Library Student Satisfaction Survey

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Manukau Institute of Technology Library
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>2</td>
</tr>
<tr>
<td>Section 1 Background</td>
<td>2</td>
</tr>
<tr>
<td>Section 2 Methodology</td>
<td>3</td>
</tr>
<tr>
<td>Section 3 Results</td>
<td>4</td>
</tr>
<tr>
<td>Section 4 Target Groups</td>
<td>34</td>
</tr>
<tr>
<td>Section 5 Discussion</td>
<td>35</td>
</tr>
<tr>
<td>Section 6 Recommendations</td>
<td>37</td>
</tr>
<tr>
<td>Section 7 Conclusion</td>
<td>37</td>
</tr>
<tr>
<td>Appendix 1 Survey Questions</td>
<td>39</td>
</tr>
</tbody>
</table>
Executive Summary

The Library Student Satisfaction Survey was run as an online survey to gauge student satisfaction about current library services (physical and online), and to identify areas of library service that require further investigation. The online survey is a chance to hear the student voice.

A major target for the project team this year was to achieve at least 400 survey responses. We surpassed the target, reaching 430 valid survey responses.

Survey results showed a very similar picture to that reported in the 2015 survey, with students generally reporting a high level of satisfaction in regards to the library, its staff and services.

Most survey respondents use the library and/or its resources, find the library easy to use, and find that the library environment suits their study needs.

This year comparative analysis was made between four survey questions and the three MIT target groups: Maori, Pasifika and Under 25s. The comparison questions were: Question 9, I find it easy to use the library; Question 11, Have you attended a library class?; Question 12, How helpful was it?; and Question 23, Using the library (and its resources and services) has helped me achieve better grades in my studies. For Maori and Under 25s, there was some variation in response compared to the total sample, with mostly positive comments made; for Pasifika, survey responses were more positive than the total sample.

Based on commentary gathered from survey responses, a number of recommendations have been compiled. Grouped under three headings: Library services and resources, Service awareness, and Website, these recommendations will be discussed at Library Management Team meetings. The recommendations included: reviewing opening hours at Main Library Otara and at branch library sites; monitoring physical environmental issues such as noise levels, cleanliness levels; a mechanism for storing personal belongings; and the need to market particular library services to the student body such as Interloans, and recommended titles for purchase. Suggestions came through from students for resources such as webcams, EFTPOS top-up located near the printers, and a computer booking service.

Section 1 Background

The Library Student Satisfaction Survey has been hosted annually as an online survey via the library website since 2013. The survey has been a valuable source of quantitative and qualitative data for the library annual report, as well as a way for librarians to “hear” the student voice. A number of changes have been made to our services through the comments of our students in previous surveys.

This year’s drivers were:-

- To receive over 400 survey responses.
- To achieve a survey participation result from students studying at campuses other than at MIT Otara South Campus. The survey result will then provide a representative sample of the student population on each campus.
- To evaluate the questions used in the 2015 survey, ensuring that those used in the 2016 survey are clear and concise. The aim is to gather quality usable data.

The online survey ran for a six week period from September 19 to October 30 2016.
Section 2 Methodology

The 26 questions featuring in the 2016 Survey were the same as those presented the previous year, with 14 of these featuring comments fields. These questions were worded the same as last year’s questions to ensure easy comparisons could be made.

Once again we used SurveyMonkey as our online survey tool.

Budget was assigned to allow for ten hours of paid assistance from selected Student Assistants who canvassed the student body to complete the online survey. Survey promotional posters and bookmarks featuring the online survey url were printed. The posters were distributed in key areas of MIT campuses, and the bookmarks were handed out by library staff at library sites, and by Student Assistants as part of their canvassing duties.

The online survey was also promoted by posts on the MIT Student Support / MIT Library Facebook page, via the library website News page, and via digital screens at the Main Library Otara.

The online survey was marketed by Subject Librarians from the Information Services team 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, with an entry into the prize draw being secured by the respondent entering their student ID number at the end of the online survey. The prize winner was drawn by a random selection process once the online survey closed, and the prize winner contacted.

The online survey link was live on the library website from Monday 19 September to Sunday 30 October 2016.

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

Courtney Harper analysed the survey data, comparing results with those of survey results from 2015. Key questions from the 2016 survey data were also analysed to show library use by MIT Target groups (Maori, Pasifika, and Under25s).
Section 3 Results

Q1. With which faculty are you studying?

There were a total of 426 respondents for this question. The largest number of respondents (24%) was from the Faculty of Business and Information Technology, based at the MIT Manukau Campus. Second largest was the Faculty of Engineering and Trades (22%), which experienced a 7% increase from last year. The third largest, the Faculty of Nursing and Health Studies dropped 15% from last year to 20%. Overall the spread of participants from each of the faculties was more even than in 2015, most likely due to the efforts of library staff to increase participation from previously less well represented faculties: Creative Arts (10%), Education and Social Sciences (10%), Maritime and Logistics (4%), Secondary-Tertiary (4%) and Consumer Services (5%).
Q2. With which MIT campus do you study?

All 430 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 (24%). Respondents from North Campus came a close third, with a 12% increase from last year’s percentage. Creative Arts had 9%, the same as in 2015, Maritime School was 4% and there was one respondent from Kaitaia Campus.

Two Engineering students commented they had lectures on both North and South campus; only South campus was included for the purposes of the analysis.
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 32% of the 426 students who responded to the question, with Indian being second (24%) and ‘Other’ third equal (15%). These proportions are similar to last year; however there were slightly more respondents who identified as Indian (up 5%), while the number of Pakeha/New Zealand European (down 4%) and New Zealand Māori declined (down 2%).

The data on ethnicity posed some challenges with thirteen students identifying multiple identities – some up to four. In these cases, only the first ethnicity that the student reported was counted in the analysis. There were also six respondents who recorded the name of their Pacific island in the ‘Other’ category; these students were transferred to the ‘Pasifika’ category to maintain the robustness of our data on this target group, however we acknowledge the importance of national identity for these students. The same is also the case for three students who self-identified as ‘Fijian Indian’, but we placed in the ‘Indian’ category for this analysis.
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 54% of the 424 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 (47%) of the 425 students who responded to this question have been studying at Manukau Institute of Technology for less than a year. This is 4% more than last year. Second year students were up 5% from 2015, but and third year respondents were down 6%. 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 425 respondents, it was pleasing to learn that 407 (96%) said they use the library and/or its resources. Of these, 187 were first year students (46%), 132 had attended one to two years (32%), 51 had attended two to three years (13%), and 34 had attended more than three years (8%); overall those who had used the library were slightly newer students than in the previous two year’s surveys.

The eighteen respondents (4%) that said they had not used any of the libraries or their resources was a similar proportion to last year’s respondents, where 3% said they had not used any of the libraries or their resources. Just over half (10 respondents) of those who answered ‘No’ to this question were first year students. Five came from the Faculty of Engineering and Trades, four from the Faculty of Education and Social Sciences, three from the Faculty of Nursing and Health Studies and two each from the Faculties of Consumer Services, Business and Information Technology and Creative Arts. Student Assistants were employed to go around the campuses encouraging students (particularly non-library users) to complete the online survey.

Like last year, 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. All of the comments (11) received on this question were actually from students who had answered ‘Yes’ to the first part and they mainly recorded the library services they did use (e.g. laptops, books, e-Resources). Three commented that they used the internet, one Facebook and one nothing instead of library services.
Q7. How often do you visit an MIT library?

Like last year, the percentage of respondents who visited daily or weekly was high at 70% (4% less than 2015) and those that seldom visited was 13%. This is based on a total of 389 respondents.
Q8. When you used the library, what did you use? (choose the top 3)

A total of 400 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 1278 and not 1200.

Books are the most used in the library, followed by desktop computers and thirdly study rooms. The order of the second and third most used items was reversed from last year. The percentage of respondents favouring books and computers remained about the same as last year and study rooms dropped by 7%.

Other changes in this year’s results were that that less respondents chose Printing/Copying, which dropped from 57% in 2015 to 50%. Conversely, laptops rose 7%. This may reflect the availability of laptops for loan at MIT Manukau for the first time this year. Respondents’ use of the coffee cart decreased by 10% and was the least used of the listed services by a clear margin. There were a number of negative comments about the coffee cart recorded later in the survey (see question 25), which may account for this result.

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 399 respondents to this question, 85% agreed or strongly agreed that they found the library easy to use and only 5% disagreed or strongly disagreed.

There were 71 comments for this question, most of which were positive (70%). A further 25% were generally positive but had a particular issue or suggestion for improvement, while three were negative. Common themes included: that staff are helpful, the layout is good, a great place to study, quiet (MIT Manukau), searching is easy and the library has all the resources to help with courses/assignments. One respondent stated that, ‘I am a student currently studying bachelor of social work, I use hate going into a library because I found it very boring but due to some past events happening in my life the library has become my second home. Now that I enjoy coming into the library it [sic] has become a [sic] amazing experience’. The more negative comments included that there are not enough course related books or High Demand books, inadequate parking, too much noise (Main Library Otara), opening hours are not long enough, difficult online searching and a slow network at Maritime.
Q10. The library environment suits my study needs (e.g. study spaces, heating/cooling, noise, lighting...).

Similar to last year, 82% of the 395 students who answered this question agreed or strongly agreed that the library environment suits their study needs. Eight percent disagreed or strongly disagreed while 10% were neutral. A breakdown of the results by library revealed:

**Creative Arts Library**

Thirty-three respondents in total: 12 strongly agree, 15 agree, four neither agree nor disagree and one disagreed but commented that the ‘space is adequate to study and research. I personally like the natural lighting’. This student’s negative response probably related to their additional comment that there were not enough New Zealand performing arts resources. The only other two comments for this question both described the library as quiet and peaceful.

**Main Library Otara**

There were 246 respondents that we assume primarily use the Main Library (155 from South Campus where the Main Library is situated and 99 from North Campus, an eight minute walk from

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2 The disagreed/strongly disagreed categories may be slightly overinflated as four students who answered like this went on to write positive comments so may have misunderstood the question.
the library). Of these, 95 strongly agreed, 107 agreed, 24 neither agreed nor disagreed, 12 disagreed and eight strongly disagreed that the library environment suits their study needs.

Forty-eight students commented on this question, some referring to more than one aspect of the environment. There were 20 comments that the library was too noisy on both levels 2 and 4, two comments that that the air conditioning was too cold and two comments that it was too hot. There were three comments requesting more study rooms, two expressing dissatisfaction with table or desk size and two mentioning inadequate lighting. One student asked for more power points and another for longer café hours. There were, however, 15 positive comments about the library environment. These included: ‘a great environment and caters to all the different needs as there are different noise levels at different places’, ‘wouldn’t go elsewhere’, ‘all ways [sic] clean, orderly, well lit and good temperature’, and ‘helps me to focus and get some study done’.

**Maritime**

Eighteen respondents in total: eight strongly agreed, seven agreed two neither agreed nor disagreed and one disagreed.

Four students commented, half liked the quiet environment while the others thought that the space and opening hours were too limited.

**MIT Manukau Library**

Ninety-six respondents in total: 41 strongly agreed, 37 agreed, 9 neither agreed nor disagreed, three disagreed and six strongly disagreed.

Nineteen students commented on the MIT Manukau library, again sometimes on more than one aspect. There were four comments that the library is too small and two that it was too noisy. Conversely, there were four positive comments about the quiet environment of the library. Two students asked for group study spaces and, although not about the environment, three asked for more books. One student requested hot water and another commented positively on the provision of loanable laptops. One student called it ‘a very nice environment’, while the other two comments expressed a neutral opinion on the environment.
Q11. Have you attended a library class?

Compared to the previous two years where there was an almost even split between those who had and those who had not attended a library class, in 2016 only 41% of respondents had attended a library class. This percentage is still quite high considering staffing shortages in the Information Services team this year. A total of 394 answered this question.

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<th>Faculty</th>
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<th>No</th>
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<td>Consumer Services</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Creative Arts</td>
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<td>Education and Social Sciences</td>
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<td>Engineering and Trades</td>
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<tr>
<td>Maritime and Logistics</td>
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<td>11</td>
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<tr>
<td>Nursing and Health Studies</td>
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</tr>
<tr>
<td></td>
<td><strong>163</strong></td>
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</table>
Q12. How helpful was it?

There were 185 students who answered this question, even though only 163 responded that they had attended a library class in the previous question. As we cannot tell whether these additional 22 students had actually attended a class, they are included in the total for this question. Of the 185 respondents who indicated they had attended a library class, 89% found it helpful or very helpful. Only 5% of respondents found the classes unhelpful or very unhelpful. None of these students made comments about why it was unhelpful.

The comments for this question revealed that what students found most helpful was learning how to reference (6) and search for relevant information (4). Nine students made comments of a generally positive nature, while three praised their Information Services librarian by name. Other comments included that learning critical appraisal skills and about the physical orientation of the library was helpful. One student commented that it would be good to have learning materials in their [first] language.
Q13. Have you visited the library website?

Of the 396 students who answered this question, 55 said they had not visited the website. The majority of these were first year students (65%).

Most comments were of a generally positive nature (9). An additional eight comments specified that the website was easy to use and fifteen students detailed why they used the website or what features in particular. These included: research (3), databases (5), booking rooms (1), renewing books (1), searching for books (4) and requesting intercampus delivery (1). However, there were five comments which suggested some improvements were needed as the website was confusing and hard to navigate. Two students commented they did not often use the website, one student thought there should be more free e-articles, one had problems with resources availability and another requested a link to the RICOH top up.
Q14. How often do you visit the library website?

Just over half of the 334 respondents to this question recorded that they used the library website daily or weekly. This is 6% less than in 2015, but the seldom users remains around the same at 22% (21% in 2015).

Twenty-six students offered comments on this question. Of these, seven reported the website was good or easy to use, four said they used it for research or assignments and two singled out other specific features. On the other hand, five commented that the website was hard to use or that they used other sources (e.g. Google), two reported having technical problems accessing the website and three wrote they did not have time or hardly ever used it. Three other comments were unrelated (e.g. were about the physical library).
Q15. What did you use on the library website? (choose the top 3)

A total of 338 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 997 and not 1014.

The most used features on the library website were Super Search, the library catalogue and eResources. These results are essentially the same as in 2015 except databases, which were third last year, dropped to fourth. Other interesting changes were that the percentage of respondents selecting ‘guides by subject’ and ‘news’ decreased by about half from last year. Fifteen percent of students chose ‘other’ this year compared to 3% last year, however, most of the entered comments in this field were unrelated to the question.

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<th>Answer Choices</th>
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<td>Super Search</td>
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<td>Library Catalogue</td>
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<td>49%</td>
</tr>
<tr>
<td>Databases</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>eResources (eBooks, eVideos, eJournals)</td>
<td>42%</td>
<td>46%</td>
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<tr>
<td>Study Room Bookings</td>
<td>34%</td>
<td>24%</td>
</tr>
<tr>
<td>Websites</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>My Library Record (renew…)</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Guides by Subject</td>
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<td>9%</td>
</tr>
<tr>
<td>News</td>
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<td>7%</td>
</tr>
<tr>
<td>How Do I?</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>15%</td>
</tr>
<tr>
<td>Virtual Tour</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Q16. I find it easy to use the library website.

A clear majority of the 337 responses to this question find the library website easy to use with 76% agreeing or strongly agreeing with this statement. This was the same percentage as last year. Negative results reverted to a pattern similar to 2014 after a decrease in 2015. Neutral responses also decreased 5% from last year.

Despite these results, many of the comments for this question highlighted problems or improvements which could be made to the website. Of the 28 students who commented, 18 were negative, seven were positive and three wrote that they needed help to use the website. Common themes were that the website was outdated or visually unattractive, difficult to navigate, not user-friendly or contained too much information: as one student put it, ‘The design of the site is so old that it is difficult to navigate and links are not usually where I expect them to be. It is difficult to identify the main components of each page as the design makes this unclear.’ Such comments were very similar to those in 2015. Positive responses included that it was easy to use or ‘good’.
Q17. The information I found on the library website was useful for my studies.

Eighty one percent of respondents agreed or strongly agreed that the website was useful for their studies. This was a six percent drop from the previous two years.

There were only 16 students who offered comments for this question, but these were mostly positive and emphasised that the website provided useful and relevant information for their coursework or assignments. Two students commented to the contrary, as they were not able to find the right resources available through the website.
Q18. I have used Super Search.

The percentage of students who have used Super Search is 79%, which is 2% less than the last two years. Of those respondents who had not used Super Search, 58% were first-year students.
Q19. I found Super Search useful.

Most of the 316 students (84%) who answered this question agreed or strongly agreed that Super Search was useful. This was 5% less than in 2015, while neutral responses increased by 9%.

Positive comments (7) for this question noted Super Search was useful because it gave specific results or saved time. Negative comments (5) included that it was too advanced or gave too many irrelevant results. Four students commented that they needed help to use it and three that they had not used it.
Q20. The library opening hours suit my study needs.

Seventy-six percent of 391 students agreed or strongly agreed that the library opening hours suited their study needs, but 10% did not. There was a shift towards more neutral responses (14%) this year compared to 2015 (6%). Of the 38 respondents who disagreed or strongly disagreed, 17 studied at either South or North Campus, ten at Creative Arts, ten at MIT Manukau and one at Maritime. Sixty students commented on this question: the libraries referred to were the Main Library, MIT Manukau, Maritime and Creative Arts.

**Creative Arts Library**

All 17 comments indicated that the library should be open longer or more often. Four students requested Friday opening hours, nine later closing and one earlier opening.

**Main Library Otara**

Seventeen students requested longer hours: five wanted earlier opening and ten wanted later closing, later Friday evenings in particular. Another nine students commented that the hours were good or convenient, with some specifying they appreciated the extended exam hours.

**Maritime Library**

There was only one comment which requested later closing.

**MIT Manukau Library**

Three students requested that the library be open on weekends and another three that it open earlier during the week. The other five comments were generally positive about the suitability of the opening hours.
Q21. The library staff are helpful.

Like last year, students overwhelmingly find library staff helpful: 93% of 390 respondents agreed or strongly agreed with the statement ‘the library staff are helpful’.

Comments for this question generally reflected this result with library staff being described as ‘friendly’, ‘awesome’, ‘professional’, ‘supportive’ and ‘the main reason I will come to the library’. Twelve comments referred to library staff as helpful and an additional three students gave specific examples of the help they received. Fourteen comments were of a general positive nature and seven identified particular staff as going the extra mile. The great service which the Student Assistants provided was mentioned four times. Less positively, a minority of students (4) found some staff members less easy to deal with than others or had not consistent experiences with staff.
Q22. The library has the resources to support my studies.

Although down slightly from last year (90% down to 88%), most students continue to agree or strongly agree that the library has the resources to support their studies. Around 12% of the 390 respondents were neutral or disagreed that there were enough resources.

Only 26 students commented on this question, with a common request being for more copies of recommended textbooks or High Demand books. Fourteen comments suggested specific resource needs (electrical and civil engineering, novelists in Creative Writing syllabus, NZ performing arts, IT, new counselling books and business and communication books at Otara), seven were positive, two were neutral and one student was unaware of the interloan service. The two other comments were irrelevant to the question. It should be noted that some students who made suggestions for improvement had still agreed with the question statement.
Q23. Using the library (and its resources and services) has helped me achieve better grades in my studies.

With 83% of 387 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.

Eighteen students provided comments for this question. Two had negative opinions of the resources and two focused on other factors influencing their grades: ‘it’s up to me’. The remaining comments were very positive and related mostly to the availability of books/resources (6): ‘I always find what I need. Books, Research and artist’ (Creative Arts student) and ‘Yes I have been able to access and use updated resources for my assignments from e-journal the library website which helped me obtain better grades’ (Nursing and Health Studies student). Students also mentioned staff, space, hours and the Student Support service as contributing to their success. An Engineering and Trades student put it this way, ‘haha.. I went from 67 to 86. It’s that good’.
Q24. I would recommend using the library to other students.

An impressive 91% of 385 students recorded that they would recommend the library to other students. Twenty-one respondents also provided a comment for this question. Some students wrote about multiple aspects of the library, which is why the numbers in the following analysis total more than 21.

**Comments on physical space and environment:**

There were three positive and three negative comments about a variety of space and environmental issues.

“*It’s the noise and tense environment and desk cleanliness caused by other students that would stop me 100% recommending it to everyone.*” (Nursing and Health Studies student)

“*It’s warm, secured, and safe environment.*” (Consumer Services student)

**Comments on staff:**

Three students commented on helpful staff.
“Yes i would say make use of the library facilities and staff who are always willing lend that extra hand.” (Nursing and Health Studies student)

Comments on resources:
There were three mixed comments about resources.

“The library itself is fantastic for students, but the book selection for IT students is lacking.” (Business and Information Technology student)

“It depends on the degree they are doing as I have seen some good books for other business areas [sic].” (Business and Information Technology student)

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

“Yes, I would totally recommend using the library. I've come to realize that using other familiar spaces lead to procrastination whereas using the library gets you into the mindset of wanting to accomplish your tasks.” (Creative Arts student)

“The library is like your best friend.” (Creative Arts student)

“yip I already have all the study mates and family comes here now” (Consumer Services student)
Q25. What additional services can we provide?

This was an open-ended question which attracted 174 responses. Many of the respondents (43) made no recommendations for extra services; rather they reported being satisfied with existing services. Some respondents suggested more than one service.

Physical space (including environment):

There were 16 comments about space and environment, which is 11 less than last year when the sample size was much smaller. Pleasingly no students commented on noise in their responses to this question, although comments were made elsewhere in the survey. Noise levels had been a major theme last year. This year, ten students requested more study space and/or rooms. Four 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. Another student wanted more accessible toilets at MIT Manukau. Other suggestions included better air conditioning and desks at the Main Library and more single desks and power points at the Creative Arts Library.

Staff:

An Engineering and Trades student commented on the need for staff to be trained in ‘varied roles rather than specialisations’, while a Nursing and Health Studies student wanted more staff from different nationalities to ease communication with non-English speaking students. A Faculty of Business and Information Technology student felt some staff ‘needed to improve their helping skills’ and another respondent from the same faculty wanted the library to provide more jobs to students.

Research resources:

The 31 comments relating to research resources requested more books in general, or more ‘high demand’ texts (i.e. popular course-related books). These comments mostly were made by Business and Information Technology students (16) and reflect the relatively small collection of physical resources at MIT Manukau campus library; interestingly four of these students requested a fiction collection. Also notable considering their smaller representation in the survey, three Creative Arts and three Maritime students also requested new or additional resources.

Services (including opening hours):

Several common themes emerged from the 86 comments relating to services:

- Hours:
  Fifteen requested longer opening hours: five from Business and Information Technology, eight from Faculties who would use the Main Library and two from Creative Arts.
- Computers:
  Nine comments specified a need for more desktop computers with engineering software (Main Library) or for computers to be upgraded so they were faster (Maritime). Wi-Fi connectivity and computers not recognising USBs in the Main Library were other issues.
- Food and drink:
  Eighteen comments related to the availability of food and drink. These mostly came from students who used the Main Library and MIT Manukau campus library. Six students commented on the coffee cart, asking for better and cheaper coffee and more food options. Other requests included free coffee and kitchen facilities (two for MIT Manukau). One
Business and Information Technology student asked that food be banned in the library as it was distracting.

- Training:
  Several students made thoughtful requests for training sessions. The six suggestions included APA, IT, exam and essay writing workshops. There may have been some confusion here with Student Support as there were an additional three comments clearly related to their services.

Other suggestions included projectors, a webcam, a kiosk for quick printing, EFTPOS top up located near the printers, sleeping pods, laminating at Creative Arts, a computer booking service, free whiteboard markers and printing. Like last year there were a few requests for more events or promotional activities; two students suggested sports or Xbox. Several suggestions also indicated a need to promote existing services: students asked for a video library, interloans, Facebook, headphones, vending machine, orientation tours and chargers, all of which are already available.
Q26. Final comments (about the library and its services).

Another open-ended question, 184 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.

Creative Arts Library

Creative Arts students were very complimentary of the helpful staff, with five comments describing ‘lovely librarians’ who are ‘easy to talk to’ and offer ‘generous help at all times’. There were three comments of a general positive nature and one about the resources: ‘YOU CAN FIND EVERYTHING’. The only negative comment related to the need for some updated books.

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 or wanted additional services.

There were 56 comments which commended the library in general as ‘very good’, ‘awesome’ or ‘perfect’ and thanked MIT for the library services. As one Engineering and Trades student simply stated ‘9.99/10 ^_^, no need to say anymore then [sic] that’.

Similarly, there were 33 positive mentions of helpful and friendly staff. A Nursing and Health Studies student noted that,

I am so grateful to all the staffs at MIT library who are friendly supportive and best all you can ask any question about your study and no one will judge you for not knowing. The staff are always doing the extra mile for students because, when we succeed the staff`s are so happy that they always encourage you to continue in your career and are always positive in everything we do. I love MIT library where i always spend some of my time.

An Education and Social Sciences student recorded that, ‘The staff is very helpful, with a wide knowledge of technology, subject matter, service is excellent... Equipment is excellent, chair, table, computer, laptop, most importantly for me it the staff for their diligent support and helping student. Awesome MIT.’ Many students felt our staff were integral to their positive experience with the library and academic success.

The usefulness of the study space and environment came up 15 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, compared to other university libraries which were cold and ‘classroom orientated’, ‘it is different in MIT library where the smell of coffee and low keyed student chatter on the 2 level make you feel at home and for those who need absolute quietness the upper levels with its pin drop silence is very conducive for intense research and studying. Thanks MIT.’ An Education and Social Sciences student put it this way: ‘Overall, I have thoroughly enjoyed using the library. I have a study buddy and we've been using the library weekly ever since Year 1, Semester 1. I'm in my third year and I still use the library. It's my second home and I love the environment and the space.’

Eight students mentioned the good resources, one student thanked the library for extending the opening hours during exam periods and another for introducing recycle bins.
The 23 more negative comments were varied. Four Engineering and Trades students requested longer hours (‘We are students and we are not concerned with budget issues’) and two Consumer Services students wanted hot water and microwave facilities. Two students suggested class specific resources. Other requests included: more whiteboards and free markers, EFTPOS printing top up, a printing kiosk, a coffee machine, upgrading the website and laptops for off site loans or hire. Complaints included: too much noise, lack of cleanliness, slow computers, the cost of printing, inadequate security for personal belongings and the security door going off with other library books. Each of these things were only mentioned by one student in this question, although similar comments had come up in other questions and should be considered together.

Overall, those students who chose to offer final comments expressed a high level of satisfaction with the library, its staff and services.

Maritime

The Maritime and Logistics students who commented on this question were largely positive, with six comments of a general positive nature and three about staff: ‘We have a great little library, well-staffed on a part time basis but ever approachable and very knowledgeable about obtaining information and resources, many thanks!’ One student expressed dissatisfaction about a particular resource not being available and another thought that ‘Actually getting students to check books out would be great a lot of books cannot be found as some students just take the books’.

MIT Manukau Library

Comments were largely positive (48 out of 63). There were 28 comments of a general positive nature from Business and Information Technology students. For example, ‘I like MIT library and the services provided. I would rate it 5/5 stars’ and ‘I really enjoyed support from the library, which did help me with my study and my grade. I’m using the library everyday including the website.’ There were nine mentions of friendly, helpful ‘lovely librarians’. The space was referred to positively as a good place for quiet study in eight comments. Another two responses referred to the library’s resources as ‘helpful’ and one cited the up-to-date software (presumably on laptops).

Of the 15 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 two comments suggested longer opening hours and three that there were not enough resources. Two students requested that library notices and updates be sent to the emit inbox and that the laptops were inefficient/needed upgrades. There was also a request for desktop computers.
Section 4 Target Groups

MIT’s Strategic Plan identifies three target groups of student characteristics MIT should concentrate on recruiting and providing services to: Māori, 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 Q23, Using the library (and its resources and services) has helped me achieve better grades in my studies.

Māori

Forty-four respondents self-identified as Māori. There was some variation in response compared to the total sample. Nearly eight percent less Māori than the total sample agreed or strongly agreed that the Library was easy to use (77.5% vs 85%). The proportion of Māori who attended a class was slightly higher than the total sample (42.5% vs 41%), as was the proportion who said the class was helpful or very helpful, (90% Māori, 89% total sample). No one disagreed that “The library has helped me to achieve better grades...”, but six percentage points fewer agreed or strongly agreed with the statement (77% vs 83% for total sample). More Māori respondents were neutral as to whether using the library has helped them achieve better grades (23% vs 14%).

Comments (12 across the four questions) were predominantly positive and focused on the library staff and environment. One student clearly demonstrated the value of the library to their achievement: “I can’t afford to buy some of my course books so if the Library didn’t have them I wouldn’t do as well in my course.”

Pasifika

One hundred and thirty five students self-identified as Pasifika. For all four questions Pasifika’s responses were slightly better – by 1–3% – than the total sample: 88% vs 85% agreed/strongly agreed the library was easy to use; 91% vs 89% found their library class helpful or very helpful; and 84% vs 83% agreed/strongly agreed the library helped them achieve better grades.

In general, Pasifika students’ comments on these questions were more positive than the total sample. Of 37 comments, three were neutral about whether the library was easy to use, and the remainder praised the helpful staff, comfortable space, free resources, opening hours and how library classes had helped their studies.

Under 25s

While some results for the 228 survey respondents who were under 25 years old were in line with the total sample, others were not. The same percentage (85%) agreed or strongly agreed that the library was easy to use. Yet, as with Māori students, 6% less of this target group agreed or strongly agreed that library services helped them achieve better grades (77% vs 83%) when compared to the total sample. Despite this, six out of seven students who commented on this question mentioned examples of how their grades had improved by using the library. Similarly, less under 25s had attended a library class than the total sample (37% vs 41%), however, they were more likely to rate it helpful or very helpful (93% vs 89%). The variation by age group 15–19 and 20–24 of those who had not attended a class was much less than last year (67.4% / 53.8% in 2015 and 67.1% / 61.5% in 2016).
Comments from under 25s on the four questions reflected the general pattern of the survey; 70% were positive about the library’s ease of use and 11 out of 12 recorded benefits of library classes. More negative comments were about a lack of specific resources or, encouragingly, that although they found certain aspects of the library difficult to use, staff were always on hand to help.

Section 5 Discussion

General

The survey response rate increased by 30% from the 2015 survey, up from 329 to 430 respondents. A comparison of the results from the 2015 and 2016 surveys revealed that the student body continue to feel positive about the library and its services. The range of comments and question ratings was relatively the same over both survey years.

The higher number of survey responses showed that it was well worth employing Student Assistants to canvas the student body using an iPad, so that the survey could be completed on-the-spot.

Overall the spread of respondents from each of the faculties was more even than in 2015, most likely due to the efforts of library staff to increase survey participation from previously under-represented faculties. The greatest proportion of respondents however, studied near to a library site (the top 3 in descending order being MIT Otara South Campus, MIT Manukau, and MIT Otara North Campus).

Whilst the cultural/ethnic mix from survey respondents generally reflects the cultural/ethnic mix of our student body, Pasifika students were the largest group who responded to the survey question. The proportions were still similar to 2015 survey results. The data on ethnicity posed some challenges with thirteen students identifying multiple ethnicities/identities – some up to four. When this occurred, only the first ethnicity the student reported was counted in the analysis.

Ninety-six per cent of survey respondents use the library and/or its resources, with almost half of these being first-year students (an increase of 4% from 2015 survey results), therefore those who had used the library were slightly newer students than the previous survey. As for the 2015 survey, students found the wording of this survey question (about the use of any of the MIT libraries, their services, resources or services) confusing. Clearly, more work needs to be done to clarify the intent of this question.

The Library and its services

Books are the most used resource in the library, followed by desktop computers and thirdly study rooms. The order of the second and third most used items was reversed from last year. The percentage of respondents favouring books and computers remained about the same as last year and study rooms dropped by 7%. The coffee cart was the least used service, yielding a 10% drop from 2015 survey results.

Print books continue to hold their relevance and importance to MIT students. Keeping the print collection current, relevant, and reflecting the course curriculum has made it easier for students to select the most appropriate resources for their study needs. It cannot be discounted that respondents who selected Books, included eBooks in their response.

The survey question about whether the library is easy to use, gained some interesting comments. Common themes emerged – that library staff are found to be helpful, the layout is good, that it is a
great place to study, that it is quiet (MIT Manukau), online searching is easy, and the library has all the resources to help with courses/assignments.

Whilst students generally felt that the library environment suited their study needs, there were a number of comments about Main Library Otara being too noisy on both Level 2 and Level 4.

Of the students that attended a library class, comments revealed that the information literacy skills learnt were helpful. Nine students praised their respective Information Services librarian by name.

Whilst 76% of survey respondents agreed/strongly agreed that the library opening hours suited their study needs, 10% had neutral feelings, and 14% disagreed/strongly disagreed (compared to 6% in the 2015 survey). Thirty-eight respondents made up this 14%, 17 of whom studied at either MIT Otara North or MIT Otara South Campus, ten at Creative Arts, ten at MIT Manukau, and one at Maritime. It was pleasing to see comments of appreciation in regards to the extended opening hours at Main Library Otara during exam time.

Students continue to agree that the library has the resources to support their studies, and that they would recommend the library to other students. With 83% of 387 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.

There seemed to be a number of comments that illustrated when students are unaware of an existing library service or resource. Work needs to be done to promote our library services on a more dynamic and ongoing way.

Overall, those students who chose to offer final comments expressed a high level of satisfaction with the library, its staff and services.

**Website**

Most students had visited the library website (and reasonably often), with over half of survey respondents using the library website daily or weekly. Though a clear majority find the library website easy to use, a major redesign of the website is well underway, which will greatly enhance the website navigability and usability.

The most used features on the library website were Super Search, the library catalogue and eResources (eBooks eVideos, and eJournals). Students are on the whole finding the information located on the library website useful for their studies (81% compared to 87% in 2015). Super Search, our Ebsco Discovery Service layer, has again proved popular, with most of the students who use this discovery layer, finding it useful.

**Target Groups**

The MIT Strategic Plan (2012-2020) identifies three target groups of student characteristics that MIT should concentrate on recruiting and providing services to: Maori, Pasifika, and Under25s. Data from the 2016 survey was separated out and analysed against four questions (Q9, 11, 12, and 23).

Maori - There was some variation in response compared to the total sample. Comments however, were generally positive.

Pasifika – For all four questions, Pasifika responded 1-3% better than the total sample. Comments were generally more positive than the total sample.
Under 25s – As with the Maori target group, there was some variation in responses compared to the total sample. Comments on the four questions reflected the general pattern of the survey.

Section 6 Recommendations

Library services and resources:

- Investigate installing more power points (Main Library Otara)
- Investigate creating more study spaces and/or rooms (Main Library Otara & MIT Manukau)
- Investigate purchasing more copies of recommended textbooks for general or High Demand collections; also more copies of specific resource in popular subject areas.
- Send library notices and updates to Canvas (MIT Manukau)
- Review opening hours at library sites. Requests for longer opening hours at Main Library Otara (on Friday evening, in particular); open earlier and for longer hours including weekends, at MIT Manukau; open later and on Fridays at Creative Arts.
- Consider implementing the following resources – projectors, webcam, EFTPOS top-up located near the printers, a computer booking service
- Monitor issues arising from student comments – too much noise, lack of cleanliness, slow computers, cost of printing, inadequate storage for personal belongings, and the security alarm activating when books from other libraries come through.
- Investigate ways to promote our services. Areas specifically mentioned were: recommended titles for purchase, Interloans, Facebook page, headphones, vending machine, orientation tours, mobile phone chargers, and Learning Support.

Website/Laptops:

- Ensure there a visible link to Ricoh top-up on website
- Review reporting procedures to ICTS and feedback to students to ensure that our processes are robust.
- Review our laptop hardware support processes relating to loanable laptops

Section 7 Conclusion

The survey analysis results portrayed a very similar picture to that reported in the 2015 survey. With a survey response rate 30% higher than the previous year, it consolidates what we already know about what students are thinking and needing.

Overall, there was a high level of satisfaction with the library, its staff and services, yet once again there was some commentary revealing a lack of awareness of some library services.

Most survey respondents use the library and/or its resources, find the library easy to use, and that the library environment suits their study needs. Continuing to monitor physical environmental factors (e.g. noise levels) is important, however.
There was some commentary about the library website, therefore it is pleasing to note that a major redesign of the library website went “live” at the beginning of March 2017. It is anticipated that the new look will alleviate issues of access, layout and ease of use for students.

The results of four main survey questions were analysed in comparison to three MIT target groups: Maori, Pasifika and Under25s. For Maori, there was some variation in response compared to the total sample, though comments made were mostly positive. For Pasifika, survey responses were more positive than the total sample. For Under25s, as for Maori, there was some variation in response compared to the total sample, with mostly positive comments made.

The online survey team are committed to run the online survey on an annual basis. We will endeavour to continue employing Student Assistants to canvas the MIT student body, as we believe the 30% rise in the number of survey responses is a direct result of their one-to-one engagement with students using an iPad for on-the-spot online survey completion.

It was also worthwhile employing a highly qualified former staff member skilled in utilising comparative analysis techniques, which saved the survey team a lot of time, especially knowing that this task was being completed to a very high standard.

In the spirit of continuous improvement, we will continue to analyse comments made in the survey, and draw up a list of recommendations which will become an action list for Library Management Team to consider and discuss.
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 Super Search. (Yes, No)

Q19 I found Super Search useful. (and Comments)

Q20 The library opening hours suit my study needs. (and Comments)

Q21 The library staff are helpful.
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).