management preferred *In-class demonstration* in the highest priority category, while in high/medium this was ahead of

Hands-on workshop and *On-line tutorial*. Students in Science, Technology & Engineering clearly preferred *On-line tutorial* by over 19% from their next highest preference. (See Appendix 2, Tables 20-24, p.2.2-2.3)

Breakdown by Length of Stay-

Students studying for less than one year preferred *In class demonstration* as the highest priority by 6%, but in the high/medium category this ranked very closely with *Hands-on workshops* and *On-line tutorial*. Students studying for one year or more rated all four methods fairly evenly. (See Appendix 2, Tables 25 & 26, p.2.3)

QUESTION 2. b) Electronic databases and other internet resources are used to find newspaper and journal articles, statistics, etc. How would you prefer to learn about the electronic databases and internet resources?

Students were able to select from 4 options (*In class demonstration*, *Hands-on workshop*, *On-line tutorial*, *Printed guide*,) on a 5 point priority scale.

Overall Results-

Three of the four listed methods of learning about electronic databases and internet resources: *In class demonstration*, *On-line tutorial* and *Hands-on workshop*, were again equally popular. *Printed guide* was again less popular.

This trend is very similar to learning about the Library catalogue. Learning about electronic databases and internet resources is regarded as important, as small numbers of students listed these as low priority or not a priority.

It is evident that a variety of approaches are needed to teach students about electronic databases and the internet.

Table 27

Preferred Method	No. of Responses	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	464	46.1%	80.6%	18.1%
On-line tutorial	461	41.6%	77.7%	21.5%
Hands-on workshop	459	40.5%	81.7%	16.8%
Printed guides	449	30.7%	65.7%	32.9%

This question also provided students with the opportunity to suggest other methods of learning about the Library catalogue in the open-ended ‘other’ category. The only responses to this were ‘*from friends*’ and ‘*through the lecturers during lectures*’.

Breakdown by Study Level-

Undergraduates selected *In-class demonstration* as the highest priority, but this ranked almost evenly with *On-line tutorial* and *Hands-on workshop* in high/medium. Postgraduates rated *On-line tutorial*, *In class demonstration* and *Hands-on workshop* almost evenly in the highest priority, but in the combined high/medium category *Hands-on workshop* was the most popular. (See Appendix 2, Tables 28 & 29, p.2.3-2.4)

Breakdown by Campus-

Students at Bundoora ranked *In class demonstration*, *Hands-on workshop* and *On-line tutorial* almost evenly in both the highest and high/medium categories. At Bendigo,

students selected *In class demonstration* and *On-line tutorial* as the highest priority but *In class demonstration* was most popular with the combined high/medium category. At Albury-Wodonga, students chose *In class demonstration* as highest priority with a very clear preference for both this and *Hands-on workshop* in the high/medium category (scoring 100%). *On-line tutorial* was again not popular at Albury-Wodonga. (See Appendix 2, Tables 30-32, p.2.4)

Breakdown by Faculty-

Students in the Faculty of Education selected *On-line tutorial* as the highest priority, however in the high/medium category, *Hands-on workshop* was clearly preferred by 9% to *On-line tutorial*. Health Sciences selected *In class demonstration* in both categories. Humanities & Social Sciences ranked *Hands-on workshop* and *In class demonstration* almost evenly in the highest priority category, while these two, along with *On-line tutorial*, ranked evenly in the high/medium category. Law & Management students chose *In class demonstration* as highest priority and this ranked evenly with *Hands-on workshop* in high/medium. Science, Technology & Engineering students' preferred *On-line tutorial* and *In class demonstration* as the highest priority and these were joined by *Hands-on workshop* in high/medium. (See Appendix 2, Tables 33-37, p.2.4-2.5)

Breakdown by Length of Stay-

Students studying for less than one year selected *In class demonstration* as the highest priority, while *Hands-on workshop*, *On-line tutorial* and *In-class demonstration* ranked almost equally in high/medium. Students studying for one year or more ranked *In class demonstration*, *On-line tutorial* and *Hands-on workshop* almost equally in both categories. (See Appendix 2, Tables 38 & 39, p.2.5-2.6)

QUESTION 3. When do you prefer to learn about the Library?

Students were able to select from three time periods: 'Orientation Week' (week before classes), in Semester (during classes) 'Week 1-3', or in Semester 'Week 4+', for four current information literacy activities. The activities were listed in brief, but with descriptive detail to aid language understanding, e.g. 'How to use the Library Catalogue to locate books/readings in your subject guides'.

Overall Results-

This question was answered by approximately 98% of survey participants. Most students were interested in commencing and completing Library orientation and catalogue familiarisation from Orientation Week (pre semester) to Week 3. This level of resource and service information is akin to what is currently offered during the commencement of each academic semester via Library tours and catalogue workshops, including:

- learning how to use the Library catalogue to locate books/readings in your subject guides; and
- how to use the Library (where the service points are, photocopiers and printers, information about borrowing, etc.)

Finding journal and newspaper skills while also strong during Orientation were preferred between Weeks 1-3. Skills sessions beyond Week 3, while small in preferences, indicate that some students prefer a more gradual approach or the offering of continual support. This was particularly true of *How to find journal and newspaper articles*, which totalled 7.7% of Week 4+ responses. From these results one can generalise that students have a distinct preference to learn these basic research skills early to support their course requirements, work, and social commitments.

Table 40

Activity	Preferred time to learn	No. of responses	Responses
How to use the Library catalogue to locate books/readings in your subject guides	Orientation Week Week 1-3 Week 4+	475	59.2% 37.7 % 3.1 %
How to find journal and newspaper articles for assignments	Week 1-3 Orientation Week 4+	470	62.1% 30.2% 7.7%
Know where books and service points are located in the Library (photocopiers, printers, Information Desk, etc.)	Orientation Week Week 1-3 Week 4+	471	62.4% 34.8% 2.8%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	Orientation Week Week 1-3 Week 4	471	62.4% 34.4% 3.2%

Comments-

Students were also invited to make any comments on when and what they prefer to learn.

Eight comments were received, with four specifically identifying timing and the need to be flexible with learning offerings. Some of the comments indicate that learning about basic library/information seeking skills needs to be accessible or available over a period of time and not just in Orientation Week, as:

- Many students can arrive late into the country and miss Orientation Week.
- The Library is in competition with many other programs and newly arrived students are also coping with cultural adjustments. One cannot assume that they will attend or know of the learning programs on offer.
- Students' understanding of the English language varies considerably and this can impact upon learning progress.

Two responses highlighted the importance of knowing about CAVAL (co-operative borrowing system in Victoria), while the remaining two comments did not relate to the question.

Timing Comments-

- *“special session on all of the above for the students who have arrived late”*
- *“I find orientation week to be full of too much information and by the library tours I can't remember anything else!”*
- *“It was hard to fit it all in during orientation week. Plus its a long week anyways.”*
- *“Need more time to do”*

Other Comments-

- *“Know about CAVAL CARDS to borrow books from other libraries in case any book is unavailable [In semester (Week 1-3)]”*
- *“How to use CAVAL card to borrow books from other libraries”*
- *“Library conduct - It does not seem to be considered normal anymore that there are silent reading areas or that mobiles should not be used in the library”*

- “Prefer to be able to ask for help if not sure”

Breakdown by Study Level-

Both undergraduates and postgraduates supported the overall findings for this information to be offered during the first four weeks on campus (Orientation and Weeks 1-3). Postgraduates and undergraduates consistently rated the time periods in the same order, with *How to find journal and newspaper articles for assignments* rating as the most popular during weeks 1-3 (rating 61.4% for undergraduates and 63.3% for postgraduates) and all other options preferred by most during Orientation Week. (See Appendix 3, Tables 41 & 42, p.3.1)

Breakdown by Campus-

The campuses generally supported the overall findings for this information to be offered during the first four weeks on campus (Orientation and Weeks 1-3). Bendigo deviated slightly from the trend, with the preference to learn about the Library catalogue during weeks 1-3 (53.3%), rather than during Orientation Week (43.3%).

All campuses rated *Information about borrowing* and *Know where books and services are located* consistently by nearly two-thirds of their population. Percentages ranged from 62.5 at Bundoora to 66.7% at Albury Wodonga.

How to find journal articles rated the highest priority for Week 4+, attracting 7.5% at Bundoora, 10.3% at Bendigo and 11.1% at Albury Wodonga. (See Appendix 3, Tables 43-45, p.3.2)

Breakdown by Faculty-

The faculties generally supported the overall findings for this information to be offered during the first four weeks on campus (Orientation and Weeks 1-3). Orientation Week had the highest scores across all learning activities with the exception of *How to find journal and newspaper articles for assignments*.

All faculties, except Humanities & Social Sciences, were interested in some additional learning opportunities from Week 4. (See Appendix 3, Tables 46-50, p.3.3-3.4)

Breakdown by Length of Study-

The length of study at La Trobe supported the overall findings to offer information skills in the targeted areas during the first four weeks on campus (Orientation and Weeks 1-3). Length of study did not affect the pattern. (See Appendix 3, Tables 51 & 52, p.3.4-3.5)

QUESTION 4. a) Communicating with the Library - How would you like to be informed about your Library services and training programs?

This question gave an opportunity for students to select which method of communication they prefer when being informed of Library services and training programs by a 5 point priority scale. Most students answered this query with a mean score of 454 responses per five assigned communication modes (*Email, In a lecture, In person at a Library service desk, Web pages, University/student newsletters*).

Responses to this question showed a clear preference for using *Email* by 30% followed by a distant second for *Web pages*. *Email* scored 352 high priority responses and web pages scored 193 responses. One can surmise that the immediate nature of email and the internet places the information to the student at a point in time when they can control whether they wish to read that email or view that web page.

The remaining three options (*University/student newsletters*, *In a lecture*, and *In person at a Library service desk*) scored fairly evenly, while also attracting larger low/not a priority responses with a mean score of 36.6%. From this response it appears that students could have regarded newsletters as a printed source, rather than an online or emailed version.

In a lecture and *University/student newsletters* consistently rated low/not a priority across most variables. These methods also scored a higher rate of missing data.

Table 53

Preferred Method	Responses*	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	464	75.9%	91.4%	8.1%
Web pages	454	42.5%	77.3%	22.1%
In person (at a Library service desk)	455	29.5%	60%	37.6%
University/student newsletters	442	28.5%	63.6%	35.3%
In a lecture	457	24.7%	61.7%	37%

*Please note that missed data and 'Not sure' responses were not included in the totals.

This question also provided an opportunity for students to add any related comments, of which three responses were received. This included an endorsement of using email, a suggestion to have a training board, and SMS for Library reminders such as overdue notices and courtesy emails.

Comments-

- “Post it to the students address”
- “Regular posters advertising the programs on a 'training board'”
- “SMS for soon to be overdue books; some how I haven't been able to receive emails from the library, may due to Latrobe email filters or something. I can receive emails from the library staff but not from the library email.”

Breakdown by Study Level-

The preference for *Email* and *Web pages* continued as the preferred highest option for both undergraduate and postgraduate students to keep in touch with Library services and training programs. More postgraduates rated *Email* higher than undergraduates by 10%. This supports the profile of postgraduate students who have an increased interest and heightened need to keep up with research skills, management of their documents/references and knowledge of resources of interest to their major research paper.

Undergraduates had distinct opinions on the *In person (at a Library service desk)*, they either liked it or did not, with the highest number of low/not a priority rating (42.4%), while also attracting the third highest priority rating (28.1%). Postgraduates rated the *University/student newsletters* as their largest lowest priority. (See Appendix 4, Tables 54 & 55, p.4.1)

Breakdown by Campus-

Email and *Web pages* scored the highest preferences in line with the general pattern established. The third highest preference was *In person (at a Library service desk)*.

Bundoora Campus rated email approximately 10% higher than the regional campuses, while Bendigo differed to place *In person (at a Library service desk)* as the second highest priority ahead of *Web pages*. However, when high/medium responses were combined, *Web pages* were clearly ahead by over 29% at Bendigo. *In person (at a Library service desk)* was generally viewed in the top three at Bendigo and Bundoora, while Albury Wodonga rated it as a medium priority. (See Appendix 4, Tables 56-58, p.4.1-4.2)

Breakdown by Faculty-

All faculties consistently rated *Email* as their highest priority with a mean score of 76.7%. *Web pages*, while a distant second in preference (mean of 42%), scored particularly well in two faculties (Science, Technology & Engineering at 59.1% and Humanities & Social Sciences at 53.5%). Combined medium/high priority responses supported *Email*, followed by *Web pages*, with the exception of Humanities & Social Sciences.

In person (at a Library service desk) scored third with the number of high priority votes. However its combined high/medium response moved it to fourth/fifth place in Humanities & Social Sciences, Law & Management, and Science, Technology & Engineering. *University/student newsletters* were rated third highest by Science, Technology & Engineering, with 76.1% of the combined high/medium priority.

Education had decidedly clear low/not a priority responses to *University/student newsletters* (66.7%) and *In a lecture* (51.5%). It must be noted that Education had the smallest number of representation in the survey, with 33 respondents. (See Appendix 4, Tables 59-63, p.4.2-4.3)

Breakdown by Length of Study-

Approximately one-quarter of responses, or 113 of 448, related to duration of studies at La Trobe for less than one year. Both tables show a preference for *Email* and *Web pages*. *University/student newsletters* rated third highest for courses one year and above, while for less than 1 year *In person (at a Library service desk)* was preferred. Perhaps this is an indication that 'experienced Library users' may be more comfortable and receptive to receiving and managing Library information, as distinct from short stayers? (See Appendix 4, Tables 64 & 65, p.4.3)

QUESTION 4. b) If you have a question about Library services and facilities, how would you prefer to communicate these to us?

This question gave an opportunity for students to select which method of communication they prefer to use when they need to communicate with the Library by a 5 point priority scale of 4 assigned communication options (*Email*, *On-line query form*, *In person at a Library service desk*, *On-line chat with Library staff*). Most students responded to this question with a mean of 462 responses per 4 assigned communication modes.

Responses to this question indicate that students like a variety of communication methods, but there is a particular preference for *In person (at a Library service desk)*. This scored 303 highest priority responses.

After *In person (at a Library service desk)*, the online option of *Email* rated second, scoring 249 responses followed by the *On-line query form*, with 175 responses. *On-line chat* rated the most low/not a priority responses at 42.4%. This was consistent across all cross tabulated areas. All of the options were rated in the same order, no matter the campus, level, length of study, or faculty.

Table 66

	No. of Responses	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	468	64.7%	91.1%	9.2%
Email	467	53.3%	83.9%	15.4%
On-line query form	463	37.8%	73.2%	26.1%
On-line chat (with Library staff)	451	23.5%	56.1%	42.4%

Comments-

Students were also invited to make any comments or suggestions on their communication of questions. Six were received. Three comments endorsed the use of telephone at the point of need, two praised the service at the Library service desks, while one response could not be interpreted and was discarded.

- “By telephone”
- “Telephone - medium priority.”
- “Telephone if urgent query. e.g. if cannot access library services from outside campus.”
- “In person has been the best way to help me out with finding books or any other material.”
- “Library staff are very helpful and very friendly”

Breakdown by Level of Study-

In person (at a Library service desk) was viewed as the highest priority by both postgraduates and undergraduates, with a mean score of 64.7%. As a medium/high priority this rose to around 90%.

Communication by *Email* was preferred amongst postgraduates as a higher priority than undergraduates; this is also evidenced by the combined medium/high rating, which was very close to the top ranked preference. As a medium/high priority postgraduates rated *Email* at 87.9% and undergraduates at 79.8%.

On-line chat (with Library staff) was generally viewed as a medium to low priority. It also scored the highest level of low/not a priority.

On-line query form was valued higher by postgraduates, with a highest priority rating of 42.2% (and 33.5% of undergraduates). As a medium/high priority it scored a mean of 73% for the combined undergraduate and postgraduate vote. (See Appendix 4, Tables 67 & 68, p.4.4)

Breakdown by Campus-

The results indicate that student initiated queries is preferred to be conducted *In person (at a Library service desk)*, capturing a mean of 66.4% highest priority responses. There was a particularly high response at Bendigo (79.3%).

Email was the second most preferred option followed by the *On-line query form*. Bundoora had a particularly high response to *Email* scoring 10% above the other campuses. Combined high/medium totals confirmed the overall order established, with the exception of Albury Wodonga, who rated the *On-line query form* above *Email*.

Using *On-line chat (with Library staff)* scored the most low/not priorities with a mean score of 47.3%. Is this proof that chat is really used for social and peer reasons rather than to illicit help or information with a Librarian? (See Appendix 4, Tables 69-71, p.4.4-4.5)

Breakdown by Faculty-

In person (at a Library service desk) was viewed as the highest priority when asking students how they would like to communicate questions.

Email had the second highest priority across all faculties, with the exception of Science & Technology. Students in that faculty rated *Email* as their highest preference, closely followed by *In person (at a Library service desk)*.

On-line query form rated third, while *On-line chat (with Library staff)* rated a clear last. *On-line chat (with Library staff)* also consistently rated the most low/not a priority, with a mean score of 45%. (See Appendix 4, Tables 72-76, p.4.5-4.6)

Breakdown by Length of Study-

The results continued the preference for *In person (at a Library service desk)*, followed by email. There were no significant differences between short stayers and long stayers' responses. (See Appendix 4, Tables 77 & 78, p.4.6)

5.3 Analysis of Question 5.

QUESTION 5. Is there anything else you would like to know or learn about the Library?

There were 81 comments in response to this question, but it is unknown from how many individuals these comments came. Eight comments which were unclear, or which did not relate to the Library, were disregarded.

Students responded to this question in a variety of ways. Some nominated specific services or resources that they would like to know or learn about, others suggested new services, while some used the opportunity to provide general feedback (similar to the Rodski Library Surveys).

5.4 Summary of Comments

Services or resources the students wanted to learn about-

In summary:

- 5 wanted information on borrowing from other libraries (CAVAL, interlibrary loans etc)
- 5 requested further information about, or wider access to the wireless network
- 4 wished to learn more about the Reserve collections and associated borrowing rules and fines
- 4 wanted to learn more about finding journal articles, online and print
- 3 wanted to learn more about how to find books
- 3 requested information on study facilities such as booking study/discussion rooms
- 2 requested more information on fines

There were also a number of individual requests to learn about photocopying/printing costs, colour printing, ability to type in other languages (presumably using library computers), how to suggest book purchases, LibXplore, location of international

newspapers, learning about resources available for a specific subject area, requesting store items, how to get information if a library class is missed, what to do if the catalogue indicates a book is on shelf but cannot be located, EndNote, how to keep up to date with new items/services or changes in services.

Suggestions for new services-

These included services, which the Library doesn't currently offer, or which the student thought were not offered, or which may not be offered at all campuses. These suggestions were made only once:

- borrow course books for an entire semester
- send changes in opening hours to students rather than just posting them on the website
- place holds by email
- provide loans of laptops
- provide library maps
- provide computers with cd burners
- provide staplers

General Feedback-

As this does not relate directly to the survey, a summary is included in Appendix 5.

6. Conclusion

This study was conducted in order to review on shore international students' preferences for learning about Library services and facilities. The overall results indicate that the strategies and tools currently utilised by the Library to communicate with and market to these students is generally in accordance with the preferences of this cohort. The results suggest some new strategies that could be adopted and others that could be given less emphasis.

The 481 responses to the survey were demonstrated to be representative of the total population of international on shore students. Their feedback indicates that:

- Students have an overall preference to learn about library services and facilities on the web. Personal contact with Library staff and Library tours are also important.
- A variety of approaches to teaching students about the Library catalogue, electronic databases and internet resources is needed, including online tutorials, in-class demonstrations, and hands-on workshops.
- Most students favour learning about the catalogue, locations of collections, and the variety of services and facilities during Orientation Week, with some follow-up in Weeks 1-3. Some students noted that there is already an overload of information in Orientation Week. Given the preference to learn about the Library using the web and online tutorials, this allows flexibility to choose the time of learning.
- Most students prefer to learn about how to find journal/newspaper articles in Weeks 1-3, with a smaller number preferring Orientation Week.
- Students prefer to be informed about services and training programs using email and the web. The use of newsletters and lectures to communicate with them for this purpose was not popular.
- If students have a question they prefer to communicate with the Library at service desks and via email. Online chat was resoundingly rejected.

- Most of the open ended comments were on the topics of borrowing from other libraries, the wireless network, reserve, and finding journal articles.
- Information presented in print format, e.g. guides and self-guided tours, was less popular than information presented on the web, in person at desks/classes/tours, or via email.

7. Recommended Strategies

Based on the survey findings, the following strategies have been recommended. Please note that these include:

- verification of existing programs
- suggested new initiatives, and
- supportive/supplementary recommendations from the readings.

7.1 Timing

1. All campuses to continue in-person support of international student orientation programs (Welcome Festival) with basic library and information skills pre-semester. Basic skills include: *How to use the Library Catalogue; Know where books and service points are located; Information about borrowing.*
2. Continue to provide and advertise basic library skills sessions up to Week 3. Basic skills include: *How to use the Library Catalogue; Know where books and service points are located; Information about borrowing.*
3. Market and pilot broad discipline based *How to find journal and newspaper articles* training, subject to staff availability, any time from Weeks 1-3 and continuing into week 4+.
4. Continue development/review of self-guided web options to support flexible delivery and supplement in-person programs at other times.

Supplementary

5. From the readings, sessions should be kept to a minimum of core information to maximise understanding.
6. Scripts and statistics to be revised annually, particularly at Bundoora, to manage large student enrolments and class numbers in face-to-face training.

7.2 Maintaining and improving communication and promotion

1. Exploit the web further as a tool for learning, communication and marketing of Library services and facilities, such as:
 - Portal developments with personal customisation options.
 - Use of bulletin boards, RSS feeds to highlight Library programs and services on a rotational basis and at strategic times.
 - Creation of a Library 'Welcoming' page for international students. This could include recommended resources about Australia (this may require ordering new resources), glossary of Library jargon, where to get help, etc.

A broader option would be a student transition support web page catering for local and international students.

2. Continue support and provision of existing services.
 - In person contact options with Reference staff via training sessions, Library tours, etc.
 - Consistent, professional and accurate assistance at service points for student initiated queries. Implications for ongoing staff training, for example cultural awareness training should be offered on a continual basis, semi-regular meetings/reviews of service points (twice yearly) for quality control.
3. Get to know our students systematically.
 - Continue communication with important University administration units with direct responsibility or relevance to international students, including International Programs Office, Management Information Unit, and International Student Advisory Network.
 - Explore further opportunities to represent the Library in appropriate international student forums.
 - Gather profile information of upcoming international student enrolments, including total numbers, home countries, faculties and student level, and disseminate to appropriate Library staff.
4. Exploit and explore email communication further.
 - Use the informal *InterNews* email newsletter (and its equivalent at regional campuses) in a greater capacity to promote training initiatives and targeted Library information on each campus. Please note that this would need to be carefully managed so as not to over-use. Information should be passed or initiated via a central person, such as the International Students contact person in each campus Library.
 - The Library to investigate their own email student service for all international students or voluntary sign up for email notifications tailored to this group. Again, please note that this would need to be carefully managed so as not to over-use. Information should be passed or initiated via a central person, such as the International Students contact person in each campus Library.
 - Investigate potential of student initiated email options when communicating with the Library.
5. Recognise and place staff energies into further development of communication methods regarded highly by student groups.
 - Develop web pages, personal contact opportunities and Library tours for Library service and facilities information, rather than developing printed guides (unless they already exist) or self-guided tours. This excludes database guides.
 - Continue to provide a variety of learning options when dealing with catalogue and database/internet instruction, including higher level promotion of *Library Skills Online* on appropriate web pages, tours, etc., and offerings of demonstrations and hands-on workshops, rather than

developing printed guides (unless specific to or in support of a training session).

- No further development or utilisation of staff resources for communication options of little interest to client groups, including: on-line chat and printed Library newsletters. However, continue to use appropriate University newsletters that are widely circulated.

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9. Appendices

Appendix 1

QUESTION 1. Learning about what the Library has to offer you.

How would you prefer to learn about the library's services and facilities (printers, photocopiers, borrowing, etc.)

Breakdown by study level-

Table 2

Under graduates	Highest priority	High/medium priority	Low/not a priority
Library web pages	48.1%	83.4%	16.1%
Personal contact with library staff	39.2 %	77.2%	22%
Library tour	34.3%	77.9%	21.2%
Printed guide	22.8%	64.6%	34.5%
Self guided tour	17.7%	53.6%	40.3%

Table 3

Post graduates	Highest priority	High/medium priority	Low/not a priority
Library web pages	50.9%	86.3%	13.7%
Personal contact with library staff	46.3%	81.7%	17%
Library Tour	43.8%	76.5%	22.6%
Printed guide	27.4%	65.5%	32.8%
Self guided tour	20.3%	57.2%	36.5%

Breakdown by campus-

Table 4

Bundoora	Highest priority	High/medium priority	Low/ not a priority
Web pages	49.6%	84.4%	15.6%
Personal contact with library staff	42.6%	79.1%	19.7%
Library Tour	38.5%	76.1%	22.9%
Printed guide	24.9%	65.8%	33%
Self guided tour	19.2%	55.9%	38.3%

Table 5

Bendigo	Highest priority	High/medium priority	Low/ not a priority
Personal contact with library staff	44.8%	79.3%	20.6%
Web pages	42.9%	92.9%	3.6%
Library tour	39.3%	89.3%	10.7%
Printed guide	26.6%	55.5%	44.4%
Self guided tour	19.2%	46.1%	42.3%

Table 6

Albury-Wodonga	Highest priority	High/medium priority	Low/ not a priority
Library Tour	50%	90%	10%
Personal contact with library staff	44.4%	88.8%	11.1%
Web Pages	33.3%	77.7%	11.1%
Printed guide	33.3%	66.7%	22.2%
Self guided	11.1%	66.7%	22.2%

Breakdown by faculty-

Table 7

Education	Highest priority	High/Medium priority	Low/not a priority
Personal contact with library staff	46.9%	81.3%	18.7%
Web pages	43.8%	90.7%	9.4%
Self guided	29.6%	51.8%	48.1%
Printed guide	29%	45.1%	54.9%
Library Tour	25.8%	64.5%	35.5%

Table 8

Health Sciences	Highest priority	High/medium priority	Low/not a priority
Personal contact with library staff	51.3%	82.9%	17.1%
Web pages	48%	88%	12%
Library tour	46.2%	74.4%	25.7%
Printed guide	29.7%	72.4%	25.7%
Self guided tour	19.2%	68.5%	30.2%

Table 9

Humanities	Highest priority	High/medium priority	Low/not a priority
Web pages	51.5%	86.7%	13.3%
Personal contact with library staff	43.5%	87%	13%
Library Tour	38.6%	81.8%	18.2%
Printed guide	25%	56.8%	43.2%
Self guided tour	13.3%	44.4%	48.9%

Table 10

Law & Management	Highest priority	High/medium priority	Low/not a priority
Web pages	49.2%	81.8%	17.6%
Personal contact with library staff	43.9%	78.6%	18.9%
Library Tour	40.9%	81.8%	16.6%
Printed guide	24.5 %	66.2%	32.3%
Self guided tour	19.7%	55.9%	37.2%

Table 11

Science & Technology	Highest priority	High/medium priority	Low/not a priority
Web pages	50.9%	85.4%	14.6%
Library Tour	35.3%	75%	24.2%
Personal contact with library staff	34.5%	75%	24.5%
Printed guide	21.3%	65.7%	20.7%
Self guided tour	18.3%	52.5%	38.2%

Length of Stay-

Table 12

Less than 1 year	Highest priority	High/medium priority	Low/not a priority
Library Tour	46.2%	77.8%	21.4%
Web pages	44.9%	84.7%	1.6%
Personal contact with library staff	41%	77.8%	21.4%
Printed guide	23.1%	60.7%	37.6%
Self guided tour	19.6%	50.9%	40.2%

Table 13

More than 1 year	Highest priority	High/medium priority	Low/not a priority
Web pages	50.7%	85.1%	14.9%
Personal contact with library staff	43.8%	81.2%	18.6%
Library Tour	36.5%	77.1%	22.2%
Printed guide	26.4%	66.6%	32.2%
Self guided tour	18.8%	57.2%	37.5%

Appendix 2

QUESTION 2. a) The Library Catalogue is used to find printed and electronic books, journals and audiovisual materials and is available on the web 24 hours a day, 7 days a week. How would you prefer to learn about the Library's catalogue?

Breakdown by Study Level-

Table 15 - Undergraduates

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	39.7%	74.7%	24.8%
On-line tutorial	37.1%	75.5%	23.7%
Hands-on workshop	31.8%	72.1%	26.2%
Printed guides	28.7%	68.3%	30.4%

Table 16 - Postgraduates

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	44.3%	77.3%	22.2%
Hands-on workshop	43.6%	79.5%	18.7%
In class demonstration	38.2%	78.6%	20.4%
Printed guides	35.5%	64.1%	34.6%

Breakdown by Campus-

Table 17 - Bundoora

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	41.2%	77.1%	22.2%
In class demonstration	38.4%	75.6%	23.6%
Hands-on workshop	38.1%	75.4%	22.9%
Printed guides	32.8%	66.8%	31.8%

Table 18 - Bendigo

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	40.7%	74.0%	25.9%
In class demonstration	36.7%	83.4%	16.6%
Hands-on workshop	28.6%	75.0%	21.4%
Printed guides	25.9%	59.2%	40.7%

Table 19 - Albury/Wodonga

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	55.6%	100.0%	0.0%
Hands-on workshop	33.3%	88.9%	11.1%
Printed guides	20.0%	70.0%	30.0%
On-line tutorial	10.0%	50.0%	50.0%

Breakdown by Faculty-**Table 20 - Education**

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	56.3%	81.3%	18.8%
Hands-on workshop	40.6%	84.4%	15.6%
Printed guides	35.5%	54.9%	45.2%
In class demonstration	24.2%	69.7%	30.4%

Table 21 - Health Sciences

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	44.0%	70.7%	28.0%
Hands-on workshop	39.7%	76.5%	23.5%
Printed guides	30.4%	71.0%	29.0%
On-line tutorial	30.0%	62.9%	37.2%

Table 22 - Humanities & Social Sciences

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
Hands-on workshop	47.8%	76.1%	23.9%
In class demonstration	33.3%	75.5%	24.4%
On-line tutorial	31.1%	68.9%	31.1%
Printed guides	27.3%	59.1%	38.6%

Table 23 - Law & Management

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	46.1%	80.7%	18.3%
Hands-on workshop	38.2%	76.9%	19.4%
On-line tutorial	38.0%	76.5%	21.9%
Printed guides	34.6%	66.5%	30.8%

Table 24 - Science Technology & Engineering

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	50.9%	86.9%	13.2%
Printed guides	31.3%	69.6%	30.4%
Hands-on workshop	31.0%	71.5%	27.5%
In class demonstration	29.6%	77.4%	22.6%

Breakdown by length of stay-**Table 25 - Less than one year**

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	43.6%	79.5%	19.6%
On-line tutorial	37.8%	72.9%	25.2%
Hands-on workshop	32.7%	75.2%	22.1%
Printed guides	21.4%	60.7%	37.6%

Table 26 - Greater than or equal to one year

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	41.8%	77.8%	21.9%
Hands-on workshop	38.8%	75.9%	22.6%
In class demonstration	36.8%	75.7%	23.7%
Printed guides	36.1%	68.3%	30.5%

QUESTION 2. b) Electronic Databases and other internet resources are used to find newspaper and journal articles, statistics, etc. How would you prefer to learn about the electronic databases and internet resources?

Breakdown by Study Level-**Table 28 - Undergraduates**

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	45.6%	81.0%	17.8%
On-line tutorial	36.5%	78.1%	21.1%
Hands-on workshop	35.9%	77.4%	21.3%
Printed guides	30.4%	69.2%	29.0%

Table 29 - Postgraduates

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	46.6%	76.6%	22.4%
In class demonstration	46.4%	79.7%	18.9%
Hands-on workshop	45.5%	86.4%	12.3%
Printed guides	30.4%	61.3%	37.8%

Breakdown by campus-**Table 30 - Bundoora**

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	46.2%	79.5%	19.4%
Hands-on workshop	41.7%	81.3%	17.5%
On-line tutorial	41.4%	78.0%	21.1%
Printed guides	30.6%	65.2%	33.3%

Table 31 - Bendigo

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	48.4%	87.1%	9.7%
On-line tutorial	44.4%	74.0%	25.9%
Printed guides	26.9%	65.4%	34.6%
Hands-on workshop	22.2%	81.5%	14.8%

Table 32 - Albury/Wodonga

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	44.4%	100.0%	0.0%
Hands-on workshop	33.3%	100.0%	0.0%
Printed guides	33.3%	77.7%	22.2%
On-line tutorial	20.0%	60.0%	40.0%

Breakdown by faculty-**Table 33 - Education**

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	53.1%	78.1%	21.9%
Hands-on workshop	41.9%	87.1%	12.9%
Printed guides	38.7%	51.6%	48.4%
In class demonstration	30.3%	66.7%	33.3%

Table 34 - Health Sciences

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	54.9%	83.1%	14.1%
Hands-on workshop	48.5%	77.9%	20.6%
On-line tutorial	34.3%	72.9%	27.1%
Printed guides	33.3%	73.9%	24.6%

Table 35 - Humanities & Social Sciences

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
Hands-on workshop	46.7%	82.3%	17.8%
In class demonstration	42.6%	85.2%	14.9%
Printed guides	34.1%	61.4%	38.6%
On-line tutorial	29.5%	84.0%	15.9%

Table 36 - Law & Management

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	51.6%	83.9%	14.1%
On-line tutorial	43.3%	76.8%	21.2%
Hands-on workshop	41.5%	83.5%	14.0%
Printed guides	30.6%	68.2%	29.0%

Table 37 - Science Technology & Engineering

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
On-line tutorial	43.1%	78.4%	21.6%
In class demonstration	38.8%	76.7%	23.3%
Hands-on workshop	32.5%	80.4%	19.6%
Printed guides	26.3%	61.4%	38.6%

Breakdown by length of stay-**Table 38 - Less than one year**

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	46.5%	78.1%	19.3%
On-line tutorial	39.3%	78.6%	18.8%
Hands-on workshop	34.8%	83.0%	13.4%
Printed guides	25.9%	62.5%	34.0%

Table 39 - Greater than or equal to one year

Preferred Method	Highest Priority	High/Medium Priority	Low/Not Priority
In class demonstration	45.8%	81.2%	17.9%
On-line tutorial	42.4%	77.0%	22.7%
Hands-on workshop	42.1%	81.3%	18.1%
Printed guides	32.5%	66.2%	33.1%

Appendix 3

QUESTION 3. When do you prefer to learn about the library?

Breakdown by Study Level-

Table 41 - Undergraduates

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	56.4%	39.8%	3.7%
How to find journal and newspaper articles for assignments	28.7%	63.3%	8%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	68.2%	29.7%	2.1%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	66.4%	31.5%	2.1%

Table 42 - Postgraduates

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	62%	35.8%	2.2 %
How to find journal and newspaper articles for assignments	31.6%	61.4%	7%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	56.8%	40.1%	3.1%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	58.8%	37.3%	3.9%

Breakdown by Campus-

Table 43 - Bundoora

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	60.4%	36.6%	3%
How to find journal and newspaper articles for assignments	29.6%	62.9%	7.5%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	62.5%	34.9%	2.6%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	62.7%	34.3%	3.1%

Table 44 - Bendigo

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	43.3%	53.3%	3.3%
How to find journal and newspaper articles for assignments	31%	58.6%	10.3%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	65.5%	31%	3.4%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	63.3%	30%	6.7%

Table 45 - Albury Wodonga

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	50%	40%	10%
How to find journal and newspaper articles for assignments	44.4%	44.4%	11.1%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	66.7%	22.2 %	11.1%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	66.7%	33.3%	0%

Breakdown by faculty-

Table 46 - Education

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	48.5%	51.5%	0%
How to find journal and newspaper articles for assignments	33.3%	57.6%	9.1%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	60.6%	39.4%	0%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	60.6%	36.4	3%

Table 47 - Health Sciences

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	54.7%	42.7%	2.7%
How to find journal and newspaper articles for assignments	29.7%	62.2%	8.1%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	64%	34.7%	1.3%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	60.8%	36.5%	2.7%

Table 48 - Humanities/Social Sciences

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	58.7%	41.3%	0%
How to find journal and newspaper articles for assignments	28.3%	69.6%	2.2%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	73.9%	26.1%	0%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	69.6%	30.4%	0%

Table 49 - Law & Management

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	65 %	32 %	3%
How to find journal and newspaper articles for assignments	33.7%	57.7%	8.7%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	61.7%	35.2%	3.1%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	64%	33%	3%

Table 50 - Science/Technology

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	54.6%	39.5%	5.9%
How to find journal and newspaper articles for assignments	22.4%	69.8%	7.8%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	58.6%	36.2%	5.2%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	58.6%	36.2%	5.2%

Breakdown by length of study-**Table 51 - Under 1 year**

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	55.1%	44.1%	.8%
How to find journal and newspaper articles for assignments	28.7%	63.3%	8%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	68.2%	29.7%	2.1%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	66.4%	31.5%	2.1%

Table 52 - 1 year and over

Activity	Orientation Week	Week 1-3	Week 4+
How to use the Library Catalogue to locate books/readings in your subject guides	60.2%	35.8%	2.2 %
How to find journal and newspaper articles for assignments	31.6%	61.4%	7%
Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	56.8%	40.1%	3.1%
Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	58.8%	37.3%	3.9%

Appendix 4

QUESTION 4.a) Communicating with the Library - How would you like to be informed about your Library services and training programs?

Breakdown by Study Level-

Table 54 - Undergraduate

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	70.9%	89.3%	10.2%
Web pages	40.5%	78%	20.7%
In person (at a Library service desk)	28.1%	56.7%	42.4%
University/student newsletter	27.8%	67.4%	30.8%
In a lecture	21.9%	60.7%	39.2%

Table 55 - Postgraduate

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	80.9%	93.3%	6.7%
Web pages	42.3%	76%	24%
In person (at a library service desk)	30.6%	62.6%	33.3%
University/student newsletter	28.1%	58.6%	40.9%
In a lecture	27.4%	62.7%	34.5%

Breakdown by Campus-

Table 56 - Bundoora

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	76.8%	92.2%	7.6%
Web pages	42.4%	78%	21.6%
In person (at a Library service desk)	29.5%	60.4%	37.2%
Newsletter	28.6%	63.7%	35.3%
Lecture	23.8%	61.2%	37.6%

Table 57 - Bendigo

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	64.3%	82.2%	17.9%
In person (at a Library service desk)	34.6%	40%	46.2%
In a lecture	31%	72.4%	24.1%
Web pages	30.8%	69.3%	26.9%
University/Student newsletter	28%	60%	36%

Table 58 - Albury Wodonga

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	66.7%	77.8%	22.2%
Web pages	55.6%	55.6%	44.4%
In a lecture	40%	50%	50%
University/student newsletter	11.1%	55.5%	44.4%
In person (at a Library service desk)	0%	55.6%	44.4%

Breakdown by Faculty-**Table 59 - Education**

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	81.3%	87.6%	12.5%
Web pages	29 %	64.5%	35.5%
In person (at a Library service desk)	23.3	53.3%	46.7%
In a lecture	21.2%	48.5%	51.5%
University/student newsletter	20%	33.3%	66.7%

Table 60 - Health

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	77.8%	90.3%	8.4%
Web pages	34.8%	68.1%	30.4%
In person (at a Library service desk)	24.7%	65.8%	32.9%
University/student newsletter	20.9%	52.2%	44.8%
In a lecture	20%	54.3%	45.7%

Table 61 - Humanities / Social Science

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	73.3%	81.3%	9.9%
Web pages	53.5%	88.4%	11.6%
In person (at a Library service desk)	39.5%	65.1%	32.6%
University/student newsletter	33.3%	69%	30.9%
In a lecture	20.5%	61.4%	38.5%

Table 62 - Law and Management

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	75.1%	92.7%	7.2%
Web pages	34%	73.8%	25.1%
In person (at a Library service desk)	30.2%	59.8%	37.1%
In a lecture	29.6%	71.4%	25.9%
University/student newsletter	26.5%	63.3%	35.7%

Table 63 - Science, Technology & Engineering

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	76.1%	92.3%	7.7%
Web pages	59.1%	86.9%	13.1%
University/student newsletter	35.4%	76.1%	23%
In person (at a Library service desk)	28.7%	55.7%	41.7%
In a lecture	23.3%	55.2%	44%

Breakdown by Length of Study-**Table 64 - Less than 1 year**

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	75.9%	85.9%	15.5%
Web pages	40.5%	79.2%	18.9%
In person (at a Library service desk)	34.8%	68.7%	26.9%
University/student newsletter	24.3%	58.9%	40.2%
In a lecture	32.7%	66.3%	31.8%

Table 65 - One year and above

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	75.5%	93.6%	6.2%
Web pages	42.9%	76.9%	22.8%
University/student newsletter	29.7%	65.2%	33.6%
In person (at a Library service desk)	27.8%	57.1%	41.2%
In a lecture	22.4%	60.2%	38.7%

QUESTION 4.b) If you have a question about Library services and facilities, how would you prefer to communicate these to us?

Breakdown by Level of Study-

Table 67 - Undergraduate

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	64.3%	90.4%	9.2%
Email	46.2%	79.8%	19.3%
On-line query form	33.5%	70.8%	28.8%
On-line chat (with Library staff)	22.6%	53.5%	45.2%

Table 68 - Postgraduate

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	65.2%	90.2%	8.9%
Email	60.7%	87.9%	11.6%
On-line query form	42.2%	75.1%	24%
On-line chat (with Library staff)	23.6%	57.9%	40.3%

Breakdown by Campus-

Table 69 - Bundoora

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	64.2%	90.1%	9.2%
Email	54%	83.4%	21.8%
On-line query form	38.8%	72.1%	27.1%
On-line chat (with Library staff)	23.4%	55.4%	43.2%

Table 70 - Bendigo

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	79.3%	93.1%	6.8%
Email	43.3%	83.3%	16.7%
On-line query form	28.6%	82.2%	17.9%
On-line chat (with Library staff)	19.2%	44.4%	55.6%

Table 71 - Albury Wodonga

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	40%	100%	0%
In person (at a Library service desk)	55.6%	88.9%	11.1%
On-line query form	66.7%	77.8%	22%
On-line chat (with Library staff)	23.1%	55.5%	43%

Breakdown by Faculty-**Table 72 - Education**

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	72.7%	100%	0%
Email	58.1%	87.1%	12.9%
On-line query form	31.3%	62.6%	37.5%
On-line chat (with Library staff)	19.4%	45.2%	54.9%

Table 73 - Health

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	74%	93.2%	6.9%
Email	41.9%	86.5%	13.6%
On-line query form	35.6%	67.1%	32.6%
On-line chat (with Library staff)	21.7%	52.1%	46.4%

Table 74 - Humanities / Social Science

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	80.4%	93.4%	6.5%
Email	54.3%	82.6%	17.4%
On-line query form	34.1%	63.6%	36.4%
On-line chat (with Library staff)	22.7%	54.5%	43.2%

Table 75 - Law and Management

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	61.3%	89.1%	9.8%
Email	52.8%	80.8%	18.1%
On-line query form	38.3%	75.1%	24.3%
On-line chat (with Library staff)	24.7%	56.3%	41.6%

Table 76 - Science & Technology

	Highest Priority	High/Medium Priority	Low/Not a Priority
Email	59.3%	87.3%	15.4%
In person (at a Library service desk)	55.6%	85.5%	13.7%
On-line query form	42.2%	81%	17.2%
On-line chat (with Library staff)	22.3%	59.8%	39.3%

Breakdown by Length of Study-**Table 77 - Under 1 year**

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	70.3%	94%	5%
Email	54.2%	89.8%	10.2%
On-line query form	38.1%	77.1%	22%
On-line chat (with Library staff)	25.4%	57.9%	39.4%

Table 78 - 1 year plus

	Highest Priority	High/Medium Priority	Low/Not a Priority
In person (at a Library service desk)	63.2%	88.7%	10.7%
Email	52.6%	81.7%	17.5%
On-line query form	37.4%	71.5%	28%
On-line chat (with Library staff)	22.6%	54.8%	44%

Appendix 5

QUESTION 5. Is there anything else you would like to know or learn about the library?

General Feedback-

This included:

- 8 students praised the library or helpful staff, and 1 critical of staff,
- 3 students commented about the difficulties of using the AV collections
- 2 students requested longer opening hours
- 2 students wanted employment in the library

Individual requests were made for more computers, more books either generally or in specific subject areas (technical, software engineering, programming languages), using recycled paper in photocopiers, and a complaint about the air conditioning.

Appendix 6



Survey of Library Services to International Students

The Library aims to provide a comfortable and safe learning environment for all students at La Trobe University. It contains a wide range of reference books, journals and audiovisual materials that you can access or borrow. In addition there are many facilities in the Library available for your use. These include computer workstations, photocopiers, printers, study areas and information service desks.

Please help the Library find out how best to familiarise you with these services. Your answers to this short survey will help us review and improve our services to all International Students.

Enter the optional weekly prize draw to be in the running for Coles Myer gift vouchers. See page 4 for entry details.

Thank you for your participation in this survey.

Section A: Library Services

1. Learning about what the Library has to offer you

How would you prefer to learn about the Library's services and facilities (printers, photocopiers, borrowing, etc.)

Circle one number per row.

	Highest Priority	Medium Priority	Low Priority	Not a Priority	Not sure
Library Tour/Class	1	2	3	4	5
Library web pages	1	2	3	4	5
Personal contact with Library staff	1	2	3	4	5
Printed guide	1	2	3	4	5
Self guided tour	1	2	3	4	5
Other (please describe)					

2. Learning how to find information

- a) The Library Catalogue is used to find printed and electronic books, journals and audiovisual materials and is available on the web 24 hours a day, 7 days per week. How would you prefer to learn about the Library's catalogue?

Circle one number per row

	Highest Priority	Medium Priority	Low Priority	Not a Priority	Not sure
In class demonstration	1	2	3	4	5
Hands-on workshop	1	2	3	4	5
On-line tutorial	1	2	3	4	5
Printed guide	1	2	3	4	5
Other (please describe)					

b) Electronic Databases and other internet resources are used to find newspaper and journal articles, statistics, etc. How would you prefer to learn about the electronic databases and internet resources?

Circle one number per row

	Highest Priority	Medium Priority	Low Priority	Not a Priority	Not sure
In class demonstration	1	2	3	4	5
Hands-on workshop	1	2	3	4	5
On-line tutorial	1	2	3	4	5
Printed guide	1	2	3	4	5
Other (please describe)					

3. When do you prefer to learn about the Library?

Please tick one option either Orientation Week (week before classes) or In Semester (during classes)

	Orientation Week	In Semester (Week 1-3)	In Semester (Week 4+)
▪ How to use the Library Catalogue to locate books/readings in your subject guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ How to find journal and newspaper articles for assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Know where books and service points are located in the library (photocopiers, printers, Information Desk, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Information about borrowing (including: how to borrow, how many items, length of borrowing period, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Other (please describe):			

4. Communicating with the Library

a) How would you like to be informed about your Library services and training programs?

Circle one number per row

	Highest Priority	Medium Priority	Low Priority	Not a Priority	Not sure
Email	1	2	3	4	5
In a lecture	1	2	3	4	5
In person (at a Library service desk)	1	2	3	4	5
Web pages	1	2	3	4	5
University/student newsletters	1	2	3	4	5
Other (please describe)					

b) If you have a question about Library services and facilities, how would you prefer to communicate these to us?

Circle one number per row

	Highest Priority	Medium Priority	Low Priority	Not a Priority	Not sure
Email	1	2	3	4	5
On-line query form	1	2	3	4	5
In person (at a Library service desk)	1	2	3	4	5
On-line chat (with Library staff)	1	2	3	4	5
Other (please describe)					

5. Is there anything else you would like to know or learn about the Library?
(please describe)

We would like to know a little bit more about you. Please answer the following questions:

Section B: Your Background

1. What is your home country? _____

2. Circle your study level:

1: Undergraduate

2: Postgraduate

3: Other (including Foundation Studies/Language Centre)

3. Circle your campus:

- 1: Bundoora 2: Bendigo 3: Albury-Wodonga

4. In which Faculty are you studying?

Circle the faculty you are studying in:

- 1 Faculty of Education
- 2 Faculty of Health Sciences
- 3 Faculty of Humanities & Social Sciences
- 4 Faculty of Law and Management
- 5 Faculty of Science, Technology & Engineering
- 6 Not sure.

Please describe your major field of study: _____
(examples: Marketing, Zoology, Nursing, History)

5. How long do you plan to study at La Trobe University?

Circle one of the following:

- 1 6 months (1 semester or less)
- 2 7 months to 1 year (2 semesters)
- 3 1 to 2 years
- 4 2 years or more

Please return this survey by August 20 2006, using the return boxes at the Library's Information or Inquiry Desk.

Optional: If you would like to be in the weekly draw for one of the prizes include your contact details below. Your details will only be used for the purpose of randomly selected weekly prize draws. Winners will be notified by email. Once the prize draw has been completed your contact details will be securely destroyed. Survey responses will be treated with the strictest confidentiality.

Name: _____

Student Number: _____

Contact email: _____