Library Student Satisfaction

Survey 2015

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Diane Gordon

Manukau Institute of Technology Library

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Executive Summary

For a nine-week period in semester two 2015, the library ran its third Library Student Satisfaction Survey via the library website, to gauge student satisfaction about current library services (both physical and online), and to identify areas which require further investigation.

In this online-only survey, 26 questions were created and refined, some with comments-based sections added.

329 survey responses were received, which was less than our target of 400 survey responses.

General

We know that most of the survey respondents use the library, find the library easy to use, find the information they need and that is helpful in their studies. Students continue to regard the library and the resources and services offered, as important to helping them achieve their goals of graduating with a tertiary qualification and securing employment.

With slight increases and decreases, course, campus, ethnicity, age and length of study were similar to last year. There was a greater proportion of Nursing students (11%). Most other variation was within 5% or less. The MIT target groups (Maori, Pacific, and Under 25s) were well represented, apart from Maori, whose numbers were noticeably down.

Use of the library or library services was also about the same as last year – 97%.

The Library and its services

All the questions relating to what students use and how useful they are, show that our services help students achieve better than they would have if they hadn’t used our services. Many have stated we are indispensable, in fact more so than in the previous year.

Books are still the most used resource by students. The currency of our collection and the fact that students still prefer to use print material for study are likely reasons for this. Around half of respondents said they had attended a class on using the library, and found it useful.

Website

Most students visit the library website, and reasonably often. The most visited areas of the website visited relate to research.

Almost every student who was MIT Otara North and South campus-based, selected the Room Bookings service as one of the top three library services they use (188 out of 197 responses).

SuperSearch, our Discovery Layer from EBSCO, is popular and considered useful by the vast majority.

The majority of students are positive about the website, both in numbers and comments. The library website has done well considering it was designed, built and maintained in-house, but it needs simplifying and rationalising. We are currently working on a new, more responsive website.
The MIT Strategic Plan (2012-2020) identified three target groups (Maori, Pasifika, and Under25s). There were no significant differences in responses and comments by target groups to that of the total survey.

As a result of the findings from this year’s survey we have made a total of 13 recommendations. These include improved communication of our services and policies, complete a new library website, arrange events and activities to encourage greater library use, IT “how to use it” classes, review the opening hours of two of our branch libraries and the number of textbooks for loan, investigate extending the length of loans of laptops, upgrading the engineering computers and installing a vending and coffee machine for the students at the main library.

A special acknowledgement must go to Courtney Harper, who significantly analysed the survey data in various ways. This task took some time, and we greatly appreciate the care and expertise that Courtney applied to creating the bulk of survey commentary, question by question.

Section 1 Background

An initial planning meeting was held on 18 August 2015 to discuss survey aims and commence working on a project charter for the 2015 Survey.

Library Student Satisfaction Survey 2015 drivers (from the Project Charter):

- To achieve a survey participation rate of 400 responses.
- To achieve a survey participation result from students studying at campuses other than at MIT Otara South Campus. The survey result will provide a sample which is representative of the student population on each campus.
- To evaluate the questions used in the 2014 survey, ensuring that those used in the 2015 survey are clear and concise. The aim is to gather quality usable data.

A timeline of survey project milestones was created, which served as touchpoints for meeting agendas.

The survey questions were based on those used in the 2014 survey, and were modified to better reflect our survey view. The online survey went “live” on Monday 14 September 2015.

Section 2 Methodology

The survey questions used in the 2014 Survey were used as a starting point. These questions were refined to make them as clear as possible for students. In the 2015 survey, 26 questions were submitted, including 14 fields with comments.

A Project Charter was developed to use as a guiding document. A communication and marketing plan formed part of this charter, which ensured that email messages and website postings related to the survey were created and published in a timely manner.
The online survey was developed on SurveyMonkey using the Institute subscription, however this year, we had considerably reduced control over all steps of the survey process – question development, survey development, survey live, survey monitoring, and survey analysis.

Budget was assigned to allow for ten hours of paid assistance from selected student Computer Assistants to canvas students to complete the survey. Promotional bookmarks with the online survey url were printed. These bookmarks were handed out by library staff at Main Library Otara and the library branches, as well as by student Computer Assistants out and about. Survey promotional posters were designed and printed for distribution around the various MIT campuses.

Subject Librarians from the Information Services team marketed the online survey via their faculty networks, and liaison activities, requesting that academic staff encourage students to complete the survey.

One major prize of an iPad Mini was offered (kindly organised by the Academic Director at the time). An entry into the prize draw was secured by the respondent entering their student ID number at the end of the survey. Once the online survey closed, the prize winner was drawn by a random selection process, and the winner contacted. The winner was later presented with their prize, and announced and published on the library website.

The online survey initially ran from Monday 14 September to Sunday 30 October 2015, however this close date was later extended to Sunday 15 November 2015.

All published comments have been edited to protect respondent confidentiality, and that of any named library staff members. Only the working group, had access to the raw survey data, which will be deleted once all data had been analysed, and the findings are published. Student IDs recorded in the survey were deleted when the prize draw was made and the winner was confirmed, notified and announced.

The survey data was significantly analysed by Courtney Harper, initially by question, and then by comparing results with those of survey results from 2013 and 2014. The 2015 survey data was also analysed by faculty (Faculty of Business & Information Technology, Faculty of Maritime and Logistics, and the Faculty of Nursing & Health Studies). This was to give a picture of how their students use the library, and to show library use by MIT target groups (Maori, Pacific, and Under 25s).
Section 3 Results

Q1. With which faculty are you studying?

There were a total of 328 respondents for this question. The largest number of respondents (35%) was from the Faculty of Nursing and Health Studies, based in South Campus. This represents an increase of 11% from last year for this Faculty, but is slightly less than in 2013 (39%). Second largest was the Faculty of Business and Information Technology (27%), which experienced a 3% drop from last year. Once again, the Faculty of Engineering and Trades had the third largest total of respondents (15%). It is pleasing to see the other faculties represented: Creative Arts (9%), Education and Social Sciences (8%), Maritime and Logistics (4%), Secondary-Tertiary (1%) and Consumer Services (1%).
Q2. With which MIT campus do you study?

All 329 respondents to the survey answered this question, with the greatest proportion stating they studied at South Campus, where the Main Library is located. The MIT Manukau Campus library, a faculty library which is situated in the same building as its faculty, had the second highest number of respondents (29%). There were significantly less respondents from North Campus (12%) compared to last year (19%). Creative Arts had 9%, up from 7% last year, Maritime School was 3% and there was one respondent from Early Childhood Queen Street. In total there were respondents from six campuses this year compared with eight campuses last year (2014).
Q3. With which ethnic / cultural group do you most identify?

The cultural/ethnic mix in the survey generally reflects the cultural/ethnic mix of students studying at Manukau Institute of Technology. Pasifika were the largest group at 34% of the 327 students who responded to the question, with Indian being second (19%) and Pakeha/New Zealand European and ‘Other’ third equal (15%). These proportions are similar to last year; however there were slightly more respondents who identified as Pasifika (up 4%) or Other (up 2%), while the number of Pakeha/New Zealand European (down 4%) and New Zealand Maori declined (down 3%).
Q4. In which age range do you fall?

The under-25 age group, which is the target age group for Manukau Institute of Technology, made up 55% of the 327 respondents to this question. As a whole, the proportions in each age group were similar to last year.
Q5. How long have you studied at MIT?

The largest percentage of students (43%), have been studying at Manukau Institute of Technology for less than a year. This is 5% less than last year, but second and third year respondents were up 3% and 2% respectively. The predominance of first year students may reflect Manukau Institute of Technology's focus on certificate and diploma level courses.
Q6. Have you ever used any of the MIT libraries, their services, resources or the website?

Of the 329 respondents, it was pleasing to learn that 318 (97%) said they use the library and/or its resources. Of these, 134 were first year students (42%), 90 had attended one to two years (28%), 62 had attended two to three years (20%), and 32 had attended more than three years (10%); these percentages for years studied were very similar to last year’s results.

Eleven respondents (3%) that said they had not used any of the libraries or their resources were a small improvement from last year’s respondents, where 10% said they had not used any of the libraries or their resources. Just over half (6 respondents) of those who answered ‘no’ to this question were first year students and the majority (8 respondents) studied at MIT Manukau Campus. These students would have been encouraged to do the survey by our student assistant who was employed for an hour to go around the campus encouraging students to do the survey.

It appears that some students found the double-barrelled nature of this question confusing. For those who answered ‘No’ to the first part of the question, they were asked to comment on what they used instead. Most of the comments received on this question were actually from students who had answered ‘Yes’ to the first part (25 out of 29 comments) and they mainly recorded the library services they did use (e.g. help desk, laptops, printers, books). Three commented that they used the internet or Google instead of library services. One student from Maritime recommended the library purchase ‘Reeds series texts book’, which they were accessing from the internet.
Q7. How often do you visit an MIT Library?

Like last year, the percentage of respondents who visited daily or weekly was high at 74%. This is based on a total of 318 respondents. The number who seldom visited the library (11%) was slightly less in percentage terms than last year (13%). The ‘Nil’ bar represents respondents who said they used the library in Question 6 but did not give an answer to this question.
Q8. When you used the library, what did you use? (choose the top 3).

A total of 315 students answered this question. Although the question asked for their top three items, many students entered more than three items, and some less than three items. All responses were counted for the purposes of this analysis, which is why they total 1108 and not 945.

Books are the most used in the library, followed by study rooms and thirdly computers. While the percentage of respondents favouring books and study rooms remained about the same as last year, computers dropped by 10%. In 2013, computers were the most used with books and printers second equal. The decline in computer use over the last two years may reflect the fact that the MIT Manukau campus library, which was not open in 2013, does not have desktop computers; 28% of MIT Manukau students chose desktop computers, possibly referring to the computers directly outside the library.

Other changes in this year’s results were that that more respondents chose Printing/Copying, which rose from 43% in 2014 to 57% in 2015. The new category this year of journals/magazines was the least used at 16%, while coffee cart use was up 3% from last year.

The continued strong showing for books suggests that keeping the print collection current, relevant, and reflecting the course curriculum has made selection of resources easier for students. It cannot be discounted that respondents who selected Books, included eBooks in their response. Students also might not be purchasing their own textbooks and are using the library’s resources.
Of the 312 respondents to this question, 88% agreed or strongly agreed that they found the library easy to use and only 5% disagreed or strongly disagreed.

There were 78 comments for this question, which were overwhelmingly positive (78%). Common themes included that the library was well organised/managed, had approachable and helpful staff, and an accessible layout and resources. One student stated that ‘without library MIT is nothing. The best part of MIT.’ The 14 more negative comments focused on slow computers in need of an upgrade (which has since occurred), the need for longer/weekend opening hours (1 for MIT Manukau, 1 for Creative Arts and 1 for the Main Library) and IT help staff at night, and one suggestion for more New Zealand resources.
Q10. The library environment suits my study needs (e.g. study spaces, heating/cooling, noise, lighting).

Overall 81% of the 314 students who answered this question agreed or strongly agreed that the library environment suits their study needs (down from 85.7% in 2014). Six percent disagreed or strongly disagreed while 13% were neutral.

A breakdown of the results by library revealed:

**Main Library Otara**

There were 193 respondents that use the Main Library (156 from South Campus where the Main Library is situated and 37 from North Campus, an eight minute walk from the library). Of these, 59 strongly agreed, 100 agreed, 23 neither agreed nor disagreed, seven disagreed and four strongly disagreed that the library environment suits their study needs. Those that strongly disagreed made no comment as to why they felt this way.

There were 19 comments that the library was too noisy on both levels 2 and 4, five comments that that the air conditioning was too cold and two comments about air ventilation (level 4 and the study rooms too stuffy). There were three comments requesting more study space – one for groups, one for individuals and one for study rooms. A student complained about lack of WiFi in some areas and another wanted toilets on level 4 as it would be more convenient. There was one request for more power points for laptops on level 2. There were, however, 15 positive comments about the library environment. These included: ‘like my second home’, ‘preferred place to study’, ‘helps me think and
do my assignments properly’, ‘like the study rooms’, ‘like the library layout’, ‘convenient location’, and ‘the lighting is fine’.

**MIT Manukau Library**

Eighty-four respondents in total: 24 strongly agreed, 40 agreed, 14 neither agreed nor disagreed, four disagreed and two strongly disagreed.

There were five comments that the library is too cold, three that it is too small, and three that it was too noisy (although one respondent commented that there was no noise). One student thought that no food was allowed so they couldn’t study for a long time, one suggested closed study rooms and their own toilets, and another requested more laptops and that they should be lent out for the whole semester. Positive comments included one that the librarians were nice and helpful, two that the space is laid out nicely and one that the resources are easy to find. Other positive comments included ‘just right’ and the ‘atmosphere is awesome’. One student, who strongly disagreed in the first part of the question, commented positively as it ‘provides a good atmosphere to study in the Library’.

**Creative Arts Library**

Twenty-seven respondents in total: 9 strongly agree, 14 agree, three neither agree nor disagree and one strongly disagreed but commented that the ‘spacing is good’.

Comments included ‘it is very quiet and warm’, ‘spacing is good’ and ‘it’s a place where I can just relax and find some inspiration’. One student thought that it would be better to have the MFD in the library.

**Maritime**

Nine respondents in total: six agreed, two strongly agreed and one neither agreed nor disagreed.

Only one student commented that sometimes they cannot find material in the library so they use the Internet.

**246 Queen Street**

One respondent from Early Childhood in 246 Queen Street strongly agreed but made no comment,
Q11. Have you attended a library class?

As in 2014, there was an almost even split between those who had (49%) and those who had not (51%) attended a library class. A total of 315 answered this question.

Numbers by Faculty:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Information Technology</td>
<td>21</td>
<td>60</td>
</tr>
<tr>
<td>Consumer Services</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Education and Social Sciences</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Engineering and Trades</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Maritime and Logistics</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Nursing and Health Studies</td>
<td>75</td>
<td>38</td>
</tr>
<tr>
<td>Secondary-Tertiary Studies</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No Faculty Provided</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>154</td>
<td>161</td>
</tr>
</tbody>
</table>

For future surveys, it may be useful to determine what year students are going to classes; to attain this data this question may need to specify whether the class attended was in the survey year.
There were 163 students who answered this question, even though only 154 responded that they had attended a library class in the previous question. As we cannot tell whether these nine students had actually attended a class, they are included in the total for this question. Of the 163 respondents who indicated they had attended a library class, 87% found it helpful or very helpful. This was a 3% increase on last year’s results. Only five respondents found the classes unhelpful or very unhelpful.

The comments for this question revealed that students found most helpful was learning how to search for relevant information on the computer and using online resources better (8), learning how to find books (5) and how to reference correctly (4). Another four students just commented generally that the classes were helpful. Areas that some felt could be improved were that there was too much information for one session and refresher courses would be helpful, and that timing could have been better (at the beginning of the degree, but not at orientation). Another student felt they would rather not attend as it took an hour out of their course class time.

The comments for this question also suggest there may be limitations to the quantitative data: some students confused Library classes with Learning Support Centre classes (at least 4 out of the 24 respondents who commented). This may also have a negative impact on the class attendance figures for Question 11, as the respondents who answered ‘yes’ could similarly have meant the Learning Support Centre.
Q13. Have you visited the library website - library.manukau.ac.nz?

There has been a 3% improvement in the number of respondents who said that they had visited the website, from 85% in 2014 to 88% in 2015. Of the 313 who answered this question, 37 said they had not visited the website. The majority of these were first year students (54%). There was one student who said they had not visited the website but then commented that they used the website for searching books and booking study rooms.

Most comments were either positive – that the website was easy to use (10) – or gave examples of what the respondent used. These included: searching for articles/databases (6), accessing resources at home or while on practicum (2), booking rooms (3), renewing books or checking when books were due (5), searching for books (2), checking updates/hours (1). However, there were five comments which suggested some improvements were needed as the website was ‘tricky’ and ‘not so attractive’. These respondents thought the website could be made more user-friendly, that it needed an update, and ‘could be more structured and more visual’ as ‘it’s always good to have a well-designed page to attract students’.
Q14. How often do you visit the library website?

In a similar pattern to last year, 56% of students visited the library website daily or weekly and 21% seldom visit (55% and 20% in 2014).
Q15. What did you use on the library website? (choose the top 3).

A total of 273 students answered this question. Although the question asked for the top three items used, some students entered more than three items, and some less than three items. All responses were counted for the purposes of this analysis, which is why they total 898 and not 819.

The most used features on the library website were Super Search, the library catalogue and databases. eResources were a close fourth. These results are essentially the same as in 2014, except the new feature this year of booking study rooms online came in at fifth.

The addition of the study room option made the percentage of responses in each other category generally lower than last year. Three exceptions to this trend were increases in the percentage of respondents selecting ‘news’ (up 5%) and ‘other’ (up 1%) and ‘My library record’ (up 2%).
16. I find it easy to use the library website.

A clear majority of the 271 respondents to this question find the library website easy to use with 76% agreeing or strongly agreeing with this statement. Also pleasing has been a substantial drop in the numbers of negative responses from last year from 8% to 4%; this movement, however, was largely to the ‘neither disagree nor agree’ category (13% in 2014 to 20% in 2015).

Despite these results, many of the comments for this question highlighted problems or improvements which could be made to the website. There were six comments that it took time to understand how to use the website, sometimes even after repeated instruction, and one respondent wrote that they hardly used it as they were not confident. Two students suggested the website needed updating: ‘it looks like something from the [sic] 2004’. Similarly, there were five comments that it was confusing, cluttered, had too many tabs or too many words. Another student thought the website was good only if you knew what you needed and one thought it took too long, ‘need patient [i.e. patience] to wait’. There were several positive responses as well, with seven students recording that it was easy to use, one praising SuperSearch, another who loved the online room booking system and one who liked the fact there was a desktop and mobile version.
Q 17. The information I found on the library website was useful for my studies.

Once again a pleasing 87% of respondents agreed or strongly agreed that the website was useful for their studies. There was a slight shift from strongly agree to agree and more neutral responses compared to last year.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>2015 n</th>
<th>2015 %</th>
<th>2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>82</td>
<td>31%</td>
<td>36%</td>
</tr>
<tr>
<td>Agree</td>
<td>149</td>
<td>56%</td>
<td>52%</td>
</tr>
<tr>
<td>Neither disagree or agree</td>
<td>30</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>268</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

There were only 17 students who offered comments for this question, but these were mostly positive and emphasised that the website (or databases/e-journals) provided useful and reliable information. Two students commented on the absence of specific journals or resources for their subject, another two had difficulties or needed instruction in how to use the website and one noted that they had to also use Google Scholar.
Q18. I have used SuperSearch.

The percentage of students who have used SuperSearch is the same as last year at 81%. Of those respondents who had not used SuperSearch, half were first-year students.
Q19. I found SuperSearch useful.

Most of the 215 students (89%) who answered this question agreed or strongly agreed that SuperSearch was useful. This result is 2% better than last year; however, there was a negative swing from ‘strongly agree’ to ‘agree’.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>2015 n</th>
<th>2015 %</th>
<th>2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>76</td>
<td>35%</td>
<td>41%</td>
</tr>
<tr>
<td>Agree</td>
<td>113</td>
<td>54%</td>
<td>46%</td>
</tr>
<tr>
<td>Neither disagree or agree</td>
<td>20</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>215</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

The comments for this question noted SuperSearch was useful for the following reasons: fast (3), clear (1), lots of results (3), easy to use (4), great for narrowing results/search terms (4), convenient/shows availability (2). Negative comments included: confusing (1), use Google instead (2), unsure how to use properly (2) and needs a layout update (1).
Q20. The library opening hours suit my study needs.

Eighty-one percent of 293 students agreed or strongly agreed that the library opening hours suited their study needs, but 13% did not. Of the 38 respondents who disagreed or strongly disagreed, 12 studied at South Campus, 6 at North Campus, 7 at Creative Arts and 13 at MIT Manukau. When these numbers are compared to the total number of survey respondents for each of these campuses, those at North Campus, Creative Arts and MIT Manukau were proportionately less happy with the library hours, while students at South Campus were proportionately happier with the hours, probably due to the longer opening hours compared with other branches. Sixty-two students commented on this question: the libraries referred to were the Main Library, MIT Manukau and Creative Arts.

Main Library Otara

Twenty-four students requested longer hours. Specific requests within these comments were: earlier hours (4), later Monday–Thursday hours (7), longer weekend hours (4), and later Friday evenings (7). Another six students commented that they appreciated the extended exam hours, but two of these also wanted further extended hours. Additionally, 11 students said the hours were good or convenient.

MIT Manukau Library

Eleven students requested longer hours and one student said the hours were inconvenient. More specific requests within these comments were earlier hours (8 or 8.30am starts) (6), later hours (2)
and weekend hours (1). There was also one student disappointed that the library was not open during the holidays. Another three students commented the hours were good or convenient.

**Creative Arts Library**

All seven comments indicated that the library should be open longer or more often.
Q21. The library staff are helpful.

Students overwhelmingly find library staff helpful: 94% of 294 respondents, a 2% increase on last year, agreed or strongly agreed with the statement ‘the library staff are helpful’.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>2015 n</th>
<th>2015 %</th>
<th>2014 %</th>
</tr>
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<tbody>
<tr>
<td>Strongly agree</td>
<td>172</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td>Agree</td>
<td>103</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>Neither disagree or agree</td>
<td>13</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>1%</td>
<td>0.33%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>294</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments for this question generally reflected this result with library staff being described as ‘friendly’, ‘vibrant’, ‘approachable and non-threatening’ and ‘never grumpy’. Other positive feedback included that staff ‘have a genuine interest in what you are doing’ and ‘always go to extra lengths to fulfil my needs’; one respondent felt ‘their help is beyond words’. A number of students commented on specific librarians by name. Less positively, a minority of students (3) had found some staff members less easy to deal with than others.
Q22. The library has the resources to support my studies.

![Bar chart showing the distribution of responses to the question]

Although down slightly from last year (93% down to 90%), most students continue to agree or strongly agree that the library has the resources to support their studies.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>2015 n</th>
<th>2015 %</th>
<th>2014 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>116</td>
<td>39%</td>
<td>42%</td>
</tr>
<tr>
<td>Agree</td>
<td>149</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Neither disagree or agree</td>
<td>18</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>4</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>294</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Around 9% of the 294 respondents were neutral or disagreed that there were enough resources. From the associated comments for this question, these students typically felt that there should be more copies of recommended textbooks or were unhappy with loan length (desk copy and one week loans) and having to make requests (6 out of 29 students who commented, 3 from Nursing and Health Studies, two from Engineering and Trades and one from Business and Information Technology). A few students requested more subject specific books (counselling, ‘learn a language’ and engineering). Two respondents commented that they recognised the library had a lot of resources but needed to get more confident with using databases (both from Nursing and Health Studies). One Business and Information Technology student disagreed because there was no coffee cart at the MIT Manukau library. It should be noted that some students who made suggestions for improvement had still agreed with the question statement, while there was one student who strongly disagreed with the statement, but wrote a positive comment. The majority of respondents who commented appreciated the variety and reliability of information provided for their courses, which an Education and Social Sciences student summed up nicely: ‘I wouldn’t go to any other library. Everything I need is already here :)’.
Q23. Using the library (and its resources and services) has helped me achieve better grades in my studies.

With 84% of 292 respondents agreeing or strongly agreeing that the library helped them to achieve better grades in their studies, the library has once again demonstrated its importance to student achievement.

Twenty students provided comments for this question. One respondent felt they had not been a student long enough to comment, one preferred to find their information online and another wanted the library to be open longer (Creative Arts student). The remaining comments were very positive and related to either the availability of books/resources, wireless/internet, study space/hours, or that services generally helped. Some highlights included: ‘Gives me the edge over other students’ (Business and Information Technology student), ‘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!!!’ (Nursing and Health Studies Student) and ‘Having a nice place to study both individually and in groups is an important part of getting good grades’ (Engineering and Trades Student).
An impressive 92% of 290 students recorded that they would recommend the library to other students. Twenty-eight respondents also provided a comment for this question. All but one of these comments were positive; one exception comment was concerned about distraction (Main Library Otara). Two respondents had chosen ‘strongly disagree’, but wrote very favourable comments. Some students wrote about multiple aspects of the library, which is why the numbers in the following analysis total more than 28.

Comments on physical space and environment:

There were eleven comments which described the library as a great place for quiet study, liked the opportunities for group work such as study rooms, or the general atmosphere.
“If you’re a mum like me and you need space to study and research, I highly recommend that you use MIT library. It’s always good to have a study buddy as well. Makes the study sessions more fun and supportive. MIT Library, 10/10” (Education and Social Sciences student)

“Using library is always helpful as you can study in a place where no one can disturb you. So, I recommend everyone to use Library” (Business and Information Technology student)

Comments on staff:

Two students commented on helpful staff.

“the mit library staff are always happy to assist you with any problems that you may have” (Nursing and Health Studies student)

Comments on resources:

There were seven comments which mostly focused on the variety or number of resources.

“More resources leads to more in depth thinking” (Maritime and Logistics student)

“The library has many resources that are extremely helpful for all who are studying at MIT” (Nursing and Health Studies student)

General positive comments:

A total of ten comments were of a general positive nature and/or the writer reported they had already recommended the library.

“yes i will surely recommend to others to use this way of success. Because some students don’t like to go library ... But i always motivate them to use library” (Engineering and Trades student)

“Yes because its free of cost and enhance our learning” (Business and Information Technology student)
25. What additional services can we provide?

This was an open-ended question which attracted 139 responses. Many of the respondents (38) made no recommendations for extra services; rather they reported being satisfied with existing services. Some respondents suggested more than one service, so there were 165 suggestions in total.

Research resources:

The 18 comments relating to research resources requested more books in general, or more ‘high demand’ texts (i.e. popular course-related books. These comments mostly came from Engineering and Trades or Nursing and Health students. Business and Information Technology students also requested more physical books, having a relatively small collection at MIT Manukau campus library. One student suggested being able to loan books from other universities and polytechnics, obviously unaware of the existing interloan service. Another student requested being able to install Endnote via download rather than using the discs we currently lend out. A Nursing and Health Studies student requested ‘more recent books’ and activity books, and a Creative Arts student wanted ‘more books on jewellery’.

Services (including opening hours):

Several common themes emerged from the 74 comments relating to services:

- Hours:
  Seventeen requested longer opening hours and half of these came from Business and Information Technology students. Another two were from Creative Arts.

- Computers:
  Eleven comments specified a need for more computers or upgrading the desktop computers. Five of these were Engineering and Trades students, some of whom complained that the PCs with engineering software were too slow. A Nursing and Health Studies student called the speed of the Learning Commons computers ‘unacceptable’. The introduction of new thin clients in January should have ameliorated some of these concerns, however the engineering computers were not upgraded at this time. A few Business and Information Technology students, who do not have desktop PCs within the MIT Manukau campus library, wanted terminals for specific purposes such as searching databases.

- Laptops:
  Nine students requested that the laptop loan period be longer. One of these wanted an off-library site day loan. Two other students wanted to be able to print from their personal laptops at the Main Library; this is now possible via Citrix and should be advertised to students.

- Food and drink:
  Fifteen comments related to the availability of food and drink. These mostly came from students who used the Main Library, except for two Maritime and Logistics students. Requests included longer coffee cart hours, cheaper food, more variety of food, vending machines, coffee machines (some wanted these free), water coolers and facilities to make their own food and hot drinks.
Training:
Several students made thoughtful requests for training sessions. The six suggestions included digital skills (specifically using Google Docs and Word online), academic writing and reading skills, using the library website and, as one Maritime and Logistics student put it, ‘faster ways of doing things’.

Other suggestions included small rubbish bins in MIT Manukau campus library, free pens and pencils for needy students, free printing for all of MIT, and a guillotine, stapler, hole-punch and lockers at Creative Arts. A Nursing and Health Studies student suggested more ‘interesting stuffs’ to get students enthusiastic about the library.

Physical space (including environment):
There were 27 comments about space and environment. Of these, 18 requested more study rooms or longer booking times. Five of these requests came from Business and Information Technology students who wanted more space in general and a group study room facility at MIT Manukau campus library. The other common theme was about noise in the Main Library: these eight comments suggested covered soundproofing rooms, librarians more actively policing noise and reorganising the Learning Commons space so some computers could be in a silent study area. A couple of students requested things to make the library more comfortable such as beanbags (a Maritime and Logistics student), a ‘Room for power naps’ (a Nursing and Health student), and floor study space, ‘Maybe a neat rug with cubicles around and a few tables’ (a Nursing and Health Studies student). There was a request for more parking at the Main Library and better access to the toilet at Creative Arts.

Staff:
An Engineering and Trades student commented on the need for more staff, while a Faculty of Business and Information Technology student wanted Learning Support staff at MIT Manukau campus library available during all opening hours. One Nursing and Health Studies student wanted better customer service over the phone: ‘the individuals at the reception desk, asked if I would go into the library as they were too busy to go see if the book was available. Not only one occasion has this happened but on many occasions, I was asked to go into the library to look for the book for myself.’
26. Final comments (about the library and its services).

Another open-ended question, 163 students responded with their final comments. As in the previous question, some respondents mentioned more than one aspect of the library and its services so the total comments are greater than the number who responded. The comments are analysed thematically for each library site.

**MIT Manukau Library**

Comments were largely positive (43 out of 55). There were 22 comments of a general positive nature from Business and Information Technology students. For example, ‘plse keep up the great work’, ‘Happy happy library to my good friends MIT :^)’ and ‘Mit Library provide excellent facilities i think every student should take advantage of it’. There were 14 mentions of friendly, helpful or ‘awesome’ staff; two referred to an Information Services librarian by name. The space was referred to positively as ‘relaxing’, ‘peaceful’ or ‘a good place to sit down and focus on assessments’ in five comments. Another two responses referred to the library’s resources as ‘useful’ and one cited the convenience of having loanable laptops.

Of the 12 negative comments, five were about the space/environment of which four felt that the library was too small, and one that it was too noisy. A further four comments suggested longer opening hours. There was one comment that there were not enough books that were in high demand (NB. does not mean the High Demand collection). The remaining two comments referred to the need for more Student Learning Centre services.

**Creative Arts Library**

Creative Arts students were very complimentary of the helpful staff, with eight comments describing ‘Great librarians’ who ‘are really lovely to speak to’ and ‘will go over and beyond to get the stuff we need’. There appeared to have been some concerns that the library would be moved; four comments discussed the positive study space and convenience of the library being within the Faculty, noting ‘Keep the creative arts library as is and where it is’. There were five comments of a general positive nature and one about the resources: ‘I love the library and the resources there’. The only negative comment related to the need for much longer opening hours.

**Maritime**

The five Maritime and Logistics students who commented on this question were wholly positive. They called the library a ‘Cool place to hang out and study!’ with ‘good services and good people’.

**Main Library Otara**

Most of the comments from students using the Main Library were positive, but there was a proportion that described problems with specific services, wanted additional services, or relayed a negative experience.

There were 50 comments which commended the library as a whole. Some students were particularly eloquent in describing their appreciation for how the library had helped them. One Education and Social Sciences student put it like this: ‘I really enjoy coming to MIT library. It gives me a sense of
peace and belonging. Everyone is respectful. This is my go to place for study or even just to read. Thank you MIT library. :)’. A Nursing and Health Studies student wrote ‘Knowing the library is close by makes me feel secure in my studies. I know that whatever I need will most likely be in the library or I can ask staff for direction.’ Another called it the ‘best library in Auckland’.

Similarly, there were 35 positive mentions of helpful and friendly staff. An Engineering and Trades student wrote that it was ‘always good to enter with someone smiling at the front desk. nice little boost before studying’. A Nursing and Health Studies student noted that,

I have studied at mit for nearly 2 years and recommend any student starting at mit has the best library staff who are always happy to help and support student’s with their studies. The staff are approachable and friendly people nothing is too much problem. I always feel that they want you to be successful in your studies by doing the extra mile for any student who is not sure about something ,eg APA referencing or trying to find a book for assignments. Mit library staff always there to help anytime of the day.

Two Information Services librarians were thanked by name: ‘Over the last 4 years i have found the staff at the library very helpful! {} and {} have been fantastic throughout and all staff have thoroughly helped me along my journey as a student nurse!’

The usefulness of the study space and environment came up 13 times; several students appreciated having a space to come to work away from the distractions they found at home. A Nursing and Health Studies student wrote that, ‘It has been a great pleasure meeting the staff and working in the library.  It has been a escape place from home, children where i can focus on assignments and get them done... Thank you very much for your services!!!’. An Engineering and Trades student exclaimed the library was ‘A PERFECT SPACE TO DIVE IN FOR LEARNING’.

Five students mentioned the good resources, one of these referring to online resources. One student thanked the library for extending the opening hours (i.e. during exam periods).

Of the negative comments, most (12) related to space/environment or computers (8). Noise levels, a lack of space and air quality or temperature were problems, while the common theme with the computers was that they were slow. Three specifically mentioned the engineering computers: ‘The 4 computers installed with Engineering softwares are very useful but they do not work properly. they usually shut down by themselves or freeze... I have lost a lot of my works due to this... they also take ages to start up.’ There were two requests for after-hours computer access and one for more Nursing books.

A further two comments requested the website be upgraded. There were three comments about the need for more resources and longer desk copy loan. There was only one negative comment about opening hours.

Two students felt some library policies were not being applied fairly. A Nursing and Health Studies student commented that

So far, my overall experience with the MIT library has been great except for one incident when I was fined for returning a book 3 days late, whereas my friends, who failed to return a book for a few months, were never fined. They told me that someone from the library gave them a call to say that if they don't return the book on a certain date, they will be fine. I, on
the other hand, never got a call or an email that I was being fined. I just think this is unfair. All students should be treated equally.

This student may not have been told, or understood, that fines are only incurred when an overdue item is requested by another patron. The other complaint related to eating in the library:

...Despite the allowance of "snack foods" in the library, we're often told off by one of the volunteer librarians for eating cold, non-messy snack foods while we’re studying (carrot sticks, muesli bars, salads etc). As we're in the library for long periods of time and snacking keeps us motivated, it's not practical to move to the foyer whenever we want to have something small to eat, especially because we're not using the libraries laptops or books, so there is no risk of making a mess ... I have seen groups of students eating hot, smelly fish and chips in one of the study booths, and they weren't even studying! It would be really great if all the librarians could enforce the same rules, and make allowances for students to snack in the library when there is no risk of making a mess or disturbing the other students.

Despite these negative experiences, both students quoted above noted they were generally happy with the library.

Some students made specific requests or offered ideas for improvement. An Engineering and Trades student requested a 3D printer and another student felt colour printing was overpriced for the quality. Finally, there was a recommendation that the library should, ‘Arrange some leisure activities’. Overall, those students who chose to offer final comments expressed a high level of satisfaction with the library, its staff and services.
Section 4 Target Groups

MIT’s Strategic Plan identifies three target groups of student characteristics MIT should concentrate on recruiting and providing services to: Maori, Pasifika and under 25 year olds.

Below, these three groupings have been separated out by responses to four main questions: Q9 I find it easy to use the library; Q11 Have you attended a library class?; Q12 How helpful was it; and Q22 Using the library (and its resources and services) has helped me achieve better grades in my studies.

Maori

39 respondents self-identified as Maori. There was some variation in response compared to the total sample. Effectively the same proportion agreed or strongly agreed that using the Library was easy to use (89%, while total sample was 88%). The same pattern applies with the proportion of those who attended a class, but 100% of those who attended said the class was helpful or very helpful, compared to only 84% for the total sample. No one disagreed that “The library has helped me to achieve better grades...”, but 6 percentage points fewer agreed or strongly agreed (78% vs 84% for total sample). More were neutral. 97% of Maori respondents agreed that using the library has helped them achieve better grades.

Comments reflected the same pattern as the total survey, predominantly positive, but with suggestions no different in kind to the total sample.

Pasifika

112 self-identified as Pasifika. In all areas Pasifika’s responses were almost identical to the total sample. There was only 1 percentage point variation in all questions i.e. (Pasifika vs Survey sample: 89% vs 88%; 87% vs 88%; and 85% vs 84%). Pasifika was also the dominant ethnic grouping that responded to the survey, so this is not surprising.

Comments also reflected the same pattern as the total sample. Of 60 comments, 12 had made suggestions for improvements, ranging from noise levels in study spaces, to opening hours, computers, and air temperature. The rest were all positive.

Under 25s

There was similar variation with the under 25s as in the two target ethnic groupings. 2% points fewer attended a class (42%), but of those who attended just as many found them useful (87.4%). 3.4% percentage points more than the survey total agreed or strongly agreed that library services helped them achieve better grades (87.4% vs 84%).

Analysing “Have you attended a library class” by age group showed more variation. 67.4% of 15 to 19 year olds said No to attending a class, while 53.8% of 20 to 25 year olds said No. The length of time that the student has been at MIT may also be a factor. 93 of the 180 who answered had been at MIT for less than a year (51%). 57% of these students had not attended a class. 63% of 1 to 2 year students had not attended a class (25.5% of respondents), 53.8% of 2 to 3 years and 40% of greater than 3 years (only 15 students = 8% of respondents).
Of the 65 comments on what we could improve 22 of them were positive saying we didn’t need to improve anything. The range of requested improvements reflect those of the total sample: computers, space, vending machines/food/water, five wanting extending loans of laptops (currently three hours at Main Library and four hours at MIT Manukau).

Of the 82 final comments 12 suggested improvements (computers, hours, size, noise) while the rest were positive about services, resources and staff.

**Section 5 Discussion**

**General**

We had fewer responses this year than in 2014. We had made an assumption that handing out bookmarks and employing student helpers for less time, would be more cost effective. This seems to have proved incorrect, and for the next survey we will need to revisit how we get students to fill in the survey. Also for the next survey we plan to include an introductory statement that defines what we mean by the library and its services, hoping that students will better answer the questions.

With slight increases and decreases, course, campus, ethnicity, age and length of study were similar to last year. There was a greater proportion of Nursing students (11%). Most other variations were within 5% or less. The MIT target groups (Maori, Pacific, and Under 25s) were well represented, apart from Maori where numbers were noticeably down.

Use of the library or library services was also about the same as last year – 97%. No matter how we phrase this question there are always some who misinterpret it. Some said No but then gave as alternatives a library service e.g. website. Even more said Yes and provided examples.

One survey aim was to increase the number of non-users to take the survey, but we were not that successful. Conducting separate surveys or focus groups may be more effective ways to find out why our services are not being used.

We are glad to see the pattern of use has remained the same as last year. 74% visit one of our libraries at least once a week, which is good repeat custom for any service.

**The Library and its services**

All the questions relating to what students use and how useful they are, show that our services help students achieve better than they would have, if they hadn’t used our services. Many have stated we are indispensable, in fact more so than in the previous year. 92% said they would recommend the library to their fellow students. We have the resources that are needed, and library staff continue to be helpful. Of course no service is perfect and there is always room for improvement.

The pattern of what students used in our libraries was effectively the same as in 2014. Printing / copying use did increase significantly. Perhaps because: the printing service has been more stable over 2015; printing is now available from our loanable laptops; and students at MIT Manukau can print from their mobile devices.
Books are still the most-used resource when they use the library. Over the last couple of years the Library has made a concerted effort at keeping the print collection up to date and relevant. We feel that this, and the fact that students still prefer to use print material for study (backed up by international research), are the reasons for this. Around half of respondents said they had attended a class on using the library, but the proportion varied greatly between faculties. Not all students require the same level of training in using library services and resources. The Faculty of Business and Information Technology (MIT Manukau Campus) library session participation rate seems very low and needs further investigation. What is unclear is whether students are counting the library classes they have taken in 2015, or all the library classes they have taken in their time at MIT. We had the latter in mind when formatting the question. The wording of this survey question may need to be clarified when planning the 2016 online survey. It is pleasing to see however, that these library sessions are considered helpful by the vast majority.

**Website**

Most students visit the library website and reasonably often, but a reasonable proportion seldom visit it. Answers on the use of the website reflect usage statistics from Google Analytics. The most frequent areas visited relate to research.

The online room bookings service is a new service at Main Library Otara and was 5th in popularity. Almost every student who was MIT Otara campus-based, selected Room Bookings as one of the top three library services they use (188 out of 197 responses).

SuperSearch, our Discovery Layer from EBSCO, is popular, and considered useful by the vast majority. Only 3% found SuperSearch hard to use. Given that finding good information is never easy, this result is very pleasing.

One would expect use of our website to coincide with researching assignments and not be an everyday activity. Even though the majority of students are positive about the website, both in numbers and comments, we recognise that it needs improvement. The library website has done well considering it was designed, built and maintained in-house, but it needs simplifying and rationalising and we are beginning work on a new, more responsive website.

**Target Groups**

The MIT Strategic Plan (2012-2020) articulated a particular focus on improved outcomes for three target groups: Maori, Pasifika, and Under25s. Survey data from these groups was separated out, and analysed against the four questions (Q 9, 11, 12, and 22).

Analysis showed that there were no significant differences in responses to that of total survey respondents. Comments too, reflected similar patterns of response to those in the total sample.
Section 6 Recommendations

Below are recommendations derived from survey findings that need further investigation:

1) Continue to report air conditioning temperatures
2) Review opening hours at Creative Arts and Manukau Libraries e.g. opening at 8.30am at MIT Manukau. Continue with extended exam period hours.
3) Investigate getting a vending machine and coffee machine (including hot water function) for the Main Library ($ Block, Otara).
4) Investigate better ways to communicate fines policy to library users.
5) Examine implementing a consistent noise control policy.
6) Publicise to students less well-known services such as the ability to print from their own laptops via Citrix; and the Inter Library Loans service.
7) Consider broadening the range of library services by marketing e.g. arrange more events and activities to encourage use of the library.
8) Liaise with ICTS to request an upgrade of the Engineering computers.
9) Review levels of loanable course textbooks, particularly for Engineering and Trades and Nursing and Health Studies.
10) Consider standardising the loaned laptops loan length at all campuses to 4 hours.
11) Complete the new website as soon as possible. Make it more visually appealing and intuitive.
12) Explore adding “how to use” IT training sessions to library classes for students.
13) Consider having computers installed in the MIT Manukau library for students to search databases/electronic resources.

Section 7 Conclusion

Once again the library’s student satisfaction survey has provided us with some rich data which we can use as we go forward with our library service.

We know that most of the survey respondents use the library, find the library easy to use, and find the information they need that is helpful in their studies. Students continue to regard the library and the resources and services offered, as important to helping them achieve their goals of graduating with a tertiary qualification and securing a good job.

There are always improvements one can make and the survey recommendations have identified a number of areas that need further investigation. Many of these recommendations relate to the consistent communication of our services and policies to library patrons, as it appears that there is a general unawareness of these, which can result in unfair misjudgement of the library.

The survey itself requires fine tuning: having full independent access to SurveyMonkey would help a great deal with preparing the survey and extracting the data; the methods we use to get students to fill out the survey need further refining; assistance with initial and subsequent comparative analysis would also be very helpful. The survey working group believe that rotating membership would be beneficial for library staff, offering robust professional development opportunities, with the added benefit of new perspectives in survey approach and analysis.
Appendix A Survey Questions

Q1 With which faculty are you studying? (Consumer Services, Secondary-Tertiary Studies, Maritime and Logistics, Education and Social Sciences, Creative Arts, Engineering and Trades, Business and Information Technology, Nursing and Health Studies)

Q2 With which MIT campus do you study? (Early Childhood Education [at 246 Queen Street], New Zealand Maritime School, MIT Otara Creative Arts, MIT Otara North Campus, MIT Otara South Campus, MIT Manukau)

Q3 With which ethnic / cultural group do you most identify? (Chinese, New Zealand Maori, Pakeha/New Zealand European, Indian, Pasifika, Other)

Q4 In which age range do you fall? (15-19 years, 20-24, 25-29, 30-39, 40-49, 50-59, 60, Do not want to say)

Q5 How long have you studied at MIT? (Less than 1 year, Between 1 and 2 years, Between 2 and 3 years, More than 3 years)

Q6 Have you ever used any of the MIT libraries, their services, resources or the website? (Yes, No - What do you use instead?) (and Comments)

Q7 How often do you visit an MIT library? (Nil, Daily, Weekly, Monthly, Seldom)

Q8 When you used the library, what did you use? (choose the top 3)

Q9 I find it easy to use the library. (and Comments)

Q10 The library environment suits my study needs (e.g. study spaces, heating/cooling, noise, lighting...) (and Comments)

Q11 Have you attended a library class? (Yes, No)

Q12 How helpful was it? (and Comments)

Q13 Have you visited the library website - library.manukau.ac.nz? (Yes, No) (and Comments)

Q14 How often do you visit the library website? (Daily, Weekly, Monthly, Seldom)

Q15 What did you use on the library website? (choose the top 3)

Q16 I find it easy to use the library website. (and Comments)

Q17 The information I found on the library website was useful for my studies. (and Comments)

Q18 I have used SuperSearch. (Yes, No)

Q19 I found SuperSearch useful. (and Comments)

Q20 The library opening hours suit my study needs. (and Comments)
Q21 The library staff are helpful. (and Comments)

Q22 The library has the resources to support my studies. (and Comments)

Q23 Using the library (and its resources and services) has helped me achieve better grades in my studies. (and Comments)

Q24 I would recommend using the library to other students. (and Comments)

Q25 What additional services can we provide? (and Comments)

Q26 Final comments (about the library and its services).