ACCESS AS A SERVICE
Reframing the service catalogue and measures of success for information resources

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Macquarie University Library
Sydney, Australia
Information resources - proxies for quality assessment:

- Intrinsic and comparative value
  - Size as Discovery and Access
  - Growth as Responsiveness
  - Loans as Connectedness
  - Serial counts as Research-enabled and enabling
  - Ratios of same to population to produce institutional rankings

- Infrastructure/input focus
  - Local holdings as assets or institutional capital
  - Privileging a ‘preselected stockpile’

- Focus on summative rather than formative assessment
  - Lag rather than lead indicators

Input proxies for quality at the macro level are becoming less important as they are increasingly harder to frame as measures of service outcomes or success.

“\textit{The past is a foreign country; they do things differently there}”
\textsuperscript{Hartley}

“\textit{You can’t step into the same river twice}”
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(with apologies to Tolstoy)

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The turn to access

• ‘Soft services’ - Service delivery rather than infrastructure
  • Moveable feast
  • Client experience
  • Micro rather than macro
  • Not procurement and description/inventory, but access and discoverability

• Two dimensions of ‘access as a service’
  • Iterative – operating in an environment of ambiguous and unstable connections between discovery and access
  • Business model – less about control and more about the management of scope, continuity, and risk

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### The moveable feast

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<thead>
<tr>
<th>Old ‘Ideal’ Reality</th>
<th>New Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stability</td>
<td>Moveable feast</td>
</tr>
<tr>
<td>Continuity</td>
<td>Ambiguous – publishers, third parties etc move stuff around; here one minute, gone the next</td>
</tr>
<tr>
<td>Countable ‘information containers’</td>
<td>‘Documents’, ‘packaged’ and disaggregated</td>
</tr>
<tr>
<td>Benchmarkable in terms of numbers</td>
<td>Issues of data choice and validation</td>
</tr>
<tr>
<td>Understood match between scope and</td>
<td>Large, even massive, search result differences in a short period of time due to content and indexing changes</td>
</tr>
<tr>
<td>findability (eg small result count</td>
<td></td>
</tr>
<tr>
<td>changes from search to same search)</td>
<td></td>
</tr>
<tr>
<td>Library catalogues provide an inventory of best (ie selected for purpose) resources that support the University’s research and learning and teaching</td>
<td>Library collections are serendipitous, large parts are legacy-based, and in the e-environment they grow in non-deliberative ways (eg Big Deals in journals, ebooks and primary sources)</td>
</tr>
<tr>
<td>System supports self-efficacy</td>
<td>Search self-efficacy supported but access continuity has to be mediated and management of the discovery/access connection is required.</td>
</tr>
<tr>
<td>Comprehensive searching is possible in local resources; done well = ‘a good job of research’</td>
<td>‘Good enough is good enough’</td>
</tr>
<tr>
<td>Satisfaction at the macro level –</td>
<td>Satisfaction at the micro/transaction level – in an environment of change and response</td>
</tr>
<tr>
<td>resources meet my needs</td>
<td></td>
</tr>
</tbody>
</table>
**Client-centred measures**

Client-centred measures are indicators of how well the Library is meeting client needs by:

- measuring outcomes rather than outputs and in a way that is relevant to the client
- reporting on things that the clients care about

Client-centred measures have the advantage of:

- presenting results in a way that clients can understand and that is meaningful to them
- providing a way to understand service improvement from the clients’ point of view
- creating an environment to facilitate and demand continuous improvement

<table>
<thead>
<tr>
<th>General Statistics</th>
<th>Client Centred Measure of Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of books reshelved</td>
<td>X% of books reshelved within X hours</td>
</tr>
<tr>
<td>Number of electronic databases available</td>
<td>Electronic databases are available X% of time</td>
</tr>
<tr>
<td>Number of books catalogued</td>
<td>X% of new books available in X days</td>
</tr>
<tr>
<td>Number of queries/resolved queries</td>
<td>X% of queries resolved within X hours</td>
</tr>
<tr>
<td>Number of orientation consultations for new academics and (HDR) students</td>
<td>X% of new academics and Higher Degree Research (HDR) students contacted</td>
</tr>
<tr>
<td>Number of reported access issues</td>
<td>X% First Call Resolution</td>
</tr>
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<tr>
<th>Self Service</th>
<th>Assisted Help</th>
<th>Skills Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can find information about Library events, services and locations (by using an interactive kiosk, picking up brochures, checking signage, checking digital information screens)</td>
<td>• I can get help and advice in accessing the right service (by having a staff member diagnose what sort of help I need for my enquiry)</td>
<td>• I can join orientation tours (by assembling at advertised start points and times)</td>
</tr>
<tr>
<td>• I can book time with a librarian for individual consultation (by requesting a consultation online)</td>
<td>• I can ask questions and get help with my assignment or research (F2F, or by using phone, email and chat enquiry services)</td>
<td>• I can get personalised research skills training (by receiving guidance at a service point or by booking a librarian for a consultation)</td>
</tr>
<tr>
<td>• I can look up items to see if the Library holds them and (for physical items) where they are located (using online tools)</td>
<td>• I can get advice on options for accessing an item the Library does not have (by asking at a F2F or virtual service point)</td>
<td>• I can access the Library’s expertise in finding difficult or specialised items (by being referred to a staff member with specialised knowledge and skills)</td>
</tr>
<tr>
<td>• I can provide feedback and ask questions (using online feedback and enquiry services)</td>
<td>• I can receive advice on copyright and management of research outputs (by working with a librarian with research repository and/or subject expertise)</td>
<td>• I can receive a personalised consultation to assist me with my research or teaching (by booking a time with a librarian with expertise in my subject area)</td>
</tr>
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<thead>
<tr>
<th>Client ‘I can’</th>
<th>Staff ‘I can’ (high level)</th>
<th>Knowledge and skills checklist: Able to:</th>
</tr>
</thead>
</table>
| **I can** get help with my assignment (by asking for assistance at a service point) | **I can** conduct a reference interview to respond to their immediate needs or book a further research consultation | • Provide direction on how to navigate the Library website to find collections and services information  
• Identify appropriate, and effectively use, discovery tools to find resources that meet client information needs |
| **I can** get advice on options for accessing an item the Library does not have (by asking at a service point) | **I can** advise on options for accessing items not available or not held by the Library | • Explain the Holds (recall) process and assist clients in placing Holds via MultiSearch  
• Interpret item information showing a Holds status on a catalogue record  
• Explain the eligibility requirements and process for using Document Supply |
| **I can** access the Library’s expertise in alternative access methods and alternative resources (by asking at a service point) | **I can** provide tailored assistance that incorporates knowledge of the curriculum and how this relates to the scope/purpose of the collection and appropriate use of discovery tools | • Recommend ‘best’ databases for disciplinary and cross-disciplinary assignment and research topics  
• Incorporate user education into client interactions as appropriate (by providing contextual information, talking through process) |
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### Client satisfaction and the client experience

<table>
<thead>
<tr>
<th>May 2013 Top 10 Importance</th>
<th>Mean (1 = low, 7 = high)</th>
<th>October 2011 Top 10 Importance</th>
<th>Mean (1 = low, 7 = high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can get wireless access in the Library when I need to</td>
<td>6.63</td>
<td>I can access the Library resources and services from off campus</td>
<td>6.35</td>
</tr>
<tr>
<td>Online resources (e.g. e-journals, databases, e-books) meet my learning, teaching and research needs</td>
<td>6.55</td>
<td>The Library catalogue is easy to use</td>
<td>6.32</td>
</tr>
<tr>
<td>I can access the Library resources and services from off campus</td>
<td>6.53</td>
<td>Library staff provide accurate answers to my enquiries</td>
<td>6.32</td>
</tr>
<tr>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>6.47</td>
<td>I can find a quiet place in the Library to study when I need to</td>
<td>6.31</td>
</tr>
<tr>
<td>Library staff provide accurate answers to my enquiries</td>
<td>6.44</td>
<td>I can get wireless access in the Library when I need to</td>
<td>6.30</td>
</tr>
<tr>
<td>I can use my laptop when I need to</td>
<td>6.43</td>
<td>The Library website is easy to use</td>
<td>6.28</td>
</tr>
<tr>
<td>The Library is a good place to study</td>
<td>6.43</td>
<td>The items I’m looking for are usually there</td>
<td>6.28</td>
</tr>
<tr>
<td>The Library website is easy to use</td>
<td>6.41</td>
<td>I can use my laptop when I need to</td>
<td>6.24</td>
</tr>
<tr>
<td>Library staff are approachable and helpful</td>
<td>6.39</td>
<td>Library staff are readily available to assist me</td>
<td>6.22</td>
</tr>
<tr>
<td>Library staff are readily available to assist me</td>
<td>6.36</td>
<td>Library staff are approachable and helpful</td>
<td>6.22</td>
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*Common to 2013 and 2011*
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Client feedback

Client Satisfaction Survey
YOU SAID IT, WE DID IT!

<table>
<thead>
<tr>
<th>You said...</th>
<th>We have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of relevant, current resources</td>
<td>• Increased the number and range of ebooks based on your suggestions</td>
</tr>
<tr>
<td>“Macquarie Library is good, but sometimes it</td>
<td>• Made the Library catalogue easier to use</td>
</tr>
<tr>
<td>doesn’t have enough books”</td>
<td>• Provided clearer instructions to help you find items on shelves</td>
</tr>
<tr>
<td>“The books are not updated enough”</td>
<td>• Provided a way for you to order/suggest resources through our <a href="https://library.mq.edu.au">website</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively promote new books and resources to you</td>
</tr>
<tr>
<td>• Conduct a survey to see whether we have the items you want when you need them, and improve</td>
</tr>
<tr>
<td>our services as a result</td>
</tr>
</tbody>
</table>

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Online Library User Survey
YOU SAID IT, WE DID IT!

<table>
<thead>
<tr>
<th>You said...</th>
<th>We have:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Searching in Google is easier than in the</td>
<td>• Introduced MultiSearch, a more powerful search tool covering Library resources and</td>
</tr>
<tr>
<td>Library catalogue</td>
<td>• and many research databases and online journals</td>
</tr>
<tr>
<td>“The catalogue needs to be more intuitive...”</td>
<td>• Linked Library resources so they are discoverable in Google Scholar</td>
</tr>
<tr>
<td>“Google Search is easy so why isn’t the Library search”</td>
<td>• Introduced a mobile version of the catalogue so search results can be easily</td>
</tr>
<tr>
<td>“The search function of the catalogue seems too</td>
<td>taken to the shelves</td>
</tr>
<tr>
<td>complicated...”</td>
<td></td>
</tr>
</tbody>
</table>

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### Organisational response: Activity to Service

<table>
<thead>
<tr>
<th>Activity</th>
<th>Service (client-facing - external and internal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description (metadata creation)</td>
<td>Resource discovery</td>
</tr>
<tr>
<td>• Activity output: Records (Catalogue; Alma; e-Reserve/iShare; ResearchOnline)</td>
<td>• Alma/Primo; iShare; ResearchOnline</td>
</tr>
<tr>
<td>• Research Data Australia (RDA)</td>
<td>• Research Data Australia (RDA)</td>
</tr>
<tr>
<td>• Other (eg Google Scholar)</td>
<td>• Other (eg Google Scholar)</td>
</tr>
<tr>
<td>Capture and storage (archive) of MQ research outputs</td>
<td>MQ research outputs exposure (promotion and metrics)</td>
</tr>
<tr>
<td>• Theses storage</td>
<td>• Theses exposure</td>
</tr>
<tr>
<td>• Activity output: ResearchOnline; RDA</td>
<td>• Scholarly communication advisory</td>
</tr>
<tr>
<td>Reading list material captured and stored in Reserve/e-Reserve</td>
<td>• Support in meeting Open Access mandates</td>
</tr>
<tr>
<td>• Activity output: Reserve Collection/e-Reserve (iShare/Copyright Collection)</td>
<td></td>
</tr>
<tr>
<td>Copyright, licensing, and access considerations incorporated in acquisition and discovery activities</td>
<td>Copyright, licensing, OA (including mandates) and publishing advisory provided to external and internal clients</td>
</tr>
<tr>
<td></td>
<td>• in relation to MQ outputs</td>
</tr>
<tr>
<td></td>
<td>• in relation to acquisition, document supply, reading list material</td>
</tr>
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### Organisational response: Portfolios

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<tr>
<th>Collections and Discovery Services</th>
<th>Core Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio</strong></td>
<td></td>
</tr>
<tr>
<td>Collections &amp; Content Development</td>
<td>Develops the relevant disciplinary collections, including firm order resource acquisition, document supply provision, and course reserves, to support the learning, teaching and research objectives of the University, and enhance the University's research strategies. Manages the Document Supply, Reserve, Distance, and Accessibility services.</td>
</tr>
<tr>
<td>Collection Assessment &amp; Continuations</td>
<td>Develops and evaluates the Library collections and associated services to support the learning, teaching and research objectives of the University, and enhance the University's research strategies. Manages continuing resource acquisition and evaluation.</td>
</tr>
<tr>
<td>Discovery Services &amp; Systems</td>
<td>Develops, implements and evaluates the Library’s discovery services, systems and their processes to ensure the acquisition, management and discovery of Library resources and University research output meet the learning, teaching and research objectives of the University. Collaborates and liaises with key stakeholders and partners to enhance the user experience.</td>
</tr>
<tr>
<td>Research &amp; Scholarly Information Services</td>
<td>Supports the University’s research and scholarly information agenda by collecting research outputs, including digital theses, metadata integrity, verification for University research output and e-research data activities and managing research data services.</td>
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Organisational response: Access management in practice

- ‘Fix on failure’ e-resource access management: examples
  - Issues with access to existing subscriptions
  - Incorrect/broken URLs in MultiSearch (discovery tool)/Article Linker
  - EZproxy issues or loss of off-campus access issues
  - Loss of database or platform access
  - Missing full-text volumes from databases when compared to MultiSearch listing
  - Other MultiSearch issues, eg harvesting
  - Problems with excessive downloads resulting in denial of service

- Managing the moveable feast:
  - Activation granularity (‘false positives’)
  - Known item not found (‘false negatives’)
  - ‘iceberg’ effect (access issue flags bigger collection management issue)
  - Multiple stakeholder management and time to resolution

“Problems with excessive downloads resulting in denial of service”
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  - Multiple stakeholder management and time to resolution
• Custodians of the good client experience
  • Individual
  • Where they live
  • Help and guide the making of good choices
  • ‘Formative’ assessment – ‘you said, we did’
• ‘Fix on failure’ a fact of e-life; harder to untangle ‘pilot error’ in the moveable feast
• Proxies for quality and value-add in: demonstrated responsiveness, connectedness, sense of momentum & innovation
• Service philosophy and model – client-centred; holistic; learning partnership
• Strategies – communicative; organisational (service scope and resourcing); ‘soft service’ delivery assessment
• Information resources services as access and discovery plus (informed) choice plus help - in a context where change is the new normal

“No man ever steps in the same river twice, for it's not the same river and he's not the same man.”
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“A file that big? It might be very useful But now it is gone.
With searching comes loss The presence of absence Article not found.

You step in the stream But the water has moved on Page not found.

Yesterday it worked Today it is not working “The cloud” is like that.

Thank you