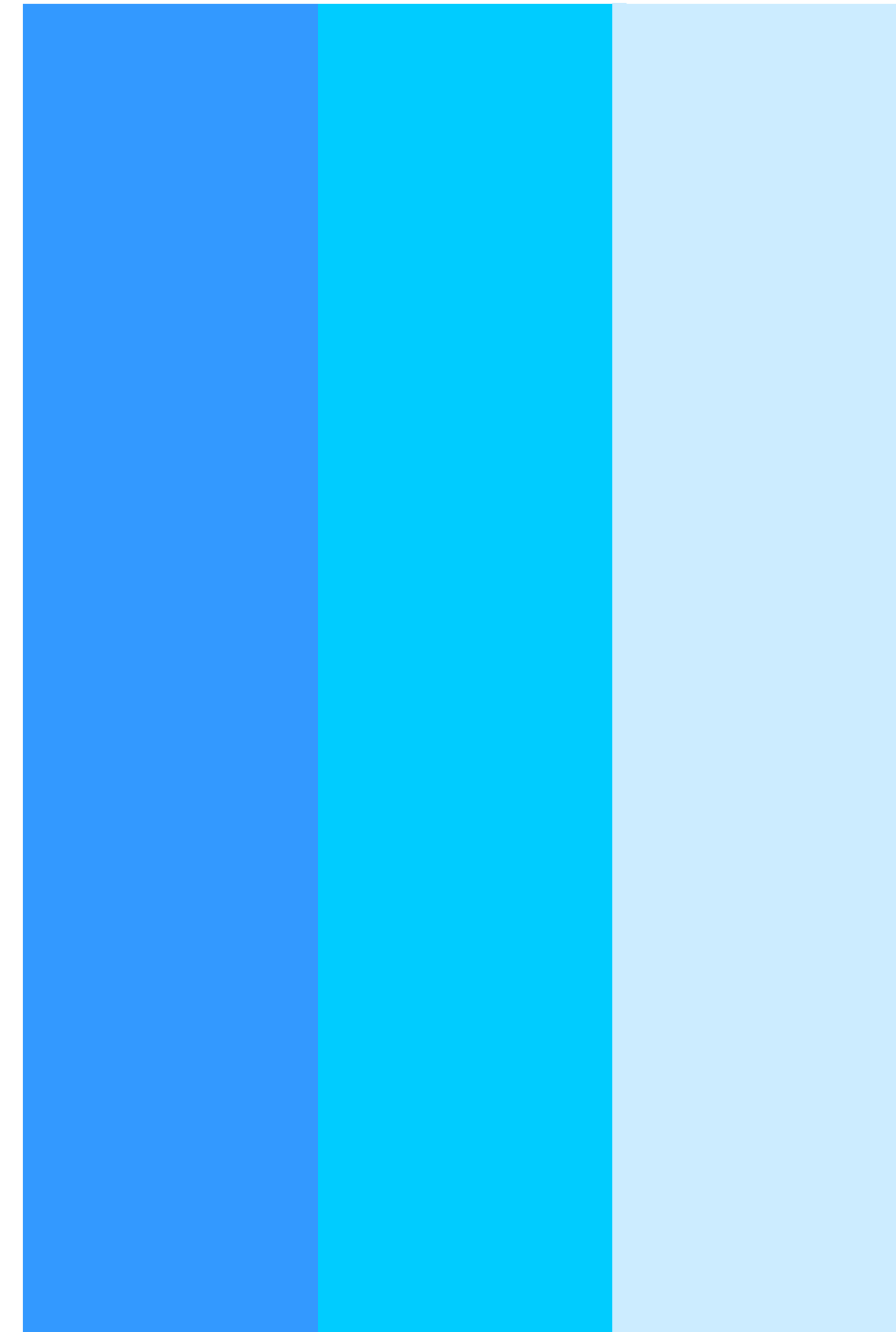


Library User Satisfaction Survey

A model for NSW Public Libraries

Guidelines for implementing your survey



Library User Satisfaction Survey Model

For NSW Public Libraries

Guidelines for implementing the survey

June 2012

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Acknowledgements

In 2011 Taverner Research were engaged to develop a tool to measure client satisfaction consistently across NSW libraries and support libraries to collect information from their users which will inform the planning and provision of local library services.

This model for measuring library user satisfaction has been developed in close consultation with library managers and staff across the NSW public library network. Focus groups and user testing have been undertaken with library staff and community members throughout the project to ensure that the questionnaire is relevant and useful for measuring satisfaction with contemporary public library services.

The public library network research committee was the steering committee for this project. The committee members throughout the project were:

John Bayliss (Macquarie Regional Library)
Adele Casey (Bland Shire Library)
Linda Horswell (Mosman Library)
Chris Jones (Great Lakes Library Service)
Michelle Mashman (Canterbury City Library)
Cameron Morley (State Library of NSW, Convener)
Leanne Perry (State Library of NSW)
Frances Sims (State Library of NSW)
Jill Webb (Ryde Library Service)

Background

Over the last few years many public libraries in NSW have developed and undertaken their own satisfaction surveys at a local level. These surveys vary in content, detail and frequency, which means data is not comparable across libraries.

Library satisfaction is also measured within overall council services satisfaction surveys. These surveys provide some limited information on the satisfaction of libraries services at a local level however are limited in scope and are not usually comparable across different local councils.

Living Learning Libraries: standards and guidelines for NSW public libraries (2009) identifies client satisfaction as a key performance measure for public libraries in NSW and suggests a client satisfaction level '95' as a target for all NSW public libraries. While the standards and guidelines provide some suggestions on how to measure clients satisfaction these are limited and do not provide a framework for developing a consistent and comparable measure of client satisfaction across libraries.

In 2011 the State Library of NSW commissioned Taverner Research to develop a survey template with model survey questions that are recommended for use by NSW public libraries to survey users about their experience of library services. The project also involved providing a model for survey design and implementation, and a costed model for analysing survey results.

These guidelines provide instructions and recommendations for:

- Developing and tailoring your survey
- Selecting your questions- identifying core questions, high priority questions and other useful questions with the rationale behind the way the questions have been worded
- Sampling method and size
- Data collection procedures

For information on the costed model for analysing and reporting on individual library services results please see the ***Costed model for analysis and reporting in Appendix 2.***

The Guidelines and Survey templates and guidelines will provide NSW public libraries with a tool to measure client satisfaction consistently across NSW libraries and support libraries to collect information from their users which will inform the planning and provision of local library services.

1. Developing your questionnaire

After the extensive testing and review a set of questionnaire items has been developed. While all of the questions have been through extensive user testing, some items have been identified as core questions and some have been identified as optional. The purpose and rationale for each question is described in Section 2.

The core questions will provide you with a basic user satisfaction survey. The optional questions should be added to the core questions when they meet specific information needs for library management and planning.

Two templates have been developed, the *Core User Satisfaction survey* Template and the *Full User Satisfaction Survey*.

The [Core User Satisfaction survey](#) template can be used as it is. You will need to tailor the survey

- Add the *Library Name* and logo to the survey your survey
- Add your introduction to the survey
- Add your return address to the survey

The [Full User Satisfaction survey](#) template includes all the core questions and all the optional questions. Using all the questions within the *Full User Satisfaction Survey* template would result in a very long questionnaire. To avoid a questionnaire which is too long, only select the optional questions which are most useful to you and will provide you with information you need. All optional questions have been included in this template so that you can select and delete optional question as required without changing the logical order of the questionnaire. To tailor this survey for your needs you will need to

- Include all core questions(these are black questions in the template)
- Select and delete optional questions (these are blue in the template) you do not require
- Renumber the questionnaire
- Change all questions that are included in the questionnaire(core and optional) to one colour
- Add the *Library Name* and logo to the survey your survey
- Add your introduction to the survey
- Add your return address to the survey

2. The questions and instructions

The following commentary provides some rationale for the inclusion and wording of questions in a user satisfaction survey. The commentary will be useful in deciding which question you may wish to include in your questionnaire. IT should be noted that as a minimum all core questions should be included. The *Core User Satisfaction Survey* includes all core questions.

As noted above there are two versions of the questionnaire, the *Core User Satisfaction Survey* and the *Full User Satisfaction Survey*. Question numbering varies with the version. Question numbers in the core version that includes only core items are referred to in the following commentary as CQ# (where # is the number of the question). Question numbers in the full version with all items are referred to as FQ#. If the question number is the same, we simply refer to Q#.

Introduction (Core)

Use this space to provide the survey participant with details about why the library is conducting the survey and what the results will be used for.

How to fill in the questionnaire (Core)

This section is core but may need to be tailored or adjusted according to the data collection method you have chosen to use. It is worded in the templates on the assumption that the questionnaire is being self-completed on paper and has been distributed in the library or handed out to users of other channels. If distributed online or by mail some changes would be required. Different instructions and preamble would be needed for a version administered by telephone. Additional instructions about who should complete the questionnaire would be needed if the questionnaire was included in a general council mail out to property owners.

Note that in most sections of the questionnaire, response options include one or more replies that could be used by those that the question does not apply to (for example those who have not visited a branch in the past year or have never used a library or any of its services). This enables any respondent to give a meaningful reply to every question, without having instructions about skipping questions. Such instructions are often not followed reliably in paper questionnaires. However, some might be irritated by repeatedly having to answer questions that do not apply to them.

In the optional questions on Opinions About Physical and Other Resources respondents are advised that they can leave individual items unanswered if they

lack experience of that aspect as asking for a reply to every item in the list could be very annoying and would require an additional option for every item.

Overall Use and Access

- *Core questions*

Q1A to identify the recency of library use is core. The recency question allows identification of those with sufficiently recent use to be considered library users (used in the past three years) lapsed users (have used, not in the past three years) and recent users (used in the past year or perhaps more recently). The core KPI item (Q2A) should be obtained from a sample of “current” users (have used in the past three years).

Q1B is also core. It is designed to allow respondents to be sorted into those who have used the library more often or less often in the past year.

It must be recognised that the accuracy of data obtained by asking about recency or frequency of use is open to question. Recall of the recency or frequency of behaviour such as branch visits tends to be unreliable and detailed recall of the frequency of specific types of use even more so. A more accurate measure of borrowing activity in particular would be revealed by library borrowing records. However, Q1A and Q1B are core because it is necessary to ensure as well as possible that the respondent is a user as defined for the state wide data collection.

Q1C is also considered core. It allows replies to other questions of those using different branches or branch types to be compared. **The codes might need to be modified** for a particular library system to list specific branches or to only refer to the main library (if there are no branches). The codes for mobile, home, online and deposit stations should be excluded for any of these outlets that are not available.

This lists problems encountered in visiting the library or preferred library branch.

Optional questions on USE and ACCESS

There are two optional questions on *use and access*. *Question* FQ1E lists problems encountered in visiting the library or preferred library branch and may be useful for identifying underlying reasons for low visitation and usage rates.

The optional question FQ1D obtains data on how a user travels to reach a library branch. This is a low priority item as it would usually be difficult to take action to deal with any problems that are revealed. If data on this issue was sought, FQ1D should cover almost all modes of reaching a branch.

Overall Opinions

- *Core questions*

Q2A is the core item to measure overall satisfaction with library services. Living Learning Libraries: standards and guidelines for NSW public libraries¹ recommend that public library services undertake a user satisfaction survey every two years. The standard (S17) also recommends a target of 95% of survey respondents view their library as 'good or 'very good'

Q2B and Q2C are also core items. They are “diagnostic” items to identify what, if anything might be done better (Q2B); and anything that is missing or frustrating about library services (Q2C);

Note that many people can identify desired improvements (Q2B) or areas they consider are missing or frustrating (Q2C) even if they have rated themselves as highly satisfied. Further, in cognitive testing we found that while many answers to these questions identified similar issues, for some respondents one item elicited material that was not mentioned in answering the other item. Thus both can add insight.

- *Optional questions*

Additional optional questions are provided for this section covering

- willingness to recommend the library to others (FQ2D);
- reasons for the answer given at Q2D (probed by FQ2E); and
- the support for continued provision of library services (FQ2F)

These optional additional items can provide useful information to assist in understanding differences in overall satisfaction and to identify priorities for action to improve services.

To gain the most from items like Q2B, Q2C, and FQ2E the replies should be sorted into categories, codes assigned and the frequency of replies in each category tabulated. However, simply reading the replies, especially if sorted into broad categories, can itself be quite informative.

Tabulating the coded replies to Q2A and Q2B by the rating given in Q2A can give an even clearer picture of what might be driving people to give lower ratings overall – or provide some reassurance that many who have given below the top rating for Q2A

1. Library Council of NSW (2012) Living Learning Libraries: standards and guidelines for NSW public libraries

in fact have little or nothing they can identify as needing improvement or causing frustration.

FQ2F about support for library services is perhaps more useful in a survey of a sample of all residents, including those who do not use the library. While the views of library users on this item will tend to be very positive, even if they have some dissatisfactions, the inclusion of the item might help in arguing against cuts to library services especially if used in a survey of all residents.

Opinions About Collections

- *Core questions*

Inclusion of CQ3/FQ4 is core.

Most of the thirteen “collection types” included under CQ4 will be available in all libraries. If a collection type is actually not offered by your library it should be removed from this list.

A basic indication of which collection types are used or not used by a respondent can be obtained from the items in this section. This could be used together with the items in the next section to identify patterns of use (uses that tend to “go together”, with those engaging in one type of use being more likely to engage in some other types of use). Such patterns, if found, can be used to develop scales that can then be analysed to identify user segments that differ in the patterns of material and services they use. This requires application of sophisticated statistical analysis techniques. We recommend a method called Latent Trait Modelling followed by Latent Class Analysis to identify groupings of uses and user segments. While various forms of factor analysis and cluster analysis could achieve similar results, the Latent Trait Model methods are more appropriate given the type of data available. This type of advanced analysis is best done by a skilled consultant.

Opinions about Services, Programs and Technology

- *Core questions*

Understanding respondent’s judgements of quality of collections, activities and facilities could indicate areas for improvements and focus within each library. Thus, this section is considered core.

The 12 services, programs and technology are grouped together as CQ4/FQ6, covering services, programs, computer or technology; and CQ4/FQ7 covering three types of service targeted at children.

Some specific services in CQ4/ FQ5 might not be provided by a particular library. If so, these could be removed from the list.

It might also be appropriate to include one or more other items for innovative services that have not been covered in the suggested list if you are seeking feedback on these.

Each suggested item allows a respondent to indicate that they have not engaged in an activity and so cannot assess its quality. The items thus provide a very simple basis for inferring use patterns by recoding the data into dichotomies (have used vs have not used) for analysis, as with the items under Q4 on collections.

This analysis would be done separately to reviewing the opinions about the quality of each service. Methods for conducting such analysis are discussed in the previous section on Opinions About Collections.

Profiles across services of the percentage of those using a service who consider it good or poor can be useful. These would exclude for each item those who indicate they have not used that service.

Profiles of the percentage of all users who indicate a service is good or poor can also be useful to indicate how many library users are affected by what they regard as poor quality service components.

- *Optional questions*

There could be value in including the optional section on Specific Uses (FQ3A/B/C), asking about the frequency of use of specific services to compare the quality judgements of higher and lower frequency users, service by service as the replies will give a much finer grading of levels of use. These items would provide a more discriminating basis for identifying patterns of use and user segments. However, inclusion would substantially increase the length of the questionnaire.

Frequency of Using Collections and Services

- *Optional questions*

This is organised into three questions (FQ3A, FQ3B, and FQ3C). The section would be used to obtain a more discriminating picture of patterns of use that “go together” (tend to be used more or used less by the same people) and generate user segments based on finer assessment of use levels.

As already noted, while the frequency of use data for individual items will not be highly accurate, the answers will allow heavier and lighter users of each to be identified with some reliability.

If included it should probably precede the sections on Opinions about collections and Opinions About Services. It could be placed after the Opinion items. This would require some renumbering of questions. Inclusion of this section would make the questionnaire much longer.

Opinions about Staff

- *Core questions*

Inclusion of CQ6A and CQ6B (FQ7A and (FQ7B) in this section is core.

Contact with library staff indicated the pervasive problem with people unwilling to give critical feedback about libraries and library staff. This was evident in replies to the cognitive testing and in the focus groups used to test earlier versions of the questions.

The optional items that could be included in this section not only seek diagnostic information that can help to explain lower ratings on Q2A, they can obtain specific information about aspects of staff performance that might be improved even from people who give the top rating on Q2A. Inclusion of some or all of these items might circumvent the reluctance to comment critically on staff performance. The items (FQ7C and FQ7D) cover different specific aspects of staff behaviour with the

Sources of Information

- *Core questions*

Understanding which marketing communication channels might reach users can be obtained through the core CQ7/FQ11B that asks how respondents prefer to receive information about the library.

- *Optional questions*

Additional templates for optional questions are also provided. Directly asking for marketing sources they are aware of (FQ11A) is leading and will commonly elicit some inaccurate stereotypical results (e.g., an over-endorsement of TV advertisements as an information source). Such replies can be discounted. Selection of other channels is likely to be more valid.

FQ11C can be used to assess what channels people currently rely on for local information not limited to information about the library. It might be useful if a library has no basis for selecting channels for disseminating information.

Opinions about Buildings and Other Facilities

- *Optional questions*

This section is not core. If used, each library might wish to select a sub-set of the items, and might wish to add one or more items to suit that library's circumstances. We have tried to provide a very comprehensive list of resource items. It would probably best fit in following the core section on Opinions About Services. If included, there would need to be some renumbering of the questions.

Unlike most other sections, respondents are advised that they can leave items out if they lack the experience to give a judgement on that item. This is recommended because, given the number of items, it would be very irritating to respondents to be asked or forced to answer every item, and because adding a further "don't know" or equivalent reply would make the total section spread over additional pages.

Those who have not visited a branch in the past year might be directed to skip the whole section.

Analysis of replies to this section should break the replies down by which branch is most used.

It is organised in two parts. The first concentrates on the physical resources.

The second asks about use of the library web site. Although this overlaps with items in earlier sections, it is better to ask this here so that the following question about the aspects of the website is asked only of those with relevant experience. Earlier items obtain at most on overall opinion about the library's online resources.

Personal Characteristics

- *Core questions*

A range of core items to capture personal characteristics are included in the template. Templates for some additional optional items are also given in Appendix 3.

The core items cover:

CQ8/FQ12 Gender

CQ9/FQ13 Age group

CQ10/FQ14 Work status

CQ11/FQ15 Highest completed level of education

CQ12/FQ16 Whether the respondent reads in other languages than English)

A final CQ13/FQ20 asks whether the respondent has any further comments on the library and its services

- *Optional questions*

Optional questions are provided in the full questionnaire for further personal characteristics items, including:

FQ17A Whether studying and FQ17B At what level

FQ18 Whether there are children in specified age ranges in the user's household

FQ19 Whether the respondent has a disability that might affect library use.

These questions might provide additional insight or help to identify specific groups that might encounter difficulties in obtaining equal service.

2. Sampling Method and Size

The primary aim of an acceptable method of distributing the survey or of invitations to complete the survey is to obtain a sufficiently large number of completed questionnaires from a representative cross section of users at a manageable cost.

2.1 Target Population and Sample Bias

Two critical decisions are:

- To define the population to be sampled
- To understand and minimise possible coverage bias in any particular method for recruiting respondents

The target population is expected to be **all library users**.

Samples might be purely self –selected from a convenient larger group (e.g., by placing questionnaires and notices inviting users to complete one in visible spots in library branches) or involve a deliberate selection of those who are invited to take part (e.g., by selecting a sample from the library’s register of users, and inviting them to complete the survey). There is always an element of self-selection, as completion of a survey questionnaire must always be voluntary.

In general, the population of library users will be better represented if a method to invite all users or a carefully selected sample of users is used. Follow-up invitations to encourage those who have not responded to do so can improve sample quality.

2.2 Acceptable Sample Size

Results from a sample survey give only an estimate of the distribution of replies that would be received if the total universe completed a questionnaire.

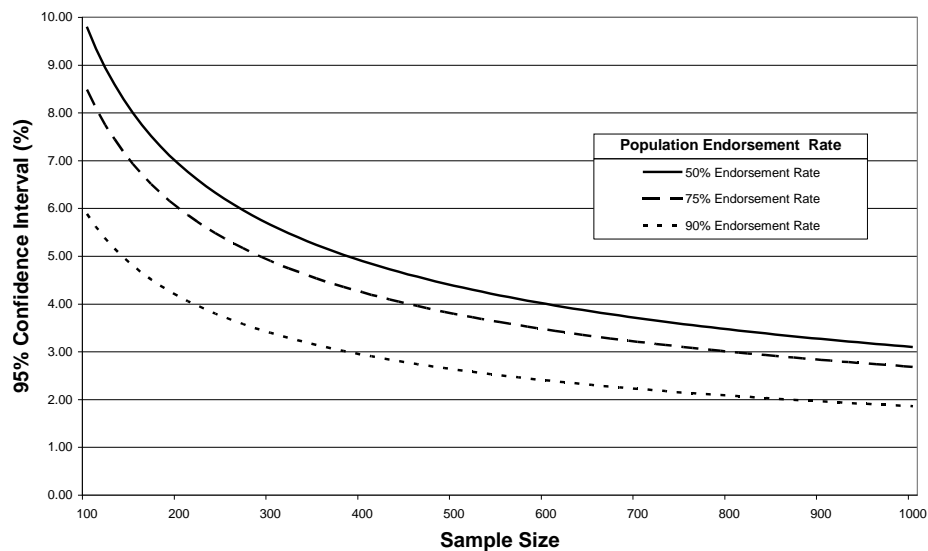
The main determinant of the precision of estimates of the “true” population distribution is the size of the sample. The closer the sample comes to being randomly selected the better the estimation of the population. Estimation accuracy can also be increased by stratification of the sample, so that different segments that give different answers are represented in proportion to the incidence in the population.

The graph below gives an indication of how the precision of estimate from a random sample varies with the sample size and the “true” population endorsement rate. Here endorsement rate is the percentage of the population that would give a

particular answer to an item, or give a particular combination of answers (e.g., indicate they are satisfied with the library's services overall).

Actual survey samples are never truly random. Even if approached at random, some people are easier to reach, and some people are more willing than others to complete a survey. Women on average are more willing to complete surveys than men, and older people (especially those over 50) are typically more willing to complete surveys than younger people (those under 35 and especially those under 25). This can produce bias in survey samples and ensures that no survey sample is fully random.

Confidence Interval by Sample Size and Item Endorsement Rate



The “level of confidence” used in the above graph is 95%. This means that if repeated random samples were taken from a population with the endorsement rate of an item shown in the graph, the results would be expected to fall within the indicated confidence interval for 95% of the samples.

Confidence intervals are at a maximum for a given sample size if the endorsement rate is 50%, and decline as the endorsement rate moves above or below 50%.

If a sample has only 100 cases, and the “true” endorsement rate is 50%, then we would expect that 95% of random samples from that population to have results in the range from 40% to 60% (more precisely, +/-9.6% around 50%).

To reduce this confidence interval to +/-5%, the size of the random sample has to be increased fourfold to 400. A sample of 400 gives a 95% confidence interval of +/-

4.8% if the “true” endorsement rate is 50% - 95% of random samples of 400 would be expected to give results in the range from 45.2% to 54.8%.

Thus the minimum sample size for a survey with useful precision would be 400.

Note that the actual precision of a real sample (which is not random) will usually be less than the theoretical estimate. There can also be issues about potential bias if the sample differs from the population on characteristics that are related to what is being measured. For example, under-representing occasional users might over estimate satisfaction, as it can be expected that those who find the experience satisfactory are more likely to use again and to do so sooner than those who are not. This is an issue of bias rather than of precision.

The theory behind the confidence interval estimates assumes that the population being sampled is infinite. Obviously the population of library users is not infinite. However, unless the sample is more than 10% of the population, the sampling ratio has little effect on the size of confidence intervals, and the effect does not become substantial until the sampling ratio exceeds 20%. The sampling ratio is the size of the sample expressed as a percentage of the (finite) population – say the sample as a percentage of all registered library users in a library user survey.

It is very useful in a survey of user experience to compare the replies of different sub groups – especially of those who are more satisfied, with those who are less satisfied, or of those who would with those who would not recommend others to use the library, or of those who are more with those who are less satisfied with the performance of the staff. This can identify what aspects of the user experience have the strongest relationship to overall satisfaction.

The power to identify differences between sub-groups will always be limited by the size of the sub-groups compared. Sub-groups of 100 or 200 provide limited power to detect differences unless these are substantial (greater than 10 or 20 percentage points). Sub groups of 400 or more provide much greater power. However, to obtain samples large enough to allow sub-groups to be of this size could be very expensive.

The other major influence on power is whether the groups being compared are close to equal in size. The “statistical efficiency” of a comparison between two sub-groups within a given total sample declines with size of the smaller sub-group. Thus when comparing those who are more satisfied with those who are less, it is often not helpful to compare those who are outright dissatisfied with other respondents, because outright dissatisfaction is rare. Comparisons of the most satisfied with others are usually more powerful and more likely to reveal significant differences, despite the actual difference in the population probably being smaller than the difference between those who are clearly dissatisfied and those who are satisfied.

We provide more details about precision of estimate and power in appendices to this report.

3. Data Collection Methods

3.1 Key Issues

The method used to distribute the questionnaire requires careful consideration.

Issues to consider include:

- If distribution is only by hard copy within library branches the sample will over-represent more frequent library users and miss those who only or mostly use online or other remote services.
- Distribution as a mail survey inserted in a council mailout should reach a cross section of users who are property owners, but will miss those who are renting, and under-sample younger users who are not the property owner.
- A wholly online survey could be conducted by placing a link to the survey on the library's website or home page on the council's website. This typically produces a low response rate, and will seriously under-represent library users who do not visit the web site. This method could be used to supplement a survey that is also distributed by other means.
- A wholly online survey could issue invitations to all or a selected sample of registered users with a known email address. The survey could also be made available at work stations within library branches. If recruitment of survey respondents only used these methods, it would not reach the library users without a registered email address who do not use the library's intranet when visiting a branch. This method could be used to supplement a survey that is also distributed by other means.

The over-representation of some users and under-representation of others could produce distorted results. To achieve the most representative sample possible a combination of sampling methods needs to be used. If budgets limit the range of distribution methods that can be used, the potential for bias in results need to be explicitly recognised in any report of the results.

The following table provides an overview of the main methods of data collection, their strengths and weaknesses and recommendations for how they can be combined to achieve the best outcomes.

3.2 Overview of Data Collection Methods

Data collection Method	Strengths	Weaknesses	Advised application
Option 1: User Mail Out Plus Emailed Invitations	Access the full scope of library users	Mailed out questionnaires data will need to be entered Might require very large mail out if response rate low, which could erode cost advantage Little control over inappropriate skipping of questions and multiple responses to single response items	To be supplemented by online set-up (questionnaire to be available from internet and library's intranet) and email invitations to registered users of online services
Option 2: Distribution in Branches and through other outlets	If available over an extended period (i.e. four weeks - three months) there is a higher chance that less frequent users will see the survey and respond	Still does not capture library users who do not borrow or visit a branch during the survey period	Use in conjunction with email invitations for online survey completion, and distribution through mobile outlets and directly to home library users
Option 3: Enclosing questionnaires in a Council mailout to rate payers	Might reduce mail-out cost to library Can reach non-users if this is desired	Methodologically weaker than the first two options. Cannot reach renters Survey will reach non-library users as well as library users Mail out addressed to rate payer in the household – would need “random selection” instructions to obtain a representative cross section	Only use if funding not available for other methods Ensure instructions route invite to cross –section of residents User and non-user versions or questions needed Supplement by emailed invites to online service users

Data collection Method	Strengths	Weaknesses	Advised application
Option 4: Incorporating an Online/Intranet Survey	Efficient and economical method for reaching some library users No data entry needed, and facilitates data analysis and reporting Controls questions presented and ensures questions are answered	Purely online survey cannot obtain a representative sample of users	Include in a multi-method approach along with questionnaires on paper which can be entered into the online/intranet database and jointly analysed
Option 5: Mailed out Invitations	Alerting people to the survey could lead them to complete it via some other medium	Typically has a low response rate Strong possibility of substantial self-selection bias in the sample that respond	Can be used as a useful way of “topping up” a sample obtained by other methods; of little value on its own.

Data collection Method	Strengths	Weaknesses	Advised application
<p>Option 6: Telephone (CATI) Surveys</p>	<p>Obtain a representative sample of users that can also capture the views of non-users</p> <p>More control of sample quality, ensuring that answers to all questions are obtained and that only one reply is obtained to single response items.</p> <p>Removes the issue of data entry</p>	<p>Cost per completed interview is typically much higher than for surveys distributed online or on paper through branches.</p> <p>The relative cost per completed questionnaire compared to a mailed out survey will vary with the response rate to the mailed survey. If this is low (say 10% or less) then allowing for the cost of printing and mailing the large number of surveys the costs are comparable</p> <p>Can be problems with comparability of results with data obtained by other methods due to differences in handling and response to “don’t know” response options, and whether response options are prompted.</p>	<p>A large number of suppliers offer telephone survey services and in the past some libraries have used this method. Particularly useful when:</p> <ul style="list-style-type: none"> • the views of non-users are of interest • an estimate of the proportion of residents who use the library’s services is sought • there is a need to control the sample to ensure it represents residents of the LGA <p>If the library can provide a list of names and phone numbers of registered users a good cross section could be approached and costs incurred by calling households without any users avoided</p>

More detailed discussion of the options follows.

3.3 Recommended Data Collection Methods

- ***Option 1: User Mail Out Plus Emailed Invitations***

To access the full scope of library users we would recommend a mail-out of self-completion questionnaires to all registered library users or a stratified sample of registered users for return in reply paid envelopes, supplemented by online set-up and availability of the questionnaire on both the internet and the library's intranet. Emails should also be sent to those who use online and appear not to be using branches with a link to the online version of the survey.

- ***Option 2: Distribution in Branches and Through Other Outlets***

Distribution of surveys within library branches is a low cost option which has clear weaknesses. These can be somewhat mitigated if in-branch distribution is supplemented by:

- distribution of the survey through mobile outlets and directly to home library service users
- emailing invitations to online users to complete the survey online

This is probably the second best sampling option. To reduce the bias towards more frequent users it is important to have the survey available over a longer period – at least four weeks and perhaps up to three months – to give less frequent users a chance of seeing and responding.

Less frequent borrowers could perhaps be identified when checking out borrowings and their attention drawn to the survey to encourage them to complete it. Service desk staff could offer a copy of the questionnaire to such selected users, perhaps with a reply paid envelope. However, this would miss less frequent branch users who do not borrow anything on any visit during a survey period.

A supplementary mail out of the questionnaire to a sample of less frequent users could also be added to in-branch and online distribution.

- ***Option 3: Enclosing Questionnaires in a Council Mail Out***

Enclosing a mail out questionnaire in a general council mailing to rate payers is a methodologically weaker option that might however be cheaper to implement.

Thought needs to be given to reaching renters (who generally do not receive council rate notices), and to giving instructions asking the questionnaire to be completed by a randomly selected member of the household and not just by the bill payer. Thus a

mail survey of registered library users or in-branch distribution (with the recommended supplementary steps) would be preferable to inclusion of a questionnaire in a general council mail out.

This method could reach library users who use resources in their local branch, those who only access the library website, and people utilising mobile book services and could ensure that both more frequent and less frequent users are invited to take part in proportion to their incidence in the population of users. Whether these different segments would be equally likely to respond is an open question.

- ***Option 4: Incorporating an Online/Intranet Survey***

An online survey would be an efficient and economical method for reaching some library users and also facilitates data analysis and reporting. It would be a useful supplement to the recommended methods. However a purely online survey cannot obtain a representative sample of users.

Online surveys allow full control over skipping of items and prevent users from giving multiple replies to questions designated as single response. Since they are also self-completed, the management of “don’t know” and other noncommittal replies will essentially be the same as in a questionnaire on paper.

- ***Option 5: Mailed out invitations***

A mail-out of invitations alerting people to the survey could lead them to complete it via some other medium during the survey period but will typically have a low response rate with a serious possibility of substantial self-selection bias in the sample that respond. It might be a useful way of “topping up” a sample obtained by other methods but is not recommended as the sole means of obtaining survey responses.

- ***Option 6: Telephone (CATI) Surveys***

Another (generally higher cost) method of obtaining a representative sample of users that can also capture the views of non-users would be to conduct the survey by telephone calling phone numbers in the LGA at random. This is best done by a professional survey supplier using a CATI (Computer Assisted Telephone interviewing) system.

The questionnaire would need to be kept to 10 to 15 minutes and use items that can be administered by telephone.

A large number of suppliers offer telephone survey services and in the past some libraries have used this method. It is particularly useful where:

- the views of non-users are of interest
- an estimate of the proportion of residents who use the library's services is sought
- there is a need to control the sample to ensure it represents residents of the LGA

Different questions are asked of non-users and the non-user surveys tend to be much shorter (4-5 minutes) than the users survey (10-15 minutes). Taverner has conducted a number of telephone surveys for libraries covering both users and non-users and has found that these can work well.

The library might also be able to provide a list of names and phone numbers of registered users to be called in a telephone survey which would allow those approached to be a good cross section of users and reduce costs that would be incurred calling households without any users.

Telephone surveys have a major advantage in terms of ensuring the quality of the sample, ensuring that answers to all questions are obtained and removing the issue of data entry. However, the cost per completed interview is typically much higher than for surveys distributed online or on paper through branches. The relative cost per completed questionnaire compared to a mailed out survey will vary with the response rate to the mailed survey. If this is low (say 10% or less) then allowing for the cost of printing and mailing the large number of surveys required to obtain a useful sample of replies the cost per completed questionnaire can be quite close to that for a telephone survey. If response rates are 30% or above, then a mailed survey will usually cost less than a telephone survey to achieve the same sample size.

3.4 Other Practical Issues

- ***Paper self-completed questionnaires***

It is expected that for most libraries limited budget will dictate that the bulk of any sample is obtained through self-completion of questionnaires on paper distributed through branches or through a mail out.

Some questionnaires submitted in this way will have data quality problems such as items being skipped with no indication of whether this was because the respondent could not decide on an answer, was not interested in answering that item or simply missed it by mistake.

Items that require a single answer might have more than one response marked.

Items seeking verbatim replies to be written in can receive very cursory or ambiguous replies.

Some of these problems can be reduced with online self-completed versions, as the survey is under control of a computer program that can require items be answered before further items are displayed, and prevent multiple replies to single-response items. However, this can reduce comparability of results.

The main practical problems are how to distribute the questionnaires (already discussed) to obtain a reasonably representative sample; and how to capture the data for electronic processing.

If a parallel online version has been created, then data from paper questionnaires can (after checking and some editing) be entered as if completed online. Costs can be contained by involving volunteers in carrying out the data entry. Rules will be needed for handling questionnaires completed on paper that skip questions or give multiple answers to single response items as online setups usually do not allow skipping items that should have been answered or multiple replies to single response items.

Other methods of data capture for self-completed questionnaires on paper include:

- manual data entry of numeric codes into a prepared template (usually done by a commercial data entry firm)
- scanning of the replies.

Scanning requires very precise set layout and printing and use of expensive scanning equipment which adds to the initial set up costs. For surveys with sufficiently large samples (generally at least 400), scanning can be cheaper per questionnaire than manual data entry.

- ***Online surveys***

Apart from the issue of how to obtain a representative sample or of using the online format to complement other forms of data collection, libraries will face issues of cost, setup and data processing.

A number of suppliers provide the facility to set up your own online survey and collect data, with some providing a range of tabulation and even graphing capabilities. However, most of these have inbuilt limitations on survey length and/or the number of items. Surveys that exceed the limits require either payment of a licence fee or of a fee per completed questionnaire. The systems also vary greatly in ease of use, flexibility of formats and the level of analysis and reporting options included as part of the package.

Please see Appendix 4 Options for setting up an online survey for further details.

Appendix 1: Statistical Precision and Power

As already noted, there is an expected level of ‘sampling error’ in any data collection process under which the entire population (or universe) is not being surveyed.

The (statistically unavoidable) standard levels of error which can be assumed given the sample sizes and the item endorsement rate are shown in the following table.

Confidence intervals (to nearest 0.1%) by sample size and “true” value

Base Sample Size (total sample or sub-group) (assumes a representative sample)	Absolute confidence Interval Around Observed Percentage Result...at 95% confidence limit		
	Endorsement Rate of 90% +/-%	Endorsement Rate of 75% +/-%	Endorsement Rate of 50% +/-%
100 interviews	5.9	8.5	9.8
150 interviews	4.8	6.9	8.0
200 interviews	4.2	6.0	6.9
300 interviews	3.4	4.9	5.7
400 interviews	2.9	4.2	4.9
500 interviews	2.6	3.8	4.4
600 interviews	2.4	3.5	4.0
800 interviews	2.1	3.0	3.5
1,000 interviews	1.9	2.7	3.1
1,600 interviews	1.5	2.1	2.5
2,000 interviews	1.3	1.9	2.2
2,300 interviews	1.2	1.8	2.0
2,600 interviews	1.2	1.7	1.9

The “Endorsement rate” is the percentage of the population who would give a particular answer to a question such as “Yes” or the total who give a rating indicating they are satisfied with some aspect of a service. With an assumed population endorsement rate of around 50%, if only 100 interviews were conducted across the population, we could be 95 percent confident that the true opinion will lay within a maximum of up to ± 10 points of the achieved result.

For example, if 60 percent of respondents in a random sample of 100 give a particular answer the true percentage could be anything between 50 and 70 percent at a confidence level of 95%. In addition to such a large confidence interval, this

small sample size might not allow for reasonable representation from specific demographic groups or reliable statistical comparisons between different groups or areas.

When we say that the level of confidence is 95% this means that:

- If we assume the sample was drawn at random, and
- We assume that the true population value is as shown at the head of the columns in the table and
- We repeatedly drew random samples of the indicated size, then
- 95% of the sample results would fall into the 95% confidence interval.

With a sample size of 400 respondents, we could be 95 percent confident that the true percentage response given an item endorsement rate of 50% would be reduced to between 45.0 and 55.0 percent.

The only substantial gains in precision from having samples of over 1,000 is that this allows more precise assessment of segments within the population surveyed, particularly for some lower incidence segments.

Statistical power to detect differences

If two samples each of 400 are compared, there is considerable room for observed differences to be considered within the range that could be due to chance variations. With two samples each of 1,200 the power to detect differences is very much increased. As the size of samples being compared falls below 400, the power to detect differences of a given size falls off quickly.

The power of samples to detect “true” differences between populations also varies with the assumed size of the difference between the populations. The larger the difference between two populations, the greater the power of random samples of a given size to detect that difference.

Lenth (2001) describes a calculator to estimate statistical power for comparing two proportions² which can be accessed at the link shown in the footnote.

Applying this, we find that the chance of detecting a difference between two random samples of 400 varies as shown in the following table with the “true proportion” in Population 1 (P_1) and Population 2 (P_2), and the consequent difference between the two populations ($P_1 - P_2$).

² Lenth RV (2001) Some practical guidelines for effective sample size determination *The American Statistician* 55(3):187-193

Link to calculator: <http://www.cs.uiowa.edu/~rlenth/Power/>

With these sample sizes, there is a very limited chance of detecting a difference of around five percentage points, although this is somewhat higher when the true proportions go over 80%. There is a good to excellent chance (effectively 80% or more) of detecting a difference of 10 percentage points.

**Power to detect specified difference* at 95% level of confidence,
 $n_1 = n_2 = 400$**

P_2^{**}	"True" population proportion in Sample 1 (P_1)								
	50%	55%	60%	65%	70%	75%	80%	85%	90%
55%	27.0%								
60%	79.3%	27.4%							
65%	98.9%	80.5%	28.4%						
70%	100.0%	99.1%	82.5%	30.0%					
75%		100.0%	99.4%	85.4%	32.4%				
80%			100.0%	99.7%	89.1%	36.3%			
85%				100.0%	99.9%	93.3%	42.4%		
90%					100.0%	99.9%	97.3%	52.9%	
95%						100.0%	100.0%	99.60%	72.3%

* The "difference" = $P_1 - P_2$

* P_2 = "True" population proportion in Sample 2

The power to detect differences of a given size between two random samples of 100 is very much less as shown in the following table.

Unless the "true" proportions are quite extreme (above 80% or below 20%) there is typically less than one chance in ten that a true difference of 5 percentage points will be detected. To achieve a better than 80% chance of detection with two samples of 100, the true difference needs to be 20 to 30 percentage points.

Power to detect specified difference* at 95% level of confidence, $n_1 = n_2 = 100$

P₂**	“True” population proportion in Sample 1 (P₁)								
	50%	55%	60%	65%	70%	75%	80%	85%	90%
55%	8.7%								
60%	24.5%	8.8%							
65%	51.7%	25.4%	9.0%						
70%	78.8%	53.4%	26.5%	9.2%					
75%	94.5%	81.0%	56.2%	28.3%	9.7%				
80%	99.3%	95.8%	84.0%	60.3%	31.1%	10.4%			
85%	100.0%	99.6%	94.2%	88.0%	66.2%	35.5%	11.5%		
90%		100.0%	99.9%	98.6%	92.6%	74.5%	42.9%	13.6%	
95%			100.0%	100.0%	99.6%	96.9%	85.6%	56.5%	18.8%

* The “difference” = $P_1 - P_2$

* P_2 = “True” population proportion in Sample 2

Appendix 2 : Options for setting up an online survey

There are a number of free software options available on the web which could be used to independently develop and undertake an online version of the software.

Obsurvey (obsurvey.com) is an online system which is free to use. Obsurvey imposes no limits on the number of questions or the number of respondents, and allows a user with a registered account to mount multiple surveys. As this system is self-managed you would be responsible for setting up your questionnaire on the host site and would need to learn how to do so if you wished to have full control of access to the results. This option also includes some tools for data analysis and different options for graphing results.

A downside to this resource is its inflexibility in terms of system hosting. This system is only available for use on the internet, meaning that it cannot be downloaded to your intranet or used on stand-alone computers. Another limitation of this free system is that to have control over access to complete surveys and to who can view and analyse the results, you would need to establish your own user account and set the survey questionnaire up yourself. While this is not difficult, libraries might prefer to draw on a template that is already set up and can be used online and on a standalone device or over an intranet.

As the survey would be hosted by this system you would also be constrained by the available question formats and data analysis methods and once the questionnaire is uploaded you are able to exert minimal control over the survey and results. It does provide a system for sending invitations out to email addresses to complete the survey, or you can send you own invitations with a link back to the survey.

Taverner offers a similar but more flexible system and can make available a template that can be used online or on an intranet with easy options for deleting questions, adding questions and editing questions. The system we can offer would include our availability for assistance with the initial questionnaire set-up and also for assistance in data analysis once all data has been collected. There would be no charge for supply of the questionnaire set-up however each complete would be charged at a rate of \$0.50 per complete. Additional assistance with questionnaire modifications and data analysis would be available at reduced consulting rates (see costs section).

As already mentioned, data collected in paper format could be entered through the online or intranet based questionnaire perhaps using volunteers.

Appendix 3

The Core Questionnaire Template

As noted earlier, the Introduction section will need to be revised depending on the method of data collection.

If distributed as a mail survey, it might be modified and the distribution of questions across the following page modified, so that it is presented as a letter of invitation, with a space at the bottom left of the page to print the address. The questionnaire could then be folded and placed in window envelopes, saving the cost of printing addresses either onto envelopes or onto sticky labels.

In the format that follows, the questionnaire covers eight pages. These could be printed on four A4 sheets in booklet format.

INTRODUCTION

Thank you for agreeing to help us learn about your experience using library services.

Your answers are completely anonymous and cannot be linked to you in any way that can identify you.

Please answer the following questions by putting an “x” in the box for the answer or answers that come closest to your opinion, or by writing your answer in your own words in the box provided. For example if you were asked to indicate your gender and you are female, you should answer the question as follows:

Q. Are you ...

Male

Female

Throughout “the library” refers to your Council library and its services.

You should find at least one response that fits you for each item. Only leave an item blank if absolutely all the responses shown would be seriously misleading.

If you need to change an answer please fill in the box you marked at first and want to change. So to change “In the last six months” to “More than six months ago, but in the last year”, mark it as shown below:

In the last six months

More than six months ago, but in the last year

Overall Use and Access

Q1A. The last time I visited the library or used any of its services (including online services) was ...

(PLEASE MARK "x" FOR THE FIRST REPLY THAT FITS FOR YOU)

- | | |
|-----------------------------------------------------------------------------|-----|
| <input type="checkbox"/> In the last six months | [1] |
| <input type="checkbox"/> More than six months ago, but in the last year | [2] |
| <input type="checkbox"/> More than one year ago, but in the last three year | [3] |
| <input type="checkbox"/> More than three years ago | [4] |
| <input type="checkbox"/> Have never used the library or any of its services | [5] |

Q1B. In the last year, I have visited the library or used one of its services (including its website and online services):

(PLEASE MARK "x" FOR THE FIRST REPLY THAT FITS YOU BEST)

- | | |
|---------------------------------------------------------|-----|
| <input type="checkbox"/> More than once a week | [1] |
| <input type="checkbox"/> About once a week | [2] |
| <input type="checkbox"/> Two or three times a month | [3] |
| <input type="checkbox"/> About once a month | [4] |
| <input type="checkbox"/> Once every two to three months | [5] |
| <input type="checkbox"/> Two to three times in the year | [6] |
| <input type="checkbox"/> Once | [7] |
| <input type="checkbox"/> Not used in the past year | [8] |

Q1C. In the past year, I have visited or used....
(MARK/CLICK ALL THAT APPLY):

- The main (or only) library branch [1]
- Another branch of the library [2]
- The mobile library service [3]
- The home library service [4]
- Online services e.g. website, online catalogue, online reservations [5]
- A deposit station (to pick up or return books) [6]
- Don't need to get to a branch –the library's online services
give me what I want [7]
- None of these [8]

Overall Opinions

[1]

[2]

[3]

[4]

[5]

Q2A. Overall, I find the library facilities and services ...

Very Poor

Poor

Just alright

Good

Very Good

(MARK "x" IN ONE BOX):

Q2B. What (if anything) would make the library and its services even better?

Q2C. What (if anything) is missing or frustrating about the library and its services?

Opinions about Collections

Q4. PLEASE MARK "x" IN ONE BOX ON EACH ROW In my experience, I have found...	HOW GOOD			[4]
	[1] Good	[2] OK	[3] Poor	Have not used this collection
Adult fiction books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult non-fiction books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young adult books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's puzzles and toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines and newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local studies and local history collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books or magazines in languages other than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ebooks (including audio ebooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio books on tape or CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music on CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinions about technology, services and programs

Q5. PLEASE MARK "x" IN ONE BOX ON EACH ROW In my experience, I have found...	HOW GOOD			[4] Have not used this	
	[1] Good	[2] OK	[3] Poor		
Computers in the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Internet access at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wifi internet access at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The online library catalogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Databases and other electronic resources (not including e books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online/email notification of new books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The library online/emailed newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Library mobile phone apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SMS messages from the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classes, programs and activities for adults (eg. Book clubs, author talks, technology classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Help finding information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opening hours at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Library as a space to do my own activities (eg. study)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q6. PLEASE MARK "x" IN ONE BOX ON EACH ROW In my experience, I have found.....	HOW GOOD			[4] Have not used these	[5] No children in this age group
	[1] Good	[2] OK	[3] Poor		
Activities for children aged 10 or below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities for young people aged over 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework help for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinions about Library Staff [1] [2] [3] [4] [5]

Q3A. Overall, the service from library staff is....	Very Poor	Poor	Just alright	Good	Very Good
(MARK "x" IN ONE BOX):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3B. I ask for help from library staff.....	Never	Rarely	On some visits	On most visits	On every visit
(MARK "x" IN ONE BOX):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sources of information

Q7. I would be likely to learn about what is happening in my library if the information was ... [MARK "x" IN THE BOX FOR ALL THOSE THAT WOULD BE LIKELY TO REACH YOU]	
<input type="checkbox"/> Sent by email	[01]
<input type="checkbox"/> Sent by SMS messaging	[02]
<input type="checkbox"/> In a local newspaper	[03]
<input type="checkbox"/> On Council's website	[04]
<input type="checkbox"/> On flyers or posters	[05]
<input type="checkbox"/> Available on Twitter or Facebook	[06]
<input type="checkbox"/> Sent through a smart phone app	[07]
<input type="checkbox"/> In a Library newsletter in my mail	[08]
<input type="checkbox"/> In a Library newsletter sent by email	[09]
<input type="checkbox"/> In school newsletters	[10]
<input type="checkbox"/> In advertising in the library	[11]
<input type="checkbox"/> On community notice boards	[12]
<input type="checkbox"/> Spread by library staff	[13]
<input type="checkbox"/> In some other way (PLEASE DESCRIBE _____) _____	[15]
<input type="checkbox"/> None of these would be likely to reach me	[16]
<input type="checkbox"/> I do not need to learn about what is happening in my library	[17]

Personal Characteristics

The following items will help us be sure we have a good cross section of library users and help us to assess how well the library serves different sub-groups.

Q8. I am (MARK "x" FOR ONE ANSWER)	<input type="checkbox"/> Male [1]	<input type="checkbox"/> Female [2]
Q9. I am aged: (MARK "x" FOR ONE ANSWER)		
<input type="checkbox"/> Under 15 <input type="checkbox"/> 15-19 [1] <input type="checkbox"/> 20-24 <input type="checkbox"/> 25-29 [2] <input type="checkbox"/> 30-34 [3] <input type="checkbox"/> 35-39 [4] <input type="checkbox"/> 40-44 [5] <input type="checkbox"/> 45-49 [6] <input type="checkbox"/> 50-54 [7] <input type="checkbox"/> 55-59 [8] <input type="checkbox"/> 60-64 [9] <input type="checkbox"/> 65-69 [10] <input type="checkbox"/> 70-79 [11] <input type="checkbox"/> 80 or over [12]		
Q10. My main occupation is ... (MARK "x" FOR ONE ANSWER)		
<input type="checkbox"/> Paid full time work		[1]
<input type="checkbox"/> Paid part time or casual work		[2]
<input type="checkbox"/> Unemployed and looking for work		[3]
<input type="checkbox"/> Studying		[4]
<input type="checkbox"/> Retired from paid work		[5]
<input type="checkbox"/> Caring for my family and household		[6]
<input type="checkbox"/> Not doing paid work for other reasons		[7]
Q11. The highest level of education I have completed is... (MARK "x" FOR ONE ANSWER)		
<input type="checkbox"/> A University degree or post-graduate qualification		[1]
<input type="checkbox"/> A diploma or certificate		[2]
<input type="checkbox"/> An apprenticeship		[3]
<input type="checkbox"/> The upper level of secondary school		[4]
(equivalent to the NSW Higher School Certificate)		[5]
<input type="checkbox"/> The lower level of secondary school		[6]
(equivalent to the NSW School Certificate)		[7]
<input type="checkbox"/> Did not complete the lower level of secondary school		[8]
<input type="checkbox"/> Something else		[9]

Appendix 4:

Full Questionnaire survey template (Core and Optional Questions)

[Please note optional questions are highlighted in pink]

INTRODUCTION

Thank you for agreeing to help us learn about your experience using library services.

Your answers are completely anonymous and cannot be linked to you in any way that can identify you.

Please answer the following questions by putting an “x” in the box for the answer or answers that come closest to your opinion, or by writing your answer in your own words in the box provided. For example if you were asked to indicate your gender and you are female, you should answer the question as follows:

Q. Are you ...

Male

Females

Throughout “the library” refers to your Council library and its services.

If there are any questions you cannot answer just leave them blank.

If you need to change an answer please fill in the box you marked at first and want to change. So to change “In the last six months” to “More than six months ago, but in the last year”, mark it as shown below:

In the last six months

More than six months ago, but in the last year

Overall Use and Access

Q1A. The last time I visited the library or used any of its services (including online services) was ...

(PLEASE MARK "x" FOR THE FIRST REPLY THAT FITS FOR YOU)

- | | |
|-----------------------------------------------------------------------------|-----|
| <input type="checkbox"/> In the last six months | [1] |
| <input type="checkbox"/> More than six months ago, but in the last year | [2] |
| <input type="checkbox"/> More than one year ago, but in the last three year | [3] |
| <input type="checkbox"/> More than three years ago | [4] |
| <input type="checkbox"/> Have never used the library or any of its services | [5] |

Q1B. In the last year, I have visited the library or used one of its services (including its website and online services):

(PLEASE MARK "x" FOR THE FIRST REPLY THAT FITS YOU BEST)

- | | |
|---------------------------------------------------------|-----|
| <input type="checkbox"/> More than once a week | [1] |
| <input type="checkbox"/> About once a week | [2] |
| <input type="checkbox"/> Two or three times a month | [3] |
| <input type="checkbox"/> About once a month | [4] |
| <input type="checkbox"/> Once every two to three months | [5] |
| <input type="checkbox"/> Two to three times in the year | [6] |
| <input type="checkbox"/> Once | [7] |
| <input type="checkbox"/> Not used in the past year | [8] |

Q1C. In the past year, I have visited or used.....

(MARK/CLICK ALL THAT APPLY):

- The main (or only) library branch [1]
- Another branch of the library [2]
- The mobile library service [3]
- The home library service [4]
- Online services e.g. website, online catalogue, online reservations [5]
- A deposit station (to pick up or return books) [6]
- Don't need to get to a branch –the library's online services
give me what I want [7]
- None of these [8]

Access

Q1D. In the past year when I visited a branch I usually (MARK/CLICK ALL THAT APPLY):	
<input type="checkbox"/> Drove myself or rode my motorbike	[1]
<input type="checkbox"/> Rode my bicycle	[2]
<input type="checkbox"/> Used public transport (bus, train, taxi etc)	[3]
<input type="checkbox"/> Walked	[4]
<input type="checkbox"/> Got a lift from a friend	[5]
<input type="checkbox"/> Got a lift from a community service	[6]
<input type="checkbox"/> Some other way PLEASE DESCRIBE _____ [7]	
<input type="checkbox"/> Have not visited a branch in the past year	[8]

NOTE: The last code is not needed if the question is only asked of those who have visited a branch in the past year. However, in a self complete questionnaire on paper it is probably better to offer this option rather than instruct people to skip the question, as skip instructions are often not followed correctly.

Q1F. Which, if any, of the following problems do you have in getting to a branch of the library [or a mobile library location]? (MARK/CLICK ALL THAT APPLY):

<input type="checkbox"/> Don't have my own transport	[1]
<input type="checkbox"/> Public transport not available	[2]
<input type="checkbox"/> Transport costs too much	[3]
<input type="checkbox"/> Public transport is too difficult	[4]
<input type="checkbox"/> It takes too much time to get there and back	[5]
<input type="checkbox"/> Some other problem (PLEASE DESCRIBE) _____ _____	[6]
<input type="checkbox"/> Don't need to get to a branch – use the home library service	[7]
<input type="checkbox"/> Don't need to get to a branch –the library's online services give me what I want	[8]
<input type="checkbox"/> No problems getting to a library branch	[9]

Overall Opinions	[1]	[2]	[3]	[4]	[5]
Q2A. Overall, I find the library facilities and services ...	Very Poor	Poor	Just alright	Good	Very Good
(MARK "x" IN ONE BOX):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q2B. What (if anything) would make the library and its services even better?					

<p>Q2C. What (if anything) is missing or frustrating about the library and its services?</p> <hr/> <hr/>

Q2D. If asked, I would				
(PLEASE MARK "x" THE OPTION THAT BEST EXPRESSES HOW YOU FEEL)				
<input type="checkbox"/>	Strongly recommend using the library			[1]
<input type="checkbox"/>	Suggest using the library			[2]
<input type="checkbox"/>	Mention the library might be useful			[3]
<input type="checkbox"/>	It would depend on the			[4]
<input type="checkbox"/>	Not offer an opinion			[5]
<input type="checkbox"/>	Suggest the library might not be useful			[6]
<input type="checkbox"/>	Suggest the library would not be much use			[7]
<input type="checkbox"/>	Say the library would be no use at all			[8]
Q2E. What leads you to choose that option?				
<hr/>				
Q2F. Whether I use the library's services or not, having it there for others is				
(MARK "x" IN ONE BOX):				
[1]	[2]	[3]	[4]	[5]
Completely unnecessary	Not worth the cost	Just worth the cost	Well worth the cost	Absolutely essential
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use of Collections and Services

Q3A. PLEASE MARK "x" IN ONE BOX ON EACH ROW In the past year, I have used...	IN THE PAST YEAR I HAVE USED THE FOLLOWING COLLECTIONS					Did not know I the library had this collection
	None	1-2	3-5	6-10	Over 10	
Adult fiction books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult non-fiction books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young adult books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's puzzles and toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines and newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local studies and local history collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books, magazines or DVDs in languages other than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ebooks (including audio ebooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio books on tape or CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music on CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3B. PLEASE MARK "x" IN ONE BOX ON EACH ROW In the past year, I have used...	IN THE PAST YEAR I HAVE USED EACH SERVICE LISTED THAT I KNOW ABOUT					Did not know I could do this
	None	1-2	3-5	6-10	Over 10	
Computers in the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet access at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wifi internet access at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The online library catalogue						
Databases and other electronic resources (not including e books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online/email notification of new books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The library online/emailed newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library mobile phone apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SMS messages from the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classes, programs and activities for adults (eg. Book clubs, author talks, technology classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help finding information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Library as a space to do my own activities (eg. study)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q3c. PLEASE MARK "x" IN ONE BOX ON EACH ROW In the past year, I have used...	IN THE PAST YEAR I HAVE USED EACH SERVICE LISTED THAT I KNOW ABOUT					Did not know I could do this
	None	1-2	3-5	6-10	Over 10	
Activities for children aged ten or under	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities for young people aged over 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework help for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinions about Collections

Q4. PLEASE MARK "x" IN ONE BOX ON EACH ROW In my experience, I have found...	HOW GOOD			[4]
	[1] Good	[2] OK	[3] Poor	Have not used this collection
Adult fiction books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult non-fiction books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Young adult books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's puzzles and toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reference works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic novels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magazines and newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local studies and local history collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books or magazines in languages other than English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ebooks (including audio ebooks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audio books on tape or CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music on CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinions about technology, services and programs

Q5a PLEASE MARK "x" IN ONE BOX ON EACH ROW In my experience, I have found...	HOW GOOD			[4] Have not used this	
	[1] Good	[2] OK	[3] Poor		
Computers in the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Internet access at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wifi internet access at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The online library catalogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Databases and other electronic resources (not including e books)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Online/email notification of new books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The library online/emailed newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Library mobile phone apps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SMS messages from the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classes, programs and activities for adults (eg. Book clubs, author talks, technology classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Help finding information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Opening hours at the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Library as a space to do my own activities (eg. study)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q6. PLEASE MARK "x" IN ONE BOX ON EACH ROW In my experience, I have found.....	HOW GOOD			[4] Have not used these	[5] No children in this age group
	[1] Good	[2] OK	[3] Poor		
Activities for children aged 10 or below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities for young people aged over 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework help for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinions about Library Staff

	[1]	[2]	[3]	[4]	[5]
Q7A. Overall, the service from library staff is....	Very Poor	Poor	Just alright	Good	Very Good
(MARK "x" IN ONE BOX):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7B. I ask for help from library staff.....	Never	Rarely	On some visits	On most visits	On every visit
(MARK "x" IN ONE BOX):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7C. I find the staff at the Library....	[1] Never	[2] Some -times	[3] Usually	[4] Always	[5] Not relevant – no contact with staff
Friendly and approachable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promote library programs and events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7D. I find the staff at the Library...	[1] Never	[2] Some times	[3] Usually	[4] Always	[5] Not relevant – help not needed
Helpful on the phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful in response to emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Available to help when I need them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know enough to help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective in resolving my problems or questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful when asked about what to choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know enough to help in using computers and the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively seek to help me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Opinions About The Buildings and Facilities

PLEASE MARK x FOR ONE ANSWER IN EACH SET BETWEEN DASHED LINES BELOW*

<p>Q8. The library branch that I use most ...</p>	<p><input type="checkbox"/> Has enough clear, helpful signs <input type="checkbox"/> Does not have enough clear helpful signs</p>
<p><input type="checkbox"/> Is kept in good repair <input type="checkbox"/> Neither good nor poor <input type="checkbox"/> Is in poor condition</p>	<p><input type="checkbox"/> Is easy to get around in <input type="checkbox"/> Neither <input type="checkbox"/> Is too hard to get around in</p>
<p><input type="checkbox"/> Is easy to get to <input type="checkbox"/> Neither easy nor hard <input type="checkbox"/> Is too hard to get to</p>	<p><input type="checkbox"/> Is easy to find what I want <input type="checkbox"/> Neither <input type="checkbox"/> Is too hard to find what I want</p>
<p><input type="checkbox"/> Has plenty of seating <input type="checkbox"/> Neither <input type="checkbox"/> Lacks enough seating</p>	<p><input type="checkbox"/> Has an excellent building <input type="checkbox"/> Neither <input type="checkbox"/> Too limited by its building</p>
<p><input type="checkbox"/> Is neat and tidy enough <input type="checkbox"/> Neither <input type="checkbox"/> Is too often untidy</p>	<p><input type="checkbox"/> Is well enough lit <input type="checkbox"/> Neither <input type="checkbox"/> Is too dark</p>
<p><input type="checkbox"/> Is safe and secure for users <input type="checkbox"/> Neither <input type="checkbox"/> Feels risky</p>	<p><input type="checkbox"/> Has enough spaces for special activities <input type="checkbox"/> Neither <input type="checkbox"/> Lacks spaces for special activities</p>
<p><input type="checkbox"/> Feels warm and welcoming <input type="checkbox"/> Neither <input type="checkbox"/> Feels off-putting</p>	<p><input type="checkbox"/> Keeps books and material in good, clean condition <input type="checkbox"/> Neither <input type="checkbox"/> Too much dirty or damaged stock</p>
<p><input type="checkbox"/> Has bright cheerful children's areas <input type="checkbox"/> Neither <input type="checkbox"/> Dull, drab children's areas</p>	<p><input type="checkbox"/> Has enough well-serviced, up to date equipment <input type="checkbox"/> Neither <input type="checkbox"/> Equipment too often poorly maintained or outdated</p>
<p><input type="checkbox"/> Has wide enough aisles <input type="checkbox"/> Neither <input type="checkbox"/> Has aisles that are too narrow</p>	
<p><input type="checkbox"/> Has all shelves at a comfortable height <input type="checkbox"/> Neither <input type="checkbox"/> Has too many shelves that are too high or too low for comfort</p>	
<p><input type="checkbox"/> Quiet enough <input type="checkbox"/> Neither <input type="checkbox"/> Too noisy</p>	
<p><input type="checkbox"/> Always has enough resources for the numbers using it <input type="checkbox"/> Neither <input type="checkbox"/> Usually overloaded</p>	
<p><input type="checkbox"/> Easy to identify staff <input type="checkbox"/> Neither <input type="checkbox"/> Too hard to identify staff</p>	
<p><input type="checkbox"/> Has enough staff at all times <input type="checkbox"/> Neither <input type="checkbox"/> Rarely has enough staff</p>	

Q9 In the past year, have you ...

PLEASE MARK x FOR ALL THOSE THAT APPLY

- Used the internet from outside any library branch to obtain information from the library or its online services [1]
– IF SO PLEASE ANSWER Q#+1
- Logged in to the library's online catalogue from outside the library [2]
– IF SO PLEASE ANSWER Q#+1
- Logged in to the library's online catalogue from inside the library [3]
- None of these [4]

PLEASE MARK ONE REPLY IN EACH SET BETWEEN DASHED LINES*

Q10. The library's web site accessible on the internet from outside the library (not just an online catalogue)...	
<input type="checkbox"/> Is well organised & easy to use	[1]
<input type="checkbox"/> Neither	[2]
<input type="checkbox"/> Is confusing & too hard to use-	[3]
<input type="checkbox"/> Lets me do whatever I want to do from home	[1]
<input type="checkbox"/> Neither	[2]
<input type="checkbox"/> Lacks features that I would like to have	[3]

<input type="checkbox"/> Is kept right up to date	[1]
<input type="checkbox"/> Neither	[2]
<input type="checkbox"/> Gets too far out of date	[3]

Sources of information

Q11A. I remember seeing or hearing advertising, promotion or information about the library in ...
(MARK "x" IN THE BOX FOR ALL THAT YOU RECALL. WRITE IN EXTRA DETAILS)

An advertisement in a newspaper or magazine [01]

An article in a newspaper or magazine [02]

An eNewsletter from Council [03]

On the library's or council's website [04]

Somewhere else on the internet [05]

In a printed library brochure [06]

In a banner, sign or poster at a library branch [07]

In a banner, sign or poster away from any library branch [08]

In an email from the library [09]

Someone I know told me about it [10]

Somewhere else [11]

PLEASE

DESCRIBE.....

.....

Don't remember any [12]

Q11B. I would be likely to learn about what is happening in my library if the information was ... [MARK "x" IN THE BOX FOR ALL THOSE THAT WOULD BE LIKELY TO REACH YOU]

Sent by email [01]

Sent by SMS messaging [02]

In a local newspaper [03]

On Council's website [04]

On flyers or posters [05]

Available on Twitter or Facebook [06]

Sent through a smart phone app [07]

In a Library newsletter in my mail [08]

In a Library newsletter sent by email [09]

In school newsletters [10]

In advertising in the library [11]

On community notice boards [12]

Spread by library staff [13]

In some other way (PLEASE DESCRIBE) [15]

None of these would be likely to reach me [16]

I do not need to learn about what is happening in my library [17]

Q11C. I find out about what is happening in my local area from...

Local newspaper [01]

Local TV News [02]

Local ABC Radio [03]

Other local commercial radio[04]

Posters[05]

Someone I know telling me about it[06]

In some other way[07] (PLEASE DESCRIBE _____
_____)

I do not follow what is happening locally [08]

Personal Characteristics

The following items will help us be sure we have a good cross section of library users and help us to assess how well the library serves different sub-groups.

Q12. I am (MARK "x" FOR ONE ANSWER)	<input type="checkbox"/> Male [1]	<input type="checkbox"/> Female [2]
Q13. I am aged: (MARK "x" FOR ONE ANSWER)		
<input type="checkbox"/> Under 15 <input type="checkbox"/> 15-19 [1] <input type="checkbox"/> 20-24 <input type="checkbox"/> 25-29 [2] <input type="checkbox"/> 30-34 [3] <input type="checkbox"/> 35-39 [4] <input type="checkbox"/> 40-44 [5] <input type="checkbox"/> 45-49 [6] <input type="checkbox"/> 50-54 [7] <input type="checkbox"/> 55-59 [8] <input type="checkbox"/> 60-64 [9] <input type="checkbox"/> 65-69 [10] <input type="checkbox"/> 70-79 [11] <input type="checkbox"/> 80 or over [12]		
Q14. My main occupation is ... (MARK "x" FOR ONE ANSWER)		
<input type="checkbox"/> Paid full time work		[1]
<input type="checkbox"/> Paid part time or casual work		[2]
<input type="checkbox"/> Unemployed and looking for work		[3]
<input type="checkbox"/> Studying		[4]
<input type="checkbox"/> Retired from paid work		[5]
<input type="checkbox"/> Caring for my family and household		[6]
<input type="checkbox"/> Not doing paid work for other reasons		[7]
Q15. The highest level of education I have completed is... (MARK "x" FOR ONE ANSWER)		
<input type="checkbox"/> A University degree or post-graduate qualification		[1]
<input type="checkbox"/> A diploma or certificate		[2]
<input type="checkbox"/> An apprenticeship		[3]
<input type="checkbox"/> The upper level of secondary school (equivalent to the NSW Higher School Certificate)		[4] [5]
<input type="checkbox"/> The lower level of secondary school (equivalent to the NSW School Certificate)		[6]
<input type="checkbox"/> Did not complete the lower level of secondary school		[7]
<input type="checkbox"/> Something else		[9]

Q16 I read in languages other than English... (MARK "x" FOR ONE ANSWER)	
<input type="checkbox"/> Not at all	[1]
<input type="checkbox"/> A little	[2]
<input type="checkbox"/> A lot	[3]

Q17A. I am... (MARK "x" FOR ONE ANSWER)	
<input type="checkbox"/> Not enrolled in any course of study GO TO Q19 – NEXT PAGE	
<input type="checkbox"/> Enrolled in a course part time	
<input type="checkbox"/> Enrolled in a course full time	

Q17B. IF STUDYING..... (MARK "x" FOR ALL THOSE THAT APPLY)	
<input type="checkbox"/> In primary school	
<input type="checkbox"/> In secondary school year 7-10	
<input type="checkbox"/> In secondary school year 11 or 12	
<input type="checkbox"/> Studying at TAFE or a vocational college	
<input type="checkbox"/> Studying at university	
Q18. I live with children aged... (MARK "x" FOR ALL THOSE THAT APPLY)	
<input type="checkbox"/> Under five	
<input type="checkbox"/> Five to nine	
<input type="checkbox"/> Ten to twelve	
<input type="checkbox"/> Thirteen to fifteen	
<input type="checkbox"/> Sixteen to seventeen	
<input type="checkbox"/> Eighteen to nineteen	
<input type="checkbox"/> Twenty or over	
<input type="checkbox"/> Do not live with any children	

