insyncsurveys

Southern Cross UNIVERSITY

Library Client Survey
September 2010

Contents

1. 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 Southern Cross University 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

- 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 given the opportunity to participate in the survey in September 2010 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 sixth survey of its kind to be undertaken by the Library.

Scaling

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

Note that the middle option (4) in the seven point scale allows for respondents to "neither agree nor disagree".

Response statistics

The following 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 2397 responses. This number provides an excellent degree of confidence in the results obtained at the overall level. The number of responses received is much higher than the 2008 survey, in which 1189 responses were generated.

Southern Cross University Library Survey Results, September 2010 Response Statistics		
Total	**2397**	
Which Campus Library do you use most?	**n**	**%**
Lismore	1205	50.3%
Coffs Harbour	436	18.2%
Gold Coast and Tweed Heads	305	12.7%
Remote Access Only – Based within Australia	413	17.2%
Remote Access Only – Based outside Australia	33	1.4%
Unspecified	*5*	0.2%
What is your major area of study, research or teaching?		
Arts and Social Sciences	416	17.4%
Education	336	14.0%
Law and Justice	158	6.6%
Commerce and Management	297	12.4%
Tourism and Hospitality	185	7.7%
Graduate College of Management	56	2.3%
Environmental Science and Management	184	7.7%
College of Indigenous Australian Peoples	28	1.2%
Health and Human Sciences	537	22.4%
TAFE	33	1.4%
Senior College	23	1.0%
Other	140	5.8%
Unspecified	*4*	0.2%

Southern Cross University Library Survey Results, September 2010 Response Statistics		
Total	**2397**	
What single category best describes you?	**n**	**%**
Undergraduate – 1st year	665	27.7%
Undergraduate – other	1108	46.2%
Postgraduate	299	12.5%
Academic/Research Staff	113	4.7%
General Staff	88	3.7%
From another University	9	0.4%
TAFE	33	1.4%
Senior College	26	1.1%
Other	51	2.1%
Unspecified	*5*	0.2%
Are you an Australian or New Zealand citizen or a permanent resident?		
Yes	2150	89.7%
No	239	10.0%
Unspecified	*8*	0.3%

Southern Cross University Library Survey Results, September 2010 Response Statistics		
Total	**2397**	
How often do you come into the Library?	**n**	**%**
Daily	151	6.3%
2–4 days a week	866	36.1%
Fortnightly	428	17.9%
Monthly	240	10.0%
Rarely (ie. A few times a year)	325	13.6%
Never	289	12.1%
Unspecified	*98*	4.1%
How often do you access the Library online?		
Daily	311	13.0%
2-4 days a week	1004	41.9%
Fortnightly	522	21.8%
Monthly	246	10.3%
Rarely (i.e. a few times a year)	194	8.1%
Never	20	0.8%
Unspecified	*100*	4.2%
How often are you required to be on campus?		
Daily	329	13.7%
2-4 days a week	1270	53.0%
Fortnightly	63	2.6%
Monthly	27	1.1%
Rarely (i.e. a few times a year)	237	9.9%
Never	376	15.7%
Unspecified	*95*	4.0%

Rating importance but not performance

Respondents who had not used a service, and were therefore not able to rate its performance, were nevertheless able to rate importance. 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.

Southern Cross University Library Survey Results, September 2010 Response Statistics: Importance (Performance N/A)				
Variable	**Total**			**2397**
	Importance			
	Mean	**Rank**	**#**	**%**
The Library catalogue is easy to use	5.90	1	41	1.71%
Library staff are approachable and helpful	5.82	2	51	2.13%
Library staff provide accurate answers to my enquiries	5.82	3	62	2.59%
Library staff treat me fairly and without discrimination	5.79	4	67	2.80%
The Library web site provides useful information	5.71	5	38	1.59%
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	5.68	6	85	3.55%
Books and articles I have requested from other libraries and campuses are delivered promptly	5.67	7	214	8.93%
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	5.63	8	41	1.71%
Library staff are readily available to assist me	5.63	9	60	2.50%
When I am away from campus I can access the Library resources and services I need	5.48	10	62	2.59%
The Library web site is easy to use	5.48	11	29	1.21%
I can get wireless access in the Library when I need to	5.47	12	177	7.38%
Online enquiry services (e.g. email, Ask a Librarian) meet my needs	5.42	13	166	6.93%
Printing, scanning and photocopying facilities in the Library meet my needs	5.39	14	120	5.01%
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.37	15	110	4.59%
The items I'm looking for on the Library shelves are usually there	5.36	16	84	3.50%
Course specific resources from eReadings and Short Loan meet my learning needs	5.33	17	83	3.46%
I am informed about Library services	5.17	18	42	1.75%
Laptop facilities (e.g. desks, power) in the Library meet my needs	5.13	19	161	6.72%
The Library anticipates my learning and research needs	5.06	20	86	3.59%
Face-to-face enquiry services meet my needs	4.92	21	109	4.55%
Opening hours meet my needs	4.86	22	104	4.34%
I can find a quiet place in the Library to study when I need to	4.81	23	116	4.84%
A computer is available when I need one	4.75	24	117	4.88%
Library signage is clear	4.74	25	84	3.50%
I can find a place in the Library to work in a group when I need to	4.65	26	172	7.18%
Library workshops, classes and tutorials help me with my learning and research needs	4.60	27	166	6.93%
The Library is a good place to study	4.60	28	132	5.51%

2. 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.

September 2010 Top 10 importance	Mean (1 = low, 7 = high)	September 2008 Top 10 importance	Mean (1 = low, 7 = high)
Library staff are approachable and helpful	6.56	Library staff are friendly and helpful	6.59
Library staff provide accurate answers to my enquiries	6.55	The Library catalogue is easy to use	6.54
Library staff are readily available to assist me	6.52	Library staff treat me fairly and without discrimination	6.53
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	6.51	Access to electronic resources is easily available	6.52
Library staff treat me fairly and without discrimination	6.49	The Library website is easy to use	6.52
When I am away from campus I can access the Library resources and services I need	6.47	The Library collection is adequate for my needs	6.51
The Library catalogue is easy to use	6.44	Library staff display professionalism	6.51
The Library web site is easy to use	6.43	Off-campus access to electronic information resources & services is adequate	6.44
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	6.41	Course-specific resources are easy to find and access	6.43
I can find a quiet place in the Library to study when I need to	6.35	Library catalogue provides clear and useful information	6.42

■ Common to 2010 and 2008

Of the 28 statements in the survey, 23 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 involve Library staff being approachable and helpful, providing accurate answers to enquiries, being readily available to assist, and providing fair and non discriminatory treatment. Other themes include online and print resources meeting clients' learning and research needs; access to Library resources and services away from campus; the ease of using the Library website and catalogue; and being able to find a quiet place in the Library 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 2010 as compared with those ranked highest in 2008.

September 2010 Top 10 performance	Mean (1 = low, 7 = high)	September 2008 Top 10 performance	Mean (1 = low, 7 = high)
Library staff treat me fairly and without discrimination*5	6.44	Library staff treat me fairly and without discrimination	6.37
Library staff are approachable and helpful*1	6.30	Library staff display professionalism	6.31
Library staff provide accurate answers to my enquiries*2	6.26	Library staff are friendly and helpful	6.25
Library staff are readily available to assist me*3	6.17	Library staff provide quality service	5.97
Face-to-face enquiry services meet my needs	6.02	Library staff are readily available to assist me	5.93
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.89	Service staff respond in a timely manner	5.89
When I am away from campus I can access the Library resources and services I need*6	5.87	Library staff provide clear and accurate answers/responses to my queries	5.84
Books and articles I have requested from other libraries and campuses are delivered promptly	5.81	Inter-library loan requests are filled promptly	5.68
I can get wireless access in the Library when I need to	5.79	Library staff are proactive in their dealings with me	5.67
The Library is a good place to study	5.77	Books and journals are reshelved quickly	5.67

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

■ Common to 2010 and 2008

The survey identified all 28 variables with scores greater than 5.00. These variables are considered strong performers, with 5.00 representing a relatively strong rating on a seven-point scale. This is a very good result for the Library.

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; off campus access to Library resources and services; speed of delivery of books and articles from other locations; adequacy of wireless access; and the Library being a good place to study.

The top 10 performance list contains five 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*

- *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 2010 as compared with those ranked lowest in 2008. Please note that the lowest performing variable appears first on the list.

September 2010 Lowest 10 performance	Mean (1 = low, 7 = high)	September 2008 Lowest 10 performance	Mean (1 = low, 7 = high)
A computer is available when I need one	5.02	Library staff keep me informed about new service, resources and collections	4.92
The Library anticipates my learning and research needs	5.19	Access to computers to support study/research is adequate	4.93
The items I'm looking for on the Library shelves are usually there	5.35	The Library collection is adequate for my needs	5.01
I am informed about Library services	5.36	Course specific resources are easy to find and access	5.13
Library signage is clear	5.41	Group study facilities are adequate	5.16
I can find a place in the Library to work in a group when I need to	5.44	Library staff respond to my suggestions and ideas	5.20
The Library catalogue is easy to use*7	5.44	Individual seating is adequate	5.24
Library workshops, classes and tutorials help me with my learning and research needs	5.45	Online help services are adequate	5.25
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs*9	5.45	Prompt corrective action is taken regarding missing books and journals	5.27
Opening hours meet my needs	5.49	Access to electronic resources is easily available	5.28

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

■ Common to 2010 and 2008

The lowest 10 performance list has two factors in common with the top 10 importance list.

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 1.0 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.0 are serious and should be acted upon. This table reports the 10 variables with the highest gaps for the 2010 and 2008 surveys.

September 2010 Top 10 gaps	Mean (1 = low, 7 = high)	September 2008 Top 10 gaps	Mean (1 = low, 7 = high)
A computer is available when I need one	1.20	The Library collection is adequate for my needs	1.50
Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs*4	1.02	Course-specific resources are easy to find and access	1.30
The Library catalogue is easy to use*7	1.00	Access to electronic resources is easily available	1.24
Information resources located in the Library (e.g books, journals, DVDs) meet my learning and research needs*9	0.96	Access to computers to support study/research is adequate	1.21
The items I'm looking for on the Library shelves are usually there	0.95	The Library catalogue is easy to use	1.13
The Library web site is easy to use*8	0.90	Off-campus access to electronic information resources & services is adequate	1.10
Course specific resources from eReadings and Short Loan meet my learning needs	0.78	The Library website is easy to use	1.06
I can find a quiet place in the Library to study when I need to*10	0.71	Library catalogue provides clear and useful information	1.06
Opening hours meet my needs	0.66	Online help services are adequate	0.92
When I am away from campus I can access the Library resources and services I need*6	0.60	Library web pages provide clear and useful information	0.90

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

■ Common to 2010 and 2008

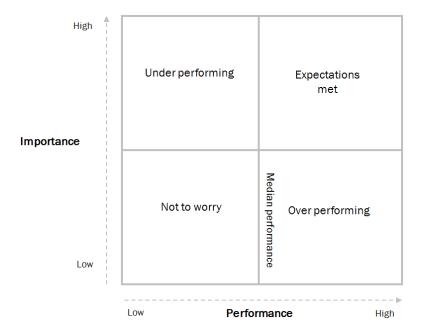The top 10 gap list contains six factors from the top 10 importance list:

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

- *The Library catalogue is easy to use*
  (a top 25% benchmark performer)

- *Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs*
  (a top 25% benchmark performer)

- *The Library web site is easy to use*
  (a top 25% benchmark performer)

- *I can find a quiet place in the Library to study when I need to*
  (a top 25% benchmark performer)

- *When I am away from campus I can access the Library resources and services I need*
  (a top 25% 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*

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

- *The Library catalogue is easy to use*

Although there were no factors registering a gap score over 2.00, it may be prudent to keep an eye on these variables to ensure that they do not become problematic in the future.
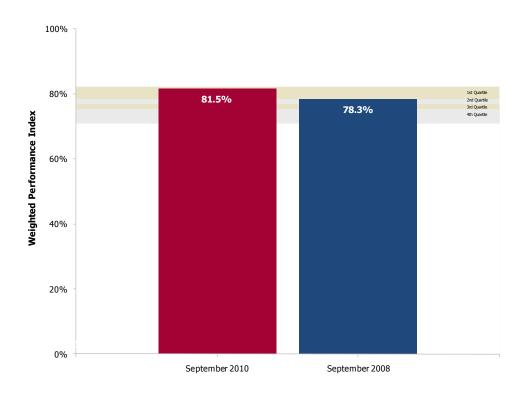
Comparison with other libraries

Weighted performance index

The Library recorded an overall score of 81.5%%. This places Southern Cross University Library in the top 25% of libraries that have surveyed with us over the last two years and reflects an impressive score increase of 3.2% since the previous survey in 2008. Southern Cross University Library came very close to performing at the top of our benchmark database.

Weighted performance index

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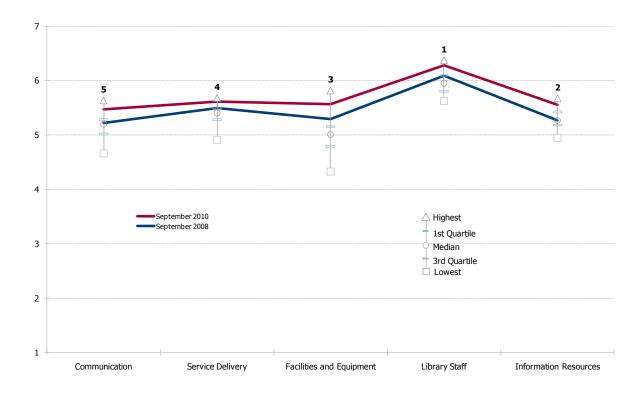
The following graph shows the performance scores of the Library, within the range of other library scores, across the five best practice categories. At the time that Southern Cross University's Library Client Survey was administered, 38 other libraries had completed benchmark surveys. It is this group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

The three highest priority categories for the clients of Southern Cross University Library are *Library Staff*, *Information Resources* and *Facilities and Equipment* (as indicated by the bold numbers in the following graph).

All categories are performing in the first quartile (top 25%) when benchmarked externally, a very positive result for the Library.

Performance scores for all categories have also increased substantially 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 analysis.

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 *Library Staff*, with a score of 89.9%. The lowest score was identified for *Communication* at 78.2%.

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.

Scorecard
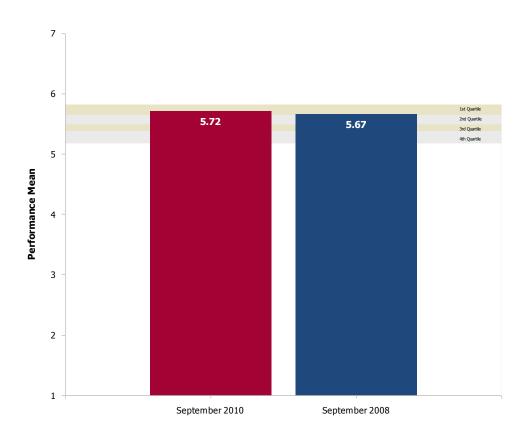
	Communication	Service Delivery	Facilities And Equipment	Library Staff	Information Resources	Weighted Total
Weighting	15%	22%	18%	20%	25%	100%
September 2010	78.2%	80.3%	79.6%	89.9%	79.4%	81.5%
September 2008	74.6%	78.5%	75.6%	87.1%	75.3%	78.3%
Highest Performer in Databas	80.6%	81.2%	83.2%	91.1%	81.1%	82.2%
Median	74.3%	77.3%	71.6%	85.1%	75.3%	76.9%
Lowest Performer in Database	66.6%	70.2%	61.9%	80.5%	70.7%	71.0%

Overall satisfaction

Respondents were asked to provide a general assessment of their satisfaction with the Library (see graph below). In this case, the overall performance mean of 5.72 places the Library within the first quartile (or top 25%) when compared with other libraries that have surveyed over the last two years. This is an improvement on the results from 2008, where the Library received an average satisfaction score of 5.67.

Overall satisfaction
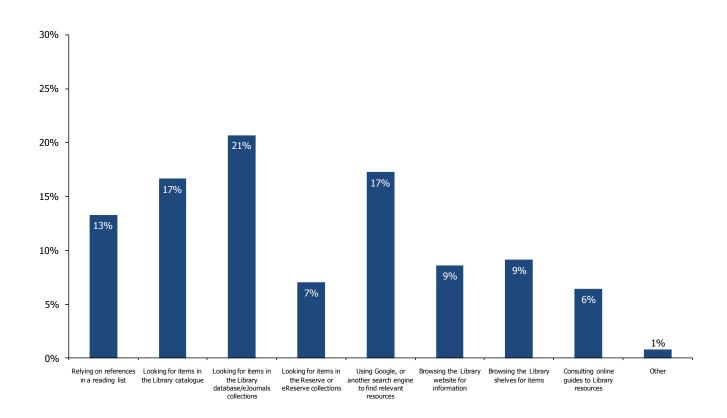
Looking for information

Respondents were asked about their information seeking experiences, and were presented with three multiple choice statements. The following bar charts display in percentage terms the preferences of respondents for these statements.
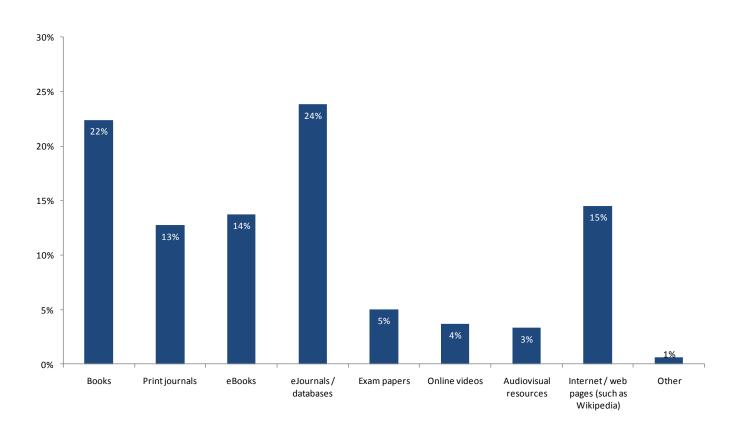
My researching a topic usually involves...

N=2309
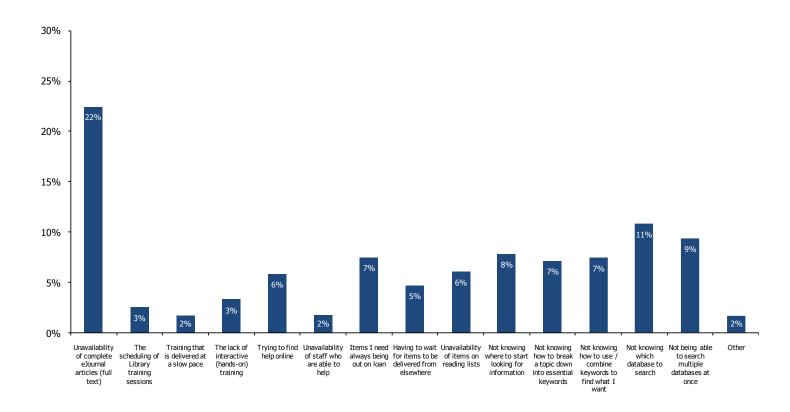
I prefer to find the information I need in...

N=2309

I am frustrated by...

Category	Percentage
Unavailability of complete eJournal articles (full text)	22%
The scheduling of Library training sessions	3%
Training that is delivered at a slow pace	2%
The lack of interactive (hands-on) training	3%
Trying to find help online	6%
Unavailability of staff who are able to help	2%
Items I need always being out on loan	7%
Having to wait for items to be delivered from elsewhere	5%
Unavailability of items on reading lists	6%
Not knowing where to start looking for information	8%
Not knowing how to break a topic down into essential keywords	7%
Not knowing how to use / combine keywords to find what I want	7%
Not knowing which database to search	11%
Not being able to search multiple databases at once	9%
Other	2%

N = 2107

3. Summary of results: grouped by demographics

The following tables show the top 5 improvement opportunities (gaps) across each of the major demographic breakdowns within Southern Cross University 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 1.0 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.0 are serious and should be acted upon.

Which Campus Library do you use most?

Southern Cross University Library Survey Results, September 2010 Top 5 Gap Scores by Demographic Which Campus Library do you use most?	Unique Factor

Lismore (1205 Responses)	Gap Score
A computer is available when I need one	1.22
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.04
The Library catalogue is easy to use	1.02
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.93
The Library web site is easy to use	0.90

Coffs Harbour (436 Responses)	Gap Score
A computer is available when I need one	1.69
I can find a quiet place in the Library to study when I need to	1.25
The items I'm looking for on the Library shelves are usually there	0.97
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.88
I can find a place in the Library to work in a group when I need to	0.82

Gold Coast and Tweed Heads (305 Responses)	Gap Score
The items I'm looking for on the Library shelves are usually there	1.35
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.31
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.10
The Library catalogue is easy to use	0.96
Course specific resources from eReadings and Short Loan meet my learning needs	0.90

Remote Access Only – Based within Australia (413 Responses)	Gap Score
The Library catalogue is easy to use	1.21
The Library web site is easy to use	1.16
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.09
A computer is available when I need one	0.89
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.84

Remote Access Only – Based outside Australia (33 Responses)	Gap Score
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.19
The items I'm looking for on the Library shelves are usually there	1.07
The Library catalogue is easy to use	1.04
The Library web site provides useful information	1.00
Library signage is clear	0.94

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

Southern Cross University Library Survey Results, September 2010
Top 5 Gap Scores by Demographic
What is your major area of study, research or teaching?

Unique Factor

Arts and Social Sciences (416 Responses)	Gap Score
A computer is available when I need one	1.11
The Library catalogue is easy to use	1.06
The Library web site is easy to use	1.00
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.95
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.93
Education (336 Responses)	**Gap Score**
A computer is available when I need one	1.50
The items I'm looking for on the Library shelves are usually there	0.96
The Library catalogue is easy to use	0.95
The Library web site is easy to use	0.86
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.84
Law and Justice (158 Responses)	**Gap Score**
A computer is available when I need one	1.15
Course specific resources from eReadings and Short Loan meet my learning needs	1.08
The Library catalogue is easy to use	0.91
Opening hours meet my needs	0.91
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.90
Commerce and Management (297 Responses)	**Gap Score**
The items I'm looking for on the Library shelves are usually there	0.98
The Library catalogue is easy to use	0.90
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.83
A computer is available when I need one	0.82
The Library web site is easy to use	0.79
Tourism and Hospitality (185 Responses)	**Gap Score**
A computer is available when I need one	1.09
The items I'm looking for on the Library shelves are usually there	1.07
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.03
The Library catalogue is easy to use	1.03
I can find a quiet place in the Library to study when I need to	1.00
Graduate College of Management (56 Responses)	**Gap Score**
The Library catalogue is easy to use	1.27
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.27
The Library web site is easy to use	1.25
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.20
The Library web site provides useful information	0.91

Southern Cross University Library Survey Results, September 2010
Top 5 Gap Scores by Demographic
What is your major area of study, research or teaching?

Unique Factor

Environmental Science and Management (184 Responses)	Gap Score
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.70
A computer is available when I need one	1.51
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.41
The Library catalogue is easy to use	1.31
The Library web site is easy to use	1.28

College of Indigenous Australian Peoples (28 Responses)	Gap Score
Course specific resources from eReadings and Short Loan meet my learning needs	1.45
A computer is available when I need one	1.13
The Library catalogue is easy to use	1.12
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.12
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.00

Health and Human Sciences (537 Responses)	Gap Score
A computer is available when I need one	1.39
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.26
The items I'm looking for on the Library shelves are usually there	1.14
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.08
Course specific resources from eReadings and Short Loan meet my learning needs	1.03

TAFE (33 Responses)	Gap Score
A computer is available when I need one	1.55
I can find a place in the Library to work in a group when I need to	1.46
I can find a quiet place in the Library to study when I need to	1.27
The items I'm looking for on the Library shelves are usually there	0.91
Laptop facilities (e.g. desks, power) in the Library meet my needs	0.91

Senior College (23 Responses)	Gap Score
A computer is available when I need one	1.05
I can find a quiet place in the Library to study when I need to	0.73
I can find a place in the Library to work in a group when I need to	0.53
Laptop facilities (e.g. desks, power) in the Library meet my needs	0.47
The Library is a good place to study	0.43

Other (140 Responses)	Gap Score
The Library web site is easy to use	0.72
The Library catalogue is easy to use	0.71
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.69
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.62
The Library web site provides useful information	0.57

What single category best describes you?

| | Unique Factor |

Undergraduate – 1st year (665 Responses)	**Gap Score**
A computer is available when I need one	1.14
The Library catalogue is easy to use	0.92
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.85
The Library web site is easy to use	0.84
The items I'm looking for on the Library shelves are usually there	0.82
Undergraduate – other (1108 Responses)	**Gap Score**
A computer is available when I need one	1.43
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.06
The items I'm looking for on the Library shelves are usually there	1.06
The Library catalogue is easy to use	1.01
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.98
Postgraduate (299 Responses)	**Gap Score**
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.23
The Library catalogue is easy to use	1.21
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.17
The Library web site is easy to use	1.10
The items I'm looking for on the Library shelves are usually there	1.01
Academic/Research Staff (113 Responses)	**Gap Score**
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.75
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.60
Course specific resources from eReadings and Short Loan meet my learning needs	1.50
The Library catalogue is easy to use	1.27
The Library web site is easy to use	1.24
General Staff (88 Responses)	**Gap Score**
The Library catalogue is easy to use	0.76
The Library web site is easy to use	0.60
The items I'm looking for on the Library shelves are usually there	0.52
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.52
The Library web site provides useful information	0.39
TAFE (33 Responses)	**Gap Score**
I can find a place in the Library to work in a group when I need to	1.56
A computer is available when I need one	1.51
I can find a quiet place in the Library to study when I need to	1.36
Laptop facilities (e.g. desks, power) in the Library meet my needs	1.00
The items I'm looking for on the Library shelves are usually there	0.98

What single category best describes you?

Southern Cross University Library Survey Results, September 2010 Top 5 Gap Scores by Demographic What single category best describes you?	Unique Factor

Senior College (26 Responses)	**Gap Score**
A computer is available when I need one	1.14
The items I'm looking for on the Library shelves are usually there	0.66
I can find a quiet place in the Library to study when I need to	0.53
The Library catalogue is easy to use	0.48
The Library web site is easy to use	0.47
Other (51 Responses)	**Gap Score**
A computer is available when I need one	1.47
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.90
The items I'm looking for on the Library shelves are usually there	0.85
Laptop facilities (e.g. desks, power) in the Library meet my needs	0.73
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.70

Are you an Australian or New Zealand citizen or a permanent resident?

Southern Cross University Library Survey Results, September 2010
Top 5 Gap Scores by Demographic
Are you an Australian or New Zealand citizen or a permanent resident?

Unique Factor

Yes (2150 Responses)	Gap Score
A computer is available when I need one	1.26
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.03
The Library catalogue is easy to use	1.02
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.97
The items I'm looking for on the Library shelves are usually there	0.94

No (239 Responses)	Gap Score
The items I'm looking for on the Library shelves are usually there	1.07
Opening hours meet my needs	0.97
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.94
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.93
I can find a quiet place in the Library to study when I need to	0.80

How often do you come into the Library?

Southern Cross University Library Survey Results, September 2010
Top 5 Gap Scores by Demographic
How often do you come into the Library?

Daily (151 Responses)	Gap Score
A computer is available when I need one	1.48
Opening hours meet my needs	1.21
I can find a quiet place in the Library to study when I need to	1.01
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.00
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.99
2–4 days a week (866 Responses)	**Gap Score**
A computer is available when I need one	1.44
The items I'm looking for on the Library shelves are usually there	0.98
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.96
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.94
Opening hours meet my needs	0.89
Fortnightly (428 Responses)	**Gap Score**
A computer is available when I need one	1.19
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.12
The items I'm looking for on the Library shelves are usually there	1.10
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.06
The Library catalogue is easy to use	0.94
Monthly (240 Responses)	**Gap Score**
The Library catalogue is easy to use	1.00
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.93
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.91
The items I'm looking for on the Library shelves are usually there	0.88
The Library web site is easy to use	0.86
Rarely (ie. A few times a year) (325 Responses)	**Gap Score**
The Library catalogue is easy to use	1.21
The Library web site is easy to use	1.17
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.12
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.85
Course specific resources from eReadings and Short Loan meet my learning needs	0.83
Never (289 Responses)	**Gap Score**
I can find a quiet place in the Library to study when I need to	1.39
I can get wireless access in the Library when I need to	1.32
The Library catalogue is easy to use	1.31
The Library web site is easy to use	1.27
A computer is available when I need one	1.20

How often do you access the Library online?

Southern Cross University Library Survey Results, September 2010
Top 5 Gap Scores by Demographic
How often do you access the Library online?

Daily (311 Responses)	Gap Score
A computer is available when I need one	1.22
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.10
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.08
The Library catalogue is easy to use	0.96
The items I'm looking for on the Library shelves are usually there	0.90
2-4 days a week (1004 Responses)	**Gap Score**
A computer is available when I need one	1.25
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.11
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.06
The items I'm looking for on the Library shelves are usually there	1.03
The Library catalogue is easy to use	1.01
Fortnightly (522 Responses)	**Gap Score**
A computer is available when I need one	1.13
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.92
The Library catalogue is easy to use	0.92
The items I'm looking for on the Library shelves are usually there	0.87
The Library web site is easy to use	0.84
Monthly (246 Responses)	**Gap Score**
A computer is available when I need one	1.08
The Library catalogue is easy to use	1.06
The Library web site is easy to use	1.05
The items I'm looking for on the Library shelves are usually there	0.87
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.86
Rarely (i.e. a few times a year) (194 Responses)	**Gap Score**
A computer is available when I need one	1.19
The Library catalogue is easy to use	1.18
The items I'm looking for on the Library shelves are usually there	1.05
The Library web site is easy to use	0.95
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.89
Never (20 Responses)	**Gap Score**
A computer is available when I need one	1.42
I can find a place in the Library to work in a group when I need to	1.17
Laptop facilities (e.g. desks, power) in the Library meet my needs	0.98
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.70
Opening hours meet my needs	0.68

How often do you are you required to be on campus?

	Unique Factor

Daily (329 Responses)	**Gap Score**
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.98
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.98
The Library catalogue is easy to use	0.83
A computer is available when I need one	0.82
The items I'm looking for on the Library shelves are usually there	0.72

2-4 days a week (1270 Responses)	**Gap Score**
A computer is available when I need one	1.40
The items I'm looking for on the Library shelves are usually there	1.07
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.02
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.01
The Library catalogue is easy to use	0.98

Fortnightly (63 Responses)	**Gap Score**
A computer is available when I need one	1.08
The Library web site is easy to use	0.78
I can find a quiet place in the Library to study when I need to	0.66
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.66
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.64

Monthly (27 Responses)	**Gap Score**
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	1.10
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.06
The Library catalogue is easy to use	0.98
The items I'm looking for on the Library shelves are usually there	0.96
Opening hours meet my needs	0.92

Rarely (i.e. a few times a year) (237 Responses)	**Gap Score**
The Library catalogue is easy to use	1.18
The Library web site is easy to use	1.16
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.07
Information resources located in the Library (eg books, journals, DVDs) meet my learning and research needs	0.95
Opening hours meet my needs	0.94

Never (376 Responses)	**Gap Score**
The Library catalogue is easy to use	1.19
The Library web site is easy to use	1.11
Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	1.06
Course specific resources from eReadings and Short Loan meet my learning needs	0.78
The items I'm looking for on the Library shelves are usually there	0.76

4. Executive Summary

This year the Library recorded an overall score of 81.5%. This places Southern Cross University Library in the top 25% of libraries that have surveyed with us over the last two years and reflects an impressive score increase of 3.2% since the previous survey in 2008. This year, Southern Cross University Library came very close to performing at the top of our benchmark database.

The areas of highest importance to Library clients involve Library staff being approachable and helpful, providing accurate answers to enquiries, being readily available to assist, and providing fair and non discriminatory treatment. Other themes include both online and print resources meeting clients' learning and research needs; access to Library resources and services away from campus; the ease of using the Library website and catalogue; and being able to find a quiet place in the Library to study.

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; off campus access to Library resources and services; speed of delivery of books and articles from other locations; adequacy of wireless access; and the Library being a good place to study.

The top 10 performance list contains five 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*

- *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 89.9%. The lowest score was identified for *Communication* at 78.2%.

The three highest priority categories for the clients of Southern Cross University Library are *Library Staff*, *Information Resources* and *Facilities and Equipment*.

All categories are performing in the first quartile (top 25%) when benchmarked externally, a very positive result for the Library. Performance scores for all categories have also increased substantially in comparison to the previous survey.

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*

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

- *The Library catalogue is easy to use*

Although there were no factors registering a gap score over 2.00, it may be prudent to keep an eye on these factors to ensure that they do not become problematic in the future.

Respondents were also asked to indicate how often they come into the Library, how often they access the Library online, and how often they come onto campus. The most common frequency response for all was *2-4 days a week,* with response rates of 36.1%, 41.9% and 53% respectively.

In conclusion, Southern Cross University Library achieved a very positive results for the Library Client Survey in 2010, and improved performance across all areas in comparison to the previous survey conducted in 2008.

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.

PDCA cycle diagram:

- **Plan** — Survey completed → Communication of results to senior management
- **Do** — Results delivered to respondents (e.g. presentations & communiqués)
- **Check** — Results reviewed in teams. Factors for improvement identified and action plans developed
- **Act** — Action taken to improve → Ongoing measurement and review of progress and realignment of process (e.g. tracking surveys)

6 months later