

insyncsurveys



University of
New England

Library Client Survey

Report

October 2009

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1 Introduction

1.1 Background

The Council of Australian University Librarians (CAUL) has a longstanding relationship with Insync Surveys to assist CAUL members to develop, administer and analyse client satisfaction surveys. 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 agreement, Insync Surveys was retained by University of New England (UNE) 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 university libraries in the Insync Surveys database, which has been built over 10 years.

1.2 Survey Objectives

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

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

1.3 Survey Process

The survey required all clients to provide some demographic information. It then displayed 31 statements – called 'variables' – considered critical to the continued 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 impression of the library's **performance** on each statement.

Clients of the Library were given the opportunity to participate in the survey in September and October 2009 by completing the questionnaire anonymously. This confidentiality helps to ensure that the true concerns of the clients are identified. The survey could be completed online only.

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

1.4 Scaling

The adoption of a seven-point scale provides very good and 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 as part of our report involve analysis of the mean responses to each of the questions asked, across all demographic categories. This analysis of means provides very good information (in terms of being statistically valid and reliable) for management and stakeholder when feedback is provided. Note that the middle option (4) in the seven point scale allows for respondents to "neither agree nor disagree".

1.5 Response Statistics

The table below details the number of usable survey forms received from clients of the Library. Where a minority of clients do not indicate their demographic information, these forms are consequently classified as *Unspecified*.

University of New England Library Survey Results, October 2009 Response Statistics	
Total	1064
Which Library do you use most?	
Dixson Library	901
Law Library	73
<i>Unspecified</i>	<i>90</i>
What is your major area of study, research or teaching?	
Arts Literature and Communication	137
Behavioural, Cognitive and Social Sciences	131
Business, Economics and Public Policy	90
Education	143
Environmental and Rural Science	91
Health	85
Humanities	131
Law	73
Rural Medicine	11
Science and Technology	93
<i>Unspecified</i>	<i>79</i>
What single category best describes you?	
Undergraduate	633
Postgraduate	245
Academic/Research Staff	68
General Staff	35
From another University/Other (including member of the public)	8
<i>Unspecified</i>	<i>75</i>
Which category describes you as a student?	
International Student (on campus)	94
International Student (off campus)	9
Australian Student (on campus)	298
Australian Student (off campus)	508
<i>Unspecified</i>	<i>155</i>

Commentary

In total, 1064 responses were received. The number of responses received this year was notably more than the 834 responses received for the 2007 survey. The 2009 response statistics table shows:

- Most responses were recorded for the Dixon Library (84.7%).
- Education was the major area of study, research, or teaching for clients who responded to the survey (13.4%).

- Undergraduate students provided the largest number of category responses (59.5%), followed by Postgraduate students (23%).
- Australian, off campus students recorded the largest response rate for that category, with 47.7%.

Information corresponding to the usage of the libraries at UNE was also collected. Respondents were asked to indicate how often they come into the Library, how often they access the Library online, and how often they are required to be on the campus. The number of responses across the options within each of these questions can be seen in the table below.

University of New England Library Survey Results, October 2009 Response Statistics	
Total	1064
How often do you come into the Library?	
Daily	82
2-4 days a week	205
Fortnightly	108
Monthly	73
Rarely (i.e. a few times a year)	253
Never	163
<i>Unspecified</i>	<i>180</i>
How often do you access the Library online?	
Daily	154
2-4 days a week	363
Fortnightly	218
Monthly	94
Rarely (i.e. a few times a year)	58
Never	4
<i>Unspecified</i>	<i>173</i>
How often are you required to be on the UNE campus?	
Daily	238
2-4 days a week	180
Fortnightly	12
Monthly	14
Rarely (i.e. a few times a year)	286
Never	161
<i>Unspecified</i>	<i>173</i>

Commentary

For the question **How often do you come into the library?**, the most common response was *Rarely (i.e., a few times a year)*, followed by *2-4 days a week*. More than one quarter of respondents (27%) physically visit the library daily or 2-4 days a week. On the other hand, 39.1% of respondents come into the library rarely or never.

For the question **How often do you access the library online?**, the most common response was *2-4 days a week* followed by *Fortnightly*. Almost half of the survey participants (48.6%) access the library online, compared to 5.8% of clients that do so rarely or never.

For the question **How often are you required to be on the UNE campus?**, the most common response was *Rarely (i.e., a few times a year)*. Indeed, 42% of survey participants are required to be on campus rarely or never. On the other hand, over one third (39.3%) of respondents are required to be on campus daily or 2-4 days a week.

Overall, the survey respondents are more likely to be regular users of library services – on campus or online – and, as such, are more likely to have a comprehensive view of the services provided.

The following table displays the response statistics for all variables where respondents selected the N/A option. Importance scores are recorded along with the numbers and percentage of respondents that selected the N/A option for each variable.

University of New England Library Survey Results, October 2009				
N/A Responses				
Variables	Total Responses = 1064			
	Importance		N/A	
	Mean	Rank	#	%
The library web site is easy to use	6.57	1	15	0.01
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	6.44	2	22	0.02
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	6.25	3	125	0.12
Library staff provide accurate answers to my enquiries	6.10	4	104	0.10
Library staff are readily available to assist me	6.02	5	119	0.11
Library staff are approachable and helpful	5.95	6	127	0.12
Electronic delivery of library items meets my needs.	5.91	7	151	0.14
When I am away from campus I can access the Library resources and services I need	5.89	8	101	0.09
Library staff treat me fairly and without discrimination	5.80	9	127	0.12
Course specific resources (e.g. eReserve, Open Reserve meet my learning needs)	5.78	10	119	0.11
Books/articles I have requested from other libraries (via UNE) are delivered promptly	5.76	11	515	0.48
The items I'm looking for on the library shelves are usually there	5.75	12	219	0.21
Books/articles I have requested from UNE libraries are delivered promptly	5.71	13	274	0.26
Printing / scanning / photocopying facilities in the Library meet my needs	5.53	14	303	0.28
I can get wireless access in the Library when I need to	5.43	15	480	0.45
Face-to-face enquiry services (Service Desk, phone, etc) meet my needs	5.37	16	234	0.22
I can find a quiet place in the Library to study when I need to	5.35	17	303	0.28
The library catalogue is easy to use	5.30	18	44	0.04
A computer is available in the Library when I need one	5.28	19	289	0.27
Laptop facilities (e.g. desks, power) in the Library meet my needs	5.22	20	440	0.41
Simple access to key library resources through MyLibrary/MyUNE meets my needs	5.20	21	51	0.05
Opening hours meet my needs	5.09	22	223	0.21
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.07	23	202	0.19
The Library is a good place to study	5.05	24	303	0.28
Library signage is clear	5.00	25	176	0.17
Online enquiry services (e.g. AskALibrarian) meet my needs.	4.99	26	241	0.23
I can find a place in the Library to work in a group when I need to	4.87	27	409	0.38
The Library anticipates my learning/research needs	4.52	28	111	0.10
Library face to face classes (e.g. Internet skills for researchers, Endnote) help me with my learning/research needs	4.30	29	368	0.35
The Library Web site provides useful information	4.00	30	9	0.01
I am informed about Library services	3.80	31	10	0.01

2 Detailed Results Interpretation

2.1 What Clients Believe is Important for the Library

The 10 highest ranked importance variables for the UNE Library clients are listed in descending priority order in the table below. The 2007 results are also reported to enable a comparison.

October 2009			November 2007		
Category	Top 10 Importance	Mean	Top 10 Importance	Mean	
Library Staff	Library staff provide accurate answers to my enquiries	6.58	Off-campus access to electronic information resources & services is adequate	6.65	
Information Resources	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	6.58	Access to electronic resources is easily available	6.59	
Library Staff	Library staff are approachable and helpful	6.53	The library web site is easy to use	6.52	
Information Resources	When I am away from campus I can access the Library resources and services I need	6.50	The library catalogue is easy to use	6.51	
Information Resources	Course specific resources (e.g. eReserve, Open Reserve) meet my learning needs	6.50	Library web pages provide clear and useful information	6.42	
Information Resources	The library web site is easy to use	6.47	Library catalogue provides clear and useful information	6.38	
Information Resources	The library catalogue is easy to use	6.47	Course-specific resources are easy to find and access	6.37	
Library Staff	Library staff are readily available to assist me	6.45	The library collection is adequate for my needs	6.30	
Information Resources	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	6.42	Library staff provide clear and accurate answers/responses to my queries	6.27	
Library Staff	Library staff treat me fairly and without discrimination	6.41	Library staff are friendly and helpful	6.24	

Common to 2009 and 2007

Commentary

Of the 31 statements in the survey, 21 were identified with importance means of 6.00 or higher. These statements are all of relatively high importance to clients. The variables in the top 10 importance list focus on Library Staff and Information Resources. Five of the ten variables overlap with the 2007 result. The importance scores for all five variables have remained relatively constant since.

2.2 How Clients Believe the Library is Performing

The table below reports, in descending order, the 10 variables ranked highest in performance by the UNE Library clients in 2009 as compared with those ranked highest in 2007.

October 2009			November 2007		
Category	Top 10 Performance	Mean	Top 10 Performance	Mean	
Library Staff	Library staff treat me fairly and without discrimination*	6.41	Library staff treat me fairly and without discrimination	6.26	
Library Staff	Library staff are approachable and helpful*	6.16	Library staff are friendly and helpful	6.16	
Library Staff	Library staff provide accurate answers to my enquiries*	6.12	Library staff display professionalism	6.16	
Library Staff	Library staff are readily available to assist me*	5.97	Library staff provide quality service	5.97	
Facilities & Equipment	The Library is a good place to study	5.85	Library staff provide clear and accurate answers/responses to my queries	5.85	
Service Delivery	Face-to-face enquiry services (Service Desk, phone, etc) meet my needs	5.83	Service staff respond in a timely manner	5.78	
Facilities & Equipment	I can find a quiet place in the Library to study when I need to	5.80	Library staff are readily available to assist me	5.71	
Information Resources	Course specific resources (e.g. eReserve, Open Reserve) meet my learning needs*	5.76	Quiet study facilities are adequate	5.54	
Service Delivery	Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.74	Library staff describe clearly the services on offer	5.44	
Specific Criteria	Books/articles I have requested from UNE libraries are delivered promptly	5.69	Access to computers to support study/research is adequate	5.42	

(N.B. Factors marked * have also been identified as top 10 importance issues)

Common to 2009 and 2007

Commentary

The survey identified 29 out of 31 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.

Four variables in the top 10 performance list relate to the category Library Staff. The remaining variables relate to Service Delivery, Facilities and Equipment, and Information Resources. The top 10 performance list contains five factors from the top 10 importance list, as indicated by the red asterisks. This is a very positive result for the Library. Not only are these factors among the most important issues to clients of the library, they are also being performed well.

Five of the top 10 performance variables for 2009 are common with the list from the 2007 survey. The performance scores for four of these variables have increased since the previous survey, indicating that performance – as perceived by clients – has improved.

When analysing the performance results, it is important to keep in mind that we are dealing with clients' **perceptions** of the Library's performance. A review of the 'Best Practice Categories' graphs are also recommended for individual variables. This allows for a comparison of scores for individual variables with the performance scores of other libraries in the Insync Surveys database.

At the other end of the scale are the lowest performing variables. This table shows the 10 variables given the lowest rankings by the UNE Library clients in 2009 as compared with those ranked lowest in 2007. Please note that the lowest performing variable appears first on the list.

October 2009			November 2007		
Category	Bottom 10 Performance	Mean	Bottom 10 Performance	Mean	
Service Delivery	The Library anticipates my learning/research needs	4.89	Library staff act on my suggestions and ideas	4.42	
Communication	I am informed about Library services	4.98	Library staff keep me informed about new services, resources and collections	4.54	
Information Resources	The library catalogue is easy to use*	5.07	Wireless facilities are adequate	4.57	
Service Delivery	Library face to face classes (e.g. Internet skills for researchers, Endnote) help me with my learning/research needs.	5.07	Facilities for using personal laptops are adequate	4.84	
Facilities & Equipment	I can get wireless access in the Library when I need to	5.12	Prompt corrective action is taken regarding missing books and journals	4.85	
Service Delivery	The items I'm looking for on the library shelves are usually there	5.14	Services for clients with disabilities are adequate	4.90	
Facilities & Equipment	Printing / scanning / photocopying facilities in the Library meet my needs	5.14	Group study facilities are adequate	4.96	
Service Delivery	Opening hours meet my needs	5.16	Photocopying & printing facilities are adequate	5.07	
Information Resources	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs*	5.25	Adequate signage exists within the library	5.07	
Facilities & Equipment	A computer is available in the Library when I need one	5.25	Course-specific resources are easy to find and access	5.11	

(N.B. Factors marked * have also been identified as top 10 importance issues)

Common to 2009 and 2007

Commentary

The lowest 10 performance list has two variables in common with the top 10 importance list, namely, *I am informed about Library services* and *Online resources (e.g., journals, databases, ebooks) meet my learning/ research needs*. Three variables from the current lowest performing list are common with those identified in the previous survey.

2.3 Where Clients Believe the Library Can Potentially Improve

In identifying factors for improvement, Insync Surveys analyses the perceived difference – or ‘gap’ – between the importance and performance scores for each variable. These gaps indicate areas of frustration or dissatisfaction for clients and therefore represent potential improvement opportunities. Based on our research, gaps of or above 2.00 are considered substantial.

This table reports the 10 variables with the highest gaps for the 2009 and 2007 surveys.

October 2009			November 2007		
Category	Top 10 Gaps	Mean	Top 10 Gaps	Mean	
Information Resources	The library catalogue is easy to use*	1.40	Off-campus access to electronic information resources & services is adequate	1.40	
Information Resources	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs*	1.33	Access to electronic resources is easily available	1.31	
Information Resources	The library web site is easy to use*	1.16	The library catalogue is easy to use	1.31	
Service Delivery	The items I'm looking for on the library shelves are usually there	1.15	The library web site is easy to use	1.27	
Information Resources	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs*	1.07	Course-specific resources are easy to find and access	1.25	
Facilities & Equipment	A computer is available in the Library when I need one	1.02	Library catalogue provides clear and useful information	1.14	
Facilities & Equipment	Printing / scanning / photocopying facilities in the Library meet my needs	1.01	The library collection is adequate for my needs	1.13	
Information Resources	When I am away from campus I can access the Library resources and services I need*	0.89	Library web pages provide clear and useful information	1.10	
Specific Criteria	Electronic delivery of library items meets my needs	0.88	Online help services are adequate	1.02	
Service Delivery	Opening hours meet my needs	0.85	Library information guides are clear and useful	0.65	

(N.B. Factors marked * have also been identified as top 10 importance issues)

Common to 2009 and 2007

Commentary

From all 31 variables, none recorded a gap score in the substantial range, which is a positive result for the Library. The top 10 gap list contains five variables from the top 10 importance list, as indicated by the red asterisks. These are:

- The library catalogue is easy to use (a bottom 25% performer when benchmarked externally).
- Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs (a top 25% benchmark performer).
- The library web site is easy to use (performing at the median point when benchmarked externally).

- Information resources located in the Library (e.g., books, journals, DVDs) meet my learning/research needs (a top 25% performer when benchmarked externally).
- When I am away from campus I can access the Library resources and services I need (a top 25% benchmark performer).

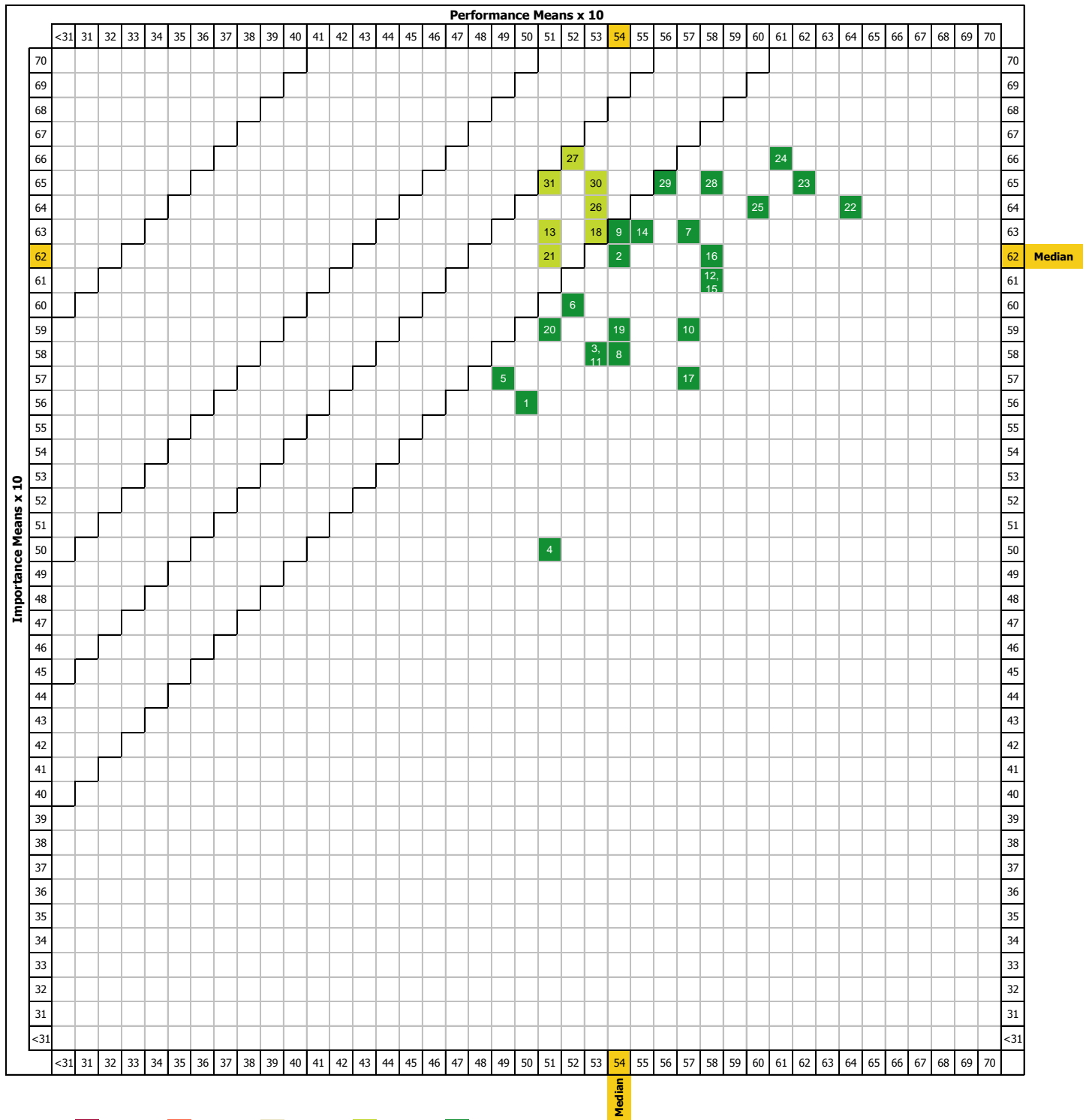
Three factors that were of concern to clients in 2007 appear on the list again in 2009. It is worth noting that the gap score for *When I am away from campus I can access the Library resources and services I need* has decreased from 1.40 in 2007 to 0.89 in 2009.

2.4 Prioritising Potential Improvement Opportunities

Analysis of these gaps enables the UNE Library to prioritise strategies for improvement around factors considered most pressing by clients. For an issue to be considered in need of attention, it must have both a gap score of or above 2.00 **and** be of high importance. A substantial gap score together with a low importance score is indicative of a non-issue for clients. Conversely, a substantial gap score together with a high importance score suggests an area of concern.

This information is calculated by and reported in the gap grid (refer to the attached data). It is a unique visual tool that allows you to see several key pieces of information within the one diagram. For each survey variable it shows the performance score (horizontal axis), the importance score (vertical axis) and the gap score (colour coded). Using this information, the factors that should be prioritised as improvement opportunities can be identified. The gap grid is a highly effective tool at an aggregate level and also at a specific demographic level.

A review of the library-wide gap grid highlights the relatively small gap scores (all less than 1.4) and the positive pattern of results at the overall level.

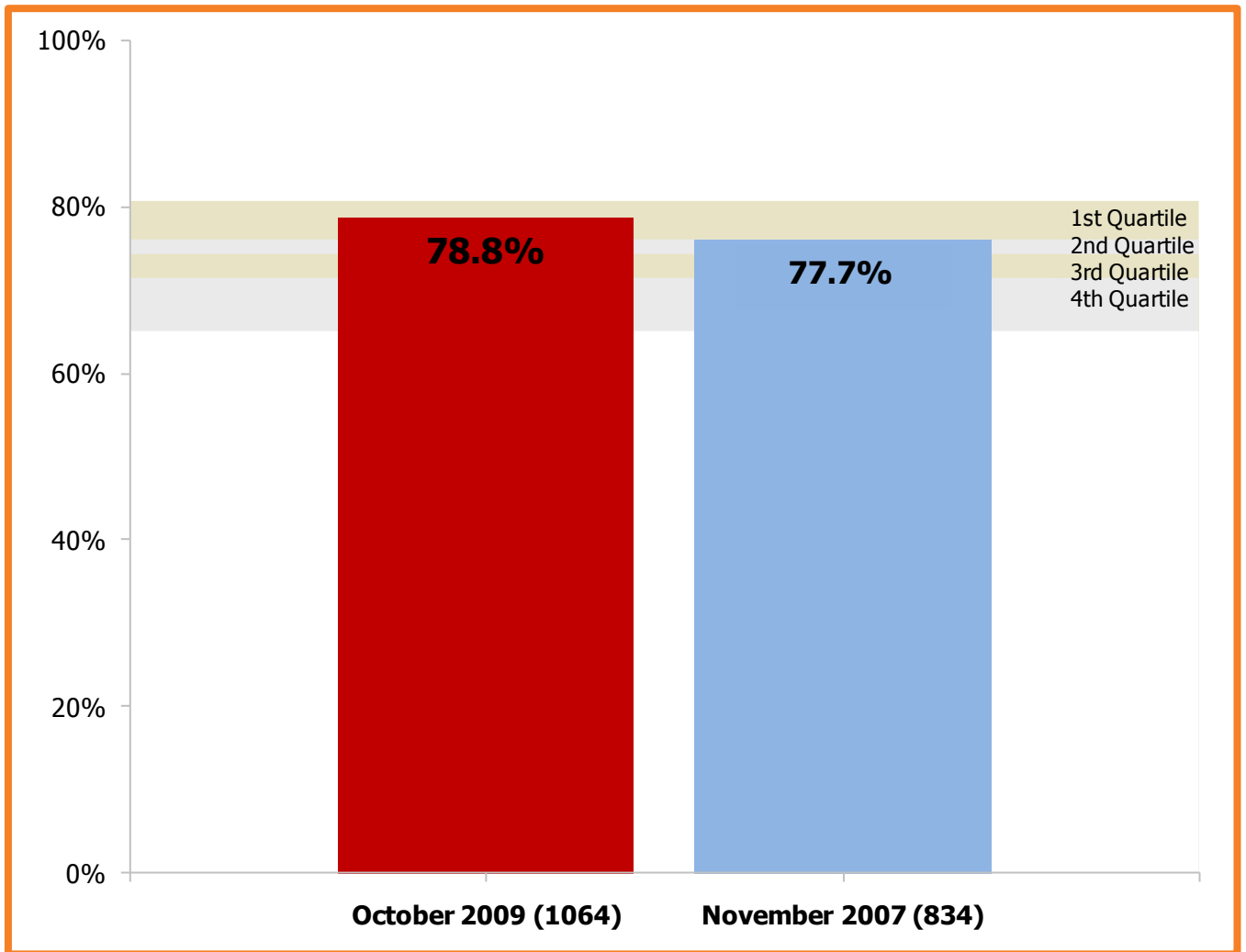


Statements	
1	I am informed about Library services
2	The Library Web site provides useful information
3	Library signage is clear
4	Library face to face classes (e.g. Internet skills for researchers, Endnote) help me with my learning/research needs.
5	The Library anticipates my learning/research needs
6	Opening hours meet my needs
7	Books/articles I have requested from UNE libraries are delivered promptly
8	Books/articles I have requested from other libraries (via UNE) are delivered promptly.
9	Electronic delivery of library items meets my needs.
10	Self Service (e.g. self check loans, requests, renewals, holds) meets my needs
11	Online enquiry services (e.g. AskALibrarian) meet my needs.
12	Face-to-face enquiry services (Service Desk, phone, etc) meet my needs
13	The items I'm looking for on the library shelves are usually there
14	Simple access to key library resources through MyLibrary/MyUNE meets my needs.
15	The Library is a good place to study
16	I can find a quiet place in the Library to study when I need to
17	I can find a place in the Library to work in a group when I need to
18	A computer is available in the Library when I need one
19	Laptop facilities (e.g. desks, power) in the Library meet my needs
20	I can get wireless access in the Library when I need to
21	Printing / scanning / photocopying facilities in the Library meet my needs
22	Library staff treat me fairly and without discrimination
23	Library staff are approachable and helpful
24	Library staff provide accurate answers to my enquiries
25	Library staff are readily available to assist me
26	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs
27	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs
28	Course specific resources (e.g. eReserve, Open Reserve meet my learning needs)
29	When I am away from campus I can access the Library resources and services I need
30	The library web site is easy to use
31	The library catalogue is easy to use

2.5 Comparison With Other University Libraries

The UNE Library recorded an overall score of 78.8%, indicating a result in the first quartile (top 25%) when compared with other libraries in the Insync Surveys database. This reflects a score increase of 1.1% since the previous survey in 2007.

Weighted Performance Index Graph



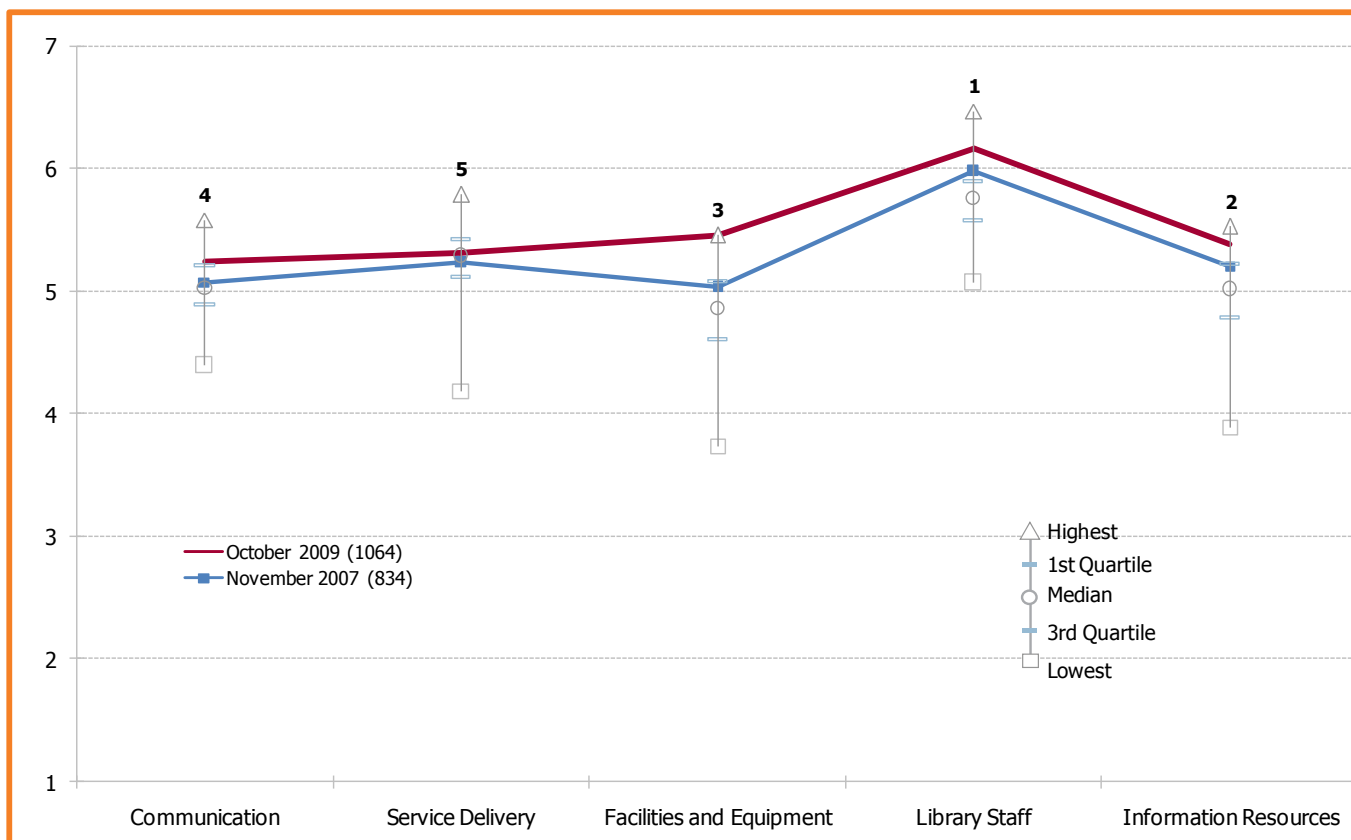
The following graph shows the performance scores of the UNE Library, within the range of other library scores, across the five survey categories. At the time the UNE Library survey was administered, 38 other university libraries had completed benchmark surveys. It is this group that makes up the comparison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

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

When benchmarked externally, four of the five categories are performing in the first quartile (top 25% of organisations). Only the category *Service Delivery* is performing in the second quartile (top 50%) when benchmarked externally.

Performance scores for all categories have increased in comparison to the previous survey in 2007. A more specific view of results on each variable within the categories can be found in the detailed data analysis.

Best Practice Category Graph



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

Weighted Performance Index Table

	Communication	Service Delivery	Facilities And Equipment	Library Staff	Information Resources	Weighted Total
Weighting	15%	22%	18%	20%	25%	100%
October 2009 (1064)	74.8%	75.9%	78.0%	88.0%	77.0%	78.8%
November 2007 (834)	72.5%	74.8%	71.9%	85.5%	74.4%	76.0%
Highest Performer in Database	79.8%	82.8%	78.0%	92.4%	79.0%	80.7%
3rd Quartile	74.5%	77.5%	72.6%	84.3%	74.7%	76.2%
Median	71.8%	75.6%	69.4%	82.2%	71.7%	74.3%
Lowest Performer in Database	62.7%	59.8%	53.4%	72.4%	55.6%	65.1%

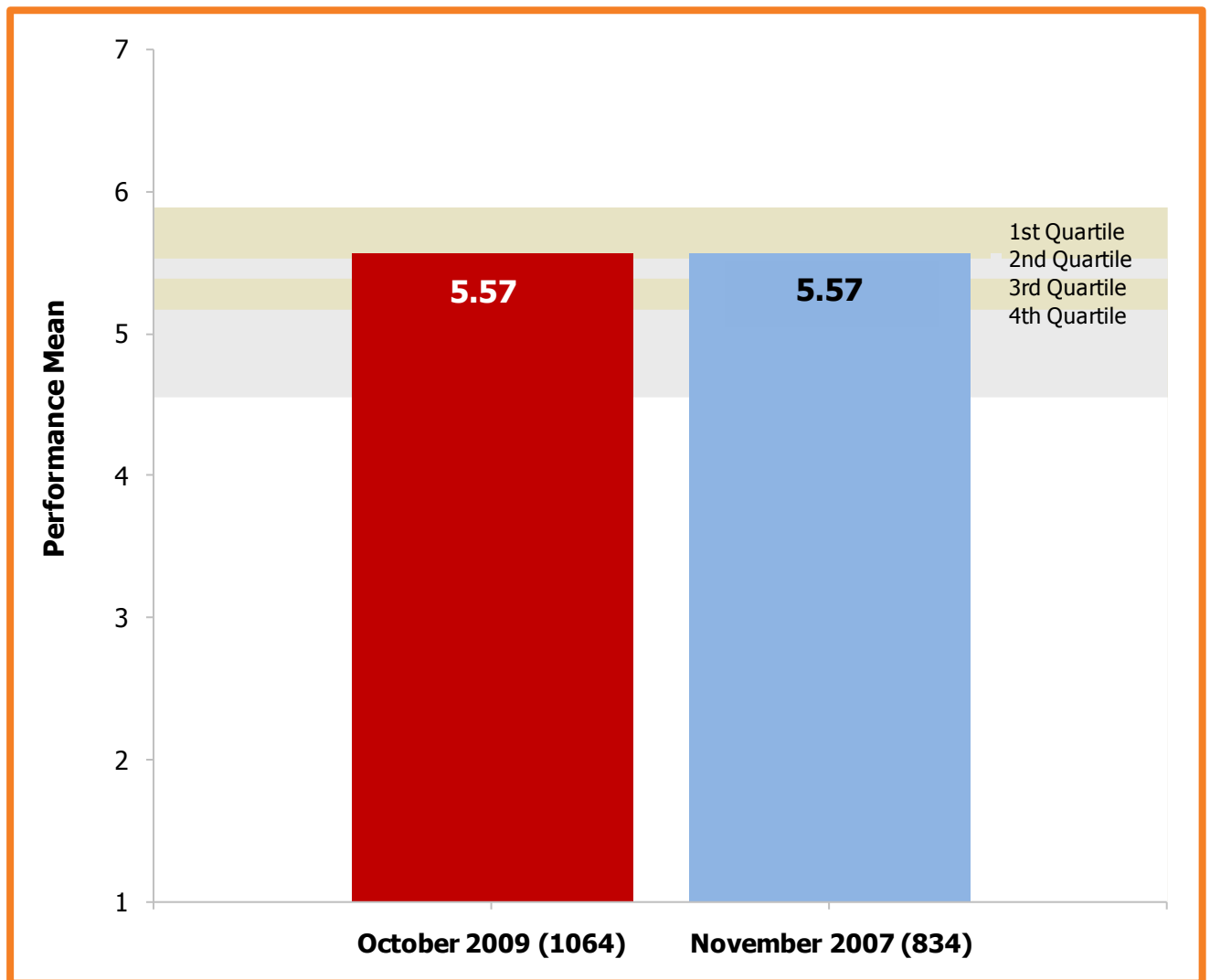
Commentary

The Library performed highest on the category of *Library Staff*, with a score of 88.0%. The lowest score was identified on *Communication* at 74.8%.

2.6 Overall Satisfaction

Respondents were asked to provide a general assessment of their satisfaction with the Library (see graph below). In this case, the overall average of 5.57 (79.6%) places UNE Library in the first quartile (or top 25%) when compared with other libraries that have surveyed over the last two years. This represents no change in overall satisfaction since the previous survey in 2007.

Overall, how satisfied are you with the Library?



3 Demographic Breakdowns

The following tables show the top 5 improvement opportunities for each of the demographic groups in the survey.

If a variable is highlighted in orange, it means that it is unique – that is, not shared by any other group in that demographic breakdown. Organisational 'hot spots' were identified by observing:

- Similarities and differences in importance or performance mean scores within a breakdown
- Particularly high or low importance or performance scores
- Similarities and differences in gap scores within a breakdown
- Gap scores of 2.00 or greater.

Notable demographic similarities and differences were found, as noted on the following pages. In particular, the variable "*The library catalogue is easy to use*" was a Top 5 Gap for almost all library clients, regardless of their demographic grouping (35 of the 38 total different demographic breakdowns).

Library**University of New England Library Survey Results, October 2009**

Top 5 Gap Scores by Demographic

Which Library do you use most?

Dixson Library (901 Responses)		Law Library (73 Responses)	
The library catalogue is easy to use	1.40	The library catalogue is easy to use	1.26
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.34	A computer is available in the Library when I need one	1.23
The library web site is easy to use	1.16	The items I'm looking for on the library shelves are usually there	1.13
The items I'm looking for on the library shelves are usually there	1.15	Printing / scanning / photocopying facilities in the Library meet my needs	1.07
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.10	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.05

Clients at both libraries considered that the greatest improvement opportunity relates to the library catalogue.

Area of Study, Research, or Teaching

University of New England Library Survey Results, October 2009

Top 5 Gap Scores by Demographic

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

Arts Literature and Communication (137 Responses)		Behavioural, Cognitive and Social Sciences (131 Responses)		Business, Economics and Public Policy (90 Responses)	
The library catalogue is easy to use	1.50	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.67	The library catalogue is easy to use	1.26
The items I'm looking for on the library shelves are usually there	1.47	The library catalogue is easy to use	1.40	A computer is available in the Library when I need one	1.11
I can get wireless access in the Library when I need to	1.33	Opening hours meet my needs	1.22	The items I'm looking for on the library shelves are usually there	1.07
The library web site is easy to use	1.33	The library web site is easy to use	1.22	The library web site is easy to use	0.94
Printing / scanning / photocopying facilities in the Library meet my needs	1.29	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.21	Electronic delivery of library items meets my needs.	0.84
Education (143 Responses)		Environmental and Rural Science (91 Responses)		Health (85 Responses)	
The library catalogue is easy to use	1.68	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.86	A computer is available in the Library when I need one	1.70
The library web site is easy to use	1.58	The library catalogue is easy to use	1.70	I can get wireless access in the Library when I need to	1.62
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.38	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.21	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.23
The items I'm looking for on the library shelves are usually there	1.27	Electronic delivery of library items meets my needs.	1.19	The library catalogue is easy to use	1.19
The Library Web site provides useful information	1.20	Printing / scanning / photocopying facilities in the Library meet my needs	1.10	Electronic delivery of library items meets my needs.	1.18
Humanities (131 Responses)		Law (73 Responses)		Rural Medicine (11 Responses)	
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.26	The library catalogue is easy to use	1.39	I can get wireless access in the Library when I need to	1.57
The items I'm looking for on the library shelves are usually there	1.23	The items I'm looking for on the library shelves are usually there	1.14	The library catalogue is easy to use	1.18
Printing / scanning / photocopying facilities in the Library meet my needs	1.23	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.13	Opening hours meet my needs	0.95
The library web site is easy to use	1.21	Printing / scanning / photocopying facilities in the Library meet my needs	1.03	The library web site is easy to use	0.91
The library catalogue is easy to use	1.17	A computer is available in the Library when I need one	1.01	The items I'm looking for on the library shelves are usually there	0.75
Science and Technology (93 Responses)					
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.55				
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.36				
The library catalogue is easy to use	1.32				
The items I'm looking for on the library shelves are usually there	1.19				
A computer is available in the Library when I need one	1.10				

The most commonly occurring variables recorded across all groups were:

- *The library catalogue is easy to use* (10 out of 10 groups)
- *Online resources (e.g., ejournals, databases, ebooks) meet my learning/ research needs* (7 out of 10 groups)
- *The items I'm looking for on the library shelves are usually there* (7 out of 10 groups)

One of the ten groups identified a unique factor, as indicated by the orange shaded area. No group recorded a gap score of 2.00 or greater. The highest score was 1.86 for *Online resources (e.g., ejournals, databases, ebooks) meet my learning/ research needs* recorded by the **Environmental and Rural Science** group.

Category – Type of Study

University of New England Library Survey Results, October 2009					
Top 5 Gap Scores by Demographic					
What single category best describes you?					
Undergraduate (633 Responses)		Postgraduate (245 Responses)		Academic/Research Staff (68 Responses)	
The library catalogue is easy to use	1.37	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.70	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.83
A computer is available in the Library when I need one	1.25	The library web site is easy to use	1.51	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.70
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.16	The library catalogue is easy to use	1.51	The items I'm looking for on the library shelves are usually there	1.40
The items I'm looking for on the library shelves are usually there	1.08	Printing / scanning / photocopying facilities in the Library meet my needs	1.30	The library catalogue is easy to use	1.32
The library web site is easy to use	1.03	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.27	The library web site is easy to use	1.12
General Staff (35 Responses)		From another University/Other (including member of the public) (8 Responses)			
The items I'm looking for on the library shelves are usually there	1.52	Printing / scanning / photocopying facilities in the Library meet my needs	3.00		
The library catalogue is easy to use	1.29	The library catalogue is easy to use	2.25		
The library web site is easy to use	1.21	I can get wireless access in the Library when I need to	2.00		
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.10	Online enquiry services (e.g. AskALibrarian) meet my needs.	1.67		
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.02	I am informed about Library services	1.42		

The most commonly occurring variables recorded across all groups were:

- *The library catalogue is easy to use* (5 out of 5 groups).
- *Online resources (e.g., ejournals, databases, ebooks) meet my learning/ research needs* (4 out of 5 groups).
- *The library web site is easy to use* (4 out of 5 groups).

Two of the five groups identified unique factors, as indicated by the orange shaded area. Only the group – **From another University/ Other** – recorded gap scores of 2.00 or greater. Their highest score was 3.00 for:

- *Printing/ scanning/ photocopying facilities in the Library meet my needs.*

Category – Nationality and Location for Study

University of New England Library Survey Results, October 2009					
Top 5 Gap Scores by Demographic					
Which category describes you as a student?					
International Student (on campus) (94 Responses)		International Student (off campus) (9 Responses)		Australian Student (on campus) (298 Responses)	
Opening hours meet my needs	1.09	A computer is available in the Library when I need one	3.50	A computer is available in the Library when I need one	1.62
The library catalogue is easy to use	1.02	Laptop facilities (e.g. desks, power) in the Library meet my needs	3.50	The library catalogue is easy to use	1.51
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	0.97	Printing / scanning / photocopying facilities in the Library meet my needs	3.50	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.35
A computer is available in the Library when I need one	0.95	I can find a quiet place in the Library to study when I need to	3.00	The items I'm looking for on the library shelves are usually there	1.26
Printing / scanning / photocopying facilities in the Library meet my needs	0.93	Library staff are readily available to assist me	3.00	Printing / scanning / photocopying facilities in the Library meet my needs	1.17
Australian Student (off campus) (508 Responses)					
The library catalogue is easy to use	1.41				
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.34				
The library web site is easy to use	1.26				
The items I'm looking for on the library shelves are usually there	1.03				
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	0.99				

The most commonly occurring variables recorded across all groups were:

- *A computer is available in the Library when I need one* (3 out of 4 groups).
- *The library catalogue is easy to use* (3 out of 4 groups).
- *Online resources (e.g., ejournals, databases, ebooks) meet my learning/ research needs* (3 out of 4 groups).

Three of the four groups identified unique factors, as indicated by the orange shaded area. Only the group – **International Student (off campus)** – recorded gap scores of 2.00 or greater. Their highest scores were 3.50 for:

- *A computer is available in the Library when I need one.*
- *Laptop facilities (e.g., desks, power) in the Library meet my needs.*
- *Printing/ scanning/ photocopying facilities in the Library meet my needs.*

Visitation – Library

University of New England Library Survey Results, October 2009					
Top 5 Gap Scores by Demographic					
How often do you come into the Library?					
Daily (82 Responses)		2–4 days a week (205 Responses)		Fortnightly (108 Responses)	
Opening hours meet my needs	1.43	A computer is available in the Library when I need one	1.58	The items I'm looking for on the library shelves are usually there	1.43
A computer is available in the Library when I need one	1.37	The library catalogue is easy to use	1.27	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.36
The items I'm looking for on the library shelves are usually there	1.32	The items I'm looking for on the library shelves are usually there	1.18	The library catalogue is easy to use	1.33
The library catalogue is easy to use	1.23	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.16	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.18
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.12	Opening hours meet my needs	1.04	The library web site is easy to use	1.16
Monthly (73 Responses)		Rarely (i.e. a few times a year) (253 Responses)		Never (163 Responses)	
The library catalogue is easy to use	1.65	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.37	I can get wireless access in the Library when I need to	3.00
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.63	The library catalogue is easy to use	1.24	I can find a quiet place in the Library to study when I need to	3.00
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.47	The library web site is easy to use	1.10	Laptop facilities (e.g. desks, power) in the Library meet my needs	2.00
Printing / scanning / photocopying facilities in the Library meet my needs	1.44	Electronic delivery of library items meets my needs.	0.92	Printing / scanning / photocopying facilities in the Library meet my needs	2.00
The items I'm looking for on the library shelves are usually there	1.37	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	0.91	The library catalogue is easy to use	1.92

The most commonly occurring variables recorded across all groups were:

- *The library catalogue is easy to use* (6 out of 6 groups).
- *Online resources (e.g., ejournals, databases, ebooks) meet my learning/ research needs* (5 out of 6 groups).
- *The items I'm looking for on the library shelves are usually there* (4 out of 6 groups).

Two of the six groups identified unique factors, as indicated by the orange shaded area. Only the group – **Never (come into the Library)** – recorded gap scores of 2.00 or greater. Their highest scores were 3.00 for:

- *I can get wireless access in the Library when I need to.*
- *I can find a quiet place in the Library to study when I need to.*

Online Access of the Library

University of New England Library Survey Results, October 2009					
Top 5 Gap Scores by Demographic					
How often do you access the Library online?					
Daily (154 Responses)		2-4 days a week (363 Responses)		Fortnightly (218 Responses)	
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.33	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.41	The library catalogue is easy to use	1.36
The items I'm looking for on the library shelves are usually there	1.33	The library catalogue is easy to use	1.38	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.26
The library catalogue is easy to use	1.21	A computer is available in the Library when I need one	1.19	The library web site is easy to use	1.14
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.19	Printing / scanning / photocopying facilities in the Library meet my needs	1.19	The items I'm looking for on the library shelves are usually there	1.05
The library web site is easy to use	1.06	The items I'm looking for on the library shelves are usually there	1.15	Opening hours meet my needs	1.01
Monthly (94 Responses)		Rarely (i.e. a few times a year) (58 Responses)			
The library catalogue is easy to use	1.74	I can get wireless access in the Library when I need to	2.37		
The library web site is easy to use	1.34	When I am away from campus I can access the Library resources and services I need	1.63		
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.29	The library catalogue is easy to use	1.61		
I can get wireless access in the Library when I need to	1.26	The library web site is easy to use	1.57		
The items I'm looking for on the library shelves are usually there	1.25	A computer is available in the Library when I need one	1.52		

The most commonly occurring variables recorded across all groups were:

- *The library catalogue is easy to use* (5 out of 5 groups).
- *Online resources (e.g., ejournals, databases, ebooks) meet my learning/ research needs* (4 out of 5 groups).
- *The items I'm looking for on the library shelves are usually there* (4 out of 5 groups).
- *The library web site is easy to use* (4 out of 5 groups).

Four of the five groups identified unique factors, as indicated by the orange shaded area. Only the group – **Rarely (i.e., a few times a year)** – recorded gap scores of 2.00 or greater. Their highest score was 2.37 for:

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

Visitation – Campus

University of New England Library Survey Results, October 2009					
Top 5 Gap Scores by Demographic					
How often are you required to be on the UNE campus?					
Daily (238 Responses)		2-4 days a week (180 Responses)		Fortnightly (12 Responses)	
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.30	A computer is available in the Library when I need one	1.49	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	2.48
The library catalogue is easy to use	1.28	The library catalogue is easy to use	1.42	Online enquiry services (e.g. AskALibrarian) meet my needs.	2.21
The items I'm looking for on the library shelves are usually there	1.24	The items I'm looking for on the library shelves are usually there	1.24	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	2.01
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.15	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.16	I am informed about Library services	1.90
Printing / scanning / photocopying facilities in the Library meet my needs	1.03	Printing / scanning / photocopying facilities in the Library meet my needs	1.08	A computer is available in the Library when I need one	1.89
Monthly (14 Responses)		Rarely (i.e. a few times a year) (286 Responses)		Never (161 Responses)	
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning/research needs	1.78	The library catalogue is easy to use	1.35	The library catalogue is easy to use	1.75
The library web site is easy to use	1.69	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.27	The library web site is easy to use	1.66
When I am away from campus I can access the Library resources and services I need	1.67	The library web site is easy to use	1.08	Printing / scanning / photocopying facilities in the Library meet my needs	1.64
The Library Web site provides useful information	1.66	The items I'm looking for on the library shelves are usually there	0.94	Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.59
Online resources (e.g. ejournals, databases, ebooks) meet my learning/research needs	1.60	Opening hours meet my needs	0.89	The items I'm looking for on the library shelves are usually there	1.40

The most commonly occurring variables recorded across all groups were:

- *The library catalogue is easy to use* (6 out of 6 groups).
- *Online resources (e.g., ejournals, databases, ebooks) meet my learning/ research needs* (6 out of 6 groups).
- *The items I'm looking for on the library shelves are usually there* (4 out of 6 groups).

Three of the six groups identified unique factors, as indicated by the orange shaded area. Only the group – **Fortnightly** – recorded gap scores of 2.00 or greater. Their highest score was 2.48 for

- *Information resources located in the Library (e.g., books, journals, DVDs) meet my learning/ research needs.*

4 Review Summary and Discussion

Weighted Performance Index

This year the UNE Library recorded an overall weighted performance index score of 78.8%, which reflects an increase of 1.1% since the previous survey in 2007. The 2009 score places the Library in the first quartile (top 25%) when compared with other libraries in the Insync Surveys database.

Importance

The areas of highest importance to Library clients focus on Library Staff and Information Resources. Of the 31 statements in the survey, 21 were identified with importance means of 6.00 or higher. These statements are all of relatively high importance to clients. Five of the ten variables overlap with the 2007 result. The importance scores for all five variables have remained relatively constant since.

Performance – High

Four variables in the top 10 performance list relate to the category Library Staff. The remaining variables relate to Service Delivery, Facilities and Equipment, and Information Resources. The top 10 performance list contains five factors from the top 10 importance list. This is another very positive result for the Library. Not only are these factors among the most important issues to clients of the library, they are also being performed well.

Five of the top 10 performance variables for 2009 are common with the list from the 2007 survey. The performance scores for four of these variables have increased since the previous survey, indicating that performance – as perceived by clients – has improved. Indeed, the survey identified 29 out of 31 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.

Performance – Low

The lowest 10 performance list has two variables in common with the top 10 importance list, namely:

- *I am informed about Library services.*
- *Online resources (e.g., journals, databases, ebooks) meet my learning/ research needs.*

Three variables from the current lowest performing list are common with those identified in the previous survey.

Gap Scores – Opportunities for Improvement

From all 31 variables, none recorded a gap score in the substantial range, which is another positive result for the Library. However, the top 10 gap list contains five variables from the top 10 importance list, namely:

- *The library catalogue is easy to use.*
- *Online resources (e.g., journals, databases, ebooks) meet my learning/ research needs.*
- *The library web site is easy to use.*

- *Information resources located in the library (e.g., books, journals, DVDs) meet my learning/research needs.*
- *When I am away from campus I can access the Library resources and services I need.*

Although these statements did not record gap scores greater than 2.00, it may be prudent to explore how these areas could be addressed before they become problematic.

Best Practice Categories

The Library performed highest on the category of *Library Staff*, with a score of 88.0%. The lowest score was identified on *Communication* at 74.8%.

The three highest priority categories for the clients of the UNE Library are *Library Staff*, *Information Resources* and *Facilities and Equipment* (as indicated by the bold numbers in the following graph). When benchmarked externally, four of the five categories are performing in the first quartile (top 25% of organisations). Only the category *Service Delivery* is performing in the second quartile (top 50%) when benchmarked externally. Performance scores for all categories have increased in comparison to the previous survey in 2007.

Overall Satisfaction

Respondents reported an overall satisfaction average of 5.57 (79.6%), which places UNE Library in the first quartile (or top 25%) when compared with other libraries that have surveyed over the last two years. This represents no change in overall satisfaction since the previous survey in 2007.

Demographics – Library Usage

Respondents were asked to indicate how often they come into the Library, how often they access the Library online, and how often they are required to be on the campus. Responses were quite varied. Notably:

- More than one quarter of respondents (27%) physically visit the library daily or 2-4 days a week.
- Almost half of the survey participants (48.6%) access the library online, compared to 5.8% of clients that do so rarely or never.
- Over one third (39.3%) of respondents are required to be on campus daily or 2-4 days a week.

Overall, the survey respondents are more likely to be regular users of library services – on campus or online – and, as such, are more likely to have a comprehensive view of the services provided.

Summary

In summary, the UNE Library's overall results are very positive and encouraging. It is important that the leadership team become involved in discussing the results with staff. Furthermore, they should use these discussions to help identify and understand the key issues, and to develop improvement action plans.

As well as examining the overall organisational results, it is also important to consider issues unique to different demographics. When prioritising issues for action, it is recommended that a combination of the provided analyses, analysis of verbatim comments, and focus groups be used to gain a more in-depth understanding around what drives clients' concerns.