

Charles Sturt University

Library Client Survey

October 2014

Key Findings



Insync Surveys Pty Ltd

Melbourne Phone: +61 3 9909 9209 • Fax: +61 3 9614 4460

Sydney Phone: +61 2 8081 2000 • Fax: +61 2 9955 8929

Address PO Box 446, Flinders Lane, VIC 8009, Australia

Website www.insyncsurveys.com.au

Contents

1. Introduction	2
Background	2
Survey objectives	2
Survey process	2
Scaling	3
2. Executive summary	4
3. Response statistics	7
4. Detailed results interpretation	10
What clients believe is important for the Library	10
How clients believe the Library is performing	12
Where clients believe the Library can improve	15
Prioritising potential improvement opportunities	18
Comparison with other libraries	19
Overall satisfaction	22
Looking for Information	23
5. Summary of results: grouped by demographics	25
6. Next Steps	32

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 Charles Sturt University Library to conduct a survey of its clients so that their views, ideas, and suggestions may be considered as part of its commitment to improvement. The results of the Library's client survey are compared with the results of other academic libraries that have completed recent similar surveys in the Insync Surveys database.

Survey objectives

The primary objective of the survey is to provide the Library with a way to identify key user concerns. More specifically, the survey aims to:

- identify, prioritize and manage the key issues affecting users
- allow the Library's performance to be measured and monitored over time
- provide users 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 in a best practice context

Survey process

The survey required all users to provide some demographic information. It then displayed 29 statements considered critical to the success of the Library. Users 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.

Users of the Library were given the opportunity to participate in the survey in October 2014 by completing the questionnaire anonymously. This confidentiality helps ensure that the true concerns of the users are identified. The survey could be completed online only.

This is the eight 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”.

2. Executive summary

This year, the Library recorded an overall score of 81.6%. This places the Library in the first quartile (or top 25%) of libraries that have surveyed with us over the last 2 years and represents a substantial overall performance score increase of 1.5% since the previous survey in 2012.

The areas of highest importance to Library clients include Library staff providing accurate answers to enquiries, being approachable and helpful, fair and non-discriminatory and readily available to assist. Other themes include off campus access to Library resources and services, adequacy of online and course specific resources, ease of use of the Library web site and the Library Catalogue (Primo Search), and access to wireless.

Four factors in the top 10 performance list relate to library staff – more specifically: their fairness, approachability and helpfulness, their availability to assist, and their provision of accurate answers to enquiries. The remaining factors relate to access to wireless, off campus access to Library resources and services, promptness of delivery of items requested from other libraries and campuses, adequacy of self service facilities, and online and hard-copy resources meeting the learning, teaching and research needs of clients.

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

- *Library staff treat me fairly and without discrimination*
- *Library staff are approachable and helpful*
- *Library staff provide accurate answers to my enquiries*
- *Library staff are readily available to assist me*
- *I can get wireless access in the Library when I need to*
- *When I am off campus I can access the Library resources and services I need*
- *Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs*

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

The Library performed highest on the category of *Library Staff*, with a score of 88.9%. The lowest score was identified on *Communication* at 76.2% - note, however, that *Communication* has recorded an impressive 2.1% increase in performance since the previous survey.

The three highest priority categories for the users of the Library are *Information resources*, *Library staff*, and *Facilities and equipment*.

Information resources and *Facilities and equipment* are performing in the top benchmark quartile. *Library staff* and *Service delivery* are second quartile performers, and *Communication* is a median benchmark performer. All categories except *Library staff* have recorded substantial performance improvements since the previous survey; *Library staff* has recorded a slight decrease in performance score of 0.4%. The following table identifies performance of the Library across the best practice categories in the benchmarking context:

	Communication	Service delivery	Facilities & equipment	Library staff	Information resources	Weighted total
Weighting	15%	22%	18%	20%	25%	100%
October 2014	76.2%	79.7%	80.1%	88.9%	81.8%	81.6%
October 2012	74.1%	78.4%	78.1%	89.3%	79.2%	80.1%
September 2010*	72.6%	75.7%	75.3%	86.5%	76.2%	77.5%
Current highest performer in database	84.3%	84.3%	83.7%	94.5%	84.3%	86.2%
Median	76.1%	79.3%	73.6%	88.4%	79.9%	79.7%
Current lowest performer in database	70.3%	71.5%	67.4%	85.6%	75.2%	74.4%

Note: * Benchmark data relates to latest survey

A review of the library-wide gap grid has identified the following improvement opportunities for the Library, if only because improvements may be achieved in the benchmark context:

- *The items I'm looking for on the Library shelves are usually there*
(a median benchmark performer)
- The Library website is easy to use
(performing just above the benchmark median, and identified in the top 10 importance list)

In conclusion, there has been substantial improvement in the performance of the Library since the previous survey in 2012. Services that have recorded the best improvements in performance include:

- *Campus Library signage is clear and easy to follow*
- *Library Opening Hours (including Chat/1800 hours) meet my needs*
- *I can get wireless access in the Library when I need to*
- *The Library Catalogue (Primo Search) is easy to use*
- *Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs*
- *Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs*
- *Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs*

3. Response statistics

The following tables detail the number of usable survey forms received from users of the Library. Where users do not indicate their demographic information, forms are classified as 'unspecified'. This year the survey generated 4431 responses. This number provides an excellent degree of confidence in the results obtained at the overall level. The number of responses received is substantially greater than the 2012 survey, in which 3844 responses were generated.

Charles Sturt University Library Client Survey, October 2014		
Response statistics		
Total	4431	
What is your major area of study, teaching or research?	n	%
Arts	838	18.9%
Business	751	16.9%
Education	1080	24.4%
Science	1744	39.4%
Unspecified	18	0.4%
What single category best describes you?		
Undergraduate Student	2940	66.4%
Postgraduate by Coursework Student	1117	25.2%
Higher Degree Research Student	171	3.9%
Academic/Research Staff	80	1.8%
General/Professional Staff	33	0.7%
From another University	13	0.3%
Alumni/Community/High School/TAFE	15	0.3%
Other	51	1.2%
Unspecified	11	0.2%
Are you studying by distance?		
Yes	2441	55.1%
No	1968	44.4%
Unspecified	22	0.5%

Charles Sturt University Library Client Survey, October 2014		
Response statistics		
Total	4431	
Where are you located?	n	%
Australia	4155	93.8%
Cambodia	6	0.1%
Canada	96	2.2%
China	55	1.2%
Germany	4	0.1%
Hong Kong	16	0.4%
Switzerland	3	0.1%
Other	63	1.4%
Unspecified	33	0.7%
Which Campus Library do you use most?		
Virtual Campus (distance education students)	1385	31.3%
Albury-Wodonga	453	10.2%
Bathurst	790	17.8%
Canberra	53	1.2%
CSU Study Centre - Melbourne	127	2.9%
CSU Study Centre - Sydney	152	3.4%
Dubbo	61	1.4%
Goulburn	46	1.0%
Manly	9	0.2%
Orange	130	2.9%
Ontario	47	1.1%
Port Macquarie	55	1.2%
United Theological College	17	0.4%
Wagga Wagga	1040	23.5%
Other	55	1.2%
Unspecified	11	0.2%

Rating importance but not performance

Respondents who had not used a service, and were therefore not able to rate its performance, were nevertheless able to rate importance. These importance rankings are tabled below.

Variable	Total			4431
	Importance			
	Mean	Rank	#	%
Library staff are approachable and helpful	6.07	1	257	5.80%
Library staff treat me fairly and without discrimination	5.99	2	264	5.96%
Library staff provide accurate answers to my enquiries	5.98	3	265	5.98%
Library staff are readily available to assist me	5.91	4	247	5.57%
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	5.69	5	281	6.34%
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	5.68	6	155	3.50%
When I am off campus I can access the Library resources and services I need	5.58	7	137	3.09%
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	5.57	8	95	2.14%
The Library Catalogue (Primo Search) is easy to use	5.39	9	101	2.28%
Printing, scanning and photocopying facilities in the Library meet my needs	5.37	10	352	7.94%
I can get wireless access in the Library when I need to	5.35	11	325	7.33%
The Library provides adequate feedback or responses to client contact	5.29	12	263	5.94%
Online enquiry services (e.g. Chat, Ask a Librarian) meet my needs	5.29	13	298	6.73%
The Library website is easy to use	5.28	14	104	2.35%
Books and articles I have requested from other libraries and campuses are delivered promptly	5.20	15	376	8.49%
I can find a quiet place to study when I need to	5.19	16	383	8.64%
Laptop facilities (e.g. power, desks) in the Library meet my needs	5.09	17	360	8.12%
The items I'm looking for on the Library shelves are usually there	5.07	18	257	5.80%
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.03	19	279	6.30%
The Library is a good place to study	4.99	20	393	8.87%
I can find a place in the Library to work in a group when I need to	4.90	21	385	8.69%
Face-to-face enquiry services meet my needs	4.89	22	332	7.49%
A computer is available when I need one	4.88	23	362	8.17%
The Library website provides useful information (e.g. About Your Library, News, FAQs)	4.80	24	137	3.09%
The Library anticipates my learning and research needs	4.78	25	222	5.01%
Library Opening Hours (including Chat/1800 hours) meet my needs	4.66	26	260	5.87%
Library workshops, classes and tutorials help me with my learning and research needs	4.65	27	355	8.01%
Campus Library signage is clear and easy to follow	4.35	28	351	7.92%
I am informed about Library services (e.g. reply paid postage for distance education students)	4.04	29	249	5.62%

4. Detailed results interpretation

What clients believe is important for the Library

The 10 highest ranked importance factors for Library users are listed in descending priority order in the table below. The previous survey results are also reported to enable a comparison.

October 2014 Top 10 importance	Mean (1 = low, 7 = high)	October 2012 Top 10 importance	Mean (1 = low, 7 = high)
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	6.55	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	6.58
When I am off campus I can access the Library resources and services I need	6.48	When I am off campus I can access the Library resources and services I need	6.50
The Library Catalogue (Primo Search) is easy to use	6.46	Library staff provide accurate answers to my enquiries	6.49
Library staff provide accurate answers to my enquiries	6.45	Library staff are approachable and helpful	6.48
I can get wireless access in the Library when I need to	6.45	The Library Catalogue (Primo Search) is easy to use	6.45
Library staff are approachable and helpful	6.44	Library staff are readily available to assist me	6.44
Library staff treat me fairly and without discrimination	6.43	The Library website is easy to use	6.44
The Library website is easy to use	6.43	Library staff treat me fairly and without discrimination	6.42
Library staff are readily available to assist me	6.40	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	6.35
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	6.37	Course specific resources (e.g. reserve, subject support, subject tutorials) meet my learning and research needs	6.35

- Common to 2014 and 2012

Of the 29 statements in the survey, 17 were identified with importance means of 6.00 or higher. These services are all of relatively high importance to users.

The themes in the top 10 importance list include Library staff providing accurate answers to enquiries, being approachable and helpful, fair and non-discriminatory and readily available to assist. Other themes include off campus access to Library resources and services, adequacy of online and course specific resources, ease of use of the Library web site and the Library Catalogue (Primo Search), and access to wireless.

How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by users in 2014 as compared with those ranked highest in 2012.

October 2014 Top 10 performance	Mean (1 = low, 7 = high)	October 2012 Top 10 performance	Mean (1 = low, 7 = high)
Library staff treat me fairly and without discrimination* 7	6.39	Library staff treat me fairly and without discrimination	6.41
Library staff are approachable and helpful* 6	6.24	Library staff are approachable and helpful	6.28
Library staff provide accurate answers to my enquiries* 4	6.18	Library staff provide accurate answers to my enquiries	6.20
Library staff are readily available to assist me* 9	6.07	Library staff are readily available to assist me	6.12
I can get wireless access in the Library when I need to* 5	6.02	Face-to-face enquiry services meet my needs	5.85
When I am off campus I can access the Library resources and services I need* 2	5.94	When I am off campus I can access the Library resources and services I need	5.83
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs* 1	5.89	Books and articles I have requested from other CSU campuses are delivered promptly	5.80
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.87	Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	5.79
Books and articles I have requested from other libraries and campuses are delivered promptly	5.81	Books and articles I have requested through InterLibrary Loans are delivered promptly	5.78
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	5.77	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	5.72

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

- Common to 2014 and 2012

The survey identified 28 out of 29 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 factors in the top 10 performance list relate to library staff – more specifically: their fairness, approachability and helpfulness, their availability to assist, and their provision of accurate answers to enquiries. The remaining factors relate to access to wireless, off campus access to Library resources and services, promptness of delivery of items requested from other libraries and campuses, adequacy of self service facilities, and online and hard-copy resources meeting the learning, teaching and research needs of clients.

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

- *Library staff treat me fairly and without discrimination*
- *Library staff are approachable and helpful*
- *Library staff provide accurate answers to my enquiries*
- *Library staff are readily available to assist me*
- *I can get wireless access in the Library when I need to*
- *When I am off campus I can access the Library resources and services I need*
- *Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs*

This is a positive result for the Library. Not only are these factors among the most important to users 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 2014 as compared with those ranked lowest in 2012. Please note that the lowest performing variable appears first on the list.

October 2014 Lowest 10 performance	Mean (1 = low, 7 = high)	October 2012 Lowest 10 performance	Mean (1 = low, 7 = high)
I am informed about Library services (e.g. reply paid postage for distance education students)	4.99	I am informed about Library services (e.g. Free replied paid postage for DE students)	4.87
The Library anticipates my learning and research needs	5.15	The Library anticipates my learning and research needs	5.03
Library workshops, classes and tutorials help me with my learning and research needs	5.33	Library signage is easy to follow	5.16
The items I'm looking for on the Library shelves are usually there	5.34	The Library provides adequate feedback or responses to client suggestions	5.16
I can find a place in the Library to work in a group when I need to	5.40	Library online tutorials, workshops and classes help me with my learning and research needs	5.20
I can find a quiet place to study when I need to	5.46	The items I'm looking for on the Library shelves are usually there	5.25
The Library website provides useful information (e.g. About Your Library, News, FAQs)	5.49	The Library Catalogue (Primo Search) is easy to use	5.27
The Library Catalogue (Primo Search) is easy to use* 3	5.51	The Library website is easy to use	5.31
The Library website is easy to use* 8	5.51	The Library website provides useful self-help information (e.g. FAQs, Online Tutorials)	5.35
A computer is available when I need one	5.51	I can find a quiet place to study when I need to	5.37

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

- Common to 2014 and 2012

Where clients believe the Library can improve

In identifying factors for improvement, Insync Surveys analyzes 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 2014 and 2012 surveys.

October 2014 Top 10 gaps	Mean (1 = low, 7 = high)	October 2012 Top 10 gaps	Mean (1 = low, 7 = high)
The Library Catalogue (Primo Search) is easy to use* 3	0.95	The Library Catalogue (Primo Search) is easy to use	1.18
The Library website is easy to use* 8	0.92	The Library website is easy to use	1.12
The items I'm looking for on the Library shelves are usually there	0.80	The items I'm looking for on the Library shelves are usually there	0.94
I can find a quiet place to study when I need to	0.77	I can get wireless access in the Library when I need to	0.87
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs* 1	0.66	Online resources (e.g. ejournals, databases, ebooks) meet my learning and research needs	0.86
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs* 10	0.63	Course specific resources (e.g. reserve, subject support, subject tutorials) meet my learning and research needs	0.80
Laptop facilities (e.g. power, desks) in the Library meet my needs	0.59	Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	0.76
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	0.57	I can find a quiet place to study when I need to	0.73
When I am off campus I can access the Library resources and services I need* 2	0.54	I am informed about Library services (e.g. Free replied paid postage for DE students)	0.72
I can find a place in the Library to work in a group when I need to	0.54	The Library website provides useful information	0.69

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

- Common to 2014 and 2012

Of all the 29 variables, none recorded a gap score in the critical range.

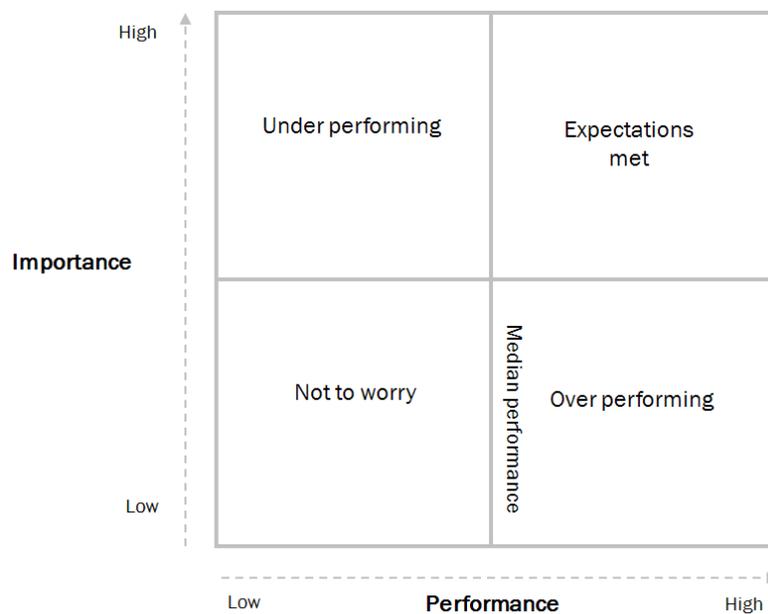
The top 10 gap list contains five factors from the top 10 importance list:

- *The Library Catalogue (Primo Search) is easy to use*
(a top 25% benchmark performer)
- *The Library website is easy to use*
(performing just above the benchmark median)
- *Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs*
(a first quartile (top 25%) benchmark performer)
- *Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs*
(also a top 25% benchmark performer)
- *When I am off campus I can access the Library resources and services I need*
(a second quartile (top 50%) benchmark performer)

The gap grid analysis

Analysis of the gap scores enable the Library to prioritise strategies for improvement in terms of those factors considered most pressing by users. This information is reported in the gap grid (see *detailed data report*). The gap grid is a two dimensional visual tool that allows you to see the position of each factor in relation to both its importance and its performance.

For each survey variable it shows the weighted performance score (horizontal axis), the weighted importance score (vertical axis) and the gap score (colour coded). In addition, the median of overall performance and overall importance is highlighted on each of the axis. The two medians can be used to divide the gap grid into four quadrants, as displayed in the figure below.



Prioritising potential improvement opportunities

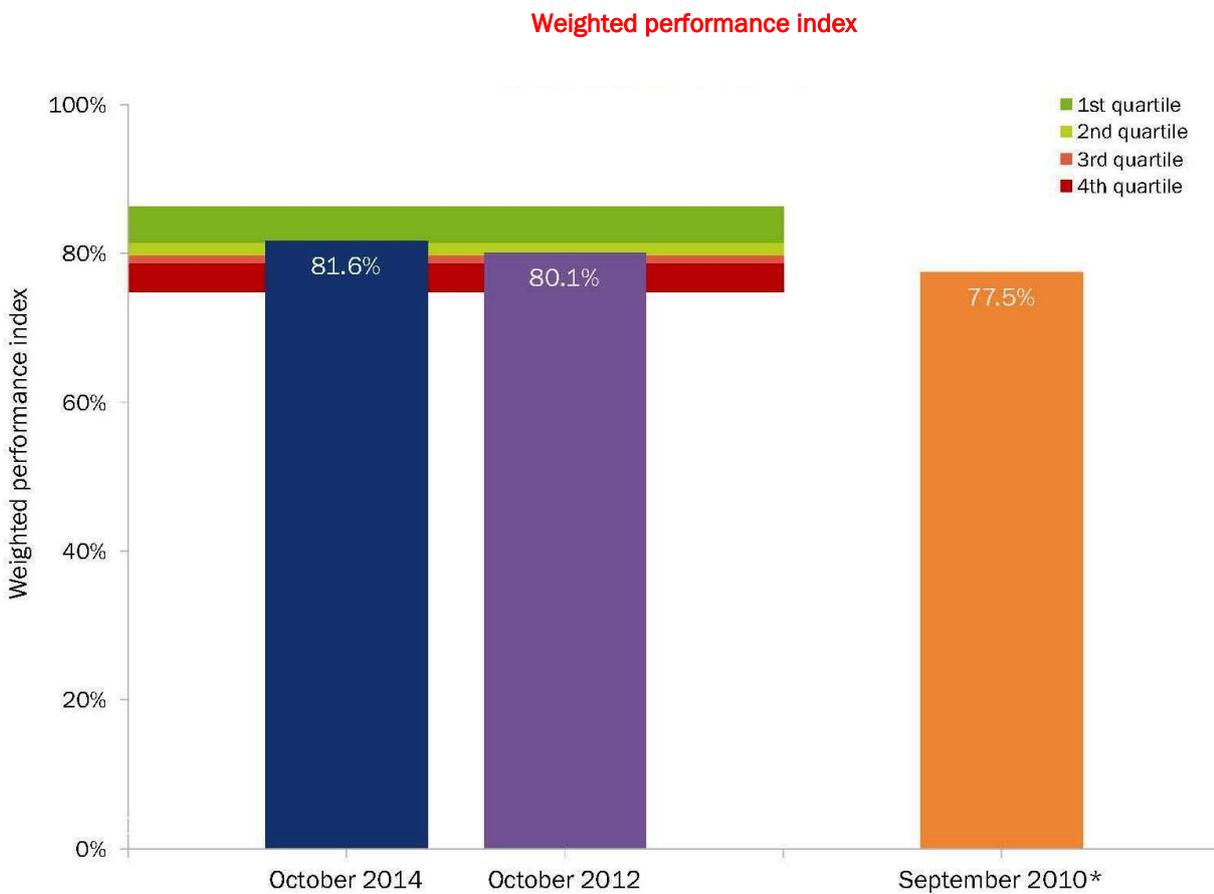
A review of the library-wide gap grid has identified the following improvement opportunities for the Library, if only because improvements may be achieved in the benchmark context:

- *The items I'm looking for on the Library shelves are usually there
(a median benchmark performer)*
- *The Library website is easy to use
(performing just above the benchmark median, and identified in the top 10 importance list)*

Comparison with other libraries

Weighted performance index

The Library recorded an overall score of 81.6%. This places the Library in the first quartile (or top 25%) of libraries that have surveyed with us over the last 2 years and represents a substantial overall performance score increase of 1.5% since the previous survey in 2012.



Note: * Benchmark data relates to latest survey

Best practice categories

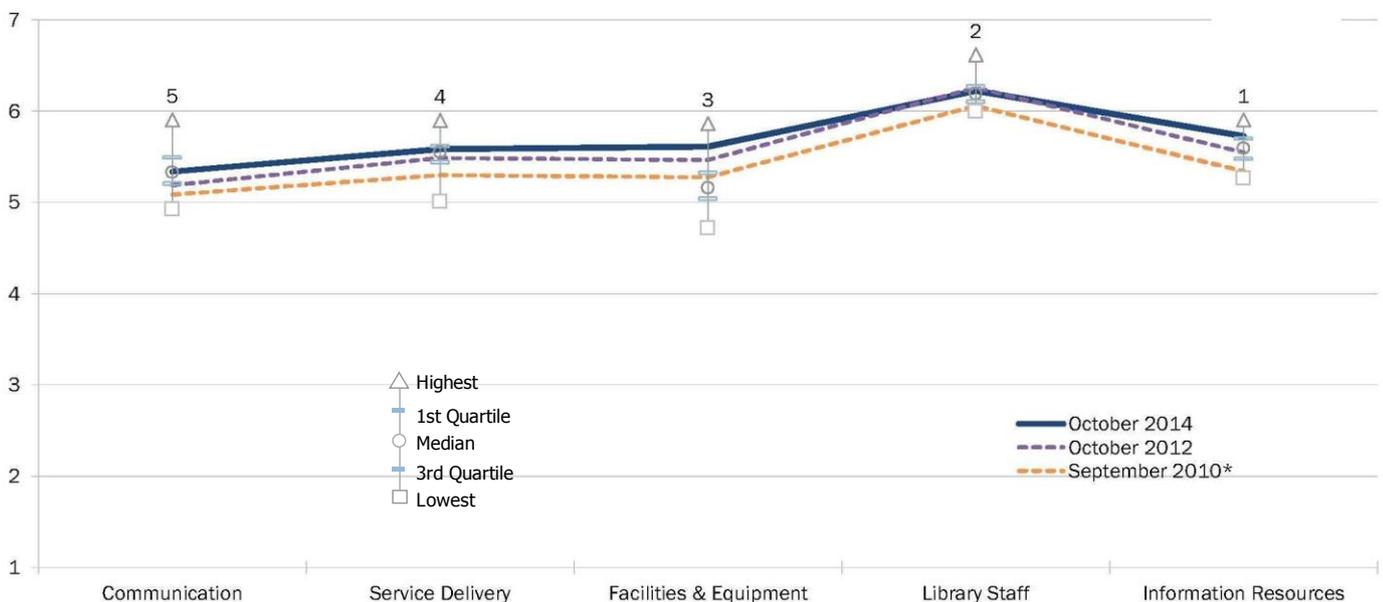
The following graph shows the performance scores of the Library, within the range of other library scores, across the five best practice categories. At the time the survey was administered, 38 other libraries had completed benchmark surveys. It is this group that makes up the comparison group.

The three highest priority categories for the users of the Library are *Information resources*, *Library staff*, and *Facilities and equipment* (as indicated by the bold numbers in the following graph).

Information resources and *Facilities and equipment* are performing in the top benchmark quartile. *Library staff* and *Service delivery* are second quartile performers, and *Communication* is a median benchmark performer. All categories except *Library staff* have recorded substantial performance improvements since the previous survey; *Library staff* has recorded a slight decrease in performance score of 0.4%.

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

Best practice categories



Note: * Benchmark data relates to latest survey

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 88.9%. The lowest score was identified on *Communication* at 76.2% - note, however, that *Communication* has recorded an impressive 2.1% increase in performance since the previous survey.

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

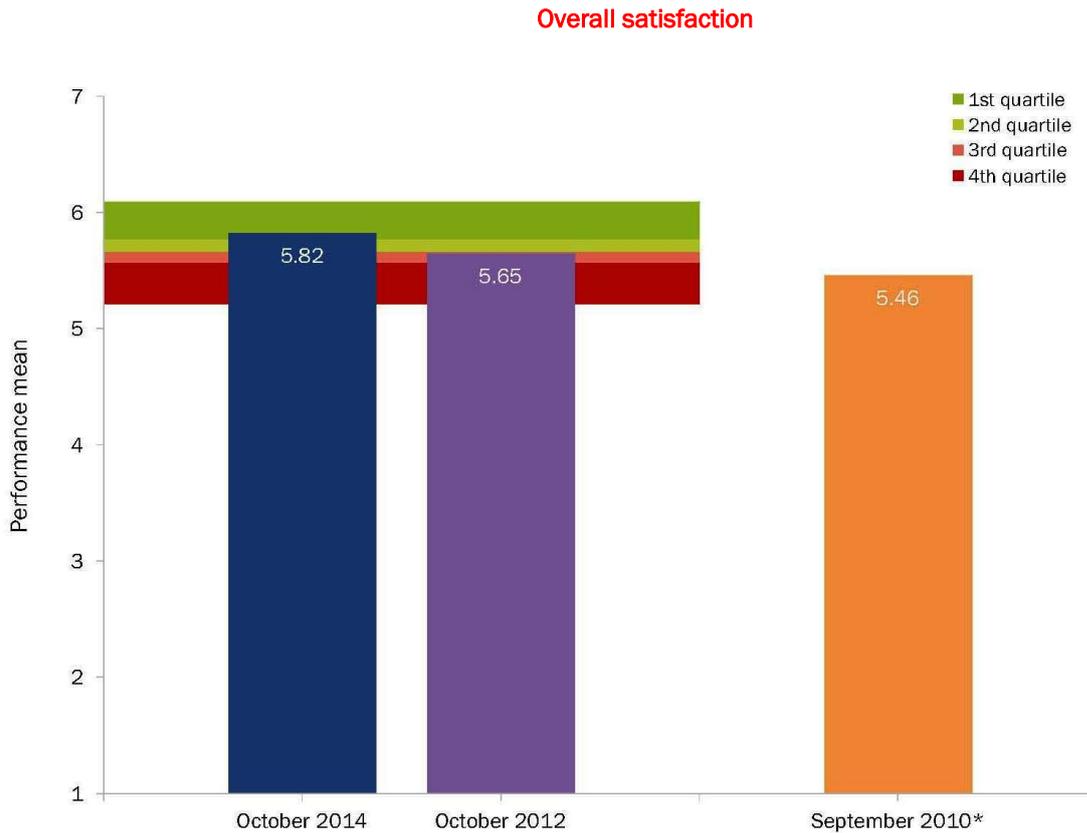
Scorecard

	Communication	Service delivery	Facilities & equipment	Library staff	Information resources	Weighted total
Weighting	15%	22%	18%	20%	25%	100%
October 2014	76.2%	79.7%	80.1%	88.9%	81.8%	81.6%
October 2012	74.1%	78.4%	78.1%	89.3%	79.2%	80.1%
September 2010*	72.6%	75.7%	75.3%	86.5%	76.2%	77.5%
Current highest performer in database	84.3%	84.3%	83.7%	94.5%	84.3%	86.2%
Median	76.1%	79.3%	73.6%	88.4%	79.9%	79.7%
Current lowest performer in database	70.3%	71.5%	67.4%	85.6%	75.2%	74.4%

Note: * Benchmark data relates to latest survey

Overall satisfaction

Library users were asked to provide a general assessment of their satisfaction with the Library (see graph below). In this case, the overall average of 5.82 represents an improvement of 0.17% since 2012 and places the Library in the top quartile (or top 25%) when benchmarked externally.

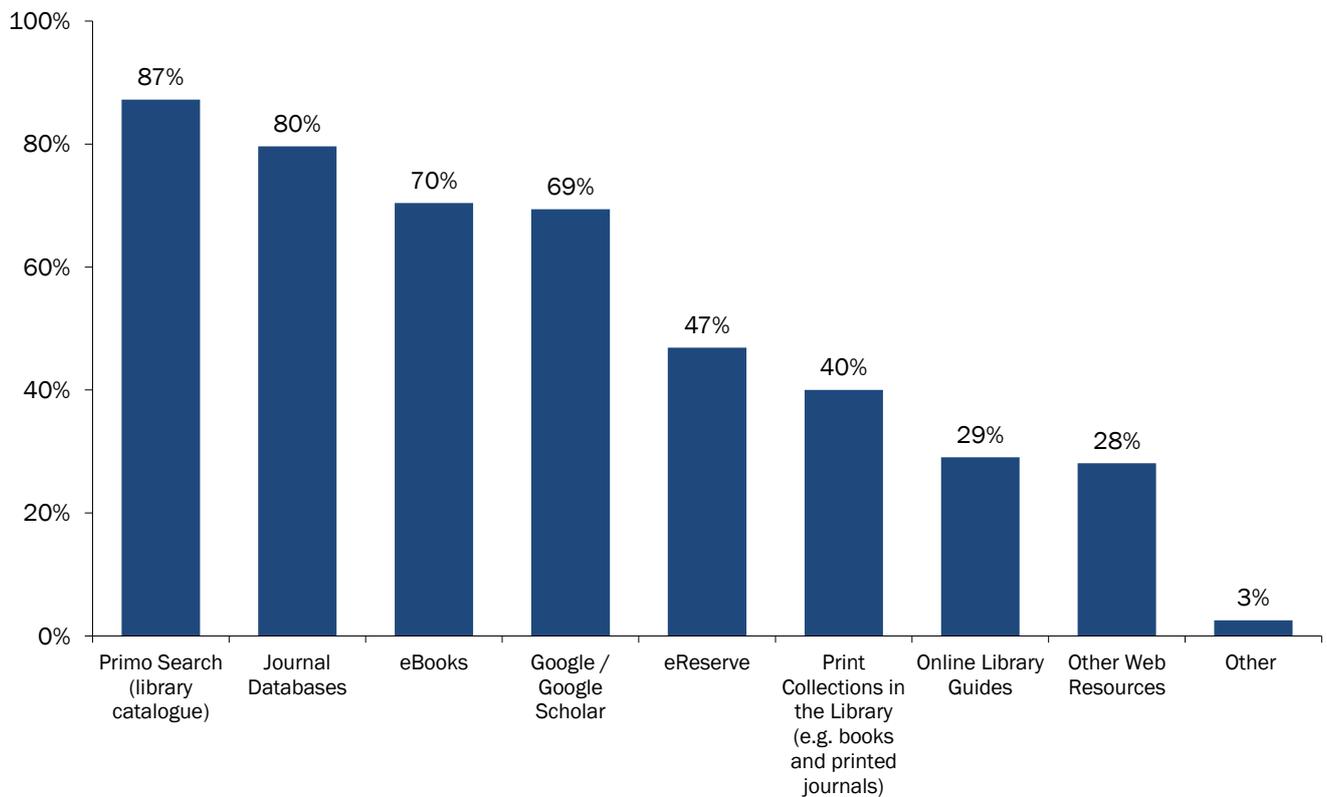


Note: * Benchmark data relates to latest survey

Looking for Information

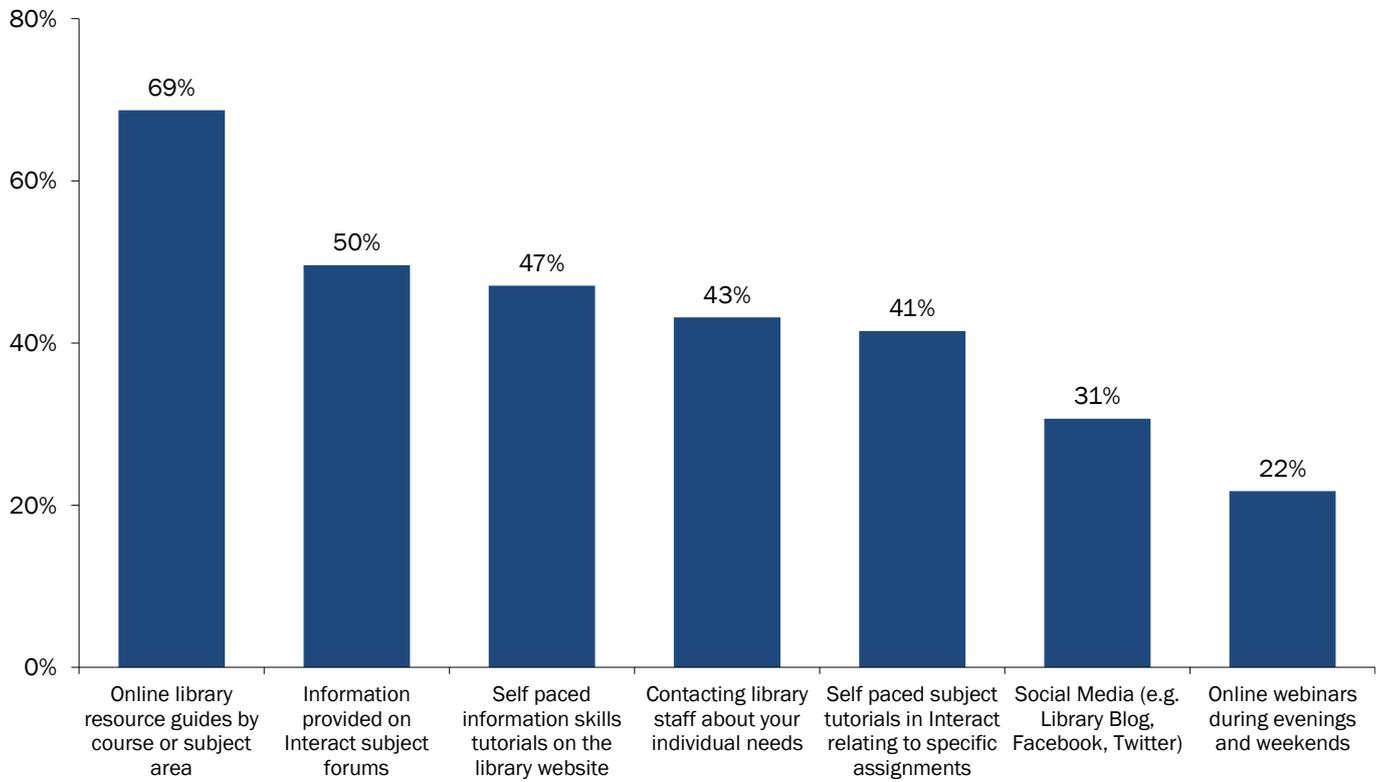
Respondents were presented with two multiple choice statements about how they use Library resources and their approach to research. The following bar charts display in percentage terms the preferences of respondents for each statement.

What resources do you use in your study/research?



N=4182

How would you prefer to learn about using library resources?



N=4148

5. Summary of results: grouped by demographics

The following tables show the top 5 improvement opportunities (gaps) across each of the major demographic breakdowns within the University.

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.

What Campus Library do you use most?

Charles Sturt University Library Client Survey, October 2014	
Top 5 gap scores by demographic	
Which Campus Library do you use most?	Unique factor
Virtual Campus (distance education students) (1385 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	1.04
The Library website is easy to use	1.04
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.78
I am informed about Library services (e.g. reply paid postage for distance education students)	0.77
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	0.75
Albury-Wodonga (453 responses)	Gap score
I can find a quiet place to study when I need to	1.21
The Library Catalogue (Primo Search) is easy to use	0.88
The items I'm looking for on the Library shelves are usually there	0.83
The Library website is easy to use	0.83
I can find a place in the Library to work in a group when I need to	0.79
Bathurst (790 responses)	Gap score
Laptop facilities (e.g. power, desks) in the Library meet my needs	1.01
The Library Catalogue (Primo Search) is easy to use	0.87
The Library website is easy to use	0.84
I can find a quiet place to study when I need to	0.76
I can find a place in the Library to work in a group when I need to	0.71
Canberra (53 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	1.25
The Library website is easy to use	0.88
The items I'm looking for on the Library shelves are usually there	0.87
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.75
When I am off campus I can access the Library resources and services I need	0.75
CSU Study Centre – Melbourne (127 responses)	Gap score
The items I'm looking for on the Library shelves are usually there	1.14
A computer is available when I need one	1.05
Laptop facilities (e.g. power, desks) in the Library meet my needs	0.82
Self Service (e.g. self check loans, requests, renewals, holds) meets my needs	0.74
I can find a place in the Library to work in a group when I need to	0.70
CSU Study Centre – Sydney (152 responses)	Gap score
I can find a quiet place to study when I need to	1.49
The items I'm looking for on the Library shelves are usually there	1.40
A computer is available when I need one	1.34
The Library is a good place to study	1.18
I can find a place in the Library to work in a group when I need to	1.05
Dubbo (61 responses)	Gap score
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	1.42
I can find a quiet place to study when I need to	1.40
The Library website is easy to use	1.22
The Library Catalogue (Primo Search) is easy to use	1.18
Library Opening Hours (including Chat/1800 hours) meet my needs	1.17

Charles Sturt University Library Client Survey, October 2014

Top 5 gap scores by demographic

Which Campus Library do you use most?

Unique factor

	Gap score
Goulburn (46 responses)	Gap score
A computer is available when I need one	0.80
Printing, scanning and photocopying facilities in the Library meet my needs	0.60
Laptop facilities (e.g. power, desks) in the Library meet my needs	0.42
The Library website is easy to use	0.38
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.36
Orange (130 responses)	Gap score
I can find a quiet place to study when I need to	1.32
The Library Catalogue (Primo Search) is easy to use	1.01
The items I'm looking for on the Library shelves are usually there	0.93
The Library website is easy to use	0.90
The Library is a good place to study	0.81
Ontario (47 responses)	Gap score
Printing, scanning and photocopying facilities in the Library meet my needs	0.85
Laptop facilities (e.g. power, desks) in the Library meet my needs	0.79
I can find a quiet place to study when I need to	0.70
I can find a place in the Library to work in a group when I need to	0.68
The Library Catalogue (Primo Search) is easy to use	0.63
Port Macquarie (55 responses)	Gap score
The items I'm looking for on the Library shelves are usually there	1.05
I can find a quiet place to study when I need to	1.05
The Library Catalogue (Primo Search) is easy to use	1.04
The Library website is easy to use	0.86
The Library is a good place to study	0.78
United Theological College (17 responses)	Gap score
Library Opening Hours (including Chat/1800 hours) meet my needs	1.43
Printing, scanning and photocopying facilities in the Library meet my needs	1.00
The items I'm looking for on the Library shelves are usually there	0.75
Library workshops, classes and tutorials help me with my learning and research needs	0.69
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.61
Wagga Wagga (1040 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	0.97
The Library website is easy to use	0.92
The items I'm looking for on the Library shelves are usually there	0.83
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.69
I can find a quiet place to study when I need to	0.63
Other (55 responses)	Gap score
The items I'm looking for on the Library shelves are usually there	1.12
The Library Catalogue (Primo Search) is easy to use	0.89
When I am off campus I can access the Library resources and services I need	0.78
I am informed about Library services (e.g. reply paid postage for distance education students)	0.78
The Library website is easy to use	0.76

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

Charles Sturt University Library Client Survey, October 2014	
Top 5 gap scores by demographic	
What is your major area of study, teaching or research?	Unique factor
Arts (838 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	0.97
The Library website is easy to use	0.92
The items I'm looking for on the Library shelves are usually there	0.78
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.68
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	0.65
Business (751 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	0.97
The Library website is easy to use	0.91
The items I'm looking for on the Library shelves are usually there	0.90
I can find a quiet place to study when I need to	0.88
I can find a place in the Library to work in a group when I need to	0.69
Education (1080 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	0.99
The Library website is easy to use	0.89
The items I'm looking for on the Library shelves are usually there	0.75
I can find a quiet place to study when I need to	0.67
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.62
Science (1744 responses)	Gap score
The Library website is easy to use	0.93
The Library Catalogue (Primo Search) is easy to use	0.91
I can find a quiet place to study when I need to	0.87
The items I'm looking for on the Library shelves are usually there	0.79
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.67

What single category best describes you?

Charles Sturt University Library Client Survey, October 2014	
Top 5 gap scores by demographic	
What single category best describes you?	Unique factor
Undergraduate Student (2940 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	0.90
The Library website is easy to use	0.86
I can find a quiet place to study when I need to	0.83
The items I'm looking for on the Library shelves are usually there	0.76
Laptop facilities (e.g. power, desks) in the Library meet my needs	0.63
Postgraduate by Coursework Student (1117 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	1.01
The Library website is easy to use	0.96
The items I'm looking for on the Library shelves are usually there	0.88
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.73
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	0.70
Higher Degree Research Student (171 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	1.08
The Library website is easy to use	1.06
The items I'm looking for on the Library shelves are usually there	0.98
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	0.92
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.90
Academic/Research Staff (80 responses)	Gap score
The Library website is easy to use	1.78
The Library Catalogue (Primo Search) is easy to use	1.68
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	1.07
The items I'm looking for on the Library shelves are usually there	1.02
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.99
General/Professional Staff (33 responses)	Gap score
The Library website is easy to use	1.34
The Library Catalogue (Primo Search) is easy to use	1.33
Campus Library signage is clear and easy to follow	0.87
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	0.76
The items I'm looking for on the Library shelves are usually there	0.76
From another University (13 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	1.11
Laptop facilities (e.g. power, desks) in the Library meet my needs	1.00
Campus Library signage is clear and easy to follow	1.00
When I am off campus I can access the Library resources and services I need	0.89
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	0.88
Alumni/Community/High School/TAFE (15 responses)	Gap score
Laptop facilities (e.g. power, desks) in the Library meet my needs	1.00
The Library Catalogue (Primo Search) is easy to use	1.00
The Library website is easy to use	0.93
When I am off campus I can access the Library resources and services I need	0.93
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	0.86

Charles Sturt University Library Client Survey, October 2014	
Top 5 gap scores by demographic	
What single category best describes you?	Unique factor
Other (51 responses)	Gap score
The items I'm looking for on the Library shelves are usually there	1.25
I am informed about Library services (e.g. reply paid postage for distance education students)	1.16
Printing, scanning and photocopying facilities in the Library meet my needs	1.00
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.99
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	0.91

Are you studying by distance?

Charles Sturt University Library Client Survey, October 2014	
Top 5 gap scores by demographic	
Are you studying by distance?	Unique factor
Yes (2441 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	0.98
The Library website is easy to use	0.98
I am informed about Library services (e.g. reply paid postage for distance education students)	0.72
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.71
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	0.69
No (1968 responses)	Gap score
I can find a quiet place to study when I need to	0.99
The Library Catalogue (Primo Search) is easy to use	0.92
The items I'm looking for on the Library shelves are usually there	0.89
The Library website is easy to use	0.84
I can find a place in the Library to work in a group when I need to	0.78

Where are you located?

Charles Sturt University Library Client Survey, October 2014	
Top 5 gap scores by demographic	
Where are you located?	Unique factor
Australia (4155 responses)	Gap score
The Library Catalogue (Primo Search) is easy to use	0.96
The Library website is easy to use	0.92
The items I'm looking for on the Library shelves are usually there	0.81
I can find a quiet place to study when I need to	0.79
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	0.67
Canada (96 responses)	Gap score
The Library website is easy to use	0.77
Printing, scanning and photocopying facilities in the Library meet my needs	0.76
The Library Catalogue (Primo Search) is easy to use	0.72
Laptop facilities (e.g. power, desks) in the Library meet my needs	0.65
I can find a quiet place to study when I need to	0.56
China (55 responses)	Gap score
When I am off campus I can access the Library resources and services I need	0.91
The items I'm looking for on the Library shelves are usually there	0.84
I can get wireless access in the Library when I need to	0.74
Printing, scanning and photocopying facilities in the Library meet my needs	0.68
The Library Catalogue (Primo Search) is easy to use	0.67
Hong Kong (16 responses)	Gap score
A computer is available when I need one	1.20
I am informed about Library services (e.g. reply paid postage for distance education students)	1.07
The Library website is easy to use	0.86
Library workshops, classes and tutorials help me with my learning and research needs	0.85
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning, teaching and research needs	0.78
Other (63 responses)	Gap score
The Library website is easy to use	1.45
The Library Catalogue (Primo Search) is easy to use	1.18
Online resources (e.g. ejournals, databases, ebooks) meet my learning, teaching and research needs	1.13
Course specific resources (e.g. eReserve and Library Guides) meet my learning, teaching and research needs	1.13
When I am off campus I can access the Library resources and services I need	0.96

6. Next Steps

Planning for the way forward is not limited to the findings in this report. A number of other areas may also require consideration. For instance, there may be areas that users 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 prioritizing issues for action, it is recommended that a combination of the quantitative analysis and comments, with the option of future focus groups, be used to gain a more in-depth understanding of Library users' concerns.

