

Charles Sturt University Library Client Survey

May 2021

Key Findings Report



**Charles Sturt
University**

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1. Introduction

Background

Insync ensures that libraries can measure performance against each other, which in turn enables libraries to develop the highest possible standards of service for library users. Consistent with this principle, Insync was retained by the 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 survey are compared with other libraries' recent results in the Insync database.

Survey objectives

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

- identify, prioritise and manage the key issues affecting clients
- allow the Library's performance to be measured and monitored over time
- provide clients with the opportunity to communicate openly and honestly with the management team of the Library
- compare results with other libraries so that performance can be measured in a best practice context

Survey process

The survey required all clients to provide some demographic information. It then displayed 30 statements considered critical to the success of the Library. Clients were asked to rate each statement twice – first to measure the importance of each of the statements to them, and second to measure their impressions of the Library's performance on each statement.

Clients of the Library were given the opportunity to participate in the survey in May 2021 by completing the questionnaire anonymously. This confidentiality helps ensure that the true concerns of the clients are identified. The survey could only be completed online.

Scaling

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

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

Response statistics

The following tables detail the number of usable survey forms received from clients of the Library. Where clients do not indicate their demographic information, forms are classified as 'Unspecified'. This year the survey generated 3310 responses. This number provides an excellent degree of confidence in the results obtained at the overall level. This year, the number of responses received is lower than the 2017 survey, in which 4468 responses were generated.

Charles Sturt University Library Client Survey, May 2021 Response statistics		
Total	3310	
What Faculty are you studying, researching or teaching in?	n	%
Arts & Education	1079	32.6%
Business, Justice & Behavioural Sciences	830	25.1%
Science	1218	36.8%
Not applicable	180	5.4%
Unspecified	3	0.1%
What single category best describes you?		
Undergraduate Student	2121	64.1%
Postgraduate Student	971	29.3%
Higher Degree Research Student	91	2.7%
Academic/Research Staff	60	1.8%
General/Professional Staff	20	0.6%
From another University	5	0.2%
Alumni/Community/High School/TAFE	7	0.2%
Other	33	1.0%
Unspecified	2	0.1%
Do you consider yourself to be on campus or online?		
Completely or mostly online	2368	71.5%
Completely or mostly on-campus	936	28.3%
Unspecified	6	0.2%
Which category describes you?		
First year of course	1230	37.2%
Second or Later-year Student	1985	60.0%
N/A - not a student	90	2.7%
Unspecified	5	0.2%

Charles Sturt University
Library Client Survey, May 2021
Response statistics

Total	3310	
Which Campus Library do you use most?		
Online	1900	57.4%
Albury-Wodonga	202	6.1%
Bathurst	284	8.6%
Canberra/St Marks	51	1.5%
Charles Sturt University Study Centre - Melbourne	11	0.3%
Charles Sturt University Study Centre - Sydney	7	0.2%
Charles Sturt University Study Centre - Brisbane	7	0.2%
Dubbo	42	1.3%
Goulburn	1	0.0%
Manly	5	0.2%
Orange	79	2.4%
Port Macquarie	219	6.6%
TAFE	0	0.0%
United Theological College	2	0.1%
Wagga Wagga	480	14.5%
Other	17	0.5%
Unspecified	3	0.1%
How often do you come into the Library?		
Daily	207	6.3%
Weekly	524	15.8%
Fortnightly	148	4.5%
Monthly	173	5.2%
Rarely	460	13.9%
Never	1430	43.2%
Unspecified	368	11.1%
How often do you access the Library online?		
Daily	933	28.2%
Weekly	1477	44.6%
Fortnightly	268	8.1%
Monthly	178	5.4%
Rarely	94	2.8%
Never	21	0.6%
Unspecified	339	10.2%

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 3310			
	Importance			
	Mean	Rank	#	%
Online resources (e.g. journal articles, databases, ebooks) meet my learning, teaching and research needs	6.00	1	54	1.63%
Access to Library information resources has helped me to be successful at university	5.77	2	70	2.11%
Subject specific resources (e.g. subject specific readings and resources) meet my learning, teaching and research needs	5.77	3	65	1.96%
When I am away from campus I can access the Library resources and services I need	5.73	4	112	3.38%
The Library website helps me to access the resources I need for my study	5.71	5	52	1.57%
Library staff provide accurate answers to my enquiries	5.71	6	185	5.59%
I can get help from Library staff when I need it	5.65	7	171	5.17%
The Library web site provides useful information	5.62	8	68	2.05%
The Library search tool, Primo Search, enables me to find relevant Library resources quickly	5.58	9	52	1.57%
The Library website is clear and easy to navigate	5.55	10	53	1.60%
Online enquiry services (e.g. chat, email, phone) meet my needs	5.50	11	169	5.11%
Online reading list resources are accessible when I need them	5.49	12	84	2.54%
I can get Wi-Fi access in the Library when I need to	5.48	13	253	7.64%
The Library is a comfortable space for me to study	5.41	14	240	7.25%
Physical resources (e.g. books) meet my learning, teaching and research needs	5.39	15	228	6.89%
Printing, scanning and photocopying facilities in the Library meet my needs	5.30	16	287	8.67%
Desks and power points in the Library meet my needs	5.29	17	261	7.89%
Books and articles I have requested from other libraries and campuses are received promptly	5.22	18	353	10.66%
I can find a quiet place in the Library to study when I need to	5.17	19	285	8.61%
The items I'm looking for on the Library shelves are usually there	5.14	20	279	8.43%
Self Service facilities meet my needs e.g. self-check loans & returns, self service requests, and renewals	5.13	21	279	8.43%
Library signage is clear and easy to follow	5.12	22	271	8.19%
Opening hours (including chat & phone virtual services) meet my needs	5.05	23	165	4.98%
I can find a place in the Library to work in a group when I need to	4.93	24	292	8.82%
A computer is available when I need one	4.88	25	306	9.24%
Face-to-face enquiry services meet my needs	4.87	26	317	9.58%
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources such as online articles, databases, and eBooks	4.72	27	144	4.35%
The Library anticipates my learning and research needs	4.55	28	116	3.50%
Library workshops, classes and tutorials help me with my learning and research needs	4.42	29	179	5.41%
I am informed about Library services (e.g. reply paid postage for Charles Sturt Online students)	3.78	30	186	5.62%

2. Executive summary

This year the Charles Sturt University Library recorded an overall score of 83.2%. This places the Library in the top 25% of libraries that have surveyed with Insync over the last two years, and reflects a score increase of 1.3% since the previous survey in 2017, a very pleasing result.

The themes in the top 10 importance list include online resources meeting the clients' learning, teaching and research needs, Primo Search enabling users to find relevant resources quickly, off-campus access to resources and services, access to wireless, access to information resources being helpful in clients' success at university, usefulness of the Library website, subject specific resources meeting the clients' learning, teaching and research needs, the Library providing a quiet and comfortable space to study, and online reading list resources being available when needed.

Two factors in the top 10 performance list relate to library staff – more specifically, their availability to assist, and their provision of accurate answers to enquiries. The remaining factors relate to off campus access to Library resources and services, access to wireless, the Library being a comfortable place to study, access to information resources being helpful in clients' success at university, online resources meeting the clients' learning, teaching and research needs, adequacy of self service and desk and power point facilities, and a computer being available when needed.

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

- *I can get Wi-Fi access in the Library when I need to*
- *When I am away from campus I can access the Library resources and services I need*
- *The Library is a comfortable space for me to study*
- *Access to Library information resources has helped me to be successful at university*
- *Online resources (e.g. journal articles, databases, ebooks) meet my learning, teaching and research needs*

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

In the context of the four best practice categories, the Library performed highest on the category of *facilities and equipment*, with a score of 85.6%. The lowest score was identified for *communication* at 79.9%.

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

	Communication	Service delivery	Facilities & equipment	Information resources	Weighted total
Weighting	18%	28%	24%	30%	100%
May 2021	79.9%	82.5%	85.6%	84.0%	83.2%
May 2017	79.6%	82.3%	81.6%	83.2%	81.9%
Highest	84.2%	86.2%	87.2%	85.8%	85.8%
Median	78.9%	82.2%	79.5%	82.4%	81.1%
Lowest	73.2%	78.5%	67.8%	78.8%	75.9%

Note: Benchmark data relates to latest survey

All categories are performing above the benchmark median and have recorded improved scores compared to 2017. *Facilities and equipment* recorded a substantial 4% improvement since the previous survey.

A review of the library-wide gap grid has identified no issues that require immediate attention. However, a watch should be maintained on the following so that they do not become problematic in future:

- *The Library website is clear and easy to navigate*
(Academic/Research Staff gap score = 1.13, General/Professional Staff gap score = 1.57)
- *The Library search facility, Primo Search, enables me to find relevant Library resources quickly*
(Academic/Research Staff gap score = 1.06, General/Professional Staff gap score = 1.06)
- *The items I'm looking for on the Library shelves are usually there*
(Dubbo gap score = 1.32)

In conclusion, the Library achieved excellent results for the survey this year, both internally and in the benchmark context, and recorded performance improvements across most areas.

3. Detailed results interpretation

What clients believe is important for the Library

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

May 2021 Top 10 importance	Mean (1 = low, 7 = high)	May 2017 Top 10 importance	Mean (1 = low, 7 = high)
Online resources (e.g. journal articles, databases, ebooks) meet my learning, teaching and research needs	6.59	Online resources (e.g. online articles, databases, ebooks) meet my learning, teaching and research needs	6.52
The Library search tool, Primo Search, enables me to find relevant Library resources quickly	6.55	The Library search facility , Primo Search, enables me to find relevant library resources quickly	6.49
When I am away from campus I can access the Library resources and services I need	6.52	I can get wireless access in the Library when I need to	6.45
I can get Wi-Fi access in the Library when I need to	6.47	When I am away from campus I can access the Library resources and services I need	6.43
The Library website helps me to access the resources I need for my study	6.45	Access to Library information resources has helped me to be successful at university	6.37
Access to Library information resources has helped me to be successful at university	6.43	I can get help from library staff when I need it	6.34
Subject specific resources (e.g. subject specific readings and resources) meet my learning, teaching and research needs	6.43	Bring your own device (BYOD) facilities (e.g. desks, power) in the Library meet my needs	6.33
The Library is a comfortable space for me to study	6.33	Library staff provide accurate answers to my enquiries	6.32
I can find a quiet place in the Library to study when I need to	6.33	Online reading list resources are accessible when I need them	6.30
Online reading list resources are accessible when I need them	6.31	I can find a quiet place in the Library to study when I need to	6.29

Common to 2021 and 2017

Of the 30 statements in the survey, 22 were identified with importance means of 6.00 or higher. These statements are of relatively high importance to clients.


The themes in the top 10 importance list include online resources meeting the clients' learning, teaching and research needs, Primo Search enabling users to find relevant resources quickly, off-campus access to resources and services, access to wireless, access to information resources being helpful in clients' success at university, usefulness of the Library website, subject specific resources meeting the clients' learning, teaching and research needs, the Library providing a quiet and comfortable space to study, and online reading list resources being available when needed.

How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by clients in 2021 as compared with those ranked highest in 2017.

May 2021 Top 10 performance	Mean (1 = low, 7 = high)	May 2017 Top 10 performance	Mean (1 = low, 7 = high)
I can get Wi-Fi access in the Library when I need to* 4	6.21	Library staff provide accurate answers to my enquiries	6.08
When I am away from campus I can access the Library resources and services I need* 3	6.18	I can get help from library staff when I need it	6.04
The Library is a comfortable space for me to study* 8	6.14	When I am away from campus I can access the Library resources and services I need	6.03
Access to Library information resources has helped me to be successful at university* 6	6.09	Access to Library information resources has helped me to be successful at university	6.00
Library staff provide accurate answers to my enquiries	6.08	Self Service facilities meets my needs e.g. self-check loans & returns, self service requests, and renewals	5.98
Online resources (e.g. journal articles, databases, ebooks) meet my learning, teaching and research needs* 1	6.06	I can get wireless access in the Library when I need to	5.95
A computer is available when I need one	6.04	Online resources (e.g. online articles, databases, ebooks) meet my learning, teaching and research needs	5.95
Desks and power points in the Library meet my needs	6.04	Bring your own device (BYOD) facilities (e.g. desks, power) in the Library meet my needs	5.94
Self Service facilities meet my needs e.g. self-check loans & returns, self service requests, and renewals	6.04	Face-to-face enquiry services meet my needs	5.89
I can get help from Library staff when I need it	6.01	The Library search facility , Primo Search, enables me to find relevant library resources quickly	5.85

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

 Common to 2021 and 2017

The survey identified 30 out of 30 variables with scores greater than 5.00. All these variables are considered strong performers, with 5.00 representing a relatively strong rating on a seven-point scale.

Two factors in the top 10 performance list relate to library staff – more specifically, their availability to assist, and their provision of accurate answers to enquiries. The remaining factors relate to off campus access to Library resources and services, access to wireless, the Library being a comfortable place to study, access to information resources being helpful in clients' success at university, online resources meeting the clients' learning, teaching and research needs, adequacy of self service and desk and power point facilities, and a computer being available when needed.

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


- *I can get Wi-Fi access in the Library when I need to*
- *When I am away from campus I can access the Library resources and services I need*
- *The Library is a comfortable space for me to study*
- *Access to Library information resources has helped me to be successful at university*
- *Online resources (e.g. journal articles, databases, ebooks) meet my learning, teaching and research needs*

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

At the other end of the scale are the lowest performing factors. This table shows the ten factors given the lowest rankings by the Library clients in 2021 as compared with those ranked lowest in 2017. Please note that the lowest performing variable appears first on the list.

May 2021 Lowest 10 performance	Mean (1 = low, 7 = high)	May 2017 Lowest 10 performance	Mean (1 = low, 7 = high)
I am informed about Library services (e.g. reply paid postage for Charles Sturt Online students)	5.19	The Library anticipates my learning and research needs	5.28
The Library anticipates my learning and research needs	5.26	I am informed about Library services (e.g. reply paid postage for CSU Online students)	5.30
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources such as online articles, databases, and eBooks	5.28	The items I'm looking for on the library shelves are usually there	5.41
The items I'm looking for on the Library shelves are usually there	5.57	I can find a place in the Library to work in a group when I need to	5.47
The Library website is clear and easy to navigate	5.57	I find it easy to use mobile devices (e.g. tablets and phones) to access online resources such as online articles, databases, and eBooks	5.48
Library workshops, classes and tutorials help me with my learning and research needs	5.62	Library workshops, classes and tutorials help me with my learning and research needs	5.49
Library signage is clear and easy to follow	5.69	I can find a quiet place in the Library to study when I need to	5.57
Online reading list resources are accessible when I need them *10	5.74	Library signage is clear and easy to follow	5.65
Opening hours (including chat & phone virtual services) meet my needs	5.78	Printing, scanning and photocopying facilities in the Library meet my needs	5.68
Face-to-face enquiry services meet my needs	5.79	A computer is available when I need one	5.68

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


 Common to 2021 and 2017

Where clients believe the Library can improve

In identifying factors for improvement, Insync analyses the perceived difference – or ‘gap’ – between the importance and performance scores for each variable. Based on our experience, gaps between 1.0 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.0 are serious and should be prioritised and acted upon. This table reports the 10 variables with the highest gaps, 2021 & 2017.

May 2021 Top 10 gaps	Mean (1 = low, 7 = high)	May 2017 Top 10 gaps	Mean (1 = low, 7 = high)
The Library website is clear and easy to navigate	0.67	I can find a quiet place in the Library to study when I need to	0.72
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources such as online articles, databases, and eBooks	0.64	The Library search facility , Primo Search, enables me to find relevant library resources quickly	0.64
The Library search tool, Primo Search, enables me to find relevant Library resources quickly* 2	0.60	The items I'm looking for on the library shelves are usually there	0.63
The Library website helps me to access the resources I need for my study* 5	0.58	I find it easy to use mobile devices (e.g. tablets and phones) to access online resources such as online articles, databases, and eBooks	0.59
Online reading list resources are accessible when I need them* 10	0.56	Online resources (e.g. online articles, databases, ebooks) meet my learning, teaching and research needs	0.57
Online resources (e.g. journal articles, databases, ebooks) meet my learning, teaching and research needs* 1	0.53	I can find a place in the Library to work in a group when I need to	0.55
Subject specific resources (e.g. subject specific readings and resources) meet my learning, teaching and research needs* 7	0.52	Online reading list resources are accessible when I need them	0.52
The items I'm looking for on the Library shelves are usually there	0.47	Printing, scanning and photocopying facilities in the Library meet my needs	0.51
The Library web site provides useful information	0.42	Subject specific resources (e.g. eReserve and Library Research Skill Guides) meet my learning, teaching and research needs	0.51
When I am away from campus I can access the Library resources and services I need* 3	0.35	I can get wireless access in the Library when I need to	0.50

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

 Common to 2021 and 2017

Of all the 30 variables, none recorded a gap score in the problematic range.

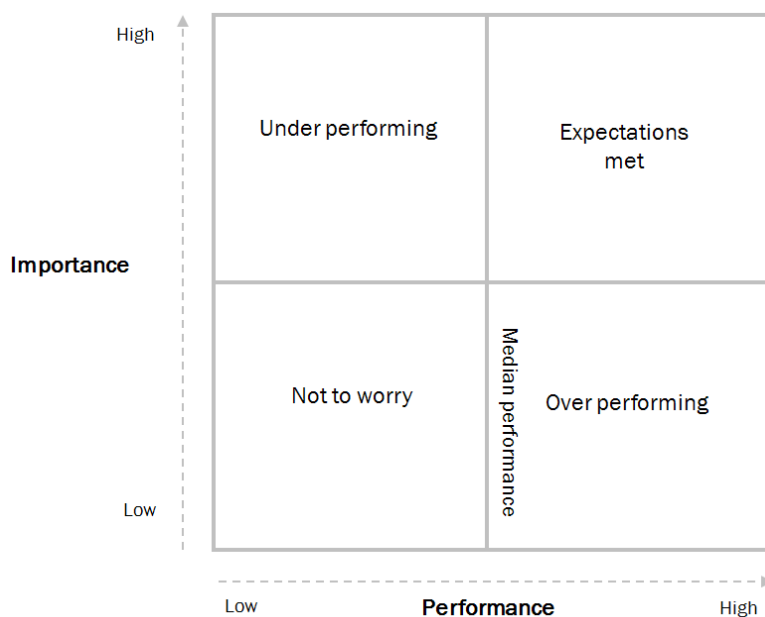
The top 10 gap list contains six factors from the top 10 importance list:

- *The Library search facility, Primo Search, enables me to find relevant Library resources quickly*
- *The Library website helps me to access the resources I need for my study*
- *Online reading list resources are accessible when I need them*
- *Online resources (e.g. journal articles, databases, ebooks) meet my learning, teaching and research needs*
- *Subject specific resources (e.g. subject specific readings and resources) meet my learning, teaching and research needs*
- *When I am away from campus I can access the Library resources and services I need*

The gap grid analysis

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

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



Prioritising potential improvement opportunities

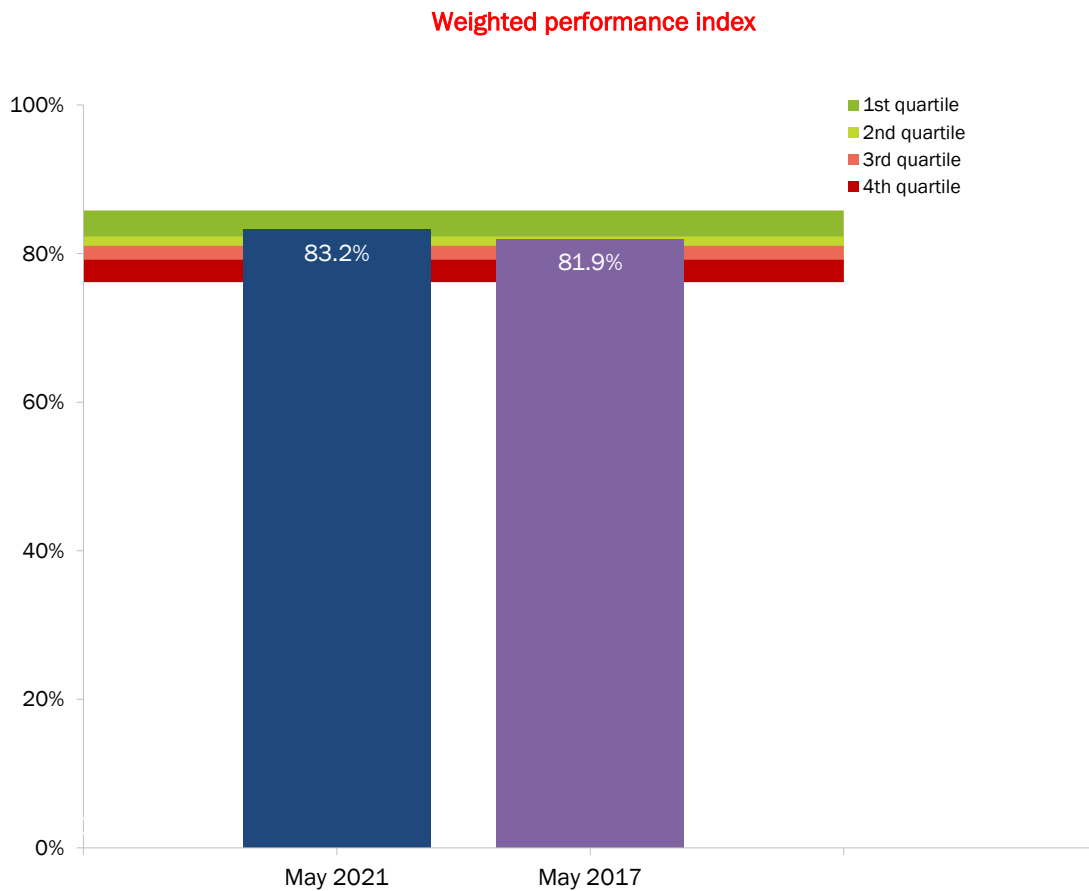
A review of the library-wide gap grid has identified no issues that require immediate attention. However, a watch should be maintained on the following so that they do not become problematic in future:

- *The Library website is clear and easy to navigate*
(Academic/Research Staff gap score = 1.13, General/Professional Staff gap score = 1.57)
- *The Library search facility, Primo Search, enables me to find relevant Library resources quickly*
(Academic/Research Staff gap score = 1.06, General/Professional Staff gap score = 1.06)
- *The items I'm looking for on the Library shelves are usually there*
(Dubbo gap score = 1.32)

Comparison with other libraries

Weighted performance index

The Library recorded an overall score of 83.2%. This places the Library in the top 25% of libraries that have surveyed with Insync over the last two years, and reflects a score increase of 1.3% since the previous survey in 2017, a very pleasing result.



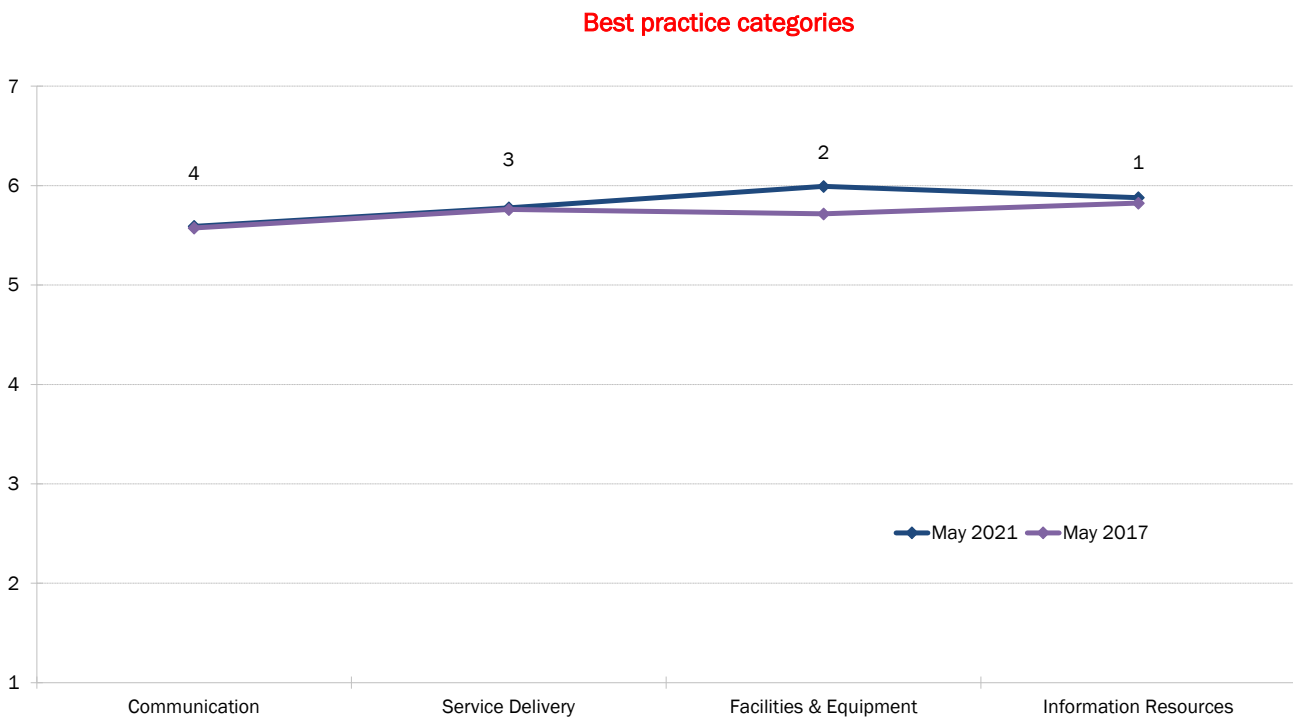
Note: Benchmark data relates to latest survey

Best practice categories

The following graph shows the performance scores of the Library, within the range of other library scores, across the four best practice categories. At the time the survey was administered, 20 other university libraries had completed benchmark surveys. It is this group that makes up the comparison group.

All categories are performing above the benchmark median and have recorded improved scores compared to 2017. *Facilities and equipment* recorded a substantial 4% improvement since the previous survey.

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



Scorecard

The following scorecard presents similar information to the previous graph however the emphasis here is on the numerical scores of the Library in each category.

The Library performed highest on the category of *facilities and equipment*, with a score of 85.6%. The lowest score was identified for *communication* at 79.9%.

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

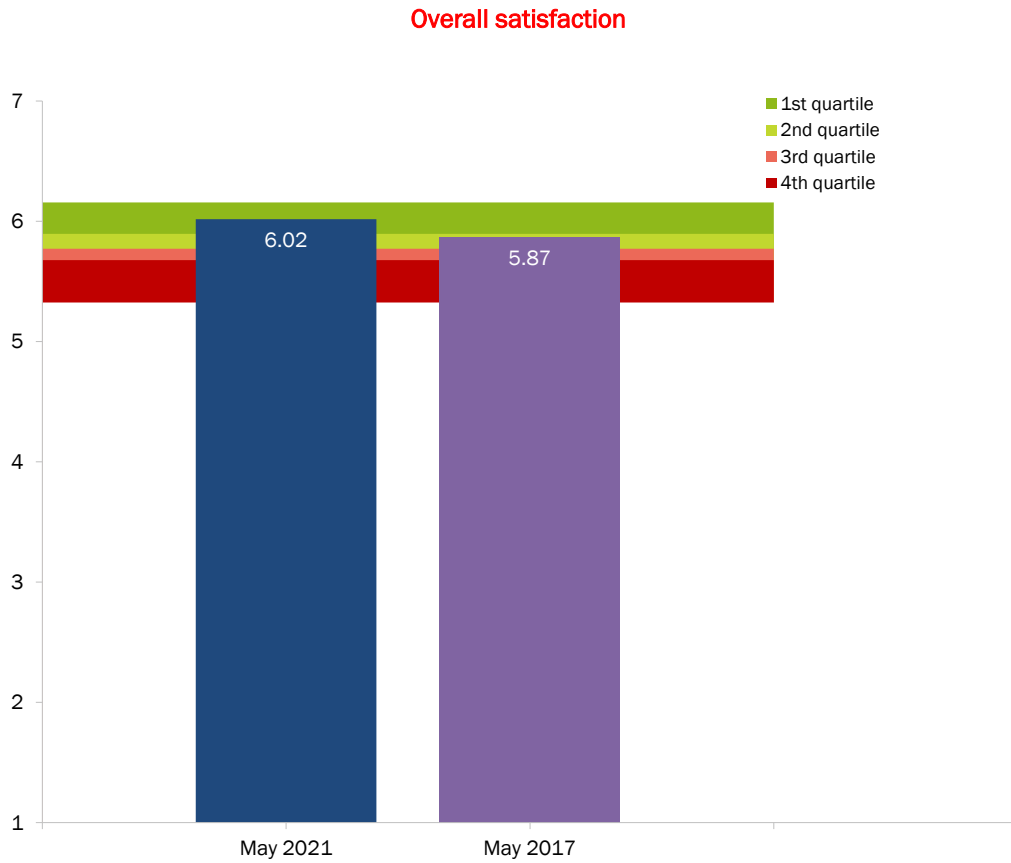
Scorecard

	Communication	Service delivery	Facilities & equipment	Information resources	Weighted total
Weighting	18%	28%	24%	30%	100%
May 2021	79.9%	82.5%	85.6%	84.0%	83.2%
May 2017	79.6%	82.3%	81.6%	83.2%	81.9%
Highest	84.2%	86.2%	87.2%	85.8%	85.8%
Median	78.9%	82.2%	79.5%	82.4%	81.1%
Lowest	73.2%	78.5%	67.8%	78.8%	75.9%

Note: Benchmark data relates to latest survey

Overall satisfaction

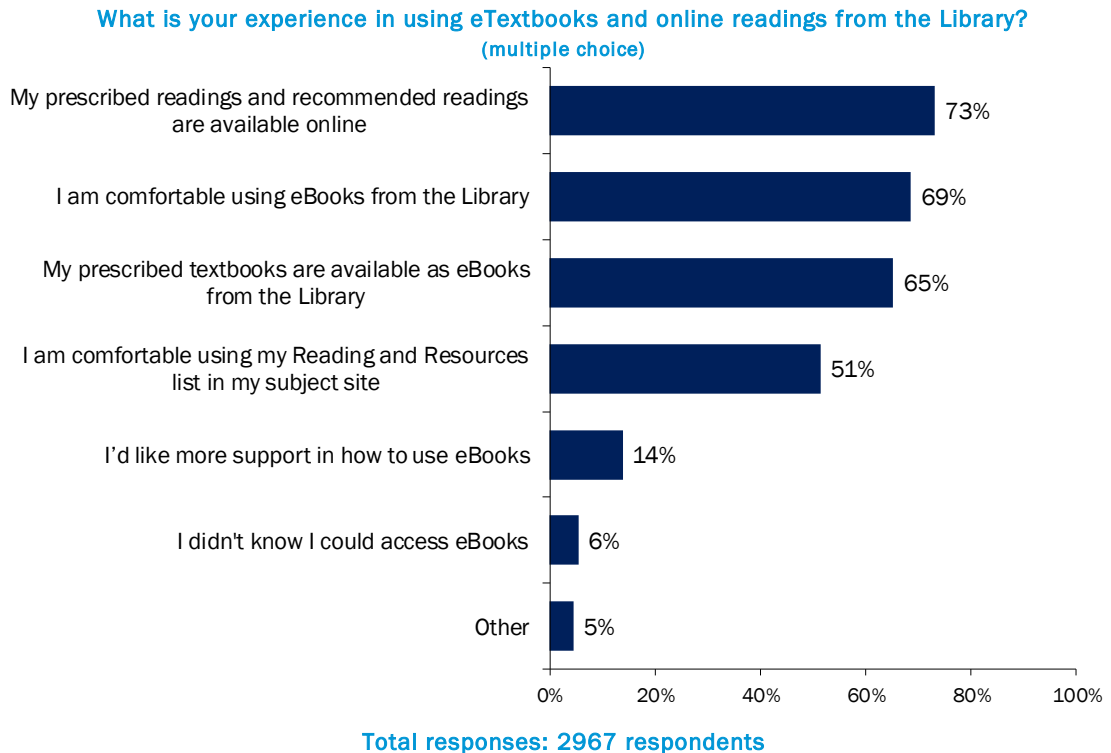
Respondents were asked to provide a general assessment of their overall satisfaction with the Library. In this case, the overall average of 6.02 places the Library in the top 25% when compared with other libraries that have surveyed over the last two years.



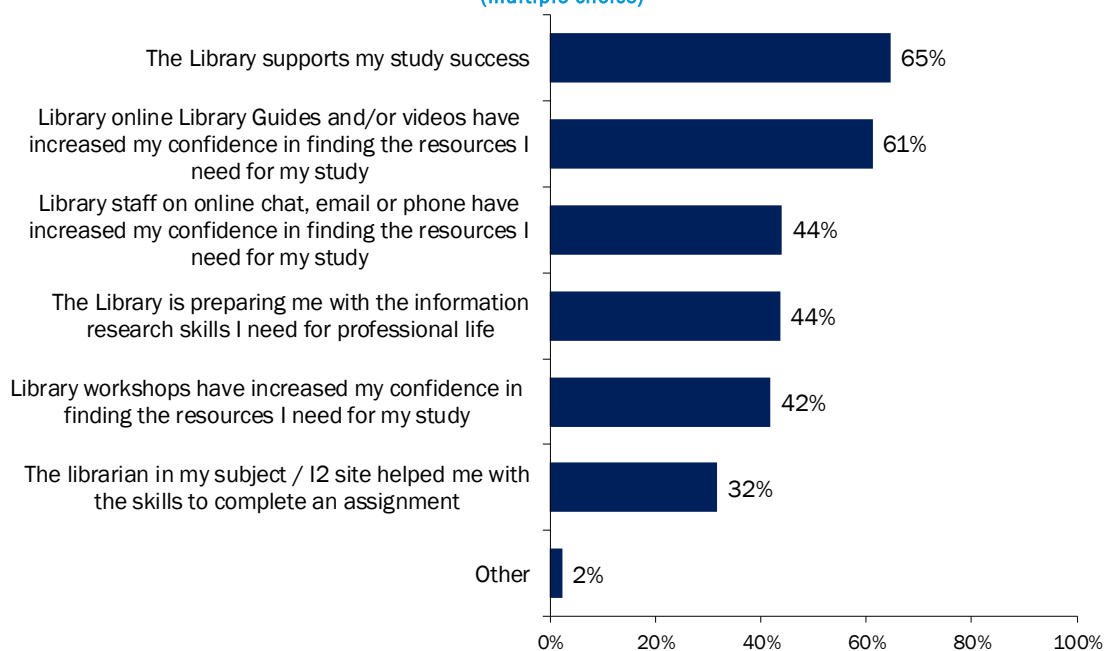
Note: Benchmark data relates to latest survey

Looking for information

The survey sought responses from clients on their use of resources and their views on how they approach them. The following tables display the responses of users to these questions.

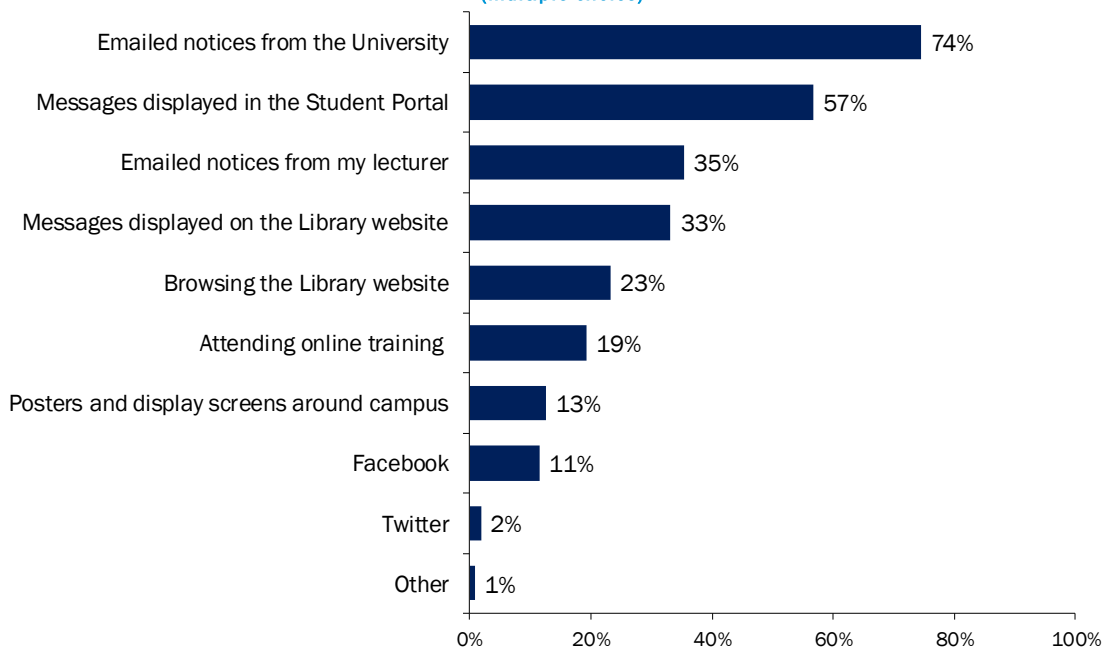


**Thinking about what you have learnt at Charles Sturt about finding and using information
(multiple choice)**



Total responses: 2787 respondents

**How would you prefer to be updated about Charles Sturt Library services and resources?
(multiple choice)**



Total responses: 2934 respondents

List of benchmark participants

Australian Catholic University
Charles Darwin University
Curtin University
Federation University
Flinders University
James Cook University
La Trobe University
Monash University
Murdoch University
Queensland University of Technology
The University of Adelaide
The University of New South Wales
The University of Notre Dame
The University of Sydney
The University of Western Australia
University of Newcastle
University of South Australia
University of Tasmania
Victoria University
Western Sydney University

4. Next steps

Planning for the way forward is not limited to the recommendations in this report. A number of other areas may also require consideration. For instance, there may be areas that clients have identified as low in importance but are high priority for the Library. These should be reviewed. It is also important to consider issues unique to different demographic groups and look beyond the overall results. When prioritising issues for action, it is recommended that a combination of the quantitative analyses and comments, with the option of future focus groups, be used to gain a more in-depth understanding of student concerns.

