ACCESS AS A SERVICE

Reframing the service catalogue and measures of success for information resources

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"The past is a foreign country; they do things differently there"
Hartley

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Heraclitus

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(with apologies to Tolstoy)

'All politics is local'

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

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- '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

Old 'Ideal' Reality	New Reality
Stability	Moveable feast
Continuity	Ambiguous – publishers, third parties etc move stuff around; here one minute, gone the next
Countable 'information containers'	'Documents', 'packaged' and disaggregated
Benchmarkable in terms of numbers	Issues of data choice and validation
Understood match between scope and findability (eg small result count changes from search to same search)	Large, even massive, search result differences in a short period of time due to content and indexing changes
Library catalogues provide an inventory of best (ie selected for purpose) resources that support the University's research and learning and teaching	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)
System supports self-efficacy	Search self-efficacy supported but access continuity has to be mediated and management of the discovery/access connection is required.
Comprehensive searching is possible in local resources; done well = 'a good job of research'	'Good enough is good enough'
Satisfaction at the macro level – resources meet my needs	Satisfaction at the micro/transaction level – in an environment of change and response

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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

General Statistics	Client Centred Measure of Success
Number of books reshelved	X% of books reshelved within X hours
Number of electronic databases available	Electronic databases are available X% of time
Number of books catalogued	X% of new books available in X days
Number of queries/resolved queries	X% of queries resolved within X hours
Number of orientation consultations for new academics and (HDR) students	X% of new academics and Higher Degree Research (HDR) students contacted
Number of reported access issues	X% First Call Resolution

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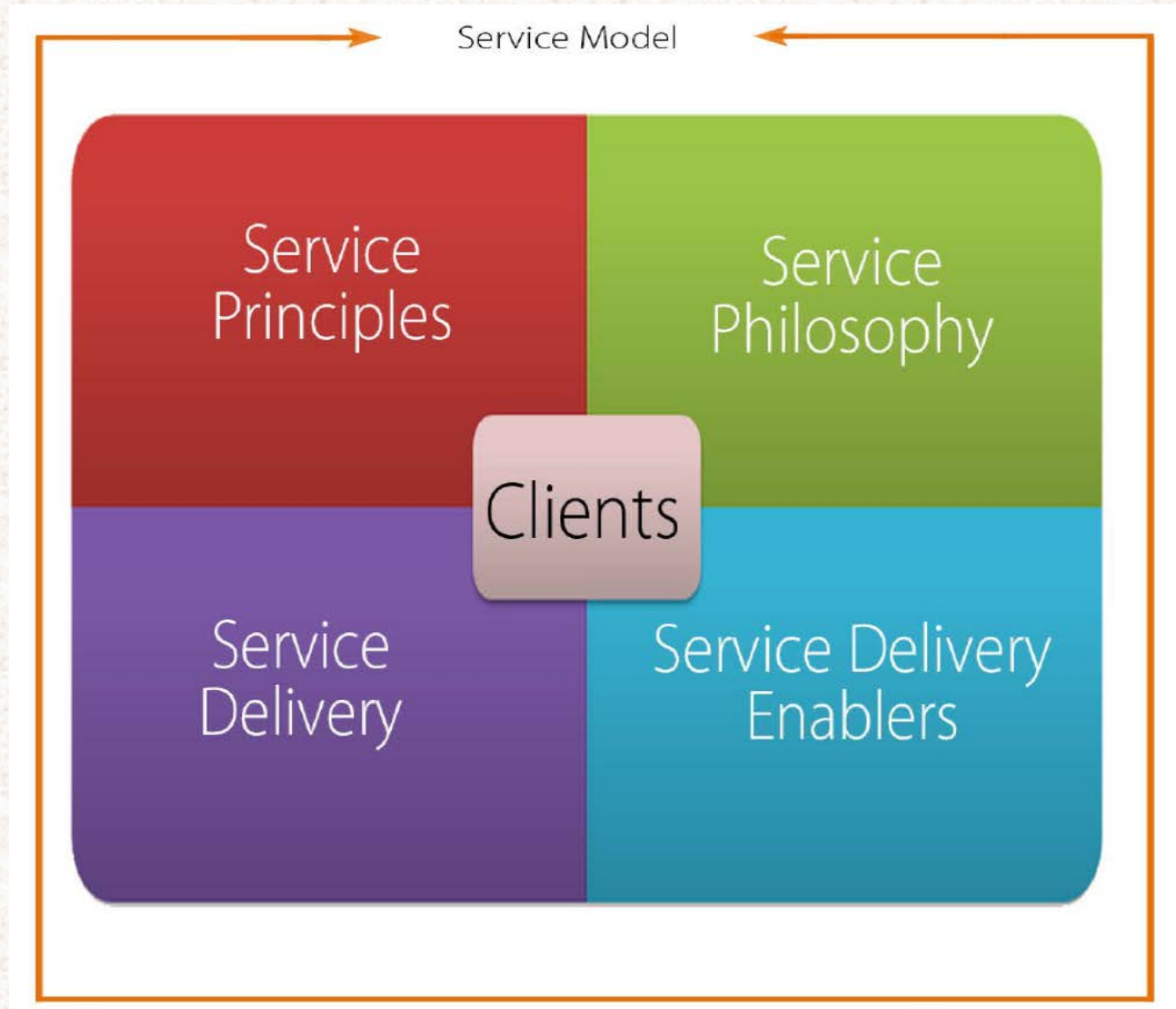*(with apologies to Tolstoy)*

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Service Model

Service Principles | Service Philosophy

Clients

Service Delivery | Service Delivery Enablers

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Client-centred service catalogue

Self Service	Assisted Help	Skills Transfer
• **I can** find information about Library events, services and locations (by using an interactive kiosk, picking up brochures, checking signage, checking digital information screens)	• **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)	• **I can** join orientation tours (by assembling at advertised start points and times) • I can find out the types of things that Library staff can help me with
• **I can** book time with a librarian for individual consultation (by requesting a consultation online)	• **I can** ask questions and get help with my assignment or research (F2F, or by using phone, email and chat enquiry services)	• **I can** get personalised research skills training (by receiving guidance at a service point or by booking a librarian for a consultation)
• **I can** look up items to see if the Library holds them and (for physical items) where they are located (using online tools)	• **I can** get advice on options for accessing an item the Library does not have (by asking at a F2F or virtual service point) • I can tell the Library when I think an item is missing (by completing a form)	• **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)
• **I can** provide feedback and ask questions (using online feedback and enquiry services)	• **I can** receive advice on copyright and management of research outputs (by working with a librarian with research repository and/or subject expertise)	• **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)

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Client and staff 'I can' statements

Client 'I can'	Staff 'I can' (high level)	Knowledge and skills checklist: Able to:
• **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

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

■ Common to 2013 and 2011

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Client Satisfaction Survey
YOU SAID IT, WE DID IT!

You said... | **We did...**

Lack of relevant, current resources

"Macquarie Library is good, but sometimes it doesn't have enough books"

"The books are not updated enough"

We have:
- Increased the number and range of ebooks based on your suggestions
- Made the Library catalogue easier to use
- Provided clearer instructions to help you find items on shelves
- Provided a way for you to order/suggest resources through our website

We will:
- Actively promote new books and resources to you
- Conduct a survey to see whether we have the items you want when you need them, and improve our services as a result

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

You said... | **We did...**

Searching in Google is easier than in the Library catalogue

"The catalogue needs to be more intuitive.."

"Google Search is easy so why isn't the Library search"

"The search function of the catalogue seems far too complicated"…

We have:
- Introduced MultiSearch, a more powerful search tool covering Library resources and many research databases and online journals
- Linked Library resources so they are discoverable in Google Scholar
- Introduced a mobile version of the catalogue so search results can be easily taken to the shelves

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Organisational response: Activity to Service

Activity	Service (client-facing - external and internal)
Description (metadata creation) • Activity output: Records (Catalogue; Alma; e-Reserve/iShare; ResearchOnline	Resource discovery • Alma/Primo; iShare; ResearchOnline • Research Data Australia (RDA) • Other (eg Google Scholar)
Capture and storage (archive) of MQ research outputs • Theses storage • Activity output: ResearchOnline; RDA	MQ research outputs exposure (promotion and metrics) • Theses exposure • Scholarly communication advisory • Support in meeting Open Access mandates
Reading list material captured and stored in Reserve/e-Reserve • Activity output: Reserve Collection/e-Reserve (iShare/Copyright Collection)	Unit readings availability - Embedded access to reading list material/required readings Reading list management and advisory (in liaison with course convenors)
Copyright, licensing, and access considerations incorporated in acquisition and discovery activities	Copyright, licensing, OA (including mandates) and publishing advisory provided to external and internal clients • in relation to MQ outputs • in relation to acquisition, document supply, reading list material

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Collections and Discovery Services	
Portfolio	Core Purpose
Collections & Content Development	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.
Collection Assessment & Continuations	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.
Discovery Services & Systems	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.
Research & Scholarly Information Services	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.

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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

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- 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.

Thank you

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.

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