

La Trobe University



Loughborough University



**Where and why students choose to  
use computer facilities:  
a collaborative study at an  
Australian and United Kingdom  
university**

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# 1. Executive Summary

## Executive summary

Between December 2005 and October 2006 a small-scale study to explore how students chose where to use a PC while on campus was conducted by La Trobe University in Australia and Loughborough University in the UK. In higher education across the world, students are increasingly using information and communication technologies as integral parts of their learning. The purpose of this project was to explore in more detail aspects of student use of PCs.

Some funding was provided by each University to pay for data input and analysis. The project was jointly managed by staff from the respective university libraries. A short (two page) questionnaire was developed for the project. It was piloted and some consequent minor changes were made. Areas explored in the questionnaire included identifying the factors that influence a student's decision to use a PC in a particular location and determining the PC applications used by students.

The questionnaires were distributed in different ways at the two universities. A paper based questionnaire was distributed to students in seven locations at La Trobe University which resulted in 757 completed forms. A total number of 694 responses were received at Loughborough, comprising 611 e-mailed and 83 paper responses. The project team felt that this number of responses provided an adequate sample from which valid findings could be made. The data was analysed using SPSS.

The findings show numerous similarities and differences between the two Universities around PC use.

The similarities included the finding that students expected to have immediate access to a PC. Students needed to use a PC as individuals more often than as part of a group. Internet, Microsoft Office and e-mail were the heaviest used applications by students. Students perceived that printing was too expensive on campus. Depending on where students accessed a PC, there were differences in what were considered to be the most important criteria influencing their choice, as well as differing ratings for how adequately the criteria were met. Some students considered it too restrictive to have access to some specialist software only in departmental labs.

In terms of difference, the Library was the preferred place to use a PC at La Trobe no matter where the survey was completed. The Library was also the place where most students completed the questionnaire. At Loughborough, the preferred location was "Other", which the project team believed were halls of residence or home.

The project was completed within the timescale agreed at the beginning of the project. Each university was able to develop useful data for future planning of PC accessed resources and services for students. Valuable experience was gained by the participants in this international research effort which required sophisticated negotiations to agree on methodology, timelines, and identification of potential risks and solutions.

At the individual university level, good collaboration was fostered between the libraries and the computer services departments of both universities.

Possible future areas of research include investigating in more detail, the use of electronic information resources subscribed to by the library.

## **2. Introduction**

### **2.1. Background**

Students' learning experiences and expectations in higher education have been transformed across the world in recent years. A major driver has been the impact of information and communication technologies. More and more information is becoming available electronically with the large increase in electronic journal titles and the likely impending affect of electronic books. E-mail is perceived as an essential tool to support the learning process. Another major influence has been the provision of free electronic search engines such as 'Google'. Wireless technologies are also starting to have a major impact on student computer usage.

These trends have occurred alongside the increased provision of computers in university environments and the improved technological skills on the part of students when searching for information. It is no longer optional for students to have quick and easy access to a personal computer to support their learning; it has become an essential requirement of studying in a higher education environment.

At La Trobe University (Australia) and Loughborough University (UK), the main places students go to use a computer are the Library, a faculty-provided computer lab, a centralised computer lab provided by the University IT/Computer services unit, or their hall of residence. Computer services, the Library and academic departments need to develop a deeper understanding of how students decide where to use a computer and what applications they use. This will enable planning for appropriate support information and services. Very little research has been done in this area; however, a similar study (Lubans, 2005) was undertaken in the United States which concentrated on reasons for accessing computers in a United States university library.

A decision was made that La Trobe University and Loughborough University would undertake a joint small scale study to explore how students chose where to use a computer while on campus. The project was jointly managed by the two universities. The project was not limited to IBM compatible computers; students who use Apple Macintosh computers in computer laboratories were able to participate in the survey.

#### **2.1.1. La Trobe University**

La Trobe University (<http://www.latrobe.edu.au>) was the third university established in Victoria, Australia in 1967. It has grown to accommodate more than 20,000 students at its Bundoora campus and over 7,000 students at campuses in Albury-Wodonga, Beechworth, Bendigo, Mildura, Mount Buller, Melbourne City and Shepparton. The regional campuses are all linked to each other and to the main campus in Melbourne by various Information & Communications Technology Group (ICT) facilities, including video-conferencing, thereby promoting high quality teaching and research.

The main campus of La Trobe University in Melbourne houses the main research and teaching faculties of the University, including the Research and Development Park, a world renowned Library, multi-media facilities and a hospital including student medical services. The University includes five faculties: Education, Health Sciences, Humanities and Social Sciences, Law and Management, and Science Technology and Engineering.

The Library at the main (Bundoora) campus of the La Trobe University is a three level building with over 12,000 square metres of floor space, with its main entry on Level 2. On each level is a mix of facilities for students, including single study seating and carrels, single study rooms, group study seating, Audio-Visual (AV) computer workstations and AV viewing booths. At the time of the survey, the Library at the Bundoora campus had 218 Personal Computers (PCs, the most on campus in one location, connected via LAN to both the library catalogue system and the Internet.

#### **2.1.2. Loughborough University**

Loughborough University (<http://www.lboro.ac.uk>) came into existence in 1966, when four Technical Colleges were merged. It is located on a single campus and with 165 hectares of land it is one of the biggest campuses in the United Kingdom. Loughborough is located in the East Midlands region of England, approximately 100 miles north of London. There are over 12,000 full-time students based in three faculties: Engineering, Science and Social Sciences and Humanities. Within these three faculties are 24 academic departments and over 30

research centres. Loughborough University is a research intensive institution and has been placed among the top 10 universities in the UK in recently published league tables.

The Library at Loughborough University is part of the Division of Information Services and Systems, which also includes Media Services, Computing Services and Corporate Information Services. The Library at Loughborough is similar to the Bundoora Campus of La Trobe University Library. It is a three level building with over 7,777 square metres of floor space, with its main entry on Level 3. On each level is a mix of facilities for students, including single study seating and carrels, group study seating and rooms, and computer workstations. The Library provides access to the largest single collection of open access PCs on campus (123) with other PCs being made available in labs run by Computing Services and also academic departments. This project coincided with the extension of the wireless network across the University campus.

### 2.1.3. Aims and Objectives

The study aimed to discover what factors influenced a student's choice of computer on campus. Objectives included:

- Exploring what factors influence students' choice of location when using a computer on campus
- Determining if a trend exists between a student's academic discipline and a preferred location when using a computer
- Identifying the computer applications used by students and whether this had any affect on their decision-making process
- Gathering data that can be used to facilitate planning for computer provision and support
- Exploring differences and similarities experienced by the two Universities in conducting the project.

The anticipated outcomes of the project were to:

- Foster collaboration between Computer Services/ICT and Libraries
- Foster collaboration between two universities in different countries
- Provide an opportunity for comparing and contrasting the use of computers by university students in an Australian and a UK university environment.

## 2.2. Project Team and Management

The project team was made up of staff from the Bundoora Campus Library at La Trobe University, in conjunction with the Information and Communications Technology (ICT), and the Division of Information Services and Systems at Loughborough University.

<b>Loughborough University members</b>	<b>La Trobe University members</b>
<p><i>From the Library</i></p> <ul style="list-style-type: none"> <li>• Graham Walton, Service Development Manager</li> <li>• Ruth Stubbings, Academic Services Manager, Social Sciences and Humanities</li> <li>• Gary Brewerton, Library Systems Manager</li> </ul>	<p><i>From the Library</i></p> <ul style="list-style-type: none"> <li>• Liz Burke, Reference &amp; Information Services Librarian</li> <li>• Lea Beranek, Resource Delivery Services and Audiovisual Collection Development Librarian</li> </ul> <p><i>From Information and Communications Technology</i></p> <ul style="list-style-type: none"> <li>• Andrew Nolan, Client Services Manager</li> </ul>

There were various levels of complexity that had to be addressed if the project was to be successfully completed. At both universities, provision of access to PCs on campus was shared between the Library, a central computing service and departmental facilities. It was important that these three stakeholders at both universities were in agreement about the project. There were issues of territory and ownership that needed to be negotiated. The project team invested significant effort to ensure that the various groups were aware of the project, were consulted and kept informed. The project team held meetings with key individuals in the different universities. They also attended meetings to seek approval and input on the study. This resulted in the need for negotiation and alterations in the methodology. For example, at Loughborough the Computing Services and the departmental computing staff made it clear that the questionnaire could only be distributed electronically if it

was to be completed in their areas. Computing Services also wished to use the opportunity to gain additional data and therefore another question was added in the Loughborough (but not the La Trobe) questionnaire concerning 24/7 access to PCs on campus. A key issue for the project team will be how the recommendations and findings are used to influence future PC access provision in their own institutions.

A research project between two separate institutions introduces an additional level of complexity. La Trobe and Loughborough differ considerably. La Trobe has seven campuses and Loughborough is a single campus institution. Joint research projects have risks around competing agendas, dominant partners not allowing contributions or one partner hi-jacking the project to focus on their interests at the expense of other partners. Therefore, La Trobe and Loughborough had initial discussions focussed on the nature of joint working practices. It was agreed that it was an equal partner project with neither University taking the lead. Decision-making was seen as being shared equally. An example of this approach was that the chair and secretary roles for the teleconference meetings alternated between La Trobe and Loughborough. The project report was also produced by each University taking turn in producing a draft that was then made available to the other University for comment and further contributions. Despite never physically meeting, the project team did function well and developed an effective team working relationship.

The final level of complexity resulted from La Trobe being in the Southern Hemisphere (Australia) and Loughborough in the Northern Hemisphere (England) and the resulting differences in their academic calendar. The different time zones also had implications for co-ordination and meeting. For example, 4:30p.m. in Melbourne was 7:30a.m. in Loughborough. In addition, mid-way through the project, Liz Burke left La Trobe University for a position at the University of Western Australia. While she continued working on the project, this introduced a third time zone as Western Australia is two hours behind Melbourne.

Planning went into addressing the possible barriers resulting from this large geographical separation. The project team realised from the outset that effective communication was essential for the project to succeed. Teleconferencing, e-mail and video conferencing were proposed as the three preferred communication methods with each approach having a different purpose.

- Teleconferencing: Graham Walton from Loughborough and Liz Burke and then Lea Beranek from La Trobe were the nominees to provide project management. Monthly telephone meetings were held with distributed minutes.
- E-mail: setting up meetings and exchanging documents was achieved by e-mail. E-mails were copied to all project team members.
- Video conferencing: two video conference meetings were held after the data collection to explore how the data would be presented, the report writing process and how the results, conclusions, and recommendations would be used and disseminated.

There were differences in the spelling of some words and units of measurement because of international differences. Some unnecessary (and irritating) editing during revisions was caused by the country-specific spell-checking function that comes with word-processing software.

It is a credit to the two Universities and the project team that these three levels of complexity did not prevent the project from succeeding.

### **2.2.1. Project timescale**

From the outset, a project timescale was identified and agreed between the two universities (see below). This was used as a project calendar identifying various milestones and tasks which had to be achieved. The timescale was monitored at the regular telephone project management meetings that took place. It proved very beneficial to have a 6 month data collection period. This allowed time for developing the questionnaire and distributing it at an appropriate time for both La Trobe and Loughborough. The project was completed on schedule.

Activity	Dec 05	Jan 06	Feb 06	Mar 06	Apr 06	May 06	Jun 06	July 06	Aug 06	Sep 06	Oct 06
Agree final project plan											
Collect data											
Analyse data											
Evaluate results and write report											
Project Steering Group monthly meetings											

### 3. Methodology

#### 3.1. Planning

There were a variety of factors considered when planning the model for data collection. 'Questionnaire fatigue' is a recognised phenomenon that may affect participants with resulting low responses. Observation studies are very time consuming and problematical to set up. In addition, this project was planned to be undertaken within existing workloads with possibly no additional resources allocated. The challenge therefore was to collect meaningful data as efficiently as possible. Once the project was underway, the project team received a small amount of funding to support the project. The La Trobe University project members received funding from the La Trobe University Library via its Research & Development Committee and the Loughborough University project members received funding from the University Librarian.

The project was timetabled to take place between December 2005 and September 2006. A data collection protocol and questionnaire were developed by the project team. The actual timing of the data collection was left up to the individual universities, as the scheduling of the academic year is not the same in Australia and the UK.

It was intended that the questionnaire would be completed by students at each institution. A set of core questions was used by each institution, however, some additional questions specific to each institution were also included.

The project team:

- Co-ordinated the data gathering at their own institution
- Oversaw the distribution of the questionnaire to students accessing a computer in the Library or an open access computer lab
- Analysed the results
- Reported the findings.

#### 3.2. Promotion

The experience of the 2005 Materials Availability Survey by the Bendigo Campus Library at La Trobe University (<http://www.lib.latrobe.edu.au/about/surveys.php>) indicated that the use of cash and spot prizes was a very useful incentive to encourage student participation. At La Trobe University, the retailers in the Agora, the central square on campus, were approached to donate spot prizes in return for promotion of their support during the survey at each participating location. The response from retailers was enthusiastic and a variety of prizes were offered, including \$20 discount vouchers to the University Bookshop, gifts from the pharmacy, La Trobe Graphics and La Trobe University food retailers. A letter of agreement was drawn up between the Library and the retailers, outlining the project for which the gift vouchers would be used and agreeing to return any unused vouchers. The Library agreed to a request by the Bookshop for a copy of the final report. Posters promoting the survey were displayed in the Library and copies forwarded to each participating computer lab for staff to display. Notices were also submitted to the student newsletters, *The Moat* and *Ratsheet*.

Loughborough University Library had also found that incentives encourage student participation. However, the approach at Loughborough was different. It was standard practice at Loughborough for respondents to be automatically placed in a prize draw for either printer credits or photocopy cards. This practice was followed for this survey and students who completed the questionnaire were entered into a prize draw for £20.00 worth of printer credits. Loughborough's approach to promotion of the survey was also different to La Trobe. As the survey was going to be distributed electronically, it was agreed that every student should be

sent an e-mail asking them to complete the questionnaire. The e-mail included a hypertext link to an electronic version of the questionnaire.

### **3.3. Data Collection**

#### ***Survey Form***

At the early project stage, Loughborough University Library had drafted a basic survey form indicating the types of questions they would like to include. Feedback was sought at both institutions from colleagues in the computing services section of the University. At La Trobe University Library, feedback was also sought from various members of Library staff.

The questionnaire was modified through nine iterations before the project team was satisfied that the questions were succinct and meaningful and all the data needed was covered. See Appendix A.

#### ***Pilot***

Loughborough University Library undertook a pilot of the survey questionnaire. Respondents were asked four questions:

- Was the questionnaire easy to complete?
- Were there any questions which were unclear?
- Did the questionnaire allow you to express the views you have about accessing a PC on campus?
- Any other comments?

The information resulting from the pilot indicated that the survey questionnaire did not require significant alteration. However, the pilot did identify some ambiguity in the wording of a few questions and these questions were changed accordingly.

#### ***Administration***

The survey was administered at La Trobe University as a printed survey form from Monday 15 May to Friday 26 May 2006. Students were surveyed in seven locations:

- Library
- Computer Study Hall
- Engineering computer lab
- Health Sciences computer lab
- Law & Management computer lab
- Humanities computer lab
- Education computer lab

The survey forms were colour-coded to assist in distinguishing responses from the various locations. The forms were distributed by casual staff employed by the Library for the duration of the survey. The staff worked between 11:00a.m. and 3:30p.m. each day of the two week survey period, and were responsible for collecting completed survey forms from each location. 757 responses were received.

The survey was administered at Loughborough University from Monday 24 April to Sunday 30 April 2006 in both printed form and as an online survey. The printed questionnaire was only available for completion in the Library. This was agreed after Computing Services and departmental IT lab staff indicated that paper distribution in their PC areas was not appropriate. As stated previously, an electronic version was made available to all registered students. The original intention was to allocate two weeks to data collection. This was reduced to one week owing to the very high response rate to the electronic questionnaire. 611 e-mailed responses were received within 7 days. There were 83 paper questionnaires returned in the Library giving a total number of responses of 694.

### **3.4. Data Processing and Analysis**

Data were entered into SPSS by a consultant employed by the Library at each institution. Frequency tables were produced as well as cross tabulations to demonstrate relationships between key characteristics such as a student's preferred location for using a computer and his/her faculty. Once the data were available each institution analysed their own data and then comparisons across the two institutions were made.

### **3.5. Funding**

When the project commenced, the intention was to complete the work within existing resources. The project team intended to take on the work as part of their normal workload. As

the project progressed, both La Trobe and Loughborough Universities did release some funding. At La Trobe, the University Library via its Research & Development Committee provided funding was provided for casual staff, promotion and outsourcing SPSS data input. Funding was also made available at Loughborough to bring in staff for the data input and some of the data analysis.

## 4. Survey Results and Discussion

### 4.1. Category of Respondents

Both institutions received a similar number of responses and they were divided into similar categories. For example the majority of respondents were undergraduate students, with the majority being full time. The division of undergraduate respondents by year was also similar and the majority of postgraduate students were course based rather than research based.

#### 4.1.1. Category of respondents at La Trobe University

*Survey question 1 - Which of the following categories best describes you?*

Undergraduate students were the majority of respondents with 90.1% (681) returned survey forms, whereas postgraduate students comprise only 9.7% (73) of respondents. The "Other" respondents were students from the Foundation Studies Program (a pathway program for International students for entry to UG programs).

Of the undergraduate students, numbers were fairly evenly spread between first year (27.5%) and third year students (27%), slightly fewer second year students (22.9%), and very few fourth year students (12.7%). The low number of returns from fourth year students reflects the fact that there are not high numbers of fourth year undergraduate courses or large numbers enrolling in honours courses. The number of fourth year undergraduate students was 1,944 compared to the total number of undergraduates which was 13,728.

The majority of postgraduate respondents were studying by coursework, 8.9% (67) rather than by research 0.8% (6).

In 2006 student enrolments at the La Trobe University Bundoora campus comprised 80% undergraduates and 20% postgraduates.

**Table 1a: Comparison of La Trobe University Population and Survey Respondents**

	All Bundoora – number	All Bundoora – percent	Survey number	Survey percent
Undergraduate students	13,728	80%	681	90.1%
Postgraduate students	3,503	20%	73	9.7%
<b>TOTAL</b>	<b>17,231</b>	<b>100%</b>	<b>754</b>	<b>99.8%</b>

*Survey question 2 – Are you a full time student or a part time student?*

Full-time students were the majority of respondents with 92.6% (696) returned survey forms, whereas part-time students comprised only 7.4% (56) of respondents.

**Table 1b: Comparison of La Trobe University full-time and part-time students**

Category	Number	Percentage
Full-time student	696	92.6%
Part-time student	56	7.4%
<b>TOTAL</b>	<b>752</b>	<b>100%</b>

#### 4.1.2. Category of respondents at Loughborough University

*Survey question 1 - Which of the following categories best describes you?*

As at La Trobe, the majority of respondents were undergraduates, 93.3% (643). This reflects the make up of the University as undergraduates make up 83% of the student population. The undergraduate responses were distributed evenly between undergraduates for years 1 to 3 (Year 1, 30.7% 213; Year 2, 28.2% 196; Year 3, 164, 23.6%). There were much fewer Year 4

undergraduate students, which explains why they only made up 10.1% (70) of the respondents. Of the postgraduate responses, most were studying by coursework.

**Table 1c: Comparison of Loughborough University Population and Survey Respondents**

Category	Student population	No. of respondents	% of respondents
Undergraduate students	10,413	643	6.1%
Postgraduate students	2,091	46	2.2%
<b>TOTAL</b>	<b>12,504</b>	<b>689</b>	<b>5.5%</b>

*Survey question 2 – Are you a full time student or a part time student?*

98.7% (685) were full-time students with only 7.4% (5) of returns being from part-time students. This is a low and disappointing result, but was not surprising, as part time students only make up 16.5% of the student population.

**Table 1d: Comparison of Loughborough University full-time and part-time students**

Category	Number	Percentage
Full-time student	685	99.3%
Part-time student	5	0.7%
<b>TOTAL</b>	<b>690</b>	<b>100%</b>

## 4.2. Faculty of Respondents

*Survey question 3 – Which faculty are you enrolled in?*

La Trobe has two more faculties than Loughborough, therefore direct comparisons of respondents by Faculty was difficult.

### 4.2.1. Faculty of respondents at La Trobe University

Table 2a shows from which Faculty respondents came. Examination of the ratio of students from each Faculty in the sample has shown that the Law & Management and Health Sciences faculties were proportionally represented in this survey whereas the Humanities & Social Sciences and Science Technology & Engineering faculties were slightly more represented in the survey than in the University population. The Faculty of Education was under-represented by a factor of 5.5. There could be a number of reasons for this including the possibility that a substantial number of Education students were on placement in schools and not on campus during the two week survey period.

**Table 2a: Comparison of La Trobe Faculty Population and Survey Respondents**

	All La Trobe number	All La Trobe percent	Survey number	Survey percent
<b>Law &amp; Management</b>	7,094	27%	201	26.7%
<b>Health Sciences</b>	6,537	24.8%	188	24.9%
<b>Humanities &amp; Social Sciences</b>	4,578	17.4%	158	21%
<b>Science Technology &amp; Engineering</b>	4,743	18%	173	22.9%
<b>Education</b>	2,308	8.8%	12	1.6%
<b>TOTAL</b>	<b>25,260</b>	<b>96%</b>	<b>732</b>	<b>97.1%</b>

### 4.2.2. Faculty of respondents at Loughborough University

The response by Faculty at Loughborough is illustrated in Table 2b. The most significant observation was that despite the Social Sciences and Humanities Faculty representing just under 51% of the total student population, only 37.8% students who completed the questionnaire were from this Faculty. This could be attributed to Engineering and Science students placing more value on PC access. It could also be related to the fact Engineering and Science undertake more online assessment and therefore were more familiar with this medium for completing questionnaires.

**Table 2b: Comparison of Loughborough Faculty Population and Survey Respondents**

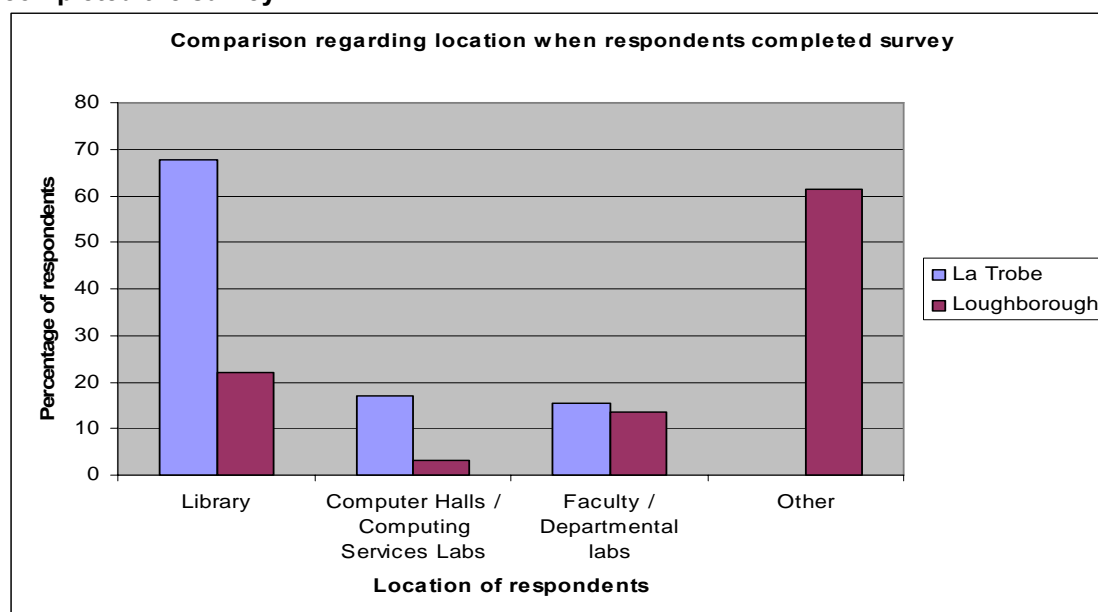
	All Loughborough number	All Loughborough percentage	Survey number	Survey percent
<b>Engineering</b>	3,286	26.2%	238	34.3%
<b>Science</b>	2,889	23.1%	173	24.9%
<b>Social Science and Humanities</b>	6,329	50.6%	262	37.8%
<b>TOTAL</b>	<b>12,504</b>	<b>99.9%</b>	<b>686</b>	<b>97%</b>

### 4.3. Location When Completing Survey

*Survey question 4 – What is your current location?*

It was interesting to note that most respondents at La Trobe were in the Library when they completed the questionnaire. This is reflected in the survey showing the very high rating of the Library as “the preferred place for study”. At Loughborough the majority of respondents were in the location known as “Other”, which the project team believed were halls of residence or home. There may also be some differences in that La Trobe used a printed questionnaire whereas the Loughborough questionnaire was primarily electronic. These factors may have affected how the questionnaire was completed. With so many Loughborough students filling in the electronic version in hall/ home it may be that it was done as part of dealing with their e-mails (social or otherwise) and these students may use their home/hall PCs on a regular basis for all tasks.

**Graph 1: Comparison between institutions of where respondents were when they completed the survey**



#### 4.3.1. Location when completing survey at La Trobe University

The majority of survey responses came from students using computing facilities in the Library 67.6% (511). Responses from the Computer Study Hall 17.1% (129) and Faculty/Department labs 15.3% (116) were fairly evenly divided. Individual responses from Faculty/Department labs were such that it didn't warrant analysing their individual returns. Participating labs included: Health Sciences, Law and Management, Humanities, Engineering and Computer Science.

#### 4.3.2. Location when completing survey at Loughborough University

At Loughborough University, the manner in which the questionnaires were distributed had a major impact on the location of students when they completed the form. All students received an e-mail, which included a hypertext link to an electronic version of the questionnaire. 611 of the total 693 responses were made this way. The other 82 were paper questionnaires collected in the Library. 61.3% (423) respondents were in the “Other” location, which the project team believed was home or hall. The next highest location was Library (22%, 152).

Only 22 (2.1%) were completed in the central Computing Services Lab, with even less, 93 (13.5%) being completed in a departmental computing lab. There was a 'hallnet' service specifically set up to respond to PC users in halls. Along with this were provided volunteer IT representatives for further support. There is a need to monitor how well these demands are met as well as cope with increased demand. There is an obvious need to explore how University support can best be provided in people's homes. The low levels of use of the wireless network can be attributed to it only being recently installed. There is an expectation that the wireless network will increase in importance and use.

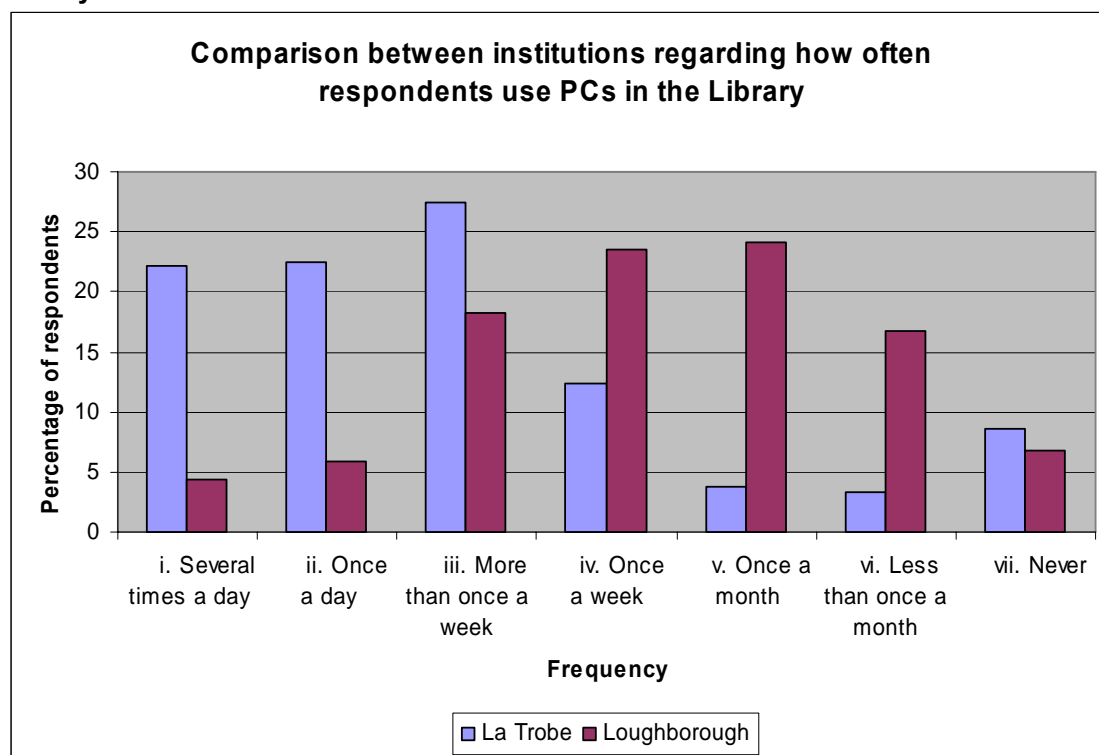
#### 4.4. Frequency of Using Computing Facilities

*Survey question 5a – How often do you use computing facilities in the Library?*

At La Trobe, over 72% (545) of respondents used the computing facilities in the Library more frequently than once a week, with the remaining 28% of responses fairly evenly distributed between "several times a day", "once a day" and "more than once a week".

At Loughborough, 28.6% of the respondents (194) stated that they used the computing facilities within the Library more than once a week. This was pleasing considering so few of the respondents were actually based in the Library when they completed the survey. The figures increase to 52% (353) if responses from those who used the Library PCs "Once a week" were included. Only 6.8% of respondents stated that they never used PCs in the Library.

**Graph 2: Comparison between institutions of how often respondents use PCs in the Library**



##### 4.4.1. Frequency of Using Computing Facilities at all locations, La Trobe

Graph 3 shows the Library compared to other locations to have the lowest non-user percentage of 8.6% (65), with 72% (545) using the Library's PCs more often than once a week.

For the Computer Study Hall the responses showed that 55% (416) never used this facility and of the rest, more than half use the facility more frequently than once a week.

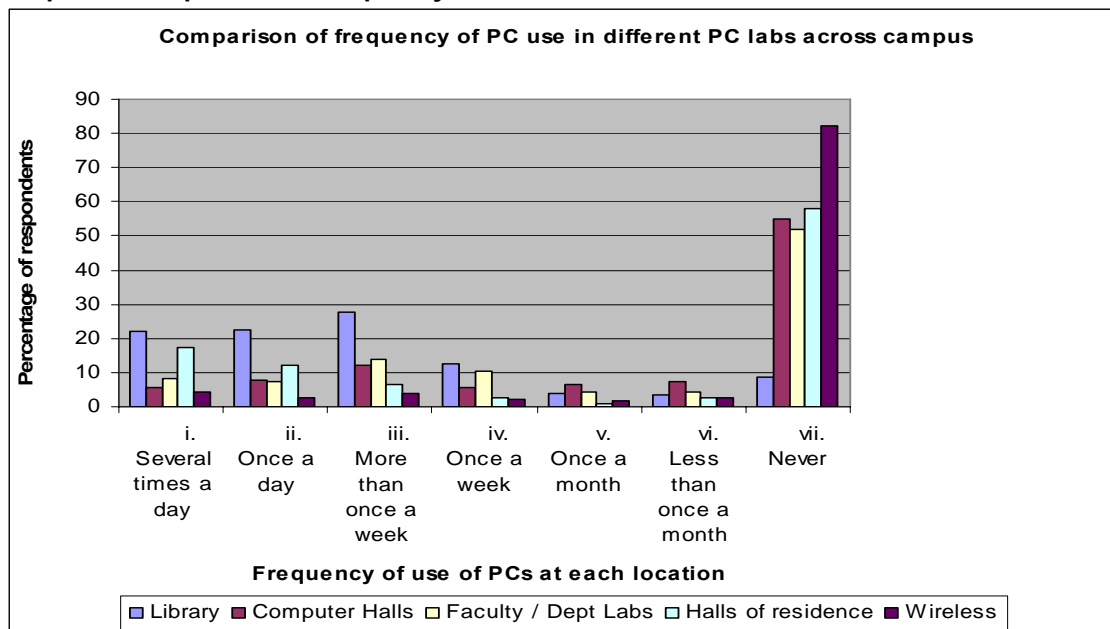
The computing facilities in Faculty/Department labs were never used by approximately half the respondents 51% (392). More than half the respondents who used them, did so more often than once a week. However, compared to the results from the other locations, there was a higher proportion using the Computer Study Hall just once a week.

Further highlighting the respondents' apparent reliance on the Library's computing facilities, respondents indicated that 57.9% (438) never used computing facilities in Home/Halls of residence, and of the ones who did, more than 75%, used them more often than once a week.

Fewer than 20% (624) of respondents used wireless network facilities, and of these, just 10% (83) used this facility more often than once a week.

Wireless access was available in the library at the time of the survey and also being rolled-out across the campus.

**Graph 3: Comparison of frequency of PC use in different locations at La Trobe**



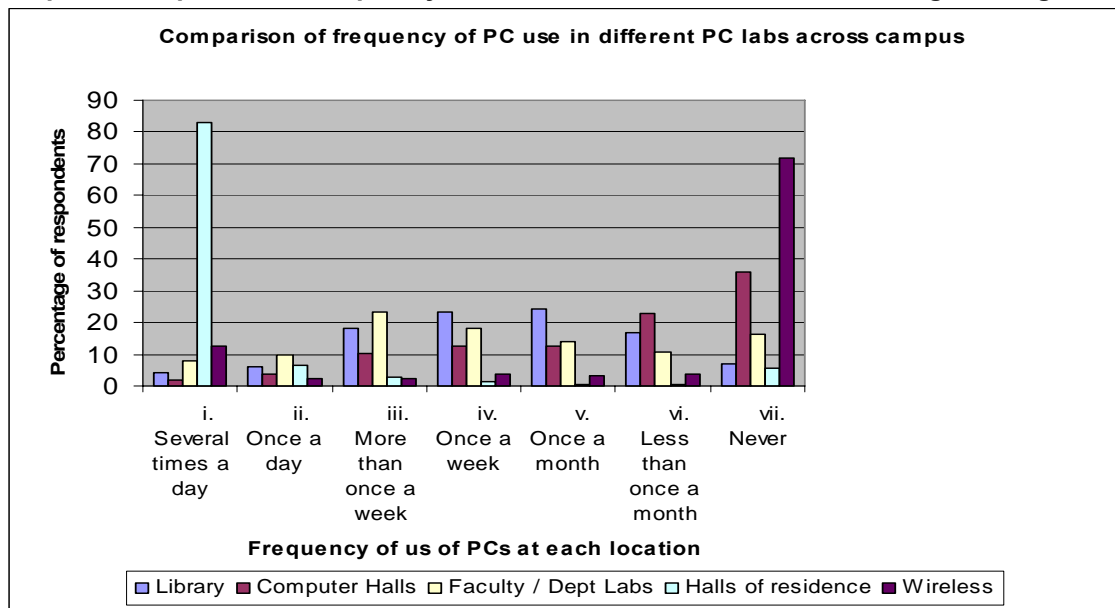
**4.4.2. Frequency of Using Computing Facilities at all locations, Loughborough**

In the central Computing Labs 35.8% (234) students never accessed a PC, but 1.8% did use the PCs several times a day. 28.5% (187) used the central Computing labs on at least a weekly basis. The departmental computing labs were used by 7.8% (52) of students several times a day, while 41.4% (276) of respondents used the labs on a weekly basis (Once a week or more than once a week).

It would appear that home/hall was where most frequent use of PCs at Loughborough occurred. 83.2% (567) of respondents used a PC there "several times a day". This increased to 92.2% (629) when responses relating to "once a day", "more than once a week" and "once a week" were included.

Fewer than 28% (173) of respondents used wireless network facilities and, of these, more than 17.4% (108) used this facility more than once a week. In fact 12.8% (79) accessed the wireless network several times a day. The wireless network at Loughborough was in its infancy, which explained the low use of the facility

**Graph 4: Comparison of frequency of PC use in different locations at Loughborough**

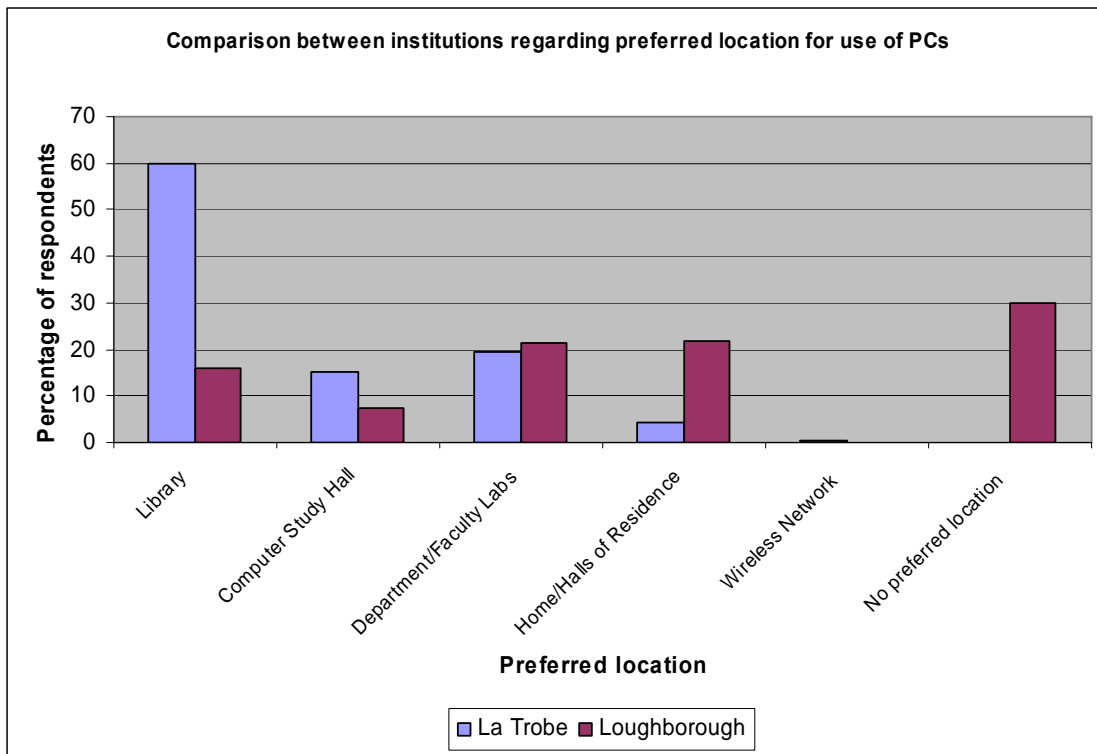


**4.5. Preferred Location**

*Survey question 6 – What is your preferred location?*

It was noted that the majority of La Trobe respondents preferred to use PCs in the Library, while approximately 70% of Loughborough respondents were split over “no preferred location”, “Homes/Halls of residence” and “Departmental labs”. It is interesting to note that 30.1% of Loughborough respondents had no preferred location. The project team wondered whether this indicated that Loughborough students chose to use PCs in locations that are appropriate for them at particular moments in time, e.g. close to where they have just had a lecture.

**Graph 5: Comparison between institutions of preferred location for use of PCs**



**4.5.1. Preferred Location at La Trobe University**

The vast majority of survey respondents 94.4% (669) had some preferred location to use computers, be it in the Library, the Computer Study Hall or a Faculty/Department lab, with the Library being the single most preferred computing location 59.9% (425).

Whilst the Faculty/Department labs responses to this question had been consolidated (for the purpose of statistical significance) the Health Sciences computer lab was the most preferred by 9.8% (74).

Only 0.3% (2) of respondents preferred to use the University’s wireless network.

**4.5.2. Preferred Location at Loughborough University**

30% (209) of survey respondents had no preferred location for use of computers. This surprised the project team, as before the project began it was assumed that most students would prefer a particular location to access and use a PC. However, this result may reflect the electronic distribution of the survey. Perhaps these respondents just wanted to use any PC at a time and location that suited them, and therefore they had no location preference.

21.9% (152) preferred to use computers in their Homes / Hall of residence, while 21.3% preferred the Faculty/Department labs.

The Library came fourth in the preferred location league table with only 16% (112) listing it as their preferred location.

For those who did have a preferred location, home/hall was the most popular.

None of the respondents preferred to use the University’s wireless network.

## 4.6. Importance Criteria for Preferred Location

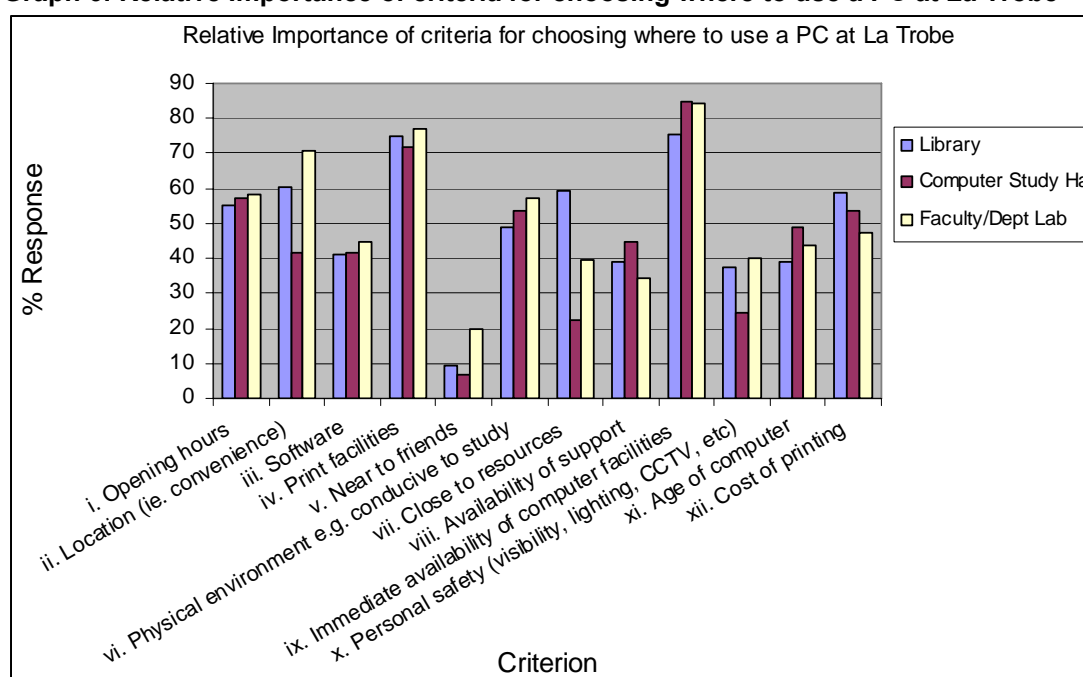
Survey questions 7a, 7b & 7c – For your preferred location please rate the importance of the following criteria.

The respondents at La Trobe seemed to value similar features in the different PC locations provided on campus. For example, the “immediate availability of PCs” and “print facilities” were the top criteria for choosing a location, no matter what the respondent’s preferred location. Respondents at Loughborough seemed to value different criteria for each location. For example, the top criterion for the Library was “opening hours”, whereas for the Computing Services labs it was the “immediate availability of PCs”, and in the Faculty/Department labs it was availability of particular software.

### 4.6.1. Importance Criteria for Preferred Location at La Trobe University

It was evident that for all locations, “immediate availability of computer facilities” and “print facilities” were the most important criteria (75% or higher) for respondents and that “near to friends” was ranked as “not important” (See Appendix C).

**Graph 6: Relative Importance of criteria for choosing where to use a PC at La Trobe**



#### The Library

Graph 6 shows that, for the Library, there were 5 other criteria also regarded as “very important” by about half of the respondents. These were “location” (60%), “close to resources” (59.1%), “cost of printing” (58.8%), “opening hours” (55%), and “physical environment” (48.9%).

#### The Computer Study Hall

For the Computer Study Hall, there were 4 other criteria which were regarded as “very important” by approximately half or more of the respondents. These were “opening hours” (57.1%), “physical environment” (53.8%), “cost of printing” (53.8%), and “age of computer” (49.1%).

#### Faculty/Department Labs

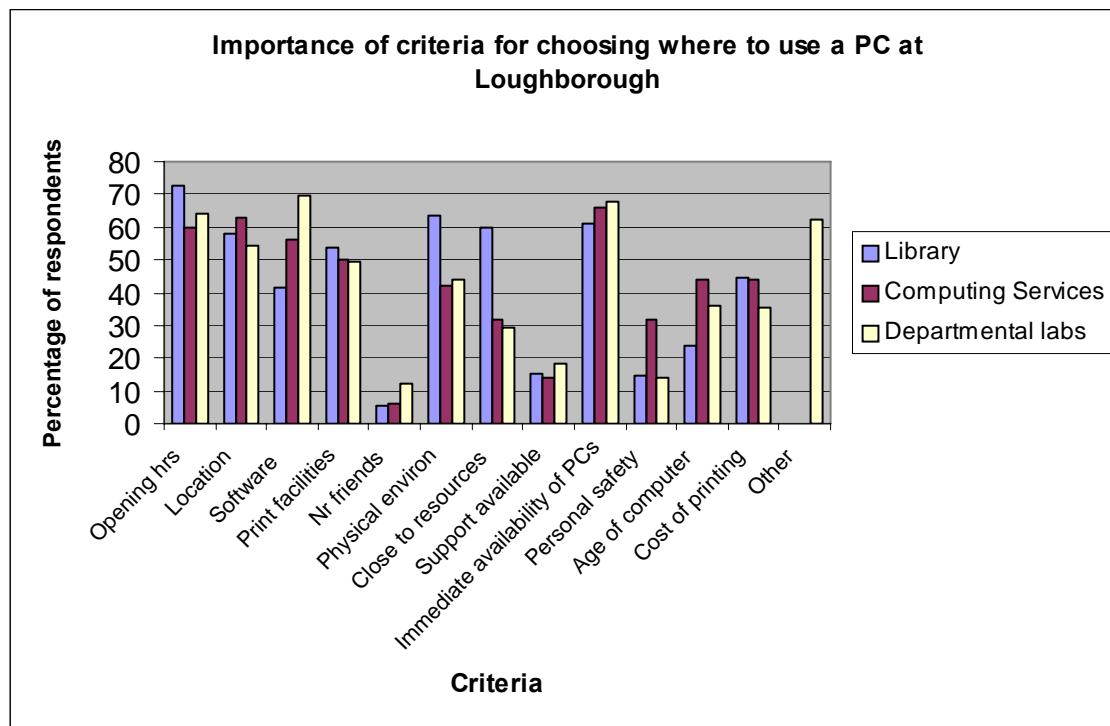
For the Faculty/Department Labs, there were 3 other criteria which were regarded as “very important” by approximately half or more of the respondents. These were “opening hours” (58.4%), “physical environment” (57.2%) and “cost of printing” (47.4%).

### 4.6.2. Importance Criteria for Preferred Location at Loughborough University

Graph 7 illustrates that respondents at Loughborough seemed to value different selection criteria for each location. It was also interesting to note that Loughborough respondents valued least for all locations the opportunity to work near friends, availability of support and personal safety. This was surprising to the Loughborough project members, who had believed

that the Library provided added value in terms of a group working PC environment and availability of face-to-face support. The low priority to being near friends and personal safety could be attributed to the campus giving students a sense of personal security. The low priority for being near friends, indicates that PC use is primarily done individually and not as part of a larger group. Availability of PCs and opening hours are established as being of high importance across all three locations.

**Graph 7: Illustrates the percentage of respondents who found certain criteria very important when choosing which PC labs to use at Loughborough**



#### Library

Graph 7 shows that for the Library, the "opening hours" (72.7%), "physical environment" (63.6%), "immediate availability of PCs" (60.9%) and "location" (58.3%) were considered to be the most important criteria for choosing to use a PC. Being near to friends, personal safety and support being available were quite low down the scale.

#### Computing Services labs

Graph 7 shows that for the Computer Services labs the most important criteria were "immediate availability of PCs" (66%), "location" (63.2%), "opening hours" (60%) and "access to software" (56%), followed by "cost of printing", "age of computer" and "physical environment". Being near friends and support being available were again perceived as low priority.

#### Faculty/Departmental Labs

Graph 7 shows that, for the Faculty/Department Labs, "availability of software" (69.7%), "immediate availability of PCs" (67.6%), "opening hours" (64.1%) and "Other" category (54.5%) were the criteria rated as "very important". Personal safety and support being available were not rated highly. It may be that wider availability of specialist software would improve access for students.

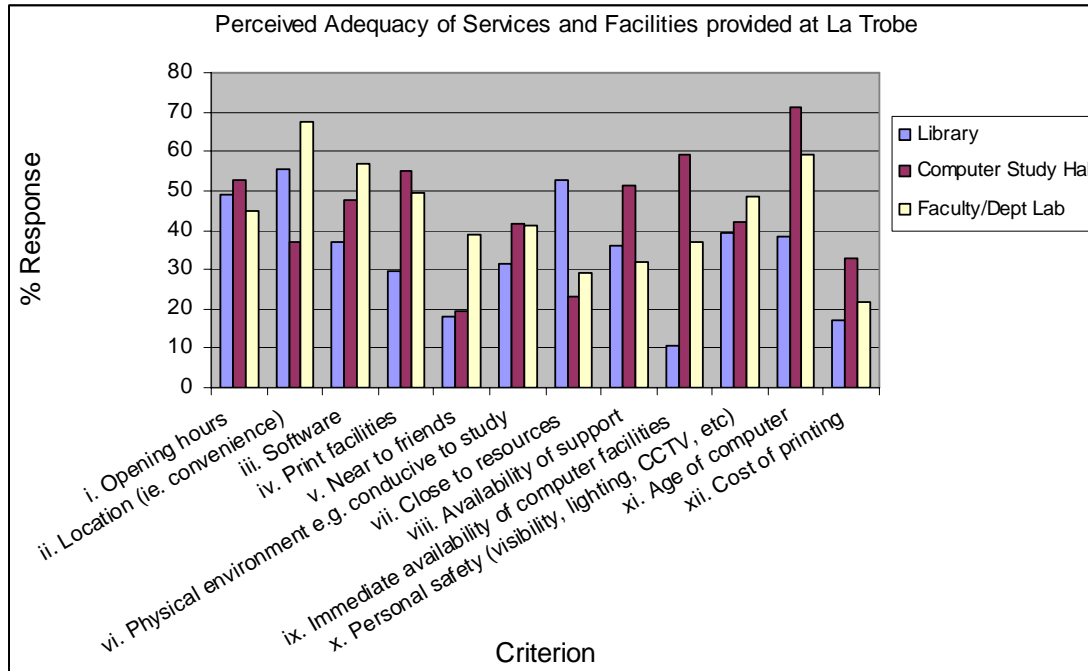
### 4.7. How Adequately Various Services and Facilities were Provided

*Survey question 8 – For your preferred location how adequately do we provide the following?*

Adequacy was estimated by the survey respondents as "very good", "good", or "poor" for each of the twelve Services/Facilities provided by the two Universities. This simple ranking scheme's numerical results were then cross-tabulated with the students' responses to the previous question 7 (Importance ratings) – linking "adequacy" with "importance". This gave a richer gradation of steps (from "very good AND very important" to "poor AND not important". It also permitted a more meaningful interpretation of the students' responses when "adequacy" and "importance" were combined.

**4.7.1. How Adequately Various Services and Facilities were provided, La Trobe**

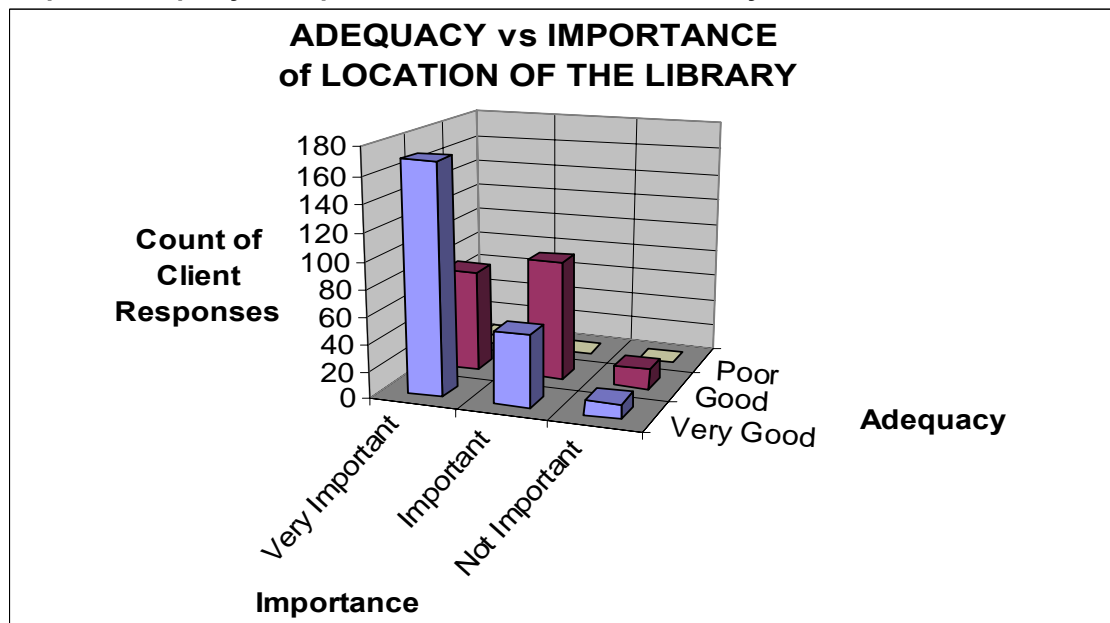
**Graph 8: Perceived Adequacy of Services and Facilities provided at La Trobe**



**The Library**

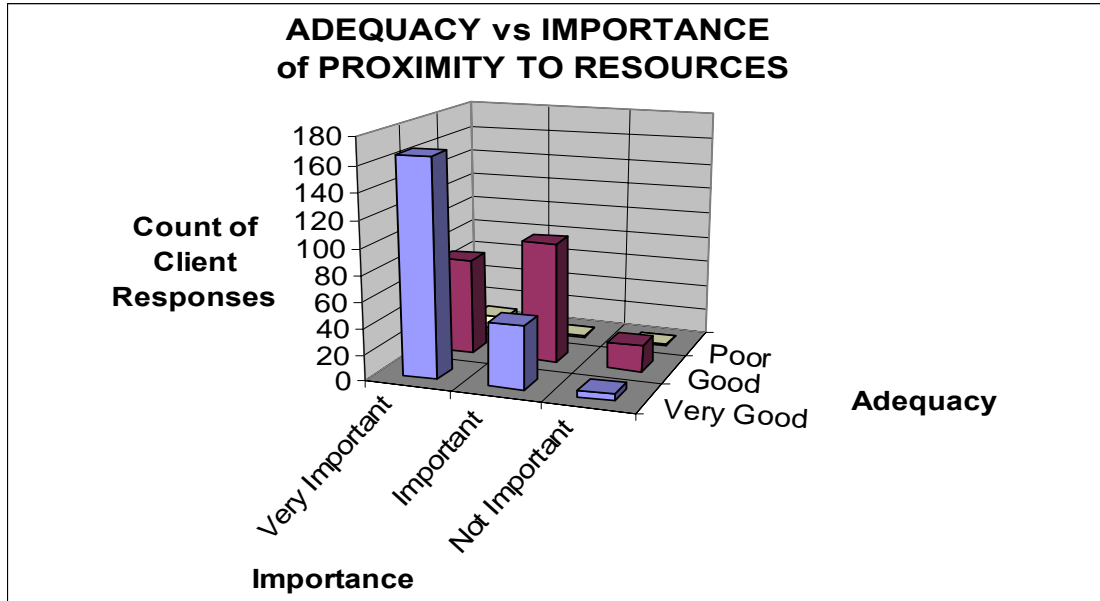
Graph 8 shows how many students rated the Library as “very good” at providing a number of Services/Facilities. In decreasing order, these were:- 55.7% (235) of respondents said the “location (i.e. convenience)” was “very good”, 52.6% (221) said that computing facilities “close to resources” was “very good” and 48.8% (207) indicated the Library’s “opening hours” were “very good”.

**Graph 9: Adequacy vs Importance of Location of the Library, La Trobe**



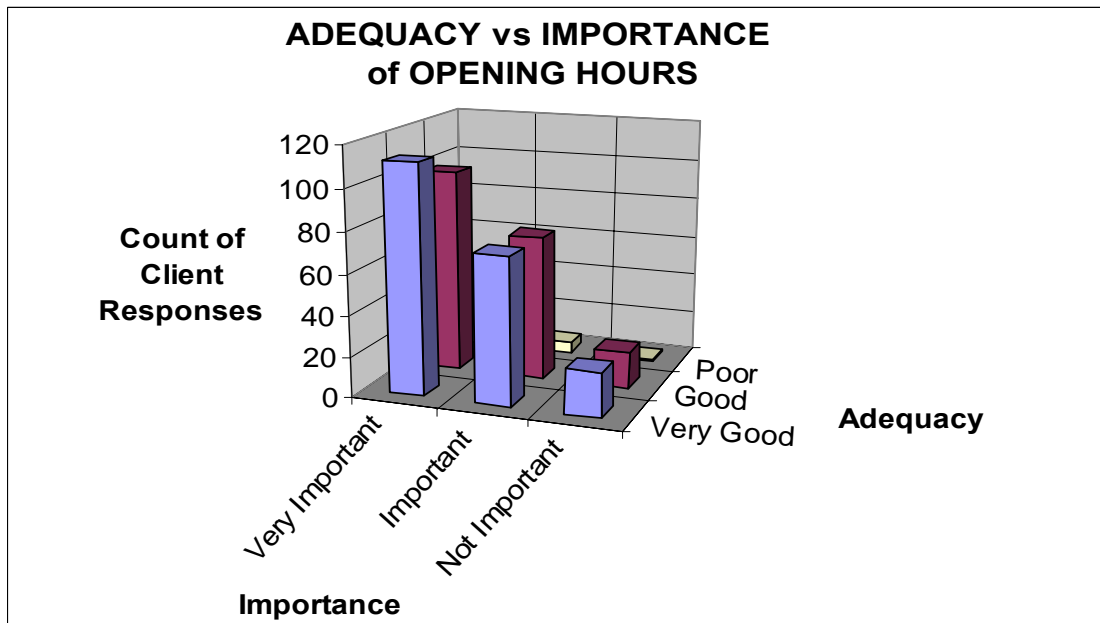
Graph 9 shows that students were close to maximally satisfied with the location of the Library

**Graph 10: Adequacy vs Importance of Proximity to Resources of the Library, La Trobe**



Graph 10 indicates the Library was considered excellent at providing computing facilities close to resources.

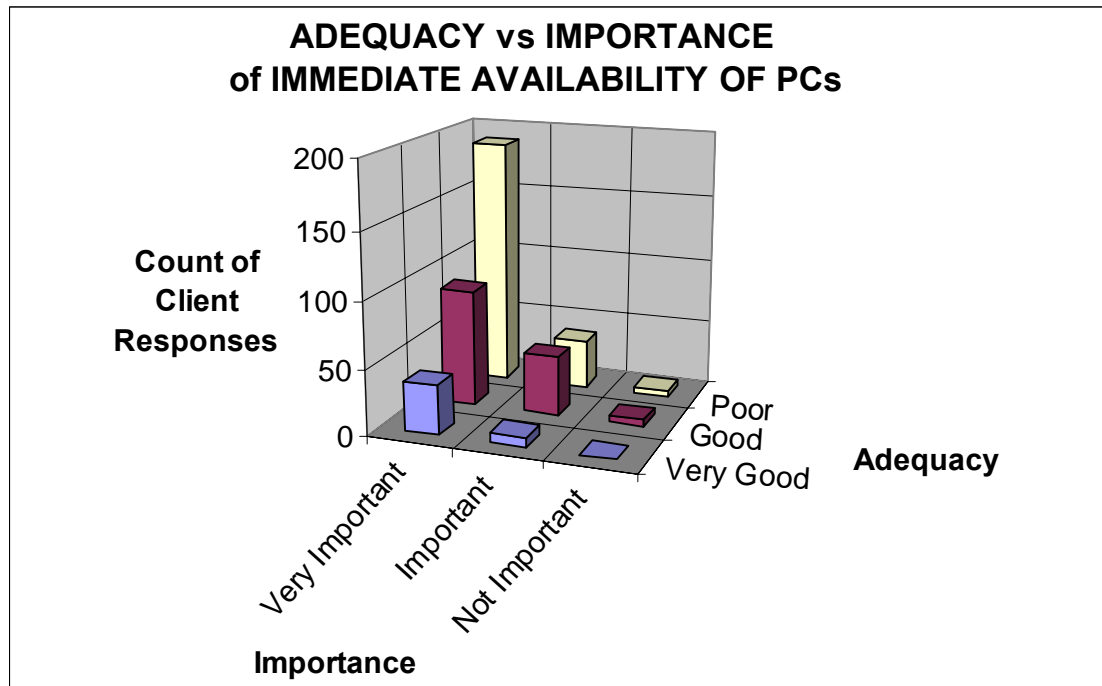
**Graph 11: Adequacy vs Importance of Opening Hours of the Library, La Trobe**



The Library's opening hours were 8:30a.m. to 10:00p.m. Monday to Thursday, 8.30a.m. to 6.00p.m. Friday and 1:00p.m. to 5:00p.m. on week-ends. The vast majority of respondents indicated that they were satisfied with opening hours. Altogether, only 6.6% (28) of respondents believed the Library's opening hours were "poor" (See Appendix C). This data appears to be contrary to other feedback from previous Library surveys. Ten comments referred to the Library's opening hours, primarily preferences for longer weekend hours, for example "Really be an improvement if computer facilities were open til 10pm or never closed during weekends like other unis".

The three Services/Facilities which fewest respondents rated as "very good" were: "immediate availability of computer facilities" by only 10.6% (44) of respondents, the "cost of printing" with only 16.9% (70) respondents, and being "near to friends", which was rated as "very good" by only 18.2% (71) students. The following graphs show that these same Services/Facilities received the highest "poor + very important" ratings.

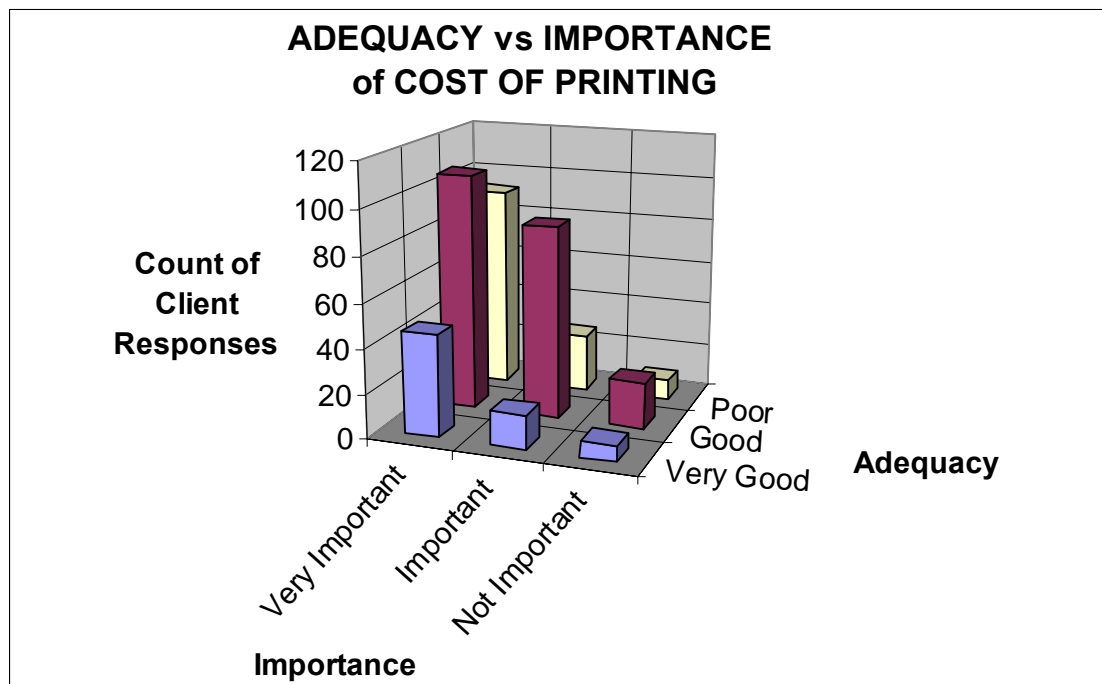
**Graph 12: Adequacy vs Importance of Immediate Availability of PCs in the Library, La Trobe**



The provision of “immediate access to PCs” in the Library was ranked by students as the most important of all the Services/Facilities, except “printing facilities”. Unfortunately, it had by far the highest count of “Poor” adequacy, as well as the lowest percentage response in the “Very Important + Very Good” category. This is also reflected in the comments, many of which related to waiting times. The following comment is a typical example: “It would be really good if you could access computers at any time you wanted so you don’t have to wait in lines all the time. The actual quality of computers is great”.

This response was consistent with the findings from a recent survey (Beranek, 2006) on queuing for computer facilities. That survey found that students waited in queues for access to PCs for an average of 11 minutes which was deemed unacceptable by the Library, and as a consequence, the Library is addressing this matter.

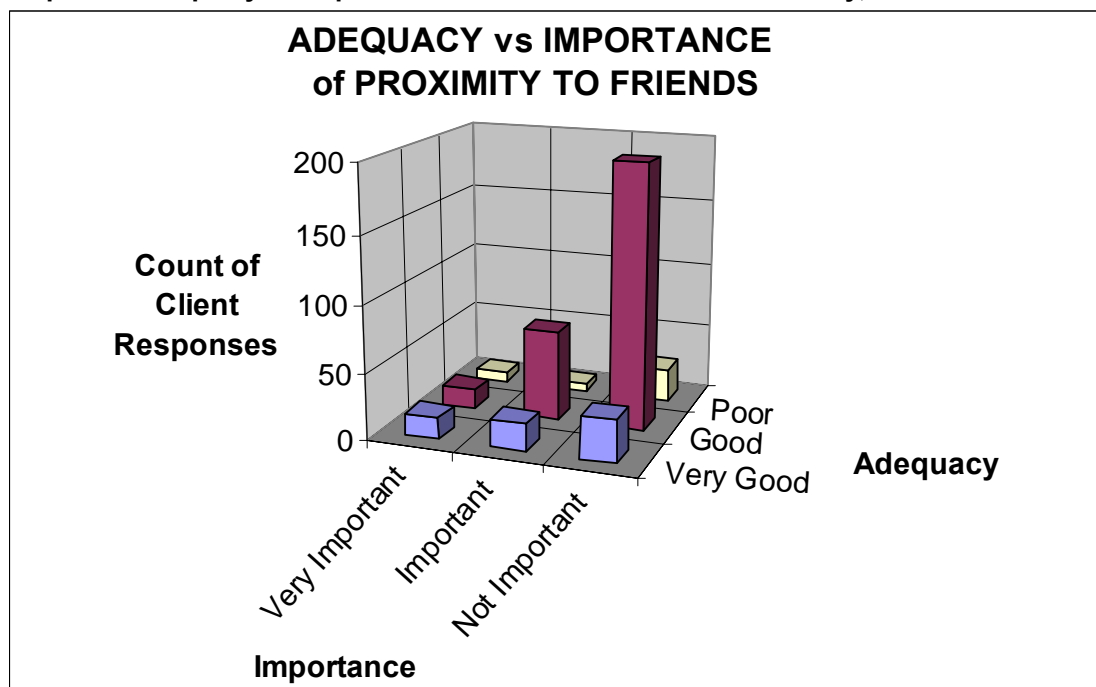
**Graph 13: Adequacy vs Importance of Cost of Printing in the Library, La Trobe**



Altogether, 30.7% (127) of respondents believed the Library’s “cost of printing” was “poor”. Although 52.4% (217) of respondents believed the Library’s “cost of printing” was “good”, there

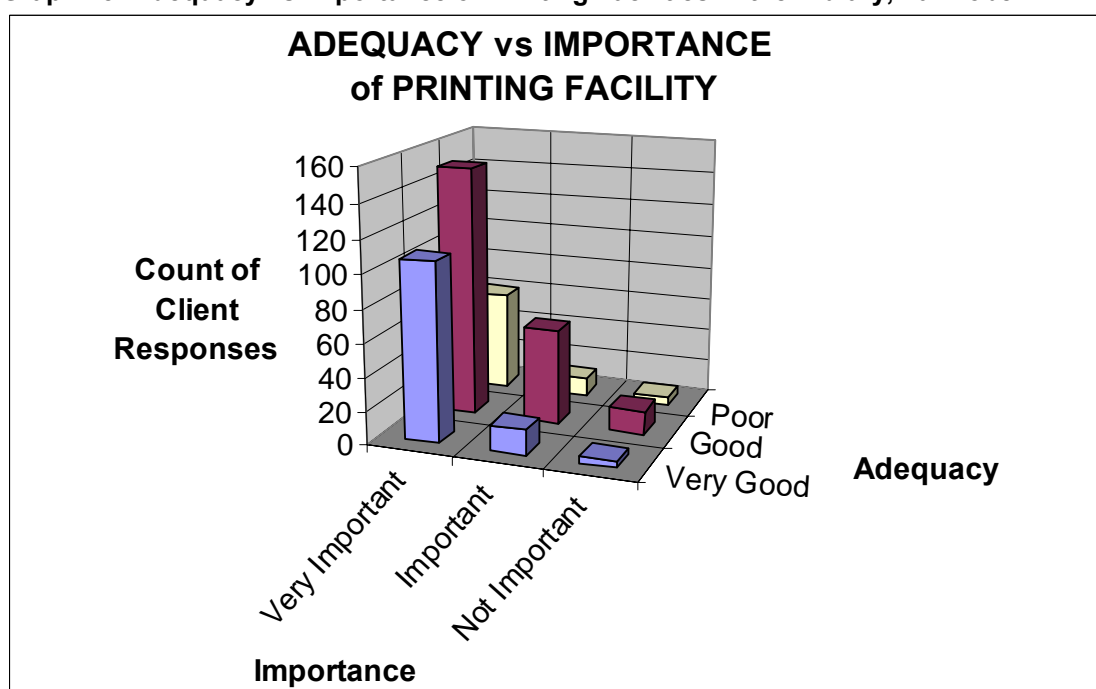
were a significant number of respondents for whom this is a problem. This is seen in the second highest count (92) for the “Poor + Very Important” category across all Services/Facilities. This was very significant and indicated a high dissatisfaction level. (See Appendix C). Many comments relating to the cost of printing referred to an overcharging issue at the time of the survey due to technological problems, which had been ongoing for some time but others were of a more general nature, for example “It costs too much to print. I need more money for beer”.

**Graph 14: Adequacy vs Importance of Near to Friends in the Library, La Trobe**



Graph 14 shows how the cross-tabulated data can help to clarify the interpretation of individual criteria ratings. Because the “poor” ratings for this location-selection criterion are mostly in the “not important” category, it is not an indication for concern. Furthermore, compared to all other Library Services/Facilities, “proximity to friends” had the highest count (and percentages) in the “Not Important” ranking as well as the lowest count (and percentages) in the “Very Important” ranking. This put “proximity to friends” at the bottom of the list of significance-to-students, in this survey (see Appendix E, Table 16).

**Graph 15: Adequacy vs Importance of Printing Facilities in the Library, La Trobe**



The availability of “printing facilities” in the Library had the highest of all counts in the “Very Important + Good” category. However, it’s “Poor” rating was the third highest of all Services /Facilities and therefore signals a potential problem. The possible relevant factors included network problems, faulty printers, paper jams and queues at printers. This was also reflected in the comments, for example “Pretty happy with facilities but maybe more printers for busy times”.

### The Computer Study Hall

Survey respondents were generally happy with “opening hours” at the Computer Study Hall. 52.8% (56) of respondents indicated “opening hours” were “very good” and a further 39.6% (42) of respondents indicated they were “good”. Only 7.5% (8) of respondents believed they were “poor” (See Appendix C).

Other facilities and services that were provided by the Computer Study Hall for which respondents gave a very good rating were “print facilities”, “availability of support”, and “age of computer”. A very high percentage of respondents (73.5%) gave the Computer Study Hall a good rating for providing computing facilities close to friends.

Respondents also believed the Computer Study Hall was good at providing facilities close to resources (59.6% or 62). Yet this criterion also received the highest “poor” rating of 17.3% (18). Other factors which received poor ratings were cost of printing with 13.5% (14) responses and immediate availability of computer facilities with 10.5% (11) responses (See Appendix C).

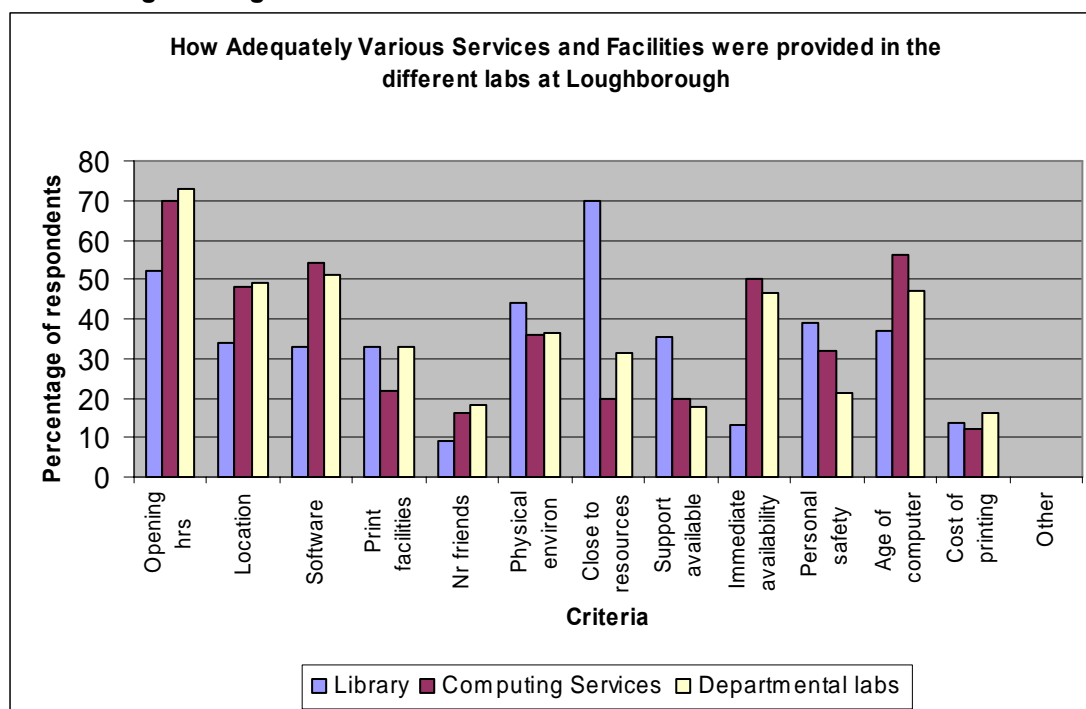
### Faculty/Department Labs

The Faculty/Department labs rated highly in providing computing facilities in a convenient location. 67.4% (93) of respondents indicated the location of Faculty/ Department labs was “very good” and a further 31.9% (44) indicated their location was “good”. The “age of computers” also rated relatively well with 59.1% (81) of respondents saying this was “very good” and a further 38% (52) saying this was “good” (See Appendix C).

Similarly to the situation in the Library and the Computer Study Hall, a high proportion of respondents did not rate the “immediate availability of computer facilities” well. 20.3% (28) of respondents indicated the “immediate availability of computer facilities” in Faculty/Department labs was “poor”. “Close to resources” and “availability of support” were also rated as “poor” by 15.6% (21) and 17.4% (24) of respondents, respectively. (See Appendix C).

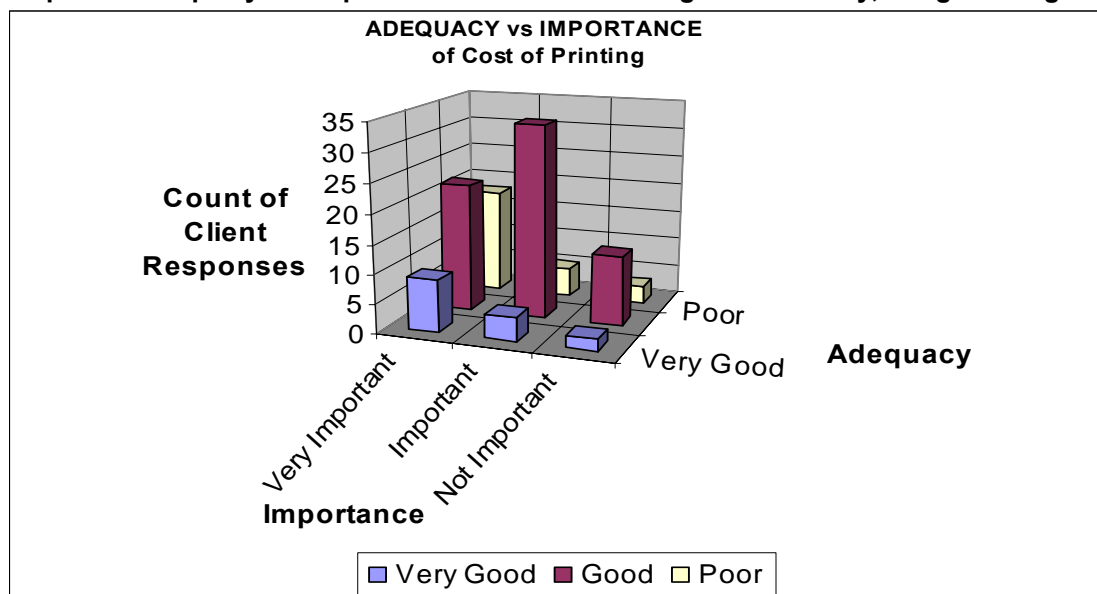
## 4.7.2. How Adequately Various Services and Facilities were provided, Loughborough

**Graph 16: How adequately various services and facilities were provided in the different labs at Loughborough**



As can be seen from Graph 16 the respondents at Loughborough were least happy with the cost of printing on campus followed by having PC facilities near to friends. This was reflected by the comments received on the Survey forms. Over 38 comments related to either the cost of printing, the inconvenience of where the printer kiosks were located on campus or the quality of the printer service on offer. For example, "Printing bit too expensive", "there needs to be a better way of buying printer credits" and "the printers are always low on toner".

**Graph 17: Adequacy vs. Importance of Cost of Printing in the Library, Loughborough**

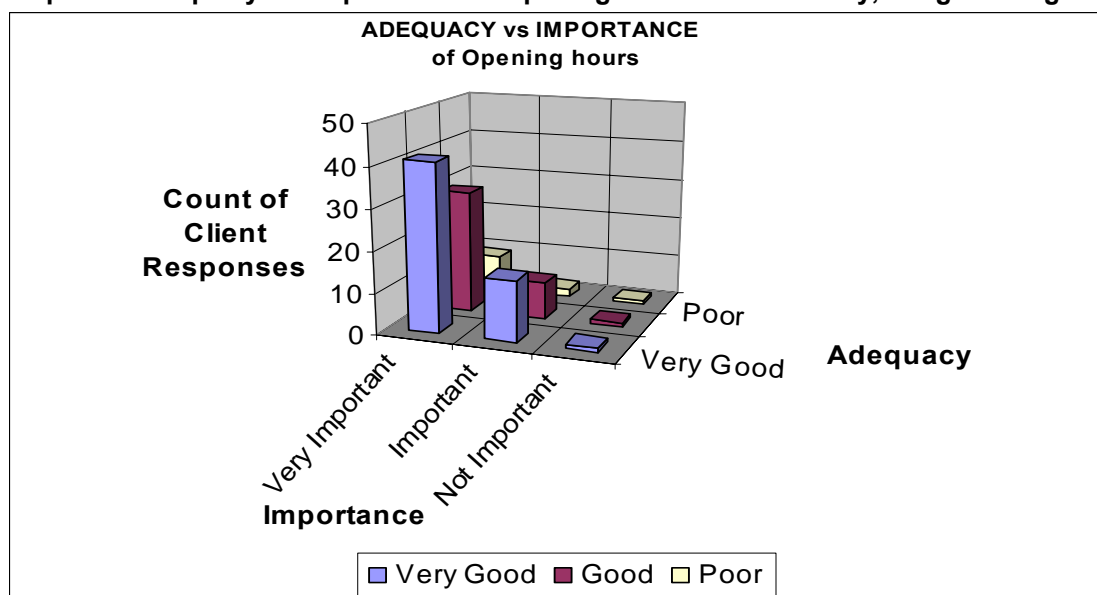


Printing costs are the same in both the Library and Computing Services labs; however, some Departments provide slightly cheaper printing. As can be seen from Graph 17, the Library did not score highly for the criterion of providing adequate printing at a cost wanted by students.

The Library did not score as well against the Computing Services and departmental labs in relation to opening hours, location, immediate availability of PCs, age of PCs and provision of specialist software.

Despite the Library receiving lower scores than other labs on campus regarding opening hours, those respondents who stated that opening hours were important did rate the Library relatively highly in this area of provision as illustrated in Graph 18.

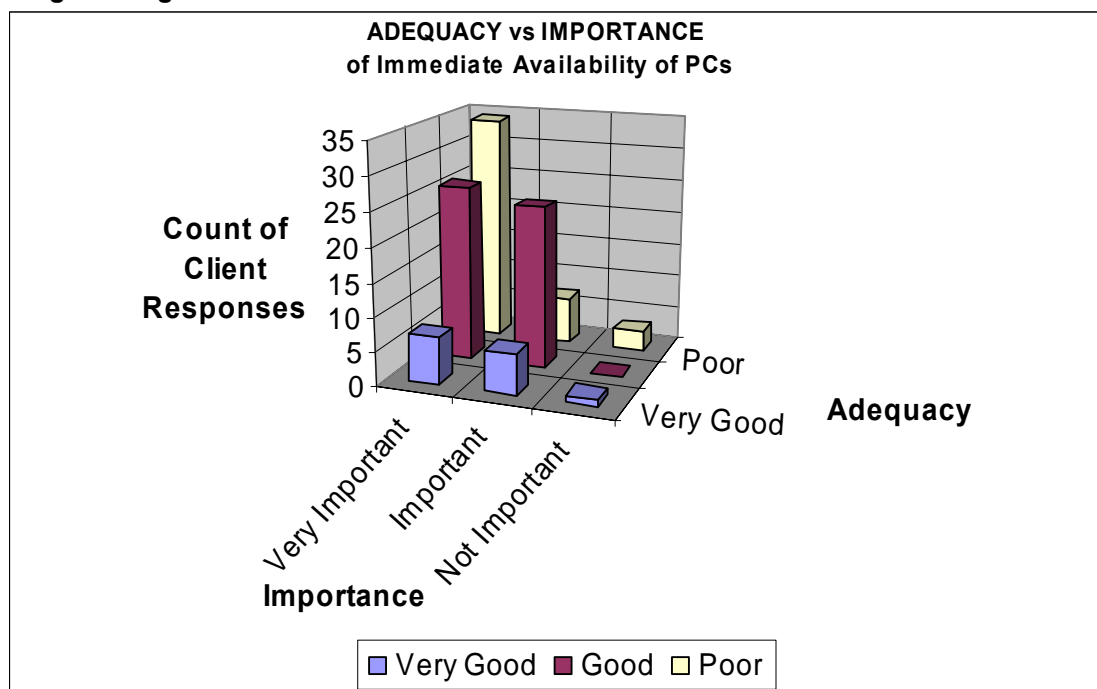
**Graph 18: Adequacy vs. Importance of Opening Hours in the Library, Loughborough**



Graph 19 illustrates that the provision of "immediate availability of PCs" in the Library was ranked by most respondents as important, but the Library received a high count of "poor" for

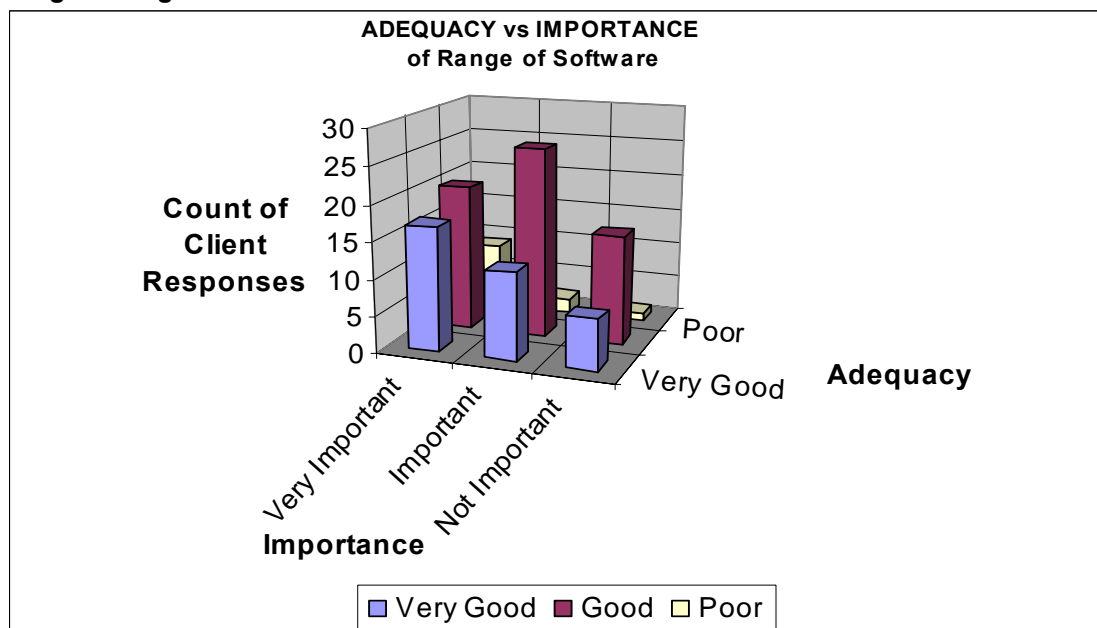
adequate provision. This is also reflected in the comments. Over 35 comments were received over the availability of PCs in the Library. The following comment is a typical example. "Very good service, only problem is being able to get a computer when really busy periods".

**Graph 19: Adequacy vs. Importance of Immediate availability of PCs in the Library, Loughborough**



Many of the respondents considered the software available on the PCs in the Library to be either "very important" or "important". The Library did not score as badly on adequate provision of software as "immediate access to PCs" (see Graph 20), but there were 51 comments received about the availability of software. Most were negative and mirrored this example: "Lack of departmental software on other computers around campus (such as Library) can be quite annoying (for example when there is a tutorial class in the department lab)."

**Graph 20: Adequacy vs. Importance of Range of Software in the Library at Loughborough**

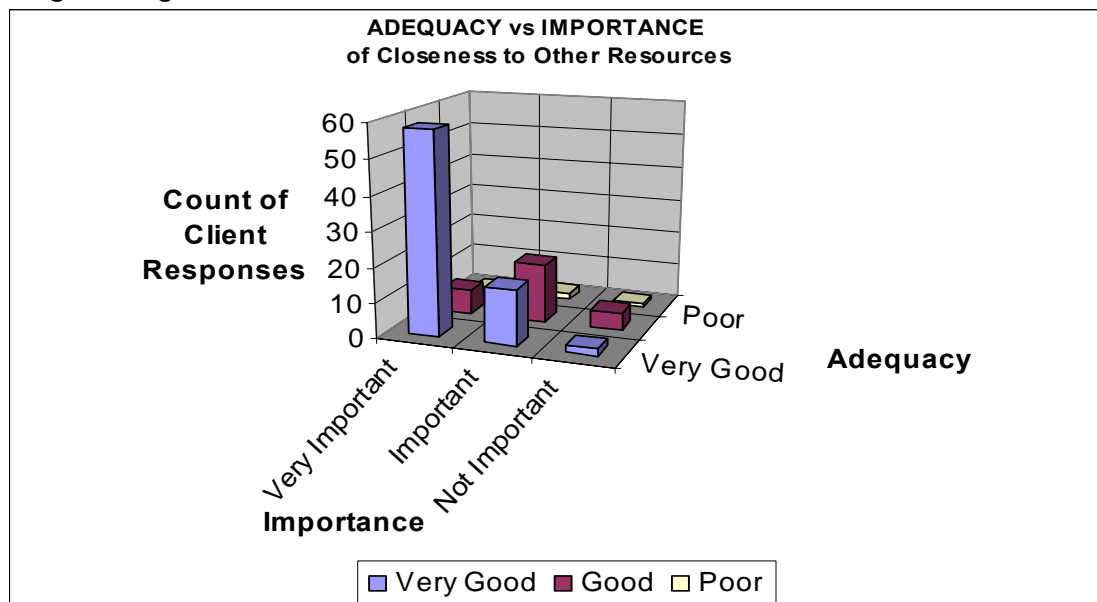


The Library did score more favourably than the other labs in regard to being close to resources and support available, plus marginally better in the provision of a good physical environment, personal safety and printing facilities. Comments regarding the physical environment of

Computing Services and Departmental labs were about the quality of the chairs, heating with it either being too hot or cold, lack of toilet facilities and poor lighting.

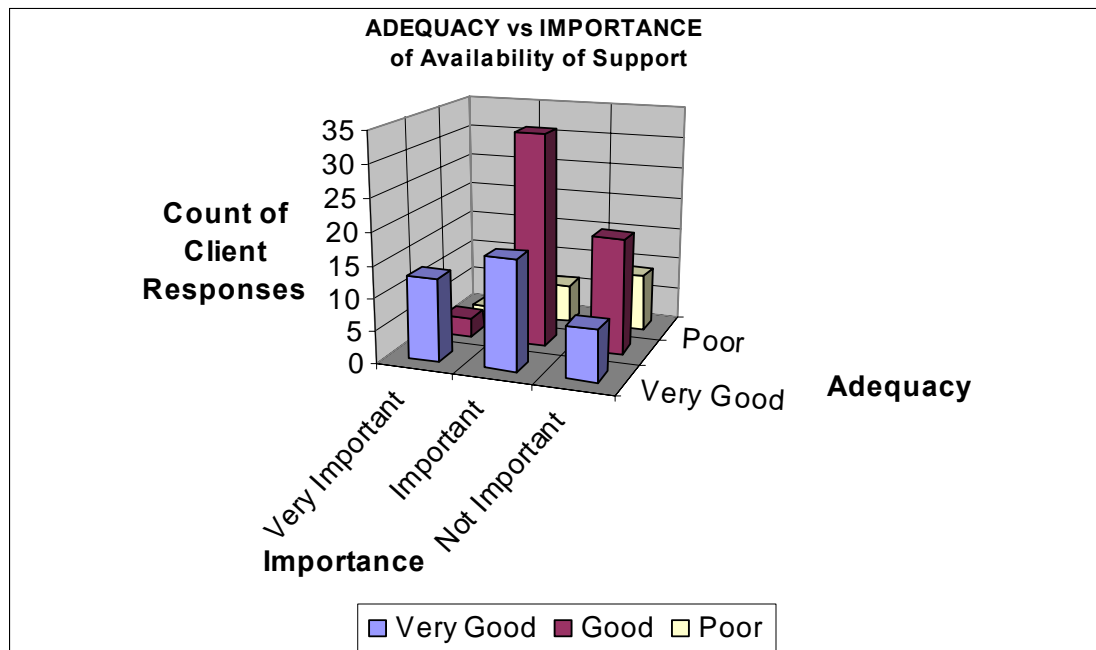
From the results it is obvious that students who use the Library PCs appreciate being close to other resources and feel that the Library provides "very good" access as illustrated in Graph 21.

**Graph 21: Adequacy vs. Importance of Closeness to Other Resources in the Library, Loughborough**



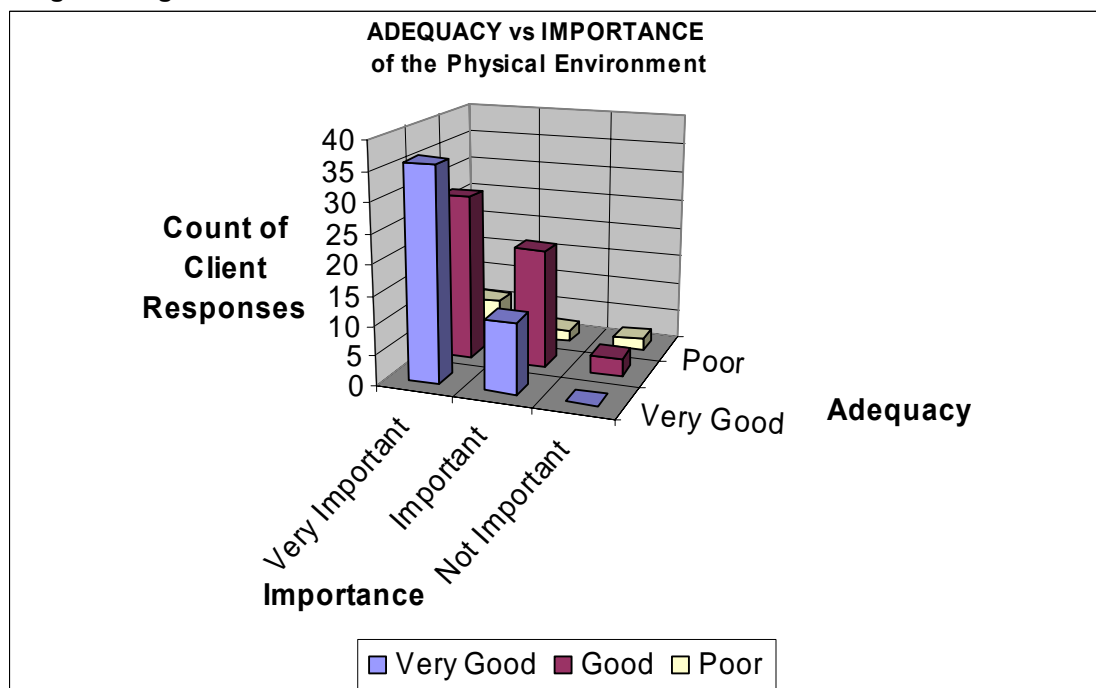
As mentioned previously, the project team was surprised that few respondents considered availability of support to be an important factor when deciding where to use a PC (see Graph 22). For those where it was a "very important" factor, approximately a third felt that the Library offered the support they required. However for those where it was "important" or "not important" the majority felt the Library offered "very good" or "good" support.

**Graph 22: Adequacy vs. Importance of Availability of Support in the Library, Loughborough University**



It is pleasing to note that the Library scored well in relation to the provision of a nice environment as illustrated in Graph 23. The Library attempts to provide a variety of PC study environments, both group and individual, as well as a clean, warm and safe environment.

**Graph 23: Adequacy vs. Importance of Physical Environment of the Library, Loughborough**

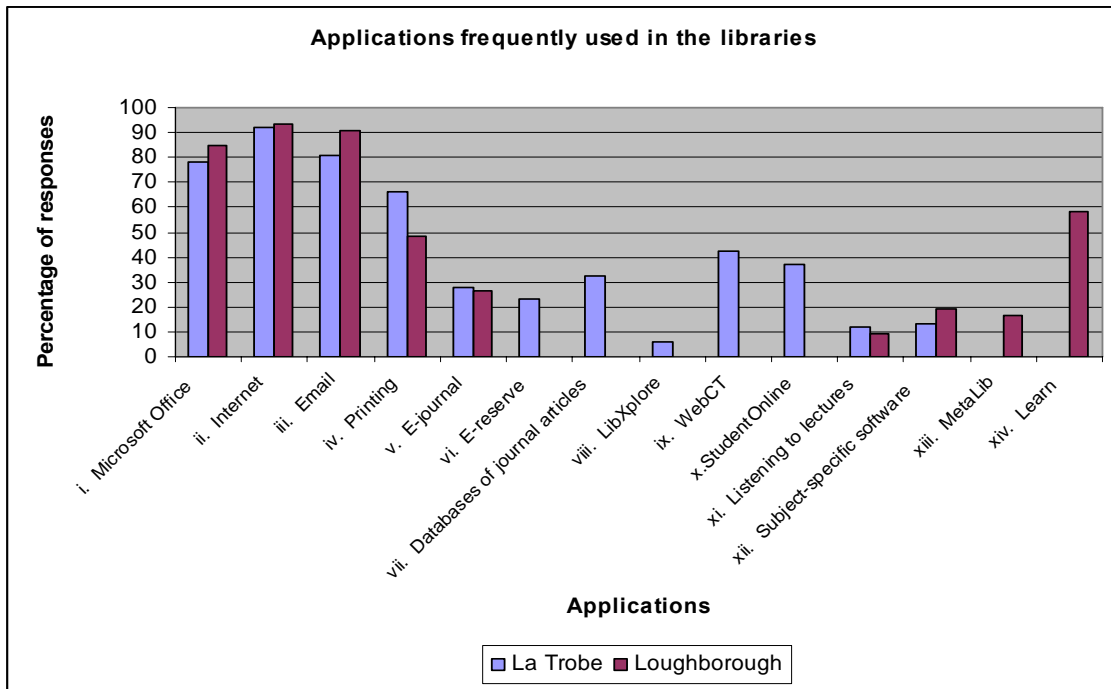


#### 4.8. Applications Used in Preferred Location

*Survey question 9 – How often do you use the following applications?*

As anticipated by the project team, Internet and email were heavily used in both Libraries, followed closely by the use of Microsoft Office applications, printing facilities and the universities’ virtual learning environments (VLE). It was interesting to note that printing facilities were slightly more heavily used in the Library at La Trobe, but the universities’ VLE was more heavily used in the Library at Loughborough.

**Graph 24: Applications used very often in both libraries**



#### 4.8.1. Applications Used in Preferred Location at La Trobe University

##### The Library

Applications that rated the highest in frequency of use in the Library were the Internet with 91.9% (388) and email with 80.8% (340) of respondents indicating they use these applications very often. Slightly less used were Microsoft Office with 78% (322), and printing with 66% (274) of respondents indicating they used these applications very often.

Very few respondents indicated they never used Microsoft Office or the Internet, with 7.5% (31) stating they occasionally used Microsoft Office. Only 0.5% (2) said they never used Microsoft Office. Similarly, very few respondents indicated low use of the Internet. 1.2% (5) of respondents reported they occasionally used the Internet and only one respondent claimed to have never used the Internet.

For respondents using computing facilities in the Library, the applications that seemed least used were LibXplore (La Trobe's metasearching) with 62.6%, (246) respondents reporting they never used this facility, and listening to lectures with 59.3% (240) reporting they never used this facility. Use of E-journals was also relatively low with 25.6% (103) respondents reporting they never used this facility, and E-reserve with 20.1% (82) respondents reporting they never used this facility. The Project Team felt that the apparent low use maybe due to students using E-journals or databases of journal articles and E-Reserve under the broad heading of Internet.

For greater detail on the results of this question refer to the Summary of Survey Results for Question 9 in Appendix C.

##### The Computer Study Hall

Microsoft Office, Internet, Email and printing facilities were the most popularly used applications, with only 3.9% (4) of respondents indicating they never used these applications. Most respondents who preferred the Study Hall indicated that they used these applications very often, ranging from 97.1% (102) for Internet down to 60.6% (63) for printing.

The least used applications at the Study Hall were MetaLib/LibXplore with 72.3% (73), closely followed by listening to lectures with 69.6% (71). Subject specific software was never used by 48.1% (50) of respondents, along with 36.5% (38) of respondents who indicated they never used either E-journals or E-reserve.

##### Faculty/Department labs

In both the Library and the Computer Study Hall, Microsoft Office, Internet, Email and printing facilities were the most popularly used applications, with only 6.7% (9) of respondents

indicating they never used these applications. Most respondents who preferred their Faculty/ Department lab indicate that they used these applications very often, ranging from 95.5% (128) for Internet down to 65.4% (87) for printing.

Likewise with both the Library and the Computer Study Hall, 72.9% (94) of respondents never listened to lectures in their Faculty/ Department lab, closely followed by MetaLib/LibXplore with 68.7% (90). 37.7% (49) of respondents reported they never used E-reserve, along with 36.1% (48) of respondents who never used E-journals and 35.2% (45) of respondents who never used subject-specific software.

#### **4.8.2. Applications Used in Preferred Location at Loughborough University**

The top four applications in all locations being used "Very often" were:

- the Internet (93.7% in Library, 100% in Computing Services, 96.6% in departmental lab and 98% in home/ hall)
- Email (90.9% in the Library, 94% in Computing Services, 97.3% in departmental labs and 96% in home/ hall)
- Microsoft Office (84.5% in Library, 78% in Computing Services, 78.1%, in departmental labs and by 71.1% at home/ hall) and;
- Learn (Loughborough's virtual learning environment) (58.1% in Library, 48% in Computing Services, 56.5% in departmental labs and 38.9% in home/hall).

Listening to lectures, e-journals and MetaLib were the least used applications across the locations. This could have been because students have a low level of awareness of the available electronic resources. It also is interesting to note that the Internet was much more heavily used than other e resources applications such as e-books and e-journals. Students could have been using e-books or e-journals but categorised them under the broad heading of "Internet"

#### **Library**

Applications that rated the highest in frequency of use in the Library were the Internet with 93.7% (105) and email with 90.9% (100) of respondents indicating they used these applications very often. Slightly less used were Microsoft Office with 84.5% (93), and Learn (the University's virtual learning environment) with 58.1% (64) of respondents indicating they used these applications very often.

Microsoft Office and the Internet had very few respondents indicating they never used these applications with 1.7% (2) occasionally using Microsoft Office and 1.7% (2) never using Microsoft Office.

For respondents using computing facilities in the Library, the applications that seemed least used were Listening to lectures with 66.9% (73) of respondents reporting they never used this facility and MetaLib (the Library's gateway to electronic information) with 26.3% (29) reporting they never used this facility. Use of subject specific software and e-journals was relatively low with 22% (24) and 18.1% (20) stating that they never used these facilities.

Although MetaLib had a relatively high response rate for "Never use", the news is not as poor as first perceived. 16.3% (18) and 26.3% (29) respectively of the respondents used MetaLib "Very often" and "Often", with another 30.9% (34) using the service "Occasionally". Thus students are using databases supplied by the Library via MetaLib.

For greater detail on the results of this question refer to the Summary of Survey Results for Question 9 in Appendix C.

#### **The Computer Services Labs**

The Internet with 100% (50), Email 94% (47) and Microsoft Office 78% (39) were the most frequently used applications. These were followed by Subject specific software and Printing. The least used applications were Listening to lectures with 73.5% (36) responding that they never used the application, followed by e-journals with 45.8% (22) and MetaLib with 38% (19).

### Faculty/Department labs

In the Faculty/Department labs E-mail was the most frequently used application with 97.3% (142) of respondents stating that they used the facility very often. The next popular application was the Internet 96.6% (143), followed by Microsoft Office 78.1% (114) and Learn 56.5% (82). The least popular applications with respondents stating they never used the applications were Listening to lectures 79% (113), MetaLib 34.9% (50) and e-journals 33.3% (48).

### Home/Halls of residence

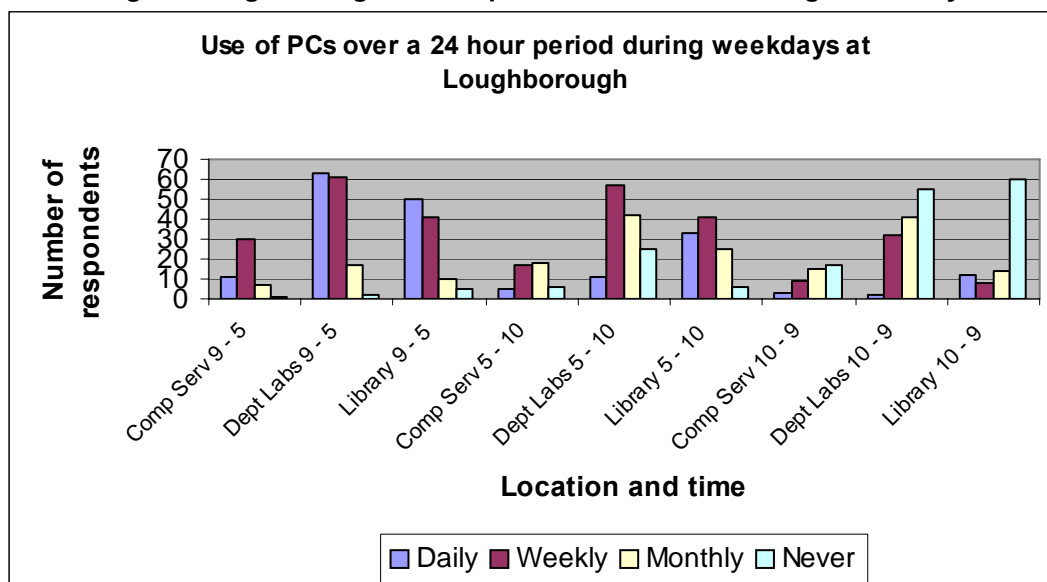
Interestingly the most frequently used applications were identical as all other locations. These were: Internet 98% (146), Email 96% (143), Microsoft Office 71.1% (106) and Learn 38.9% (58). The least popular applications were identical to other locations with Listening to lectures 68.9% (102), MetaLib 40.8% (60) and e-journals 30.4% (45) never being used by some respondents.

## 4.9. 24/7 use of PCs at Loughborough University

The questionnaire at Loughborough included a question asking students to identify when they used PCs in their preferred locations. This question was not included in the La Trobe questionnaire. The data is less reliable than hoped for, as a small percentage of respondents indicated that they used facilities at times when they were closed, e.g. the Library between 10:00p.m. and 9:00a.m. The Loughborough project members wondered whether the respondents misunderstood the question and were stating when they would like to be able to access the facilities.

Bearing in mind that the data is not as reliable as hoped, it would appear that the Department Labs 19% (76) and the Library 29.2% (95) are used more frequently on a daily basis to access a PC than the Computing Services facilities 13.6% (19). Computing Services users are more likely to use these PCs between 9:00 a.m. and 5:00 p.m. The use of the Library and Departmental Lab PC are spread more evenly between 9:00 a.m. and 5:00 p.m. and 5:00 p.m. and 10:00 p.m. It was interesting to note that the Library received a higher score for "daily" use of PCs between 5 p.m. and 10 p.m. than the other labs. This surprised the project team. The Library is the only staffed lab between these hours, but safety did not come out as a high issue. Perhaps the comfort factor was coming in to play here. As mentioned previously, there were several comments regarding the other labs being either too hot or cold. Perhaps respondents choose to use the PCs in the Library during the evening because it is more comfortable.

**Graph 25: PC usage at Loughborough in their preferred locations during a weekday**



## 4.10. Cross-tabulated Data, La Trobe University

The following Graphs and text were produced as cross-tabulations of the answers to survey questions, which related student categories with preferred locations as well as level of importance versus adequacy of provision.

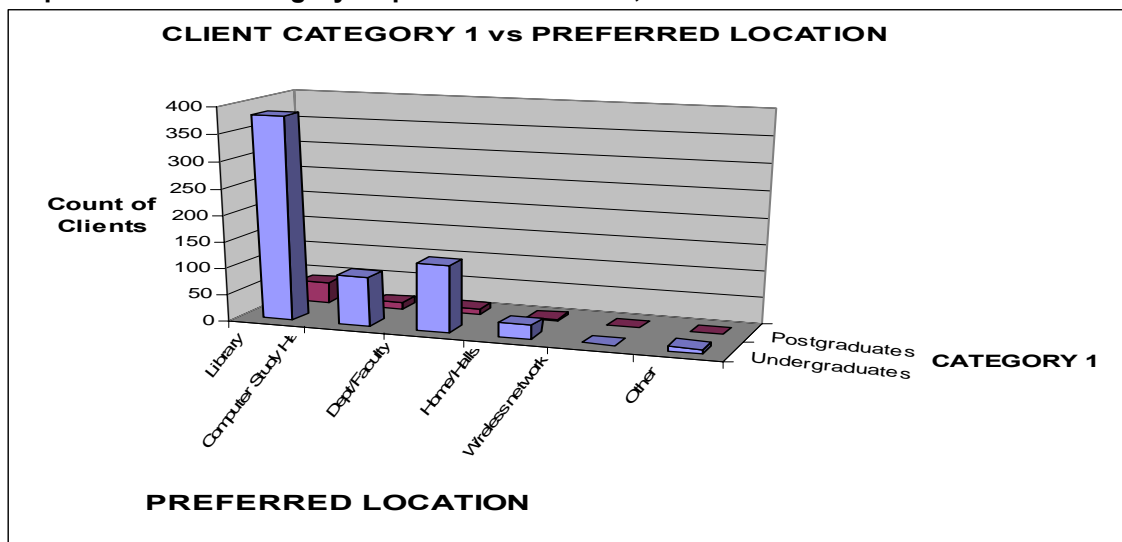
### 4.10.1. The Library

Graphs 26 to 29 (see Appendix D for associated Tables 1 to 4) display the results of the following questions: Q 1 - Which of the following categories best describes you  
Q 6 - What is your preferred location to use computer facilities?

The following graphs demonstrate that the Library clearly outranked all other locations as the place to use computer facilities for survey respondents. This applied equally to both postgraduates and undergraduates.

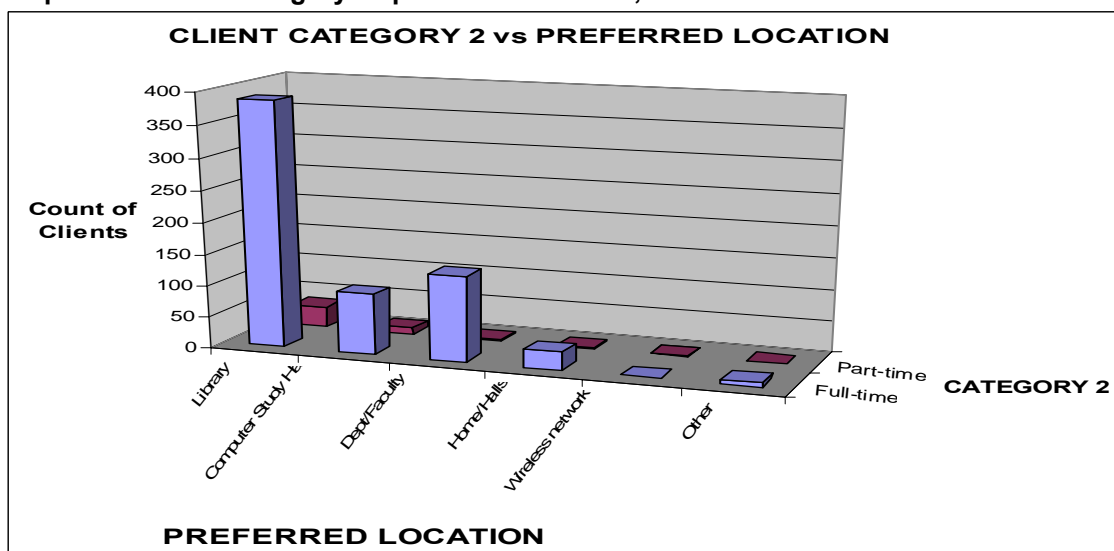
These results were probably influenced by the fact that the Library employed casual staff to distribute survey forms and encourage students to complete them. These casual staff also encouraged students in the Computer Study Hall and Faculty/Department Labs, however, this did not occur as consistently as in the Library.

**Graph 26: Student category vs preferred locations, La Trobe**



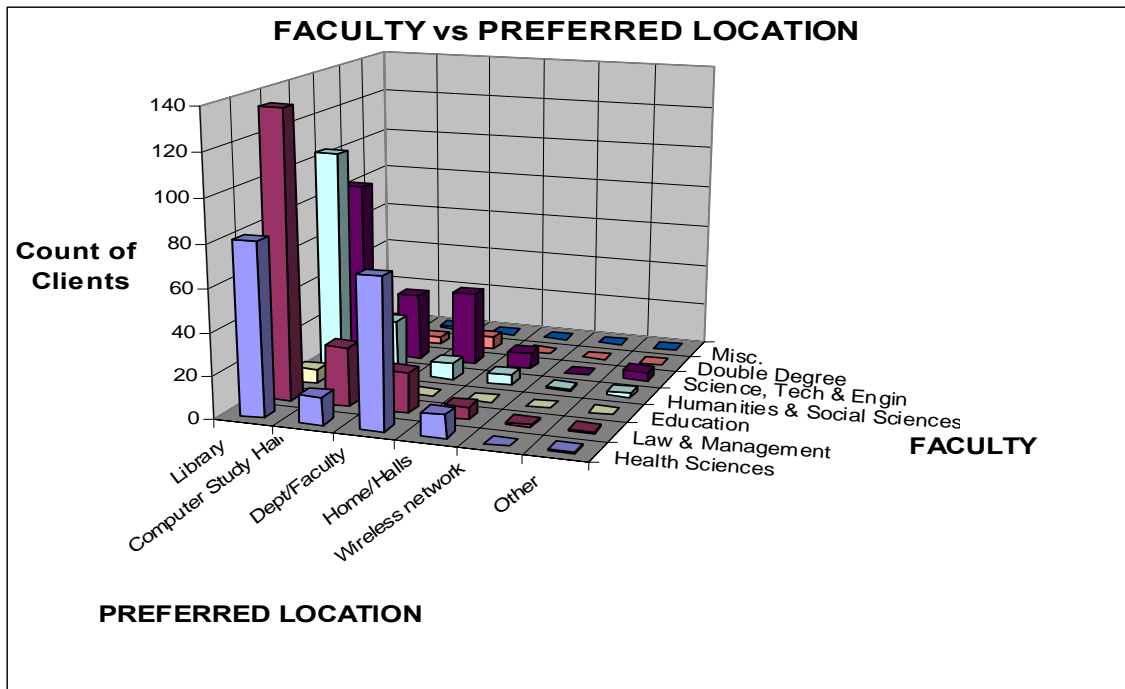
The Library was the most preferred location for both undergraduate and postgraduate students, followed by the Faculty/Department Labs and the Computer Study Hall. For undergraduate students the Library outranked every other location as the preferred locations by a significant margin.

**Graph 27: Student category vs preferred locations, La Trobe**



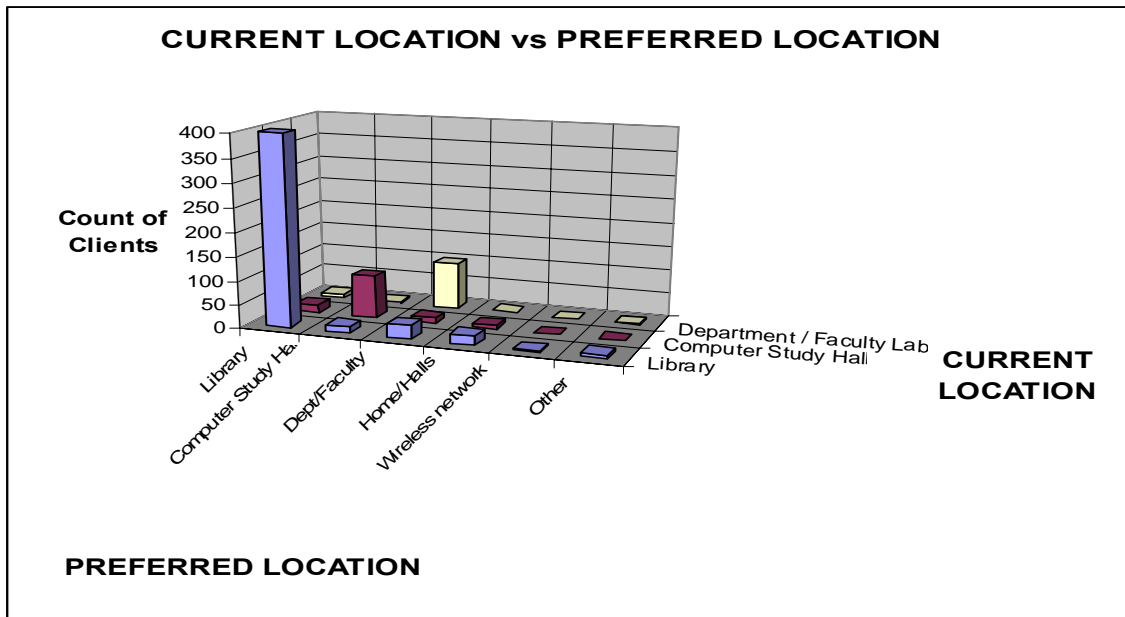
The Library was the preferred location for both full-time and part-time students, followed by the Faculty/Department Labs and the Computer Study Hall. There was a significant correlation between full-time and undergraduate students, as there was between part-time and postgraduate students.

**Graph 28: Faculty vs preferred locations, La Trobe**



The Library was the most preferred location to use computer facilities for survey respondents, followed by the Faculty/Department Labs and the Computer Study Hall. Only the Health Sciences students had a significant second preference in their own Faculty Labs, presumably because of specific tools or specialised equipment unavailable elsewhere.

**Graph 29: Current Location vs preferred locations, La Trobe**



The Library was the most preferred location followed by the Computer Study Hall and the Computer Labs.

The following summarises the remaining results of the following questions:

Q 7 - For your preferred location (Library), please rate the importance of the following criteria when deciding to use a computer

Q 8 - For your preferred location (Library), how adequately do we provide the following?

The summary is presented in decreasing order of importance as rated by survey respondents:

- Physical environment  
The count (27) in the “Very Important + Poor” category suggested a minor problem existed in the Library (See Appendix E, Table 11).
- Range of software

In the Library, the “range of software” was rated as third last in order of importance across all Services/ Facilities by the high (84) count in the “Not Important” column. The distinction between “Very Important” and “Important” was becoming blurred. It may be possible to drastically reduce the rather high count (19) of “Very Important + Poor” by providing just a few PCs with the extra software desired (See Appendix E, Table 12).

- **Age of PCs**  
In the Library, the “age of PCs” was rated as fourth last in order of importance across all Services/ Facilities by both the high (78) total count in the “Not Important” column as well as the low (164) total count in the “Very Important” column. This was the first satisfaction criterion which did not have a majority vote as “Very Important”. The total counts in the “Important” column were greater than the “Very Important” column, for the first time. This criterion was probably perceived by students as a combination of the type of screen/monitor and the speed of response of the PC to student requests. The former is easy to rectify – buy new LCD screens. The latter is more problematic because it is a further combined resultant of PC and network speeds (See Appendix E, Table 13).
- **Availability of support**  
In the Library, the “availability of support” had the highest single count of (120) “Important + Good” of all the Services/Facilities. Its “Very Important + Poor” category, with a count of 23, is ranked fourth worst of all Services/ Facilities. This suggested minor problems existed with suitable staff accessibility/availability (See Appendix E, Table 14).
- **Personal safety**  
The low overall importance placed on “personal safety” in the Library, combined with the lowest overall count (11) of “Poor”, suggested that the security in place at the Library is generally considered by students to be adequate. This should not be taken as a strong indicator that security measures are in fact good; just that they were perceived by students as such (See appendix E, Table 15).

#### **4.10.2. The Computer Study Hall**

Graphs 30 to 33 and accompanying text (see Appendix F for associated Tables 17 to 28) display the results of the following questions:

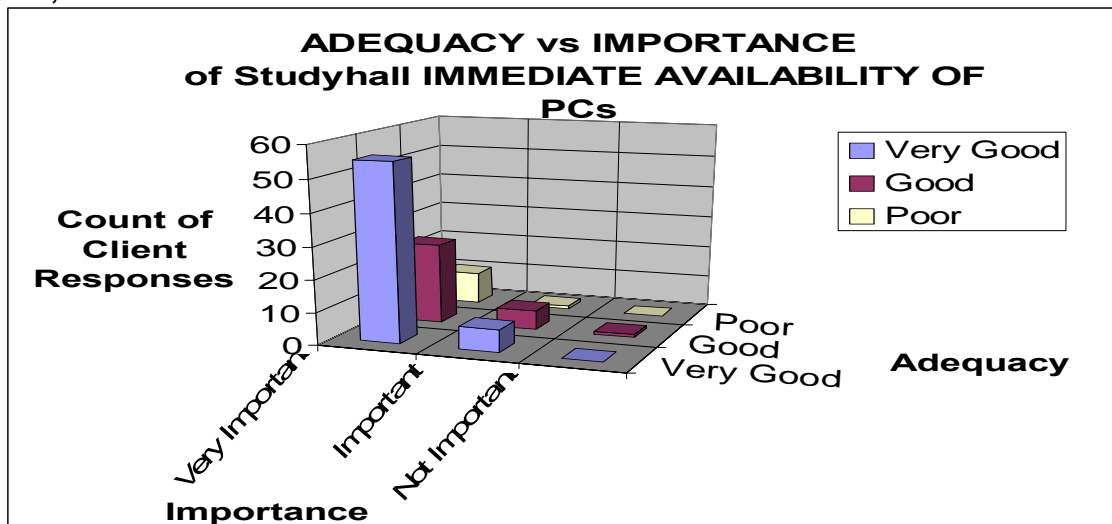
Q 7 - For your preferred location (Computer Study Hall), please rate the importance of the following criteria when deciding to use a computer.

Q 8 - For your preferred location (Computer Study Hall), how adequately do we provide the following?

The following Graphs and text are presented in decreasing order of importance of Services/ Facilities as rated by survey respondents:

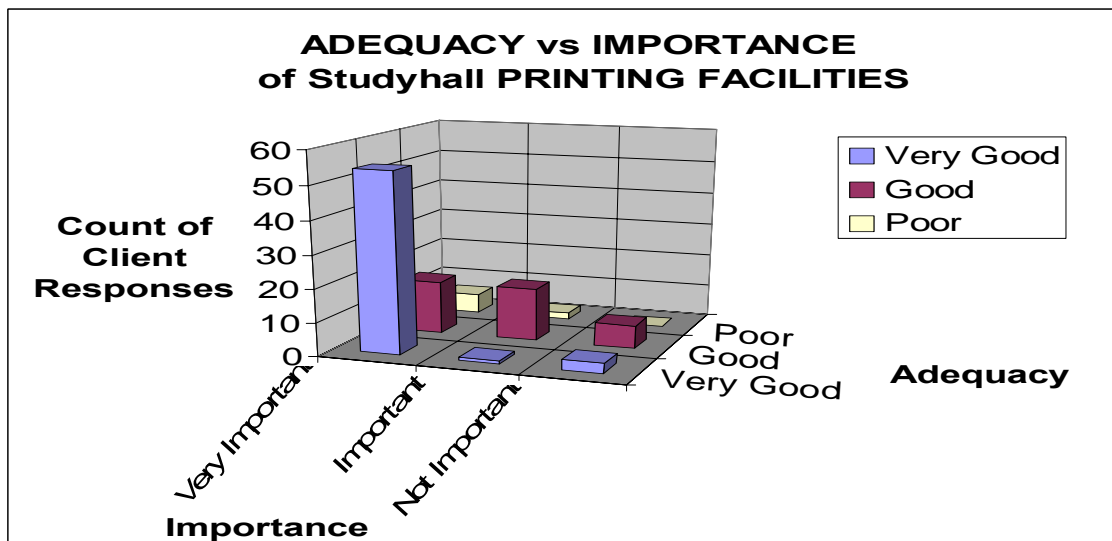
- Immediate availability of PCs
- Printing facilities
- Opening hours
- Physical environment
- Cost of printing
- Age of PCs
- Availability of support
- Location
- Software range
- Personal safety
- Proximity to resources
- Proximity of friends

**Graph 30: Adequacy vs. Importance of Immediate availability of PCs, Computer Study Hall, La Trobe**



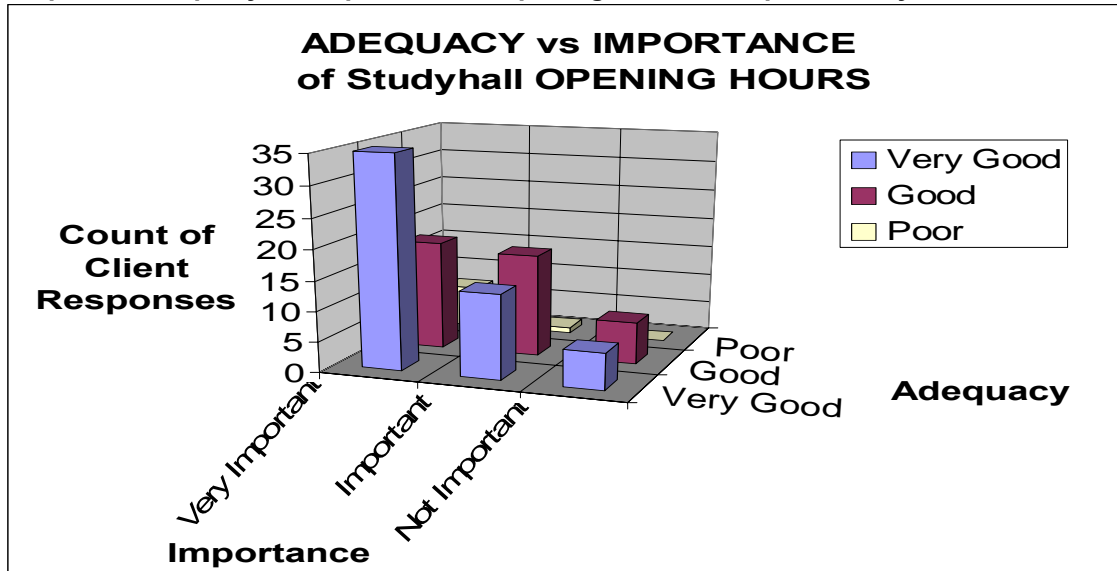
The provision of “immediate availability of PCs” in the Computer Study Hall was ranked by students as the most important of all the Services/Facilities. Just over 10% of respondents were unhappy with the availability of PCs at the Computer Study Hall, placing this as the third most inadequate.

**Graph 31: Adequacy vs. Importance of Printing Facilities, Computer Study Hall, La Trobe**



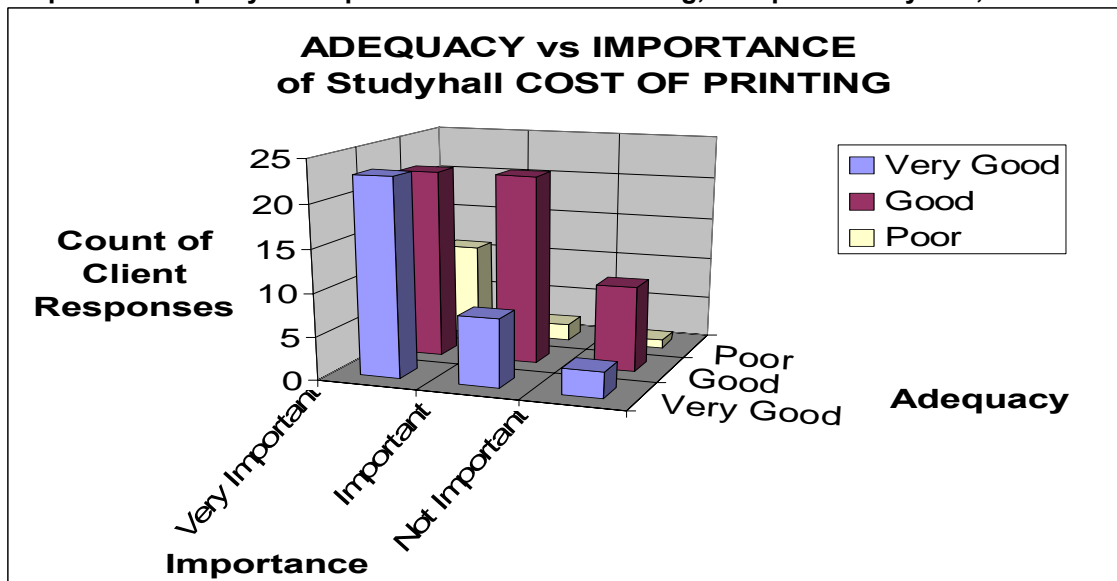
The vast majority of students who preferred the Computer Study Hall location felt that the printing facilities were both “important” or “very important” and “good” or “very good”. Only a small percentage (7.9%) of students felt the Computer Study Hall printing facilities were both “very important” yet “poor”. Comments from survey respondents indicated that the printing system could be improved with faster printers and the ability to print from the Mac computers.

**Graph 32: Adequacy vs. Importance of Opening Hours, Computer Study Hall, La Trobe**



The Computer Study Hall's opening hours were 9:00a.m. to 10:00p.m. Monday to Friday and 12:00p.m. to 5:00p.m. on weekends. Almost 8% of respondents were unhappy with these opening hours, indicating a preference for extended weekend opening hours.

**Graph 33: Adequacy vs. Importance of Cost of Printing, Computer Study Hall, La Trobe**



Almost 14% of survey respondents rated cost of printing at the Computer Study Hall as “very important” yet “poor”, making this the second highest item of dissatisfaction for Computer Study Hall students.

The remaining eight (least important) factors can be summarised (See Appendix F) as follows:-

The vast majority of respondents indicated they were satisfied with the physical environment of the Computer Study Hall.

Fewer than 3% of respondents felt the age of PCs at the Computer Study Hall was unsatisfactory.

Fewer than 5% of respondents were unhappy with the availability of support at the Computer Study Hall.

Fewer than 10% of people who preferred the Computer Study Hall were not happy with its location.

All but two respondents felt that the software range at the Computer Study Hall is more than adequate.

Students who preferred the Computer Study Hall felt personal safety was more than adequate.

Students were most dissatisfied with proximity to resources at the Computer Study Hall.

Proximity of friends was the least important criterion for those students who listed the Computer Study Hall as their preferred location.

## 5. Conclusion

The study aimed to discover what factors influenced a student's choice of computer on campus; determine if a trend exists between a student's academic discipline and a preferred location when using a computer; identify the computer applications used by students and whether this had any affect on their decision making process; gather data that can be used to facilitate planning for computer provision and support; and explore the differences and similarities experienced by the two Universities in conducting the project.

All these objectives were met and the following concluding remarks summarize the results of the survey.

### La Trobe University

The vast majority of respondents were undergraduate students. They were fairly evenly spread between first-year and third-year students, with slightly fewer second-year students and very few fourth-year students. Similarly, the majority of respondents were full-time students, with only about 7% being part-time students. The proportions surveyed corresponded closely with the overall University campus population, so the La Trobe project members were confident that the survey was not biased by over or under representation in these categories.

- 70% of respondents in this survey said they used computing facilities in the Library. The remaining 30% were evenly divided between the Computer Study Hall and Faculty/ Department labs for using computing facilities.
- Over 67% of respondents said they used the computing facilities in the Library more often than once a week. These responses were nearly equally distributed between "several times a day", "once a day" and "more than once a week".
- 59% of survey respondents noted their preferred location for using computing facilities was the Library.
- Nearly 55% of respondents said they "never" used the computer facilities in the Computer Study Hall, and about half the respondents "never" used the computing facilities in Faculty/ Department labs.
- Fewer than 20% of all respondents said they used wireless network facilities, and of these, only 10% said they used this facility "more than once a week". Although these numbers appear small, they are expected to increase as wireless access expands on campus and more students acquire laptops.

These results confirm findings from previous surveys conducted by the Library: *Library Client Survey Report, May 2006, incorporating Rodski Survey Research, Leblanc Diagnostics, Corporate Alignment Diagnostics* and the *Latrobe University, Bundoora Library Workstation Queuing Survey, 2005*.

### Criteria of Importance

The **levels of importance** of all the various Services/Facilities (criteria) were ranked by the terms "very important", "important" and "not important". It was evident that for all locations, "print facilities" and "immediate availability of computer facilities" were the most important criteria. The least important were "near to friends" and "personal safety".

- For the Library, more than half of the respondents regarded four additional criteria as "very important". These were, "location" (60%), "close to resources" (59%), "cost of printing" (59%), and "opening hours" (55%).
- For the Computer Study Hall, at least half of the respondents regarded three other criteria as "very important". These were, "opening hours" (57%), "physical environment" (54%), and "cost of printing" (54%).

- For the Faculty/Department Labs, at least half of the respondents regarded two other criteria as "very important". These were, "opening hours" (58%) and "physical environment" (57%).

### **Performance Ratings**

The **levels of performance** of all the locations in providing the various Services/Facilities (criteria) were ranked by the terms "very good", "good" and "poor". The best performance ratings for each criterion varied considerably from location to location; however, the "cost of printing" was the most poorly rated criterion for all locations.

- The Library's opening hours were rated as "very good" by 49% of respondents and a further 45% indicated that they were "good". Only 7% of respondents believed the Library's opening hours were "poor". The Library was also rated "very good" at providing computing facilities "close to resources" by 53% of respondents, and a further 45% indicated that the Library was "good" at this criterion. The most notable area where the Library did not perform well was the "immediate availability of computer facilities". A significant 56% of respondents rated the Library as "poor" in this area.
- For the Computer Study Hall, 53% of respondents indicated "opening hours" were "very good" and a further 40% of respondents indicated they were "good". Other facilities and services that respondents gave a "very good" rating were "print facilities", "availability of support", and "age of computer". A very high percentage of respondents (73%) gave the Computer Study Hall a "good" rating for providing computing facilities "close to friends".
- For Faculty/Department labs, 67% of respondents rated the provision of computing facilities in a convenient location as "very good" and a further 32% indicated their location was "good". The "age of computers" also rated relatively well, with 59% of respondents saying this was "very good" and a further 38% saying this was "good". As with the Library and the Computer Study Hall, 20% of respondents rated the "immediate availability of computer facilities" as "poor". Neither "Close to resources" nor "availability of support" rated well with 15% and 17% respectively indicating these facilities were "poor".

### **Applications**

Applications which rated the highest in frequency of use in all the locations surveyed were the Internet, email, Microsoft Office and printing. The major differences in each location were:

- In the Library, 92% of respondents indicated they used the Internet "very often", with 81% for email, 78% for Microsoft Office, and 66% for "printing". The most infrequently used applications were LibXplore (La Trobe's metasearching) with 63% of respondents reporting they "never" used this facility and "listening to lectures", with 59% reporting they "never" used this facility. Use of E-journals was also relatively low with 26% of respondents reporting that they "never" used this facility, and with 20% of respondents reporting that they "never" used E-reserve. The Project Team felt that the apparent low use may be due to students using E-journals, Databases of journal articles and E-Reserve, under the broad heading of Internet.
- For the Computer Study Hall, the following applications were used "very often" by most students, ranging from 98% for Internet down to 61% for "printing". The least used applications were LibXplore with 72%, closely followed by "listening to lectures" with 70%. Subject-specific software was "never" used by 48% of respondents, along with 37% of respondents indicating they "never" used either E-journals or E-reserve.
- For Faculty/Department labs, the following applications were used "very often" by most students, ranging from 96% for Internet down to 65% for printing. A surprising 73% of respondents stated that they "never" listened to lectures in their Faculty/Department lab, closely followed by LibXplore with 69%. 38% of respondents reported they "never" used E-reserve, along with 36% of respondents who "never" used E-journals or 35% of respondents who "never" used subject-specific software.

### **Cross-Tabulated Data**

- The Library outranked all other locations as the preferred place to use computer facilities. This applied equally to both postgraduates and undergraduates. Only the Health Sciences students had a significant second preference for their own Faculty Labs, presumably because of specific tools or specialised equipment unavailable elsewhere.

- The provision of "immediate access to PCs" in the Library was ranked by students as the "most important" of all the Services/Facilities, except "printing facilities". Unfortunately, it had by far the highest count of "poor" adequacy, as well as the lowest percentage response in the "Very Important + Very Good" category. These data indicated an ongoing and serious problem for the Library, which is currently being addressed.
- The availability of "printing facilities" in the Library had the highest of all counts in the "Very Important + Good" category. However, its "poor" rating was the third highest of all Services /Facilities and therefore signals a potential problem.
- Data suggested that students were close to maximally satisfied with the "location" of the Library and the "Closeness to resources".
- The "cost of printing" was the most specific of all the Services/Facilities and had the second highest "poor" rating total as well as the second highest count for the "Poor + Very Important" category across all Services/ Facilities. This was very significant and indicated a high dissatisfaction level.
- In the Library, the "availability of support" had the highest single count of "Important + Good" of all the Services/Facilities.

## Loughborough University

In terms of the respondents at Loughborough University, nearly 94% (643) were undergraduates with less than 1% (5) being part time students. The students who completed the questionnaire were distributed evenly between Years 1 to 3. The total responses (689) represent 5.5% of the global University student population. Having this number complete questionnaires would indicate a reasonable level of validity for the findings.

The most frequently location to use a PC was in the University hall or home. 83% (567) access a PC there "several times a day". This increased to 92% (629) when the time period was extended to at least weekly. In terms of departmental computing labs, 41% (276) used them at least weekly. There are also high levels of PC access from other locations. 29% (194) used computing facilities in the Library more than once a week. A similar percentage used central Computing Labs at least on a weekly basis. This would indicate that students made high use of ICT in their learning. There would also appear to be an expectation from students that they should have access to a PC whenever it is needed. There was a low level of use of the wireless network (28%; 173) but this can be attributed to it only being introduced very recently at Loughborough.

### Criteria of importance

Variances also occurred at Loughborough in the value attached to the different locations. Across all locations, low priority was attached to being near friends, availability of support and a sense of personal security. Availability of PCs and opening hours were seen as important across all three areas:

- For the Library, the "physical environment" (64%) and "location" (58%) were also considered to be important criteria for choosing to use a PC there
- For the Computing Services labs, "location" (63%) was identified as being important
- For the Faculty/Departmental Labs, the "availability of software" (70%) was the factor identified as being important along with the PC availability and opening hours.

### Performance Ratings

Across all three locations at Loughborough, students were least happy with the costs of printing. They also appeared to be discontent about how close to friends they were when accessing a PC. Students need to be able to have access to a PC both individually and as part of a group. They use a PC individually more often than as part of a group. Apart from these two areas, there was significant variance in performance ratings in the three locations.

- In the Library, it did not score as well against the Computing Services and departmental labs in relation to opening hours, location, and immediate availability of

PCs, age of PCs and provision of specialist software. Only 13% indicated that there was good availability of PCs. Where the Library specifically performed well was being close to other learning resources when using a PC (70%). The Library was also rated highly (comparatively) for its physical environment (44%) and support provided (35%). It was not highly rated for access to software (32%).

- For the Computing Services labs, they achieved the highest rating for both the age of their PCs (58%) and the range of software (53%). This same highest rating was received for the immediacy that PCs were available (50%). They were ranked the lowest for the print facilities (22%).
- For the Faculty/ Departmental Labs, they were the rated the highest for their opening hours (73%) and their location (49%). They were seen as being of lower quality than the Library or the Computing Services labs for the support provided and the personal safety

### **Applications**

The top four applications in all locations being used "Very often" were the Internet, e-mail, Microsoft Office and Learn (Loughborough's virtual learning environment). There were some difference in application use between the Library, Computing Services, departmental labs and home/hall. It is to be expected that students make lower levels of use of PCs to access electronic learning resources. High use was made of the Internet which will also include accessing electronic learning material.

- In the Library applications that rated the highest in frequency of use were the Internet with 94% and email with 91% of respondents indicating they used these applications very often. For respondents using computing facilities in the Library, the applications that seemed least used were Listening to lectures with 67% respondents reporting they never used this facility and MetaLib (the Library's gateway to electronic information) with 26.3% (29) reporting they never used this facility. Use of subject specific software and e-journals was relatively low with 22% and 18% respectively stating that they never used these facilities.
- In the Computer Services Labs, the Internet with 100% , email 94% and Microsoft Office 78% were the most frequently used applications. These were followed by subject specific software and printing. The least used applications were Listening to lectures with 73.5% respondents stating they never used the application, followed by e-journals with 46% and MetaLib with 38%.
- In the Faculty/Department labs, email was the most frequently used application with 97% respondents stating that they used the facility very often. The next popular application was the Internet 96% followed by Microsoft Office 78% and Learn 56%. The least popular applications with respondents stating they never used the applications were Listening to lectures (79%), MetaLib 35% and e-journals 33.3%. Only being able to access some specialist software in departmental labs is a barrier for some students.
- In Home/Halls of residence, the most frequently used applications were identical as all other locations. These were: Internet 98%, email 96%, Microsoft Office 71% and Learn 39% . The least popular applications were also identical to other locations with Listening to lectures 69%, MetaLib 41% and e-journals 30% never being used by some respondents.

### **Comparative Conclusions**

The following are similarities deduced from the survey data which apply equally well for both La Trobe and Loughborough Universities:

1. Students expected to have immediate access to a PC whenever they needed.
2. Students needed access to a PC as individuals more often than as part of a group.
3. Internet, Microsoft Office and e-mail were the heaviest used applications by students.

4. Students perceived that printing was too expensive on campus.
5. Depending on location where accessing a PC occurred, there were different ratings for what was considered to be most important as well as adequate.
6. Some students considered it restrictive to have access to specialist software only in departmental labs.

The following differences were evident between the two universities:

1. It was interesting to note that most respondents at La Trobe were in the Library when they completed the questionnaire. This is consistent with the survey showing the very high general rating of the Library as “the preferred place for study”.
2. At Loughborough most respondents were in the location known as “Other”, which the project team believed were halls of residence or home. This may have affected how the questionnaire was completed.

The project has highlighted the fact that students did not appear to use electronic information resources subscribed to by the libraries very heavily. However this was not explored in great detail. Further investigation into this area would be relevant and appropriate.

## **6. References**

Beranek, L. (2006) A Method of Predicting Queuing at Library Online PCs. *In preparation for publication in AARL, December, 2006.*

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[Accessed 15 April 2005]

Library Client Survey Report, May 2006, incorporating Rodski Survey Research, Leblanc Diagnostics, Corporate Alignment Diagnostics  
<http://www.lib.latrobe.edu.au/new/2006-rodskiresults>

## **7. Appendices**

Appendix A: Survey Form

Appendix B: Loughborough University Additional Question

Appendix C: Summary of Survey Results  
including Results for Loughborough Additional Question

Appendix D: Cross-tabulations of La Trobe Library Survey Questions 1 and 6

Appendix E: Cross-tabulations of La Trobe Library Survey Questions 7 and 8

Appendix F: Cross-tabulations of La Trobe Computer Study Hall Survey Questions 7 and 8

## Where and Why Students Choose to use Computer Facilities

**1 Which of the following categories best describes you:** (Please tick one box only)

- Undergraduate Year 1  Postgraduate (taught by course work)   
 Undergraduate Year 2  Postgraduate (research)   
 Undergraduate Year 3  Other (please specify) \_\_\_\_\_  
 Undergraduate Year 4

**2. Are you ?** (Please tick one box)

- a full-time student  or a part-time student

**3. Which Faculty are you enrolled in?** (Please tick all that apply)

- Health Science  Humanities and Social Science   
 Law and Management  Science, Technology and Engineering   
 Education   
 Other (please specify) \_\_\_\_\_

**4. What is your current location?**

- Library  Computer Study Hall   
 Faculty/Department Lab   
 Other (Please specify building/room number) \_\_\_\_\_

**5. Which computing facilities do you use for your studies and how often do you use them?** (Please tick all that apply)

	Several times a day	Once a day	More than once a week	Once a week	Once a month	Less than once a month	Never
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Study Hall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty/Department Lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Home/Hall of Residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wireless Network	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Please specify where you usually use the wireless network)

- Other          
 Please specify \_\_\_\_\_

**6. Do you have a preferred location to use computer facilities?**

Yes  No  (If no, please go to Question 9)

If yes, please specify where:

Why?

**7. For your preferred location, please rate the importance of the following criteria when deciding to use a computer.**

	Very important	Important	Not very important
Opening hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location (i.e. convenience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of software applications available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Near friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical environment e.g. Conducive to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close to other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immediate availability of computer facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal safety (visibility, lighting, CCTV etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age of computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. For your preferred location, how adequately do we provide the following:.**

	Very good	Good	Poor
Opening hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Location (i.e. convenience)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Range of software applications available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Print facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Near friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical environment e.g. Conducive to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Close to other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immediate availability of computer facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal safety (visibility, lighting, CCTV etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age of computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost of printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**9. How often do you use the following applications**

	Very often	Often	Occasionally	Never
Microsoft Office™ applications (e.g. Word™, Excel™, Powerpoint™)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Printing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-Reserve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Databases of Journal articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(MetaLib) Lib Xplore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WebCT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
StudentOnline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listening to lectures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject-specific software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. Please provide any other comments you have on computing facilities in the space below**

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**Appendix B: Loughborough University's Additional Questions**

<b>For your preferred location, when do you use the computer?</b>	More than once a day	Once a day	More than once a week	Once a week	Once a month	Less than once a month	Never
Monday - Friday 5pm – 10pm							
Monday - Friday 10pm – 9am							
Saturday – Sunday 9am – 5pm							
Saturday – Sunday 5pm – 10pm							
Saturday – Sunday 10pm – 9am							

## Appendix C: Summary of Survey Results

Total number of survey forms returned

- La Trobe = 757
- Loughborough = 694

Question	La Trobe		Loughborough	
	# of responses	% of responses	# of responses	% of responses
1. Which of the following categories best describes you:				
i. Undergraduate Yr 1	208	27.5	213	30.7
ii. Undergraduate Yr 2	173	22.9	196	28.2
iii. Undergraduate Yr 3	204	27	164	23.6
iv. Undergraduate Yr 4	96	12.7	70	10.1
v. Postgraduate (taught by coursework)	67	8.9	38	5.5
vi. Postgraduate (research)	6	0.8	8	1.2
vii. Other	2	0.3	4	0.6
Total for this question	756		693	
2. Are you?				
i. Full-time student	696	92.6	685	98.7
ii. Part-time student	56	7.4	5	0.7
Total for this question	752		690	
3. Which Faculty are you enrolled in?				
i. Health Science	188	24.9		
ii. Law and Management	201	26.7		
iii. Education	12	1.6		
iv. Humanities and Social Science	158	21		
v. Science, Technology and Engineering	173	22.9		
vi. Other	22	2.9		
i. Engineering			238	34.3
ii. Science			173	24.9
iii. Social Science			262	37.8
Total for this question	754		686	

Question	La Trobe		Loughborough	
	# of responses	% of responses	# of responses	% of responses
4. What is your current location?				
i. Library	511	67.6	152	22
ii. Computer Study Hall / Computing Services Lab	129	17.1	22	3.1
iii. Faculty/Department lab	116	15.3	93	13.5
iv. Other	0	0	423	61.3
Total for this question	756		690	
5a. How often do you use computing facilities in the <b>Library</b> ?				
i. Several times a day	167	22.1	30	4.4
ii. Once a day	170	22.5	40	5.9
iii. More than once a week	208	27.5	124	18.3
iv. Once a week	94	12.4	159	23.5
v. Once a month	28	3.7	163	24.1
vi. Less than once a month	25	3.3	114	16.8
vii. Never	65	8.6	46	6.8
Total for this question	757		676	
5b. How often do you use computing facilities in the <b>Computer Study Hall / Computing Services Lab</b> ?				
i. Several times a day	43	5.7	12	1.8
ii. Once a day	59	7.8	25	3.8
iii. More than once a week	93	12.3	66	10.1
iv. Once a week	43	5.7	84	12.8
v. Once a month	48	6.3	82	12.6
vi. Less than once a month	55	7.3	150	22.9
Total for this question	757		653	
5c. How often do you use computing facilities in <b>Faculty/Department lab</b> ?				
i. Several times a day	63	8.3	52	7.8
ii. Once a day	55	7.3	64	9.6
iii. More than once a week	105	13.9	156	23.4
iv. Once a week	77	10.2	120	18.0
v. Once a month	33	4.4	93	14.0
vi. Less than once a month	32	4.2	71	10.6
vii. Never	392	51.8	108	16.2
Total for this question	757		664	

Question	La Trobe		Loughborough	
	# of responses	% of responses	# of responses	% of responses
5d. How often do you use computing facilities in <b>Home/Halls of residence</b> ?				
i. Several times a day	132	17.4	567	83.2
ii. Once a day	92	12.2	44	6.4
iii. More than once a week	49	6.5	18	2.6
iv. Once a week	20	2.6	9	1.3
v. Once a month	6	0.8	2	0.3
vi. Less than once a month	20	2.6	2	0.3
vii. Never	438	57.9	39	5.7
Total for this question	757		681	
5e. How often do you use computing facilities in the <b>wireless network</b> ?				
i. Several times a day	32	4.2	79	12.8
ii. Once a day	20	2.6	15	2.4
iii. More than once a week	31	4.1	14	2.2
iv. Once a week	15	2	22	3.5
v. Once a month	14	1.8	20	3.2
vi. Less than once a month	21	2.8	23	3.7
vii. Never	624	82.4	440	71.7
Total for this question	757		613	
6. What is your preferred location				
i. Library	425	59.9	112	16.1
ii. Computer Study Hall	106	15	50	7.2
iii. Faculty/Department Labs	138	19.5	148	21.3
iv. Home/Halls of Residence	30	4.2	152	21.9
v. Wireless Network	2	0.3	0	0
vi. Other	8	1.1	23	3.3
vii. No preferred location	0	0	209	30.1
Total for this question	709		694	

Question	La Trobe							Loughborough						
	Very imp		Important		Not important		Total	Very imp		Important		Not imp		Total
	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	
7a. For your preferred location, the <b>Library</b> , rate the importance of the following criteria when deciding to use a computer														
i. Opening hours	234	55	149	35.1	41	9.7	<b>424</b>	80	72.7	27	24.5	3	2.7	<b>110</b>
ii. Location (ie. Convenience)	255	60.1	143	33.7	26	6.1	<b>424</b>	63	58.3	34	31.4	11	10.1	<b>108</b>
iii. Software	172	41.1	162	38.7	85	20.3	<b>419</b>	46	41.8	40	36.3	24	21.8	<b>110</b>
iv. Print facilities	318	74.8	83	19.5	24	5.6	<b>425</b>	59	53.6	40	36.3	11	10	<b>110</b>
v. Near to friends	40	9.6	93	22.2	285	68.2	<b>418</b>	6	5.4	27	24.5	77	70	<b>110</b>
vi. Physical environment e.g. conducive to study	206	48.9	173	41.1	42	10	<b>421</b>	70	63.6	35	31.8	5	4.5	<b>110</b>
vii. Close to resources	250	59.1	145	34.3	28	6.6	<b>423</b>	66	60	36	32.7	8	7.2	<b>110</b>
viii. Availability of support	165	39	194	45.9	64	15.1	<b>423</b>	17	15.4	56	50.9	37	33.6	<b>110</b>
ix. Immediate availability of computer facilities	319	75.4	9	22	11	2.6	<b>339</b>	67	60.9	39	35.4	4	3.6	<b>110</b>
x. Personal safety (visibility, lighting, CCTV, etc)	159	37.5	164	38.8	100	23.6	<b>423</b>	16	14.5	55	50	39	35.4	<b>110</b>
xi. Age of computer	165	39	177	41.8	81	19.1	<b>423</b>	26	23.8	59	54.1	24	22	<b>109</b>
xii. Cost of printing	247	58.8	133	31.7	40	9.5	<b>420</b>	49	44.5	43	39	18	16.3	<b>110</b>
7b. For your preferred location, the <b>Computer Study Hall</b> , rate the importance of the following criteria when deciding to use a computer														
i. Opening hours	60	57.1	32	30.5	13	12.4	<b>105</b>	30	60	17	34	3	6	<b>50</b>
ii. Location (ie. Convenience)	44	41.5	45	42.5	17	16	<b>106</b>	31	63.2	18	36.7	0	0	<b>49</b>
iii. Software	44	41.5	45	42.5	17	16	<b>106</b>	28	56	20	40	2	4	<b>50</b>
iv. Print facilities	76	71.7	19	17.9	11	10.4	<b>106</b>	25	50	20	40	5	10	<b>50</b>
v. Near friends	7	6.7	16	15.2	82	78.1	<b>106</b>	3	6	19	38	28	56	<b>50</b>
vi. Physical environment e.g. conducive to study	57	53.8	42	39.6	7	6.6	<b>106</b>	21	42	24	48	5	10	<b>50</b>
vii. Close to resources	24	22.6	59	55.7	23	21.7	<b>106</b>	16	32	26	52	8	16	<b>50</b>
viii. Availability of support	47	44.8	38	36.2	20	19	<b>105</b>	7	14	22	44	21	42	<b>50</b>
ix. Immediate availability of computer facilities	90	84.9	15	14.2	1	0.9	<b>106</b>	33	66	17	34	0	0	<b>50</b>
x. Personal safety (visibility, lighting, CCTV, etc)	26	24.5	47	44.3	33	31.1	<b>135</b>	16	32	18	36	16	32	<b>50</b>
xi. Age of computer	52	49.1	44	41.5	10	9.4	<b>106</b>	22	44	23	46	5	10	<b>50</b>
xii. Cost of printing	56	53.8	32	30.8	16	15.4	<b>104</b>	22	44	19	38	9	18	<b>50</b>

Question	La Trobe							Loughborough						
	Very imp		Important		Not important		Total	Very imp		Important		Not imp		Total
No.	%	No.	%	No.	%	No.		%	No.	%	No.	%	No.	
7c. For your preferred location, the <b>Faculty/Department labs</b> , rate the importance of the following criteria when deciding to use a computer														
i. Opening hours	80	58.4	37	27	20	14.6	<b>137</b>	93	64.1	44	30.4	8	5.5	<b>145</b>
ii. Location (ie. Convenience)	98	71	36	26.1	4	2.9	<b>138</b>	79	54.5	52	35.9	14	9.7	<b>145</b>
iii. Software	61	44.5	53	38.7	23	16.8	<b>137</b>	101	69.7	34	23.5	10	6.9	<b>145</b>
iv. Print facilities	106	76.8	22	15.9	10	7.2	<b>138</b>	72	49.6	46	31.7	27	18.6	<b>145</b>
v. Near to friends	27	19.6	36	26.1	75	54.3	<b>138</b>	18	12.4	32	22.1	95	65.6	<b>145</b>
vi. Physical environment e.g. conducive to study	79	57.2	45	32.6	14	10.1	<b>138</b>	64	44.1	66	45.5	15	10.3	<b>145</b>
vii. Close to resources	54	39.4	61	44.5	22	16.1	<b>137</b>	42	29.4	69	48.3	32	22.4	<b>143</b>
viii. Availability of support	47	34.1	56	40.6	35	25.4	<b>138</b>	26	18.1	44	30.6	74	51.4	<b>144</b>
ix. Immediate availability of computer facilities	116	84.1	18	13	4	2.9	<b>138</b>	98	67.6	38	26.2	9	6.2	<b>145</b>
x. Personal safety (visibility, lighting, CCTV, etc)	55	39.9	45	32.6	38	27.5	<b>138</b>	20	13.9	63	43.8	61	42.4	<b>144</b>
xi. Age of computer	60	43.5	58	42	20	14.5	<b>138</b>	52	35.9	70	48.3	23	15.9	<b>145</b>
xii. Cost of printing	65	47.4	48	35	24	17.5	<b>137</b>	51	35.2	57	39.3	37	25.5	<b>145</b>
xiii. Other								10	62.5	1	6.2	5	31.2	<b>16</b>
	<b>Very good</b>		<b>Good</b>		<b>Poor</b>			<b>Very good</b>		<b>Good</b>		<b>Poor</b>		
8a. For your preferred location, the <b>Library</b> , how adequately do we provide the following?	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>Total</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>No.</b>	<b>%</b>	<b>Total</b>
i. Opening hours	207	48.8	189	44.6	28	6.6	<b>424</b>	57	52.3	40	36.7	12	11	<b>109</b>
ii. Location (ie. Convenience)	235	55.7	180	42.7	7	1.7	<b>422</b>	37	33.9	60	55.1	12	11	<b>109</b>
iii. Software	156	36.8	238	56.1	30	7.1	<b>424</b>	36	33	61	56	12	11	<b>109</b>
iv. Print facilities	126	29.8	221	52.2	76	18	<b>423</b>	35	32.7	68	63.6	4	3.7	<b>107</b>
v. Near to friends	71	18.2	281	72.1	38	9.7	<b>390</b>	10	9.3	86	79.6	12	11.1	<b>108</b>
vi. Physical environment e.g. conducive to study	133	31.5	253	60	36	8.5	<b>422</b>	48	44	51	46.8	10	9.2	<b>109</b>
vii. Close to resources	221	52.6	187	44.5	12	2.9	<b>420</b>	76	69.7	29	26.6	4	3.7	<b>109</b>
viii. Availability of support	152	36.2	218	51.9	50	11.9	<b>420</b>	38	35.2	54	50	16	14.8	<b>108</b>
ix. Immediate availability of computer facilities	44	10.6	140	33.7	232	55.8	<b>416</b>	14	13	50	46.3	44	40.7	<b>108</b>
x. Personal safety (visibility, lighting, CCTV, etc)	162	39.2	240	58.1	11	2.7	<b>413</b>	42	38.9	60	55.6	6	5.6	<b>108</b>
xi. Age of computer	159	38.3	236	56.9	20	4.8	<b>415</b>	40	37	66	61.1	2	1.9	<b>108</b>
xii. Cost of printing	70	16.9	217	52.4	127	30.7	<b>414</b>	15	13.9	67	62	26	24.1	<b>108</b>



Question	La Trobe								Loughborough							
	Very Often		Often		Occasionally		Never		Very Often		Often		Occasionally		Never	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
9a How often do you use the following applications in the <b>Library</b>																
i. Microsoft Office	322	78	58	14	31	7.5	2	0.5	93	84.5	13	11.8	2	1.8	2	1.8
ii. Internet	388	91.9	28	6.6	5	1.2	1	0.2	105	93.7	5	4.46	0	0	2	1.7
iii. Email	340	80.8	56	13.3	19	4.5	6	1.4	100	90.9	8	7.2	1	0.9	1	0.9
iv. Printing	274	66	82	19.8	43	10.4	16	3.9	53	48.6	34	31.1	16	14.6	6	5.5
v. E-journal	111	27.5	75	18.6	114	28.3	103	25.6	29	26.3	30	27.2	31	28.1	20	18.1
vi. E-reserve	94	23.1	111	27.3	120	29.5	82	20.1								
vii. Databases of journal articles	132	32.6	116	28.6	106	26.2	51	12.6								
viii. LibXplore	24	6.1	45	11.5	78	19.8	246	62.6								
ix. WebCT	173	42.1	95	23.1	74	18	69	16.8								
x. StudentOnline	156	37.4	135	32.4	101	24.2	25	6								
xi. Listening to lectures	47	11.6	43	10.6	75	18.5	240	59.3	10	9.1	8	7.3	18	16.5	73	66.9
xii. Subject-specific software	52	13.4	65	16.7	97	24.9	175	45	21	19.2	25	22.9	39	35.7	24	22
xiii. MetaLib									18	16.3	29	26.3	34	30.9	29	26.3
xiv. Learn (L'boro's VLE)									64	58.1	30	27.2	12	10.9	4	3.6

Question	La Trobe		Loughborough	
	# of responses	% of responses	# of responses	% of responses
10. Please provide any further comments you have on computing facilities	240	31.7	188	27%

**Question for Loughborough only: For your preferred location, when do you use the computer?**

For your preferred location, when do you use the computer?	Daily		Weekly		Monthly		Never	
	No of responses	% of responses	No of responses	% of responses	No of responses	% of responses	No of responses	% of responses
Weekdays for Computing Services : 9.00 - 5.00	11	22.4%	30	61.2%	7	14.3%	1	2%
Weekdays for Computing Services: 5.00 – 10.00	5	10.95	17	37%	18	39.1%	6	13%
Weekdays for Computing Services: 10.00 – 9.00	3	6.8%	9	20.5%	15	34.1%	17	38.6%
Weekend for Computing Services: 9.00 – 5.00	5	10.9%	10	21.7%	15	32.6%	16	34.8%
Weekends for Computing Services: 5.00 – 9.00	4	8.9%	6	13.3%	19	42.2%	16	35.6%
Weekends for Computing Services: 10.00 – 9.00	5	10.9%	5	10.9%	12	26.1%	24	52.2%
Weekdays for Library : 9.00 - 5.00	50	47.2%	41	38.7%	10	9.4%	5	4.7%
Weekdays for Library: 5.00 – 10.00	33	31.4%	41	39%	25	23.8%	6	5.7%
Weekdays for Library: 10.00 – 9.00	12	12.8%	8	8.5%	14	14.9%	60	63.8%
Weekends for Library: 9.00 – 5.00	22	21.2%	29	27.9%	36	34.6%	17	16.3%
Weekends for Library: 5.00 – 9.00	19	18.6%	18	17.6%	35	34.3%	30	29.4%
Weekends for Library: 10.00 – 9.00	12	12.5%	12	12.5%	9	9.4%	63	65.6%
Weekdays for Departmental Labs : 9.00 - 5.00	63	44.1%	61	42.7%	17	11.9%	2	1.4%
Weekdays for Departmental Labs: 5.00 – 10.00	11	8.1%	57	42.7%	42	31.1%	25	18.5%
Weekdays for Departmental Labs: 10.00 – 9.00	2	1.5%	32	24.6%	41	31.5%	55	42.3%
Weekends for Departmental Labs: 9.00 – 5.00	5	3.7%	31	23.1%	53	39.6%	45	33.6%
Weekends for Departmental Labs: 5.00 – 9.00	3	2.3%	28	21.1%	46	34.6%	56	42.1%
Weekends for Departmental Labs: 10.00 – 9.00	1	0.8%	11	8.5%	43	33.3%	74	57.4%



**Table 4**

<b>CURRENT LOCATION vs PREFERRED LOCATION</b>		<b>Library</b>	<b>Computer Study Hall</b>	<b>Faculty/ Dept</b>	<b>Home / Halls</b>	<b>Wireless network</b>	<b>Other</b>	<b>Row Totals</b>
<b>Library</b>	Count	400	14	29	20	2	7	472
	% Column Total	94.1%	13.2%	21%	66.7%	100%	87.5%	66.6%
<b>Computer Study Hall</b>	Count	16	90	11	7	0	0	124
	% Column Total	3.8%	84.9%	8%	23.3%	0%	0%	17.5%
<b>Faculty/ Department lab</b>	Count	9	2	98	3	0	1	113
	% Column Total	2.1%	1.9%	71%	10%	0%	12.5%	15.9%
<b>Column Totals</b>	Total Count	425	106	138	30	2	8	709
	100% Column Total	100%	100%	100%	100%	100%	100%	100%

## Appendix E: Cross-tabulations of La Trobe (Library) Survey Questions 7 and 8

The following Tables 5 to 16 (synchronise with Graphs 5 to 16 in the body of the report) relate to the Bundoora Library (as the preferred location). They were produced as a cross tabulation of the answers to survey questions relating the provision adequacy with importance of Services/ Facilities.

Survey Questions for Tables 5 to 16:

Q. 7 – For your preferred location (Library), please rate the importance of the following criteria when deciding to use a computer.

Q. 8 – For your preferred location (Library), how adequately do we provide the following?

The following tables are presented in decreasing order of importance of Services/ Facilities as rated by students:

**Table 5**

<b>ADEQUACY vs IMPORTANCE of IMMEDIATE AVAILABILITY OF PCs</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	37	7	0	44
	% of each Column Total	11.7%	7.9%	0%	10.6%
<b>Good</b>	Count	89	45	5	139
	% of each Column Total	28.3%	50.6%	50%	33.6%
<b>Poor</b>	Count	189	37	5	231
	% of each Column Total	60%	41.6%	50%	55.8%
<b>Column Totals</b>	Column Total Count	315	89	10	414
	100% Column Total	100%	100%	100%	100%

**Table 6**

<b>ADEQUACY vs IMPORTANCE of PRINTING FACILITIES</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	107	15	4	126
	% of each Column Total	33.8%	18.1%	17.4%	29.8%
<b>Good</b>	Count	150	57	14	221
	% of each Column Total	47.3%	68.7%	60.9%	52.2%
<b>Poor</b>	Count	60	11	5	76
	% of each Column Total	18.9%	13.3%	21.7%	18%
<b>Column Totals</b>	Column Total Count	317	83	23	423
	100% Column Total	100%	100%	100%	100%

**Table 7**

<b>ADEQUACY vs IMPORTANCE of LOCATION OF THE LIBRARY</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	170	53	11	234
	% of each Column Total	67.2%	37.3%	42.3%	55.6%
<b>Good</b>	Count	76	89	15	180
	% of each Column Total	30%	62.7%	57.7%	42.8%
<b>Poor</b>	Count	7	0	0	7
	% of each Column Total	2.8%	0%	0%	1.7%
<b>Column Totals</b>	Column Total Count	253	142	26	421
	100% Column Total	100%	100%	100%	100%

**Table 8**

<b>ADEQUACY vs IMPORTANCE of PROXIMITY TO RESOURCES</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	166	48	5	219
	% of each Column Total	66.4%	33.8%	19.2%	52.4%
<b>Good</b>	Count	74	93	20	187
	% of each Column Total	29.6%	65.5%	76.9%	44.7%
<b>Poor</b>	Count	10	1	1	12
	% of each Column Total	4%	0.7%	3.8%	2.9%
<b>Column Totals</b>	Column Total Count	250	142	26	418
	100% Column Total	100%	100%	100%	100%

**Table 9**

<b>ADEQUACY vs IMPORTANCE of COST OF PRINTING</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	46	15	7	68
	% of each Column Total	18.8%	11.7%	18.9%	16.6%
<b>Good</b>	Count	107	87	21	215
	% of each Column Total	43.7%	68%	56.8%	52.4%
<b>Poor</b>	Count	92	26	9	127
	% of each Column Total	37.6%	20.3%	24.3%	31%
<b>Column Totals</b>	Column Total Count	245	128	37	410
	100% Column Total	100%	100%	100%	100%

**Table 10**

<b>ADEQUACY vs IMPORTANCE of OPENING HOURS</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	112	72	22	206
	% of each Column Total	47.9%	48.6%	53.7%	48.7%
<b>Good</b>	Count	100	71	18	189
	% of each Column Total	42.7%	48%	43.9%	44.7%
<b>Poor</b>	Count	22	5	1	28
	% of each Column Total	9.4%	3.4%	2.4%	6.6%
<b>Column Totals</b>	Column Total Count	234	148	41	423
	100% Column Total	100%	100%	100%	100%

**Table 11**

<b>ADEQUACY vs IMPORTANCE of PHYSICAL ENVIRONMENT</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	90	30	12	132
	% of each Column Total	43.9%	17.4%	29.3%	31.6%
<b>Good</b>	Count	88	136	27	251
	% of each Column Total	42.9%	79.1%	65.9%	60%
<b>Poor</b>	Count	27	6	2	35
	% of each Column Total	13.2%	3.5%	4.9%	8.4%
<b>Column Totals</b>	Column Total Count	205	172	41	418
	100% Column Total	100%	100%	100%	100%

**Table 12**

<b>ADEQUACY vs IMPORTANCE of RANGE OF SOFTWARE</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	71	49	35	155
	% of each Column Total	41.3%	30.2%	41.7%	37.1%
<b>Good</b>	Count	82	108	45	235
	% of each Column Total	47.7%	66.7%	53.6%	56.2%
<b>Poor</b>	Count	19	5	4	28
	% of each Column Total	11%	3.1%	4.8%	6.7%
<b>Column Totals</b>	Column Total Count	172	162	84	418
	100% Column Total	100%	100%	100%	100%

**Table 13**

<b>ADEQUACY vs IMPORTANCE of AGE OF THE PCs</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	79	57	23	159
	% of each Column Total	48.2%	33.3%	29.5%	38.5%
<b>Good</b>	Count	72	109	53	234
	% of each Column Total	43.9%	63.7%	67.9%	56.7%
<b>Poor</b>	Count	13	5	2	20
	% of each Column Total	7.9%	2.9%	2.6%	4.8%
<b>Column Totals</b>	Column Total Count	164	171	78	413
	100% Column Total	100%	100%	100%	100%

**Table 14**

<b>ADEQUACY vs IMPORTANCE of AVAILABILITY OF SUPPORT</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	83	55	14	152
	% of each Column Total	50.9%	28.6%	22.2%	36.4%
<b>Good</b>	Count	57	120	39	216
	% of each Column Total	35%	62.5%	61.9%	51.7%
<b>Poor</b>	Count	23	17	10	50
	% of each Column Total	14.1%	8.9%	15.9%	12%
<b>Column Totals</b>	Column Total Count	163	192	63	418
	100% Column Total	100%	100%	100%	100%

**Table 15**

<b>ADEQUACY vs IMPORTANCE of PERSONAL SAFETY</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	90	38	33	161
	% of each Column Total	57.3%	23.8%	35.1%	39.2%
<b>Good</b>	Count	63	118	58	239
	% of each Column Total	40.1%	73.8%	61.7%	58.2%
<b>Poor</b>	Count	4	4	3	11
	% of each Column Total	2.5%	2.5%	3.2%	2.7%
<b>Column Totals</b>	Column Total Count	157	160	94	411
	100% Column Total	100%	100%	100%	100%

**Table 16**

<b>ADEQUACY vs IMPORTANCE of PROXIMITY TO FRIENDS</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	16	20	32	68
	% of each Column Total	42.1%	21.5%	12.6%	17.7%
<b>Good</b>	Count	15	67	197	279
	% of each Column Total	39.5%	72%	77.6%	72.5%
<b>Poor</b>	Count	7	6	25	38
	% of each Column Total	18.4%	6.5%	9.8%	9.9%
<b>Column Totals</b>	Column Total Count	38	93	254	385
	100% Column Total	100%	100%	100%	100%

**Appendix F: Cross-tabulations of La Trobe (Computer Study Hall) Survey Questions 7 and 8**

**Table 17**

<b>ADEQUACY vs IMPORTANCE of IMMEDIATE AVAILABILITY OF PCs</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	55	7	0	62
	% of each Column Total	61.1%	50%	0%	59%
<b>Good</b>	Count	25	6	1	32
	% of each Column Total	27.8%	42.9%	100%	30.5%
<b>Poor</b>	Count	10	1	0	11
	% of each Column Total	11.1%	7.1%	0%	10.5%
<b>Column Totals</b>	Column Total Count	90	14	1	105
	100% Column Total	100%	100%	100%	100%

**Table 18**

<b>ADEQUACY vs IMPORTANCE of PRINTING FACILITIES</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	54	1	3	58
	% of each Column Total	71.1%	5.3%	30%	55.2%
<b>Good</b>	Count	16	16	7	39
	% of each Column Total	21.1%	84.2%	70%	37.1%
<b>Poor</b>	Count	6	2	0	8
	% of each Column Total	7.9%	10.5%	0%	7.6%
<b>Column Totals</b>	Column Total Count	76	19	10	105
	100% Column Total	100%	100%	100%	100%

**Table 19**

<b>ADEQUACY vs IMPORTANCE of OPENING HOURS</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	35	14	6	55
	% of each Column Total	58.3%	43.8%	46.2%	52.4%
<b>Good</b>	Count	18	17	7	42
	% of each Column Total	30%	53.1%	53.8%	40%
<b>Poor</b>	Count	7	1	0	8
	% of each Column Total	11.7%	3.1%	0%	7.6%
<b>Column Totals</b>	Column Total Count	60	32	13	105
	100% Column Total	100%	100%	100%	100%

**Table 20**

<b>ADEQUACY vs IMPORTANCE of PHYSICAL ENVIRONMENT</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	28	15	1	44
	% of each Column Total	49.1%	35.7%	14.3%	41.5%
<b>Good</b>	Count	25	26	4	55
	% of each Column Total	43.9%	61.9%	57.1%	51.9%
<b>Poor</b>	Count	4	1	2	7
	% of each Column Total	7%	2.4%	28.6%	6.6%
<b>Column Totals</b>	Column Total Count	57	42	7	106
	100% Column Total	100%	100%	100%	100%

**Table 21**

<b>ADEQUACY vs IMPORTANCE of COST OF PRINTING</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	23	8	3	34
	% of each Column Total	41.1%	25%	21.4%	33.3%
<b>Good</b>	Count	22	22	10	54
	% of each Column Total	39.3%	68.8%	71.4%	52.9%
<b>Poor</b>	Count	11	2	1	14
	% of each Column Total	19.6%	6.3%	7.1%	13.7%
<b>Column Totals</b>	Column Total Count	56	32	14	102
	100% Column Total	100%	100%	100%	100%

**Table 22**

<b>ADEQUACY vs IMPORTANCE of AGE OF THE PCs</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	42	30	3	75
	% of each Column Total	80.8%	68.2%	33.3%	71.4%
<b>Good</b>	Count	10	13	4	27
	% of each Column Total	19.2%	29.5%	44.4%	25.7%
<b>Poor</b>	Count	0	1	2	3
	% of each Column Total	0%	2.3%	22.2%	2.9%
<b>Column Totals</b>	Column Total Count	52	44	9	105
	100% Column Total	100%	100%	100%	100%

**Table 23**

<b>ADEQUACY vs IMPORTANCE of AVAILABILITY OF SUPPORT</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	34	15	5	54
	% of each Column Total	72.3%	39.5%	26.3%	51.9%
<b>Good</b>	Count	10	22	13	45
	% of each Column Total	21.3%	57.9%	68.4%	43.3%
<b>Poor</b>	Count	3	1	1	5
	% of each Column Total	6.4%	2.6%	5.3%	4.8%
<b>Column Totals</b>	Column Total Count	47	38	19	104
	100% Column Total	100%	100%	100%	100%

**Table 24**

<b>ADEQUACY vs IMPORTANCE of LOCATION OF THE COMPUTER STUDY HALL</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	25	10	4	39
	% of each Column Total	56.8%	22.2%	23.5%	36.8%
<b>Good</b>	Count	16	30	11	57
	% of each Column Total	36.4%	66.7%	64.7%	53.8%
<b>Poor</b>	Count	3	5	2	10
	% of each Column Total	6.8%	11.1%	11.8%	9.4%
<b>Column Totals</b>	Column Total Count	44	45	17	106
	100% Column Total	100%	100%	100%	100%

**Table 25**

<b>ADEQUACY vs IMPORTANCE of RANGE OF SOFTWARE</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	24	19	7	50
	% of each Column Total	54.5%	43.2%	41.2%	47.6%
<b>Good</b>	Count	18	25	10	53
	% of each Column Total	40.9%	56.8%	58.8%	50.5%
<b>Poor</b>	Count	2	0	0	2
	% of each Column Total	4.5%	0%	0%	1.9%
<b>Column Totals</b>	Column Total Count	44	44	17	105
	100% Column Total	100%	100%	100%	100%

**Table 26**

<b>ADEQUACY vs IMPORTANCE of PERSONAL SAFETY</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	20	17	9	46
	% of each Column Total	76.9%	36.2%	29%	44.2%
<b>Good</b>	Count	6	27	22	55
	% of each Column Total	23.1%	57.4%	71%	52.9%
<b>Poor</b>	Count	0	3	0	3
	% of each Column Total	0%	6.4%	0%	2.9%
<b>Column Totals</b>	Column Total Count	26	47	31	104
	100% Column Total	100%	100%	100%	100%

**Table 27**

<b>ADEQUACY vs IMPORTANCE of PROXIMITY TO RESOURCES</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	8	14	2	24
	% of each Column Total	34.8%	23.7%	9.1%	23.1%
<b>Good</b>	Count	10	34	18	62
	% of each Column Total	43.5%	57.6%	81.8%	59.6%
<b>Poor</b>	Count	5	11	2	18
	% of each Column Total	21.7%	18.6%	9.1%	17.3%
<b>Column Totals</b>	Column Total Count	23	59	22	104
	100% Column Total	100%	100%	100%	100%

**Table 28**

<b>ADEQUACY vs IMPORTANCE of PROXIMITY TO FRIENDS</b>		<b>Very Important</b>	<b>Important</b>	<b>Not Important</b>	<b>Row Totals</b>
<b>Very Good</b>	Count	4	5	11	20
	% of each Column Total	57.1%	31.3%	14.1%	19.8%
<b>Good</b>	Count	3	11	60	74
	% of each Column Total	42.9%	68.8%	76.9%	73.3%
<b>Poor</b>	Count	0	0	7	7
	% of each Column Total	0%	0%	9%	6.9%
<b>Column Totals</b>	Column Total Count	7	16	78	101
	100% Column Total	100%	100%	100%	100%