

The Australian National
University
Library Client Survey

July 2021

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 27 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 July 2021 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 378 responses. This number provides a satisfactory degree of confidence in the results obtained at the overall level. This year, the number of responses received was higher than the 2018 survey, in which 275 responses were generated.

| Australian National University Library Client Survey, July 2021 Response statistics | | |
|---|------------|-------|
| Total | 378 | |
| Which Campus Library do you use most? | | |
| | n | % |
| Art & Music Library | 30 | 7.9% |
| JB Chifley Library | 208 | 55.0% |
| Law Library | 17 | 4.5% |
| RG Menzies Library | 65 | 17.2% |
| WK Hancock Library | 52 | 13.8% |
| Noel Butlin Archives Centre/ANU Archives | 1 | 0.3% |
| Unspecified | 5 | 1.3% |
| What is your major area of study, research or teaching? | | |
| Arts & Social Sciences | 205 | 54.2% |
| Asia & the Pacific | 60 | 15.9% |
| Business and Economics | 17 | 4.5% |
| Engineering and Computer Sciences | 13 | 3.4% |
| Law | 29 | 7.7% |
| Medicine, Biology & Environment | 27 | 7.1% |
| Physical & Mathematical Sciences | 12 | 3.2% |
| Administrative Area | 1 | 0.3% |
| Other | 11 | 2.9% |
| Unspecified | 3 | 0.8% |
| Which category describes you? | | |
| International Student | 42 | 11.1% |
| Domestic Student | 193 | 51.1% |
| Unspecified | 143 | 37.8% |

**Australian National University
Library Client Survey, July 2021
Response statistics**

| Total | | 378 | |
|--|--|-----|-------|
| Assistance/training provided by the library, online or in person, contributes to success in my study/research | | | |
| | | n | % |
| Always | | 67 | 17.7% |
| Usually | | 91 | 24.1% |
| Sometimes | | 53 | 14.0% |
| Rarely | | 30 | 7.9% |
| Never | | 5 | 1.3% |
| N/A | | 78 | 20.6% |
| Unspecified | | 54 | 14.3% |
| What single category best describes you? | | | |
| Undergraduate | | 126 | 33.3% |
| Postgraduate - Coursework | | 33 | 8.7% |
| Postgraduate - Research | | 65 | 17.2% |
| Academic/Research Staff | | 133 | 35.2% |
| General Staff | | 10 | 2.6% |
| From another University | | 1 | 0.3% |
| CIT | | 0 | 0.0% |
| Other | | 7 | 1.9% |
| Unspecified | | 3 | 0.8% |
| How often do you come into the library? | | | |
| Daily | | 31 | 8.2% |
| 2-4 days a week | | 105 | 27.8% |
| Fortnightly | | 72 | 19.0% |
| Monthly | | 47 | 12.4% |
| Rarely (i.e. a few times a year) | | 64 | 16.9% |
| Never | | 9 | 2.4% |
| Unspecified | | 50 | 13.2% |
| How often do you access the Library online? | | | |
| Daily | | 117 | 31.0% |
| 2-4 days a week | | 127 | 33.6% |
| Fortnightly | | 46 | 12.2% |
| Monthly | | 17 | 4.5% |
| Rarely (i.e. a few times a year) | | 17 | 4.5% |
| Never | | 4 | 1.1% |
| Unspecified | | 50 | 13.2% |

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 378 | | | |
|--|------------|------|----|--------|
| | Importance | | | |
| | Mean | Rank | # | % |
| I can get help from library staff when I need it | 6.00 | 1 | 16 | 4.23% |
| When I am away from campus I can access the Library resources and services I need | 5.83 | 2 | 12 | 3.17% |
| The items I'm looking for on the library shelves are usually there | 5.72 | 3 | 18 | 4.76% |
| Opening hours meet my needs | 5.50 | 4 | 12 | 3.17% |
| Course specific resources (online and in the reserve collection) meet my learning needs | 5.44 | 5 | 27 | 7.14% |
| Library staff provide accurate answers to my enquiries | 5.42 | 6 | 26 | 6.88% |
| Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs | 5.40 | 7 | 5 | 1.32% |
| I can find a quiet place in the Library to study when I need to | 5.40 | 7 | 15 | 3.97% |
| Books and articles I have requested from other libraries and campuses are delivered promptly | 5.35 | 9 | 37 | 9.79% |
| Face-to-face enquiry services meet my needs | 5.23 | 10 | 30 | 7.94% |
| Online enquiry services (e.g. Email, Library Chat, Ask a Librarian) meet my needs | 5.14 | 11 | 44 | 11.64% |
| Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs | 5.04 | 12 | 23 | 6.08% |
| Access to Library information resources has helped me to be successful at university | 5.00 | 13 | 9 | 2.38% |
| Self Service (e.g. self-check loans, requests, renewals, holds) meets my needs | 4.86 | 14 | 22 | 5.82% |
| The Library search facility enables me find relevant library resources quickly | 4.80 | 15 | 5 | 1.32% |
| I can find a place in the Library to work in a group when I need to | 4.70 | 16 | 23 | 6.08% |
| The Library web site provides useful information | 4.67 | 17 | 6 | 1.59% |
| Access to primary resources in the Noel Butlin Archives Centre/ANU Archives has helped me to be successful at university | 4.50 | 18 | 42 | 11.11% |
| Library signage is clear | 4.40 | 19 | 5 | 1.32% |
| Laptop facilities (e.g. desks, power) in the Library meet my needs | 4.40 | 19 | 25 | 6.61% |
| The Library anticipates my learning and research needs | 4.37 | 21 | 30 | 7.94% |
| I find it easy to use mobile devices (e.g. tablets and phones) to access online resources | 4.22 | 22 | 18 | 4.76% |
| I can get wireless access in the Library when I need to | 4.08 | 23 | 13 | 3.44% |
| Printing, scanning and photocopying facilities in the Library meet my needs | 3.96 | 24 | 23 | 6.08% |
| I am informed about Library services | 3.86 | 25 | 7 | 1.85% |
| A computer is available when I need one | 3.82 | 26 | 33 | 8.73% |
| Library workshops, classes and tutorials help me with my learning and research needs | 3.58 | 27 | 50 | 13.23% |

2. Executive summary

This year, the Library recorded an overall score of 76.9%, a whole 1% higher than the previous survey. This score places the Library in the bottom 25% of participants in the benchmark context.

The themes in the top 10 importance list include online resources being useful and meeting clients' learning and research needs, off-campus access to resources and services, the Library search facility enabling users to find relevant resources quickly, Library staff providing accurate answers to enquiries and help when needed, information resources meeting clients' learning and research needs, items being sought on the shelves are usually there, access to information resources enabling clients' to be successful at university, access to wireless, and the Library providing a quiet place to study.

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 access to wireless, off campus access to library resources and services, the availability of Library information resources enabling students to be successful at university, promptness of delivery of items requested from other libraries and campuses, adequacy of self-service facilities, online resources being useful and meeting clients' learning and research needs, and opening hours meeting the needs of clients.

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

- *Library staff provide accurate answers to my enquiries*
- *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*
- *Access to Library information resources has helped me to be successful at university*
- *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 help from library staff when I need it*

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 78.5%. The lowest score was identified for *communication* at 74.4%.

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 |
|------------------|---------------|------------------|------------------------|-----------------------|----------------|
| Weighting | 18% | 28% | 24% | 30% | 100% |
| July 2021 | 74.4% | 78.5% | 75.9% | 77.8% | 76.9% |
| August 2018 | 74.1% | 79.9% | 67.8% | 79.7% | 75.9% |
| Highest | 84.2% | 86.2% | 87.2% | 85.8% | 85.8% |
| Median | 78.9% | 82.2% | 79.5% | 82.4% | 81.1% |
| Lowest | 73.2% | 78.5% | 67.8% | 78.8% | 75.9% |

Note: Benchmark data relates to latest survey

At the time the survey was administered, 19 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. *Facilities and equipment* recorded a significant improvement of 8.1% since the previous survey. *Communication* also recorded some improvement, while *service delivery* and *information resources* both went backwards compared to 2018.

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

- *Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*
- *The Library search facility enables me to find relevant library resources quickly*
- *The items I'm looking for on the library shelves are usually there*

The first listed factor has registered as problematic for the first time in 2021. The remaining three have all recorded greater gap scores than they did in 2018.

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

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.

| July 2021 Top 10 importance | Mean (1 = low, 7 = high) | August 2018 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 | 6.71 | Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs | 6.54 |
| When I am away from campus I can access the Library resources and services I need | 6.57 | I can get wireless access in the Library when I need to | 6.53 |
| The Library search facility enables me find relevant library resources quickly | 6.48 | 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 | 6.47 | Opening hours meet my needs | 6.39 |
| Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs | 6.41 | The Library search facility enables me find relevant library resources quickly | 6.39 |
| The items I'm looking for on the library shelves are usually there | 6.41 | I can find a quiet place in the Library to study when I need to | 6.32 |
| Access to Library information resources has helped me to be successful at university | 6.37 | Printing, scanning and photocopying facilities in the Library meet my needs | 6.32 |
| I can get wireless access in the Library when I need to | 6.33 | Access to Library information resources has helped me to be successful at university | 6.27 |
| I can get help from library staff when I need it | 6.31 | I can get help from library staff when I need it | 6.23 |
| I can find a quiet place in the Library to study when I need to | 6.22 | Course specific resources (online and in the reserve collection) meet my learning needs | 6.23 |

Common to 2021 and 2018

Of the 27 statements in the survey, 15 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, off-campus access to resources and services, the Library search facility enabling users to find relevant resources quickly, Library staff providing accurate answers to enquiries and help when needed, information resources meeting clients' learning and research needs, items being sought on the shelves are usually there, access to information resources enabling clients' to be successful at university, access to wireless, and the Library providing a quiet place to study.

How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by clients in 2021 as compared with those ranked highest in 2018.

| July 2021 Top 10 performance | Mean (1 = low, 7 = high) | August 2018 Top 10 performance | Mean (1 = low, 7 = high) |
|--|--------------------------------|--|--------------------------------|
| Library staff provide accurate answers to my enquiries* 4 | 6.12 | Library staff provide accurate answers to my enquiries | 5.96 |
| I can get wireless access in the Library when I need to* 8 | 6.10 | Self Service (e.g. self-check loans, requests, renewals, holds) meets my needs | 5.90 |
| When I am away from campus I can access the Library resources and services I need* 2 | 5.89 | I can get help from library staff when I need it | 5.89 |
| Access to Library information resources has helped me to be successful at university* 7 | 5.83 | Face-to-face enquiry services meet my needs | 5.88 |
| Books and articles I have requested from other libraries and campuses are delivered promptly | 5.78 | When I am away from campus I can access the Library resources and services I need | 5.79 |
| Self Service (e.g. self-check loans, requests, renewals, holds) meets my needs | 5.77 | I can get wireless access in the Library when I need to | 5.75 |
| Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs* 1 | 5.60 | Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs | 5.72 |
| Face-to-face enquiry services meet my needs | 5.59 | Access to Library information resources has helped me to be successful at university | 5.67 |
| I can get help from library staff when I need it* 9 | 5.54 | The Library search facility enables me find relevant library resources quickly | 5.67 |
| Opening hours meet my needs | 5.52 | Online enquiry services (e.g. Email, Library Chat, Ask a Librarian) meet my needs | 5.61 |

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

 Common to 2021 and 2018

The survey identified 23 out of 27 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 access to wireless, off campus access to library resources and services, the availability of Library information resources enabling students to be successful at university, promptness of delivery of items requested from other libraries and campuses, adequacy of self-service facilities, online resources being useful and meeting clients' learning and research needs, and opening hours meeting the needs of clients.

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


- *Library staff provide accurate answers to my enquiries*
- *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*
- *Access to Library information resources has helped me to be successful at university*
- *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 help from library staff when I need it*

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 2021 as compared with those ranked lowest in 2018.

| July 2021 Lowest 10 performance | Mean (1 = low, 7 = high) | August 2018 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 | 4.66 | I can find a place in the Library to work in a group when I need to | 4.12 |
| The Library anticipates my learning and research needs | 4.76 | A computer is available when I need one | 4.27 |
| I find it easy to use mobile devices (e.g. tablets and phones) to access online resources | 4.80 | Laptop facilities (e.g. desks, power) in the Library meet my needs | 4.73 |
| I am informed about Library services | 4.91 | I can find a quiet place in the Library to study when I need to | 4.79 |
| Printing, scanning and photocopying facilities in the Library meet my needs | 5.05 | Printing, scanning and photocopying facilities in the Library meet my needs | 4.82 |
| Library workshops, classes and tutorials help me with my learning and research needs | 5.10 | I am informed about Library services | 4.93 |
| Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs* 5 | 5.23 | I find it easy to use mobile devices (e.g. tablets and phones) to access online resources | 5.14 |
| Laptop facilities (e.g. desks, power) in the Library meet my needs | 5.31 | Library workshops, classes and tutorials help me with my learning and research needs | 5.19 |
| The items I'm looking for on the library shelves are usually there* 6 | 5.32 | The Library anticipates my learning and research needs | 5.22 |
| The Library web site provides useful information | 5.33 | Opening hours meet my needs | 5.30 |

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


 Common to 2021 and 2018

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 2021 and 2018.

| July 2021 Top 10 gaps | Mean (1 = low, 7 = high) | August 2018 Top 10 gaps | Mean (1 = low, 7 = high) |
|--|--------------------------------|--|--------------------------------|
| Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs*5 | 1.19 | I can find a place in the Library to work in a group when I need to | 1.94 |
| Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*1 | 1.11 | A computer is available when I need one | 1.66 |
| The Library search facility enables me find relevant library resources quickly*3 | 1.11 | I can find a quiet place in the Library to study when I need to | 1.54 |
| The items I'm looking for on the library shelves are usually there*6 | 1.10 | Printing, scanning and photocopying facilities in the Library meet my needs | 1.50 |
| I can find a quiet place in the Library to study when I need to*10 | 0.85 | Laptop facilities (e.g. desks, power) in the Library meet my needs | 1.47 |
| The Library web site provides useful information | 0.81 | Opening hours meet my needs | 1.09 |
| Course specific resources (online and in the reserve collection) meet my learning needs | 0.79 | Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs | 0.82 |
| I can get help from library staff when I need it*9 | 0.77 | The items I'm looking for on the library shelves are usually there | 0.81 |
| I can find a place in the Library to work in a group when I need to | 0.75 | I can get wireless access in the Library when I need to | 0.78 |
| Printing, scanning and photocopying facilities in the Library meet my needs | 0.73 | The Library search facility enables me find relevant library resources quickly | 0.72 |

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

 Common to 2021 and 2018

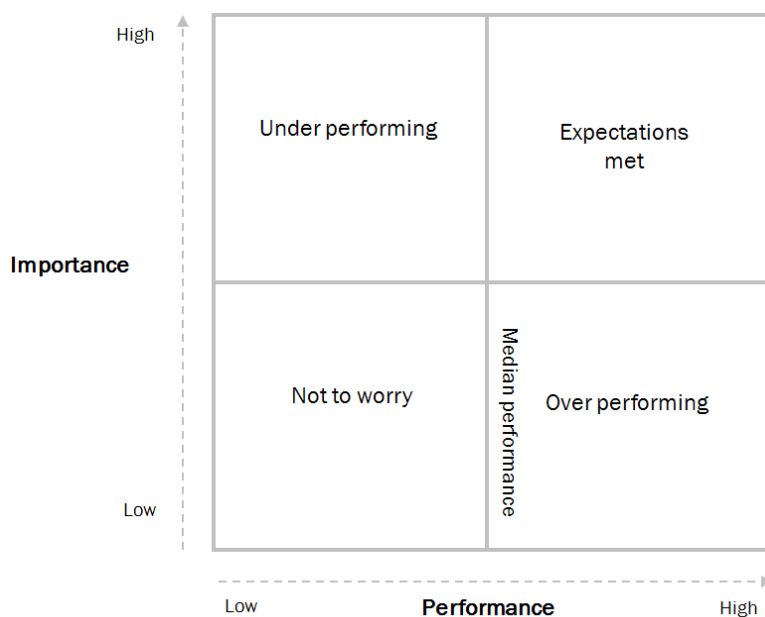
Of all the 27 variables, four recorded a gap score in the problematic range. The top 10 gap list contains six factors from the top 10 importance list:

- *Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*
- *The Library search facility enables me to find relevant library resources quickly*
- *The items I'm looking for on the library shelves are usually there*
- *I can find a quiet place in the Library to study when I need to*
- *I can get help from library staff when I need it*

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 four factors that have recorded gap scores in the problematic range (above 1.0 gap):

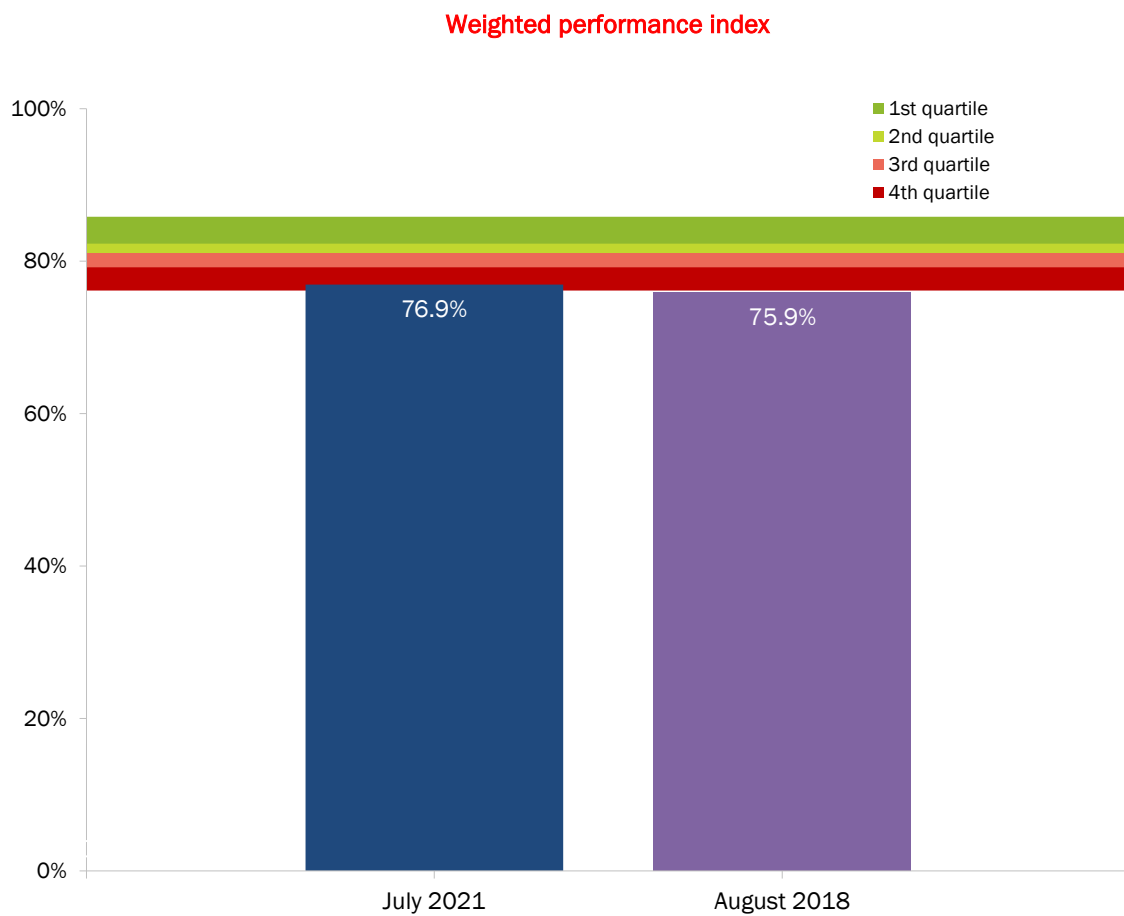
- *Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*
- *The Library search facility enables me to find relevant library resources quickly*
- *The items I'm looking for on the library shelves are usually there*

The first listed factor has registered as problematic for the first time in 2021. The remaining three have all recorded greater gap scores than they did in 2018.

Comparison with other libraries

Weighted performance index

The Library recorded an overall score of 76.9%, a whole 1% higher than the previous survey. This score places the Library in the bottom 25% of participants in the benchmark context.



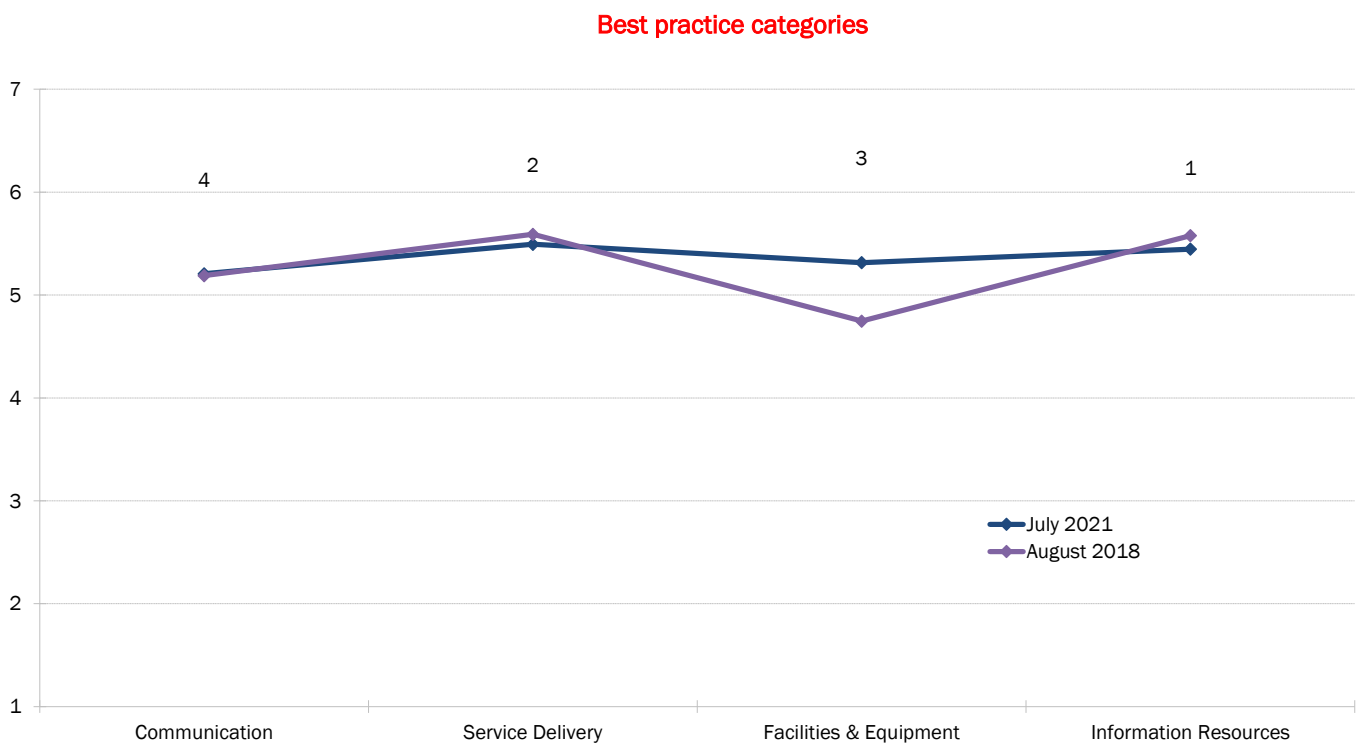
Note: Benchmark data relates to latest survey

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, 19 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. *Facilities and equipment* recorded a significant improvement of 8.1% since the previous survey. *Communication* also recorded some improvement, while *service delivery* and *information resources* both went backwards compared to 2018.

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



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 78.5%. The lowest score was identified for *communication* at 74.4%.

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.

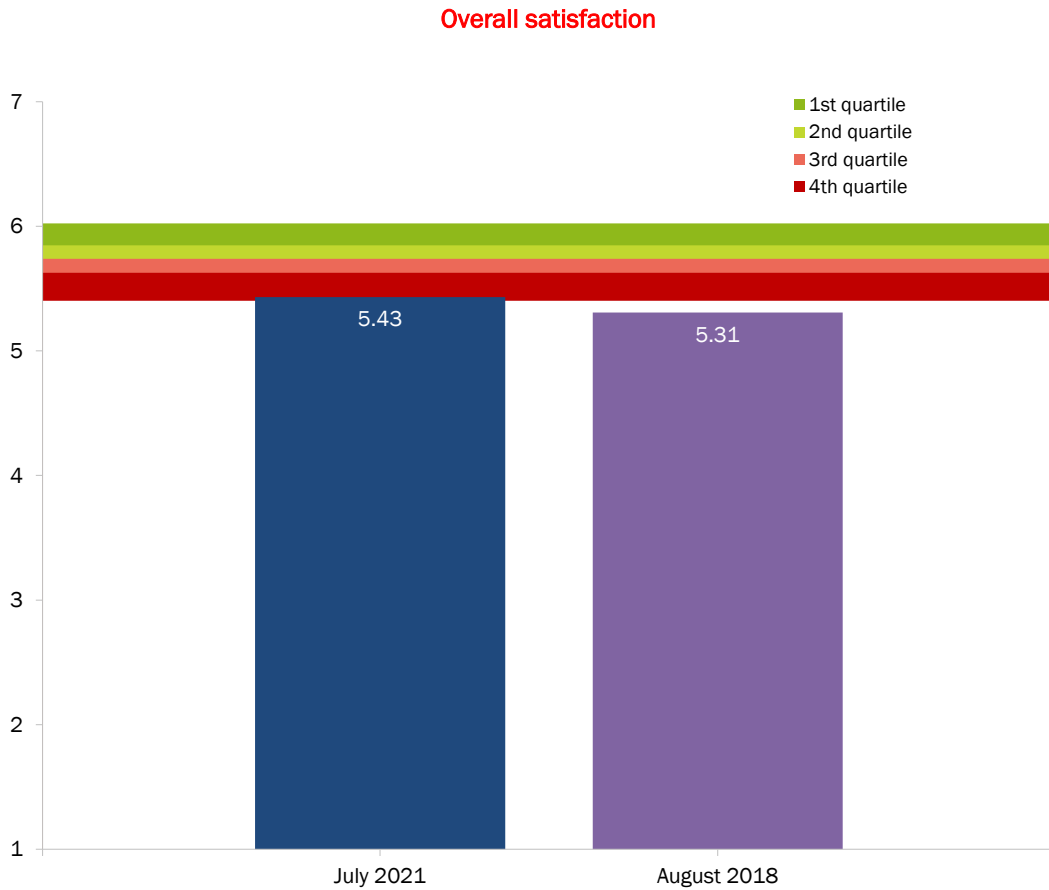
Scorecard

| | Communication | Service delivery | Facilities & equipment | Information resources | Weighted total |
|------------------|---------------|------------------|------------------------|-----------------------|----------------|
| Weighting | 18% | 28% | 24% | 30% | 100% |
| July 2021 | 74.4% | 78.5% | 75.9% | 77.8% | 76.9% |
| August 2018 | 74.1% | 79.9% | 67.8% | 79.7% | 75.9% |
| Highest | 84.2% | 86.2% | 87.2% | 85.8% | 85.8% |
| Median | 78.9% | 82.2% | 79.5% | 82.4% | 81.1% |
| Lowest | 73.2% | 78.5% | 67.8% | 78.8% | 75.9% |

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 5.43, while an improvement since the previous survey, places the Library at the bottom of benchmark participants.

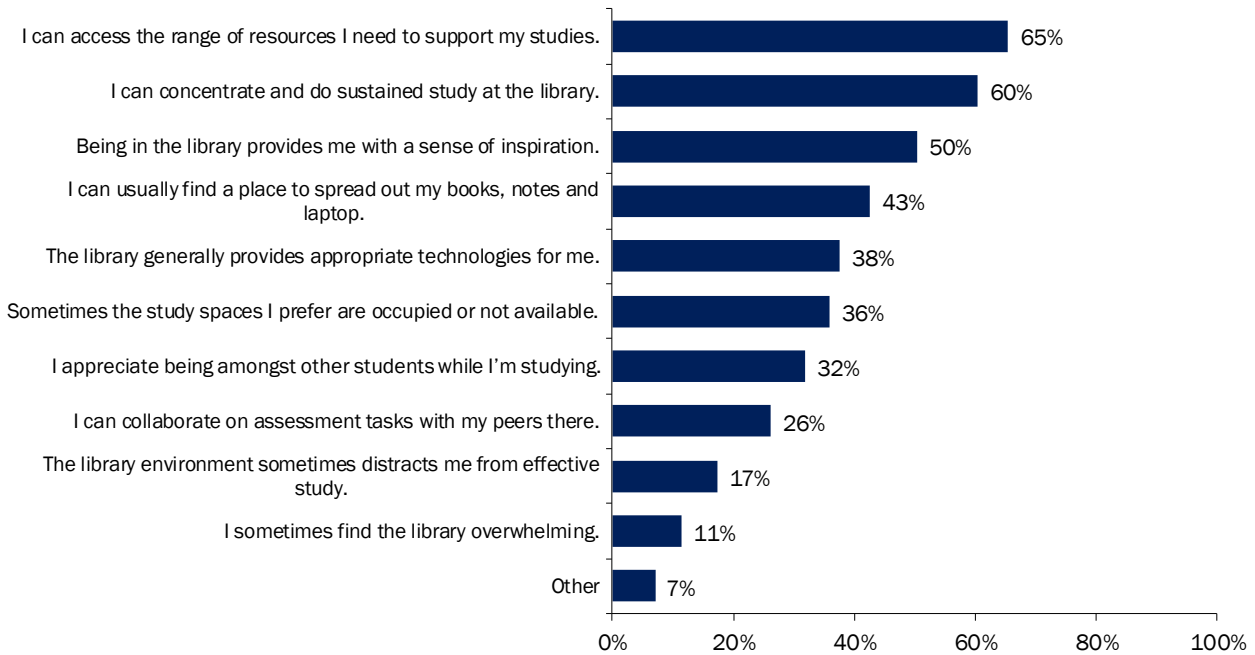


Note: Benchmark data relates to latest survey

Looking for information

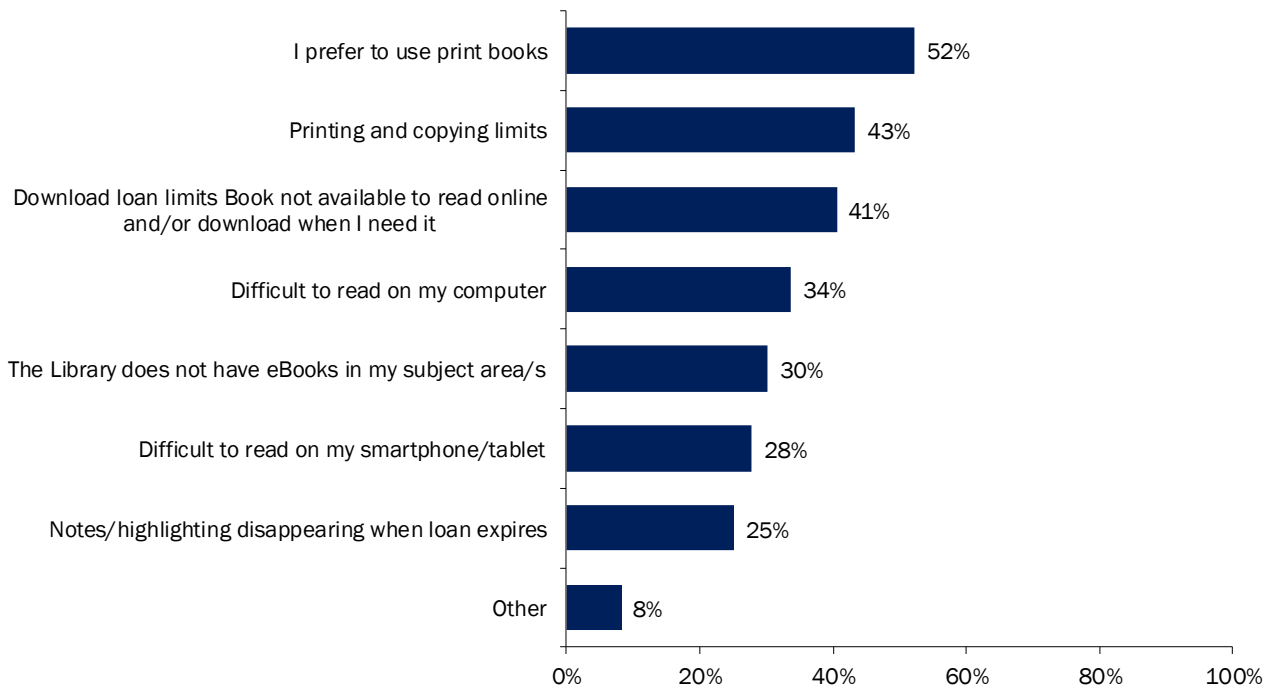
Following are responses to statements about user research activity and experience.

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



Total responses: 298 respondents

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



Total responses: 291 respondents

List of benchmark participants (= 20)

Australian Catholic University
Charles Darwin University
Charles Sturt University
Federation University
Flinders University
James Cook University
La Trobe University
Massey University
Murdoch University
Queensland University of Technology
The Australian National University
The University of Melbourne
The University of New South Wales
The University of Western Australia
University of Newcastle
University of Southern Queensland
University of Tasmania
University of Technology, Sydney
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.

