

# The Australian National University Library Client Survey

August 2018

## Key Findings Report



**Australian  
National  
University**

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# 1. Introduction

## Background

Insync 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 was retained by the Australian National University Library to conduct a survey of its clients so that their views, ideas, and suggestions may be considered as part of its commitment to improvement. The results of the Library's survey are compared with other libraries' recent results in the Insync database.

## Survey objectives

The primary objective of the survey is to provide the Library with a way to identify key client concerns, and act on them. 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
- compare results with other academic libraries so that performance can be measured in a best practice context

## Survey process

The survey required all clients to provide some demographic information. It then displayed 26 statements considered essential to the success of the Library. Clients were asked to rate each statement twice – first to indicate the importance of each of the statements to them, and second to indicate their impressions of the Library's performance on each statement.

Clients of the Library were given the opportunity to participate in the survey in August 2018 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.

## 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 tables detail the number of usable survey forms received from users of the Library. Where users do not indicate their demographic information, forms are classified as '*unspecified*'. This year the survey generated 275 responses. This number provides a lower than satisfactory degree of confidence in the results obtained at the overall level. This year, the number of responses received was lower than the 2014 survey, in which 498 responses were generated.

The Australian National University Library Client Survey, August 2018		
Response statistics		
<b>Total</b>	<b>275</b>	
<b>Which Campus Library do you use most?</b>		
	<b>n</b>	<b>%</b>
Art & Music Library	13	4.7%
JB Chifley Library	126	45.8%
Law Library	23	8.4%
RG Menzies Library	29	10.5%
WK Hancock Library	81	29.5%
Unspecified	3	1.1%
<b>What is your major area of study, research or teaching?</b>		
Arts & Social Sciences	68	24.7%
Asia & the Pacific	24	8.7%
Business and Economics	63	22.9%
Engineering and Computer Sciences	32	11.6%
Law	23	8.4%
Medicine, Biology & Environment	35	12.7%
Physical & Mathematical Sciences	22	8.0%
Administrative Area	1	0.4%
Other	7	2.5%
Unspecified	0	0.0%
<b>Which category describes you?</b>		
International Student	132	48.0%
Domestic Student	142	51.6%
Unspecified	1	0.4%

## The Australian National University Library Client Survey, August 2018

### Response statistics

Total		275
<b>What single category best describes you?</b>		
	n	%
Undergraduate	137	49.8%
Postgraduate - Coursework	84	30.5%
Postgraduate - Research	51	18.5%
Academic/Research Staff	0	0.0%
General Staff	0	0.0%
From another University	0	0.0%
CIT	0	0.0%
Other	2	0.7%
Unspecified	1	0.4%
<b>How often do you come into the library?</b>		
Daily	32	11.6%
2-4 days a week	109	39.6%
Fortnightly	47	17.1%
Monthly	21	7.6%
Rarely (i.e. a few times a year)	24	8.7%
Never	10	3.6%
Unspecified	32	11.6%
<b>How often do you access the Library online?</b>		
Daily	51	18.5%
2-4 days a week	102	37.1%
Fortnightly	39	14.2%
Monthly	23	8.4%
Rarely (i.e. a few times a year)	21	7.6%
Never	7	2.5%
Unspecified	32	11.6%

## 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 importance. These importance rankings are tabled below.

Variable	Total 276			
	Importance			
	Mean	Rank	#	%
I can get wireless access in the Library when I need to	6.25	1	4	1.45%
Self Service (e.g. self-check loans, requests, renewals, holds) meets my needs	6.09	2	11	3.99%
Course specific resources (online and in the reserve collection) meet my learning needs	5.81	3	16	5.80%
Library staff provide accurate answers to my enquiries	5.79	4	19	6.88%
The Library web site provides useful information	5.78	5	9	3.26%
I can get help from library staff when I need it	5.67	6	12	4.35%
The items I'm looking for on the library shelves are usually there	5.63	7	16	5.80%
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs	5.56	8	9	3.26%
Face-to-face enquiry services meet my needs	5.42	9	26	9.42%
When I am away from campus I can access the Library resources and services I need	5.40	10	15	5.43%
The Library search facility enables me find relevant library resources quickly	5.40	10	15	5.43%
Online enquiry services (e.g. Email, Library Chat, Ask a Librarian) meet my needs	5.39	12	33	11.96%
Opening hours meet my needs	5.29	13	7	2.54%
A computer is available when I need one	5.24	14	17	6.16%
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.23	15	13	4.71%
The Library anticipates my learning and research needs	5.21	16	19	6.88%
Laptop facilities (e.g. desks, power) in the Library meet my needs	5.20	17	10	3.62%
Books and articles I have requested from other libraries and campuses are delivered promptly	5.18	18	40	14.49%
Printing, scanning and photocopying facilities in the Library meet my needs	5.00	19	11	3.99%
I am informed about Library services	4.75	20	8	2.90%
Library signage is clear	4.71	21	7	2.54%
I can find a quiet place in the Library to study when I need to	4.67	22	3	1.09%
Library workshops, classes and tutorials help me with my learning and research needs	4.45	23	38	13.77%
I can find a place in the Library to work in a group when I need to	4.30	24	10	3.62%
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	4.29	25	17	6.16%
Access to Library information resources has helped me to be successful at university	4.22	26	9	3.26%

## 2. Executive summary

This year the Library recorded an overall score of 75.9%, a disappointing benchmark result, as this score places the Library at the very bottom of participants in the benchmark participant group. Nevertheless, internally, the Library recorded a substantial performance score increase of 3.4% since 2014.

The themes in the top 10 importance list include online resources being useful and meeting clients' learning and research needs, access to wireless, off-campus access to resources and services, opening hours being adequate, the Library search facility enabling users to find relevant resources quickly, the Library providing a quiet place to study, the adequacy of printing, scanning and photocopying facilities, access to information resources enabling clients' to be successful at university, Library staff providing help when needed, and course specific resources meeting the learning needs of clients.

Three factors in the top 10 performance list relate to library staff – more specifically, their provision of accurate answers to enquiries, availability to help when needed, and the face-to-face enquiry services meeting clients' needs. The remaining factors relate to adequacy of self service facilities, off campus access to library resources and services, access to wireless, online resources being useful and meeting clients' learning and research needs, the availability of Library information resources enabling students to be successful at university, the Library search facility enabling users to find relevant resources quickly, and online enquiry services meeting clients' needs.

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

- *I can get help from library staff when I need it*
- *When I am away from campus I can access the Library resources and services I need*
- *I can get wireless access in the Library when I need to*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*
- *Access to Library information resources has helped me to be successful at university*
- *The Library search facility enables me find relevant library resources quickly*

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

This year, the Library performed highest on the category of *service delivery*, with a score of 79.9%. The lowest score was identified for *facilities and equipment* at 67.8%.



The following scorecard presents the numerical scores of the Library in each category and in the benchmark context:

	Communication	Service delivery	Facilities & equipment	Information resources	Weighted total
<b>Weighting</b>	<b>18%</b>	<b>28%</b>	<b>24%</b>	<b>30%</b>	<b>100%</b>
August 2018	74.1%	79.9%	67.8%	79.7%	75.9%
May 2014	71.2%	73.5%	66.8%	76.9%	72.5%
Highest	80.4%	84.3%	84.8%	85.8%	82.9%
Median	78.2%	81.4%	78.3%	81.6%	80.6%
Lowest	73.2%	78.5%	69.0%	78.5%	76.2%

Note: Benchmark data relates to latest survey

At the time the survey was administered, 27 other university libraries had completed recent benchmark surveys (see list of benchmark participants at the end of this report). It is this group that makes up the comparison group.

All four categories are performing under the benchmark median, with *facilities and equipment* recording a bottom score in its category. All four categories have recorded improved performance scores since the previous survey in 2014, with *service delivery* improving an impressive 6.4%.

A review of the survey results has identified the following six factors that have recorded gap scores in the problematic range (above 1.0 gap):

- *I can find a place in the Library to work in a group when I need to*
- *A computer is available when I need one*
- *I can find a quiet place in the Library to study when I need to*
- *Printing, scanning and photocopying facilities in the Library meet my needs*
- *Laptop facilities (e.g. desks, power) in the Library meet my needs*
- *Opening hours meet my needs*

The lack of group study facilities requires more urgent attention as it has been identified as problematic for the first time in 2018 (not identified in 2014).

In conclusion, this year the Library achieved improved internal results, particularly in the service delivery area. There is plenty of scope for improvement in the benchmark context, especially in facilities and equipment.

### 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.

August 2018 Top 10 importance	Mean (1 = low, 7 = high)	May 2014 Top 10 importance	Mean (1 = low, 7 = high)
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs	6.54	Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	6.66
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	6.54
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	6.53
Opening hours meet my needs	6.39	The Library web site enables me to find the information I am looking for	6.47
The Library search facility enables me find relevant library resources quickly	6.39	The Library catalogue is easy to use	6.44
I can find a quiet place in the Library to study when I need to	6.32	Library staff provide accurate answers to my enquiries	6.43
Printing, scanning and photocopying facilities in the Library meet my needs	6.32	The items I'm looking for on the Library shelves are usually there	6.38
Access to Library information resources has helped me to be successful at university	6.27	Library staff are approachable and helpful	6.38
I can get help from library staff when I need it	6.23	Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	6.35
Course specific resources (online and in the reserve collection) meet my learning needs	6.23	Printing, scanning and photocopying facilities in the Library meet my needs	6.33

Common to 2018 and 2014

Of the 26 statements in the survey, 16 were identified with 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 online resources being useful and meeting clients' learning and research needs, access to wireless, off-campus access to resources and services, opening hours being adequate, the Library search facility enabling users to find relevant resources quickly, the Library providing a quiet place to study, the adequacy of printing, scanning and photocopying facilities, access to information resources enabling clients' to be successful at university, Library staff providing help when needed, and course specific resources meeting the learning needs of clients.

## How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by clients in 2018 as compared with those ranked highest in 2014.

August 2018 Top 10 performance	Mean (1 = low, 7 = high)	May 2014 Top 10 performance	Mean (1 = low, 7 = high)
Library staff provide accurate answers to my enquiries	5.96	Library staff treat me fairly and without discrimination	6.28
Self Service (e.g. self-check loans, requests, renewals, holds) meets my needs	5.90	Library staff are approachable and helpful	5.96
I can get help from library staff when I need it* <b>9</b>	5.89	Library staff provide accurate answers to my enquiries	5.84
Face-to-face enquiry services meet my needs	5.88	Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.75
When I am away from campus I can access the Library resources and services I need* <b>3</b>	5.79	Library staff are readily available to assist me	5.71
I can get wireless access in the Library when I need to* <b>2</b>	5.75	Face-to-face enquiry services meet my needs	5.54
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs* <b>1</b>	5.72	When I am away from campus I can access the Library resources and services I need	5.51
Access to Library information resources has helped me to be successful at university* <b>8</b>	5.67	Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	5.50
The Library search facility enables me find relevant library resources quickly* <b>5</b>	5.67	Books and articles I have requested from other libraries and campuses are delivered promptly	5.49
Online enquiry services (e.g. Email, Library Chat, Ask a Librarian) meet my needs	5.61	Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	5.26

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

 Common to 2018 and 2014

The survey identified 20 out of 26 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.

Three factors in the top 10 performance list relate to library staff – more specifically, their provision of accurate answers to enquiries, availability to help when needed, and the face-to-face enquiry services meeting clients' needs. The remaining factors relate to adequacy of self service facilities, off campus access to library resources and services, access to wireless, online resources being useful and meeting clients' learning and research needs, the availability of Library information resources enabling students to be successful at university, the Library search facility enabling users to find relevant resources quickly, and online enquiry services meeting clients' needs.

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


- *I can get help from library staff when I need it*
- *When I am away from campus I can access the Library resources and services I need*
- *I can get wireless access in the Library when I need to*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*
- *Access to Library information resources has helped me to be successful at university*
- *The Library search facility enables me find relevant library resources quickly*

This is a positive result for the Library. Not only are these services 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 2018 as compared with those ranked lowest in 2014.

August 2018 Lowest 10 performance	Mean (1 = low, 7 = high)	May 2014 Lowest 10 performance	Mean (1 = low, 7 = high)
I can find a place in the Library to work in a group when I need to	4.12	Opening hours meet my needs	4.27
A computer is available when I need one	4.27	A computer is available when I need one	4.27
Laptop facilities (e.g. desks, power) in the Library meet my needs	4.73	The Library anticipates my learning and research needs	4.60
I can find a quiet place in the Library to study when I need to*6	4.79	Printing, scanning and photocopying facilities in the Library meet my needs	4.66
Printing, scanning and photocopying facilities in the Library meet my needs*7	4.82	I can find a quiet place in the Library to study when I need to	4.71
I am informed about Library services	4.93	I can find a place in the Library to work in a group when I need to	4.74
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	5.14	I am informed about Library services	4.75
Library workshops, classes and tutorials help me with my learning and research needs	5.19	I can get wireless access in the Library when I need to	4.76
The Library anticipates my learning and research needs	5.22	Library workshops, classes and tutorials help me with my learning and research needs	4.77
Opening hours meet my needs*4	5.30	SuperSearch works well for me	4.77

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


 Common to 2018 and 2014

## Where clients believe the Library can improve

In identifying factors for improvement, Insync analyses the perceived difference – or ‘gap’ – between the importance and performance scores for each variable. Based on our experience, gaps between 1.0 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.0 are serious and should be prioritised and acted upon. This table reports the 10 variables with the highest gaps for 2018 and 2014.

August 2018 Top 10 gaps	Mean (1 = low, 7 = high)	May 2014 Top 10 gaps	Mean (1 = low, 7 = high)
I can find a place in the Library to work in a group when I need to	1.94	Opening hours meet my needs	1.98
A computer is available when I need one	1.66	I can get wireless access in the Library when I need to	1.78
I can find a quiet place in the Library to study when I need to* <b>6</b>	1.54	Printing, scanning and photocopying facilities in the Library meet my needs	1.67
Printing, scanning and photocopying facilities in the Library meet my needs* <b>7</b>	1.50	I can find a quiet place in the Library to study when I need to	1.59
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.47	A computer is available when I need one	1.59
Opening hours meet my needs* <b>4</b>	1.09	The items I’m looking for on the Library shelves are usually there	1.45
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs* <b>1</b>	0.82	SuperSearch works well for me	1.42
The items I’m looking for on the library shelves are usually there	0.81	The Library web site enables me to find the information I am looking for	1.36
I can get wireless access in the Library when I need to* <b>2</b>	0.78	The Library catalogue is easy to use	1.35
The Library search facility enables me find relevant library resources quickly* <b>5</b>	0.72	Laptop facilities (e.g. desks, power) in the Library meet my needs	1.24

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

 Common to 2018 and 2014



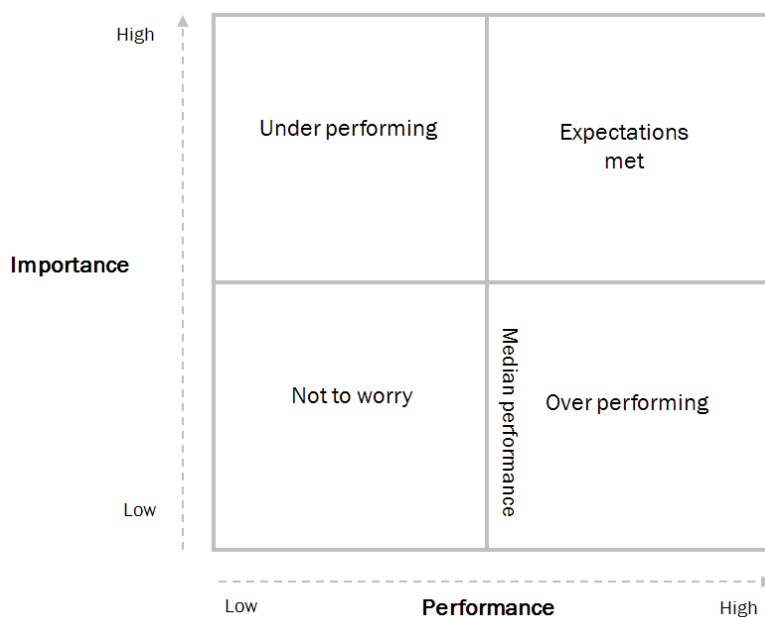
Of all the 26 variables, six recorded a gap score in the problematic range. The top 10 gap list contains six factors from the top 10 importance list:

- *I can find a quiet place in the Library to study when I need to*
- *Printing, scanning and photocopying facilities in the Library meet my needs*
- *Opening hours meet my needs*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*
- *I can get wireless access in the Library when I need to*
- *The Library search facility enables me to find relevant library resources quickly*

## 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*). 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 survey results has identified the following six factors that have recorded gap scores in the problematic range (above 1.0 gap):

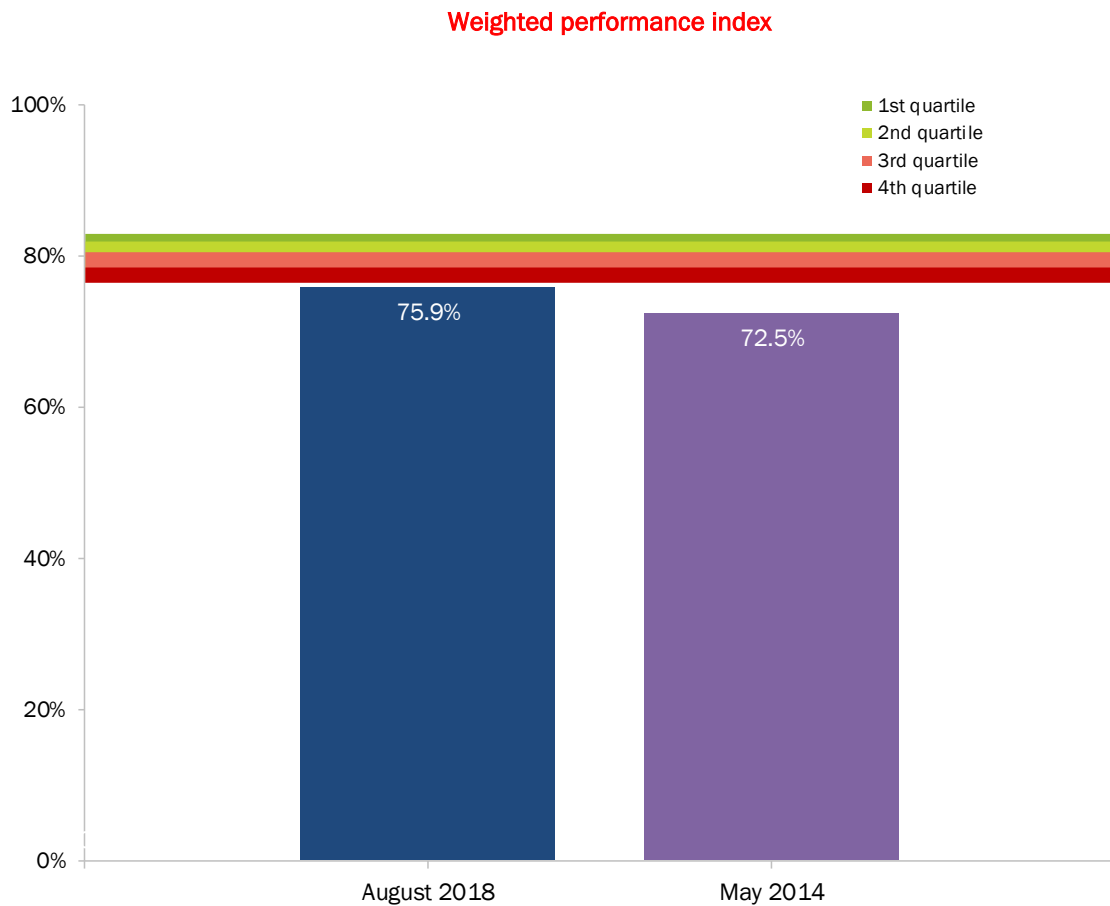
- *I can find a place in the Library to work in a group when I need to*
- *A computer is available when I need one*
- *I can find a quiet place in the Library to study when I need to*
- *Printing, scanning and photocopying facilities in the Library meet my needs*
- *Laptop facilities (e.g. desks, power) in the Library meet my needs*
- *Opening hours meet my needs*

The lack of group study facilities requires more urgent attention as it has been identified as problematic for the first time in 2018 (not identified in 2014).

## Comparison with other libraries

### Weighted performance index

The Library recorded an overall score of 75.9%, a disappointing benchmark result, as this score places the Library at the very bottom of participants in the benchmark participant group. Nevertheless, internally, the Library recorded a substantial performance score increase of 3.4% since 2014.



Note: Benchmark data relates to latest survey

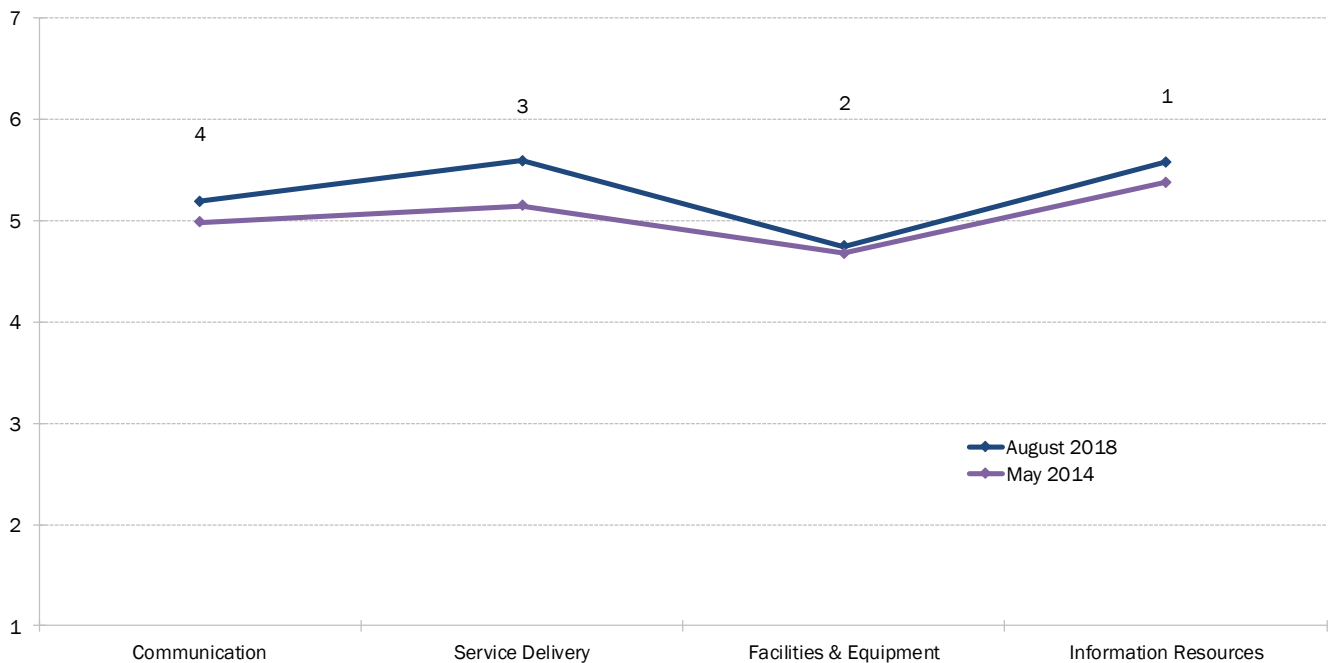
### Best practice categories

The following graph shows the performance scores of the Library, within the range of other library scores, across the four best practice categories. At the time the survey was administered, 27 other university libraries had completed benchmark surveys. It is this group that makes up the comparison group.

All four categories are performing under the benchmark median, with *facilities and equipment* recording a bottom score in its category. All four categories have recorded improved performance scores since the previous survey in 2014, with *service delivery* improving an impressive 6.4%.

A more specific view of results on each variable within the categories can be found in the detailed data report.

### Best practice categories



## 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 *service delivery*, with a score of 79.9%. The lowest score was identified for *facilities and equipment* at 67.8%.

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

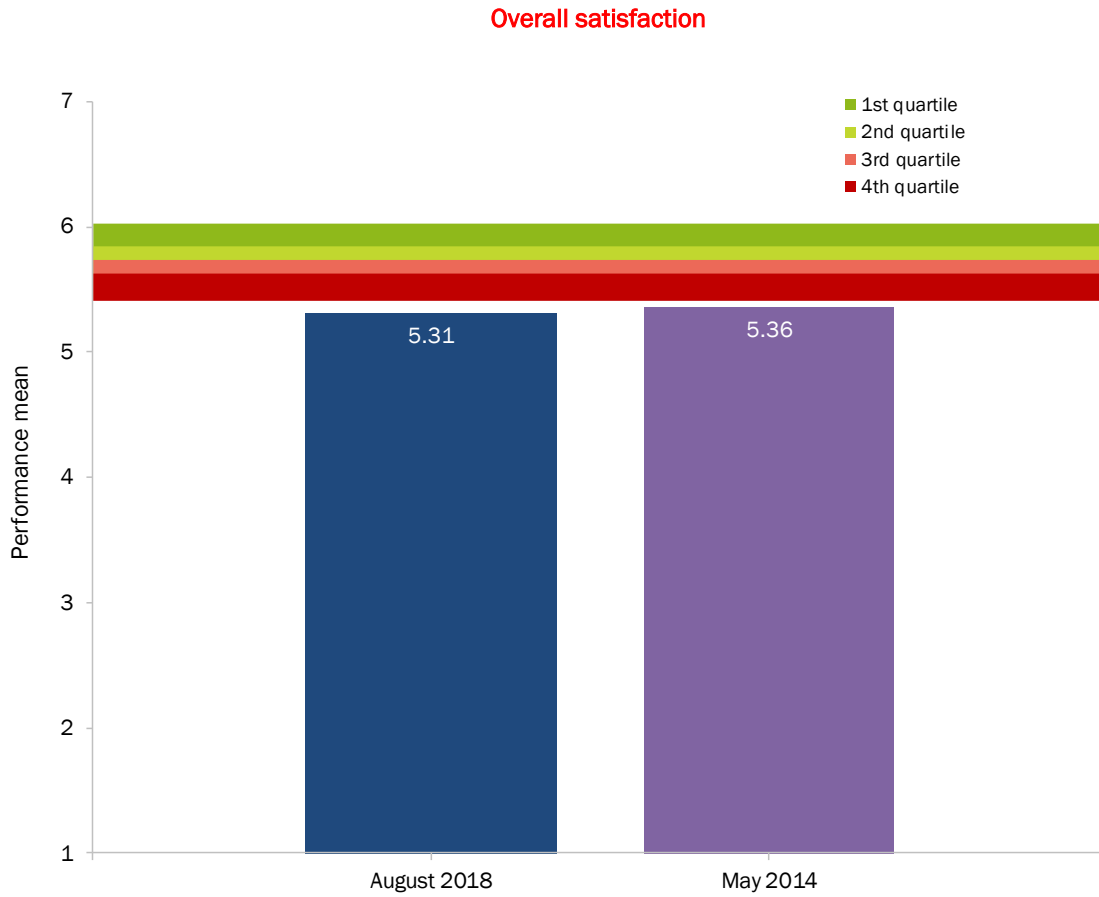
### Scorecard

	Communication	Service delivery	Facilities & equipment	Information resources	Weighted total
<b>Weighting</b>	<b>18%</b>	<b>28%</b>	<b>24%</b>	<b>30%</b>	<b>100%</b>
August 2018	74.1%	79.9%	67.8%	79.7%	75.9%
May 2014	71.2%	73.5%	66.8%	76.9%	72.5%
Highest	80.4%	84.3%	84.8%	85.8%	82.9%
Median	78.2%	81.4%	78.3%	81.6%	80.6%
Lowest	73.2%	78.5%	69.0%	78.5%	76.2%

Note: Benchmark data relates to latest survey

## Overall satisfaction

Respondents were asked to provide a general assessment of their overall satisfaction with the Library. In this case, the overall average score of 5.31 again places the Library at the bottom of benchmark participants.

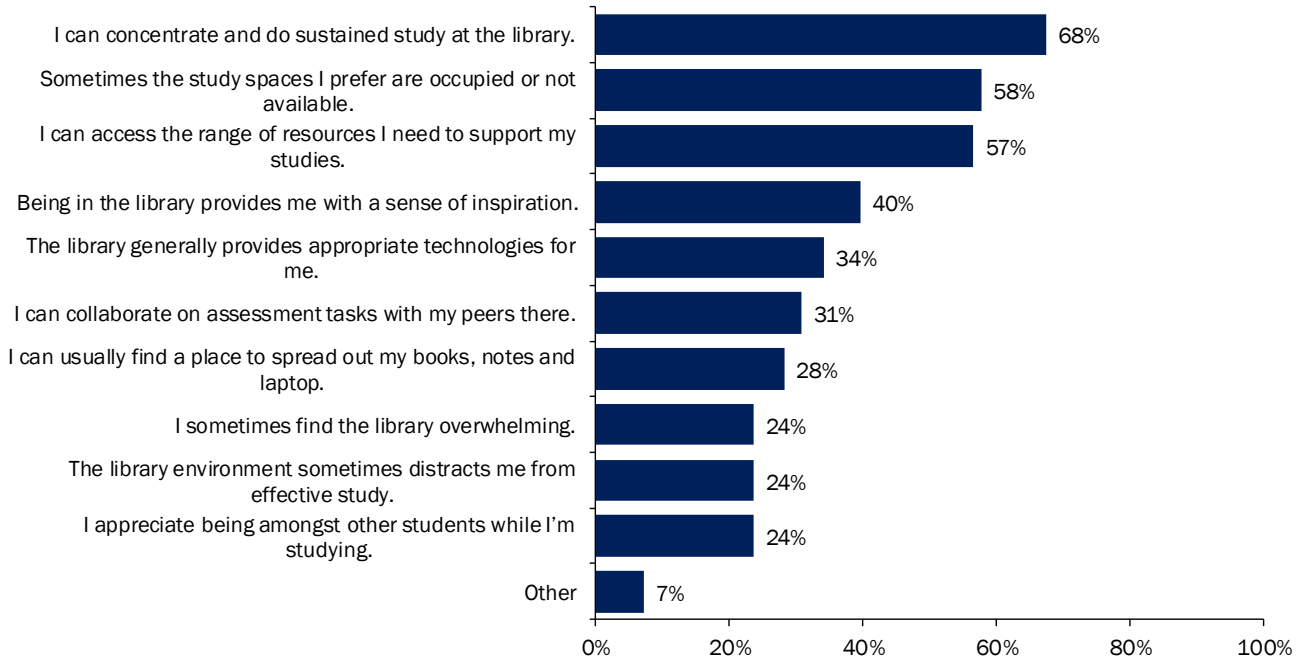


Note: Benchmark data relates to latest survey

## Looking for information

Following are responses to statements about user research activity and experience.

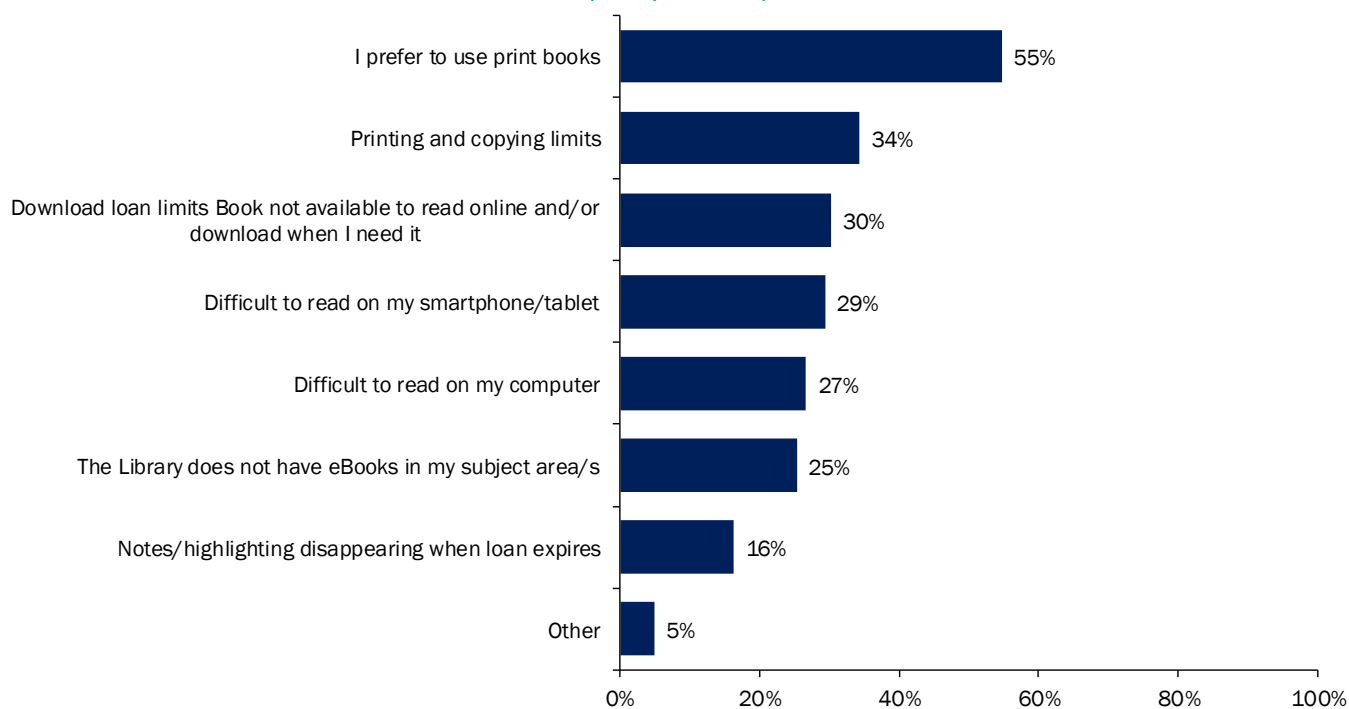
### In what way do library spaces impact upon your learning experience: (multiple choice)



Total responses: 237 respondents

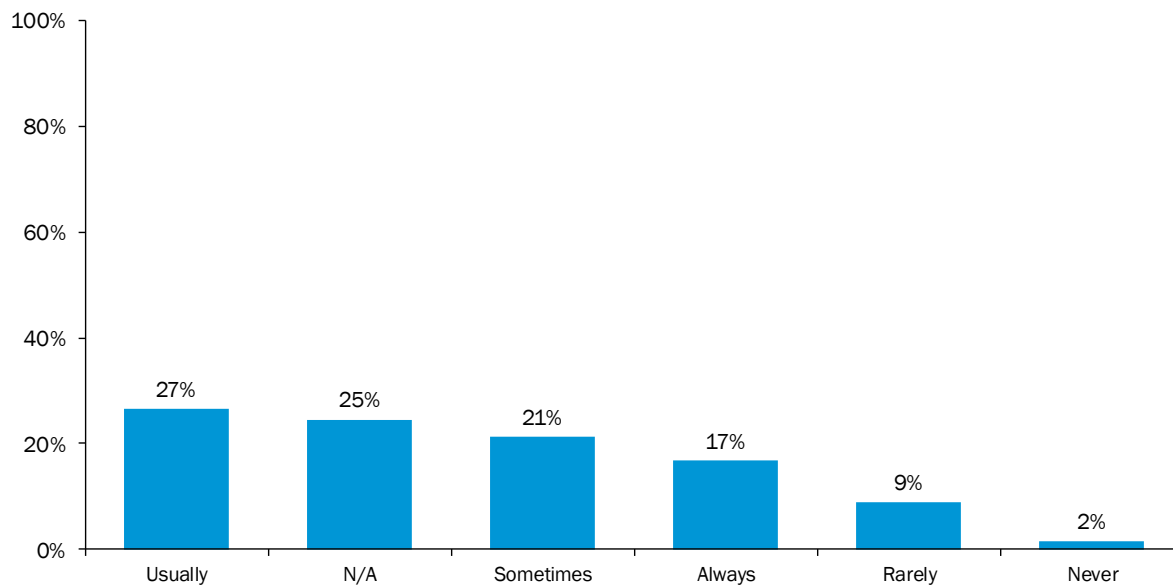


**What are some of the issues with using eBooks?  
(multiple choice)**



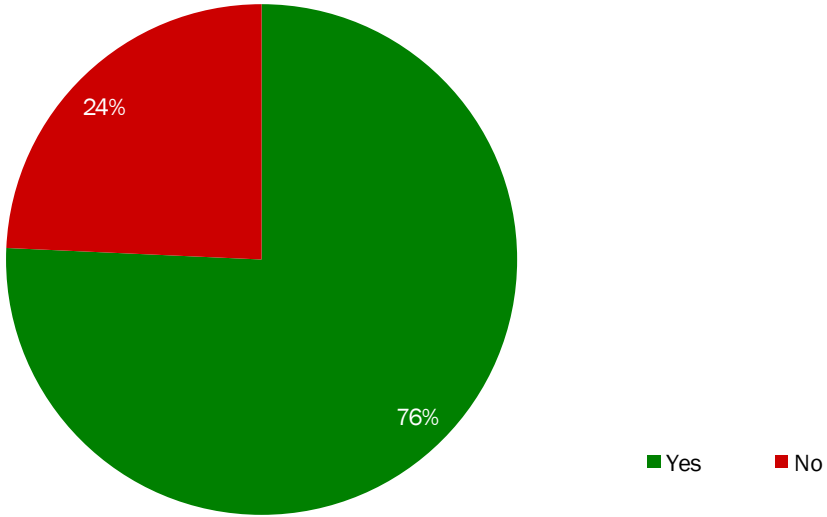
Total responses: 221 respondents

**Assistance/training provided by the library, online or in person, contributes to success in my study/research**



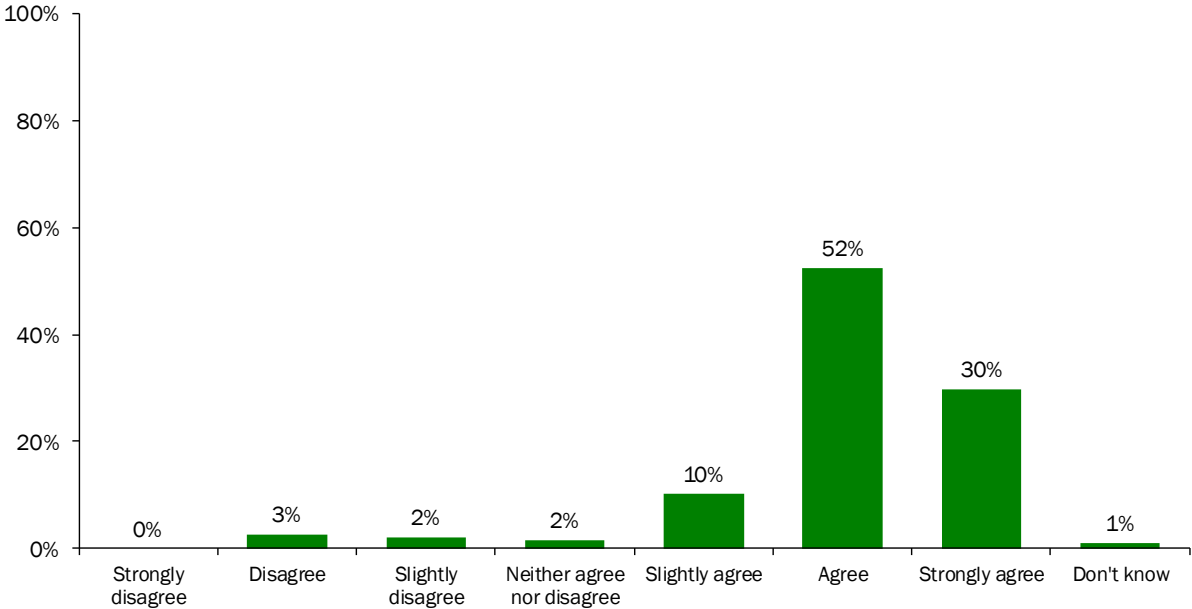
Total responses: 244 respondents

Do you know what SuperSearch is?



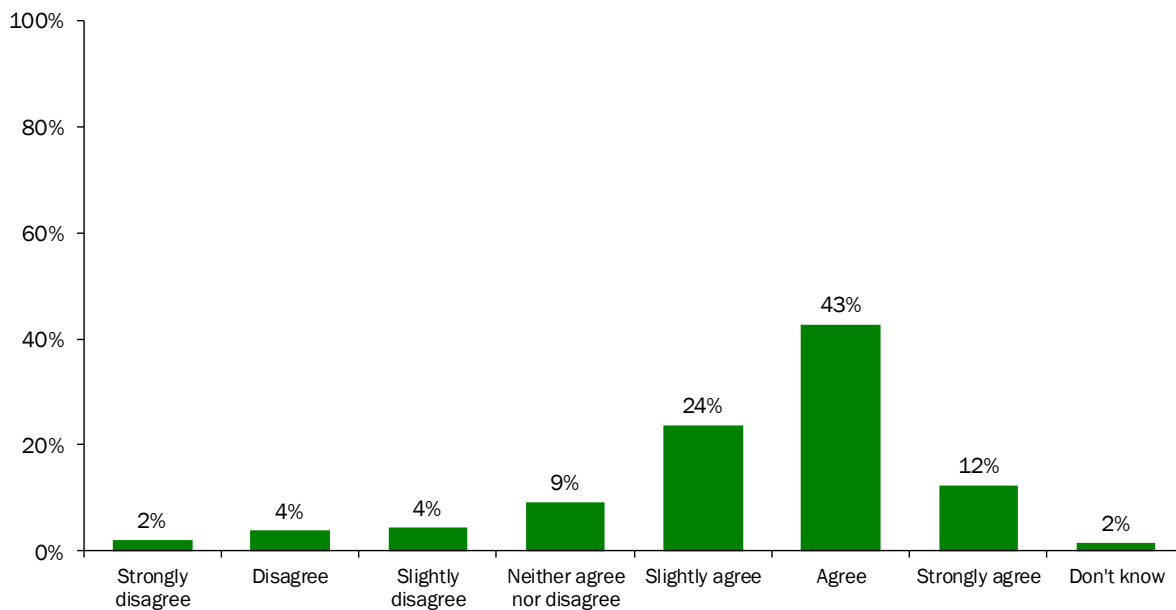
Total responses: 243 respondents

SuperSearch is easy to use



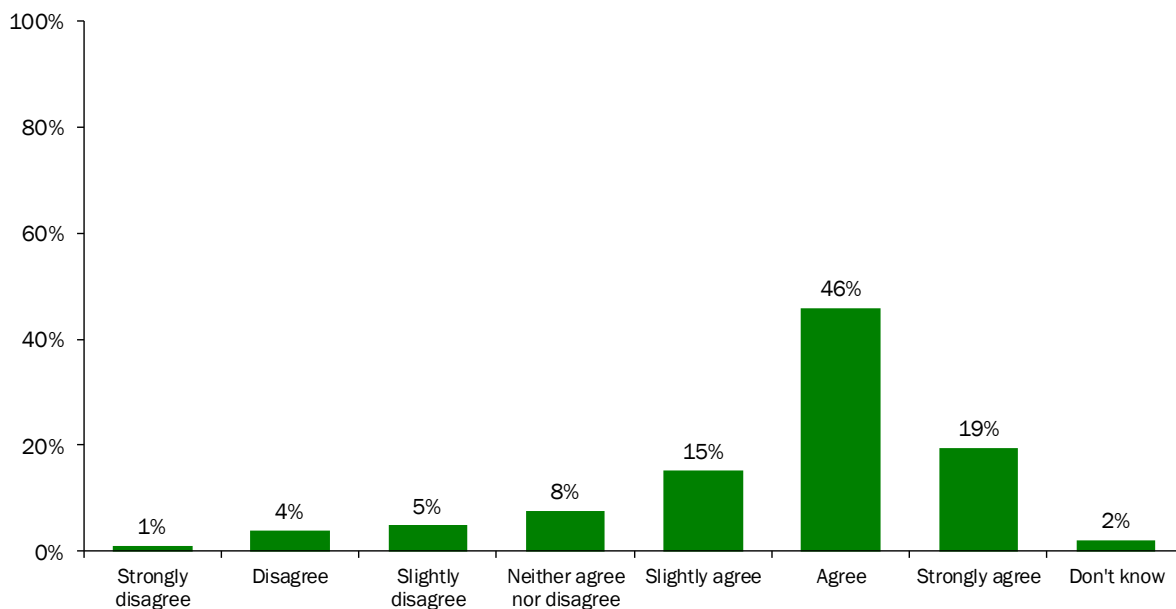
Total responses: 185 respondents

The resources I need are usually near the top of the SuperSearch results



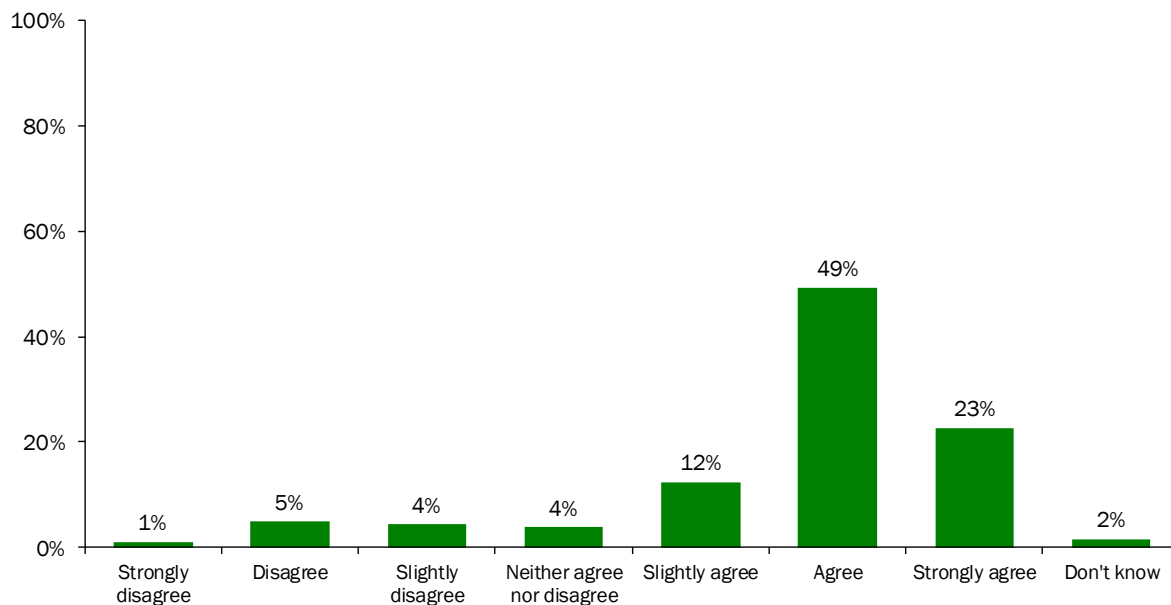
Total responses: 185 respondents

SuperSearch makes it easy narrow down a large set of search results to find what I want



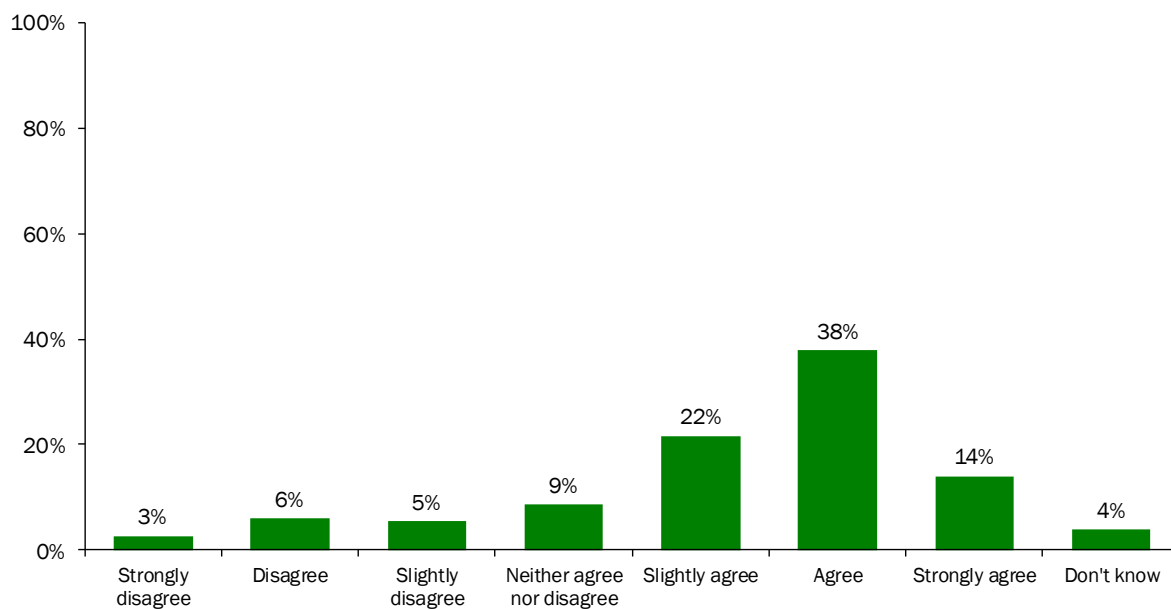
Total responses: 185 respondents

When I am looking for a specific title, SuperSearch makes it easy to find



Total responses: 185 respondents

It is easy to get to the full text of an article in SuperSearch



Total responses: 185 respondents

## List of benchmark participants (= 28)

Australian Catholic University  
Bond University  
Charles Darwin University  
Charles Sturt University  
Central Queensland University  
Deakin University  
Federation University  
Flinders University  
James Cook University  
La Trobe University  
Massey University  
Monash University  
Murdoch University  
Queensland University of Technology  
RMIT University  
Swinburne University of Technology  
The Australian National University  
The University of Adelaide  
The University of Melbourne  
The University of Sydney  
The University of Western Australia  
University of New England  
University of Newcastle  
University of South Australia  
University of Tasmania  
University of Wollongong  
Victoria University  
Western Sydney University

## 4. 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.

