Library Annual Report 2015

Pat Liao
Institute Librarian

Outside the Main Library, Otara
Using library resources, Wi-Fi and coffee from the Library coffee cart
Library Mission

To provide access to the best resources and services that will support the teaching, learning and research goals of MIT

To provide assistance and instruction in finding, evaluating and using information, so that staff and students can develop the information literacy skills needed for lifelong learning
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Overview 2015

Website visits 63,458  
Library visits 229,056

Class instruction sessions 273  
Participants 5,378

Items issued 65,795  
Fulltext online articles viewed 59,481

Library sites open 175.5 hours per week  
(Pre-exam times 181.5 hours per week for both semesters)

We answered 37,932 inquiries

48,705 books owned

N/C $683,084 spent on resources

174,170 online resource subscriptions

KEY:

Increase  
Decrease  
N/C No Change
Library Highlights 2015

Copyright Licensing New Zealand (CLNZ) Survey
The Copyright License with CLNZ allows us to include extracts from published works in compilations, course packs and study guides prepared for students. The Copyright survey covers all faculties and all copied resources used in teaching needed to be recorded in that survey. CLNZ can then identify the copyright owners of these extracts in order to distribute licensing fees to them.
Gathering data for the survey was a time consuming and challenging responsibility not just for the Institute Librarian but also for all those academic and administration staff involved in the process. I would like to thank all those staff who helped to make a difficult responsibility more achievable.

Library Management System
Acquiring a new LMS system has become a greater priority as the current LMS (Voyager) is now a legacy system. Additional funding will be required in order to replace the current Library Management System (LMS) as implementation costs are significant. A number of academic libraries within New Zealand have selected new systems and we plan to use their feedback in our future decision making processes where possible.

Library resources
The collection review of library resources resulted in a significant number of physical items being withdrawn from the collection (in particular video). The library policy to purchase e-resources where possible has meant that the composition of the collection is changing from physical to online resources. Use of e-resources is increasing as students and staff become more confident in using these resources.

We have introduced a number of streamed e-videos to the collection and also are experimenting with PDA (patron-driven acquisition) purchases of e-videos. This is where a collection of e-video titles is added to the library collection and when a specific title from that collection is viewed several times the item is automatically purchased by the library.

Many of the library’s database subscriptions are priced in the United States dollar. Changes in exchange rates have had an adverse effect on the library’s purchasing’s power and some databases have been cancelled.

Library Website re-design
A Library website committee was set up to redesign the website. The format and key information for the new website has now been decided on and it is planned to have the new website in operation by the end of 2016.

MIT Manukau Library
This is the first full year that this library was open. The library reduced evening hours to two evenings a week and ceased opening on Saturdays from September 2015 as student use was very low at these times. However the library was very busy at peak times and totalled 36,921 visits for the year. Comments from the 2015 student satisfaction generally comment favourably. The introduction of laptops for loan has been very popular.

Student changes
Students have made good use of the new online booking system for Group Study rooms and queues for this service at the Main Library front desk have decreased markedly.
The new Ricoh pay station in the Main Library has significantly reduced the number of student complaints about incorrect credits loaded onto their cards and the relocation of the pay station to opposite the front desk has meant that library staff can assist quickly when issues or complications arise. The reduction of inquiries at the front desk can be directly attributed to these two improvements.

Students requested that the library food policy be relaxed and students are now permitted to consume a greater range of snack foods at all library sites.

Main Library security and cleanliness improved after restrictions were placed on late night and weekend access. Students must now use their current IDs (proximity access) to enter the Main Library during these times.

Student Library Satisfaction Survey 2014
Final results from the 2014 survey were analysed and used to enhance the quality of library service in 2015. The Executive Summary from the survey is attached as Appendix B. Responses to the Issues identified in the 2014 survey are detailed below. The surveys are proving an effective way to identify and respond to student needs.
Library Responses to Issues Identified in the 2014 Student Satisfaction Survey:

Examine the opening hours at all our branches with a view to opening longer hours:
*Longer hours were offered at the Main Library in 2015 for both semesters pre exam times.*

Library staff are generally helpful but in some areas further training is required e.g. customer service, more knowledge of policies and procedures:
*Library staff have had a number of training sessions in 2015 including customer service training.*

Explore more lenient eating policies at the Main Library Otara and the MIT Manukau Library regarding snack foods and perhaps obtain a vending machine:
*The library policy around eating snack foods has been relaxed at all library sites.*

Investigate introducing a system at the Main Library Otara and the MIT Manukau Library whereby students can top up their printing cards online:
*Following discussion with the IT Department, students can now add credit online to their photocopy cards.*

Look at introducing an instant messaging system whereby the student can “Ask a Librarian” and receive a reply almost immediately:
*Investigated but due to staffing constraints this will not be implemented for 2016.*

Have more of a social media presence:
*Two studies were completed in 2015 on identifying suitable social media outlets for the library. A library social media presence will be established in 2016.*

Lend out chargers for mobile devices at the Main Library Otara and the MIT Manukau Library for student use:
*Chargers for a range of devices have been purchased and will be available for student use from the beginning of 2016.*

Install more silent / quiet signs in the Main Library, Otara computer areas:
*Group study work and discussion is allowed in the Learning Commons computer area on Level 2. Additional computers have been placed on Level 4 (quiet zone).*

Have better car parking spaces at the Main Library Otara especially for students using the library in the evenings:
*We contacted Facilities Management and were advised that students can use the parking in Gate 8 in the evenings.*

Investigate having a separate area for children that visit the Main Library Otara with their parents:
*The area previously used as a Photocopy room on Level 1 of the Main Library has been identified as an area that will be trialled as a social / family area in 2016.*

Increase the percentage of students attending information literacy courses at the Main Library Otara, the MIT Manukau Library, and the Creative Arts Library:
*Student library classes increased by 4% (273 classes) and attendees increased by 11% (5,378 in total).*
Planned Developments 2016

Creative Arts Library
In order to accommodate the increased classroom needs of the Faculty the library has agreed to a reduction in the size of the Creative Arts Library (Z Block). A new configuration of shelves and a new entry way will be the most noticeable changes and the redesign will create a compact and practical space. The new wall and furniture relocation is scheduled to take place in March 2016.

High Demand Collection
Over the summer break the Desk Copy Collection was re-evaluated and renamed as the High Demand Collection. This collection is composed of items in high demand by students and as such, can only be borrowed by students for an hour at a time. Items in this category have been identified by lecturers as resources that will be in high use for the duration of their course.

Library Management System
Planning for a new Library Management System (LMS) will continue as the current LMS (Voyager) has become a legacy system. The biggest impediment to implementing a new LMS is the cost of implementation and a Business Case for this will be prepared. If successful, 2016 would see work on the selection of a new system for implementation in 2017.

Social Media
The library plans to establish a social media presence that will allow us to connect and support our student users in their social spaces. Facebook has been identified as the place with the most potential to connect the library to the widest range of students.

Student Learning Commons, Main Library
New thin clients using Citrix software were installed in the Learning Commons over the summer break. It is anticipated the larger screens and the new software will receive favourable comments from students.

Student Library Satisfaction Survey 2015
Results from the 2015 survey will be analysed and used to enhance the quality of library service for 2016. 329 students entered the survey and raw data from the survey was used in support of the EER key questions (p.8). The number of questions answered varies as students did not complete all questions. Detailed analysis of the survey has not yet been completed, but the most common concerns are about noise levels and the need for longer opening hours of the various libraries.

Texting library notices
In 2015 investigation started on identifying the requirements needed in order for library notices to be sent by text to student phones. A system has been identified that will allow us to do this and students should soon be receiving library notices via text.

Website Review
Progress started in 2015 on redesigning the Library website. The website redesign is being designed and developed in-house with technical support from the Marketing team. The new design should be much more intuitive to use.
MIT Self Assessment, External Evaluation and Review (SAEER) - Library perspective

1. How well do learners achieve?
   The library’s mission statement identifies our purpose to “support the teaching, learning and research goals of MIT”. Library resources and services must match the needs of the institute to ensure that students have the appropriate library resources and support to succeed.

   Student use of library resources remains steady and online resources are being used more heavily. The 2015 Library Student Satisfaction Survey question: “Has using the library (and its resources and services) helped me achieve better grades in my studies?” had 84% of the responses (245 answers) either Agreeing or Strongly Agreeing that the library had helped them achieve better grades. One student stated: “Utilising the library and the staff has definitely reduced the amount of hours I spend looking for information. This has impacted in me achieving better results for related topics and reduced wasting time!!”

2. What is the value of the outcomes for key stakeholders including learners?
   Library resources support students’ academic success.
   
   The 2015 Library Student Satisfaction Survey question: “I would recommend using the library to other students” drew a 92% response either Agreeing or Strongly Agreeing. This is a great endorsement by students of the value of the library.

3. How well do programmes and activities match the needs of learners and other stakeholders?
   Subject Librarians work collaboratively with all Faculties to ensure that the most appropriate print and online resources are provided for all programmes.

   Academic Centre Programme Development meetings are attended by Subject Librarians who work with the developers to advise of the range of library resources available and to identify where new resources are required (as listed in Appendix A, p. 15). The 2015 MIT Service Centre Satisfaction Survey rated the library’s “Contribution to MIT Success” and “Work Support” at 8.2/10 – a very pleasing result.
   Subject Librarians are designated to specific faculties and work with academic staff to promote library resources and services. Students also recognise the quality of library resources with 90% either Agreeing or Strongly Agreeing that “The library has the resources to support my studies” (2015 Library Student Satisfaction Survey).

4. How effective is the teaching?
   Library staff and resources must support teaching requirements.

   The number of Library Information Literacy sessions increased by 4% in 2015, with 273 sessions reaching 5,378 participants (up 11%). The increased number of classes booked by lecturers is an indication of the value placed on these sessions by academic staff for students. The 2015 Library Student Satisfaction Survey question: “How helpful was the library class?” gathered 88% responses that it was Helpful or Very Helpful (only 5 of the 158 respondents found the classes Unhelpful or Very Unhelpful).

5. How well are learners guided and supported?
   The library is proactive with new developments to ensure that students have quality guidance and support.

   The library supports 4 library sites and maintains a website for learners. Physical visits to library sites have reduced (7% drop in 2015) but website visits increased by 12%. Responses from the 2015 Library Student Satisfaction Survey support this with 94% agreeing or strongly agreeing that: “The library staff are helpful” and one student stated “All the librarians are always friendly, helpful and supportive. In fact some of the best grades I have received for assignments is because of the help I got from librarians on certain subjects” and 87% Agree or Strongly Agree that: “The information I found on the library website was useful for my studies”.

   In addition to core library support the library employs Student Assistants in the Learning Commons, Main Library to help students with basic IT problems and they dealt with 4,596 inquiries (37% increase from 2014).

   Responses to issues raised in the annual Student Satisfaction Survey are a good mechanism for identifying where improvements can be made.
6. How effective are governance and management in supporting educational achievement?

The Institute Librarian oversaw the Copyright Survey as requested by Copyright Licensing New Zealand. The survey was completed and with the help of the Faculties, all use of copyrighted material in coursepacks was identified and signed off by the Deans.

Service Level Agreements are current with all Faculties and these have proved to be an effective mechanism for communication and improvement to library services.

Library staff continue to be involved in a number of MIT committees (as listed below) providing both a library and institute perspective.

A professional focus is maintained by most library staff who have current membership and registration with LIANZA (Library and Information Association of New Zealand, Aotearoa).

**Library Staff Representation on MIT Committees**

<table>
<thead>
<tr>
<th>Committee</th>
<th>Representative(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Board, Senior Leaders Group, SAER Committee</td>
<td>Pat Liao, Institute Librarian</td>
</tr>
<tr>
<td>Health and Safety WorkSafe Group</td>
<td>Paula Adamson</td>
</tr>
<tr>
<td>Health &amp; Safety Steering Group, TIASA Union Representative</td>
<td>Warren Curran</td>
</tr>
<tr>
<td>Programme Committee, Programme Development and Faculty and School staff meetings</td>
<td>Attended by Subject Librarians</td>
</tr>
<tr>
<td>TIASA Executive - Chair</td>
<td>Warren Curran</td>
</tr>
</tbody>
</table>

**Library Staff Professional Membership**

<table>
<thead>
<tr>
<th>Membership</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALIANZA (Associate, Library and Information Association of New Zealand, Aotearoa)</td>
<td>Warren Curran, Pat Liao, Fiona Rongo</td>
</tr>
<tr>
<td>RLIANZA (Professional Registration, Library and Information Association of New Zealand, Aotearoa)</td>
<td>Paula Adamson, Warren Curran, Diane Gordon, Sarah Hann, Sonia (Prabhjot) Kaur, Pat Liao, Fred Ling, Paula Martin, Fiona Rongo, Ying Xin.</td>
</tr>
<tr>
<td>ANZREG (Australia and New Zealand Regional) exLibris Group</td>
<td>Warren Curran</td>
</tr>
<tr>
<td>ITSig (Information Technology Library Special Interest Group) - LIANZA</td>
<td>Ingrid Vinkenvleugel</td>
</tr>
<tr>
<td>HealthSig (Health Library Special Interest Group) - LIANZA</td>
<td></td>
</tr>
<tr>
<td>ITP Library Managers Group</td>
<td>Pat Liao</td>
</tr>
<tr>
<td>Pasifika Information Management Network (Special Interest Group) - LIANZA</td>
<td>Sarah Hann</td>
</tr>
<tr>
<td>TelSig (Tertiary Library Special Interest Group) - LIANZA</td>
<td>Warren Curran, Diane Gordon, Sarah Hann, Pat Liao, Paula Martin, Fiona Rongo, Ingrid Vinkenvleugel</td>
</tr>
</tbody>
</table>

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9
Library Key Statistics

**LIBRARY ACCESSIONS**
- New Books

**LIBRARY COLLECTION**

**TOTAL LIBRARY RESOURCES**
owned vs. subscribed

<table>
<thead>
<tr>
<th>Year</th>
<th>Owned</th>
<th>Subscribed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>69753</td>
<td>149767</td>
</tr>
<tr>
<td>2013</td>
<td>76379</td>
<td>144372</td>
</tr>
<tr>
<td>2014</td>
<td>71261</td>
<td>162813</td>
</tr>
<tr>
<td>2015</td>
<td>68180</td>
<td>182351</td>
</tr>
</tbody>
</table>
LIBRARY COLLECTION – OWNED

Books
(Print and eBooks)

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>62,276</td>
<td>68,491</td>
<td>59,244</td>
<td>56,397</td>
</tr>
</tbody>
</table>

Videos/DVDs
(including owned eVideos)

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>3,441</td>
<td>3,486</td>
<td>3,057</td>
<td>2,290</td>
</tr>
</tbody>
</table>
LIBRARY COLLECTION – SUBSCRIBED

EBooks access (added to catalogue)

Electronic serials (full text access)

Streamed media access (excludes eTV)
RESOURCES BUDGET

Total budget allocated to books, serials and online resources

<table>
<thead>
<tr>
<th>Year</th>
<th>Excluding Copyright Licences</th>
<th>Total (OPEX and CAPEX) Including Copyright Licences</th>
<th>Staffing-Permanent, casual and related costs</th>
<th>Resources (CAPEX)</th>
<th>Resources (OPEX)</th>
<th>Operational Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$2,019,670</td>
<td>$2,167,070</td>
<td>$1,294,463</td>
<td>$375,000</td>
<td>$263,084</td>
<td>$87,123</td>
</tr>
<tr>
<td>2014</td>
<td>$2,049,401</td>
<td>$2,184,741</td>
<td>$1,278,182</td>
<td>$405,000</td>
<td>$278,250</td>
<td>$87,969</td>
</tr>
<tr>
<td>2013</td>
<td>$2,094,884</td>
<td>$2,182,296</td>
<td>$1,253,763</td>
<td>$450,000</td>
<td>$256,748</td>
<td>$105,840</td>
</tr>
<tr>
<td>2012</td>
<td>$2,078,163</td>
<td>$2,153,763</td>
<td>$1,253,763</td>
<td>$500,000</td>
<td>$220,000</td>
<td>$104,400</td>
</tr>
</tbody>
</table>
## USE OF LIBRARY SERVICES

### Services

<table>
<thead>
<tr>
<th>Services</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Issues (excluding laptops)</td>
<td>57,355</td>
<td>53,433</td>
<td>51,115</td>
<td>52,699</td>
</tr>
<tr>
<td>Issue of laptops (Main library &amp; MIT Manukau)</td>
<td>18,357</td>
<td>14,848</td>
<td>13,364</td>
<td>13,096</td>
</tr>
<tr>
<td>Database Full text articles accessed</td>
<td>52,750</td>
<td>53,227</td>
<td>63,863</td>
<td>59,481</td>
</tr>
<tr>
<td>Online books viewed or borrowed</td>
<td>2,900</td>
<td>4,890</td>
<td>3,247</td>
<td>4,601</td>
</tr>
<tr>
<td>Total Enquiries</td>
<td>37,477</td>
<td>44,044</td>
<td>41,187</td>
<td>37,932</td>
</tr>
<tr>
<td>Information Literary Sessions</td>
<td>206</td>
<td>234</td>
<td>263</td>
<td>273</td>
</tr>
<tr>
<td>Information Literacy Participants</td>
<td>4,036</td>
<td>4,209</td>
<td>4,796</td>
<td>5,378</td>
</tr>
<tr>
<td>Number of visits (door counter) excluding MITM</td>
<td>238,215</td>
<td>229,496</td>
<td>229,000</td>
<td>192,135</td>
</tr>
<tr>
<td>Number of visits (door counter) including MIT Manukau Library</td>
<td></td>
<td></td>
<td></td>
<td>245,134</td>
</tr>
</tbody>
</table>

### Statistics by Staff (FTE)

<table>
<thead>
<tr>
<th>Statistics by Staff (FTE)</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues per FTE library staff:</td>
<td>3,771</td>
<td>3,334</td>
<td>3,148</td>
<td>3,213</td>
</tr>
<tr>
<td>Enquiries per FTE library staff:</td>
<td>1,866</td>
<td>2,151</td>
<td>2,011</td>
<td>1,852</td>
</tr>
<tr>
<td>Visits per FTE library staff</td>
<td>11,863</td>
<td>11,206</td>
<td>11,969</td>
<td>11,184</td>
</tr>
<tr>
<td>Library permanent FTE staff</td>
<td>20.08</td>
<td>20.48</td>
<td>20.48</td>
<td>20.48</td>
</tr>
</tbody>
</table>

### 2015 Library Hours (Reduced hours December – February)

#### Library Hours

<table>
<thead>
<tr>
<th>Library Hours</th>
<th>Main Library</th>
<th>Creative Arts Library</th>
<th>MIT Manukau Library</th>
<th>Maritime Library</th>
<th>Total library staff (FTE)</th>
<th>Total hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Opening Hours per week 2015</td>
<td>70 (76)*</td>
<td>16</td>
<td>49.5**</td>
<td>40</td>
<td>20.48</td>
<td>175.5</td>
</tr>
<tr>
<td>Total Opening Hours per week 2014</td>
<td>70</td>
<td>16</td>
<td>53.5</td>
<td>40</td>
<td>20.48</td>
<td>179.5</td>
</tr>
</tbody>
</table>

#### Online Resources

- **Accessible 24 / 7**

### Notes:

- *The Main Library opened a further 6 hours per week pre exams for 1st and 2nd semester*
- **The MIT Manukau library reduced evening hours due to insufficient patronage*
# Appendix A

## Library Participation in the Programme Development process

| Faculty of Business and Information Technology | Bachelor of Applied Management majors and Graduate Diplomas in Tourism Management, Hospitality Management and Project Management  
Bachelor of Management Major and Graduate Diploma in Arts Management  
Bachelor of Management Major and Graduate Diploma in Small Business Management*  
NZ Certificate in Business (Administration and Technology) Levels 3 and 4 |
|---|---|
| Faculty of Creative Arts | Bachelor of Creative Arts Redevelopment  
NZ Diplomas in Jewellery Levels 5 & 6 |
| Faculty of Education and Social Sciences | BACSW (4 year degree)  
BASW (3 year degree, Kaitaia accreditation)  
Bachelor of Sport and Exercise Science |
| Faculty of Engineering and Trades | Graduate Diploma in Engineering L7  
NZDE Clinical Engineering pathway  
NZ Certificate in Construction Related Trades (Supervision) L4 and L5  
NZ Certificate in Electrical Engineering L5  
NZ Certificate in Electrical Theory L3  
NZ Certificate in Mechanical Engineering L3 and L5  
NZ Certificate in Refrigeration and Air Conditioning (Trade Assistant) L3 |
| Faculty of Nursing and Health Studies | Bachelor of Applied Social Services (Counselling) Redevelopment |
| Faculty of Maritime and Logistics | Certificate in Foundation Studies (Maritime & Logistics)  
Maritime & Logistics Business Intelligence  
Maritime: Domestic Going certificates and diplomas  
Maritime: Foreign Going certificates and diplomas |

*Still in development*
Appendix B

Library Student Satisfaction Survey 2014: Executive Summary
Conducted by Fiona Rongo, Warren Curran & Diane Gordon
Manukau Institute of Technology Library. May 2015

During a seven week period in the second semester of 2014, a survey was undertaken to gauge student satisfaction about current library services (both physical and online), and to identify areas which require further investigation.

Drivers for the 2014 survey:

- To improve services, and find out what we are doing well (and not doing well)
- To double the survey participation from 227 responses in the 2013 survey, to 500 responses.
- To increase the survey participation of students from campuses other than the South Campus (the largest respondent group in the 2013 survey).
- To modify and enhance the questions from the 2013 survey. To gain more data on students that use the library (and why) and student that don’t currently use the library (and why).

28 questions were created for this survey, 13 of which offered the opportunity to make comments or observations.

377 survey responses were submitted, after duplicate surveys were removed. A statistically sound data set has been gathered.

In the 2013 survey, 20 questions were created, only 4 of which offered the opportunity to make comments.

In the 2014 survey, the response to Question 25 *Using the library (and its resources and services) has helped me achieve better grades in my studies*, was a result of 86% agreeing or strongly agreeing with the question. This result confirms our belief in the important part that library services play in student success.

Drawing from the wider student body has affected some comparisons between the 2013 and 2014 survey results.

The following are recommendations taken from comments in the 2014 survey:

- Examine the opening hours at all our branches with a view to opening longer hours
- Library staff are generally helpful but in some areas further training is required e.g. customer service, more knowledge of policies and procedures
- Explore more lenient eating policies at the Main Library Otara and the MIT Manukau Library regarding snack foods and perhaps obtain a vending machine
- Investigate introducing a system at the Main Library Otara and the MIT Manukau Library whereby students can top up their printing cards online
- Look at introducing an instant messaging system whereby the student can “Ask a Librarian” and receive a reply almost immediately.
- Have more of a social media presence
- Offer a mobile charger at the Main Library Otara and the MIT Manukau Library for students use
- Install more silent / quiet signs in the Main Library Otara computer areas
- Have better car parking spaces at the Main Library Otara especially for students using the library in the evenings
- Investigate having a separate area for children that visit the Main Library Otara with their parents
• Increase the percentage of students attending information literacy courses at the Main Library Otara, the MIT Manukau Library, and the Creative Arts Library

Two recommendations to further improve the survey design:

• In regards to Question 15 *What did you use on the library website (choose the top 3)*, the option of e-resources used ought to be granulated, e.g. eBooks, eJournals, eVideos, and images. This will result in a more clear understanding of what specific e-resources are being used by students.

• When canvassing students to complete the survey outside of the Main Library Otara, continue to use Computer Assistants, but not use an iPad for the survey completion. Have the Computer Assistant give a “spiel” about the survey, and hand out a survey bookmark (and possibly a lollipop or “reward”).