insync™ surveys research consulting

Unitec
Library Client Survey

September 2018

Key Findings Report

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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 Unitec Library to conduct a survey of its clients so that their views, ideas, and suggestions may be considered as part of its commitment to improvement. The results of the Library's survey are compared with other libraries' recent results in the Insync database.

Survey objectives

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

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

Survey process

The survey required all clients to provide some demographic information. It then displayed 26 statements considered essential to the success of the Library. Clients were asked to rate each statement twice – first to indicate the importance of each of the statements to them, and second to indicate their impressions of the Library's performance on each statement.

Clients of the Library were given the opportunity to participate in the survey in August/September 2018 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.

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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”.

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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 1938 responses. This number provides an excellent degree of confidence in the results obtained at the overall level. This year, the number of responses received was lower than the 2016 survey, in which 2128 responses were generated.

Unitec Library Client Survey, September 2018 Response statistics		
Total	1938	
Which facility do you use most?	n	%
Mt Albert, Hub Library (Te Puna)	1211	62.5%
Mt Albert, Building One Library	384	19.8%
Waitakere Library, level 3	286	14.8%
Unspecified	57	2.9%
What single category best describes you?		
Certificate student	315	16.3%
Diploma student	364	18.8%
Bachelors student	840	43.3%
Postgraduate student	297	15.3%
Academic/Research staff member	26	1.3%
Allied/professional Staff member	14	0.7%
Other	80	4.1%
Unspecified	2	0.1%
In what year did you first start at Unitec?		
Before 2012	73	3.8%
2012	16	0.8%
2013	37	1.9%
2014	79	4.1%
2015	133	6.9%
2016	245	12.6%
2017	417	21.5%
2018	938	48.4%
Unspecified	0	0.0%

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Unitec
Library Client Survey, September 2018
Response statistics

Total	1938	
What is your major area of study, teaching or research?	**n**	**%**
Architecture / Landscape	219	11.3%
Bridging Education / Bridgepoint	61	3.1%
Building Construct. & Services including Plumbing	258	13.3%
Business Practice	137	7.1%
Community Development	24	1.2%
Computer Science	146	7.5%
Creative Industries / Design	82	4.2%
Engineering	203	10.5%
Environmental & Animal Science	124	6.4%
Health Care	184	9.5%
Language Studies	58	3.0%
Postgraduate	55	2.8%
Social Practice	98	5.1%
Tech Futures	6	0.3%
The Mind Lab by Unitec	99	5.1%
Vehicle Systems & Materials	26	1.3%
Other/not applicable	156	8.0%
Unspecified	2	0.1%
How often do you the Library at Mt Albert of Waitakere campus library locations or Te Puna?		
Daily	316	16.3%
2–4 days a week	692	35.7%
Weekly	305	15.7%
Fortnightly	102	5.3%
Monthly	86	4.4%
Rarely (i.e. a few times a year)	141	7.3%
Never	116	6.0%
Unspecified	180	9.3%
How often do you access the Library online?		
Daily	259	13.4%
2–4 days a week	473	24.4%
Weekly	440	22.7%
Fortnightly	173	8.9%
Monthly	144	7.4%
Rarely (i.e. a few times a year)	204	10.5%
Never	66	3.4%
Unspecified	179	9.2%

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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 1938			
	Importance			
	Mean	Rank	#	%
I can get wireless access in the Library when I need to	6.04	1	54	2.79%
Library/Ask Me desk staff provide accurate answers to my enquiries	5.68	2	99	5.11%
I can get help from library/Ask Me desk staff when I need it	5.66	3	80	4.13%
Face-to-face enquiry services meet my needs	5.64	4	107	5.52%
Access to Library information resources has helped me to be successful at Unitec	5.55	5	64	3.30%
Course specific resources (online and in the reserve collection) meet my learning needs	5.53	6	75	3.87%
Books and articles I have requested from other libraries and campuses are delivered promptly	5.53	6	240	12.38%
I can find a quiet place in the Library to study when I need to	5.53	8	55	2.84%
The items I'm looking for on the library shelves are usually there	5.48	9	102	5.26%
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.48	10	109	5.62%
I can find a place in the Library to work in a group when I need to	5.42	11	64	3.30%
Opening hours meet my needs	5.38	12	78	4.02%
The Library search facilities enable me to find relevant library resources quickly	5.36	13	69	3.56%
Online enquiry services (e.g. Email, Library Chat, Ask a Librarian) meet my needs	5.32	14	149	7.69%
When I am away from campus I can access the Library resources and services I need	5.30	15	80	4.13%
Printing, scanning and photocopying facilities in the Library meet my needs	5.29	16	90	4.64%
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs	5.23	17	56	2.89%
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	5.20	18	74	3.82%
Self Service option (e.g. self-check loans, requests, renewals, holds) meets my needs	5.19	19	136	7.02%
The Library web site provides useful information	5.13	20	63	3.25%
A computer is available when I need one	5.05	21	101	5.21%
Library signage is clear	5.04	22	74	3.82%
Laptop facilities (e.g. desks, power) in the Library meet my needs	4.99	23	99	5.11%
Library workshops, classes and tutorials help me with my learning and research needs	4.98	24	164	8.46%
I am informed about Library services	4.88	25	73	3.77%
The Library anticipates my learning and research needs	4.71	26	108	5.57%

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2. Executive summary

This year the Library recorded an overall score of 82.3%, a great benchmark result, as this score places the Library in the top 25% of participants in the benchmark participant group and represents an overall performance score increase of 1.2% since 2016.

The themes in the top 10 importance list include online resources being useful and meeting clients' learning and research needs, access to wireless, off-campus access to resources and services, Library/Ask Me desk staff providing help when needed and providing accurate answers to enquiries, face-to-face enquiry services meeting clients' needs, the adequacy of printing, scanning and photocopying facilities, the Library providing a quiet place to study, course specific resources meeting clients' needs, and the Library web site providing useful information.

Three factors in the top 10 performance list relate to Library/Ask Me desk staff – more specifically, their provision of accurate answers to enquiries, availability to help when needed, and the face-to-face enquiry services meeting clients' needs. The remaining factors relate to access to wireless, adequacy of self-service facilities, off campus access to library resources and services, online resources being useful and meeting clients' learning and research needs, online enquiry services meeting clients' needs, books and articles requested from other libraries and campuses being delivered promptly, and the availability of Library information resources enabling students to be successful at university.

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

- *I can get help from Library/Ask Me desk staff when I need it*
- *Face-to-face enquiry services meet my needs*
- *Library/Ask Me desk staff provide accurate answers to my enquiries*
- *I can get wireless access in the Library when I need to*
- *When I am away from campus I can access the Library resources and services I need*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning 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.

This year, the Library performed highest on the category of *service delivery*, with a score of 83.4%. The lowest score was identified for *communication* at 79.9%.

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

	Communication	Service delivery	Facilities & equipment	Information resources	Weighted total
Weighting	**18%**	**28%**	**24%**	**30%**	**100%**
September 2018	79.9%	83.4%	82.1%	82.8%	82.3%
September 2016	78.8%	81.9%	80.5%	82.1%	81.1%
Highest	80.4%	84.3%	84.8%	85.8%	82.9%
Median	78.2%	81.4%	78.3%	81.6%	80.6%
Lowest	73.2%	78.5%	69.0%	78.5%	76.2%

Note: Benchmark data relates to latest survey

At the time the survey was administered, 28 other university libraries had completed recent benchmark surveys (see list of benchmark participants at the end of this report). It is this group that makes up the comparison group.

All four categories are performing above the benchmark median, and all have recorded improved performance scores since the previous survey – a pleasing result.

A review of the survey results has identified no factors that have recorded gap scores in the problematic range (above 1.0 gap).

- *I can find a quiet place in the Library to study when I need to*
- *Printing, scanning and photocopying facilities in the Library meet my needs*
- *I can get wireless access in the Library when I need to*

While not immediately problematic, the factors listed above should be monitored if only because they also appear in the clients' top ten importance listing.

In conclusion, this year the Library achieved improved internal results, as well as very good benchmark results across the board.

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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.

September 2018 Top 10 importance	Mean (1 = low, 7 = high)	September 2016 Top 10 importance	Mean (1 = low, 7 = high)
I can get wireless access in the Library when I need to	6.40	Library staff are approachable and helpful	6.46
I can get help from library/Ask Me desk staff when I need it	6.27	Library staff treat me fairly and without discrimination	6.44
Library/Ask Me desk staff provide accurate answers to my enquiries	6.23	Library staff provide accurate answers to my enquiries	6.43
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs	6.20	I can get wireless access in the Library when I need to	6.43
Printing, scanning and photocopying facilities in the Library meet my needs	6.20	Library staff are readily available to assist me	6.40
I can find a quiet place in the Library to study when I need to	6.17	The library web site is easy to use	6.36
When I am away from campus I can access the Library resources and services I need	6.17	The Library is a good place to study	6.35
Face-to-face enquiry services meet my needs	6.15	The library catalogue/LibrarySearch is easy to use	6.33
Course specific resources (online and in the reserve collection) meet my learning needs	6.08	Printing, scanning and photocopying facilities in the Library meet my needs	6.31
The Library web site provides useful information	6.06	When I am away from campus I can access the Library resources and services I need	6.30

Common to 2018 and 2016

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Of the 26 statements in the survey, 16 were identified with importance means of 6.00 or higher. These statements are all of relatively high importance to clients.

The themes in the top 10 importance list include online resources being useful and meeting clients' learning and research needs, access to wireless, off-campus access to resources and services, Library/Ask Me desk staff providing help when needed and providing accurate answers to enquiries, face-to-face enquiry services meeting clients' needs, the adequacy of printing, scanning and photocopying facilities, the Library providing a quiet place to study, course specific resources meeting clients' needs, and the Library web site providing useful information.

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How clients believe the Library is performing

The table below reports, in descending order, the 10 factors ranked highest in performance by clients in 2018 as compared with those ranked highest in 2016.

September 2018 Top 10 performance	Mean (1 = low, 7 = high)	September 2016 Top 10 performance	Mean (1 = low, 7 = high)
I can get help from library/Ask Me desk staff when I need it*2	6.15	Library staff treat me fairly and without discrimination	6.35
Face-to-face enquiry services meet my needs*8	6.06	Library staff are approachable and helpful	6.24
Library/Ask Me desk staff provide accurate answers to my enquiries*3	6.05	Library staff are readily available to assist me	6.19
I can get wireless access in the Library when I need to*1	6.05	Library staff provide accurate answers to my enquiries	6.18
Self Service option (e.g. self-check loans, requests, renewals, holds) meets my needs	5.95	I can get wireless access in the Library when I need to	6.01
When I am away from campus I can access the Library resources and services I need*7	5.93	Face-to-face enquiry services meet my needs	5.99
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*4	5.87	Self Service (e.g. self check loans, auto-renewals requests) meets my needs	5.95
Online enquiry services (e.g. Email, Library Chat, Ask a Librarian) meet my needs	5.84	Printing, scanning and photocopying facilities in the Library meet my needs	5.91
Books and articles I have requested from other libraries and campuses are delivered promptly	5.83	When I am away from campus I can access the Library resources and services I need	5.90
Access to Library information resources has helped me to be successful at Unitec	5.81	The Library is a good place to study	5.83

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

Common to 2018 and 2016

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The survey identified 26 out of 26 variables with scores greater than 5.00. All of these variables are considered strong performers, with 5.00 representing a relatively strong rating on a seven-point scale.

Three factors in the top 10 performance list relate to Library/Ask Me desk staff – more specifically, their provision of accurate answers to enquiries, availability to help when needed, and the face-to-face enquiry services meeting clients' needs. The remaining factors relate to access to wireless, adequacy of self-service facilities, off campus access to library resources and services, online resources being useful and meeting clients' learning and research needs, online enquiry services meeting clients' needs, books and articles requested from other libraries and campuses being delivered promptly, and the availability of Library information resources enabling students to be successful at university.

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

- *I can get help from Library/Ask Me desk staff when I need it*
- *Face-to-face enquiry services meet my needs*
- *Library/Ask Me desk staff provide accurate answers to my enquiries*
- *I can get wireless access in the Library when I need to*
- *When I am away from campus I can access the Library resources and services I need*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning 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.

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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 2018 as compared with those ranked lowest in 2016.

September 2018 Lowest 10 performance	Mean (1 = low, 7 = high)	September 2016 Lowest 10 performance	Mean (1 = low, 7 = high)
I am informed about Library services	5.46	I am kept informed about Library services	5.20
I can find a quiet place in the Library to study when I need to*6	5.53	A computer is available when I need one	5.24
The Library anticipates my learning and research needs	5.54	The Library anticipates my learning and research needs	5.39
The items I'm looking for on the library shelves are usually there	5.57	Library workshops and classes help me with my learning and research needs	5.50
I can find a place in the Library to work in a group when I need to	5.58	Online assistance and training for finding information is adequate	5.52
Library signage is clear	5.58	The items I'm looking for on the library shelves are usually there	5.54
Library workshops, classes and tutorials help me with my learning and research needs	5.61	I can find a quiet place in the Library to study when I need to	5.54
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	5.70	I can find a place in the Library to work in a group when I need to	5.55
Information resources located in the Library (e.g. books, journals, DVDs) meet my learning and research needs	5.74	Laptop facilities (e.g. desks, power) in the Library meet my needs	5.55
The Library web site provides useful information*10	5.74	Library signage is clear	5.56

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

Common to 2018 and 2016

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Where clients believe the Library can improve

In identifying factors for improvement, Insync analyses the perceived difference – or 'gap' – between the importance and performance scores for each variable. Based on our experience, gaps between 1.0 and 1.99 are considered meaningful and should be investigated further. Gaps of or above 2.0 are serious and should be prioritised and acted upon. This table reports the 10 variables with the highest gaps for 2018 and 2016.

September 2018 Top 10 gaps	Mean (1 = low, 7 = high)	September 2016 Top 10 gaps	Mean (1 = low, 7 = high)
I can find a quiet place in the Library to study when I need to*6	0.64	I can find a quiet place in the Library to study when I need to	0.75
I can find a place in the Library to work in a group when I need to	0.45	A computer is available when I need one	0.74
Printing, scanning and photocopying facilities in the Library meet my needs*5	0.44	The library web site is easy to use	0.65
The items I'm looking for on the library shelves are usually there	0.35	The library catalogue/LibrarySearch is easy to use	0.64
I can get wireless access in the Library when I need to*1	0.34	Course specific resources (e.g. Course Reserve, Exam Papers) meet my learning needs	0.60
Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*4	0.33	I can find a place in the Library to work in a group when I need to	0.58
I find it easy to use mobile devices (e.g. tablets and phones) to access online resources	0.32	Online resources (eg ejournals, databases, ebooks) meet my learning and research needs	0.56
The Library web site provides useful information*10	0.32	Laptop facilities (e.g. desks, power) in the Library meet my needs	0.56
The Library search facilities enable me to find relevant library resources quickly	0.31	Opening hours meet my needs	0.54
Course specific resources (online and in the reserve collection) meet my learning needs*9	0.30	The Library is a good place to study	0.52

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

Common to 2018 and 2016

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Of all the 26 variables, none recorded a gap score in the problematic range. The top 10 gap list contains six factors from the top 10 importance list:

- *I can find a quiet place in the Library to study when I need to*
- *Printing, scanning and photocopying facilities in the Library meet my needs*
- *I can get wireless access in the Library when I need to*
- *Online resources (e.g. online articles, databases, ebooks) are useful for my studies and help me with my learning and research needs*
- *The Library web site provides useful information*
- *Course specific resources (online and in the reserve collection) meet my learning needs*

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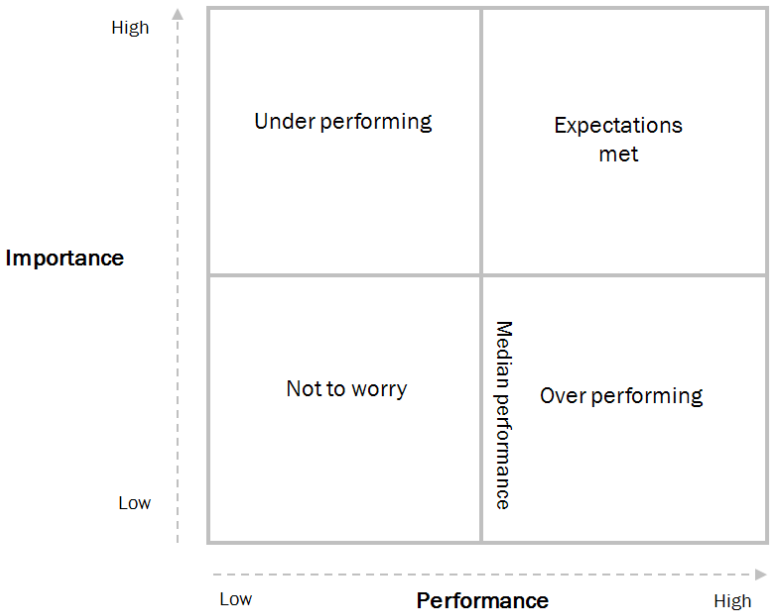
The gap grid analysis

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.



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Prioritising potential improvement opportunities

A review of the survey results has identified no factors that have recorded gap scores in the problematic range (above 1.0 gap).

- *I can find a quiet place in the Library to study when I need to*
- *Printing, scanning and photocopying facilities in the Library meet my needs*
- *I can get wireless access in the Library when I need to*

While not immediately problematic, the factors listed above should be monitored if only because they also appear in the clients' top ten importance listing.

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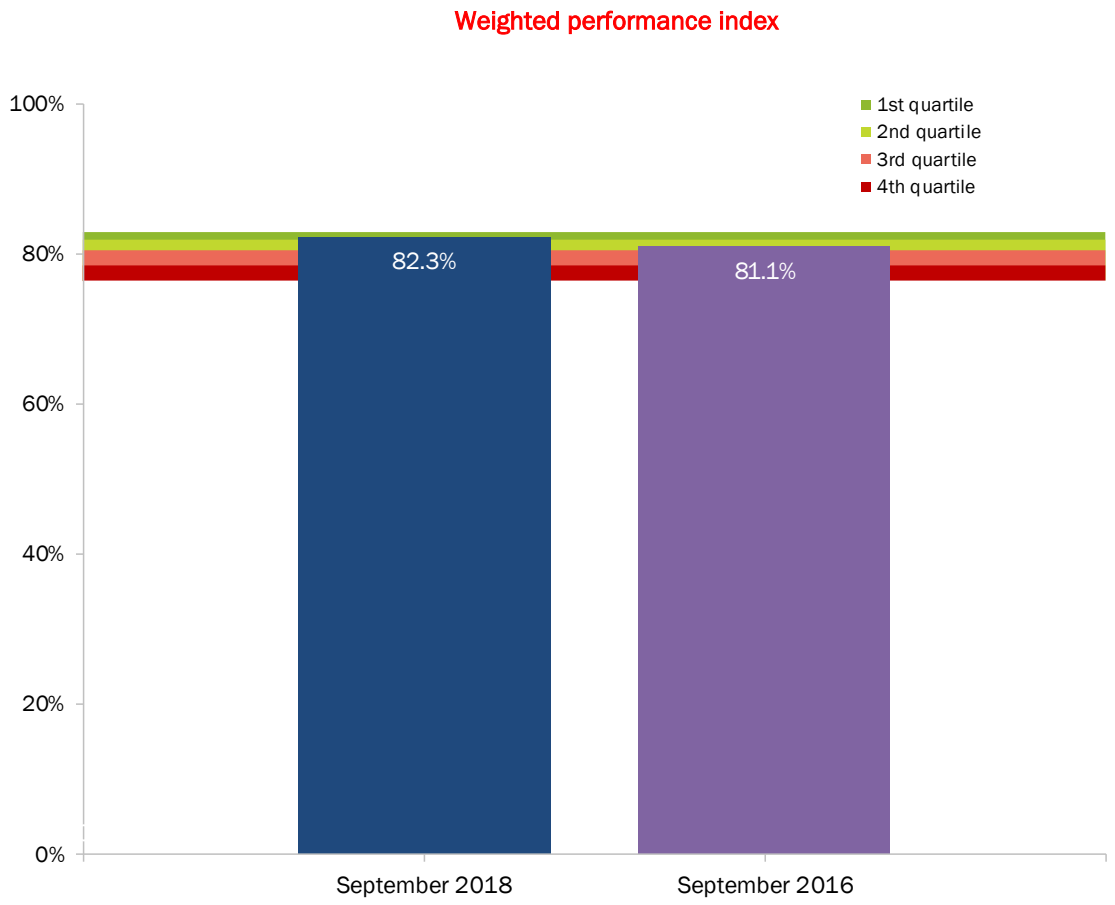
Comparison with other libraries

Weighted performance index

The Library recorded an overall score of 82.3%, a great benchmark result, as this score places the Library in the top 25% of participants in the benchmark participant group, and represents an overall performance score increase of 1.2% since 2016.



Note: Benchmark data relates to latest survey

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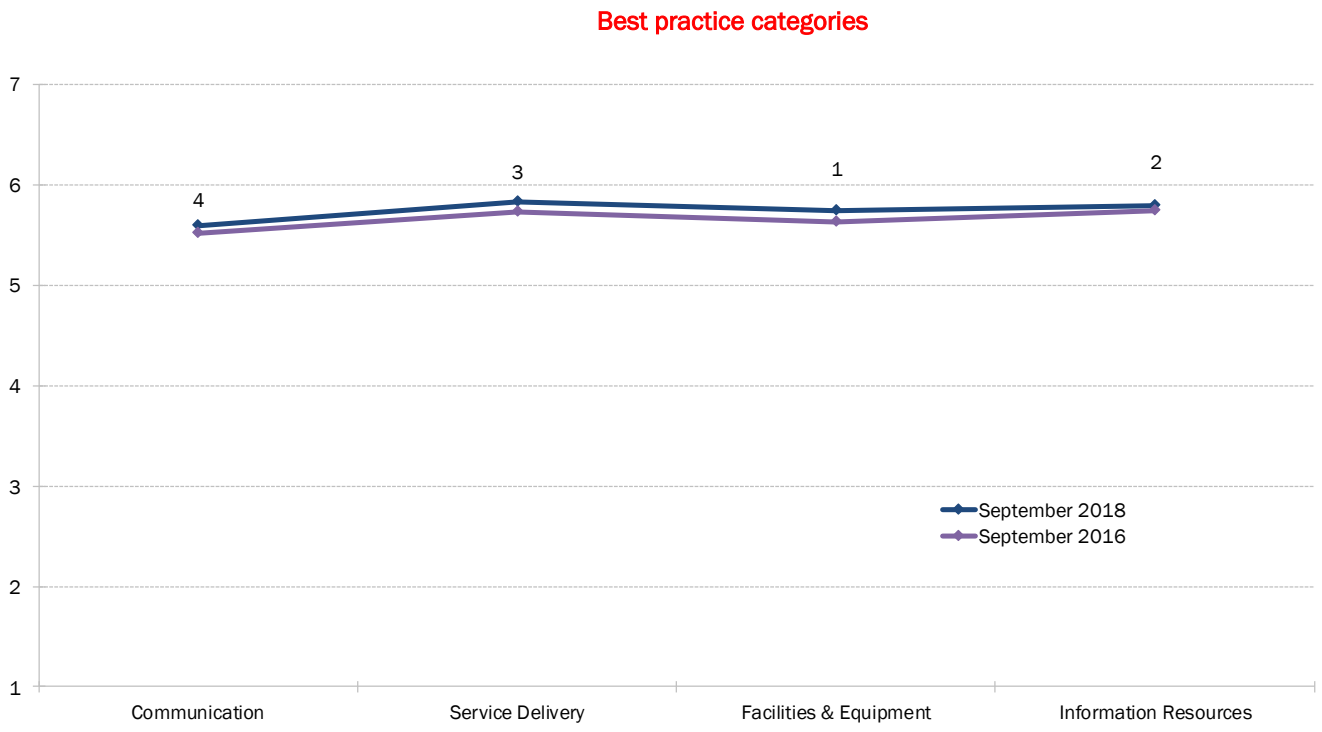
Best practice categories

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, 28 other university libraries had completed benchmark surveys. It is this group that makes up the comparison group.

All four categories are performing above the benchmark median, and all have recorded improved performance scores since the previous survey.

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



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Scorecard

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

The Library performed highest on the category of *service delivery*, with a score of 83.4%. 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%**
September 2018	79.9%	83.4%	82.1%	82.8%	82.3%
September 2016	78.8%	81.9%	80.5%	82.1%	81.1%
Highest	80.4%	84.3%	84.8%	85.8%	82.9%
Median	78.2%	81.4%	78.3%	81.6%	80.6%
Lowest	73.2%	78.5%	69.0%	78.5%	76.2%

Note: Benchmark data relates to latest survey

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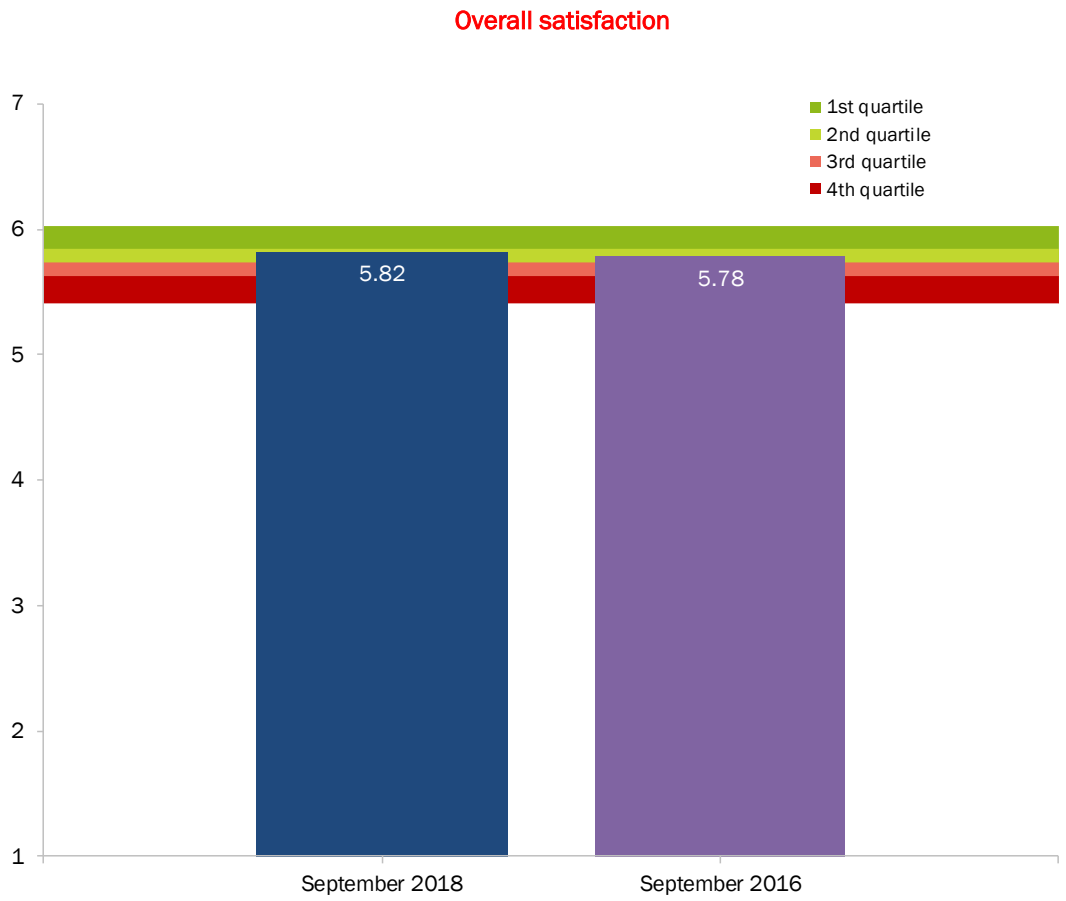
Overall satisfaction

Clients were asked to provide a general assessment of their overall satisfaction with the Library. In this case, the overall average score of 5.82 places the Library in the top 50% of benchmark participants.



Note: Benchmark data relates to latest survey

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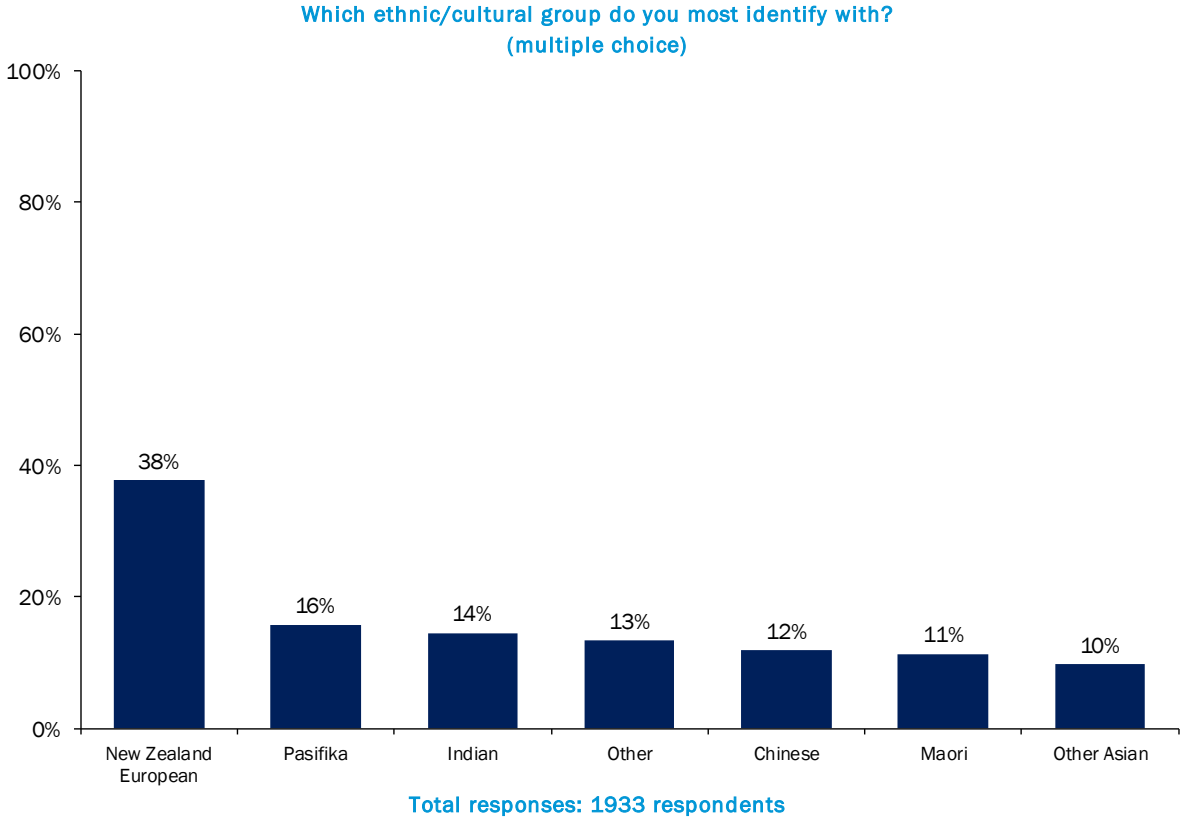
Ethnic/cultural group



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List of benchmark participants (= 28)

Australian Catholic University
Bond University
Charles Darwin University
Charles Sturt University
Central Queensland University
Deakin University
Federation University
Flinders University
James Cook University
La Trobe University
Massey University
Monash University
Murdoch University
Queensland University of Technology
RMIT University
Swinburne University of Technology
The Australian National University
The University of Adelaide
The University of Melbourne
The University of Sydney
The University of Western Australia
University of New England
University of Newcastle
University of South Australia
University of Tasmania
University of Wollongong
Victoria University
Western Sydney University

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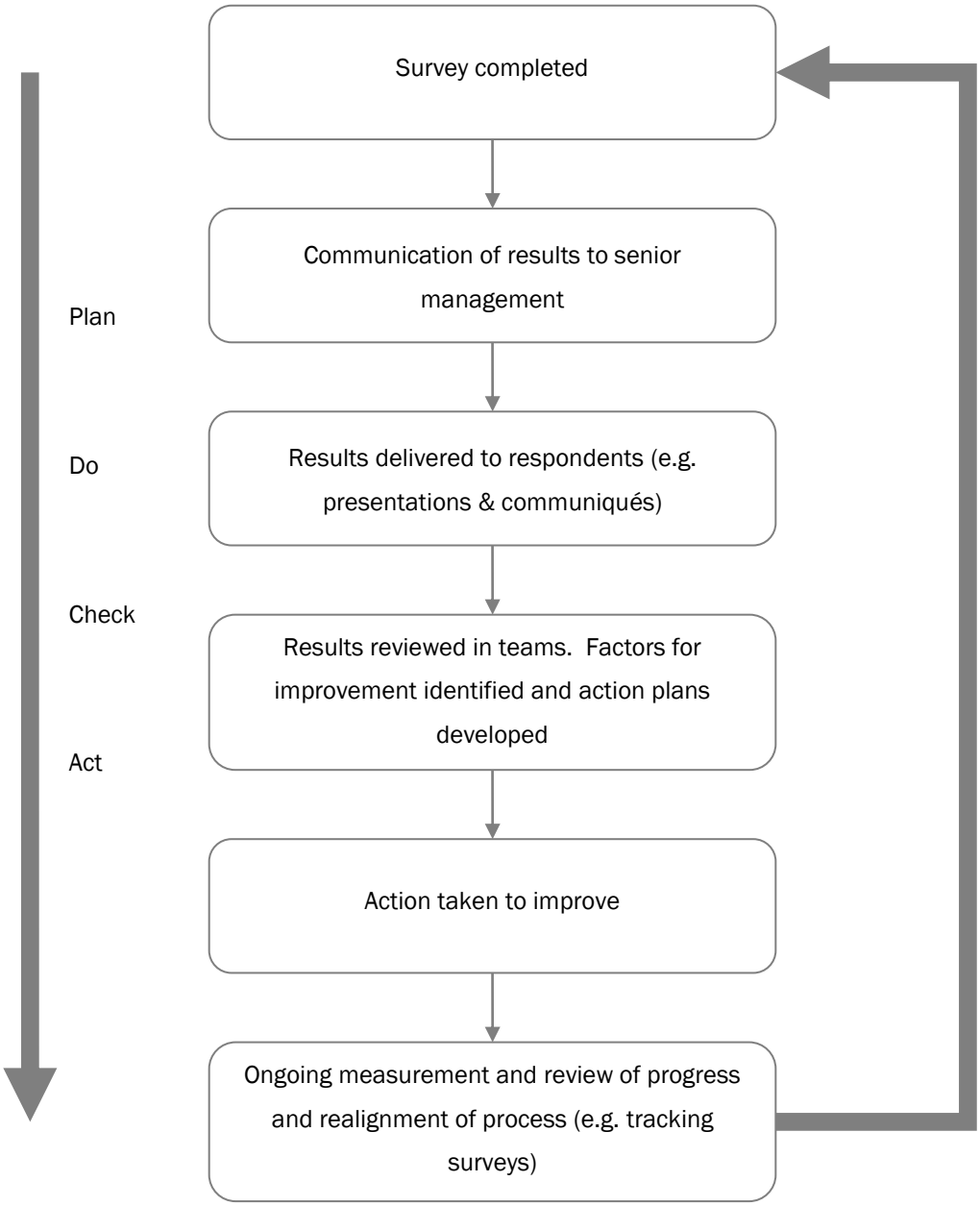
4. Next steps

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.



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