
LIBRARY INTERNATIONAL PROJECT 2007-08

REPORT

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Attachments

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1 INTRODUCTION

The Library and International project was funded by the Swinburne library and began in August 2007, concluding in February 2008. It was carried out by a seconded senior member of staff, Fiona O'Donnell, to examine the Swinburne Library's services to international and transnational students. The principal goal was to assess our services and their appropriateness, and provide a basis for improving them where we could. The project manager worked with library staff, other Swinburne departments, faculties and schools, and international students and their representative organisations.

The project had the following objectives:

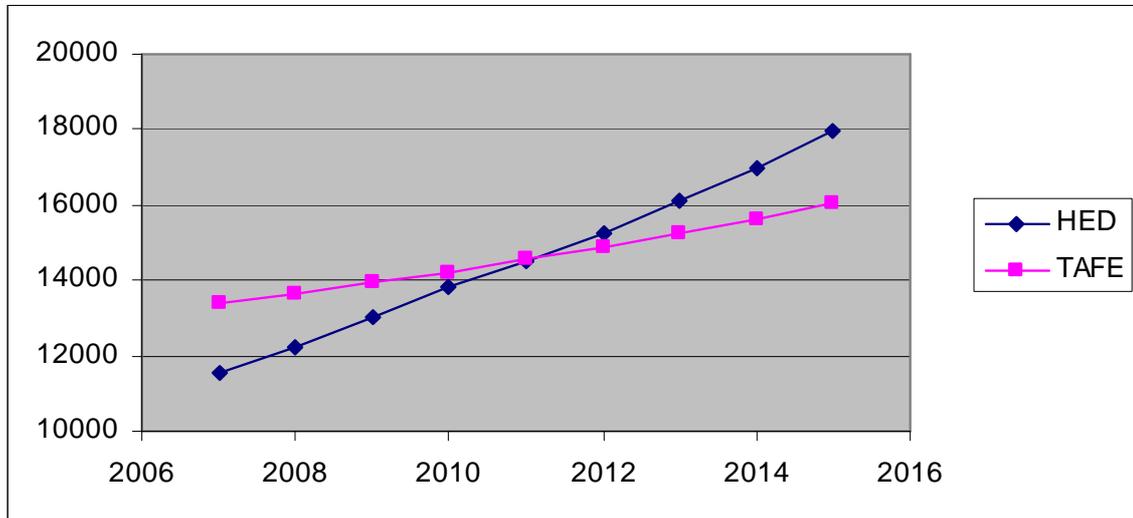
- An improved understanding of the needs and demands of international students by library staff
- An international dimension to library planning and outputs at all levels
- Improved library services to international students both within Australia and overseas
- A positive response by international students to Swinburne's library services
- Development of effective working relationships between the library and other relevant staff

The Swinburne University of Technology Statement of Direction 2015 states as one of its aims the importance of being international in outlook. This encompasses the idea that local students have the opportunity to study overseas as part of their Swinburne qualification, the continuation and expansion of Swinburne courses at the Sarawak campus, as well as partner overseas institutions in transnational programs, and welcome international students to the five Swinburne campuses in Melbourne. In all of these facets of internationalisation the library has a role to play.

International students are a large and rapidly growing proportion of the Swinburne student body, and an essential element in its planning. In 2007, total international commencements increased by 35.2% over 2006. International commencements increased in Higher Education (24.2%), TAFE (84.9%), and Education Abroad (18.9%).

This means that by 2008 Swinburne had increased its student numbers to 13,369 TAFE EFT and 12,731 HED EFT, as well as 1875 FTE staff.

The current rate of growth is planned to continue, as the chart below shows.



2 HOW THE PROJECT WAS CONDUCTED

The work of the project included these elements.

- Participation in a pre-AUQA self-review project which looked at the non-academic international student experience. The library contribution to the project and to a parallel project on the Professional Learning Model is Attachment 3.
- A project (the Student Consultation Project) to conduct a series of interviews with international and domestic students, carried out by an external consultant, with the purpose of gaining an in depth view of the experiences and attitudes of international students in particular. The project report is Attachment 5.
- An action plan which arose from the Student Consultation Project and was developed by the Project Manager in consultation with the library management group. This is Attachment 6.
- A literature survey and analysis of the impact of library facilities on student recruitment (Attachment 4).
- Analysis of the role of the library in supporting transnational education, and the Sarawak campus (Attachment 2).

3 MAIN OUTCOMES AND CONCLUSIONS

The project achieved the following outcomes.

- Completed qualitative interviews with our international and local students, identified improvements to resources and services, and mapped an action plan for implementation of these improvements
- We provided input to the AUQA process
- We opened channels of communication with Swinburne academic staff involved in transnational programs and raised awareness of the CAUL code of practice for library services.
- The project has also resulted in increased knowledge and communication with other stakeholders and in particular Swinburne International, Swinburne College, Language and Academic Skills, and SSAA. These positive lines of communication will continue into 2008, for example, it is planned to run a Living Library with an international theme.
- Surveys and research conducted by other institutions into the relationship between international students and libraries has provided some measure of benchmarking. And, as well, a selective literature review has also been conducted.

Some of the conclusions which arise from the various aspects of the project, including consultations with Swinburne staff and students, are these

1 Student concerns

The concerns of international students are overwhelmingly the same concerns as any students using the library. Such matters as access to computers and facilities for using laptops, systems for rationing availability of scarce resources, provision of more equipment, and opening hours, dominate student responses. Pressure of space and facilities was a recurring theme, and crowding and the difficulty of accessing a computer were the most common comments. The Action Plan developed as a result of the study (Attachment 6) mainly addresses these concerns.

2 How are international students different?

If international students differ in their needs and preferences in any striking way, it is in their higher dependence on the library, "a home away from home"; and in their initial lack of familiarity with the resources – a need for orientation on arrival, and for training in use of resources.

All students want to succeed in their studies. International students have even greater expectations and motivations. They travel from family and friends, at considerable expense, in order to improve their future prospects. Language difficulties, homesickness, and cultural differences combined with anxiety about their studies may mean that students may also suffer "library anxiety". The literature suggests that those "more susceptible to it tend to be male, young, international students (especially those whose native language is different from that used by the library) and in their first year as a student." (Carlile, p.135) Library customer service staff must demonstrate tactful, understanding and patient behaviours which will provide a service that is sympathetic and welcoming to all students.

3 Increase in numbers

A major element in the international student experience at Swinburne will be the effects of the planned doubling of their numbers from 2008-2015. If facilities remain constant and space does not change, will have a negative impact on the student experience. The University's 2015 plan shows a steady increase in both numbers of international students and their proportion of the total student load by 2015.

4 Space to hang out

When students are on campus but not taking part in lectures or other timetabled activities, they require a space to do other things. Apart from eating – catered for in other ways - these things are varied. They include accessing the Swinburne network, meeting with collaborative work groups, writing essays and completing assignments, reading, accessing online information resources, and more. The main place in which these things happen is the library, especially since most open access computers were moved into the library at Hawthorn in Semester 1, 2007, to match the situation at other campuses. Increasingly these activities involve a computer. Both the space and the computer are extremely important to students.

5 Specialised international liaison

A clear benefit of the program was that a library staff member was dedicated to international students for six months. This had a lot of benefits. Should the library continue to assign specific people to liaison with international students and relevant staff (such as Swinburne College)? The library will consider this issue in the context of the 2009 budget; some other universities do this, and the project involved consultation with an international liaison librarian from the University of Ballarat. Attachment 7 includes some consideration of this issue.

6 Value placed on the library

We know that international students place a high value on the library. For all students the facilities most heavily used and valued are the library, and access to either open access computers or facilities to use their own computers – also located in the library.

7 Recreational use

There is no doubt that the library, along with other Swinburne facilities, is used for recreational purposes by students and researchers. In fact it is difficult to distinguish between recreational and study purposes in some cases. How we handle this is a complex issue. Is recreational use of computer facilities part of the student experience that we wish to enhance and enrich? Do students feel a sense of entitlement because they are paying? We don't know.

8 Time- and location-shifting

One response of the library to the project has been to time-shift. The longer the library (or part of it) is open, the more the load on physical resources can be spread. The more library activities become independent of location, the more widely information resources can be spread.

9 Surveys and student opinion

The library relies on a major customer survey conducted about every 18 months. This has mostly been the Rodski (now Insync) survey instrument used by most Australian universities. In 2006, however, we used another survey, LibQUAL, so that we could benchmark ourselves in relation to libraries of the ATN network. We know that students generally – and international students are not different – perceive five main deficiencies in the library:

- 1) not enough computers
- 2) inadequate library spaces
- 3) not enough books, especially prescribed reading
- 4) not enough online resources
- 5) software and web tools used in libraries are inadequate by comparison with that which is used daily on the open Web

What Will We Do Next?

The library has developed a number of approaches to dealing with the issues that have arisen from the Library International Project. Some of these were already in place – the outcomes of the project were mostly not surprises.

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- A shorter-term action plan (Attachment 6) was developed late in 2007 to address some of the issues which have arisen in the course of this project or earlier. A copy reporting progress to date accompanies this report. The plan deals with such matters as power points and additional student computing, a computer booking system, printing, opening hours, viruses, language and literacy support, rover/IT support, and others.
 - The Insync survey run in from 28 April to 11 May will collect international student demographic data for the first time. This will provide us with a specific international student view. The library is also conducting an occupancy survey in May 2008.
 - The library has incorporated responsibility for international liaison in a new Hawthorn position, Manager Liaison and will maintain an ongoing program of liaison and collaboration with Swinburne International.
 - In 2008 the Swinburne Library has employed a student experience consultant to work on enhancing the usability of the library, and the wider student experience. A further purpose is to ensure that signs, guides, web pages, and all other written materials use plain English and avoid jargon.
 - Provide access to a range of learning spaces including quiet, vocal, group and individual spaces.
 - In consultation with the University's International Partnerships department, we will review the provision of information resource support to the transnational programs and to the Sarawak campus. In particular, we will aim to apply the CAUL Guidelines – see [CAUL Principles for Library Services to Offshore Students](#), 29 March, 2007.
 - Review spaces at all campuses progressively with a view to enhancing their functionality. The Hawthorn redevelopment work in 2006 will be followed by redevelopment of the Croydon library in 2008, and review of the space and functional needs of the Prahran library in 2008 and 2009.
 - In Semester 2, 2008, a Living Library with an international theme will be held at Hawthorn, in collaboration with Swinburne International and the TAFE Division.

Derek Whitehead
Fiona O'Donnell
26 May, 2008

Attachment 1

Role of the Library at Swinburne University of Technology

This summary was prepared as part of the library's input to Swinburne's self-review of international non-academic services.

University libraries exist to support and enrich student's learning and study needs across all levels of the teaching programs, as well as research activity conducted at Swinburne.

To this end Swinburne's library provides the following resources and services to students at the five Melbourne campus libraries.

- 1 Information resources: access to print and digital information resources from Swinburne and elsewhere by borrowing, online access, onsite use, reciprocal access, inter-campus and off-campus deliveries, and copying.
- 2 Information literacy training: library orientation and skills in finding, evaluating, organising and using information.
- 3 Information access services: liaison, reference, and other personal information services - onsite, face to face, offsite and online.
- 4 Space and facilities: places and facilities for students to study, meet in and use.
- 5 Access to the Swinburne network – wireless and PCs or Macs.
- 6 The Web – the University website, digital repositories (Swinburne research outputs, pictures, etc) and information help and search.
- 7 Copyright Office – advice and support in maximizing access to externally-owned copyright material.
- 8 Equipment to facilitate learning activities – PCs and wireless laptops, scanners, printers, photocopiers, also calculators ,CD players, digital cameras and tripods, DVD burners and ZIP drives, Flash card readers, headphones, Minidisc and cassette recorders, notetakers, data projectors.

Examples of good practice:

Hawthorn Latelab student study space provides 24/7 access to PCs, printers, scanners and photocopiers. Won Vice-Chancellor's Service Award in 2006. The Latelab space was further extended to level 1 after refurbishment.

Refurbishment of Hawthorn library 2006 – provided more group study rooms with PC/laptops, whiteboards, AV equipment available in the rooms. Increase in group

study workspace, and student space, as well as improved lighting and respacing of the library collection to aid ease of finding material.

Electronic Book Library (EBL) collection added a further 50,000 books, available as full text online from the library catalogue.

EZproxy authentication software provides excellent access to Swinburne resources both on and off campus.

Journal subscriptions total 42,795 full text online journals as well as journal titles available in the print collection.

Increase in the number of English language and IELTS resources, additional equipment resources such as specialist calculators available to borrow.

Liaison librarians (subject specialists) available for one-to-one consultations. Appointment of International Librarian as a project manager to investigate requirements of international students.

Notification of availability of material that has been requested by SMS or email.

Increase in recreational resources with additional funding from Alumni resources.

Improvement processes:

Evaluation of services through customer feedback informs the Library Management Information Framework. The following surveys and reviews provide focus for improvement to student services and resources.

- Rodski (Insync) survey May 2008
- Practico Student Consultation Project 2007 – qualitative survey of structured interviews with students both local and international
- InfoSet panels – student polling conducted continuously throughout the year
- LibQual survey 2006
- Rodski survey 2005
- SERCO Unit review 2005
- Noticeboards for student feedback and responses by library staff.

Opportunities for improvements identified, and what we are doing to make improvements:

These have been identified:

Improve the numbers of computers and equity of access – currently 500 desktop PCs and Macs across campuses available for general use, plus 100 laptops available to borrow for 4 hour loan. Additional 100 Macs and PCs to be spread across campus libraries. There will be a new automated booking system to provide equity of access – trial of MyPC booking software to start October 2007.

Better library spaces – some campuses are better provided than others. Attention will be given to campuses which need upgrading, starting with a \$2 million upgrade to Croydon campus library and a Prahran upgrade study in 2008.

More copies of textbooks, and required reading – establishment of automatic ordering and formula for number of copies based on anticipated student numbers currently being trialed with Swinburne Cooperative Bookshop.

More resources to support research – increase funding for expensive resources such as. SPIE digital library, PsychBooks, Marketline, CRC Press online packages – neuroscience, bioscience, pharmaceutical, Nature online archive.

Better discovery paths to online resources – usability testing of web page access, and a web page for new students

Develop a dynamic library web presence and a contemporary online service – Web 2.0 technologies, IM chat service for student enquiries.

Implement the library's ICT Strategic Framework to improve ICT infrastructure within libraries

Newsletter: <http://www.swinburne.edu.au/lib/librarynews/2007-07/>

Web: <http://www.swinburne.edu.au/lib/>

Attachment 2

Library Support to the Sarawak Campus and for Transnational Students

International campus: Sarawak:

The Information Resources (Library) at Swinburne University of Technology (Sarawak Campus) provides learning resources and services to support the university's teaching and research program. The services and facilities have been designed to integrate modern digital technology with traditional information resources. Our mission is to deliver data, resources & information services to meet the needs of our local and international students.

All functions are fully automated using the Library Management Software Services, ANGKASA. Library users can access the Web Online Public Access Catalogue (OPAC) for bibliographic search and loan status information of library materials via the Internet. It is equipped with a growing range of printed, electronic and audiovisual reference materials to support the work and research by students and academic staff.

Library and research skills: a number of information programs and training sessions throughout the year to assist students in utilising the databases effectively for their research.

Electronic/online resources access include: Ebscohost, Thomson Gale, IEEEExplore, ACM Digital Library, Blackwell Synergy, Business and Industry, International Accounting Standards, Infotrac, Emerald, Wiley Interscience, FinAnalysis, Australian Standards, Elsevier ScienceDirect journals, Taylor and Francis journals.

Other online resources such as dictionaries, encyclopedias, statistics, and standards are also available from a listing on the Sarawak library website.

Equipment: 60 networked PCs offering access to the online resources and databases available, Internet access, Microsoft Office software and CD-ROM services.

Photocopiers are available at a nominal print cost. Wireless connectivity is available through main library building, 7th floor annexe, and library annexe training block.

Library space and facilities: Extra space will be available through the refurbishment on the 7th floor as well as the additional Library annexe Training block which will be completed in December 2007. The total seating capacity will accommodate 240 people. Interlibrary loans available for students and staff if material is not held in the library.

The Information Desk serves the Swinburne Sarawak community by providing assistance with all levels of general and research-related information needs. The librarian at the information desk will be able to give users: Instruction in identifying and using online databases searching, subject guides on finding and using materials, Library instruction and research consultation

Collection statistics:

http://www.swinburne.edu.my/inforesources/lib_statistics.htm

Good practice:

To accommodate the increasing number of students, the library has expanded its facility by opening up the Library Annex located on the 7th floor. It houses periodicals & magazines, Reading & Study Area, and an IT Section where students can gain access to the Swinburne Network and Internet.

On the 7th floor 8 group study rooms can be booked for students to work in small group activities. PC's are available in the group study rooms. The 7th floor also accommodates the multimedia room which includes a scanner, DVD player, VCR player, and audio cassette player. The Library annexe Training block will have 4 group study rooms available and will seat 60 students. The Training block will be completed in early 2008.

Improvement processes:

Students at the Sarawak campus were surveyed to identify areas for improvement

Rodski Sarawak campus Client Survey data report 2005

Rodski (now Insynch) survey will be aligned with Melbourne campuses in May 2008, and will therefore allow for benchmarking between the 2 campuses.

Sarawak Student Council – "chit chat corner" blog monitored by library staff and responded to - informs improvement to services.

Noticeboard with feedback from students and responses by library staff.

Opportunities for improvement identified, and what we are doing to make improvements:

More computer workstations and individual seating – Library Annex Level 7 now available for student study space and computer access. PC equity of access using IT software to allow allotted time for use (1 hour per student)

Increase in opening hours as a response to student feedback in April 2007.

Extended opening hours on Saturdays during exams and study week.

More powerpoints – 15 additional powerpoints added for students to use their own laptops to access power.

More photocopiers – as budget allows

Access to Swinburne Melbourne online reserve and online exam papers – technical solution achieved, to be completed in January 2008.

Increased funding for additional database and online journal subscriptions – as Sarawak campus budget allows

Newsletter: http://www.swinburne.edu.my/inforesources/lib_newsletter.htm

Web: <http://www.swinburne.edu.my/inforesources/index.htm>

Off shore programs:

Vietnam - National Economics University - MIntA (Master of International Accounting)

Oldest continuing transnational program offered at Swinburne – 10 years. Jane O'Donnell, Business Liaison Librarian sees the MIntA students while the students are visiting Swinburne Hawthorn campus in block teaching mode for the subject HBC0604. The students have a 3 hour lecture/ workshop in the library computer training lab and students have "hands on" use of the databases and resources specific to the case study to be researched. Jane emphasises that the student's can and should contact her, via email, for support with information resources required for their research.

Jane believes that the most of the MIntA students are working in senior roles within large companies. Therefore they would be very likely to have computer access through their workplace.

Office of International Partnerships and Quality visiting Vietnam and asking questions from the "CAUL Principles for Library Services to Offshore students to support teaching and learning" about the services and resources used by students enrolled in the MIntA program.

China – East China Jiatong University (ECJU) - Diploma of Business Studies, and Diploma of IT Studies (2 + 2 programs)

Melinda Neylan – Transnational Education Programs

Issues/Realities: Computers – small numbers of computers available, blocking or filtering of internet sites as government policy eg students blocked from WebCT, speed/bandwidth poor, and especially in Vietnam, power outages are frequent. Paper in China is expensive and poor quality.

600 students enrolled in Swinburne programs at 2 Chinese institutions. (20,000 students enrolled at ECJU) All students live in residences on campus. Little individual ownership of computers/laptops. Student Laboratories/class rooms heavily used.

ADS has developed resources with Swinburne academic staff to provide student guides, and teacher manuals tailored in content to the subject discipline.

ECJU library has regular opening hours and offers a variety of printed resources including English language study material.

Access to Swinburne online reserve material is critical.

China – North China University of Water Conservancy and Electric Power partner – Diploma of Business Studies and Diploma of Engineering Studies (2 + 2 program)

From earlier visit library seemed to be a locked, dusty room.

Again, access to Swinburne online reserve material is critical.

Vietnam – Diploma of Business, IT, Engineering, and Design Studies (2 + 2 program. Due to commence 2008)

Swinburne College staff and Melinda Neylan will be making visits and will take the CAUL principles and report back. Programs will include partnerships at Hoi Chi Min City Open University for business and IT studies, and HCMC University of Architecture for Engineering and Design.

Hong Kong – BSc (IT)

Waiting on further info from Faculty of ICT – Kim Hodgman liaising.

Hong Kong – City University partner - B.Design (Communication design and Multimedia design)

2 Programs: students articulate from a 2 year Assoc Degree to Swinburne 3rd year Bach. Degree. 80 students enrolled in these programs

City University top teaching University with good library and study facilities.

Students given a student handbook which includes details of library access.

Scott Thompson-Whiteside – Associate Dean (International), Faculty of Design is visiting Hong Kong next week. He will use the CAUL principles to ask questions of the library services and resources, and will report back upon his return.

Malaysia – Limkokwing University College of Creative Technology partner – B. Design (Industrial Design)

1 program: articulate at 3rd year to Swinburne Bach degree. 25 students enrolled.

KL new campus on greenfield site replacing older inner city site. Opening hours/ access ok. Print resources – Swinburne design staff recommend design history books, very few online resources. Limited use of BB and online resources.

Scott planning to conduct Swinburne Experience questionnaire while in KL. Some of the questions in this instrument asks about students' access to facilities, and Scott will share relevant data with the library.

Partnership with Billy Blue College (onshore: Sydney)

Higher Ed provider – 2 programs in which Swinburne is the partner – Bachelor of Design (Multimedia) and (Design) 3rd year taught in block mode and moderation at end of semester for assessment. 90+ student enrolled of which around 70 are international students.

Not known if library exists on site.

Singapore – Grad Cert/Diploma/Master of Social Science (Professional Counselling)

Self Review Report

Unit: Information Resources

Report prepared by: Fiona O'Donnell & Kim Tairi

Question	Internationalisation	Professional Learning model
<p>Summary of the current services provided in relation to each AUQA theme</p>	<p>Flexible opening hours and access to facilities and equipment</p> <p>Texts and resources available in a variety of formats to allow equity of access to materials</p> <p>Info literacy classes for all EAP (English for Academic Purposes) students</p> <p>Assistance to all students via liaison, reference and other personal services – onsite, offsite and online</p>	<p>Flexible opening hours to suit needs of student cohort</p> <p>Contextualised training – integrated into curriculum, related to assessment and mapped to Swinburne Graduate Attributes (REAL WORLD SKILLS)</p> <p>Subject liaison and Reference services that directly correlate to course offered</p> <p>Virtual query services – phone, SMS, email</p>
<p>What improvements have been put in place since 2002 that relate to the AUQA themes?</p>	<p>Wireless access permits flexibility of student access to network</p> <p>Improved learning spaces- more group study rooms</p> <p>Increase in English language and IELTS resources</p> <p>Journal subscriptions totalling 42,795 online full text journals + print titles</p> <p>Ezyproxy authentication software provides excellent access to resources both on and off campus (Sarawak access as licences allow)</p>	<p>24/7 LateLab – providing open access computing facilities (Hawthorn)</p> <p>4 million spent to improve Learning spaces in Library (Hawthorn) – including incorporating majority of open access computing facilities into library spaces</p> <p>200 laptops for loan</p> <p>Implementation of Supersearch – a federated search engine that searches multiple databases at once</p> <p>Improved Training Room – 24 PCs available</p> <p>Extension of virtual query</p>

		services – SMS
What are some examples of good practices with regards to service provision?	<p>Online reserve materials available for all students with an OPAX password</p> <p>24/7 Latelab – more space and PC access.</p> <p>Sarawak library - increase in space and group study rooms, and PC's</p> <p>Electronic Book Library (EBL) collection added further 50,000 books available full text online from library catalogue</p>	<p>Using students to work on real-life library projects – MAJOR PROJECTS</p> <p>24/7 Latelab – extension of space</p> <p>Piloting a “Rover” scheme – 2 students employed to provide frontline roving support for students (IT/Library) – REAL WORLD LEARNING</p> <p>Library Blog for 2-way conversations with library users about resources, services and facilities</p> <p>Podcasts on how to use library resources</p> <p>Increase in number of group study rooms – equipped with PC, whiteboard, and AV</p>
Examples of current initiatives with regards to services that relate to the AUQA themes	<p>Appointment of Manager, Library and International Project to investigate requirements of international students and library services</p> <p>Visit to Melbourne by Swinburne Sarawak Library Manager, Oct 2007</p>	<p>Usability of Library Web site</p> <p>Reviewing collection development policy to ensure that collections continue to meet needs of students</p>
Improvement opportunities with regards to service provision in relation to the AUQA themes.	<p>More copies of prescribed textbooks and required reading.</p> <p>Improve equity of access to computers with implementation of a booking system (MyPC trial Oct- Dec 2007)</p> <p>Implement the ICT Strategic Framework to improve ICT infrastructure</p>	<p>Scope for liaison staff to work more closely with teaching staff to ensure library skills training is embedded into curriculum</p> <p>Scope for more work to be done in developing resources for Blackboard/WebCT</p> <p>Further develop relationship with Careers in</p>

	<p>within libraries</p> <p>Develop better discovery paths to online resources informed by usability testing and applying Web 2.0 technologies</p> <p>More online materials to support research – increase funding for expensive resources</p> <p>Recommend formalisation of the CAUL "Principles for Library Services to Offshore students to support teaching and learning" for Swinburne transnational partnerships</p>	<p>Employment Unit to develop library collection to support the "Career in Curriculum" program</p> <p>More responsive/flexible opening hours</p> <p>Need to extend/redevelop library spaces so they better meet needs of student cohort including increasing computers/power points</p> <p>Communication plans for promotion of services and facilities</p>
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Attachment 4

Impact of library facilities on recruitment of students

Summary of articles describing research conducted in the US, Canada, and England.

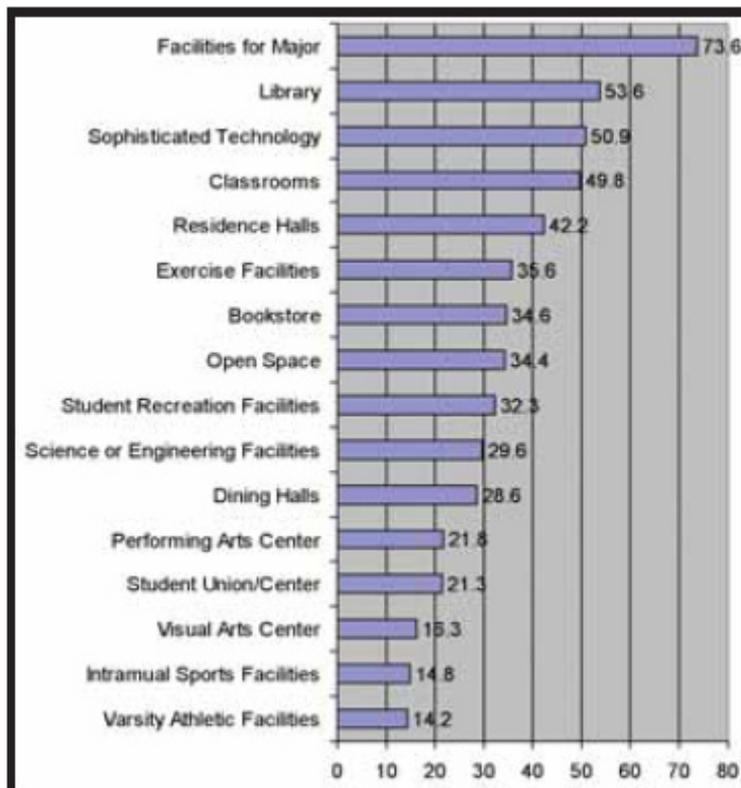
North American experience:

Research conducted from 46 institutions across the US and Canada. A total of 16,153 students responded to the survey. The specific purpose of the study was to determine the (a) relative importance of an institutions physical assets and a student's choice of institution, and (b) the relative importance of various facilities in making their decision.

69.2% of respondents live on campus in residences, 19.3% live off campus, and 11.5% live at home. The survey was conducted in Spring semester, 2005.

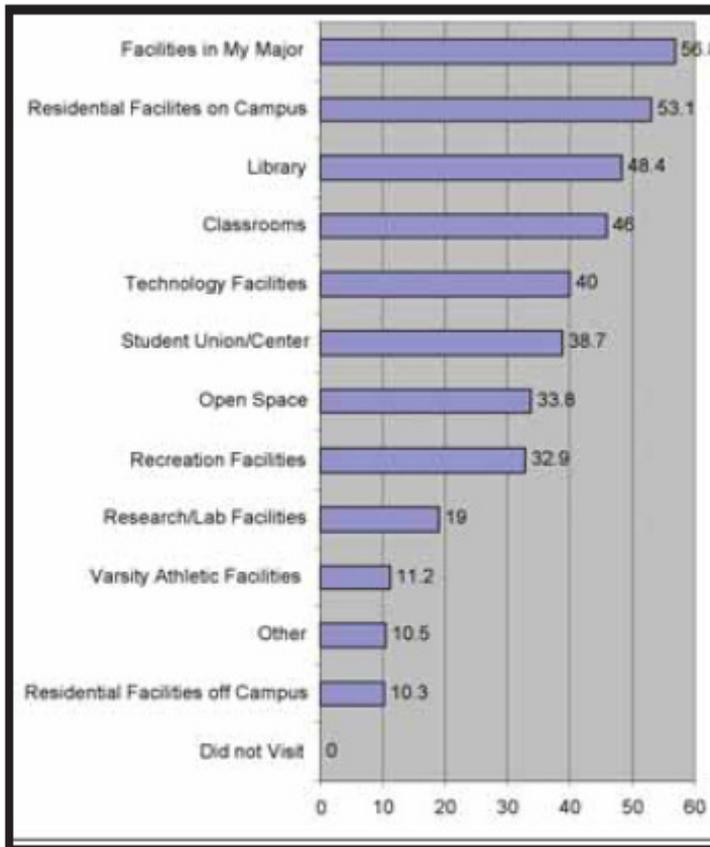
In the figure below respondents were asked about specific facilities. The respondents focused on academic orientated facilities indicating that the top 4 facilities were "extremely important" or "very important" in their decision making.

Figure 2. Extremely or Very Important Facilities in the Selection Decision Process (%)



In terms of what respondents thought were important facilities to see during visits to higher education institutions, the "Library" dropped to 3rd position but still ahead of other facilities. The importance placed on the respondents need to view the "residential facilities on campus" is understandable in the North American context where the majority of students live in these facilities.

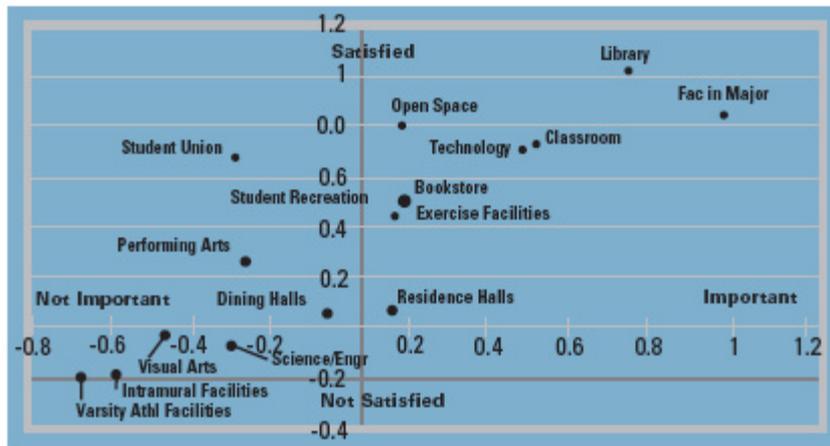
Figure 3. Facilities Important to See During Visit (%)



The impact of the quality of maintenance was further explored by asking if the good condition of campus facilities was important in their choice – 76% strongly agreed or agreed with this statement.

In figure 7 below, the respondents were asked their opinion on how important a facility was to them, and their satisfaction with the existing facility. Facilities in upper right quadrant are both important and satisfactory to the respondents. Academic facilities of "facility in my major", "library", "classrooms" and "technology" are also fairly high in satisfaction. "These facilities will be important areas to continue to address to ensure keeping higher satisfaction levels." p.60.

Figure 7. Facilities Importance versus Satisfaction



Cain, D. and Reynolds, G. (2006) 'The impact of facilities on recruitment and retention of students: Part 1' *Facilities Manager*, March-April, pp.54-60.

Cain, D. and Reynolds, G. (2006) 'The impact of facilities on recruitment and retention of students: Part 2' *Facilities Manager*, May/June, pp. 46-53.

English experience:

Limited to England only, and doesn't include the "research elite" – the group of institutions in the top 6 places of the RAE league tables. A total of 8,742 responses were completed when the survey was conducted in 2000 and 2001.

Similar findings to the North American experience in that the combination of academic facilities was important in the decision making process, and that the "Library" figured in the top 3 of both the American and English research.

"Generally, all questions relating to learning and teaching facilities, especially library facilities and the availability of computers receive high importance ratings throughout" p. 219

"In general higher quality environments do seem to have an impact on choice; a conclusion that may also lead to problems of expectation, if impressions gained during recruitment are not matched by subsequent reality." p.219

Table II Average ratings of 4 or higher in the two surveys

Item	2000 average	2000 ranking	2001 average	2001 ranking
Had the course you wanted	4.84	1	4.80	1
Availability of computers	4.48	2	4.41	2
Quality of library facilities (e.g. availability of books, journals, CD-ROM, IT)	4.47	3	4.41	3
University had a good teaching reputation	4.35	4	4.29	4
Availability of "quiet" areas (e.g. library, study rooms)	4.23	5	4.22	5
Availability of areas for self-study (e.g. group work areas)	4.16	6	4.21	6
Quality of public transport in the city/town	4.07	7	4.13	7
A friendly attitude towards students	4.05	8	4.04	8
Prices at the catering outlets	4.01	9	4.00	13
Cleanliness of the accommodation	4.00	10	3.92	15
Quality of the university grounds	4.00	11	3.94	18
Availability of university-owned accommodation	4.00	12	4.00	14
Quality of lecture theatre facilities	3.90	18	4.03	9
Quality of bars on campus	3.90	19	4.01	11
Union social facilities	3.92	17	4.01	12
Diversity/range of shops at the university (e.g. banks, bookshop, travel agents, food)	3.95	15	4.01	10

Price, I., Matzdorf, F., Smith, L. and Agahi, H. (2003) 'The impact of facilities on student choice of university' *Facilities*, vol.21, no.10 pp.212-222.

Attachment 5

Student Consultation Project: Final Report, October 2007

SWINBURNE UNIVERSITY LIBRARY

STUDENT CONSULTATION PROJECT

Final Report

Practico

October 2007

Acknowledgement

The consultant would like to express her thanks to Fiona O'Donnell, Manager, Library International Project, and Gary Hardy, Associate Director, Information Support, for their organisation of the study. Thanks also to Derek Whitehead and the other staff from Swinburne University for their assistance.

Swinburne students who took part in the study are also thanked for their time and suggestions about the library service.

Disclaimer

The information contained in this report is believed to accurately reflect the views of those interviewed for the study.

While the information is provided in good faith, neither Practico Pty. Ltd. nor the author warrant the accuracy of the information nor assume legal responsibility for it, or any damage resulting from reliance on, or the use of the information provided.

Note: This is a standard disclaimer used for consultancy reports

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BACKGROUND

In September 2007 Practico Pty. Ltd. was commissioned by Swinburne University Library Service to interview students who use the university library service. The interviews were conducted in September 2007 at the Hawthorn campus of the university.

PURPOSE

The purpose of the consultation project was to explore in more detail:

- students' experience of using the Swinburne libraries
- students' ideas on how the library service could better suit their individual needs

All participants were asked about what they were studying, what country they were from, where they live in Melbourne and whether they have internet access from their place of residence.

Questions asked by the interviewer covered the following areas:

- Typical day /library usage
- Core reasons for using the library
- Access methods
- Finding resources / information
- Facilities
- Suggestions for improvement
- Comparison with other libraries used

METHODOLOGY

Although the use of focus groups was considered as an option for this project the consultant recommended one-one interviews as a way to elicit more detailed comments from participants.

Results from library surveys were reviewed a list of discussion points for interviews was developed in consultation with the International Liaison Librarian and Associate Director, Information Resources

Students were recruited for the study by registering their name and contact details via a webform on the University Library's website, and participants were offered a gift voucher as an incentive to participate in the study.

Advertising the student registration process was organised by the Manager, Library International project. As well as the prominent location on the Swinburne Library homepage promotional flyers were sent to the International Student Advisors at Prahran and Lilydale, and placed in the reception area of the Hawthorn International student advisory office. Notices were also available at the service desks at the campus libraries and attached to library noticeboards. Representatives of the SSAA were also notified of the survey and the process of selection of the participants.

Response by students to the self-registration process was excellent and 25 students were selected across a range of campuses, course program, and level of study - from Swinburne College, TAFE, and Higher Ed to PhD level.

Twenty of the selected students were international students. The majority of the students interviewed were Hawthorn students but several students from the Prahran and Lilydale campuses were also interviewed. One student lived in a University residence at Hawthorn but was enrolled in Design at Prahran, and used both libraries.

Students were asked to sign an Audio TAPE and Transcript Release Form prior to being interviewed. The interviews were conducted in a meeting room on level 3 of the Hawthorn campus library by the consultant.

FINDINGS

The following summary and quotes from the interviews for the Swinburne University Library Student Consultation Project are a representative sample of responses to the discussion topics.

The full record of the individual interviews is attached as Appendix A of this report.

Library Usage

Participants were asked what they did in a typical day during semester and what use they made of the library. Many students used the library before, between or after classes.

Students with broadband Internet access at home or work were less likely to spend much time in the library building – preferring to access the Library service electronically.

Some students described the library as a second home – particularly International students and those who live a fair way from the university.

"I spend all my time outside of lectures in the library. Even if I want to eat out I go to the atrium. Or for quite space I go to the basement. The library is like a second home for me."

"I feel like I have a home in the library"

"The nature of having a lot of International Students results in the library being the centre of where everyone comes...Having no base of family or friends I have my home and I have Swinburne University basically for this year. So when I'm here I'm at the library or at the engineering building there is not much else".

Core Reasons For Use

The reasons students gave for using the library included:

checking for books

using reserve

Internet access

studying in silence on 4th floor

computers

wireless access and power source for own laptop

a place for group assignments

using conference/meeting rooms

finding information and articles

accessing Blackboard

printing out lecture notes and assignments

research

photocopying

email

to borrow laptop and equipment

meeting friends

Access

Most of those interviewed were satisfied with the access through the library's web pages.

"Used EBSCO Host for foundation studies at Swinburne in first semester and I prepared all my reports from EBSCO Host and Datamonitor."

"I find the Swinburne Library database very useful. When we want to search for some journals.. we access through the Internet to Swinburne Library we can search for books we can borrow for a few days. There is also a linkage to other libraries in Melbourne. If we don't have that book they can borrow that book and email me or telephone me and tell me that it has arrived – that is very nice"

Those with broadband access use it to place loans and access electronic resources from home or office. Many laptop owners do not bring them to uni because it is inconvenient to carry them around

Wireless reception is better in library than some other areas around the university but because laptops have limited battery life people using laptops in the library want access to a power source.

Finding Resources /Information You Need

Students were asked about set texts for their courses, use of electronic resources and whether they ask library staff for assistance.

Textbooks

Many comments were made about the insufficient number of copies of textbooks held by the library.

"Once term has started it is almost impossible to get [course texts] book out from the library because some student has already taken it out – so maybe the library can buy more books on the teaching course so students using it for their study can borrow it from the library"

"Our faculty says use a particularly book but it is not available in the library or there is only one copy how can you use it? My suggestion to library is to increase the number of copies"

"During semester more than 20 reservations for a book - when my turn comes the whole semester has gone for this subject."

There were also comments made on the breadth of coverage for various areas of study e.g.

"Library books provided is very limited especially for the Engineering area. Sometimes you have to go around and round to other universities and it takes a lot of time to find the books".

Electronic Resources

Those who used the electronic resources provided by Swinburne University Library found them easy to use.

"Journals online is excellent – no problems with that – easy to print, easy to access"

Some gaps in the electronic collection identified by interviewees included:
"Unfortunately the database which is very important but not available to us is SPIE Online Source – useful for physics, biology and some other engineering course. Not available due to the cost"

"looking for journals on FACTIVE – library has stopped its subscription to Business Review Weekly and the Australian Financial Review – use those often"

While the databases were considered to be good some indicated a preference for hardcopy rather than ebooks.

"Real issue for me with ebooks is you can only download 25 pages at a time – this is very annoying and not conducive to study".

Library Staff

Library staff are considered to be approachable and generally very helpful. Students who had attended classes conducted in how to use the library found them useful.

"When first arrived staff very kind and very patient as my language is not so good and any questions I ask them they answered."

"The workshops (on using the library) very helpful"

"Recommended purchases can directly email to Miss Fiona – we send the details of the books or online journals so she can take care of it. Usually items are on order within 4-6 weeks" PhD student

"Sometimes when I need quick help difficult to find items by myself. Don't ask for help because on this floor [3rd] there are never any staff around".

Holds And Self checkout

Students were generally impressed with the system of placing holds and self checkout.

"There aren't unnecessary obstructions to getting a book. If the book isn't there it is easy to put a hold on it online and when the book comes in you get an email or an SMS – it easy to get it out of hold."

"They put books aside it saves heaps of time"

"I am in Lilydale and can hold a book online and they will send it to me from other campuses which is really convenient. Its great."

"Books are really expensive here. I share room with guy from China. First time I borrow a book from the library and he places a hold – next time he borrows the book and I place hold so we can keep the book"

A number of those interviewed had difficulty in finding books on shelves and so placed holds as a way of avoiding having to find books in the library.

"Have difficulty finding books and using online databases – too scared to ask as I know the library runs workshops to show you how to do that and think I am stupid or lazy for not joining a workshop"

"One of my friends was saying she always puts a book on hold and that means it goes downstairs to the spot and she doesn't have to go and find them on the shelves".

Facilities and library space

The international students interviewed for the study were likely to spend a considerable amount of time in the library because they needed a place conducive to their studies. A few considered the library to be like a second home. They liked to use the library because it gave them ready access to online resources, books, and computers as well as a place to study and to meet their friends. A couple of the international students interviewed also mentioned the importance of using the library as a place for recreational reading.

The overwhelming impression from all those interviewed was that the library's facilities are stretched beyond its capacity. More than half those interviewed also used the Late Lab and commented on the lack of space and computers there.

"I find room with computer access too crowded when I try to get a computer to get online it is impossible to find a seat"

Students think the library looks much better than it did prior to recent renovations. The meeting rooms students can book on level 3 were considered to be great – particularly those with computers in them. The discussion rooms on the 4th flr were not properly sound proof according to one person interviewed who said it defeats the purpose of a silent flr.

However practically every person interviewed commented that the library does not have enough space, computers or powerpoints to meet the demand of the student population – particularly in peak hours.

"Not enough computers. Spend an hour standing around just waiting to get access to computer to print out lecture notes. Such a lot of students and little computers. Have to use a computer in the library – if you can't get a computer it is really hard".

While many students are using the library for group assignments just as many are looking for a place to study in silence and experience difficulty finding a seat in the silent area. There were some suggestions of increasing the area of the library that is devoted to silent study.

Students wanting to use a laptop in a silent area bring in their own extension cords to gain access to a powerpoint. More powerpoints are required in all parts of library for laptop use – especially on the silent floor. Students' use of own power boards is an occupational health and safety issue.

"This library is not designed for the people using laptops because sometimes I really need to bring my own power board"

"It's unsafe all the cords around the floors and corridors that students bring in to get access to powerpoint."

There were also a few comments about viruses on the pcs and laptops in the library although some improvement has been made.

"Almost all PCs have virus – when we put in USB or hot disc then go home always show there has been virus attack from the lab in the library"

Getting access to a printer was a major complaint of a number of those interviewed. Computers being used for entertainment is a major cause of frustration to students trying to get access to study or print out assignments.

"A lot of students use computers to watch movies and play games so it wastes a lot of computers and I think it should be limited"

"Students are in a recreation mode watching videos and downloading movies when I'm standing waiting to complete assignment".

Students leave computers logged on and going out of the library for extended periods is another source of frustration for many of those interviewed who do not have their own computer:

"Students stay on it for the whole day locking out access for anyone else – sometimes they go off to class for 3 hours especially at Prahran"

" Students are logged in and go off to have their dinner and leave computer for an hour or two– it locks it up so you have to wait until they return"

A number of those interviewed discussed the need for more seating in late lab for people to study in silence without computers

"Late lab gets very crowded, it has a lot of tables with computers but not any tables just for studying"

Equipment for loan was noted as a positive by a number of those interviewed:

"You can borrow anything e.g. electronic equipment – camera, laptop etc"

Students think it is great that you can borrow laptops from the library but there are not enough to satisfy demand. They would also like the software relevant to their courses loaded on more/all computers.

"Can't access the labs because they are being used for teaching and the library computers do not have the latest versions of software so can't use for assignments"

The computer booking system operated by the library is not well understood

"There are not enough computers for us to use and it is really frustrating when sometimes have arguments over access to computers."

Environment

Students were asked to comment on the environment of the library.

"Recently improved quite a lot, I really like the new environment it is more spacious."

"Building is very modern and good"

"First day when I came I am really happy to see this beautiful campus and the first time I went to the International Office to get the news on how to attend orientation session so am very satisfied to see the whole campus"

"Toilets are really bad even by shopping centre standards- not cleaned regularly enough - needs a sign up on when it was last cleaned".

"Prahran is quite small - unless you hire a room there are no real space for group work - there are only 4 rooms"

"Temperature is sometimes very hot. No fresh tap water - Sometimes I work overnight in library and I need to get water but there is no water other than in the toilets."

Silent and quiet study areas are in high demand in the library and the late lab.

"Very hard to find a quiet environment to study in late lab need to wait until after 12 o'clock till people go away"

"Late lab (lots of noise) For those like me who come for just reading we are disturbed by it. Security only comes in occasionally - so students just shout like hell"

Suggestions For Improvement

Most of the suggestions for improving the service offered by Swinburne were about increasing the facilities and the resources. Here are some examples:

"More space, more chairs, more computers. Sometimes I look for a space to study but there is no space".

"Make sure there are enough computers for students - there are 40000 students and there is not even a 1000 computers here"

"Would like all software in each field on all computers - if they could have special software e.g. Mathematics and Maths"

"There are virus and Trojans on the Swinburne network - know they have been clearing it up but needs to be better"

"Extend opening hours until 12 at night"

On accessing resources:

"If the library went with the policy that there is at least one copy of what you have to read and an electronic backup I think that is the way to go."

"Setting up book banks where students can borrow set of technical books for a term for a fixed amount as a security"

"One card rather than 3- student card, copy card and late lab card"

"It would help a lot if there were model examples based on previous work of HD standard of how assignments from different courses should be presented."

Comparison To Other Libraries You Have Used

International students interviewed for this study rated Swinburne Library highly in comparison to libraries they had used in their own countries. The areas where Swinburne is considered better than other libraries are illustrated by some of the following comments.

"Much better than India – for instance a room like this [conference room] has got whiteboards, computers visual aids"

"In the Malaysian library the books were stacked up according to the lettering system they have a list of books – these books are in this row. Swinburne is good - lots of books - I am a person who is really interested in reading".

"Shock this kind of space in the library and the materials are fantastic compared to what I'm used to."

"In my country not encouraged to use online library, Internet"

"major advantage there [USA library] was that they kept it open 24/7 but not all services. The ground floor was always open and had enough seating for large number of students"

Other Comments

"If the library gets funding as a % of the number of students in the university the funding should be going up as there are more and more students"

"Got the impression that the Library really does pay attention to what people want – the notice board downstairs includes their responses to questions"

"Sometimes issue seems too petty to ask but you can pin question there [notice board] and you will always get back an explanation from Swinburne administration."

"It would be nice to have instructions on how to use online databases should be available on the Internet. Maybe it is there already but I just don't know how to find it".

"Printers don't allow print both sides for some reason".

CONCLUSION

The students interviewed for this study were very willing to contribute their views on the services and facilities currently offered by Swinburne University Libraries and to make suggestions on how to improve the service. The key findings from the interviews are that the Swinburne Library and Information Service is heavily used and not able to satisfy student demand for space, computers or resources.

Students who had broadband access from home or work were less likely to spend much time in the library for research as it is considered too crowded and noisy for study.

International students interviewed for this project, and particularly those without Internet access from home, generally spend a lot of time in the library. For many who live a considerable distance from the university, and have no family or network of support, the library is the most common destination apart from classrooms, labs and lecture theatres.

The library is a common meeting place for students working on group assignments and there is high demand for use of the meeting rooms within the libraries. While there was acknowledgment of the improvements made to the Hawthorn library through the recent renovation all the students interviewed for this study said the library service is not currently satisfying demand for seating and in particular silent study space.

Electronic resources and the self service facilities were viewed positively by most of those interviewed. Students liked being able to place holds on items from the collection and receive an alert from the library when the item was available for loan. International students had generally not had access to an electronic holds system in the libraries in their home country. However due to the small number of textbooks held by the library for some courses a number of students said they didn't get access to the items they placed on hold until the end of the semester.

Swinburne libraries are not able to satisfy the current demand for computers. Students are frustrated when an unoccupied computer is locked for use by another student and those waiting need access to a computer to print out assignments, lecture notes and articles. Students also expressed their annoyance at waiting for access when they can see library computers being used for recreation not study related purposes.

Although wireless access in the vicinity of the Hawthorn Library is good it does not reduce the demand for computer access in the library. Wireless is slower than pc access and students with their own laptops do not necessarily bring them to university as it is inconvenient to carry the laptop around all day. So there remains a high demand for both pcs and library laptops.

As laptops have a limited battery life student laptop users often bring their own power board/extension leads into the library in an attempt to access a powerpoint. The extension leads on the floors and corridors of all levels of the library are a safety hazard.

The students interviewed were positive about the assistance they received from the library staff. Classes on how to use the library service were considered to be very useful by those who attended them. There was also acknowledgment of Swinburne Library Service's genuine interest in students' suggestions for improving the service.

RECOMMENDATIONS

It is suggested that the following recommendations for improving the Swinburne Library and Information Service be considered.

- Increase University funding to the library in line with the growth in student numbers
- Install as many additional powerpoints as possible in the library on all levels with adjacent seating and tables for laptop use
- Review computer work station booking system
- Investigate method of automatic log out if computer is not being used for extended period (e.g. 20 minutes)
- Provide longer opening hours for an area to be used as a quiet study space
- Increase the number of computers in the late lab area
- Install a water fountain in late lab
- Investigate use of equipment for printing only – to avoid queues of people waiting to access a computer who simply want to printout lecture notes or resources
- Publicise and conduct classes on how to use the library on a regular basis throughout the year
- Ensure replacement photocopier/printers are suitable for high volume double sided copying
- Consider installation of pcs for recreation use in the library

APPENDICES

Appendix A Interviews

Appendix B Discussion Points for Interview

Appendix A INTERVIEWS

Female Malaysian
B.SC Computing 1st yr,
Lives close by Hawthorn
Usage (number of books borrowed from the Library): 34
Computer access at home

TYPICAL DAY / LIBRARY USE

Last week more than 10 hrs
Quite often not every day, use Internet

CORE REASON(S) FOR USE

Check for books, use reserve, and return books
Doing research, pick up reserve

ACCESS METHOD

Use computer from home to check reserve and how many people have hold on the books

FINDING RESOURCES/INFORMATION YOU NEED

Works well for books not many want to use
A lot of students use it is very difficult to use book. Sometimes have to wait 3 weeks or a month. During semester more than 20 reservations for a book - when my turn comes the whole semester has gone for this subject.

*"Wait for book, then told book is lost – delete my name from queue
Unfair waiting for so long – if lost willing to wait for next person to return but not my responsibility – not just cancel our name"*

If book is lost library should replace it –

Lab is always full of students waiting for access to PCs

Have to use software SAP system in the library, online on is very slow so want to use it in library but most of students are using computers for Utube or video and movies they are not doing it for assignment or study just for their own entertainment. Almost half people on first floor are doing their own stuff

Staff

Sometimes ask, they are very friendly – problem with login to the library and most of the time willing to help give useful suggestions

FACILITIES

Almost all PCs have virus – when we put in USB or hot disc go home always show there has been virus attack from the lab in the library

Swinburne quite good, quite good, just sometimes found it is quite noisy.

4th floor is silent area if students make a lot of noise there the librarian will come

3rd fl always so noisy. They should be able to talk but not so noisy. Don't complain just move to another space, they can make noise but it is too loud

Use atrium for short discussion, assignment, lunch together with my friends

Difficult to make booking for discussion rooms always a lot of students have reserved it. Just use the printer and photocopiers. Self checkout sometimes doesn't work

SUGGESTIONS FOR IMPROVEMENT

Ban some websites for entertainment –since this is a study place, not for online game. Not sure how to solve the problem. Staff shouldn't tell if they told students would get mad or angry.

Provide books that a lot of students going to use

More new copies for the students so other students can have it

Curious why when viewing the holds some students can renew for a few months?

They can renew for so long when there some are for 2 days and 7 days is not enough for students – time is too short.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Bit different, in my country not encouraged to use online library, Internet. In Swinburne learn to use Internet and find it easier for me. I can renew and don't need to bring my book in to do that and return home. Study area revision can't make a lot of noise and ask them to go away. If you want to talk then you must go – that works.

M.Sc (biotechnology) 1st Yr
Indian M, here 2 months, lives Coburg
Usage: 12
Computer access from home

TYPICAL DAY / LIBRARY USE

Uses library daily mainly in the evening

CORE REASON(S) FOR USE

Books, computers, Internet for checking emails, assignments finding links, science labs

Books for pleasure Entertainment,

ACCESS METHOD

Uses web catalogue to check availability

Uses reserve and hold

2 Or 3hr4s reserve books

FINDING RESOURCES/INFORMATION YOU NEED

Insufficient copies – faculty says use and there are not enough copies books on Immunology aren't sufficient – only one book and its on reserve.

"Our faculty says use a particularly book but it is not available in the library or there is only one copy how can you use it? My suggestion to library is to increase the number of copies"

Library Staff

"Ask library staff and they help me I am happy. Good people always ready to help us"

FACILITIES

Computers

"Students watching films and videos wasting time when people need computers for their work – they are wasting their time - they are coming only for entertainment. They should be reading instead, biography books something to gain knowledge"

SUGGESTIONS FOR IMPROVEMENT

Increase number of copies of books and DVDs for study purposes and instructions on how through audiovisual sessions.

More computers not for entertainment

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Used Moreland Public library for language books. There are only a few international books at Swinburne. It is better than Indian libraries where very they have fewer books and less Internet access

Swinburne has more than 10,000 books in India they have less 7,000

B. Engineering/Science 2yr

Male, Local Surrey Hills

Usage: 71

Computer access at home but don't have need to access

TYPICAL DAY / LIBRARY USE

Use library 2-3 times a week during day between classes

CORE REASON(S) FOR USE

Quiet place to work, power points, wireless access for my laptop
Occasionally borrow

ACCESS METHOD

Use library

FINDING RESOURCES/INFORMATION YOU NEED

Very little use for electronic resources in library
Don't ask for help as have no need. Staff seem fairly friendly

FACILITIES

Lot better since upgrades. Made suggestion into box
Difficult on 3rd and 4th floor to identify where the power points are located amongst desks so end up looking like an idiot looking at ground below desks to find out which desk matches up with powerpoint. Sticker saying powerpoint available here.
Use it just as a quiet area. Electronic resources not relevant to my study

SUGGESTIONS FOR IMPROVEMENT

Few more computers would be nice
Nice for a few more power points along the walls but that is about it.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Swinburne Library pretty good in comparison especially after the upgrades, its a lot more colourful.

B. Eng (Biomedical) 1st yr
Singapore Male
Been here 1 yr, lives close by
Computer access at home
Usage: 85

TYPICAL DAY / LIBRARY USE

Come in daily often in evenings and afternoons
Use any time not in classes

CORE REASON(S) FOR USE

Primarily study on top floor
Need Internet access and can use the wireless with my laptop

ACCESS METHOD

Use library home page to check on holds

FINDING RESOURCES/INFORMATION YOU NEED

Web access, would be good to have more books in digital format
Some of the books are available

If you can't get hard copy because someone has it out you can still use it
"Late lab gets very crowded, it has a lot of tables with computers but not any tables just for studying"

Ask for help finding books and resources, they are helpful.

FACILITIES

Desktops are slow there is also issue of viruses. A lot of people bring their flash drives and they put them on the computer and it gets infected. Once my flash drive was infected and it infected my laptop and my network back at home. So I actually emailed ITS and I sent them a zip copy of the worm file. They replied back saying they have updated security but there are still worms. Even yesterday there was a worm on my USB.

Search sessions and cite references in my first semester – they were spaced out quite well so I was able to attend one in the evening.

SUGGESTIONS FOR IMPROVEMENT

With exception of 4th flr the rest of the library is really quite noisy. Should adopt silence on 3rd flr too. On 4th there are very laptop power points there so can't stay there because laptop runs out of battery.

Just leave 2nd fl and ground fl for people who want to talk

Stay open longer the week before exams – don't necessarily mean all services such as lending just to allow use of tables for people to have access to tables for study

Printers don't allow print both sides for some reason. Assignments would be a lot thinner and it would save paper as well and reduce printing costs as well cost is currently 11c a page maybe they could make it around 5 c a page for black and white

Most important thing library could do for me:

Keep some part open longer

Implement silence policy on other levels

Discussion in room – very hard to concentrate

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

USA library was 7 levels, major advantage there was that they kept it open 24/7 but not all services. The ground floor was always open and had enough seating for large number of students.
Swinburne is about equivalent with libraries I've used in Singapore.

M. Advanced Manufacturing Technology, 1st yr
Male Vietnam
Lives close by Hawthorn,
Computer access at home
Usage: 212

TYPICAL DAY / LIBRARY USE

Use library everyday mostly in the afternoon

CORE REASON(S) FOR USE

Study with friends, borrow books, Internet online journals printers

ACCESS METHOD

Access online journals, also printers

Use access from home to find information and journals and to borrow books – it works well

FINDING RESOURCES/INFORMATION YOU NEED

Mostly don't need to ask for help. Just ask sometimes at service desk. The staff are very helpful.

FACILITIES

Good conditions and I make use of them

More space, more chairs, more computers. Sometimes I look for a space to study but there is no space.

SUGGESTIONS FOR IMPROVEMENT

Needs more space. Books are most important for me. Library has good things.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

One of the best libraries I have ever used before (Swinburne)

B. Business 2nd yr
Female Local
Works part time lives close by
Usage: 75

TYPICAL DAY / LIBRARY USE

Mostly jump on net when I get home from work, spend most of spare time on the computer. 2 days, I night class come first thing study up until class time and then go home after class. If it is cold I'll sit up here in library as I have my laptop but if its nice I sit outside. Probably in an average week I'd be in the library for about one hour. I generally study from home but at exam time I come in here and study in the single booth stations as I concentrate more there. You get a good vibe from everybody around studying.

CORE REASON(S) FOR USE

Put books on hold and pretty much every week I'll get books from here
Mostly here for a group assignment
If organised we get a meeting room but today it was just a bit thrown together so we are meeting at a table on level 3.
Get things more specific to the topics I'm researching and general interest books as well – like German if I'm studying it.

ACCESS METHOD

Catalogue is really good that is why I use it.

FINDING RESOURCES/INFORMATION YOU NEED

Online journals use them heaps everything I do I check online to see what is available especially in marketing see if there is anything on the industry I am looking at.

Expected to be able to have online resources we need, easy navigation
Not hard to learn how to use it but you do have to learn. Learnt by trial and error. Online books if I have a free hour have access from work I read online books which I do.

Everything I get I get on hold because I don't really know how to find things myself. Never do ask for help going through and finding all the numbers I'm not that familiar with so I haven't had a need to do it.

Used the printer, when I didn't know how to use it I just asked the person who was waiting at the station and it was easy enough. Staff have all been pretty nice. Have good encounters.

FACILITIES

Computers are always busy it is rare to find a free computer downstairs– I've only needed to do that a couple of times as I have my own laptop and I don't normally print here. People use those computers not only for printing but to do their own thing. *They should be using computer labs for general internet access.* Library not open on Saturdays irritating.

Good they put books aside it saves heaps of time

Suggested they order a copy of a book for this campus and they emailed me back saying they would.

SUGGESTIONS FOR IMPROVEMENT

Discussion groups – like book clubs

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Used Hawthorn, Camberwell public libraries their you can't have items set aside for you,

Female, China
PhD Biomedical Instrumental 1 ½ yr
Lives close to campus
No access from home but has an office on campus for access
Usage: 116

TYPICAL DAY / LIBRARY USE

Normally use Swinburne Library every week, sometimes almost every day
Use one or two hours a day

CORE REASON(S) FOR USE

Lots of reading like journal papers and books regarding our field so normally I will go to Internet

ACCESS METHOD

"I find the Swinburne Library database very useful when we want to search for some journals like because my field is optical field so lots of physics and especially optics journals we access through the Internet and Swinburne Library has we can search for books we can borrow for a few days there is a linkage to other libraries in Melbourne. If we don't have that book they can borrow that book and email me or telephone me and tell me that it has arrived – that is very nice"

FINDING RESOURCES/INFORMATION YOU NEED

Mainly research so mainly journal papers are essential to our work rather than text books.

Mostly Ebased information, Internet very important

Often journal papers have to be paid for to read so Swinburne Library sometimes has to pay for the database id so that is very good.

Unfortunately the database which is very important but not available to us is SPIE Online Source – useful for physics, biology and some other engineering course
Not available due to the cost

Very good function – if one person has a book he can't renew it for more that once so more other people can get access to that book

Service is very good. Good staff friendly. Go to the service desk and most of the time they will help use to solve problems but one thing I find annoying that I go to website to check whether a book is available but sometimes for quite a few days it is still in process-which is frustrating

"Recommended purchases can directly email to Miss Fiona – we send the details of the books or online journals so she can take care of it. Usually items are on order within 4-6 weeks"

Use library to study by myself

Use wireless around campus but it is quite slow in comparison to computers from the port

Use printers in my office not the library

FACILITIES

I find room with computer access too crowded when I try to get a computer to get online it is impossible to find a seat

SUGGESTIONS FOR IMPROVEMENT

Purchase SPIE online journal

More computers in computer room

if possible to increase wireless speed

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Monash University main difference their library is slightly bigger

Older longer run of journals in physics, astronomy and other universities usually have more journals

Bachelor student (friend) borrows course texts available from library quite limited

- once term has started it is almost impossible to get [course texts] book out from the library because some student has already taken it out - so maybe the library can buy more books on the teaching course so students using it for their study can borrow it from the library.

B Social Science (Hon)
Male, Local
4 yrs,
Computer access at home
Usage: 23652!!

TYPICAL DAY / LIBRARY USE

Would use internet to see what was available and if it wasn't available at Swinburne I'd use the CAVAL card to go somewhere else
I don't use library unless I have to as it is usually pretty noisy and I don't think it is conducive to studying. Spend about ½ hour a day here.
Only exception is if I was watching a video occasionally

CORE REASON(S) FOR USE

Reference books
Occasionally use conference room they are excellent
Occasional use for videos, papers and magazines I can't borrow elsewhere

ACCESS METHOD

Usually via Web

FINDING RESOURCES/INFORMATION YOU NEED

General texts in honours there is not one specific text for me and the books I want are not in huge demand
Uses CAVAL scheme and borrows from other universities. Just as easy to borrow from other places eg Monash Caulfield, Melbourne Uni - the only expectation is that I can borrow more from here.
Online resources are excellent I use them a lot

Staff

Don't have any trouble to ask for help. In yr 1 I would have some problems

The problems I do experience are using online books because occasionally they are harder to access. Sometimes the library information may not be 100% accurate and for some reason I cannot get online to access the e-books so then I'll ring through or go to the counter to get some additional advice.
Real issue for me with e-books is you can only download 25 pages at a time - this is very annoying and not conducive to study. We seem to be getting more and more e-books and I don't think this is the right way to go with the books. Not a good policy. If you want to read the whole book which I do it may take 3-4 days to download whole thing to print. Very frustrating. You can't cut and paste it so you've got to either print it and then locked out of it for 24 hours. It is hard to read on the monitor.

Using Internet it is always the case of there never being a terminal available. A lot of people sitting at computers who have not booked access doesn't like having to kick people off
Poster sheet booking - I have to kick the person off myself which is not desirable. Somehow the policy is not working - its either students or non-students but they are not writing down their ID and it is unpleasant

If you do access computer - I would like to use it in relative silence, a few chats here and there is fine but people bring their mobiles in and chat away in groups it is not conducive to using them for study purposes. Think it should be tightened up quite a lot. *Computer booking sheet - every time I've looked at it has always had 3 or 4 IDs and you'd expect there to be a few vacancies but there never is.*

Obvious to me people are not bothering with it and just coming in and using the Internet – not working. Heard that from other students as well – does need looking into. Clear instructions – should be made to put ID down, it does need more overseeing.

Prefers silence for study

Amazed at the number of books that are thrown out. What is the policy? Why are books thrown out? Seems to defeat the purpose of the library.

They are offered to students

Library seems to focus on e-books rather than hard copy. They shouldn't rely on e-books in the future because of usability issues. Cost 10 cents per page for print off cost effective issues not just my problem others I've spoken to feel the same.

SUGGESTIONS FOR IMPROVEMENT

Less ebooks

Better supervision of use of monitors – get students to adhere to policy e.g. quiet zone – Plenty of signs to beware of thieves in the library but are very few signs instructing students to be quiet in the quiet zone.

Not sure of the relationship between the lecturers and the library

If the lecturer requests a book is stocked in the library they should have a rapport with the lecturer from what I've heard from some of the lecturers that is not the case. Not that good a relationship.

Positives

Library is receptive to ideas, I've put through a few suggestions via email and have always got a response. Journals online is excellent – no problems with that – easy to print, easy to access

But a couple of journals for whatever reason they decide not to have and I have queried them on that. Not sure of the relationship between students/lecturer and library but I was unsuccessful in getting what I want.

Service is really good

Lack of text books in some subjects

Rapport between lecturers and library

Discussion rooms are great

Weakness

Need to watch ratio of e-books to hardy copy that is most crucial I think.

/library/students stock relationship

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Under resourced compared to say Monash in terms of references

Downside is I can only borrow 8 items and can't reserve items from other libraries
Philosophy collection is poor

Downstairs is the worst of the libraries I've seen in terms of noise levels – it seems unruly compared to the Ballieu and to Monash at Caulfield. Because it is not policed properly I'm not sure if there are sufficient numbers of terminals.

Central planning authority required to look at supply within the state – different campuses should have different specialities and offer courses which ensure best use of resources was made. One person could monitor it. Don't know if educational authorities would get together on this.

B Mechanical Engineering
Male Indonesia
5yrs in Australia,
lives in Box Hill
Internet access from home
Usage: 165

TYPICAL DAY / LIBRARY USE

Lectures, tutorials, lab. Normally gather together once a week in atrium or I sit in a room to discuss assignments which you can use for 2 hrs

CORE REASON(S) FOR USE

Can't concentrate at home by studying in library I am fully focussed on what I am doing

Can meet friends here to discuss everything

Borrow magazines and novels

ACCESS METHOD

Access from home or library while at Swinburne

FINDING RESOURCES/INFORMATION YOU NEED

Library books provided is very limited especially for the Engineering area. Sometimes you have to go around and round to other universities and it takes a lot of time to find the books.

Normally buy text books as only a few copies available through library

Can borrow from other libraries like RMIT

Use online journals like Scopus and Wealth/Web of knowledge, they really helped me in doing my final year project

Most of that stuff you don't have to pay for – I think they are paid for by Swinburne I'm not quite sure how it works.

Sometimes ask staff for help in finding books as they are sometimes hard to find using number system – students put books back in wrong place

Staff are really helpful

Don't use electronic books – don't really know how to use it but other facilities yes

The most service I use from this library is booking a room and then sometimes a laptop

Have used projector for presentation so you can have a practice with your friends in one of the rooms.

FACILITIES

Thousands of students here at Swinburne absolutely difficult after 10am-5pm

Positives

Staff helpful

You can borrow anything e.g. electronic equipment – camera, laptop

Printing – transparencies – colour, b/w

Booking a room

Negatives

Computers

Booking room supply cannot meet demand

Laptop difficult to borrow

Only 2-3 copies for text books for 100 of students

SUGGESTIONS FOR IMPROVEMENT

Space is limited and I think it is a bit difficult for Swinburne to expand in this area

Extra laptops

Make sure there are enough computers for students – there are 40000 students and there is not even a 1000 computers here

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Used Box Hill Tafe and public library – they are pretty good

Swinburne is better because it is a university library

B Engineering (Elec & Comp. SC)/ B Business
Male India
2 yrs lives on campus
Usage: 17

TYPICAL DAY / LIBRARY USE

Probably use library for an hour a day

CORE REASON(S) FOR USE

For Engineering there is not much of research

For Business I need to do research and use business books and the Internet

ACCESS METHOD

Come to the library when I need to otherwise my apartment is quite good

Wireless in apartment is not that strong, use late access card go to library and sit over there

Put a hold on the book I want and come and get it over here

Mostly look at online journals

FINDING RESOURCES/INFORMATION YOU NEED

Recommend using textbooks but most of the lecturers provide their own lecture notes so that is often more than enough so I don't use a text book normally.

Staff are very helpful

When needed access card went up there and they gave it to me on the spot

FACILITIES

As a first year student I always used the printer

Living on campus I sometimes I borrow calculator if a friend has borrowed my calculator.

Also use Laptops when I don't feel like carrying my laptop across from my apartment I use one of the library ones

CAVAL care aware of but haven't used it

Sign in and book at computer booking for an hour – most people aren't aware of this system

Everything good except for the lack of the computer

SUGGESTIONS FOR IMPROVEMENT

Increase number of computers during opening hours would be great

Increase strength of the wireless – not too bad in atrium and library but other parts of the university has poor access including the student accommodation

Level 1 is too noisy

Would like all software in each field on all computers – if they could have special software e.g. Mathematics and Maths

Virus and Trojans on the Swinburne network – know they have been clearing it up but needs to be better

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

In India I didn't use libraries much as I just used lecturer notes – not a library person

Male China
eCommerce

Lives here for 6 weeks, an International Exchange Student last year of study but first year here.

Usage: 25

TYPICAL DAY / LIBRARY USE

Start 8 or 9 am for classes 5 days a week. Normally do not have lessons in the afternoon so would go to the library in afternoon because they have very good internet access and books there. Compared to China study here is more relaxed Less lectures, less homework and contact hours than used to in China. Have to study by yourself, in China teacher tells you what to study. Here you choose own research rather than it being prescriptive. Use libraries to get information and books which are most important thing. Not many people go to library after 5pm. Lilydale Student Village mainly use the Lilydale library campus I can put a hold on books so no need to come here (Hawthorn)

CORE REASON(S) FOR USE

Internet access and books

ACCESS METHOD

Cost \$85 to have Internet access to my country through dormitory. Use library website from home to find where the book is and what it is about - very useful. Online resource I never use - I just can't open the link and it doesn't work from my dormitory. Some programs Access MSN and QQ are forbidden to use in the library.

FINDING RESOURCES/INFORMATION YOU NEED

Recommended books - need to buy them. *Books are really expensive here.* I share room with guy from China. First time I borrow a book from the library and he places a hold - next time he borrows the book and I place hold so we can keep the book.

When first arrived staff very kind and very patient as my language is not so good and any questions I ask them they answered. Returned a book one day later and they said no problem as everybody can forget a date.

FACILITIES

Only used computer and printer in library until had bought my own. Library computers are good to use for study but you are waiting a very long time to use - system will ask you to enter your password and will take a very long time to download your personal details. 5 students in our dormitory bought a printer together and it is more cheaper than library ones.

Negatives

Can't borrow a book for a long time. They have limits on the books. Don't understand why some books can only be borrowed for 2 days or only 2 hours. In 2 hours won't even borrow will just look at it in the library.

SUGGESTIONS FOR IMPROVEMENT

Cancel short loans - they are useless

Open for longer hours - normally close library at Saturday at 5pm.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Library here is better than Chinese ones. Mainly you can hold a book online. In China you can find a book online but you cannot hold it. *I am in Lilydale and can*

hold a book online and they will send it to me from other campuses which is really convenient. Its great.

M Information Technology Systems Management
Male, interstate
9months, lives locally – usually walk to uni
Internet access at home
Usage: 355

TYPICAL DAY / LIBRARY USE

I've been funded to study for a year – I'm usually a worker rather than a student
Like to keep some time of routine so I'm usually in the library or in the
Engineering Department. My lectures are all at night Mon-Thursday
Its like doing shiftwork start day late and end it quite late

In here every day. Probably 2 days of the week I'd sit in the library and do work
here. Generally get out of the library because it is very busy and go across to the
Engineering building because there are computers there you can only access if
you are in certain courses and it is a lot quieter.

CORE REASON(S) FOR USE

Usually download journals here
Library access is really good. Use laptop a fair bit and the wireless connection.

ACCESS METHOD

Internet at home, and an old laptop but have Internet plan which has limits to
how much I can download

If I was a student and I didn't have a laptop and I only came to uni at the peak
periods it would be difficult

FINDING RESOURCES/INFORMATION YOU NEED

Bought the set text books

No difficulties getting hold books

As soon as I get the reading list at start of semester I put the books on hold
I know in some of my courses students have complained about access to text
books particularly if you are not a fulltime student which is a lot harder. With a
lot of the textbooks you can now access an electronic version which is really good
but do like having in hard copy

*If the library went with the policy that there is at least one copy of what you have
to read and an electronic backup I think that is the way to go. More and more this
year the trend seems to be going that way.*

Online limitations on what you can print out from ebooks

Not the library's decision it comes from a third party have limits on print out – 5
pages out of a big book is not enough.

FACILITIES

Occasionally use DVDs – there aren't a great deal of them IT and Business related
Most of the AV course related items are on video – for the course I'm doing they
are probably a bit too old

Photocopy – take much more detailed notes – always Print out lecture notes
because you generally get those before the lecture. I have a printer at home but
as I'm here a lot have used the printers a bit. Haven't used the scanners.

Silence on 4th Floor –which is generally silent not always. Need more powerpoints
where study desks are. *It's unsafe all the cords around the floors and corridors
that students bring in to get access to powerpoint.*

Library has a good feel to it. It is fairly well organised. The customer service is always pretty good *There aren't unnecessary obstructions to getting a book.* If the book isn't there it is easy to put a hold on it on line and when the book comes in you get an email or an SMS – it easy to get it out of hold. *The fact you can borrow out a laptop for a period of time and other equipment is really good.*

Don't know how they identify which books they really have to get in the library. For some of my subjects there are particular books that from the nature of the courses they might have here – some of them you can access electronically but they are fairly important components of the courses it would be good if they have them. But I guess that is as much for me to go and identify for the library staff that they should be getting this book.

Possible for library to put in more powerpoints

COMPARISON with other libraries

Some subjects are missing access electron of courses

Broader reading – Info systems management there are big top areas which you should read about but there isn't necessarily much and hence I often go to the State library as well.– advantage is things are likely to be there as they can't be borrowed. Certainly compared to James Cook it is much better here in terms of the services you can get.

Negative

Pretty crowded. Size of the student body compared to the space in the library. Not just talking about computers being available but even just talking about finding a place to sit down. You'd like to think if you went into a library you could find a place to sit

If the library gets funding as a % of the number of students in the university the funding should be going up as there are more and more students

The nature of having a lot of International Students results in the library being the centre of where everyone comes. Certainly having moved here from interstate and having no base of family or friends I have my home and I Swinburne University basically for this year so when I'm here I'm at the library or engineering building there is not much else.

IMPROVEMENTS

Easier to find a quiet place with power source

Set up better to cope with additional people at peak times

AV collection could be a small project for someone to spend a bit more time on it – it needs a revamp e.g. used a Michael Porter Strategy Video Set not bad but needs to be more contemporary DVDs on the topic. The DVDs they have are more world movie DVDs – other than those you have a couple on each area and that is it. Has value but is a bit dated.

The library has been more focussed on getting electronic access to the books which is very useful.

Discussion rooms on the 4th flr are in a very poor state - They are the old style attempt to soundproof a room holes in the wall where sound proofing is so it isn't working – defeats the purpose of a silent flr.

3rd flr is really good with different study group rooms

Booking system is with staff works well but it could be put as a self booking online system –not a big deal. Maybe easier to control the way it is

Library training is aimed at Endnote low level.

Would like to have sessions on advanced use of Endnote you can only go if you are already proficient at it.

Toilets are really bad even by shopping centre standards- not cleaned regularly enough - needs a sign up on when it was last cleaned.

M. Information Technology
Male China been here for 12 months, 2nd semester
Lives close to University
Has access to Internet from home
Usage: 36

TYPICAL DAY / LIBRARY USE

Class and after then spend most of my time in the library studying doing some researching with friends

CORE REASON(S) FOR USE

Late lab pre exams,
Discussion Study group
Internet access
Quiet study area, environment forces you to study
Equipment
Book shelf just around you so you can find things very easily

Level 4 use most of the time – sometimes if you want to focus you need a quiet environment where people are not talking, no phone

"Some people on level 4 people are always talking up there for a very long time and that is a problem"

Use my own computer laptop

Recently my computer crashed so I used computer on level 4.

Sometimes use the late lab – stayed there for 2 nights with my team mates we had an assignment wit a due date Mon-Wed morning - no sleep Find a table and sit there and talk luckily we find a computer. Sometimes can't find a computer in the late lab

A lot of students will have a test after the break so a lot of people come to the library hoping to find a computer in the late lab.

"Our task is to have discussion but for other students they may have to memorise things and they need a quieter environment. A lot of people come to the late lab and find it just too noisy so they just leave to find another place."

FINDING RESOURCES/INFORMATION YOU NEED

E-book accessing via screen is hard on eyes makes me very tired

Rather like reading a real book

Don't buy textbooks as I find the Lecturer's notes are more useful

Some people before exam read notes and some people read textbooks – person who reads the book fails, the person who reads the notes pass!

Have tried to get textbooks from the library but usually it is very hard to get them as someone has already borrowed them. Some people borrow the textbook and when the due date comes they go to the desk and say they want to renew it again and so take it over so for the whole semester you can't see the book and that is a problem.

STAFF

Don't ask for help. Sometimes you don't know how to use printer but there are a lot of students around so you can ask them.

Staff are friendly and on level 2 some staff behind the counter they are very good.

FACILITIES

Equipment is not bad but when I go to the Late lab I have to take my laptop because some of more data if I use the computer of the school it is not very convenient but very hard to find a socket. This library is not designed for the

people using laptops because sometimes I really need to bring my own power board.

Very hard to find a quiet environment to study in late lab need to wait until after 12 o'clock till people go away

SUGGESTION

Need to separate late lab - half for discussion for team job and half for quiet

Good things

Level 4, late lab, convenient having equipment, well lit, excellent self checkout system

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Much better than Chinese libraries because equipment is very good.
It has a good atmosphere.

M Information Technology
Female India
Been here since July
Usage: 304

TYPICAL DAY / LIBRARY USE

I spend all my time outside of lecturers in the library.
Even if I want to eat out I go to the atrium. Or for quite space I go to the basement. The library is like a second home for me.

CORE REASON(S) FOR USE

Resources fully, getting books and Accessing Blackboard (whole study package online). Usually access from library and has placed many holds.

Late lab a meeting place to discuss assignments

Should put more students in to the habit of making silent reading. make lots of noise

Study silently

Have to be quite early on hold system

Intruders in the late labs

Resources especially computers are being accessed illegally by students from other places and members of the community. They convince students of Swinburne to get them late lab cards.

When not studying students should be using books for recreation – encourage reading

Fortunately I have got the textbooks I require through the library so I didn't have to spend a single penny on buying books. I access library quite early so was able to place holds. You can get books on hold pretty easy.

I use lots of e-books. Joined several communities Esnips.com and ebooks.com
There is a list of e-book resources on the orchid communities and check for different sites. Used mainly for study.

Think Swinburne should encourage more recreational reading. Reading books is like being in touch with the greatest people who have been on our planet.
Reading is a habit that is slowly fading down. Students are only reading what is required and do not like to go for recreational reading. The library should be encouraging reading more

Staff

Very helpful When I came here I had no knowledge of how to access the catalogue and I was new to all the electronic systems they have here. I have always asked the library staff how to put holds on.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

The country I come from we have a computer database but most of the interaction is done manually with the librarian taking notes.

Free SMS or email service alerting you to availability and loans are due is very good. Number of books issued at Swinburne is about 30 compared to 6 there. Couldn't borrow journals there

Manual feedback form on the board – sometimes issue seems too petty to ask but you can pin question there and you will always get back an explanation from Swinburne administration.

Impression of Library

Quite impressed.

Late lab – needs more computers, laptops need more power points

Spend time waiting to get on to a computer. *Students are logged in and go off to have their dinner and leave computer for an hour or two– it locks it up so you have to wait until they return.*

SUGGESTIONS FOR IMPROVEMENT

Setting up book banks where students can borrow set of technical books for a term for a fixed amount as a security (e.g. 5 books for 1000 Rp.) Technical courses are quite expensive and so are the books. Returned in good condition at the end of the semester the student can get the security back. Library can be using the money for some other financial services and the student doesn't have to spend money on getting new books. Almost all universities in India use book banks

Need more novels not up to date. Other sections are quite good.

You can always suggest items and the library will buy them.

Increasing number of computers in the lab most important – after hours it gets closed down and the number of computers gets reduced so if they could open the basement lab. When you come after hours to complete your assignment you find there are no computers and that is a very disappointing thing. I do not have a laptop so I am waiting for some student who might leave it.

"Students are in a recreation mode watching videos and downloading movies when I'm standing waiting to complete assignment".

Larger number of books for recreation and laptops

Checking on those intruders who come into the library

Students should be encouraged to read for pleasure.

B Computing 3rd yr

Male Vietnam

Been here 18 months. Lives in North Richmond 30 minutes from Swinburne

Dial up access at home is very slow.

Usage: 87

TYPICAL DAY / LIBRARY USE

Every day spends a lot of time in the library.

Have to work on Internet in library not good enough in home

CORE REASON(S) FOR USE

Study main reason for coming to library Use books, borrow laptop, use meeting room and silent study on the 4th flr.

Search for books online and hold

ACCESS METHOD

Use library as Internet access from home is too slow

FINDING RESOURCES/INFORMATION YOU NEED

Textbooks – some I think are necessary and I bought it and some I borrow from library. It is easy to do. Use in reserve section for 2 hours and that is enough for me.

Staff

First time I came here I asked for help. *They have 1 or 2 hour sessions to learn how to use the library and that was helpful. The course I do in English they take me around and show me how to use the library.*

Once I left something in library it was left at reception and they contacted me to tell me they had it. They are very friendly.

FACILITIES

Temperature is sometimes very hot. Computers have viruses. More space in silent block is necessary for laptops. More space for working with laptops – more tables and chairs with power

No fresh tap water – Sometimes I work overnight in library and I need to get water but there is no water other than in the toilets.

Good things about the library

Staff very friendly

Silent block

Building is very modern and good

Order book online and the SMS alert

Bad

No water

Lack of power for laptop

SUGGESTIONS FOR IMPROVEMENT

Buy new books

One card rather than 3– student card, copy card and late lab card

Need more silent space is most important and the fresh water

B Computing p/t
Male India lived here for 1 yr
Lives 10 mins away
Internet access from home. Uses to access library
Usage: 60

TYPICAL DAY / LIBRARY USE

Mostly work part-time
So come here in the mornings, work directly from there in the afternoons and go home
Almost here fulltime before exams

CORE REASON(S) FOR USE

Use mainly for study, has own laptop
Mostly for silence
Mainly study late at night in the late labs as well

ACCESS METHOD

From home

FINDING RESOURCES/INFORMATION YOU NEED

Textbooks and some reading materials from the lecture notes. Mostly get them from library but when the semester is going to start there is a high rush of students approaching same textbooks so I purchased 2nd hand books otherwise I'd be behind the other students
Used EBSCO Host for foundation studies at Swinburne ,in first semester and I prepared all my reports from EBSCO Host and Datamonitor.
Library conducted special sessions on how to use databases, journals and everything and that was quite useful. Library tours offered at start of semester

Staff

Sometimes when I can't find what I want I go downstairs and ask them if it is possible to find exact location.
They are friendly

FACILITIES

Quite good
Search of catalogue from Internet and home is quite useful
Many computers
Large space for group study and conference rooms
Late labs (lots of noise)
For those like me who come for just reading we are disturbed by it.
Security only comes in occasionally – so students just shout like hell
No drinking water in late labs – we have to purchase from outside

SUGGESTIONS FOR IMPROVEMENT

Maybe increase number of copies for popular titles
Maybe should have at least one person who is sitting there on duty so it isn't as noisy
One room only open this should be increase during semester not enough space
Maintain silence so we can concentrate on study – that is what library is meant for.

COMPARISON WITH OTHER LIBRARIES

Much better than India – for instance a room like this has got whiteboards, computers visual aids

PhD
Male Indian
2nd yr
live close by
Internet access from office
Usage: 106

TYPICAL DAY / LIBRARY USE

Work in experimental group, Come at 9am will be in lab until about 7pm
Come only to borrow books and to read papers and literature in the lounge since building has been renovated to see people coming and going. I need to read either in a very quiet place or in a very noisy place.
Access library's web pages most of the time

CORE REASON(S) FOR USE

Access research books, text books

ACCESS METHOD

Internet access from office

FINDING RESOURCES/INFORMATION YOU NEED

Usually use website called "Archive" where people publish all their research papers.

Other resources research papers licence through Swinburne Library

Some journals don't have access to because they are paid journals through Swinburne there is an agreement for downloading papers

Sometimes I look into e-books

STAFF

"Don't ask for help because on this floor there are never any staff around".

Sometimes when I need quick help difficult to find items by myself

Quite friendly and helpful

FACILITIES

Recently improved quite a lot, I really like the new environment it is more spacious

Lots of computers to look at the catalogue

Self check out is impressive

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Only thing that really surprised me coming from India there are not many copies of the same book available. In our field there is only one book available and if someone has taken it out you can't see who has borrowed it.

Top institute in India – you can see who has borrowed it – if one of your friends you can go and ask them if you can borrow

At Swinburne there are a lot of Centres of Excellence from Australian Government – I belong to one - Don't know who is responsible for ordering for the library
New books are becoming available all the time and more copies are required for this cutting edge field.

Time is limited especially on weekends should be open until 8pm

Some weekends only open 12-5

SUGGESTIONS FOR IMPROVEMENT

More copies of the same text books

Wants to know who has item out on loan

Centre has its own mini library contribution from all past members' small budget for purchasing resources for the centre. Run by the centre. Sign into notebook so we know who has it. 20-25 graduate students and 15 staff

Likes the coffee machine – should be some fountain for drinking water.

Advanced Dip International Business TAFE
3rd yr
M Papua New Guinea
Walking distance from university
No Internet access from home
Usage: 11

TYPICAL DAY / LIBRARY USE

Visit library very often to check my emails
And work downstairs in lab

CORE REASON(S) FOR USE

Library for research
Computers in the lab
borrows books, photocopy stuff, printing for assignments

ACCESS METHOD

In library

FINDING RESOURCES/INFORMATION YOU NEED

Recommended texts are very expensive so rely heavily on the library
Sometimes there is an inconvenience getting hold of books
Access for electronic access sometimes says you have to pay to go to a site and I don't have access to them.

Staff

Usually asks for help – usually front up at front desk. When they are busy and sometimes they forget to help students

FACILITIES

Very good place to come and study. Very good silent areas
*Normally get what I need from the library and the information is up to date
Audiovisual stuff, usually come and borrow laptops and it is very convenient for
power point presentation borrow and take to class room*

Negative

*During peak hours there are not enough laptops or computers and this is
frustrating and the place is so full*

There are not enough computers for us to use and it is really frustrating when sometimes have arguments over access to computers. Library should be looking at this because it can cause problems. I am one of them who almost gets into fights over them. Students do not follow system. Booking systems are not very effective – needs to be a better way. *Students do not follow the system and logon and go out of room for around for an hour other students who want to use computers can't because it is occupied.*

When sitting close to other students we should stick to common language other students speaking in their mother tongue is very annoying. Should be a strict rule about that people in the library should be speaking in English. We are all here for to study English so we should be speaking in English.

SUGGESTIONS FOR IMPROVEMENT

Extend opening hours until 12 at night
Put more computers in the labs

Update books with more recent publications – library doesn't have the latest version so have to use previous editions

Library is general good. Improving printing sometimes money consuming it doesn't function well. End up waiting for copies and they don't come out particularly on colour printing. Complain at service desk and ask for reimbursement. Sometimes they don't trust you, think you are trying to make up stories to make money.

TAFE Unlink Technology
Male China 1 yr
10 min from Swinburne
Internet access from home
Usage: 120

TYPICAL DAY / LIBRARY USE

Because my course is Unilink I have to attend classes every day from 8:30-5.30. Only have 1 hour break for lunch, rarely comes to library – sometimes in the evening.

CORE REASON(S) FOR USE

Computers have some software I have to use to do my assignment. Office software to do diagram have to use school computers. Because there are a lot of people in the library it is difficult to find a computer here.

ACCESS METHOD

Internet access from home. Sometimes I put holds on the books from home.

FINDING RESOURCES/INFORMATION YOU NEED

"Textbooks are so expensive in Australia I have to borrow books from library"
Sometimes I just do and find book myself sometimes use computer to hold. It is difficult

No use for online resources or e-books

Place holds but in a queue and don't get book until end of term

Staff

Have asked for help a couple of times. They are good and are happy to help

FACILITIES

Seldom use printer and photocopier because I have a printer at home which is cheaper than here.

Computer section is too small not big enough for us.

Never use laptops from library

No place to sit and use our laptop.

SUGGESTIONS FOR IMPROVEMENT

Needs someone to police bookings – lot of people watching the movies and put their bags in front of computer and they go away don't come back for an hour during that hour I can't access that computer.

Not enough copies of popular books.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Never used libraries before, too lazy, doesn't like reading

M Human Resource Management
Female India
2nd yr been here 1 month 1st semester
No access to internet from home but am trying to get it
Usage: 44

TYPICAL DAY / LIBRARY USE

Classes 2 days a week Tuesdays and Thursdays. Other days we don't have any classes but we get together to have group assignments. I have to come to the library to collect books and have to use online references and e-books.

CORE REASON(S) FOR USE

All kind of books for study, textbooks, Australian newspapers (check news from my regions)
Use email to contact family and using ORKUT.com for chat etc

ACCESS METHOD

Through library, no home access yet
Will use library less in person when has Internet access from home but will continue to use for group assignments.

FINDING RESOURCES/INFORMATION YOU NEED

Went to class on how to use of databases on first day
Number of textbooks available is insufficient. If they can't have the hard copies it is important to have soft copies so don't have to wait until returns if not here for all time
Holds

Staff

Staff have come to help me find the book
Have asked for help because there is a huge difference between the education system here and in India.
Helping a lot from other nations so if they are not helping it is difficult for us to continue the study and they are helping a lot in so many ways.

FACILITIES

First day when I came I am really happy to see this beautiful campus and the first time I went to the International Office to get the news on how to attend orientation session so am very satisfied to see the whole campus.
Fully satisfied
Spend time in Lab
Has own laptop

SUGGESTIONS FOR IMPROVEMENT

It would help a lot if there were model examples based on previous work of HD standard of how assignments from different courses should be presented.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

When I did one Masters in India and this is going to be my second masters in spite of that when I came here and found out I have to submit so many assignments and this is very new to us. The desk doesn't have examples of formats of making the assignments.
Online access is available in India but because of the economic situation here it is much more high tech. India has much fewer online resources

B Business Information Systems

2nd year

Female Sri Lanka

Started here in February before that in Swinburne Malaysian branch

Lives 10 mins away by train

Have internet access from home

Usage: 12

TYPICAL DAY / LIBRARY USE

Start here at 9.30-11.30 morning I'm in classes, then lunch break and lectures in the afternoon and then come to library.

CORE REASON(S) FOR USE

Printout lecturer notes

Books, cds, study

To access Blackboard

Don't bring laptop to uni

Borrow laptops if computers aren't free

Small inconvenience

ACCESS METHOD

From home

FINDING RESOURCES/INFORMATION YOU NEED

Use online journals a lot. Doing a management subject and have to do an assignment based on the journals

E-books use for special subjects e.g. IT

Access is quite good but it takes getting used to but it works okay.

Staff

When I first came here I asked for help because I wasn't used to the system of finding the book online and then finding it in the library.

The workshops (on using the library) very helpful

Quite friendly and helpful but sometimes they are occupied and you have to wait for some time to get help. They are quite nice

Textbooks - About a week or two after the start of the semester they tell us what books we need to buy. After that you generally use the library.

Textbook only available for 2 hour or one day borrowing

I usually buy books but if it is only one chapter I need I try to borrow from library

- sometimes I put it on hold and wait for ages to get the book

FACILITIES

Study areas

Books hard to find

Need a lot more new computers - you need a library computer to print out

Book a room with a computer or use the general study area level 3

Most outside computer

Some computers in the library do not have all software that is available in the computer labs.

Can't access the labs because they are being used for teaching and the library computers do not have the latest versions of software so can't use for assignments.

Study area especially is quite good

Laptops for borrowing

Most of the new students they are not the type who actually walk up and borrowing thing is not exactly user friendly

Not enough computers spend an hour standing around just waiting to get access to computer to print out lecture notes

Such a lot of students and little computers

Have to use a computer in the library - if you can't get a computer it is really hard

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

In the Malaysian library the books were stacked up according to the lettering system they have a list of books - these books are in this row.

Swinburne good lots of books - I am a person who is really interested in reading.

Swinburne College
Male India EC/IC 2 months
Lives in Ascot Vale 45 min away
No access from home
Plans to start Masters Information Technology
Usage: ?

TYPICAL DAY / LIBRARY USE

In TAFE 5 days a week Every day come to library
Uses late lab
Can come with my all day studies. I feel like I have a home in the library
Works in groups
Practices presentations

CORE REASON(S) FOR USE

ESP journal articles
EBSCO host search options are available. Can search in a variety of ways for articles
Webcity – 45 hours of speaking English practice and listening practice – very easy to use.
Useful for international students.
In the last 2 months not a single day I miss out on using the library even on a Saturday and Sunday

ACCESS METHOD

In library

FINDING RESOURCES/INFORMATION YOU NEED

No textbooks everything I need is online
Language on Swinburne sites is simple
Easy to use all in English

Staff

Induction presented by library staff on how to use printer, scanner, how to balance your card for the printing
All information provided by the staff when I joined the course
I utilised databases for my courses
Very supportive and help us and also available most of the time on the floor so I can easily get help from them.

FACILITIES

Library has given me fantastic facilities. Very fantastic facilities. One problem very busy during peak hours 2-5pm so much rush in the library so I have to wait to use PC for up to 15- 20 minutes

Good About Library

Staff
Late lab is very useful to me

Suggestions

People seeing movies – if I want to make assignment I can't get a pc. Always submitting at last minute – it is problematic
Mornings 8-9 on level 1 is shut down as they are maintaining the computers shut down for upgrading – this is good

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Shock this kind of space in the library and the materials are fantastic compared to what I'm used to.

Swinburne College
EC/IC 5months
MIT next year
Lives in Kew
M China
Internet access from home
Usage: ?

TYPICAL DAY / LIBRARY USE

Comes to library for group work to do homework on Saturdays and Sundays uses from Level 1-3

CORE REASON(S) FOR USE

Finding information
Finding articles
Group work
Printer
Computer

ACCESS METHOD

Has own computer but sometimes uses the library's H drive to save files
Doesn't borrow books

FINDING RESOURCES/INFORMATION YOU NEED

If you don't know where the book is you can ask staff to help
Also give help in doing homework
Today I graduate from course ELI course it has improved my speaking and teaching skills for the next course
EB course to find some articles. It is easy to do

Good
Convenient
Staff friendly
Environment is clear

Not enough computers

A lot of students use computers to watch movies and play games so it wastes a lot of computers and I think it should be limited

Printers have trouble on level one didn't come next day my friend told me it come on level 2 Not everyone knows that printing could be coming out on another level – so I thought I just wasted my money

From 10-2 is very busy so many people use it for fun it is not fair
If they want to watch the movie they bring in their laptops. But some students they unplug library computers to use the computer jack of computers in the library.

Level 2 used for exams

20 hour room on level 2 used for exams.

There are 2 doors to open – if they both open at the same time and there is a very loud noise which scares the students

B Engineering/ Business Accounting
5yr
Female Local
Recently moved to 20 minutes away
Internet access
Usage: ?

TYPICAL DAY / LIBRARY USE

Comes to university 3 days a week. Much less contact hours doing business compared to Engineering when used to be here 5 days a week.
Arrives in time for first class. Uses atrium or library in breaks between lectures for printing lecture notes and group assignments meet here. Usually goes home straight after class unless there is an assignment due.
Checks catalogue from home to see if there is anything useful and placing holds.
Use library on average about 3 hrs a day if I can get a computer
Triple use around exam time

CORE REASON(S) FOR USE

Space to study
Internet access
Books
Has laptop but doesn't bring it in as it is bulky and scared of damaging it usually not enough powerpoints

FINDING RESOURCES/INFORMATION YOU NEED

More comfortable using the internet than going up to find a book on the shelves. One of my friends was saying she always puts a book on hold and that means it goes downstairs to the spot and she doesn't have to go and find them on the shelves.

Likes online access - If it is an online resource I can look at it straight away
When studying engineering used ebooks which was really good. I could access it anywhere. With ebooks some are formatted differently and you can't do a keyword search of the whole book you have to do it chapter by chapter

Textbooks – always buy them from the bookshop
Policy that you are not allowed to take Swinburne library books into an open book exam

STAFF

Never asks them for help
Some of them are nice, and sometimes it seems they are avoiding you if they are a bit too busy

FACILITIES

Pretty good but at peak periods it is hopeless
Level 3 is a really nice space if you come here in the morning but come back later at its packed and there is no space.
Totally full pre exams
4th flr silent – is a little less packed
Book group room at the front desk or come to level 3. Don't know if you can book online
Sometimes you have to wait a few hours as there aren't any available
Actually discovered level 3 have computers in the meeting rooms which is a recent innovation – which is useful

IMPROVEMENTS

Lack of computers – a perennial problem - free internet will always create a demand

Unless you are here really really early computers on entrance level 2 are always occupied

Assignment for accounting looking for journals on FACTIVE – library has stopped its subscription to Business Review Weekly and the Australian Financial Review – use those often

Have difficulty finding books and using online databases – too scared to ask as I know the library runs workshops to show you how to do that and think I am stupid or lazy for not joining a workshop. It would be nice to have instructions on how to use online databases should be available on the Internet. Maybe it is there already but I just don't know how to find it.

SUGGESTIONS FOR IMPROVEMENT

Providing constant information rather than having to turn up for a workshop

Laptop power points everywhere

More group space like they have on level 3

Photocopying assistance would be good if someone was hanging around to help with using copiers.

You can only add credit to your copy card in the library very frustrating if you are trying to do copying in the BA building and you have to come all the way back here

Got the impression that the Library really does pay attention to what people want – the notice board downstairs includes their responses to questions

Sometime the staff at the front desk are a little impatient when they are working on their own – sometimes they do not want to help you out. But not all bad

Returning books during business hours not sure if you have to queue behind others for this - Would rather drop them off outside or worry about waiting in line.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Don't use other libraries

Walked around Melbourne Uni once looking for a place to read around exam time and they were even more packed than here

Tried using State Library once

B Design – Interior Design Prahran
Female Local

Over a year lives in residence in Hawthorn but attached to Prahran campus
Has internet access from home
Usage: 25

TYPICAL DAY / LIBRARY USE

Goes to Prahran campus and gets there early to get access to computer in the design building – any later than 7.50 can't get access – so I'd go to the Library but Library's computers do not have software students need – illustrator, Photoshop and AutoCAD. After class go to the library where teachers but books on reserve and returns home around 4pm.

Uses Hawthorn library on weekends for printing and photocopying except has no access at Hawthorn to colour copying in A3 which is critical for course. A3 colour copying is available at Prahran library

Goes to library for about 3 hours a day, 4 days a week

CORE REASON(S) FOR USE

Uses items on reserve

Space to study quietly

Hawthorn you can borrow laptops and it is open later

Use it for research and study

FINDING RESOURCES/INFORMATION YOU NEED

Textbooks only ever one copy in Prahran Library – if one of the class gets it we all swap them in the class to share. Teacher will often put them on reserve to 2 hours. It would be nice to take them home.

Have placed holds this year someone showed me how to do it – which is certainly helpful.

A lot of our work is using articles. Magazines prefer hard copy for design subjects Electronic okay for theory based courses where you can read the documents - where you have to measure the drawings it is easy to have hard copy.

Ask staff for help with electronic resources. More confident so don't need so much help now.

FACILITIES

Layout at Hawthorn is better, has more of a study vibe

Prahran is quite small - unless you hire a room there are no real space for group work – there are only 4 rooms

Prahran does have the resources I need but there is more of a study vibe at Hawthorn

Both campus libraries are clean and well kept certainly an inviting space – don't dread going there.

COMPARISON TO OTHER LIBRARIES YOU HAVE USED

Monash libraries are huge in comparison but I guess they have much larger student population. They have sections you can book

Frustrations

Need computer and there is no computer – particularly around exam time.
Don't know if you can book them.

Struggle to get a computer any later than 8.30am

Students stay on it for the whole day locking out access for anyone else – sometimes they go off to class for 3 hours especially at Prahran

Doesn't know how to access Internet in the library via wireless

Only one desk at Prahran campus where you can plug into the Internet don't know if you have to supply a cord

Magazines can only be borrowed for a week – it is hard to get is back need longer
Prahran need more group areas, it is a very individualised library
Doesn't have computer capacity for design students – library would be helping the faculty if they had those software programs on library pcs
Prahran – more group areas would be good – know they are restricted by space

Staff are generally helpful although sometimes a bit blunt

SUGGESTION FOR IMPROVEMENT

Adding design programs to the computers even if it was only to 5 computers

It is a design campus yet all the computers in the library do not have the software programs for design. Design programs should be added to computers – Illustrator, Photoshop, AutoCAD

For engineering students where I live – Solidworks and AutoCAD would be useful for them

Only learnt at start of semester that you could book a room

Library tour when I started.

Should find out about Late lab.

Holding classes in library once in a while to run through where resources are based. Did this when I was studying at Monash and it was excellent way to find out

Appendix B DISCUSSION POINTS FOR INTERVIEWS

Introduction

Thankyou for agreeing to take part in these interviews. Swinburne Library wants to know what you think about its services. We may use your comments in a report of the findings but your name will not be included in the report. Ask the interviewee to read and sign declaration form.

1. ABOUT YOU

- *Country of origin*
- *Where do you live during the semester when classes are on? e.g. Uni Lodge, residences*
- *How many years have you lived in Australia?*
- *Do you have access to a computer with Internet access where you live?*

2. TYPICAL DAY DURING TERM/SEMESTER

- *Describe what you did on a day last week? e.g. Wednesday*
- *Was that a typical day for how much time you spent in the Swinburne library? When do generally use the library?*

3. CORE REASON(S) FOR USE

- *Please tell me what you use the library for? e.g. study space, computer access, text books [use SLIS service checklist as prompt if necessary]*

4. ACCESS METHOD

- *How do you access the library? Web, in person*
- *Does that method of access work well for you?*
- *Do you have suggestions on how that could be improved for you?*

5. FINDING RESOURCES/INFORMATION YOU NEED

- *Do you have set texts resources you have to use in your study?*
- *What do expect the library to have?*
- *Do you use any of the electronic resources available through the library?*
- *Do you ask the library staff if you need help finding something or using some equipment in the library? If not why not?*
- *Do you have any comments about the service provided by library staff?*

6. FACILITIES

- *General impression of the library? e.g. seating, computers*
- *As you have Internet access at home what if anything do you use the computers in the library for?*
- *If you don't use the library as a place why not?*

7. SUGGESTIONS FOR IMPROVEMENT

- ***What do you think is good about the library?***
- ***What if anything don't you like about the library?***

- ***What could the library do to improve its service to you as a student at Swinburne?***

- ***What are the most important things the library could do for you?***

8. COMPARISON

- *How does Swinburne Library compare to other libraries you have used?
Better, worse, no different*

Attachment 6

Student Consultation Project – Action plan

Planning to be actioned from the recommendations and comments from students interviewed as part of the Student Consultation Project 2007 and in line with the Budget initiatives 2008 for the commencement of HE teaching period 2 2008.

Improve computer access: Hawthorn campus library and other campus libraries

	Action	When	Who
Power points	Install more power points at all campuses, especially on Levels 3 and 4 (Hawthorn) to provide access to power for students who bring their own laptops, or use loaned laptops; indicate which power points can be used for this purpose. (a) scope and design (b) seek quotes and carry out the work Number of power points: Wantirna (16), Croydon (redevelopment)	Jan-Feb 2008	GH, all
Computer booking	Implement MyPC computer booking system across 300 desktop computers at Hawthorn, Lilydale and Prahran campuses. Extend computer workstation booking trial of MyPC – this will assist with equity of access to computers but will also automatically time out inactive PC's and alleviate problems of students monopolising computers. (a) Business plan (completed) (b) determine needs at all campuses and locations (under way) (c) costing and decision-making (purchase has been agreed; costed at \$19,022 in year 1 and \$2,337 in subsequent years). (d) implementation	Nov 2007 – Feb 2008	GH, FC, ITS
Quick print workstations	Investigate need for another "Quick Print" workstation on Level 2 (Hawthorn) and Prahran, Lilydale for same, and further promote this facility to student community. Currently being implemented.	Dec-Feb 2007/08	GH, AL, KT
Recreational use	Library to consider the issue as part of policy review.	Jan-Jun 2008	IRST, LP
More student computers	Provide additional computers/laptops for student use. (a) determine distribution between campuses / overall numbers (b) construction of facilities for storage where required (c) relocation of 100 available laptops & purchase of new laptops Locations and number to be determined.	Dec-Feb 2007/08	GH, AL, KT, CC

Latelab at Hawthorn	More study tables and chairs on levels 1 and 2, Hawthorn. These have been acquired and will be in place for Semester 1, 2008.	Dec-Feb	GH
More access to software	Check with ITS on availability of range of software needed to support courses and access through PC's eg SAP, Mathematica, Solidworks at Hawthorn; Illustrator, Photoshop at Prahran. (a) Check options (b) Promote availability at all campuses	Dec 2007	GH, ITS, All
Viruses	University will obtain a site licence for Deep Freeze	unsure	GH, ITS
Improve the wireless network	Poor access reported in student accommodation – to be explored with John Batchelder.	unsure	DW, ITS

Space and Facilities: Hawthorn & other campuses

Trial 24 hour access to Hawthorn campus library	Develop a 24 hour opening plan and procedures for casual staff working after "normal" service hours. (a) costing for staffing, extra cleaning (b) security issues (c) duties – work breaks? (d) communications with night/day staff and issues/feedback arising	Mar 2008	GH and campus staff, Security, F & S
Drinking water unit in Atrium	Discuss with Facilities and Services the feasibility of installing a drinking water unit. Under way at Hawthorn, not required at Lilydale.	First quarter 2008	GH, F & S, KT, CC
Silent study space	Promotion of silent study space at Hawthorn in library publicity and signage	Mar 2008	KT (for signage)
Remove L4 group study rooms	Removal of glass wall partition and dividing wall between L4 Group study rooms and extend the Language and Literacy collection into this space. (a) building works to commence in January 2008, and (b) use of space to be determined.	Mar 2008	GH, Carol Lloyd
Equipment for Lang/Literacy	Provide tables, chairs and audio devices and headphones for English language students to use the IELTS and other language materials on site.	Mar 2008	GH, SF

Services: Hawthorn campus

Action	Action	When	Who
Training – IL	Offer more orientation sessions and tours during semester, including an iPod guided tour – one or two per month, taking into account timing of summer and winter semesters.	Dec 2007	JMA and Reference staff; FO'D
Rover assistance	Broaden role of Rover trial to include monitoring L4 (Hawthorn) as a silent study" area. Evaluate rover trial in terms of behaviour modification of students in the silent study space.	Mar 2008	GH, Lending and Reference staff
SSAA tour guides	Investigate use of SSAA student peers as library tour guides during orientation and early in semester.	Mar 2008	FO'D and SSAA
Saturday opening hours	Investigate Saturday opening hours - Check with HE when classes are running on Saturday – align or ½ hour overlap of opening hours with end of class time.	Mar 2008	DW and HE Divisional office
Deacquisition materials	Stop placing de-acquisitioned material out for students to take – sends mixed message to users – remove unwanted materials through bulk dumper OR be more selective in discarding to students	End of 2007	GH, Diep Nguyen
Student orientation	Discuss student orientation program (all campuses, not just Hawthorn) with specific reference to international students requirements and assistance.	Feb 2008	FO'D and SI

More books/resources

Language resources at Hawthorn	Increase number of heavily used IELTS resources, and purchase more language and literacy materials in consultation with TAFE and Swinburne College staff.	Mar 2008	SF, LAS, Swinburne College, TAFE teachers
Purchasing required texts	Provide Liaison librarians with advance notice from Swinburne Bookshop textbook lists as a proactive guide to ordering multiple numbers of texts as deemed appropriate. Revisit the Collection Policy for guidelines.	Jan 2008	GH, Ian Thomas & liaison librarians
Dewey class signs	Add broad Dewey class signs on ends of shelving to assist with browsing collection.	Jan 2008	KT, Liz C and Lending staff

Call number location	Devise promotional material to assist students in finding a book in the collection from a call number.		KT
E-books	Promote e-books - how they work, copyright – students don't understand the limitations on amount they can print or copy.		KT, Tony Davies

Services (all campuses)

Assessment examples	Investigate Monash University site which has examples of assessment formats and guides for students – link from Swinburne website.		
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Web presence

New students web page	Provide a "new students start here" web page point of first contact	Mar 2008	FOD, Tom Rutter, Dana McKay

Attachment 7

Role of an International Liaison Librarian:

The Library and International Project was initially conceived as a short term project which set out to achieve a number of objectives. These were:

- Improve the understanding of the needs and demands of international students by the library and its staff
- Incorporate an international dimension into library planning and outputs at all levels
- Improve library services both within Australia and overseas
- Create a positive response by international students to Swinburne library services

The continuation of the work started by the Library and International Project could be achieved by:

1. Incorporating the insights gained from the Project into the role of the Project Manager (Customer Services) to liaise with corporate areas such as Swinburne International, and the Liaison librarians incorporating international students issues within Faculties and Swinburne College so that international student issues are mainstreamed.

Pros/Cons: This philosophy maintains that while issues of concern to international students should be addressed as a high priority, however improvements to services and resources will ultimately assist all students.

2. A permanent position is created as International Liaison Librarian. There is a comparable role across the institution with the OUA and Distance Liaison Librarian. The International Liaison Librarian position would be a conduit for all Swinburne stakeholders and library staff in communicating matters relating to international students. University of Ballarat has a librarian working as a Liaison Librarian - International.

Pros/Cons: How does IL work with this model? There is an International Orientation which students may not attend for various reasons, eg visa delays. Students may want to identify with the Faculty rather than their international student status.

Strategically, it may be a good marketing point for the library to have such a LL position. The Library and International Project was viewed very favourably by Swinburne International and other stakeholders within the University.

Attachment 8

People Consulted

Swinburne International

Jeffrey Smart
Stephen Connelly
Gail Quirk
Diane Ruddell
Jim Garton
Tanya Loh
Jeremy Cohen
Sharon John
Suzie Roach
Taekeo Sakurai
Lorraine McKenzie Clark
Jo-Ann Lamb
Julia Hoon

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Consultant

Judy Peppard - Practico P/L

Students

Twenty-five students contributed their ideas in interviews.

Attachment 9

Selected Reading

To understand and inform the project on aspects of service to international students the following documents were used:

Journal articles:

Bordonaro, K 2006 'We all have an accent: welcoming international students to the library' *Feliciter: Canadian Library Association*, issue 6.

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McSwiney, C 1995, *Essential understandings: international students, learning, libraries* Auslib Press, Adelaide.

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Skene, J, Cluett, L, & Hogan, J
'Engaging Gen Y students at university: what web tools do they have, how do they use them and what do they want'

Ursin Cummings, L 2007, 'Bursting out of the box: outreach to the millennial generation through student services programs' *Reference Services Review*, v.35, no.2 pp.285-295.

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Kavanagh, A & Chidaveanzi, I 2006 *Report on DIT survey of international students: analysis of key findings*, DIT [Dublin Institute of Technology] Library Services, Dublin, Ireland.

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