

University of Canberra Library Client Survey

April 2013

Key Findings



Insync Surveys Pty Ltd

Melbourne	Phone: +61 3 9909 9209 • Fax: +61 3 9614 4460
Sydney	Phone: +61 2 8081 2000 • Fax: +61 2 9955 8929
Address	PO Box 446, Flinders Lane, VIC 8009, Australia
Website	www.insyncsurveys.com.au

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1. Executive summary

This year the University of Canberra Library recorded an overall performance score of 79.0%. This places the University of Canberra Library in the third quartile (or bottom 50%) of libraries that have surveyed with us over the last two years. However, it also reflects an overall score increase of 1.1% since the previous survey in 2011.

The areas of highest importance to Library clients include Library staff providing accurate answers to enquiries, being approachable and helpful, readily available to assist, and fair and non-discriminatory. Other themes include online and course specific resources meeting the needs of clients, wireless access being available in the Library when needed, adequate off campus access to resources and services, adequacy of printing, scanning and photocopying facilities, and ease of use of the website.

Five factors in the top 10 performance list relate to Library staff – more specifically their fairness, approachability and helpfulness, their provision of accurate answers to enquiries, their availability to assist, and the adequacy of the face to face enquiry service. The remaining factors relate to self service facilities meeting the needs of clients, wireless access being available in the Library when needed, adequate off campus access to Library resources and services, opening hours meeting clients' needs, and the adequacy of printing, scanning and photocopying facilities.

The top 10 performance list contains seven factors from the top 10 importance list:

- *Library staff treat me fairly and without discrimination*
- *Library staff are approachable and helpful*
- *Library staff provide accurate answers to my enquiries*
- *I can get wireless access in the Library when I need to*
- *Library staff are readily available to assist me*
- *When I am away from campus I can access the Library resources and services I need*
- *Printing, scanning and photocopying facilities in the Library meet my needs*

This is a positive result for the Library. Not only are these factors among the most important to clients of the Library, they are also being performed well.

The Library performed highest on the category of *Library staff*, with a score of 88.0%. The lowest score was identified for *Facilities and equipment* at 73.1% - an impressive 3.4% improvement since the 2011 survey.

The three categories ranked highest in importance for the clients of the University of Canberra Library are *Library staff*, *Information resources* and *Facilities and equipment*.

Service delivery is performing in the second quartile (top 50%) when benchmarked externally, a positive result for the Library. All other categories are third quartile (or bottom 50%) benchmark performers. With the exception of *Communication*, performance scores for all other categories have increased in comparison to the previous survey.

The following table identifies the performance of the Library across the best practice categories in the benchmarking context:

	Communication	Service delivery	Facilities & equipment	Library staff	Information resources	Weighted total
Weighting	15%	22%	18%	20%	25%	100%
April 2013	75.5%	79.4%	73.1%	88.0%	78.0%	79.0%
October 2011	75.8%	78.6%	69.7%	87.0%	77.2%	77.9%
September 2010	75.5%	76.8%	68.0%	86.9%	76.1%	76.9%
Highest performer in database	84.3%	84.3%	83.7%	94.5%	84.3%	86.2%
Median	76.1%	78.9%	74.0%	88.3%	79.4%	79.4%
Lowest performer in database	70.3%	71.5%	67.4%	82.2%	75.2%	74.4%

A review of the library-wide gap grid has identified the following improvement opportunities for the Library:

- *A computer is available when I need one*
- *Laptop facilities (e.g. desks, power) in the Library meet my needs*
- *I can find a quiet place in the Library to study when I need to*
- *The Library website is easy to use*
- *Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs*
- *The items I'm looking for on the Library shelves are usually there*
- *The Library catalogue is easy to use*
- *I can find a place in the Library to work in a group when I need to*

Although only one of these factors recorded a gap score in the critical range, it may be prudent to keep an eye on them all to ensure that they do not become problematic.

Respondents were asked to indicate how often they contact the Library, how often they access the Library online, and how often they are required to be on campus. The most common frequency response was *2-4 days a week* across all three questions.

In conclusion, the University of Canberra Library achieved positive internal results for the Library Client Survey in 2013 and improved performance in many areas in comparison to the previous survey in 2011. Looking ahead, there is a need for improvement in the benchmarking context.

2. Introduction

Background

Insync Surveys ensures that libraries can measure performance against each other, which in turn enables libraries to develop the highest possible standards of service for library users. Consistent with this principle, Insync Surveys was retained by the University of Canberra Library to conduct a survey of its clients so that their views, ideas, and suggestions can be considered as part of its commitment to improvement. The results of the survey are compared with other libraries in the Insync Surveys database, which has been built over 10 years.

Survey objectives

The primary objective of the survey is to provide the Library with a way to identify key client concerns. More specifically, the survey aims to:

- identify, prioritise and manage the key issues affecting clients
- allow the Library's performance to be measured and monitored over time
- provide clients with the opportunity to communicate openly and honestly with the management team of the Library, and
- compare results with other libraries so that performance can be measured against industry best practice standards.

Survey process

The survey required all clients to provide some demographic information. It then displayed 28 statements considered critical to the success of the Library. Clients were asked to rate each statement twice – first to measure the importance of each of the statements to them, and second to measure their impressions of the Library's performance on each statement. Clients were then asked three questions relating to their information seeking behaviour.

Clients of the Library were invited to participate in the survey in April 2013 by completing the questionnaire anonymously. This confidentiality helps ensure that the true concerns of the clients are identified. The survey could only be completed online.

This is the fifth survey of its kind to be undertaken by the Library.

Scaling

The adoption of a seven-point scale provides very valid discrimination of stakeholder attitudes across the questions that are asked in the survey instrument. We have also found through our research that a seven-point scale is sufficiently interval in nature to apply standard statistical tests of the means that are produced from such scales. Accordingly, the results we produce involve analysis of the mean responses to each of the questions asked, across all demographic categories.

Note that the middle option “4” in the seven-point scale allows for respondents to “neither agree nor disagree”.

Response statistics

The following table details the number of usable survey forms received from clients of the Library. Where clients do not indicate their demographic information, forms are classified as 'Unspecified'.

This year the survey generated 981 responses. This number provides a good degree of confidence in the results obtained at the overall level. The number of responses received is lower than the 2011 survey, in which 1123 responses were generated.

University of Canberra Library Client Survey April 2013		
Response statistics		
Total	981	
What is your major area of study, research or teaching?	n	%
Applied Science	91	9.3%
Arts and Design	203	20.7%
Business and Government	216	22.0%
Education	150	15.3%
Health	157	16.0%
Information Sciences and Engineering	80	8.2%
Law	63	6.4%
Unspecified	21	2.1%
What single category best describes you?		
Undergraduate	632	64.4%
Postgraduate (coursework)	151	15.4%
Postgraduate (higher degree by research)	33	3.4%
Academic/Research staff	80	8.2%
General staff	66	6.7%
UC College/UC English Language Institute	14	1.4%
Other	4	0.4%
Unspecified	1	0.1%
Which category best describes you?		
International student/staff	181	18.5%
Domestic student/staff	787	80.2%
Unspecified	13	1.3%

University of Canberra Library Client Survey April 2013		
Response statistics		
Total	981	
How often do you come into the Library?	n	%
Daily	117	11.9%
2-4 days a week	335	34.1%
Weekly	189	19.3%
Fortnightly	93	9.5%
Monthly	83	8.5%
Rarely (i.e. a few times a year)	135	13.8%
Never	19	1.9%
Unspecified	10	1.0%
How often do you access the Library online?		
Daily	137	14.0%
2-4 days a week	300	30.6%
Weekly	222	22.6%
Fortnightly	110	11.2%
Monthly	88	9.0%
Rarely (i.e. a few times a year)	98	10.0%
Never	23	2.3%
Unspecified	3	0.3%
How often are you required to be on campus?		
Daily	236	24.1%
2-4 days a week	594	60.6%
Weekly	99	10.1%
Fortnightly	15	1.5%
Monthly	2	0.2%
Rarely (i.e. a few times a year)	18	1.8%
Never	17	1.7%
Unspecified	0	0.0%

Rating importance but not performance

Respondents who had not used a service, and were therefore not able to rate its performance, were nevertheless able to rate how important each service attribute is to them. These importance rankings are tabled below. Note that this data is excluded from, and has no bearing on, the individual and aggregate benchmark scores contained in this report.

University of Canberra Library Client Survey April 2013				
Response statistics: importance (performance N/A)				
Variable	Total	Importance		
	Mean	Rank	#	%
Library staff treat me fairly and without discrimination	6.41	1	32	3.26%
Library staff provide accurate answers to my enquiries	6.39	2	36	3.67%
When I am away from campus I can access the Library resources and services I need	6.17	3	30	3.06%
Library staff are approachable and helpful	6.07	4	30	3.06%
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.94	5	48	4.89%
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	5.93	6	29	2.96%
Course specific resources (including short loans) meet my learning needs	5.68	7	53	5.40%
Face to face enquiry services meet my needs	5.60	8	52	5.30%
Library staff are readily available to assist me	5.56	9	36	3.67%
The Library website is easy to use	5.55	10	22	2.24%
The Library catalogue is easy to use	5.48	11	23	2.34%
Books and articles I have requested from other libraries are delivered promptly	5.35	12	125	12.74%
The Library website provides useful information	5.30	13	23	2.34%
The Library anticipates my learning and research needs	5.27	14	60	6.12%
I can get wireless access in the Library when I need to	5.14	15	44	4.49%
Printing, scanning and photocopying facilities in the Library meet my needs	5.13	16	54	5.50%
Online enquiry services (e.g. Chat, Ask a Librarian) meet my needs	5.07	17	114	11.62%
The items I'm looking for on the Library shelves are usually there	5.03	18	37	3.77%
Library training sessions / appointments with a librarian help me with my learning and research needs	4.99	19	88	8.97%
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	4.96	20	57	5.81%
Opening hours meet my needs	4.93	21	30	3.06%
Library signage is clear	4.88	22	24	2.45%
I am informed about Library services	4.82	23	28	2.85%
I can find a quiet place in the Library to study when I need to	4.69	24	48	4.89%
A computer is available when I need one	4.65	25	51	5.20%
I can find a place in the Library to work in a group when I need to	4.61	26	66	6.73%
Laptop facilities (e.g. desks, power) in the Library meet my needs	4.57	27	54	5.50%
The Library is a good place to study	4.42	28	50	5.10%

3. Detailed results interpretation

What clients believe is important for the Library

The 10 highest ranked importance factors for Library clients are listed in descending priority order in the table below. The previous survey results are also reported to enable a comparison.

April 2013 Top 10 importance	Mean (1 = low, 7 = high)	October 2011 Top 10 importance	Mean (1 = low, 7 = high)
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	6.55	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	6.53
I can get wireless access in the Library when I need to	6.53	I can get wireless access in the Library when I need to	6.50
Library staff provide accurate answers to my enquiries	6.48	Library staff provide accurate answers to my enquiries	6.44
Library staff are approachable and helpful	6.45	Library staff are approachable and helpful	6.42
When I am away from campus I can access the Library resources and services I need	6.44	When I am away from campus I can access the Library resources and services I need	6.40
Library staff treat me fairly and without discrimination	6.40	The Library website is easy to use	6.39
The Library website is easy to use	6.37	The Library catalogue is easy to use	6.38
Library staff are readily available to assist me	6.37	Library staff treat me fairly and without discrimination	6.37
Printing, scanning and photocopying facilities in the Library meet my needs	6.34	Library staff are readily available to assist me	6.37
Course specific resources (including short loans) meet my learning needs	6.34	Course specific resources (including short loans) meet my learning needs	6.34

■ Common to 2013 and 2011

Of the 28 statements in the survey, 22 were identified as having importance means of 6.00 or higher. These statements are all of relatively high importance to clients.

The themes in the top 10 importance list include Library staff providing accurate answers to enquiries, being approachable and helpful, readily available to assist, and fair and non-discriminatory. Other themes include online and course specific resources meeting the needs of clients, wireless access being available in the Library when needed, adequate off campus access to resources and services, adequacy of printing, scanning and photocopying facilities, and ease of use of the website.

How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by clients in 2013 as compared with those ranked highest in 2011.

April 2013 Top 10 performance	Mean (1 = low, 7 = high)	October 2011 Top 10 performance	Mean (1 = low, 7 = high)
Library staff treat me fairly and without discrimination* 6	6.40	Library staff treat me fairly and without discrimination	6.31
Library staff are approachable and helpful* 4	6.19	Library staff are approachable and helpful	6.09
Library staff provide accurate answers to my enquiries* 3	6.05	Library staff provide accurate answers to my enquiries	6.01
I can get wireless access in the Library when I need to* 2	6.03	Library staff are readily available to assist me	5.93
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	6.03	Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.90
Library staff are readily available to assist me* 8	6.00	Face to face enquiry services meet my needs	5.76
Face to face enquiry services meet my needs	5.82	I can get wireless access in the Library when I need to	5.75
When I am away from campus I can access the Library resources and services I need* 5	5.79	When I am away from campus I can access the Library resources and services I need	5.67
Opening hours meet my needs	5.67	Opening hours meet my needs	5.58
Printing, scanning and photocopying facilities in the Library meet my needs* 9	5.66	Books and articles I have requested from other libraries are delivered promptly	5.51

(Factors marked * were also identified in the top 10 importance list)

■ Common to 2013 and 2011

The survey identified 26 out of 28 variables with scores greater than 5.00. All of these variables are considered strong performers, with 5.00 representing a relatively strong rating on a seven-point scale.

Five factors in the top 10 performance list relate to Library staff – more specifically their fairness, approachability and helpfulness, their provision of accurate answers to enquiries, their availability to assist, and the adequacy of the face to face enquiry service. The remaining factors relate to self service facilities meeting the needs of clients, wireless access being available in the Library when needed, adequate off campus access to Library resources and services, opening hours meeting clients' needs, and the adequacy of printing, scanning and photocopying facilities.

The top 10 performance list contains seven factors from the top 10 importance list:

- *Library staff treat me fairly and without discrimination*
- *Library staff are approachable and helpful*
- *Library staff provide accurate answers to my enquiries*
- *I can get wireless access in the Library when I need to*
- *Library staff are readily available to assist me*
- *When I am away from campus I can access the Library resources and services I need*
- *Printing, scanning and photocopying facilities in the Library meet my needs*

This is a positive result for the Library. Not only are these factors among the most important to clients of the Library, they are also being performed well.

At the other end of the scale are the lowest performing factors. This table shows the ten factors given the lowest rankings by the Library clients in 2013 as compared with those ranked lowest in 2011.

Please note that the lowest performing variable appears first on the list.

April 2013 Lowest 10 performance	Mean (1 = low, 7 = high)	October 2011 Lowest 10 performance	Mean (1 = low, 7 = high)
A computer is available when I need one	3.84	A computer is available when I need one	3.48
Laptop facilities (e.g. desks, power) in the Library meet my needs	4.81	Laptop facilities (e.g. desks, power) in the Library meet my needs	4.70
The Library anticipates my learning and research needs	5.04	I can find a quiet place in the Library to study when I need to	4.78
I can find a quiet place in the Library to study when I need to	5.06	I can find a place in the Library to work in a group when I need to	4.81
I can find a place in the Library to work in a group when I need to	5.07	The Library anticipates my learning and research needs	5.12
I am informed about Library services	5.15	The Library is a good place to study	5.12
The items I'm looking for on the Library shelves are usually there	5.24	I am informed about Library services	5.16
Library signage is clear	5.24	The items I'm looking for on the Library shelves are usually there	5.20
The Library website is easy to use* ⁷	5.29	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.26
The Library catalogue is easy to use	5.32	Library signage is clear	5.26

(Factors marked * were also identified in the top ten importance list)

■ Common to 2013 and 2011

Where clients believe the Library can improve

In identifying factors for improvement, Insync Surveys analyses the perceived difference – or “gap” – between the importance and performance scores for each variable. Based on our experience, gaps between 1.00 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.00 are serious and should be acted upon.

This table reports the 10 variables with the highest gaps for the 2013 and 2011 surveys.

April 2013 Top 10 gaps	Mean (1 = low, 7 = high)	October 2011 Top 10 gaps	Mean (1 = low, 7 = high)
A computer is available when I need one	2.20	A computer is available when I need one	2.65
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.43	Laptop facilities (e.g. desks, power) in the Library meet my needs	1.52
I can find a quiet place in the Library to study when I need to	1.25	I can find a quiet place in the Library to study when I need to	1.48
The Library website is easy to use* 7	1.09	I can find a place in the Library to work in a group when I need to	1.24
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs* 1	1.05	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.16
The items I'm looking for on the Library shelves are usually there	1.04	The items I'm looking for on the Library shelves are usually there	1.08
The Library catalogue is easy to use	1.02	The Library is a good place to study	1.06
I can find a place in the Library to work in a group when I need to	1.00	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.05
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	0.91	The Library catalogue is easy to use	1.02
Course specific resources (including short loans) meet my learning needs* 10	0.88	Course specific resources (including short loans) meet my learning needs	0.99

(Factors marked * were also identified in the top 10 importance list)

■ Common to 2013 and 2011

Of all the 28 variables, only one recorded a gap score in the critical range, namely *a computer is available when I need one*.

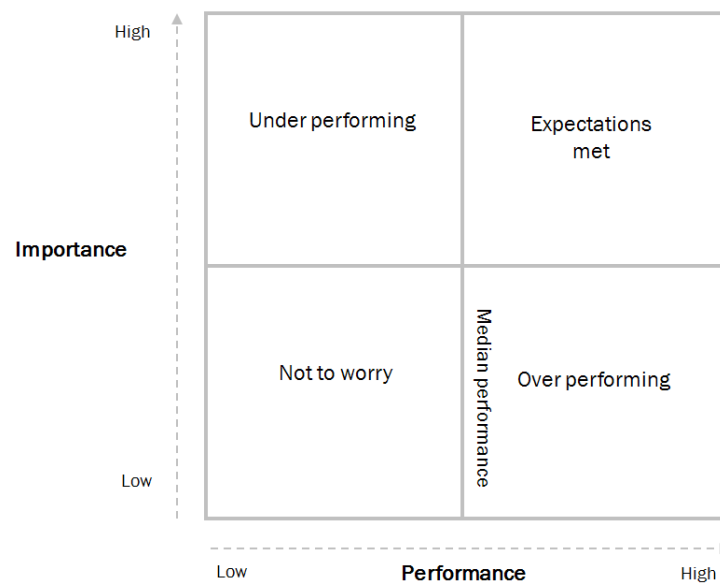
The top 10 gap list contains three factors from the top 10 importance list, which suggests that these are areas to prioritise for improvement:

- *The Library website is easy to use*
(a bottom 25% benchmark performer)
- *Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs*
(also a bottom 25% benchmark performer)
- *Course specific resources (including short loans) meet my learning needs*
(a bottom 50% benchmark performer)

The gap grid analysis

Analysis of the gap scores enable the Library to prioritise strategies for improvement in terms of those factors considered most pressing by clients. This information is reported in the gap grid (see detailed data report, page 22). The gap grid is a two dimensional visual tool that allows you to see the position of each factor in relation to both its importance and its performance.

For each survey variable it shows the weighted performance score (horizontal axis), the weighted importance score (vertical axis) and the gap score (colour coded). In addition, the median of overall performance and overall importance is highlighted on each of the axis. The two medians can be used to divide the gap grid into four quadrants, as displayed in the figure below.



Prioritising potential improvement opportunities

A review of the library-wide gap grid has identified the following improvement opportunities for the Library:

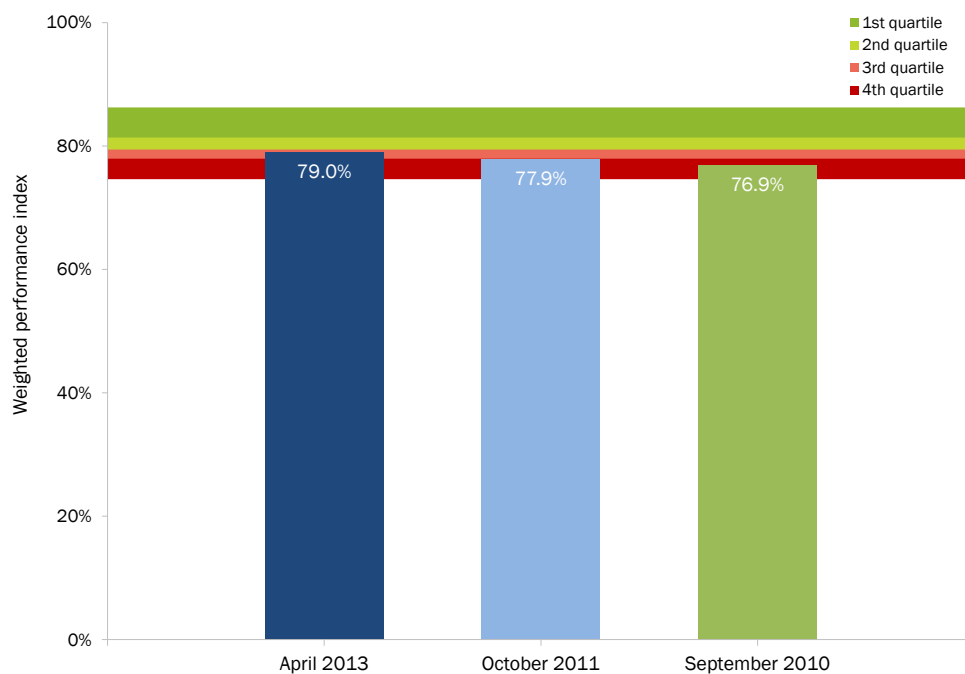
- *A computer is available when I need one*
- *Laptop facilities (e.g. desks, power) in the Library meet my needs*
- *I can find a quiet place in the Library to study when I need to*
- *The Library website is easy to use*
- *Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs*
- *The items I'm looking for on the Library shelves are usually there*
- *The Library catalogue is easy to use*
- *I can find a place in the Library to work in a group when I need to*

Although only one of these factors recorded a gap score in the critical range, it may be prudent to keep an eye on them all to ensure that they do not become problematic.

Comparison with other libraries

Weighted performance index

The Library recorded an overall performance score of 79.0%. This places the University of Canberra Library in the third quartile (or bottom 50%) of libraries that have surveyed with us over the last two years. However, it also reflects an overall score increase of 1.1% since the previous survey in 2011.



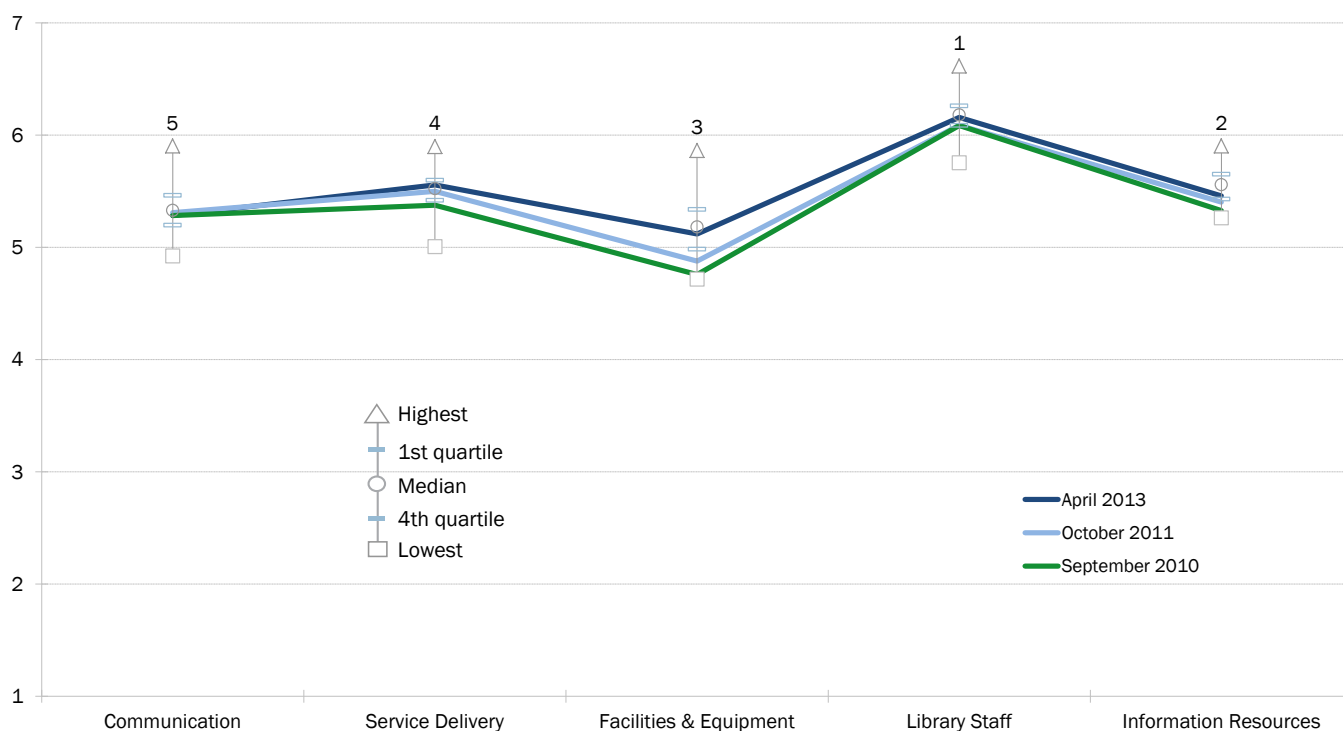
Best practice categories

The following graph shows the performance scores of the Library, within the range of other library scores, across the five best practice categories. At the time the University of Canberra Library Client Survey was administered, 38 other libraries had completed benchmark surveys. It is this group that makes up the comparison group.

The three categories ranked highest in importance for the clients of the University of Canberra Library are *Library staff*, *Information resources* and *Facilities and equipment* (as indicated by the bold numbers in the following graph).

Service delivery is performing in the second quartile (top 50%) when benchmarked externally, a positive result for the Library. All other categories are third quartile (or bottom 50%) benchmark performers.

With the exception of *Communication*, performance scores for all other categories have increased in comparison to the previous survey. A more specific view of results on each variable within the categories can be found in the detailed data report (from page 5 onwards).



Scorecard

The following scorecard presents similar information to the previous graph however the emphasis here is on the numerical scores of the Library in each category.

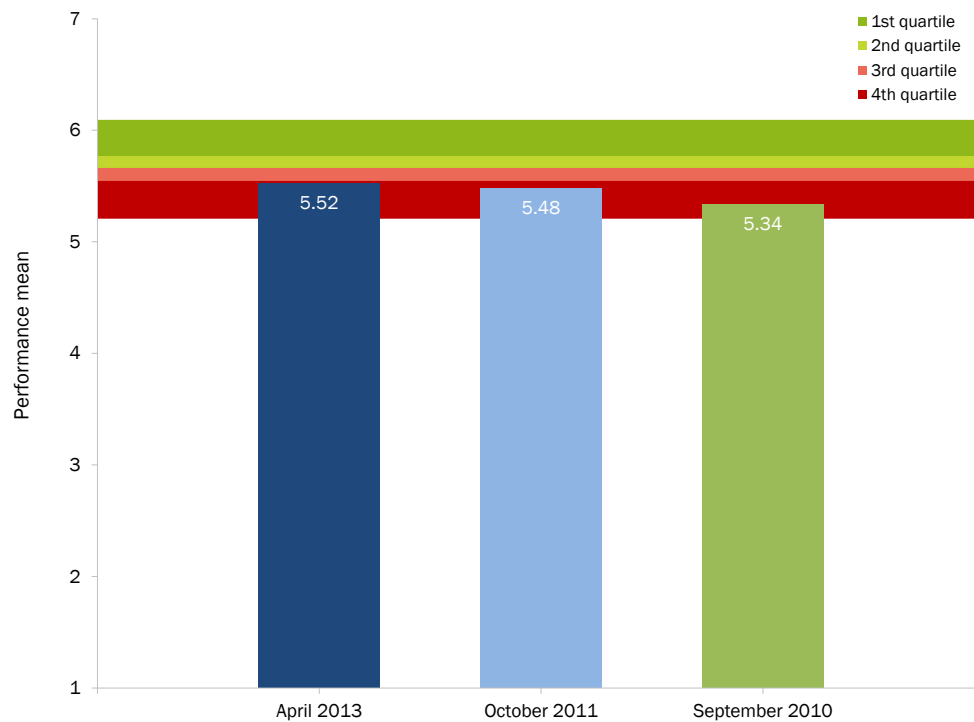
The Library performed highest on the category of *Library staff*, with a score of 88.0%. The lowest score was identified for *Facilities and equipment* at 73.1% - an impressive 3.4% improvement since the 2011 survey.

The information in the table also enables a comparison of the Library results with the highest, lowest and median performers in the Insync Surveys database.

	Communication	Service delivery	Facilities & equipment	Library staff	Information resources	Weighted total
Weighting	15%	22%	18%	20%	25%	100%
April 2013	75.5%	79.4%	73.1%	88.0%	78.0%	79.0%
October 2011	75.8%	78.6%	69.7%	87.0%	77.2%	77.9%
September 2010	75.5%	76.8%	68.0%	86.9%	76.1%	76.9%
Highest performer in database	84.3%	84.3%	83.7%	94.5%	84.3%	86.2%
Median	76.1%	78.9%	74.0%	88.3%	79.4%	79.4%
Lowest performer in database	70.3%	71.5%	67.4%	82.2%	75.2%	74.4%

Overall satisfaction

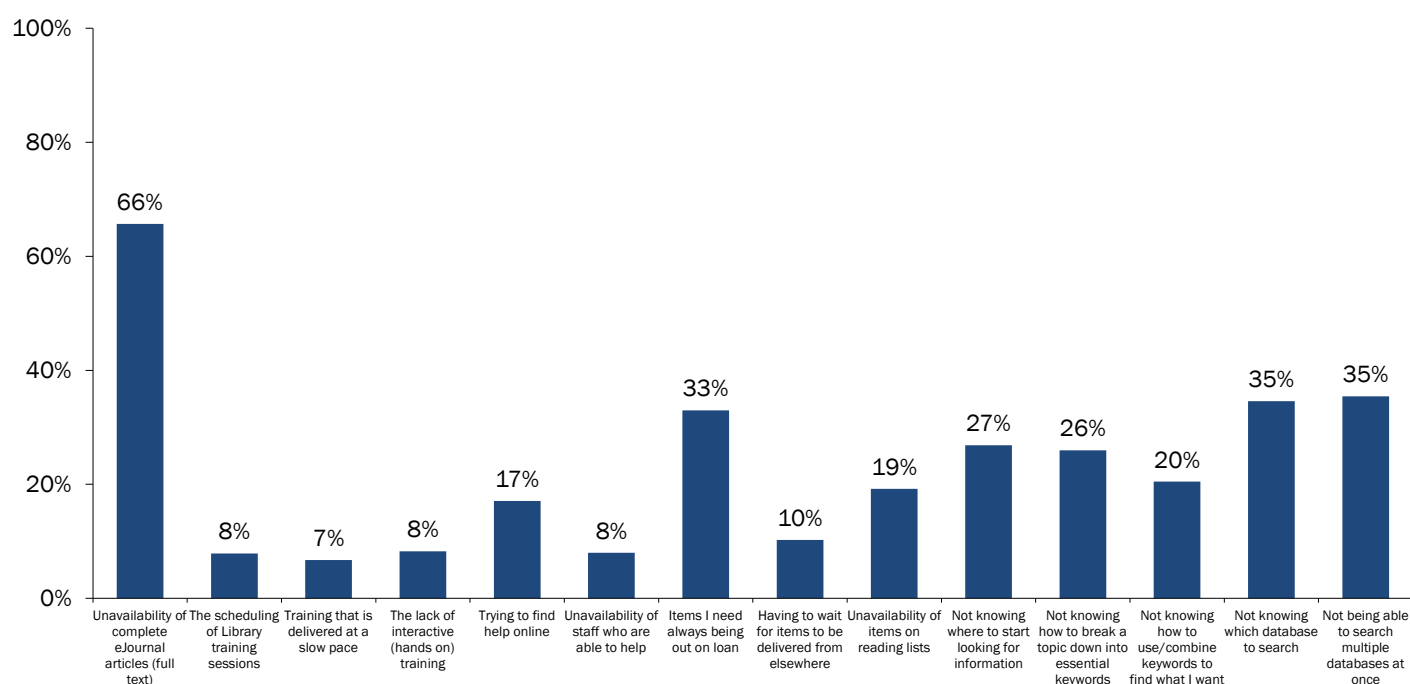
Respondents were asked to provide a general assessment of their satisfaction with the Library (see graph below). In this case, the overall average of 5.52 places the Library in the fourth quartile when compared with other libraries that have surveyed over the last two years. This is an improvement on the results from 2011, when the Library scored 5.48.



Looking for information

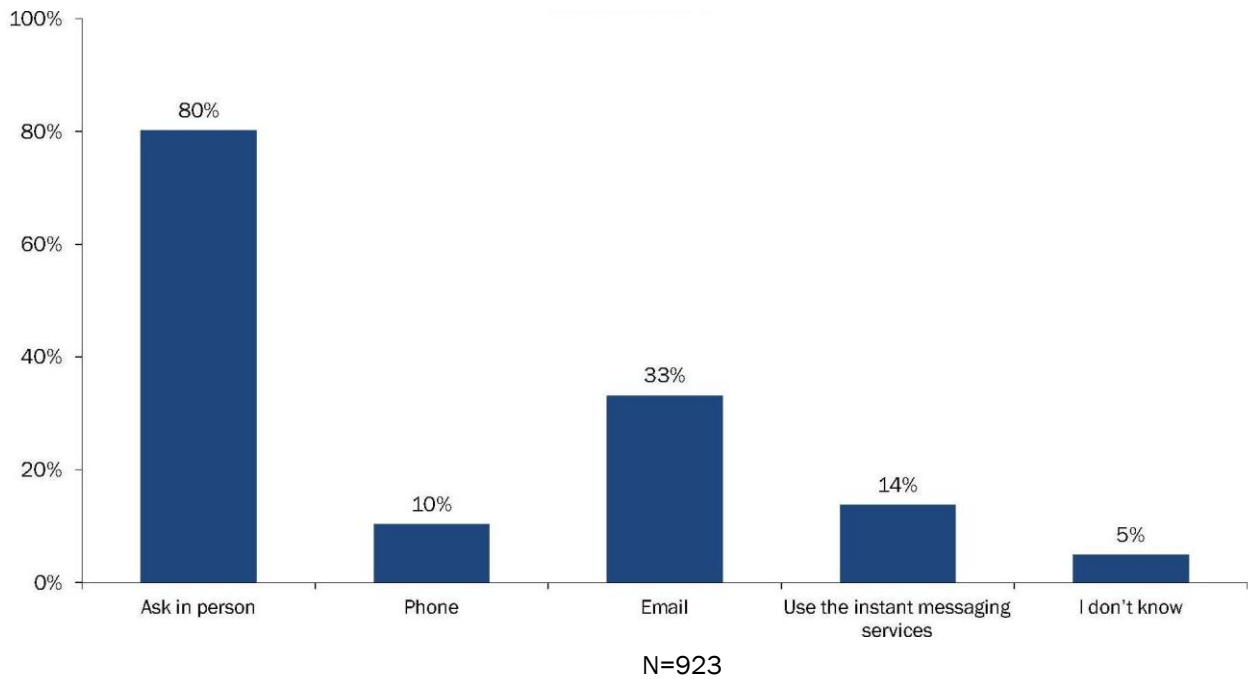
Respondents were asked three questions about their information seeking behaviours, and were presented with a number of options. The following bar charts display in percentage terms the preferences of respondents for these options.

I am frustrated by:

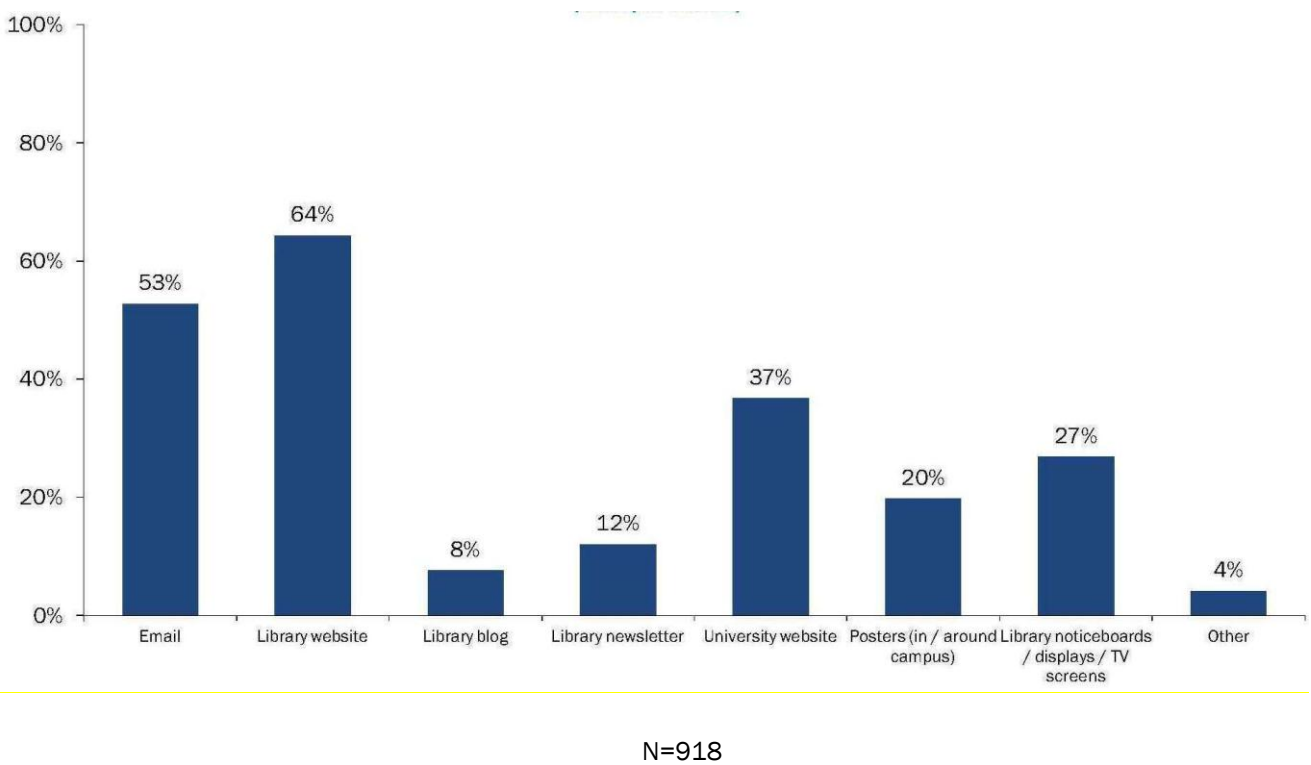


N=815

If I need to ask Library staff for help, I prefer to:



I prefer to learn about Library services through:



4. Summary of results by demographics

The following tables show the top five improvement opportunities (gaps) across each of the major demographic breakdowns within the University of Canberra.

When considering the following tables, there are a few things to keep in mind. Caution should be exercised when interpreting the data for groups with fewer than 25 responses, as a small response number can lead to unstable mean scores.

Secondly, if a factor is highlighted, it means that it is unique, that is, not shared by any other group in that demographic breakdown.

Based on our experience, gaps between 1.00 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.00 are serious and should be acted upon.

What is your major area of study, research or teaching?

University of Canberra Library Client Survey April 2013 Top 5 gap scores by demographic What is your major area of study, research or teaching?		Unique factor
Applied Science (91 responses)	Gap score	
A computer is available when I need one	1.86	
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.43	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.31	
The Library is a good place to study	1.08	
I can find a quiet place in the Library to study when I need to	1.07	
Arts and Design (203 responses)	Gap score	
A computer is available when I need one	2.37	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.41	
I can find a quiet place in the Library to study when I need to	1.30	
The Library website is easy to use	1.17	
The Library catalogue is easy to use	1.13	
Business and Government (216 responses)	Gap score	
A computer is available when I need one	1.94	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.34	
I can find a quiet place in the Library to study when I need to	1.10	
I can find a place in the Library to work in a group when I need to	1.10	
The items I'm looking for on the Library shelves are usually there	1.01	
Education (150 responses)	Gap score	
A computer is available when I need one	2.21	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.58	
I can find a place in the Library to work in a group when I need to	1.12	
I can find a quiet place in the Library to study when I need to	1.11	
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	0.99	
Health (157 responses)	Gap score	
A computer is available when I need one	2.44	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.49	
I can find a quiet place in the Library to study when I need to	1.45	
The Library website is easy to use	1.26	
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.19	
Information Sciences and Engineering (80 responses)	Gap score	
A computer is available when I need one	2.08	
The Library website is easy to use	1.23	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.23	
The Library catalogue is easy to use	1.18	
I can find a quiet place in the Library to study when I need to	1.13	
Law (63 responses)	Gap score	
A computer is available when I need one	2.74	
The items I'm looking for on the Library shelves are usually there	1.93	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.80	
I can find a quiet place in the Library to study when I need to	1.80	
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.69	

What single category best describes you?

University of Canberra Library Client Survey April 2013	
Top 5 gap scores by demographic	
What single category best describes you?	Unique factor
Undergraduate (632 responses)	Gap score
A computer is available when I need one	2.37
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.58
I can find a quiet place in the Library to study when I need to	1.32
I can find a place in the Library to work in a group when I need to	1.12
The items I'm looking for on the Library shelves are usually there	1.06
Postgraduate (coursework) (151 responses)	Gap score
A computer is available when I need one	2.05
The Library website is easy to use	1.21
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.20
I can find a quiet place in the Library to study when I need to	1.19
The Library catalogue is easy to use	1.07
Postgraduate (higher degree by research) (33 responses)	Gap score
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	2.15
The Library website is easy to use	1.73
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.52
The Library catalogue is easy to use	1.43
A computer is available when I need one	1.42
Academic/Research staff (80 responses)	Gap score
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.54
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.25
The Library website is easy to use	1.03
A computer is available when I need one	0.92
The Library catalogue is easy to use	0.88
General staff (66 responses)	Gap score
Laptop facilities (e.g. desks, power) in the Library meet my needs	2.09
A computer is available when I need one	2.08
I can find a place in the Library to work in a group when I need to	1.39
I can find a quiet place in the Library to study when I need to	1.38
Course specific resources (including short loans) meet my learning needs	1.26
UC College/UC English Language Institute (14 responses)	Gap score
The items I'm looking for on the Library shelves are usually there	1.65
The Library website is easy to use	1.47
The Library catalogue is easy to use	1.31
I am informed about Library services	1.15
Library training sessions / appointments with a librarian help me with my learning and research needs	0.83

Which category best describes you?

University of Canberra Library Client Survey April 2013	
Top 5 gap scores by demographic	
Which category best describes you?	Unique factor
International student/staff (181 responses)	Gap score
A computer is available when I need one	1.86
I can find a quiet place in the Library to study when I need to	1.09
The items I'm looking for on the Library shelves are usually there	1.06
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.03
I can find a place in the Library to work in a group when I need to	0.98
Domestic student/staff (787 responses)	Gap score
A computer is available when I need one	2.30
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.54
I can find a quiet place in the Library to study when I need to	1.29
The Library website is easy to use	1.12
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.08

How often do you come into the Library?

University of Canberra Library Client Survey April 2013	
Top 5 gap scores by demographic	
How often do you come into the Library?	Unique factor
Daily (117 responses)	Gap score
A computer is available when I need one	2.42
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.56
I can find a quiet place in the Library to study when I need to	1.41
I can find a place in the Library to work in a group when I need to	1.26
The Library is a good place to study	1.11
2-4 days a week (335 responses)	Gap score
A computer is available when I need one	2.18
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.37
I can find a quiet place in the Library to study when I need to	1.23
I can find a place in the Library to work in a group when I need to	1.09
The items I'm looking for on the Library shelves are usually there	1.03
Weekly (189 responses)	Gap score
A computer is available when I need one	2.43
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.62
I can find a quiet place in the Library to study when I need to	1.37
The items I'm looking for on the Library shelves are usually there	1.31
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.25
Fortnightly (93 responses)	Gap score
A computer is available when I need one	1.88
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.35
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.08
I can find a quiet place in the Library to study when I need to	1.08
The Library website is easy to use	0.98
Monthly (83 responses)	Gap score
A computer is available when I need one	1.88
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.36
The Library catalogue is easy to use	1.21
The Library website is easy to use	1.19
I can find a quiet place in the Library to study when I need to	1.14
Rarely (i.e. a few times a year) (135 responses)	Gap score
A computer is available when I need one	1.95
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.44
The Library website is easy to use	1.31
The Library catalogue is easy to use	1.28
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.21
Never (19 responses)	Gap score
The Library anticipates my learning and research needs	1.83
The Library catalogue is easy to use	1.82
The Library website is easy to use	1.77
The Library website provides useful information	1.50
Course specific resources (including short loans) meet my learning needs	1.50

How often do you access the Library online?

University of Canberra Library Client Survey April 2013	
Top 5 gap scores by demographic	
How often do you access the Library online?	
	Unique factor
Daily (137 responses)	Gap score
A computer is available when I need one	2.15
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.40
I can find a quiet place in the Library to study when I need to	1.34
The Library website is easy to use	1.12
The Library is a good place to study	0.98
2-4 days a week (300 responses)	Gap score
A computer is available when I need one	2.06
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.38
I can find a quiet place in the Library to study when I need to	1.36
The items I'm looking for on the Library shelves are usually there	1.09
The Library website is easy to use	1.00
Weekly (222 responses)	Gap score
A computer is available when I need one	2.21
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.37
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.21
I can find a quiet place in the Library to study when I need to	1.19
The Library catalogue is easy to use	1.14
Fortnightly (110 responses)	Gap score
A computer is available when I need one	2.32
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.58
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.19
Course specific resources (including short loans) meet my learning needs	1.10
I can find a quiet place in the Library to study when I need to	1.08
Monthly (88 responses)	Gap score
A computer is available when I need one	2.50
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.51
The Library catalogue is easy to use	1.30
I can find a quiet place in the Library to study when I need to	1.24
The Library website is easy to use	1.19
Rarely (i.e. a few times a year) (98 responses)	Gap score
A computer is available when I need one	2.39
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.52
I can find a place in the Library to work in a group when I need to	1.39
The Library catalogue is easy to use	1.33
I can find a quiet place in the Library to study when I need to	1.21
Never (23 responses)	Gap score
A computer is available when I need one	2.77
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.75
I can get wireless access in the Library when I need to	1.56
The items I'm looking for on the Library shelves are usually there	1.52
Books and articles I have requested from other libraries are delivered promptly	1.50

How often are you required to be on campus?

University of Canberra Library Client Survey April 2013 Top 5 gap scores by demographic How often are you required to be on campus?		Unique factor
Daily (236 responses)	Gap score	
A computer is available when I need one	1.95	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.26	
I can find a quiet place in the Library to study when I need to	1.13	
The Library catalogue is easy to use	1.10	
The Library website is easy to use	1.09	
2-4 days a week (594 responses)	Gap score	
A computer is available when I need one	2.35	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.51	
I can find a quiet place in the Library to study when I need to	1.30	
I can find a place in the Library to work in a group when I need to	1.09	
The items I'm looking for on the Library shelves are usually there	1.08	
Weekly (99 responses)	Gap score	
A computer is available when I need one	2.00	
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.47	
I can find a quiet place in the Library to study when I need to	1.38	
The items I'm looking for on the Library shelves are usually there	1.15	
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.15	
Fortnightly (15 responses)	Gap score	
The Library website is easy to use	1.86	
A computer is available when I need one	1.82	
The Library catalogue is easy to use	1.46	
Course specific resources (including short loans) meet my learning needs	1.33	
The Library website provides useful information	1.23	
Rarely (i.e. a few times a year) (18 responses)	Gap score	
The Library website is easy to use	2.00	
The Library catalogue is easy to use	1.83	
A computer is available when I need one	1.75	
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.65	
The Library website provides useful information	1.44	
Never (17 responses)	Gap score	
The Library catalogue is easy to use	1.49	
The Library website is easy to use	1.43	
The Library website provides useful information	1.06	
Printing, scanning and photocopying facilities in the Library meet my needs	1.00	
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	0.96	

5. Next steps

Planning for the way forward is not limited to the recommendations in this report. A number of other areas may also require consideration. For instance, there may be areas that clients have identified as low in importance but are high priority for the Library. These should be reviewed. It is also important to consider issues unique to different demographic groups and look beyond the overall results. When prioritising issues for action, it is recommended that a combination of the quantitative analyses and comments, with the option of future focus groups, be used to gain a more in-depth understanding of student concerns.

