

# Performance indicators: an Australian dual sector perspective

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### ABSTRACT

In Australia an increasing number of universities are becoming dual sector with both higher education and TAFE programs. The results of a survey of Australian University Libraries concerning performance measure for services to TAFE, an examination of the national TAFE and University Library statistics in relation to joint sector libraries, and an analysis of Victoria University use of the CAUL Client Satisfaction Performance measure into Higher Education and TAFE are reported. It is concluded that there is a need for institutional and national action in the collection of data about user behavior, in the collection of statistics and in the use of performance measures in order to ensure the performance management of Library services to both the higher education and TAFE sectors in dual sector institutions.

### ACKNOWLEDGEMENT

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### Introduction

The issue of dual sector TAFE and Higher Education Institutions can be illustrated by the following responses to the Library's client survey questionnaire, received in my office within an hour of each other. The first response was from a Higher Education student who objected to receiving the questionnaire in printed form in the mail and wanted to complete an electronic version on the World Wide Web. The second was from a TAFE student who did not have the level of literacy required to understand the cover letter, but was concerned that he might be penalized in some way if he did not complete it.

These two responses illustrate the challenge facing dual sector institutions in delivering appropriate educational programs and support services and measuring their performance.

### *Dual sector institutions*

A number of Australian tertiary institutions can be described as dual sector. For example, in Victoria dual sector universities deliver 40 per cent of TAFE courses.

In 1997 the Higher Education Council commissioned a review of Cross Sectoral collaboration between educational, training and research institutions. This report noted that there are a number of drivers of cross-sectoral collaboration with a mix of anticipated benefits including efficiency gains, income generation and competitive positioning, educational and learning effectiveness and enhanced professional development. It was suggested that there is a need to create measures and put in place arrangements to monitor whether these benefits are being achieved. (Sommerlad and others, 1998)

Dual sector Higher Education and TAFE Universities need to address issues such as the differences in teaching methods between TAFE and Higher Education including differences in terminology in describing awards, differences in assessment; cultural differences including differences in how organizations perceive themselves; the integration of administrative systems and procedures such as student record systems; different industrial awards; how learning support is provided and its effect on the curriculum and discipline differences across the sectors.

A considerable amount of work has been done in examining exit and entry points for students in TAFE and Higher Education but there has been little research on the interface between Higher Education and TAFE.

The Victoria University of Technology's Centre for Educational Development and Support has been funded by the National Council for Vocational Education and Research to investigate what structures and mechanisms of service provision are most effective for cross-sectoral service provision, what criteria can be used to identify effective cross-sectoral practice and what policy changes would improve the efficiency and effectiveness of dual sector provision

At Victoria University consideration is being given to what might constitute an appropriate set of University wide dual sector performance measures. A set of possible performance measures has been drafted by Gavin Moodie which is based on the assumption

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that two sets of indicators are needed: one that consider the institution as a whole and another that test the effectiveness of the cross sectoral structure in reducing barriers to cross sectoral study.

In a recent conference address it was noted that “Although governments clearly support cross-sectoral collaboration and seamlessness there is considerable tension between their policies and existing funding mechanism. That the TAFE and higher education sectors are funded differently through different separate bodies, each with distinct reporting requirements, presents a significant barrier to most forms of collaboration (Leahy and Moodie, 1999)

In its Higher Education profile submission to government for the 2000 – 2002 triennium, Victoria University argues that “Currently dual sector institutions expend considerable resources making arbitrary allocations of student load, staff, financial and capital resources between TAFE and Higher Education. This effort is expended to meet the reporting requirements of the two individual sectors. The arbitrary allocations are made to artificially take apart the very reasons dual sector institutes were formed in the first place – seamless education, shared infrastructure in administration, libraries, cafeterias, classrooms and more. Given that the reporting requirements of both sectors are so similar, Victoria University believes that integrated dual sector reporting is a real possibility, and one that would bring considerable gains in efficiency. (Victoria University, 1999)

## ***University Library statistics and performance measures***

The Council of Australian University Librarian (CAUL) developed some performance measurement tools for Australian Libraries. These include a Library / clientele congruence (or satisfaction) indicator, an Availability indicator, and a Document Delivery quality indicator.

Several Universities have developed Staff Satisfaction surveys and a number of TAFE institutes carry our staff satisfaction surveys. Some libraries, such as the University of Melbourne, have developed surveys aimed specifically at Library staff.

CAUL compiles annual statistics of University Libraries, which include some comparative data, however care needs to be taken in interpreting statistics, as they do not always separate TAFE and Higher Education data.

CAUL is currently considering the report of a Working Party on Performance Measures for Reference Services, which proposes a model for reference service effectiveness and advocates the adoption of twelve performance indicators for reference services by Australian university libraries. The report advocates the use of qualitative measures and addresses the issue of measuring the effectiveness of electronic services. (Cotter and others, 1999)

The Federal Department of Employment, Education, Training and Youth Affairs (DETYA) has developed some draft performance indicators for Higher Education Institutions, which include library expenses per equivalent full time student as one of the indicators. (Andrews, 1999)

A government-funded project on library benchmarking, best practice and performance measures has recently been completed and is in the process of publication by DETYA. Isabella Trahn is presenting a paper on this project at this conference

The Australian Vice Chancellors Committee is currently completing a National Benchmarking Project which aims to develop a set of benchmarks which will enable university administrators to determine what key activities are operating effectively. This project includes the development of benchmarks for libraries and information services. A discussion draft has been produced and is being trialled in selected universities. (McKinnon, 1999). It has been suggested that a distinction needs to be made between the proposed benchmarks and performance measures, and that performance measures need to be developed for each of the Library benchmarks. (x) Concerns have also been expressed about the possibility of the government using these benchmarks for University funding decisions without taking into account the complexity of the situation (Illing, 1999)

## ***TAFE Library statistics and performance measures***

TAFE Library statistics are collected in each state, however the available data is limited by the ability of the few dual sector Universities to report TAFE data separately as well as by the state basis of data collection.

In 1995 a framework for the provision of learning resources, library and information services in vocational education and training was produced. This framework included performance measures and suggested that indicators should be collected in work areas within the learning resource centre or library and that key indicators should be provided at summary level for management of the library as a whole. The framework provides some sample performance measures and suggests that each library establish appropriate indicators for measuring progress against its agreed objectives or goals within its institution’s mission (Focus on Learning, 1995).

Performance measures have been developed in some states. A set of performance measures suitable for use in New South Wales TAFE libraries was produced by Bannister and Rochester in 1997. These measures were based on a review of the literature of performance measures used in academic and public libraries as well as the vocational and technical education sector because of the

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scarcity of literature on performance measures for the vocational education and training sector (Bannister and Rochester, 1997). The State of Tasmania has a statement of performance measures for Tasmanian TAFE Libraries.

The National Working Group on TAFE Library Services, which comprises nominees of each of the States, has had the issue of national performance indicators under consideration for some time, including the possibility of developing a performance indicator to measure participation in information skills training. At this stage the Group is concentrating on the issue of uniform national statistics, but the possibility of applying for a grant to discuss performance indicators has been discussed recently.

In Victoria, the Office of Training and Further Education (OTFE) has conducted benchmarking of customer satisfaction and staff attitudes in selected institutions but Library data is available publicly only as part of a student services grouping. (OTFE 1999) OTFE has also completed a recent cost benchmarking project, which included libraries (OTFE, 1998)

## ***Victoria University of Technology***

The Victoria University of Technology was founded in 1992 by the amalgamation of two former colleges of advanced education, one of them with a Technical and Further Education (TAFE) as well as a Higher Education component; the University had 6 campuses in the Western suburbs and Central Business District of Melbourne. and approximately 50,000 equivalent full time students. In 1998 the University merged with the Western Metropolitan Institute of TAFE, increasing its TAFE component to 50% of its student body and increasing its campuses to 14, 12 of which have libraries.

The Victoria University Library has separate funding streams for Higher Education and TAFE and supports separate teaching and research programs for the two sectors, but the Library service is fully integrated through its twelve campus libraries.

The Victoria University Library requires performance indicators which are relevant to its own strategic objectives, which are appropriate to a dual sector institution and which allow benchmarking with other Higher Education Universities, with the few other dual sector universities, and with TAFE Institutes.

In particular, Victoria University Library needs to be able to demonstrate to the University that it is providing appropriate services to both Higher Education and TAFE and that cross-subsidization of services of an unacceptable nature is not occurring.

Victoria University statistics are included in the CAUL annual statistics of University Libraries, which also include comparative rankings, however the comparative value of the statistics and hence the rankings is limited as TAFE and Higher Education data are difficult to separate in returns. A survey was carried out recently by Victoria University of Technology Library of CAUL members to establish the current situation concerning TAFE Libraries.

Victoria University statistics are included in the annual statistics collected by the Victorian Association of TAFE Institute Libraries (VATIL), however some data are not reported because a breakdown into Higher Education and TAFE is not available.

The Council of Australian University Librarian (CAUL) Client Satisfaction Mail Survey has been modified for use by Victoria University to indicate whether students and staff are in the Higher Education or TAFE division of the University. This has some value as a performance measure but the validity of the responses for consideration of TAFE and Higher Education performance measurement issues requires further work.

The University of Melbourne developed a Library Staff Perceptions Survey, which has been modified and used by Victoria University Library. No distinction has been made between TAFE and Higher Education staff in the survey because, although staff at the former WMIT campuses have until now been primarily servicing TAFE, the pre merger Victoria University Campuses make no such distinction between staff.

## ***Survey of Australian University Library services to TAFE***

In a review of the literature on joint university – TAFE libraries in 1998, Lynne Benton observed that there were a growing number of joint use libraries but that "... they are rarely discussed, although they have the potential to threaten traditional values and methods, are disruptive to current practice, operate within parameters which are difficult to define, and whether they succeed or fail will disappoint some and please others." (Benton, 1998)

In June 1999 a survey was conducted by Victoria University Library of Australian University libraries to establish the extent to which they are providing services to TAFE and how performance measures are being addressed. The responses are summarized in the slide.

## Australian Universities with TAFE

- 15 of 38 universities have a TAFE component
- 14 of the 15 provide a library service
- 13 of the 14 services have Higher Education and TAFE clients in at least some campuses
- 1 only has a separate TAFE Library

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In 15 of the 37 universities the respondents indicated that the University has a TAFE component, 8 as a partnership or cooperative arrangement between the University and TAFE and 7 as an integrated part of the University.

In 14 of the 15 Universities with a TAFE component, a library service is provided. In 13 of the 14, the library service is provided by the University Library; in 1 case the Library service to TAFE is provided separately but with some degree of cooperation or collaboration with the University Library.

In 10 Universities the Library service is provided from a Library which is intended for use by both Higher Education and TAFE students. 1 university has a separate library for TAFE. In 3 universities some campuses have libraries intended for both TAFE and Higher Education at some campuses and libraries solely for TAFE at other campuses; this is the result of recent amalgamations of TAFE institutes with universities and could change if TAFE and higher education courses become more integrated across campuses.

Libraries were asked what services they provided which were designed specifically to meet the needs of TAFE students. Information skills training or user education was cited by all 14 university libraries with TAFE services, faculty / school liaison by 13 and selection of resources by 11. Lending services and electronic services were less likely to be specifically designed for TAFE clients.

Half of the Libraries with TAFE services maintained statistics in a combined TAFE and Higher education format for their own Library whilst 2 maintained statistics in a separate TAFE format within the university. 3 maintained TAFE statistics in the CAUL format for Universities and 5 maintained TAFE statistics in a TAFE state format. Some libraries maintained statistics both in their own local format and in the national or state format.

10 of the 14 libraries with TAFE services reported the use of performance indicators for TAFE. 10 reported the use of performance indicators which are the same as for higher education. 2 Libraries reported that separate performance indicators are used for TAFE as a result of recent mergers. The overall impression is that, where services are provided to TAFE as a result of mergers, the long term plan is to use the same performance measures used by the Higher Education area of the University.

The use of a common set of performance measures across the University Library is important, but it is also important to consider whether the data is available for this to be done accurately and its impact on national TAFE and University data collection and reporting.

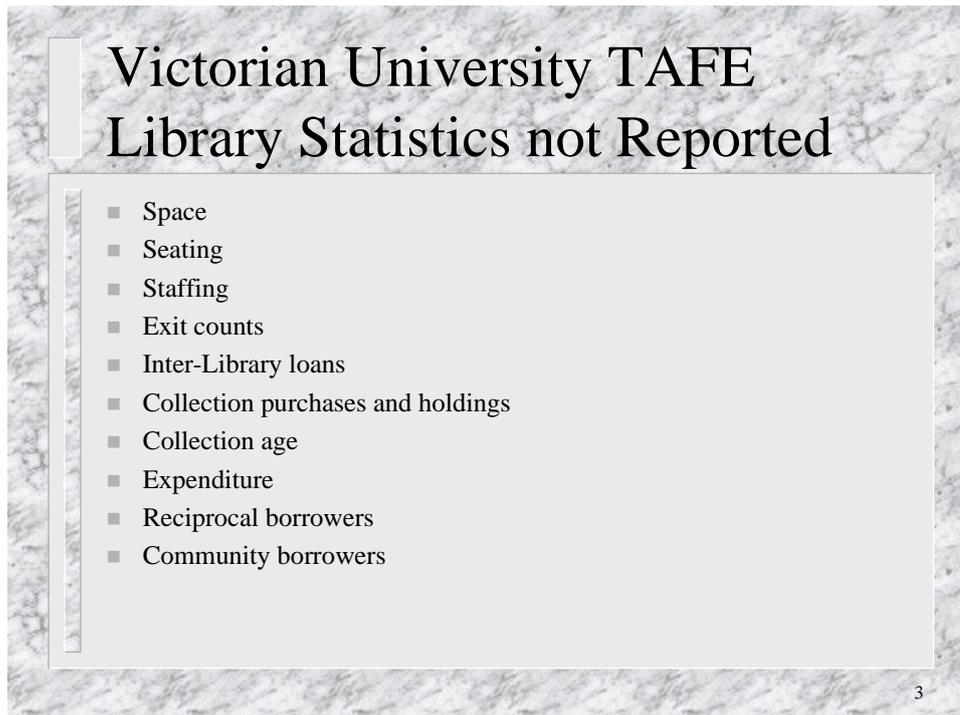
It is also important to consider whether there are differences in the client needs and hence services provided to TAFE and Higher Education which also need to be measured either for internal or external performance management purposes.

## ***Victorian TAFE statistics and University reporting***

The collection of TAFE library statistics for the State of Victoria by the Victorian Association of TAFE Institute Librarians illustrates the difficulties experienced by Libraries serving both Higher Education and TAFE in reporting accurate data that could be used in performance measurement.

Statistics for services to TAFE are currently reported to VATIL by a total of 19 TAFE institutions, which includes three university libraries, including the Victoria University of Technology. . One of these libraries has had, at least until recently, had a library which was primarily aimed at TAFE students and which was funded separately from the Higher Education Libraries from a separate TAFE income stream which facilitated the completion of the return. The other two universities (including Victoria University) had combined TAFE and Higher Education libraries on at least some campuses with less clearly distinguishable TAFE and Higher Education income streams.

Statistics that are collected by VATIL, but are not reported by at least one university library with a TAFE area are summarized in the following slide.



**Victorian University TAFE Library Statistics not Reported**

- Space
- Seating
- Staffing
- Exit counts
- Inter-Library loans
- Collection purchases and holdings
- Collection age
- Expenditure
- Reciprocal borrowers
- Community borrowers

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An examination of the VATIL statistical summary for 1997 illustrates the difficulty of recording accurate TAFE data. The statistical return was not fully completed by the universities with dual sector libraries in the areas of space, seating, staffing, exit counts, inter-library loans, collection purchases and holdings, collection age, expenditure, reciprocal borrowers and community borrowers.

Some of these data could be reported if more detail was kept at the data collection stage whilst others cannot be easily separated. . Inter-library loans could be recorded separately for TAFE and Higher Education, as are loans, based on the record of the requester. However, where libraries are truly joint use it is not possible to easily separate much of the other data.

Libraries reporting joint use Library data have to decide whether to report the facilities and resources of the total Library or whether to report nothing because the data cannot be separated. For example, a library may choose to report all library materials added to the joint use library, report only these items purchased from TAFE funds, or report only those items requested by TAFE division staff and students or ordered to support TAFE courses.

It is important that there is a clarity of approach in reporting these data as VATIL statistics are publicly available and can be used by Library and institutional managers and by funding bodies to make comparisons about the relative levels of resources and performance of the libraries involved.

## ***CAUL Statistics and Rankings and TAFE***

The statistics collected by the Council of Australian University Librarians for Australian and New Zealand University Libraries are complicated by the joint TAFE and Higher Education Library issue.

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CAUL has attempted to address the issue of TAFE data by suggesting that libraries exclude them where possible, and where not possible footnote their existence in the return, however this has not entirely solved the problem. In the joint sector institution and library it is often not possible to separate the data and in any case in universities such, as Victoria University TAFE is as much part of the University as is Higher Education.

It is then necessary to clarify whether the CAUL statistics are reporting university activity or only higher education activity. Given the separate funding source for Higher Education data obtained centrally on student numbers reflects Higher Education but libraries own returns will obtain at least some TAFE data.

Collecting and reporting data for use in the performance management of dual TAFE and Higher Education sector libraries would be facilitated by common reporting of TAFE and Higher Education data. A common reporting form for TAFE statistics at the national level is currently under development; meanwhile statistics are collected at the stage level.

In Victoria, VATIL reviewed its statistical collection form during 1998 and it is now closer to the CAUL statistical collection form than before, but substantial differences remain.

Data elements collected by CAUL and VATIL are summarized in the following slides.

### University and TAFE statistics

	UNIVERSITIES	TAFE	Same
Space	Yes	Yes	No
Seating	Yes	Yes	No
Sites and opening hours	Yes	Yes	No
Staffing	Yes	Yes	No
Exit count	Yes	Yes	No
Loans	Yes	Yes	No
ILL's	Yes	Yes	Yes
Reference enq	No	Yes	No
Higher Education	No	Yes	No

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## University and TAFE statistics 2

	UNIVERSITIES	TAFE	Same
Collection Acquisitions	Yes	Yes	No
Collection holdings	Yes	Yes	No
Expenditure	Yes	Yes	No
Source of funds	No	Yes	No
Institutional expenditure	No	Yes	No
Institutional population	Yes	Yes	No
Active users	No	Yes	No

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The majority of data elements are collected by both CAUL and VATIL but there are differences in the way the data is reported and VATIL includes some data not included by CAUL.

The only data element that is recorded in the same way by CAUL and VATIL is inter-library loans, probably because VATIL introduced this as a new item in 1998 and based it on CAUL's format. CAUL counts reserve collection loans separately from other loans, but VATIL does not. VATIL reports space, seating and opening hours for each campus library but CAUL does not. TAFE counts electronic resources as a separate form of library materials but CAUL does not. TAFE's expenditure's categories include electronic resources and equipment which CAUL's do not. CAUL has a category of staffing of 'other professionals' which VATIL does not.

VATIL is collecting data on the number of reference enquiries handled and the number of user education sessions run but CAUL does not.

These differences in collecting could be removed without too much difficulty if it was considered useful to do this, however there are other differences based on the way the TAFE and Higher Education sectors are managed and organized which are more difficult to make uniform. For example, Higher Education staff are paid on a Higher Education Worker Award which is used to record a breakdown of staffing in the CAUL statistics; the ability of joint sector TAFE libraries to provide this breakdown will depend on whether their staff are all working under the Higher Education Award, or whether some staff are employed under the TAFE award.

The counting of the institutional population is different between Higher Education and TAFE. Higher Education counts equivalent full time student units (EFTSU) whereas TAFE counts standard contact hours (SCH). A conversion factor to convert the SCH to EFTSU

is often applied to facilitate internal and external statistical collection but the widespread acceptability of this has not been determined.

CAUL statistics are used for comparative purposes and include rankings of libraries. These are summarized in the following slide

## University rankings

- EFTSU population
- Seats per 100 population
- Library staff per 100 population
- Non-serial volumes purchased per population member
- Serial titles per population member
- Serials expenditure per population member

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The rankings include seats per 100 population, library staff per 100 population, non-serial volumes, serial titles and serials expenditure purchased per population member. The rankings are based on the population of the University and include staffing, seating and library materials purchases, all of which may be affected by TAFE data and the way in which it has been counted.

## ***Comparison of TAFE and Higher Education Client Satisfaction***

An analysis of the 1998 Victoria University Client Satisfaction Survey was carried out to determine where significant differences occurred in the response of TAFE and Higher Education students.

## Survey respondents

The Client Survey is a mail survey to a stratified sample of all Victoria University staff and students.

The responses are summarized in the following slide.

# Survey Responses

The responses to the survey are shown together with % breakdown.

**Sample Distribution**

Value Label	Value	Frequency No	%	Valid %	Cum %
HE Students (all)	1	359	48.6	57.6	57.6
TAFE Students	2	146	19.8	23.4	81.1
HE Staff	3	46	6.2	7.4	88.4
TAFE Staff	4	72	9.7	11.6	100
Other Respondents		116	15.7	Missing	
<b>Total</b>		<b>739</b>	<b>100</b>	<b>100</b>	
Valid cases		623	Missing cases	116	

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The survey respondents comprised 359 Higher Education students, 146 TAFE students, 46 Higher Education staff and 72 TAFE staff (Figure 2). The number of TAFE student respondents was low so that the results need to be treated with caution; steps are being taken to increase the TAFE student response rate in 1999.

## Use of other Victoria University Libraries

Respondents were asked which of the fourteen university campuses was their main campus and which of the twelve campus libraries they used most often during the previous year.

Responses are summarized in the following slide

# Campus

Question 2(b)						Question 4(a)							
What is your main campus for work or attending classes?						Which Campus Library did you attend most often during a typical 12 month period							
Count	Students		Staff		Row Total	CAMP LIB	Students		Staff		Row Total		
	HE	TAFE	HE	TAFE			HE	TAFE	HE	TAFE			
1	City - Flinders	62		3	6	71	1	City - Flinders	59		3	6	68
2	City - King St	1	19	2	6	28	2	City - King St		18	2	6	26
3	City - South Mel	1	15		2	18	3	City - South Mel	2	15		2	19
4	Footscray Park -	87	8	18	12	125	4	Footscray Park -	101	10	18	13	142
5	Footscray - Nich	9	36		14	59	5	Footscray - Nich	10	37		9	56
6	Melton	22	5	1	4	32	6	Melton	20	5	2	5	32
7	Newport		3		8	11	7	Newport		3		7	10
8	St Albans	123	14	13	7	157	8	St. Albans	115	15	14	8	152
9	Sunbury	23	16	3	3	45	9	Sunbury	23	14	2	3	42
10	Sunshine	4	15		3	22	10	Sunshine	3	13		4	20
11	Werribee (former	1	1		3	5	11	Werribee (former	1	1		2	4
12	Werribee	26	14	6	4	50	12	Werribee	25	14	5	4	48
	<b>Total</b>	<b>359</b>	<b>146</b>	<b>46</b>	<b>72</b>	<b>623</b>		<b>Total</b>	<b>359</b>	<b>145</b>	<b>46</b>	<b>69</b>	<b>619</b>
	<b>% Breakdown</b>	<b>57.6%</b>	<b>23.4%</b>	<b>7.4%</b>	<b>11.6%</b>			<b>% Breakdown</b>	<b>58.0%</b>	<b>23.4%</b>	<b>7.4%</b>	<b>11.1%</b>	

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The results indicate that high use was made of the Footscray Park Campus Library, the largest of the campus libraries. This use was primarily by Higher Education students not based at that campus.

At the smaller campuses, which have smaller libraries, a few students and staff (both Higher Education and TAFE) did not make use of the Library at the campus at which they studied or worked.

It appears that Higher Education students are more likely than TAFE students to use a campus library other than their own.

## Frequency of use

Respondents were asked about their frequency of use of the Library both physically, in person, and remotely via the University network or a modem during the past 12 months.

The responses are summarized in the following slide.

### Use - physical and electronic

Question 3 - Use Physically						Question 3 - Use Electronically							
USE_PHS	Count	Students		Staff		Row Total	USE_ELEC	Count	Students		Staff		Row Total
		HE	TAFE	HE	TAFE				HE	TAFE			
1	More than 100 times	63	9	4	7	83	1	More than 100 times	23	2	3	3	31
	%	17.6	6.2	9.1	9.9	13.4		%	6.8	1.5	6.8	4.7	5.3
2	51 to 100 times	81	12	6	9	108	2	51 to 100 times	46	4	9	1	60
	%	22.6	8.2	13.6	12.7	17.4		%	13.5	3	20.5	1.6	10.3
3	11 to 50 times	145	46	27	15	233	3	11 to 50 times	77	19	14	9	119
	%	40.5	31.5	61.4	21.1	37.6		%	22.6	14.4	31.8	14.1	20.5
4	1 to 10 times	63	61	7	29	160	4	1 to 10 times	85	30	12	11	138
	%	17.6	41.8	15.9	40.8	25.8		%	25	22.7	27.3	17.2	23.8
5	never	6	18		11	35	5	never	109	77	6	40	232
	%	1.7	12.3		15.5	5.7		%	32.1	58.3	13.6	62.5	40
<b>Total</b>		<b>358</b>	<b>146</b>	<b>44</b>	<b>71</b>	<b>619</b>	<b>Total</b>		<b>340</b>	<b>132</b>	<b>44</b>	<b>64</b>	<b>580</b>
<b>% distribution</b>		<b>57.8</b>	<b>23.6</b>	<b>7.1</b>	<b>11.5</b>	<b>100</b>	<b>% distribution</b>		<b>58.6</b>	<b>22.8</b>	<b>7.6</b>	<b>11</b>	<b>100</b>
<b>Total Sample</b>		<b>359</b>	<b>146</b>	<b>46</b>	<b>72</b>	<b>623</b>	<b>Total Sample</b>		<b>359</b>	<b>146</b>	<b>46</b>	<b>72</b>	<b>623</b>

Pearson Chi-Square	Value	DF	Significance	Pearson Chi-Square	Value	DF	Significance
Complete Table	107.4	12	0.0%	Complete Table	65.5	12	0.0%
Staff vs Students	8.6	4	7.1%		0.8	4	94%
HE vs TAFE	95.4	4	0.0%		57.0	4	0.0%

Complete table chi-square is highly significant, due almost entirely to HE vs TAFE variations.

Again, significance lies in the difference between HE and TAFE

Higher Education student made more frequent use of the Library in person than TAFE students. 40% of Higher Education students indicated that they used the Library 11 to 50 times in a 12-month period. 41% of TAFE students indicated that they had used the Library only one to 10 times whereas only 17% of Higher Education students reported this frequency. A significant number of TAFE students (31%) also made use of the Library 11 to 50 times. But significantly fewer TAFE (8%) than Higher Education (22%) used the Library 51 to 100 times or more than 100 times (17% HE, 6% TAFE)

In general, Higher Education staff made more frequent use of the Library in person than TAFE staff but a small number of both TAFE and Higher Education staff made frequent use of the Library. A significant number of TAFE staff (15%) did not use the Library in person. 40% of TAFE staff reported using the Library 1 to 10 times whereas 61% of Higher Education staff used the Library 11 to 50 times. Some Higher Education and TAFE staff used the Library 51 to 100 or more than 100 times.

A large number of Higher Education and TAFE students have never used the Library remotely but of those that have, more Higher Education than TAFE students have used it and the Higher Education students used it more frequently. 32% of Higher Education

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students and 58% of TAFE students reported never having used the Library remotely via the University network or modem. 22% of TAFE students used the Library electronically 1 to 10 times. 22% of Higher Education students used the Library 51 to 100 times. 3% of TAFE and 13% of Higher Education students used the Library remotely 51 to 100 times. 6.8% of TAFE students and 1.5% of Higher Education students used the Library electronically more than 100 times.

Higher Education staff reported more use of the Library electronically than TAFE staff. 13% of Higher Education staff and 62% of TAFE staff never used the Library remotely. Of those TAFE staff who used the Library remotely 17% used it 1 to 10 times, 14% used it 11 to 50 times, 1.6 % used it 51 to 100 times and 4.7% more than 100 times. 30% of Higher Education staff reported remote use 11 to 50 times, 20% 51 to 100 times and 6.8% more than 100 times.

Reported frequency of Library use is likely to have been affected by the inclusion of TAFE short course students in the survey, the large number of sessional teaching staff in TAFE and the more developed remote services at the Victoria University prior to the merger relative to the Western Melbourne Institute of TAFE.

## Use of Libraries other than Victoria University

Respondents were asked about their use of Library services other than Victoria University

Responses are summarized in the following slide.

Other Library usage

		Students		Staff		Row
		HE	TAFE	HE	TAFE	Total
Code		1	2	3	4	
1	more often than %	47 13%	36 26%	8 17%	19 27%	110 18%
2	about as often %	68 19%	26 18%	6 13%	8 11%	108 18%
3	less often than %	184 51%	34 24%	27 59%	18 26%	283 43%
4	never %	59 16%	45 32%	5 11%	25 36%	134 22%
Total		358 58.2	141 22.9	46 7.5	70 11.4	615 100
<b>Pearson</b>						
	<b>Chi-Square</b>	<b>Value</b>	<b>DF</b>	<b>Significance</b>		
	Complete Table	60.22	9	0.00%*		TAFE vs HE accounts for almost all of the difference.
	Staff vs Students	6.461	9	69.3%		
	HE vs TAFE	44.31	9	0.00%		

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Overall there was no significant difference between Higher Education staff and students in the use of other library services however there were differences in the patterns of use.

More TAFE staff and students reported that they had never used another Library service than Higher Education staff and students. 32% of TAFE students and 36% of TAFE staff reported that they had never used another service. 16% of Higher Education students and 11% of Higher Education staff reported that they had never used another service.

Higher Education staff and students were most likely to have used another Library service, but they were most likely to have used this service less often than they used Victoria University Library. 51% of Higher Education staff and 59% of Higher Education students gave this response.

24% of TAFE students and 26% of TAFE staff reported use of another Library service less often than Victoria University Library. About the same percentage of TAFE staff and students said they used another Library service more than Victoria University Library.

A higher proportion of TAFE than Higher Education staff and students said they used another Library more often than Victoria University Library i.e. 26% of TAFE students and 27% of TAFE staff; 13% of Higher Education students and 17% of Higher Education staff.

## Category of use

Respondents were asked to indicate which categories best described the use they make of the Library.

Responses are summarized in the following slide.

**Category of use**

Use made of Library		Students		Staff		Row Total
		HE 1	TAFE 2	HE 3	TAFE 4	
Count						
Q5.1	student course work	298 85%	116 88%	9 20%	13 22%	436
Q5.2	staff development/hu	14 4%	7 5%	10 22%	21 35%	52
Q5.3	staff teaching	11 3%	3 2%	32 70%	10 17%	56
Q5.4	staff or higher degr	81 23%	2 2%	34 74%	11 18%	128
Q5.5	current awareness	59 17%	23 17%	16 35%	24 40%	122
Q5.6	leisure	47 13%	34 26%	7 15%	28 47%	116
Cases	Total	352	132	46	60	590
Column	Total	59.7	22.4	7.8	10.2	100
		510	185	108	107	910

Pearson	Chi-Square	Value	DF	Significa
Complete Table		868.6	15	0.00%
Staff vs Students		220.5	5	0.00%
HE vs TAFE		69.4	5	0.00%

Similar proportions of TAFE and Higher Education students used it for coursework (TAFE 88%, Higher Education 85%) for personal development (TAFE 4%, Higher Education 5%) and for current awareness (both 17%) but there was significantly higher use for leisure by TAFE (TAFE 26%; Higher Education 13%).

TAFE staff reported more use of the Library for staff development than Higher Education staff (TAFE 35%; Higher Education 22%).

Higher Education staff reported higher use for support of teaching (Higher education 70%, TAFE 17%) and for staff research or higher degree work (Higher Education 74%, TAFE 18%) than TAFE staff.

TAFE and Higher Education staff reported similar levels of use for current awareness (Higher Education 35%, TAFE 40%).

TAFE staff reported greater use of the Library for leisure (TAFE 47%, Higher Education 15%)

Overall, there were significant differences in the pattern of Higher Education and TAFE use. They might be accounted for by differences in the nature of the collections and in the approaches to teaching and learning in the respective areas.

## Remote Use

Respondents were asked if they used the Library remotely, via the University network or a modem, what Library services they used.

Responses are summarized in the following slide.

## Remote Use

S		Students		Staff		Row Total
		HE 1	TAFE 2	HE 3	TAFE 4	
Q6.1	Use this University'	183 76.9%	43 59.7%	32 86.5%	18 64.3%	276
Q6.2	Use Another Uni's Ca	84 35.3%	8 11.1%	13 35.1%	9 32.1%	114
Q6.3	Search a Database	81 34.0%	18 25.0%	20 54.1%	12 42.9%	131
Q6.4	Consult an Electroni	51 21.4%	5 6.9%	12 32.4%	5 17.9%	73
Q6.5	Order an Electronic	27 11.3%	3 4.2%	4 10.8%	1 3.6%	35
Q6.6	Check Items on Loan	145 60.9%	19 26.4%	18 48.6%	9 32.1%	191
Q6.7	Renew a Loan	152 63.9%	22 30.6%	15 40.5%	10 35.7%	199
Q6.8	Reserve a Book	120 50.4%	30 41.7%	15 40.5%	10 35.7%	175
Q6.9	Recommend an Order	9 3.8%	5 6.9%	2 5.4%	1 3.6%	17
Q6.10	New Items List on th	9 3.8%	1 1.4%	2 5.4%	7 25.0%	19
Column		238	72	37	28	375
Total		63.5	19.2	9.9	7.5	100
		861	154	133	82	1230

Pearson	Chi-Square	Value	DF	Significance	Delete last row	Value	DF	Significance
	Complete Table	61.1	27	0.02%		32.9	24	10.6%
	Staff vs Students	24.5	9	0.36%		12.7	8	12.1%
	HE vs TAFE	21.4	9	1.11%		14.9	8	6.1%

When the last row from the calculation is deleted then the significances disappear. A large proportion, 25% of TAFE staff responded to Q6.10

12

The most common activity for both TAFE and Higher Education students was to consult the Victoria University Library catalogue (Higher Education 76%; TAFE 59%). The next most common purpose was to renew a loan (Higher Education 63%, TAFE 26%) or to check items on loan (Higher Education 60%, TAFE 26%). For Higher Education, the next most common activity for Higher Education was to reserve a book (50%); this was the 2<sup>nd</sup> most common for TAFE (41%). Higher Education students were more likely to use the Library remotely to search another Library services' catalogue (35% Higher Education, 11% TAFE) or to consult an electronic data base (21% Higher Education, 6% TAFE) or to order an electronic document delivery item (11% Higher Education, 4% TAFE)

TAFE staff members were more likely than TAFE students to use another University's catalogue (32%) or consult an electronic data base (17%) and were significantly more likely than Higher Education staff or students to consult the new items list (25% TAFE staff; 5% Higher Education staff; 1% TAFE students, 3.8% Higher Education students).

The response to low use are likely to have been affected by the relatively less developed remote services at the former WMIT libraries.

## Services used during a typical 12 month period

Respondents were asked which services they had used during the last 12 months.

Responses are summarized in the following slide.

# Services used

		Students				Staff			
		HE		TAFE		HE		TAFE	
		1	2	3	4	3	4	4	5
Q7.1	Use the Library Cata	95.3%	3.73	86.8%	3.50	97.6%	4.13	80.9%	3.68
Q7.2	search for known boo	97.3%	3.42	84.2%	3.50	97.4%	4.05	79.5%	3.94
Q7.3	search Printed index	54.5%	3.03	36.7%	2.88	50.0%	3.59	41.0%	3.50
Q7.4	consult other refere	71.0%	3.12	63.3%	3.07	68.6%	3.46	53.5%	3.39
Q7.5	use the Library's on	71.3%	3.35	55.8%	3.48	67.6%	3.78	35.9%	3.36
Q7.6	consult the referenc	90.8%	3.40	82.1%	3.39	97.4%	4.16	76.1%	4.26
Q7.7	take part in user ed	29.8%	2.86	29.4%	2.91	27.3%	3.89	26.8%	3.27
Q7.8	use the reserve/shor	75.1%	3.57	56.3%	3.33	43.8%	4.14	50.0%	4.26
Q7.9	borrow material	95.9%	3.92	86.3%	3.87	95.2%	4.15	89.1%	4.49
Q7.10	return material	95.0%	3.92	85.1%	4.01	95.0%	4.39	88.0%	4.52
Q7.11	request material fro	70.3%	3.54	52.8%	3.28	65.8%	4.24	65.9%	4.24
Q7.12	request an ILL	41.5%	3.25	28.7%	2.65	54.1%	4.00	42.9%	3.72
Q7.13	collect holds or ILL	47.2%	3.45	33.3%	2.89	48.6%	3.94	38.1%	3.81
Q7.14	pay replacement cost	17.6%	2.39	32.4%	2.94	3.1%	3.00	15.0%	2.00
Q7.15	query or appeal char	23.3%	2.56	23.6%	2.56	3.1%	3.00	14.6%	2.33
Q7.16	book audiovisuals	36.7%	3.23	31.2%	3.03	63.2%	3.58	40.0%	3.56
Q7.17	browse in the collec	79.8%	3.44	76.1%	3.30	92.5%	3.95	76.6%	4.33
Q7.18	look at new books	60.8%	3.19	56.1%	3.42	71.1%	3.67	62.2%	4.32
Q7.19	use the photocopiers	91.9%	3.40	85.8%	3.71	58.3%	2.86	38.1%	3.94
Q7.20	use the microfiche/f	27.0%	2.54	23.9%	2.77	14.7%	3.00	19.5%	2.13
Q7.21	use the audiovisual	32.4%	3.10	35.7%	2.90	31.4%	3.45	40.5%	3.76
Q7.22	use the computer lab	49.8%	2.91	45.7%	3.19	11.8%	4.25	29.3%	3.58
Q7.23	use the PC/MACs for	27.1%	2.80	37.6%	2.95	5.9%	3.50	19.5%	3.13
Q7.24	use the special coll	21.5%	3.03	27.3%	2.60	23.5%	3.63	22.0%	3.00
Q7.25	use the Library as a	78.3%	3.53	80.8%	3.60	22.9%	3.25	34.1%	3.71
Q7.26	use the Library as a	44.2%	3.07	56.4%	3.03	11.8%	3.25	37.8%	3.76
Q7.27	look at a special di	28.6%	2.77	33.9%	3.14	18.8%	3.50	40.5%	4.00
Q7.28	use the archive	18.5%	2.48	25.2%	2.14	9.4%	4.00	15.4%	2.67
Q7.29	use media production	18.0%	2.64	25.7%	2.68	28.6%	3.60	23.8%	3.50
Q7.30	Other	19.2%	2.70	33.3%	2.31	14.3%	3.00	17.6%	2.67

All categories of respondents searched the Library catalogue with no significant differences between Higher Education and TAFE.

All categories searched for known books but TAFE staff did so less (79%) than Higher Education staff (97%).

Searching of printed indexes was done significantly more by Higher Education students (54%) than TAFE students (36%). This services was used by both TAFE and Higher Education staff

All categories of users reported consultation of other reference sources.

All categories of users reported us of the Library's on-line information services.

All categories consulted the reference / information desk. Higher Education staff members were more likely to use (97%) than TAFE staff. There was a less significant difference for students (Higher Education 90%; TAFE 80%).

29% of students and 27% of staff reported taking part in user education. There was no significant variation between TAFE and Higher Education staff and students.

Use of the reserve / short loan collection was reported by a significantly higher number of Higher Education students (75%) than TAFE students (56%). There was no significant difference for staff.

All categories of users reported use of the Library to borrow and return material with no significant differences.

A higher number of Higher Education students (70%) than TAFE students (52%) requested materials from another campus of the University. There were no differences between TAFE and Higher Education staff.

More Higher Education staff and students used the Library to request inter-library loans or collect holds or inter-library loans. Requesting inter-library loans was more common for Higher Education students (41%) than TAFE students (42%), which reflects the Library policy of providing inter-library loans free of charge only to higher degree students.

TAFE students were more likely than Higher Education students to use the Library to pay a replacement cost and TAFE staff members were more likely to use the Library to query or appeal an overdue notice than Higher Education staff. This probably reflects the previous practice of charging fines for overdue books at the WMIT Library but not at the University.

Higher Education staff reported higher use of the Library to book audiovisual equipment for use in teaching than TAFE staff (Higher Education 63%, TAFE 40%). There was no difference for students.

Higher Education staff members were more likely to browse in the collection (92%) than TAFE staff (76%) and to look at the new books but there was no difference for students.

Performance measures: an Australian dual sector perspective

Higher Education staff members were more likely to use the Library photocopiers than TAFE staff. There was no difference for students.

There was no significant difference between Higher Education and TAFE in use of microfiche collections.

TAFE staff than Higher Education staff used the audiovisual collection more heavily.

Use of computer laboratories within the Library was more heavy for TAFE staff than Higher Education staff, a reflection of the location of computer laboratories in several campus libraries for TAFE teaching support.

Personal computers and Macintosh computers were used more in the Library for word processing etc by TAFE staff and students than Higher Education staff and students.

There was no significant difference in the use of the Library special collections.

More TAFE than Higher Education staff reported use of the Library as a place to study. There was no difference between Higher Education and TAFE students.

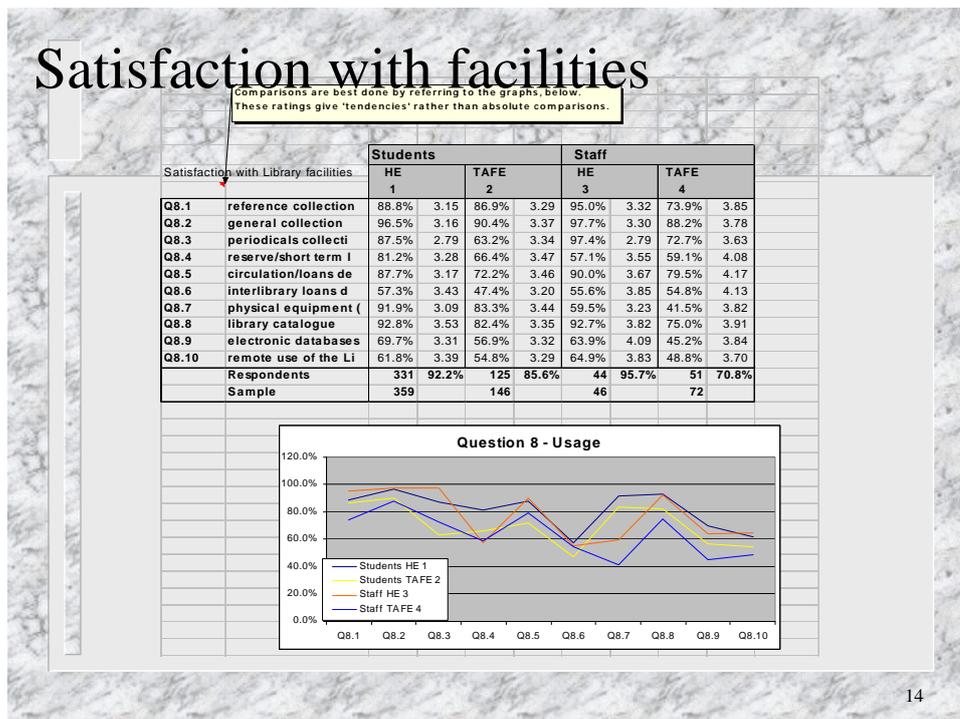
TAFE staff and students reported more frequent use of the Library as a place to relax than Higher Education staff and students.

More TAFE than Higher Education staff reported use of the Library to look at special displays or exhibitions. There was no significant difference for students.

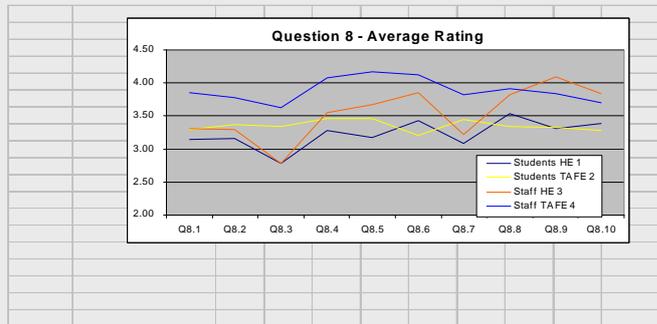
## Satisfaction with the Library during a typical 12 month period

Respondents were asked how satisfied they were with the various Library services during the previous 12 months.

Responses are summarized in the following slides.



## Satisfaction with facilities con



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TAFE staff and students were more satisfied than Higher Education with the reference collection, the general collection, the periodicals collection, the reserve / short-term loan collection, the circulation / loans desks and with the physical equipment.

TAFE students were less satisfied with inter-library loans; a reflection of the policy of making inter-library loans available freely primarily to research students and to staff.

TAFE students were less satisfied than Higher Education students with the Library catalogue, although TAFE staff members were more satisfied.

TAFE staff members were less satisfied than Higher Education staff with electronic databases and CD-ROM's but there was no difference in the level of satisfaction of students.

TAFE staff and students were less satisfied than Higher Education staff and students with remote access, probably because there were fewer services available in the former WMIT libraries prior to the merger.

## ***Satisfaction with Library staff performance***

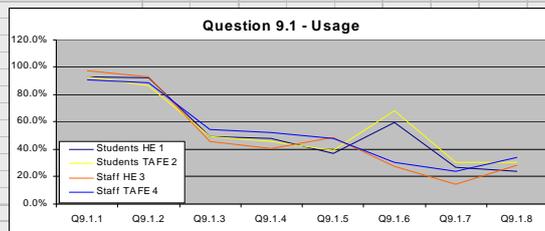
### Professional skills

Respondents were asked about their satisfaction levels concerning the professional skills of Library staff in various areas.

Responses are summarized in the following slides.

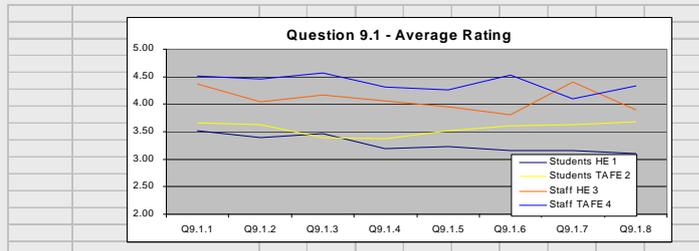
# Staff professional skills

	Students				Staff			
	HE 1		TAFE 2		HE 3		TAFE 4	
Q9.1.1 (prof) staff at the reference/	92.9%	3.52	92.9%	3.67	97.7%	4.37	91.2%	4.52
Q9.1.2 staff at the circulation/loans	92.5%	3.39	86.6%	3.63	93.2%	4.05	88.9%	4.46
Q9.1.3 interlibrary loans staff	49.4%	3.46	49.6%	3.39	46.2%	4.17	54.3%	4.56
Q9.1.4 staff in the periodicals area	48.2%	3.20	45.5%	3.37	40.5%	4.07	52.4%	4.32
Q9.1.5 reserve/short term loan staff	37.2%	3.23	39.3%	3.52	48.6%	3.94	47.9%	4.26
Q9.1.6 audio-visual staff	59.9%	3.15	68.1%	3.61	27.8%	3.80	30.2%	4.54
Q9.1.7 photocopy staff	26.7%	3.16	30.9%	3.62	14.7%	4.40	23.8%	4.10
Q9.1.8 archive staff	23.7%	3.11	30.9%	3.68	28.6%	3.90	34.1%	4.33
Respondents	282	78.6%	126	86.3%	44	95.7%	57	79.2%
Sample	359		146		46		72	



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# Professional skills - con



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TAFE staff and students were more satisfied than Higher Education staff and students in all areas except students in relation to interlibrary loans staff and staff in relation to photocopying staff.

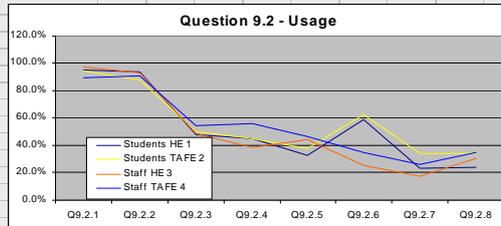
# Interpersonal skills

Respondents were asked about their satisfaction levels concerning Library staff interpersonal skills in various areas.

Responses are summarized in the following slides.

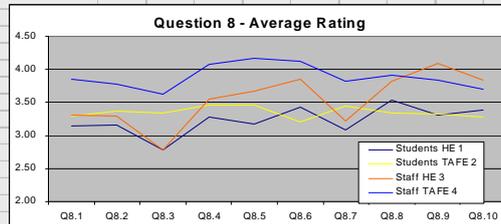
## Interpersonal skills

	Students				Staff			
	HE 1		TAFE 2		HE 3		TAFE 4	
Q9.2.1 (prof) staff at the refer	95.3%	3.50	94.5%	3.73	97.8%	4.23	89.5%	4.45
Q9.2.2 staff at the circulation	93.5%	3.39	88.2%	3.71	93.0%	4.05	90.7%	4.37
Q9.2.3 interlibrary loans staff	48.3%	3.42	50.4%	3.54	48.6%	4.11	54.3%	4.52
Q9.2.4 staff in the periodicals	45.4%	3.08	45.0%	3.40	38.2%	4.31	56.1%	4.26
Q9.2.5 reserve/short term loa	33.0%	3.05	37.5%	3.48	44.1%	4.07	46.5%	4.30
Q9.2.6 audio-visual staff	58.8%	3.08	62.4%	3.58	25.7%	4.11	34.9%	4.20
Q9.2.7 photocopy staff	23.5%	2.97	34.2%	3.53	17.6%	4.00	26.2%	4.18
Q9.2.8 archive staff	23.7%	3.05	34.2%	3.58	30.6%	3.27	34.9%	4.33
Respondents	326	90.8%	127	87.0%	45	97.8%	57	79.2%
Sample	359		146		46		72	



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## Satisfaction with facilities con



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TAFE staff and students were more satisfied with the interpersonal skills of staff in TAFE than Higher Education in all areas except students in relation to inter library loans and staff in relation to periodicals.

## Overall satisfaction

Respondents were asked overall how satisfied they were with the Library over the last 12 months.

Responses are summarized in the following slide.

# Overall satisfaction

Responses to Q 10					
Value Label	Value	Response	%	Average	SD
HE Students (all)	1	343	95.5%	3.29	1.45
TAFE Students	2	129	88.4%	3.54	1.58
HE Staff	3	46	100.0%	3.65	1.64
TAFE Staff	4	60	83.3%	4.08	2.50
<b>Total</b>		<b>578</b>	<b>92.8%</b>	<b>3.46</b>	<b>1.63</b>
		<b>Difference</b>	<b>z-score</b>	<b>p-value</b>	
		Comparison HE vs TAFE	-0.38	-2.64	0.8%
		Comparison Students vs Staff	-0.54	-3.07	0.2%

Both comparisons show significant effects - with large sample sizes this is almost inevitable. The magnitude of the differences is small, however.

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Higher Education students and staff members were less satisfied than TAFE students and staff.

Overall, staff members were more satisfied than students.

## Methodology

As suggested in the introduction to this paper, it may be necessary to alter the method used to administer surveys to suit the client group.

Victoria University's response rate was poor for TAFE, possibly because short course students and sessional staff members were included.

It may also have been poor because of the use of a complex form, rather an alternative method such as telephone interviewing or focus groups which may be more suited to some clients.

## Conclusions

The survey results suggest that Higher Education students are more demanding Library users than TAFE students. They are more likely to use another campus or another University Library and to use the Library frequently

The survey indicates that a significant number of TAFE staff never use the Library and that TAFE staff and students are less likely to use the Library remotely.

There are significant differences in the way Higher Education and TAFE clients use the Library. All use it to similar degrees for support of coursework but TAFE staff and students are more likely to use it for leisure. TAFE staff use the Library for staff development and current awareness but use it less than Higher Education for support of teaching and for research or higher degree work.

TAFE staff are less likely than Higher Education staff to be searching for a specific item, consulting the reference / information desk, requesting an inter-library loan, booking audio visual equipment, browsing in the collection or looking at new books or using the photocopies. TAFE staff are more likely than Higher Education staff to browse in the audio visual collection, use the personal computer laboratories or stand-alone computers, use the Library as a place to study, use the Library as a place to relax or look at a special display or exhibition.

TAFE students are less likely than Higher Education students to consult printed indexes, use closed reserve. / short loan, request an inter-campus loan or request an inter-Library loan. TAFE students are more likely than higher education students to use the personal computers or to sue the Library as a palace to relax.

Performance measures: an Australian dual sector perspective

TAFE staff and students are more satisfied with the Library facilities than Higher Education staff and students with the exception of the inter library loan service and catalogue where TAFE students are less satisfied and with electronic services where TAFE staff are less satisfied.

TAFE staff and students appear more satisfied than Higher Education staff and students with the professional and interpersonal skills of Library staff with the exception of students and inter-library loan staff and TAFE staff and Library photocopy and periodicals staff.

## **Conclusions and areas requiring further investigation**

The comparative analysis of TAFE and Higher Education responses suggest there are many similarities between TAFE and Higher Education library performance measurement tools but there are also areas unique to each sector which may require specific targeted measurement tools.

Further work needs to be done to confirm the Higher Education and TAFE differences suggested by the analysis of the Library's 1998 Client Survey. The 1998 survey was done immediately following the merger of the University with WMIT and many services were different in the former WMIT campuses which were all TAFE and the pre merger University campuses which served both Higher Education and TAFE.

The Victoria University plans to repeat the client survey this year and to repeat the analysis of the responses into TAFE and Higher Education. During the past year the post merger Library's services have been developed and offered across all campuses and some movement has occurred in the way in which courses are offered by the Higher Education and TAFE Divisions across the campuses. It will be interesting to see, for example, whether the introduction of upgraded remote and electronic services across all campuses results in continuing different responses from TAFE relative to Higher Education or whether there continues to be significant differences in use, possibly as a result of different approaches to teaching.

It would also be useful to carry out a similar comparison in other joint use Higher Education / TAFE Libraries or to compare Victoria University Library's results with those of Libraries designed only to service TAFE. That is, does the provision of integrated services result in improved service to clients or do clients get a better service when it is tailored to their own sector? And are there in fact differences in library needs? The increased emphasis on research, on diploma level courses and on flexible delivery in TAFE could result in many TAFE staff and students requiring access to the same services as Higher Education staff and students.

Further work needs to be done in addressing the inconsistencies in national TAFE and University statistical reporting and in developing a supplementary set of statistics for TAFE, if this is required.

In developing performance measures and benchmarks, the issue of TAFE within university libraries needs to be considered.

These developments need to take place within a framework of uniform national university wide action on common reporting and measurement systems and national research on educational and organizational issues.

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