THE SHORT LOAN LIBRARY SYSTEM AT
THE AUSTRALIAN NATIONAL UNIVERSITY

A STUDY OF THE SHORT LOAN SERVICE IN
THE J.B. CHIFLEY LIBRARY BUILDING

Laurie McGrath
OFFICE FOR RESEARCH IN ACADEMIC METHODS
AUSTRALIAN NATIONAL UNIVERSITY

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PART 1: THE SHORT LOAN SYSTEM AT ANU

1. The Current Operation of the Short Loan System in the J.B. Chifley Library Building

1.1 Introduction

The Short Loan section in the J.B. Chifley Library Building serves staff and students in the Faculties of Arts, Asian Studies, Economics and Science. Although its collection represents only a very small proportion of the total stock of the ANU Library system, it is viewed by its users as a significant component of the University's library service. During 1979, 39 percent of all loans from the Chifley Library building were reported to be from Short Loan. In the same period, academic staff submitted 793 lists of items for inclusion in Short Loan. An effective Short Loan system, together with the availability of text-books prescribed for a course unit, may well be a necessary component of a teaching program and provide essential resources for student learning in a course unit.

This Short Loan Study was designed to assess the current operation of the present system; to seek the views of student users, teaching staff and library personnel involved in its operation; to determine the extent of satisfaction of staff and students with Short Loan in relation to particular course units; and to develop recommendations for changes to the present system or for alternative provisions to meet expressed needs.

At the beginning of the study, the operations of the Short Loan section were analysed, available library files on the establishment of the system in 1975-76 were examined, correspondence with academic staff was read and related library literature studied. Discussions were undertaken with the Undergraduate Services Librarian and Readers' Advisers, contact made with a number of academic staff who had indicated a strong interest in this service and the University Library's Research and Development Officer consulted. These activities are outlined in Part 1 of this Report.

1.2 An Overview of the Short Loan Operation

The surveys of teaching staff and students, described in Part 2 and Part 3, below, were preceded by discussions with Library staff, including Readers' Advisers and Short Loan personnel, observation of Short Loan activities and consideration of the records and files of the system.

Administration

The Short Loan (S.L.) system is administered by the Undergraduate Services Librarian, assisted by the Officer-in-charge of Short Loan and the Audiovisual Librarian. A significant role in the system is undertaken by the Readers' Advisers. Short Loan service is provided by the Officer-in-charge and four full-time clerks during "office hours". After 5 pm on weekdays, and during weekends, there are two part-time staff on duty.
Location

The S.L. service is appropriately located and has both reading areas and listening and viewing facilities close to the collection. The area available appears somewhat congested, especially during high-use periods. Growth in the proximate audiovisual services area may inhibit provision of the additional space needed for Short Loan.

The Collection

The S.L. collection is "built-up" each year as a result of initial listings submitted by teaching staff, supplementary titles added during the term or semester, including those suggested by students, the monitoring of multiple copies by Readers' Advisers, and the addition of other high-use items suggested by the Audiovisual Librarian or Circulation Section. In July 1980, there were 4,320 book volumes in S.L. -- the highest number since 1977 -- and 2,370 audiovisual items. Staff teaching in The Faculties prepared 747 lists in 1978, 793 in 1979 and 850 up to the end of September 1980.

In addition to books, there are fluctuating numbers of photocopies of articles from periodicals, and a range of audiovisual materials. During August 1980, S.L. held 10 carousels of 35 mm slides, 92 temporary recordings of videotapes, 2,136 temporary recordings on audiotapes (including many recordings of lectures) and 142 permanent recordings in audio or video formats.

In terms of titles added to Short Loan, the present system is flexible and responsive to requests for inclusion, including telephone requests from teaching staff or a Departmental Secretary, suggestions from students in the relevant course unit, and from Readers' Advisers and Circulation Staff.

The question of how many copies of a book or a journal article should be placed in S.L. is a complex one which can lead to differences between the expectations of teaching staff and the considered judgement of library staff in the light of available resources.

Loans

There have been slight declines in the number of loans of books and audiovisual materials from S.L. in recent years. Book loans in 1978 were 105,988, and in 1979 some 99,735. In the period February-September 1980, book loans were 97.2 percent of those for the same period in 1979. Comparable loan periods for S.L. audiovisual materials showed 20,777 items issued in 1978, 17,059 items in 1979, and 84.2 percent of February-September 1979 loans for a similar period in 1980.

Arrangement of S.L. Collections

Short Loan collections consist of
(a) the main sequence of books in Library of Congress (L.C.) classification order,
(b) a "private copies" collection of books provided by academic staff, other ANU sources and lacking L.C. book numbers,
Catalogues and Indexes

There are two separate catalogues, one for books and photocopies and permanently catalogued audiovisual materials; and a second visible index file -- arranged alphabetically by course unit -- of all audiovisual materials in S.L. Students can have access to lecturer-supplied lists of print items requested for inclusion in S.L., but to do so they must ask at the S.L. Workroom counter. If should be noted that the main Library catalogues do not indicate that an item has been located in Short Loan.

Assistance Available

Students may seek assistance, from clerical staff in the S.L. area and S.L. Workroom and from the Readers' Adviser(s) on duty in the main reference catalogue area of the Library.

Student Use of Short Loan Materials

During the day, books, photocopies and audiovisual materials may be borrowed for use within the Library for periods of up to two hours. Loan periods may be extended if demand permits. Overnight loans commence "two hours before closing" for books and photocopies. Items must be returned by opening time the following day. Fines are levied for late returns.

Students may "reserve" the use of items for specific periods during Library opening hours and also make a reservation for overnight loan -- but only on the actual day the loan is effected. Reservations for use and overnight loan may be made by telephone as well as by request at the S.L. Desk.

Audiovisual Materials and Services

During the day, the assistance of Short Loan staff to students using Short Loan audiovisual materials may be supplemented by staff of the Audiovisual Section. After 5 pm on weekdays, and during the weekends, S.L. staff are also required to assist students using non-Short Loan audiovisual materials and general AV equipment. This demands time and a range of audiovisual competencies from the part-time Short Loan staff.

Audiovisual materials include audiotapes of many current lectures, videotapes of some lectures, and slide sets for specialised use in Fine Art units. (In 1979, 69 course units, involving 228 teaching staff, required placement of lectures on audiotapes in Short Loan).

Staff Training of Short Loan Staff

While full-time staff have become familiar with all aspects of the Short Loan system, part-time staff responsible also for audiovisual services during evenings and weekends may lack adequate technical media competencies. There was considerable activity, both in the Short Loan area and in the Audiovisual Area, when this writer visited the Library on the weekend of August 16-17.
The Role of the Readers' Advisers

The Readers' Advisers and the Audiovisual Librarian perform crucial roles in initiating, coordinating and monitoring Short Loan activity and communicating with academic staff. Readers' Advisers provide the recommendations on loan status and number of copies to be assigned to each loan category. They frequently can meet urgent needs for inclusion of items in S.L., sometimes by direct purchase from local book shops. Readers' Advisers check annual Cooperative Bookshop lists of 'Prescribed Books' to ensure that the Library has at least one copy of each for inclusion in Short Loan.

1.3 Library Documentation and Correspondence

University Library files and correspondence indicate some continuing concern with the functions and effectiveness of the Short Loan system during the last few years. The present system emerged from a major assessment of needs in 1975, with the involvement of academic staff, the student body and the participation of the University Librarian and staff of the Library in planning the new system.

Since that time the Short Loan collection has been extended, audiovisual materials added and the range of services increased. Short Loan administrators have continued to be sensitive to changing requirements of staff and students and have attempted, within the limitations of available staff, to respond with new or modified services.

However, its development has been hampered by the failure to apply appropriate technology to a labour-intensive manual operation with obvious potential for the application of automated procedures. Recommendation 9 b(ii) of the Report of the University Librarian (1975) proposed "Developing an on-line circulation system which will allow book records to be tagged to indicate restricted loan periods". This was not implemented. Again, the cessation, in early 1977, of the computer-produced listing of the collection has been a major loss to the Short Loan system, both for the operation of routines and in its potential for communication with academic staff.

Significant changes in selection and ordering processes and Short Loan procedures, the development of an effective group of specialist Readers' Advisers -- who link students, academic staff and Library -- the growth of an experienced team of general staff to service Short Loan and the coordination of the Undergraduate Services Librarian have all contributed to the present level of Short Loan library services.

It is not proposed to review developments in Short Loan since 1975. However, two developments in First Semester 1980 should be noted. In April, a proposal for a research project on the usage of Short Loan resources was presented by one of the Readers' Advisers, and a meeting of the Junior Academics Forum on June 2 1980 discussed undergraduate use of the University Library. One of the issues raised at the Forum, and in related correspondence, was the contention that undergraduate concern with library services was a significant reason for discontinuance of student enrolment. There do not appear to be adequate current data available at ANU to support or to refute this hypothesis. It would certainly be desirable, for future studies of student academic progress to seek specific evidence as to whether the
availability of library materials and services does have ascertainable effects on student performance, progression and retention.

That issue was not the subject of the present Short Loan Study nor did the Study attempt to measure the level of usage of individual books, or the collection as a whole, since the Library had already begun the collection of statistics for this purpose.

From representations of academic staff and responses by the University Library during First Semester 1980, a number of concerns of teaching staff in relation to Short Loan were identified, including:

- apparent unavailability of materials in adequate numbers of copies in Short Loan,
- suggested problems of access by part-time students,
- special needs of large classes (and in particular First Year introductory units),
- probable need for a readily-accessible list of Short Loan holdings, arranged by academic units,
- reported inadequacy of the numbers of photocopies of periodical articles,
- possible reluctance of the Library to transfer sufficient multiple copies from general collections to Short Loan to meet very short term high levels of demand resulting from required reading lists containing a limited number of items.

The Library's ability to deliver effective Short Loan services depends not only on sufficient resources but also on adequate information from teaching staff in time to meet student demands. In 1980, approximately 50 percent of reading lists, requested at the end of 1979, were not received by the Library until after Orientation Week.

1.4 Pre-survey Comments by Academic Staff on Short Loan

Contact was made with a small number of staff to determine those aspects of Short Loan which teaching staff believed should be surveyed and to identify perceived usage problems of staff and/or students.

These discussions generally confirmed that the major issues related to
- adequacy of multiple copies in Short Loan,
- time required to place items in the collection,
- adequacy of information on action taken by Short Loan staff following receipt of lists,
- student access, and ease of access, to collections of the University Library outside the Chifley Library building,
- adequacy of student awareness of library services available and ability to use them effectively,
- special problems of part-time students,
- problems resulting from differences between the citation in the students' reading list and the Library's catalogue entry for the same item.
1.5 **Objective of this Short Loan Study**

The purpose of the Study was to assess the extent of "user satisfaction" with the present Short Loan system and to make recommendations for new and/or modified services in the light of those findings. Both students and teaching staff were viewed as "users". The definition of the descriptor "User Satisfaction (Information)" included in the Thesaurus of ERIC Descriptors; Completely Revised (Phoenix, Arizona: Oryx Press, 1980) was applied in this Study. ERIC defines that descriptor as "Users' assessment of the degree to which information or library services meet their needs" (p.249). "Needs" is thus the criterion component.

Other sources of data were the discussions with appropriate professional and general staff of the Library, observations and evaluation of the Short Loan system in operation, examination of Short Loan records and statistics, study of University Library files, reports and correspondence, and discussions with a number of academic staff who use Short Loan as a teaching resource.
In addition, teaching staff in the following Departments, who had submitted lists to Short Loan in the period January to July 1980, were asked to complete the survey form.

Faculty of Arts: English (two staff), and German (two staff).
Faculty of Asian Studies: Bahasa Indonesia and Malay (one), Japanese (one).
Faculty of Science: Botany (two), Chemistry (two), Geology (three), Zoology (three).

Respondents

Questionnaires were returned by 116 of the 272 staff receiving forms. Of these 116 returns, 96 were received from respondents deemed to be "Short Loan users", that is there was a "Yes" response to at least one of the five parts of Item 15 (which sought to identify staff expectations of student use of Short Loan) and a response rating on at least one item of Items 19-25 (which sought a rating of the extent of satisfaction on aspects of Short Loan).

However, all comments made to open-ended questions by "non-user respondents" were extracted and reported upon in a separate section of this Report.

Staff were asked to identify the two course units to which they contributed most of their current teaching time. (Some staff members' teaching time was committed only to one course unit, and in these cases, data were secured for one unit only).

TABLE 1: NUMBERS OF USER RESPONDENTS BY FACULTY

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>NUMBER OF STAFF defined as Short Loan Users</th>
<th>NUMBER OF UNITS named by such staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>49</td>
<td>83</td>
</tr>
<tr>
<td>Asian Studies</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Economics</td>
<td>21</td>
<td>38</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
<td>39</td>
</tr>
<tr>
<td>TOTALS</td>
<td>96</td>
<td>168</td>
</tr>
</tbody>
</table>

Although the response rate and the number of returns used in this survey, expressed as percentages of the total staff surveyed, were not high, they were considered acceptable in that a high proportion of Short Loan users did respond and it could be assumed that many non-users would not be interested in the operation of Short Loan and would discard the questionnaire upon receipt.
RESULTS

As it was anticipated that the use of Short Loan as a teaching resource would vary among the faculties and that follow-up to this Report would commence on a faculty basis, the data have been reported, and analysed, separately for each of the four faculties surveyed. It should be noted that numbers of respondents from the several faculties were not necessarily proportionate to the total staff of each faculty.

Summaries of responses of staff to Items 5 to 18 are shown in Table A, and for Items 19 to 26 in Table B. These tables are included in Appendix II of this Report. The ratings assigned by staff to Items 19 to 25 are displayed in a series of tables in the same Appendix II, namely, Faculty of Arts, "Table C"; Faculty of Science, "Table D"; Faculty of Economics, "Table E"; Faculty of Asian Studies, "Table F".

Data have been reported in the body of this Report in four tables which follow:

Table 2. "Information on Units from Staff Responses", which includes the percentage of respondents in each faculty answering "yes" to Items 5 to 17.

Table 3. "Staff Satisfaction with the Short Loan System: Summary of Responses by Faculty", which displays the means of ratings assigned by respondents to Items 19 to 25.

Table 4. "Attendance of a Readers' Adviser at Departmental Meetings": Staff Responses (Item 26).

Table 5. "List of Units to Which Staff Assigned Ratings of "4" or "5" (Dissatisfaction) on Item 25".
TABLE 2: Information on units from staff responses

PERCENTAGES OF SURVEYED UNITS IN EACH FACULTY WITH "YES" RESPONSES.

<table>
<thead>
<tr>
<th>Questionnaire Item</th>
<th>ARTS</th>
<th>SCIENCE</th>
<th>ECONOMICS</th>
<th>ASIAN STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The unit:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. - is new, or has been significantly revised since 1978</td>
<td>56.6</td>
<td>23.1</td>
<td>55.3</td>
<td>50.0</td>
</tr>
<tr>
<td>6. - has 'Prescribed Books' for student use listed in the ANU Booklist 1980</td>
<td>78.3</td>
<td>56.4</td>
<td>86.8</td>
<td>37.3</td>
</tr>
<tr>
<td>7. - includes tutorials or seminars</td>
<td>88.0</td>
<td>59.0</td>
<td>97.4</td>
<td>87.3</td>
</tr>
<tr>
<td>8. - necessitates student use of a limited number of required sources for each tutorial</td>
<td>77.1</td>
<td>15.4</td>
<td>81.6</td>
<td>50.0</td>
</tr>
<tr>
<td>9. - requires the completion of essays or papers</td>
<td>97.6</td>
<td>76.9</td>
<td>86.9</td>
<td>100.0</td>
</tr>
<tr>
<td>10. - provides students with recommended reading lists for essays or papers</td>
<td>77.3</td>
<td>61.5</td>
<td>81.6</td>
<td>87.5</td>
</tr>
<tr>
<td>11. - is assessed using continuous assessment</td>
<td>78.3</td>
<td>87.2</td>
<td>44.7</td>
<td>50.0</td>
</tr>
<tr>
<td>12. - has audiocassettes of lectures placed in Short Loan</td>
<td>32.5</td>
<td>17.9</td>
<td>0.0</td>
<td>25.0</td>
</tr>
<tr>
<td>13. - has videotapes of lectures placed in Short Loan</td>
<td>7.2</td>
<td>12.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>14. Do you expect students to acquire a copy of the 'Prescribed Books'?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Do you expect students to make significant use of Short Loan for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) tutorial preparation</td>
<td>71.1</td>
<td>17.9</td>
<td>57.9</td>
<td>37.5</td>
</tr>
<tr>
<td>ii) preparation of essays</td>
<td>69.9</td>
<td>48.7</td>
<td>57.9</td>
<td>87.5</td>
</tr>
<tr>
<td>iii) completion of other written work</td>
<td>36.1</td>
<td>59.0</td>
<td>39.5</td>
<td>0.0</td>
</tr>
<tr>
<td>iv) participation in class discussion which is assessed</td>
<td>33.7</td>
<td>5.1</td>
<td>21.1</td>
<td>12.5</td>
</tr>
<tr>
<td>v) general course enrichment</td>
<td>48.2</td>
<td>74.4</td>
<td>65.8</td>
<td>25.0</td>
</tr>
<tr>
<td>16. Was the Short Loan section in the Chifley building provided with list(s) for this unit in 1980?</td>
<td>78.3</td>
<td>56.4</td>
<td>84.2</td>
<td>50.0</td>
</tr>
<tr>
<td>17. Do you advise students of sources, other than the University Library, from which they may secure resources for this unit?</td>
<td>72.3</td>
<td>43.6</td>
<td>55.3</td>
<td>75.0</td>
</tr>
</tbody>
</table>

NUMBERS of course units surveyed 83 39 38 8
TABLE 3: Staff satisfaction with the Short Loan system:
Summary of responses by faculty

Rating Scale: Highly satisfied 1 ↔ 5 Very dissatisfied

<table>
<thead>
<tr>
<th>ASPECTS OF SHORT LOAN</th>
<th>MEANS OF RATINGS ASSIGNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item surveyed</td>
<td>Arts</td>
</tr>
<tr>
<td>19. Extent of inclusion of materials requested by you</td>
<td>1.55</td>
</tr>
<tr>
<td>20. Adequacy of multiple copies of books during peak demand</td>
<td>3.32</td>
</tr>
<tr>
<td>21. Value of library statistics indicating level of use for each item in Short Loan</td>
<td>3.0</td>
</tr>
<tr>
<td>22. Extent of student awareness of Short Loan services</td>
<td>1.82</td>
</tr>
<tr>
<td>23. Adequacy of Readers' Advisers' communication with academic staff on reading lists and course materials</td>
<td>2.11</td>
</tr>
<tr>
<td>24. Extent to which student use of Short Loan conforms to your expectations for the unit</td>
<td>2.17</td>
</tr>
<tr>
<td>25. Overall efficiency of the Short Loan system in supporting the unit</td>
<td>2.18</td>
</tr>
</tbody>
</table>
TABLE 4: Attendance of a Readers' Adviser at Departmental meetings

Item 26. Would the attendance of a Readers' Adviser at nominated Departmental meetings assist Library/Departmental communication?

<table>
<thead>
<tr>
<th>RESPONSES BY STAFF</th>
<th>ARTS</th>
<th>SCIENCE</th>
<th>ECONOMICS</th>
<th>ASIAN STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>YES</td>
<td>24</td>
<td>49.0</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>NO</td>
<td>21</td>
<td>42.9</td>
<td>8</td>
<td>40.0</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>8.1</td>
<td>3</td>
<td>15.0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>49</td>
<td>20</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

TABLE 5: List of Units to Which Staff Assigned Ratings of "4" or "5" (Dissatisfaction) on Item 25.

Faculty of Arts

Anthropology B15: Human Variation
Anthropology B23: Political and Economic Anthropology (Semester I only)
Prehistory B11: Human Evolution
Romance Languages: Introductory French
Sociology I

Faculty of Asian Studies

Nil

Faculty of Economics

Accounting I
Accounting CO2: Accounting Control

Faculty of Science

Biochemistry: Microbiology B01. (Semester I only)
Forty-nine staff reported on 83 units currently taught. More than half, namely 56.6 percent of the units, were reported as new or significantly revised since 1978. Additional demands on the acquisition of further Library resources to support these "new" or "revised" units could be expected. Continuous assessment is used extensively; (in 78.3 percent of units surveyed).

Tutorials

A high proportion, 88 percent of units, include tutorials or seminars, 77.1 percent necessitate use of a limited number of required resources for each tutorial, and in 71.1 percent of units staff expect students to make significant use of Short Loan for tutorial preparation.

Essays and Papers

Essays or papers are virtually a universal requirement,(97.6 percent of units) but students are provided with recommended reading lists for only 77.1 percent of units.

In 69.9 percent of units students are expected to make significant use of Short Loan for essay preparation, and in 36.1 percent of the units for "other written work".

Staff reported that the Short Loan section received lists for 78.3 percent of the 83 units surveyed.

Other Use of Short Loan

In 33.7 percent of units, a significant use of Short Loan is expected for participation in class discussion, and in 48.2 percent for general course enrichment. Library staff should consider the implications of this latter response for the size of the Short Loan collection, for the desirability of advising students of alternative locations of the same materials--and alternative titles covering that topic-- and for the reader education program of the Readers' Advisers.

Resources for Learning

The assignment of "Prescribed Books" and staff expectations of their acquisition and use by students may have implications for a Short Loan section. While 78.3 percent of the units were reported as having "Prescribed Books" listed in the ANU Booklist 1980, 60.2 percent of staff do not expect students to acquire a copy. The Faculty may wish to review the place of "Prescribed Books" in teaching and learning, and their inclusion in the ANU Booklist in future years.

Audiotapes of lectures are placed in Short Loan for almost one-third of the units but videotapes are used for this purpose in less than 10 percent of units surveyed.

In nearly three-quarters, 72.3 percent, of the units, staff advised students of sources, other than the University Library, from which to secure resources for the unit. The National Library of Australia and Departmental "collections" or "centres" were most frequently noted as other sources.
Satisfaction with Short Loan

Details of ratings by respondents of this Faculty to Items 19 to 25 are shown in Table C in Appendix II. The means of ratings assigned, displayed in Table 3, of this section of the Report, indicate dissatisfaction with the adequacy of multiple copies of books during peak demand and uncertainty of the value of library statistics. Sixty units received "not applicable" responses, or no response at all, on Item 21. Judging from comments added to questionnaires staff generally appeared unaware of the availability of these statistics. The Library should promote information on their availability and facilitate use by staff.

There were quite clear indications of satisfaction with the extent of inclusion of materials requested in Short Loan, and the extent of student awareness of Short Loan services. Satisfaction was expressed with the extent to which student use of Short Loan for the unit conformed to staff expectations. Over 73 percent of staff rating Item 25 indicated satisfaction with the overall efficiency of the Short Loan system in supporting the units taught.

Staff were satisfied with the adequacy of Readers' Advisers' communication with academic staff (Item 23). Forty-nine percent of respondents considered that the attendance of a Library Readers' Adviser at Departmental meetings would assist Library/Departmental communication.

Additional Comments

In notes added to the questionnaire, some respondents indicated that particular circumstances made the use of Short Loan unnecessary, or significantly reduced the need in a particular unit. Circumstances identified included small class size, departmental provision of materials, and availability of a wide range of materials in the general collections of the University Library.

Comments made in open-ended items, Items 27 and 28, by users of Short Loan are summarized below. Relevant comments by non-user respondents are included in Appendix III.

Staff Comments on "Perceived Student Problems"

Thirty-four of the 49 user-respondents commented.

Staff-perceived problems of students included: insufficient books (seven respondents), inadequacy of multiple copies (seven), inability of some students to organize their time effectively (four), limitation of library opening hours, lack of experience in using library resources, the need to borrow more than one item at a time when using multi-volume works, inadequacies in the main library catalogue's indication of location when items are placed in Short Loan, poor illustrations in periodical articles photocopied for inclusion in Short Loan, and security difficulties with the Short Loan collection.

Student Comments to Staff

Twenty-seven of 49 academic staff defined as users of Short Loan reported student comments.
Twelve noted student concern with the unavailability of some titles during peak demand because of insufficient multiple copies. There were four reports that the two-hour loan period was too brief, while three noted students' wishes to borrow books and cassettes to take home for use during the day. Absence of materials shown in the catalogues, but not located on the shelves, and presumed "lost", "stolen" or "mis-shelved", was discussed by three respondents. Suggested deficiencies in Short Loan catalogues, inability to locate items, lack of effective library guidance and assistance and the need for additional guidance to students early in the academic year, and the in-audibility of audiotapes of lectures were each noted by one staff respondent.

Staff Views of the Special Needs of Part-time Students

Twenty-one staff members commented on this section.

Staff experienced a variety of viewpoints on the effectiveness of the present system for part-time students and, in particular, whether their needs were served better by placing items in much demand in a "two-hour" or a "two-day" loan section. Considerable attention was given to the problems some of the students face when required to spend long periods in the library in order to use Short Loan items, and also to return overnight loans to the library early the following morning. Three staff considered that placement of items on two-day loan, rather than two-hour loan, would probably ensure more effective access for part-time students. "For classes with small enrolments ... most books need to be kept out of Short Loan so part-timers can take them home". An opposing viewpoint was presented by one respondent who suggested, "Part-time students need the precisely prescribed materials immediately to hand. This is partly why I ask that all tutorial material be placed on Short Loan". Another respondent did not like the "two-hour loan restrictions", but considered "two-day is too long".

Special loan facilities were needed by part-time students, suggested eight respondents, including earlier borrowing, "say 7 p.m.", for overnight use; extended overnight loans, special copies for loan only to part-time students; and longer library opening hours, including extended weekend access.

While recognizing the restrictions of the Copyright Act, one respondent pointed to the need for more multiple copies of periodical articles. Another suggested speedier acquisition and inclusion in Short Loan collections would extend access by part-time students.

Perhaps two further comments epitomize the issues -- "Need multiple copies so books can be taken home" and "Problem of overnight loans: can't leave children to get books".

Audiovisual Materials

Most respondents made no comment, with eight indicating "not applicable" to their courses, on the place of audiovisual materials in Short Loan. Four indicated satisfaction and four stated a high level of satisfaction -- a typical response being "Most helpful and very useful". One lecturer commented that it was an "Inconvenience for students to
borrow cassettes and be compelled to use them in the Library".

Comments of Staff "Which Might Assist the Library".

Seven very favourable assessments of Short Loan were made by respondents. Recognition of the work of Readers' Advisers, need for Short Loan with large classes, and the efficiency of Library staff were noted. Comments included: "Very efficiently and intelligently implemented" and "[It] is a good policy to appoint senior staff as our Readers' Advisers."

Five respondents commented on perceived inadequacies of the present system including too few multiple copies of periodical articles made, inadequate information to academic staff of "what is and what isn't in Short Loan" and "excessive time" demanded by the Library to effect the inclusion of items in Short Loan. Two staff expressed reservations on student perceptions that all that they need may be in Short Loan. One respondent stated "I've never received any communication about what has been put on Short Loan, about how many copies are needed ... about anything in fact!"

Suggestions for consideration by the Library included: Immediate recall of books for use in Short Loan; readiness to buy multiple copies according to a ratio based on enrolment for the unit; strengthening of the Readers' Advisers' service; computerisation of Short Loan holdings; and "Perhaps, if more copies were available, one copy could go out for one-day loan".
Twenty Short Loan user respondents reported on 39 units of which 23.1 percent were new or revised since 1978. Use of continuous assessment was reported in 87.2 percent of the units surveyed.

Tutorials

Some 59 percent of units include tutorials or seminars, but only 15.4 percent necessitate use of a limited number of resources for student preparation. However in 17.9 percent of units, staff expect students to make significant use of Short Loan for tutorial preparation.

Essays and Papers

A high level of staff demand for essays or papers, namely in 76.9 percent of units, was generally supported by the provision of recommended reading lists for this purpose, namely in 61.5 percent of units. Staff expect students to make significant use of Short Loan for essay preparation in 48.7 percent of units, and for other written work in 59 percent of the units.

Other Use of Short Loan

Significant use of Short Loan is expected by staff for general course enrichment in 74.4 percent of the units but for participation in class discussion in only 5.1 percent of the units. Readers' Advisers should consider the implications of such a high level of use of Short Loan for general course enrichment and consider additional means of promoting, for example by displays, lists and so on, the use of science resources in the general collections of the Library.

Resources for Learning

For 56.4 percent of the units, staff provided Short Loan section with lists of materials for inclusion in that collection.

In 56.4 percent of units, staff reported "Prescribed Books" for students, while in 51.3 percent of units, staff expect students to acquire a copy of such books.

There is as yet little placement of audiotapes of lectures in Short Loan (17.9 percent of units) or videotapes of lectures (12.8 percent of units).

In almost half of the units, 43.6 percent, staff advised students of sources other than the University Library from which to secure resources for the unit. For five units students were advised of other ANU campus locations, for six units the National Library of Australia, for nine units the various Commonwealth Department libraries, and for four units the CSIRO.

Satisfaction with Short Loan

Science staff generally were "satisfied" to "highly satisfied" with the aspects of Short Loan rated in Items 19 to 25. While the means
of ratings on the adequacy of multiple copies of books and on the value of library statistics exhibited a lower level of satisfaction than on other aspects, the means clearly showed satisfaction on these issues. However, staff indicated that they had not been fully informed of the availability of statistics on Short Loan.

Forty-five percent of staff favoured the attendance of a Readers' Adviser at Departmental meetings, 40 percent did not and 15 percent made no response to Item 26.

Perceived Student Problems

Five academic staff indicated "none", but comments from other respondents included:

- "Uncertainty of operation, bad experience in the past".
- "Usually insufficient supply at peak periods".
  (Three other staff made comments similar to that above).
- "Science students ... dislike the Short Loan being in Chifley when most of their general reading is in Life Sciences (Library)". (Two other respondents noted the same problem).
- "Reluctance (of students) to use library facilities".
- "Difficulty of finding tapes in Short Loan". Two respondents referred to problems of identifying videotapes by a series title in the index.
- "Hours of availability conflict with study time".
- "Two hours is too short (and) really only allows the student to make costly photocopies".
- "First year students are always bewildered by the sheer size of the library".

Student's Comments to Staff

Comments reported included:

- "Science students object to having material they need held in two separate buildings".
- "Often journals (are) not available for a long time, hence all journals should be available) on a Short Loan basis".
- "Can't get the material I need when I need it".

Special Needs of Part-time Students

Staff responding noted:

- "Very few in the class".
- "Have never received feedback from part-time students".
- "None have come to my notice".
One staff member commented "Part-time students seem to experience some difficulty in having sufficient access".

Comments on the provision of Short Loan audiovisual materials have been included in appropriate paragraphs above.

Other Comments Which Might Assist the Library.

- "I think they are doing an excellent job".
- "If there are any problems ... I would be pleased to hear of them as it may be possible to overcome the problems".
- "A short, clear statement of how to get it to work best for me and my students" (is needed).
- Eleven lecturers stated they were unaware of or had not seen the statistics of use of items, referred to in Item 21.
- "Supply academic staff with use statistics. I suspect some staff don't have a good idea of the demands for material they put in the collection". This could be followed up by Readers' Advisers.

Seven respondents stated they do not use Short Loan but nevertheless commented on aspects of the areas covered by the questionnaire. One suggested:

"For a new staff member like myself, it might have been useful to have been sent, at the beginning of the year, a short summary of the special services available from the Short Loan section".

Others indicated that small class sizes, availability of required materials in a range of journals, use of "Prescribed Books" and/or Departmental materials and notes, made use of Short Loan unnecessary at this time.
Twenty-one respondents commented on 38 course units of which 14 were from Accounting and Public Finance, 11 from Economics, seven from Econ History and six from Statistics. More than half, namely 55.3 percent of the units were reported as new or significantly revised since 1978. Some 44.7 percent of units are assessed using continuous assessment.

Tutorials

Almost all units, 97.4 percent, include tutorials or seminars, 81.6 percent necessitate use of a limited number of required sources for each tutorial, and in 57.9 percent of units staff expect students to make significant use of Short Loan for tutorial preparation. As responses to Item 18 indicate a high level of use (in 39 percent of units) of Departmental "collections" as "alternative sources" to the University Library, this may explain the difference between the second percentage (81.6) and third percentage (57.9) stated in the preceding sentence. Students, in fact, have access to an "alternative short loan" within the Faculty, in many cases.

Essays and Papers

Essays and papers are required in 86.9 percent of units and students are given recommended reading lists in almost 82 percent of units. However, in only 57.9 percent of units do staff expect students to make significant use of Short Loan in order to prepare essays, and in 39.5 percent for "other written work". The Short Loan section, according to staff report, received lists for 84.2 percent of units in 1980.

Other Use of Short Loan

Significant use of Short Loan is expected of students for participation in class discussion in 21.1 percent of units, and for general course enrichment in 65.8 percent of units.

Resources for Learning

"Prescribed Books", listed in the ANU Booklist 1980, have been set for 86.8 percent of units and staff expect students to acquire copies in 71.1 percent of units.

Audiotapes or videotapes of lectures are not placed in Short Loan for the units surveyed.

Students in 55.3 percent of units are advised of sources, other than the University Library, from which resources may be secured. Departmental collections or centres and the National Library of Australia were most commonly reported as sources.

Satisfaction with Short Loan

Staff of the Faculty of Economics indicated satisfaction with all aspects of Short Loan surveyed in Items 19 to 25. Details of the
ratings by respondents on these items are shown in Table E included in Appendix II.

More than half of the staff did not respond or indicated "not applicable" to Item 21, (Value of Library Statistics). Staff do not appear to be aware of the availability of these statistics.

Staff did not support the attendance of a Readers Adviser at nominated Departmental meetings. Over 85 percent said "no", 9.5 percent "yes" and 4.8 percent did not respond to the question asked in Item 26. The Library should consider alternative communication patterns with the Faculty of Economics, and possibly give increased emphasis to Library/Faculty liaison.

Comments made in the open-ended items, namely Items 27 and 28, by users of Short Loan are outlined below. Selected comments by non-user respondents are included in Appendix III.

Perceived Student Problems

Staff commented on the following problems:

. Delays in placing material on reserve (and) incomplete placement of items listed.

. Unavailability of materials when required; peak period demands; theft of relevant documents; inadequacy of multiple copies; copyright limitations on the number of library copies possible.

. "Students rarely ask for help; some student confusion, mostly self-inflicted, partly due to the failure to inform themselves" (of library services).

Student Comments to Teaching Staff

. "Most frequent comment", stated one respondent "is that materials ... provided by Departments are processed slowly and not available when wanted".

. "Most students, although aware of help they might get ... rarely seem to seek it." (one respondent).

Special Needs of Part-time Students

Staff comments included the following:

. "Library opening hours make consultation of restricted material difficult". "Comments more related to general library hours". "Friday evening opening of Chifley Library (building is desired)". "Weekend access (should be increased)".

One favourable comment on the audiovisual materials in Short Loan comprised the only discussion of those materials by the 21 respondents in the Faculty.

Comments Which Might Assist the Library

Staff commented that student use of resources now available from a faculty resources centre would most likely reduce demands on the Library
Short Loan system.

- "Copies of articles and chapters in frequently-used material (should) be on Short Loan in multiple copies as well as general loan".

- "Working relationship with (Library) liaison staff ... excellent and seems to cover our current requirements more than adequately".

- "The greatest source of inconvenience is the length of time it takes to get things onto Short Loan ... I'd want to make reducing this lag a high priority."
Six returns were received from user respondents in Asian Studies and covered eight course units. In considering the results acquired from this small number of returns, it should be noted that only 13 survey forms were forwarded to selected staff in Asian Studies.

Four of the units were reported as new or recently revised. Of the eight units, four are assessed using continuous assessment. The Short Loan section received lists in 1980 for four of the units surveyed.

Tutorials

Seven units included tutorials or seminars, for four of which students were asked to use a limited number of required sources for each tutorial, and in three of these four units students were expected to make significant use of Short Loan for tutorial preparation.

Essays and Papers

All eight units require the completion of essays or papers, reading lists were provided for seven units and students were expected to make significant use of Short Loan in these units for essay preparation.

Other Use of Short Loan

Significant use of Short Loan is expected for participation in class discussion in one unit, and for general course enrichment in two units.

Resources for Learning

'Prescribed Books' are set for three of the units surveyed but staff do not expect students to acquire copies in any of these units. Audiotapes of lectures of two units are placed in Short Loan.

Staff teaching six of the units advise students of sources of materials other than the University Library. In six units students are referred to the National Library of Australia and in two units to the Canberra Public Library Service.

Satisfaction with Short Loan

The number of respondents was not large enough to warrant detailed statistical analysis. However, some dissatisfaction with the adequacy of multiple copies of books was evident (the mean rating on Item 20 was 3.17) and some uncertainty about the value of statistics was evident. There was no rating of Item 21 (value of library statistics) for five of the eight units. One staff member favoured the attendance of a Readers' Adviser at Departmental meetings, one did not respond to this item, but four opposed this proposal. (Item 26).
General Comments of Staff

In view of the small number of respondents (six) and the interrelated nature of some of the responses to Items 27 (Perceived student problems, students' comments, special needs of part-time students, and audiovisual material) and Item 28 (Comments which might assist the Library), these are reported as extracts from respondents in one general section below.

- "My practice (is) to tell students that I will act on any request from them for books to be placed on reserve. Occasionally such a request has been made ... Staff on Reserve Desk (sic) always very helpful".

- "Books inexplicably missing". "Lack of concern -- quite understandable -- of staff over mislaid books".

- Part-time students: "Not enough multiple copies of some titles; loan period too short".

- "Slowness of processing" (and discharging of loans). "It is possible at times for students to take books out without putting a slip in".

- Two respondents expressed concern about the (un)-availability of material in Menzies Library required for inclusion in Short Loan.

- "Much more fruitful use of the Library would be possible if books needed for one week's tutorial reading could be on two-hour loan for the preceding week but on two-day loan for the rest of the term".

- "I think ... part-time students ... [should not be required] to return books at 8.30 a.m. (sic) after overnight loans ... 4½ hours leeway would make all the difference".

- "Perhaps if departments could be sent some indication of the previous year's usage, it would help to decide what material is useful and what could be left off".

- "Duplicate copies of language tapes would be a great advantage, as students often have to queue for them".
PART 3: STUDENT SURVEY

The Staff Survey (Part 2) secured responses to aspects of Short Loan in relation to specific units. Student response to similar aspects of Short Loan in relation to some of these units will allow comparison of responses of the staff and students on the same units.

The objective of the Student Survey was to determine the extent of use and satisfaction with the current Short Loan system, identify problems in the use of the system, and seek suggestions for change.

A structured sample of units was developed as indicated below and the student body of these units was surveyed.

Survey Sample

These selected units included all units, currently being taught, on which teaching staff expressed dissatisfaction with Short Loan -- by assigning ratings of "4" or "5" to Item 25: "Overall efficiency of the Short Loan system in supporting the unit" -- in the Staff Survey. Such units are indicated by an asterisk in Table 6. In addition, a number of units were included to achieve a representation of: units from all faculties; pass and honours level units; units with high enrolments of part-time students; units requiring the use of audio and/or visual materials; units producing high, moderate and low levels of usage of Short Loan; and units with small classes and those with quite large enrolments.

Student Questionnaire

The questionnaire forms were distributed through teaching staff for completion by students at the beginning of a lecture session, or during tutorials, in the first week of October. As attendance at lectures at ANU is not compulsory, there were considerable variations in the percentage of respondents among the units surveyed. However, considerations of time and cost made alternative methods of distribution of the questionnaire impracticable. Staff in all faculties cooperated very effectively and their assistance with this survey is acknowledged.

Copies of the student questionnaire, and the covering letter to staff distributing the forms, are included in Appendix IV.

Respondents

Responses were received from 565 students (51.7 percent) of the 1092 students "officially enrolled" in the units surveyed. The number of respondents from the 20 units, although not high, was considered to be acceptable for a consideration of Short Loan in relation to these units as a group and individually.

Details of units surveyed and respondents groups are shown in Table 6.
<table>
<thead>
<tr>
<th>Course Units Surveyed</th>
<th>Students Enrolled</th>
<th>Questionnaire Respondents</th>
<th>Percent Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Anthropology B 15: Human Variation</td>
<td>23</td>
<td>9</td>
<td>39.1%</td>
</tr>
<tr>
<td>Anthropology B 9: Peasant Societies</td>
<td>37</td>
<td>10</td>
<td>27.0%</td>
</tr>
<tr>
<td>Fine Art 2/3</td>
<td>61</td>
<td>18</td>
<td>29.5%</td>
</tr>
<tr>
<td>History 2/3G: Australian</td>
<td>112</td>
<td>69</td>
<td>61.6%</td>
</tr>
<tr>
<td>History 4B: Honours</td>
<td>17</td>
<td>14</td>
<td>82.4%</td>
</tr>
<tr>
<td>Political Science: Politics in the Soviet Union</td>
<td>42</td>
<td>20</td>
<td>47.6%</td>
</tr>
<tr>
<td>* Prehistory B 11: Human Evolution</td>
<td>28</td>
<td>7</td>
<td>25.0%</td>
</tr>
<tr>
<td>* Romance Languages: Introductory French</td>
<td>44</td>
<td>18</td>
<td>40.9%</td>
</tr>
<tr>
<td>Romance Languages: French Language and Literature I</td>
<td>37</td>
<td>22</td>
<td>59.5%</td>
</tr>
<tr>
<td>* Sociology I</td>
<td>220</td>
<td>115</td>
<td>52.3%</td>
</tr>
<tr>
<td>Women's Studies A.</td>
<td>29</td>
<td>12</td>
<td>41.4%</td>
</tr>
<tr>
<td>Women's Studies B.</td>
<td>29</td>
<td>14</td>
<td>48.3%</td>
</tr>
<tr>
<td>Faculty of Asian Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to South East Asia</td>
<td>32</td>
<td>19</td>
<td>59.4%</td>
</tr>
<tr>
<td>Faculty of Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Accounting I</td>
<td>148</td>
<td>79</td>
<td>53.4%</td>
</tr>
<tr>
<td>* Accounting CO2: Accounting Control</td>
<td>55</td>
<td>24</td>
<td>43.6%</td>
</tr>
<tr>
<td>Economic History: Russian Economic History</td>
<td>18</td>
<td>13</td>
<td>72.2%</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biochemistry: Microbiology CO3</td>
<td>38</td>
<td>35</td>
<td>92.1%</td>
</tr>
<tr>
<td>Forestry D17: Fire Management</td>
<td>53</td>
<td>26</td>
<td>49.0%</td>
</tr>
<tr>
<td>Psychology B22: Human Information Processing</td>
<td>22</td>
<td>10</td>
<td>45.5%</td>
</tr>
<tr>
<td>Zoology: Human Biology A02</td>
<td>47</td>
<td>31</td>
<td>66.0%</td>
</tr>
<tr>
<td>Totals</td>
<td>1092</td>
<td>565</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

* indicates units to which teaching staff assigned ratings of "4" or "5" on Item 25 of the Staff Survey.
RESULTS

The responses of the students considered as one group are summarized in Appendix V. Responses of students in relation to each course unit surveyed are available on computer print-outs of the data. The extent of student dissatisfaction with Short Loan for each of the 20 units surveyed is shown in Appendix VI.

The Students

Almost two-thirds (64 percent) of the student respondents are enrolled full-time. While 38 percent have no job commitments in 1980, 28 percent have full-time jobs and the remainder part-time or casual jobs. Some 38 percent are aged 17 to 20, and a similar percentage are 25 years and over. Twenty-three percent are aged 21 to 24.

Use of the 'Prescribed Books'

Most students acquire either "all" (35 percent) or "some" (46 percent) of the 'Prescribed Books'. Of these students, 41 percent reported 'frequent use' and 39 percent 'occasional use' of these books. Nine percent of students reported "no 'Prescribed Books' for this unit", (Item 5 and Item 6).

Tutorials and Seminars

Nearly 85 percent of students reported tutorials or seminars as a component of the unit surveyed, with 77 percent indicating the provision of recommended reading lists. However, of those units which included tutorials, 11 percent did not provide reading lists. Less than one-third (32.4 percent) of the students stated that most of their tutorial preparation materials were borrowed from Short Loan. (Even where a list was provided only 40.7 percent secured most requirements from Short Loan: but of those who got most of their material from Short Loan, 97 percent had been issued with a list), (Items 7, 8 and 9).

Papers and Essays

Ninety-one percent of students reported essays or papers as a course unit requirement with 80 percent receiving a recommended list for these tasks. Twenty-eight percent stated that most of the materials used came from the two-hour Short Loan collection. Of the units with an essay or paper requirement 85 percent had essay reading lists provided. Where lists were made available 34 percent of the students stated most of their requirements for this task were borrowed from Short Loan, (Items 10, 11 and 12).

General Use of Short Loan

Only a minority of students "often" use Short Loan resources for general written work (12 percent), preparing for class discussion (19 percent).
and supplementary course reading (7 percent). However, in each case another one-third of the students (approximately) indicated "occasional" use for these purposes. About eight percent "often" listen to class lectures on audiotapes and a further 20 percent "sometimes" do so, (Item 13).

Level of Satisfaction with Short Loan (Item 14)

Students were asked to rate each of 10 aspects of Short Loan on a five point scale to indicate extent of satisfaction, with "1" - Very dissatisfied and "5" - Highly satisfied. Means of ratings were calculated -- 3.00 representing a mid-point rating -- and these are displayed in Table 7. Student non-response to each aspect was generally about three percent of respondents. In addition, varying percentages of "not applicable" responses were recorded as shown in the Table which follows:

TABLE 7: STUDENT SATISFACTION WITH THE SHORT LOAN SYSTEM

Rating Scale: Very dissatisfied 1 ↔ 5 Highly satisfied
Ratings of "1" and "2" were viewed as "Dissatisfied"
Ratings of "4" and "5" were viewed as "Satisfied"
Ratings of "3" are not shown in this table.

<table>
<thead>
<tr>
<th>ASPECTS OF SHORT LOAN</th>
<th>Means of Ratings Assigned</th>
<th>Dissatisfied %</th>
<th>Satisfied %</th>
<th>&quot;Not Applicable&quot; Response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The period of time during the week the Short Loan area is open</td>
<td>3.80</td>
<td>8.1</td>
<td>59.6</td>
<td>14.2</td>
</tr>
<tr>
<td>b) The period of time during the weekend the Short Loan area is open</td>
<td>3.37</td>
<td>21.1</td>
<td>45.3</td>
<td>17.2</td>
</tr>
<tr>
<td>c) The catalogues in the Short Loan area</td>
<td>3.24</td>
<td>25.3</td>
<td>41.0</td>
<td>13.8</td>
</tr>
<tr>
<td>d) Your knowledge of Short Loan library services</td>
<td>3.31</td>
<td>21.2</td>
<td>43.0</td>
<td>10.8</td>
</tr>
<tr>
<td>e) Overnight loan of Short Loan items</td>
<td>2.93</td>
<td>38.0</td>
<td>34.4</td>
<td>18.4</td>
</tr>
<tr>
<td>f) The number of multiple copies of books in two-hour Short Loan</td>
<td>2.34</td>
<td>62.0</td>
<td>16.4</td>
<td>15.0</td>
</tr>
<tr>
<td>g) The number of photocopies in Short Loan</td>
<td>2.83</td>
<td>38.2</td>
<td>28.0</td>
<td>17.2</td>
</tr>
<tr>
<td>h) The telephone reservation scheme for Short Loan</td>
<td>3.41</td>
<td>16.9</td>
<td>44.4</td>
<td>33.6</td>
</tr>
<tr>
<td>i) Assistance given by Library staff in your use of the Short Loan system</td>
<td>4.02</td>
<td>9.0</td>
<td>73.8</td>
<td>12.9</td>
</tr>
<tr>
<td>j) Overall efficiency of the Short Loan system in supporting this unit</td>
<td>3.41</td>
<td>18.4</td>
<td>46.2</td>
<td>13.3</td>
</tr>
</tbody>
</table>
Students are very satisfied with the assistance given by Library Staff in the use of Short Loan. Library opening hours clearly satisfy students. However, there is strong dissatisfaction with the number of multiple copies of books.

Considerable dissatisfaction (approximately 38 percent of respondents) was expressed with each of "overnight loan" and "number of photocopies in Short Loan". These three aspects require review by the Library. Satisfaction was expressed with the remaining aspects.

However, responses to a subsequent item (Item 25) provided additional information on student satisfaction. In answers to a question on the adequacy of the amount of Short Loan materials to support the unit, 2.3 percent said "Too great", 56.3 percent "About right" and 28.1 percent "Too little". (Non-response represented 13.3 percent.)

Other ANU Sources of Materials

Although 362 students did not indicate use of other ANU sources for books and materials for the unit surveyed, 127 reported use of Departmental collections, another 15 "Departmental readings", 44 bookshop purchases and 43 staff books borrowed for this purpose, (Item 15).

Non-ANU Sources of Materials

Nearly two-thirds (60.4 percent) of the students used sources outside the ANU for materials for the unit; including: 178 students using the National Library of Australia, 90 the Canberra Public Library Service, 53 Commonwealth Government Departments, 19 the CSIRO, 35 commercial bookshops, 19 the Canberra CAE, and 113 "other sources", (Item 16). "Other sources" include fellow students, personal collections and materials obtained from place of employment.

In the light of these data, collection-building policies, funding, and inter-library-loan policies and procedures may need review. Consideration could also be given to further research as to the nature of materials sought from outside the ANU.

Extent of Use of Short Loan

Percentages of students reporting use of Short Loan materials in the Library during specified times (Item 17) are shown below:

| TABLE 8: REPORTED STUDENT USE OF SHORT LOAN |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| WEEKDAYS        | Percent         | SATURDAYS       | Percent         | SUNDAYS         | Percent         |
| 9am - 5pm       | 53.6            | 10am - 1pm      | 10.8            | 10am - 1pm      | 8.1             |
| 5pm - 9pm       | 35.4            | 1pm - 5pm       | 44.2            | 1pm - 5pm       | 41.9            |
| 9pm - 11pm*     | 15.0            | Not at all      | Not at all      | 5pm - 9pm       | 17.3            |
| Not at all      | 12.9            |                 |                 | Not at all      | 32.4            |

Note * These hours apply on Mondays to Thursdays only.
As only 5.5 percent of students indicated that they "often" borrow items from Short Loan overnight, 45.5 percent do so "sometimes" and 47 percent use this overnight loan service "not at all" (Item 19), the maintenance of those library opening hours when students do use Short Loan materials in the Library is essential. In this regard, the importance of Saturday afternoon opening (44.2 percent of students) and Sunday afternoon hours (41.9 percent of students) should be noted from the table above. This conclusion may be reinforced by the fact that one in eight of the students reports no use of the Short Loan section during the period Monday to Friday.

Again, three percent of students reported frequent use of the telephone reservation scheme and another 20.2 percent occasional use (Item 18). In view of the increasing numbers of part-time students, there may be a need to increase the advertisement of this service.

Catalogue and Information-Use Problems

Two-thirds of the students reported problems in locating items from reading lists in the Short Loan catalogue, some 19 percent "often" and 48 percent "sometimes" (Item 20). However, only 15 percent believed that the Library had not provided enough information for the effective use of Short Loan (Item 21). Even so, of those who considered that the Library had not provided enough information, three-quarters reported problems in locating items in the Short Loan catalogue [Cross tabulation of Items 20 and 21].

But in answer to a later question "Would additional instruction from the Readers' Advisers ... assist you to use the system more effectively" (Item 26), only 32 percent said "yes". Most students do not want more "instruction".

In response to Item 24, "Do you consult Library staff for assistance in using Short Loan", 9.7 percent reported "often", 71.3 percent "Sometimes" and 13 percent "Not at all" (with six percent non-response).

An alternative to additional instruction and consultation may well be the development of effective, self-informing collection-labelling and catalogue-guiding to achieve the maximum independent action by students.

Listed but Unavailable Items

Students, however well informed, do not always find the item they seek on the Shelf in Short Loan. Faced with this situation they were asked to tick no more than three activities, in a list of ten, to indicate their usual responses "when the item you seek is not on the shelf in Short Loan" (Item 23).

As 54 students disregarded the instructions and ticked more than three choices, their responses could not be included. Again, 41 students did not tick any boxes at all. The remaining 470 students checked one, two or three boxes to make a total of 1234 responses. A summary of the frequency of response to each activity is given below:
What do you usually do when the item you seek is not on the shelf in Short Loan?

(Please tick no more than THREE boxes).

- ask the Short Loan staff for assistance 323
- ask a Readers' Adviser for assistance 24
- ask other students 19
- ask your lecturer or tutor for help 30
- give up and go away 63
- try again later 196
- seek alternative materials 105
- go to another library 85

A considerable number of students do ask at Short Loan for assistance, do reserve the item for a later time that day, try again later or seek the same title from the open shelves.

Additional Information on Short Loan Needed by Students (Item 21).

Sixty-seven students, who answered "No" to Item 21, "Has the Library provided enough information for you to use Short Loan effectively?" specified, as requested, the additional information they needed.

A small number of students clearly possessed no information at all on Short Loan, for example, "Where is it?", "I didn't even know it existed ... How does it operate". "Did not know that any appropriate reading matter was held in Short Loan". In all 13 students sought additional general information on Short Loan.

More specific information was sought on location (three students), times open (three), services and procedures (six), overnight loans (four), and the telephone reservation scheme (eight). Suggestions made included a comprehensive pamphlet of Short Loan services (three), more effective shelf labelling (four) and more attention to Short Loan in Library orientation (two).

However, lack of adequate information and skills for the effective use of the Short Loan catalogue was the most frequently reported area of concern (23 students). Associated problems reported included; the failure of the main catalogue to show that an item was located in Short Loan, and the absence of a readily-accessible subject (unit) list of items held on Short Loan. Students identified problems in reconciling the citation given on the list supplied by their lecturer and the entry for that item in the Short Loan catalogue. Comments included "more accessible catalogue", and "never taught to use the catalogue".

Other more general comments included:

- "If information is available re Short Loan section, it is never obvious".
- "At first I was unaware of the range of services available but have learnt more by experience and by ... other students mentioning things they have used".

Fifteen students sought more information on audiovisual materials, equipment and services in Short Loan. Clearly an appropriate brochure on materials available, support services and basic equipment operation would be useful to such students.
Other Short Loan Problems Experienced (Item 22).

In their open-ended responses to Item 22, 125 students included statements of the following "problems experienced in using Short Loan":

- Insufficient multiple copies (27 students).
- Books "missing" or "stolen" (19).
- Books returned late (7), or damaged (3).
- Delays in placement in Short Loan (3).
- Catalogue inadequacies or "errors" (11).
- Lecturer or Departmental shortcomings (3).
- Circulation system problems -
  - Books returned late (7).
  - Fines too high (5).
  - Loan time too short (12).
  - Loan limits (only one book at once) (3).
  - Overnight loan borrowing and return times (5).
  - Loan outside the Library (during the day) is not permitted (4).
  - Book reservation difficulties (2).
- Staff shortages or staff unavailability (5).
- Audiovisual materials and/or equipment problems (4).
- Poor quality of photocopying (3).
- Staff shortages or staff unavailability (5).
- Audiovisual materials and/or equipment problems (4).
- Poor quality of photocopying (3).

Responses from a number of part-time students indicated some lack of information or reluctance to use Short Loan, for example:

"Except on weekends, [Short Loan is] mostly inaccessible to part-time students".

"Part-time students ... are penalized by the telephone booking system at weekends".

"I have not bothered to use Short Loan as I considered it unlikely, given the student numbers for this unit, that the material would be available when I could get to ANU".

"The staff have often been reluctant to make reservations for the next day. I believe this ... creates great difficulty for part-time students".

One student expressed his/her opinion on those who damage Short Loan books quite forcefully:

"Thieving bastards who tear out the chapter of interest".

Attention is drawn again to the problem of inadequacy of multiple copies, difficulties in using the catalogues and the incompleteness of student knowledge of the availability and operation of services.

Student Suggestions for Changes in Short Loan (Item 27).

One third of the respondents (34.7 percent) wanted changes in the Short Loan system. Some 191 students provided specific suggestions for change, while an additional 38 "changes" were included in the comments on Questions 21 and 28. A summary of the suggested changes (with frequency in parenthesis) is given below:

1. Short Loan Collection:
   - Additional multiple copies of books are necessary (111). Many students
stressed the importance of multiple copies for "Prescribed Books", "Recommended Books" and "basic core resources".

Additional copies of photocopies are needed (26).

2. Loan Regulation:
   - A longer period of loan during the day (39).
   - Earlier borrowing for overnight loan (15).
   - Later return from overnight loan (16).
   - Permit more than one book/photocopy to be borrowed overnight if the material is not required by others (6).
   - Permit use of more than one book, at one time, during the day (5).
   - Ensure prompt return; stiffer fines (5).
   - A speedier more convenient loan system (3).
   - Increase security, reduce stealing (5).
   - Reservation of loans beyond one day (4).

3. The Short Loan Catalogue (14)
   Students wished to have both authors and titles represented, more guides to the use of the catalogue and more drawers with fewer cards in each to reduce congestion.
   (Alternatives to the present Short Loan catalogue should be considered).

4. General Organization
   - Longer library opening hours (10), (including more on Saturday evening).
   - Speedier inclusion and removal from Short Loan (13).
   - Special provision for part-time students (12).
   - More effective Library/lecturer liaison (10).
   - More space (6), more staff and more assistance (9), more information on services (3), improved photocopying facilities (8), better quality audiovisual materials (5), additional video cassette recorders (5).

Selected student comments of special interest:
- "Review of usage rates of books needs to be more frequent. Multiple copies not frequently used should be returned to the open shelves".
- "To avoid bottlenecks at catalogue drawers more drawers would help i.e. less letters of the alphabet in each drawer".
- "Lists of other related (alternative) materials ... on the specified topic ... available in the Library itself".
- "Extension of overnight borrowing: especially necessary for female students who don't feel safe staying in until late and then making their way home in the dark".
- "Different coloured catalogue cards for 2-hour and 2-day loans".
- "Availability of photocopying machine in the Short Loans area, so as to alleviate the need to borrow in order to photocopy".
- "More professional staff on the SL desk who could direct students to sources ...". "An easier to use loan system, writing a name and address on a slip is inconvenient".
- "Materials should be available for perusal outside the Chifley building, so that one can photosynthesise or eat!"
- "There should be at least one experienced fully-employed librarian in Short Loan on weekends".
Other Comments on Short Loan (Item 28)

While 131 students provided other comments many of these related directly to the specific questions in Items 21,22 and 27 and thus were considered with those items.

There was clear and strong support for Short Loan as a system (49) with only 12 students stating that they did not support the Short Loan "concept".

There was also strong support for the staff of Short Loan: 14 made favourable comments and only two expressed dissatisfaction. (There were also other indications of support for staff in responses to earlier sections of the questionnaire). Staff were seen as "very helpful to new students", "pleasant, helpful and cooperative", "without exception patient and helpful", "accessible and willing to help at all times". "I am grateful for the constant assistance and good humour of the weekday short loan staff", and "The Library staff are absolutely brilliant".

Students however, did comment on the need to improve Library/lecturer liaison, the need for more seating space for using resources, and the desirability of increasing service in the Audiovisual Area. Some students looked at Short Loan support for more than one of their units. They suggested that the effectiveness of the communication between the teaching staff and the Library made a difference in the value of Short Loan.

One student pointed out that "The Readers' Advisers are too far away from Short Loan to be useful: perhaps there should be a Short Loan readers' adviser (sic) at the Short Loan area". This may be possible at periods of peak Short Loan use and should be considered.

Summary of Findings from Items 21, 22, 27, 28.

Students need more information on Short Loan, both general and specific. The Short Loan Catalogue -- in its location, content, organization access, guides and student assistance -- should be reviewed and revised before the 1981 academic year. Additional information on audiovisual materials and equipment is needed.

Major Short Loan problems identified by students included insufficient multiple copies of books and photocopies of articles, problems in using the catalogues and the circulation system, and "security". "Part-timers" identified special problems of such students accessing materials in Short Loan.

Changes suggested by students included, increasing the number of multiple copies of books and photocopies, more flexible loan regulations, modification of the catalogue in Short Loan to include authors and titles and increased access to the Library.

Other comments by students indicated clear support for Short Loan as a system and for the personal commitment of Short Loan staff. However, there is a need to extend the effectiveness of the Reader Education program, especially with first year and second year undergraduates.
PART 4: RECOMMENDATIONS

Following consideration of the findings of this study and the conclusions formed, I present the following recommendations, recognizing that a number have resource implications (including staffing) which first require discussion by members of the University Library and the Library Committee and then consideration by the Resources Committee of the Board of The Faculties and the Central Areas Budgetary Committee.

1. Academic staff surveyed in The Faculties have indicated they need a Library "reserve collection". Undergraduate students have expressed support for Short Loan as a necessary learning facility. In view of these needs it is clear that a Short Loan system should be maintained in the Chifley Library Building.

2. The general structure of the present Short Loan system is appropriate for the satisfaction of the above needs. Nevertheless, modifications to the collections, catalogues, loan regulations, circulation system and assistance to users are needed. Achievement of effective communication with students and staff should be given a high priority.

3. Automation of selected basic operations of Short Loan section, as a planned sub-system of the total Library automation program is necessary as soon as this can be done. Automation will not only permit existing processes to be performed more efficiently but also will enable desirable extensions of service, such as the provision of statistics of usage for staff and periodically - produced subject lists of holdings all of which could be performed with minimum demands on Library staff.

        In view of the number of issues from Short Loan each year, early automation of the borrowing system is highly desirable. If the new Library circulation system is a "sub-system" of an automated catalogue the reader could be given information on Library holdings, location and loan status at the same terminal.

4. A concise statement of Short Loan Policy should be prepared for distribution to teaching staff and Library staff and for student information. Categories of materials to be included, policy on multiple copies, and provision for access by full-time and part-time students should be defined. Library policy on the numbers of copies to be acquired of 'Prescribed Books', 'Preliminary Reading' and 'Recommended Books' (as listed annually in the ANU Booklist) should be reviewed in the light of student needs and staff expectations of use.

        A statement on the relationships between Short Loan and the Audiovisual Area, including the provision of audiotapes and videotapes of lectures for undergraduates, should be included in the statement.

5. The space available for the Short Loan collections, catalogues and circulation desk appears to be inadequate for effective use by students
at periods of peak use. Consideration should be given to an increase in space for these activities in the light of any projected growth of the adjacent Audiovisual Area.

As part of such a review, the most appropriate locations for the following should be considered:

(a) The Short Loan catalogues and indexes.
(b) A "Short Loan photocopier".
(c) Areas for the use of Short Loan materials.
(d) Readers' Adviser(s) assisting Short Loan users.

Communication with Academic Staff

6. The Library should establish procedures to ensure, if possible, that it receives "automatic" advance notice of new units and revised units as new subject content will have implications both for acquisition decisions and Short Loan activities.

7. Changes in teaching methods and evaluation procedures generally influence patterns of library use. The provision of audiotapes of lectures for use in Short Loan and the high levels of use of continuous assessment procedures are examples of such changes which require as a response continuing review of access policies and reader education activities.

8. An information booklet on Short Loan containing a statement of current policy and procedures, with samples of re-designed forms, should be provided for the teaching staff of each department and for the information of all new full-time or part-time academic staff in the Faculties at the time of their appointment. The booklet should emphasise the need to advise Short Loan of forthcoming student demands before students are directed to use Short Loan materials. Teaching staff should be advised of the general principles used to determine the form of entry in the Library catalogue, so that they may prepare reading lists students can use easily with the Short Loan catalogue. Supplementary sheets issued periodically would maintain the currency of the information booklet.

9. The Library, by an information program directed to teaching staff, should consolidate support for "staff approved" aspects of Short Loan and address attention to those aspects where dissatisfaction is marked, by (a) remedial action where the requested service or change is desirable and feasible, and (b) adequate explanatory information to staff where it is not.

10. Staff of all the faculties indicated high levels of satisfaction with the "adequacy of Readers' Advisers' communication". However, in each faculty, support for the attendance of a Readers' Adviser at nominated Departmental meetings was less than fifty percent of all respondents in the faculty. (Arts 49 percent; Asian Studies 17 percent; Science 45 percent; Economics 10 percent).

The Library should maintain liaison by Readers' Advisers with individual members of teaching staff as the major channel of communication. Where support is evident, attendance of a Readers' Adviser at occasional
Departmental meetings would be a valuable supplement. Means should be sought for improving communication with the Faculty of Asian Studies and the Faculty of Economics.

11. Staff supported the value of statistics on level of use of items in Short Loan but many were clearly unaware that statistics were available. To be of real value to staff, statistics should be progressively available during the teaching term and also provided as totals at the conclusion of the term/semester/year.

When the recommended automation of Short Loan procedures is implemented, teaching staff should receive this statistical information automatically and conveniently. Until automation is applied, staff can receive information on the use of individual titles on request.

12. The formal Departmental Review of a teaching department appears to provide an appropriate opportunity for evaluations of the information resource needs of the Department and the effectiveness of the Library and other ANU resource services. Action by the Board of the Faculties would be required to initiate this proposal which could be extended to include IRU and other components of the Division of Educational Services.

Communication with Students

13. Students' needs for information, instruction and consultation, in relation to the use of Short Loan, should be reviewed within a total Library program of reader education and reader services.

14. A planned program of orientation, publicity, library "sign-posting", and reader education is necessary to ensure students are adequately informed about Short Loan services at a very early stage in their undergraduate studies. Special publications and presentations should be provided for part-time students.

15. One-third of the students surveyed believed that additional instruction from the Readers' Advisers would assist them to use the Library more effectively. The "Library Tutorial", planned by the Readers' Adviser and course unit Lecturer in consultation, appears to be a most effective means of developing student competency in the use of library services. Library Tutorials should continue and, with the provision of the required staff, be extended to other courses.

16. While continuing Short Loan support for such activities as preparation for class discussion, completion of written work, as well as preparing tutorials and essays, Readers' Advisers should review student use of the total library collection particularly in relation to "general course enrichment".

17. The Library should design and prepare additional learning aids on specific library competencies for independent use by students. (Priority
could be given to modules designed to develop catalogue-use competencies for Short Loan).

The Short Loan Collection

18. The size of the Short Loan collection appears to be growing. A comprehensive usage study would determine which items justify their place in the collection. Speedier removal of books and other items "no longer required for tutorials and essays" will further reduce the size of the collection at any one time. Specification of a "desirable" or "maximum" size of the collection may be unrealistic. However, until more objective data on the collection needed are available, the size should be restricted and a constant review maintained.

19. The inadequacy of multiple copies of items in the Short Loan collection, reported by 62 percent of students, is the most significant area of dissatisfaction with Short Loan identified in this study. Sufficient copies of books listed in tutorial and essay reading lists should be acquired and an adequate number placed in Short Loan to meet demands.

The Copyright Act restricts the number of copies of periodical articles which may be made by the Library. Provision of photocopies of high quality and student access to a photocopier in Short Loan are desirable.

Duplicate copies of certain audiotapes of lectures and language tapes may be necessary in the light of student demand.

20. In 62 percent of all units surveyed, academic staff advise students of sources, other than the University Library, from which they may secure resources for the unit. Nearly two-thirds of the students reported use of sources outside the ANU for materials in the unit surveyed. In view of these data, consideration should be given to further research on the nature of the materials sought outside the ANU campus. When such information is available, collection-building, inter-library loan and reciprocal borrowing policies may need reviewing.

21. Only 23 percent of students reported use of the Short Loan telephone reservation service. In view of the increasing enrolments of part-time students, there should be an increase in the advertisement of this service.

Short Loan Organization.

22. More effective labelling for sub-collections and shelving in Short Loan and "visual guides" for users of the catalogue would assist readers to locate materials more efficiently.

23. Until the Short Loan circulation system can be automated, continuing attempts should be made to reduce loan procedures which are
time-consuming for users. At the same time, manual record-keeping by Short Loan staff could be reviewed.

24. Short Loan forms and information sheets for use by academic staff should be systematically re-designed. Redesign could provide for duplicate copies of staff requests for inclusion of items in Short Loan, to be returned to the staff member concerned with information on action taken by Short Loan staff.

25. Training programs for part-time Library staff should be reviewed and extended to ensure that such staff have the competencies necessary to assist users with a growing range of audiovisual materials and more sophisticated equipment.

26. The Short Loan catalogue, its location, content, organization, guides and aids to students should be reviewed as soon as possible and revised where required. (Please refer to pages 30, 31, 32 and 33).

Access to Short Loan

27. As high levels of use of Short Loan have already been established on Saturday and Sunday afternoons, extension of Library opening hours beyond 5 pm on Saturday and beyond 9 pm on Sunday would increase access for some students. It may be possible to do so on a trial basis for part of 1981 and assess the results.

28. Among the part-time students, special consideration needs to be given to the home-bound parent responsible for young children. Such students reported on their need to be able to borrow overnight at an earlier hour than 9 pm and return items later than 9 am the following day. Consideration should be given to this request where an adequate number of multiple copies is held in Short Loan.

29. Consideration could be given to extension of the period of loan (where level of demand permits) for some multiple copies on a trial-basis from two hours to four hours to permit students to take items home during the day, before 5 pm. Possibly, items for one unit, for example, Womens' Studies, could be used to test demand for this service.

30. The services of Readers' Advisers assist students to convert opportunities for access to resources into effective use of information materials. These essential services should be maintained, and where possible extended. The value of the continuing assignment of one Readers' Adviser to a related group of Departments was apparent in a number of instances in this study of Short Loan.
APPENDIX I

STAFF QUESTIONNAIRE AND
COVERING LETTER
OFFICE FOR RESEARCH
IN ACADEMIC METHODS

5 September 1980

THE SHORT LOAN LIBRARY SYSTEM
IN THE J.B. CHIFLEY BUILDING

ORAM, at the request, and with the support, of the University Library, is undertaking a review of the Short Loan system (two-hour borrowing) in the J.B. Chifley Building. As the purpose of the system is to provide maximum support for teaching and learning activities, our immediate aim with this survey is to ascertain how academic staff view, use and evaluate the current organisation of Short Loan.

To do this, we are asking staff who teach undergraduate courses in selected Departments in the Faculties of Arts, Asian Studies, Economics and Science to complete the attached questionnaire. Please add your comments to each section of the questionnaire, where desired.

Following response to this form by teaching staff, a sample of students will be surveyed. As it is desirable to complete that activity well before the final examinations commence, you are asked to return your completed questionnaire, in the enclosed addressed envelope, as soon as possible, and by 19th September 1980, please.

Staff will be informed of the recommendations of the study.

Your assistance with this enquiry will be most appreciated.

Yours sincerely,

Lawrence H. McGrath
Visiting Fellow

Allen H. Miller
Director
Survey of the Short Loan System (Two-hour loan) in the J.B. Chifley Building

1. Department ____________________ 2. Faculty ____________________

Please respond to questions in relation to two courses in which you currently lecture or tutor. (If you are participating in more than two courses, please select the two to which you contribute most of your teaching time.)

3. COURSE A: (full title) ____________________________________________

4. COURSE B: (full title) ____________________________________________

<table>
<thead>
<tr>
<th>FOR EACH COURSE TAUGHT</th>
<th>COURSE A</th>
<th>COURSE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course</td>
<td></td>
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<tr>
<td>5. - is new, or has been significantly revised since 1978</td>
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<tr>
<td>6. - has 'Prescribed Books' for student use listed in the</td>
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<tr>
<td>ANU Booklist 1980</td>
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<td>7. - includes tutorials or seminars</td>
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<td>8. - necessitates student use of a limited number of</td>
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<td>required sources for each tutorial</td>
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<td>9. - requires the completion of essays or papers</td>
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<td>10. - provides students with recommended reading lists</td>
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<tr>
<td>for essays or papers</td>
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<td>11. - is assessed using continuous assessment</td>
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<td>12. - has audiotapes of lectures placed in Short Loan</td>
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<td>13. - has videotapes of lectures placed in Short Loan</td>
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<td>14. Do you expect students to acquire a copy of the</td>
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<td>'Prescribed Books'?</td>
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<td>15. Do you expect students to make significant use of</td>
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<tr>
<td>Short Loan for:</td>
<td></td>
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</tr>
<tr>
<td>i) tutorial preparation</td>
<td></td>
<td></td>
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<tr>
<td>ii) preparation of essays</td>
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<tr>
<td>iii) completion of other written work</td>
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<tr>
<td>iv) participation in class discussion which is assessed</td>
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<td></td>
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<tr>
<td>v) general course enrichment</td>
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<tr>
<td>16. Was the Short Loan section in the Chifley building</td>
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<tr>
<td>provided with list(s) for this course in 1980?</td>
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<tr>
<td>17. Do you advise students of sources, other than the</td>
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<tr>
<td>University Library, from which they may secure</td>
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<td>resources for this course</td>
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<td>18. If you answered 'yes' to the question above, please</td>
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<tr>
<td>list those sources for each course</td>
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</tbody>
</table>
Please indicate, by placing a tick in the appropriate box, the extent of your satisfaction with the present Short Loan system for each of the aspects listed below. (Please consider audiovisual materials and photocopies as well as books in the Short Loan area.)

Circle 'N.A.', 'not applicable', if necessary.

<table>
<thead>
<tr>
<th>19. Extent of inclusion of materials requested by you</th>
<th>Highly satisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

| 20. Adequacy of multiple copies of books during peak demand | COURSE A | N.A. | COURSE B | N.A. | N.A. | N.A. |

| 21. Value of library statistics indicating level of use for each item in Short Loan | COURSE A | N.A. | COURSE B | N.A. | N.A. | N.A. |

| 22. Extent of student awareness of Short Loan services | N.A. |

| 23. Adequacy of Readers' Advisers' communication with academic staff on reading lists and course materials | N.A. |

| 24. Extent to which student use of Short Loan conforms to your expectations for | COURSE A | N.A. | COURSE B | N.A. | N.A. | N.A. |

| 25. Overall efficiency of the Short Loan system in supporting | COURSE A | N.A. | COURSE B | N.A. | N.A. | N.A. |

| 26. Would the attendance of a Readers' Advisor at nominated Departmental meetings assist Library/Departmental communication? | Yes | No |

| 27. Please comment on the following in relation to the Short Loan system: |
| i) Perceived student problems | |
| ii) Student's comments to you | |
| iii) Special needs of part-time students | |
| iv) Provision of Short Loan audiovisual materials | |

| 28. Have you any other comments which might assist the Library in the operation of Short Loan | |

PLEASE RETURN THE COMPLETED QUESTIONNAIRE TO ORAM BY 19 SEPTEMBER 1980.
TABLE B: Responses to Items 19 to 26 of the Staff Questionnaire

Respondents were asked to indicate, by placing a tick in the appropriate box, the extent of their satisfaction with the present Short Loan system for each of the aspects listed below.

A rating of '1' or '2' on this scale was accepted as an indication of 'respondent satisfaction' with the aspect of Short Loan assessed.

Scale: 

<table>
<thead>
<tr>
<th>Highly satisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESPONDENT SATISFACTION WITH ASPECTS OF SHORT LOAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>19.</td>
</tr>
<tr>
<td>20.</td>
</tr>
<tr>
<td>21.</td>
</tr>
<tr>
<td>22.</td>
</tr>
<tr>
<td>23.</td>
</tr>
<tr>
<td>24.</td>
</tr>
<tr>
<td>25.</td>
</tr>
</tbody>
</table>

** Total possible responses to items 20,21,24,25: 83 39 38 8 Units

TABLE B: Responses to Items 19 to 26 of the Staff Questionnaire

<table>
<thead>
<tr>
<th>ATTENDANCE OF READERS' ADVISERS AT DEPARTMENTAL MEETINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses to item 26: Would the attendance of a Readers' Adviser at nominated Departmental meetings assist Library/Departmental communication?</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No. of responses - YES</th>
<th>ARTS</th>
<th>SCIENCE</th>
<th>ECONOMICS</th>
<th>ASIAN STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>8</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTALS</td>
<td>49</td>
<td>20</td>
<td>21</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE C: FACULTY OF ARTS

Staff satisfaction with the Short Loan system

Rating Scale: Highly satisfied 1 ↔ 5 Very dissatisfied

<table>
<thead>
<tr>
<th>Item surveyed</th>
<th>NUMBERS OF RATINGS GIVEN</th>
<th>SUMMARY OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Extent of inclusion of materials requested by you</td>
<td>25 10 4 0 1</td>
<td>na* nr** TOTAL 49</td>
</tr>
<tr>
<td>20. Adequacy of multiple copies of books during peak demand</td>
<td>7 10 13 17 13</td>
<td>19 4 83</td>
</tr>
<tr>
<td>21. Value of library statistics indicating level of use for each item in Short Loan</td>
<td>1 4 8 2 2</td>
<td>42 24 83</td>
</tr>
<tr>
<td>22. Extent of student awareness of Short Loan services</td>
<td>18 12 7 2 0</td>
<td>5 5 49</td>
</tr>
<tr>
<td>23. Adequacy of Readers' Advisers' communication with academic staff on reading lists and course materials</td>
<td>16 9 7 2 3</td>
<td>7 5 49</td>
</tr>
<tr>
<td>24. Extent to which student use of Short Loan conforms to your expectations for the unit(s)</td>
<td>18 20 14 7 0</td>
<td>13 11 83</td>
</tr>
<tr>
<td>25. Overall efficiency of the Short Loan system in supporting the unit(s)</td>
<td>12 33 11 3 2</td>
<td>12 10 83</td>
</tr>
</tbody>
</table>

* na: Not applicable box checked by respondents.

** nr: No response made to this item.
TABLE D: FACULTY OF SCIENCE

Staff satisfaction with the Short Loan system

Rating Scale: Highly satisfied 1 ← 5 Very dissatisfied

<table>
<thead>
<tr>
<th>ASPECTS OF SHORT LOAN</th>
<th>NUMBERS OF RATINGS GIVEN</th>
<th>SUMMARY OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item surveyed</td>
<td></td>
<td>na* nr** TOTAL</td>
</tr>
<tr>
<td>19.Extent of inclusion of materials requested by you</td>
<td>10 8 0 1 0 0</td>
<td>1 20</td>
</tr>
<tr>
<td>20. Adequacy of multiple copies of books during peak demand</td>
<td>4 8 9 2 0 12</td>
<td>4 39</td>
</tr>
<tr>
<td>21. Value of library statistics indicating level of use for each item in Short Loan</td>
<td>4 2 0 0 2</td>
<td>10 21 39</td>
</tr>
<tr>
<td>22. Extent of student awareness of Short Loan</td>
<td>6 9 1 2 0</td>
<td>0 2 20</td>
</tr>
<tr>
<td>23. Adequacy of Readers' Advisers' communication with academic staff on reading lists and course materials</td>
<td>5 7 1 1 0</td>
<td>2 4 20</td>
</tr>
<tr>
<td>24. Extent to which student use of Short Loan conforms to your expectations for the unit(s)</td>
<td>11 12 4 2 0</td>
<td>2 8 39</td>
</tr>
<tr>
<td>25. Overall efficiency of the Short Loan system in supporting the unit(s)</td>
<td>13 13 4 0 0</td>
<td>3 6 39</td>
</tr>
</tbody>
</table>

* na: Not applicable box checked by respondents.

** nr: No response made to this item.
### TABLE E: FACULTY OF ECONOMICS

**Staff satisfaction with the Short Loan system**

*Rating Scale: Highly satisfied 1 ↔ 5 Very dissatisfied*

<table>
<thead>
<tr>
<th>Item surveyed</th>
<th>NUMBERS OF RATINGS GIVEN</th>
<th>SUMMARY OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Extent of inclusion of materials requested by you</td>
<td>12 4 3 0 0</td>
<td>2 0 21</td>
</tr>
<tr>
<td>20. Adequacy of multiple copies of books during peak demand</td>
<td>8 6 8 3 1</td>
<td>9 3 38</td>
</tr>
<tr>
<td>21. Value of library statistics indicating level of use for each item in Short Loan</td>
<td>5 6 3 0 0</td>
<td>15 9 38</td>
</tr>
<tr>
<td>22. Extent of student awareness of Short Loan</td>
<td>10 5 4 1 1</td>
<td>0 0 21</td>
</tr>
<tr>
<td>23. Adequacy of Readers' Advisers' communication with academic staff on reading lists and course materials</td>
<td>7 3 3 2 0</td>
<td>4 2 21</td>
</tr>
<tr>
<td>24. Extent to which student use of Short Loan conforms to your expectations for the unit(s)</td>
<td>8 10 10 3 0</td>
<td>3 4 38</td>
</tr>
<tr>
<td>25. Overall efficiency of the Short Loan system in supporting the unit(s)</td>
<td>20 9 5 2 0</td>
<td>0 2 38</td>
</tr>
</tbody>
</table>

* na: Not applicable box checked by respondents.

** nr: No response made to this item.
TABLE F: FACULTY OF ASIAN STUDIES

Staff satisfaction with the Short Loan system

Rating Scale: Highly satisfied 1 ↔ 5 Very dissatisfied

<table>
<thead>
<tr>
<th>ASPECTS OF SHORT LOAN</th>
<th>NUMBERS OF RATINGS GIVEN</th>
<th>SUMMARY OF RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Item surveyed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Extent of inclusion of materials requested by you</td>
<td>1 3 1 0 0</td>
<td>0 1 6</td>
</tr>
<tr>
<td>20. Adequacy of multiple copies of books during peak demand</td>
<td>0 2 1 3 0</td>
<td>0 2 8</td>
</tr>
<tr>
<td>21. Value of library statistics indicating level of use for each item in Short Loan</td>
<td>0 0 1 0 0</td>
<td>2 5 8</td>
</tr>
<tr>
<td>22. Extent of student awareness of Short Loan</td>
<td>0 2 1 1 0</td>
<td>1 1 6</td>
</tr>
<tr>
<td>23. Adequacy of Readers' Advisers' communication with academic staff on reading lists and course materials</td>
<td>0 3 1 1 0</td>
<td>0 1 6</td>
</tr>
<tr>
<td>24. Extent to which student use of Short Loan conforms to your expectations for the unit(s)</td>
<td>1 2 1 0 0</td>
<td>0 4 8</td>
</tr>
<tr>
<td>25. Overall efficiency of the Short Loan system in supporting the unit(s)</td>
<td>0 2 2 0 0</td>
<td>0 4 8</td>
</tr>
</tbody>
</table>

* na: Not applicable box checked by respondents.
** nr: No response to this item.
APPENDIX III

SELECTED COMMENTS FROM

"NON-USER" STAFF
SELECTED COMMENTS FROM THE QUESTIONNAIRES COMPLETED BY SHORT LOAN NON-USER RESPONDENTS

Faculty of Arts (Eleven non-user respondents)

- "We prefer not to canonize secondary texts by placing them on short loan".
- "No students in either course have asked to have books or articles placed on short loan ... the courses do not require secondary reading". (English).
- "My Department provides copies of all readings in a departmental collection ... so Short Loan is not needed". (Geography).
- "Because of small (class) size ... no need for short loan services: much literature is personal to me or colleagues, so (we) can lend it personally". (Geography).
- "Due to small class sizes, Short Loan services have not been required". (Romance Languages).
- "Sociology Bl. is a highly technical course requiring immediate access to reference materials (to be used while working on computer terminals etc.). Short Loan system is not appropriate for such a course". (Sociology).
- As all my classes this year are small, I have no need of short loan arrangements ... preferring to encourage students to assist one another to make larger loan periods work effectively". (Classics).
- "I would only encourage two hour loans if I was asking a large class to read, say, one chapter. For the more extensive reading, I try to encourage a two-day loan (which) is probably on the short side". (Classics).
- "Because of the small number of students ... it has not been found necessary to have items placed on Short Loan in respect of French IV (Final Honours). Satisfactory arrangements have been made by agreement within the Group". (French).

Faculty of Science (Seven non-user respondents).

- "Need a compromise between two-hour loan and two-day loan". (Computer Science).
- "For each course, I put a few books on one week loan. There seems to have been no need to use the two-hour loan system". (Pure Mathematics).
- "For a new staff member like myself, it might have been useful to have been sent, at the beginning of the year, a short summary of the special services available from the Short Loan Section". (Pure Mathematics).
- "In Mathematics ... Short Loan appears of little value except to prevent 'disappearance' of books: two hours is too short to digest anything of much significance". (Pure Mathematics).
- "For my two courses there is a wealth of literature in journals". (Forestry).
Faculty of Economics (One non-user respondent)

"The classes have small enrolments, and as the faculty workroom also runs a most convenient loan system for these students these issues (of Chifley building Short Loan) are not relevant".  (Economics).

Faculty of Asian Studies (One non-user respondent)

"There does not seem to be a need for short loans at this stage -- Discussed (the) matter with students".  (Asian Civilizations).
APPENDIX IV

STUDENT QUESTIONNAIRE AND

COVERING LETTER
RE: Questionnaire for students in the unit History 2/3G

Following a very good response by academic staff to the questionnaire on the Short Loan system in the Chifley Library building, representative course units have been selected for which student views and recommendations on Short Loan are now sought.

As each unit chosen has been carefully selected, both in terms of its academic sequence and student composition, responses to the Student Questionnaire by as many students as possible in the unit indicated above are needed.

Students could be reminded that the purpose of the questionnaire is to seek their views, identify their problems and secure their recommendations in relation to the Short Loan system with the intention of effecting needed changes wherever possible.

We would be grateful if you could arrange for all full-time and part-time students currently enrolled in this unit, to be given a copy of the enclosed questionnaire, which requires a response time of 8 to 10 minutes. Please enclose student-completed questionnaires in the envelope supplied, seal and forward to ORAM. Students who prefer to do so may forward the survey direct to ORAM by internal mail.

In order to maximise student response, it is hoped that the questionnaire might be completed at the beginning or end of a lecture, or on the occasion of a tutorial. In some cases, end of term/semester pressures may make this very difficult but as the report of the Short Loan study is to be written by the Visiting Fellow who will complete his ANU work at the end of the first week in November, early return of the completed questionnaire is necessary.

We would appreciate receipt of all completed forms at ORAM by Wednesday 8 October please. Staff are asked to complete the information sought below, and return this covering letter to ORAM.

The total number of questionnaires actually distributed to students in this unit was: ________.

Additional copies of this letter are enclosed for other academic staff who may assist you with the distribution of the questionnaire.

Your assistance with the study is indeed appreciated. Please add any comments you consider would be of value to us on the verso of this sheet.

Yours sincerely,

L.H. McGrath
Visiting Fellow

3402/1980
07.11.80

THE AUSTRALIAN NATIONAL UNIVERSITY

Box 4, P.O., Canberra, A.C.T. 2600 Telephone: 49-5111 Telegrams and Cables: "Natuni>" Canberra

OFFICE FOR RESEARCH IN ACADEMIC METHODS

29 September 1980

L.H. McGrath

A.H. Miller

Director
**Survey of the Short Loan System in the J.B. Chifley Building**

The University Library has requested that ORAM undertake a review of the two-hour Short Loan system in the Chifley Building. For this review to include a valid measure of student opinion, we need your co-operation in completing this survey.

You may sign this form if you wish. Please respond to the questions below in relation to your use of the two-hour Short Loan collection for this unit. Consider all materials available in the Short Loan area (books, audiovisual materials and photocopies) when answering.

Tick only ONE box for each question unless otherwise directed. Use the 'N.A.', 'Not Applicable' box, where necessary.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Full title of this unit:</td>
<td></td>
</tr>
<tr>
<td>2. Are you enrolled:</td>
<td>Full-time ☐ Part-time ☐</td>
</tr>
<tr>
<td>3. Do you have:</td>
<td>a full-time job ☐ a part-time job ☐</td>
</tr>
<tr>
<td>casual jobs</td>
<td>no job commitments in 1980 ☐</td>
</tr>
<tr>
<td>4. Age group:</td>
<td>17-20 ☐ 21-24 ☐ 25 and over ☐</td>
</tr>
<tr>
<td>5. For this unit, I have acquired a copy of:</td>
<td>all of the 'Prescribed Books' ☐</td>
</tr>
<tr>
<td></td>
<td>some of the 'Prescribed Books' ☐</td>
</tr>
<tr>
<td></td>
<td>none of the 'Prescribed Books' ☐</td>
</tr>
<tr>
<td></td>
<td>There are NO 'Prescribed Books' for this unit ☐</td>
</tr>
<tr>
<td>6. If you have acquired 'some' or 'all' of the 'Prescribed Books' for this unit, how much use have you made of them to date?</td>
<td>Frequent use ☐ Occasional use ☐ No use ☐</td>
</tr>
<tr>
<td>Tutorials and Seminars:</td>
<td></td>
</tr>
<tr>
<td>7. Does this unit include regular tutorials or seminars?</td>
<td>Yes ☐ NO ☐</td>
</tr>
<tr>
<td>8. Were lists of recommended readings for tutorials provided for this unit?</td>
<td>Yes ☐ NO ☐</td>
</tr>
<tr>
<td>9. Most of the materials I have used for tutorial preparation in this unit were borrowed from the two-hour Short Loan collection.</td>
<td>Yes ☐ NO ☐</td>
</tr>
<tr>
<td>Papers and Essays:</td>
<td></td>
</tr>
<tr>
<td>10. Does this unit require the submission of at least one paper or essay based on your reading?</td>
<td>Yes ☐ NO ☐</td>
</tr>
</tbody>
</table>
11. Were lists of recommended readings for papers or essays provided in this unit?  
   Yes ☐  No ☐

12. Most of the materials I have used for papers or essays in this unit were borrowed from the two-hour Short Loan collection.  
   Yes ☐  No ☐

**General Use of Short Loan:**

13. I have used resources from two-hour Short Loan in this unit for:

   a) completing written work other than for tutorials or major papers  
   b) preparing for class discussion  
   c) supplementary course reading  
   d) listening to class lectures recorded on audio cassettes  
   e) viewing class lectures recorded on videotapes

14. For this unit, please indicate the extent of your satisfaction with:

   a) The period of time during the week the Short Loan area is open  
   b) The period of time during the weekend the Short Loan area is open  
   c) The catalogues in the Short Loan area  
   d) Your knowledge of Short Loan library services  
   e) Overnight loan of Short Loan items  
   f) The number of multiple copies of books in two-hour Short Loan  
   g) The number of photocopies in Short Loan  
   h) The telephone reservation scheme for Short Loan  
   i) Assistance given by Library staff in your use of the Short Loan system  
   j) Overall efficiency of the Short Loan system in supporting this unit

**Other Sources:**

15. Which ANU sources, other than the University Library, have you used for books and materials for this unit?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N.A.</th>
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<tr>
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</tr>
</tbody>
</table>
16. Did you use sources outside the ANU to obtain any materials for this unit?

Yes ☐  No ☐

If 'yes', please specify the sources.

Extent of Use of Short Loan:

17. When do you generally use Short Loan materials in the Library?

(You may tick more than one box in each section.)

(a)  (b)  (c)

Weekdays Saturday Sunday

9am - 5pm ☐ 10am - 1pm ☐ 10am - 1pm ☐

5pm - 9pm ☐ 1pm - 5pm ☐ 1pm - 5pm ☐

9pm - 11pm ☐ 5pm - 9pm ☐ Not at all ☐

(Mon.- Thurs. only)

Not at all ☐  Not at all ☐  Not at all ☐

18. Do you use the telephone reservation scheme for Short Loan materials?

Often ☐  Sometimes ☐  Not at all ☐

19. Do you borrow items from Short Loan overnight?

Often ☐  Sometimes ☐  Not at all ☐

Problems in Use:

20. How frequently have you been unable to locate items from reading lists for this unit in the Short Loan catalogue?

Often ☐  Sometimes ☐  Not at all ☐

21. Has the Library provided enough information for you to use the Short Loan effectively?

Yes ☐  No ☐

If 'No', what additional information do you need?

22. If you have experienced any other problems with the use of the Short Loan system, please list them below.

PLEASE TURN OVER .../4
23. What do you usually do when the item you seek is not on the shelf in Short Loan?
(Please tick no more than THREE boxes.)
- ask the Short Loan staff for assistance
- reserve the item for later that day
- ask a Readers' Adviser for assistance
- ask other students
- ask your lecturer or tutor for help
- give up and go away
- try again later
- seek the same title from the open shelves
- seek alternative materials
- go to another library

24. Do you consult Library staff for assistance in using Short Loan?

Often □ Sometimes □ Not at all □

Suggestions for Change:

25. Has the amount of material available on two-hour Short Loan to support this unit been:

Too great □ About right □ Too little □

26. Would additional instruction from the Readers' Advisers on the operation of the Short Loan system assist you to use that system more effectively?

Yes □ No □

27. Are there any changes you would like introduced in the Short Loan system?

Yes □ No □

If 'yes' please list these changes.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

28. What other comments do you have on Short Loan?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

THANK YOU FOR YOUR ASSISTANCE
APPENDIX V

STUDENT RESPONSES

EXPRESSED AS PERCENTAGES.
### Survey of the Short Loan System in the J.B. Chifley Building

The University Library has requested that ORAM undertake a review of the two-hour Short Loan system in the Chifley Building. For this review to include a valid measure of student opinion, we need your co-operation in completing this survey.

You may sign this form if you wish. **Percentages of Responses.**

Please respond to the questions below in relation to your use of the two-hour Short Loan collection for this unit. Consider all materials available in the Short Loan area (books, audiovisual materials and photocopies) when answering.

Tick only ONE box for each question unless otherwise directed. Use the 'N.A.', 'Not Applicable' box, where necessary.

### 1. Full title of this unit: 20 units

### 2. Are you enrolled: Full-time [64.4%] Part-time [35.6%]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

### 3. Do you have: a full-time job [28.5%] part-time job [12.7%] casual jobs [88.2%] job commitments in 1980 [38.2%]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

### 4. Age group: 17-20 [38.1%] 21-24 [23.7%] 25 and over [38.4%]

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

### 5. For this unit, I have acquired a copy of:

- all of the 'Prescribed Books' [35.4%]
- some of the 'Prescribed Books' [45.5%]
- none of the 'Prescribed Books' [8.8%]

There are NO 'Prescribed Books' for this unit [9.2%]

### 6. If you have acquired 'some' or 'all' of the 'Prescribed Books' for this unit, how much use have you made of them to date?

- Frequent use [40.7%] Occasional use [35.6%] No use [3.2%]

### Tutorials and Seminars:

7. Does this unit include regular tutorials or seminars?

   Yes [84.8%] No [14.9%]

8. Were lists of recommended readings for tutorials provided for this unit?

   Yes [77%] No [19.5%]

9. Most of the materials I have used for tutorial preparation in this unit were borrowed from the two-hour Short Loan collection.

   Yes [32.4%] No [61.1%]

### Papers and Essays:

10. Does this unit require the submission of at least one paper or essay based on your reading?

   Yes [90.6%] No [8.8%]
11. Were lists of recommended readings for papers or essays provided in this unit?
   - Yes □79.5% Yes □ 18.6%

12. Most of the materials I have used for papers or essays in this unit were borrowed from the two-hour Short Loan collection.
   - Yes □27.8% No □ 68.8%

**General Use of Short Loan:**

13. I have used resources from two-hour Short Loan in this unit for:
   - a) completing written work other than for tutorials or major papers □12.0 □33.3 □47.4 □7.3
   - b) preparing for class discussion □19.5 □30.1 □45.1 □5.3
   - c) supplementary course reading □7.1 □37.2 □49.4 □6.4
   - d) listening to class lectures recorded on audio cassettes □8.3 □19.5 □65.5 □6.7
   - e) viewing class lectures recorded on videotapes □1.9 □5.3 □84.2 □8.5

14. For this unit, please indicate the extent of your satisfaction with:

   **Mean Response:** of those who responded 1-5

   - a) The period of time during the week the Short Loan area is open
     - Very dissatisfied (1) 3, Slightly dissatisfied (2) 5, Dissatisfied (3) 28, Neutral (4) 31, Satisfied (5) 14

   - b) The period of time during the weekend the Short Loan area is open
     - 3, 8, 13, 24, 27, 3

   - c) The catalogues in the Short Loan area
     - 7, 15, 24, 27, 16

   - d) Your knowledge of Short Loan library services
     - 7, 15, 24, 27, 16

   - e) Overnight loan of Short Loan items
     - 19, 19, 28, 16

   - f) The number of multiple copies of books in two-hour Short Loan
     - 26, 36, 44, 17

   - g) The number of photocopies in Short Loan
     - 16, 22, 34, 49

   - h) The telephone reservation scheme for Short Loan
     - 8, 9, 33, 21

   - i) Assistance given by Library staff in your use of the Short Loan system
     - 3, 6, 17, 33, 41

   - j) Overall efficiency of the Short Loan system in supporting this unit
     - 6, 13, 34, 28, 19

**Other Sources:**

15. Which ANU sources, other than the University Library, have you used for books and materials for this unit?
   - **Departmental Collections 127**
   - **Departmental "readings" 15**
   - **Bookshop purchases 44**
   - **Loans from staff 43**
   - **Other sources 3**

**PLEASE TURN OVER.../3**
16. Did you use sources outside the ANU to obtain any materials for this unit?

Yes □ 60.4% No □ 37.3%

If 'yes', please specify the sources. Number of Students:

National Library of Australia 178
Canberra Public Library Service 90
Commonwealth Government Departments 53
CSIRO 19; C.C.A.E. 19; Bookshops 35
Other sources 113

17. When do you generally use Short Loan materials in the Library?
(You may tick more than one box in each section.)

(a) Weekdays

- 9am - 5pm □ 53.6%  
- 5pm - 9pm □ 35.4%  
- 9pm - 11pm (Mon.-Thurs. only) □ 15.0%

(b) Saturday

- 10am - 1pm □ 10.8%  
- 1pm - 5pm □ 44.2%  
- 5pm - 9pm □ 17.3%

(c) Sunday

- 10am - 1pm □ 8.1%  
- 1pm - 5pm □ 41.9%  
- 5pm - 9pm □ 32.4%

18. Do you use the telephone reservation scheme for Short Loan materials?

Often □ 2.6% Sometimes □ 20.2% Not at all □ 74.3

19. Do you borrow items from Short Loan overnight?

Often □ 5.5% Sometimes □ 45.5% Not at all □ 46.9

Problems in Use:

20. How frequently have you been unable to locate items from reading lists for this unit in the Short Loan catalogue?

Often □ 19.3% Sometimes □ 48.3% Not at all □ 26.7

21. Has the Library provided enough information for you to use the Short Loan effectively?

Yes □ 77.7% No □ 15.2

If 'No', what additional information do you need?

22. If you have experienced any other problems with the use of the Short Loan system, please list them below.

________________________________________________________________________

________________________________________________________________________

PLEASc TURN OVER
23. What do you usually do when the item you seek is not on the shelf in Short Loan?
(Please tick no more than THREE boxes.)

- ask the Short Loan staff for assistance □323
- reserve the item for later that day □228
- ask a Readers' Adviser for assistance □24
- ask other students □19
- ask your lecturer or tutor for help □30
- give up and go away □63
- try again later □196
- seek the same title from the open shelves □161
- seek alternative materials □105
- go to another library □85

24. Do you consult Library staff for assistance in using Short Loan?

Often □9.7
Sometimes □71.3
Not at all □12.9

Suggestions for Change:

25. Has the amount of material available on two-hour Short Loan to support this unit been:

Too great □2.3
About right □56.3
Too little □28.1

26. Would additional instruction from the Readers' Advisers on the operation of the Short Loan system assist you to use that system more effectively?

Yes □32.2
No □56.1

27. Are there any changes you would like introduced in the Short Loan system?

Yes □34.7
No □47.1

If 'yes' please list these changes.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

28. What other comments do you have on Short Loan?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU FOR YOUR ASSISTANCE
### APPENDIX VI

**STUDENT DISSATISFACTION WITH THE OVERALL EFFICIENCY OF SHORT LOAN FOR EACH UNIT**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0.7</td>
</tr>
<tr>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>2</td>
<td>1.3</td>
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<td>5</td>
<td>3.0</td>
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<tr>
<td>6</td>
<td>3.5</td>
</tr>
<tr>
<td>7</td>
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</table>

*Note: The table continues with similar entries.*
STUDENT DISSATISFACTION WITH THE OVERALL EFFICIENCY OF SHORT LOAN FOR EACH UNIT

<table>
<thead>
<tr>
<th>Course Units Surveyed</th>
<th>Students Enrolled</th>
<th>Questionnaire Respondents</th>
<th>Student Dissatisfaction %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty of Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Anthropology B 15: Human Variation</td>
<td>23</td>
<td>9</td>
<td>Nil</td>
</tr>
<tr>
<td>Anthropology B 9: Peasant Societies</td>
<td>37</td>
<td>10</td>
<td>10.0</td>
</tr>
<tr>
<td>Fine Art 2/3</td>
<td>61</td>
<td>18</td>
<td>16.7</td>
</tr>
<tr>
<td>History 2/3G: Australian</td>
<td>112</td>
<td>69</td>
<td>21.7</td>
</tr>
<tr>
<td>History 4B: Honours</td>
<td>17</td>
<td>14</td>
<td>14.3</td>
</tr>
<tr>
<td>Political Science: Politics in the Soviet Union</td>
<td>42</td>
<td>20</td>
<td>15.0</td>
</tr>
<tr>
<td>* Prehistory B 11: Human Evolution</td>
<td>28</td>
<td>7</td>
<td>Nil</td>
</tr>
<tr>
<td>* Romance Languages: Introductory French</td>
<td>44</td>
<td>18</td>
<td>14.3</td>
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<tr>
<td>Romance Languages: French Language and Literature I</td>
<td>37</td>
<td>22</td>
<td>8.3</td>
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<tr>
<td>* Sociology I</td>
<td>220</td>
<td>115</td>
<td>14.4</td>
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<td>Women's Studies A.</td>
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<td>16.7</td>
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<tr>
<td>Women's Studies B.</td>
<td>29</td>
<td>14</td>
<td>7.1</td>
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<tr>
<td><strong>Faculty of Asian Studies</strong></td>
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<tr>
<td>Introduction to South East Asia</td>
<td>32</td>
<td>19</td>
<td>16.7</td>
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<tr>
<td><strong>Faculty of Economics</strong></td>
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<tr>
<td>* Accounting I</td>
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<td>79</td>
<td>25.3</td>
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<tr>
<td>* Accounting CO2: Accounting Control</td>
<td>55</td>
<td>24</td>
<td>28.6</td>
</tr>
<tr>
<td>Economic History: Russian Economic History</td>
<td>18</td>
<td>13</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>Faculty of Science</strong></td>
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<tr>
<td>Biochemistry: Microbiology CO3</td>
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<td>35</td>
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<td>Forestry D17: Fire Management</td>
<td>53</td>
<td>26</td>
<td>17.6</td>
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<tr>
<td>Psychology B22: Human Information Processing</td>
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<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Zoology: Human Biology A02 (B10)</td>
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<td>31</td>
<td>16.7</td>
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<tr>
<td><strong>Totals</strong></td>
<td>1092</td>
<td>565</td>
<td></td>
</tr>
</tbody>
</table>

* indicates units to which teaching staff assigned ratings of "4" or "5" on Item 25 of the Staff Survey.

# Percentage of students who assigned a rating of "1" or "2". (Dissatisfaction) on Item 14J, "Overall efficiency of the Short Loan system in supporting this unit".