University of Canberra Library
Client Survey report

October 2011

Contents

1. Executive summary

This year the University of Canberra Library recorded an overall performance score of 77.9%. This places the University of Canberra Library in the third quartile of libraries that have surveyed with us over the last two years and reflects a score increase of 1% since the previous survey in 2010.

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; and the Library website and catalogue being easy to use.

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 prompt delivery of books and articles requested through interlibrary loan.

The top 10 performance list contains six 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*

- *Library staff are readily available to assist me*

- *I can get wireless access in the Library when I need to*

- *When I am away from campus I can access the Library resources and services I need*

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 87.0%. The lowest score was identified for *facilities and equipment* at 69.7%.

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*.

The categories of *communication* and *service delivery* are performing in the second quartile (top 50%) when benchmarked externally, a positive result for the Library. Performance scores for all categories have increased in comparison to the previous survey.

The following table identifies 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%
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	80.6%	86.2%	83.2%	92.0%	82.6%	83.8%
Median	75.7%	77.7%	72.3%	87.2%	78.1%	78.5%
Lowest performer in database	69.1%	55.6%	64.3%	81.4%	69.7%	73.2%

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*

- *I can find a quiet place in the Library to study when I need to*

- *Laptop facilities (e.g. desks, power) in the Library meet my needs*

- *I can find a place in the Library to work in a group when I need to*

- *The Library is a good place to study*

Although only one of these factors recorded a gap score in the critical range, it may be prudent to keep an eye on all them 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,* with a response rate of 28.4%, 30.3% and 55.7% respectively.

In conclusion, the University of Canberra Library achieved positive results for the Library Client Survey in 2011 and improved performance in comparison to the previous survey in 2010.

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 (the "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 Library's client 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 October 2011 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 fourth 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".

A note on sector wide benchmarking

The survey instrument underwent a CAUL review in 2009. This resulted in a much improved instrument with fewer core benchmark variables. The primary change was the removal of a whole category – *service quality*, leaving a total of five best practice categories (instead of the original six). The quality variables were distributed among the remaining categories.

Insync Surveys then undertook a comprehensive mapping exercise to ensure that there would be continuity into the future and that existing pre-review data would be mapped correctly to the new survey template. Since 2009, all benchmark participants have employed the new instrument.

Another noticeable factor in the period since 2010 was the sector-wide improvements that have taken place across all areas, including *service delivery, library staff, communication*, and to a lesser extent, *facilities and equipment*. The most dramatic improvements were in the area of *information resources*. This has led to a re-shuffle in the performance rankings of participating universities, and the distributions across the four performance quartiles.

What this means is that quartile rankings have altered, and pre-2010 benchmark scores must now be viewed in the context of the dramatic sector-wide improvements that have occurred.

Response statistics

The following tables detail 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 1123 responses. This number provides a good degree of confidence in the results obtained at the overall level. Based on a target population of 16,249 potential respondents, the survey achieved a confidence level of 95% +/- 2.82%. The number of responses received is substantially higher than the 2010 survey, in which 678 responses were generated.

University of Canberra Library Client Survey Results, October Response statistics		
Total	**1123**	
What is your major area of study, research or teaching?	**n**	**%**
Applied Science	112	10.0%
Arts and Design	232	20.7%
Business and Government	238	21.2%
Education	170	15.1%
Health	187	16.7%
Information Sciences and Engineering	95	8.5%
Law	70	6.2%
Unspecified	19	1.7%
What single category best describes you?		
Undergraduate	644	57.3%
Postgraduate (coursework)	205	18.3%
Postgraduate (higher degree by research)	55	4.9%
Academic/Research staff	119	10.6%
General staff	77	6.9%
UC College/UC English Language Institute	15	1.3%
Other	7	0.6%
Unspecified	1	0.1%
Which category best describes you?		
International student/staff	246	21.9%
Domestic student/staff	871	77.6%
Unspecified	6	0.5%

University of Canberra Library Client Survey Results, October Response statistics		
Total	1123	
How often do you come into the Library?		
Daily	153	13.6%
2-4 days a week	319	28.4%
Weekly	223	19.9%
Fortnightly	105	9.3%
Monthly	123	11.0%
Rarely (i.e. a few times a year)	167	14.9%
Never	21	1.9%
Unspecified	12	1.1%
How often do you access the Library online?		
Daily	177	15.8%
2-4 days a week	340	30.3%
Weekly	261	23.2%
Fortnightly	105	9.3%
Monthly	104	9.3%
Rarely (i.e. a few times a year)	109	9.7%
Never	22	2.0%
Unspecified	5	0.4%
How often are you required to be on campus?		
Daily	304	27.1%
2-4 days a week	625	55.7%
Weekly	120	10.7%
Fortnightly	17	1.5%
Monthly	17	1.5%
Rarely (i.e. a few times a year)	17	1.5%
Never	20	1.8%
Unspecified	3	0.3%

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 Results, October 2011 Response statistics: importance (performance N/A)	Total			1123
Variable	Importance			
	Mean	Rank	#	%
Library staff are readily available to assist me	5.75	1	48	4.27%
Library staff provide accurate answers to my enquiries	5.74	2	54	4.81%
Library staff are approachable and helpful	5.70	3	46	4.10%
Library staff treat me fairly and without discrimination	5.58	4	52	4.63%
Face to face enquiry services meet my needs	5.56	5	63	5.61%
Books and articles I have requested from other libraries are delivered promptly	5.49	6	170	15.14%
The items I'm looking for on the Library shelves are usually there	5.36	7	47	4.19%
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	5.35	8	37	3.29%
The Library catalogue is easy to use	5.32	9	44	3.92%
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.31	10	59	5.25%
The Library website is easy to use	5.29	11	31	2.76%
Opening hours meet my needs	5.20	12	44	3.92%
When I am away from campus I can access the Library resources and services I need	5.13	13	48	4.27%
Printing, scanning and photocopying facilities in the Library meet my needs	5.13	13	80	7.12%
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.12	15	67	5.97%
I can get wireless access in the Library when I need to	5.09	16	76	6.77%
The Library website provides useful information	5.09	17	34	3.03%
Course specific resources (including short loans) meet my learning needs	5.06	18	63	5.61%
Laptop facilities (e.g. desks, power) in the Library meet my needs	4.96	19	79	7.03%
I can find a place in the Library to work in a group when I need to	4.93	20	87	7.75%
The Library anticipates my learning and research needs	4.90	21	71	6.32%
I can find a quiet place in the Library to study when I need to	4.86	22	66	5.88%
Online enquiry services (e.g. Chat, Ask a Librarian) meet my needs	4.83	23	145	12.91%
A computer is available when I need one	4.79	24	58	5.16%
Library training sessions / appointments with a librarian help me with my learning and research needs	4.78	25	114	10.15%
I am informed about Library services	4.58	26	31	2.76%
Library signage is clear	4.51	27	43	3.83%
The Library is a good place to study	4.44	28	79	7.03%

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.

October 2011 Top 10 importance	Mean (1 = low, 7 = high)	September 2010 Top 10 importance	Mean (1 = low, 7 = high)
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	6.53	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	6.51
I can get wireless access in the Library when I need to	6.50	When I am away from campus I can access the Library resources and services I need	6.44
Library staff provide accurate answers to my enquiries	6.44	Library staff are approachable and helpful	6.42
Library staff are approachable and helpful	6.42	Library staff provide accurate answers to my enquiries	6.41
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	6.37
The Library website is easy to use	6.39	Library staff are readily available to assist me	6.36
The Library catalogue is easy to use	6.38	The Library website is easy to use	6.34
Library staff treat me fairly and without discrimination	6.37	The Library catalogue is easy to use	6.33
Library staff are readily available to assist me	6.37	Course specific resources meet my learning needs	6.33
Course specific resources (including short loans) meet my learning needs	6.34	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	6.33

■ Common to 2011 and 2010

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; and the Library website and catalogue being easy to use.

How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by clients in 2011 as compared with those ranked highest in 2010.

October 2011 Top 10 performance	Mean (1 = low, 7 = high)	September 2010 Top 10 performance	Mean (1 = low, 7 = high)
Library staff treat me fairly and without discrimination *8	6.31	Library staff treat me fairly and without discrimination	6.35
Library staff are approachable and helpful *4	6.09	Library staff are approachable and helpful	6.12
Library staff provide accurate answers to my enquiries *3	6.01	Library staff provide accurate answers to my enquiries	5.99
Library staff are readily available to assist me *9	5.93	Library staff are readily available to assist me	5.88
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.90	Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.74
Face to face enquiry services meet my needs	5.76	Face-to-face enquiry services meet my needs	5.73
I can get wireless access in the Library when I need to *2	5.75	When I am away from campus I can access the Library resources and services I need	5.65
When I am away from campus I can access the Library resources and services I need *5	5.67	The Library catalogue is easy to use	5.47
Opening hours meet my needs	5.58	Library training sessions/appointments with a librarian help me with my learning and research needs	5.46
Books and articles I have requested from other libraries are delivered promptly	5.51	The Library website provides useful information	5.42

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

■   Common to 2011 and 2010

The survey identified 24 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 prompt delivery of books and articles requested through interlibrary loan.

The top 10 performance list contains six 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*

- *Library staff are readily available to assist me*

- *I can get wireless access in the Library when I need to*

- *When I am away from campus I can access the Library resources and services I need*

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 2011 as compared with those ranked lowest in 2010. Please note that the lowest performing variable appears first on the list.

October 2011 Lowest 10 performance	Mean (1 = low, 7 = high)	September 2010 Lowest 10 performance	Mean (1 = low, 7 = high)
A computer is available when I need one	3.48	A computer is available when I need one	3.17
Laptop facilities (e.g. desks, power) in the Library meet my needs	4.70	I can find a quiet place in the Library to study when I need to	4.85
I can find a quiet place in the Library to study when I need to	4.78	I can find a place in the Library to work in a group when I need to	4.88
I can find a place in the Library to work in a group when I need to	4.81	Laptop facilities (e.g. desks, power) in the Library meet my needs	4.89
The Library anticipates my learning and research needs	5.12	The Library anticipates my learning and research needs	5.00
The Library is a good place to study	5.12	The items I'm looking for on the Library shelves are usually there	5.03
I am informed about Library services	5.16	Printing, scanning and photocopying facilities in the Library meet my needs	5.11
The items I'm looking for on the Library shelves are usually there	5.20	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.11
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.26	I am informed about Library services	5.16
Library signage is clear	5.26	I can get wireless access in the Library when I need to	5.16

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

■ Common to 2011 and 2010

The lowest 10 performance list has no factors in common with the top 10 importance list. This is a positive result for the Library.

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 2011 and 2010 surveys.

October 2011 Top 10 gaps	Mean (1 = low, 7 = high)	September 2010 Top 10 gaps	Mean (1 = low, 7 = high)
A computer is available when I need one	2.65	A computer is available when I need one	2.96
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	1.40
I can find a quiet place in the Library to study when I need to	1.48	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.32
I can find a place in the Library to work in a group when I need to	1.24	Printing, scanning and photocopying facilities in the Library meet my needs	1.22
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs *1	1.16	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.22
The items I'm looking for on the Library shelves are usually there	1.08	Laptop facilities (e.g. desks, power) in the Library meet my needs	1.21
The Library is a good place to study	1.06	The items I'm looking for on the Library shelves are usually there	1.21
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.05	Course specific resources meet my learning needs	1.14
The Library catalogue is easy to use *7	1.02	I can find a place in the Library to work in a group when I need to	1.12
Course specific resources (including short loans) meet my learning needs *10	0.99	I can get wireless access in the Library when I need to	1.05

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

■ Common to 2011 and 2010

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

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

- *Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs*
  (a bottom 25% benchmark performer)

- *The Library catalogue is easy to use*
  (a top 50% benchmark performer)

- *Course specific resources (including short loans) meet my learning and research 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.
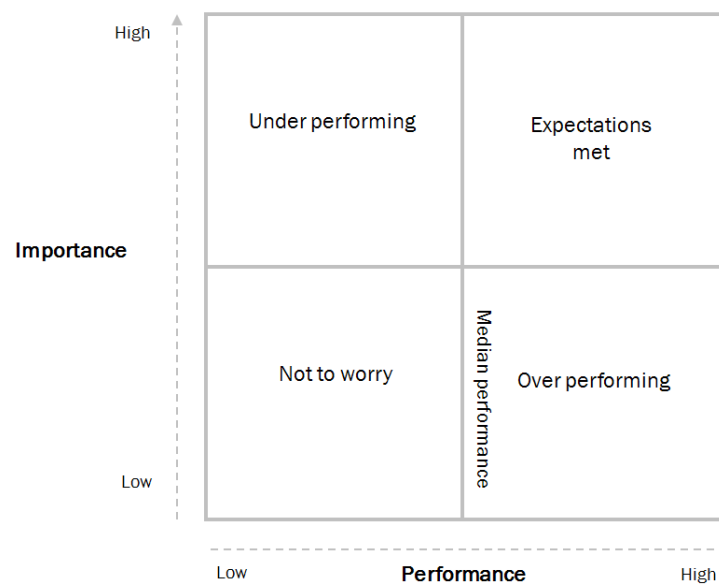
Prioritising potential improvement opportunities

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*

- *I can find a quiet place in the Library to study when I need to*

- *Laptop facilities (e.g. desks, power) in the Library meet my needs*

- *I can find a place in the Library to work in a group when I need to*

- *Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs*

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

Comparison with other libraries

Weighted performance index

The Library recorded an overall performance score of 77.9%. This places the University of Canberra Library in third quartile of libraries that have surveyed with us over the last two years, and very close to the median of the benchmark. This reflects a score increase of 1% since the previous survey in 2010.
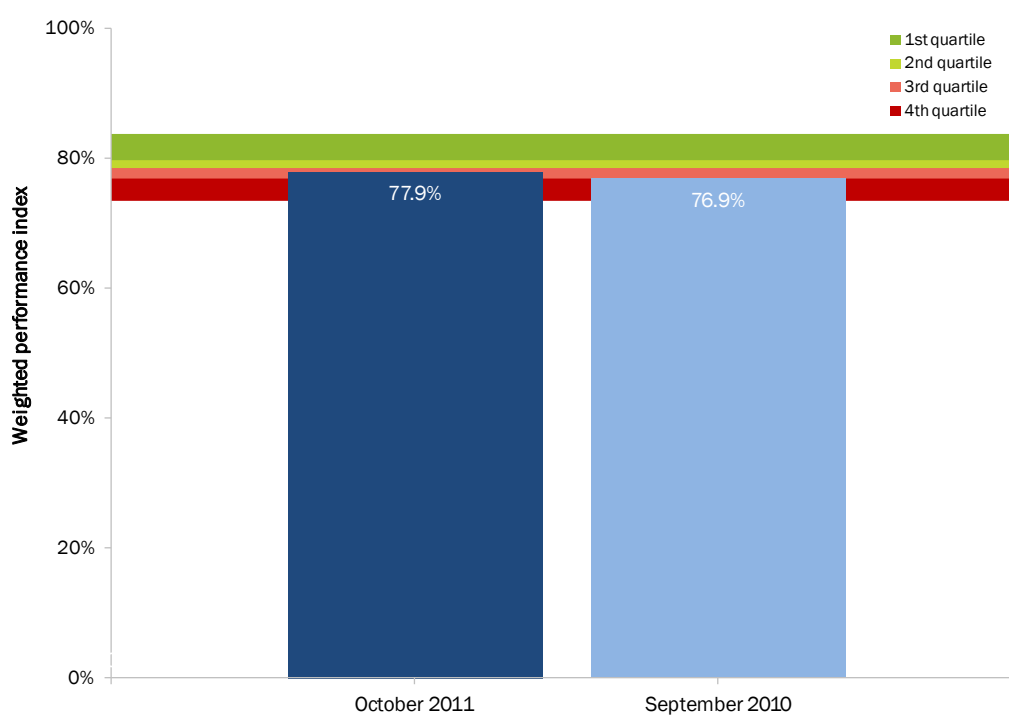
Best practice categories

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, 48 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).

The categories of *communication* and *service delivery* are performing in the second quartile (top 50%) when benchmarked externally, a positive result for the Library.

Performance scores for all 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).
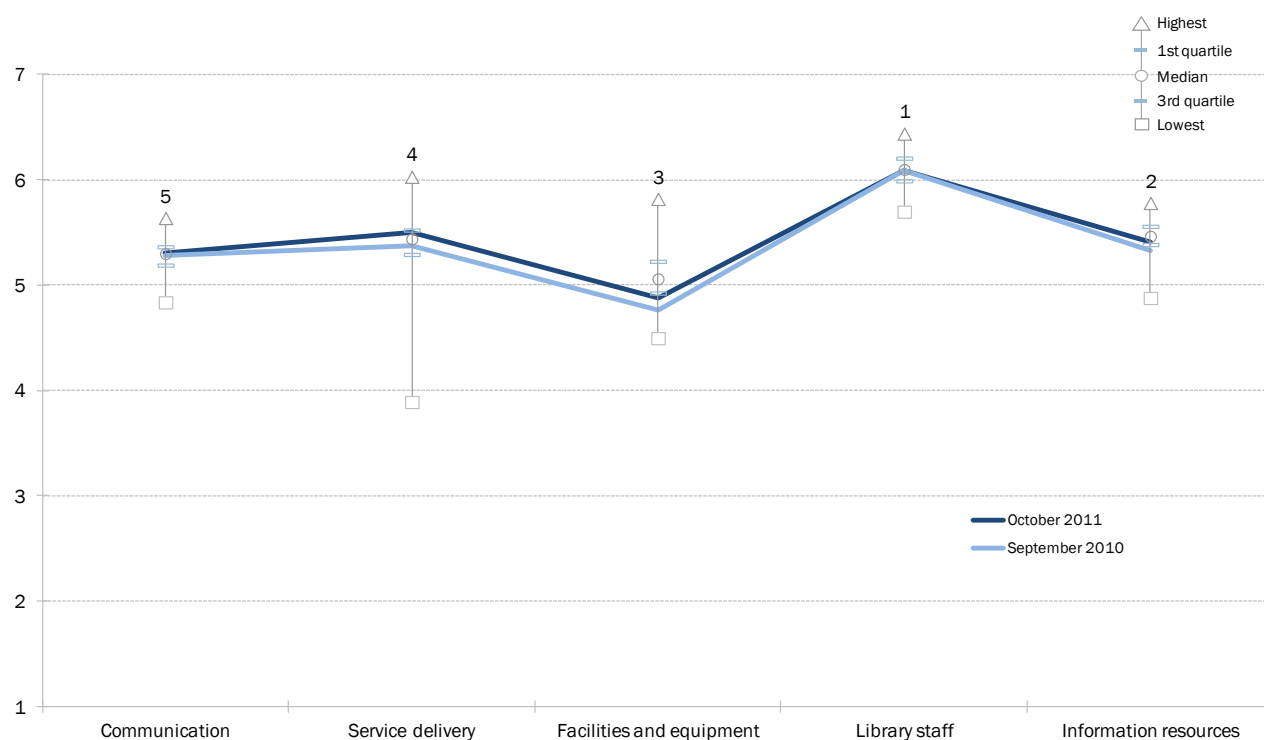
Scorecard

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 87.0%. The lowest score was identified for *facilities and equipment* at 69.7%.

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%
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	80.6%	86.2%	83.2%	92.0%	82.6%	83.8%
Median	75.7%	77.7%	72.3%	87.2%	78.1%	78.5%
Lowest performer in database	69.1%	55.6%	64.3%	81.4%	69.7%	73.2%

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 5.48 places the Library in the third quartile when compared with other libraries that have surveyed over the last two years. This is an improvement on the results from 2010, where the Library scored 5.34.
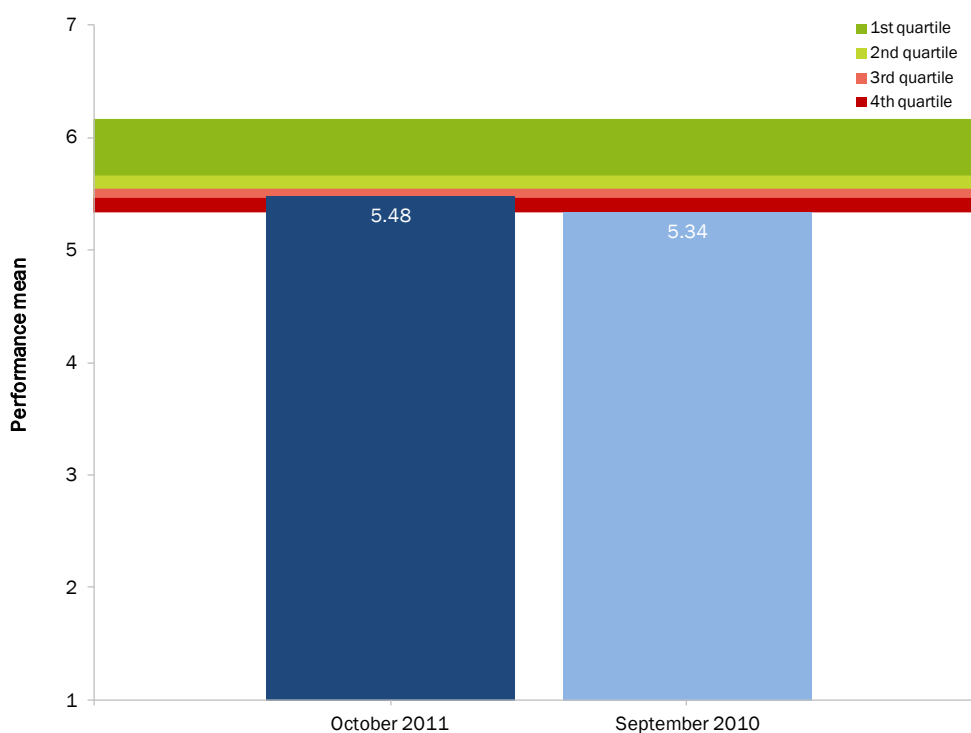
Looking for information

Respondents were asked three questions about their information seeking behaviour, 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:
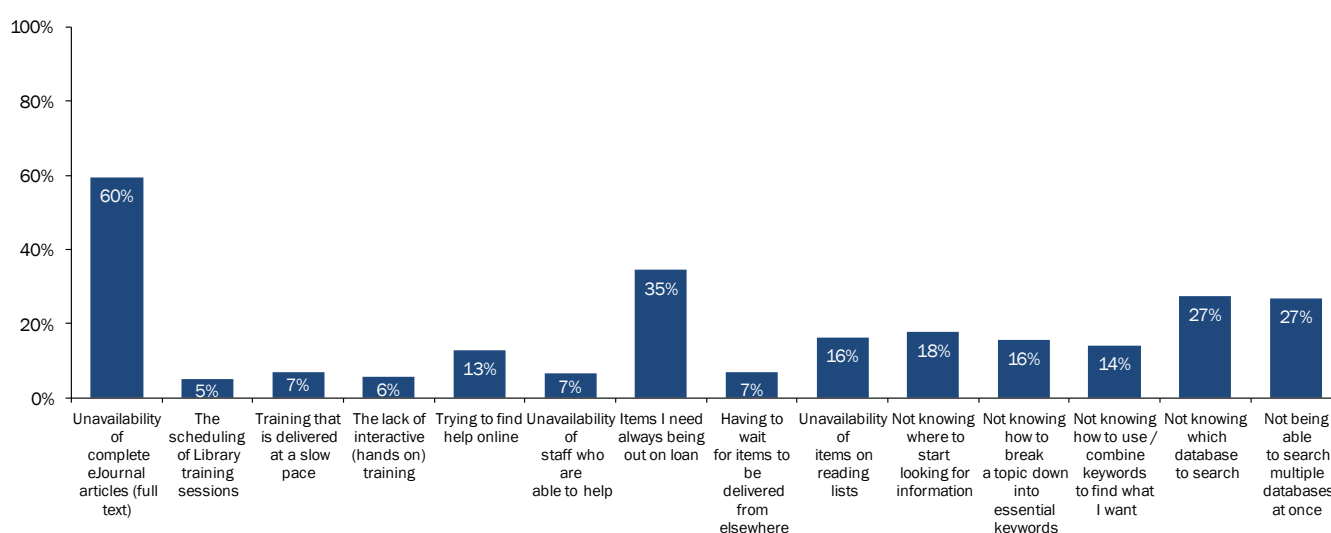
N=2879

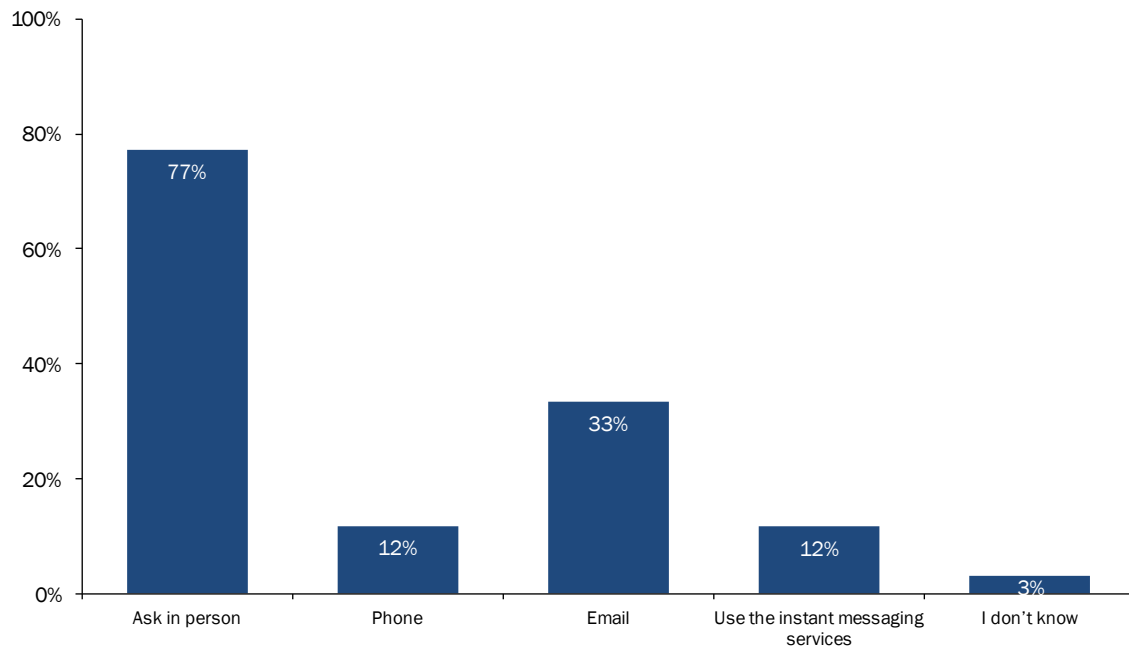## If I need to ask Library staff for help, I prefer to:

N=1539

I prefer to learn about Library services through:
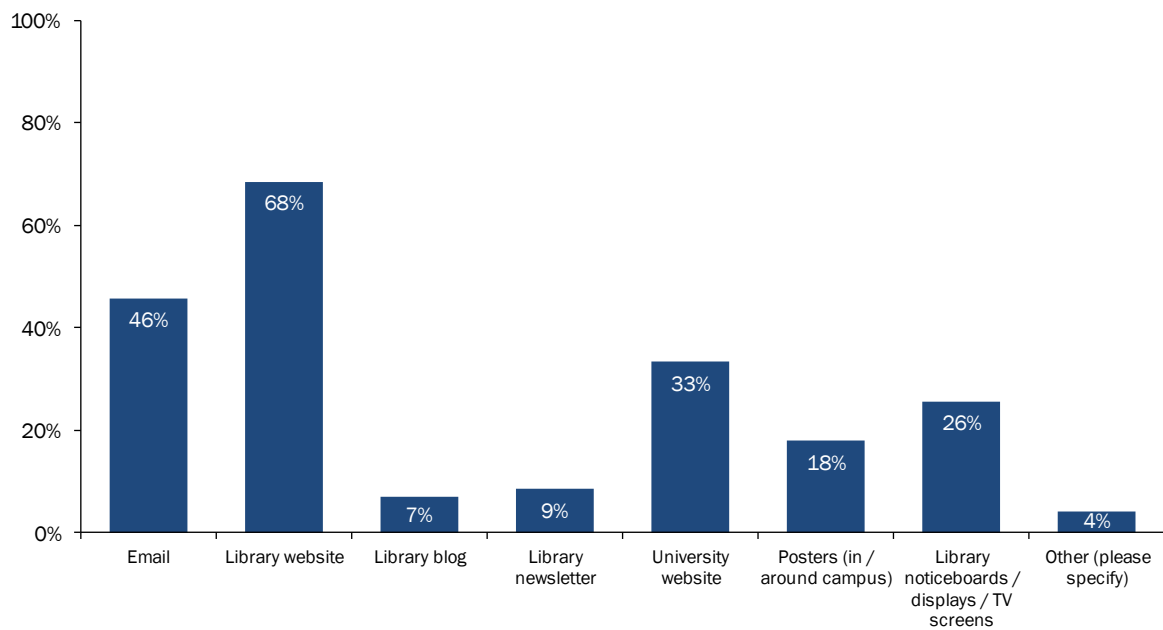
N=2365

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 Library.

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 Results, October 2011 Top 5 gap scores by demographic What is your major area of study, research or teaching?	Unique factor
Applied Science (112 responses)	**Gap score**
A computer is available when I need one	2.69
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.43
I can find a quiet place in the Library to study when I need to	1.31
I can find a place in the Library to work in a group when I need to	1.20
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.16
Arts and Design (232 responses)	**Gap score**
A computer is available when I need one	2.82
I can find a quiet place in the Library to study when I need to	1.54
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.49
I can find a place in the Library to work in a group when I need to	1.38
The items I'm looking for on the Library shelves are usually there	1.29
Business and Government (238 responses)	**Gap score**
A computer is available when I need one	2.42
I can find a quiet place in the Library to study when I need to	1.69
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.41
I can find a place in the Library to work in a group when I need to	1.23
The Library is a good place to study	1.19
Education (170 responses)	**Gap score**
A computer is available when I need one	2.34
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.50
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	1.08
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.04
Health (187 responses)	**Gap score**
A computer is available when I need one	3.05
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.63
I can find a quiet place in the Library to study when I need to	1.61
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.43
I can find a place in the Library to work in a group when I need to	1.24
Information Sciences and Engineering (95 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	1.39
I can find a place in the Library to work in a group when I need to	1.26
I can find a quiet place in the Library to study when I need to	1.15
The items I'm looking for on the Library shelves are usually there	1.14
Law (70 responses)	**Gap score**
A computer is available when I need one	2.72
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.88
I can find a quiet place in the Library to study when I need to	1.61
Opening hours meet my needs	1.57
The items I'm looking for on the Library shelves are usually there	1.49

What single category best describes you?

University of Canberra Library Client Survey Results, October 2011 Top 5 gap scores by demographic What single category best describes you?	Unique factor
Undergraduate (644 responses)	**Gap score**
A computer is available when I need one	2.94
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.66
I can find a quiet place in the Library to study when I need to	1.61
I can find a place in the Library to work in a group when I need to	1.34
The Library is a good place to study	1.15
Postgraduate (coursework) (205 responses)	**Gap score**
A computer is available when I need one	2.42
I can find a quiet place in the Library to study when I need to	1.47
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.46
The Library is a good place to study	1.27
I can find a place in the Library to work in a group when I need to	1.26
Postgraduate (higher degree by research) (55 responses)	**Gap score**
A computer is available when I need one	1.50
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.35
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.25
The Library catalogue is easy to use	1.08
The Library website is easy to use	1.00
Academic/Research staff (119 responses)	**Gap score**
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.51
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.48
A computer is available when I need one	1.33
The Library catalogue is easy to use	1.08
The Library website is easy to use	0.96
General staff (77 responses)	**Gap score**
A computer is available when I need one	2.11
I can find a quiet place in the Library to study when I need to	1.15
I can find a place in the Library to work in a group when I need to	1.14
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.09
The items I'm looking for on the Library shelves are usually there	1.04
UC College/UC English Language Institute (15 responses)	**Gap score**
Course specific resources (including short loans) meet my learning needs	1.25
The items I'm looking for on the Library shelves are usually there	1.22
The Library website is easy to use	1.18
Library staff provide accurate answers to my enquiries	1.06
I can get wireless access in the Library when I need to	1.03

Which category best describes you?

University of Canberra Library Client Survey Results, October 2011 Top 5 gap scores by demographic Which category best describes you?	Unique factor
International student/staff (246 responses)	**Gap score**
A computer is available when I need one	2.24
I can find a quiet place in the Library to study when I need to	1.63
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.30
The Library is a good place to study	1.21
The items I'm looking for on the Library shelves are usually there	1.19
Domestic student/staff (871 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	1.59
I can find a quiet place in the Library to study when I need to	1.44
I can find a place in the Library to work in a group when I need to	1.28
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.20

How often do you come into the Library?

University of Canberra Library Client Survey Results, October 2011 Top 5 gap scores by demographic How often do you come into the Library?	Unique factor
Daily (153 responses)	**Gap score**
A computer is available when I need one	2.63
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.71
I can find a quiet place in the Library to study when I need to	1.62
I can find a place in the Library to work in a group when I need to	1.26
The items I'm looking for on the Library shelves are usually there	1.19
2-4 days a week (319 responses)	**Gap score**
A computer is available when I need one	2.85
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.70
I can find a quiet place in the Library to study when I need to	1.63
I can find a place in the Library to work in a group when I need to	1.34
The Library is a good place to study	1.30
Weekly (223 responses)	**Gap score**
A computer is available when I need one	2.65
I can find a quiet place in the Library to study when I need to	1.53
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.39
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.20
The Library catalogue is easy to use	1.15
Fortnightly (105 responses)	**Gap score**
A computer is available when I need one	2.59
I can find a quiet place in the Library to study when I need to	1.40
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.28
I can find a place in the Library to work in a group when I need to	1.11
The items I'm looking for on the Library shelves are usually there	0.91
Monthly (123 responses)	**Gap score**
A computer is available when I need one	2.15
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.14
I can find a place in the Library to work in a group when I need to	1.11
Laptop facilities (e.g. desks, power) in the Library meet my needs	0.99
The Library website is easy to use	0.97
Rarely (i.e. a few times a year) (167 responses)	**Gap score**
A computer is available when I need one	2.55
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.53
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.44
The Library catalogue is easy to use	1.39
I can find a place in the Library to work in a group when I need to	1.38
Never (21 responses)	**Gap score**
Library signage is clear	2.00
The Library catalogue is easy to use	2.00
The Library website is easy to use	1.67
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.51
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.00

How often do you access the Library online?

University of Canberra Library Client Survey Results, October 2011 Top 5 gap scores by demographic How often do you access the Library online?	Unique factor
Daily (177 responses)	**Gap score**
A computer is available when I need one	3.00
I can find a quiet place in the Library to study when I need to	1.68
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.59
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.33
I can find a place in the Library to work in a group when I need to	1.30
2-4 days a week (340 responses)	**Gap score**
A computer is available when I need one	2.57
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.46
I can find a quiet place in the Library to study when I need to	1.45
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.14
I can find a place in the Library to work in a group when I need to	1.13
Weekly (261 responses)	**Gap score**
A computer is available when I need one	2.56
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.60
I can find a quiet place in the Library to study when I need to	1.44
I can find a place in the Library to work in a group when I need to	1.37
The items I'm looking for on the Library shelves are usually there	1.14
Fortnightly (105 responses)	**Gap score**
A computer is available when I need one	2.64
I can find a quiet place in the Library to study when I need to	1.27
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.27
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.13
I can find a place in the Library to work in a group when I need to	1.12
Monthly (104 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	1.39
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	1.25
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	1.10
Rarely (i.e. a few times a year) (109 responses)	**Gap score**
A computer is available when I need one	2.58
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.70
I can find a quiet place in the Library to study when I need to	1.61
The Library catalogue is easy to use	1.28
I can find a place in the Library to work in a group when I need to	1.27
Never (22 responses)	**Gap score**
A computer is available when I need one	3.40
I can get wireless access in the Library when I need to	2.36
I can find a quiet place in the Library to study when I need to	2.27
The Library is a good place to study	2.09
I can find a place in the Library to work in a group when I need to	1.77

How often are you required to be on campus?

University of Canberra Library Client Survey Results, October 2011 Top 5 gap scores by demographic How often are you required to be on campus?	Unique factor
Daily (304 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	1.33
I can find a quiet place in the Library to study when I need to	1.25
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	1.11
2-4 days a week (625 responses)	**Gap score**
A computer is available when I need one	2.90
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.65
I can find a quiet place in the Library to study when I need to	1.64
I can find a place in the Library to work in a group when I need to	1.37
The Library is a good place to study	1.20
Weekly (120 responses)	**Gap score**
A computer is available when I need one	2.23
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.48
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.33
I can find a quiet place in the Library to study when I need to	1.26
The Library catalogue is easy to use	1.20
Fortnightly (17 responses)	**Gap score**
I can find a quiet place in the Library to study when I need to	1.77
The Library is a good place to study	1.62
A computer is available when I need one	1.55
The Library website is easy to use	1.44
The Library catalogue is easy to use	1.40
Monthly (17 responses)	**Gap score**
A computer is available when I need one	1.09
The Library catalogue is easy to use	1.07
The Library website is easy to use	1.05
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	0.91
I can find a quiet place in the Library to study when I need to	0.68
Rarely (i.e. a few times a year) (17 responses)	**Gap score**
The Library website is easy to use	1.25
The Library catalogue is easy to use	1.20
Printing, scanning and photocopying facilities in the Library meet my needs	1.11
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	1.07
I am informed about Library services	0.93
Never (20 responses)	**Gap score**
The Library catalogue is easy to use	1.69
I can find a quiet place in the Library to study when I need to	1.34
The Library website is easy to use	1.29
A computer is available when I need one	1.23
The Library is a good place to study	1.17

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.